

Curriculum MTP Progression Document

Reading

St. Mary's Catholic Voluntary Academy, Grantham

2025-2026



Subject Leader: Sudha Howle

Sudha Howle
St. Mary's Catholic Voluntary Academy, Grantham
2024 - 2025

Curriculum Intent: Reading

EYFS Reading					
ADVENT 1 Children will...	ADVENT 2 Children will...	LENT 1 Children will...	LENT 2 Children will...	PENTECOST 1 Children will...	PENTECOST 1 Children will...
COMPREHENSION					
<p>Listen and enjoy sharing a range of books.</p> <p>Hold a book correctly, handle with care.</p> <p>Know that a book has a beginning and an end and can hold the book the right way up and turn some pages appropriately.</p> <p>Know that text in English is read top to bottom and left to right.</p> <p>Know the difference between text and illustrations.</p> <p>Recognise some familiar words in print, e.g., own name or advertising logos.</p> <p>Enjoy joining in with rhyme, songs and poems.</p> <p>Explain in simple terms what is happening in a picture in a familiar story.</p> <p>Complete a repeated refrain in a familiar rhyme, story or poem being read aloud.</p>	<p>Experience and respond to different types of books, e.g., story books, factual/real-world books, rhyming and non-rhyming stories, realistic and fantasy stories.</p> <p>Respond to 'who', 'where' 'what' and 'when' questions linked to text and illustrations.</p> <p>Make simple inferences to answer yes/no questions about characters' emotions in a familiar picture book read aloud to them, with prompts.</p> <p>Sequence two events from a familiar story, using puppets, pictures from book or role-play.</p>	<p>Use picture clues to help read a simple text.</p> <p>Make a simple prediction based on the pictures or text of a straightforward story that is read aloud to them.</p> <p>Show understanding of some words and phrases in a story that is read aloud to them.</p> <p>Express a preference for a book, song or rhyme, from a limited selection.</p> <p>Play is influenced by experience of books (small world, role play).</p>	<p>Retell stories in the correct sequence, draw on language patterns of stories.</p> <p>With prompting, show understanding of many common words and phrases in a story that is read aloud to them.</p> <p>Suggest how an unfamiliar story read aloud to them might end.</p> <p>Give a simple opinion on a book they have read, when prompted.</p> <p>Recognise repetition of words or phrases in a short passage of text.</p> <p>Play influenced by experience of books</p> <p>Innovate a well-known story with support.</p>	<p>Correctly sequence a story or event using pictures and/or captions.</p> <p>Make simple, plausible suggestions about what will happen next in a book they are reading.</p> <p>Know the difference between different types of texts (fiction, nonfiction, poetry)</p> <p>Make inferences to answer a question beginning 'Why do you think...?' in a picture book that has been read to them, where answer is clearly signposted.</p> <p>Play influenced by experience of books - gestures and actions used to act out a story, event or rhyme from text or illustrations.</p>	<p>Play influenced by experience of books - act out stories through role play activities, using simple props (e.g. hats, masks, clothes, etc.) and appropriate vocabulary.</p> <p>Innovate a known story.</p> <p>Recall the main points in text in the correct sequence, using own words and include new vocabulary.</p> <p>When prompted, say whether they liked or disliked a book, and give a simple justification or make a relevant comment.</p> <p>With prompting, sometimes show understanding of some less familiar words and phrases in a story that is read aloud to them.</p>
WORD READING					
RWI	RWI	RWI	RWI	RWI	RWI
Read single-letter Set 1 sounds (first 16)	Read all Set 1 single letter sounds. Blend sounds into words orally.	Blend sounds to read words. Read short Ditty stories.	Read Red Storybooks. Read Set 1 Special Friends.	Read Green Storybooks. Read 4 double consonants.	Read Green Storybooks. Read first 6 Set 2 sounds.

Hear general sound discrimination and be able to orally blend and segment.	Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. Read a few common exception words matched to the school's phonic programme.	Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. Read a few common exception words matched to the school's phonic programme.	Read some letter groups that each represent one sound and say sounds for them. Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.	Read some letter groups that each represent one sound and say sounds for them. Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.	Read some tricky words from Phase 4 e.g. said, like, have, so. Re-read what they have written to check that it makes sense.
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LITERACY ELGs

Children will:

Comprehension

- 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, nonfiction, rhymes and poems and during role play

Word reading

Children will:

- 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.

COMMUNICATION AND LANGUAGE ELGs

Children will:

Listening, Attention and Understanding

- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.
- Make comments about what they have heard and ask questions to clarify their understanding.
- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

Speaking

Children will:

- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.
- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.
- Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

