

Key for type of skill:

Phonics - Purple

Making inference - Orange

Language for effect - Red

Theme and conventions - Grey

Word reading - Green

Comprehension - Blue

Range of text - Pink

Autumn 1				
Year group	What skills will be taught?	Skills/knowledge	Previous Knowledge	Expected outcomes/evidence
Nursery	<p><u>Literacy - Comprehension</u> Engage in extended conversations about stories, learning new vocabulary</p> <p><u>Literacy -Word reading</u> Develop their phonological awareness, so that they can; spot and suggest rhymes</p> <p>Develop their phonological awareness, so that they can: count or clap syllables in a word</p> <p>Develop their phonological awareness, so that they can; recognise words with the same initial sound, such as money and mother.</p>		At home or preschool	<p>TT assessment and observations Baseline assessment</p>
Reception	<p><u>Literacy - Comprehension</u> Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment</p> <p><u>Literacy - Word reading</u> Read individual letters by saying the sounds for them</p>		Refer to nursery - Autumn 1	<p>TT assessment and observations Baseline assessment Teaching of daily Phonics Work and photo sheets in folders</p>

	<p>Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.</p> <p>Bsquared Word reading</p>			
<p>Year 1</p>	<p>Respond speedily with correct sound to graphemes for some phonemes; secure within phase 4 and working within phase 5</p> <p>Recognises and reads at least 15 common exception words.</p> <p>Bsquared Word reading</p>	<p><u>Word reading:</u> TT: say the sound for all 40+ graphemes including one grapheme for all 40+ phonemes.</p> <p>TT: Apply phonic knowledge and skills as a route to decode words.</p>	<p>Refer to Reception -</p>	<p>Teaching of daily Phonics Work and photo sheets in books Recordings in reading folders of guided sessions Checking of reading records</p>
<p>Year 2</p>	<p>Applies phonic knowledge and skills, including the blending of sounds in unfamiliar words, to decode appropriate texts accurately</p> <p>Reads many common exception words</p>	<p><u>Word reading:</u></p> <p>TT: Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent.</p> <p>TT: Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.</p>	<p>Refer to Year 1 - Autumn 1/2</p>	<p>Teaching of daily Phonics Work and photo sheets in books Recordings in reading folders of guided sessions Checking of reading records</p>

	<p>Read aloud many words quickly and accurately without overt sounding and blending</p> <p>Bsquared Word reading</p> <p>Make simple predictions on what might happen from what they have read so far</p> <p>Bsquared Comprehension</p>	<p>TT: Read most words in age-appropriate books accurately and fluently, without overt sounding and blending and sufficiently fluent to allow him/her to focus on understanding rather than decoding.</p> <p><u>Comprehension:</u> TT: Understand both the books that he/she can already read accurately and fluently and those that he/she listens to by making plausible predictions on what might happen on the basis of what has been read so far.</p>		
<p>Year 3</p>	<p>Read aloud books consistent with phonic knowledge, accurately, confidently and fluently and attempt to sound out unfamiliar words.</p> <p>Bsquared Word reading Comprehension</p> <p>Uses own knowledge, available information and vocabulary to make inferences on what has been read.</p>	<p><u>Word reading:</u></p> <p>TT: Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word with reference to spelling English Appendix 1.</p> <p><u>Comprehension:</u></p> <p>TT: Understand what he/she reads by drawing inferences, such as inferring characters' feelings, thoughts and</p>	<p>Refer to Year 2- Autumn 1</p>	<p>Phonics taught to those children who still need it. Work and photo sheets in books (reading journals/Theme) Recordings in reading folders of guided sessions Checking of reading records</p>

	<p>Make predictions about what might happen next based on what has been read.</p> <p>Clarifies the meaning of new words through discussions and making links to know vocabulary.</p>	<p>motives from their actions, and justifying inferences with evidence.</p> <p>TT: Understand what he/she reads by predicting what might happen from details stated.</p> <p>TT: Maintain positive attitudes to reading and understanding of what he/she reads by identifying themes in books.</p>		
<p>Year 4</p>	<p>Read aloud books consistent with phonic knowledge, accurately, confidently and fluently.</p> <p>Bsquared Word reading Comprehension</p> <p>Offers predictions about what might happen next based on what has been read.</p> <p>Demonstrates understanding of a wide range of poetry, stories and non-fiction that is read independently and more challenging books that are listened to, through identification of key aspects of the</p>	<p><u>Word reading:</u></p> <p>TT: Read and decode further exception words accurately, noting the unusual correspondences between spelling and sound, and where these occur in the word, with reference to spelling English Appendix 1.</p> <p><u>Comprehension:</u></p> <p>TT: Understand what he/she reads by predicting what might happen from details stated and implied.</p> <p>TT: Participate in clear reasoned discussion about books, poems and</p>	<p>Refer to Year 3 - Autumn 1</p>	<p>Work and photo sheets in books (reading journals/Theme) Recordings in reading folders of guided sessions Checking of reading records</p>

	<p>text, explanation and active discussion that takes account of what others say.</p> <p>With support, can use dictionaries to check meaning.</p> <p>Can identify unfamiliar words and start to make sense in context.</p>	<p>other material that is read to him/her and those he/she can read for himself/herself, taking turns and listening to what others say.</p> <p>TT: Maintain positive attitudes to reading and understanding of what he/she reads by using dictionaries to check the meaning of words that he/she has read.</p>		
<p>Year 5</p>	<p>Beginning to determine -meaning of new words by applying knowledge of the root words, prefixes and suffixes as listed in the Year 5- and 6-word list (Appendix 1) e.g words ending in ible/able</p> <p>Reads age related texts with confidence and fluency for an increasing period of time by themselves, with little or no prompting.</p> <p>Bsquared Word reading Comprehension</p>	<p><u>Word reading:</u></p> <p>TT: Read aloud and understand the meaning of new words that he/she meets linked to the expectations of Year 5 spelling.</p> <p>TT: Maintain positive attitudes to reading and understanding of what he/she reads by continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</p> <p><u>Comprehension:</u></p>	<p>Refer to Year 4 - Autumn 1</p>	<p>Work and photo sheets in books (reading journals/Theme) Recordings in reading folders of guided sessions Checking of reading records</p>

