

Year 3

Term	Autumn	Spring	Summer	National Curriculum
Strategies	Multiple reading strategies actively modelled throughout the reading curriculum: Activate & Connect (background knowledge), Monitor & Clarify, questioning. Children to practise and apply these.			<p>Word Reading Apply my growing knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of new words. Read further exception words, noticing the difference between spelling and sound.</p> <p>Comprehension Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. Reading books that are structured in different ways and reading for a range of purposes. Using dictionaries to check the meaning of words I have read. Becoming more familiar with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally. Identifying themes and conventions in a wide range of books. Preparing poems and play scripts to read aloud and to perform, showing my understanding through intonation, tone, volume and action. Discussing words and phrases that capture the reader's interest and imagination. Recognising some different forms of poetry (for example, free verse, narrative poetry) Checking that the text makes sense to me, discussing my understanding and explaining the meaning of words in context. Asking questions to improve my understanding of a text. Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. Predicting what might happen from details stated and implied. Identifying main ideas drawn from more than one paragraph and summarising these. Identifying how language, structure, and presentation help me to understand the meaning of a text. I can retrieve and record information from non-fiction. I can participate in discussion about both books that are read to me and those I can read for myself, taking turns and listening to what others say.</p>
Word Reading	Recap prior learning of root words, prefixes and suffixes. Recognise these word parts in key vocabulary. Building on from KS1, begin to read further common exception words.	Use of root words, prefixes and suffixes support to read aloud new words. Continue to read further exception words and discuss how they may sound different to the spelling.	Use developing knowledge of root words, prefixes and suffixes to read aloud new words and begin to understand the meaning of these words. Read further exception words (Yr3), noticing the difference between spelling and sound.	
Vocabulary	Recap strategies for working out the meanings of unfamiliar words. Pre-teach meanings of unfamiliar words and provide opportunities to learn and apply new words in context.	Regular opportunities to check for understanding through discussion about a text. Unpick the meaning of new words. Begin to explore how words and phrases make the reader feel: 'Read as a reader'.	Growing confidence to check that a text makes sense, discussing understanding and meaning of words in context. Begin to accurately use dictionaries and knowledge organisers to check the meaning of words they have read.	
Inference	Recap prior learning on making inference on the basis of what is being said and done. Begin to make inferences about characters in Year 3 texts based on speech and actions	Begin to use background knowledge and clues from the text to support inferences. Share reasons for inferences both verbally and in written form.	Become more confident in using background knowledge and clues from the text to create well-thought out inferences. Check own inferences are accurate by finding evidence in the text.	
Predict	Recap prior learning from KS1 on making predictions based on what has been read so far. Begin to apply learning to new texts	Unpick the main events from a text so far and use this information to make a plausible prediction about what might happen next.	Link to learning around inference. Prediction is a type of inference. Discuss how predictions could be made from details that are implied.	
Explain	Recap learning from KS1 on explaining key aspects of fiction and non-fiction texts. Begin to apply to new texts.	Explore strategies to check that a text makes sense. Provide opportunity to use strategies with familiar texts including unpicking the meaning of new words.	Growing confidence in checking the text makes sense by discussing understanding and explaining the meaning of words in context. Verbally and in written form.	
Retrieve	Recap learning from KS1 on finding key information in fiction and non-fiction texts. Begin to apply learning to new texts.	Begin to locate and record key information in non-fiction such as dates and key facts.	Able to locate and record key information in fiction texts and poetry such as events specific details about characters.	
Summarise	Recap prior learning on sequencing key events from a text from KS1. Begin to introduce the concept of summarising and model this with short extracts of familiar texts.	After multiple readings of a text to support understanding, verbally summarise the key points.	After multiple readings of a text to support understanding, summarise the key points both verbally and in written form.	
Range of reading & Fluency	Range of texts Pupils should be taught to develop positive attitudes to reading and understanding of what they read by: - Having opportunities to read books and authors they might not choose themselves, and be taught to exercise choice in selecting books, with teachers making use of library services and other expertise. - Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or text books - Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally - Reading books that are structured in different ways and reading for a range of purposes. - Participating 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. Ongoing development of fluency including: Accuracy, Automaticity and Prosody through strategies such as choral reading, echo reading and repeated oral reading.			

