Year group	Wider Reading Skills	Word Reading & Fluency (see phonics overview for EYFS and KS1)	Vocabulary	Inference	Prediction	Explanation	Retrieval	Sequence or Summarise
FS1 Knowledge	I know: • Print can have different purposes: signs, warnings, information, books • The names of the different parts of a book – front cover, page, author, title • Pages should be turned in sequence • To listen to longer stories I should: sit comfortably, look towards the reader, maintain focus (core texts) • Practice and repeatedly saying/singing helps me learn things by heart • It is important to talk about familiar books to help my understanding about events, characters, likes and dislikes • That I can use words using words as well as actions to express what I think • A question needs a response • A response can be verbal or actions • To answer a why question, I need to give a reason • An instruction should be followed	I know: • Print has meaning • Print is read from left to right • Print is read from top to bottom • A rhyme is two words which sound similar • A word can have more than one beat (syllable) • Words can begin with same initial sound i.e. **m**oney/**m**other • To pronounce sounds correctly, I need to change the position of my mouth and tongue	I know: • A conversation involves a back and forth response with another person/s • To start a conversation, I need to initiate talk • To sustain conversation, I need to comment on what is being said/listen to the response • Talk can be used to organise play and share ideas • To try and use newly learned words					
FS1 Skills	I can: • Listen to stories showing good attention • listen to longer stories • I can remember much of what happens • Use longer sentences of four to six words • Share books with others and discuss things seen and heard, likes and dislikes • Sing a repertoire of rhymes and songs (see core text list) • Answer 'why' questions • Follow instructions that have two parts.	I can: • Say sounds and words with improved clarity • Clap syllables in words • Spot or suggest rhymes, • Count or clap syllables in a word, • Recognise words with the same initial sound • Recognise print in a book and in the environment	I can: • engage in extended conversations about stories, play, events with another person • Use a wider range of vocabulary in the right context • Use talk to organise myself and my play					
Vocabulary								

Ready to progress from the end of FS1
- Listen to stories showing good attention
- Use longer sentences of four to six words
- Say sounds and words with improved clarity
- Recognise words with the same initial sound
- Recognise print in a book and in the environment
- Engage in extended conversations about stories, play, events with another person
Use talk to organise myself and my play

Year group	Wider Reading Skills	Word Reading & Fluency (see phonics overview for EYFS and KS1)	Vocabulary	Inference	Prediction	Explanation	Retrieval	Sequence or Summarise

	Ready to progress from the end of FS1 • Listen to stories showing good attention • Use longer sentences of four to six words • Say sounds and words with improved clarity • Recognise words with the same initial sound • Recognise print in a book and in the environment • Engage in extended conversations about stories, play, events with another person • Use talk to organise myself and my play							
F2 Knowledge	I know: • that asking questions can develop my understanding • texts types have different purposes: to entertain and to inform • my opinion is sharing my view about something and that opinions may differ (we should be respectful of these) • The features of a fiction book: character, page, blurb, event, illustrator • Non-fiction books often include information and facts about a topic • people can have favourite books and characters • linking what I have read or heard to my own experiences helps my understanding	I know: • Each letter represents a sound • Some letters are special friends and together make a different sound • We blend sounds together to make words. • The sounds taught in FS2 RWinc (Set 1 SF and ll, ck, ss, ff) • Some words aren't phonetically decodable and these need to be read on sight. • Each word in a sentence must be read for it to make sense • A full stop means the end of a sentence and I should pause before starting the next sentence	I know: • A conversation involves a back and forth response with another person/s • To sustain conversation, I need to comment on what is being said/listen to the response • A growing range of vocabulary from books, conversations and wider experiences • to make comments about what I have heard to share my thoughts and understanding • to ask questions using *what* and *why* to clarify understanding of new words • Some stories have repeated words and phrases		I know: • The pictures in books may provide clues about the story. • The features of the book: title, illustrations and blurb can provide clues to the story.	I know: • I can have favourite characters and stories	I know: • That information can be retrieved from different sources such as books, posters and computers. (R)	I know: • Stories have key events
F2 Skills	I can: • Ask questions to clarify and extend my understanding • Recite some Nursery Rhymes and traditional rhymes (see core text list) • I can talk about familiar stories and can make comments about what I have heard using new vocabulary • Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary • Begin to use my knowledge of my own experiences to help me make sense of what I have read or heard	I can: • Say a sound for each letter in the alphabet each letter in the alphabet and at least 10 digraphs • Read most common CVC words, without the need for sounding and blending. • Read 4 and 5 sound words using fred talk • Read aloud simple sentences that are consistent with their phonics knowledge • Read some common exception words • Read books consistent with my phonics knowledge	I can: • engage in extended conversations about stories, play, events with another person • Join in with repeated and favourite words/phrases • Use and understand recently introduced vocab during small group, class, one-to-one and role play		I can: • Use illustrations to predict what might happen next. (P) • Anticipate key events in stories where appropriate	I can: • Talk about my likes and dislikes when discussing stories and characters that I know: *I like the part where…* *My favourite character is…because…* *I don't like the part…* *My favourite book on Monsters is… because…* • Offer explanations for why things might happen	I can: • With support can find information to answer simple questions. (R) • Demonstrate an understanding of what has been read by retelling stories and narratives using my own words and recently introduced vocabulary.	I can: • Retell stories and narratives using my own words and new vocab
