

Reading at Sunnyside Primary Academy

Our Intent

When our pupils leave Sunnyside, we expect them to be enthusiastic and fluent readers, who read for pleasure having had access to a wide range of text types, genres and authors in order for them to suggest preferences and opinions about the texts they read. Our pupils are exposed to a wide range of vocabulary to assist them to use in their writing and formal and informal speech.

Implementation

The Teaching of Skills	The Application of Skills	Vocabulary
<p>All pupils are expected to succeed and make progress from their starting points. Teachers teach the skills needed to succeed in English providing inspiring examples of good practice.</p>	<p>Pupils apply English skills with ease throughout the entire curriculum.</p>	<p>Ambitious vocabulary is encouraged in all areas of the curriculum and is expected to be applied in everyday situations.</p>

Writing	Reading	Phonics
<p>We teach pupils to orally rehearse sentences and give our pupils the opportunity to imitate before becoming independent writers using their own style. Writing is taught across the whole curriculum to ensure that the skills taught in English are applied across all other subjects.</p>	<p>Teachers teach reading skills at all levels, which are then practiced independently. Reading is taught during discreet lessons through individual reading and across other curriculum areas to ensure reading skills are applied to other subjects. In key stage two, this is a mastery approach focusing upon the key domains. We offer a huge variety of books for the pupils to read, including those from reading schemes and a variety of books in our well stocked library. KS2 Book talk lesson looking at vocab – reading lessons.</p>	<p>We teach phonics daily in Reception and Key Stage 1 through the Letters and Sounds programme. It is a systematic and fast paced approach to teaching phonics.</p>

Speaking and Listening	SPAG	Reading for Pleasure
<p>We encourage pupils to express themselves confidently and to communicate fluently and articulately, with clarity and purpose, in an interesting and varied manner. Similarly, they are encouraged to listen and to appreciate other speakers.</p>	<p>Spelling, punctuation and grammar are taught as part of writing lessons. Correct use of SPAG is encouraged across all subject areas.</p>	<p>Staff read to our pupils daily. They model the excitement and expression that story telling brings. Once a week, different year groups join together for mixed age paired reading. This will resume once restrictions are lifted.</p>

Essential Characteristics of readers

- Excellent phonic knowledge and skills.
- Fluency and accuracy in reading across a wide range of contexts throughout the curriculum.
- Knowledge of an extensive and rich vocabulary.
- An excellent comprehension of texts.
- The motivation to read for both study and for pleasure.
- Extensive knowledge through having read a rich and varied range of texts.

Our essential Domains

- Retrieval
- Inference
- Text Structure
- Compare and Contrast
- Vocabulary
- Reviewing and Performing
- Phonics

Our key Concepts

Retrieval	Inference	Text Structure	Compare and Contrast	Vocabulary	Reviewing and Performing	Phonics
<ul style="list-style-type: none"> • Retelling • Sequencing • Answering 'find it' questions • Summarising and Note Making • Skimming and scanning • Asking 'find it' questions 	<ul style="list-style-type: none"> • Predicting • Cause and effect • Identifying evidence to support and justify • Asking and answering 	<ul style="list-style-type: none"> • Use and function of structural features • Features of different text types • Audience and Purpose 	<ul style="list-style-type: none"> • Identifying similarities and differences • Identify, compare and contrast vocabulary • Making links 	<ul style="list-style-type: none"> • Identify vocabulary • Explain the meaning of words • Explain the intended impact of words and phrases upon the reader. • Explain how language is linked to audience and purpose. 	<ul style="list-style-type: none"> • Discussing and Debating. • Evaluating and Reviewing • Presenting and performing 	<ul style="list-style-type: none"> • Decoding • Common exception words • Fluency

