Medium Term Plan - Reading

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
In EYFS and KS1 Little Wandle Letters and Sounds Phonics scheme is followed, details of which are provided separately						
EYFS Phonics	Autumn 1 Phase 2 Graphemes s a t p i n m d g o c k ck e u r h b f Tricky words is, I, the	Autumn 2 Phase 2 graphemes. ff ll ss j v w x y z zz qu ch sh th ng nk • words with –s /s/ added at the end (hats sits) • words ending in s /z/ (his) and with –s /z/ added at the end (bags sings) Tricky Words put* pull* full* as and has his her go no to into she push* he of we me be	Spring 1 Phase 3 graphemes ai ee igh oa oo oo ar or ur ow oi ear air er • words with double letters • longer words Tricky Words was you they my by all are sure pure	Spring 2 Phase 3 graphemes Review Phase 3 • words with double letters, longer words, words with two or more digraphs, words ending in –ing, compound words • words with s /z/ in the middle • words with –s /s/ /z/ at the end • words with –es /z/ at the end Tricky Words Review of all previously taught tricky words	Summer 1 Phase 4 Short vowels with adjacent consonants • CVCC CCVC CCVCC CCCVC CCCVCC • longer words and compound words • words ending in sufxes: –ing, –ed /t/, –ed /id/ /ed/, –est Tricky Words said so have like some come love do were here little says there when what one out today	Summer 2 Phase 4 Phase 3 long vowel graphemes with adjacent consonants • CVCC CCVC CCCVC CCV CCVCC • words ending in sufxes: –ing, –ed /t/, –ed /id/ /ed/, –ed /d/ –er, –est • longer words Tricky Words Review all tricky words

EYFS Reading	Comprehension	Comprehension	Comprehension	Comprehension	Comprehension	Comprehension
	Enjoy listening to stories with increasing understanding of what's being read. **Word Reading** Begin to link sounds to letters in the alphabet.	Begin to demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary Begin to anticipate, where appropriate key events in stories Begin to use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. **Word Reading** Begin to link sounds to letters in the alphabet Begin to read words consistent with their phonic knowledge by sound-blending	Begin to demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary Begin to anticipate, where appropriate key events in stories Begin to use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. **Word Reading** Begin to link sounds to letters in the alphabet Read words consistent with their phonic knowledge by sound-blending	Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary Anticipate where appropriate key events in stories Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. **Word Reading** Say a sound for each letter in the alphabet and start to link sounds to diagraphs Read words consistent with their phonic knowledge by sound-blending	Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary Anticipate where appropriate key events in stories Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. **Word Reading** Say a sound for each letter in the alphabet and at least 10 digraphs Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.	Demonstrate a solid understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary Anticipate where appropriate key events in stories Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. **Word Reading** Say a sound for each letter in the alphabet and at least 10 digraphs Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

Year 1 Phonics	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Review Phase 3 and 4 Phase 5 /ai/ ay play /ow/ ou cloud /oi/ oy toy /ea/ ea each Tricky words Phases 2–4: the put* pull* full* push* to into I no go of he she we me be was you they all are my by sure pure said have like so do some come love were there little one when out what says here today	/ur/ ir bird /igh/ ie pie /oo/ /yoo/ ue blue rescue /yoo/ u unicorn /oa/ o go /igh/ i tiger /ai/ a paper /ee/ e he /ai/ a-e shake /igh/ i-e time /oa/ o-e home /oo/ /yoo/ u-e rude cute /ee/ e-e these /oo/ /yoo/ ew chew new /ee/ ie shield /or/ aw claw Tricky words their people oh your Mr Mrs Ms ask* could would should our house mouse water want	/ee/ y funny /e/ ea head /w/ wh wheel /oa/ oe ou toe shoulder /igh/ y fly /oa/ ow snow /j/ g giant /f/ ph phone /l/ le al apple metal /s/ c ice /v/ ve give /u/ o-e o ou some mother young /z/ se cheese /s/ se ce mouse fence /ee/ ey donkey /oo/ ui ou fruit soup Tricky words any many again who whole where two school call different thought through friend work	/ur/ or word /oo/ u oul awful could /air/ are share /or/ au aur oor al author dinosaur floor walk /ch/ tch ture match adventure /ar/ al a half* father* /or/ a water schwa in longer words: different /o/ a want /air/ ear ere bear there /ur/ ear learn /r/ wr wrist /s/ st sc whistle science /c/ ch school /sh/ ch chef /z/ ze freeze schwa at the end of words: actor Tricky words once laugh because eye	Phonics screening check review – no new GPCs or tricky words	/ai/ eigh aigh ey ea eight straight grey break /n/ kn gn knee gnaw /m/ mb thumb /ear/ ere eer here deer /zh/ su si treasure vision /j/ dge bridge /i/ y crystal /j/ ge large /sh/ ti ssi si ci potion mission mansion delicious /or/ augh our oar ore daughter pour oar more Tricky words busy beautiful pretty hour move improve parents shoe

