Woodside Academy Progression Map for
Reading

INTENT: It is our intention to ensure that by the end of their primary education, all pupils are able to read fluently and with confidence, in any subject in their forthcoming secondary education. We therefore intend to encourage all pupils to read widely across both fiction and non-fiction to develop: knowledge of themselves and the world in which they live; to establish an appreciation and love of reading; to gain knowledge across the curriculum; and develop their comprehension skills. We are committed to providing vocabulary rich reading material so children are exposed to a wide variety of texts.

Autumn Spring Summer Term Recommended Read Texts	EYFS		KS1		KS2			
	Nursery	**Reception**	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
	Class Readers	Class Readers	Class Readers	Class Readers	Class Readers	Class Readers	Class Readers	Class Readers
	Autumn 1:	Autumn 1:	A1-Story-time with questions (see core reading text list)	A1 – The Hotel for Bugs, The Big Book of Bugs, Do you love bugs? Bug Hotel, Mad about minibeasts, The Bug Collector, The Girl who loves Bugs	A1 – The Couch Potato, Give me Back my Bones!, The First Drawing, How to Wash a Woolly Mammoth	A1 – The Great Kapok Tree, Greta and the Giants, Last	A1 – Margot Lee Shetterly – Hidden Figures, Helaine Becker – Counting on Katherine, Frank Cottrell Boyce - Cosmic	A1 – Louis Sachar – Holes
	Class Text – Monkey Puzzle	Class Text - The Naught Bus				Comprehension Units -		Alfred Noyes – The Highwayman
	Other Class Texts – My dad is Fantastic, My Mum is Brilliant, My Dad, My Mum	Drawing Club – The Colour Monster, Meg and Mog, The Little Red Hen, The Magic Porridge Pot, Wacky Races, Popeye	Julia Donaldson Focus – Room on the Broom, The Ugly Five, Tiddler, Monkey Puzzle, Tabby McTat, The Highway Rat	Comprehension Units -	Comprehension Units -	Expectations NCR – Orangutans, Unseen Text – Spiders, Narrative – Save our Forest, Unseen Text – Gertie vs the Goliaths, NCR – The Bronze Age, Unseen Text – The Stone Age	Comprehension Units -	Comprehension Units -
	Autumn 2:			Expectations NCR – Animal Groups, Unseen Text – Insects Narrative – The Enormous Carrot,	Expectations NCR -The Human Skeleton Unseen Text – 5 Human Senses, Narrative – The rabbit on the Moon, Unseen Text – The Sun and the Moon,		Expectations Narrative: Flamma: The Gladiator, Unseen Text – The legend of Boudica, NCR – Teeth,	Expectations NCR – Desert Creatures, Unseen Text – Desert Biomes, Narrative – The Bully behind the Screen, Unseen Text – Medusa's reflection, Biography – Katherine Ferrers,
	Class Text – Super hero like you	Autumn 2:	A2 – Mini Grey Focus – Traction Man is Here, Traction man and the Beach Odyssey, Traction					
	Other Class Texts – Superworm, Firefighters, Police	Class Text - Meg's Car						
	Spring 1:							

