



Lowton West Primary School.
Reading LTP and Progression Mapping.

Reception Reading

Book Bands (ORT level)	Fluency (Reading "silently")	Phonics (Read, Write, Inc)	Key Words	
EYFS Lilac	To synthesise simple sentences with little or no segmenting or blending of tricky words and phase 4 sounds.	set one speed sounds. Sound blending books 1-10	See Appendix 1 RWI red words	<ul style="list-style-type: none"> ✓ ELG: Comprehension - Children at the expected level of development will: - 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. ✓ ELG: Word Reading - Children at the expected level of development will: - 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. ✓ ELG: Writing - Children at the expected level of development will: - Write recognisable letters, most of which are correctly formed; - Spell words by identifying sounds in them and representing the sounds with a letter or letters; - Write simple phrases and sentences that can be read by others. ✓ ELG: Speaking - Children at the expected level of development will: - 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.
EYFS ELG Pink(1+)		Set 1 speed sounds red ditty books set 1 - 10		
ELG Red (2)		Review set one sounds and teach set 2 speed sounds Green story books set 1-10		
By End of EYFS Yellow		Review set one sounds teach speed sounds set 2. Purple story books set 1-10		

Autumn	Spring	Summer
<ul style="list-style-type: none"> • Mouse House – J. Burningham • Mice – Nocturnal Explorers • The Large Family Collection – J. Murphy • The Gruffalo – J. Donaldson • We're Going On A Bear Hunt – M. Rosen • Treasury of Rhyme Book and CD (poetry) • Action Rhymes • Oh No Jo, No! – Michaela Morgan • Ten Out Of Bed – Penny Dale • Room on the Broom – J. Donaldson • Elmer – D. McKee 	<ul style="list-style-type: none"> • The Train Ride – J. Crebbin • Whatever Next! – J. Murphy • I want to be a Pirate – fiction stories • Things with Wings – P. Shipton • Christopher's Caterpillars – C. Middleton • The Book of Butterflies • The Very Hungry Caterpillar – E. Carle • A Journey Home from Grandpa's – J. Lumley • Owl Babies – M. Waddell • Oi Frog – K. Gray • Oi Dog – K. Gray • Stories from other cultures – Chinese New Year 	<ul style="list-style-type: none"> • If Only – N. Griffiths • Mini-beasts • The Very Hungry Caterpillar – E. Carle • Where the Wild Things Are – Maurice Sendak • Not Now Bernard – D. McKee • Alliteration Rap • The Spots and the Dots – M. Deuchars • There Is No Dragon In This Story – L. Carter • Get to Know Komodo Dragons – F. Brett • For the Birds – digital text https://www.youtube.com/watch?v=nYTrIcn4rjg



End of Reception Year Expectations. (ELG statement)

By the end of Reception, pupils should be able to:

The children read and understand simple sentences.

They use phonic knowledge to decode regular words and read them aloud accurately.

They also read some common irregular words.

They demonstrate understanding when talking with others about what they have read.

Reception Common Exception Words

I	go	come	went	up	you	day	was
look	are	the	of	we	this	dog	me
like	going	big	she	and	they	my	see
on	away	mum	it	at	play	no	yes
for	a	dad	can	he	am	all	
is	cat	get	said	to	in		

Reception Read Write Inc Phonics progression matched to ELG statements



Statutory Framework for the Early Years Foundation Stage – Early Learning Goals (ELGs)	Read Write Inc. Phonics
Communication and Language	
<p>The development of children’s spoken language underpins all seven areas of learning and development. Children’s back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children’s language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.</p>	<p>In <i>Read Write Inc. Phonics</i> schools and nurseries, speaking and listening skill are developed throughout the day.</p> <p>Throughout the programme, children are asked to ‘Turn to your partner’ to discuss questions. They are encouraged to participate, listen attentively to their partner and respond appropriately.</p> <p>Children are encouraged to express themselves using a variety of feedback methods, either as a group, a partnership or individually.</p> <p>For schools with Ruth Miskin Training’s Online Training Subscription, <i>Talk Through Stories</i> offers further support with developing children’s communication and language skills.</p>

Statutory Framework for the Early Years Foundation Stage – Early Learning Goals (ELGs)	Read Write Inc. Phonics
Literacy	
<p>Comprehension Children at the expected level of development will:</p> <ul style="list-style-type: none"> • 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. 	<p>Talking about the books is an integral part of the programme.</p> <p>At the end of the ‘Story Introduction’, children are often asked to discuss with their partner what they think might happen next before reading the story for the first time.</p> <p>In the ‘Read Aloud – Teacher’ activity, teachers read the whole Storybook to children with expression, then ask them a comprehension question at the end.</p> <p>In ‘Questions to talk about’ at the back of each Storybook, children answer a range of ‘how’ and ‘why’ questions to check their understanding of the text.</p> <p>In Storytime and Poetry Time (on the <i>Read Write Inc. Phonics</i> Online Subscription on Oxford Owl), children listen to teachers perform stories and poems. During the second reading, teachers pause and ask children to discuss a number of questions with their partner. This ensures that children engage with the content of the stories and poems in terms of vocabulary, characters, settings and events.</p> <p>Additional comprehension support is available in the <i>Talk Through Stories</i> part of Ruth Miskin Training’s Online Training Subscription.</p>
<p>Word Reading Children at the expected level of development will:</p> <ul style="list-style-type: none"> • 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. 	<p>Phonic knowledge is taught in the Speed Sounds Lessons and applied in the Storybook lessons.</p> <p>The Speed Sounds Lessons follow a careful progression, with sounds being introduced sequentially in a structured and systematic way.</p> <ul style="list-style-type: none"> • Set 1 teaches the most common sound-letter correspondences: m a s d t / i n p g o / c k u b / f e l h / r j v y w / z x sh th ch qu ng nk • Children learn the digraphs / ll ss ff ck / in Word Time 1.7 whilst reading Ditties. • When reading Green Level books (that contain Set 1 sounds), children start to learn the Set 2 sounds in the Speed Sounds Lessons. • Set 2 teaches 12 vowel digraphs/trigraphs: ay ee igh ow oo oo ar or air ir ou oy

	<p>Children meeting progress expectations will be able to say a sound for each letter of the alphabet and at least 10 digraphs by the end of Reception.</p> <p>Children will go on to learn alternative spellings (Set 3) in Year 1.</p> <p>Children are taught to sound-blend from the very beginning, initially orally using 'Fred Talk'. Once children know the first few sounds, they will use the Speed Sounds Cards and then the Green Word Cards to blend the sounds they know into simple words.</p> <p>Common exception words are practised as Red Words (high frequency words with a low frequency grapheme). Children are taught to read and spell Red Words and then read them in the Ditty and Storybooks, to ensure children learn to read and spell them with confidence.</p> <p>Children start reading simple sentences in the Red Ditty Books and then read fiction and non-fiction books carefully matched to their growing phonic knowledge from Green Level onwards.</p>
<p>Writing Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Write recognisable letters, most of which are correctly formed; • Spell words by identifying sounds in them and representing the sounds with a letter or letters; • Write simple phrases and sentences that can be read by others. 	<p>Children learn to write each letter correctly alongside reading the letter and there is a specific 'Handwriting' activity as part of the Storybook lessons.</p> <p>Children are expected to use their phonic knowledge to help them spell words. The 'Fred Fingers' activity enables them to practise spelling the words they read. This skill is then applied during all the 'Write About' activities. Phonically-plausible spellings are accepted.</p> <p>Children learn to compose their own sentences, rehearsing orally first using 'Build a sentence'. The 'Hold a sentence' activity in the Ditty and Storybook lessons teaches children to write a simple sentence using correct spelling and punctuation.</p> <p>Children will use a range of Red Words (irregular common words) during their writing compositions.</p> <p>Children create their own narratives in every 'Write About' activity. Before they write, children build up each sentence orally, either as a group or in partnerships. These sentences are structured using a series of questions to develop responses. Children are supported to use full sentences through taking feedback from partner discussion, then extending and expanding when teachers paraphrase their answers.</p>