| Year 1 Reading | Pupils should be taught to:

Develop pleasure in reading, motivation to read, vocabulary and understanding

By listening to and discussing a wide range of poems, stories and nonfiction 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

Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics | Pupils should be taught to:

Develop pleasure in reading, motivation to read, vocabulary and understanding

By listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently

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Being encouraged to link what they read or hear read to their own experiences

Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics |
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Recognising and joining in with predictable phrases

Learning to appreciate rhymes and poems, and to recite some by heart

Discussing word meanings, linking new meanings to those already know

Understand both the books they can already read accurately and fluently and those they listen to by

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 | Recognising and joining in with predictable phrases

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Understand both the books they can already read accurately and fluently and those they listen to by

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	Discussing the significance of the title and events	Discussing the significance of the title and events	Discussing the significance of the title and events	Discussing the significance of the title and events	Discussing the significance of the title and events
	Making inferences on the basis of what is being said and done	Making inferences on the basis of what is being said and done	Making inferences on the basis of what is being said and done	Making inferences on the basis of what is being said and done	Making inferences on the basis of what is being said and done	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	Predicting what might happen on the basis of what has been read so far	Predicting what might happen on the basis of what has been read so far	Predicting what might happen on the basis of what has been read so far	Predicting what might happen on the basis of what has been read so far	Predicting what might happen on the basis of what has been read so far
	Participate in discussion about what is read to them, taking turns and listening to what others say	Participate in discussion about what is read to them, taking turns and listening to what others say	Participate in discussion about what is read to them, taking turns and listening to what others say	Participate in discussion about what is read to them, taking turns and listening to what others say	Participate in discussion about what is read to them, taking turns and listening to what others say	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.	Explain clearly their understanding of what is read to them.	Explain clearly their understanding of what is read to them.	Explain clearly their understanding of what is read to them.	Explain clearly their understanding of what is read to them.	Explain clearly their understanding of what is read to them.

Year 2 Phonics	Letters & Sounds Phase 3 Set 6: j v w x Set 7: y z, zz qu Graphemes ch, sh, th, ng, ai, ee, igh, oa, oo, ar, or, ur, ow, oi, ear, air, ure, er	Letters & Sounds Phase 4 Blending Segmenting cvcc words ccv words ccvc words ccvcc words	Letters & Sounds Phase 5 ay, oy, wh, a-e, ou, ir, ph, e-e, ie, ue, ew, i-e, ea, aw, oe, o-e, u-e	Letters & Sounds Phase 6 activating prior knowledge; clarifying meanings – with a focus on vocabulary work	Letters & Sounds Phase 6 activating prior knowledge; clarifying meanings – with a focus on vocabulary work	Letters & Sounds Phase 6 activating prior knowledge; clarifying meanings – with a focus on vocabulary work
	Letters & Sounds Phase 4 Blending Segmenting cvcc words ccv words ccvc words ccvcc words cccvc words cccvcc words	cccvc words cccvcc words Letters & Sounds Phase 5 ay, oy, wh, a-e, ou, ir, ph, e-e, ie, ue, ew, i-e, ea, aw, oe, o-e, u-e		generating questions, interrogating the text constructing mental images during reading summarising.	generating questions, interrogating the text constructing mental images during reading summarising.	generating questions, interrogating the text constructing mental images during reading summarising.

| Year 2 Reading | Pupils should be taught to:

Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes

Read accurately words of two or more | Pupils should be taught to:

Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes

Read accurately words of two or more syllables that contain | Pupils should be taught to:

Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes | Pupils should be taught to:

Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes

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Read accurately words of two or more |
|---|---|---|---|---|---|---|

	syllables that contain the same graphemes as above Read words containing common suffixes Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and	the same graphemes as above Read words containing common suffixes Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation	Read accurately words of two or more syllables that contain the same graphemes as above Read words containing common suffixes Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered Read aloud books closely matched to their improving phonic knowledge, sounding out	syllables that contain the same graphemes as above Read words containing common suffixes Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and	syllables that contain the same graphemes as above Read words containing common suffixes Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and	syllables that contain the same graphemes as above Read words containing common suffixes Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	without undue hesitation Re-read these books to build up their fluency and confidence in word reading.	Re-read these books to build up their fluency and confidence in word reading.	unfamiliar words accurately, automatically and without undue hesitation Re-read these books to build up their fluency and confidence in word reading.	without undue hesitation Re-read these books to build up their fluency and confidence in word reading.	without undue hesitation Re-read these books to build up their fluency and confidence in word reading.	without undue hesitation Re-read these books to build up their fluency and confidence in word reading.
In KS2 the No-Nonsense spelling scheme is followed, details of which are provided separately.						

| Year 3 | Beginning to participate in discussions, with support, about both books that are read to them and those they can read to themselves, taking turns and listening to what others say.

Develop their understanding and enjoyment of stories and non-fiction.

Understand what they read, in books they can read independently, by | Beginning to participate in discussions, with support, about both books that are read to them and those they can read to themselves, taking turns and listening to what others say.

Develop their understanding and enjoyment of stories and non-fiction.

Understand what they read, in books they can read independently, by beginning to check | Beginning to participate in discussions, with growing independence, about both books that are read to them and those they can read to themselves, taking turns and listening to what others say.

Develop their understanding and enjoyment of stories and non-fiction.

Understand what they read, in books they can read | Beginning to participate in discussions, with growing independence, about both books that are read to them and those they can read to themselves, taking turns and listening to what others say.

Develop their understanding and enjoyment of stories and non-fiction.

Understand what they read, in books they can read | Participating in discussions, with growing independence, about both books that are read to them and those they can read to themselves, taking turns and listening to what others say.

Develop their understanding and enjoyment of stories and non-fiction.

Understand what they read, in books they can read independently, by | Participating in discussions, with growing independence, about both books that are read to them and those they can read to themselves, taking turns and listening to what others say.

Develop their understanding and enjoyment of stories and non-fiction.

Understand what they read, in books they can read independently, by |
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beginning to check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context. Continue to develop positive attitudes to reading and understanding of what they read by reading books that are structured in some different ways and reading for a range of purposes. Beginning to ask questions to improve their understanding of texts. With support drawing simple inferences such as inferring characters' feelings, predict what might happen from statements and implied info.	that the text makes sense to them, discussing their understanding and explaining the meaning of words in context. Continue to develop positive attitudes to reading and understanding of what they read by reading books that are structured in some different ways and reading for a range of purposes. Beginning to ask questions to improve their understanding of texts. With support drawing simple inferences such as inferring characters' feelings, predict what might happen from statements and implied info.	independently, by beginning to check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context. Continue to develop positive attitudes to reading and understanding of what they read by reading books that are structured in some different ways and reading for a range of purposes. Asking questions to improve their understanding of texts. With some support drawing simple inferences such as inferring characters' feelings, predict what might happen from	independently, by beginning to check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context. Continue to develop positive attitudes to reading and understanding of what they read by reading books that are structured in some different ways and reading for a range of purposes. Asking questions to improve their understanding of texts. With some support drawing simple inferences such as inferring characters' feelings, predict what might happen from	beginning to check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context. Continue to develop positive attitudes to reading and understanding of what they read by reading books that are structured in some different ways and reading for a range of purposes. With increasing confidence asking questions to improve their understanding of texts. With growing independence drawing simple inferences such as inferring characters' feelings, predict what might happen from	beginning to check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context. Continue to develop positive attitudes to reading and understanding of what they read by reading books that are structured in some different ways and reading for a range of purposes. With increasing confidence asking questions to improve their understanding of texts. With growing independence drawing simple inferences such as inferring characters' feelings, predict what might happen from

With support recognise different poetry e.g. free verse

With support listen to and discuss a wide range of non-fiction and reference books or textbooks

With support starting to retrieve and record simple information from non-fiction.

