

Reading Skills progression/ Long Term Plan Year R-6

 <p>Cumnor C of E Primary School</p>	Autumn/ Step 1	Spring/ Step 2	Summer/ Step 3	End of Year expectations
<p>YEAR R Range of texts to include: (Through story time, whole class shared reading, 1:1 reading with an adult and some small group guided reading) <i>Pupils will read in school (and will take home) books that closely match their phonic ability from the Dandelion Phonic Launchers scheme. Most pupils in Reception will start to read pink banded books once they have grasped their letter sounds and will then progress to red banded books and beyond, as their phonic knowledge expands.</i></p>	<p>The Scarecrows Wedding - Julia Donaldson The Gruffalo - Julia Donaldson You choose - Pippa Godheart Funny Bones - Alan Ahlberg Press here - Herve Tullet The Day the Crayons Quit -Drew Daywalt and Oliver Jeffers. Whatever Next- Jill Murphy Owl Babies - Martin Waddell Diwali - Information text We're Going on a Bear Hunt - Michael Rosen Families, Families, Families - Suzzane and Max Lang The Jolly Christmas Postman - Alan Ahleberg</p>	<p>Traction Man - Mini Grey Supertatooe series - Sue Hendra Super Daisy - Kes Grey Rosie's Walk - Pat Hutchins The Tiger who Came to Tea - Judith Kerr. Six Dinner Sid - Inga Moore Mrs Armitage on Wheels - Quentin Blake The Naughty Bus - Jan Oke The Little Engine that could - Watty Piper Lost and Found - Oliver Jeffers Oi Cat - Kes Gray Duck and Truck - Jez Alborough</p>	<p>Snow white - Traditional tale Little Red Riding Hood - Traditional Tale Goldilocks - Traditional Tale Jack and Bean - Traditional Tale The Rainbow Fish - Marcus Pfister, Tiddler - Julia Donaldson The Blue Whale (Non fiction) The Lighthouse Keeper's lunch - David Armitage The Cave - Rob Hodgson Five Minutes' Peace - Jill Murphy Barry The Fish with Fingers - Sue Hendra Commotion in the Ocean - Giles Andrea</p>	
<p>YEAR R Throughout the Year pupil should:</p>	<ul style="list-style-type: none"> - Develop interest/pleasure in books and reading. - Develop interest in wide range of reading materials for example books, poems etc either read to or read themselves - Listen attentively to stories, anticipating key events and responding to what they hear with relevant comments, questions or actions 			
<p>YEAR R Book handling and Enjoyment</p>	<ul style="list-style-type: none"> - Independently I show an interest in illustrations and print in books and the environment. -I know that information can be relayed in the form of print. -I can hold books the correct way up and turn 	<ul style="list-style-type: none"> - I can look at books independently. - I can handle books carefully. -I know that print carries meaning and, in English, is read from left to right and top to bottom. 	<ul style="list-style-type: none"> - I enjoy an increasing range of books. -I can use vocabulary and forms of speech that are increasingly influenced by my experience of books. -I am secure with one to one matching -I am able to control all 	<ul style="list-style-type: none"> - I enjoy listening to stories. - I enjoy looking at and reading books. - I enjoy reading/listening to a wide range of reading materials for example books, poems etc -I am able to control all

	<p>pages.</p> <p>-I can listen to and join in with stories and poems, one-to-one and also in small groups.</p>	<p>-I know that in English we have a return sweep at the end of each line</p> <p>-I am developing one to one matching of words on the page with the word I speak</p> <p>-I can point to each word as I read</p>	<p>aspects of book handling and am consistent with the direction I look at print when reading</p>	<p>aspects of book handling and am consistent with the direction I look at print</p> <p>-I can respond to stories through a variety of means including role play.</p> <p>-I can recite familiar poems and rhymes</p>
<p>YEAR R Phonological Awareness and Word Reading</p>	<p>- I enjoy rhyming and rhythmic activities.</p> <p>- I show awareness of rhyme and alliteration.</p> <p>- I recognise rhythm in spoken language.</p> <p>- I can continue a rhyming string.</p> <p>-I can hear syllables and clap the number I can hear</p>	<p>-I can locate the initial letter in words and say the initial sound .</p> <p>-I can segment the sounds in simple words and blend them together.</p> <p>-I know which letters represent some of the sounds.</p>	<p>-I can link sounds to letters , naming and sounding the letters of the alphabet.</p> <p>-Begins to read words and simple sentences.</p> <p>-I am able to monitor if my reading is phonetically correct</p>	<p>- I can read and understand simple sentences.</p> <p>- I can use my phonic knowledge to decode regular words and read them aloud accurately.</p> <p>- I can read some common exception words.</p> <p>-I enjoy reading simple words/sentences to my friends</p>
<p>YEAR R Comprehension</p>	<p>- I can recognise familiar words and signs such as my own name and advertising logos.</p>	<p>-I am beginning to be aware of the way stories are structured.</p> <p>- I can suggest how the story might end.</p> <p>-I can adapt my prediction if the story ends in a different way.</p> <p>-I can listen to stories with increasing attention and recall.</p>	<p>-I can describe main story settings, events and principal characters.</p> <p>-I know that information can be retrieved from books and computers.</p> <p>-I am able to notice r if my reading doesn't make sense</p> <p>-I self-correct sometimes if reading doesn't make sense.</p>	<p>-I can read and understand simple sentences</p> <p>- I can demonstrate my understanding when talking with others about what I have read.</p> <p>-I can ask 'how' and 'why' questions about stories I have read or listened to.</p>

