

## **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<br>Phonics   | Autumn 1 Phase 2 Graphemes s a t p i n m d g o c k ck | Autumn 2 Phase 2 graphemes.  ff II ss j v w x y z zz qu                | Spring 1 Phase 3 graphemes  | Spring 2 Phase 3 graphemes   | Short vowels with   | Summer 2 Phase 4  Phase 3 long vowel   |  |
|   | eurhbf  | ch sh th ng nk • words with –s /s/                                     | or ur ow oi ear air er • words with double                          | Review Phase 3 • words with double letters, longer words,                        | <ul><li>adjacent consonants</li><li>CVCC CCVC CCVCC</li><li>CCCVC CCCVCC</li></ul>                    | graphemes with adjacent consonants  • CVCC CCVC CCCVC CCV  |  |
|   | is, I, the  | added at the end (hats sits) • words ending in s /z/ (his) and with -s | <ul><li>letters</li><li>longer words</li><li>Tricky Words</li></ul> | words with two or<br>more digraphs, words<br>ending in –ing,<br>compound words   | <ul> <li>longer words and compound words</li> <li>words ending in sufxes: -ing, -ed /t/, -</li> </ul> | <ul><li>CCVCC</li><li>words ending in sufxes</li><li>-ing, -ed /t/, -ed /id/</li><li>/ed/, -ed /d/ -er, -est</li></ul> |  |
|   |   | /z/ added at the end (bags sings) was                                  | -   | <ul> <li>words with s /z/ in the middle</li> <li>words with -s /s//z/</li> </ul> | ed /id/ /ed/, –est  Tricky Words  | • longer words  Tricky Words   |  |
|   |   | Tricky Words  put* pull* full* as  and has his her go no               |   | at the end • words with –es /z/ at the end                                       | said so have like some<br>come love do were<br>here little says there                                 | Review all tricky words  |  |
|   |   | to into she push* he of we me be                                       |   | Tricky Words   | when what one out today   |  |  |
|   |   |  |   | Review of all previously taught tricky words                                     |   |  |  |

