



Reading

Skills progression overview at Sixpenny Handley First School and Nursery

National curriculum/EY curriculum					
Year N (ages in brackets)	Year R	Year 1	Year 2	Year 3	Year 4
<p>Development Matters (Communication and Language) Children aged 2-3 will be learning to:</p> <p>Listen to simple stories and understand what is happening, with the help of the pictures (2-3)</p> <p>Development Matters (Communication and Language) Children aged 3-4 will be learning to:</p> <p>Enjoy listening to longer stories and can remember much of what happens (3-4)</p> <p>Know many rhymes, be able to talk about familiar books, and be able to tell a long story (3-4)</p>	<p>Development Matters (Communication and Language) Engage in story times</p> <p>Listen to and talk about stories to build familiarity and understanding</p> <p>Retell the story once they have developed a strong familiarity with the text, some as exact repetition and some in their own words</p> <p>Learn rhymes, poems and songs</p> <p>Engage in non-fiction books</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary</p> <p>Early Learning Goals taken from EYFS profile:</p> <p>Literacy- Word Reading:</p> <p>Say a sound for each letter in the alphabet and at least 10 digraphs (ELG)</p> <p>Read words consistent with their phonic knowledge by sound-blending (ELG)</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words (ELG)</p> <p>Communication and Language Comprehension:</p> <p>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions (ELG)</p> <p>Make comments about what they have heard and ask questions to clarify their understanding (ELG)</p> <p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary (ELG)</p> <p>Anticipate – where appropriate – key events in stories (ELG)</p>	<p>Word Reading <i>Pupils should be taught to:</i></p> <p>Apply phonic knowledge and skills as the route to decode words</p> <p>Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes</p> <p>Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught</p> <p>Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</p> <p>Read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings</p> <p>Read other words of more than one syllable that contain taught GPCs</p> <p>Read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)</p> <p>Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words</p> <p>Re-read these books to build up their fluency and confidence in word reading</p> <p>Comprehension: <i>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</i></p> <p>Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently</p> <p>Being encouraged to link what they read or hear read to their own experiences</p> <p>Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics</p>	<p>Word Reading <i>Pupils should be taught to:</i></p> <p>Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent</p> <p>Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes</p> <p>Read accurately words of two or more syllables that contain the same graphemes as above</p> <p>Read words containing common suffixes</p> <p>Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</p> <p>Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered</p> <p>Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation</p> <p>Re-read these books to build up their fluency and confidence in word reading</p> <p>Comprehension: <i>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</i></p> <p>Listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently</p> <p>Discussing the sequence of events in books and how items of information are related</p> <p>Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales</p> <p>Being introduced to non-fiction books that are</p>	<p>Word Reading <i>Pupils should be taught to:</i></p> <p>Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet</p> <p>Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word</p> <p>Comprehension: <i>Develop positive attitudes to reading and understanding of what they read by:</i></p> <p>Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p>Reading books that are structured in different ways and reading for a range of purposes</p> <p>Using dictionaries to check the meaning of words that they have read</p> <p>Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</p> <p>Identifying themes and conventions in a wide range of books</p> <p>Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</p> <p>Discussing words and phrases that capture the reader's interest and imagination</p> <p>Recognising some different forms of poetry [for example, free verse, narrative poetry]</p> <p>Understand what they read, in books they can read independently, by:</p> <p>Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</p> <p>Asking questions to improve their understanding of a</p>	