F2 Vocabulary	**New vocabulary to introduce:** questions, discuss, conversation, listen, opinions, likes, dislikes, rhymes, Nursery Rhymes, poems, characters, favourite Fiction, non fiction, story, character, event, fictional, title, blurb, page, word, letter, author, illustrator Non-fiction, fact, photograph, contents	**New vocabulary to introduce:** phoneme, phonics, blend, letter, sound, special friends, pause	**New vocabulary to introduce:** Meaning, vocabulary, rhyme, repeated, sound, discuss, listen, question, what, why		**New vocabulary to introduce:** Predict, pictures, clues, words, title, blurb, cover	**New vocabulary to introduce:** Non-fiction, fiction, factual, information, explain, reason, like, dislike	**New vocabulary to introduce:** How, why, what, when, question, retrieve	**New vocabulary to introduce:** Order, events, pattern, repeat, beginning, middle, end,
Year Group	**Wider Reading Skills**	**Word Reading & Fluency** (see phonics overview for EYFS and KS1)	**Vocabulary**	**Inference**	**Prediction**	**Explanation**	**Retrieval**	**Sequence or Summarise**
	Ready to progress from FS2 (ELGs): • Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary • Anticipate – where appropriate – key events in stories							

- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play
- Say a sound for each letter in the alphabet and at least 10 digraphs
- Read words consistent with their phonic knowledge by sound-blending
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words

	Wider Reading Skills	Word Reading & Fluency	Vocabulary	Inference	Prediction	Explanation	Retrieval	Sequence or Summarise
Y1 Knowledge	I know: • A wide range of poems, stories, traditional tales and non-fiction at a level beyond that at which I can read independently (see core text list) • To ask questions to clarify my understanding • Using my own experiences, can help me make sense of what I have read • Some rhymes and simple poems and can recite some of these by heart (see list) • A title tells you what a book is called and *usually* gives a clue to what it will be about • Some books are fiction (stories) and some of non-fiction (factual) • Non-fiction books have a contents page to help you find information	I know: • The sounds taught in Y1 RWinc (see phonics overview) • To apply phonic knowledge and skills as the route to decode words • Some words aren't phonetically decodable • An apostrophe in a word can represent a letter/s which are missing • To listen to myself when reading and ensure every word is read accurately to ensure meaning • Some common exception words have an unusual correspondence between spelling and sound • Words have more than one syllable • Different word endings - -s –es –ing –ed –er –est	I know: • A growing range of vocabulary • The importance of trying to use new words • To use knowledge of my own experiences to make sense of what has been read • That some stories have predictable / repeated phrases	I know: • To infer means to make to suggestions about what is happening or may happen • Characters can be different and may act in different ways • What a character does or the way they speak can give me more information about them	I know: • Pictures in books may provide clues about the story • The words used by the author will provide clues about the story • Prediction is saying what you think might happen	I know: • The importance of talking about stories and the need to explain my understanding	I know: • Words and pictures give meaning	I know: • an event is something that happens in a narrative • Events are significant parts of a narrative • Narratives have a beginning, middle and end • Narratives usually have a problem • Fairy tales usually have: heroes and villains; involve magic/magical; a positive outcome • A non-fiction text: gives facts and information
Y1 Skills	I can: • Link what I have read or heard to my own experiences and use these to aid my understanding • Recognise and join in with predictable and repeated phrases • Participate in discussions about what is read, to listen to others and to take turns in conversations, comment on likes and dislikes • Ask questions to clarify understanding • Appreciate and recite by heart some simple poems and nursery rhymes (see core text list)	I can: • Respond speedily to the GPC correspondence for all 44 phonemes • Use phonics strategies when reading unknown words. • Read words containing all 44 phonemes • Read familiar words with growing automaticity. (See word reading document). • Read Y1 common exception words • Read words with contractions – I'm, I'll, we'll • Read words with the endings -s –es –ing –ed –er – est • Read yellow books at 60+ words per minute. • To check the text makes sense when reading and correct inaccurate reading • Read phonically decodable two and three syllable words, e.g. photograph, collector.	I can: • Discuss word meanings, linking new meanings to those already known • Use my growing range of new vocabulary • Recognise and join in with predictable and repeated phrases.	I can: • Speculate about characters from what they say and do, e.g. when role playing parts or reading aloud. • Discuss what is suggested about a character from the way or how he/ she speaks	I can: • Make predictions on what might happen on the basis of what has been read so far • Make plausible predictions about characters using knowledge of the story and own experience.	I can • explain clearly my understanding of what is read to me	I can: • In discussion, answer simple questions about what has been read	I can: • Retell some known stories with significant events and main ideas in sequence • I can identify some particular characteristics of traditional tales and
Y1 Vocabulary	**Previously taught:** questions, discuss, conversation, listen, opinions, likes, dislikes, rhymes; Nursery Rhymes, poems, characters, favourite Fiction, story, character, event, fictional, title, blurb, page, word, letter, author, illustrator Non-fiction, fact, photograph, contents **New Vocabulary to be introduced:** index, headings, sub heading, information, predictable phrases, repeated phrases, personal choice, pleasure, text, traditional tales, recite, appreciate	**Previously taught:** phoneme, phonics, blend, letter, sound, special friends, pause **New vocabulary to introduce:** Apostrophe, accuracy,	**Previously taught:** meaning, vocabulary, rhyme, sound, discuss, listen, question, what, why **New vocabulary to introduce:** experiences, understand	**New vocabulary to introduce:** Infer, suggestion, speech, action	**Previously taught:** Predict, pictures, clues, words, title, blurb, cover **New vocabulary to introduce:** knowledge	**Previously taught:** Nonfiction, fiction, factual, information, explain, reason, like, dislike **New vocabulary to introduce:**	**Previously taught:** How, why, what, when, question, retrieve **New vocabulary to introduce:**	**Previously taught:** Order, events, pattern, repeat, beginning, middle, end. **New vocabulary to introduce:** Narrative, problem, villains, heroes,
Year group	**Wider Reading Skills**	**Word Reading & Fluency** (see phonics overview for EYFS and KS1)	**Vocabulary**	**Inference**	**Prediction**	**Explanation**	**Retrieval**	**Sequence or Summarise**

Ready to progress from Year 1:
- Ask questions to clarify understanding.
- Respond speedily to the GPC correspondence for all 44 phonemes
- Read yellow books at 60+ words per minute.