Domain	Concepts	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Retrieval	Retelling	Retell a story with actions and / or picture prompts as part of a group. Use story language when acting out a narrative.	Retell story read or heard, parts of a story using props e.g. puppets/ small world/ series of pictures.	Orally retelling a wider range of stories using actions and visual cues from the story.	Retell a wide range of stories orally using actions and visual cues	Retell a wide range texts orally which is balanced and clear	See summarising and sequencing boxes	
	Sequencing	Can sequence pictures from a story or with familiar events	Sequence pictures for the beginning, middle and end of a story read	Sequence events from a story, explaining reasons for choices	Sequence pictures or texts from a story or non-fiction text read justifying reasons for choices	Show understanding of the text by sequencing a selection of unknown text so that they make	Sequence sections/ outlines of unknown texts based upon knowledge of genre features	Manipulate sections of stories to create and explore more complex narratives e.g. dual narration, flash back
	Answering 'find it' questions	They answer 'how' and 'why' questions about their experiences & in response to stories or events.	Answer simple questions about characters, setting and key events in a story	Answer questions about characters, setting/s and key events Answer find it questions about key	Find and select the word/s in a section of a text to answer find it questions	Find and select words and phrases to answer find it questions from different sections of unknown texts	Find and select words and phrases from across a whole text to answer find it questions	Find, select and combine relevant words and phrases from more than one text/source to support answers to find it questions

		-Follow text to play 'jump in' in phonics -'Fastest finger' to answer questions in phonics.		information in a non-fiction text				
	Summarising and Note Making	Can explain the main events of a story Can draw pictures of characters/ event / setting in a story. May include labels, sentences or captions.	Identify and discuss the setting and names of the characters in a story	Explain and discuss the key information from what is seen or read (link to sequencing).	Summarise orally and in writing the main points from a paragraph using a wider range of prompts	Summarise orally and in writing the main points from several paragraphs or sections of a text	Identify the main ideas from several paragraphs and provide key additional information from a section of the text to support this	Identify the main idea from across several paragraphs or sections of the text and provide key additional information from the text to support this Summarise the themes or viewpoints for different texts
	Skimming and Scanning	Skimming and scanning	'Fastest finger' to answer questions in phonics.	Scan text to find given words and phrases	Skim and scan to identify and use headings and sections in books (glossaries, indexes, contents) to retrieve information	Scan different sections of unknown texts (fiction and non-fiction) to find missing information	Scan different texts to find evidence to support answers to questions Speed read or skim the text to gain the gist or main idea	Appropriately select and apply skimming and scanning skills to a range of other texts across the curriculum e.g. history and geography

	Asking 'find it' questions	They listen to stories, accurately anticipating key events & respond to what they hear with relevant comments, questions and reactions.		Ask relevant questions about a story or on-fiction text	Generate find it questions for a section of fiction and non-fiction texts (which are relevant)	Generate relevant find it questions from different sections of fiction and non-fiction texts	Ask relevant find it questions which explore the detail of a text or which require comparison across fiction and non-fiction	Generate find it questions relevant to different sections of a non-fiction text Ask relevant find it questions about different sections of a story read
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Domain	Concepts	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Inference	Predicting	Make predictions They listen to stories, accurately anticipating key events & respond to what they hear with relevant comments, questions and reactions.	Predict whether a book will be story or non-fiction based upon the cover and title. Predict what might happen based on what has been read so far	Make predictions prior to reading based upon the title, cover and skim reading of illustrations Make predictions based upon events in the text so far Make predictions using	Make predictions prior to reading based upon the title, cover and skim reading of illustrations, contents page and headings Make predictions based upon events and actions of characters so far in a story Make predictions drawing upon knowledge from other texts Make predictions based upon background	Make predictions prior to reading about the likely type of characters or events in a story based upon the front cover, title, knowledge of the author and different genres of writing Make plausible predictions based upon events and actions of	Make predictions about characters based upon reading so far – identifying a range of evidence within and beyond the text to support opinion Categorise predictions as likely/unlikely based upon what has been read so far	Make predictions about characters, plots and themes of stories based upon knowledge of fiction genres and other books by the same author Make predictions using evidence