Year 4

Term	Autumn	Spring	Summer	National Curriculum
Strategies	Multiple reading strategies actively modelled throughout the reading curriculum: Activate & Connect (background knowledge), Monitor & Clarify, questioning. Children to practise and apply these.			
Word Reading	Use developing knowledge of root words, prefixes and suffixes to read aloud new words and begin to understand the meaning of these words. Read further exception words (Yr3 and some Yr 4)	Read further exception words (Yr3 and some Yr 4), noticing the difference between spelling and sound. Growing accuracy in use of root words, prefixes and suffixes to read unfamiliar words.	Apply my growing knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of new words. Read further exception words (Yr 4), noticing the difference between spelling and sound.	<p>Word Reading Apply my growing knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of new words. Read further exception words, noticing the difference between spelling and sound.</p> <p>Comprehension I can develop my positive attitude to reading and understanding of what I read by: Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. Reading books that are structured in different ways and reading for a range of purposes. Using dictionaries to check the meaning of words I have read. Becoming more familiar with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally. Identifying themes and conventions in a wide range of books. Preparing poems and play scripts to read aloud and to perform, showing my understanding through intonation, tone, volume and action. Discussing words and phrases that capture the reader's interest and imagination. Recognising some different forms of poetry (for example, free verse, narrative poetry)</p> <p>Checking that the text makes sense to me, discussing my understanding and explaining the meaning of words in context. Asking questions to improve my understanding of a text. Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. Predicting what might happen from details stated and implied. Identifying main ideas drawn from more than one paragraph and summarising these.</p>
Vocabulary	With growing confidence, check that a text makes sense, discussing understanding and explaining the meaning of words in context. Use of pre teach to support learning of new vocabulary. Children have opportunity to apply learning in context.	Discuss words and phrases that capture reader's interest and imagination. Discuss how this effect has been achieved – read as a reader. More confident use of dictionaries and knowledge organisers to check the meaning of words they have read.	Check that a text makes sense, discussing understanding and explaining the meaning of words in context. Discuss words and phrases and capture reader's interest and imagination. Use dictionaries to check the meaning of words they have read.	
Inference	With increasing independence, understand what has been read by drawing inferences such as inferring character's feelings, thoughts and motives from their actions	With increasing confidence, justify inferences with evidence. Share evidence both verbally and in written form. Ability to empathise with characters.	Understand what has been read by drawing inferences such as inferring character's feelings, thoughts and motives from their actions and justifying inferences with evidence.	
Predict	Become more confident in predicting what might happen from details stated and implied. Share reasons for predictions.	Predict what might happen from details stated and implied.	Create plausible predictions about what might happen from details stated and implied in unfamiliar texts. Share clear reasons for thoughts.	
Explain	Able to use structures and features of texts to support understanding. Able to discuss and explain key themes in texts to support understanding.	Discuss the author's choice of language and explain how this contributes to the overall meaning of the text.	Check that the text makes sense by discussing understanding and explaining the meaning of words in context.	
Retrieve	In unfamiliar texts, retrieve and record from both fiction and non-fiction.	Retrieve and record from both fiction and non-fiction.	Independently retrieve and record from both fiction and non-fiction accurately.	
Summarise	Identify main ideas drawn from one paragraph of a familiar text and summarise these in verbal and written form	Identify main ideas from more than one paragraph from a familiar text and summarise these – verbally and in written form	Identify main ideas from more than one paragraph from an unfamiliar text and summarise these in written form.	
Range of reading & Fluency	Range of texts Pupils should be taught to develop positive attitudes to reading and understanding of what they read by: - Having opportunities to read books and authors they might not choose themselves, and be taught to exercise choice in selecting books, with teachers making use of library services and other expertise. - Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or text books - Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally - Reading books that are structured in different ways and reading for a range of purposes. - Participating 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. Ongoing development of fluency including: Accuracy, Automaticity and Prosody through strategies such as choral reading, echo reading and repeated oral reading.			