	<p>Beginning to justify inferences with evidence, drawing on their own experiences.</p> <p>With support, can ask questions to develop their understanding of the text</p> <p>Can check a text makes sense to them by discussing their understanding of words in context</p>	<p>TT: Understand what he/she reads by drawing inferences, such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</p> <p>TT: Understand what he/she reads by asking questions to improve his/her understanding of complex texts.</p> <p>TT: Understand what he/she reads by checking that the book makes sense to him/her, discussing his/her understanding and exploring the meaning of words in context.</p>		
<p>Year 6</p>	<p>Determines the meaning of most new words by applying knowledge of the root words, prefixes and suffixes as taught from (Appendix 1) as well as context.</p> <p>Can read completely independently for up to half an hour.</p> <p>Bsquared</p> <p>Word reading Comprehension</p>	<p><u>Word reading:</u></p> <p>TT: Read aloud and understand the meaning of new words that he/she meets linked to the expectations of Year 6 spelling.</p> <p>TT: Maintain positive attitudes to reading and understanding of what he/she reads by reading books that are</p>	<p>Refer to Year 5 - Autumn 1</p>	<p>Work and photo sheets in books (reading journals/Theme) Recordings in reading folders of guided sessions Checking of reading records</p>

	<p>Can recall and recite verses from poems by themselves</p> <p>Draws inferences from the text by identifying what characters might be thinking from their actions.</p> <p>Can identify obvious differences between fact and opinion</p> <p>Can explain, in written form, what they have read and extract what information they need to answer a question</p> <p>Can pick out examples of figurative language, such as metaphors and personification</p> <p>Can draw upon knowledge of a range of books to make comparisons and answer questions which require longer answers.</p> <p>Identifies the main point of each paragraph, précising an overall piece of text.</p>	<p>structured in different ways and reading for a range of purposes.</p> <p><u>Comprehension:</u></p> <p>TT: Maintain positive attitudes to reading and understanding of what he/she reads by learning a wider range of poetry by heart.</p> <p>TT: Provide reasoned justifications for his/her views.</p> <p>TT: Maintain positive attitudes to reading and understanding of what he/she reads by identifying and discussing themes and conventions in and across a wide range of writing.</p> <p>TT: Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.</p> <p>TT: Maintain positive attitudes to reading and understanding of what</p>		
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		<p>he/she reads by making comparisons within and across books.</p> <p>TT: Explain and discuss his/her understanding of what he/she has read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary.</p>		
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Autumn 2				
Year group	What will be taught?	Skills	Previous Knowledge	Expected outcomes/evidence
Nursery	<p><u>Literacy - Comprehension</u> Engage in extended conversations about stories, learning new vocabulary</p> <p><u>Literacy - Word reading</u></p> <p>Develop their phonological awareness, so that they can; spot and suggest rhymes</p> <p>Develop their phonological awareness, so that they can: count or clap syllables in a word</p>		At home or preschool	TT assessment and observations

	Develop their phonological awareness, so that they can; recognise words with the same initial sound, such as money and mother.			
Reception	<p><u>Literacy - Comprehension</u></p> <p>Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment</p> <p><u>Literacy - Word Reading</u></p> <p>Read individual letters by saying the sounds for them</p> <p>Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.</p> <p>Phase 2 phonics</p> <p>Bsquared Word reading</p>		Refer to nursery - Autumn	<p>TT assessment and observations</p> <p>Individual tracking sheets</p>
Year 1	<p>Respond speedily with the correct sound to graphemes for all 40+ phonemes, including where applicable alternative sounds for graphemes; secure within phase 5</p> <p>Bsquared Word reading</p>	<p><u>Phonics:</u> TT: Say sounds for 40+ phonemes, including one grapheme for each of 40+ phonemes</p> <p><u>Word reading:</u> TT: Read common exception words</p>	Refer to reception - Refer to Year 1 Autumn 1	Teaching of daily Phonics Work and photo sheets in books Recordings in reading folders of guided sessions

	<p>Comprehension</p> <p>Recognises and reads at least 30 common exception words</p> <p>Can group texts with similar themes together when sorting books</p> <p>Can talk very simply about what a character is like.</p> <p>Can retell simple known stories from memory</p> <p>Can pick out the title from the other text.</p> <p>Can repeat what is read to them</p>	<p><u>Comprehension</u> TT: Explain clearly his/her understanding of what is read to him/her.</p> <p>TT: Understand both the books he/she can already read accurately and fluently and those he/she listens to by making inferences on the basis of what is being said and done.</p> <p>TT: Retell some of a familiar story or rhyme, when being read to by an adult (one-to-one or in smaller groups)</p> <p>TT: Understand both the books he/she can already read accurately and fluently and those he/she listens to by discussing the significance of the title and events.</p> <p>TT: Participate in discussion about what is read to him/her, taking turns and listening to what others say.</p>		<p>Checking of reading records</p>
<p>Year 2</p>	<p>Basqued Word reading Comprehension</p> <p>Demonstrates understanding of a wide range of poetry, stories, and non-fiction</p>	<p><u>Comprehension</u> TT: Develop pleasure in reading, motivation to read, vocabulary and understanding by listening to, discussing and expressing views about a wide range of contemporary and classic poetry,</p>	<p>Refer year 2-autumn 1</p>	<p>Teaching of daily Phonics Work and photo sheets in books</p>