<u>Spring 2:</u> <u>Summer 1:</u> <u>Summer 2:</u> Drawing Club – Not Now Bernard, Hairy Toe, The Billy Goats Gruff, The Enormous Turnip, Bananaman Meets Doctor Gloom, Roadrunner <u>Spring 1:</u> Class Text – Our World Drawing Club – Are the Dinosaurs Dead, Dad?, The Giant Jam Sandwich, Chicken Licken, Jack and the Beanstalk, Pink Panther, Snail and the Whale <u>Spring 2:</u> Class Text – Whatever Next Drawing Club – Where the Wild Things Are, Smeds	Man meets Turbo Dog <u>Spring 1-</u> Tell me a Dragon, The Castle the King Built, The Knight who wouldn't fight, The Knight Who said No, the Knight with the Blazing Bottom, Dragon Post, Unicorn Post, Monster Post <u>Spring 2 –</u> Hansel and Gretel, Snow White, The Extraordinary Life of Mary Seacole, Little People, Big Dreams – Florence Nightingale and Rosalind Franklin, We love the NHS <u>Sum 1 –</u> Jack and the Beanstalk, Rumpelstiltskin, The Elves and the	Unseen Text – The Macaroon Man NCR – Changes in Mobile Phones, Unseen Text – Changes in Toys <u>A2 –</u> Mini Grey – The lost Wolf, Toby Forward – The Wolf's Story Little Red Riding Hood and Little Red, The Very Hungry Lion The Three Little Pigs, The Three Little Pigs and the Big Bad Book, The True story of the Three Little Pigs <u>Comprehension Units -</u> NCR – Village, Town or City? Unseen Text – Capital Cities and Countries of the UK, NCR – Castles Through the Ages	NCR – Hunter gathers, Unseen Text – The Great Fire of London, <u>A2 –</u> 23 Hours in the Stone Age, Stone Age Boy, CS Lewis Focus – The Lion the Witch and the Wardrobe, Jenny McLachlan – The Land of Roar <u>Comprehension Units -</u> Poetry – On the Day of the Dead, Unseen Text – The Last Leaf, NCR – Countries and Regions of England, Unseen Text – Capital Cities of the UK, Narrative – Edmund Hilary's	<u>A2 –</u> Roald Dahl – Charlie and the Chocolate Factory <u>Comprehension Units -</u> Persuasive Advert – Visit Ancient Egypt, Unseen Text – Visit Incredible Italy, NCR – Plate Tectonics, Unseen Text – Worst eruptions in History, Playscripts – Cindy Lou Visits the Grinch, Unseen Text – Egyptian Cinderella <u>Spring 1 –</u> Joe Todd Stanton – Leo and the Gorgon's Curse, Chae Strathie – So you think you've got it bad? A kids life in Ancient Greece Usborne Illustrated Stories from the Greek Myths	Unseen Text – The Digestive System, Poetry – Jabberwocky, Unseen Text – The Walrus and the Carpenter, <u>A2 –</u> Cressida Cowell – The Wizards of Once, Ross MacKenzie – The Nowhere Emporium <u>Comprehension Units -</u> Narrative – Pandora's Box, Unseen Text – Kind Midas and the Golden Touch, NCR – River Trent, Unseen Text – River Thames, Narrative – The Good Ferryman	Unseen Text – Julius Ceasar, <u>A2 –</u> Dracula and Robert Swindells, - Room 13 Thomas Taylor - Malamander <u>Comprehension Units -</u> Poetry – Diwali Dreams, Unseen Text – the Bonfire at Night, NCR – Characters in Gothic Literature, Unseen Text – The Maya, Narrative – A Christmas carol: Marley's Ghost, Unseen Text – A Christmas Carol: Bob Cratchit's house, <u>Spring 1 –</u> Emma Carroll - Letters from the Lighthouse

and Smoos, Goldilocks and the Three Bears, The Gingerbread Man, Trap Door – Breakfast, The Flying Bath

Summer 1:
Class Text – Dear Zoo

Drawing Club – The Tiger who came to tea, Rosie's Walk, The Three Little Pigs, Hansel and Gretel, Batfink, Mr benn Zookeeper

Summer 2:
Class Text – My Encyclopaedia of Very Exciting Animals

Drawing Club – Lost and Found, Penguin, White hen and Fox, Red | Shoemaker, The Gigantic Turnip, Oliver's Vegetables, The Extraordinary Gardener, Bloom

Sum 2 – The Troll, The Pirates Next Door,
Benji Davis Focus – Storm Whale, Grandad's Island and Lighthouse Keeper's Lunch, At the Beach and Look what I found at the Seaside | Unseen Text – Materials
Narrative – A Magical Christmas
Unseen Text – The Missing Mince Pies

Spring 1 – Simon Bartram – Man on the Moon and Dougal's Deep Sea Diary,
Oliver Jeffers – Way Back Home and Lost and Found
Charles Darwin's Around the World Adventure, The Great Explorer
Comprehension Units –
Persuasive Leaflet – Visit Mexico
Unseen Text – Visit the Wonders of the UK
NCR – The World (Continents) | Amazing Achievement,
Unseen Text – A Giant Leap for Mankind

Spring 1 – Aladdin, Leon and the Place Between,
Stephanie Stansbie – Cinderella
Comprehension Units –
NCR – The Arabian Peninsula,
Unseen Text – The Yucatan Peninsula,
Persuasive Leaflet – Join our wicked crew,
Unseen Text – Help our Heroes in the Crimean War

Spring 2 – Shirley Climo – The Egyptian Cinderella
Joe Todd Stanton – Marcy and the | **Comprehension Units –**
Narrative – Story of Lord Krishna and Sidama,
Unseen Text – The perfect banquet,
NCR – Dental Hygiene,
Unseen Text – How can eat healthily?

