

EYFS Reading Objectives:

**Communication and Language:**

Listening, Attention and Understanding

- ✚ 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 discussions
- ✚ Make comments about what they have heard and ask questions to clarify their understanding
- ✚ Hold conversations when engaged in back-and-forth exchanges with their teacher and peers.

Speaking

- ✚ Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary
- ✚ Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate
- ✚ Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

**Literacy:**

Comprehension

- ✚ Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary
- ✚ Anticipate (where appropriate) key events in stories
- ✚ Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.

### Word Reading

- ✚ Say a sound for each letter in the alphabet and at least 10 digraphs
- ✚ Read words consistent with their phonic knowledge by sound-blending
- ✚ Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

### Aims of the National Curriculum

The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written language, and to develop their love of literature through widespread reading for enjoyment.

The national curriculum for English aims to ensure that all pupils:

- 🌐 read easily, fluently and with good understanding
- 🌐 develop the habit of reading widely and often, for both pleasure and information
- 🌐 acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- 🌐 appreciate our rich and varied literary heritage
- 🌐 write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- 🌐 use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- 🌐 are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

### **Reading National Curriculum Requirements Year One**

During year 1, teachers should build on work from the early years foundation stage, making sure that pupils can sound and blend unfamiliar printed words quickly and accurately using the phonic knowledge and skills that they have already learnt. Teachers should also ensure that pupils continue to learn new grapheme-phoneme correspondences (GPCs) and revise and consolidate those learnt earlier. The understanding that the letter(s) on the page represent the sounds in spoken words should underpin pupils' reading and spelling of all words. This includes common words containing unusual GPCs. The term 'common exception words' is used throughout the programmes of study for such words.

Alongside this knowledge of GPCs, pupils need to develop the skill of blending the sounds into words for reading and establish the habit of applying this skill whenever they encounter new words. This will be supported by practice in reading books consistent with their developing phonic knowledge and skill and their knowledge of common exception words. At the same time they will need to hear, share and discuss a wide range of high-quality books to develop a love of reading and broaden their vocabulary.

Pupils should be helped to read words without overt sounding and blending after a few encounters. Those who are slow to develop this skill should have extra practice.

Pupils entering year 1 who have not yet met the early learning goals for literacy should continue to follow their school's curriculum for the Early Years Foundation Stage to develop their word reading, spelling and language skills. However, these pupils should follow the year 1 programme of study in terms of the books they listen to and discuss, so that they develop their vocabulary and understanding of grammar, as well as their knowledge more generally across the curriculum. If they are still struggling to decode and spell, they need to be taught to do this urgently through a rigorous and systematic phonics programme so that they catch up rapidly.

Teachers should ensure that their teaching develops pupils' oral vocabulary as well as their ability to understand and use a variety of grammatical structures, giving particular support to pupils whose oral language skills are insufficiently developed.

#### **Reading-Word Reading**

- apply phonic knowledge and skills as the route to decode words
- respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes
- read accurately by blending sounds in unfamiliar words containing GPCs that have been taught

	<ul style="list-style-type: none"> <li>• read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</li> <li>• read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings</li> <li>• read other words of more than one syllable that contain taught GPCs</li> <li>• read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)</li> <li>• read books aloud, accurately, that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words</li> <li>• reread these books to build up their fluency and confidence in word reading.</li> </ul>
<b><u>Reading- Comprehension</u></b>	<p>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> <li>• listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently</li> <li>• being encouraged to link what they read or hear to their own experiences</li> <li>• becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics</li> <li>• recognising and joining in with predictable phrases</li> <li>• learning to appreciate rhymes and poems, and to recite some by heart</li> <li>• discussing word meanings, linking new meanings to those already known.</li> </ul> <p>Understand both the books they can already read accurately and fluently and those they listen to by:</p> <ul style="list-style-type: none"> <li>• drawing on what they already know or on background information and vocabulary provided by the teacher</li> <li>• checking that the text makes sense to them as they read, and correcting inaccurate reading</li> <li>• discussing the significance of the title and events</li> <li>• making inferences on the basis of what is being said and done</li> <li>• predicting what might happen on the basis of what has been read so far</li> <li>• participate in discussion about what is read to them, taking turns and listening to what others say</li> <li>• explain clearly their understanding of what is read to them.</li> </ul>

### **Reading National Curriculum Requirements Year Two**

By the beginning of year 2, pupils should be able to read all common graphemes. They should be able to read unfamiliar words containing these graphemes, accurately and without undue hesitation, by sounding them out in books that are matched closely to each pupil's level of word-reading knowledge. They should also be able to read many common words containing GPCs taught so far [for example, shout, hand, stop, or dream], without needing to blend the sounds out loud first. Pupils' reading of common exception words [for example, you, could, many, or people], should be secure. Pupils will increase their fluency by being able to read these words easily and automatically. Finally, pupils should be able to retell some familiar stories that have been read to and discussed with them or that they have acted out during year 1.

During year 2, teachers should continue to focus on establishing pupils' accurate and speedy word-reading skills. They should also make sure that pupils listen to and discuss a wide range of stories, poems, plays and information books; this should include whole books. The sooner that pupils can read well and do so frequently, the sooner they will be able to increase their vocabulary, comprehension and their knowledge across the wider curriculum.

It is important to recognise that pupils begin to meet extra challenges in terms of spelling during year 2. Increasingly, they should learn that there is not always an obvious connection between the way a word is said and the way it is spelt. Variations include different ways of spelling the same sound, the use of so-called silent letters and groups of letters in some words and, sometimes, spelling that has become separated from the way that words are now pronounced, such as the 'le' ending in table. Pupils' motor skills also need to be sufficiently advanced for them to write down ideas that they may be able to compose orally. In addition, writing is intrinsically harder than reading: pupils are likely to be able to read and understand more complex writing (in terms of its vocabulary and structure) than they are capable of producing themselves.

For pupils who do not have the phonic knowledge and skills they need for year 2, teachers should use the year 1 programmes of study for word reading and spelling so that pupils' word-reading skills catch up. However, teachers should use the year 2 programme of study for comprehension so that these pupils hear and talk about new books, poems, other writing, and vocabulary with the rest of the class.

#### **Reading- Word Reading**

- Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent
- read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes
- read accurately words of two or more syllables that contain the same graphemes as above

	<ul style="list-style-type: none"> <li>• read words containing common suffixes</li> <li>• read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</li> <li>• read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered</li> <li>• read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation</li> <li>• reread these books to build up their fluency and confidence in word reading.</li> </ul>
<b><u>Reading-Comprehension</u></b>	<p>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> <li>• 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</li> <li>• discussing the sequence of events in books and how items of information are related</li> <li>• becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales</li> <li>• being introduced to non-fiction books that are structured in different ways</li> <li>• recognising simple recurring literary language in stories and poetry</li> <li>• discussing and clarifying the meanings of words, linking new meanings to known vocabulary</li> <li>• discussing their favourite words and phrases</li> <li>• continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear</li> </ul> <p>Understand both the books that they can already read accurately and fluently and those that they listen to by:</p> <ul style="list-style-type: none"> <li>• drawing on what they already know or on background information and vocabulary provided by the teacher</li> <li>• checking that the text makes sense to them as they read, and correcting inaccurate reading making inferences on the basis of what is being said and done</li> <li>• answering and asking questions</li> <li>• predicting what might happen on the basis of what has been read so far</li> <li>• 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</li> </ul>

- explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.

### **Reading National Curriculum Requirements Year Three and Year Four**

By the beginning of year 3, pupils should be able to read books written at an age-appropriate interest level. They should be able to read them accurately and at a speed that is sufficient for them to focus on understanding what they read rather than on decoding individual words. They should be able to decode most new words outside their spoken vocabulary, making a good approximation to the word's pronunciation. As their decoding skills become increasingly secure, teaching should be directed more towards developing their vocabulary and the breadth and depth of their reading, making sure that they become independent, fluent and enthusiastic readers who read widely and frequently. They should be developing their understanding and enjoyment of stories, poetry, plays and non-fiction, and learning to read silently. They should also be developing their knowledge and skills in reading non-fiction about a wide range of subjects. They should be learning to justify their views about what they have read: with support at the start of year 3 and increasingly independently by the end of year 4.

Most pupils will not need further direct teaching of word reading skills: they are able to decode unfamiliar words accurately, and need very few repeated experiences of this before the word is stored in such a way that they can read it without overt sound-blending. They should demonstrate understanding of figurative language, distinguish shades of meaning among related words and use age-appropriate, academic vocabulary.

As in key stage 1, however, pupils who are still struggling to decode need to be taught to do this urgently through a rigorous and systematic phonics programme so that they catch up rapidly with their peers. If they cannot decode independently and fluently, they will find it increasingly difficult to understand what they read and to write down what they want to say. As far as possible, however, these pupils should follow the year 3 and 4 programme of study in terms of listening to new books, hearing and learning new vocabulary and grammatical structures, and discussing these.

Specific requirements for pupils to discuss what they are learning and to develop their wider skills in spoken language form part of this programme of study. In years 3 and 4, pupils should become more familiar with and confident in using language in a greater variety of situations, for a variety of audiences and purposes, including through drama, formal presentations and debate.