	<p>that has been read and listened to by verbal explanations linked to own experiences, background information and vocabulary provided.</p> <p>Recognise the beginning, middle and end in a simple text</p> <p>Checks that the text makes sense whilst reading, applying phonic knowledge to correct inaccuracies.</p> <p>Uses recurring literary language in discussing or retelling stories and joining in with poetry</p> <p>Shows understanding of the meaning of words through discussion and makes links to those already known.</p>	<p>stories and non-fiction at a level beyond that at which he/she can read independently.</p> <p>TT: Develop pleasure in reading, motivation to read, vocabulary and understanding by discussing the sequence of events in books and how items of information are related</p> <p>TT: Understand both the books that he/she can already read accurately and fluently and those that he/she listens to by checking that the text makes sense to him/her as he/she reads and corrects inaccurate reading.</p> <p>TT: Develop pleasure in reading, motivation to read, vocabulary and understanding by recognising simple recurring literary language in stories and poetry</p>		<p>Recordings in reading folders of guided sessions</p> <p>Checking of reading records</p>
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	<p>Has learned some simple poems by heart and recites them with others, using appropriate intonation to help make the meaning clear</p> <p>Demonstrates increasing familiarity with, and can retell, a range of stories, fairy stories and traditional tales.</p> <p>Recognises that non-fiction books can be structured in different ways</p> <p>Can recite short poems</p>	<p>TT:Develop pleasure in reading, motivation to read, vocabulary and understanding by discussing and clarifying the meanings of words, linking new meanings to known vocabulary.</p> <p>TT:Develop pleasure in reading, motivation to read, vocabulary and understanding by continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear.</p> <p>TT:Develop pleasure in reading, motivation to read, vocabulary and understanding by becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales.</p> <p>TT:Develop pleasure in reading, motivation to read, vocabulary and understanding by recognising simple recurring literary language in stories and poetry.</p>		
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<p>Year 3</p>	<p>Esquared Comprehension</p> <p>Identifies key aspects of a range of fiction and non-fictions, including challenging texts that are listed to.</p> <p>Identifies sequences of events and offers simple explanations about how they relate.</p> <p>Recognising simple recurring literary language in stories and poetry.</p> <p>Demonstrates familiarity with a wide range of stories, fairy stories and traditional stories.</p>	<p><u>Comprehension:</u></p> <p>TT: Understand what he/she reads by asking questions to improve his/her understanding of a text.</p> <p>TT: Understand what he/she reads independently by identifying main ideas drawn from within one paragraph and summarise these.</p> <p>TT: Maintain positive attitudes to reading and understanding of what he/she reads by reading books that are structured in different ways.</p>	<p>Refer to year 2 -</p>	<p>Phonics taught to those children who still need Work and photo sheets in books (reading journals/Topic) Recordings in reading folders of guided sessions Checking of reading records</p>
<p>Year 4</p>	<p>Esquared Comprehension</p> <p>Demonstrates understanding of a wide range of poetry, stories and non-fiction that is read independently and more challenging books that are listened to, through identification of key aspects of the text, explanation and active</p>	<p><u>Comprehension:</u></p> <p>TT: Participate in clear reasoned discussion about books, poems and other material that is read to him/her and those he/she can read for himself/herself, taking turns and listening to what others say.</p>	<p>Refer to Year 3</p>	<p>Work and photo sheets in books (reading journals/Topic) Recordings in reading folders of guided sessions Checking of reading records</p>

	<p>discussion that takes account of what others say.</p> <p>With support, you can use dictionaries to check meaning.</p> <p>Can identify unfamiliar words and start to make sense in context.</p> <p>Can choose words from the text that add to meaning</p> <p>Shows familiarity with fiction and non-fiction, including books by the same author.</p>	<p>TT: Maintain positive attitudes to reading and understanding of what he/she reads by using dictionaries to check the meaning of words that he/she has read.</p> <p>TT: Understand what he/she reads by checking that the text makes sense to him/her, discussing his/her understanding, and explaining the meaning of words in context.</p> <p>TT: Maintain positive attitudes to reading and understanding of what he/she reads by discussing words and phrases that capture the reader's interest and imagination.</p>		
<p>Year 5</p>	<p><u>Comprehension</u></p> <p>Can use non-fiction texts to retrieve and record answers to specific questions.</p> <p>Can capture whole phrases which depict a mood or describe a scene.</p>	<p><u>Comprehension:</u></p> <p>TT: Retrieve and record information from non-fiction over a wide range of subjects</p>	<p>Refer to Year 4</p>	<p>Work and photo sheets in books (reading journals/Topic) Recordings in reading folders of guided sessions Checking of reading records</p>

	<p>Can draw upon knowledge from a range of texts, such as longer narratives and non-fiction text types to answer questions about genre features.</p> <p>Can summarise the main point of a piece of writing</p>	<p>TT: Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.</p> <p>TT: Retrieve, record and present information from non-fiction</p>		
Year 6	<p>As of autumn 1</p> <p>Bsquared Comprehension</p>	As of autumn 1	Refer to year 6 - Autumn 1	<p>Work and photo sheets in books (reading journals/Topic)</p> <p>Recordings in reading folders of guided sessions</p> <p>Checking of reading records</p>

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Spring 1				
Year group	What will be taught?	Skills	Previous Knowledge	Expected outcomes/evidence

Nursery	<p><u>Literacy - Comprehension</u> Engage in extended conversations about stories, learning new vocabulary</p> <p><u>Literacy - Word Reading</u> Understand the five key concepts about print</p> <ul style="list-style-type: none"> • print has meaning • print can have different purposes • we read english text from left to ring and from top to bottom • the name of the different parts of a book • page sequencing 	At home or preschool	TT assessment and observations Individual tracking sheets from phase 1
Reception	<p><u>Literacy - Comprehension</u> Anticipate - where appropriate - key events in stories (ELG)</p> <p><u>Literacy - Word Reading</u></p> <p>Read some letter groups that each represent one sound and say sounds for them</p> <p>Read a few common exception words matched to the school's phonics programme.</p> <p>Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</p> <p>Bsquared Word Reading</p>	Refer to Reception - Autumn 2	Individual tracking sheets from phase 2 onwards