| EYFS    | Comprehension            | Comprehension            | Comprehension            | Comprehension            | Comprehension            | Comprehension              |
|---------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|----------------------------|
| Reading | Enjoy listening to       | Begin to demonstrate     | Begin to demonstrate     | Demonstrate              | Demonstrate              | Demonstrate a solid        |
|         | stories with increasing  | understanding of what      |
|         | understanding of         | has been read to them    | has been read to them by   |
|         | what's being read.       | by retelling stories and | retelling stories and      |
|         |                          | narratives using their   | narratives using their   | narratives using their   | narratives using their   | narratives using their own |
|         | Word Reading             | own words and            | own words and            | own words and            | own words and            | words and recently         |
|         | Begin to link sounds to  | recently introduced      | recently introduced      | recently introduced      | recently introduced      | introduced vocabulary      |
|         | letters in the alphabet. | vocabulary               | vocabulary               | vocabulary               | vocabulary               |                            |
|         |                          |                          |                          |                          |                          | Anticipate where           |
|         |                          | Begin to anticipate,     | Begin to anticipate,     | Anticipate where         | Anticipate where         | appropriate key events in  |
|         |                          | where appropriate key    | where appropriate key    | appropriate key          | appropriate key          | stories                    |
|         |                          | events in stories        | events in stories        | events in stories        | events in stories        |                            |
|         |                          |                          |                          |                          |                          | Use and understand         |
|         |                          | Begin to use and         | Begin to use and         | Use and understand       | Use and understand       | recently introduced        |
|         |                          | understand recently      | understand recently      | recently introduced      | recently introduced      | vocabulary during          |
|         |                          | introduced vocabulary    | introduced vocabulary    | vocabulary during        | vocabulary during        | discussions about stories, |
|         |                          | during discussions       | during discussions       |                          | discussions about        | non-fiction, rhymes and    |
|         |                          | about stories, non-      | about stories, non-      | stories, non-fiction,    | stories, non-fiction,    | poems and during role-     |
|         |                          | fiction, rhymes and      | fiction, rhymes and      | rhymes and poems and     | rhymes and poems and     | play.                      |
|         |                          | poems and during         | poems and during         | during role-play.        | during role-play.        |                            |
|         |                          | role-play.               | role-play.               |                          |                          | Word Reading               |
|         |                          |                          |                          | Word Reading             | Word Reading             | Say a sound for each       |
|         |                          | Word Reading             | Word Reading             | Say a sound for each     | Say a sound for each     | letter in the alphabet and |
|         |                          | Begin to link sounds to  | Begin to link sounds to  | letter in the alphabet   | letter in the alphabet   | at least 10 digraphs       |
|         |                          | letters in the alphabet  | letters in the alphabet  | and start to link        | and at least 10          |                            |
|         |                          |                          |                          | sounds to diagraphs      | digraphs                 | Read aloud simple          |
|         |                          | Begin to read words      | Read words consistent    |                          |                          | sentences and books that   |
|         |                          | consistent with their    | with their phonic        | Read words consistent    | Read aloud simple        | are consistent with their  |
|         |                          | phonic knowledge by      | knowledge by sound-      | with their phonic        | sentences and books      | phonic knowledge,          |
|         |                          | sound-blending           | blending                 | knowledge by sound-      | that are consistent      | including some common      |
|         |                          |                          |                          | blending                 | with their phonic        | exception words.           |
|         |                          |                          |                          |                          | 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      | /ur/ ir bird /igh/ ie pie | /ee/ y funny /e/ ea     | /ur/ or word /oo/ u      |                       | /ai/ eigh aigh ey ea eight   |
|                | Phase 5 /ai/ ay play      | /oo/ /yoo/ ue blue        | head /w/ wh wheel       | oul awful could /air/    | Phonics screening     | straight grey break /n/ kn   |
|                | /ow/ ou cloud /oi/ oy     | rescue /yoo/ u unicorn    | /oa/ oe ou toe          | are share /or/ au aur    | check review – no new | gn knee gnaw /m/ mb          |
|                | toy /ea/ ea each          | /oa/ o go /igh/ i tiger   | shoulder /igh/ y fly    | oor al author dinosaur   | GPCs or tricky words  | thumb /ear/ ere eer here     |
|                |                           | /ai/ a paper /ee/ e he    | /oa/ ow snow /j/ g      | floor walk /ch/ tch      |                       | deer /zh/ su si treasure     |
|                | Tricky words              | /ai/ a-e shake /igh/ i-e  | giant /f/ ph phone /l/  | ture match adventure     |                       | vision /j/ dge bridge /i/ y  |
|                |                           | time /oa/ o-e home        | le al apple metal /s/ c | /ar/ al a half* father*  |                       | crystal /j/ ge large /sh/ ti |
|                | Phases 2–4: the put*      | /oo/ /yoo/ u-e rude       | ice /v/ ve give /u/ o-e | /or/ a water schwa in    |                       | ssi si ci potion mission     |
|                | pull* full* push* to into | cute /ee/ e-e these       | o ou some mother        | longer words:            |                       | mansion delicious /or/       |
|                | I no go of he she we me   | /oo/ /yoo/ ew chew        | young /z/ se cheese     | different /o/ a want     |                       | augh our oar ore daughter    |
|                | be was you they all are   | new /ee/ ie shield /or/   | /s/ se ce mouse fence   | /air/ ear ere bear       |                       | pour oar more                |
|                | my by sure pure said      | aw claw                   | /ee/ ey donkey /oo/ ui  | there /ur/ ear learn /r/ |                       |                              |
|                | have like so do some      |                           | ou fruit soup           | wr wrist /s/ st sc       |                       | Tricky words                 |
|                | come love were there      | Tricky words              |                         | whistle science /c/ ch   |                       | busy beautiful pretty hour   |
|                | little one when out what  | their people oh your      | Tricky words            | school /sh/ ch chef /z/  |                       | move improve parents         |
|                | says here today           | Mr Mrs Ms ask* could      | any many again who      | ze freeze schwa at the   |                       | shoe                         |
|                |                           | would should our          | whole where two         | end of words: actor      |                       |                              |
|                |                           | house mouse water         | school call different   |                          |                       |                              |
|                |                           | want                      | thought through friend  | Tricky words             |                       |                              |
|                |                           |                           | work                    | once laugh because       |                       |                              |
|                |                           |                           |                         | eye                      |                       |                              |
|                |                           |                           |                         |                          |                       |                              |
|                |                           |                           |                         |                          |                       |                              |
|                |                           |                           |                         |                          |                       |                              |
|                |                           |                           |                         |                          |                       |                              |
|                |                           |                           |                         |                          |                       |                              |
|                |                           |                           |                         |                          |                       |                              |

| Year 1  | Pupils should be  |
|---------|---|---|---|---|---|---|
| Reading | taught to:  |
|         |   |   |   |   |   |   |
|         | Develop pleasure in   |
|         | reading, motivation to  | reading, motivation to  | reading, motivation   | reading, motivation   | reading, motivation   | reading, motivation   |
|         | read, vocabulary and  | read, vocabulary and  | to read, vocabulary   | to read, vocabulary   | to read, vocabulary   | to read, vocabulary   |
|         | understanding   | understanding   | and understanding   | and understanding   | and understanding   | and understanding   |
|         | By listening to and   |
|         | discussing a wide   |
|         | range of poems,   |
|         | stories and nonfiction  | stories and non-fiction   | stories and nonfiction  | stories and nonfiction  | stories and nonfiction  | stories and nonfiction  |
|         | at a level beyond that  |
|         | at which they can   | at which they can read  | at which they can   |
|         | read independently  | independently   | read independently  | read independently  | read independently  | read independently  |
|         | Daing anguraged to  | Daine an annual de  | Doing oncouraged to   | Daing analyzagad to   | Doing oncouraged to   | Doing oncouraged to   |
|         | Being encouraged to   |
|         | link what they read or hear read to their   | link what they read or hear read to their own   | link what they read or hear read to their   | link what they read or hear read to their   | link what they read or hear read to their   | link what they read or hear read to their   |
|         |   |   |   |   |   |   |
|         | own experiences   | experiences   | own experiences   | own experiences   | own experiences   | own experiences   |
|         | Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics | Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics | Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics | Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics | Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics | Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics |

|           |                   | Recognising and                            |                      |                        |                        |                        |
|-----------|-------------------|--|----------------------|------------------------|------------------------|------------------------|
|           |                   | joining in with                            | Recognising and      | Recognising and        | Recognising and        | Recognising and        |
| joining i | '                 | predictable phrases                        | joining in with      | joining in with        | joining in with        | joining in with        |
| predicta  | able phrases      |  | predictable phrases  | predictable phrases    | predictable phrases    | predictable phrases    |
|           | L                 | Learning to appreciate                     |                      |                        |                        |                        |
| Learning  | g to appreciate r | rhymes and poems,                          | Learning to          | Learning to            | Learning to appreciate | Learning to appreciate |
| rhymes    | and poems,        | and to recite some by                      | appreciate rhymes    | appreciate rhymes      | rhymes and poems,      | rhymes and poems,      |
| and to re | ecite some by     | heart                                      | and poems, and to    | and poems, and to      | and to recite some by  | and to recite some by  |
| heart     |                   |  | recite some by heart | recite some by heart   | heart                  | heart                  |
|           |                   | Discussing word                            |                      |                        |                        |                        |
| Discussi  | ng word r         | meanings, linking new                      | Discussing word      | Discussing word        | Discussing word        | Discussing word        |
| meaning   | gs, linking new n | meanings to those                          | meanings, linking    | meanings, linking new  | meanings, linking new  | meanings, linking new  |
| meaning   | _                 | already know                               | new meanings to      | meanings to those      | meanings to those      | meanings to those      |
| already   |                   | ,  | those already know   | already know           | already know           | already know           |
| ,         |                   | Understand both the                        | ,                    | ,                      | ,                      | ,                      |
| Underst   | and both the      | books they can                             | Understand both the  | Understand both the    | Understand both the    | Understand both the    |
| books th  |                   | already read                               | books they can       | books they can         | books they can         | books they can         |
| already   |                   | accurately and fluently                    | already read         | already read           | already read           | already read           |
| accurate  |                   | and those they listen                      | accurately and       | accurately and         | accurately and         | accurately and         |
|           |                   | to by                                      | fluently and those   | fluently and those     | fluently and those     | fluently and those     |
| ·         | en to by          | .0 07                                      | they listen to by    | they listen to by      | they listen to by      | they listen to by      |
| ,         | ·                 | Drawing on what they                       | ,                    | ,                      | ,                      | ,                      |
| Drawing   |                   | already know or on                         | Drawing on what      | Drawing on what they   | Drawing on what they   | Drawing on what they   |
|           |                   | background                                 | they already know or | already know or on     | already know or on     | already know or on     |
| backgro   |                   | information and                            | on background        | background             | background             | background             |
| -         |                   | vocabulary provided                        | information and      | information and        | information and        | information and        |
|           |                   | by the teacher                             | vocabulary provided  | vocabulary provided    | vocabulary provided    | vocabulary provided    |
| by the to |                   | by the teacher                             | by the teacher       | by the teacher         | by the teacher         | by the teacher         |
| by the ti |                   | Chacking that the tout                     | by the teacher       | by the teacher         | by the teacher         | by the teacher         |
| Checkin   |                   | Checking that the text makes sense to them | Checking that the    | Checking that the text | Checking that the text | Checking that the text |
|           |                   |  | text makes sense to  | makes sense to them    | makes sense to them    | makes sense to them    |
|           | road and          | as they read and                           | them as they read    | as they read and       | as they read and       | as they read and       |
| ·         | ng inaccurate     | correcting inaccurate                      | and correcting       | correcting inaccurate  | correcting inaccurate  | correcting inaccurate  |
| reading   | - I r             | reading                                    | inaccurate reading   | reading                | reading                | reading                |
|           |                   |  |                      |                        |                        |                        |

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

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

| Year 2  | Pupils should be        | Pupils should be       | Pupils should be      | Pupils should be        | Pupils should be        | Pupils should be        |
|---------|-------------------------|------------------------|-----------------------|-------------------------|-------------------------|-------------------------|
| Reading | taught to:              | taught to:             | taught to:            | taught to:              | taught to:              | taught to:              |
|         |                         |                        |                       |                         |                         |                         |
|         | Continue to apply       | Continue to apply      | Continue to apply     | Continue to apply       | Continue to apply       | Continue to apply       |
|         | phonic knowledge        | phonic knowledge and   | phonic knowledge      | phonic knowledge        | phonic knowledge        | phonic knowledge        |
|         | and skills as the route | skills as the route to | and skills as the     | and skills as the route | and skills as the route | and skills as the route |
|         | to decode words until   | decode words until     | route to decode       | to decode words until   | to decode words until   | to decode words until   |
|         | automatic decoding      | automatic decoding     | words until           | automatic decoding      | automatic decoding      | automatic decoding      |
|         | has become              | has become             | automatic decoding    | has become              | has become              | has become              |
|         | embedded and            | embedded and           | has become            | embedded and            | embedded and            | embedded and            |
|         | reading is fluent Read  | reading is fluent Read | embedded and          | reading is fluent Read  | reading is fluent Read  | reading is fluent Read  |
|         | accurately by           | accurately by blending | reading is fluent     | accurately by           | accurately by           | accurately by           |
|         | blending the sounds     | the sounds in words    | Read accurately by    | blending the sounds     | blending the sounds     | blending the sounds     |
|         | in words that contain   | that contain the       | blending the sounds   | in words that contain   | in words that contain   | in words that contain   |
|         | the graphemes taught    | graphemes taught so    | in words that contain | the graphemes           | the graphemes taught    | the graphemes taught    |
|         | so far, especially      | far, especially        | the graphemes         | taught so far,          | so far, especially      | so far, especially      |
|         | recognising             | recognising            | taught so far,        | especially recognising  | recognising             | recognising             |
|         | alternative sounds for  | alternative sounds for | especially            | alternative sounds for  | alternative sounds for  | alternative sounds for  |
|         | graphemes               | graphemes              | recognising           | graphemes               | graphemes               | graphemes               |
|         |                         |                        | alternative sounds    |                         |                         |                         |
|         | Read accurately         | Read accurately words  | for graphemes         | Read accurately         | Read accurately         | Read accurately         |
|         | words of two or more    | of two or more         |                       | words of two or more    | words of two or more    | words of two or more    |
|         |                         | syllables that contain |                       |                         |                         |                         |