Year 5

Term	Autumn	Spring	Summer	National Curriculum
Strategies	Multiple reading strategies actively modelled throughout the reading curriculum: Activate & Connect (background knowledge), Monitor & Clarify, questioning. Chdn to practise and apply these.			<p>Word Reading Apply growing knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of new words.</p> <p>Comprehension Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, nonfiction and reference books or textbooks. Reading books that are structured in different ways and reading for a range of purposes. 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. Recommending books that they have read to their peers, giving reasons for their choices. Identifying and discussing themes and conventions in and across a wide range of writing. Making comparisons within and across books. Learning a wider range of poetry by heart. Preparing poems and play to read aloud and to perform, showing understanding through intonation, tone, volume so that the meaning is clear to an audience.</p> <p>Checking that the book makes sense to me, discussing my understanding and exploring the meaning of words in context. Asking questions to improve my understanding. Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. Predicting what might happen from details stated and implied. Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main idea. Identifying how language, structure, and presentation contribute to meaning.</p> <p>I can discuss and evaluate how authors use language, including figurative language, considering the impact on the reader. I can distinguish between statements of fact and opinion. I can retrieve, record and present information from non-fiction. I can participate in discussions about books that are read to me and those I can read for myself, building on my own and others' ideas and challenging views courteously. I can explain and discuss my understanding of what I have read, including through formal presentation and debates, maintaining a focus on the topic and using notes where necessary. I can provide reasoned justifications for my views.</p>
Word Reading	Read unknown words with prefixes and suffixes and begin to make connections between words.	Confidently read most words, understanding the impact of prefixes and suffixes on root words.	Some understanding of word etymology to support the reading of longer, unfamiliar words. Can read all words from the Year 5 word list.	
Vocabulary	Check that a text makes sense, discussing understanding and explaining the meaning of words in context.	Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.	Check that a text makes sense, discussing understanding and explaining the meaning of words in context. Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.	
Inference	Becoming more confident to understand what has been read by drawing inferences such as inferring character's feelings, thoughts and motives from their actions.	Becoming more confident in justifying inferences with evidence. Sharing these both in discussions and in written form.	Understand what has been read by drawing inferences such as inferring character's feelings, thoughts and motives from their actions and justifying inferences with evidence.	
Predict	Predict what might happen from details that have been stated and implied. Share reasons for thoughts.	In more complex texts, predict what might happen from details that have been stated and implied. Create opportunities to test predictions to see how accurate these are.	Predict what might happen from details that have been stated and implied.	
Explain	Explain and discuss understanding of what has been read, including through formal presentation and debates. Maintaining a focus on the topic and using notes where necessary.	Participate in books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously.	Explain and discuss understanding of what has been read, including through formal presentation and debates. Maintaining a focus on the topic and using notes where necessary. Participate in books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously.	
Retrieve	Retrieve, record and present information from both fiction and non-fiction.	Retrieve, record and present information from both fiction and non-fiction.	Retrieve, record and present information from both fiction and non-fiction.	
Summarise	Identify main ideas drawn from one paragraph, identifying key details that support the main idea.	Identify main ideas drawn from more than one paragraph, identifying key details that support the main idea.	Identify main ideas drawn from a full text, identifying key details that support the main idea.	
Range of reading & Fluency	Range of Texts Pupils should be taught to maintain positive attitudes to reading and understanding of what they read by: - Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. - Reading books that are structured in different ways and reading for a range of purposes. - 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. - Recommending books that they have read to their peers, giving reasons for their choices. - Learning a wider range of poetry by heart. - 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. -Participating 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 view courteously. Ongoing development of fluency including: Accuracy, Automaticity and Prosody through strategies such as choral reading, echo reading and repeated oral reading.			