Spring 2 – Adam Kay – Kay's Anatomy, Amy Gets Eaten,
Katie Brosnan – Gut Garden
Comprehension Units –
Poetry – The rainforest doesn't talk,
Unseen Text – Treasures on the beach,
NCR Iron Age Celts,
Unseen Text – Egyptian Pharaohs, | and the water Nypmhs,
Unseen text – An old dog's tricks,

Spring 1 – Study of the Shakespeare Play being performed by each class
Comprehension Units –
Explanation – How are volcanoes formed?
Unseen Text – How are rivers formed?
Poetry – The car trip,
Unseen Text – Chocolate cake,

Spring 2 – Michael Morpurgo – Beowulf
Joe Todd Stanton – Arthur | **Comprehension Units –**
Poetry – A Gunner's day,
Unseen Text – The Little Smuggler,
NCR – Reginald Joseph Mitchell,
Unseen Text – World War II,

Spring 2 – Matt Goodfellow – The Final Year
Comprehension Units –
NCR – Imports and Exports of the UK,
Unseen Text – Biomes of the World,
Recount Interview – A day in the life of a cardiologist,
Unseen Text – A day in the life of a pharaoh,

Sum 1 – Boy in the Tower or The Lost |

	Riding Hood, Magic Roundabout, Captain Pugwash		NCR – Look inside a Castle Biography – Time Peake, Unseen Text – The Incredible Charles Darwin! Spring 2 – Sue Hendra and Paul Linnet – Supertato, Supertato Veggies Assemble, Supertato Evil Pea Rules Local Author Focus **Comprehension Units -** Narrative – The Legend of Nian Unseen Text – The Bird King, Poetry – I've seen a moose bake banana bread Unseen Text – My dog is not the smartest dog	Riddle of the Sphinx, Chae Strathie – So you thin you've got it bad? A kid's life in Ancient Egypt **Comprehension Units -** NCR – Africa, Unseen Text – The World (Continents and Oceans). Playscript – Hansel and Gretel, Unseen Text – Mabel's Egyptian Adventure Sum 1 – Colin Stimpson – Jack and the Baked Beanstalk, Kaye Umansky – The Villain's Version, **Comprehension Units -** NCR – The Arctic Ocean,	Sum 1 – Christina Balit – Escape from Pompeii, Tony Bradman – Queen of Darkness Chae Strathie – So you thin you've got it bad? A kid's life in Ancient Rome **Comprehension Units -** NCR – Europe, Unseen Text – Regions of England, Narrative – Persian Cinderella, Unseen Text – The Tomb of Wonders, NCR – Local Town/city, Unseen Text – The River Nile and the River Trent, Sum 2 – Adrian Mitchell – The Adventures of Robin Hood, Ben Miller – Robin Hood Aged 10 3/4	and the Golden Rope **Comprehension Units -** Narrative – the Legend of Ragnar Lothbrok, Unseen Text – The Blood in the Snow, Playscript – Romeo and Juliet (Act 1, Scene 4). Unseen Text – Romeo and Juliet (Act 1, Scene 5). Sum 1 – Onjali Rauf – The Boy at the Back of the Class Michael Rosen – On The Move **Comprehension Units -** Narrative – The Tell-Tale Heart, Unseen Text – Frankenstein,	Bear and Macbeth (The Witches' Spell Extract) **Comprehension Units -** Poetry – The Listeners, Unseen Text – The Scarecrow, SATS, Recount newspaper – New species discovered on the Galapagos!, Unseen Text – Newspaper – Moon landing, Sum 2 – Lindsay Galvin – Darwin's Dragons, **Comprehension Units -** Persuasive Leaflet – Visit the Galapagos Islands, Unseen Text – Persuasive letter – waste water management,