	<p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play (ELG)</p> <p>Communication and Language</p> <p>Speaking:</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate (ELG)</p> <p>Expressive Arts and Design:</p> <p>Recount narratives and stories with their peers and teacher (ELG)</p> <p>Sing a range of well known nursery rhymes and songs (ELG)</p> <p>Perform songs, rhymes, poems and stories with others, and- when appropriate, try to move in time with music (ELG)</p>	<p>Recognising and joining in with predictable phrases</p> <p>Learning to appreciate rhymes and poems, and to recite some by heart</p> <p>Discussing word meanings, linking new meanings to those already known</p> <p><i>Understand both the books they can already read accurately and fluently and those they listen to by:</i></p> <p>Drawing on what they already know or on background information and vocabulary provided by the teacher</p> <p>Checking that the text makes sense to them as they read and correcting inaccurate reading</p> <p>Discussing the significance of the title and events</p> <p>Making inferences on the basis of what is being said and done</p> <p>Predicting what might happen on the basis of what has been read so far</p> <p>Participate in discussion about what is read to them, taking turns and listening to what others say</p> <p>Explain clearly their understanding of what is read to them</p>	<p>structured in different ways</p> <p>Recognising simple recurring literary language in stories and poetry</p> <p>Discussing and clarifying the meanings of words, linking new meanings to known vocabulary</p> <p>Discussing their favourite words and phrases</p> <p>Continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear</p> <p><i>Understand both the books that they can already read accurately and fluently and those that they listen to by:</i></p> <p>Drawing on what they already know or on background information and vocabulary provided by the teacher</p> <p>Checking that the text makes sense to them as they read and correcting inaccurate reading</p> <p>Making inferences on the basis of what is being said and done</p> <p>Answering and asking questions</p> <p>Predicting what might happen on the basis of what has been read so far</p> <p>Participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say</p> <p>Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves</p>	<p>text</p> <p>Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p> <p>Predicting what might happen from details stated and implied</p> <p>Identifying main ideas drawn from more than one paragraph and summarising these</p> <p>Identifying how language, structure, and presentation contribute to meaning</p> <p>Retrieve and record information from non-fiction</p> <p>Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say</p>
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	Year N (ages in brackets)	Year R	Year 1	Year 2	Year 3	Year 4
	As a reader a nursery child will:	As a reader a reception child will:	As a reader a year 1 child will:	As a reader a year 2 child will:	As a reader a year 3 child will:	As a reader a year 4 child will:
-Phonics/RWi -Word Reading	Take from Phase 1 Letters and Sounds: Regular planned opportunities to listen carefully and talk extensively about what they hear, see and do General sound discrimination: -Environmental sounds -Instrumental -Body Percussion -Rhythm and Rhyme -Alliteration -Voice sounds -Oral blending and segmentation Summer Term, RWi Nursery: -Hear the sounds of letters with the help of mnemonics -Blending sounds into words	RWi Explore and experiment with sounds, words and text Segment and blend decodable words containing Set 1 sounds with confidence and Set 2 sounds with increasing confidence Link sounds to letters, naming and sounding letters of the alphabet Use phonic knowledge to read simple, regular words and make phonetically plausible attempts at longer, more complex words Read speedy green words with fluency Read individual letters by saying the sounds for them Blend sounds into words, so that they can read short words made up of known letter-sound correspondences Read some letter groups that each represent one sound and say sounds for them	RWi Recognise phoneme-grapheme correspondences for 40+ phonemes, including some alternative sounds for graphemes Segment and blend decodable words containing Set 1 and 2 sounds with confidence and Set 3 sounds with increasing confidence Recognise by sight all of the Year 1 common exception words Apply phonic knowledge as the route to read unknown or difficult words Use syntax and context to self-correct when reading for accuracy and meaning Read longer words including two and three-syllable words Read words containing suffixes: -ing, -ed, -s/-es, er, est Begin to recognise some common homophones in their reading Read phonetically decodable books with accuracy and fluency	RWi Recognise less common digraphs and trigraphs, exploring word families Select from the range of alternative sounds for graphemes when reading unfamiliar words Recognise by sight all of the Year 2 common exception words Use syntax, context and word structure when reading for meaning Use knowledge of word structure to support reading, including polysyllabic words and an increasing range of compound words Accurately read words containing a wide-range of suffixes Recognise a wide range of homophones in their reading, understanding they are pronounced the same but have different meanings Note unusual correspondences between spelling and sound Read words with contractions, recognising that the apostrophe represents a missing letter or letters Sound out automatically and read with fluency, texts matched to their ability	Read a wide range of polysyllabic words, noting unusual correspondences Read further homophones and use this knowledge to assist their understanding of the text Confidently recognise alternative pronunciations for graphemes and alternative spelling patterns for phonemes Recognise by sight <i>most</i> of the year 3 and 4 common exception words Read a wider range of exception words, making links e.g. busy/business, using their knowledge of root words Link their understanding of contractions to informal language Pay close attention to punctuation when reading of being read to and use appropriate intonation Accurately read words containing a range of prefixes and suffixes Read silently, requiring less adult intervention Select books matched to their ability level with a little adult intervention (free readers)	Apply growing knowledge of morphology and etymology to facilitate reading aloud and to understand new vocabulary Decode competently where necessary and read fluently, including: polysyllabic words, homophones and near homophones and words containing prefixes, suffixes or contractions Recognise by sight <i>all</i> of the year 3 and 4 common exception words Read aloud for a range of purposes, using expression, trying out different pronunciations in longer words and putting emphasis in the correct places Recognise, and have knowledge of, a wide range of exception and further exception words Read silently, independently seeking adult intervention when it is needed Make own book choices linked to their reading ability, using the blurb, peer recommendation and knowledge of authors to assist their book choice
Response to Reading	Development Matters 2-3 (Literacy) Enjoy sharing books to an adult Pay attention and respond to the pictures or the words Have favourite books and seek them out to share with an adult, another child or look at alone	Choose a favourite story when given a choice of books that have already been explored in class, giving a simple reason for this choice Share their favourite part of a story Make simple links between the text and their own experiences	Select books for personal reading and give reasons for choices Talk about aspects of the text that they like Think about what they know about events or topics prior to reading Discuss reasons why things happen in the texts they hear	Read and listen to whole books and make choices for their personal reading Explain why they like or dislike a particular text Link the events or topic from a text to their own experience and knowledge. Recognise how books	Sustain their reading for enjoyment and because they wish 'to find out' Say why they prefer one text to another and begin to identify why one non-fiction text is more useful than another, according to their purpose Link the events or topic from a text to their own experience and/ or information gathered. Begin to	Read independently, completing short texts and sections from information books. Have favourite authors and choose books based on the recommendation of others Identify aspects or features that make a text entertaining, informative or useful Link what they've read in a text to what they know, their experience and that of others, and their experience of reading similar texts. Compare what is read to what was expected