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

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

| Year 3 | Beginning to               | Beginning to                              | Beginning to                         | Beginning to                 | Participating in       | Participating in           |
|--------|----------------------------|---|--------------------------------------|------------------------------|------------------------|----------------------------|
|        | participate in             | participate in                            | participate in                       | participate in               | discussions, with      | discussions, with          |
|        | discussions, with          | discussions, with                         | discussions, with                    | discussions, with            | growing                | growing                    |
|        | support, about both        | support, about both                       | growing                              | growing                      | independence, about    | independence, about        |
|        | books that are read to     | books that are read to                    | independence, about                  | independence, about          | both books that are    | both books that are        |
|        | them and those they        | them and those they                       | both books that are                  | both books that are          | read to them and       | read to them and           |
|        | can read to                | can read to                               | read to them and                     | read to them and             | those they can read to | those they can read to     |
|        | themselves, taking         | themselves, taking                        | those they can read                  | those they can read to       | themselves, taking     | themselves, taking         |
|        | turns and listening to     | turns and listening to                    | to themselves, taking                | themselves, taking           | turns and listening to | turns and listening to     |
|        | what others say.           | what others say.                          | turns and listening to               | turns and listening to       | what others say.       | what others say.           |
|        |                            |   | what others say.                     | what others say.             |                        |                            |
|        | Develop their              | Develop their                             |                                      |                              | Develop their          | Develop their              |
|        | understanding and          | understanding and                         | Develop their                        | Develop their                | understanding and      | understanding and          |
|        | enjoyment of stories       | enjoyment of stories                      | understanding and                    | understanding and            | enjoyment of stories   | enjoyment of stories       |
|        | and non-fiction.           | and non-fiction.                          | enjoyment of stories                 | enjoyment of stories         | and non-fiction.       | and non-fiction.           |
|        |                            |   | and non-fiction.                     | and non-fiction.             |                        |                            |
|        | Understand what they       | Understand what they                      |                                      |                              | Understand what they   | Understand what they       |
|        | read, in books they        | read, in books they can                   | Understand what                      | Understand what they         | read, in books they    | read, in books they        |
|        | can read independently, by | read independently, by beginning to check | they read, in books<br>they can read | read, in books they can read | independently, by      | can read independently, by |

