



Reading Overview – Year R

(30 – 50 months 40 – 60 months Early Learning Goals)

		What should be seen in the classroom?
Phonics and decoding	<ul style="list-style-type: none"> - 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. 	<ul style="list-style-type: none"> - Daily phonics teaching (using Little Wandle) that is tracked to age related expectations - Daily whole class story time - Common exception words displayed on wall/word mats - Intervention groups for any children not working at the expected standard in phonics, following the Little Wandle programme - Individual reading books sent home which are matched to phonic phase being taught and extra library book sent home - Weekly library visits (children can take books home) - Songs and rhymes - Puppets for children to use to help retell stories - A wide range of books available each day in the classroom - Most recent whole class reading book covers displayed - 'Class teacher is reading' poster
Fluency	<ul style="list-style-type: none"> - 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 at and handle books independently (holds book 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 	
Common exception words	<ul style="list-style-type: none"> - To read some common irregular words. 	
Comparing, contrasting and commenting	<ul style="list-style-type: none"> - To listen to stories with increasing attention and recall. - To anticipate key events and phrases in rhymes and stories. - To begin to be aware of the way stories are structured. - To describe main story settings, events and principal characters. - To enjoy an increasing range of books. 	
		Questions
		<ul style="list-style-type: none"> - What does this word mean? - (looking at pictures) What might they be feeling? How do you know? - What might happen at the end of the story? What might happen in the story? What might happen next? - What did you find out? - What can you see on the front cover? - Can you order these parts of the story? - What happened first/secondetc?

	<ul style="list-style-type: none"> - To follow a story without pictures or props. - 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. 	
Poetry and Performance	<ul style="list-style-type: none"> - 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 	
Word meanings	<ul style="list-style-type: none"> - 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 	
Understanding	<ul style="list-style-type: none"> - To know that print carries meaning and, in English, is read from left to right and top to bottom. - To understand humour, e.g. nonsense rhymes, jokes. 	
Inference and Prediction	<ul style="list-style-type: none"> - To begin to understand 'why' and 'how' questions. - To understand 'how' and 'why' questions about their experiences and in response to stories or events - To suggest how a story might end. - To answer 'how' and 'why' questions about their experiences and in response to stories or events. - To understand key events and phrases in rhymes and stories 	
Non-fiction	<ul style="list-style-type: none"> - To know that information can be relayed in the form of print. - To know that information can be retrieved from books and computers. 	

Reading Overview – Year 1

		What should be seen in the classroom?
Phonics and decoding	<ul style="list-style-type: none"> - To apply phonic knowledge and skills as the route to decode words. - To blend sounds in unfamiliar words using the GPCs that they have been taught. - To respond speedily, giving the correct sound to graphemes for all of the 40+ phonemes. - To read words containing taught GPCs. - To read words containing -s, -es, -ing, -ed and -est endings. - To read words with contractions, e.g. I'm, I'll and we'll. 	<ul style="list-style-type: none"> - Daily phonics teaching (using Little Wandle) that is tracked to age related expectations - Daily whole class story time - Guided Reading 4Xweekly - Common exception words displayed on wall/word mats - Phonics poster - Intervention groups for any children not working at the expected standard in phonics, following the Little Wandle scheme - Individual reading books sent home which are matched to phonic phase being taught (until phonics screening passed) and extra library book sent home - Weekly library visits (children can take books home) - A wide range of books available each day in the classroom - Most recent whole class reading book covers displayed - 'Class teacher is reading' poster
Fluency	<ul style="list-style-type: none"> - 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. 	
Common exception words	<ul style="list-style-type: none"> - To read Y1 common exception words, noting unusual correspondences between spelling and sound and where these occur in words. 	Questions
Comparing, contrasting and commenting	<ul style="list-style-type: none"> - To listen to and discuss a wide range of fiction, non-fiction and poetry at a level beyond that at which they can read independently. - To link what they have read or have read to them to their own experiences. - To retell familiar stories in increasing detail. - To join in with discussions about a text, taking turns and listening to what others say. - To discuss the significance of titles and events. - To develop their knowledge of retrieval through images - To sequence the events of a story they are familiar with 	
Poetry and Performance	<ul style="list-style-type: none"> - To recite simple poems by heart. 	
Word meanings	<ul style="list-style-type: none"> - To discuss word meanings, linking new meanings to those already know - To identify their favourite words and phrases 	