				experience of reading books based on other familiar texts		characters so far in a story – identifying evidence in the text Make predictions using knowledge from other texts		stated and implied
	Cause and effect	Talk about what happens and why these things occur.		Begin to describe (in book talk) cause and effect e.g. the effect a character’s actions have on other characters.	Identify the cause of an event Infer an effect of a specific event or action	Identify the multiple causes of an event Infer and comment on a range of possible effects of a specific event or action	Infer and comment on the possible causes of events and actions Identify which causes are most/least likely based upon evidence in the text and beyond	Infer, comment on and make links between the cause and effects of events and actions Evaluate the impact of different causes and effects on people and places
	Identifying evidence to support and justify	They develop their own narratives and explanations by	Make links to personal experiences Make inferences about character	Draw upon personal experiences when commenting on a text	Justify inferences with evidence Infer characters’ feelings, thoughts and motives	Justify inferences with evidence from within the text and experiences and/or reading beyond the text	Justify inferences backed by one type of textual evidence from across the text Infer and explain how a character’s	Justify inferences backed by a range of types of evidence from across the text Infer

		connecting ideas or events.	types based on actions E.g. infer stock character types (good/bad/evil/hero etc.) based upon their actions	Draw upon knowledge of the topic outside of the book including other similar books Make simple inferences about character feelings		Infer characters' feelings, thoughts and motives from their actions at different points in a story	thoughts, feelings or motives have changed over the course of the text Identify statements of fact and opinion	and compare different characters' thoughts, feelings and motives at the same points in a story Distinguish between statements of fact
	Asking and answering	They listen to stories, accurately anticipating key events & respond to what they hear with relevant comments, questions and reactions		Ask and answer simple relevant inference/ detective questions about a story or simple nonfiction text (no evidence needed)	Ask and answer inference/ detective relevant questions about a story or non-fiction text which begins to develop character's feelings and actions	Ask and answer inference/ detective relevant questions about a story or non-fiction text which begins to develop character's feelings, actions and motives	Ask and answer relevant inference/ detective questions for a range of fiction and non-fiction texts In discussion and <u>role ask</u> /answer relevant inferences/ detective questions about characters' feelings, actions, <u>thoughts</u> and motives	Ask find it inference/ detective questions which explore the detail of a text or which require comparison across the text
Domain	Concepts	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6

Text Structure	Use and function of structural features		<p>Understand and use correctly, terms referring to conventions of print: book, cover, beginning, end, page, word, letter, line</p> <p>Identify the title, blurb and author of a story or non-fiction book</p> <p>Discuss the significance of the title</p>	<p>Read non-fiction texts that are structured in different ways</p> <p>Begin to identify and name a range of common organisers in non-fiction texts e.g. contents, headings, index, glossary</p>	<p>Read fiction and non-fiction texts that are structured in different ways</p> <p>Name and describe the function of a range of common organisers in non-fiction texts (Y2: contents, headings, index, glossary + Y3: sub-headings, diagrams)</p> <p>Use a range of structural organisers (see previous bullet point) to retrieve information from non-fiction texts</p> <p>Recognise that pictures/photographs can give as much information as the text</p> <p>Describe how each successive parts of a text builds on the meaning of earlier sections</p>	<p>Read fiction and non-fiction texts that are structured in different ways</p> <p>Name, use and describe the function of a wider range of common organisers in non-fiction texts (Y2/3: contents, headings, index, glossary, sub-headings, diagrams + Y4: captions and labels,</p> <p>Use a range of structural organisers (see previous bullet point) to retrieve information from non-fiction texts</p> <p>Recognise and explain how presentational devices impact</p>	<p>Read fiction and non-fiction texts that are structured in different ways</p> <p>Identify structural organisers and make comparisons within and across books</p> <p>Explain why the author has chosen to structure/present the text in particular way or use a particular structural features</p> <p>Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem</p>	<p>Read fiction and non-fiction texts that are structured in different ways</p> <p>Identify structural organisers and make comparisons within and across books</p> <p>Discuss the effectiveness of different structures/presentations of fiction and non-fiction</p> <p>Use text structure to help summarise the text (AF2)</p> <p>Analyse how a particular sentence, chapter, scene, or stanza fits into the overall</p>