<p>Year 1</p>	<p>Basqued Comprehension</p> <p>With prompting, can make simple links between what they've read or heard.</p> <p>Can say how a character might feel.</p> <p>Able to retell key stories, traditional tales and fairy stories.</p> <p>Able to discuss the significance of titles and events</p> <p>Able to explain clearly what is read to them</p>	<p><u>Comprehension:</u></p> <p>TT: Develop pleasure in reading, motivation to read, vocabulary and understanding by being encouraged to link what is read or heard read to his/her own experiences.</p> <p>TT: Understand both the books he/she can already read accurately and fluently and those he/she listens to by making inferences on the basis of what is being said and done.</p> <p>TT: Develop pleasure in reading, motivation to read, vocabulary and understanding by becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics.</p> <p>TT: Understand both the books he/she can already read accurately and fluently and those he/she listens to by discussing the significance of the title and events.</p> <p>TT: Understand both the books he/she can already read accurately and fluently and those he/she listens to by drawing on what is already known or on</p>	<p>Refer back to Autumn 2 Year 1.</p>	<p>Teaching of daily Phonics Work and photo sheets in books Recordings in reading folders of guided sessions Checking of reading records</p>
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		background information and vocabulary provided by the teacher.		
Year 2	<p>BSquared Word reading Comprehension</p> <p>Applies phonic knowledge and skills, including the blending of sounds in unfamiliar words, to decode appropriate texts accurately.</p> <p>Reads most common exception words.</p> <p>Reads aloud appropriate level books consistent with phonic knowledge, accurately, confidently and fluently.</p> <p>Make simple predictions on what might happen, based on what has been read so far.</p> <p>Can say how a character might be feeling & why.</p>	<p><u>Word reading:</u></p> <p>TT: Read aloud books closely matched to his/her improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.</p> <p>TT: Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.</p> <p>TT: Re-read books, sounding out unfamiliar words accurately, to build up fluency and confidence in word reading.</p> <p><u>Comprehension:</u></p> <p>TT: Understand both the books that he/she can already read accurately and fluently and those that he/she listens to by predicting what might happen on the basis of what has been read so far.</p>	Refer to Year 1 Autumn 1 and 2	Teaching of daily Phonics Work and photo sheets in books Recordings in reading folders of guided sessions Checking of reading records

		<p>TT: Understand both the books that he/she can already read accurately and fluently and those that he/she listens to by making inferences on the basis of what is being said and done.</p>		
<p>Year 3</p>	<p>BSquared Word reading Comprehension</p> <p>Sounds out unfamiliar words when reading aloud and is developing fluency when reading age related texts</p> <p>Use your own knowledge, available information and vocabulary to make inferences and predictions.</p> <p>When questioned, can make predictions about what is likely to happen next.</p> <p>By making links to known vocabulary, can understand unfamiliar words.</p>	<p><u>Word reading:</u></p> <p>TT: Apply his/her growing knowledge of root words, prefixes and suffixes (etymology and morphology), both to read aloud and to understand the meaning of new words he/she meets, including dis-, mis-, in-, il-, im-, ir-, -ly, English Appendix 1.</p> <p><u>Comprehension:</u></p> <p>TT: Understand what he/she reads by drawing inferences, such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</p> <p>TT: Understand what he/she reads by predicting what might happen from details stated.</p> <p>TT: Maintain positive attitudes to reading and understanding of what he/she reads by discussing words that</p>	<p>Refer to Year 2-</p>	<p>Phonics taught to those children who still need Work and photo sheets in books (reading journals/Topic) Recordings in reading folders of guided sessions Checking of reading records</p>

	<p>Beginning to independently identify key aspects of age appropriate, challenging fiction and non-fiction books.</p> <p>Can sequence events and explain how they relate.</p>	<p>capture the reader's interest and imagination.</p> <p>TT: Maintain positive attitudes to reading and understanding of what he/she reads by listening to and discussing a wide range of fiction, poetry, plays and non-fiction.</p> <p>TT: Understand what he/she reads by identifying main ideas drawn from within one paragraph and summarise these.</p>		
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<p>Year 4</p>	<p>Esquared Word reading Comprehension Can read some unfamiliar text, drawing upon more than one strategy.</p> <p>Beginning to infer a character's possible feelings and thoughts from the actions of the text.</p> <p>Using their own experience, can begin to make predictions about what will happen next.</p> <p>Demonstrates understanding of a wide range of poetry, stories and non-fiction that is read independently, and of more challenging books that are listened to, through identification of key aspects of the text, explanation and can identify that different texts are structured differently.</p> <p>Becoming more confident in using dictionaries to check the meaning of words they have read.</p>	<p><u>Word reading:</u></p> <p>TT: Apply his/her growing knowledge of root words, prefixes and suffixes (etymology and morphology) both to read aloud and to understand the meaning of new words he/she meets, to include re-, sub-, inter-, super-, anti-, auto-, -ation, -ous; (English Appendix 1).</p> <p><u>Comprehension:</u></p> <p>TT: Understand what he/she reads by drawing inferences, such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence clearly taken from the text.</p> <p>TT: Understand what he/she reads by predicting what might happen from details stated and implied.</p> <p>TT: Understand what he/she reads by identifying how language, structure, and presentation contribute to meaning, to include: paragraphs, use of pronouns for cohesion, inverted commas for</p>	<p>Refer to Year 3 -</p>	<p>Work and photo sheets in books (reading journals/Topic) Recordings in reading folders of guided sessions Checking of reading records</p>
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		<p>speech, apostrophes to mark possession, fronted adverbials.</p> <p>TT: Maintain positive attitudes to reading and understanding of what he/she reads by using dictionaries to check the meaning of words that he/she has read.</p>		
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<p>Year 5</p>	<p>Esquared Word reading Comprehension</p> <p>Can come up with a definition/meaning of a new word by identifying the context and can apply this to the growing knowledge of homophones, as listed in Appendix 1 for Y5/6</p> <p>Reads age related texts and poems confidently starting to recall and recite key parts.</p> <p>Draws inferences from characters portrayed in books regarding their motives from their actions.</p> <p>Asks questions to develop their understanding of the text</p> <p>Can check a text makes sense to them by drawing on their own experience, e.g, I know this because...</p>	<p><u>Word reading:</u></p> <p>TT: Read aloud and understand the meaning of new words that he/she meets linked to the expectations of Year 5 spelling.</p> <p>TT: Maintain positive attitudes to reading and understanding of what he/she reads by preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.</p> <p><u>Comprehension:</u></p> <p>TT: Understand what he/she reads by drawing inferences, such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</p> <p>TT: Understand what he/she reads by asking questions to improve his/her understanding of complex texts.</p>	<p>Refer to Year 4 -</p>	<p>Work and photo sheets in books (reading journals/Topic) Recordings in reading folders of guided sessions Checking of reading records</p>
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		<p>TT: Participate in discussions about books that are read to him/her and those that can be read for himself/herself, building on his/her own and other's ideas and challenging views courteously.</p>		
<p>Year 6</p>	<p>Comprehension</p> <p>Identifies the main point of each paragraph, précising an overall piece of text.</p> <p>Explain and discuss their understanding of what they have read, drawing inferences, and justifying inferences with evidence from the text.</p> <p>Distinguishes between statements of fact and opinion; and in non-fiction</p> <p>Comments on how language, including figurative language, is used to contribute to meaning.</p>	<p><u>Comprehension:</u></p> <p>TT: Understand what he/she reads by summarising the main ideas drawn from more than one paragraph, and identifying key details that support the main ideas and using quotation and illustrations.</p> <p>TT: Provide reasoned justifications for his/her views.</p> <p>TT: Distinguish between statements of fact and opinion (year 5).</p> <p>TT: Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.</p>	<p>Refer to Year 5 - summer</p>	<p>Work and photo sheets in books (reading journals/Topic) Recordings in reading folders of guided sessions Checking of reading records</p>