Year 1 English Reading						
	ADVENT 1 Children will...	ADVENT 2 Children will...	LENT 1 Children will...	LENT 2 Children will...	PENTECOST 1 Children will...	PENTECOST 2 Children will...
Sight Recognition	Read common exception words.	Re-read books to build up their fluency and confidence in word reading.	Re-read books to build up their fluency and confidence in word reading. Read words which start with un-.	Re-read books to build up their fluency and confidence in word reading. Read common suffixes (-s –es –ing –ed etc.)	Re-read books to build up their fluency and confidence in word reading. Read contractions and understanding use of apostrophe.	Re-read books to build up their fluency and confidence in word reading.
Decoding and Fluency	Read aloud phonically decodable text.	To reread texts to build up fluency and confidence in word reading. Read accurately by blending.	To reread texts to build up fluency and confidence in word reading.	To reread texts to build up fluency and confidence in word reading. Divide words into syllables.	To reread texts to build up fluency and confidence in word reading. Read multiple syllabic words containing taught GPS.	To reread texts to build up fluency and confidence in word reading.
Phonological Awareness	RWI Read Purple Storybooks. Read Set 2 sounds. Read multisyllabic Phonics Green Words speedily Apply phonic knowledge to decode words. To blend sounds in unfamiliar words using the GPCs that they have been taught. To read words containing taught GPCs.	RWI Read Pink Storybooks. Read first 5 Set 3 sounds. To blend sounds in unfamiliar words using the GPCs that they have been taught. Blue / Grey Read all Set 3 Sounds in nonsense words with Fred Talk. To read words containing taught GPCs.	RWI Read Orange Storybooks. Read 11 Set 3 sounds. To blend sounds in unfamiliar words using the GPCs that they have been taught. To read words containing taught GPCs.	RWI Read Yellow Storybooks. Read 17 Set 3 sounds. To blend sounds in unfamiliar words using the GPCs that they have been taught. Speedily read all 40+ letters/groups for 40+ phonemes.	RWI Read Yellow Storybooks. Read 22 Set 3 sounds. Read a passage at 80-90+ words per minute with intonation that shows comprehension. To blend sounds in unfamiliar words using the GPCs that they have been taught. To read words with contractions, e.g. I'm, I'll and we'll. To read words containing -s, -es, -ing, -ed and -est endings.	RWI Read Blue Storybooks. Read all Set 3 sounds and additional graphemes. Read a passage at 80-90+ words per minute with intonation that shows comprehension. To blend sounds in unfamiliar words using the GPCs that they have been taught.
Background Knowledge	Use what they already know to understand texts. Link what they have heard or read to their own experiences. Think about what they know about events or topics prior to reading.					
Vocabulary	I can tell a partner what some familiar words mean.		Discussing word meanings, linking new meanings to those already known.		Draw on what they already know about vocabulary provided by the teacher.	
Predictions	I can make plausible predictions about what might happen next based on personal experiences and what they have read so far.					

Summarise	I can retell familiar stories, in order, from those that I have heard or read.	I can retell familiar stories, in order, from those that I have heard or read.	I can retell the key points of a story we read as a class.	I can retell the key points of a story we read as a class.	I can retell familiar stories, in order, from those that I have heard or read. I can retell the key points of a story we read as a class.	I can retell familiar stories, in order, from those that I have heard or read. I can retell the key points of a story we read as a class.
Retrieval	I can answer simple “how” and “why” questions based on an event in the text.	I can answer simple “how” and “why” questions based on an event in the text.	I can answer simple “how” and “why” questions based on an event in the text. I can talk about the link between 2 events in a story I have read.	I can answer simple “how” and “why” questions based on an event in the text. I can talk about the link between 2 events in a story I have read.	I can answer simple “how” and “why” questions based on an event in the text. I can talk about the link between 2 events in a story I have read.	I can answer simple “how” and “why” questions based on an event in the text. I can talk about the link between 2 events in a story I have read.
Justify	I can remember some interesting words/phrases from the story when someone asks me.	I can remember some interesting words/phrases from the story when someone asks me.	I can remember some interesting words/phrases from the story when someone asks me.	I can remember some interesting words/phrases from the story when someone asks me.	I can remember some interesting words/phrases from the story when someone asks me.	I can remember some interesting words/phrases from the story when someone asks me.
Inference				I can make simple inferences based on things characters said or did.	I can make simple inferences based on things characters said or did.	I can make simple inferences based on things characters said or did.
Language Structures			Identify and compare basic story elements, e.g. beginnings and endings in different stories. Note some of the features of non-fiction texts, including layout, contents, use of pictures, illustrations and diagrams.	Identify and compare basic story elements, e.g. beginnings and endings in different stories. Note some of the features of non-fiction texts, including layout, contents, use of pictures, illustrations and diagrams.	Note some of the features of non-fiction texts, including layout, contents, use of pictures, illustrations and diagrams.	Note some of the features of non-fiction texts, including layout, contents, use of pictures, illustrations and diagrams.
Verbal Reasoning	Check that their reading makes sense and go back to correct when it doesn’t. Make predictions about the events in the text. Participate in discussion about what is read to them, taking turns and listening to what others say.	Check that their reading makes sense and go back to correct when it doesn’t. Make predictions about the events in the text. Participate in discussion about what is read to them, taking turns and listening to what others say.	Check that their reading makes sense and go back to correct when it doesn’t. Make predictions about the events in the text. Explain what they think a text is about.	Draw inferences from the text and/or the illustrations. (beginning). Explain what they think a text is about.	Draw inferences from the text and/or the illustrations. (beginning).	Draw inferences from the text and/or the illustrations. (beginning).
Literacy Knowledge	Talk about the main characters within a well-known story. Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently.	Talk about the main characters within a well-known story. Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently.	Retell key stories orally using narrative language. Talk about the main characters within a well-known story.	Retell key stories orally using narrative language. Talk about the main characters within a well-known story.	Retell key stories orally using narrative language. Talk about the main characters within a well-known story.	Retell key stories orally using narrative language. Talk about the main characters within a well-known story.