Year 1 Reading

				Decoding & Word understanding	Comprehension	Familiarity and range	Discussion	Poetry	Suggested Text Questions	
Year 1 Autumn Blue (4)	MID YEAR WPM – 40 WPM ACCURACY – 90-95% (Ind)	On entry – phase 4 AT – Phase 4 & Phase 5C	Phase 4 Tricky Words Letters and Sounds	<ul style="list-style-type: none"> • apply phonic knowledge to decode words • speedily read all 40+ letters/groups for 40+ phonemes • read accurately by blending taught GPC • read common exception words • read common suffixes (-s, -es, -ing, -ed, etc.) • read multisyllable words containing taught GPCs • read contractions and understanding use of apostrophe • read aloud phonically-decodable texts *discussing word meanings, linking new meanings to those already known 	drawing on what they already know or on background information and vocabulary provided by the teacher *checking that the text makes sense to them as they read and correcting inaccurate reading *discussing the significance of the title and events *making inferences on the basis of what is being said and done *predicting what might happen on the basis of what has been read so far	becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics *recognising and joining in with predictable phrases • listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently • being encouraged to link what they read or hear read to their own experiences	*participate in discussion about what is read to them, taking turns and listening to what others say *explain clearly their understanding of what is read to them	*learning to appreciate rhymes and poems, and to recite some by heart	Vocabulary: What does the word mean in this sentence? Find and copy a word which means What does this word or phrase tell you about? Which word in this section do you think is the most important? Why? Which of the words best describes the character/ setting/ mood etc? Can you think of any other words the author could have used to describe this? Why do you think is repeated in this section? Inference: Why was feeling? Why did happen? Why did say? Can you explain why? What do you think the author intended when they said? How does make you feel? Predict: Look at the book cover /blurb – what do you think this book will be about? What do you think will happen next? What makes you think this? How does the choice of character or setting affect what will happen next? What is happening? What do you	
	END OF YEAR WPM – 60 WPM ACCURACY – 90-95% (Ind)	SP – Phase 5C, Phase B Summer – Phase 5A	Year 1 Common Exception Words							
	Spring Green (5)									
	Summer Green-Orange (6)									
By end Green/Orange (7)										
Autumn Term				Spring Term			Summer Term			
<ul style="list-style-type: none"> • Rainbow Fish – M. Pfister • Traditional Tales: <ul style="list-style-type: none"> - Cinderella - Goldilocks and the Three Bears - Three Little Pigs - Little Red Hen • Red Riding Hood – Digital Text Literacy Shed • Stick Man – J. Donaldson • The Stick Book: loads of things you can make or do with a stick • Deep Dark Wood – A. Craig Hall • Non-fiction texts: animals, The Church, Florence Nightingale, Mary Seacole 				<ul style="list-style-type: none"> • The Jolly Postman – J. & A. Ahlberg • The Tiger Who Came to Tea – J. Kerr • Simon Sock – S. Hendra • Dogs Don't Do Ballet – A. Kemp • Hairy Maclary story collection - • Big Book of Nonsense Poetry • The Queen's Hat – S. Anthony • The Queen's Handbag – S. Anthony • Bubbles - Digital text (Literacy Shed) • Non-fiction texts: The Great Fire of London, Samuel Pepys, Christianity, Easter 			<ul style="list-style-type: none"> • What the Ladybird Heard – J. Donaldson • Handa's Surprise – E. Browne • Six Dinner Sid – I. Moore • Each Peach Pear Plum – J. and A. Ahlberg • Room on the Broom – J. Donaldson • Unplugged – S. Anthony • The Night Zoo Keeper – Digital Text (Literacy Shed) • Non-fiction texts: Judaism, plants, seasons 			

End of Year 1 Reading Expectations.	Year 1 Common Exception Words																																																
<p>By the end of Year 1, pupils should be able to:</p> <ul style="list-style-type: none"> • Identify which words appear again and again. • Recognise and join in with predictable phrases. • Relate reading to own experiences. • Re-read if reading does not make sense. • Re-tell with considerable accuracy. • Discuss significance of title and events. • Make predictions on basis of what has been read. • Make inferences on basis of what is being said and done. • Read aloud with pace and expression, i.e. pause at full stop; raise voice for question. • Recognise: <ul style="list-style-type: none"> capital letters full stops question marks exclamation marks • Know why the writer has used the above punctuation in a text. • Know difference between fiction and nonfiction texts. 	<table border="1"> <tbody> <tr><td>do</td><td>the</td><td>is</td><td>today</td></tr> <tr><td>to</td><td>a</td><td>his</td><td>says</td></tr> <tr><td>no</td><td>they</td><td>has</td><td>our</td></tr> <tr><td>go</td><td>said</td><td>I</td><td>ask</td></tr> <tr><td>so</td><td>love</td><td>put</td><td>you</td></tr> <tr><td>he</td><td>come</td><td>full</td><td>your</td></tr> <tr><td>be</td><td>some</td><td>pull</td><td>house</td></tr> <tr><td>me</td><td>of</td><td>push</td><td>school</td></tr> <tr><td>we</td><td>are</td><td>our</td><td>friend</td></tr> <tr><td>she</td><td>here</td><td>once</td><td></td></tr> <tr><td>by</td><td>there</td><td>one</td><td></td></tr> <tr><td>my</td><td>where</td><td>was</td><td></td></tr> </tbody> </table>	do	the	is	today	to	a	his	says	no	they	has	our	go	said	I	ask	so	love	put	you	he	come	full	your	be	some	pull	house	me	of	push	school	we	are	our	friend	she	here	once		by	there	one		my	where	was	
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Year 2 Reading