	<p>Explains how language, structure, and presentation, can contribute to the meaning of a text.</p> <p>Has read and demonstrates familiarity through answering questions with a wide range of books, including myths, legends and traditional stories, modern fiction and fiction from literary heritage, and books from other cultures and traditions).</p>	<p>TT: Understand what he/she reads by identifying how language, structure and presentation contribute to meaning.</p> <p>TT: Maintain positive attitudes to reading and understanding of what he/she reads by increasing his/her familiarity with a wide range of books, including books from our literary heritage and books from other cultures and traditions.</p>		
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Spring 2				
Year group	What will be taught?	Skills	Previous Knowledge	Expected outcomes/evidence
Nursery	<p><u>Literacy - Comprehension</u> Engage in extended conversations about stories, learning new vocabulary</p> <p><u>Literacy - Word Reading</u> Understand the five key concepts about print</p> <ul style="list-style-type: none"> print has meaning 		Build on autumn.spring 1	<p>TT assessment and observations</p> <p>Individual tracking sheets from phase 1</p>

	<ul style="list-style-type: none"> • print can have different purposes • we read english text from left to right and from top to bottom • the name of the different parts of a book • page sequencing 			
Reception	<p><u>Literacy - Comprehension</u> Anticipate - where appropriate - key events in stories (ELG)</p> <p><u>Literacy - Word Reading</u></p> <p>Read some letter groups that each represent one sound and say sounds for them</p> <p>Read a few common exception words matched to the school's phonics programme.</p> <p>Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</p> <p>Bsquared Word Reading</p>			<p>TT assessment and observations</p> <p>Individual tracking sheets</p>
Year 1	<p>Bsquared Comprehension</p> <p>Listens to some poems, stories and non-fiction beyond a level at which they can read independently.</p>	<p><u>Comprehension</u></p> <p>TT: Develop pleasure in reading, motivation to read, vocabulary and understanding by listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which he/she can read independently.</p>	<p>Refer to Year Reception -</p> <p>Refer to Year 1</p>	<p>Teaching of daily Phonics Work and photo sheets in books Recordings in reading folders of guided sessions Checking of reading records</p>

	<p>Can join in with a group to recite predictable rhyming text.</p> <p>With support, can identify a word that is unfamiliar.</p>	<p>TT: Develop pleasure in reading, motivation to read, vocabulary and understanding by learning to appreciate rhymes and poems, and to recite some by heart.</p> <p>TT: Develop pleasure in reading, motivation to read, vocabulary and understanding by discussing word meanings, linking new meanings to those already known.</p>		
<p>Year 2</p>	<p>Comprehension</p> <p>Demonstrates understanding of simple stories and non-fiction that is read independently, and of more challenging books that are listened to, through identification of key aspects of the text.</p> <p>Recognises sequences of events in simple texts.</p> <p>Checks that the text makes sense whilst reading, applying phonic knowledge to correct inaccuracies.</p>	<p><u>Comprehension</u></p> <p>TT: Develop pleasure in reading, motivation to read, vocabulary and understanding by discussing the sequence of events in books and how items of information are related.</p> <p>TT: Understand both the books that he/she can already read accurately and fluently and those that he/she listens to by checking that the text makes sense to him/her as he/she reads and corrects inaccurate reading.</p> <p>TT: Develop pleasure in reading, motivation to read, vocabulary and understanding by</p>	<p>Refer to Year 1</p>	<p>Teaching of daily Phonics Work and photo sheets in books Recordings in reading folders of guided sessions Checking of reading records</p>

	<p>Recognises and uses repeating lines that authors have put in for effect.</p> <p>Clarifies the meaning of new words through discussion</p> <p>Knows more than one poem and can participate in discussion about making comparison</p> <p>Demonstrates increasing familiarity with, and can retell, a range of stories, fairy stories and traditional tales.</p> <p>Can use indexes and contents pages in non-fiction texts</p>	<p>discussing and clarifying the meanings of words, linking new meanings to known vocabulary.</p> <p>TT: Develop pleasure in reading, motivation to read, vocabulary and understanding by continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear.</p> <p>TT: Develop pleasure in reading, motivation to read, vocabulary and understanding by becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales.</p>		
<p>Year 3</p>	<p><u>Basqued Comprehension</u></p> <p>Recognise and understand that different texts are structured differently and, when prompted, is beginning to offer an explanation as to why.</p>	<p><u>Comprehension</u></p> <p>TT: Understand what he/she reads by identifying how language, structure, and presentation contribute to meaning, including, paragraphs, headings, sub-headings, and inverted commas to punctuate speech.</p> <p>TT: Maintain positive attitudes to reading and understanding of what he/she reads by</p>	<p>Refer to Year 2</p>	<p>Phonics taught to those children who still need Work and photo sheets in books (reading journals/Topic) Recordings in reading folders of guided sessions Checking of reading records</p>