	• Use phonics strategies when reading unknown words. • Read words containing all 44 phonemes • To check the text makes sense when reading and correct inaccurate reading							
Y2 Knowledge	I know: • wide range of contemporary and classical poetry, stories and non-fiction at a level beyond that at which I can read independently (core text list) • classical poetry is… • Contemporary poetry is… • authors choose words and phrases carefully to engage readers and paint a picture • narratives often have similar characters and events • non-fiction books are structured in different ways e.g. photos, diagrams, labels, captions and may not always be included • Role-play and other drama techniques can help me explore characters and language • Drawing on what I know or have read can help me understand the books they can read/listen to	I know: • The sounds taught in Y2 RWinc (see RWI phonics overview) • To continue to apply phonics knowledge as the route to decode words until automatic decoding is embedded and reading is fluent • The punctuation marks - . ? ! and the effects they have when reading • An apostrophe in a word represents the letter that are omitted • Prefixes and suffixes can help me read and understand new words	I know: • Reading the whole sentence can help me work out the meaning of an unfamiliar word • authors often use simple recurring language in stories and poetry • Engaging in discussions, asking questions and drawing on my own experience will help me make sense of new words	I know: • Character's actions and what they say can be give me clues about their character and feelings	I know: • Events in a story can give clues about what might happen or how a character may behave • features of a book can help me make predictions e.g. book covers, title, blurb, and illustrations • My previous experience of stories and known authors can help me make predictions	I know: • I can have my own opinion about stories, characters, settings and events	I know: • Asking questions can support my understanding • Some features of fiction (characters, illustrations) • Some of non-fiction text (contents, index, glossary, photos, facts etc.)	I know: • Books have main ideas • Stories have events that are built up and concluded • items of information can be related
Y2 Skills	I can: • Discuss and express my views about a wide range of contemporary and classical poetry, stories and non-fiction texts • recite poems learned by heart (core text list) • Explain and discuss my understanding of books, poems and other material, both those I have listened to and those that I have read for myself • Use role-play and other drama techniques to explore characters and extend my understanding of what I have read and the language used • Use a non-fiction book and identify its features • Make links between the books they are reading and other books they have read	I can: • Read accurately common words containing GPC's taught so far without the need to blend the sounds out loud first. • Read accurately words with 2 or more syllables • Use syllables to read unknown polysyllabic words, including knowledge of common prefixes and suffixes (e.g. ing, es, ed, ment, less, er, est, y, ness, full) • Read familiar words with growing automaticity. (See RWI Overview). • Read familiar words quickly and accurately without overt sounding and blending • Read aloud, taking into account. ? ! • Read words with contractions and understand the apostrophe represents the missing letter. • Re-read books to build up my fluency and confidence when word reading. • Read around 90 words per minute. • Identify when reading does not make sense and can self-correct in order for the text to make sense.	I can: • Speculate about the possible meaning of unfamiliar words they have read. • Discuss favourite words and phrases • Discuss and clarify the meanings of words, and link new meanings to known vocabulary when appropriate • Talk about how words and phrases effect meaning	I can: • Make inferences about characters from what they say and do, focusing on important moments in a text	I can: • Make plausible predictions about the plot and characters based on what they have read • Use book covers, titles and illustrations to make predictions • I can use my own experiences to help me make predictions	I can: • Explain my own thoughts, preferences and opinions about characters, events, setting and stories	I can: • to use the words and pictures to answer questions • Having read a text, can find the answers to questions, both written and oral • Locate some specific information E.G key events, character names, key information in non-fiction texts.	I can: • Retell a range of stories, fairy stories and traditional tales • Sequence the main points in a story in the correct order
Y2 Vocabulary	**Previously taught:** index, headings, sub heading, information, predictable phrases, repeated phrases, personal choice, pleasure, text, traditional tales, recite, appreciate **New vocabulary to introduce:** express, expression, intonation, features, similarities, differences, role-play, drama, techniques,	**Previously taught:** phoneme, phonics, blend, letter, sound, special friends, pause, apostrophe, accuracy, **New vocabulary to introduce:** syllables, full stop, question mark, exclamation mark, punctuation, root word, prefix, suffix, stamina, fluency, re-read, self-correct	**Previously taught:** meaning, vocabulary, rhyme, sound, discuss, listen, question, what, why experiences, understand **New vocabulary to introduce:** phrase	**Previously taught:** Infer, suggestion, speech, action **New vocabulary to introduce:** Characters behaviour, feelings, emotions.	**Previously taught:** Predict, pictures, clues, words, title, blurb, cover, knowledge, **New vocabulary to introduce:** plot	**Previously taught:** Nonfiction, fiction, factual, information, explain, reason, like, dislike **New vocabulary to introduce:** opinion, view, idea, event, setting	**Previously taught:** Retrieve, fiction, nonfiction, features E.G contents, index and glossary, captions. **New vocabulary to introduce:** Oral, locate, specific, key information	**Previously taught:** Order, events, pattern, repeat, beginning, middle, end, narrative, problem, villains, heroes, **New vocabulary to introduce:** Sequence, retell, by heart
Year Group	**Wider Reader Skills**	**Word Reading & Fluency** (see phonics overview for EYFS and KS1)	**Vocabulary**	**Inference**	**Prediction**	**Explanation**	**Retrieval**	**Sequence or Summarise**
	The knowledge and skills that pupils need in order to comprehend are very similar at different ages. This is why the programmes of study for comprehension in years 3 and 4 are similar: the complexity of the writing increases the level of challenge (see core texts and extracts)							
	Ready to progress from Year 2: • Use a non-fiction book and identify its features							

	• Read around 90 words per minute • Read accurately common words containing GPC's taught so far without the need to blend the sounds out loud first. • Read familiar words quickly and accurately without overt sounding and blending							