Understanding	<ul style="list-style-type: none"> - To draw 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 correct inaccurate reading - To explain clearly their understanding of what is read to them 	<ul style="list-style-type: none"> - What do you think will happen next? What makes you think this? - Who is your favourite character? Why? - Would you like to live in this setting? Why/why not? - Is there anything you would change about this story?
Inference and Prediction	<ul style="list-style-type: none"> - To begin to make simple inferences. - To discuss the significance of the title and events - To develop inference through the use of pictures - To predict what might happen on the basis of what has been read so far(talk about what their characters are like, their motivations and what they might do) 	<ul style="list-style-type: none"> - Do you like this text? What do you like about it? - What happened when.....? - Why did happen? - How did? - Can you number these events 1-5 in the order they happened?
Non-fiction	<ul style="list-style-type: none"> - To identify some key facts from an information book. - To discuss features and layout (enlarged text/bold/italics) 	<ul style="list-style-type: none"> - What was the first thing that happened in the story? - Can you summarise in a sentence the opening/middle/end? - Sequence the key events in the story. - Is there anything you would change about this story?

Reading Overview – Year 2

		What should be seen in the classroom?
Phonics and decoding	<ul style="list-style-type: none"> - To continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent. - To read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes. - To accurately read most words of two or more syllables. - To read most words containing common suffixes. 	<ul style="list-style-type: none"> - Guided Reading at least 4Xweekly (Book Talk and comprehension sessions) - Daily phonics teaching (using Little Wandle) that is tracked to age related expectations, for those children still on the programme - Intervention groups for any children not working at the expected standard in phonics/reading - Daily whole class story time - Common exception words displayed on wall/word mats - Phonics poster - Individual reading books sent home which are matched to phonic phase being taught (until phonics screening passed) and extra library book sent home, or bookbanding scheme book and an extra library book - Weekly library visits (children can take books home) - A wide range of books available each day in the classroom - Most recent whole class reading book covers displayed - 'Class teacher is reading' poster
Fluency	<ul style="list-style-type: none"> - To read aloud books (closely matched to their improving phonics knowledge), sounding out unfamiliar words accurately, automatically and without undue hesitation - To reread 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 90words per minute, in age-appropriate texts 	
Common exception words	<ul style="list-style-type: none"> - To read most Y1 and Y2 common exception words, noting unusual correspondence between spelling and sound and where these occur in the word. 	Questions
Comparing, contrasting and commenting	<ul style="list-style-type: none"> - To participate in discussion about books, poems and other works that are read to them(at a level beyond at which they can read independently) and those that they can read for themselves, explaining their understanding and expressing their views. - To become increasingly familiar with and to retell a wide range of stories, fairy stories and traditional tales. - To discuss the sequence of events in books and how items of information are related. 	
		<ul style="list-style-type: none"> - 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 setting/character/mood? - Can you think of any other words the author could have used to describe this? - Why do you think..... is repeated in this section? - Why was feeling.....? - Why did happen?

