



# Pyrford C of E School Reading Progression Map

	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
<b>Word Reading/Decoding</b>									
<b>Phonics</b>	<p>Enjoy songs and rhymes, tuning in and paying attention.</p> <p>Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo.</p> <p>Say some of the words in songs and rhymes.</p> <p>Sing songs and say rhymes independently, for example, singing whilst playing.</p> <p>Develop their phonological awareness, so that they can:</p> <ul style="list-style-type: none"> <li>spot and suggest rhymes</li> <li>count or clap syllables in a word</li> <li>recognise words with the same initial sound, such as money and mother</li> <li>Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo.</li> <li>Recognising own name, names of friends and family members.</li> <li>Sing a large repertoire of songs.</li> <li>Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</li> <li>Phase one phonics activities. (Aspects 1- 3: sound discrimination Aspect 4: Rhythm and rhyme Aspect 5: Alliteration Aspect 6: Voice sounds Aspect 7: Oral blending and segmenting)</li> </ul>	<p>Read individual letters by saying the sounds for them.</p> <p>To begin to be able to blend some CVC words.</p> <p>To begin to know some tricky red words.</p> <p>Blend sounds into words, so that they can read short words made up of known letter– sound correspondences.</p> <p>Read some letter groups that each represent one sound and say sounds for them.</p> <p>To be able to read and write some CVCC words.</p> <p>To be able to read words consistent with their phonic knowledge.</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><b>*Taken from the SFA Scope and Sequence:</b></p> <p>Oral Blending, Segmenting and Alphabet Chant.</p> <p>Blend and Segment CVC words</p> <p>Read Common Exception Words</p> <p>Read CCVC and two-syllable words</p> <p>Read CVC and double-consonant words with -ing endings</p> <p>Read CVCC words and sentences including Yr1 CEWs</p>	<p><b>*Taken from the SFA Scope and Sequence</b></p> <p>Read words with prefix un Read nonsense words</p> <p>Read and spell words with ou / ow</p> <p>Read and spell words with ie / igh</p> <p>Read and spell words with ea / ee / e</p> <p>Read and spell words with oy / oi</p> <p>Read and spell words with ir / ur / er</p> <p>Read and spell words with ue / oo</p> <p>Read and spell words with aw / or / ore / au</p> <p>Read and spell words with ew / ue / oo</p> <p>Read endings on split digraph words Read and spell words with a_e / ay / ai / a / ey / ei / eigh</p> <p>Read and spell words with e_e / ea / ee / e / ie</p> <p>Read and spell words with i_e / ie / igh / i</p> <p>Read and spell words with o_e / oa / o / ou</p> <p>Read and spell words with u_e / ew / ue / oo / ui / ou</p> <p>Read and spell words with -y / e_e / ea / ee / ie / e / ey</p> <p>Read and spell words with -y / i_e / ie / igh / i</p> <p>Read and spell words with ow / o_e / oa / ou / o</p> <p>Read words with suffix -ly Read and spell words with c / s / sc / ce</p>	<p>Sounds:</p> <p>/dʒ/ sound spelled as -ge &amp; -dge</p> <p>/s/ sound spelled ‘c’ before ‘e’, ‘i’ &amp; ‘y’</p> <p>/n/ sound spelled kn- &amp; gn</p> <p>/r/ sound spelled ‘wr’</p> <p>/ʌ/ sound spelled ‘o’</p> <p>/ɔ:/ sound spelled ‘a’ before ‘l’ and ‘ll’</p> <p>/i:/ sound spelled -ey</p> <p>/ɒ/ sound spelled ‘a’ after ‘w’ and ‘qu’</p> <p>/ɜ:/ sound spelled ‘or’ after ‘w’</p> <p>/ɔ:/ sound spelled ‘ar’ after ‘w’</p> <p>/ʒ/ sound spelled ‘s’</p>	<p>Sounds:</p> <p>/i/ spelled with a ‘y’</p> <p>/u/ spelled ‘ou’</p> <p>/ai/ sound spelled ‘ei’, ‘eigh’ or ‘ey’</p>	<p>Sounds:</p> <p>/k/ sound spelled ‘ch’</p> <p>/s/ sound spelled ‘c’</p> <p>/sh/ sound spelled ‘ch’</p> <p>/s/ sound spelled ‘sc’</p>	<p>words containing the letter string -ough</p>		

		<p>Read sentences with contraction words</p> <p><b>ELG:</b></p> <p><i>Word Reading-</i> Say a sound for each letter of the alphabet and at least 10 diagraphs.</p> <p>Read words consistent with their phonic knowledge by sound blending.</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p>	<p>Read and spell words with g / ge / dge / j</p> <p>Read and spell words with ire</p> <p>Read and spell words with are / air / ear / ere</p> <p>Read words with suffix -less Read and spell words with tch / ch / t</p> <p>Read and spell words with oe / o_e / ow / oa / ou / o</p> <p>Read words with suffix – ment Read and spell words with ph / f</p>					