Y3 Knowledge	**I know:** • A reference books is used to get quick specific facts or information or an overview of a subject. • Some examples of reference sources are: dictionaries, encyclopedias, bibliographies, atlases, and handbooks • a range of text types: fiction, poetry, plays, non-fiction and reference books or text books • Fiction books can be: fairy stories, myths and legends • Reading books are structured in different ways • Poems can be written in different ways and may rhyme or not rhyme • Narrative poetry is a form of poetry that tells a story, often using the voices of both a narrator and characters • Stanza is a division of a poem consisting of two or more lines arranged together as a unit • Chorus a part of a poem which is repeated after each verse	**I know:** • Intonation is the variation in the pitch and speed on a sentence • Tone is the variation in pitch and speed on a word • Volume how loud or quiet the voice is • Texts should be read in different ways depending on what is happening e.g. fast for excitement, loud for something shocking • Text marking can help me prepare how to change my voice or pause when reading aloud • the effect when reading the punctuation marks taught in Y2 . ? , ! and ' for contractions • Inverted commas (" ") are used for dialogue and indicate direct speech (what a character is saying) • Decoding, knowledge of root words, reading around a work can help me read unfamiliar words • the prefixes un, dis, in, im, re, anti, super and sub • the suffixes full, ous, ion, ian, ly, ation, cion • That ch can make a sh sound in words e.g. machine • That ch can also make a c sound e.g. anchor	**I know:** • Particular words and phrases will capture the readers interest and imagination • An author chooses words for a particular reason e.g. interest, imagination and to avoid repetition • Reading around a word (before and after) can give me clues to its meaning • A dictionary a book or electronic resource that lists the words of a language (typically in alphabetical order) and gives their meaning and use • The dictionary is arranged in alphabetical order.	**I know:** • How to use characters actions to infer. • That characters actions show how they are feeling. • What a character says or does can impact other character or events	**I know:** • What might happen in a typical setting or story type • My previous experience of stories and known authors can help me make predictions • To skim read the title, contents and illustrations to predict what a book may be about. • To make sensible predictions based on the information in the text. (P)	**I know:** • There are different types of texts types - fiction (fantasy, fairy stories, myths and legends) poetry and reference books • Narratives have themes: triumph of good over evil, the use of magical devices in fantasy stories and folk tales. • The conventions of some types of writing: the greetings in letters, a diary written in the first person and the use of presentational devices - numbering and headings • Investigate the features of traditional stories – openings and endings, how events and new characters are introduced, how problems are resolved.	**I know:** • Scanning involves looking over a text quickly and looking for key words • Contents page and indexes help a reader locate information in a non-fiction • A heading is a title at the head of a page or section of a book • A sub-heading is a mini-headline given to a subsection or paragraph within a main piece of writing	**I know:** • Paragraphs are used to organise ideas • That summarise means to give a brief statement of the main points
Y3 Skills	**I can:** • Read for different reasons, including: for pleasure or to find out information and the meaning of new words • Read books that are structured in different ways and I can read for a range of purposes • Participate in discussion about books that are read to me and those that I have read myself • Ask questions to improve my understanding of a text • I can for poems	**I can:** • Read books written at an age –appropriate interest level, accurately and with appropriate expression and intonation • Apply my growing knowledge of root words, prefixes and suffixes both to read aloud and to understand the meaning of new words – see Y3 word list • Read Year 3 exception words noting the unusual correspondences between spelling and sound, and where these occur in a word (explicit) • Read familiar words with growing automaticity. (See Y3 word list) • Check the text makes sense by discussing my understating of the meaning of new words in context • Read independently using a range of strategies to decode unfamiliar words and to establish meaning (e.g. self-correcting, knowledge of vocabulary) • Prepare poems and play scripts to read aloud and perform showing understanding through intonation, tone, volume and action	**I can:** • Identify language the author has chosen to use to capture the reader's interest and imagination. • Identify where an author uses alternatives and synonyms for common or over used words and speculate about the shades of meaning implied • Check whether a suggested meaning of an unfamiliar word makes sense in the context of the passage. • Use the first two letters of a word to find the meanings of words they have read in dictionaries	**I can:** • Explain how and why main characters act in certain ways, using evidence from the text. • Understand how what a character says or does impacts on other characters, or on the events described in the narrative • Infer characters' feelings in fiction	**I can:** • Predict what might happen based on what is stated • Predict what might happen based on what is implied • Predict from what they have read or had read to them how incidents, events, ideas or topics will develop or be concluded	**I can:** • Identify typical story themes, e.g. trials and forfeits, good and evil, weak over strong, wise and foolish • Discuss how characters' feelings, behaviour and relationships change over a text • Explain how the organisational features of non-fiction texts support the reader in finding information or researching a topic. •	**I can:** • Begin to scan texts to locate specific information and retrieve information from a non-fiction text using organisation devises • Locate, retrieve and record information from texts about significant or important elements: characters, topics, events •	**I can** • Identify main points of a paragraph • Retell a range of books including fairy stories, myths and legends
Y3 Vocabulary	**Previously taught:** index, headings, sub heading, information, predictable phrases, repeated phrases, personal choice, pleasure, text, traditional tales, recite, appreciate, express, expression, intonation, features, similarities, differences, role-play, drama,	**Previously taught:** phoneme, phonics, blend, letter, sound, special friends, pause, apostrophe, accuracy, syllables, full stop, question mark, exclamation mark, punctuation, root word, prefix, suffix, stamina, fluency, re-read, self-correct	**Previously taught:** meaning, vocabulary, rhyme, sound, discuss, listen, question, what, why experiences, understand, phrase, **New vocabulary to introduce:**	**Previously taught:** Infer, suggestion, speech, action, characters behaviour, feelings, emotions.	**Previously taught:** Predict, pictures, clues, words, title, blurb, cover, knowledge, plot	**Previously taught:** Nonfiction, fiction, factual, information, explain, reason, like, dislike, opinion, view, idea, event, setting	**Previously taught:** Retrieve, fiction, nonfiction, features. oral, locate, specific, key information	**Previously taught:** Order, events, pattern, repeat, beginning, middle, end, narrative, problem,

	techniques, **New vocabulary to introduce:** *reference books, myths, legends, fantasy, plays, structure, dictionary, rehearse, prepare, perform, audience, stanza, chorus*	**New vocabulary to introduce:** contraction, inverted commas, dialogue, direct speech, context, tone, volume, pace.	synonyms, antonyms, alphabetical order, pronunciation, definition, origin, find and copy, closest in meaning	**New vocabulary to introduce:** evidence, motive, justify, impact	**New vocabulary to introduce:** stated, implied, themes, likelihood, skim,	**New vocabulary to introduce:** themes, good, evil, triumph, wise, foolish, magical, relationships, conventions, presentational devices	**New vocabulary to introduce:** scan	villains, heroes, sequence, retell, by heart **New vocabulary to introduce:** summarise, key information, section, paragraph.