						on reading and support meaning e.g. italics, bold, diagrams, bullet points Explain how topic sentences help cue the reader into the content of paragraphs		structure of a text and contributes to the development of the theme, setting, or plot
	Features of different text types	Beginning to understand that a non-fiction is a non-story- it gives information instead. Fiction means story. Can point to front cover, back cover, spine, blurb, illustration, illustrator, author and title.	Recognise some typical characters and settings of fairy stories and traditional tales (book work) Understand the difference between fiction/non-fiction Begin to describe the overall structure of a story e.g. being about to answer: "What	Recognise and describe some typical features, similarities and differences between fiction and non-fiction texts Describe the overall structure of a story, e.g. including how the beginning introduces story and	Recognise and name some different forms of poetry Compare and contrast features of stories read e.g. characters, settings, themes	Recognise and describe the typical features of a wider range of forms of poetry Recognise and describe some features of fiction genres Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza	Identify, compare and contrast the features of a range of poetry, non-fiction and fiction genres	Identify, compare and contrast the features of a range of fiction genres Explain major differences between text types

			is the problem in the story?"	the ending concludes the action				
	Audience and Purpose				Begin to read for a range of purposes e.g. research, pleasure, locate specific information Recognise the intended audience and purpose of some non-fiction genres	Read for a range of purposes e.g. research, pleasure, locate specific information	Read for a range of purposes e.g. research, pleasure, locate specific information, gain an overview	Read for a range of purposes e.g. research, pleasure, locate specific information, gain an overview, compare and contrast
Domain	Concepts	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Compare and Contrast	Identify similarities and differences	Looks closely at similarities, differences, patterns & change	Understand the difference between fiction and nonfiction	Read non-fiction books which are structured in different ways Identify and describe some differences between fiction and non-fiction books Compare and contrast two or more versions of	Compare and contrast features of stories read e.g. characters, settings, openings, endings Compare and contrast two or more versions of the same story e.g. comparing a play script of a story to the narrative	Compare and contrast character development in a play to characterisation in stories or narrative poetry Compare and contrast information from different sources about the same topic, identifying similarities in content and structure	Identify, compare and contrast the features of a range of different forms of ➤ Poetry ➤ Non-fiction ➤ Fiction Compare and contrast purpose and viewpoint and evaluate the usefulness of each source	Identify, compare and contrast the features of a range of fiction genres (e.g. contemporary v traditional) including poetry Compare information, ideas, values and attitudes represented within and across texts

				the same story e.g. two versions of the same story		Compare and contrast the themes, settings, and plots of stories	Begin to compare and contrast authors' styles	Analyse how an author develops and contrasts the points of view of different characters or narrators in a text Compare and contrast authors' style, purpose and viewpoint.
	Identify, compare and contrast vocabulary??	Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.	Begin to identify similar and repeated language which occurs in more than one story e.g once upon a time	Compare and contrast language within a type of story read e.g. traditional tales – one early morning/ once upon a time	Compare and contrast language within a type of story read e.g. fairy tales and plays	Compare and contrast language across different types of stories read e.g. fairy tales, myths and legends and science fiction	Compare the language of poetry, prose and non-fiction for the same theme or information	Compare and contrast different language within and across books
	Making Links	They develop their own narratives and explanations	Link reading to personal experiences	Discuss the sequence of events in stories Discuss how items of	Identify and compare themes of fictional stories	Identify and compare themes in a wider range of fiction and nonfiction	Compare how a common theme is presented in a range of texts	Compare and contrast themes and topics in stories of the same genre

		by connecting ideas or events.		information are related in a book Make links between current and prior reading				e.g. mysteries and adventure stories Explain the relationship between characters, plot, setting, point of view and theme
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Domain	Concepts	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Vocabulary	Identify vocabulary	Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. Extends vocabulary, es by grouping and naming, exploring the meaning and sounds of new words.	Recognise vocabulary associated with different genres provided by the teacher	Recognise simple recurring literary language in stories and poems e.g. repetition	Identify patterns in language e.g. repetition, rhyme, alliteration Identify and generate words with similar meanings or linked to a specific focus	Identify and generate words with similar and opposite meanings	Identify figurative language devices	Identify words and phrases that create a particular mood, feeling or attitude including figurative language