				Decoding & Word understanding	Comprehension	Familiarity and range	Discussion	Poetry	Suggested Text Questions	
Year 2 Autumn (Turquoise BB)	MID YEAR WPM – 70 WPM ACCURACY – 90-95% (Ind)	On entry – phase 5 AT – Phase 5B (revise)	Year 2 Common Exception Words	*secure phonic decoding until reading is fluent *read accurately by blending, including alternative sounds for graphemes *read multi-syllable words containing these graphemes*read common suffixes *read exception words, noting unusual correspondences *read most words quickly & accurately without overt sounding and blending *discussing and clarifying the meanings of words, linking new meanings to known vocabulary *discussing their favourite words and phrases	*discussing the sequence of events in books and how items of information are related*drawing on what they already know or on background information and vocabulary provided by the teacher*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*answering and asking questions *predicting what might happen on the basis of what has been read so far	*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 *becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales*recognising simple recurring literary language in stories and poetry *being introduced to non- fiction books that are structured in different ways	*participate in discussion about books, poems & other works that are read to them & those that they can read for themselves, taking turns and listening to what others say*explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves	*continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear	Prediction What do you think happened before? What do you think will happen after? What do you think the last paragraph suggests will happen next? Inference Who is your favourite character? Why? Why do you think all the main characters are girls in this book? Would you like to live in this setting? Why/why not? Is there anything you would change about this story? Do you like this text? What do you like about it? Evidence What kind of text is this? Who did.....? Where did.....? When did.....? What happened when.....? Why did happen? How did ? How many ...? What happened to.....? Sequencing Can you number these events 1-5 in the order that they happened? What happened after ? What was the first thing that happened in the story? Can you summarise in a sentence the opening/middle/end of the story? In what order do these chapter headings come in the story?	
Purple (8)	END OF YEAR WPM – 90 WPM ACCURACY – 90-95% (Ind)	SP & SU – Phase 6 spelling rules (See Phonics & Spelling LTP for more details)								
Spring Gold (9)										
Summer Gold (9)										
By the end Y2										
White (10)										
Autumn Term				Spring Term			Summer Term			
<ul style="list-style-type: none"> Pirates Love Underpants – C. Freedman Treasure Island (classic text) – R. L. Stevenson Giant Jelly Jaws and the Pirates – H. Baugh and B. Mantle Bear and Hare – digital text Something Fishy – digital text Non-fiction information books – Christmas, Chanukah celebrations, explorers, pirates 				<ul style="list-style-type: none"> Beaver Towers – N. Hinton Biography of John McAdam The Owl and the Pussycat (classic poem) – E. Lear Marshmallows – digital text Non-fiction information books – Local History, science – materials, plants 			<ul style="list-style-type: none"> The Enchanted Wood – E. Blyton The Magic Faraway Tree – E. Blyton Fantastic Mr Fox – R. Dahl Non-fiction Information Books - Plants and Animals in the local area Lizzie and The Birds – D. and M. Robertson Non-fiction texts: Martin Mere information and website, animals, birds, habitats, The Seaside Zahra – digital text (Other Cultures) Rhyme and Riddle book Revolting Rhymes – R. Dahl 			



End of Year 2 Reading Expectations.	Year 2 Common Exception Words																																																															
<p>By the end of Year 2, pupils should be able to:</p> <ul style="list-style-type: none"> • Secure with year group phonic expectations. • Recognise simple recurring literary language. • Read ahead to help with fluency and expression. • Comment on plot, setting and characters in familiar & unfamiliar stories. • Recount main themes and events. • Comment on structure of the text. • Use commas, question marks and exclamation marks to vary expression. • Read aloud with expression and intonation. • Recognise: o commas in lists o apostrophe of omission and possession (singular noun) • Identify past/present tense and why the writer has used a tense. • Use content and index to locate information. 	<table border="1"> <tbody> <tr> <td>door</td> <td>floor</td> <td>poor</td> <td>because</td> <td>find</td> <td>kind</td> <td>mind</td> </tr> <tr> <td>behind</td> <td>child</td> <td>children</td> <td>wild</td> <td>climb</td> <td>most</td> <td>only</td> </tr> <tr> <td>both</td> <td>old</td> <td>gold</td> <td>cold</td> <td>hold</td> <td>told</td> <td>every</td> </tr> <tr> <td>everybody</td> <td>even</td> <td>great</td> <td>break</td> <td>steak</td> <td>pretty</td> <td>beautiful</td> </tr> <tr> <td>after</td> <td>fast</td> <td>last</td> <td>past</td> <td>father</td> <td>class</td> <td>grass</td> </tr> <tr> <td>pass</td> <td>plant</td> <td>path</td> <td>bath</td> <td>hour</td> <td>move</td> <td>prove</td> </tr> <tr> <td>improve</td> <td>sure</td> <td>sugar</td> <td>eye</td> <td>could</td> <td>should</td> <td>would</td> </tr> <tr> <td>who</td> <td>whole</td> <td>any</td> <td>many</td> <td>clothes</td> <td>busy</td> <td>people</td> </tr> <tr> <td>water</td> <td>again</td> <td>half</td> <td>money</td> <td>Mr</td> <td>Mrs</td> <td>parents</td> </tr> </tbody> </table>	door	floor	poor	because	find	kind	mind	behind	child	children	wild	climb	most	only	both	old	gold	cold	hold	told	every	everybody	even	great	break	steak	pretty	beautiful	after	fast	last	past	father	class	grass	pass	plant	path	bath	hour	move	prove	improve	sure	sugar	eye	could	should	would	who	whole	any	many	clothes	busy	people	water	again	half	money	Mr	Mrs	parents
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water	again	half	money	Mr	Mrs	parents																																																										

Year 3 Reading



				Decoding & Word understanding	Comprehension	Familiarity and range	Discussion	Poetry	Suggested Text Questions	
Year 3 Autumn Line: 11 (11 & 12)	MID YEAR WPM – 95 WPM ACCURACY – 95% (Ind)	RWI – intervention for identified pupils.	Year 3/4 Common Exception Words	apply their growing knowledge of root words, prefixes and suffixes, 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	*checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context*asking questions to improve their understanding of a text*identifying main ideas drawn from more than one paragraph and summarising these *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 *discussing words and phrases that capture the reader’s interest and imagination*identifying how language, structure, and presentation contribute to meaning *retrieve and record information from non-fiction	*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 *increasing their familiarity 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	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	*preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action*recognising some different forms of poetry	Vocabulary: What do the words and suggest about the character, setting and mood? Which word tells you that....? Which keyword tells you about the character/setting/mood? Find one word in the text which means..... Find and highlight the word that is closest in meaning to..... Find a word or phrase which shows/suggests that..... I: Find and copy a group of words which show that... How do these words make the reader feel? How does this paragraph suggest this? How do the descriptions of show that they are How can you tell that..... What impression of do you get from these paragraphs? Predict: From the cover what do you think this text is going to be about? What is happening now? What happened before this? What will happen after? What does this paragraph suggest will happen next? What makes you think this? Do you think the choice of setting will influence how the plot develops? Do you think... will happen? Yes, no or maybe? Explain your answer using evidence from the text. Explain: (Explain how content is related and contributes to the meaning as a whole. Explain how meaning is enhanced through choice of language. Explain the themes and patterns that develop across the text.	
	Spring Brown (KS2: 8, 9, 10, 11)			END OF YEAR WPM – 100 WPM ACCURACY – 95% (Ind)						
	Summer Brown (KS2: 8, 9, 10, 11)									
	Exceeding Grey (12,13, 14)									
Autumn Term				Spring Term				Summer Term		
<ul style="list-style-type: none"> The Witches – Roald Dahl There’s a Pharaoh in Our Bath – J. Strong The Egyptian Cinderella – S. Climo Tadeo Jones, the lost explorer – digital text The Egyptian Pyramids – digital text Dragonology: The Complete Book of Dragons – D. Steer Dragons at Crumbling Castle (Other Stories) – T. Pratchett Dragons – digital text A Visit from St Nicholas (Classic poetry) – C. Clarke Moore 				<ul style="list-style-type: none"> The Iron Man – Ted Hughes The Wild Robot – Peter Brown You Can’t Take an Elephant on the Bus – P. Cleveland-Peck Esio Trot – R. Dahl Stone Age Boy – S. Kitamura The Butterfly Lion – M. Morpurgo My Naughty Little Sister – D. Edwards Man on the Moon – digital text Poetry – The Lost Words (Acrostic) Non-fiction information texts – rocks, humans and nutrition, Stone Age, Christianity - Easter 				<ul style="list-style-type: none"> Stig of the Dump – C. King (Classic Novel) The Sheep Pig – D. King-Smith Operation Gadgetman – M. Blackman The Tunnel – A. Browne Little Leaders: Black Women in Black History – V. Harrison Great Women Who Changed the World – K. Pankhurst Michael Rosen Very Silly Poems Astrosaurus – S. Cole Red’s Dream – digital text, Literacy Shed Spy Gadget – digital text, Literacy Shed 		