				Instructions – How to Grow a Vegetable Patch! Sum 1 – Rapunzel, Sleeping Beauty, Benji Davis Focus – Tad Julia Donaldson Focus – The Woolly Bear Caterpillar <u style="color:red">**Comprehension Units -**</u> Non-Fiction – Monarchs of England and Great Britain, Unseen Text – Queen Elizabeth II Recount Diary – Florence Nightingale, Unseen Text – Edith Cavell Narrative – The caterpillar and the Tadpole,	Unseen Text – The Atlantic Ocean, Explanation – How were the dead mummified in Ancient Egypt? Unseen Text – Why do we have four seasons? Narrative – The Royal Escape, Unseen Text – Escape the Fire! Sum 2 – Charlotte Milner – The Bee Book Penny Worms – The Most Important Animal of All <u style="color:red">**Comprehension Units -**</u> Narrative - Jane's Jungle Journey, Unseen Text – Florence Nightingale, Poetry – The Centipede Song,	<u style="color:red">**Comprehension Units -**</u> NCR – Black Britons, Unseen Text – The Remarkable Roman Army, Poetry – Storyteller of the Skies, Poetry – Storm at Sea, Explanation – How does the ear work? Unseen Text – How do teeth work?	NCR – Physical Features of North America, Unseen Text – Biomes of North America, NCR – Tertiary activity of US economy – Apple, Tesla, Microsoft, Unseen Text – Primary resources in US economy – oil, gas and fishing, Sum 2 – Maz Evans – Oh Maya Gods <u style="color:red">**Comprehension Units -**</u> Persuasive Advert – Visit Chichen Itza, Unseen Text – Visit the Acropolis, Poetry – Benjamin Zephaniah – The British,	NCR – Migration to the UK‹ Letter – Empire Windrush Passenger, Playscript – Hamlet, Unseen Text - Macbeth

| | | | | Unseen Text – The Lost Treasure of Crimson Cove

Sum 2 – Vlad and the Great Fire of London, The Great Fire of London: An Illustrated History of the Great Fire of 1666

Comprehension Units -
Persuasive Advert – Visit London,
Unseen Text – Come to the Circus,
Poetry – Weather,
Unseen Text – Rain,
Explanation – Why does it rain?
Unseen Text – Weather in the UK | Unseen Text – The Tummy Beast, NCR – Rocks, Unseen Text – Deciduous and evergreen trees | | NCR – Space Tourism, Unseen Text – Astronauts, | |
|---|---|---|---|---|---|---|---|---|
| Reading Books | Pre-phonics is taught three days a week and delivered in small keyworker groups. Autumn term we focus on aspects 1-3, | Phonics is taught in a highly structured and systematic programme of daily lessons across EYFS and KS1. The programme we use is called Monster Phonics. Monster Phonics uses colour to consistently code for key graphemes in English. Colour shows children how to pronounce the most difficult aspects of reading. It is | | | In Year 3, pupils are provided with a recommended reading list appropriate for | In Year 4, pupils are provided with a recommended reading list appropriate for their age. The | In Year 5, pupils are provided with a new recommended reading list | In Year 6, pupils are provided with a new recommended reading list appropriate for |

	Spring term 4-7 and once children complete our pre-phonics programme, they progress on to the Monster Phonics nursery programme.	unique in that it uses character (monster) phoneme cues and colour coding to represent the long vowel sounds, silent letters and tricky letters. With Monster Phonics, spellings are more memorable and learning to read and spell becomes exciting and fun! See Phonics progression map for further details.			their age. The variety of books available (classic and modern fiction, graphic fiction, poetry, non-fiction, diversity and emotions and relationships) encourages children to develop curiosity in the world around them and enables them to select a book depending on their individual interests. Children who are not yet fluent readers will continue to progress through the colour bands but are	variety of books available (classic and modern fiction, graphic fiction, poetry, non-fiction, diversity and emotions and relationships) encourages children to develop curiosity in the world around them and enables them to select a book depending on their individual interests. Children who are not yet fluent readers will continue to progress through the colour bands but are encouraged to be more independent	appropriate for their age. The variety of books available (classic and modern fiction, war and history, graphic fiction, poetry, moving on and growing up, non-fiction, diversity and emotions, confidence and relationships) promote a love of reading as well as for information. The books ensure children read a diverse range of texts that are structured in different ways.	their age. The variety of books available (classic and modern fiction, war and history, graphic fiction, poetry, moving on and growing up, non-fiction, diversity and emotions, confidence and relationships) promote a love of reading as well as for information. The books ensure children read a diverse range of books that are structured in different ways. Children who are not yet fluent readers will continue to
	<u>Reading expectations:</u> Children have story time every day throughout their nursery year which involves questioning and dialogue between adults and children. These story time sessions will be the class focused text, a book related to the current topic or children's choice of text (chosen through a voting system). parents/carers. Children take home a story book from our class library (weekly). The child can choose the storybook from a	High Frequency words	Accurately read the Year 1 common exception words. <u>Reading expectations:</u> Each child should be heard to read at least once a week, in addition to a high-quality daily reading session. Reading diaries to be checked weekly to ensure children are reading at home and to open up possibilities for a dialogue between school and	Accurately read the Year 2 common exception words. <u>Reading expectations:</u> Each child should be heard to read at least once a week, in addition to a daily high-quality guided reading session. Reading diaries to be checked weekly to ensure children are reading at home				

