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EYFS		
Reading – Word reading		
	Objectives	What should be seen in the classroom?
Phonicsanddecoding –50months –60months EarlyLearningGoals 30	To enjoy rhyming and rhythmic activities. To show an awareness of rhyme and alliteration. To recognise rhythm in spoken words. To continue a rhyming string. To hear and say the initial sound in words. To segment the sounds in simple words and blend them together and know which letter represents some of them. To link sounds to letters, naming and sounding the letters of the alphabet. To use phonic knowledge to decode regular words and read them aloud accurately.	Nursery • Phonological awareness – tracking and end of year expectations • Phonics using letters and sounds daily • Tracking, end of year expectations • Storytelling, songs and rhymes • Daily story time • Those making better than expected progress look at starting initial RWI sounds Reception • Phonics teaching, using RWI that is tracked to age related expectations • Differentiated groups, whereby any child below their reading age is having intervention, and where children above expected are being moved on. • Storytelling, songs and rhymes • Daily story time • -Daily individual reading with books appropriate to the reading age of the child which include targeted sounds they are developing and can recognise.
Common Exception Words/ HFW	To read some common irregular words.	

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Fluency –50months –60months EarlyLearningGoals 10	To show interest in illustrations and print in books and print in the environment. To recognise familiar words and signs such as own name and advertising logos. To look and handle books independently (holds books the correct way up and turns pages). To ascribe meanings to marks that they see in different places. To begin to break the flow of speech into words. To begin to read words and simple sentences. To read and understand simple sentences.	

EYFS		
Reading - Comprehension		
Skills	Objectives - 30 – 50 months, 40 – 60 months, Early Learning Goals	What should be seen in the classroom?
Understanding and correcting inaccuracies	To know that print carries meaning and, in English, is read from left to right and top to bottom. To understand humor: e.g. nonsense rhymes, jokes.	• Hear questions being asked to children throughout reading both whole class and individual. • Can you find the front cover? Can you find/point to the title/ blurb? Guided reading sessions – carousel of activities including: phonics, basic retrieval/inference and independent reading opportunities.
Connecting and becoming familiar with texts	To listen to stories with increasing attention and recall. To enjoy an increasing range of books. To listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. To demonstrate understanding when talking with others about what they have read.	
Non Fiction	To know that information can be relayed in the form of print. To know that information can be retrieved from books and computers.	

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Poetryand Performance	To listen to and join in with stories and poems, one-to-one and also in small groups. To join in with repeated refrains in rhymes and stories. To use intonation, rhythm and phrasing to make the meaning clear to others. To develop preference for forms of expression. To play cooperatively as part of a group to develop and act out a narrative. To express themselves effectively, showing awareness of listeners' needs.	
		Question Examples
Vocabulary	To build up vocabulary that reflects the breadth of their experiences. To extend vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words. To use vocabulary and forms of speech that are increasingly influenced by their experiences of books.	What does this word mean?
Inferen ce	To begin to understand 'why' and 'how' questions. To answer 'how' and 'why' questions about their experiences and in response to stories or events.	(Looking at pictures) What might they be feeling? How do you know?
Predictio n	To anticipate key events and phrases in rhymes and stories. To suggest how a story might end.	What might happen at the end of the story? What might happen in the story? What might happen next?
Retrieval	To describe main story settings, events and principal characters.	What did you find out? What can you see on the front cover?
Sequence	To begin to be aware of the way stories are structured. To follow a story without pictures or props.	Can you order these parts of the story? What happened first, next….?