#### **Reading-Word Reading**

- Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in - see English appendix 1 , both to read aloud and to understand the meaning of new words they meet
- read further exception words, noting the unusual correspondences between spelling and sound, and where



	these occur in the word.
<b>Reading-Comprehension</b>	<p>Develop positive attitudes to reading, and an understanding of what they read, by:</p> <ul style="list-style-type: none"> <li>• Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>• reading books that are structured in different ways and reading for a range of purposes using dictionaries to check the meaning of words that they have read</li> <li>• increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</li> <li>• identifying themes and conventions in a wide range of books</li> <li>• preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</li> <li>• discussing words and phrases that capture the reader's interest and imagination</li> <li>• recognising some different forms of poetry [for example, free verse, narrative poetry]</li> </ul> <p>Understand what they read, in books they can read independently, by:</p> <ul style="list-style-type: none"> <li>• checking that the text makes sense to them, discussing their understanding, and explaining the meaning of words in context</li> <li>• asking questions to improve their understanding of a text</li> <li>• drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> <li>• predicting what might happen from details stated and implied</li> <li>• identifying main ideas drawn from more than 1 paragraph and summarising these</li> <li>• identifying how language, structure, and presentation contribute to meaning</li> <li>• retrieve and record information from non-fiction</li> <li>• 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.</li> </ul>
<p><b><u>Reading National Curriculum Requirements Year Five and Year Six</u></b></p> <p>By the beginning of year 5, pupils should be able to read aloud a wider range of poetry and books written at an age-appropriate interest level with</p>	



accuracy and at a reasonable speaking pace. They should be able to read most words effortlessly and to work out how to pronounce unfamiliar written words with increasing automaticity. If the pronunciation sounds unfamiliar, they should ask for help in determining both the meaning of the word and how to pronounce it correctly.

They should be able to prepare readings, with appropriate intonation to show their understanding, and should be able to summarise and present a familiar story in their own words. They should be reading widely and frequently, outside as well as in school, for pleasure and information. They should be able to read silently, with good understanding, inferring the meanings of unfamiliar words, and then discuss what they have read.

During years 5 and 6, teachers should continue to emphasise pupils' enjoyment and understanding of language, especially vocabulary, to support their reading and writing. Pupils' knowledge of language, gained from stories, plays, poetry, non-fiction and textbooks, will support their increasing fluency as readers, their facility as writers, and their comprehension. As in years 3 and 4, pupils should be taught to enhance the effectiveness of their writing as well as their competence.

It is essential that pupils whose decoding skills are poor are taught through a rigorous and systematic phonics programme so that they catch up rapidly with their peers in terms of their decoding and spelling. However, as far as possible, these pupils should follow the upper key stage 2 programme of study in terms of listening to books and other writing that they have not come across before, hearing and learning new vocabulary and grammatical structures, and having a chance to talk about all of these.

By the end of year 6, pupils' reading and writing should be sufficiently fluent and effortless for them to manage the general demands of the curriculum in year 7, across all subjects and not just in English, but there will continue to be a need for pupils to learn subject-specific vocabulary. They should be able to reflect their understanding of the audience for and purpose of their writing by selecting appropriate vocabulary and grammar. Teachers should prepare pupils for secondary education by ensuring that they can consciously control sentence structure in their writing and understand why sentences are constructed as they are. Pupils should understand nuances in vocabulary choice and age-appropriate, academic vocabulary. This involves consolidation, practice and discussion of language.

Specific requirements for pupils to discuss what they are learning and to develop their wider skills in spoken language form part of this programme of study. In years 5 and 6, pupils' confidence, enjoyment and mastery of language should be extended through public speaking, performance and debate.

<b>Reading- Word Reading</b>	Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English appendix 1, both to read aloud and to understand the meaning of new words that they meet
<b>Reading-Comprehension</b>	<p>Maintain positive attitudes to reading and an understanding of what they read by:</p> <ul style="list-style-type: none"> <li>• Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>• reading books that are structured in different ways and reading for a range of purposes</li> <li>• increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions</li> <li>• recommending books that they have read to their peers, giving reasons for their choices</li> <li>• identifying and discussing themes and conventions in and across a wide range of writing</li> <li>• making comparisons within and across books</li> <li>• learning a wider range of poetry by heart</li> <li>• preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience</li> </ul> <p>Understand what they read by:</p> <ul style="list-style-type: none"> <li>• Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</li> <li>• asking questions to improve their understanding</li> <li>• drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> <li>• predicting what might happen from details stated and implied</li> <li>• summarising the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas</li> <li>• identifying how language, structure and presentation contribute to meaning</li> <li>• discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</li> <li>• distinguish between statements of fact and opinion</li> </ul>

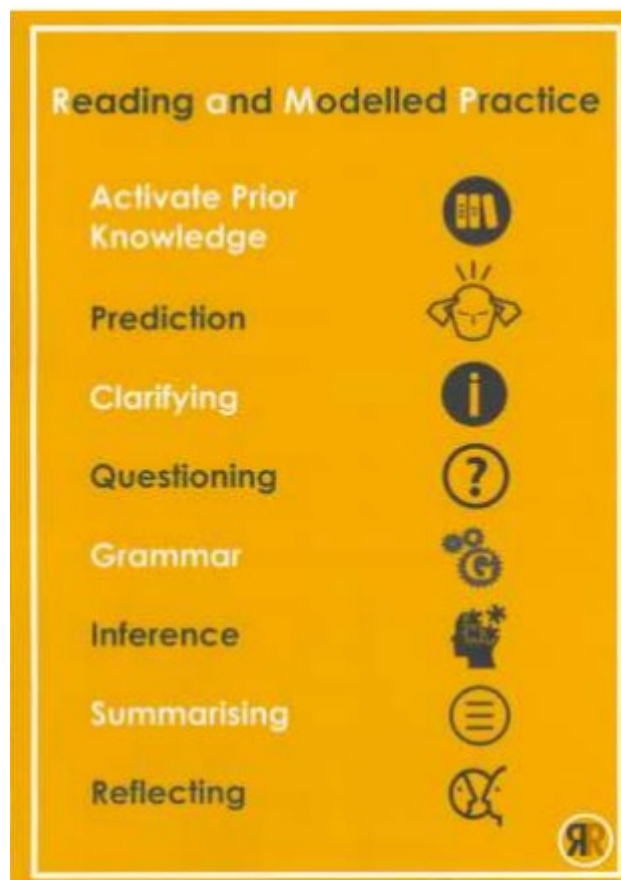
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|  | <ul style="list-style-type: none"><li>• retrieve, record and present information from non-fiction</li><li>• participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously</li><li>• explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary</li><li>• provide reasoned justifications for their views.</li></ul> |
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### Guided Reading Format Overview

	<u>Day One</u>	<u>Day Two</u>	<u>Day Three</u>	<u>Day Four</u>	<u>Day Five</u>
Year N	Daily 20 minute phonic sessions	Daily 20 minute phonic sessions	Daily 20 minute phonic sessions	Daily 20 minute phonic sessions	Daily 20 minute phonic sessions
Year R	Daily phonic session 45 minutes	Daily phonic session 45 minutes	Daily phonic session 45 minutes	Daily phonic session 45 minutes	Daily phonic session 45 minutes
Year 1	Daily 45 minute phonic session. Group guided reading session 'Complete Comprehension.'	Daily 45 minute phonic session	Daily 45 minute phonic session	Daily 45 minute phonic session	Daily phonic session 45 minutes
Year 2	Daily phonic session 45 minutes	Daily 45 minute phonic session	Daily 45 minute phonic session	Daily 45 minute phonic session. Group guided reading session 'Complete Comprehension.'	Daily phonic session 45 minutes

Year 3	Whole class complete comprehension scheme.	Whole class complete comprehension scheme.	Guided reading sessions with teacher in groups.	Independent assessment tasks.	Follow up activities.
Year 4	Whole class complete comprehension scheme.	Whole class complete comprehension scheme.	Guided reading sessions with teacher in groups.	Independent assessment tasks.	Follow up activities.
Year 5	Whole class complete comprehension scheme.	Whole class complete comprehension scheme.	Guided reading sessions with teacher in groups.	Independent assessment tasks.	Follow up activities.
Year 6	Whole class complete comprehension scheme.	Whole class complete comprehension scheme.	Guided reading sessions with teacher in groups.	Independent assessment tasks.	Follow up activities.

## RAMP Reading



When our children are confident readers and have completed the RWI programme in KS1, they will be taught through the RAMP structure. RAMP means Reading and Modelled Practise and St Malachy's RC uses this approach to the teaching of reading.

### Activate Prior Knowledge

Questions and links to prior learning are taught in this first section. What have the children learnt already? Can they think back to the topic taught in Year ... on...? What do we know already about the character? The children have the opportunity to look back at what they have read already or link it to their own feelings or lives.

### Prediction

Children begin to think about what could happen next in the story. They have thought about what has already happened and are now able to make suggestions to characters emotions, actions or events that could happen next.

### Clarifying

Words or phrases that the children do not understand are clarified in this section. These are usually clarified by the teacher but sometimes children will be asked to look these words up in a dictionary. All children in KS2 have a magpie book that these words that have been clarified are put into for further reference in cross curricular subjects.

### Questioning

After reading the extract this is the opportunity for the teacher to ask retrieval questions to the children. We encourage the children to find the answers to the questions in the text, referring explicitly to the vocabulary used in the text.

### Grammar

The children now focus upon the grammar used in the text. Depending upon the objectives needed to be taught this may focus upon punctuation, words or phrases used, how the author uses language to affect the reader or sentence structure.