<p>Repeat words and phrases from familiar stories</p> <p>Ask questions about the book, make comments and share their own ideas</p> <p>Develop play around favourite stories using props</p> <p>Development Matters 3-4 Literacy:</p> <p>Engage in extended conversation about stories, learning new vocabulary</p>	<p>Join in with parts of familiar texts that have been read multiple times</p> <p>Engage with the texts by asking simple questions to find out more about a character or event</p> <p>Retell and act out familiar stories using props or illustrations</p> <p>Learn simple stories, songs, rhymes and poems by heart, with actions</p> <p>Begin to notice some of the differences between fiction and non-fiction books</p> <p>Re-read what they have written to check that it makes sense.</p> <p>Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p> <p>Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</p> <p>Read a few common exception words matched to the school's phonic programme.</p> <p>Engage in storytimes. Engage in non-fiction books.</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p> <p>Develop storylines in their pretend play.</p> <p>Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.</p>	<p>or read. Express their understanding in different ways e.g. orally or recorded</p> <p>Ask questions about aspects of a text they don't understand or are excited by. Find answers to some of their questions using non-fiction texts</p> <p>Discuss and compare events or topics between books with similar characters or storylines</p> <p>Retell stories and parts of stories, using some story language</p> <p>Learn and recite simple poems and rhymes with predictable and repeated patterns, adding actions and re-reading them from the text. Play with rhyme and invent their own patterns linked to a text</p> <p>Identify and compare basic story elements, e.g. beginnings and endings in different stories</p> <p>Discuss some of the different ways pages in non-fiction books can be laid out and note some of the features, including: layout, contents, photographs, illustrations and diagrams. Explain some of the ways these books differ to fiction texts</p>	<p>are similar to others they have read or heard</p> <p>Discuss themes, plots, events and characters, comparing stories by the same and different authors. Compare the information given in non-fiction texts</p> <p>Ask what, where and when questions about a text to ensure they understand events or ideas in a text</p> <p>Pose and record questions prior to reading to find something out. Ask follow up questions about the topics they've read about</p> <p>Retell stories, giving the main points or events in sequence and highlighting significant moments or incidents. Role play stories in groups, using dialogue and narrative from the text</p> <p>Learn, re-read and recite favourite poems, conveying meaning by taking account of punctuation</p> <p>Identify, collect and compare common themes in stories and poems. Make comparisons of characters and events in narratives</p>	<p>explain links to similar books they have read</p> <p>Express ideas and give opinions about stories and poems, identifying specific words and phrases to support their ideas, demonstrating their understanding in different ways e.g. written/oral</p> <p>Ask questions to clarify the meaning of events or ideas introduced or explored in a text that they don't understand. Prepare and list questions as the basis for enquiry and decide which are the most important to follow up</p> <p>Read, prepare and present stories, poems and play scripts for performance, identifying appropriate expression, tone, volume and use of voices and other sound effects. Rehearse and improve their performance when reading texts aloud, in order to demonstrate their understanding</p> <p>Identify how different non-fiction texts are organised. Use the organisational features of non-fiction texts in their own reading and research</p>	<p>Understand and comment on ideas introduced in a passage or section they've read, drawing on evidence from the text to do so. Compare and contrast stories, justifying their preferences and opinions</p> <p>Develop an active attitude towards reading: seeking answers, anticipating events, empathising with characters and imagining events that are described</p> <p>Prepare for and carry out factual research by reviewing what is known, what needs to be found out, what resources are available and where to search</p> <p>Distinguish in reading aloud a story, poem or play script, between the narrator and the different characters. Read, rehearse, evaluate and modify a performance of a story, poem or play script to convey meaning and emotion</p> <p>Explore narrative order (introduction, build up, crisis, resolution, and conclusion) and how scenes are built up and concluded through description, action and dialogue</p> <p>Identify the main features of non-fiction texts (both print and computer based) including: headings, captions, lists, bullet points and understand how these support the reader in gaining information efficiently. Identify different patterns of rhyme and verse in poetry, e.g. choruses, rhyming couplets, alternate line rhymes and read these aloud effectively</p>
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Development Matters 3-4 Literacy:

Understand the five key concepts about print:
 -Print has meaning
 -Print can have different purposes
 -We read English text from left to right and top to bottom
 -The names of the different parts of a book
 -Page sequencing

Rhyme/repeated patterns?

 Listen carefully to rhymes and songs, paying attention to how they sound.

Learn rhymes, poems and songs.

Make collections of interesting words and use them when talking about books and stories

Recognise that stories have a beginning, middle and end and begin to sequence events in order

Explore the effect of patterns of language and repeated words and phrases

Identify and discuss some key elements of story language

Notice how information is presented

Listen to their own reading, and that of others, and check for sense at regular intervals

Locate parts of the text, which give particular information, including labelled diagrams and charts

Develop understanding of words met in reading. Speculate about the possible meaning of unfamiliar words they have read

Identify and discuss patterns of rhythm, rhyme, and other features, which influence the sound of a poem

Speculate about why an author might have chosen a particular word and the effect they were wanting to achieve e.g. by considering alternative synonyms that might have been used

Identify and discuss story elements such as setting, events, characters, and the way that problems develop and get resolved

Explain organisational features of texts, including alphabetical order layout, diagrams, captions, hyperlinks and bullet points

Investigate traditional story language, e.g. story openers and endings, scene openers, language which signals a time shift or magical event

Notice how information is presented across a range of texts

Check that a text makes sense to them as they read, pausing when reading to check their understanding and, where necessary, re- reading to regain understanding

Scan a text to find specific sections using key words or phrases and sub headings. Decide on whether a text is useful by skim reading its title, contents page, illustrations, headings and sub headings