Poetry and Performance	Learn some poems and rhymes by heart. Recite poems with predictable and repeating patterns, extending and inventing patterns and playing with rhyme.		Learn some poems and rhymes by heart. Recite poems with predictable and repeating patterns, extending and inventing patterns and playing with rhyme.		Learn some poems and rhymes by heart. Recite poems with predictable and repeating patterns, extending and inventing patterns and playing with rhyme.	
Authorial Intent		Key Words: Once Upon a Time Happily Ever After Sentence Stems: Joining in with familiar words and phrases when they are repeated in the story.	Key Words: Once Upon a Time Then, Next, Suddenly, Finally/Happily Ever After Sentence Stems: Joining in with familiar words and phrases when they are repeated in the story.		Key Words: Once Upon a Time Then, Next, Suddenly, Finally/Happily Ever After Sentence Stems: Joining in with familiar words and phrases when they are repeated in the story.	
Spoken Language						
Children will: <ul style="list-style-type: none"> Know how to listen and respond appropriately to adults and their peers Know how to ask relevant questions to extend their understanding and knowledge. Know how to use relevant strategies to build their vocabulary. Know how to articulate and justify answers, arguments and opinions. Know how to give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings. Know how to maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments. Know how to select and use appropriate registers for effective communication. <ul style="list-style-type: none"> Know how to use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas. Know how to speak audibly and fluently with an increasing command of Standard English Know how to participate in discussions, presentations, performances, role play, improvisations and debates. Know how to gain, maintain and monitor the interest of the listener(s) Know how to consider and evaluate different viewpoints, attending to and building on the contributions of others. 						

Year 2 English Reading						
	ADVENT 1 Children will...	ADVENT 2 Children will...	LENT 1 Children will...	LENT 2 Children will...	PENTECOST 1 Children will...	PENTECOST 2 Children will...
Sight Recognition	Read some words quickly and accurately without overt sounding and blending. Read some common suffixes.	Read some words quickly and accurately without overt sounding and blending. Read some common suffixes.	Read exception words noting unusual correspondences. Read most words quickly and accurately without overt sounding and blending.	Read exception words noting unusual correspondences. Read most words quickly and accurately without overt sounding and blending.	Read exception words noting unusual correspondences. Read all words quickly and accurately without overt sounding and blending.	Read exception words noting unusual correspondences. Read all words quickly and accurately without overt sounding and blending.

	Re-read books to build up their fluency and confidence in word reading.	Re-read books to build up their fluency and confidence in word reading.	Read most common suffixes. Read most suitable books accurately, showing fluency and confidence. Re-read books to build up their fluency and confidence in word reading.	Read most common suffixes. Read most suitable books accurately, showing fluency and confidence. Re-read books to build up their fluency and confidence in word reading.	Read all common suffixes. Read most suitable books accurately, showing fluency and confidence. Re-read books to build up their fluency and confidence in word reading.	Read all common suffixes. Read most suitable books accurately, showing fluency and confidence. Re-read books to build up their fluency and confidence in word reading.
Decoding and Fluency	Read accurately by blending, including alternative sounds for graphemes. Read multisyllabic words containing these graphemes. To read aloud books (closely matched to their improving phonic knowledge), sounding out unfamiliar words accurately, automatically and without undue hesitation. To reread these books to build up fluency and confidence in word reading.					
					To read words accurately and fluently without overt sounding and blending, e.g. at over 90 words per minute, in age-appropriate texts.	
Phonological Awareness	RWI Read Blue Storybooks with increasing fluency and comprehension. Secure phonic decoding until reading is fluent. Read and comment on unusual correspondence between grapheme and phoneme. To read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes. To accurately read some words of two or more syllables. To read most words containing common suffixes.	RWI Read Grey Storybooks. Secure phonic decoding until reading is fluent. Read and comment on unusual correspondence between grapheme and phoneme. To read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes. To accurately read most words of two or more syllables. To read some words containing common suffixes.	RWI Read Grey Storybooks with fluency and comprehension. Secure phonic decoding until reading is fluent. Read and comment on unusual correspondence between grapheme and phoneme. To read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes. To accurately read most words of two or more syllables. To read most words containing common suffixes.	Secure phonic decoding until reading is fluent. Read and comment on unusual correspondence between grapheme and phoneme. To read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes. To accurately read most words of two or more syllables. To read most words containing common suffixes.	Secure phonic decoding until reading is fluent. Read and comment on unusual correspondence between grapheme and phoneme. To read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes. To accurately read most words of two or more syllables. To read all words containing common suffixes.	Secure phonic decoding until reading is fluent. Read and comment on unusual correspondence between grapheme and phoneme. To read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes. To accurately read most words of two or more syllables. To read all words containing common suffixes.
Background Knowledge	Use prior knowledge, including context, including context, to understand texts. Link the events or topic from a text to their own experience and/ or information they know. Recognise how books are similar to others they have read or heard.					
Vocabulary	Use prior knowledge, including vocabulary, to understand texts.	Use prior knowledge, including vocabulary, to understand texts.	Use prior knowledge, including vocabulary, to understand texts.	Use prior knowledge, including vocabulary, to understand texts.	Use prior knowledge, including vocabulary, to understand texts.	Use prior knowledge, including vocabulary, to understand texts.