<b>Prefixes and Suffixes</b>	<p>Develop their communication but may continue to have problems with irregular tenses and plurals, such as ‘runned’ for ‘ran’, ‘swimmed’ for ‘swam’.</p> <p>Modelled through speech and correcting misconceptions.</p>	<p><b>*Taken from the SFA Scope and Sequence:</b></p> <p>Read CVC words with -s ending /s/ sound</p> <p>Read CVC words with -s ending /z/ sound</p> <p>Read CVC and double-consonant words with -ing endings</p> <p>Read CVC words with -es endings</p> <p>Read CVC words with -ed endings</p> <p>Read nouns and adjectives with -er ending</p>	<p>Read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings.</p>	<p>Endings:</p> <p>-il -le -el -al -y -tion</p> <p>Suffixes:</p> <p>-ed -ing -er -est -es -y -ment -ness -ful -less -ly</p>	<p>Teach reading of Pre-fixes and suffixes identified for Year 3 using root word recognition.</p> <p>Prefixes:</p> <p>un- dis- mis- re- anti- sub- auto- inter- in- il- im- ir-</p> <p>Suffixes:</p> <p>-ly -ally -ation -sion -tion Adding suffixes Suffixes (vowels)</p>	<p>Teach reading of Pre-fixes and suffixes identified for Year 4 using root word recognition.</p> <p>Endings:</p> <p>-sion &amp; -tion -ssion -ation -cian -ous -ture -sure -gue -que</p> <p>Prefixes:</p> <p>un- dis- mis- re-</p>	<p>Teach reading of Pre-fixes and suffixes identified for Year 5 using root word recognition.</p> <p>Word endings:</p> <p>-ious -cial &amp; -tial -able &amp; -ible -ably &amp; -ibly -ant &amp; -ent -ance &amp; ancy -ence &amp; -ency</p>	<p>Teach reading of Pre-fixes and suffixes identified for Year 6 using root word recognition.</p> <p>Suffixes:</p> <p>the role and use of suffixes adding suffixes to words ending in -fer</p>

<b>Common Exception Words</b>		<p>Read a few common exception words matched to the school’s phonic 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>To read some irregular common words.</p>	<p>Read Year 1 common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.</p> <p><b>*Please see attached appendix from the National Curriculum for word lists – Year 1-6.</b></p>	<p>Read Year 2 common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.</p>	<p>Teaching of reading and spelling of Year 3 common exception words through Rising stars spelling lesson.</p>	<p>Teaching of reading and spelling of Year 4 common exception words through Rising stars spelling lesson.</p>	<p>Teaching of reading and spelling of Year 5 common exception words through Rising stars spelling lesson.</p>	<p>Teaching of reading and spelling of Year 6 common exception words through Rising stars spelling lesson.</p>
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## Fluency

<b>Fluency</b>	<p>Join in with repetitive refrains.</p> <p>Develop play around favourite stories using props.</p> <p>Modelling expression through use of high-quality texts.</p> <p>Follow objects to work on eye tracking.</p> <p> </p> <p><b>*These objectives relate to the teaching of fiction, non-fiction and poetry texts.</b></p>	<p>Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p> <p>Join in with predictable phrases.</p> <p>Read CEW by sight with increased fluency over time consistent with taught progression.</p> <p>Read HFW by sight with increased fluency over time following increased exposure.</p> <p>Take more note of full stops in order to support the use of fluency.</p> <p> </p> <p><b>*These objectives relate to the teaching of fiction, non-fiction and poetry texts.</b></p>	<p>Read aloud decodable texts word by word, with emphasis on one-to-one matching.</p> <p>Recognise and join in with predictable phrases.</p> <p>Take more note of full stops and questions marks in order to support the use of fluency.</p> <p>Read with some intonation and expression in relation to the use of co-ordinating conjunctions.</p> <p>Re-read to enhance phrasing and clarify precise meaning.</p> <p>Show fluency and confidence whilst re-reading familiar texts.