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

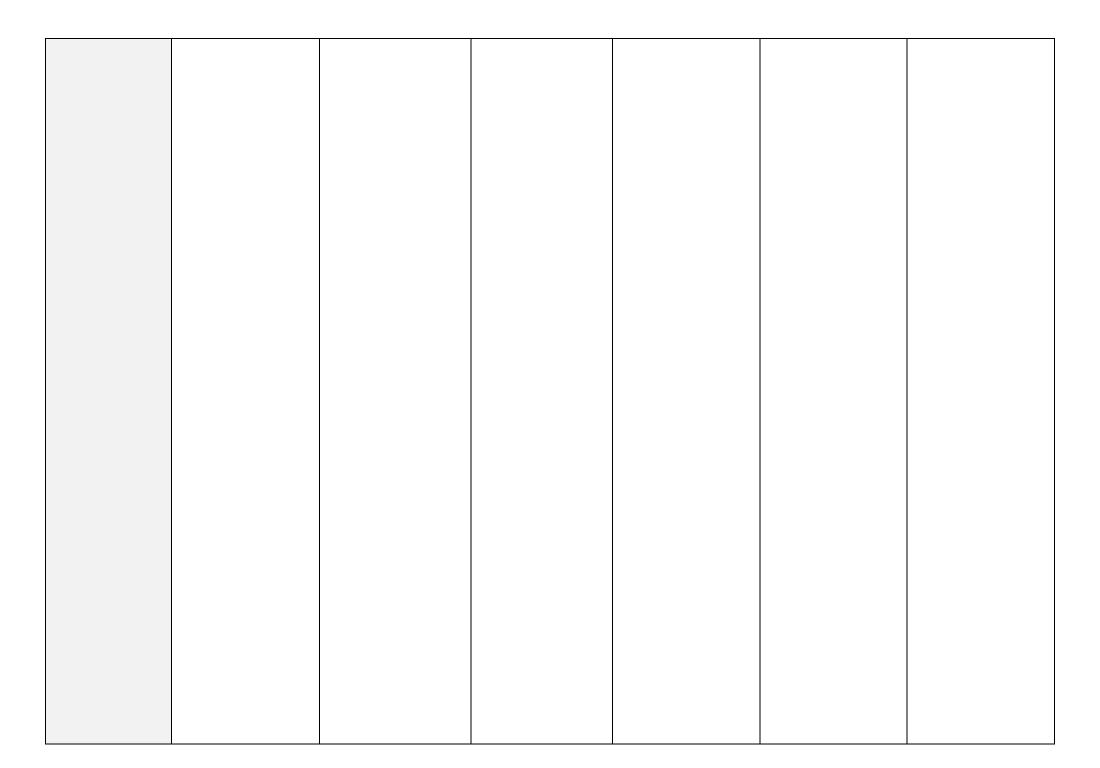
| With support           | With support           | statements and         | statements and         | statements and         | statements and         |
|------------------------|------------------------|------------------------|------------------------|------------------------|------------------------|
| recognise different    | recognise different    | implied info.          | implied info.          | implied info.          | implied info.          |
| poetry e.g. free verse | poetry e.g. free verse |                        |                        |                        |                        |
|                        |                        | With support           | With growing           | With growing           | With growing           |
| With support listen to | With support listen to | recognise different    | independence           | independence           | independence           |
| and discuss a wide     | and discuss a wide     | poetry e.g. free verse | recognise different    | recognise different    | recognise different    |
| range of non-fiction   | range of non-fiction   |                        | poetry e.g. free verse | poetry e.g. free verse | poetry e.g. free verse |
| and reference books    | and reference books    | With increasing        |                        |                        |                        |
| or textbooks           | or textbooks           | independence listen    | With increasing        | With increasing        |                        |
|                        |                        | to and discuss a wide  | independence listen    | independence and       | With increasing        |
| With support starting  | With support starting  | range of non-fiction   | to and discuss a wide  | detail listen to and   | independence and       |
| to retrieve and record | to retrieve and record | and reference books    | range of non-fiction   | discuss a wide range   | detail listen to and   |
| simple information     | simple information     | or textbooks           | and reference books    | of non-fiction and     | discuss a wide range   |
| from non-fiction.      | from non-fiction.      |                        | or textbooks           | reference books or     | of non-fiction and     |
|                        |                        | With support starting  |                        | textbooks              | reference books or     |
| With support they are  | With support they are  | to retrieve and        | With growing           |                        | textbooks              |
| beginning to justify   | beginning to justify   | record simple          | independence           | With growing           |                        |
| their views about      | their views about what | information from       | starting to retrieve   | independence           | With growing           |
| what they have read    | they have read         | non-fiction.           | and record simple      | starting to retrieve   | independence           |
|                        |                        |                        | information from       | and record simple      | starting to retrieve   |
| With support use       | With support use       | With support they      | non-fiction.           | information from       | and record simple      |
| dictionaries to check  | dictionaries to check  | are beginning to       |                        | non-fiction.           | information from       |
| the meaning of words   | the meaning of words   | justify their views    | They are beginning to  |                        | non-fiction.           |
|                        |                        | about what they        | justify their views    | They are beginning to  |                        |
| Beginning to           | Beginning to identify  | have read              | about what they have   | justify their views    | They are beginning to  |
| identify main ideas    | main ideas drawn from  |                        | read                   | about what they have   | justify their views    |
| drawn from more        | more than one          | With support use       |                        | read.                  | about what they have   |
| than one paragraph     | paragraph and          | dictionaries to check  | With support use       |                        | read.                  |
| and summarising.       | summarising.           | the meaning of         | dictionaries to check  | With support use       |                        |
|                        |                        | words                  | the meaning of words   | dictionaries to check  | With support use       |
| With support,          | With support,          |                        |                        | the meaning of words   | dictionaries to check  |
| discussing some        | discussing some words  | Beginning to identify  | Beginning to identify  |                        | the meaning of words   |
| words and phrases      | and phrases that       | main ideas drawn       | main ideas drawn       | Beginning to identify  |                        |
| that capture the       | capture the reader's   | from more than one     | from more than one     | main ideas drawn       | Beginning to identify  |
|                        |                        |                        |                        | from more than one     | how language,          |