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<p>YEAR 1 Range of texts to include: (Through story time, whole class shared reading, 1:1 reading with an adult and some small group guided reading)</p> <p><i>*Pupils will be supported in selecting independent reading books to take home from progressive colour banded books, including fully decodable texts from the OUP 'Hero Academy' range and dandelion readers. These will closely match their phonic abilities. Most pupils in Y1 are reading books in the range of red to turquoise.</i></p>	<p>Beegu - A.Dracon One Giant Leap - D P Brown Here come the aliens - C McNaughton Man on the Moon - S Bartram Courtney - J Bunnigham The Blue Balloon - M.Inkpen To Hobbyville we go! - T Taylor Quack Quack Quentin - K Gray The Way Back Home - O Jeffers The Dot - P Reynolds</p> <p>PSHCE: Penguin - P Dumbar The Boy who switched off the sun - Paul Brown. It's not easy being brave - M Haave Aliens love underpants - C Freedman</p> <p>The Princess and the pea (Traditional tale) Cinderella/ Alex and the Glass slipper Tell Me a Dragon - Jackie Morris Dragons! (Poems) by Nick Tozer. The Fairy Godmother's Day off I wonder why... Castles had moats P. Steele The kiss that missed - David Melling George and the Dragon - C Wormell</p>	<p>Crocodiles need Kisses too - C. Weston The Disgusting Sandwich - G. Edwards Lots: The diversity of life on earth - N. Davies Grumpy Frog - E. Vere Greatest Animal stories - Michael Morpurgo Bible stories - Creation/ Nativity. Just So Stories - R.Kipling Pattan's Pumpkin - C Soundar Zigby Dives in - B Paterson Giraffes Can't Dance - G Andreae The Snail and the Whale - J Donaldson PSHCE: Odd Dog Out - R. Biddulph Rainbow Fish - M Pfister The Ugly Duckling (trad tale) Shh! We have a plan - C Haughton Elephant Pants - S Prasadam-Halls</p> <p>Tree - P Heggarty Jack Frost - Kazuno Kohara Alfie weather poems - Shirely Hughes Little Cloud - A. Booth Rosie's Hat - J. Donaldson Lila and the secret of Rain - D. Conway Sun - S. Usher Froggy Day - H. Pindar The Boy who unplugged the sea - Paul Brown . Little Elephant's Big Year - M Thomas The Snowflake Mistake - L Trevleaven</p>	<p>The Dinosaur's Diary - J. Donaldson Dinosaur poems - John Foster& Korky Paul 'There's a' series...- Ruth Symons Dear Dinosaur - N.O'Byrn The Dinosaur Department Store - R. Merritt Dinosaur Roar - H. Stickland Tyrannosaurus Drip - Julia Donaldson Winnie's Dinosaur Day - Valeri Thomas Harry and a bucketful of Dinosaurs - Ian Whybrow Chalk - Bill Thompson Fossil - Bill Thompson</p> <p>PSHCE: Worrysaurus - R. Bright What happened to you? - J. Catchpole Harrison spader, personal space invader - C. Jones All the ways to be Smart - Davina Bell Stanley's stick - N. Layton</p> <p>The Great Explorer - C. Judge Flotsam - D.Wiesner How to Find Gold - V. Schwartz The Owl and the Pussy cat (classic poem) - Edward Lear Katie Morag stories - M. Hedderwick Where the Wild Things are - Maurice Sendak Shakleton's journey -William Grill (extracts) Everest: The Remarkable story - A. Stewart</p>	
<p>YEAR 1</p>	<p>- Re-read books to build up their fluency and confidence in word reading.</p>			

Throughout the Year pupils should:

-Pupils should revise and consolidate the GPCs and common exception words taught in Reception. As soon as they can read words comprising the Year 1 GPCs accurately and speedily, they should move onto the Yr 2 programme of study for word reading.

-- Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words.

- Explore the meaning of words and develop vocabulary knowledge when decoding real wordsListening to and discussing a wide range of poems, stories and non-fiction at a level beyond which they can read independently

- Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics

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

YEAR 1
Word Reading

-I can sound out most phonemes and I am able to identify common digraphs.

-I am beginning to blend simple CVC, CVCC words.

- I am learning new GPCs.

-I can read most Common Exception Words (CEW) from EYFS.

-I can use my phonic knowledge to sound out digraphs and split digraphs.

-I can sound out graphemes (letters or groups of letters) for all 40+ phonemes.

-I can read GPCs within known words with increasing accuracy.

-I can recognise familiar words (CEW) in simple texts.

-I can use phonics knowledge to blend sounds together to read words, including long phonemes.

-I can read words without overt sounding and blending after a few encounters

-I can read the common exception words*

-I can read accurately words containing GPCs that have been taught.

- I can read familiar endings to words (:s, :es, :ing, :ed, :er, :est).

-I am beginning to spot errors in decoding and attempt to self-correct

-I am starting to notice contractions and am beginning to understand them.

-I am starting to be aware of, and use, alternative sounds for graphemes

-Apply phonic knowledge and skills as the route to decode words.

-Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes.

-Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.

-Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word read other words of more than one syllable that contain taught GPCs.

-Read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings.

-Read other words of more than one syllable that contain taught CPCs

-Read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s).

<p>YEAR 1 Comprehension</p>	<p>-I know a few familiar stories and I can recall some events.</p> <p>-I can use pictures and texts to identify meaning.</p> <p>-I can discuss some simple features of books; answering questions relating to, for example changes in font size, details in illustrations, identifying when someone is speaking.</p> <p>-I understand some features of a book and use these to help me understand what it is about. E.g Title, cover picture..</p> <p>-I can join in with group reading of familiar stories.</p> <p>-I can ask what unfamiliar words mean and remember them the next time I come across them.</p> <p>-I recognise what a poem is and understand some sounds rhyme.</p> <p>-I am familiar with some traditional tales and I know some of the features.</p> <p>-I I can say what I like about a story.</p>	<p>-I know a range of familiar stories and I can talk about main events, such as beginning, middle and end.</p> <p>-I can use my knowledge of texts to answer questions. E.g what typically happens to good and bad characters?</p> <p>-I can recognise the difference between fiction and non-fiction.</p> <p>-I understand the familiar structure in certain stories and I can join in with repeated language.</p> <p>-I can use my knowledge of texts to support reading of unfamiliar words.</p> <p>-I can guess what new words mean using clues from my teacher.</p> <p>-I understand rhyming words and how they can be used in poems.</p> <p>-I know a few traditional tales very well and I know the key characteristics.</p>	<p>-I can identify the main events or key points in a text.</p> <p>-I can answer straight forward questions about a story.</p> <p>-I can recognise obvious story language - 'Once upon a time...Big Bad Wolf..' and recognise a range of patterns in texts, including stories, rhymes and non-fiction.</p> <p>-I can explain clearly my understanding of what is being read to me.</p> <p>-I can recognise repetition of language in my reading.</p> <p>-I can discuss what new words mean, linking new meanings to those I already know.</p> <p>-I can appreciate rhymes and poem and recite some by heart.</p> <p>-I am very familiar with key stories, fairy stories and traditional tales, retelling them and considering particular characteristics.</p> <p>-I can participate in discussion about what is read to me, taking turns and listening to what others say.</p>	<p>-Drawing on what they already know, or on background information to understand vocabulary provided by the teacher.</p> <p>-Checking that the text makes sense to them as they read and correcting inaccurate reading.</p> <p>-Discussing the significance of the title and events.</p> <p>-Recognising and joining in with predictable phrases.</p> <p>-Explain clearly their understanding of what is read to them.</p> <p>-Learning to appreciate rhymes and poems and to recite some by heart.</p> <p>-Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics.</p> <p>-Being encouraged to link what they read or hear read to their own experiences.</p> <p>-Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently.</p> <p>-Participate in discussion about what is read to them, taking turns and listening to what others say.</p>
<p>YEAR 1 Making Inferences</p>	<p>-I can use stories I have already read to support my predictions.</p> <p>-I can understand what the main</p>	<p>-I am beginning to understand how the characters have an impact on the main events in a story.</p>	<p>-I can express opinions about main events and characters in a story.</p>	<p>-Making inferences on the basis of what is being said and done.</p>