### Inference

Characters' feelings and actions are explored more carefully in this section of RAMP. The answers to the questions asked in this section will not be found in the text and the children are asked to think around the text and explain their reasoning behind an answer. Questions

like Why? When? What do you think will happen next? Why did they do this?

### Summarising

The children have read the extract and are now asked to summarise what they have read in a short phrase or sentence.

### Reflect

This is the opportunity now for the children to reflect on what they have read so far. Did it meet up with their predictions in the first part of RAMP? Did they guess correctly? Have they enjoyed the text so far, if not what could make the text better? The children begin to make their own reflections on the book, the characters and the plot.

RAMP is taught through short extracts from the same book every day. The teacher fills in the gaps between the extracts allowing the children to understand the basic plot but giving them opportunities to delve deeper into the extracts and focus upon specific objectives needing to be taught.

RAMP teaches our children all the strategies that we, as adults, use as readers and also provides them with an opportunity to read and discuss a wide range of texts.

## Reading Progression Map

Reading -Word Reading	EYFS	KS1		KS2			
	Three and Four-Year-Olds Reception Early Learning Goals	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Phonics and Decoding	<p>Develop their phonological awareness, so that they can:</p> <ul style="list-style-type: none"> <li>spot and suggest rhymes</li> <li>count or clap syllables in words</li> <li>recognise words with the same initial sound, such as money and mother</li> </ul> <p>Read individual letters by saying the sounds for them.</p> <p>Blend sounds into words, so that they can read short words made up of letter-sound correspondences.</p> <p>Read some letter groups that each represent one sound and say sounds for them.</p> <p>Read simple phrases and sentences made up of words with known letter-sound</p>	<p>To apply phonic knowledge and skills as the route to decode words.</p> <p>To blend sounds in unfamiliar words using the GPCs that they have been taught.</p> <p>To respond speedily, giving the correct sound to graphemes for</p>	<p>To 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>To read accurately by blending the sounds in words that contain the graphemes</p>	<p>To use their phonic knowledge to decode quickly and accurately (may still need support to read longer unknown words).</p> <p>To apply their growing knowledge of root words and prefixes, including in-, im-, il-, ir-, dis-, mis-,</p>	<p>To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill.</p> <p>To apply their knowledge of root words, prefixes and suffixes/word endings to read aloud fluently.*</p>	<p>To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues.</p> <p>To apply their growing</p>	<p>To read fluently with full knowledge of all Y5/ Y6 exception words, root words, prefixes, suffixes/word endings* and to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual</p>

	<p>correspondences and, where necessary, a few exception words.</p> <p>Say a sound for each letter in the alphabet and at least 10 digraphs.</p> <p>Read words consistent with their phonic knowledge by sound-blending.</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p>	<p>all of the 40+ phonemes.</p> <p>To read words containing taught GPCs.</p> <p>To read words containing -s, -es, -ing, -ed and -est endings.</p> <p>To read words with contractions, e.g. I'm, I'll and we'll.</p>	<p>taught so far, especially recognising alternative sounds for graphemes.</p> <p>To accurately read most words of two or more syllables.</p> <p>To read most words containing common suffixes.</p>	<p>un-, re-, sub-, inter-, super-, anti- and auto- to begin to read aloud.*</p> <p>To apply their growing knowledge of root words and suffixes/word endings, including -ation, -ly, -ous, -ture, -sure, -sion, -tion, -ssion and -cian, to begin to read aloud.*</p>		<p>knowledge of root words, prefixes and suffixes/ word endings, including -sion, -tion, -cial, -tial, -ant/-ance/-ancy, -ent/-ence/-ency, -able/-ably and -ible/ibly, to read aloud fluently</p>	<p>cues.</p>
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Common Exception Words	Read a few common exception words matched to the school's phonic programme. To read some common irregular words.	To read Y1 common exception words, noting unusual correspondences between spelling and sound and where these occur in words.	To read most Y1 and Y2 common exception words*, noting unusual correspondences between spelling and sound and where these occur in the word.	To begin to read Y3/Y4 exception words.	To read all Y3/Y4 exception words, discussing the unusual correspondences between spelling and these occur in the word.	To read most Y5/ Y6 exception words, discussing the unusual correspondences between spelling and sound and where these occur in the word.	To read most Y5/ Y6 exception words, discussing the unusual correspondences between spelling and sound and where these occur in the word.
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<p>Fluency</p>	<p>Understand the five key concepts about print: print has meaning</p> <ul style="list-style-type: none"> <li>•the names of different parts of a book</li> <li>•print can have different purposes</li> <li>•page sequencing</li> <li>•we read English text from left to right and from top to bottom</li> </ul> <p>Blend sounds into words, so that they can read short words made up of letter-sound correspondences. Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p>	<p>To accurately read texts that are consistent with their developing phonic knowledge, that do not require them to use other strategies to work out words. To reread texts to build up fluency and confidence in word reading.</p>	<p>To read aloud books (closely matched to their improving phonic knowledge), sounding out unfamiliar words accurately, automatically and without undue hesitation. To reread these books to build up fluency and confidence in word reading. To read words accurately and fluently without overt sounding and blending, e.g. at over 90 words per minute, in age-appropriate texts.</p>	<p>At this stage, teaching comprehension skills should be taking precedence over teaching word reading and fluency specifically. Any focus on word reading should support the development of vocabulary.</p>
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<p><u>Reading Comprehension</u></p>	<p>Understanding and Correcting Inaccuracies</p>	<p>Enjoy listening to longer stories and can remember much of what happens. Understand 'why' questions, like: "Why do you think the caterpillar got so fat?" Be able to express a point of view and debate when they disagree with an adult or a friend, using words as well as actions. Listen to and talk about stories to build familiarity and understanding. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p>	<p>To check that a text makes sense to them as they read and to self-correct.</p>	<p>To show understanding by drawing on what they already know or on background information and vocabulary provided by the teacher. To check that the text makes sense to them as they read and to correct inaccurate reading.</p>	