Year group	**Wider Reading Skills**	**Word Reading & Fluency** (see phonics overview for EYFS and KS1)	**Vocabulary**	**Inference**	**Prediction**	**Explanation**	**Retrieval**	**Sequence or Summaries**
	Ready to progress from Year 3: • Begin to use a dictionary to find words to clarify meaning. • Read Year 3 exception words noting the unusual correspondences between spelling and sound, and where these occur in a word. • Read independently using a range of strategies to decode unfamiliar words and to establish meaning (e.g. self-correcting, knowledge of vocabulary) • Read familiar words with growing automaticity. (See Y3 word list)							
Y4 Knowledge	I know: • Free verse is any form of poetry that does not rely on consistent patterns of rhyme and meter • Rhyming couplets a rhyming pair of successive lines of verse, typically of the same length • Alternate line rhyme In an alternate rhyme, the first and third lines rhyme at the end, and the second and fourth lines rhyme at the end following the pattern ABAB for each stanza • A range of fiction and non-fiction (see core text list) • Texts are written for different purposes: to entertain, to inform, to persuade • Talking about the texts can help me comprehend what I have read • To ask questions to improve understanding of a text • Opinions about books, characters and events may differ	I know: • Words written in italics should be emphasised when reading aloud • … (ellipses) signal either that something has been omitted from quoted text, or that a speaker or writer has paused or trailed off in speech or thought • Different strategies to decode unfamiliar words: self-correcting, the context of the story and sentence, developing knowledge of vocabulary • The suffixes and prefixes: • read further exception words (see spelling overview)	I know: • appropriate strategies to identify unfamiliar vocabulary to locate the meaning, including: re-reading surrounding sentences and/ or paragraphs to identify an explanation. • unfamiliar words are often explained in the text but sometimes readers may need to use a dictionary or glossary to find a word meaning • A simile is a figure of speech involving the comparison of one thing with another thing of a different kind, used to make a description more emphatic or vivid	I know: • Characters have different thoughts, feelings and motives for their actions • A writer uses feelings, thoughts, motives, events and actions to help readers read between the lines • It is important to support ideas about a text by quoting or by paraphrasing from it.	I know: • that knowledge of what I have read can help me make predictions • predictions can be based on implied information • predictions can be changed and altered as new information is revealed by the author • To refer to the text when making predictions	I know: Stories often have social, moral or cultural issues or themes: the dilemmas faced and dealt with by characters or the moral of the story. • There are different types of fiction - fantasy, science fiction, historical fiction, mystery, poetry and reference books. • How to recognise themes in what I have read, such as the triumph of good over evil or the use of magical devices in fairy stories and folk tales. • *The conventions of different types of writing e.g. the greetings in letters, a diary written in the first person or the use of presentational devices such as numbering and headings.* • Non fiction texts are often organised with headings and subheadings which build up ideas through the text with each paragraph often adding more detailed information	I know: • Skimming refers to looking only for the general or main ideas, and works best with non-fiction (or factual) material. With skimming, your overall understanding is reduced because you don't read everything. You read only what is important to your purpose • Features of fiction and nonfiction texts can help me locate information quickly • The purpose and use of headings and subheadings, photographs, captions glossary, contents, index and other presentational devices – diagrams	I know: • Readers sometimes need to draw on ideas from more than one paragraph when summarising • marking a text by highlighting or adding headings, underlining or noting words or sentences, and adding notes where helpful is helpful to understanding and summarising a text

	Wider Reading Skills	Word Reading & Fluency (see phonics overview for EYFS and KS1)	Vocabulary	Inference	Prediction	Explanation	Retrieval	Sequence or Summarise
Y4 Skills	I can: • Talk about my likes and dislikes in books I have read and give reasons for my choices • Ask questions to clarify my understanding when reading • Read for different reasons, including for pleasure or to find out information and the meaning of new words • Read and discuss some free verse poems • Identify different patterns of rhyme and verse in poetry, e.g. choruses, rhyming couplets, alternate line rhymes and read these aloud effectively	I can: • Read aloud with intonation and expression, taking into account presentational devices (italics for emphasis) and a more sophisticated range of punctuation including (..) • Read books written at an age –appropriate interest level, accurately and at speed • Read confidently and independently using a range of strategies appropriately to establish meaning, e.g. self- correcting, widening knowledge of vocabulary. • Read familiar words with growing automaticity. (See word reading document). • Apply growing knowledge of root words, prefixes and suffixes both to read aloud and to understand the meaning of new words suffix and prefix list • Read around 110-120 words per minute. • Rehearse poems and plays for presentation and performance	• To use a dictionary to locate unfamiliar/ambitious words and check meaning/spelling with first two/three letters, confidently • discuss words and phrases and suggest how capture the reader's interest and imagination • Discuss the meaning of similes and other comparisons that they read	I can: • Deduce the reasons for the way that characters behave from scenes across a short story • Begin to justify simple inferences using evidence from the text.	I can: • Use information about characters to make plausible predictions about their actions.	I can: • Begin to identify differences between some different fiction genres • Identify and discuss themes and conventions in a wide range of book: social, moral or cultural issues • Compare and contrast books and poems on similar themes. • Make wider comparisons using what I have read • Identify the main features of non-fiction texts (both print and computer based) including headings, captions, lists, bullet points and understand how these support the reader in gaining information efficiently.	I can: • Skim read texts to gather the general impression of what has been written (R) • Scan texts to locate specific information. (R) • Use knowledge of text structure to locate information, e.g. use appropriate heading and sub-heading in non-fiction, find relevant paragraph or chapter in fiction. (R) • Answer questions on a text using different formats (matching, ordering, tabulating)	I can: • identify and explain the main points in a paragraph • Collect information to compare and contrast events, characters or ideas.