	characters are doing.	<p>-I know the general structure of texts I am reading and can make a prediction based on these.</p> <p>-I understand the feelings of the main characters within a story.</p>	<p>-I can make simple predictions about the characters.</p> <p>-I can recognise why a character is feeling a certain way.</p> <p>-I can link what I read or hear to my own experience with support.</p>	<p>-Predicting what might happen on the basis of what has been read so far.</p> <p>-Link what is read or listened to with own experiences.</p>
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 <p>Cumnor C of E Primary School</p>	Autumn/ Step 1	Spring/ Step 2	Summer/ Step 3	End of Year expectations
<p>YEAR 2 Range of texts to include:</p>	<p>Titch - Pat Hutchins Oliver's fruit salad - Vivan French The Book Eating Boy - Oliver Jeffers</p>	<p>The Singing mermaid - Julia Donaldson A balloon for Grandad - Jane Ray and Nigel Gray</p>	<p>Robin Hood - traditional tale Hodeheg - Dick-King Smith* The Tin Forest - Helen Ward Camille and the sunflowers -</p>	

<p>(Through story time, whole class shared reading, group guided reading and introduction to whole class guided reading*) <i>Pupils will select independent reading books from progressive colour banded books. Most pupils in Y2 are reading books in the range of Green to lime. More able readers will progress on to short chapter books that we have banded as brown, grey then rainbow. Specifically matched phonic readers are used for those children who need them.</i></p>	<p>Pumpkin Soup - Helen Cooper The owl who was afraid of the dark - Jill Tomlinson* Firework poetry (including London's burning rhyme) Remembrance day poetry - Flanders fields poem first verse The three bears healthy lunch (storytelling) <i>Group guided reading:</i> Festivals Yun and the fire demon Fire of London (non fic)C Healthy bodies, healthy eating (non fic) Giant jam sandwich Picnic food Traditional tales: plays Fat Lawrence - Dick King Smith Six Dinner Sid</p>	<p>The Great Balloon Hullabaloo - Peter Bentley Journey - Aaron Becker Leon and the place inbetween - Angela McAllister Contemporary poetry: Silver aeroplane. Sophie takes to the Sky - Katherine Woodfine Around the World in Eighty days The Awongaleema tree (storytelling) Meerkat Mail - Emily Gravett The Ugly five - Julia Donaldson African folk tales - How the tortoise got his shell, Bringing the rain to Kapiti plain <i>Group guided reading:</i> Charlie's great escape Snail and the Whale Tiddler Africa (non fic text) The Spider Weaver Anansi and the spider Cockatoos - Quentin Blake Atlas and map texts non fic A is for Africa Maisy goes to the library What happens in Spring (non fic)</p>	<p>Catherine Anholt Classic poetry: On the Ning Nang Nong- Spike Milligan Jim and the beanstalk - Raymond Briggs The tiny Seed - Eric Cole A seed that grew into a tree - poetry anthology. The Secret Garden (ladybird version) Fantastic Mr Fox (Roald Dahl) <i>Group Guided reading:</i> Plants (non fic book) Life cycles (non fic book). Jim and the beanstalk Mayonaisy Mum poetry anthology Minibeast encyclopedia</p>	
<p>YEAR 2 Throughout the Year pupils should:</p>	<ul style="list-style-type: none"> - Re-read books to build up fluency and confidence in word reading. <i>Pupils should revise and consolidate the GPCs and common exception words taught in Yr1.(As soon as pupils can read words comprising the Year 2 GPCs accurately and speedily they should move onto the Years 3 and 4 programme of study for word reading.)</i> - Be introduced to non-fiction books that are structured in different ways. - Becoming increasingly familiar with and retell a wider range of stories, fairy stories and traditional tales. - Continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear. 			
<p>YEAR 2 Word Reading</p>	<p>-I can read a range of words on sight and am able to use my phonic strategies to read more complex words.</p>	<p>-I can read fluently and have started to use my phonics skills to decode unfamiliar words quickly and easily.</p>	<p>-I can read familiar words quickly, without needing to sound them out. -I can read common suffixes,</p>	<p>-Secure phonic decoding until reading is fluent and read accurately by blending, including alternative sounds for</p>