	Discuss and clarify the meanings of words. Find recurring language in stories and poems. Discuss their favourite words and phrases.	Discuss and clarify the meanings of words. Find recurring language in stories. Discuss their favourite words and phrases.	Discuss and clarify the meanings of words, linking new meanings to known vocabulary. Find recurring language in stories and poems. Discuss their favourite words and phrases. I can find a word in a sentence that has the same meaning as another word or phrase.	Discuss and clarify the meanings of words, linking new meanings to known vocabulary. Find recurring language in stories. Discuss their favourite words and phrases. I can find a word in a sentence that has the same meaning as another word or phrase.	Discuss and clarify the meanings of words, linking new meanings to known vocabulary. Find recurring language in stories and poems. Discuss their favourite words and phrases. I can find a word in a sentence that has the same meaning as another word or phrase.	Discuss and clarify the meanings of words, linking new meanings to known vocabulary. Find recurring language in stories. Discuss their favourite words and phrases. I can find a word in a sentence that has the same meaning as another word or phrase.
Predictions	I can make sensible predictions of what might happen next based on what is stated. I can justify my predictions based on what has already happened.					
Summarise	I can retell the key events, in order, from the story I am reading.	I can retell the key events, in order, from the story I am reading.				
Retrieval	I can explain why a character thinks/feels/behaves in a specific way using the text as evidence.	I can explain why a character thinks/feels/behaves in a specific way using the text as evidence.	I understand simple cause and effect in texts where the link is clearly stated.	I understand simple cause and effect in texts where the link is clearly stated.		
Justify	I can find specific words/phrases (like alliteration) that I find interesting. I can explain why I like those words/phrases.	I can find specific words/phrases find interesting. I can explain why I like those words/phrases.	I can find specific words/phrases (like alliteration) that I find interesting. I can explain why I like those words/phrases.	I can find specific words/phrases that I find interesting. I can explain why I like those words/phrases.	I can find specific words/phrases (like alliteration) that I find interesting. I can explain why I like those words/phrases.	I can find specific words/phrases that I find interesting. I can explain why I like those words/phrases.
Inference	I can make simple inferences about the character's actions based on an event from the text. Draw (simple) inferences from illustrations, events, characters' actions and speech.					
Language Structures	Identify and discuss story elements such as setting, events, characters, and the way that problems develop and get resolved.	Identify and discuss story elements such as setting, events, characters, and the way that problems develop and get resolved.	Explain organisational features of texts, including alphabetical order layout, diagrams, captions, hyperlinks and bullet points.	Explain organisational features of texts, including alphabetical order layout, diagrams, captions, hyperlinks and bullet points.	Explain organisational features of texts, including alphabetical order layout, diagrams, captions, hyperlinks and bullet points.	
Verbal Reasoning	Talk about and give an opinion on a range of texts. Read for meaning and check that the text makes sense. The child goes back and re-reads when it does not make sense. Talk about their favourite words and phrases in stories and poems. Answer and ask questions.					
Literacy Knowledge	Discuss the sequence of some key events in books and how they relate to each other.	Discuss the sequence of some key events in books and how they relate to each other. Retell stories, including fairy stories and traditional tales.	Discuss the sequence of most key events in books and how they relate to each other.	Discuss the sequence of most key events in books and how they relate to each other.	Discuss the sequence of all key events in books and how they relate to each other. Retell stories, including fairy stories and traditional tales.	Discuss the sequence of all key events in books and how they relate to each other. .

Poetry and Performance	Recite some poems by heart, with appropriate intonation. Identify and discuss patterns of rhythm, rhyme, and other features which influence the sound of a poem.		Recite some poems by heart, with appropriate intonation. Identify and discuss patterns of rhythm, rhyme, and other features which influence the sound of a poem.		Recite some poems by heart, with appropriate intonation. Identify and discuss patterns of rhythm, rhyme, and other features which influence the sound of a poem.	
Authorial Intent	Key Words: story language chosen. favourite author Sentence Stems: I know this is a ... story because ... , I think the author might have chosen the word ... because ... In the text, I like ... because ... My favourite word on this page is ... , I like it because ...					

Spoken Language

Children will:

- Know how to listen and respond appropriately to adults and their peers.
- Know how to ask relevant questions to extend their understanding and knowledge.
- Know how to use relevant strategies to build their vocabulary.
- Know how to articulate and justify answers, arguments and opinions.
- Know how to give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.
- Know how to maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.
- Know how to use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.
- Know how to speak audibly and fluently with an increasing command of Standard English
- Know how to participate in discussions, presentations, performances, role play, improvisations and debates.
- Know how to gain, maintain and monitor the interest of the listener(s)
- Know how to consider and evaluate different viewpoints, attending to and building on the contributions of others.
- Know how to select and use appropriate registers for effective communication.

Year 3 English Reading						
	ADVENT 1 Children will...	ADVENT 2 Children will...	LENT 1 Children will...	LENT 2 Children will...	PENTECOST 1 Children will...	PENTECOST 2 Children will...
Sight Recognition	Read further exception words noting the unusual correspondences between spelling and sound and where these occur in the word.	Read further exception words noting the unusual correspondences between spelling and sound and where these occur in the word	Apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet.	Apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet.	Attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words.	Attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words.
Decoding and Fluency	Read aloud and independently, taking turns and listening to others. Any focus on word reading should support the development of vocabulary.					