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

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

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

|                        |                         |                        |                         |                         | 7                       |
|------------------------|-------------------------|------------------------|-------------------------|-------------------------|-------------------------|
| questions to improve   | their understanding of  | their understanding    |                         |                         |                         |
| their understanding of | texts.                  | of texts.              | Drawing simple          | Drawing simple          | Drawing simple          |
| texts.                 |                         |                        | inferences such as      | inferences such as      | inferences such as      |
|                        | With growing            | With growing           | inferring               | inferring               | inferring               |
| With growing           | independence            | independence           | characters'             | characters'             | characters'             |
| independence           | drawing simple          | drawing simple         | feelings, predict       | feelings, predict       | feelings, predict       |
| drawing simple         | inferences such as      | inferences such as     | what might happen       | what might happen       | what might happen       |
| inferences such as     | inferring characters'   | inferring              | from statements         | from statements         | from statements         |
| inferring              | feelings, predict what  | characters'            | and implied info.       | and implied info.       | and implied info.       |
| characters'            | might happen from       | feelings, predict      |                         |                         |                         |
| feelings, predict      | statements and          | what might happen      | Recognise different     | Recognise different     | Recognise different     |
| what might happen      | implied info.           | from statements        | poetry e.g. free verse  | poetry e.g. free verse  | poetry e.g. free verse  |
| from statements        |                         | and implied info.      |                         |                         |                         |
| and implied info.      | With growing            |                        |                         |                         |                         |
|                        | independence            | With growing           | Listen to and discuss a | Listen to and discuss a | Listen to and discuss a |
| With growing           | recognise different     | independence           | wide range of           | wide range of           | wide range of           |
| independence           | poetry e.g. free verse  | recognise different    | nonfiction and          | nonfiction and          | nonfiction and          |
| recognise different    |                         | poetry e.g. free verse | reference books or      | reference books or      | reference books or      |
| poetry e.g. free verse |                         |                        | textbooks               | textbooks               | textbooks               |
|                        | With increasing         | With increasing        |                         |                         |                         |
| With increasing        | independence and        | independence and       | Starting to retrieve    | Starting to retrieve    | Starting to retrieve    |
| independence and       | detail listen to and    | detail listen to and   | and record simple       | and record simple       | and record simple       |
| detail listen to and   | discuss a wide range of | discuss a wide range   | information from        | information from        | information from        |
| discuss a wide range   | non-fiction and         | of non-fiction and     | nonfiction.             | nonfiction.             | nonfiction.             |
| of non-fiction and     | reference books or      | reference books or     |                         |                         |                         |
| reference books or     | textbooks               | textbooks              | They are beginning to   | They are beginning to   | They are beginning to   |
| textbooks              |                         |                        | justify their views     | justify their views     | justify their views     |
|                        | With growing            | With growing           | about what they have    | about what they have    | about what they have    |
| With growing           | independence            | independence           | read.                   | read.                   | read.                   |
| independence           | starting to retrieve    | starting to retrieve   |                         |                         |                         |
| starting to retrieve   | and record simple       | and record simple      | Use dictionaries to     | Use dictionaries to     | Use dictionaries to     |
| and record simple      | information from        | information from       | check the meaning of    | check the meaning of    | check the meaning of    |
| information from       | non-fiction.            | non-fiction.           | words                   | words                   | words                   |
| non-fiction.           |                         |                        |                         |                         |                         |
|                        |                         |                        |                         |                         |                         |



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

| range of books with support. | wide range of books with support. |  |  |
|------------------------------|-----------------------------------|--|--|
|                              |                                   |  |  |

|        | 1                      | Т                      |                        |                        | T                      | Г                      |
|--------|------------------------|------------------------|------------------------|------------------------|------------------------|------------------------|
| Year 5 | Maintain positive      |
|        | attitudes towards a    |
|        | range of books and     |
|        | authors.               | authors.               | authors.               | authors.               | authors.               | authors.               |
|        |                        |                        |                        |                        |                        |                        |
|        | With developing        | With developing        | With developing        | Participate in         | Participate in         | Participate in         |
|        | confidence participate | confidence participate | confidence             | discussions            | discussions            | discussions            |
|        | in discussions about   | in discussions about   | participate in         | about books.           | about books.           | about books.           |
|        | books.                 | books.                 | discussions            |                        |                        |                        |
|        |                        |                        | about books.           | With increasing        | With increasing        | With increasing        |
|        | Beginning to           | Beginning to           |                        | confidence             | confidence             | confidence             |
|        | recommend books to     | recommend books to     | With increasing        | recommend books to     | recommend books to     | recommend books to     |
|        | peers                  | peers                  | confidence             | peers                  | peers                  | peers                  |
|        |                        |                        | recommend books to     | ,                      | ,                      | ,                      |
|        | With support using     | With support using     | peers                  | Using dictionaries     | Using dictionaries     | Using dictionaries     |
|        | dictionaries and       | dictionaries and       | <b>P</b>               | and thesauruses and    | and thesauruses and    | and thesauruses and    |
|        | thesauruses and        | thesauruses and        | Using dictionaries     | checking               | checking               | checking               |
|        | checking               | checking               | and thesauruses and    | understanding of       | understanding of       | understanding of       |
|        | understanding of       | understanding of       | checking               | words and meaning      | words and meaning      | words and meaning      |
|        | words and meaning      | words and meaning      | understanding of       | with developing        | with developing        | with                   |
|        |                        |                        | words and meaning      | accuracy               | accuracy               | increasing accuracy    |
|        | With support looking   | With growing           | with developing        | accuracy               |                        | moreasing accuracy     |
|        | at effective language  | confidence read aloud  | accuracy               | With support looking   | With support looking   | With support looking   |
|        |                        | and perform poems      | accaracy               | at effective language  | at effective language  | at effective language  |
|        | Beginning to retrieve, |                        | With growing           | at chective language   | at circuite language   | at effective language  |
|        | record and present     | With support looking   | confidence read        | Beginning to retrieve, | Beginning to retrieve, | Beginning to retrieve, |
|        | information from       | at effective language  | aloud and perform      | record and present     | record and present     | record and present     |
|        | nonfiction texts       | ar emerine iambarabe   | poems                  | information from       | information from       | information from       |
|        |                        | Beginning to retrieve, | poems                  | nonfiction texts       | nonfiction texts       | nonfiction texts       |
|        | With support making    | record and present     | With support looking   | Hormedon texts         | Hormeton texts         | Hormetion texts        |
|        | comparisons within     | information from       | at effective language  | With growing           | With growing           | With growing           |
|        | and across books       | nonfiction texts       | at chective language   | independence           | independence           | independence           |
|        |                        | Homietion texts        | Beginning to retrieve, | •                      | making comparisons     |                        |
|        | Understand what I      | With support making    | record and present     | within and across      | within and across      | within and across      |
|        | have read even         | comparisons within     | information from       | books                  | books                  | books                  |
|        | though books are set   | and across books       | non-fiction texts      | DOURS                  | DOOKS                  | DOOKS                  |
|        | out differently.       | and across books       | ווטוו-ווננוטוו נכאנא   | With support           | With support           | With support           |
|        | out unicitatity.       |                        | With growing           | 1                      | distinguishing         |                        |
|        |                        |                        | With growing           | distinguishing         | uistiliguisiiliig      | distinguishing         |
|        |                        |                        | independence           |                        |                        |                        |
|        |                        |                        |                        |                        |                        |                        |