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Year 1		
Reading – Word reading		
Skills	Objectives	What should be seen in the classroom?
Phonicsanddecoding	To apply phonic knowledge to decode words To speedily read all 40+ letters/groups for 40+ phonemes To read accurately by blending taught GPC To read common suffixes (-s, -es, -ing, -ed, etc.) To read multisyllable words containing taught GPCs To read contractions and understanding use of apostrophe To read aloud phonically-decodable text	• Phonics teaching, using Letters and Sounds that is tracked to age related expectations • Differentiated groups, whereby any child below their reading age is having intervention, and where children above expected are being moved on. • Daily individual reading with books appropriate to the reading age of the child after benchmarking which include targeted sounds they are developing and can recognise. • Storytelling, songs and rhymes. • Hear questions being asked to children throughout reading both whole class and individual. • E.A.S.E forms used every other week to record group reading fluency.
Common Exception Words/ HFW	To read Y1 common exception words, noting unusual correspondences between spelling and sound and where these occur in words.	
Fluency	To accurately read texts that are consistent with their developing phonic knowledge, that do not require them to use other strategies to work out words. To reread texts to build up fluency and confidence in word reading.	

* These are detailed in the word lists within the spelling appendix to the national curriculum (English Appendix 1). Teachers should refer to these to exemplify the words that pupils should be able to read as well as spell.

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Year 1		
Reading - Comprehension		
Skills	Objectives	What should be seen in the classroom?
Understanding andcorrecting inaccuracies	To check that a text makes sense to them as they read and to self- correct. To draw on what they already know or on background information and vocabulary provided by the teacher. To explain clearly their understanding of what is read to them.	• Daily individual reading. • Daily story time. • Daily 30 minute' guided reading sessions – whole class/ shared reading approach, basic inference/ retrieval skills.
Connectingand becoming familiarwith texts	To become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics To recognise and join in with predictable phrases participate in discussion about what is read to them, taking turns and listening to what others say	
Non Fiction	To discuss features and layout.	
Poetryand Performanc e	learning to appreciate rhymes and poems, and to recite some by heart	
		Question Stems

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Vocabulary	discussing word meanings, linking new meanings to those already known	• What does the word…….mean in this sentence? • Find and copy a word which means ……. • What does this word or phrase tell you about ……? • Which word in this section do you think is the most important? Why? • Which of the words best describes the character/setting/mood etc? • Can you think of any other words the author could have used to describe this? • Why do you think…….is repeated in this section?

Inference	discussing the significance of the title and events making inferences on the basis of what is being said and done Developing inference though use of pictures	•Why was…….feeling……..? • Why did ……happen? • Why did……. say…….? • Can you explain why…….? • What do you think the author intended when they said…….? • How does…….make you feel?
Prediction	predicting what might happen on the basis of what has been read so far	• Look at the book cover/blurb –what do you think this book will be about? • What do you think will happen next? What makes you think this? • How does the choice of character or setting affect what will happen next? • What is happening? What do you think happened before? What do you think will happen after? • What do you think the last paragraph suggests? What will happen next?

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Explanation		• Who is your favourite character? Why? • Why do you think all the main characters are girls in this book? • Would you like to live in this setting? Why/why not? • Is there anything you would change about this story? • Do you like this text? What do you like about it?
Retrieval	To develop their knowledge of retrieval through images.	• What kind of text is this? • Who did…..? • Where did…..? • When did…..? • What happened when…..? • Why did …….. happen? • How did…….? • How many…..? • What happened to……?
Sequence	To retell familiar stories orally To sequence the events of a story they are familiar with	• Can you number these events 1-5 in the order that they happened? • What happened after …….? • What was the first thing that happened in the story? • Can you summarise in a sentence the opening/middle/end of the story? • In what order do these chapter headings come in the story? •Sequence the key events in the story

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Year 2		
Reading – Word reading		
Skills	Objectives	What should be seen in the classroom?
Phonicsanddecoding	To secure phonic decoding until reading is fluent. To read accurately by blending, including alternative sounds for graphemes. To read multisyllable words containing these graphemes To read common suffixes. To read exception words, noting unusual correspondences. To read most words quickly & accurately without overt sounding and blending.	Phonics teaching, using Letters and Sounds that is tracked to age related expectations Differentiated groups, whereby any child below their reading age is having intervention, and where children above expected are being moved on. Daily individual reading with books appropriate to the reading age of the child after benchmarking which include targeted sounds they are developing and can recognise. Storytelling, songs and rhymes. Hear questions being asked to children throughout reading both whole class and individual.
Common Exception Words/ HFW	To read Y1 and Y2 common exception words*, noting unusual correspondences between spelling and sound and where these occur in the word.	