Phonological Awareness	To applytheirgrowing knowledge of root words and prefixes,including – in, il, re, to begin to read aloud. To applytheirgrowing knowledge of root words and suffixes/word endings,including -ation, -tion, -ly to begin to read aloud.	To use their phonic knowledge to decode quickly and accurately (may still need support to read longer unknown words).	Toapplytheirgrowing knowledge of root words and prefixes,including ir-, re-to begin to read aloud. To applytheirgrowing knowledge of root words and suffixes/word endings, including -ly, -ture, -ous, sion and -cian, to begin to read aloud.	To use their phonic knowledge to decode quickly and accurately (may still need support to read longer unknown words).	To applytheirgrowing knowledge of root words and prefixes,including im-, un-, super-,to begin to read aloud. To applytheirgrowing knowledge of root words and suffixes/word endings,including -ly, -ous, -sure and -ssion, to begin to read aloud.	To use their phonic knowledge to decode quickly and accurately (may still need support to read longer unknown words).
Background Knowledge	.Begin to make links to similar books they have read.	Begin to make links to similar books they have read.	Link the events or topic from a text to their own experience and/ or information gathered. Begin to make links to similar books they have read.	Link the events or topic from a text to their own experience and/ or information gathered. Begin to make links to similar books they have read.		
Vocabulary	Discuss words and phrases that capture the reader’s interest and imagination. I use whole sentences to make a sensible guess about new words’ meanings.	Discuss words and phrases that capture the reader’s interest and imagination. I use whole sentences to make a sensible guess about new words’ meanings.	Use a dictionary to check the meaning of unfamiliar words. Identify where a writer has used precise word choices for effect to impact on the reader.	Use a dictionary to check the meaning of unfamiliar words. Identify where a writer has used precise word choices for effect to impact on the reader.	Identify where a writer has used precise word choices for effect to impact on the reader.	
Predictions	I can make clear predictions of what could happen next based on what is stated.	I can make clear predictions of what could happen next based on what is stated.	I can make clear predictions of what could happen next based on what is stated. I can justify my predictions based on what has already happened, giving evidence.	I can make clear predictions of what could happen next based on what is stated. I can justify my predictions based on what has already happened, giving evidence.		
Summarise	I can explain the main idea from the paragraphs I’ve just read.	I can explain the main idea from the paragraphs I’ve just read.	I can explain the main idea from the paragraphs I’ve just read.	I can explain the main idea from the paragraphs I’ve just read.		
Retrieval	I know that information can be found in non-fiction features (diagrams, captions, photos) as well as the main text.	I know that information can be found in non-fiction features (diagrams, captions, photos) as well as the main text. I often use these features to find answers to questions.	I know that information can be found in non-fiction features (diagrams, captions, photos) as well as the main text. I often use these features to find answers to questions.			
Justify	I am beginning to use familiar non-fiction features independently and use non-fiction texts effectively.	I am beginning to use familiar non-fiction features independently and use non-fiction texts effectively.	I can identify some basic features of organisation and sentence and text level.			

	I identify some basic features of organisation and sentence and text level.	I identify some basic features of organisation and sentence and text level.				
Inference	I can make inferences and justify them with evidence taken directly from the text.	I can make inferences and justify them with evidence taken directly from the text.	Draw inferences such as inferring characters’ feelings, thoughts and motives from their actions.			
Language Structures	Investigate the features of stories – openings and endings, how events and new characters are introduced, how problems are resolved.	Investigate the features of stories – openings and endings, how events and new characters are introduced, how problems are resolved. Explain how the organisational features of non-fiction texts support the reader in finding information or researching a topic. Explain how structure and presentation contribute to the meaning of texts. Use non-fiction texts to retrieve information.	Investigate the features of traditional stories – openings and endings, how events and new characters are introduced, how problems are resolved. Explain how structure and presentation contribute to the meaning of texts. Use non-fiction texts to retrieve information.	Investigate the features of stories – openings and endings, how events and new characters are introduced, how problems are resolved.		
Verbal Reasoning	Discuss the texts that they read.	Discuss the texts that they read.	Ask relevant questions to get a better understanding of a text. Identify the main point of a text.			
Literacy Knowledge	Read a range of fiction, plays, and non-fiction texts. Explain some of the different types of fiction books.	Read a range of fiction, poetry, plays, and non-fiction texts. Explain how non-fiction books are structured in different ways and can use them effectively. Explain some of the different types of fiction books.	Read a range of fiction, plays, and non-fiction texts. Explain how non-fiction books are structured in different ways and can use them effectively. Explain some of the different types of fiction books.	Read a range of fiction, poetry, and non-fiction texts.	Read a range of fiction, poetry, plays, and non-fiction texts.	Read a range of fiction, poetry, plays, and non-fiction texts.

Poetry and Performance	Distinguish between rhyming and non-rhyming poetry and comment on the impact of the poem’s layout. Prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action.		Distinguish between rhyming and non-rhyming poetry and comment on the impact of the poem’s layout. Prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action.		Distinguish between rhyming and non-rhyming poetry and comment on the impact of the poem’s layout. Prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action.	
Authorial Intent	Key Words: Engaging Effectiveness feel reader Sentence Stems: I want to keep reading this ... because ... The blurb for this book is effective/ not effective because ... I really like the word ... in this description, because ... I really like the phrase ... on this page, because ... The author makes me feel ... by ...					
Spoken Language						
Children will: <ul style="list-style-type: none">• Know how to listen and respond appropriately to adults and their peers• Know how to ask relevant questions to extend their understanding and knowledge• Know how to use relevant strategies to build their vocabulary• Know how to articulate and justify answers, arguments and opinions• Know how to give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings• Know how to maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments• Know how to use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas• Know how to speak audibly and fluently with an increasing command of Standard English• Know how to participate in discussions, presentations, performances, role play, improvisations and debates• Know how to gain, maintain and monitor the interest of the listener(s)• Know how to consider and evaluate different viewpoints, attending to and building on the contributions of others• Know how to select and use appropriate registers for effective communication.						