<ul style="list-style-type: none">• Extracts from the Wizard of Oz (Silver Shoes and Pointed Toes) L. Frank Baum (Classics)• Wizard of Oz – digital text• KS2 Poetry Collection• Poetry - Dilly the dinosaur – T. Bradman• Non-fiction information texts – Egypt, Ancient Egyptians, pyramids, Light, Forces and Magnets, Religious Festivals of Light		<ul style="list-style-type: none">• Wolves in the Walls – Neil Gainman• James and the Giant Peach – R. Dahl• Non-fiction information texts – Stone Age to Iron Age, plants, life cycle of plants, Chembakolli, India
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End of Year 3 Reading Expectations.	Year 3 and 4 Common Exception Words																																																																																																				
<p>By the end of Year 3, pupils should be able to:</p> <p>WORD READING Read with fluency a range of age-appropriate text types from those specified for YRs 3 and 4 (which may include fairy stories, myths and legends, poetry, plays and non-fiction books). Read at a speed sufficient for them to focus on understanding. Read most common exception words by sight, (including all those in the YR 2 spelling appendix) noting unusual correspondence between spelling and sound. Know the full range of GPCs, and use phonic skills consistently and automatically to address unfamiliar or challenging words. Determine the meaning of new words by sometimes applying knowledge of root words and their affixes e.g. disagree, misbehave, incorrect. Prepare poems and play scripts to read aloud and perform. Show appropriate intonation and volume when reciting or reading aloud.</p> <p>COMPREHENSION Sufficient evidence shows the ability to... Fully engage with and enjoy reading a range of texts, making choices and explaining preferences; begin to know preferred authors and text types; talk about books enjoyed both in and out of school. Listen to, discuss and express views about a wide range of fiction (including fairy stories, and perhaps myths and legends over the two YR cycle), poetry (including those read aloud and performed) and plays - sometimes at a level beyond that which they can read independently. Listen to and discuss a range of non-fiction and reference or text books, that are structured in different ways; identify their particular characteristics; recognise typical presentational features. Identify themes and conventions in a range of books e.g. identify a theme of 'journeys' or 'invasion'; recognise the conventions of a fairy story or play; recognise how a nonfiction book is often organised and presented. Recognise some different forms of poetry, such as shape poems, free verse or narrative; explain their differences. Draw inferences and justify with evidence e.g. characters' feelings, thoughts and motives, from their actions or words. Predict what might happen from details stated and implied. θ Explain the meaning of words in context; use dictionaries to check meanings. Check the text makes sense, reading to the punctuation and usually re-reading or self-checking. θ Explain and discuss their understanding of the text e.g. explain events; describe a character's actions. θ Retrieve and record information from non-fiction texts. Identify how language, structure and presentation contribute to meaning e.g. that the use of the word 'trembling' indicates that the kitten is scared; that the text box provides a list of quick facts. Discuss words and phrases that capture the reader's interest and imagination. During discussion about texts, ask questions to improve their understanding; take turns and listen to what others have to say.</p>	<table border="0"> <tr> <td>accident(ally)</td> <td>continue</td> <td>group</td> <td>natural</td> <td>question</td> </tr> <tr> <td>actual(ly)</td> <td>decide</td> <td>guard</td> <td>naughty</td> <td>recent</td> </tr> <tr> <td>address</td> <td>describe</td> <td>guide</td> <td>notice</td> <td>regular</td> </tr> <tr> <td>answer</td> <td>different</td> <td>heard</td> <td>occasion(ally)</td> <td>reign</td> </tr> <tr> <td>appear</td> <td>difficult</td> <td>heart</td> <td>often</td> <td>remember</td> </tr> <tr> <td>arrive</td> <td>disappear</td> <td>height</td> <td>opposite</td> <td>sentence</td> </tr> <tr> <td>believe</td> <td>early</td> <td>history</td> <td>ordinary</td> <td>separate</td> </tr> <tr> <td>bicycle</td> <td>earth</td> <td>imagine</td> <td>particular</td> <td>special</td> </tr> <tr> <td>breath</td> <td>eight / eighth</td> <td>increase</td> <td>peculiar</td> <td>straight</td> </tr> <tr> <td>breathe</td> <td>enough</td> <td>important</td> <td>perhaps</td> <td>strange</td> </tr> <tr> <td>build</td> <td>exercise</td> <td>interest</td> <td>popular</td> <td>strength</td> </tr> <tr> <td>busy/business</td> <td>experience</td> <td>island</td> <td>position</td> <td>suppose</td> </tr> <tr> <td>calendar</td> <td>experiment</td> <td>knowledge</td> <td>possess(ion)</td> <td>surprise</td> </tr> <tr> <td>caught</td> <td>extreme</td> <td>learn</td> <td>possible</td> <td>therefore</td> </tr> <tr> <td>centre</td> <td>famous</td> <td>length</td> <td>potatoes</td> <td>though / although</td> </tr> <tr> <td>century</td> <td>favourite</td> <td>library</td> <td>pressure</td> <td>thought</td> </tr> <tr> <td>certain</td> <td>February</td> <td>material</td> <td>probably</td> <td>through</td> </tr> <tr> <td>circle</td> <td>forward(s)</td> <td>medicine</td> <td>promise</td> <td>various</td> </tr> <tr> <td>complete</td> <td>fruit</td> <td>mention</td> <td>purpose</td> <td>weight</td> </tr> <tr> <td>consider</td> <td>grammar</td> <td>minute</td> <td>quarter</td> <td>woman / women</td> </tr> </table>	accident(ally)	continue	group	natural	question	actual(ly)	decide	guard	naughty	recent	address	describe	guide	notice	regular	answer	different	heard	occasion(ally)	reign	appear	difficult	heart	often	remember	arrive	disappear	height	opposite	sentence	believe	early	history	ordinary	separate	bicycle	earth	imagine	particular	special	breath	eight / eighth	increase	peculiar	straight	breathe	enough	important	perhaps	strange	build	exercise	interest	popular	strength	busy/business	experience	island	position	suppose	calendar	experiment	knowledge	possess(ion)	surprise	caught	extreme	learn	possible	therefore	centre	famous	length	potatoes	though / although	century	favourite	library	pressure	thought	certain	February	material	probably	through	circle	forward(s)	medicine	promise	various	complete	fruit	mention	purpose	weight	consider	grammar	minute	quarter	woman / women
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Year 4 Reading