Fluency	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.	E.A.S.E forms used every other week to record group reading fluency. UNITY fluency project – 5 lower attainers complete 8 week reading project with trained TA. YARC test used to monitor impact.

* These are detailed in the word lists within the spelling appendix to the national curriculum (English Appendix 1). Teachers should refer to these to exemplify the words that pupils should be able to read as well as spell.

Year 2		
Reading - Comprehension		
Skills	Objectives	What should be seen in the classroom?
Understandingand correctinginaccuracies	To show understanding by drawing on what they already know or on background information and vocabulary provided by the teacher. To check that the text makes sense to them as they read and to correct inaccurate reading. *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	• Daily individual reading • Daily story time • Inference and retrieval taught through children understanding the 'toolkits' and components needed to successfully answer these questions about a text. • 30 minutes' whole class guided reading daily, class focus text using shared/ whole class approach. Linked activities throughout the week.

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Connectingand becomingfamiliar withtexts	Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tale. Recognising simple recurring literary language in stories and poetry *Participate in discussion about books, poems & other works that are read to them & those that they can read for themselves, taking turns and listening to what others say	
NonFiction	Being introduced to non-fiction books that are structured in different ways.	
Poetryand Performance	continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear	
		Question Stems
Vocabulary	*discussing and clarifying the meanings of words, linking new meanings to known vocabulary *discussing their favourite words and phrases	• What does the word…….mean in this sentence? • Find and copy a word which means ……. • What does this word or phrase tell you about ……? • Which word in this section do you think is the most important? Why? • Which of the words best describes the character/setting/mood etc? • Can you think of any other words the author could have used to describe this? • Why do you think…….is repeated in this section?

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Inference	*making inferences on the basis of what is being said and done *answering and asking questions	•Why was…….feeling……..? • Why did ……..happen? • Why did……. say…….? • Can you explain why…….? • What do you think the author intended when they said…….? • How does…….make you feel?
Prediction	*predicting what might happen on the basis of what has been read so far	• Look at the book cover/blurb –what do you think this book will be about? • What do you think will happen next? What makes you think this? • How does the choice of character or setting affect what will happen next? • What is happening? What do you think happened before? What do you think will happen after? • What do you think the last paragraph suggests? What will happen next?
Explanation	*explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves	• Who is your favourite character? Why? • Why do you think all the main characters are girls in this book? • Would you like to live in this setting? Why/why not? • Is there anything you would change about this story? • Do you like this text? What do you like about it?
Retrieval	Asking and answering retrieval questions	• What kind of text is this? • Who did…..? • Where did…..? • When did…..? • What happened when…..? • Why did …….. happen? • How did…….? • How many…..? • What happened to……?

Sequence	To discuss the sequence of events in books and how items of information are related.	• Can you number these events 1-5 in the order that they happened? • What happened after …….? • What was the first thing that happened in the story? • Can you summarise in a sentence the opening/middle/end of the story? • In what order do these chapter headings come in the story? •Sequence the key events in the story

Year 3		
Reading – Word reading		
Skills	Objectives	What should be seen in the classroom?
Phonicsanddecoding	To use their phonic knowledge to decode quickly and accurately (may still need support to read longer unknown words). To apply their growing knowledge of root words and prefixes, including in-, im-, il, ir-, dis-, mis-, un-, re-, sub-, inter-, super-, anti- and auto- to begin to read aloud.* To apply their growing knowledge of root words and suffixes/word endings, including -ation,-ly, -ous, -ture, -sure, -sion,-tion, -ssion and -cian, to begin to read aloud.*	Phonics teaching, to the children who did not pass the re-take in Y2 of Phonics screening. Differentiated groups, whereby any child below their reading age is having intervention, and where children above expected are being moved on. Daily individual reading if required.