Y4 Vocabulary	**Previously taught:** index, headings, sub heading, information, predictable phrases, repeated phrases, personal choice, pleasure, text, traditional tales, recite, appreciate, express, expression, intonation, features, similarities, differences, role-play, drama, techniques, reference books, myths, legends, fantasy, plays, structure, dictionary, rehearse, prepare, perform, audience **New vocabulary to introduce:** purpose, genre, comprehend, reader's interest, free verse, narrative poetry, choruses, rhyming couplets, alternate line	**Previously taught:** phoneme, phonics, blend, letter, sound, special friends, pause, apostrophe, accuracy, syllables, full stop, question mark, exclamation mark, punctuation, root word, prefix, suffix, stamina, fluency, re-read, self-correct, contraction, inverted commas, dialogue, direct speech, context, tone, volume, pace. **New vocabulary to introduce:** italics, ellipsis	**Previously taught:** meaning, vocabulary, rhyme, sound, discuss, listen, question, what, why experiences, understand, phrase, synonyms, antonyms, alphabetical order, pronunciation, definition, origin, find and copy, closest in meaning **New vocabulary to introduce:** ambitious , mood, arouse expectations, tension, simile, vivid	**Previously taught:** Infer, suggestion, speech, action, characters behaviour, feelings, emotions, evidence, motive, justify, impact **New vocabulary to introduce:** quote, deduce	**Previously taught:** Predict, pictures, clues, words, title, blurb, cover, knowledge, plot, stated, implied, themes, likelihood, skim, **New vocabulary to introduce:** plausible	**Previously taught:** Nonfiction, fiction, factual, information, explain, reason, like, dislike, opinion, view, idea, event, setting, themes, good, evil, triumph, wise, foolish, magical, relationships, conventions, presentational devices **New vocabulary to introduce:** social, moral, cultural, compare, contrast	**Previously taught:** Retrieve, fiction, nonfiction, features. oral, locate, specific, key information, scan **New vocabulary to introduce:**	**Previously taught:** Order, events, pattern, repeat, beginning, middle, end, narrative, problem, villains, heroes, sequence, retell, by heart, summarise, key information, section, paragraph. **New vocabulary to introduce:** Compare, contrast
Year group	**Wider Reading Skills**	**Word Reading & Fluency** (see phonics overview for EYFS and KS1)	**Vocabulary**	**Inference**	**Prediction**	**Explanation**	**Retrieval**	**Sequence or Summarise**
	Ready to progress from Year 4: • Ask questions to clarify my understanding when reading • Read for different reasons, including for pleasure or to find out information and the meaning of new words • Read books written at an age –appropriate interest level, accurately and at speed • Read around 110-120 words per minute. • Read confidently and independently using a range of strategies appropriately to establish meaning, e.g. self- correcting, widening knowledge of vocabulary.							
Y5 Knowledge	I know: • A range of fiction, poetry, plays, non-fiction and reference books or text books including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions (core texts) • Book recommendations and reviews can help me choose books I might like • A fact is a thing that is known or proved to be true • An opinion is a view or judgement formed about something, not necessarily based on fact or knowledge • A biography is a story of a person's life written by another author • An autobiography is a text written about one's own life	I know: • using appropriate intonation, tone and volume when reciting or reading aloud to an audience will make the meaning clear. • The different pronunciations of words with the same letter string i.e. bought, rough, cough, though, plough • to check reading makes sense • suffix and prefix list	I know: • How to determine the meaning of new words by applying morphological knowledge of root words and affixes i.e. suspect/suspicious, change/changeable. • How to ask questions to improve my understanding of the meaning of new words. • A metaphor is a word or a phrase used to describe something as if it were something else • Idiom is a common phrase that has an alternative or figurative meaning different to the literal	I know: • That authors create moods and atmospheres which give clues to characters and events • Dialogue can convey a character's attitude and personality and give information about their motivations and attitudes • points in the text can aid my explanation or personal opinion • An inference question requires me to read	I know: • my experiences and prior reading can help me make predictions about what I read • predictions may change as new information is revealed • A plausible prediction is reasonable or probable	I know: • Different genres and text types – fantasy, science fiction, historical fiction, mystery, biography, autobiography, poetry • Books have themes such as loss or heroism • The conventions of different types of writing e.g. the use of the first person in writing diaries and autobiographies. • Characters or authors may have different accounts of the same event and this is their viewpoint	I know: • Scanning and skimming are two useful techniques I can use when reading • Annotating a text to identify key information or identify elements will help me to revisit or explore further • A retrieval question requires me to locate information directly from text	I know: • Stories differ in pace, build up, sequence, complication and resolution (core text list) • Features of non-fiction texts:. recounts, instructions, explanations, persuasive writing and argument • to summarise more than paragraph, it is useful to highlight or underline key words and phrases

			words being used e.g. feeling under the weather • Emotive language refers to word choices that are intended to get an emotional reaction or arouse an emotion (emotive verbs and adverb, modal verbs) • Persuasive language is the language being used when convincing others for something (repetition, exaggeration, emotive language) • Writers use a wide range of literary devices (metaphors, idioms, emotive language and persuasive language) to make a reader feel a certain way	between the lines and use clues to make suggestions for reasons and actions				
• An argument text is a text written about a subject, where the writer is either 'for' or 'against' the subject. Common argument texts written in primary school highlight the pros and cons of subjects such as zoos								
Y5 Skills	I can: • I can recommend books read to others, giving reasons for choices • build on my own ideas and the ideas of others and to challenge the views and opinions of others courteously • Distinguish between fact, opinion and fiction in different texts: biography, autobiography, argument	I can: • Read aloud with pace, fluency and expression, taking into account a wide range of presentational devices and punctuation • Read familiar words with growing automaticity. (See word reading document). • Read around 120-135 words per minute. • Read poems and plays aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience • Recite poetry by heart	I can: • Give increasingly precise explanations of word meanings that fit with the context of the text they are reading. • Check the plausibility and accuracy of their explanation or inference of the word meaning • In persuasive writing and other texts investigate how language is used to present opinion • Identify and discuss idiomatic phrases, expressions and comparisons considering why authors might have used them. • Investigate how writers use words and phrases for effect, e.g. to persuade, to convey feelings, to entice a reader to continue.	I can: • Understand what is implied about characters • make judgements about their motivations and attitudes from the dialogue and descriptions • Justify ideas, referring back to the text for evidence	I can: • Learn to anticipate events based on their own experience, what has been read so far and knowledge of other similar texts. • Discuss the plausibility of their predictions and the reason for them.	I can: • Identify features of different fiction genres - fantasy, contemporary, science fiction, historical fiction, suspense / thriller, adventure, mystery (E) • Identify and discuss themes and conventions in and across a wide range of writing. (E) • Compare within and across texts. (E) • Compare and discuss the structures and features of a range of different texts. (E)	I can: • Skim and scan to identify the key ideas in a text • Locate and retrieve relevant information and key ideas from different points in a text and across a range of texts, using techniques such as text marking and using contents or index.	I can: • Know how to gain a rapid overview of a text, e.g. by skimming and scanning, and how and when to read slowly and carefully. • I can draw ideas from more than one paragraph when summarising and I can identify key details to support the main ideas • I can explain and evidence the structure of the text and how it supports the meaning - bullet points for main points, columns