	<p>- I can read words with common suffixes.</p> <p>-I notice contractions, but need some support to read them accurately.</p> <p>-I know the function of full stops when reading and I show this when reading aloud.</p>	<p>-I can predict alternative grapheme sounds in unfamiliar words.</p> <p>-I can read multi syllabic words I can read words containing common suffixes.</p> <p>-In contractions, I understand the apostrophe is replacing the missing letters.</p> <p>-I can read aloud taking into account of punctuation and author intention.</p>	<p>understanding the impact on root words.</p> <p>-I can use a range of decoding strategies.</p> <p>-I can use syllable boundaries to read each syllable then combine them to read a word</p> <p>-I can self -correct when I read a sentence incorrectly.</p> <p>-I can accurately read words with contractions.</p> <p>-</p>	<p>graphemes.</p> <p>-Read accurately words of two or more syllables containing these graphemes.</p> <p>-Read words containing common suffixes</p> <p>-Read further common exception words, noting unusual correspondences.</p> <p>Read most words quickly & accurately without overt sounding and blending.</p> <p>Sound out unfamiliar words accurately and automatically.</p>
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<p>YEAR 2 Comprehension</p>	<ul style="list-style-type: none"> -I understand the key events or features of a text. -I can simply comment on beginning, middle and end. -I can work with a group to answer questions about texts. -I know how non-fiction texts are structured and can name some of their features. -I can recite some lines from simple poems, saying what I like. -I can explain the meaning of words in context. -I can recognise interesting words. -I can recognise key themes within a text, linked to familiar stories. -I can say what I think about books, poems and non-fiction. -I can use the front cover and book title, as well as illustrations to make reading choices. 	<ul style="list-style-type: none"> -I understand how the key events in a story result in the final outcome. -I can discuss, in a group, the sequence of events in a story. -I can answer questions about text I have read. -I know how non-fiction texts are structured and I can refer to the key features – explaining their purpose. -I can recite poem appreciating these. - I can discuss words and phrases. -I can recognise key themes within a text, linked to familiar stories. -I am able to take part in discussions about books, poems and non-fiction texts. -I can use the front cover and book title as well as illustrations and the words inside to make reading choices. 	<ul style="list-style-type: none"> -I can retell a story, referring to most of the key events and characters. -I can summarise a story, giving the main points clearly in sequence. -I can find the answers to questions in non-fiction, stories and poems. -I can locate specific information e.g. key information/events, characters names etc. -I can decide how useful a non-fiction text is for the purpose. -I continue to build up a repertoire of poems learnt by heart, with appropriate intonation -I can discuss my favourite words and phrases and how it affects meaning. -I can recognise key themes and ideas within a text. -I can participate in discussions about books, poems and other works and can compare similarities and differences between texts. -I can make choices about which texts to read, based on prior reading experiences 	<ul style="list-style-type: none"> -Drawing on what they already know or on background information and vocabulary provided by the teacher. -Checking that the text makes sense to them as they read and correcting inaccurate reading. - Answering and asking questions. -Discussing the sequence of events in books and how items of information are related. -Discussing their favourite words and phrases. - Discussing and clarifying the meanings of words, linking new meanings to known vocabulary. -Participate in discussion about books, poems and other works that are read to them and those that they can read for themselves. -Taking turns and listening to what others say. -Explain and discuss their understanding of books, poems and other materials, both those that they listen to and those that they read for themselves.
<p>YEAR 2 Language for effect</p>	<ul style="list-style-type: none"> -I can recognise rhyming words - I can recognise tongue twisters 	<ul style="list-style-type: none"> -I can identify how vocabulary choices affect 	<ul style="list-style-type: none"> -I can understand some differences between spoken 	<ul style="list-style-type: none"> - Recognising simple recurring literary language in stories

	/ alliteration.	meaning – ‘Crept lets you know he’s trying to be quiet’. -I can recognise words that sound like their meaning	and written language -I can recognise simple similes	and poetry..
YEAR 2 Making Inferences	- I can comment on the character’s actions. -I can provide simple explanations about events. -I can explore what I think is going to happen in a text.	-I am beginning to understand the reasons for a character’s behaviour. -I can discuss possible reasons for events. -I can explore what I think is going to happen and suggest why I think this.	-I can make simple inferences about thoughts and feelings of characters and reasons for their actions. -I can discuss reasons for events, by using clues in the story. -I understand why a writer has written a text – ‘She wants you to know how to make a kite’. -I can make predictions based on reading other books by the author and my own experiences. -I understand how the author uses words to convey thoughts, feelings and actions, including ‘reading between the lines’.	Making inferences on the basis of what is being said and done. Predicting what might happen on the basis of what has been read so far.

 Cumnor C of E Primary School	Autumn/ Step	Spring/ Step 2	Summer/ Step 3	End of Year expectations
YEAR 3	How to Train your Dragon - Cressilda Cowelll.*	The Iron Man - Ted Hughes*	Varjak Paw - F.S Said* Jungle Book - Rudyard	

<p>Range of texts to include:(Through story time, whole class shared reading, group guided reading and whole class guided reading*)</p> <p><i>Pupils will select independent reading books from the Year 3 class library which is organized into shelves to match ability groups. In key stage 2 we encourage pupils to select their own choice of book but their selections are monitored, and where necessary directed by staff. Pupils reading ages are assessed twice a year using a Salford reading test and most pupils in Year 3 have a reading age of between 7 and 10.</i></p> <p>Pupils who are not yet fully confident in their phonic /decoding ability (working below age related expectations at the end of Year 2) receive regular group phonic catch up guided reading sessions.</p> <p>SEN pupils requiring specific support with their reading receive regular interventions arranged by the class teacher/SENCO.</p>	<p>Again - Emily Gravett Dragon Poems - John Foster and Korky Paul Here come the dragons (poems) Dragon - Wayne Anderson The Boy who Grew Dragons - Andy Shepherd</p> <p>Performance poetry - We're going on a bear/dragon hunt.</p> <p>I'll take you to Mrs Cole - Nigel Gray and Michael Foreman</p> <p>Beowulf (storytelling)</p> <p>The Ice Palace -Robert Swindells (Guided read)</p> <p><i>Phonic catch up texts: Moldylocks and the 3 Clare's - Sally Grindley The Cat that Scratched - Jonathon Long</i></p>	<p>The Tempest - William Shakespeare (Matthews & Ross retelling*) + Graphic novel version</p> <p>The Angel of Nitshill Road - Anne Fine</p> <p>How to build Robots - Lousie Derington (Instructional text)</p> <p>Runaway Robot - Frank Cottrell - Boyce</p> <p>The Black Rabbit (Science linked text) - Phillipa Leathers</p> <p>The Three Little Pigs (+alternative version)</p> <p>The Battle of Bubble and Squeak - Phillipa Pearce</p> <p><i>Phonic catch up texts: Tyrone the Horrible - Hans Wilhelm I want to be a Jedi - Simon Beecroft</i></p>	<p>Kipling Grandpa Chatterji -Jamila Gavin Finder's Keepers A Bus trip in India - Robert Arnett</p> <p>The Day I swapped my Dad for two Goldfish - Neil Gammon/Dave McKean</p> <p>The Legend of Captain Crow's teeth -Eoin Colfer</p> <p>The Day the war came - Nicola Davies</p> <p>Extracts from the Ramayana (children's story version)</p> <p><i>Phonic catch up texts: Tales from the Playground 0 Michella Morgan Judoon Afternoon (Sarah Jane adventures)</i></p>	
<p>YEAR 3 Objectives spanning Year</p>	<p>At this stage teaching comprehension should take precedence over teaching word reading directly. Any word reading should support the development of vocabulary.</p> <ul style="list-style-type: none"> - To check that the text makes sense. - To ask questions to improve understanding. Be introduced to a range of authors that they might not choose themselves - Be able to select own books (and be taught how to do so) 			