With support they are beginning to justify their views about what they have read

With support use dictionaries to check the meaning of words

Beginning to identify main ideas drawn from more than one paragraph and summarising.

With support, discussing some words and phrases that capture the | With support recognise different poetry e.g. free verse

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Beginning to identify how language, |

	reader's interest and imagination. Beginning to identify themes and conventions in a wide range of books with support.	interest and imagination. Beginning to identify themes and conventions in a wide range of books with support.	paragraph and summarising. With support, discussing some words and phrases that capture the reader's interest and imagination. Beginning to identify themes and conventions in a wide range of books with support.	paragraph and summarising. With growing independence, discussing some words and phrases that capture the reader's interest and imagination. Beginning to identify themes and conventions in a wide range of books with support.	paragraph and summarising. With growing independence, discussing some words and phrases that capture the reader's interest and imagination Beginning to identify how language, structure and presentation can contribute to meaning. Beginning to identify themes and conventions in a wide range of books with support.	structure and presentation can contribute to meaning. Beginning to identify main ideas drawn from more than one paragraph and summarising. With growing independence, discussing some words and phrases that capture the reader's interest and imagination Beginning to identify themes and conventions in a wide range of books with support.

Year 4	Participating in discussions, with growing independence, about both books that are read to them and those they can read to themselves, taking	Participating in discussions, with growing independence, about both books that are read to them and those they can read to themselves, taking	Participating in discussions about both books that are read to them and those they can read to themselves, taking turns and listening to what others say.	Participating in discussions about both books that are read to them and those they can read to themselves, taking turns and listening to what others say.	Participating in discussions about both books that are read to them and those they can read to themselves, taking turns and listening to what others say.	Participating in discussions about both books that are read to them and those they can read to themselves, taking turns and listening to what others say.

	turns and listening to what others say. Develop their understanding and enjoyment of stories and non-fiction. Understand what they read, in books they can read independently, by beginning to check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context. Continue to develop positive attitudes to reading and understanding of what they read by reading books that are structured in some different ways and reading for a range of purposes. With increasing confidence asking	turns and listening to what others say. Develop their understanding and enjoyment of stories and non-fiction. Understand what they read, in books they can read independently, by beginning to check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context. Continue to develop positive attitudes to reading and understanding of what they read by reading books that are structured in some different ways and reading for a range of purposes. With increasing confidence asking questions to improve	Develop their understanding and enjoyment of stories and non-fiction. Understand what they read, in books they can read independently, by beginning to check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context. Continue to develop positive attitudes to reading and understanding of what they read by reading books that are structured in some different ways and reading for a range of purposes. With increasing confidence asking questions to improve	Develop their understanding and enjoyment of stories and non-fiction. Understand what they read, in books they can read independently, by beginning to check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context. Continue to develop positive attitudes to reading and understanding of what they read by reading books that are structured in some different ways and reading for a range of purposes. Asking questions to improve their understanding of texts.	Develop their understanding and enjoyment of stories and non-fiction. Understand what they read, in books they can read independently, by beginning to check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context. Continue to develop positive attitudes to reading and understanding of what they read by reading books that are structured in some different ways and reading for a range of purposes. Asking questions to improve their understanding of texts.	Develop their understanding and enjoyment of stories and non-fiction. Understand what they read, in books they can read independently, by beginning to check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context. Continue to develop positive attitudes to reading and understanding of what they read by reading books that are structured in some different ways and reading for a range of purposes. Asking questions to improve their understanding of texts.

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They are beginning to justify their views about what they have read.