</p> <p> </p> <p><b>*These objectives relate to the teaching of fiction, non-fiction and poetry texts.</b></p>	<p>Read aloud decodable texts grouping a few words together with confidence.</p> <p>Take more note of full stops, questions marks, exclamation marks and bold and enlarged text in order to support the use of fluency.</p> <p>Read with some intonation and expression with more of a focus co-ordinating and subordinating conjunctions.</p> <p>Re-read to enhance phrasing and clarify precise meaning.</p> <p>Show fluency and confidence whilst re-reading familiar texts.</p> <p> </p> <p><b>*These objectives relate to the teaching of fiction, non-fiction and poetry texts.</b></p>	<p>Read aloud at a reasonable pace, grouping words into meaningful phrases without overt sounding and blending.</p> <p>Uses punctuation cues and some intonation and expression with a focus on speech. Thinking about the use of synonyms for said and the punctuation inside the speech marks, as well as the narrative in between.</p> <p>Read with some intonation and expression with more of a focus on subordinating conjunctions at the start and the middle of a sentence.</p> <p> </p> <p><b>*These objectives relate to the teaching of fiction, non-fiction and poetry texts.</b></p>	<p>Read aloud a text at a flowing pace, pausing to attend to more complex sentences.</p> <p>Read with some intonation and expression in relation to the use of the different types of fronted adverbials and its comma.</p> <p>Uses effective intonation, stress and expression that indicate understanding.</p> <p> </p> <p><b>*These objectives relate to the teaching of fiction, non-fiction and poetry texts.</b></p>	<p>Able to read most words effortlessly and to work out how to pronounce unfamiliar written words with increasing automaticity.</p> <p>Read with some intonation and expression in relation to the use of relative clauses and parenthesis with a focus on the punctuation used.</p> <p>Reads aloud a range of moderately complex texts with fluency and phrasing, adjusting pace, volume, pitch and pronunciation to enhance meaning and expression and according to purpose and audience.</p> <p> </p> <p><b>*These objectives relate to the teaching of fiction, non-fiction and poetry texts.</b></p>	<p>Read aloud a range of moderately complex and sophisticated texts which include multisyllabic words and complex sentences with fluency and appropriate expression.</p> <p>Consistently and automatically integrates pausing, intonation, phrasing and rate.</p> <p>Reads aloud a range of complex texts with fluency and phrasing, adjusting pace, volume, pitch and pronunciation to enhance meaning and expression and according to purpose and audience.</p> <p> </p> <p><b>*These objectives relate to the teaching of fiction, non-fiction and poetry texts.</b></p>
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# Comprehension

<p><b>Vocabulary</b></p>	<p>Sing songs and say rhymes independently, for example, singing whilst playing.</p> <p>Repeat words and phrases from familiar stories.</p> <p>Develop play around favourite stories using props. Pay attention and respond to the pictures or the words.</p> <p>Engage in extended conversations about stories, learning new vocabulary.</p> <p>Engage in extended conversations about stories, learning new vocabulary.</p> <p>Listen to simple stories and understand what is happening, with the help of the pictures.</p> <p>Understand simple questions about 'who', 'what' and 'where' (but generally not 'why').</p> <p>Use longer sentences of four to six words.</p> <p>Use a wider range of vocabulary.</p> <p>Learning of vocabulary is linked to the children's own experiences.</p> <p>Shown and discussed in high-quality texts.</p>	<p>Learn new vocabulary.</p> <p>Use new vocabulary through the day.</p> <p>Listen to and talk about stories to build familiarity and understanding.</p> <p>To be able Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.</p> <p>To know and use recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</p> <p>Use new vocabulary in different contexts.</p> <p>Listen carefully to rhymes and songs, paying attention to how they sound.</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p> <p>Learning of vocabulary is linked to the children's own experiences.