<p>Comparing, Contrasting and Commenting</p>	<p>Be able to express a point of view and debate when they disagree with an adult or a friend, using words as well as actions.</p> <p>Compare and contrast characters from stories, including figures from the past. 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>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. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>Anticipate (where appropriate) key events in stories.</p> <p>Demonstrate understanding of what has been read to them by retelling stories and narratives</p>	<p>To listen to and discuss a wide range of fiction, non-fiction and poetry at a level beyond that at which they can read independently.</p> <p>To link what they have read or have read to them to their own experiences.</p> <p>To retell familiar stories in increasing detail.</p> <p>To join in with discussions about a text, taking turns and listening to what others say.</p> <p>To discuss the significance of titles and events.</p>	<p>To participate in discussion about books, poems and other works that are read to them</p> <p>(at a level beyond at which they can read independently) and those that they can read for themselves, explaining their understanding and expressing their views.</p> <p>To become increasingly familiar with and to retell a wide range of stories, fairy stories and traditional tales.</p> <p>To discuss the sequence of events in books and how items of information</p>	<p>To recognise, listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</p> <p>To use appropriate terminology when discussing texts (plot, character, setting).</p>	<p>To discuss and compare texts from a wide variety of genres and writers.</p> <p>To read for a range of purposes.</p> <p>To identify themes and conventions in a wide range of books.</p> <p>To refer to authorial style, overall themes (e.g. triumph of good over evil) and features (e.g. greeting in letters, a diary written in the first person or the use of presentational devices such as numbering and headings). To identify how language, structure and presentation</p>	<p>To read a wide range of genres, identifying the characteristics of text types (such as the use of the first person in writing diaries and autobiographies) and differences between text types.</p> <p>To participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously.</p> <p>To identify main ideas drawn from more than one paragraph</p>	<p>To read for pleasure, discussing, comparing and evaluating in depth across a wide range of genres, including myths, legends, traditional stories, modern fiction, fiction from our literary heritage and books from other cultures and traditions.</p> <p>To recognise more complex themes in what they read (such as loss or heroism).</p> <p>To explain and discuss their understanding of what they have read, including through formal</p>
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	using their own words and recently introduced vocabulary.		<p>are related.</p> <p>To recognise simple recurring literary language in stories and poetry.</p> <p>To ask and answer questions about a text.</p> <p>To make links between the text they are reading and other texts they have read (in texts that they can read independently).</p>		<p>contribute to meaning.</p> <p>To identify main ideas drawn from more than one paragraph and summarise these.</p>	<p>and to summarise these.</p> <p>To recommend texts to peers based on personal choice.</p>	<p>presentations and debates, maintaining a focus on the topic and using notes where necessary.</p> <p>To listen to guidance and feedback on the quality of their explanations and contributions to discussions and to make improvements when participating in discussions.</p> <p>To draw out key information and to summarise the main ideas in a text.</p> <p>To distinguish independently between statements of fact</p>
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							and opinion, providing reasoned justifications for their views. To compare characters, settings and themes within a text and across more than one text.
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Words in Context and Authorial Choice	<p>Use a wider range of vocabulary. Engage in extended conversations about stories, learning new vocabulary. Learn new vocabulary. Use new vocabulary throughout the day. Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. Use new vocabulary in different contexts. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>Demonstrate understanding of what has been read to them by retelling stories and narratives</p>	<p>To discuss word meaning and link new meanings to those already known.</p>	<p>To discuss and clarify the meanings of words, linking new meanings to known vocabulary. To discuss their favourite words and phrases.</p>	<p>To check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context. To discuss authors' choice of words and phrases for effect.</p>	<p>Discuss vocabulary used to capture readers' interest and imagination.</p>	<p>To discuss vocabulary used by the author to create effect including figurative language. To evaluate the use of authors' language and explain how it has created an impact on the reader.</p>	<p>To analyse and evaluate the use of language, including figurative language and how it is used for effect, using technical terminology such as metaphor, simile, analogy, imagery, style and effect.</p>
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	using their own words and recently introduced vocabulary. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.						
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Inference and Prediction	<p>Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>Anticipate (where appropriate) key events in stories.</p>	<p>To begin to make simple inferences.</p> <p>To predict what might happen on the basis of what has been read so far.</p>	<p>To make inferences on the basis of what is being said and done.</p> <p>To predict what might happen on the basis of what has been read so far in a text.</p>	<p>To ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives.</p> <p>To justify predictions using evidence from the text.</p>	<p>To draw inferences from characters' feelings, thoughts and motives that justifies their actions, supporting their views with evidence from the text.</p> <p>To justify predictions from details stated and implied.</p>	<p>To draw inferences from characters' feelings, thoughts and motives.</p> <p>To make predictions based on details stated and implied, justifying them in detail with evidence from the text.</p>	<p>To consider different accounts of the same event and to discuss viewpoints (both of authors and of fictional characters).</p> <p>To discuss how characters change and develop through texts by drawing inferences based on indirect clues.</p>
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Poetry and Performance	<p>Sing a large repertoire of songs.</p> <p>Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</p> <p>Take part in simple pretend play, using an object to represent something else even though they are not similar.</p> <p>Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc.</p> <p>Remember and sing entire songs.</p> <p>Sing the melodic shape (moving melody, such as up and down and down and up) of familiar songs.</p> <p>Create their own songs, or improvise a song around one they know.</p> <p>Engage in story times.</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>	To recite simple poems by heart.	To continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some with appropriate intonation to make the meaning clear.	<p>To prepare and perform poems and play scripts that show some awareness of the audience when reading aloud.</p> <p>To begin to use appropriate intonation and volume when reading aloud.</p>	<p>To recognise and discuss some different forms of poetry (e.g. free verse or narrative poetry).</p> <p>To prepare and perform poems and play scripts with appropriate techniques (intonation, tone, volume and action) to show awareness of the audience when reading aloud.</p>	To continually show an awareness of audience when reading out loud using intonation, tone, volume and action.	To confidently perform texts (including poems learnt by heart) using a wide range of devices to engage the audience and for effect.
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	<p>Learn rhymes, poems and songs.</p> <p>Sing in a group or on their own, increasingly matching the pitch and following the melody.</p> <p>Develop storylines in their pretend play.</p> <p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>Make use of props and materials when role playing characters in narratives and stories.</p> <p>Invent, adapt and recount narratives and stories with their peers and their teacher.</p> <p>Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time to music.</p>						
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Non-fiction	<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>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</p>	<p>To recognise that non-fiction books are often structured in different ways.</p>	<p>To retrieve and record information from non-fiction texts.</p>	<p>To use all of the organisational devices available within a non-fiction text to retrieve, record and discuss information.</p> <p>To use dictionaries to check the meaning of words that they have read.</p>	<p>To use knowledge of texts and organisation devices to retrieve, record and discuss information from fiction and non-fiction texts.</p>	<p>To retrieve, record and present information from non-fiction texts.</p> <p>To use non-fiction materials for purposeful information retrieval (e.g. in reading history, geography and science textbooks) and in contexts where pupils are genuinely motivated to find out information (e.g. reading information leaflets before a</p>
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						gallery or museum visit or reading a theatre programme or review).
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## Assessment Gems


**OneEducation**  
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Reading Gems

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**READING**  
**AWARD**



EYFS

Enjoy	Reading for Pleasure and Enjoyment
<ul style="list-style-type: none"> <li>• Did you choose this book? Why?</li> <li>• What did you like about the text? Why? What did you dislike about the text? Why?</li> <li>• Would you read the book again? Why? Why not?</li> <li>• What will you read next?</li> <li>• What books do you like to read?</li> <li>• Do you have a favourite book that you like to read?</li> <li>• Is this a new book that you haven't read before? Do you know anything about it already?</li> <li>• Do you enjoy reading?</li> <li>• What do you read at home?</li> <li>• Who is your favourite author?</li> <li>• Which books have you enjoyed that we have read together? And why have you enjoyed them?</li> </ul>	<p>Enjoy</p> 

Decode	Word reading and decoding skills
<ul style="list-style-type: none"> <li>• What do you do if you are stuck on a word?</li> <li>• Where do you start reading the word? Where do you look first?</li> <li>• When you blend those sounds together, what word does it say? Can you tell me the word?</li> <li>• Are there any clues in the word?</li> <li>• Does it look like any other words you know?</li> <li>• Can the pictures help you?</li> <li>• Do you know what the word means or can you work out what it means (in this sentence)?</li> <li>• Does the sentence make sense with that word?</li> </ul>	<p>Decode</p> 

**Talk about the meanings of words**

- What word tells you...?
- What does \_\_\_\_\_ mean?
- How does this word make you feel?
- Find and copy a word that describes how...
- What word means the same as \_\_\_\_\_?
- In the story, \_\_\_\_\_ is repeated. Why?
- Draw a line to match the words to their meanings.



**Find simple information**

Which...? What...? How...? Where...? When...? Why...? Who...?

- Which character \_\_\_\_\_?
- Where/when does \_\_\_\_\_?
- What did \_\_\_\_\_ look like?
- Who was \_\_\_\_\_?
- Where did \_\_\_\_\_ live?
- Who are the characters in the book?
- Where in the book would you find \_\_\_\_\_?
- What happened in the story?



**Make simple predictions about a book**

- What do you think will happen next?
- What do you think will happen to \_\_\_\_\_?
- Where do you think \_\_\_\_\_?



**Talk about the order of a text**

- Put the pictures from the story in order
- What happened in the story?
- What happened first?
- What happened after \_\_\_\_\_?
- What happened before \_\_\_\_\_?
- What happened at the end?



**Make simple inferences**

- Why do you think \_\_\_\_\_?
- How do you know that \_\_\_\_\_?
- When do you think \_\_\_\_\_?
- Why did \_\_\_\_\_?
- How do you feel about \_\_\_\_\_?
- How does \_\_\_\_\_ feel?



## Assessment Gems KS1

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Reading Gems

OneEducation  
**READING**  
AWARD



### Key Stage One

#### Enjoy Reading for Pleasure and Enjoyment

- Did you choose this book? Why?
- What did you like about the text? Why? What did you dislike about the text? Why?
- Would you read the book again? Why? Why not?
- Would you recommend the book to your friend? Why? Why not?
- What will you read next?
- What books do you like to read?
- Do you have a favourite book that you like to read?
- Is this a new book that you haven't read before? Do you know anything about it already?
- Do you enjoy reading?
- What do you read at home?
- Who is your favourite author?
- Which books have you enjoyed that we have read together? And why have you enjoyed them?



#### Decode Word reading and decoding skills

- What do you do if you are stuck on a word?
- Where do you start reading the word? Where do you look first?
- When you blend those sounds together, what word does it say? Can you tell me the word?
- Are there any clues in the word?
- Does it look like any other words you know?
- Can the pictures help you?
- Do you know what the word means or can you work out what it means (in this sentence)?
- What other word could the author have used that means the same sort of thing?
- Does the sentence make sense with that word?



**Define**

**1a: Draw on knowledge of vocabulary to understand texts**

- What word in the text tells you...?
- Find and copy (one word/phrase/sentence) that tells you...
- The author uses this word \_\_\_\_\_. What does it mean?
- The writer uses words such as \_\_\_\_\_ to describe \_\_\_\_\_. What does this tell you about \_\_\_\_\_?
- The writer uses words such as \_\_\_\_\_ to describe \_\_\_\_\_. How does it make you feel?
- Find and copy a word that describes how...
- Find and copy a word that means the same as...
- In the story, \_\_\_\_\_ is used repeatedly. Why?
- Draw a line to match the words to their meanings.
- How has the writer made you and/or \_\_\_\_\_ feel?
- Which words and /or phrases make you think/feel \_\_\_\_\_?

Define



**Retrieve**

**1b: Identify and explain key aspects of fiction and nonfiction texts, such as characters, events, titles and information**

- Which...? What...? How...? Where...? When...? Why...? Who...?
- Draw a line to match these characters to events.
- Give one example of \_\_\_\_\_
- Which character \_\_\_\_\_?
- Where/when does \_\_\_\_\_ take place?
- What did \_\_\_\_\_ look like?
- How did \_\_\_\_\_ feel? Why?
- Who was \_\_\_\_\_?
- Where did \_\_\_\_\_ live?
- Who are the characters in the book?
- Who is the narrator?
- Where in the book would you find \_\_\_\_\_?
- What happened in the story?
- How does the \_\_\_\_\_ help me to find information in this book?