	<p>Through discussion and questioning, can select words which have been used to have a specific effect.</p> <p>Is familiar with a wide range of stories; including fairy tales and traditional stories, and some common non-fiction texts.</p>	<p>discussing words that capture the reader's interest and imagination.</p> <p>TT: Maintain positive attitudes to reading and understanding of what he/she reads by increasing his/her familiarity with a wide range of books, including fairy stories, myths and legends, and retell some of these orally.</p>		
<p>Year 4</p>	<p><u>Comprehension</u></p> <p>Can use their knowledge of the content of a text to suggest meaning of unfamiliar words they have read.</p> <p>Can locate relevant sections of non-fiction texts attempting to retrieve answers to specific questions.</p> <p>Can re-tell the key features of familiar stories.</p>	<p><u>Comprehension</u></p> <p>TT: Maintain positive attitudes to reading and understanding of what he/she reads by discussing words and phrases that capture the reader's interest and imagination.</p> <p>TT: Retrieve and record information from non-fiction over a wide range of subjects.</p> <p>TT: Maintain positive attitudes to reading and understanding of what he/she reads by reading a wide range of books, including fairy stories, myths and legends, and retell some of these orally.</p> <p>TT: Maintain positive attitudes to reading and understanding of what he/she reads by discussing words and phrases that capture the reader's interest and imagination.</p>	<p>Refer to Year 3</p>	<p>Work and photo sheets in books (reading journals/Topic) Recordings in reading folders of guided sessions Checking of reading records</p>

	<p>Can identify words from the text that add meaning and begin to explain the effect of the chosen vocabulary</p> <p>Can identify books by the same author and explain the similarities and differences.</p> <p>Beginning to accurately summarise sections of a text they have read.</p>	<p>TT: Understand what he/she reads by identifying main ideas drawn from more than one paragraph and summarise these.</p>		
<p>Year 5</p>	<p>Can answer questions that draw upon more than one text to make comparisons</p> <p>Can pick out paragraphs or sections which have a particular effect on the reader and explain why.</p> <p>Reads both fiction and non-fiction, identifying how different texts have</p>	<p>Comprehension: TT: Maintain positive attitudes to reading and understanding of what he/she reads by identifying and discussing themes and conventions in writing.</p>	<p>Refer to Year 4</p>	<p>Work and photo sheets in books (reading journals/Topic)</p> <p>Recordings in reading folders of guided sessions</p> <p>Checking of reading records</p>

	<p>different features that are specific to text type.</p> <p>Identifies key details that support main ideas, and uses them to summarise content drawn from more than one paragraph</p>			
Year 6	<p>As spring 1</p> <p>Bsquared Comprehension Can identify general themes presented in narrative, such as love or hope.</p>	As spring 1	Refer to Year 5	<p>Work and photo sheets in books (reading journals/Topic)</p> <p>Recordings in reading folders of guided sessions</p> <p>Checking of reading records</p>

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Summer 1				
Year group	What will be taught?	Skills	Previous Knowledge	Expected outcomes/evidence
Nursery	<p><u>Literacy - Comprehension</u> Engage in extended conversations about stories, learning new vocabulary</p> <p><u>Literacy - Word Reading</u></p> <ul style="list-style-type: none"> Consolidation of learning 		Refer to Autumn and Spring	<p>TT assessment and observations</p> <p>Individual tracking sheets from phase 1</p>

<p>Reception</p>	<p><u>Literacy - Comprehension</u> Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary (ELG)</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play (ELG)</p> <p><u>Literacy - Word Reading</u></p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words (ELG)</p> <p>Read words consistent with their phonics knowledge by sound-blending (ELG)</p> <p>Say a sound for each letter in the alphabet and at least 10 digraphs (ELG)</p> <p>Bsquared Word Reading</p>	<p>Refer to Reception Autumn and Spring</p>	<p>TT assessment and observations</p> <p>Individual tracking sheets</p>	
<p>Year 1</p>	<p>Bsquared Word reading Comprehension Applies phonic knowledge and skills at least up to phase 5, including the blending of sounds in unfamiliar words, to decode age appropriate texts accurately.</p>	<p><u>Word reading:</u> TT:Read aloud accurately books that are consistent with developing phonic knowledge and that do not require use of other strategies to work out words.</p>	<p>Refer to Year previous terms</p>	<p>Teaching of daily Phonics Work and photo sheets in books Recordings in reading folders of guided sessions Checking of reading records</p>

	<p>Recognises and reads at least 45 common exception words.</p> <p>Links what they've read or heard to their own experiences.</p> <p>Can suggest what a character might do next.</p> <p>Able to identify words they do not understand</p>	<p>TT: Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.</p> <p><u>Comprehension:</u> TT: Develop pleasure in reading, motivation to read, vocabulary and understanding by being encouraged to link what is read or heard to his/her own experiences.</p> <p>TT: Understand both the books he/she can already read accurately and fluently and those he/she listens to by making inferences on the basis of what is being said and done.</p>		
<p>Year 2</p>	<p><u>Word reading</u> <u>Comprehension</u></p> <p>phonics knowledge and skills consistently to consistently decode age appropriate texts quickly and accurately.</p> <p>Sounds out all unfamiliar words accurately.</p> <p>In age appropriate books can read words accurately and fluently without overt sounding and blending, e.g. at over 90 words a minute.</p>	<p><u>Word reading:</u> TT: Re-read phonically decodable books to build up fluency and confidence in word reading.</p> <p>TT: Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent.</p>	<p>Refer to Year 1</p>	<p>Teaching of daily Phonics Work and photo sheets in books Recordings in reading folders of guided sessions Checking of reading records</p>

	<p>Makes inferences on what has been read</p> <p>Demonstrates understanding of a wide range of poetry, stories and non-fiction that is read independently, and of more challenging books that are listened to, through identification of key aspects of the text, explanation, and active discussion that takes account of what others say.</p> <p>Identifies sequences of events in texts and offers simple explanations of how items of information relate to one another.</p> <p>Demonstrates understanding of what is read independently, or listened to, by drawing on own knowledge, and information and vocabulary provided.</p>	<p><u>Comprehension:</u> TT: Make inferences on the basis of what is said and done in the book he/she is reading independently.</p> <p>TT: Develop pleasure in reading, motivation to read, vocabulary and understanding by listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which he/she can read independently.</p> <p>TT: Develop pleasure in reading, motivation to read, vocabulary and understanding by discussing the sequence of events in books and how items of information are related.</p> <p>TT: Understand both the books that he/she can already read accurately and fluently and those that he/she listens to by drawing on what he/she already</p>		
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		<p>knows or on background information and vocabulary provided by the teacher.</p>		
<p>Year 3</p>	<p> Bsquared Word reading Comprehension </p> <p> Word reading: When reading aloud, sounds out unfamiliar words accurately without undue hesitation, and reads age related texts with confidence and fluency. </p> <p> Offers plausible inferences and predictions and can explain them. </p> <p> Offers some predictions about what might happen next on what has been read. </p> <p> New words are understood by making links to known vocabulary </p> <p> Can identify key aspects of age appropriate, challenging fiction and non-fiction books </p>	<p><u>Comprehension:</u></p> <p> TT: Understand what he/she reads by drawing inferences, such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. </p> <p> TT: Understand what he/she reads by predicting what might happen from details stated. </p> <p> TT: Understand what he/she reads by checking that the text makes sense to him/her, discussing his/her understanding of words. </p>	<p>Refer to Year 2</p>	<p>Phonics taught to those children who still need</p> <p>Work and photo sheets in books (reading journals/Topic)</p> <p>Recordings in reading folders of guided sessions</p> <p>Checking of reading records</p>