			Decoding & Word understanding	Comprehension	Familiarity and range	Discussion	Poetry	Suggested Text Questions
Year 4 Autumn Term Brown (KS2: 8, 9, 10, 11) Spring Autumn Grey (12, 13, 14) Summer Grey (12, 13, 14) Exceeding Dark Blue (15,16)	MID YEAR WPM – 110 WPM ACCURACY – 95% (Ind)	Year 3/4 Common Exception Words	*checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context*asking questions to improve their understanding of a text*identifying main ideas drawn from more than one paragraph and summarising these *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 * discussing words and phrases that capture the reader’s interest and imagination*identifying how language, structure, and presentation contribute to meaning *retrieve and record information from non-fiction	*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 *increasing their familiarity 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	*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	*preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action*recognising some different forms of poetry	Year 3/4 Common Exception Words	Vocabulary: What do the words and suggest about the character, setting and mood? Which word tells you that....? Which keyword tells you about the character/setting/mood? Find one word in the text which means..... Find and highlight the word that is closest in meaning to..... Find a word or phrase which shows/suggests that..... Inference Find and copy a group of words which show that... How do these words make the reader feel? How does this paragraph suggest this? How do the descriptions of show that they are How can you tell that.....? What impression of do you get from these paragraphs? What voice might these characters use? What was thinking when... Who is telling the story? Prediction: From the cover what do you think this text is going to be about? What is happening now? What happened before this? What will happen after? What does this paragraph suggest will happen next? What makes you think this? Do you think the choice of setting will influence how the plot develops? Do you think... will happen? Yes, no or maybe? Explain your answer using evidence from the text. Evidence: (Explain how content is related and contributes to the meaning as a whole. Explain how meaning is enhanced through choice of language. Explain the themes and patterns that develop across the text. Explain how information contributes to the overall experience)
	END OF YEAR WPM – 115 WPM ACCURACY – 95% (Ind)							
Autumn Term			Spring Term			Summer Term		
<ul style="list-style-type: none"> There’s a Boy in the Girls’ Bathroom – L. Sachar Coraline – N. Gaiman Beowulf – M. Morpurgo / S. Heaney Krindlekrax – P. Ridley How to Wash a Woolly Mammoth – M. Robinson Dust ‘n’ Bones – C. Mould (individual ghost stories) Coming Home – Digital Text 			<ul style="list-style-type: none"> How to Train a Dragon – C. Cowell The Falcon’s Malteser – A. Horowitz The Great Kapok Tree – L. Cherry We Animals Would Like a Word With You – J. Agard (Poetry) From Hereabout Hill – individual stories by M. Morpurgo Hope Jones Saves the World – J. Lacey The Lost Thing – Shaun Tan Myths and Legends Hoverbike - Digital Text 			<ul style="list-style-type: none"> Charlotte’s Web – E.H. White (Classic Novel) How to Live Forever – C. Thompson The Secret of Platform 13 – E. Ibbotson Which Witch? – E. Ibbotson The Legend of Podkin One-Ear – K. Larwood Treasure – Digital Text. 		

End of Year 4 Reading Expectations.	Year 3 and 4 Common Exception Words				
<p>By the end of Year 4, pupils should be able to:</p> <p>WORD READING</p> <p>Sufficient evidence shows the ability to...</p> <p>Read with fluency a range of age-appropriate text types from those specified for YRs 3 and 4 (including fairy stories, myths and legends, poetry, plays and non-fiction books). Read at a speed sufficient for them to focus on understanding.</p> <p>Read most common exception words effortlessly, noting unusual correspondence between spelling and sound.</p> <p>Know the full range of GPCs, and use phonic skills consistently and automatically to address unfamiliar or challenging words.</p> <p>Determine the meaning of new words by sometimes applying knowledge of root words and their affixes e.g. information, invasion, enclosure, mountainous.</p> <p>Prepare poems and play scripts to read aloud and perform.</p> <p>Demonstrate understanding by using appropriate intonation and volume when reciting or reading aloud.</p> <p>COMPREHENSION</p> <p>Sufficient evidence shows the ability to...</p> <p>Fully engage with and enjoy reading a range of texts, making choices and explaining preferences; know some text types; talk about books enjoyed both in and out of school, making textual references.</p> <p>Listen to, discuss and express views about a wide range of fiction (including fairy stories, myths and legends over the two YR cycle), poetry (including those read aloud and performed) and plays. Begin to justify comments.</p> <p>Listen to and discuss a range of non-fiction and reference or text books, that are structured in different ways; recognise typical presentational features.</p> <p>Identify themes and conventions in a range of books e.g. identify a theme of 'recycling' or 'changes in leisure activities'; recognise the conventions of a myth or play script;</p> <p>know how information is signposted in reference books.</p> <p>Recognise several different forms of poetry, such as free verse, rhyming, shape, narrative, humorous; explain their differences.</p> <p>Draw inferences and justify with evidence e.g. characters' feelings, thoughts and motives, from their actions or words. Draw comparisons.</p> <p>Predict what might credibly happen from details stated and implied.</p> <p>Explain the meaning of words in context; use dictionaries to check meanings.</p> <p>Check the text makes sense, reading to the punctuation and habitually re-reading.</p> <p>Explain and discuss their understanding of the text e.g. describe a sequence of events; the way a character changes through the story; the reason why Lucy is upset when Edmund lies; the different ways to make a cake.</p> <p>Identify and summarise main ideas drawn from more than one paragraph e.g. a poem about funny relatives; a persuasive message to recycle rubbish.</p> <p>Retrieve and record information from non-fiction texts.</p> <p>Identify how language, structure and presentation contribute to meaning e.g. that the word 'threatening' means that the storm is close and could be dangerous; the introduction leads you into the text; each paragraph tells you about a different character.</p> <p>Discuss words and phrases that capture the reader's interest and imagination.</p> <p>During discussion about texts, ask relevant questions to improve their understanding; take turns and build on what others have to say.</p>	<p>accident(ally)</p> <p>actual(ly)</p> <p>address</p> <p>answer</p> <p>appear</p> <p>arrive</p> <p>believe</p> <p>bicycle</p> <p>breath</p> <p>breathe</p> <p>build</p> <p>busy/business</p> <p>calendar</p> <p>caught</p> <p>centre</p> <p>century</p> <p>certain</p> <p>circle</p> <p>complete</p> <p>consider</p>	<p>continue</p> <p>decide</p> <p>describe</p> <p>different</p> <p>difficult</p> <p>disappear</p> <p>early</p> <p>earth</p> <p>eight / eighth</p> <p>enough</p> <p>exercise</p> <p>experience</p> <p>experiment</p> <p>extreme</p> <p>famous</p> <p>favourite</p> <p>February</p> <p>forward(s)</p> <p>fruit</p> <p>grammar</p>	<p>group</p> <p>guard</p> <p>guide</p> <p>heard</p> <p>heart</p> <p>height</p> <p>history</p> <p>imagine</p> <p>increase</p> <p>important</p> <p>interest</p> <p>island</p> <p>knowledge</p> <p>learn</p> <p>length</p> <p>library</p> <p>material</p> <p>medicine</p> <p>mention</p> <p>minute</p>	<p>natural</p> <p>naughty</p> <p>notice</p> <p>occasion(ally)</p> <p>often</p> <p>opposite</p> <p>ordinary</p> <p>particular</p> <p>peculiar</p> <p>perhaps</p> <p>popular</p> <p>position</p> <p>possess(ion)</p> <p>possible</p> <p>potatoes</p> <p>pressure</p> <p>probably</p> <p>promise</p> <p>purpose</p> <p>quarter</p>	<p>question</p> <p>recent</p> <p>regular</p> <p>reign</p> <p>remember</p> <p>sentence</p> <p>separate</p> <p>special</p> <p>straight</p> <p>strange</p> <p>strength</p> <p>suppose</p> <p>surprise</p> <p>therefore</p> <p>though / although</p> <p>thought</p> <p>through</p> <p>various</p> <p>weight</p> <p>woman / women</p>