	Explain the meanings of words	Uses talk to organise, sequence & clarify thinking, ideas, feelings & events.	Discuss word meanings, linking new meanings to those already known	Discuss and clarify the meanings of new words, linking new meanings to known vocabulary Begin to use a range of skills (such as morphology and word classes) to identify the meaning of unknown words to help place them into context	Apply their growing knowledge of root words, prefixes and suffixes to understand the meaning of new words they meet Explain the meaning of words in given contexts Begin to discuss language to extend their interest in the meaning and origin of words Begin to use dictionaries to check the meaning of words that they have read	Apply their growing knowledge of root words, prefixes and suffixes to understand the meaning of new words they meet Explain the meaning of words in given contexts Discuss language to extend their interest in the meaning and origin of words Use dictionaries to check the meaning of words that they have read	Apply their growing knowledge of grammar, morphology and etymology to understand the meaning of new words that they meet in context Ask questions about vocabulary to improve their understanding	Apply their growing knowledge of grammar, morphology and etymology to understand the meaning of new words that they meet in context Ask questions to help clarify their understanding of vocabulary
	Explain the intended		Recognise and join in with predictable	Discuss their favourite words	Discuss words and phrases that	Discuss words and phrases that capture	Discuss how language contributes to	Explain how words and phrases create a particular mood,

	impact of words and phrases on the reader		phrases	and phrases from the text	capture the reader's interest and imagination	the reader's interest and imagination giving reasons for their choices Explain why the author has used a particular word or phrase	the overall meaning Discuss how authors use figurative language and the impact of these on the reader Compare the impact of different language devices within a text	feeling or attitude Consider the impact on the reader of a range of vocabulary/language devices Compare the impact of language devices across texts
	Recognise and explain how language is linked to audience and purpose	Shows awareness of audience in way the speak (change intonation for younger children etc).	Capture and apply new vocabulary in writing	Collect and apply new vocabulary in writing	Begin to recognise key vocabulary and language features from different genres and apply to writing.	Recognise key vocabulary and language features from different genres and apply to writing.	Recognise language and vocabulary used by an author for a specific genre and compare to another author, considering impact on reader.	Recognise and compare language and vocabulary features across different text types and between authors and consider impact on reader. Suggest how language would need to change for different audiences
Domain	Concepts	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Reviewing and Performing	Discussing and debating	To look at someone who is speaking to them To take turns to speak	Participate in discussion about what is read to them (stories, poems and non-fiction at a level	Listen to, discuss and express views about a wide range of contemporary and classic	Discuss a range of fiction, poetry, plays, non-fiction and reference	Discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks that	Participate in discussions about books, building on their own and others' ideas	Participate in discussions about books, building on their own and others' ideas Challenge views courteously

		<p>when working in a group</p>	<p>beyond which they can read independently), Take turns and listen to what others say</p>	<p>poetry, stories and nonfiction at a level beyond that at which they can read independently Participate in discussion about books, poems & other works that they can read for themselves, Take turns and listen to what others say Explain their understanding of books poems and other materials that they have read and which have been read to them</p>	<p>books or textbooks that they have read themselves and which have been read to them Take turns, listen to what others say Discuss specific events, characters or sections of a text Discuss words and phrases which captures the readers interest and imagination</p>	<p>they have read themselves and which have been read to them Take turns, listen to what others say and ask follow up questions to contributions made by others Identify and discuss the purpose of a text and the intended impact on the reader Identify and discuss the difference between fact and opinion Discuss the impact words and phrases which capture the readers interest and imagination</p>	<p>Ask questions to clarify others' opinions Explain and discuss their understanding of what they have read Provide reasoned justifications for their views Identify and discuss themes and points of view within and across texts</p>	<p>Explain and discuss their understanding of what they have read through formal debates Provide reasoned justifications and a wider range of evidence to support their views Comment on the overall impact of a text on the reader</p>
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	Evaluating and Reviewing	To use 'because' to develop their ideas when explaining their likes and dislikes	State whether they like a story or poem	State whether they like a story and characters within the story State which text they prefer and give a reason to support their opinion	Write structured reviews of a text, stating which were their favourite parts and why	Write structured reviews of a text, evaluating the overall text as well as reviewing specific elements	Recommend to their peers orally and in writing books that they have read Give reasons for recommendations Write independent reviews of a text	Recommend books that they have read to wider audiences e.g. on-line, library Write independent reviews and give reasons for specific recommendations
	Presenting and performing	Recognise and join in with predictable phrases - Recite some poems and rhymes by heart Retell key fairy stories and traditional tales verbally.	Recognise and join in with predictable phrases Recite some poems and rhymes by heart Retell key fairy stories and traditional tales verbally.	Continue to build up a repertoire of poems learnt by heart, reciting some, with appropriate intonation to make the meaning clear Retell a wider range of fairy stories and traditional tales verbally	Prepare poems and play scripts to read aloud and to perform, showing understanding through volume and action	Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action	Learn a range of poetry by heart Prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience Explain their understanding by presenting some of their ideas to others	Learn a wider range of poetry by heart Prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience Explain and discuss their understanding of what they have read through formal presentations
Domain	Concepts	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Phonics	Decoding	Say a sound for each letter in the	To apply phonic knowledge and skills as the	To continue to apply phonic knowledge and	To use their phonic knowledge	To read most words fluently and attempt to	To read most words fluently and attempt to	To read fluently with