Year 6

Term	Autumn	Spring	Summer	National Curriculum
Strategies	Multiple reading strategies actively modelled throughout the reading curriculum: Activate & Connect (background knowledge), Monitor & Clarify, questioning. Chdn to practise and apply these.			<p>Word Reading Apply growing knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of new words.</p> <p>Comprehension I can develop my positive attitude to reading and understanding of what I read by: Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, nonfiction and reference books or textbooks. Reading books that are structured in different ways and reading for a range of purposes. 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. Recommending books that they have read to their peers, giving reasons for their choices. Identifying and discussing themes and conventions in and across a wide range of writing. Making comparisons within and across books. Learning a wider range of poetry by heart. Preparing poems and play to read aloud and to perform, showing understanding through intonation, tone, volume so that the meaning is clear to an audience. I can understand what I read in books and I can read independently by: Checking that the book makes sense to me, discussing my understanding and exploring the meaning of words in context. Asking questions to improve my understanding. Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. Predicting what might happen from details stated and implied. Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main idea. Identifying how language, structure, and presentation contribute to meaning. I can discuss and evaluate how authors use language, including figurative language, considering the impact on the reader. I can distinguish between statements of fact and opinion. I can retrieve, record and present information from non-fiction. I can participate in discussions about books that are read to me and those I can read for myself, building on my own and others' ideas and challenging views courteously. I can explain and discuss my understanding of what I have read, including through formal presentation and debates, maintaining a focus on the topic and using notes where necessary. I can provide reasoned justifications for my views.</p>
Word Reading	Able to read most unfamiliar words and can predict the meaning of related words using own knowledge.	Able to read almost all words accurately. Use of knowledge of etymology to work out the meaning of unfamiliar words.	Apply growing knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of new words.	
Vocabulary	Developing confidence in checking a text makes sense, discussing their understanding and explaining the meaning of words in context.	Confidently discuss and evaluate how authors use language – explore use of figurative language, metaphors, and similes	Confidently check a text makes sense, discussing their understanding and explaining the meaning of words in context. Confidently discuss and evaluate how authors use language, including figurative language, considering the impact of the reader.	
Inference	Can explain how an author would like a character to be perceived by the reader based on the way the descriptions have been written.	Can unpick subtle clues in texts that allows reading for deeper meaning through the use of inference. Able to use knowledge of inferences t make the connection between reading and writing.	Confidently understand what they have read by drawing inferences such as inferring character's feelings, thoughts and motives from their actions and justifying inferences with evidence	
Predict	Confidently predict what might happen from details stated and implied. Share reasons. Make use of background knowledge to support predictions e.g. compare with similar texts.	Confidently predict what might happen from details stated and implied. Test out predictions to check for accuracy.	Confidently predict what might happen from details stated and implied.	
Explain	Confidently explain and discuss understanding of what they have read, including through formal presentations and debates. Maintaining a focus on the topic and using notes where necessary.	Confidently participate in discussions about books that are read to them and those they can read to them and those they can read for themselves, building on their own and others' ideas and challenging views courtesy.	Confidently explain and discuss understanding of what they have read, including through formal presentations and debates. Maintaining a focus on the topic and using notes where necessary. Confidently participate in discussions about books that are read to them and those they can read to them and those they can read for themselves, building on their own and others' ideas and challenging views courtesy.	
Retrieve	Confidently retrieve, record and present information from both fiction and non-fiction.	Confidently retrieve, record and present information from both fiction and non-fiction.	Confidently retrieve, record and present information from both fiction and non-fiction.	
Summarise	Confidently identify main ideas drawn from more than one paragraph , identifying key details that support the main idea.	Confidently identify main ideas drawn from more than one paragraph (unfamiliar text), identifying key details that support the main idea.	Confidently identify main ideas drawn from a full text (unfamiliar text), identifying key details that support the main idea.	
Range of reading & Fluency	Range of Texts Pupils should be taught to maintain positive attitudes to reading and understanding of what they read by: - Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. - Reading books that are structured in different ways and reading for a range of purposes. - 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. - Recommending books that they have read to their peers, giving reasons for their choices. - Learning a wider range of poetry by heart. - 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. - Participating 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 view courteously. Ongoing development of fluency including: Accuracy, Automaticity and Prosody through strategies such as choral reading, echo reading and repeated oral reading.			