	selection, supported by an adult then parents/carers enjoy the story together.		parents/carers. Children to take home one book that matches their phonics ability and one book of their choice.	and to open up possibilities for a dialogue between school and parents/carers. Children to take home one book that matches their phonics ability and one book of their choice.	encouraged to be more independent in the choices they make. If needed, previous bands are revisited so children's learning can be consolidated. **Reading expectations:** Each child should be heard to read at least once a week, in addition to a high-quality guided reading session. Reading diaries to be checked weekly to ensure children are reading at home and to open up possibilities for a	in the choices they make. If needed, previous bands are revisited so children's learning can be consolidated. **Reading expectations:** Each child should be heard to read at least once a week, during a high-quality guided reading session. Reading diaries to be checked weekly to ensure children are reading at home and to open up possibilities for a dialogue between school and parents/carers. Children to take home a book	Children who are not yet fluent readers will continue to progress through the colour bands but are encouraged to be more independent in the choices they make. If needed, previous bands are revisited so children's learning can be consolidated. **Reading expectations:** Each child should be heard to read at least once a week during a high-quality	progress through the colour bands but are encouraged to be more independent in the choices they make. If needed, previous bands are revisited so children's learning can be consolidated. **Reading expectations:** Each child should be heard to read at least once a week during a high-quality guided reading session. Reading diaries to be checked weekly to ensure children are reading at home

					dialogue between school and parents/carers. Children to take home a book independently selected from the class reading corner.	independently selected from the class reading corner.	guided reading session. Reading diaries to be checked weekly to ensure children are reading at home and to open up possibilities for a dialogue between school and parents/carers. Children to take home a book independently selected from the class reading corner.	and to open up possibilities for a dialogue between school and parents/carers. Children to take home a book independently selected from the class reading corner.
S K I L L S	To notice print e.g. familiar logos, bus numbers, my name/ first letter. To fill in missing words from well-known rhymes.	Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.	Use sounds (graphemes, digraphs and trigraphs) to segment sounds in words and blend together. Identify sounds in and read common exception words.	Vocabulary Decoding Consolidate their phonics knowledge and apply it to new and unfamiliar texts. To read out loud and begin to explain the meaning of new words.	KS2 follow Reading Vipers to ensure coverage of each reading content domain. Vocabulary Decoding Apply their growing knowledge of root	KS2 follow Reading Vipers to ensure coverage of each reading content domain. Vocabulary Decoding Apply their growing knowledge of root	KS2 follow Reading Vipers to ensure coverage of each reading content domain. Vocabulary Decoding Children can apply their understanding	KS2 follow Reading Vipers to ensure coverage of each reading content domain. Vocabulary Decoding Children can apply their understanding