	<p>- Continue to develop a positive attitude to reading and understand what is read.</p> <p>-Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or text books</p> <p>-Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</p> <p>- Read books that are structured in different ways and reading for a range of purposes.</p> <p>- Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.</p>			
<p>YEAR 3 Word Reading</p>	<p>-I can read an increasing number of exception words.</p> <p>-I can read aloud using a range of strategies appropriately, including decoding, to establish meaning.</p> <p>-I can apply my increasing knowledge of root words, prefixes and suffixes</p>	<p>-I can read an increasing number of exception words.</p> <p>-I can read aloud with expression and intonation taking into account punctuation.</p> <p>-I can apply my increasing knowledge of root words, prefixes and suffixes</p>	<p>-I can read an increasing number of exception words.</p> <p>-I can read aloud with intonation and expression, taking into account higher grade punctuation.</p> <p>-I can apply my increasing knowledge of root words, prefixes and suffixes</p> <p>-I can test out different pronunciations of longer words</p>	<p>-Read more exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</p> <p>-Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</p> <p>-Apply their growing knowledge of root words, prefixes and suffixes both to read aloud and to understand the meaning of new words they meet</p> <p>-Test out pronunciations of longer words</p>
<p>YEAR 3 Comprehension</p>	<p>-I can summarise and explain the main points in a text.</p> <p>-Begin to use knowledge of the alphabet to locate information and meaning (dictionary/index).</p>	<p>-I am able to quote directly from the text to support thoughts and discussions.</p> <p>-I can increasingly use knowledge of alphabet to locate information and meaning</p>	<p>-I can locate information by skimming (for a general impression and scanning (to locate specific information).</p> <p>-I can use text marking to support retrieval of information or ideas from texts (e.g. highlighting, notes in</p>	<p>-Retrieve and record information from fiction and non-fiction.</p> <p>Use dictionaries to check the meaning of words that they have read.</p>

			the margin).	
YEAR 3 Themes and Conventions	<ul style="list-style-type: none"> -I can briefly summarise the difference between a fiction and non-fiction text, giving examples. -I can recognise some differences between different poems - I can explore some straightforward underlying themes and ideas. 	<ul style="list-style-type: none"> -I am beginning to identify the differences between a wider range of non-fiction text types (.g instructions,explanation, poetry) and fiction texts. -I can recognise presentation devices e.g. numbering and headings in instructions -I can use some appropriate vocabulary to describe different poems - I can summarise and explain the main points in a text. 	<ul style="list-style-type: none"> -I can identify language features of some different text types (eg the language of recount is different to instructions) -I can name different types of poems -I can discuss the merits of different presentational devices in helping clarity of meaning - I can summarise and explain the main points in a text, referring back to the text to support this 	<ul style="list-style-type: none"> -Identify how language, structure and presentation contribute to meaning. -Recognise presentational devices -Recognise some different forms of poetry (shape, performance, rhyming, narrative) -Identify main themes from more than one paragraph and summarise.
YEAR 3 Language for effect	<ul style="list-style-type: none"> -I can identify where language is used to create mood, build tension or 'paint a picture'. -I can explain the meaning of WOW words in context. -I can explore the potential meaning of ambitious 	<ul style="list-style-type: none"> -I can comment on the author's choice of language to create mood and build tension. -I can explore potential meanings of WOW words read in context. 	<ul style="list-style-type: none"> I can identify language features of some different text types (e.g. that the language of recount is different to the language of instructions). I can clarify the 	<ul style="list-style-type: none"> -Discuss words and phrases that capture the reader's interest and imagination. -To discuss their understanding and explain the meaning of words in

	vocabulary read in context.	-I can clarify the meanings of ambitious words and/or phrases in context. -I can discuss how the words make me feel	meaning of WOW words and/or phrases in context. -I can talk about the effects of different words and phrases to create different images and atmosphere (powerful verbs, descriptive adjectives and adverbs). -I can discuss why the author might have chosen these words/phrases	context.
YEAR 3 Making Inferences	-I can explain how and why main characters act in certain ways in a story. -I can predict what might happen in a story.	-I can explain how and why main characters act in certain ways in a story, using evidence from the text. -When prompted, I can justify and elaborate on opinions and predictions.	-I can sometimes empathise with different characters' point of view in order to explain what characters are thinking/feeling and the way they act. -I can justify and elaborate on opinions and predictions with reference to the text.	-Draw inferences such as inferring character's feelings, thoughts and motives from their actions, and justifying inferences from evidence. -Predict what might happen from details stated and implied.

 Cumnor C of E Primary School	Autumn/ Step 1	Spring/ Step 2	Summer/ Step 3	End of Year expectations
YEAR 4 Range of texts to	Revolting Rhymes - Roald Dahl Matilda - Roald Dahl* Revolting Recipes - Roald Dahl	Stone Age Boy -Satoshi Kitamura The Firework Maker's daughter - Phillip Pullman *	The Wind in the Willows - Kenneth Grahame*	