Year 4 English Reading						
	ADVENT 1 Children will...	ADVENT 2 Children will...	LENT 1 Children will...	LENT 2 Children will...	PENTECOST 1 Children will...	PENTECOST 2 Children will...
Sight Recognition	Read further exception words noting the unusual correspondences between spelling and sound and where these occur in the word.	Read further exception words noting the unusual correspondences between spelling and sound and where these occur in the word.	Apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning	Apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet.	Attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words.	Attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words.
Decoding and Fluency	Any focus on word reading should support the development of vocabulary.					
Phonological Awareness	To read most words fluently and attempt to decode anyunfamiliar words with increasing speed and skill. To apply their knowledge of root words, prefixes and suffixes/word endings to read aloud fluently.					
Background Knowledge	Link what they've read in a text to what they know and/or their experience.	Link what they've read in a text to what they know and/or their experience.	Link what they've read in a text to what they know, their experience and that of others, and their experience of reading similar texts.	Link what they've read in a text to what they know, their experience and that of others, and their experience of reading similar texts.		
Vocabulary	Begin to identify how language contributes to meaning. Discuss words and phrases that capture the reader's interest and imagination. I use what I know about root words, prefixes and suffixes to help understand the meaning of new vocabulary.	Begin to identify how language contributes to meaning. Discuss words and phrases that capture the reader's interest and imagination. I use what I know about root words, prefixes and suffixes to help understand the meaning of new vocabulary.	Use a dictionary to check the meaning of unfamiliar words. Discuss and record words and phrases that writers use to engage and impact on the reader. I	Use a dictionary to check the meaning of unfamiliar words. Discuss and record words and phrases that writers use to engage and impact on the reader.	Discuss and record words and phrases that writers use to engage and impact on the reader.	Discuss and record words and phrases that writers use to engage and impact on the reader.
Predictions	I can predict what might happen in a text, finding stated and clearly implied evidence to justify the prediction.	I can predict what might happen in a text, finding stated and clearly implied evidence to justify the prediction.	I can predict what might happen in a text, finding stated and clearly implied evidence to justify the prediction.	I can predict what might happen in a text, finding stated and clearly implied evidence to justify the prediction.		
Summarise	I can identify the main ideas and key events from across a range of paragraphs.					
Retrieval	I can use a range of different non-fiction features to find information and choose a simple way to record the facts I find.					
Justify	I can identify basic features of organisation at sentence and text level.				I can identify some structural choices and give simple comments about them.	

Inference	I can make inferences, based on evidence from different points in the text that are linked to character’s actions and behaviour.	I can make inferences, based on evidence from different points in the text that are linked to character’s actions and behaviour.	Infer meanings and begin to justify them with evidence from the text.	Infer meanings and begin to justify them with evidence from the text.		
Language Structures	Explore narrative order and how scenes are built up and concluded through description, action and dialogue. Identify the main features of non-fiction texts (both print and computer based) and understand how these support the reader in gaining information efficiently. Retrieve information from non - fiction texts.	Explore narrative order and how scenes are built up and concluded through description, action and dialogue. Identify the main features of non-fiction texts (both print and computer based) and understand how these support the reader in gaining information efficiently. Retrieve information from non - fiction texts.	Identify the main features of non-fiction texts (both print and computer based) and understand how these support the reader in gaining information efficiently.	Identify some text type organisational features, for example, narrative, explanation and persuasion.		
Verbal Reasoning	Identify the (simple) themes in texts. Explain the meaning of words in context.	Identify the (simple) themes in texts. Explain the meaning of words in context.	Explain the meaning of words in context. Build on others’ ideas and opinions about a text in discussion.	Explain the meaning of words in context. Build on others’ ideas and opinions about a text in discussion.		
Literacy Knowledge	Know which books to select for specific purposes, especially in relation to science, geography and history learning. Ask relevant questions to improve their understanding of a text.					
Poetry and Performance	Identify different patterns of rhyme and verse in poetry and read these aloud effectively. Prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action.		Identify different patterns of rhyme and verse in poetry and read these aloud effectively. Prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action.		Identify different patterns of rhyme and verse in poetry and read these aloud effectively. Prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action.	
Authorial Intent	Key Words: simile comparison mood atmosphere Sentence Stems: The author has used a simile to ... The author compared ... to ... because ... The author has used the words/ phrases ... and ... to ... I think the author created [Mood] by using ... I think the author has chosen this word because they are trying to ...					