	<ul style="list-style-type: none"> - To recognise simple recurring literary language in stories and poetry. - To make links between the text they are reading and other texts they have read (in texts that they can read independently). - To ask and answer retrieval questions 	<ul style="list-style-type: none"> - Can you explain why? - How does make you feel? - Look at the cover/blurb. What do you think the book will be about? - What do you think will happen next? What makes you think this? - Who is your favourite character? Why? - 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? - What happened when.....? - Why did happen? - How did? - Can you number these events 1-5 in the order they happened? - What was the first thing that happened in the story? - Can you summarise in a sentence the opening/middle/end? - Sequence the key events in the story. <p>Is there anything you would change about this story?</p>
Poetry and Performance	<ul style="list-style-type: none"> - To continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some with appropriate intonation to make the meaning clear. 	
Word meanings	<ul style="list-style-type: none"> - To discuss and clarify the meaning of words, lining new meanings to known vocabulary - To discuss their favourite words and phrases - Identify own synonyms for words within the text 	
Understanding	<ul style="list-style-type: none"> - To discuss the sequence of events in books and how items of information are related - To draw 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 correct inaccurate reading 	
Inference and Prediction	<ul style="list-style-type: none"> - To make inferences on the basis of what is being said and done. - To predict what might happen on the basis of what has been read so far in a text and their own experiences. - Make predictions using experience of reading books in the same genre, by the same author or based on similar themes. 	
Non-fiction	<ul style="list-style-type: none"> - To recognise that non- fiction books are often structured in different ways. - To use alphabetically ordered texts/bibliographic knowledge to retrieve information 	

Reading Overview – Year 3

		What should be seen in the classroom?
Phonics and decoding	<ul style="list-style-type: none"> - 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. 	<ul style="list-style-type: none"> - Guided Reading at least 4Xweekly (Book Talk and comprehension) - Daily whole class story time - Common exception words displayed on wall/word mats - Phonics poster - Intervention groups for any children not working at the expected standard in phonics/reading, following the Little Wandle 7+ Rapid Catch Up scheme, including individual reads - Weekly library visits (children can take books home) - Golden books - A wide range of books available each day in the classroom - Whole class reads book covers displayed - 'Class teacher is reading' poster
Fluency	<ul style="list-style-type: none"> - 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. 	Questions
Common exception words	<ul style="list-style-type: none"> - To begin to read Y3/Y4 exception words. 	<ul style="list-style-type: none"> - What do the wordsand 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 and copy a word/phrase which suggests that..... - 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 ofdo you get from these paragraphs?
Comparing, contrasting and commenting	<ul style="list-style-type: none"> - To recognise, listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. - To use appropriate terminology when discussing texts (plot, character, setting). - To retrieve and record information from a fiction text - To identify main ideas drawn from more than one paragraph and summarising them - To identify themes and conventions in a wide range of books 	
Poetry and Performance	<ul style="list-style-type: none"> - To prepare and perform poems and play scripts that show some awareness of the audience when reading aloud. 	

	<ul style="list-style-type: none"> - To begin to use appropriate intonation and volume when reading aloud. - To recognise some different forms of poetry 	<ul style="list-style-type: none"> - What voice might these characters use? - What was thinking when.....? - Who is telling the story? - From the cover, what do you think this text is going to be about? - Do you think the choice of setting will influence how the plot develops? - Do you think will happen? Explain your answer using evidence from the text. - 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 suggest this. - What is the author's point of view? - How does the author engage the reader here? - Which section was the most interesting/exciting part? - 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 can you learn aboutfrom this section? - Can you summarise in a sentence the opening/middle/end of the story? - Can you number the events 1-5 in the order that they happened?
Word meanings	<ul style="list-style-type: none"> - Use known strategies appropriately to establish meaning, in books that can be read independently - Self-correct misread words when reading age appropriate texts and discuss the meaning of new words in context - Identify specific language which contributes to the development of meaning - To discuss words and phrases that capture the reader's interest and imagination (simile/metaphor/repetition/exaggeration) - To use a dictionary to check the meaning of words they have read. 	
Understanding	<ul style="list-style-type: none"> - To check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context - To ask questions to improve their understanding of a text 	
Inference and Prediction	<ul style="list-style-type: none"> - To ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives. - To make plausible predictions and justify them using evidence from the text. 	
Non-fiction	<ul style="list-style-type: none"> - To retrieve and record information from non- fiction texts. - To use text features to locate information e.g. contents, index, subheadings. - Begin to recognise fact and opinion - Locate information using skimming, scanning and text marking. 	