Common Exceptio nWords	To read Y3/4 common exception words	? E.A.S.E forms used every other week to record group reading fluency. ? UNITY fluency project – 5 lower attainers complete 8 week reading project with trained TA. YARC test used to monitor impact.
Fluency	At this stage, teaching comprehension skills should be taking precedence over teaching word reading and fluency specifically. Any focus on word reading should support the development of vocabulary.	

* These are detailed in the word lists within the spelling appendix to the national curriculum (English Appendix 1). Teachers should refer to these to exemplify the words that pupils should be able to read as well as spell.

Year 3		
Reading - Comprehension		
Skills	Objectives	What should be seen in the classroom?
Understandin g	*checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context *asking questions to improve their understanding of a text *identifying main ideas drawn from more than one paragraph and summarising these	• Daily individual reading for some • Daily story time

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Connectingandbecomingfamiliarwith texts	*checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context *asking questions to improve their understanding of a text *increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally *identifying themes and conventions in a wide range of books *listening to and discussing a 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 *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	• 30 minutes' whole class guided reading daily, class focus text using shared/ whole class approach. Linked activities throughout the week. • Inference and retrieval taught through children understanding the 'toolkits' and components needed to successfully answer these questions about a text.
NonFiction	*retrieve and record information from non-fiction	
Poetryand Performance	*preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action *recognising some different forms of poetry	
		Question Stems

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Vocabulary	*using dictionaries to check the meaning of words that they have read	• What do the words ..... and ..... suggest about the character, setting and mood? • Which word tells you that....? • Which keyword tells you about the character/setting/mood? • Find one word in the text which means..... • Find and highlight the word that is closest in meaning to..... • Find a word or phrase which shows/suggests that.....
Inference	* To ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives.	• Find and copy a group of words which show that... • How do these words make the reader feel? How does this paragraph suggest this? • How do the descriptions of ..... show that they are ..... ? • How can you tell that..... ? • What impression of ..... do you get from these paragraphs? • What voice might these characters use? • What was .... thinking when..... ? • Who is telling the story?
Prediction	* To justify predictions using evidence from the text.	• From the cover what do you think this text is going to be about? What is happening now? What happened before this? What will happen after? • What does this paragraph suggest will happen next? What makes you think this? • Do you think the choice of setting will influence how the plot develops? Do you think... will happen? Yes, no or maybe? Explain your answer using evidence from the text.

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Explanation	*discussing words and phrases that capture the reader's interest and imagination *identifying how language, structure, and presentation contribute to meaning	• Why is the text arranged in this way? What structures has the author used? • What is the purpose of this text feature? • Is the use of ..... effective? • The mood of the character changes throughout the text. Find and copy the phrases which show this. • What is the author's point of view? • What effect does ..... have on the audience? • How does the author engage the reader here? • Which words and phrases did ..... effectively? • Which section was the most interesting/exciting part? • How are these sections linked?
Retrieval	To retrieve and record information from a fiction text.	How would you describe this story/text? What genre is it? How do you know? • How did...? How often...? Who had...? Who is...? Who did....? • What happened to...? • What does.... do? How ..... is .....? • What can you learn about ..... from this section? • Give one example of..... • The story is told from whose perspective?
Sequence/ summaries	*identifying main ideas drawn from more than one paragraph and summarising these	• Can you number these events 1-5 in the order that they happened? • What happened after .....? • What was the first thing that happened in the story? • Can you summarise in a sentence the opening/middle/end of the story? • In what order do these chapter