<p>include: (Through story time, whole class shared reading, group guided reading and whole class guided reading*)</p> <p><i>Pupils will select independent reading books from the key stage 2 library and books specially chosen for the Year 4 class library. In key stage 2 we encourage pupils to select their own choice of book but their selections are monitored by the teacher during independent reading time and during literary circles.</i></p> <p><i>Reluctant and developing readers are given particular support in selecting reading books and take part in weekly guided reading and 1:1 reading sessions:</i></p> <p>SEN pupils requiring specific support with their reading receive regular interventions arranged by the class teacher/SENCO.</p>	<p>The Witches play script; (extracts) - Roald Dahl Autobiography of Roald Dahl</p> <p>Poetry 'Timothy Winters' by Charles Causley</p> <p>Poetry on the theme of Remembrance including: In Flanders Fields by John McCrae.</p> <p>Make more noise anthology: Out for the Count by Sally Nichols</p> <p>Group Guided reads: Lickety Kwick and the Mixed-Up Fix - Maureen Haslehurst Sandbags and Sirens -Jillian Powell The Haunted House - Sarah Jane adventures Esio Trot - Roald Dahl The Enormous Crocodile - Roald Dahl Fantastic Mr Fox - Roald Dahl The princess and the Suffragette - Holly Webb</p>	<p>Roman Myths (Orchard books of Roman Myths - Chains of Love, Romulus and Remus, The Olympians, A Wild Goose chase) Various Non fiction texts on the Stone Age/ The Romans Gladiator (Graphic novel) - Glen Downey Horrible Histories - Rotten Romans I was there...Boudica's Army - Hilary Mckay *</p> <p>Group Guided reads: The Julian Stories - Ann Cameron Black Queen - Michael Morpurgo The Thieves of Ostia: Roman Mystery books – Caroline Lawrence ? Windmill? (Sci fil)</p>	<p>The boy at the back of the class - Onjali Q. Raúf*</p> <p>Mirror - Jeannie Baker</p> <p>A range of non fiction texts (Explanation/ Recount/ Advertisement) on Rivers/Mountains. River Story - Meredith Hooper (Non fiction.)</p> <p>Lonely Planet Kids - The travel Book</p> <p>Group Guided Reads: Extreme survival - non fiction Lost in the Storm - Holly Webb Akimbo and the Elephants - Alexander McCall Smith The Whale's Song - Dyan Sheldon Make More Noise anthology - Tea and Jam by Katherine Woodfine The Otter Path by Emma Carroll</p>	
<p>YEAR 4 Objectives spanning Year</p>	<p>At this stage teaching comprehension should take precedence over teaching word reading directly. Any word reading should support the development of vocabulary.</p> <ul style="list-style-type: none"> - Ask questions to clarify understanding. - Identify main themes/ideas based on evidence drawn from different points in the text. - Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say - Be introduced to a range of authors that they might not choose themselves -Be able to select own books (and be taught how to do so) 			

	<p>- Continue to develop a positive attitude to reading a range of appropriate texts fluently and accurately and understand what is read.</p> <p>-Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books.</p> <p>-Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</p>			
<p>YEAR 4 Word Reading</p>	<p>-I can usually read a range of appropriate texts with fluency and accuracy.</p> <p>-I can recognise prefixes and suffixes in words.</p> <p>-I can read some (Year 4/5 Common Exception words) understanding the correspondence between spelling and sound.</p>	<p>-I can read a range of appropriate texts fluently and accurately, including exception words.</p> <p>-I can use syllables to read unknown polysyllabic words, including knowledge of common prefixes and suffixes (un-im- por-tant).</p>	<p>-I can read aloud with pace, fluency and expression, taking punctuation and author's intent into account.</p> <p>-I can explore potential meaning of ambitious vocabulary read in context (using knowledge of etymology-word origin, morphology-form and structure of the word, i.e. the root word plus prefix and/or suffix or the context of the word.</p> <p>-I can read most (Year 3 and 4 common exception words (spelling list) understanding the correspondence between spelling and sound.</p>	<p>-Read more exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</p> <p>-Apply knowledge of root words prefixes and suffixes (see appendix 1), both to read aloud and to understand the meaning of new words they meet.</p>
<p>YEAR 4 Comprehension</p>	<p>- I can use knowledge of text structure to locate information.</p>	<p>- I can skim and scan to identify key ideas and answer questions from a text.</p>	<p>- I can locate information quickly and effectively from a range of sources by using techniques such as text marking and using indexes/contents pages.</p>	<p>- Retrieve and record information from non-fiction.</p>
<p>YEAR 4 Themes and Conventions</p>	<p>- I can identify the various features of fiction genres (e.g. science fiction, adventure, autobiography, diary, mystery etc).</p> <p>-I can recognise key themes in what I have read</p>	<p>- I can compare and talk about the structures and features of a range of non-fiction texts.</p> <p>-I can compare key themes across different books</p>	<p>- I can compare the structure of different stories to discover how they differ in pace, build up, sequence, complication and resolution.</p> <p>-I can discuss key themes in what I have read e.g. triumph of good over evil/revenge</p>	<p>- Read books that are structured in different ways and reading for a range of purposes.</p> <p>-Recognise key themes in what they read</p>
<p>YEAR 4</p>	<p>- I can talk about the author's choice of language and its</p>	<p>- I can read between the lines, using clues from</p>	<p>- I can discuss how and why the text affects the reader</p>	<p>- Identify how language, structure and</p>

Language for effect	effect on the reader in a range of texts.	action, dialogue and description to interpret meaning and /or explain what characters are thinking/feeling.	and refer back to the text to back up a point of view.	presentation contribute to meaning.
YEAR 4 Making Inferences	<p>-I am continuing to talk about the effects of different words and phrases to create different images and atmosphere (powerful verbs, descriptive adjectives and adverbs).</p> <p>-I can infer meaning, using evidence from the text and wider experiences.</p> <p>-I can predict what might happen by quoting directly from the text.</p>	<p>-I confidently talk about the effects of different words and phrases to create different images and atmosphere (powerful verbs, descriptive adjectives and adverbs).</p> <p>-I can infer/deduce meaning based on evidence drawn from different points in a text.</p> <p>-I can refer to the text to support opinions and predictions (sum up what I have found/ discussed/thought about; make a point/state my thoughts and ideas; find evidence in and/or around the text to support my views).</p>	<p>-I can work out the meaning of unknown words from the way they are used in context.</p> <p>-I can discuss messages, moods, feelings and attitudes using the clues from the text, by means of inference and deduction skills.</p> <p>-I can refer to the text to support opinions and elaborate (state my thoughts and ideas; find evidence in and/or around the text to support my views; clarify my thinking by justifying my views, using additional evidence and linking to wider knowledge/experiences).</p>	<p>-To discuss their understanding and explain the meaning of words in context.</p> <p>-Draw inferences such as inferring character's feelings, thoughts and motives from their actions, and justifying inferences from evidence.</p> <p>-Predict what might happen from details stated and implied.</p>



Cumnor C of E
Primary School

Autumn/ Step 1

Spring/ Step 2

Summer/ Step 3

End of Year
expectations

YEAR 5

Range of texts to
include:

(Through whole class shared
reading, whole class guided
reading*, guided and
unguided group reading, story
time)

*Pupils will select independent
reading books from the key
stage 2 library and books
specially chosen for the Year
5 class library. In key stage 2
we encourage pupils to select
their own choice of book but
their selections are monitored
by the teacher during
independent reading time and
during literary circles.*