Spoken Language

<p>Children will:</p> <ul style="list-style-type: none"> Know how to listen and respond appropriately to adults and their peers Know how to ask relevant questions to extend their understanding and knowledge Know how to use relevant strategies to build their vocabulary Know how to articulate and justify answers, arguments and opinions Know how to give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings Know how to maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments 	<ul style="list-style-type: none"> Know how to use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas Know how to speak audibly and fluently with an increasing command of Standard English Know how to participate in discussions, presentations, performances, role play, improvisations and debates Know how to gain, maintain and monitor the interest of the listener(s) Know how to consider and evaluate different viewpoints, attending to and building on the contributions of others Know how to select and use appropriate registers for effective communication.
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Year 5 English Reading

	ADVENT 1 Children will...	ADVENT 2 Children will...	LENT 1 Children will...	LENT 2 Children will...	PENTECOST 1 Children will...	PENTECOST 2 Children will...
Sight Recognition	<p>Apply their growing knowledge of root words, prefixes/suffixes (morphology and etymology) both to read aloud and to understand the meaning of new words that they meet.</p> <p>Attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words.</p> <p>Re-read to check for meaning.</p>	<p>Apply their growing knowledge of root words, prefixes/suffixes (morphology and etymology) both to read aloud and to understand the meaning of new words that they meet.</p> <p>Attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words.</p> <p>Re-read to check for meaning.</p>	Re-read and read ahead to check for meaning.			
Decoding and Fluency	Any focus on word reading should support the development of vocabulary.					
Phonological Awareness	<p>To read some words fluently and attempt to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues.</p> <p>To apply their growing knowledge of root words, prefixes and suffixes/ word</p>	<p>To read some words fluently and attempt to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues.</p> <p>To apply their growing knowledge of root words, prefixes and suffixes/ word</p>	<p>To read many words fluently and attempt to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues.</p> <p>To apply their growing knowledge of root words, prefixes and suffixes/ word</p>	<p>Read further exception words, noting the unusual correspondences between spelling and sound.</p> <p>To read many words fluently and attempt to decode any unfamiliar words with increasing speed and skill, recognising their meaning through</p>	<p>Read further exception words, noting the unusual correspondences between spelling and sound.</p> <p>To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues.</p> <p>To apply their growing knowledge of root words, prefixes and suffixes/ word endings, including -cial, -cious, -ancy, -ency, -able/-ably and -ible, -ibly, to read aloud fluently.</p>	

	endings, including -sion, -tion, -ant, -ent, -able, -ible and -ous to read aloud fluently.	endings, including -sion, -tion, -ant, -ent, -able, -ible and -ous to read aloud fluently.	endings, including -tial, --ance, -ence, -tious,-tial, -ably, -ibly to read aloud fluently.	contextual cues. To apply their growing knowledge of root words, prefixes and suffixes/ word endings, including -tial, --ance, -ence, -tious,-tial, -ably, -ibly to read aloud fluently.	To read fluently with full knowledge of all Y5/ Y6 exception words, root words, prefixes, suffixes/word endings* and to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues.
Background Knowledge	Use background knowledge or information about the topic or text type to establish expectations about a text. Compare what is read to what was expected.				
Vocabulary	Discuss how authors use language, including figurative language, considering the impact on the reader.	Discuss how authors use language, including figurative language, considering the impact on the reader.	Discuss how authors use language, including figurative language, considering the impact on the reader. Identify how language contributes to meaning.	Discuss how authors use language, including figurative language, considering the impact on the reader. Identify how language contributes to meaning.	Discuss how authors use language, including figurative language, considering the impact on the reader. Identify how language contributes to meaning. I use dictionaries independently to check the meaning of unfamiliar words and explain them to others.
Predictions	I can make more detailed predictions, using details (stated or implied), from within the text to justify my opinions.				
Summarise	I summarise the main ideas and themes explored within a text. I can identify at least one key detail that supports my thinking.				
Retrieval	I retrieve information from fiction or non-fiction, identifying and presenting key ideas. I select and sort information from a range of sources and record it effectively.				
Justify	I can discuss and evaluate a range of features. I can explain how organisation at sentence and text level contributes to the effects achieved in the text.				
Inference	I can infer, justifying my inferences with specific evidence from the text or based in implied detail.				
Language Structures	Compare the structure of different stories to discover how they differ in pace, build up, sequence, complication and resolution. Identify the features of different non-fiction text, including content, structure, vocabulary, style, layout and purpose. Read non-fiction texts and identify the purpose, structure and grammatical	Compare the structure of different stories to discover how they differ in pace, build up, sequence, complication and resolution. Identify the features of different non-fiction text, including content, structure, vocabulary, style, layout and purpose. Read non-fiction texts and identify the purpose, structure and grammatical			

	features, evaluating how effective they are.	features, evaluating how effective they are.				
Verbal Reasoning	Identify significant ideas, events and characters; and discuss their significance.					
Literacy Knowledge	Familiar with and can talk about a particular type of books and text type. Discuss the features of each.		Familiar with and can talk about a wide range of books and text types, including books from other cultures and traditions. Discuss the features of each.	Familiar with and can talk about a wide range of books and text types. Discuss the features of each.	Familiar with and can talk about a wide range of books and text types. Discuss the features of each.	Familiar with and can talk about a wide range of books and text types, including myths, legends. Discuss the features of each.
Poetry and Performance	Read poems by significant poets and identify what is distinctive about the style or presentation of their poems. Recite poems by heart, e.g. acrostic. Prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone, volume and action.		Read poems by significant poets and identify what is distinctive about the style or presentation of their poems. Recite poems by heart, e.g. limerick. Prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone, volume and action		Read poems by significant poets and identify what is distinctive about the style or presentation of their poems. Recite poems by heart, e.g. narrative verse. Prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone, volume and action.	
Authorial Intent	Key Words: figurative language idioms purpose audience effect Sentence Stems: The author wants the reader to ... I know this because ... The author has used [technique] to ... The effect the author was trying to create for the reader is ... through The impact of using ... on the reader is suggests that ...					
Spoken Language						
Children will: <ul style="list-style-type: none">Know how to listen and respond appropriately to adults and their peersKnow how to ask relevant questions to extend their understanding and knowledgeKnow how to use relevant strategies to build their vocabularyKnow how to articulate and justify answers, arguments and opinionsKnow how to give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings			<ul style="list-style-type: none">Know how to use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideasKnow how to speak audibly and fluently with an increasing command of Standard EnglishKnow how to participate in discussions, presentations, performances, role play, improvisations and debatesKnow how to gain, maintain and monitor the interest of the listener(s)Know how to consider and evaluate different viewpoints, attending to and building on the contributions of others			