Identify where an author uses alternatives or synonyms for words and speculate about the shades of meaning implied

Investigate the features of traditional stories – openings and endings, how events and new characters are introduced, how problems are resolved

Explain how the organisational features of non-fiction texts support the reader in finding information or researching a topic

Distinguish between rhyming and non-rhyming poetry and comment on the impact of the poem's layout

Discuss authors' choice of words and phrases that describe and create impact, e.g. adjectives and expressive verbs

Use knowledge of different organisational features of texts to find information effectively

Use contextual and grammatical knowledge, as well as background knowledge and understanding of word meanings, to make sense of what they have read. Put into their own words their understanding of what they have read. Take steps to retrieve the meaning if comprehension has been lost

Investigate the features of traditional stories – openings and endings, how events and new characters are introduced and how problems are resolved

Explain how the organisational features of non-fiction texts support the reader in finding information or researching a topic

Distinguish between rhyming and non-rhyming poetry and comment on the impact of the poem's layout

Skim and scan a text to locate information quickly and accurately. Draw together ideas and information from across a text, using simple signposts in the text e.g. contents, index, sub headings and page numbers

Consider a writer's use of specific and precise nouns, adjectives, verbs and adverbs and discuss the meanings conveyed. Investigate the meaning of technical or subject specific words they meet in their reading

Explore narrative order (introduction, build up, crisis, resolution, and conclusion) and how scenes are built up and concluded through description, action and dialogue

Identify the main features of non-fiction texts (both print and computer based) including: headings, captions, lists, bullet points and understand how these support the reader in gaining information efficiently

Identify different patterns of rhyme and verse in poetry, e.g. choruses, rhyming couplets, alternate line rhymes and read these aloud effectively

Understand how writers use figurative and expressive language to create images and atmosphere, e.g. to create moods, arouse expectations, build tension, describe attitudes or emotions. Discuss the meaning of similes and metaphors and other comparisons they have read

Use knowledge of different organisational features of texts to find information effectively. Comment on how information is presented on the page

Identify aspects of a text they are not clear about. Ask questions to clarify their understanding or research the topic to find out more. Clarify unfamiliar vocabulary met in information texts

Skim a text for an overview. Scan texts for key words, phrases and sentences as well as useful headings to locate information. Pay particular attention to introductions and opening/ closing sentences in paragraphs to identify key information