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Year 4		
Reading – Word reading		
Skills	Objectives	What should be seen in the classroom?
Phonicsanddecoding	To use their phonic knowledge to decode quickly and accurately (may still need support to read longer unknown words). To apply their growing knowledge of root words and prefixes, including in-, im-, il, ir-, dis-, mis-, un-, re-, sub-, inter-, super-, anti- and auto- to begin to read aloud.* To apply their growing knowledge of root words and suffixes/word endings, including -ation,-ly, -ous, -ture, -sure, -sion,-tion, -ssion and -cian, to begin to read aloud.*	Daily individual reading for some Daily story time Daily phonics if needed – through RWI interventions in English, whole class spelling followed through RWI program. E.A.S.E forms used every other week to record group reading fluency. UNITY fluency project – 5 lower attainers complete 8 week reading project with trained TA. YARC test used to monitor impact.
Common Exceptio nWords	To read Y3/4 common exception words	
Fluency	At this stage, teaching comprehension skills should be taking precedence over teaching word reading and fluency specifically. Any focus on word reading should support the development of vocabulary.	

* These are detailed in the word lists within the spelling appendix to the national curriculum (English Appendix 1). Teachers should refer to these to exemplify the words that pupils should be able to read as well as spell.

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Year 4		
Reading - Comprehension		
Skills	Objectives	What should be seen in the classroom?
Understanding	*checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context *asking questions to improve their understanding of a text *identifying main ideas drawn from more than one paragraph and summarising these	• Daily individual reading. • Daily story time. • 30 minutes' whole class guided reading daily, class focus text using shared/ whole class approach. Linked activities throughout the week. • Inference and retrieval taught through children understanding the 'toolkits' and components needed to successfully answer these questions about a text.
Connectingandbecomingfamiliarwith texts	*checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context *asking questions to improve their understanding of a text *increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally *identifying themes and conventions in a wide range of books *listening to and discussing a 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 *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	

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NonFiction	*retrieve and record information from non-fiction	

Poetryand Performance	*preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action *recognising some different forms of poetry	
		Question Stems
Vocabulary	*using dictionaries to check the meaning of words that they have read	• What do the words ..... and ..... suggest about the character, setting and mood? • Which word tells you that....? • Which keyword tells you about the character/setting/mood? • Find one word in the text which means..... • Find and highlight the word that is closest in meaning to..... • Find a word or phrase which shows/suggests that.....
Inference	* To ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives.	• Find and copy a group of words which show that... • How do these words make the reader feel? How does this paragraph suggest this? • How do the descriptions of ..... show that they are ..... ? • How can you tell that..... ? • What impression of ..... do you get from these paragraphs? • What voice might these characters use? • What was .... thinking when..... ? • Who is telling the story?

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Prediction	* To justify predictions using evidence from the text.	• From the cover what do you think this text is going to be about? What is happening now? What happened before this? What will happen after? • What does this paragraph suggest will happen next? What makes you think this? • Do you think the choice of setting will influence how the plot develops? Do you think... will happen? Yes, no or maybe? Explain your answer using evidence from the text.
Explanation	*discussing words and phrases that capture the reader's interest and imagination *identifying how language, structure, and presentation contribute to meaning	• Why is the text arranged in this way? What structures has the author used? • What is the purpose of this text feature? • Is the use of ..... effective? • The mood of the character changes throughout the text. Find and copy the phrases which show this. • What is the author's point of view? • What effect does ..... have on the audience? • How does the author engage the reader here? • Which words and phrases did ..... effectively? • Which section was the most interesting/exciting part? • How are these sections linked?
Retrieval	To retrieve and record information from a fiction text.	How would you describe this story/text? What genre is it? How do you know? • How did...? How often...? Who had...? Who is...? Who did....? • What happened to...? • What does.... do? How ..... is .....? • What can you learn about ..... from this section? • Give one example of..... • The story is told from whose perspective?