Retrieve





**Sequence**

**1c: Identify and explain the sequence of events in texts**

- Number the sentences below to show the order they happened in the \_\_\_\_\_
- Which of these events happened first?
- What happened after \_\_\_\_\_?
- What happened before \_\_\_\_\_?
- Which of these events happened last?
- Use three sentences to describe the beginning, middle and end of this text?
- Sum up the story in \_\_\_\_\_ words
- Sort these sentences/paragraphs/chapter headings from the story

Sequence



**Infer**

**1d: Make inferences from the text**

- Why do you think \_\_\_\_\_?
- How do you know that \_\_\_\_\_?
- When do you think \_\_\_\_\_?
- How can you tell that \_\_\_\_\_?
- True or False
- Why did \_\_\_\_\_?
- How do you feel about \_\_\_\_\_?
- Can you explain why \_\_\_\_\_?
- How does \_\_\_\_\_ feel?

Infer



**Predict** **1e: Predict what might happen on the basis of what has been read so far**

- What do you think will happen next?
- What do you think would happen if \_\_\_\_\_?
- What do you think will happen to \_\_\_\_\_? Why do you think this?
- Where do you think \_\_\_\_\_?
- Can you think of another story, which has a similar theme, e.g. good vs evil? Do you think this story will end the same way?
- How is \_\_\_\_\_ like someone you know? Do you think they will act in the same way?

Predict



## Assessment Gems KS2

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### Reading Gems

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**READING**  
AWARD 

### Key Stage Two

#### Enjoy

#### Reading for Pleasure and Enjoyment

- Did you choose this book? Why?
- What did you like about the text? Why? What did you dislike about the text? Why?
- Would you read the book again? Why? Why not?
- Would you recommend the book to your friend? Why? Why not?
- What will you read next?
- What books do you like to read?
- Do you have a favourite book that you like to read?
- Is this a new book that you haven't read before? Do you know anything about it already?
- Do you enjoy reading?
- What do you read at home?
- Who is your favourite author?
- Which books have you enjoyed that we have read together? And why have you enjoyed them?



#### Decode

#### Word reading and decoding skills

- What do you do if you are stuck on a word?
- Where do you start reading the word? Where do you look first?
- When you blend those sounds together, what word does it say? Can you tell me the word?
- Are there any clues in the word?
- Does it look like any other words you know?
- Can the pictures help you?
- Do you know what the word means or can you work out what it means (in this sentence)?
- What other word could the author have used that means the same sort of thing?
- Does the sentence make sense with that word?



**Define**

**2a: Give/explain the meaning of words in context**

- Explain two things that the words \_\_, \_\_ suggest.
- Find and copy a word/two words/a group of words/a sentence that shows/tells you \_\_\_\_\_
- In this sentence \_\_\_\_\_ is closest in meaning to \_\_\_\_\_?
- The author uses \_\_\_\_\_. \_\_\_\_\_ has two different definitions, use each definition to write a sentence.
- The author uses \_\_\_\_\_. Why do you think they chose this word?
- The author uses \_\_\_\_\_. Which of these words could be used to give a similar meaning in the sentence?
- Which word best describe \_\_\_\_\_?
- Find and copy one word that suggests that \_\_\_\_\_
- What does this word/phrase/sentence tell you about \_\_\_\_\_?
- Highlight a key phrase or line. By writing a line in this way what effect has the author created?
- Why does the author use \_\_\_\_\_ repeatedly?
- The writer uses words like \_\_\_\_\_ to describe \_\_\_\_\_. What does this tell you \_\_\_\_\_?
- What other words/phrases could the author have used?
- The writer uses \_\_\_\_\_ to describe \_\_\_\_\_ How does this make you feel?
- Can you find an example of a word that means \_\_\_\_\_?

Define



**Retrieve**

**2b: Retrieve and record information/identify key details from fiction and non-fiction**

- Which...? What...? How...? Where...? When...? Why...? Who...?
- Identify how \_\_\_\_\_
  - Give two reasons why \_\_\_\_\_
  - True/False
  - Fact/Opinion
  - Circle the option to complete the sentence.
  - When did \_\_\_\_\_ take place?
  - From whose point of view is the story told?
  - Which part of the story best describes \_\_\_\_\_? Explain why.
  - Which words and /or phrases \_\_\_\_\_?
  - What evidence do you have to justify your opinion?
  - Find the paragraph where \_\_\_\_\_

Retrieve



## Summarise

## 2c: Summarise main ideas from more than one paragraph

- What is the main message of the text?
- Number the sentences below to show the order they happened
- Which of these events happened first?
- Which of these events happened last?
- What happened after?
- What happened before?
- What's the main point in this paragraph?
- Can you sum up what happens in \_\_\_\_\_?
- Sort the information in these paragraphs.
- Which is the most important point in these paragraphs? How do you know?
- What part of the story do you think is the most important? Explain why you think this.
- Which of the following would be the most suitable summary of the whole text?

Summarise



## Infer

## 2d: Make inferences from the text/Explain and justify inferences with evidence from the text

- Explain how \_\_\_\_\_?
- Explain why \_\_\_\_\_?
- Why did \_\_\_\_\_?
- Why is \_\_\_\_\_?
- How does \_\_\_\_\_?
- Why do you think \_\_\_\_\_? Explain using the text.
- How do you know \_\_\_\_\_? Explain using the text.
- When do you think \_\_\_\_\_? Explain using the text.
- How can you tell that \_\_\_\_\_? Explain using the text.
- True/False
- What makes you think that?
- Which words give you the impression that \_\_\_\_\_?
- How do you feel about \_\_\_\_\_? Why?
- Can you explain why \_\_\_\_\_?
- Which word tells you that \_\_\_\_\_?
- Quotation from the text. What conclusion does \_\_\_\_\_ draw from this?

Infer



**Explore**

**2g: Identify and explain how meaning is enhanced through choice of words and phrases**

- What does \_\_\_\_\_ tell you about \_\_\_\_\_?
- What words help the reader to \_\_\_\_\_?
- What impact does the phrase \_\_\_\_\_ have on the reader?
- Find and copy words from the paragraph that show it was \_\_\_\_\_
- Highlight a key phrase or line. By writing a line in this way what effect has the author created?
- The writer uses words like \_\_\_\_\_ to describe \_\_\_\_\_. What does this tell you about \_\_\_\_\_?
- What other words/phrases could the author have used?
- What technique has the writer used?
- How are these words effective?
- What do you think the writer meant by '\_\_\_\_\_'?
- When the author uses this sort of sentence, what is the impact?
- Why did the author \_\_\_\_\_?
- Why has the author used this word/phrase/sentence?
- How does the author create this mood/atmosphere?
- What is the effect of \_\_\_\_\_?
- Quotation from the text. What conclusion does \_\_\_\_\_ draw from this?

Explore



**Compare**

**2h: Make comparisons within the text**

- How does the characters mood change throughout the text?
- What words would you use to describe the main character at the start and end of the text?
- Compare and contrast different characters, reactions, settings, themes within the text.
- How are the lives of the people different as a result of \_\_\_\_\_?
- How is it similar to \_\_\_\_\_?
- How is it different to \_\_\_\_\_?
- Compare your book to another on the same topic. Which do you prefer and why?
- Would you like to read more books by this author? Explain your reasons.
- If you have read other texts by this author, can you see any similarities/differences between them?