		<p>alphabet and at least 10 digraphs</p> <p>Use phonics knowledge to decode regular words and read them aloud accurately.</p> <p>Can read some irregular common words.</p> <p>Read and understand simple sentences.</p> <p>Demonstrate understanding when talking with others about what they have read.</p>	<p>route to decode words. To blend sounds in unfamiliar words using the GPCs that they have been taught.</p> <p>To respond speedily, giving the correct sound to graphemes for all of the 40+ phonemes.</p> <p>To read words containing taught GPCs.</p> <p>To read words with -s, -es, -ing, -ed and -est endings.</p> <p>To read words with contractions, e.g. I'm, I'll.</p>	<p>skills as the route to decode words until automatic decoding has become embedded and reading is fluent.</p> <p>To read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.</p> <p>To accurately read most words of two or more syllables.</p> <p>To read most words containing common suffixes.</p>	<p>to decode quickly and accurately (may still need support to read longer unknown words).</p> <p>To apply their growing knowledge of root words and prefixes, - in-, im-, il-, ir-, dis, mis-, un-, re-, sub-, inter-, super-, anti- and auto- begin to read aloud.*</p> <p>To apply their growing knowledge of root words and suffixes/word endings, -ation, -ly, -ous, -ture, -</p>	<p>decode any unfamiliar words with increasing speed and skill. To apply their knowledge of root words, prefixes and suffixes/word endings to read aloud fluently.*</p>	<p>decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues. To apply their growing knowledge of root words, prefixes and suffixes/word endings, including -sion, tion, -cial, -tial, -ant/-ance/-ancy, -ent/-ence/ency, -able/-ably and -ible/ibly, to read aloud fluently.*</p>	<p>full knowledge of all Y5/Y6 exception words, root words, prefixes, suffixes/word endings* and to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues.</p>
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					sure, sion, - tion, ssion and cian, to begin to read aloud.*			
	Common Exception Words	To read some common exception words.	To read Y1 common exception words, noting unusual correspondenc es between spelling and sound and where these occur in words.	To read most Y1 and Y2 common exception words*, noting unusual correspondenc es between spelling and sound and where these occur in the word.	To begin to read Y3/Y4 exception words.*	To read all Y3/Y4 exception words*, discussing the unusual correspondenc es between spelling and sound and where these occur in the word.	To read most Y5/Y6 exception words, discussing the unusual correspondences between spelling and sound and where these occur in the word.	
	Fluency	Read aloud simple sentences and books that are consisten t with their phonic knowledge, including some common exception words.	To accurately read texts that are consistent with their developing phonic knowledge, that do not require them to use other strategies to work out words. To reread texts to build up	To read aloud books (matched to their improving phonic knowledge), sounding out unfamiliar words accurately, automatically and without undue hesitation.	At this stage, teaching comprehension skills should be taking precedence over teaching word reading and fluency specifically. Any focus on word reading should support the development of vocabulary.			

			fluency and confidence in word reading.	To reread these books to build up fluency and confidence in word reading. To read words accurately and fluently without overt sounding and blending, e.g. at over 90 words per minute, in age-appropriate texts.	
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Impact