To show enjoyment for stories. To talk about something, I can see in a story. To hold a book the right way up and turn the pages. To understand letters and print e.g. page sequencing, book parts, etc. To identify signs and symbols in the environment and recall what they mean. I know books are special and I can look after them. To join in with familiar songs, rhymes, and repeat familiar phrases from simple stories. To make suggestions about what might happen next in a story.	Read some letter groups that each represent one sound and say sounds for them. Read a few common exception words matched to the school's phonic programme (Monster Phonics). Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words. Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Re-read what they have written to check that it makes sense.	To read aloud simple sentences. To read words with contractions, e.g. I'm, I'll and we'll. To begin to use VIPER skills: picking out key **vocabulary**, **inferring** based on what we have read, **predicting** what may happen next, **explaining** what they have already read and **retrieving** key information. Read to an adult and develop fluency and flow. Orally answer questions relating to texts. Read independently. Beginning to use expression. 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	To read year 1 and 2 common exception words. Word meanings Discuss and explicitly teach strategies for finding out the meaning of new and unfamiliar words. Understanding To be explicitly taught how to use the context of a text to understand the meaning of words. To begin to explain the meaning of words independently, making some references to the text they are reading. Inference To make simple inferences from any part of the text, referring to settings or characters. Prediction To understand what the skill of prediction means. To use knowledge of events in the text to	words, prefixes and suffixes taught in KSI and Year 3, when reading aloud and explaining the meaning of new words. Read some further exception words, noting the unusual correspondences between spelling and sounds and where these occur in the word. Word meanings Explicitly teaching and demonstrate how to use dictionaries to check meaning of words. Understanding To be explicitly taught and beginning to use meaning breakdown and background knowledge to explain meaning of words in a text. To explain the meaning of the words, making references to a	words, prefixes and suffixes taught in KSI to LKS2, when reading aloud and explaining the meaning of new words. Independently read further exception words, explaining the unusual correspondence between the spelling and sound and where these occur in the word. Word meanings Explicitly teaching and providing some assistance in using dictionaries to check meaning of words. Understanding To be explicitly taught and independently using meaning break down and background knowledge to explain meaning of words in a text. To explain the meaning of words, referring to a specific paragraph. Inference	of new words referring to known root words, prefixes and suffixes taught throughout KSI to Year 5. They can apply their knowledge of morphology and etymology to explain unfamiliar words. Word meanings Apply their understanding of how to use a dictionary to become increasingly more independent in checking the meaning of words that they have read. Understanding To discuss their understanding of a text using the VIPERS. To explain the meaning of words, referring to a	of new words referring to known root words, prefixes and suffixes taught throughout KSI and KS2. They can apply their knowledge of morphology and etymology to explain unfamiliar words. Word meanings Independently using dictionaries to check to meaning of words that they have read. Understanding To discuss their understanding of the text in full, using all comprehension strategies. To explain the meaning of words, referring to the longer, whole texts. To use their word knowledge to find synonyms for words in a whole text. Inference To concisely paraphrase evidence from the text to explain character's

Begin to understand that print carries meaning and is read left to right, top to bottom. To identify and suggest rhymes. To identify letters from my own name in other words. To notice print e.g. familiar logos, bus numbers, my name/ first letter. I know print can have different purposes. To name most parts of a book, including front cover, back cover, title and author. To engage in extended conversations about stories, learning new vocabulary. To tell a story to friends.		read to them to their own experiences. To retell familiar stories in increasing detail.	make sensible predictions. <u>Explain</u> To be able to explain what new words mean, based on the context. To explain what parts of a text they find interesting and why. To discuss how word choices, effect the meaning. <u>Retrieve</u> To retrieve and record information from fiction and non-fiction, based on a specific question. To explain the difference between fact and opinion. <u>Sequence and Summarise</u> To order key events from a text. To begin to identify the main ideas drawn from one paragraph and begin to summarise using a short passage.	section of text or paragraph. <u>Inference</u> To draw inferences from across a paragraph referring to simple settings and characters. <u>Prediction</u> To use background knowledge and prediction reading strategies. To use events that have happened in the text to make an accurate prediction from a short passage. <u>Explain</u> To explore the meaning of words in context. To identify words and phrases that capture the reader's interest and imagination from a short passage. To discuss and identify how language, structure and presentation	To draw inferences from across a page of text referring to settings and characters using evidence from the text. <u>Prediction</u> To explain reading strategies (use background knowledge, ask questions and infer) To use events that have happened in the text and background knowledge to make an accurate prediction from what has been read. <u>Explain</u> To explain the meaning of words in context. To discuss and identify words and phrases that capture the reader's interest and imagination from a page of text. Identify and explain how language, structure and presentation contribute to meaning. <u>Retrieve</u>	specific page in the text. <u>Inference</u> To use quotations from the text to explain characters' thoughts, feelings and motives from their actions and settings using evidence from a chapter. <u>Prediction</u> To use all reading strategies to help make their prediction. To infer and retrieve details stated and implied to make an accurate prediction based on quotations from the previous chapter. <u>Explain</u> To accurately explain the meaning of words in context and suggest other suitable synonyms. To discuss how language, structure and presentation	thoughts, feelings and motives from their actions and settings using evidence from across the whole text. <u>Prediction</u> To use all reading strategies to help make their prediction. To infer and retrieve details stated and implied to make an accurate prediction based on evidence from chapters previously read. <u>Explain</u> To accurately explain the meaning of words in context and show understanding by suggesting synonyms and antonyms. To discuss how language, structure and presentation contribute to meaning in a whole text. Discuss and evaluate how authors use language, including