*Reluctant and developing
readers are given particular
support in selecting reading
books and are read with 1:1
at least weekly.*

SEN pupils requiring specific
support with their reading
receive regular interventions
arranged by the class

Journey to the River Sea - Eva
Ibbotson*
Cloud tea Monkeys - Elspeth
Grahame
Rainforests at Risk -Non fiction*
'Sir Autumn' poetry collection.
Chocolate Cake poem - Michael
Rosen
Charlie and the Chocolate factory
(storytelling) -Roald Dahl
Story of Chocolate

Non fiction books on Rainforests,
chocolate and South America

Twas the Night before Christmas
poem - Clement Clarke Moore

Mr Moore - performance poetry -
Paul Cookson

Way Home Libby Hawthorn &
Gregory Rogers (PSHCE)

Percy Jackson and the lightning
thief - Rick Riordan*
Various greek myths and
playscripts of Greek myths
(including Theseus and the
Minotaur?)

Various poems by Roger
mcGough and Michael Rosen

Hidden figures - Margot Lee
Sheterly

Counting on Katherine - Helaine
Becker

The Highwayman -Alfred Noyes
(Narrative poem)
Pegasus - performance poetry

After the fall -Don Santat

Who let the Gods out? Maz
Evans

Kensuke's Kingdom - Michael
Morpurgo*
Alone on a wide, wide sea -
Michael Morpurgo.

Guided Read:
Creatures in Danger - Non fiction
Kura's story - P Mason

Where the Forest meets the Sea
- Jeannie Baker (Picture book)

The Journey - Francesca Sana
(picture book) PSHE

The Great Wave - Veronique
Massenot/ Bruno Pilogret (art
link)

Various Haikus & Kennings

I

teacher/SENCO.				
YEAR 5 Objectives spanning Year	<ul style="list-style-type: none"> -Recommending books that they have read to their peers, giving reasons for their choices. -Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary .Maintain positive attitudes to reading and understanding of what they read by: <ul style="list-style-type: none"> - continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. - reading books that are structured in different ways and reading for a range of purposes. -increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions. - learning a wider range of poetry by heart. - preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience -Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging view courteously 			

<p>YEAR 5 Word Reading</p>	<p>- I can confidently read unknown words with prefixes and suffixes and I am beginning to make connections between words.</p>	<p>- I can confidently read most words, understanding the impact of prefixes and suffixes on root words.</p>	<p>-I understand the history of words and the relationship between them to help me read unknown polysyllabic words.</p> <p>-I understand the impact of prefixes and suffixes on root words.</p> <p>I can read all Year 4/5 Common Exception Words (Year 5 and 6 spelling list)</p>	<p>- Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology) both to read aloud and to understand the meaning of new words that they meet.</p>
<p>YEAR 5 Comprehension</p>	<p>-I can identify the different features of fiction and non-fiction genres.</p> <p>-I can compare, contrast and evaluate different non-fiction texts.</p> <p>-I can discuss my understanding of a text.</p> <p>-I can skim to identify key ideas.</p> <p>- I can make simple comparisons between books.</p>	<p>-I can identify the individual genre in a mixed genre text e.g. an explanation within an information text.</p> <p>-I can discuss my understanding of a text by identifying the purpose of the author.</p> <p>-I can skim and scan non-fiction texts to speed up research.</p> <p>-I can make comparisons between books, commenting on similarities and differences.</p>	<p>-I can identify, collate and discuss the key ideas and information from a range of sources.</p> <p>-I can talk confidently about the purpose of the text and the specific intentions of the author.</p> <p>-I can ask questions to clarify my understanding.</p> <p>-I can use what I know about text structure to find information.</p> <p>-I can compare, contrast and evaluate different books.</p>	<p>-Summarising the main ideas, drawn from more than one paragraph, identifying key details, that support the main ideas.</p> <p>-Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context.</p> <p>-Asking questions to improve their understanding.</p> <p>-Retrieve, record and present information from non-fiction.</p> <p>-Making comparisons within and across books.</p>

				-Distinguish between statements of fact and opinion
YEAR 5 Themes and Conventions	-I can use the way in which a text is organised to help me understand. -I can talk about books, discuss the main points and build on my reasoning.	-I can comment on the structural choices an author has used to organise a text. -I can take part in discussions, listening to others' ideas and building on them.	-I can recognise language that is a feature of a particular genre and how this contributes to meaning. -I can take part in discussions, listen to others' ideas and build on them to support the development of my ideas.	-Identifying and discussing themes and conventions in and across a wide range of writing. -Identifying how language, structure and presentation contribute to meaning. -Participate in discussions about books, building on their own and others' ideas and challenging views courteously.
YEAR 5 Language for effect	- I can comment on how an author has used language and its effect upon the reader.	- I can identify and articulate my response to the effect of figurative and descriptive language.	- I can discuss the difference between literal and figurative language and the effects of imagery.	- Discuss and evaluate how authors use language, including figurative language considering the impact on the reader.
YEAR 5 Making Inferences	-I can recognise which characters the author wants the reader to like/dislike. -I can make simple predictions about a story.	-I can explain what I think the character's personality is like by referring to their behaviours. -I can state my predictions for the story, using evidence from the book.	-I understand the thoughts and feelings of characters by referring to their actions. - I can justify my opinion. -I can explore texts to support and justify my predictions and opinions.	-Drawing inferences such as inferring characters feelings, thoughts and motives from their actions, and justifying inferences with evidence -Predicting what might happen from details stated and implied. -Provide reasoned justifications for their views.



Cumnor C of E
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Autumn/ Step 1

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End of Year
expectations

YEAR 6

Range of texts to
include:

(Through whole class shared
reading, whole class guided
reading*, guided and
unguided group reading, story
time)

*Pupils will select independent
reading books from the key
stage 2 library and the Year 6
class library, In key stage 2
we encourage pupils to select
their own choice of book but
their selections are monitored
by the teacher during
independent reading time and
during literary circles.*

*Reluctant and developing
readers are given particular
support in selecting reading
books and are read with 1:1*

Alice's Adventures in
Wonderland - Lewis Carroll*
Walrus and the Carpenter
narrative poem - Lewis Carroll.