Year 5 Reading

		Decoding & Word understanding	Comprehension	Familiarity and range	Discussion	Poetry	Suggested Text Questions	
Year 5 Autumn Grey (12, 13, 14)	MID YEAR WPM – 120 WPM ACCURACY – 95% (Ind)	Year 5/6 Common Exception Words *apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet	* checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context*asking questions to improve their understanding*summarising the main ideas drawn from more than one paragraph, identifying key details to support the main ideas 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 how language, structure and presentation contribute to meaning*discuss and evaluate how authors use language, including figurative language, considering the impact on the reader *distinguish between statements of fact and opinion*retrieve, record and present information from non-fiction	*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*making comparisons within and across books *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*identifying and discussing themes and conventions in and across a wide range of writing	*recommending books that they have read to their peers, giving reasons for their choices*participate in discussions about books, building on their own and others’ ideas and challenging views courteously*explain and discuss their understanding of what they have read, including through formal presentations and debates, *provide reasoned justifications for their views	*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	Explanation Why is the text arranged in this way? What structures has the author used? What is the purpose of this text feature? Is the use of effective? The mood of the character changes throughout the text. Find and copy the phrases which show this. What is the author’s point of view? What affect does have on the audience? How does the author engage the reader here? Which words and phrases did effectively? Which section was the most interesting/exciting part? How are these sections linked? Retrieval: How would you describe this story/text? What genre is it? How do you know? How did...? How often...? Who had...? Who is...? Who did...? What happened to...? What does.... do? How is ? What can you learn from from this section? Give one example of.....The story is told from whose perspective? Summarise: Can you number these events 1-5 in the order that they happened? What happened after? What was the first thing that happened in the story? Can you summarise in a sentence the opening/middle/end of the story? In what order do these chapter headings come in the story?	
	Spring Dark Blue (15,16)							END OF YEAR WPM – 130 WPM ACCURACY – 95% (Ind)
	Summer Dark Blue (15,16)							
Exceeding Dark Red (17,18,19,20)								
Autumn Term		Spring Term			Summer Term			
<ul style="list-style-type: none"> Street Child – B. Doherty Matchbox Diary – P. Fleischman The Firework Makers Daughter – P. Pullman Extracts from Oliver – C. Dickens (Classic novel) Rooftoppers – K. Rundell The Lion, the Witch and the Wardrobe – C. S. Lewis (Classic novel) The Supporting Act – digital text Non-fiction information texts: The Victorians, Queen Victoria, The Industrial Revolution, Changes of materials, William Morris, Islam 		<ul style="list-style-type: none"> The Secret Garden – F. Hodgson Burnett (Classic Novel) The Highway Man – A. Noyes The Wolf’s Story: What Really Happened to Little Red Riding Hood – T. Forward & I. Cohen My name is not refugee – K. Milner Explorers – K. Rundell Oscars – digital text Passing Through – digital text A Monster Calls – P. Ness The Unforgotten Coat – F. Cottrell Boyce Non-fiction information texts: Forces, Earth and Space, Rivers, Mountains, Volcanoes, Earthquakes, Extreme survival, Judaism, Christianity - Easter 			<ul style="list-style-type: none"> Beetle Boy – M.G. Leonard The Arrival – S. Tan Wonder – R. J. Palacio The Journey to the River Sea – E. Ibbotson Kick – M. Johnson The Wreck of the Zanzibar – M. Morpurgo One Small Step – digital text Day of the Dead – digital text Inside Out – digital text The Lost Words – Poetry Future of the Oceans: Blue Planet Plastic Pollution Awareness 2018 – digital text Surfers Against Sewage (SAS) – digital text Non-fiction information texts: Living Things and Habitats, Life cycles, Wigan – Local History, South America, Environment – pollution 			

End of Year 5 Reading Expectations.

By the end of Year 5, pupils should be able to:

WORD READING

Sufficient evidence shows the ability to...

Fluently and automatically read a range of age appropriate texts from the following: modern fiction and those from our literary heritage; books from other cultures; myths, legends and traditional stories; poetry; plays; non-fiction and reference or text books.

Determine the meaning of new words by applying morphological knowledge of root words and affixes e.g. suspect/suspicious, change/changeable, receive/reception.

Know securely the different pronunciations of words with the same letter-string e.g. bought, rough, cough, though, plough.

Use appropriate intonation, tone and volume when reciting or reading aloud to an audience, to make the meaning clear.

COMPREHENSION

Sufficient evidence shows the ability to...

Read and enjoy a growing repertoire of texts, both fiction and non-fiction.

Be familiar with some of the text types specified in the YR 5-6 programme of study, which include modern fiction and fiction from our literary heritage; books from other cultures; myths, legends and traditional stories; poetry, plays and a range of non-fiction texts. Recommend books they have read to their peers, giving reasons.

Discuss and comment on themes and conventions in a variety of genres.

Read and recite age-appropriate poetry which has been learned by heart.

Provide straightforward explanations for the purpose of the language, structure and presentation of texts e.g. bullet points; how a letter is set out; introductory paragraphs. Discuss their understanding of the meaning of words in context, finding other words which are similar.

Discuss and evaluate how authors use language, including figurative language (e.g. simile, imagery) and its effect on the reader.

Readily ask questions to enhance understanding.

Make comparisons within and across texts e.g. compare two ghost stories.

Draw inferences and justify these with evidence from the text e.g. explain how a character's feelings changed and how they know this; make predictions.

Distinguish fact from opinion with some success.

Retrieve, record and present information from non-fiction texts.

Summarise main ideas from more than one paragraph, identifying key details which support these.

Participate in discussion about books, expressing and justifying opinions, building on ideas, and challenging others' views courteously.

Explain what they know or have read, including through formal presentation and debates, using notes where necessary.