Y5 Vocabulary	**Previously taught:** index, headings, sub heading, information, predictable phrases, repeated phrases, personal choice, pleasure, text, traditional tales, recite, appreciate, express, expression, intonation, features, similarities, differences, role-play, drama, techniques, reference books, myths, legends, fantasy, plays, structure, dictionary, rehearse, prepare, perform, audience, recommend, purpose, genre, comprehend, reader's interest, free verse, narrative poetry, choruses, rhyming couplets, alternate line **New vocabulary to introduce:** modern fiction, literary heritage, culture, traditions, debate, recommend	**Previously taught:** phoneme, phonics, blend, letter, sound, special friends, pause, apostrophe, accuracy, syllables, full stop, question mark, exclamation mark, punctuation, root word, prefix, suffix, stamina, fluency, re-read, self-correct, contraction, inverted commas, dialogue, direct speech, context, tone, volume, pace, italics, ellipsis **New vocabulary to introduce:**	**Previously taught:** meaning, vocabulary, rhyme, sound, discuss, listen, question, what, why experiences, understand, phrase, synonyms, antonyms, alphabetical order, pronunciation, definition, origin, find and copy, closest in meaning, ambitious, mood, arouse expectations, tension, simile, vivid **New vocabulary to introduce:** degrees of formality, origin, evoke, analyse, metaphor, idiom, emotive language, figurative, literal, persuasive, exaggeration,	**Previously taught:** Infer, suggestion, speech, action, characters behaviour, feelings, emotions, evidence, motive, justify, impact, quote, deduce **New vocabulary to introduce:** judgements, attitude, perspective, mood, atmosphere, emphasis, impressions, multi-layered	**Previously taught:** Predict, pictures, clues, words, title, blurb, cover, knowledge, plot, stated, implied, themes, likelihood, skim, plausible **New vocabulary to introduce:** anticipate	**Previously taught:** Nonfiction, fiction, factual, information, explain, reason, like, dislike, opinion, view, idea, event, setting, themes, good, evil, triumph, wise, foolish, magical, relationships, conventions, presentational devices, social, moral, cultural, compare, contrast **New vocabulary to introduce:** accounts, structures	**Previously taught:** Retrieve, fiction, nonfiction, features. oral, locate, specific, key information, scan **New vocabulary to introduce:** Annotate, text marking,	**Previously taught:** Order, events, pattern, repeat, beginning, middle, end, narrative, problem, villains, heroes, sequence, retell, by heart, summarise, key information, section, paragraph, compare, contrast **New vocabulary to introduce:** overview, linear, chronology, paraphrasing
Year group	**Wider Reading Skills**	**Word Reading & Fluency**	**Vocabulary**	**Inference**	**Prediction**	**Explain**	**Retrieval**	**Sequence or summarise**
	Ready to progress from Year 5: • Read aloud with pace, fluency and expression, taking into account a wide range of presentational devices and punctuation • Read familiar words with growing automaticity. (See word reading document). • Read around 120-135 words per minute. • Distinguish between fact, opinion and fiction in different texts, e.g. biography, autobiography, argument.							

Y6 Knowledge	I know: • language, layout and presentation contribute to meaning. • The best questions to ask to improve my knowledge are open questions that don't have a yes or no answer • That fiction books can have different structures: linear (in chronological order) • That fiction books can have different structures like parallel (a different plot happening at the same time in a different place) • That fiction books can have different structures like flashbacks (part of the book set in a time different to the main story) • The difference between explicit and implicit points of view	I know: • That intonation is the rise and fall in your voice when speaking • That tone in reading, means pitch, quality and strength of your voice. • That modern fiction are stories written in a modern setting • That literary heritage means books that have been written before us. • That books from other cultures could include different religions, ethnicity, countries etc…	I know: • How to work out the meaning of unknown words and phrases by relating to known vocabulary as well as from the way they are used in context. • What figurative language, vocabulary choice and use of specific grammatical conventions are. • The effects different vocabulary conventions have on the reader. • What words mean and how to determine the meaning of unfamiliar vocabulary • The strategies I could use to help me understand a word (re-reading, reading on, using the context, knowledge of word roots) • That authors create moods and atmospheres through their language choices •	I know: • That inference means to use what I know to make a guess about what I don't know • To use a variety of clues from the text and own experiences to make inferences • That deduce means to reach a conclusion using evidence from the text and prior knowledge. • That inferences can be drawn by exploring characters' feelings, thoughts and motives from their actions and dialogue. • How to gain a rapid overview of a text, e.g. by skimming and scanning and how and when to read slowly and carefully. • To build 'thinking time' into reading, identifying questions that need to be answered.	I know: • That prediction is using evidence from the text to anticipate what will happen in the story • That prior knowledge will help make predictions. • Questioning while I am reading can help make predictions. • That using experience of books by the same author or similar genres with help make stronger predictions	I know: • A range of myths, legends, traditional stories, modern fiction, fiction from our English Heritage and books from other cultures and traditions. • An increasing range of poetry and that structure influences meaning (see core texts for Y6) • The technical terms needed for discussing what I have read and heard – idioms, idiomatic language, symbolism, metaphor, simile, analogy, imagery, style, effect, personification. • What a formal presentation is • How to carry out a debate • That justification means to explain my ideas using evidence	I know: • What skimming and scanning is. • There are clues in a question which can help me find the relevant information to be retrieved. • That different text types have different features so this will determine the best strategy to use for retrieval. • What a point of reference is in the text. • That useful evidence from across a text can help explain events or ideas. • How to evaluate the evidences reliability and usefulness	I know: • That writers use more complex structures that do not have simple linear chronology - flash-forward, flash-back, parallel narrative. (S) • That texts will have key points and these may be elaborated upon. • To look for familiar themes while reading. • That texts can be written from different points of view That each text will have a main idea or theme.