Sequence/ summaries	*identifying main ideas drawn from more than one paragraph and summarising these	• Can you number these events 1-5 in the order that they happened? • What happened after .....? • What was the first thing that happened in the story? • Can you summarise in a sentence the opening/middle/end of the story? • In what order do these chapter

Year 5		
Reading – Word reading		
Skills	Objectives	What should be seen in the classroom?
Phonicsanddecoding	*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	Daily individual reading for some Daily phonics if needed – intervention through English RWI. Normal RWI spelling program followed for others. Links to spelling E.A.S.E forms used every other week to record group reading fluency. UNITY fluency project – 5 lower attainers complete 8 week reading project with trained TA. YARC test

Common Exceptio nWords	To read most Y5/ Y6 exception words, discussing the unusual correspondences between spelling and sound and where these occur in the word.	used to monitor impact.
Fluency	At this stage, teaching comprehension skills should be taking precedence over teaching word reading and fluency specifically. Any focus on word reading should support the development of vocabulary.	

* These are detailed in the word lists within the spelling appendix to the national curriculum (English Appendix 1). Teachers should refer to these to exemplify the words that pupils should be able to read as well as spell.

Year 5		
Reading - Comprehension		
Skills	Objectives	What should be seen in the classroom?

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Understanding	* checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context *asking questions to improve their understanding *provide reasoned justifications for their view	• Daily individual reading – shared reading used to model intonation and expression. • Daily story time • 45 minutes whole class guided reading daily – shared and whole class reading techniques used, linked activities through embedding toolkit skills appropriately. • Recommending books that they have read to their peers, giving reasons for their choices Participate in discussions about books, building on their own and others' ideas and challenging views courteously.
Connectingandbecomingfamiliar withtexts	*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 *making comparisons within and across book *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 *identifying and discussing themes and conventions in and across a wide range of writing	
NonFiction	*distinguish between statements of fact and opinion *retrieve, record and present information from nonfiction	

Poetryand Performance	*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	

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		Question Stems
Vocabulary		• What do the words ..... and ..... suggest about the character, setting and mood? • Which word tells you that....? • Which keyword tells you about the character/setting/mood? • Find one word in the text which means..... • Find and highlight the word that is closest in meaning to..... • Find a word or phrase which shows/suggests that.....
Inference	*drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence	• Find and copy a group of words which show that... • How do these words make the reader feel? How does this paragraph suggest this? • How do the descriptions of ..... show that they are ..... ? • How can you tell that..... ? • What impression of ..... do you get from these paragraphs? • What voice might these characters use? • What was .... thinking when..... ? • Who is telling the story?
Prediction	*predicting what might happen from details stated and implied	• From the cover what do you think this text is going to be about? What is happening now? What happened before this? What will happen after? • What does this paragraph suggest will happen next? What makes you think this? • Do you think the choice of setting will influence how the plot develops? Do you think... will happen? Yes, no or maybe? Explain your answer using evidence from the text.

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Explanation	*identifying how language, structure and presentation contribute to meaning *discuss and evaluate how authors use language, including figurative language, considering the impact on the reader *explain and discuss their understanding of what they have read, including through formal presentations and debates,	• Why is the text arranged in this way? What structures has the author used? • What is the purpose of this text feature? • Is the use of ..... effective? • The mood of the character changes throughout the text. Find and copy the phrases which show this. • What is the author's point of view? • What effect does ..... have on the audience? • How does the author engage the reader here? • Which words and phrases did ..... effectively? • Which section was the most interesting/exciting part? • How are these sections linked?
Retrieval		How would you describe this story/text? What genre is it? How do you know? • How did...? How often...? Who had...? Who is...? Who did....? • What happened to...? • What does.... do? How ..... is .....? • What can you learn about ..... from this section? • Give one example of..... • The story is told from whose perspective?
Sequence/ summaries	*summarising the main ideas drawn from more than one paragraph, identifying key details to support the main ideas	• Can you number these events 1-5 in the order that they happened? • What happened after .....? • What was the first thing that happened in the story? • Can you summarise in a sentence the opening/middle/end of the story? • In what order do these chapter