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They are beginning to justify their views about what they have read. With support use dictionaries to check the meaning of words Beginning to identify main ideas drawn from more than one paragraph and summarising. With growing independence, discussing some words and phrases that capture the reader's interest and imagination Beginning to identify how language, structure and presentation can contribute to meaning. Beginning to identify themes and conventions in a wide	They are beginning to justify their views about what they have read. With support use dictionaries to check the meaning of words Beginning to identify how language, structure and presentation can contribute to meaning. Beginning to identify main ideas drawn from more than one paragraph and summarising. With growing independence, discussing some words and phrases that capture the reader's interest and imagination Beginning to identify themes and conventions in a wide range of books with support.	They are beginning to justify their views about what they have read. With support use dictionaries to check the meaning of words Beginning to identify main ideas drawn from more than one paragraph and summarising. With growing independence, discussing some words and phrases that capture the reader's interest and imagination Beginning to identify how language, structure and presentation can contribute to meaning. Beginning to identify themes and conventions in a	With growing independence Identify how language, structure and presentation can contribute to meaning. Independently beginning to identify main ideas drawn from more than one paragraph and summarising. Discussing some words and phrases that capture the reader's interest and imagination Identify how language, structure and presentation can contribute to meaning. With growing independence identifying themes and conventions in a wide range of books with support.	With growing independence Identify how language, structure and presentation can contribute to meaning. Independently beginning to identify main ideas drawn from more than one paragraph and summarising. Discussing some words and phrases that capture the reader's interest and imagination Identify how language, structure and presentation can contribute to meaning. With growing independence identifying themes and conventions in a wide range of books with support.	With growing independence Identify how language, structure and presentation can contribute to meaning. Independently beginning to identify main ideas drawn from more than one paragraph and summarising. Discussing some words and phrases that capture the reader's interest and imagination Identify how language, structure and presentation can contribute to meaning. With growing independence identifying themes and conventions in a wide range of books with support.

	range of books with support.		wide range of books with support.			

Year 5						
Maintain positive attitudes towards a range of books and authors.

With developing confidence participate in discussions about books.

Beginning to recommend books to peers

With support using dictionaries and thesauruses and checking understanding of words and meaning

With support looking at effective language

Beginning to retrieve, record and present information from nonfiction texts

With support making comparisons within and across books

Understand what I have read even though books are set out differently. | Maintain positive attitudes towards a range of books and authors.

With developing confidence participate in discussions about books.

Beginning to recommend books to peers

With support using dictionaries and thesauruses and checking understanding of words and meaning

With growing confidence read aloud and perform poems

With support looking at effective language

Beginning to retrieve, record and present information from nonfiction texts

With support making comparisons within and across books | Maintain positive attitudes towards a range of books and authors.

With developing confidence participate in discussions about books.

With increasing confidence recommend books to peers

Using dictionaries and thesauruses and checking understanding of words and meaning with developing accuracy

With growing confidence read aloud and perform poems

With support looking at effective language

Beginning to retrieve, record and present information from non-fiction texts

With growing independence | Maintain positive attitudes towards a range of books and authors.

Participate in discussions about books.

With increasing confidence recommend books to peers

Using dictionaries and thesauruses and checking understanding of words and meaning with developing accuracy

With support looking at effective language

Beginning to retrieve, record and present information from nonfiction texts

With growing independence making comparisons within and across books

With support distinguishing | Maintain positive attitudes towards a range of books and authors.

Participate in discussions about books.

With increasing confidence recommend books to peers

Using dictionaries and thesauruses and checking understanding of words and meaning with developing accuracy

With support looking at effective language

Beginning to retrieve, record and present information from nonfiction texts

With growing independence making comparisons within and across books

With support distinguishing | Maintain positive attitudes towards a range of books and authors.

Participate in discussions about books.

With increasing confidence recommend books to peers

Using dictionaries and thesauruses and checking understanding of words and meaning with increasing accuracy

With support looking at effective language

Beginning to retrieve, record and present information from nonfiction texts

With growing independence making comparisons within and across books

With support distinguishing |

				between fact and fiction.	between fact and fiction.	between fact and fiction.

Beginning to distinguish between fact and fiction. Make predictions Begin to summarise what they have read. With support can draw inferences from what has been read Is beginning to compare and contrast themes between books With support and scaffolding can provide justification of views	Beginning to distinguish between fact and fiction. Make predictions Begin to summarise what they have read. With support can draw inferences from what has been read Is beginning to compare and contrast themes between books With support and scaffolding can provide justification of views	making comparisons within and across books With support distinguishing between fact and fiction. Make predictions Begin to summarise what they have read. With increasing confidence can draw inferences from what has been read Is beginning to compare and contrast themes between books With increasing independence and some scaffolding can provide justification of views	Make predictions With increasing confidence can summarise what they have read. With increasing confidence can draw inferences from what has been read With growing independence can compare and contrast themes between books With increasing independence and some scaffolding can provide justification of views	Make predictions With increasing confidence can summarise what they have read. With increasing confidence can draw inferences from what has been read With growing independence can compare and contrast themes between books With increasing independence can provide justification of views With support can participate in formal presentations and debate Is beginning to participate in discussions about themes and conventions.	Make predictions With increasing confidence can summarise what they have read. With increasing confidence can draw inferences from what has been read With growing independence can compare and contrast themes between books With increasing independence can provide justification of views With support can participate in formal presentations and debate Is beginning to participate in discussions about themes and conventions.