<p>Literary Comprehension</p>		<p>Explain what is happening on a given page of a familiar story</p> <p>Listen attentively, move to and talk about music, expressing their feelings and responses.</p> <p>Listen to and talk about stories to build familiarity and understanding.</p>	<p>Answer simple retrieval questions, recalling information from the text</p> <p>Retell a story giving the main events and/or share some important information they've found out</p> <p>Draw together information from across a number of sentences to sum up what is known about a character, event or idea</p> <p>Discuss reasons why things happen in the texts they read or are read to them and express their understanding in different ways e.g. orally or recorded</p> <p>Discuss characters' appearance, behaviour and the events that happen to them, using details from the text</p> <p>Pick out significant events, incidents or information that occur through a text. Link familiar story themes to their own experiences, e.g. illness, getting lost, going away</p>	<p>Answer retrieval questions from a text, making a simple point and supporting it with evidence</p> <p>Retell main points of a story in sequence and identify a few key points from across a non-fiction passage</p> <p>Discuss themes, plots, events and characters, comparing stories by the same and different authors</p> <p>Compare the information given about topics in non-fiction texts</p> <p>Identify what is known for certain from the text about characters, places and events in narrative and about different topics in non-fiction</p> <p>Give reasons why things happen where this is directly explained in the text</p> <p>Locate information using contents, index, sub headings, page numbers etc. Express and record their understanding of information in different ways</p> <p>Discuss familiar story themes in books they have read or heard. Give reasons why things happen or change over the course of a narrative</p>	<p>Reread sections of text carefully to find 'evidence' to support their ideas or answer questions about a text. Support their ideas about a text by quoting or by paraphrasing from it</p> <p>Summarise a sentence or paragraphs by identifying the most important elements</p> <p>Locate, retrieve and collect information from texts about significant or important elements or aspects (e.g. characters, events, topics)</p> <p>Take information from diagrams, flow charts and forms where it is presented graphically</p> <p>Identify typical story themes, e.g. good and evil, weak over strong, wise and foolish. Discuss how characters' feelings, behaviour and relationships change over a text</p> <p>Make comparisons between events in narrative or information texts on the same topic or theme. Compare and contrast writing by the same author</p>	<p>Evaluate a book or section of it, referring to details and examples in a text to back up their judgement and support their reasoning. Identify and summarise evidence from a text to support a simple hypothesis</p> <p>Make regular, brief summaries of what they've read, identifying the key points. Summarise a complete text</p> <p>Identify and discuss key sentences and words in texts which convey important information about characters, places, events, objects or ideas</p> <p>Pick out key sentences and phrases that convey important information. Take information from diagrams, flow charts and forms where it is presented graphically</p> <p>Identify social, moral or cultural issues or themes in stories, e.g. the dilemmas faced and dealt with by characters or the moral of the story. Link cause and effect in narratives and recounts. Explain how ideas are developed in non-fiction texts</p> <p>Collect information to compare and contrast events, characters or ideas. Compare and contrast books and poems on similar themes</p>
<p>Inferential Comprehension</p>			<p>Begin to speculate about the possible meanings of unfamiliar words met in reading. Check whether the suggested meanings make sense in the context of the text</p> <p>Make predictions about the content of a fiction or non-fiction text based on clues such as pictures, illustrations, titles and opening sections of text</p> <p>Discuss what is suggested about a character from what they say or do and ask questions to explore the characters further</p>	<p>Learn how to find the meaning of an unfamiliar word where this is explained in preceding or subsequent sentences or in a glossary. Check whether a suggested meaning of an unfamiliar word makes sense in the context of the passage</p> <p>Use immediate clues and what they have read already to make plausible predictions, demonstrating an understanding about what is going to happen or what they will find out</p> <p>Answer simple inference questions by making a point and supporting it with 'evidence' from a text</p> <p>Discuss familiar story themes that they have read or heard. Give reasons why things happen or</p>	<p>Practise re-reading a sentence and reading on in order to locate or infer the meaning of unfamiliar words. Discuss unfamiliar words and their possible meaning to clarify their understanding of a sentence or passage</p> <p>Predict from what they have read or had read to them how incidents, events, ideas or topics will develop or be concluded. Update and modify predictions about the events, characters or ideas in a text on a regular basis throughout their reading.</p> <p>Answer simple retrieval and inference questions by making a point and supporting it with 'evidence' from a text</p>	<p>Identify unfamiliar vocabulary in a text and adopt appropriate strategies to locate or infer the meaning (e.g. re-reading surrounding sentences and/or paragraphs to identify an explanation or develop a sensible inference, by identifying root words and derivatives, using the context and syntax, or using aids such as glossaries or dictionaries.) Identify where unfamiliar words are not explained in the text and where a dictionary needs to be used to understand them</p> <p>Make regular and increasingly plausible predictions as they read, modifying their ideas as they read the next part of the text. Learn to anticipate events based on their own experience, what has been read so far and knowledge of other similar texts. Discuss the plausibility of their predictions and the reason for them</p> <p>Evaluate a book or section of it, referring to details and examples in a text to back up their judgement and support their reasoning. Identify and summarise evidence from a text to support a hypothesis</p>