- Pupils will enjoy reading across a range of genres.
- Pupils of all abilities will be able to succeed in reading lessons
- Pupils will use a range of strategies for decoding words, not solely relying on phonics
- Pupils will have a good knowledge of a range of authors
- Pupils will be ready to read in any subject in their forthcoming secondary education
- Parents and carers will have a good understanding of how they can support reading and home, and contribute regularly to home-school records
- The % of pupils working at ARE within each year group will be at least in line with national averages.
- The % of pupils working at Greater Depth within each year group will be at least in line with national averages
- There will be no significant gaps in the progress of different groups of pupils (e.g. disadvantaged vs non-disadvantaged)

Progress Milestones

	Milestone 1	Milestone 2	Milestone 3
Phonics			
Decoding	<p>Apply phonic knowledge and skills as the route to decode words.</p> <p>Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes.</p> <p>Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.</p> <p>Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.</p> <p>Read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings.</p> <p>Read other words of more than one syllable that contain taught GPCs.</p> <p>Read words with contractions (for example, I’m, I’ll, we’ll) and</p>	<p>Apply a growing knowledge of root words, prefixes and suffixes (etymology and morphology).</p> <p>Read further exception words, noting the spellings.</p>	<p>Apply knowledge of root words, prefixes and suffixes.</p> <p>Read age-appropriate books with confidence and fluency (including whole novels).</p> <p>(Note: this should be through normal reading rather than direct teaching.)</p>

	<p>understand that the apostrophe represents the omitted letter(s).</p> <p>Read aloud accurately books that are consistent with phonic knowledge and that do not require other strategies to work out words</p> <p>Re-read these books to build up fluency and confidence in word reading.</p> <p>Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.</p> <p>Read accurately words of two or more syllables that contain the same graphemes as above.</p> <p>Read words containing common suffixes.</p> <p>Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered.</p> <p>Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar</p>		
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	<p>words accurately, automatically and without undue hesitation.</p> <p>Re-read books to build up fluency and confidence in word reading.</p>		
<ul style="list-style-type: none"> • Retrieval • Inference • Text Structure • Compare and Contrast • Vocabulary • Reviewing and Performing 	<p>Discuss events.</p> <ul style="list-style-type: none"> • Predict events. • Link reading to own experiences and other books. • Join in with stories or poems. • Check that reading makes sense and self-correct. • Infer what characters are like from actions. • Ask and answer questions about texts. • Discuss favourite words and phrases. 	<p>Draw inferences from reading.</p> <ul style="list-style-type: none"> • Predict from details stated and implied. • Recall and summarise main ideas. • Discuss words and phrases that capture the imagination. • Retrieve and record information from non-fiction, using titles, headings, sub-headings and indexes. • Prepare poems and plays to read aloud with expression, volume, tone and intonation. • Identify recurring themes and elements of different stories (e.g. good triumphing over evil). 	<p>Recommend books to peers, giving reasons for choices.</p> <ul style="list-style-type: none"> • Identify and discuss themes and conventions in and across a wide range of writing. • Make comparisons within and across books. • Learn a wide range of poetry by heart. • Prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience. • Check that the book makes sense, discussing understanding and

	<ul style="list-style-type: none"> • Listen to and discuss a wide range of texts. • Recognise and join in with (including role-play) recurring language. • Explain and discuss understanding of texts. • Discuss the significance of the title and events. • Make inferences on the basis of what is being said and done. 	<ul style="list-style-type: none"> • Recognise some different forms of poetry. • Explain and discuss understanding of reading, maintaining focus on the topic. • Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. • Predict what might happen from details stated and implied. • Identify main ideas drawn from more than one paragraph and summarise these. • Identify how language, structure and presentation contribute to meaning. <p>Ask questions to improve understanding of a text.</p>	<p>exploring the meaning of words in context.</p> <ul style="list-style-type: none"> • Ask questions to improve understanding. • Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. • Predict what might happen from details stated and implied. • Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas. • Identify how language, structure and presentation contribute to meaning. <p>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.</p> <ul style="list-style-type: none"> • Retrieve and record information from non-fiction.
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