	<p>Offers simple explanations of how and why texts are structured according to their purpose.</p>	<p>TT: Understand what he/she reads by identifying how language, structure, and presentation contribute to meaning, including, paragraphs, headings, sub-headings, and inverted commas to punctuate speech.</p>		
<p>Year 4</p>	<p>Word reading Comprehension</p> <p>Word reading: When reading aloud, sounds out unfamiliar words accurately without undue hesitation and reads age related texts with confidence and fluency for an increasing period of time.</p> <p>Draw inferences such as inferring characters' feelings and thoughts from their actions</p> <p>With support, can ask questions to develop their understanding of the text.</p> <p>Make predictions based on my own experience and some knowledge of the text.</p>	<p><u>Comprehension:</u></p> <p>TT: Understand what he/she reads by drawing inferences, such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence clearly taken from the text.</p> <p>TT: Understand what he/she reads by asking questions to improve his/her</p>	<p>Refer to Year 3</p>	<p>Work and photo sheets in books (reading journals/Topic) Recordings in reading folders of guided sessions Checking of reading records</p>

	<p>A good understanding of age appropriate, challenging texts is demonstrated through the identification of key aspects of fiction and non-fiction and simple explanations of how and why texts are structured according to their purpose.</p>	<p>understanding of texts of increasing complexity.</p> <p>TT: Understand what he/she reads by predicting what might happen from details stated and implied.</p> <p>TT: Understand what he/she reads by identifying how language, structure, and presentation contribute to meaning, to include: paragraphs, use of pronouns for cohesion, inverted commas for speech, apostrophes to mark possession, fronted adverbials.</p>		
<p>Year 5</p>	<p>Esquared Word reading Comprehension</p> <p>Word reading: Determines the meaning of new words by applying knowledge of the root words, prefixes and suffixes as taught so far from Appendix 1 e.g words ending in ible/able.</p> <p>Reads at length for long periods of time. Can recite poems as part of a group.</p> <p>With appropriate questioning, can make predictions based on implied details</p>	<p><u>Comprehension:</u></p>	<p>Refer to Year 4</p>	<p>Work and photo sheets in books (reading journals/Topic) Recordings in reading folders of guided sessions Checking of reading records</p>

	<p>Asks complex (multi-layered) questions to enhance understanding of the text.</p> <p>Can check that the book makes sense to them by drawing on knowledge of similar books and plots.</p> <p>Can record answers to questions concisely, where they are asked to summarise, or précis events taken place.</p>	<p>TT: Understand what he/she reads in increasingly complex texts by predicting what might happen from details stated and implied.</p> <p>TT: Understand what he/she reads by asking questions to improve his/her understanding of complex texts.</p> <p>TT: Distinguish between statements of fact and opinion TT: Retrieve, record and present information from non-fiction.</p>		
<p>Year 6</p>	<p>Word reading Comprehension</p> <p>Word reading: Determines the meaning of all new words by applying knowledge of the root words, prefixes and suffixes as taught from (Appendix 1) as well as context.</p>	<p><u>Word reading:</u></p> <p>TT: Maintain positive attitudes to reading and understanding of what</p>	<p>Refer to Year 5</p> <p>Refer to year 3 and year 4 Year 6- spring 1/2</p>	<p>Work and photo sheets in books (reading journals/Topic) Recordings in reading folders of guided sessions Checking of reading records</p>

	<p>**can read aloud with intonation that shows understanding</p> <p>Has learned a wide range of poetry by heart and can quote from poems.</p> <p>Draw inferences such as inferring characters' feelings, thought and motives from across a whole text where evidence is built up over time.</p> <p>**Predict what might happen from details stated and implied</p> <p>Identifies the difference between fact and opinion and can identify where a viewpoint is presented through an author's bias towards a subject.</p> <p>Explains and discusses their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where possible.</p>	<p>he/she reads by learning a wider range of poetry by heart</p> <p><u>Comprehension:</u></p> <p>TT: Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.</p> <p>TT: Explain and discuss his/her understanding of what he/she has read, including through formal presentations</p>		
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	Makes comparisons of theme, genre and layout within and across texts.	and debates, maintaining a focus on the topic and using notes where necessary. TT: Maintain positive attitudes to reading and understanding of what he/she reads by making comparisons within and across books.		
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Summer 2				
Year group	What will be taught?	Skills	Previous Knowledge	Expected outcomes/evidence
Nursery	<u>Literacy - Comprehension</u> Engage in extended conversations about stories, learning new vocabulary <u>Literacy - Word Reading</u> <ul style="list-style-type: none"> Consolidation of learning 		Refer to Autumn and Spring	TT assessment and observations Individual tracking sheets from phase 1
Reception	<u>Literacy - Comprehension</u> Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary (ELG) Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play (ELG) <u>Literacy - Word Reading</u>		Refer to Summer 1	TT assessment and observations Individual tracking sheets