Compare





### Pathways to Write Reading and Spoken Language Links

Year group	Reading and Spoken Language Links					
	Autumn term		Spring term		Summer term	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	<b>The Gingerbread Man</b> by Mara Alperin <b>Outcome</b> - Oral retelling & draw images, write labels	<b>Animals/dinosaurs</b> <b>I'm going to eat this ant</b> by Chris Naylor-Ballesteros <b>Outcome</b> - A list of food items	<b>Naughty Bus</b> by Jan Oke <b>Outcome</b> - Recount of where Naughty Bus has been	<b>The Journey Home</b> by Emma Levey <b>Outcome</b> - Retell/rewrite of the story	<b>Silly Doggy!</b> by Adam Stower <b>Outcome</b> - Retell/rewrite of the story	<b>Supertato</b> by Sue Hendra <b>Outcome</b> - A wanted poster with a character description
1	<b>Lost and Found</b> by Oliver Jeffers <b>Outcome</b> - Fiction: adventure story based on the structure of the text	<b>Nibbles</b> by Emma Yarlett <b>Outcome</b> - Recount: diary entry	<b>Lion Inside</b> by Rachel Bright <b>Outcome</b> - Fiction: story based on the structure of the text	<b>The curious case of the missing mammoth</b> by Ellie Hattie <b>Outcome</b> - Fiction: story based on the structure of the text	<b>Toys in Space</b> by Mini Grey <b>Outcome</b> - Fiction: story based on the structure of the text	<b>Goldilocks and Just the one bear</b> by Leigh Hodgkinson <b>Outcome</b> - Fiction: story based on the structure of the text
2	<b>Troll Swap</b> by Leigh Hodgkinson <b>Outcome</b> - Fiction: focus on characters	<b>The Owl who was afraid of the dark</b> by Jill Tomlinson <b>Outcome</b> - Non-chronological report	<b>Dragon Machine</b> by Helen Ward <b>Outcome</b> - Fiction: adventure focus	<b>Major Glad, Major Dizzy</b> by Jan Oke <b>Outcome</b> - Recount: diary entry	<b>The Last Wolf</b> by Mini Grey <b>Outcome</b> - Letter: letter in role	<b>Grandad's Secret Giant</b> by David Litchfield <b>Outcome</b> - Fiction: moral focus
3	<b>Seal Surfer</b> by Michael Foreman <b>Outcome</b> - Recount: letter in role	<b>Winter's Child</b> by Graham Baker-Smith <b>Outcome</b> - Fiction: fantasy	<b>Stone Age Boy</b> by Satoshi Kitamura <b>Outcome</b> - Fiction: historical narrative	<b>Big blue whale</b> by Nicola Davies <b>Outcome</b> - Information text	<b>Journey</b> by Aaron Becker <b>Outcome</b> - Fiction: adventure story	<b>Zeraffa Giraffa</b> by Dianne Hofmeyr <b>Outcome</b> - Persuasion: leaflet
4	<b>Gorilla</b> by Anthony Browne <b>Outcome</b> - Fiction: fantasy story	<b>Leon and the place between</b> by Graham Baker-Smith <b>Outcome</b> - Recount: diary	<b>Escape from Pompeii</b> by Christina Balit <b>Outcome</b> - Fiction: historical narrative	<b>When the Giant stirred</b> by Celia Godkin <b>Outcome</b> - Fiction: adventure story from POV of the boy	<b>Where the Forest Meets the Sea</b> by Jeannie Baker & Rainforests in 30 seconds by Jen Green <b>Outcome</b> - Non-chronological report	<b>Blue John</b> by Berlie Doherty <b>Outcome</b> - Letters & Explanation
5	<b>Queen of the falls</b> by Chris Van Allsburg <b>Outcome</b> - Recount: series of diary entries	<b>The Lost Happy Endings</b> by Carol Ann Duffy <b>Outcome</b> - Fiction: traditional tale	<b>Arthur and the Golden Rope</b> by Joe Todd-Stanton <b>Outcome</b> - Fiction: myth	<b>The Darkest Dark</b> by Chris Hadfield <b>Outcome</b> - Recount: biography	<b>The Paperbag Prince</b> by Colin Thompson <b>Outcome</b> - Persuasion/ information: hybrid leaflet	<b>The Hunter</b> by Paul Geraghty <b>Outcome</b> - Fiction: journey story
6	<b>Star of Fear, Star of Hope</b> by Jo Hoestlandt <b>Outcome</b> - Fiction: flashback story & Information text	<b>Can we save the tiger?</b> by Martin Jenkins <b>Outcome</b> - Information and Explanation: hybrid text	<b>Selfish Giant</b> by Oscar Wilde and Ritva Voutilä <b>Outcome</b> - Fiction: classic fiction & Explanation	<b>Jemmy Button</b> by Alix Barzelay <b>The Island</b> by Jason Chin <b>Outcome</b> - Recount: journalistic writing & Discussion	<b>Manfish</b> by Jennifer Berne <b>Outcome</b> - Fiction: Narrative & Biography	<b>Sky Chasers</b> by Emma Carroll <b>Outcome</b> - Narrative



Reading and Spoken Language Links

EYFS	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	The Gingerbread Man by Mara Alperin	I'm going to eat this ant by Chris Naylor-Ballesteros	Naughty Bus by Jan Oke	The Journey Home by Emma Levey	Silly Doggy! by Adam Stower	Supertato by Sue Hendra
	Development matters 40-60 months	Development matters 40-60 months	Development matters 40-60 months/ ELG	ELG	ELG	ELG – supporting transition into Year 1
	<b>Reading</b> Hear and say initial sound in words Link sounds to letters, naming and sounding the letters of the alphabet Use vocabulary and forms of speech that are increasingly influenced by experience of books	<b>Reading</b> Hear and say the initial sound in words Segment the sounds in simple words and blend them together and know which letters represent some of them Link sounds to letters, naming and sounding the letters of the alphabet Begin to read words Enjoy an increasing range of books	<b>Reading</b> Continue a rhyming string Hear and say initial sound in words Segment the sounds in simple words and blend them together and know which letters represent some of them Link sounds to letters, naming and sounding the letters of the alphabet Enjoy an increasing range of books Read and understand simple sentences Read some common irregular words	<b>Reading</b> Read and understand simple sentences Use phonic knowledge to decode regular words and read them aloud accurately Demonstrate understanding when talking to others about what has been read to them	<b>Reading</b> Read and understand simple sentences Use phonic knowledge to decode regular words and read them aloud accurately Read some common irregular words Demonstrate understanding when talking to others about what they have read	<b>Reading</b> Read and understand simple sentences Read some common irregular words Demonstrate understanding when talking to others about what they have read
	<b>Communication &amp; Language</b> Listen and respond to ideas expressed by others in conversation or discussion Extend vocabulary, exploring the meaning and sounds of new words Use language to imagine and recreate roles and experiences in play Introduce a storyline or narrative into play	<b>Communication &amp; Language</b> Listen and respond to ideas expressed by others in conversation or discussion Extend vocabulary, exploring the meaning and sounds of new words Use language to imagine and recreate roles and experiences in play situations Use talk to organise, sequence and clarify thinking, ideas, feelings and events Introduce a storyline or narrative into play	<b>Communication &amp; Language</b> Maintain attention, concentrates and sit quietly during appropriate activity Listen and respond to ideas expressed by others in conversation or discussion Extend vocabulary, exploring the meaning and sounds of new words Use language to imagine and recreate roles and experiences in play situations Use talk to organise, sequence and clarify thinking, ideas, feelings and events Introduce a storyline or narrative into play Develop narratives and explanations by connecting ideas or events	<b>Communication &amp; Language</b> Listen to stories, responding with relevant comments, questions or actions Use past, present and future forms accurately when talking about events that have happened or are to happen in the future Develop narratives and explanations by connecting ideas or event.	<b>Communication &amp; Language</b> Listen to stories, accurately anticipating key events and responding with relevant comments, questions or actions Answer how and why questions in response to stories Use past, present and future forms accurately when talking about events that have happened or are to happen in the future Develop narratives and explanations by connecting ideas or events	<b>Communication &amp; Language</b> Listen to stories, accurately anticipating key events and responding with relevant comments, questions or actions Answer how and why questions in response to stories Express themselves effectively when speaking Develop narratives and explanations by connecting ideas or events



### Reading and Spoken Language Links

1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<b>Lost and Found</b> by Oliver Jeffers	<b>Nibbles</b> by Emma Yarlett	<b>The Lion Inside</b> by Rachel Bright	<b>The Curious Case of the Missing Mammoth</b> by Ellie Hattie	<b>Toys in Space</b> by Mini Grey	<b>Goldilocks and just the one bear</b> by Leigh Hodgkinson
	<b>Reading</b> Retell stories and consider their particular characteristics Discuss word meanings, linking new meanings to those already known Discuss the significance of the title and events Make inferences on the basis of what is being said and done Predict what might happen on the basis of what has been read so far Participate in discussion about what has been read	<b>Reading</b> Become familiar with key stories, fairy stories and traditional tales Retell stories and consider their particular characteristics Make inferences on the basis of what is being said and done Predict what might happen on the basis of what has been read so far	<b>Reading</b> Link what is read or heard to own experiences Retell stories and consider their particular characteristics Discuss word meanings, linking new meanings to those already known Draw on what they already know Discuss the significance of the title and events Make inferences on the basis of what is being said and done Predict what might happen on the basis of what has been read so far Participate in discussion about what has been read Explain clearly understanding of what is read	<b>Reading</b> Retell stories and consider their particular characteristics Learn to appreciate rhymes and poems Recite some rhymes and poems by heart Draw on what they already know Check that the text makes sense Make inferences on the basis of what is being said and done Predict what might happen on the basis of what has been read so far	<b>Reading</b> Learn to appreciate rhymes and poems Recite some rhymes and poems by heart Discuss word meanings, linking new meanings to those already known Make inferences on the basis of what is being said and done Predict what might happen on the basis of what has been read so far Participate in discussion about what has been read Explain clearly understanding of what is read	<b>Reading</b> Become familiar with key stories, fairy stories and traditional tales Retell stories and consider their particular characteristics Make inferences on the basis of what is being said and done Predict what might happen on the basis of what has been read so far Participate in discussion about what has been read
	<b>Spoken Language</b> Listen and respond Ask relevant questions Build vocabulary Participate in <b>discussions</b> , presentations, performances, <b>role play</b> , improvisations and debates	<b>Spoken Language</b> Listen and respond Ask relevant questions Build vocabulary Participate in <b>discussions</b> , presentations, performances, <b>role play</b> , improvisations and debates	<b>Spoken Language</b> Build vocabulary Give well-structured descriptions, explanations and narratives Participate in <b>discussions</b> , presentations, performances, <b>role play</b> , improvisations and debates	<b>Spoken Language</b> Ask relevant questions Articulate and justify answer Build vocabulary Use spoken language: speculating, imagining and exploring ideas	<b>Spoken Language</b> Build vocabulary Articulate and justify answers Give well-structured descriptions, explanations and narratives Participate in <b>discussions</b> , presentations, performances, <b>role play</b> , improvisations and debates	<b>Spoken Language</b> Listen and respond Ask relevant questions Build vocabulary Participate in <b>discussions</b> , presentations, performances, <b>role play</b> , improvisations and debates