Reading Overview – Year 4

		What should be seen in the classroom?
Phonics and decoding	<ul style="list-style-type: none"> - To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill. - To apply their knowledge of root words, prefixes and suffixes/word endings to read aloud fluently 	<ul style="list-style-type: none"> - Guided Reading at least 4Xweekly (Book Talk and comprehension) - Daily whole class story time - Common exception words displayed on wall/word mats - Phonics poster - Intervention groups for any children not working at the expected standard in phonics/reading, following the Little Wandle 7+ Rapid Catch Up scheme, including individual reads - Weekly library visits (children can take books home) - Golden books - A wide range of books available each day in the classroom - Whole class reads book covers displayed - 'Class teacher is reading' poster
Fluency	<ul style="list-style-type: none"> - 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. 	
Common exception words	<ul style="list-style-type: none"> - To read all Y3/Y4 exception words, discussing the unusual correspondences between spelling and these occur in the word. 	
		Questions
Comparing, contrasting and commenting	<ul style="list-style-type: none"> - To discuss and compare texts from a wide variety of genres and writers. - To read for a range of purposes. - To identify themes and conventions in a wide range of books. - To refer to authorial style, overall themes (e.g. triumph of good over evil) and features (e.g. greeting in letters, a diary written in the first person or the use of presentational devices such as numbering and headings). - To identify how language, structure and presentation contribute to meaning. - To identify main ideas drawn from more than one paragraph and summarise these. - To retrieve and record information from a fiction text 	<ul style="list-style-type: none"> - What do the wordsand 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 and copy a word/phrase which suggests that..... - 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 ofdo you get from these paragraphs? - What voice might these characters use? - What was thinking when.....?
Poetry and Performance	<ul style="list-style-type: none"> - To recognise and discuss some different forms of poetry (e.g. free verse or narrative poetry). - To prepare and perform poems and play scripts with appropriate techniques (intonation, tone, volume and action) to show awareness of the audience when reading aloud. 	
Word meanings	<ul style="list-style-type: none"> - To use dictionaries to check the meaning of words that they have read - To use known strategies appropriately to establish meaning - To self-correct misread words when reading age-appropriate texts and suggest the meaning of new words in context 	

	<ul style="list-style-type: none"> - Discuss understanding as it develops and explain the meaning of words in context - To discuss words and phrases that capture the reader's interest and imagination (simile/metaphor/repetition/exaggeration) and explain the effect on them as a reader 	<ul style="list-style-type: none"> - Who is telling the story? - From the cover, what do you think this text is going to be about? - Do you think the choice of setting will influence how the plot develops?
Understanding	<ul style="list-style-type: none"> - To check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context - To ask questions to improve their understanding of a text - To understand how paragraphs are used to order and build up ideas and can be used by readers to monitor and summarise 	<ul style="list-style-type: none"> - Do you think will happen? Explain your answer using evidence from the text. - 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?
Inference and Prediction	<ul style="list-style-type: none"> - To draw inferences from characters' feelings, thoughts and motives that justifies their actions, supporting their views with evidence from the text. - Infer underlying themes and ideas - Discuss how speech can show a character's emotions - To make plausible predictions and justify them from details stated and implied. 	<ul style="list-style-type: none"> - The mood of the character changes throughout the text. Find and copy the phrases which suggest this. - What is the author's point of view? - How does the author engage the reader here? - Which section was the most interesting/exciting part? - How would you describe this story/text? What genre is it? How do you know?
Non-fiction	<ul style="list-style-type: none"> - To use all of the organisational devices available within a non-fiction text to retrieve, record and discuss information. - Recognise and distinguish between fact and opinion - To use text features to locate information e.g. contents, index, subheadings. - Retrieve and record information, extracting information from age-appropriate texts and make notes using quotations and reference to the text 	<ul style="list-style-type: none"> - How did? How often? Who had? Who is? Who did? - What can you learn aboutfrom this section? - Can you summarise in a sentence the opening/middle/end of the story? - Can you number the events 1-5 in the order that they happened?