				<p>change over the course of a narrative</p> <p>Make inferences about characters from what they say and do, focusing on important moments in a text and ask questions to further this understanding of characters, events or topics in non-fiction</p>	<p>Understand how what a character says or does impacts on other characters, or on the events described in the narrative. Infer characters' feelings in fiction</p> <p>Ask questions to develop understanding of characters' feelings and actions, or to understand significant details about a topic</p> <p>Discuss how a writer 'implies' as well as 'tells'</p> <p>Make brief summaries at regular intervals when reading, picking up clues and hints as well as what is directly stated</p>	<p>Understand what is implied about characters and make judgements about their motivations and attitudes from the dialogue and descriptions</p> <p>Ask questions to clarify their understanding of what is implied about main ideas, themes and events in texts they have read</p> <p>Summarise what is known about a character, event or topic, explain any inferences and opinions by reference to the text</p>
<p>Library Skills</p>	<p>Understand that the library is a place where books can be borrowed from but must be returned to</p> <p>Understand that books must be looked after and know how to turn the pages carefully</p> <p>Use the front cover to help them choose a book they will enjoy</p> <p>Recognise some familiar books from their front cover (including the 'Favourite Five')</p> <p>With some support, recall which shelf they took the book from and return it to the same shelf</p>	<p>Use symbols to help them gain a basic understanding of library organisation</p> <p>Begin to match books to their place in the library, using the matching symbols</p> <p>Understand which shelves are most relevant to them</p> <p>Track text in the correct direction e.g. page by page, left to right, top to bottom</p> <p>Recognise familiar books and make choices based on front cover and title</p>	<p>Use and match signs and symbols to support their understanding of basic library organisation</p> <p>Understand that all of the books are organised and have a 'place' where they must be returned to, with all spines facing outwards</p> <p>Begin to recognise the difference between the fiction and non-fiction sections of the library and types of books found</p> <p>Understand that the shelves go from left to right (alphabetical order)</p> <p>Gain a simple understanding of alphabetical order using the initial letter of a word</p> <p>Use cover picture, title and blurb to choose an appropriate book</p> <p>Understand that non-fiction books on a similar theme can present information in different ways</p>	<p>Use the library system and organisation to find a fiction or non-fiction book e.g. using signs, symbols and alphabetical order</p> <p>Understand that non-fiction books are organised into categories using symbols and know where books on particular themes would be located</p> <p>Locate non-fiction books on a specific subject and select the most appropriate one for the purpose, from a limited selection. Use the contents page, headings and index to help determine whether it fits the purpose</p> <p>Make appropriate book choices in terms of level of difficulty, content and interest level</p>	<p>Use the library system and organisation to efficiently locate a required fiction or non-fiction book e.g. using labels, symbols and colours/numbers</p> <p>Use the cover, title page, contents, headings, subheadings, index and blurb to gain the gist of a book or to determine its relevance</p> <p>Compare the way information is presented in different texts on a theme</p> <p>Know how to use alphabetical order to quickly locate an author or title (using initial and second letters)</p> <p>Use recommendations from posters and book displays to help them choose a book matched to their reading ability and interests</p> <p>Begin to scan book spines on the shelves to source a fiction text</p> <p>Reading Ambassadors: Make recommendations for their peers and book displays on a theme -Make suggestions for new books to be included in the library</p>	<p>To use the library system and organisation to quickly and efficiently find a range of genres and forms including: plays, poetry, magazines, historical fiction, etc</p> <p>Use their knowledge of authors and writing styles to help them select a book</p> <p>Use more than one source of information to help them gain a deeper understanding of a subject and evaluate the relevance or usefulness of each text</p> <p>Quickly evaluate the relevance of a book by scanning for appropriate key words the contents page, index, headings, subheadings and blurb</p> <p>Assist in the organisation of the library, recognising where books may have more than one classification and choosing the 'best fit'</p> <p>Reading Ambassadors: Make recommendations for different year groups and book displays based on a theme. Know significant authors and which age-range their books are suited to Help to identify new books to include in the library</p>
<p>Favourite Fives (YN, YR, Y1) Class Texts (Y2, Y3, Y4)</p>	<p>Autumn 1 2021 The Tiger Who Came to Tea Owl Babies Stickman Pumpkin soup The Very Busy Spider Autumn 1 2022 Oliver's Fruit Salad</p>	<p>Autumn 1 The Colour Monster Each Peach Pear Plum The Scarecrows Wedding Can I build Another Me? Chickens can't see in the dark Autumn 2</p>	<p>Autumn 1 Meerkat Mail Rosie's Walk Journey Jolly Postman On the Way Home Autumn 2</p>	<p>Autumn 1 The Egg The Dragon Snatcher When the Dragon's Came George and the Dragon See Inside: Castles Dragon Poems Where did the dragons Go?</p>	<p>Autumn 1/Autumn 2 Agents of the Wild The Great Kapok Tree The Vanishing Rainforest Where the Forest Meets the Sea The Explorer Spring 1/Spring 2</p>	<p>Autumn Lob by Linda Newberry The Iron Man by Ted Hughes Range of poetry books Non fiction River story</p>