Reading and Spoken Language Links

2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<b>Troll Swap</b> by Leigh Hodgkinson	<b>The Owl who was afraid of the dark</b> by Jill Tomlinson	<b>Dragon Machine</b> by Helen Ward	<b>Major Glad, Major Dizzy</b> by Jan Oke	<b>The Last Wolf</b> by Mini Grey	<b>Grandad's Secret Giant</b> by David Litchfield
	<b>Reading</b> Discuss the sequence of events in books and how items of information are related Make inferences on the basis of what is being said and done Answer and ask questions Predict what might happen on the basis of what has been read so far Participate in discussion about books, poems and other works Explain and discuss their understanding of books, poems and other material	<b>Reading</b> Discuss the sequence of events in books and how items of information are related Read non-fiction books that are structured in different ways Draw on what is already known or on background information and vocabulary provided by the teacher Make inferences on the basis of what is being said and done Answer and ask questions Participate in discussion about books, poems and other works Explain and discuss their understanding of books, poems and other material	<b>Reading</b> Check the text makes sense Make inferences on the basis of what is being said and done Answer and ask questions Predict what might happen on the basis of what has been read so far	<b>Reading</b> Read non-fiction books that are structured in different ways Discuss and clarify the meaning of words Answer and ask questions Predict what might happen on the basis of what has been read so far Explain and discuss their understanding of books, poems and other material	<b>Reading</b> Listen to, discuss and express views about a wide range of books at a level beyond that which can be read independently Become familiar with and re-tell a wider range of traditional tales Recognise simple recurring literary language Draw on what is already known and on background information and vocabulary provided by the teacher Predict what might happen on the basis of what has been read so far	<b>Reading</b> Listen to, discuss and express views about a wide range of books at a level beyond that which can be read independently Discuss the sequence of events in books and how items of information are related Make inferences on the basis of what is being said and done Ask and answer questions Predict what might happen on the basis of what has been read so far.
	<b>Spoken Language</b> Listen and respond Build vocabulary Give well-structured descriptions, explanations and narratives Participate in <b>discussions</b> , presentations, performances, <b>role play</b> , improvisations and debates	<b>Spoken Language</b> Listen and respond Ask relevant questions Build vocabulary Maintain attention and participate actively in collaborative conversations	<b>Spoken Language</b> Ask relevant questions Build vocabulary Articulate and justify answers Use spoken language: speculating, hypothesising, imagining and exploring ideas	<b>Spoken Language</b> Listen and respond Ask relevant questions Build vocabulary Participate in <b>discussions</b> , presentations, performances, <b>role play</b> , improvisations and debates	<b>Spoken Language</b> Articulate and justify answers Maintain attention and participate in collaborative conversations Speak audibly and fluently Participate in <b>discussions</b> , presentations, performances, <b>role play</b> , improvisations and debates	<b>Spoken Language</b> Listen and respond Ask relevant questions Give well-structured descriptions, explanations and narratives Participate in <b>discussions</b> , presentations, performances, <b>role play</b> , improvisations and debates



Reading and Spoken Language Links

3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Seal Surfer by Michael Foreman	Winter's Child by Angela McAllister	Stone Age Boy by Satoshi Kitamura	Big Blue Whale by Nicola Davies	Journey by Aaron Becker	Zeraffa Giraffa by Dianne Hofmeyr
	<b>Reading</b> Use dictionaries to check the meanings of words Prepare poems to read aloud and perform Recognise different forms of poetry Check text makes sense Ask questions to improve understanding of a text Draw inferences (characters' feelings, thoughts and motives); justify with evidence Predict from details stated and implied Participate in discussion about books	<b>Reading</b> Use dictionaries to check the meanings of words Identify themes and conventions Discuss words and phrases that capture the reader's interest and imagination Recognise different forms of poetry Explain meaning of words in context Draw inferences (characters' feelings, thoughts and motives); justify with evidence Predict from details stated and implied	<b>Reading</b> Read for a range of purposes Use dictionaries to check the meanings of words Explain meaning of words in context Draw inferences (characters' feelings, thoughts and motives); justify with evidence Predict from details stated and implied Identify main ideas drawn from more than one paragraph and summarise Retrieve and record information from non-fiction	<b>Reading</b> Read for a range of purposes Predict from details stated and implied Identify main ideas drawn from more than one paragraph and summarise Identify how language, structure and presentation contribute to meaning Retrieve and record information from non-fiction Participate in discussion about books	<b>Reading</b> Identify themes and conventions Discuss words and phrases that capture the reader's interest and imagination Explain meaning of words in context Draw inferences (characters' feelings, thoughts and motives); justify with evidence Predict from details stated and implied Participate in discussion about books	<b>Reading</b> Read for a range of purposes Use dictionaries to check the meanings of words Explain meaning of words in context Ask questions to improve understanding of a text Draw inferences (characters' feelings, thoughts and motives); justify with evidence Predict from details stated and implied Identify how language, structure and presentation contribute to meaning Retrieve and record information from non-fiction
	<b>Spoken Language</b> Ask relevant questions Build vocabulary Articulate and justify answers Participate in <b>discussions</b> , presentations, performances, <b>role play</b> , improvisations and debates Consider and evaluate different viewpoints	<b>Spoken Language</b> Ask relevant questions Build vocabulary Give well-structured descriptions, explanations and narratives Participate in discussions, presentations, performances, <b>role play</b> , improvisations and debates Consider and evaluate different viewpoints	<b>Spoken Language</b> Listen and respond Build vocabulary Ask relevant questions Participate in <b>discussions</b> , presentations, performances, <b>role play</b> , improvisations and debates	<b>Spoken Language</b> Listen and respond Ask relevant questions Build vocabulary Articulate and justify answers Speak audibly and fluently Participate in discussions, <b>presentations</b> , performances, <b>role play</b> , improvisations and debates Select appropriate registers for effective communication	<b>Spoken Language</b> Build vocabulary Articulate and justify answers Use spoken language: speculating, hypothesising, imagining and exploring ideas Participate in <b>discussions</b> , presentations, performances, <b>role play</b> , improvisations and debates Consider and evaluate different viewpoints	<b>Spoken Language</b> Listen and respond Build vocabulary Give well-structured descriptions, explanations and narratives Maintain attention and participate actively in collaborative conversations Use Standard English Participate in <b>discussions</b> , <b>presentations</b> , performances, <b>role play</b> , improvisations and debates Gain, maintain and monitor the interest of listener(s) Select and use appropriate registers for effective communication





Reading and Spoken Language Links

4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<b>Gorilla</b> by Anthony Browne	<b>Leon and the place between</b> by Graham Baker-Smith	<b>Escape from Pompeii</b> by Christina Balit	<b>When the Giant stirred</b> by Celia Godkin	<b>Where the Forest Meets the Sea</b> by Jeannie Baker & <b>Rainforests in 30 Seconds</b> by Jen Green	<b>Blue John</b> by Berlie Doherty
	<b>Reading</b> Read for a range of purposes Identify themes and conventions Discuss words and phrases that capture the reader's interest and imagination Recognise different forms of poetry Check text makes sense Explain meaning of words in context Ask questions to improve understanding of a text Draw inferences (characters' feelings, thoughts and motives); justify with evidence Predict what might happen from what is stated and implied Retrieve and record information from non-fiction Participate in discussion about books	<b>Reading</b> Read for a range of purposes Discuss words and phrases that capture the reader's interest and imagination Draw inferences (characters' feelings, thoughts and motives); justify with evidence Predict from details stated and implied Identify main ideas drawn from more than one paragraph and summarise Identify how language, structure, and presentation contribute to meaning	<b>Reading</b> Read for a range of purposes Discuss words and phrases that capture the reader's interest and imagination Check text makes sense Ask questions to improve understanding of a text Draw inferences (characters' feelings, thoughts and motives); justify with evidence Predict from details stated and implied Participate in discussion about books	<b>Reading</b> Use dictionaries to check the meaning of words Identify themes and conventions Check text makes sense Draw inferences (characters' feelings, thoughts and motives); justify with evidence Predict from details stated and implied Identify main ideas drawn from more than one paragraph and summarise Participate in discussion about books	<b>Reading</b> Read for a range of purposes Use dictionaries to check the meaning of words Explain meaning of words in context Predict from details stated and implied Identify main ideas drawn from more than one paragraph and summarise Identify how language, structure, and presentation contribute to meaning Retrieve and record information from non-fiction	<b>Reading</b> Identify themes and conventions Discuss words and phrases that capture the reader's interest and imagination Explain meaning of words in context Draw inferences (characters' feelings, thoughts and motives); justify with evidence Predict from details stated and implied Identify main ideas drawn from more than one paragraph and summarise Identify how language, structure, and presentation contribute to meaning Retrieve and record information from non-fiction
	<b>Spoken Language</b> Listen and respond Ask relevant questions Maintain attention and participate actively in collaborative conversations Use spoken language to develop understanding by hypothesising, imagining and exploring ideas Participate in <b>discussions</b> , <b>presentations</b> , <b>performances</b> , <b>role play</b> , <b>improvisations</b> and <b>debates</b> Consider and evaluate different viewpoints	<b>Spoken Language</b> Build vocabulary Articulate and justify answers Maintain attention and participate actively in collaborative conversations Use spoken language: speculating, hypothesising, imagining and exploring ideas Use Standard English Participate in <b>discussions</b> , <b>presentations</b> , <b>performances</b> , <b>role play</b> , <b>improvisations</b> and <b>debates</b> Consider and evaluate different viewpoints	<b>Spoken Language</b> Listen and respond Ask relevant questions Build vocabulary Articulate and justify answers Give well-structured descriptions, explanations and narratives Speak audibly and fluently Use Standard English Participate in <b>discussions</b> , <b>presentations</b> , <b>performances</b> , <b>role play</b> , <b>improvisations</b> and <b>debates</b> Consider and evaluate different viewpoints	<b>Spoken Language</b> Build vocabulary Articulate and justify answers Use spoken language: speculating, hypothesising, imagining and exploring ideas Speak audibly and fluently Participate in <b>discussions</b> , <b>presentations</b> , <b>performances</b> , <b>role play</b> , <b>improvisations</b> and <b>debates</b>	<b>Spoken Language</b> Listen and respond Ask relevant questions Give well-structured descriptions, explanations and narratives Maintain attention and participate actively in collaborative conversations Gain, maintain and monitor the interest of the listener(s) Consider and evaluate different viewpoints Select and use appropriate registers for effective communication	<b>Spoken Language</b> Ask relevant questions Articulate and justify answers Give well-structured descriptions, explanations and narratives Use spoken language: speculating, hypothesising, imagining and exploring ideas Speak audibly and fluently Participate in <b>discussions</b> , <b>presentations</b> , <b>performances</b> , <b>role play</b> , <b>improvisations</b> and <b>debates</b>