Reading Overview – Year 5

		What should be seen in the classroom?
Phonics and decoding	<ul style="list-style-type: none"> - To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues. - To apply their growing knowledge of root words, prefixes and suffixes/ word endings, including: -sion, -tion, -cial, -tial, -ant/-ance/-ancy, -ent/-ence/-ency, -able/-ably and -ible/ibly, to read aloud fluently. 	<ul style="list-style-type: none"> - Guided Reading at least 4X weekly (Book Talk and comprehension) - Daily whole class story time - Common exception words displayed on wall/word mats - Phonics poster - Intervention groups for any children not working at the expected standard in phonics/reading, following the Little Wandle 7+ Rapid Catch Up scheme, including individual reads - Weekly library visits (children can take books home) - Golden books - A wide range of books available each day in the classroom - Whole class reads book covers displayed - 'Class teacher is reading' poster
Fluency	<ul style="list-style-type: none"> - 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. 	
Common exception words	<ul style="list-style-type: none"> - To read most Y5/ Y6 exception words discussing the unusual correspondences between spelling and sound and where these occur in the word. 	Questions
Comparing, contrasting and commenting	<ul style="list-style-type: none"> - To read a wide range of genres, identifying the characteristics of text types (such as the use of the first person in writing diaries and autobiographies) and differences between text types. - To increase 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 - To participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously. - To recommend texts to peers based on personal choice. - To summarise the main ideas drawn from more than one paragraph, identifying key details to support the main ideas, and using own words and vocabulary from the text 	<ul style="list-style-type: none"> - What do the wordsand 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 and copy a word/phrase which suggests that..... - 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?

	<ul style="list-style-type: none"> - To compare information, characters or events within and between texts 	<ul style="list-style-type: none"> - What impression ofdo you get from these paragraphs? - What voice might these characters use? - What was thinking when.....? - Who is telling the story? - From the cover, what do you think this text is going to be about? - Do you think the choice of setting will influence how the plot develops? - Do you think will happen? Explain your answer using evidence from the text. - 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 suggest this. - What is the author's point of view? - How does the author engage the reader here? - Which section was the most interesting/exciting part? - 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 can you learn aboutfrom this section? - Can you summarise in a sentence the opening/middle/end of the story? - Can you number the events 1-5 in the order that they happened?
Poetry and Performance	<ul style="list-style-type: none"> - To continually show an awareness of audience when reading out loud using intonation, tone, volume and action. - To learn a wider range of poetry by heart 	
Word meanings	<ul style="list-style-type: none"> - To use contextual and genre knowledge to determine alternate meanings of known words - To identify how language, structure and presentation contribute to meaning - To discuss and evaluate how authors use language, including figurative language, considering the impact on the reader - To evaluate the use of authors' language and explain how it has created an impact on the reader 	
Understanding	<ul style="list-style-type: none"> - To check that the text makes sense to them, discussing their understanding and exploring the meaning of words in context - To ask questions to improve their understanding 	
Inference and Prediction	<ul style="list-style-type: none"> - To draw inferences from characters' feelings, thoughts and motives, and justifying inferences with evidence from the text and wider experiences. - Refer accurately to elements from across the text to support predictions and opinions. - To make predictions based on details stated and implied, justifying them in detail with evidence from the text. - Begin to make links between the author's use of language and the inferences drawn 	
Non-fiction	<ul style="list-style-type: none"> - To use knowledge of texts and organisation devices to retrieve, record and discuss information. - Distinguish between statements of fact and opinion, and understand why this is important to interpreting the text - Skim and scan for vocabulary, key ideas and facts on both the printed page and screen. - Retrieve and record information, extracting information from age-appropriate texts and make notes using quotations and reference to the text - Identify and comment on genre-specific language 	