Year 6						
	Maintain positive attitudes towards a range of books and authors.	Maintain positive attitudes towards a range of books and authors.	Maintain positive attitudes towards a range of books and authors.	Maintain positive attitudes towards a range of books and authors.	Maintain positive attitudes towards a range of books and authors.	Maintain positive attitudes towards a range of books and authors.
	Participate in discussions about books.	Participate in discussions about books.	Participate with increasing confidence and clarity in discussions about books.	Participate with increasing confidence and clarity in discussions about books.	Participate with increasing confidence and clarity in discussions about books.	Participate with increasing confidence and clarity in discussions about books.
	With increasing confidence recommend books to peers	With increasing confidence recommend books to peers	can confidently recommend books to peers and provide justification of views	can confidently recommend books to peers and provide justification of views	can confidently recommend books to peers and provide reasoned justification of views	can confidently recommend books to peers and provide reasoned justification of views
	Using dictionaries and thesauruses and checking understanding of words and meaning with increasing accuracy	Using dictionaries and thesauruses and checking understanding of words and meaning with increasing accuracy	Can independently use dictionaries and thesauruses to check understanding of words and meaning	Can independently use dictionaries and thesauruses to check understanding of words and meaning	Can independently use dictionaries and thesauruses to check understanding of words and meaning with increasing confidence and accuracy	Can independently use dictionaries and thesauruses to check understanding of words and meaning with increasing confidence and accuracy
	With support can look at effective language	With support can look at effective language	With growing independence can evaluate effective language choices	With growing independence can evaluate effective language choices	Can evaluate effective language choices	Can evaluate effective language choices
	Beginning to retrieve, record and present information from nonfiction texts	Beginning to retrieve, record and present information from nonfiction texts	Can retrieve, record and present information from non-fiction texts	Can retrieve, record and present information from nonfiction texts	Can confidently and accurately retrieve, record and present information from nonfiction texts	Can confidently and accurately retrieve, record and present information from nonfiction texts
	With growing independence making comparisons within and across books	With growing independence making comparisons within and across books	Can make comparisons within and across books	Can make comparisons within and across books	Can make comparisons within and across books with	Can make comparisons within and across books with
	With support distinguishing	With support distinguishing between fact and fiction.				

between fact and fiction. Make predictions With increasing confidence can summarise what they have read. With increasing confidence can draw inferences from what has been read With some support can compare and contrast themes between books With increasing independence can provide justification of views With support can participate in formal presentations and debate Is beginning to participate in discussions about themes and conventions.	Make predictions With increasing confidence can summarise what they have read. With increasing confidence can draw inferences from what has been read With some support can compare and contrast themes between books With increasing independence can provide justification of views With support can participate in formal presentations and debate Is beginning to participate in discussions about themes and conventions.	Can distinguish between fact and fiction. Make predictions Can summarise what they have read. Can draw inferences from what has been read With growing independence can compare and contrast themes between books With growing independence can participate in formal presentations and debate Is beginning to participate in discussions about themes and conventions.	Can distinguish between fact and fiction. Make predictions Can summarise what they have read. Can draw inferences from what has been read With growing independence can compare and contrast themes between books With growing independence can participate in formal presentations and debate Is beginning to participate in discussions about themes and conventions.	deepening insight and understanding Can distinguish between fact and fiction. Make predictions Can coherently and accurately summarise what they have read. Can accurately draw inferences from what has been read Can compare and contrast themes between books Can participate in formal presentations and debate Can participate in discussions about themes and conventions.	deepening insight and understanding Can distinguish between fact and fiction. Make predictions Can coherently and accurately summarise what they have read. Can accurately draw inferences from what has been read Can compare and contrast themes between books Can participate in formal presentations and debate Can participate in discussions about themes and conventions. Comparisons of different literacy interpretations of London and Paris.