- Know how to maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments

- Know how to select and use appropriate registers for effective communication

Year 6 English Reading						
	ADVENT 1 Children will...	ADVENT 2 Children will...	LENT 1 Children will...	LENT 2 Children will...	PENTECOST 1 Children will...	PENTECOST 2 Children will...
Sight Recognition	Apply their growing knowledge of root words, prefixes/suffixes (morphology and etymology) both to read aloud and to understand the meaning of new words that they meet. Attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words. Re-read to check for meaning.		Re-read and read ahead to check for meaning.			
Decoding and Fluency	Read accurately and check that they understand. Any focus on word reading should support the development of vocabulary.					
Phonological Awareness	Read further exception words, noting the unusual correspondences between spelling and sound. To read fluently with full knowledge of some Y5/ Y6 exception words, root words, prefixes, suffixes/word endings* and to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues.	Read further exception words, noting the unusual correspondences between spelling and sound. To read fluently with full knowledge of some Y5/ Y6 exception words, root words, prefixes, suffixes/word endings* and to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues.	To read fluently with full knowledge of most Y5/ Y6 exception words, root words, prefixes, suffixes/word endings* and to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues.	To read fluently with full knowledge of most Y5/ Y6 exception words, root words, prefixes, suffixes/word endings* and to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues.	To read fluently with full knowledge of all Y5/ Y6 exception words, root words, prefixes, suffixes/word endings* and to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues.	
Background Knowledge	Comment on what they have read and compare this to what they expected to read, e.g. in relation to events, ideas etc. Make comparisons between a text and others they have read.	Comment on what they have read and compare this to what they expected to read, e.g. in relation to events, ideas etc. Make comparisons between a text and others they have read.				
Vocabulary	Discuss and evaluate how authors use language,	Discuss and evaluate how authors use language,	Discuss and evaluate how authors use language,			

	considering the impact on the reader. Identify how language contributes to meaning. I use a dictionary independently.	including figurative language, considering the impact on the reader. Identify how language contributes to meaning. I use a dictionary independently.	considering the impact on the reader. I use a dictionary independently. I use a thesaurus to give alternative words/phrases with a similar meaning.			
Predictions	I can predict what might happen from details, based on characters/settings. I can give justifications by identifying specific (supportive) evidence from within the text.					
Summarise	I summarise the main ideas and themes explored across the whole text. I can identify the key details that support my thinking.					
Retrieval	I retrieve, record and present straight-forward information from fiction and non-fiction texts for a clear purpose.		I can select information from more than one source and summarise it in note form.			
Justify	I can explain how organisation at sentence text level contributes to the effects achieved within a text.		I can explain how organisation at sentence text level contributes to the effects achieved within a text.			
Inference	I can make inferences, justifying them with specific evidence from the text or based on implied detail.					
Language Structures	Read books that are structured in different ways. Understand aspects of narrative structure, e.g. how paragraphs build up a narrative, how chapters or paragraphs are linked together. Understand how writers use the features and structure of information texts to help convey their ideas or information.		Evaluate how effectively texts are structured and presented.			
Verbal Reasoning	Recommend books to others and give reasons for their recommendation. Identify themes in texts.					
Literacy Knowledge	Analyse how the structure or organisation of a poem supports the expression of moods, feelings and attitudes.		Analyse how the structure or organisation of a poem supports the expression of moods, feelings and attitudes.			Analyse how the structure or organisation of a poem supports the expression of moods, feelings and attitudes.
Poetry and Performance	Recite a range of poems by heart, e.g. narrative verse, sonnet. Prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone, volume and action.		Recite a range of poems by heart, e.g. narrative verse, sonnet. Prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone, volume and action.		Recite a range of poems by heart, e.g. narrative verse, sonnet. Prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone, volume and action.	

Authorial Intent	<p>Key Words: implies evoke critically</p> <p>Sentence Stems: By using ... and ... the writer implies that and ... suggests ... about [character]. The author has selected... and ... to evoke a sense of ... for the reader. I think that the author has effectively created ... through their use of ... and ... which ... If the author had selected ... instead of ... the meaning would have changed from ... to ...</p>
Spoken Language	
<p>Children will:</p> <ul style="list-style-type: none"> • Know how to listen and respond appropriately to adults and their peers • Know how to ask relevant questions to extend their understanding and knowledge • Know how to use relevant strategies to build their vocabulary • Know how to articulate and justify answers, arguments and opinions • Know how to give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings • Know how to maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments • Know how to use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas • Know how to speak audibly and fluently with an increasing command of Standard English • Know how to participate in discussions, presentations, performances, role play, improvisations and debates • Know how to gain, maintain and monitor the interest of the listener(s) • Know how to consider and evaluate different viewpoints, attending to and building on the contributions of others • Know how to select and use appropriate registers for effective communication. 	