<p>My Granny Went to the Market Storm All Join In The Leaf Thief</p> <p>Autumn 2 Handa's Noisy Night My Pet Star One Snowy Night Daisy and the Moon The Gingerbread Man</p> <p>Spring 1 Superworm Can't you Sleep Little Bear Whatever Next Rain Mountains – Up and Down the Andes</p> <p>Spring 2 One Springy Day The Very Hungry Caterpillar The Tiny Seed Jack and the Beanstalk Oi Frog</p> <p>Summer 1 Billy's Bucket The Stormwhale The Rainbow Fish Bee Rosie's Hat</p> <p>Summer 2 I Am Enough We're Going on a Bear Hunt Cyril the Lonely Cloud Farmer Duck Oliver's Vegetables</p>	<p>Tidy Secrets of winter Hoot Owl, Master of disguise Snowflakes The Wonder</p> <p>Spring 1 The Snow Flake Mistake The Gruffalo's Child The squirrels who squabble Percy the park keeper one snowy night The Birthday Crown</p> <p>Spring 2 Slow Down How to catch a star There's a monster in my book Spinderella Mr Wolfs Pancakes</p> <p>Summer 1 The Extraordinary Garden The Loin Inside Jolly Post Man Whatever next? Every Bunny Dance</p> <p>Summer 2 The secret path (Percy the PK) How many legs Billy Beats Hamilton's Hats The little Red Hen</p>	<p>A Dark, Dark Tale (Ride the Wind 2021) I can only draw worms A Lion in the Meadow Cinnamon Numenia and the Hurricane</p> <p>Spring 1 Where the Forest meets the Sea Once Upon a Raindrop The day Finn flooded the world Dear Mother Goose Mama Panya's Pancakes</p> <p>Spring 2 Flotsam The Whale who wanted more Pirate Stew The Snail and the Whale (Crocodile Beat) Underwater Farmyard</p> <p>Summer 1 I Want my Hat Back Nimesh the Adventurer Poems Out Loud Zagazou The Great Paper Caper</p> <p>Summer 2 Lights on Cotton Rock Look Up! The Man on the Moon A Cat's Guide to the Night Sky Alien's Love Underpants</p>	<p>Autumn 2/Spring 1 The Penguin Who Wanted to Find Out Lost and Found The Polar Bear Son Shackleton's Journey The Great Explorer</p> <p>Spring 2 National Trust: I am the Seed that Grew the Tree The Paradise Garden Trust Me- Jack's Beanstalk Stinks! Jim and the Beanstalk Jack and the Baked Beanstalk</p> <p>Summer 1/Summer 2 The Great Fire of London Toby and the Great Fire of London Vlad and the Great Fire of London You Wouldn't Want to be in the Great Fire of London! All About: The Great Fire of London</p>	<p>Escape from Pompeii The Journal of Liona, a young slave The Roman Soldiers Handbook Julius Caesar The Thieves of Ostia</p> <p>Summer 1 The Quest to Digest A Journey through the Digestive System Healthy Eating Lie Detector: Human Body Professor Astro Cat's Human Body Odyssey</p> <p>Summer 2 Stone Age Boy The Stone Age: Hunters, Gatherers and Woolly Mammoths</p>	<p>Spring The Boy who Swam with Piranhas How to Live Forever The Butterfly Lion</p> <p>Summer 2 Mayan Civilisation Chocolate Tree: A Mayan Folktale Rain Player Avoid being a Mayan Soothsayer!</p>
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