Year 6		
Reading – Word reading		
Skills	Objectives	What should be seen in the classroom?
Phonicsanddecoding	*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	• Daily individual reading, shared reading used to model intonation and expression. • Links to spelling • Recommending books that they have read to their peers, giving reasons for their choices. • Participate in discussions about books, building on their own and others' ideas and challenging views courteously. UNITY fluency project – 5 lower attainers complete 8 week • reading project with trained TA. YARC test used to monitor impact.
Common Exceptio nWords	To read most Y5/ Y6 exception words, discussing the unusual correspondences between spelling and sound and where these occur in the word.	
Fluency	At this stage, teaching comprehension skills should be taking precedence over teaching word reading and fluency specifically. Any focus on word reading should support the development of vocabulary.	

* These are detailed in the word lists within the spelling appendix to the national curriculum (English Appendix 1). Teachers should refer to these to exemplify the words that pupils should be able to read as well as spell.

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Year 6		
Reading - Comprehension		
Skills	Objectives	What should be seen in the classroom?
Understanding	* checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context *asking questions to improve their understanding	• Daily individual reading. • 45 minutes' whole class guided reading daily – Monday and Tuesday linked to class text with 3 texts that are linked Weds, Thurs and Fri to specific comprehension texts. • Toolkits used to tech explicit skills in order to answer comprehension questions accurately, annotating and recalling skills used throughout lessons.
Connectingandbecomingfamiliarwithtexts	*continuing to read and discuss an increasingly wide range of fiction, poetry, plays, nonfiction and reference books or textbooks *reading books that are structured in different ways and reading for a range of purposes *making comparisons within and across book *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 *Identifying and discussing themes and conventions in and across a wide range of writing	
NonFiction	*distinguish between statements of fact and opinion *retrieve, record and present information from nonfiction	

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Poetryand Performance	*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	
		Question Stems
Vocabulary		• What do the words ..... and ..... suggest about the character, setting and mood? • Which word tells you that....? • Which keyword tells you about the character/setting/mood? • Find one word in the text which means..... • Find and highlight the word that is closest in meaning to..... • Find a word or phrase which shows/suggests that.....
Inference	*drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence To discuss how characters change and develop through texts by drawing inferences based on indirect clues.	• Find and copy a group of words which show that... • How do these words make the reader feel? How does this paragraph suggest this? • How do the descriptions of ..... show that they are ..... ? • How can you tell that..... ? • What impression of ..... do you get from these paragraphs? • What voice might these characters use? • What was .... thinking when..... ? • Who is telling the story?
Prediction	*predicting what might happen from details stated and implied	• From the cover what do you think this text is going to be about? • What is happening now? What happened before this? What will happen after? • What does this paragraph suggest will happen next? What makes you think this? • Do you think the choice of setting will influence how the plot develops? • Do you think... will happen? Yes, no or maybe? Explain your answer using evidence from the text.

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Explanation	*identifying how language, structure and presentation contribute to meaning *discuss and evaluate how authors use language, including figurative language, considering the impact on the reader	• Why is the text arranged in this way? What structures has the author used? • What is the purpose of this text feature? • Is the use of ..... effective? • The mood of the character changes throughout the text. Find and copy the phrases which show this. • What is the author's point of view? • What effect does ..... have on the audience? • How does the author engage the reader here? • Which words and phrases did ..... effectively? • Which section was the most interesting/exciting part? • How are these sections linked?
Retrieval		How would you describe this story/text? What genre is it? How do you know? How did...? How often...? Who had...? Who is...? Who did....? • What happened to...? • What does.... do? How ..... is .....? • What can you learn about ..... from this section? • Give one example of..... • The story is told from whose perspective?
Sequence/ summaries	*summarising the main ideas drawn from more than one paragraph, identifying key details to support the main ideas	• Can you number these events 1-5 in the order that they happened? • What happened after .....? • What was the first thing that happened in the story? • Can you summarise in a sentence the opening/middle/end of the story? • In what order do these chapter