</p> <p>Shown and discussed in high-quality texts.</p>	<p>Discuss word meanings, with support linking new meanings to those already known.</p> <p>Recognise and join in with predictable phrases and simple recurring literary language.</p>	<p>Discuss and clarify the meanings of words; link new meanings to known vocabulary.</p> <p>With the help of the teacher, notice literary effects used by fiction writers and the formal language of different types of non-fiction.</p> <p>Recognise simple recurring literary language in stories and poetry.</p> <p>Identify words and phrases chosen for effect on the reader.</p> <p>Discuss their favourite words and phrases as well as their own views about a text.</p>	<p>Find the meaning of new words using substitution within a sentence.</p> <p>Show increased awareness of vocabulary and precise meaning.</p> <p>Explain the meaning of words in context Discuss words that capture the readers interest or imagination.</p> <p>Discuss authors' choice of words and phrases that describe and create impact, e.g. adjectives and expressive verbs.</p> <p>Understand how vocabulary is linked to the purpose of the text (e.g. imperative verbs, technical vocabulary)</p>	<p>Use dictionaries to check the meaning of words they have read.</p> <p>Use a thesaurus to find synonyms.</p> <p>Identify where an author uses alternatives and synonyms for common or over used words and speculate about the shades of meaning implied.</p> <p>Discuss new vocabulary and clarify the meaning of these words.</p> <p>Find the meaning of new words using the context of the sentence. Find and comment on the choice of language to create moods, feelings, attitudes and build tension.</p> <p>Discuss the meaning of similes and other comparisons they have read.</p> <p>Identify the effects of different words and phrases as well as how they help build meaning and capture the readers interest. (e.g. to create humour, images and atmosphere.</p>	<p>Identify the most appropriate meaning of a word used in a text from alternative definitions given in a dictionary.</p> <p>Use a thesaurus to find synonyms for a larger variety of words and investigate alternative word choices that could be made.</p> <p>Read around the word' and explore its meaning in the broader context of a section or paragraph. Apply growing knowledge of root words, [prefixes and suffixes (etymology and morphology) to understand the meaning of new words.</p> <p>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader e.g. to persuade, to convey feelings, to entice a reader to continue.</p> <p>Comment on the success of language choices in creating mood and atmosphere in a variety of texts.</p>	<p>Use dictionaries, glossaries and other alphabetically ordered texts confidently and efficiently in order to locate information about words met in reading.</p> <p>Check the plausibility and accuracy of their understanding, or inference about a word meaning by exploring its meaning in the broader context of the text.</p> <p>Use morphology and etymology, to understand the meaning of new words that they meet.</p> <p>Distinguish between everyday word meanings and their subject specific use, e.g. the specific meaning of force in scientific texts.</p> <p>Identify and discuss figurative language, idiomatic phrases, expressions and comparisons (metaphors, similes and embedded metaphors) met in texts, using an appropriate technical vocabulary.</p> <p>Consider how authors have introduced and extended ideas about characters, events or topics through the language choices and how this impacts the reader and contributes to meaning or mood.</p> <p>Comment critically on how a writer uses language to imply ideas, attitudes and points of view and explain how writers can use language</p>
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		<p><u>ELG:</u></p> <p><i>Comprehension-</i> Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>Anticipate (where appropriate) key events in stories.</p> <p>Use and understand recently introduced vocabulary during discussions about stories, nonfiction, rhymes and poems and during role play.</p>						to influence reader's viewpoint.