Year 5 and 6 Common Exception Words

accommodate	communicate	equip	immediately	physical	sincerely
accompany	community	equipped	individual	prejudice	soldier
according	competition	equipment	interfere	privilege	stomach
achieve	conscience	especially	interrupt	profession	sufficient
aggressive	conscious	exaggerate	language	programme	suggest
amateur	controversy	excellent	leisure	pronunciation	symbol
ancient	convenience	existence	lightning	queue	system
apparent	correspond	explanation	marvellous	recognise	temperature
appreciate	criticise	familiar	mischievous	recommend	thorough
attached	curiosity	foreign	muscle	relevant	twelfth
available	definite	forty	necessary	restaurant	variety
average	desperate	frequently	neighbour	rhyme	vegetable
awkward	determined	government	nuisance	rhythm	vehicle
bargain	develop	guarantee	occupy	sacrifice	yacht
bruise	dictionary	harass	occur	secretary	
category	disastrous	hindrance	opportunity	shoulder	
cemetery	embarrass	identity	parliament	signature	
committee	environment	immediate	persuade	sincere	

Year 6 Reading

		Decoding & Word understanding	Comprehension	Familiarity and range	Discussion	Poetry	Suggested Text Questions	
Year 6 Autumn Dark Blue (15,16)	MID YEAR WPM – 130 WPM ACCURACY – 95% (Ind)	Year 5/6 Common Exception Words	*apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet	* checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context*asking questions to improve their understanding*summarising the main ideas drawn from more than one paragraph, identifying key details to support the main ideas *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 how language, structure and presentation contribute to meaning*discuss and evaluate how authors use language, including figurative language, considering the impact on the reader *distinguish between statements of fact and opinion*retrieve, record and present information from non-fiction	*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*making comparisons within and across books *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*identifying and discussing themes and conventions in and across a wide range of writing	*recommending books that they have read to their peers, giving reasons for their choices*participate in discussions about books, building on their own and others’ ideas and challenging views courteously*explain and discuss their understanding of what they have read, including through formal presentations and debates, *provide reasoned justifications for their views	*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	Retrieval: How would you describe this story/text? What genre is it? How do you know? How did...? How often...? Who had...? Who is...? Who did...? What happened to...? What does... do? How is.....? What can you learn from from this section? The story is told from whose perspective? Summarise: Can you number these events 1-5 in the order that they happened? What was the first thing that happened in the story? Can you summarise in a sentence the opening /middle/end of the story? In what order do these chapter headings come in the story? Explain Inference- Find and copy a group of words which show that... How do these words make the reader feel? How does this paragraph suggest this? How do the descriptions of show that they are... How can you tell that...? What impression of do you get from these paragraphs? What voice might these characters use? What was thinking when...? Who is telling the story? Predict: From the cover what is this text about? What is happening now? What happened before this? What will happen after? What does this paragraph suggest will happen next? What makes you think this? Do you think the choice of setting will influence how the plot develops? Explain your answer using evidence from the text. Explain (Explain how content is related and contributes to the meaning as a whole. Explain how meaning is enhanced through choice of language. Explain the themes and patterns that develop across the text.
	END OF YEAR WPM – 140 WPM ACCURACY – 95%							
	Spring Dark Red (17,18,19, 20)							
	Summer Dark Red (17,18,19, 20)							
Exceeding Black (20+)								
Autumn Term		Spring Term			Summer Term			
Who Let the Gods Out – M. Evans The Day the Crayons Quit – D. Daywalt Sound Collector – R. McGough Varmints – H. Ward King Midas & Archne - Literacy Shed (Digital Text) WW1: The Christmas Truce – Literacy Shed (Digital Text) Non-fiction information texts: Habitats, evolution and inheritance, Ancient Greeks, Greece, Hinduism		Letters from a Lighthouse – E. Carroll Friend or Foe – M. Morpurgo. Rose Blanche – I McEwan Diary of Ann Frank – A. Frank. German in the Woods – Literacy Shed (Digital Text) The Blitz - Literacy Shed (Digital Text) Beyond the Lines – Literacy Shed (Digital Text) The Piano – Literacy Shed (Digital Text) Environmental Issues and Animal Welfare/ Endangered Species – (newspaper articles, documentaries) Non-fiction information texts: WW1 and WW2, Electricity, Light, Henry Moore			Kensuke’s Kingdom – M. Morpurgo Brightstorm – V. Hardy Shackleton’s Journey – William Grill. Jabberwocky (Classic Poetry) Shakespeare – Magic and Mystery Macbeth – Three witches (Performance Poetry clip) BBC Teach – Macbeth Alma - Digital Text Titanium – Digital Text Non-fiction information texts: Human Body: heart, circulation, Healthy Lifestyles, Explorers – Shackleton, Ancient civilisations, Early Islamic Civilisation			



End of Year 6 Reading Expectations.

By the end of Year 6, pupils should be able to:

WORD READING

Sufficient evidence shows the ability to...

Fluently and effortlessly read the full range of age-appropriate texts: modern fiction and those from our literary heritage; books from other cultures; myths, legends and traditional stories; poetry; plays; non-fiction and reference or text books. Determine the meaning of new words by applying morphological knowledge of root words and affixes e.g. ambitious, infectious, observation, innocence.

Use appropriate intonation, tone and volume when reciting or reading aloud to an audience, to make the meaning clear.

COMPREHENSION

Sufficient evidence shows the ability to...

Demonstrate a positive attitude by frequently reading a wide range of texts for pleasure, both fiction and non-fiction.

Show familiarity with different text types specified in the YR 5-6 programme of study, which include modern fiction and fiction from our literary heritage; books from other cultures; myths, legends and traditional stories; poetry, plays and a range of non-fiction texts.

Recommend books to others, giving reasons for their choices; state preferences. Accurately identify and comment on the features, themes and conventions across a range of writing, and understand their use.

Demonstrate that they have learned a wide range of poetry by heart. 0 Identify language, structural and presentational features in texts (e.g. columns, bullet points, tables) and explain how they contribute to meaning.

Use contextual evidence to make sense of the text; explore finer meanings of words; show, discuss and explore their understanding of the meaning of vocabulary in context. Identify the effect of language, including figurative; explain and evaluate its effect e.g. impact of a word or phrase on the reader; the suitability of a chosen simile; personification.

During discussion, ask pertinent questions to enhance understanding.

Make accurate and appropriate comparisons within and across different texts.

Make developed inferences e.g. characters' thoughts and motives, or identify an inferred atmosphere; explain and justify with textual evidence to support reasoning; make predictions which are securely rooted in the text.

Distinguish between fact and opinion.

Retrieve, record and present information from non-fiction texts.

Identify key details which support main ideas; summarise content drawn from more than one paragraph.

Participate in discussion about books, expressing and justifying opinions, building on ideas, and challenging others' views courteously.

Explain their understanding of what they have read, including through formal presentation and debates, maintaining a focus on the topic.

Year 5 and 6 Common Exception Words

accommodate	communicate	equip	immediately	physical	sincerely
accompany	community	equipped	individual	prejudice	soldier
according	competition	equipment	interfere	privilege	stomach
achieve	conscience	especially	interrupt	profession	sufficient
aggressive	conscious	exaggerate	language	programme	suggest
amateur	controversy	excellent	leisure	pronunciation	symbol
ancient	convenience	existence	lightning	queue	system
apparent	correspond	explanation	marvellous	recognise	temperature
appreciate	criticise	familiar	mischievous	recommend	thorough
attached	curiosity	foreign	muscle	relevant	twelfth
available	definite	forty	necessary	restaurant	variety
average	desperate	frequently	neighbour	rhyme	vegetable
awkward	determined	government	nuisance	rhythm	vehicle
bargain	develop	guarantee	occupy	sacrifice	yacht
bruise	dictionary	harass	occur	secretary	
category	disastrous	hindrance	opportunity	shoulder	
cemetery	embarrass	identity	parliament	signature	
committee	environment	immediate	persuade	sincere	

Reception Read Write Inc.