|  |  | between fact and fiction. | between fact and fiction. | between fact and fiction. |
|--|--|---------------------------|---------------------------|---------------------------|
|  |  |                           |                           |                           |
|  |  |                           |                           |                           |
|  |  |                           |                           |                           |
|  |  |                           |                           |                           |
|  |  |                           |                           |                           |
|  |  |                           |                           |                           |
|  |  |                           |                           |                           |
|  |  |                           |                           |                           |
|  |  |                           |                           |                           |
|  |  |                           |                           |                           |
|  |  |                           |                           |                           |
|  |  |                           |                           |                           |
|  |  |                           |                           |                           |
|  |  |                           |                           |                           |

|       | ginning to             | Beginning to            | making comparisons    |                       |                          |                          |
|-------|------------------------|-------------------------|-----------------------|-----------------------|--------------------------|--------------------------|
|       | -                      | distinguish             | within and across     | Make predictions      | Make predictions         | Make predictions         |
|       | tween fact and         | between fact and        | books                 |                       |                          |                          |
| ficti | tion.                  | fiction.                |                       | With increasing       | With increasing          | With increasing          |
|       |                        |                         | With support          | confidence can        | confidence can           | confidence can           |
| Mal   | ake predictions        | Make predictions        | distinguishing        | summarise what they   | summarise what they      | summarise what they      |
|       |                        |                         | between fact and      | have read.            | have read.               | have read.               |
|       | gin to summarise       | Begin to summarise      | fiction.              |                       |                          |                          |
| wha   | nat they have read.    | what they have read.    |                       | With increasing       | With increasing          | With increasing          |
|       |                        |                         | Make predictions      | confidence can draw   | confidence can draw      | confidence can draw      |
|       | th support can         | With support can draw   |                       | inferences from what  | inferences from what     | inferences from what     |
|       | aw inferences from     | inferences from what    | Begin to summarise    | has been read         | has been read            | has been read            |
| wha   | nat has been read      | has been read           | what they have read.  |                       |                          |                          |
|       |                        |                         |                       | With growing          | With growing             | With growing             |
|       | beginning to           | Is beginning to         | With increasing       | independence can      | independence can         | independence can         |
|       | mpare and contrast     | compare and contrast    | confidence can draw   | compare and contrast  | compare and contrast     | compare and contrast     |
|       | emes between           | themes between          | inferences from what  | themes between        | themes between           | themes between           |
| boo   | oks                    | books                   | has been read         | books                 | books                    | books                    |
|       |                        |                         |                       |                       |                          |                          |
|       | ith support and        | With support and        | Is beginning to       | With increasing       | With increasing          | With increasing          |
|       | affolding can          | scaffolding can provide | compare and           | independence and      | independence can         | independence can         |
| · ·   | ovide justification of | justification of views  | contrast themes       | some scaffolding can  | provide justification of | provide justification of |
| viev  | 2WS                    |                         | between books         | provide justification | views                    | views                    |
|       |                        |                         |                       | of                    |                          |                          |
|       |                        |                         | With increasing       | views                 | With support can         | With support can         |
|       |                        |                         | independence and      |                       | participate in formal    | participate in formal    |
|       |                        |                         | some scaffolding can  |                       | presentations and        | presentations and        |
|       |                        |                         | provide justification |                       | debate                   | debate                   |
|       |                        |                         | of views              |                       |                          |                          |
|       |                        |                         |                       |                       | Is beginning to          | Is beginning to          |
|       |                        |                         |                       |                       | participate in           | participate in           |
|       |                        |                         |                       |                       | discussions              | discussions              |
|       |                        |                         |                       |                       | about themes             | about themes             |
|       |                        |                         |                       |                       | and conventions.         | and conventions.         |
|       |                        |                         |                       |                       |                          |                          |
|       |                        |                         |                       |                       |                          |                          |
|       |                        |                         |                       |                       |                          |                          |
|       |                        |                         |                       |                       |                          |                          |
|       |                        |                         |                       |                       |                          |                          |