Y6 Skills	I can: • Read whole books by authors both familiar and unfamiliar • Read for a range of purposes, including for pleasure and enjoyment • Read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference or text books • Read books that are structured in different ways • Read a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions • Recommend books I have read to others, giving reasons for my choices • Explain and discuss what I have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary. • Provide reasoned justifications for my views.	I can: • To use appropriate intonation, tone and volume when reciting or reading aloud to an audience, to make the meaning clear. • A range of age-appropriate texts: modern fiction and those from our literary heritage, books from other cultures, myths, legends, traditional stories, poetry, plays, nonfiction and reference or text books. • How to check reading makes sense, discussing understanding and continuing to explore the meaning of words in context • Read familiar words with growing automaticity. (See word reading document). • Read around 135 – 150 words per minute.	I can: • Understand and continue exploring the meaning of words in context • Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader. • Use strategies to locate or infer the meaning of unfamiliar words (which strategies)	I can: • Refer back to the text to support thoughts and opinions, being able to elaborate in order to provide reasoned justifications. (I) • Confidently infer and deduce meaning based on evidence drawn from different points in the text and wider experiences. • Explain a character's motives throughout a text and use evidence from the text back up opinions • Consistently use evidence to justify inferences about characters' feelings, thoughts and motives from their actions.	I can: • Refer back to the text to support predictions being able to elaborate in order to provide reasoned justifications. • Justify my predictions of what might happen from details stated and implied referring back to the text.	I can: • Explain and discuss understanding of what has have read • Present my ideas through formal presentations and debates, maintaining a focus on the topic and using notes where necessary to provide reasoned justifications for their views. • Distinguish between statements of fact and opinion • I can use and understand the technical terms needed for discussing what I have read and heard – idioms, idiomatic language, metaphor, symbolism, simile, analogy, imagery, style, effect, personification • Compare within and across texts.	I can: • Confidently skim and scan non-fiction texts to speed up research. • Retrieve information from texts • Retrieve, record and present information from non-fiction. • Ask retrieval questions about a text	I can: • Summarise the most relevant points from more than one paragraph, identifying the key details that support the main idea • Summarise information from different points in the same text or across a range of text and give reasons • Summarise my current understanding at regular intervals when reading an extended text
Y6 Vocabulary	**Previously taught:** index, headings, sub heading, information, predictable phrases, repeated phrases, personal choice, pleasure, text, traditional tales, recite,	**Previously taught:** phoneme, phonics, blend, letter, sound, special friends, pause, apostrophe, accuracy, syllables, full stop, question mark, exclamation mark, punctuation,	**Previously taught:** meaning, vocabulary, rhyme, sound, discuss, listen, question, what, why experiences, understand, phrase,	**Previously taught:** Infer, suggestion, speech, action, characters behaviour, feelings,	**Previously taught:** Predict, pictures, clues, words, title, blurb, cover, knowledge, plot,	**Previously taught:** Nonfiction, fiction, factual, information, explain, reason, like, dislike, opinion, view, idea, event,	**Previously taught:** Retrieve, fiction, nonfiction, features. oral, locate, specific,	**Previously taught:** Order, events, pattern, repeat, beginning, middle, end, narrative, problem,

	appreciate, express, expression, intonation, features, similarities, differences, role-play, drama, techniques, reference books, myths, legends, fantasy, plays, structure, dictionary, rehearse, prepare, perform, audience, recommend, purpose, genre, comprehend, reader's interest, free verse, narrative poetry, choruses, rhyming couplets, alternate line, modern fiction, literary heritage, culture, traditions, debate, recommend **New vocabulary to introduce:** reasoned justifications, note taking, formal presentations, challenge, courteously	root word, prefix, suffix, stamina, fluency, re-read, self-correct, contraction, inverted commas, dialogue, direct speech, context, tone, volume, pace, italics, ellipsis **New vocabulary to introduce:** pitch, quality, strength	synonyms, antonyms, alphabetical order, pronunciation, definition, origin, find and copy, closest in meaning, ambitious, mood, arouse expectations, tension, simile, vivid, degrees of formality, origin, evoke, analyse, metaphor, idiom, emotive language, figurative, literal, persuasive, exaggeration, **New vocabulary to introduce:** morphology, entomology	emotions, evidence, motive, justify, impact, quote, deduce, judgements, attitude, perspective, mood, atmosphere, emphasis, impressions, multi-layered **New vocabulary to introduce:** Impressions, elaborate, conclusion, implicit, explicit,	stated, implied, themes, likelihood, skim, plausible, anticipate **New vocabulary to introduce:**	setting, themes, good, evil, triumph, wise, foolish, magical, relationships, conventions, presentational devices, social, moral, cultural, compare, contrast, accounts, structures **New vocabulary to introduce:** irony, sarcasm, humour, mockery, insincere, agreement, disagreement, point of view, evaluating, fact, opinion Metaphor. simile, analogy, imagery, style, effect, personification,	key information, scan, annotate, text marking, **New vocabulary to introduce:** point of reference, style, audience. gist	villains, heroes, sequence, retell, by heart, summarise, key information, section, paragraph, compare, contrast, overview, linear, chronology, paraphrasing **New vocabulary to introduce:** complex structures e.g. parallel narratives, flashbacks