**Reading and Spoken Language Links**

5	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<b>Queen of the falls</b> by Chris Van Allsburg	<b>The Lost Happy Endings</b> by Carol Ann Duffy	<b>Arthur and the Golden Rope</b> by Joe Todd-Stanton	<b>The Darkest Dark</b> by Chris Hadfield	<b>The Paperbag Prince</b> by Colin Thompson	<b>The Hunter</b> by Paul Geraghty
	<b>Reading</b> Draw inferences (characters feelings, thoughts and motives); justify with evidence Predict from details stated and implied Summarise main ideas, identifying key details Identify how language, structure and presentation contribute to meaning Evaluate authors' language choice Distinguish between fact and opinion Participate in discussion about books Explain and discuss understanding of reading Provide reasoned justifications for views	<b>Reading</b> Identify and discuss themes and conventions Draw inferences (characters' feelings, thoughts and motives); justify with evidence Predict from details stated and implied Summarise main ideas, identifying key details Identify how language, structure and presentation contribute to meaning Evaluate authors' language choice Explain and discuss understanding of reading Participate in discussion about books Provide reasoned justifications for views	<b>Reading</b> Identify and discuss themes and conventions Make comparisons within and across texts Learn poetry by heart Check sense, discuss understanding and explore meaning of words in context Ask questions to improve understanding Draw inferences (characters' feelings, thoughts and motives); justify with evidence Summarise main ideas, identifying key details Retrieve, record and present information from non-fiction Explain and discuss understanding of reading	<b>Reading</b> Identify and discuss themes and conventions Check sense, discuss understanding and explore meaning of words in context Draw inferences (characters' feelings, thoughts and motives); justify with evidence Predict from details stated and implied Summarise main ideas, identifying key details Identify how language, structure and presentation contribute to meaning Evaluate authors' language choice Distinguish between fact and opinion Retrieve, record and present information from non-fiction	<b>Reading</b> Make comparisons within and across texts Check sense, discuss understanding and explore meaning of words in context Ask questions to improve understanding Predict from details stated and implied Identify how language, structure and presentation contribute to meaning Distinguish between fact and opinion Retrieve, record and present information Explain and discuss understanding of reading Provide reasoned justifications for views	<b>Reading</b> Make comparisons within and across books Check sense, discuss understanding and explore meaning of words in context Draw inferences (characters' feelings, thoughts and motives); justify with evidence Predict what might happen from details stated and implied Evaluate authors' language choice Participate in discussion about books Provide reasoned justifications for views
	<b>Spoken Language</b> Articulate and justify answers Give well-structured descriptions, explanations and narratives Participate in <b>discussions, role play, improvisations and debates</b> Gain, maintain and monitor the interest of the listener(s) Consider and evaluate different viewpoints	<b>Spoken Language</b> Ask relevant questions Build vocabulary Give well-structured descriptions, explanations and narratives Participate in <b>discussions, role play, improvisations and debates</b> Gain, maintain and monitor the interest of the listener(s) Consider and evaluate different viewpoints	<b>Spoken Language</b> Listen and respond Ask relevant questions Build vocabulary Articulate and justify answers Use spoken language: speculating, hypothesising, imagining and exploring ideas Speak audibly and fluently Participate in <b>discussions, presentations, performances, role play, improvisations and debates</b>	<b>Spoken Language</b> Listen and respond Articulate and justify answers Maintain attention and participate actively in collaborative conversations Speak audibly and fluently Use Standard English Participate in <b>discussions, presentations, performances, role play, improvisations and debates</b> Select and use appropriate registers for communication	<b>Spoken Language</b> Listen and respond Build vocabulary Articulate and justify answers Give well-structured descriptions, explanations and narratives Maintain attention and participate actively in collaborative conversations Speak audibly and fluently Participate in <b>discussions, presentations, performances, role play, improvisations and debates</b> Select and use appropriate registers for communication	<b>Spoken Language</b> Listen and respond Give well-structured descriptions, explanations and narratives Maintain attention and participate actively in collaborative conversations Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas Participate in discussions, presentations, performances, <b>role play, improvisations and debates</b> Consider and evaluate different viewpoints





Reading and Spoken Language Links

6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<b>Star of Fear, Star of Hope</b> by Jo Hoestlandt	<b>Can we save the tiger?</b> by Martin Jenkins	<b>Selfish Giant</b> by Oscar Wilde	<b>Jemmy Button</b> by Alix Barzelay & <b>The Island</b> by Jason Chin	<b>Manfish</b> by Jennifer Berne	<b>Sky Chasers</b> by Emma Carroll
	<b>Reading</b> Identify and discuss themes and conventions Ask questions to improve understanding Draw inferences (characters' feelings, thoughts and motives); justify with evidence Predict from details stated and implied Summarise main ideas, identifying key details Identify how language, structure and presentation contribute to meaning Provide reasoned justifications, for views	<b>Reading</b> Prepare <b>poems</b> and plays for performance Check sense, discuss understanding and explore meaning of words in context Summarise main ideas, identifying key details Identify how language, structure and presentation contribute to meaning Retrieve, record and present information from non-fiction Explain and discuss understanding of reading	<b>Reading</b> Identify and discuss themes and conventions Make comparisons within and across books Ask questions to improve understanding Draw inferences (characters' feelings, thoughts and motives); justify inferences with evidence Predict from details stated and implied Summarise main ideas, identifying key details Evaluate authors' language choice Distinguish fact and opinion (GD) Participate in discussion about books Explain and discuss understanding of reading Provide reasoned justifications for views	<b>Reading</b> Make comparisons within and across texts Check sense, discuss understanding and explore meaning of words in context Ask questions to improve understanding Draw inferences (characters, feelings, thoughts, motives); justify with evidence Predict from details stated and implied Summarise main ideas, identifying key details Identify how language, structure and presentation contribute to meaning Evaluate authors' language choice Retrieve, record and present information from non-fiction	<b>Reading</b> Identify and discuss themes and conventions Check sense, discuss understanding and explore meaning of words in context Ask questions to improve understanding Predict from details stated and implied Identify how language, structure and presentation contribute to meaning Evaluate authors' language choice Distinguish between fact and opinion Retrieve, record and present information from non-fiction Participate in discussion about books Provide reasoned justifications for views	<b>Reading</b> Recommend books to peers Learn poetry by heart Prepare <b>poems</b> and plays for performance Draw inferences (characters' feelings, thoughts and motives); justify with evidence Summarise main ideas, identifying key details Evaluate authors' language choice Participate in discussion about books
	<b>Spoken Language</b> Build vocabulary Articulate and justify answers Maintain attention and participate actively in collaborative conversations Use spoken language: speculating, hypothesising, imagining and exploring ideas Participate in <b>discussions</b> , presentations, performances, <b>role play</b> , improvisations and debates Consider and evaluate different viewpoints	<b>Spoken Language</b> Ask relevant questions Build vocabulary Give well-structured descriptions, explanations and narratives Maintain attention and participate actively in collaborative conversations Speak audibly and fluently Participate in <b>discussions</b> , presentations, performances, role play, improvisations and debates Gain, maintain and monitor the interest of the listener(s) Consider and evaluate different viewpoints	<b>Spoken Language</b> Build vocabulary Articulate and justify answers Use standard English Use spoken language: speculating, hypothesising, imagining and exploring ideas Speak audibly and fluently Use Standard English Participate in <b>discussions</b> , presentations, performances, <b>role play</b> , improvisations and debates Select and use appropriate registers for effective communication	<b>Spoken Language</b> Listen and respond Build vocabulary Maintain attention and participate actively in collaborative conversations Speak audibly and fluently Participate in <b>discussions</b> , <b>presentations</b> , performances, role play, improvisations and <b>debates</b> Gain, maintain and monitor the interest of the listener(s) Consider and evaluate different viewpoints Select and use appropriate registers for effective communication	<b>Spoken Language</b> Ask relevant questions Build vocabulary Give well-structured descriptions, explanations and narratives Use spoken language: speculating, hypothesising, imagining and exploring ideas Participate in <b>discussions</b> , presentations, performances, <b>role play</b> , improvisations and debates	<b>Spoken Language</b> Listen and respond Build vocabulary Use spoken language: speculating, hypothesising, imagining and exploring ideas Speak audibly and fluently Use Standard English Select and use appropriate registers for effective communication