| Vac: C | Maintain pasitiva                     | Maintain nesitiva                     | Maintain resitive                     | Maintain nasitiva                     | Maintain nasitiva                     | Maintain nasitira                     |
|--------|---------------------------------------|---------------------------------------|---------------------------------------|---------------------------------------|---------------------------------------|---------------------------------------|
| Year 6 | Maintain positive attitudes towards a |
|        |                                       |                                       |                                       |                                       |                                       |                                       |
|        | range of books and                    |
|        | authors.                              | authors.                              | authors.                              | authors.                              | authors.                              | authors.                              |
|        | Participate in                        | Participate in                        | Participate with                      | Participate with                      | Participate with                      | Participate with                      |
|        | discussions                           | discussions                           | increasing                            | increasing confidence                 | increasing confidence                 | increasing confidence                 |
|        | about books.                          | about books.                          | confidence and                        | and clarity in                        | and clarity in                        | and clarity in                        |
|        |                                       |                                       | clarity in discussions                | discussions                           | discussions                           | discussions                           |
|        | With increasing                       | With increasing                       | about books.                          | about books.                          | about books.                          | about books.                          |
|        | confidence                            | confidence                            |                                       |                                       |                                       |                                       |
|        | recommend books to                    | recommend books to                    | can confidently                       | can confidently                       | can confidently                       | can confidently                       |
|        | peers                                 | peers                                 | recommend books to                    | recommend books to                    | recommend books to                    | recommend books to                    |
|        | l l                                   | p                                     | peers and provide                     | peers and provide                     | peers and provide                     | peers and provide                     |
|        | Using dictionaries                    | Using dictionaries                    | justification of views                | justification of views                | reasoned justification                | reasoned justification                |
|        | and thesauruses and                   | and thesauruses and                   | Justineation of views                 | justification of views                | of views                              | of views                              |
|        | checking                              | checking                              | Can independently                     | Can independently                     | Of Views                              | or views                              |
|        | understanding of                      | understanding of                      | use dictionaries and                  | use dictionaries and                  | Can independently                     | Can independently                     |
|        | words and meaning                     | words and meaning                     | thesauruses to check                  | thesauruses to check                  | use dictionaries and                  | use dictionaries and                  |
|        | with                                  | with                                  | understanding of                      | understanding of                      | thesauruses to check                  | thesauruses to check                  |
|        | increasing accuracy                   | increasing accuracy                   | words and meaning                     | words and meaning                     | understanding of                      | understanding of                      |
|        | increasing accuracy                   | increasing accuracy                   | words and meaning                     | words and meaning                     | words and meaning                     | words and meaning                     |
|        | Mith accompant can lead               | NA/:+h accompant again la alc         | M/ith growing                         | \A/:+la anavvina                      |                                       |                                       |
|        | With support can look                 | With support can look                 | With growing                          | With growing                          | with increasing                       | with increasing                       |
|        | at effective language                 | at effective language                 | independence can                      | independence can                      | confidence and                        | confidence and                        |
|        |                                       |                                       | evaluate effective                    | evaluate effective                    | accuracy                              | accuracy                              |
|        | Beginning to retrieve,                | Beginning to retrieve,                | language choices                      | language choices                      |                                       |                                       |
|        | record and present                    | record and present                    |                                       |                                       | Can evaluate effective                | Can evaluate effective                |
|        | information from                      | information from                      | Can retrieve, record                  | Can retrieve, record                  | language choices                      | language choices                      |
|        | nonfiction texts                      | nonfiction texts                      | and present                           | and present                           |                                       |                                       |
|        |                                       |                                       | information from                      | information from                      | Can confidently and                   | Can confidently and                   |
|        | With growing                          | With growing                          | non-fiction texts                     | nonfiction texts                      | accurately retrieve,                  | accurately retrieve,                  |
|        | independence                          | independence                          |                                       |                                       | record and present                    | record and present                    |
|        | making comparisons                    | making comparisons                    | Can make                              |                                       |                                       | information from                      |
|        | within and across                     | within and across                     | comparisons within                    | comparisons within                    | nonfiction texts                      | nonfiction texts                      |
|        | books                                 | books                                 | and across books                      | and across books                      |                                       |                                       |
|        |                                       |                                       |                                       |                                       | Can make                              | Can make                              |
|        | With support                          | With support                          |                                       |                                       | comparisons within                    | comparisons within                    |
|        | distinguishing                        | distinguishing between                |                                       |                                       | and across books with                 | and across books with                 |
|        |                                       | fact and fiction.                     |                                       |                                       |                                       |                                       |

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