	To talk about events, the setting and characters in books. To recognise my own name.				contribute to meaning. **Retrieve** To retrieve and record information from fiction and non – fiction from a passage. To explain the difference between statements of fact and opinion. Retrieve, record and present information from non-fiction. **Summarise** To identify the main ideas drawn from more than one paragraph and summarising using a short passage.	To retrieve and record information from fiction and non – fiction from a page of text. To explain the difference between statements of fact and opinion. Retrieve, record and present information from non-fiction. **Summarise** To identify the main ideas drawn from more than one paragraph and summarising using a chapter of text.	contribute to meaning in a chapter. Discuss how authors use language, including figurative language, considering the impact on the reader. **Retrieve** To retrieve and record information from fiction and non – fiction from a chapter. To explain the difference between statements of fact and opinion using examples from the text. Retrieve, record and present information from non-fiction. **Summarise** To summarise the main ideas drawn from more than one paragraph identifying key details to support the main ideas.	figurative language, considering the impact on the reader. **Retrieve** To retrieve and record information from fiction and non – fiction from a whole text. To explain the difference between statements of fact and opinion using examples from the text. Retrieve, record and present information from non-fiction. **Summarise** To concisely, summarise the main ideas drawn from more than one paragraph using the key details to support the main ideas.

| | | | | | | APE – Answer, Point, and Explain skills developed using the text to support inferences. | |

<table>
<tr><td colspan="8" style="text-align:center">IMPACT</td></tr>
<tr><td colspan="2">EYFS</td><td colspan="2">KS1</td><td colspan="4">KS2</td></tr>
<tr><td>Nursery</td><td>Reception</td><td>Year 1</td><td>Year 2</td><td>Year 3</td><td>Year 4</td><td>Year 5</td><td>Year 6</td></tr>
<tr>
<td>Children in the nursery will demonstrate an understanding of the five key concepts about print:

print has meaning
the names of the different parts of a book
print can have different purposes
page sequencing
we read English text from left to right and from top to bottom

Children develop their listening, attention and phonological awareness, so that they can:</td>
<td>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.
Anticipate (where appropriate) key events in stories.
Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.
Say a sound for each letter in the alphabet and at least 10 digraphs.</td>
<td>Children in Year 1 will be able to read sentences in fiction and non-fiction books with increasing fluency.
They will be able to read words with 2 or more syllables with confidence using their phase 3,4 and 5 knowledge. They will begin to read tricky words and common exception words by sight. They will be able to retell what happened in the story with confidence and be able to answer simple questions about what they have read.</td>
<td>Children in Year 2 will be able to read sentences fluently with expression.
They will be confident at reading common exception word and words with suffixes.
They will be able to retell and sequence stories in detail. They will begin to use inference to understand</td>
<td>Children in Year 3 will have read a range of age-appropriate texts both fiction and non-fiction and including poetry. They understand the key skills of vocabulary, retrieve, inference and predict and are beginning to make simple explanations and summaries.</td>
<td>Children in Year 4 will have read a wide range of age-appropriate texts both fiction and non-fiction and including poetry. They understand the key skills of vocabulary, infer, predict, explain, retrieve and summarise.</td>
<td>Children in Year 5 will have read a wide range of age-appropriate texts both fiction and non-fiction and including poetry. They will be able to comment on the structure and layout of texts, the author's choices and impact on the reader and their comprehension of a widening vocabulary.</td>
<td>It is essential that by the end of their primary education, children in Year 6 are able to read fluently, and with confidence, in any subject in their forthcoming secondary education. They will understand and be secure in the key skills of vocabulary, inference, prediction, explanation, retrieve and summary so that they are able to understand and discuss any text they are presented with in further education or wider life.</td>
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• spot and suggest rhymes • count or clap syllables in a word • recognise words with the same initial sound, such as money and mother	Read words consistent with their phonic knowledge by sound-blending. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.		what characters are thinking and feeling, and the possible actions they may make.				