Step 1:

Set 1 Sounds are taught in the following order together with rhymes to help children form the letters correctly and instantly recognise sounds ready for blending. Set 1 sounds are taught in Reception.

Set 1	
Sound	Rhyme
m	Down Maisie then over the two mountains. Maisie, mountain, mountain.
a	Round the apple, down the leaf.
s	Slide around the snake
d	Round the dinosaur's back, up his neck and down to his feet.
t	Down the tower, across the tower,
i	Down the insects body, dot for the head.
n	Down Nobby and over the net.
p	Down the plait, up and over the pirates face.
g	Round the girls face, down her hair and give her a curl
o	All around the orange
c	Curl around the caterpillar
k	Down the kangaroos body, tail and leg
u	Down and under the umbrella, up to the top and down to the puddle
b	Down the laces, over the toe and touch the heel
f	Down the stem and draw the leaves
e	Slice into the egg, go over the top, then under the egg
l	Down the long leg
h	Down the horse's head to the hooves and over his back
sh	Slither down the snake, then down the horse's head to the hooves and over his back
r	Down the robot's back, then up and curl
j	Down his body, curl and dot
v	Down a wing, up a wing
y	Down a horn, up a horn and under the yak's head.
w	Down, up, down, up the worm.
th	Down the tower, across the tower, then down the horse's head to the hooves and over his back
z	Zig-zag-zig, down the zip.
ch	Curl around the caterpillar, , then down the horse's head to the hooves and over his back

qu	Round the queen's head, up to her crown, down her hair and curl
x	Cross down the arm and leg and cross the other way
ng	A thing on a string
nk	I think I stink

Read , Write, Inc.

Step 2:

The children are then taught **Set 2 Sounds** - the long vowels. Set 2 sounds are taught in Reception and the beginning of Year One.

When they are very confident with all of set 1 and 2 they are taught **Set 3 Sounds**. Set 3 sounds are taught in Year One.

YR/Y1

Y1 (*only when assessments shows pupil is confident with sounds taught in Step 1 and 2*)

Long vowel sound	Set 2 Speed Sound cards Teach these first	Set 3 Speed Sound cards	
ay	ay: may I play	a-e: make a cake	ai: snail in the rain
ee	ee: what can you see	ea: cup of tea	e: he me we she be
igh	igh: fly high	i-e: nice smile	
ow	ow: blow the snow	o-e: phone home	ao: goat in a boat
oo	oo: poo at the zoo	u-e: huge brute	ew: chew the stew
oo	oo: look at a book		
ar	ar: start the car		
or	or: shut the door	aw: yawn at dawn	
air	air: that's not fair	are: share and care	
ir	ir: whirl and twirl	ur: nurse for a purse	er: a better letter
ou	ou: shout it out	ow: brown cow	
oy	oy: toy for a boy	oi: spoil the boy	
ire		ire: fire fire!	
ear		ear: hear with your ear	
ure		ure: sure it's pure?	

Read, Write, Inc (cont.....)

Set 1 Sounds

m	a	s	d	t	i	n
p	g	o	c	k	ck	u
b	f	e	l	h	sh	r
j	v	y	w	th	z	ch
qu	x	ng	nk			

Set 2 Sounds

ay	ee	igh	ow	oo	oo
or	ar	air	ir	ou	oy

Set 3 Sounds

ea	oi	a-e	i-e	o-e
u-e	aw	are	ur	er
ow	ai	oa	ew	ire
ear	ure	tion	ciou	

Read, Write, Inc: *Red word list.*

Red Words Set 1				
I	the	my	you	said
your	are	be	of	no

Red Words Set 2				
what	all	was	we	so
to	me	call	her	there
want	go	old	some	he

Red Words Set 3				
does	tall	come	watch	who
were	brother	any	their	where
two	small	love	many	here
once	buy	worse	thought	talk
caught	bought	walk	could	anyone
would	great	son	water	should

Red Words Set 4				
they	half	Monday	eight	eighteen
going	over	fourteen	orange	Wednesday
by	laugh	April	don't	July
do	these	four	because	can't
one	people	February	grey	another
ball	Mr	Mrs	bear	other
through	baby	only	told	why
even	key	mother	eye	friend

Read, Write, Inc: *Green word list.*

Set 1 sounds (example only).

Set 1 Sounds						
m, a, s, d, t	m, a, s, d, t, i, n, g, o	m, a, s, d, t, i, n, g, o, c, k, u, b	m, a, s, d, t, i, n, g, o, c, k, u, b, f, e, l, h, sh	m, a, s, d, t, i, n, g, o, c, k, u, b, f, e, l, h, sh, ck, r, j, v, y, w	m, a, s, d, t, i, n, g, o, c, k, u, b, f, e, l, h, sh, ck, r, j, v, y, w, th, z, ch, qu, x, ng, nk	m, a, s, d, t, i, n, g, o, c, k, u, b, f, e, l, h, sh, ck, r, j, v, y, w, th, z, ch, qu, x, ng, nk,
Word time 1.1	Word time 1.2	Word time 1.3	Word time 1.4	Word time 1.5	Word time 1.6	Word time 1.7
at mat mad sad dad sat	in on it an and pin pat got dog sit tip pan gap dig top	bed met get bin cat cot can kit mud up cup bad	fan fun fat lip log let had hit hen ship shop fish	red run rat jog jet jam vet yap yes yet yum web win wish wet sock	thin thick this zog zip chin chop chat quiz fox box fix six sing bang thing wing	bell well huff mess think blob brat drip send dress frog gran stamp strop stand ticket robin

Read, Write, Inc: *Green word list.*

Set 2 and 3 sounds (example only)

Set 2 Sounds											
ay	ee	igh	ow	oo	oo (u)	ar	or	air	ir	ou	oy
spray	see	high	blow	too	took	car	sort	fair	girl	out	toy
play	three	light	snow	zoo	look	bar	short	stair	bird	shout	boy
day	been	night	slow	mood	shook	star	worn	hair	third	loud	enjoy
way	green	bright	know	pool	cook	park	horse	lair	whirl	mouth	joy
may	seen	fright	flow	stool	foot	smart	sport	chair	twirl	round	loyal
say	sleep	might	glow	moon	book	start	snort		dirt	found	
				spoon		sharp	fork				
						spark					

Set 3 Sounds									
ea	oi	a_e	i_e	o_e	u_e	aw	are	ur	er
tea	join	cake	line	home	tune	saw	care	burn	over
clean	coin	make	nice	hope	rude	row	dare	turn	better
dream	choice	bake	smile	ose	June	law	share	burp	never
seat	voice	name	wide	spoke	huge	down	flare	huri	after
scream	noise	same	hide	note	dude	straw	square	slurp	supper
please		late	like	rope	mule	yawn	score	hurt	letter
		date	mine	stole		claw			
ow	ai	oa	ew	ire	ear	ure	tion	tious/cious	
how	paid	oak	new	fire	ear	picture	celebration	delicious	
howl	snail	toad	flew	hire	hear	mixture	conversation	suspicious	
down	tail	road	crew	wire	dear	creature	tradition	vicious	
gown	drain	toast	drew	bonfire	fear	future	attention	precious	
brown	chain	loaf	blew	inspire	year	adventure	congratulation	scrumptious	
town	train	coat	grew		near			ferocious	