	<p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words (ELG)</p> <p>Read words consistent with their phonics knowledge by sound-blending (ELG)</p> <p>Say a sound for each letter in the alphabet and at least 10 digraphs (ELG)</p> <p>Bsquared Word Reading</p>			
<p>Year 1</p>	<p>Bsquared Comprehension</p> <p>Able to discuss the characteristics of key stories, traditional tales and fairy stories.</p> <p>Able to draw on what they already know and background information to understand books they have read.</p> <p>Checks that the text makes sense to them by rephrasing back key words and sentences.</p>	<p><u>Comprehension:</u></p> <p>TT: Develop pleasure in reading, motivation to read, vocabulary and understanding by becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics.</p> <p>TT: Develop pleasure in reading, motivation to read, vocabulary and understanding by being encouraged to link what is read or heard read to his/her own experiences.</p>	<p>Refer to Year 1</p>	<p>Teaching of daily Phonics Work and photo sheets in books Recordings in reading folders of guided sessions Checking of reading records</p>

	<p>Discusses word meanings, linking new meaning to those already known.</p> <p>Listen and discuss a wide range of poems, stories and non-fiction at a level beyond which they can read independently.</p> <p>Can recite simple short poems.</p>	<p>TT: Develop pleasure in reading, motivation to read, vocabulary and understanding by discussing word meanings, linking new meanings to those already known</p> <p>TT: Develop pleasure in reading, motivation to read, vocabulary and understanding by listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which he/she can read independently.</p> <p>TT: Develop pleasure in reading, motivation to read, vocabulary and understanding by learning to appreciate rhymes and poems, and to recite some by heart.</p>		
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<p>Year 2</p>	<p>BSquared Comprehension</p> <p>Recognising simple recurring literary language in stories and poetry.</p> <p>Clarifies the meaning of new words through discussion, and by making links to known vocabulary.</p> <p>Has learnt and can recite a repertoire of poems by heart, using appropriate intonation to help make meaning clear.</p> <p>Recognises and understands the different structures of non-fiction books that have been introduced.</p>	<p><u>Comprehension:</u></p> <p>TT: Develop pleasure in reading, motivation to read, vocabulary and understanding by recognising simple recurring literary language in stories and poetry.</p> <p>TT: Develop pleasure in reading, motivation to read, vocabulary and understanding by discussing and clarifying the meanings of words, linking new meanings to known vocabulary.</p> <p>TT: Develop pleasure in reading, motivation to read, vocabulary and understanding by continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear.</p> <p>TT: Explain and discuss his/her understanding of books, poems and other material, both those that he/she listens to and those that he/she reads for himself/herself.</p>	<p>Refer to Year 1</p>	<p>Teaching of daily Phonics Work and photo sheets in books Recordings in reading folders of guided sessions Checking of reading records</p>
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<p>Year 3</p>	<p>Bsquared Comprehension</p> <p>Through discussion, recognise when the author has used a word for impact.</p> <p>Is familiar with a wide range of fiction and non-fiction</p>	<p><u>Comprehension:</u></p> <p>TT: Maintain positive attitudes to reading and understanding of what he/she reads by listening to and discussing a wide range of fiction, poetry, plays and non-fiction.</p>	<p>Refer to Year 2</p>	<p>Phonics taught to those children who still need Work and photo sheets in books (reading journals/Topic) Recordings in reading folders of guided sessions Checking of reading records</p>
<p>Year 4</p>	<p>Bsquared Comprehension</p> <p>Can use dictionaries accurately to check the meaning of words they have read.</p> <p>Can use non-fiction texts to retrieve and record answers to specific questions.</p> <p>Can re-tell well known stories, or stories with similar format.</p> <p>Can identify and discuss words and phrases that capture the reader's interest and imagination.</p>	<p><u>Comprehension:</u></p> <p>TT: Maintain positive attitudes to reading and understanding of what he/she reads by using dictionaries to check the meaning of words that he/she has read.</p> <p>TT: Retrieve and record information from non-fiction over a wide range of subjects</p> <p>TT: Maintain positive attitudes to reading and understanding of what he/she reads by reading a wide range of books, including fairy stories, myths and legends, and retell some of these orally.</p>	<p>Refer to Year 3</p>	<p>Work and photo sheets in books (reading journals/Topic) Recordings in reading folders of guided sessions Checking of reading records</p>

	<p>Identify key details that support main ideas and use them to summarise content from a paragraph.</p> <p>Identify key details that support main ideas, and use them to summarise content from a paragraph.</p>	<p>TT: Maintain positive attitudes to reading and understanding of what he/she reads by discussing words and phrases that capture the reader's interest and imagination.</p> <p>TT: Understand what he/she reads by identifying main ideas drawn from more than one paragraph and summarise these.</p>		
<p>Year 5</p>	<p>Comprehension</p> <p>Identifies phrases within text that are used to compare, such as similes or simple analogies.</p> <p>Reads different genres of fiction and can make comparisons, e.g fantasy and science fiction.</p> <p>Identifies themes and conventions demonstrating, through discussion and comment, their understanding of their</p>	<p><u>Comprehension:</u></p> <p>TT: Maintain positive attitudes to reading and understanding of what he/she reads by identifying and discussing themes and conventions in writing.</p> <p>TT: Maintain positive attitudes to reading and understanding of what he/she reads by making comparisons within a book.</p>	<p>Refer to Year 4</p>	<p>Work and photo sheets in books (reading journals/Topic) Recordings in reading folders of guided sessions Checking of reading records</p>

	use in and across a wide range of writing.			
Year 6	<p>BSquared Comprehension</p> <p>** Evaluate how authors use language, including figurative language, considering the impact on the reader.</p> <p>Can identify how an author's style of presentation can contribute to the overall meaning and theme of the text.</p> <p>Has read widely and can talk at length in a discussion about a wide range of books, including myths, legends, traditional stories, modern fiction and classical fiction, as well as books from other cultures and traditions and longer narrative poems.</p> <p>Identifies themes and conventions demonstrating through discussion and comment, understanding of their use in and across a range of writing.</p>	<p><u>Comprehension:</u> TT: Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.</p> <p>TT: Maintain positive attitudes to reading and understanding of what he/she reads by increasing his/her familiarity with a wide range of books, including books from our literary heritage and books from other cultures and traditions.</p> <p>TT: Maintain positive attitudes to reading and understanding of what he/she reads by identifying and discussing themes and</p>	Refer to Year 5	<p>Work and photo sheets in books (reading journals/Topic)</p> <p>Recordings in reading folders of guided sessions</p> <p>Checking of reading records</p>

		conventions in and across a wide range of writing.		
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