Orphans of the Tide - Struan
Murray

Northern Lights* (first few
chapters) - Phillip Pullman
The Hobbit (extracts)- J R R
Tolkien

Clockwork* - Phillip Pullman

A Christmas Carol*- Charles
Dickens. (Extracts)

The adventures of Isabel poem
Ogden Nash
Winter/Christmas personification
poems - various.

The Mollie Bird (Evolution story)
- Jules Pottle

The Princess who hid in a tree -
Jackie Holderness

Secrets of a Sun King - Emma
Carroll*
Cinderella of the Nile - Beverly
Naidoo/ Egyptian Cinderella -
Shirley Climo
The Day of Ahmed's secret -
Florence Parry Heide
Marcy and the Riddle of the
Spinx - Joe Todd Stanton

Various Non fiction texts on the
Ancient Egyptians.

The Fastest Boy in the World -
Elizabeth Laird Short story)

The spider and the Fly classic
poem - Mary Howitt

Brightstorm* - Vashti Hardy
Midsummer night's dream -
William Shakespeare - various
versions

Window - Jeannie Baker

Tuesday - David Wiesner

Can I build another me -
Shinsuke Yoshitake

Shakletons' Journey - WilliamGrill

Group Guided Reading:
Extreme survival - Helen
Chapman (NF)
Desert - How to survive (NF)
Survival (short stories)

<p><i>at least weekly.</i></p> <p>SEN pupils requiring specific support with their reading receive regular interventions</p>	<p>Picasso and the girl with a ponytail - Laurence Anholt Camile and the Sunflowers (Van Gogh) - Laurence Anholt.</p>			
<p>YEAR 6 Objectives spanning Year</p>	<ul style="list-style-type: none"> - recommending books that they have read to their peers, giving reasons for their choices. -explain and discuss their understanding of what they have read, including through formal presentation and debates, maintaining a focus on the topic and using notes where necessaryMaintain positive attitudes to reading and understanding of what they read by: - continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks - reading books that are structured in different ways and reading for a range of purposes. -increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions. - making comparisons within and across books. - learning a wider range of poetry by heart. - preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience. 			
<p>YEAR 6 Word Reading</p>	<p>- I know how to read most unfamiliar words and can predict the meaning of related words using my knowledge. (e.g. words with the prefix circum meaning around).</p>	<p>- I can read almost all words accurately.</p> <p>- I use my knowledge of word history and the link between words to suggest meaning.</p>	<p>- I am able to read accurately all words (including those containing suffixes and prefixes) and can predict the meaning, using my knowledge of the history of words and the relationship between them.</p>	<p>- Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet.</p>
<p>YEAR 6</p>	<p>-I can clearly identify and</p>	<p>-I can discuss the purpose,</p>	<p>-I can discuss the purpose,</p>	<p>-Summarising the main</p>

<p>Comprehension</p>	<p>retrieve relevant points and key ideas from different points in a text and across a range of texts.</p> <p>-I can talk confidently about the purpose of the text and the specific intentions of the author, using examples from the text.</p> <p>-I can ask questions to confirm what I already know.</p> <p>-I can use my skills of skimming, scanning, text marking and knowledge of the genre to identify the main points.</p> <p>-I can compare and contrast the styles of different writers and provide examples.</p> <p>-I am able to link them with my own ideas to support what I say.</p>	<p>audience and organisation of different fiction/non- fiction texts.</p> <p>-I can use the way text types are organised to help me sustain understanding over longer texts.</p> <p>- I can ask and respond to questions about a text to demonstrate my understanding.</p> <p>-I can use my skills of skimming, scanning, text marking and knowledge of genre to identify and record the key features/information.</p> <p>-I can compare, contrast and explore the styles of writers and poets, finding examples in the text.</p> <p>-I use their knowledge to support my own ideas.</p>	<p>audience and organisation of different fiction/non- fiction texts, evaluating their success.</p> <p>-I can apply my knowledge of word reading skills to a range of different contexts to support my understanding of a text.</p> <p>-I can ask and respond to questions to demonstrate a secure understanding.</p> <p>-I can collect and organise key ideas from a range of sources and present this to others.</p> <p>-I can describe and evaluate the styles of different writers, finding examples and justifying my interpretations</p> <p>-I am able to state why I believe they have valid points and use the text to clarify.</p>	<p>ideas, drawn from more than one paragraph, identifying key details, that support the main ideas.</p> <p>-Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context.</p> <p>-Asking questions to improve their understanding.</p> <p>-Retrieve, record and present information from non-fiction.</p> <p>-Making comparisons within and across books.</p> <p>-Distinguish between statements of fact and opinion.</p> <p>-Explain and discuss their understanding of what they have read, including through formal presentations and debates.</p>
<p>YEAR 6 Themes and Conventions</p>	<p>-I can identify the ways in which one paragraph is linked to the next.</p> <p>-I can take part in discussions, taking account of what others say and comment on their ideas.</p>	<p>-I can comment on and compare the language choices the author has used over a range of non-fiction texts.</p> <p>-I am able to analyse what others' say to support my own ideas linked to a text.</p>	<p>-I can explore how the way in which a text is organised, language features and choice of specific vocabulary supports the writers theme and purpose, providing examples.</p> <p>-I can analyse and critically analyse others ideas courteously.</p>	<p>-identifying and discussing themes and conventions in and across a wide range of writing.</p> <p>-Identifying how language, structure and presentation contribute to meaning.</p> <p>-Participate in discussions about books, building on their own and others' ideas and challenging views</p>

				courteously.
YEAR 6 Language for effect	- I can identify how the author has created messages, moods, feelings and attitudes through vocabulary choices.	- I can clearly identify the effect the writing has on a reader, and begin to explain how this impact has been created	-I can analyse, compare and contrast how different authors use literal and figurative techniques to create imagery.	-Discuss and evaluate how authors use language, including figurative language considering the impact on the reader.
YEAR 6 Making Inferences	-I understand the motives of characters; I can explain their personality, with evidence from the text, to justify this. -I can refer to the text to support my predictions and provide examples.	-I understand why characters feel and act the way they do. I can refer to their personality, using examples to justify their motives. -I understand how the author uses hidden messages to imply what might happen.	-I can predict how a character will react to situations, based on my understanding of their personality and previous actions. -I can use hidden messages and action from the text to make a sound prediction; I use evidence from the text to support this.	-Drawing inferences such as inferring characters feelings, thoughts and motives from their actions, and justifying inferences with evidence. -Predicting what might happen from details stated and implied. -Provide reasoned justifications for their views.