Reading Overview – Year 6

		What should be seen in the classroom?
Phonics and decoding	<ul style="list-style-type: none"> - To read fluently with full knowledge of all Y5/ Y6 exception words, root words, prefixes,suffixes/word endings and to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues. 	<ul style="list-style-type: none"> - Guided Reading at least 4Xweekly (Book Talk and comprehension) - Daily whole class story time - Common exception words displayed on wall/word mats - Phonics poster - Intervention groups for any children not working at the expected standard in phonics/reading, following the Little Wandle 7+ Rapid Catch Up scheme, including individual reads - Weekly library visits (children can take books home) - Golden books - A wide range of books available each day in the classroom - Whole class reads book covers displayed - ‘Class teacher is reading’ poster
Fluency	<ul style="list-style-type: none"> - 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. 	
Common exception words	<ul style="list-style-type: none"> - To read all y5/6 common exception words, noting unusual correspondences between spelling and sound and where these occur in words. 	
		Questions
Comparing, contrasting and commenting	<ul style="list-style-type: none"> - To read for pleasure, discussing, comparing and evaluating in depth across a wide range of genres, including myths, legends, traditional stories, modern fiction, fiction from our literary heritage and books from other cultures and traditions. - To recognise more complex themes in what they read (such as loss or heroism). - To explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary. - To listen to guidance and feedback on the quality of their explanations and contributions to discussions and to make improvements when participating in discussions. - To produce a succinct summary, paraphrasing the main ideas drawn from across the text, identifying key details to support the main ideas and using own words and vocabulary from the text - To distinguish independently between statements of fact and opinion, 	<ul style="list-style-type: none"> - What do the wordsand 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 and copy a word/phrase which suggests that..... - 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 ofdo you get from these paragraphs?

	<p>providing reasoned justifications for their views.</p> <ul style="list-style-type: none"> - To compare characters, settings and themes within a text and across more than one text. - Draw upon and integrate information from a range of presentational devices when building meaning from reading - To recommend texts to peers based on personal choice, and provide reasoned justifications for their views about a book. 	<ul style="list-style-type: none"> - What voice might these characters use? - What was thinking when.....? - Who is telling the story? - From the cover, what do you think this text is going to be about? - Do you think the choice of setting will influence how the plot develops? - Do you think will happen? Explain your answer using evidence from the text. - 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 suggest this. - What is the author's point of view? - How does the author engage the reader here? - Which section was the most interesting/exciting part? - 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 can you learn aboutfrom this section? - Can you summarise in a sentence the opening/middle/end of the story? - Can you number the events 1-5 in the order that they happened?
Poetry and Performance	<ul style="list-style-type: none"> - To confidently perform texts (including poems learnt by heart) using a wide range of devices to engage the audience and for effect. - To learn a wider range of poetry by heart 	
Word meanings	<ul style="list-style-type: none"> - To identify and comment on genre-specific language features used in age appropriate texts e.g shades of meaning between similar words - To analyse and evaluate the use of language, including figurative language and how it is used for effect, using technical terminology such as metaphor, simile, analogy, imagery, style and effect. 	
Understanding	<ul style="list-style-type: none"> - To check that the text makes sense to them, discussing their understanding and exploring the meaning of words in context - To ask questions to improve their understanding 	
Inference and Prediction	<ul style="list-style-type: none"> - To consider different accounts of the same event and to discuss viewpoints (both of authors and of fictional characters). - To discuss how characters change and develop through texts by drawing inferences based on indirect clues. - Begin to see how inferences draw on the connotations of words, their use in context and that they can be cumulative, as clues are picked up through a text e.g. action and dialogue (as well as descriptive language) enable inferences to be developed. - To make predictions and express opinions, explaining and justifying them with reference to the text 	
Non-fiction	<ul style="list-style-type: none"> - To retrieve, record and present information from non-fiction texts. - Skim and scan efficiently for vocabulary, key ideas and facts on both the printed page and screen. - To use non-fiction materials for purposeful information retrieval (e.g. in reading history, geography and science textbooks) and in contexts where pupils are genuinely motivated to find out information (e.g. reading information leaflets before a gallery or museum visit or reading a theatre programme or review). 	