<b>Inference</b>	Ask questions about the book. Make comments and shares their own ideas.	<p>To answer questions about the story using the text and picture prompts.</p> <p>Use sentence stems to answer questions about the story.</p>	<p>Use pictures or words to make inferences.</p> <p>Make basic inferences about characters' feelings by using what they say as evidence.</p> <p>Infer basic points with direct reference to the pictures and words in the text.</p> <p>Discuss the significance of the title and events.</p>	<p>Make inferences about characters' feelings using what they say and do focusing on important moments in a text. For example; explain how the way a character speaks reflects their personality.</p> <p>Infer basic points and begin, with support to pick up on more subtle references.</p>	<p>Infer characters' feelings, motives, behaviour and relationships based on descriptions and their actions in the text.</p> <p>Identify how settings are used to create atmosphere. E.g. What words in this description indicate that bad things might be about to happen in this place Justify inferences by referencing a specific point in the text.</p>	<p>Consolidate the skill of justifying inferences using a specific reference point in the text.</p> <p>Combine personal experience and clues from the text to interpret and form opinions.</p>	<p>Understand what is implied about characters and make judgements about their feelings, motivations and attitudes from the dialogue, action and descriptions.</p> <p>Give more than one piece of evidence to support the point they are making.</p>	<p>Make inferences about events, feelings, states, thoughts and motives, giving more than one piece of evidence from different places across the text to support each point made.</p> <p>Understand what is implied about characters through the way they are presented, including through the use of a narrator or narrative voice, explaining how this influences the readers' view of characters.</p> <p>Discuss how characters change and develop through texts by drawing inferences based on indirect clues.</p> <p>Distinguish between implicit and explicit points of view.</p>

<p><b>Prediction</b></p>	<p>Ask questions about the book. Make comments and shares their own ideas.</p>	<p>To be able to anticipate (where appropriate) key events in stories.</p> <p>To suggest what might happen next in the story.</p>	<p>Predict events and endings.</p> <p>Make simple predictions based on the story and on their own life experience.</p> <p>Comment on the significance of the title of a book and how this relates to the text.</p>	<p>Make predictions using their own knowledge as well as what has happened so far to make logical predictions.</p> <p>Look through a variety of books with growing independence to predict content and story development, drawing on experience of reading similar books.</p> <p>Use an understanding of a variety of non-fiction texts to predict content and layout.</p>	<p>Predict what might happen from details stated.</p> <p>Justify predictions using evidence from the text.</p> <p>Use relevant prior knowledge to make predictions and justify them.</p> <p>Make simple predictions using experience of reading similar books (eg. comparing characters and settings to be able to make informed predictions)</p>	<p>Support predictions by using relevant evidence from the text.</p> <p>Monitor predictions and compare them with the text as they read on.</p> <p>Make connections between books by comparing characters, themes, plot lines, settings to be able to make informed predictions.</p>	<p>Use relevant prior knowledge as well as details stated and implied in the text to form predictions and to justify them.</p> <p>Discuss how and why they need to modify their predictions as they read on.</p> <p>Give different possible scenarios for events and actions.</p>	<p>Make plausible predictions discussing the reasoning behind them, drawing on their knowledge of the world, from reading other similar texts and what they read earlier in the text.</p> <p>Compare their predictions with the events that occurred and consider why their predictions were accurate, plausible, or off the mark.</p>
<p><b>Explain</b></p>	<p>Make comments and shares their own ideas about the story they have read/ listened to.</p>	<p>To be able to talk about story structures.</p> <p>To be able to talk about characters, settings, authors and illustrators.</p> <p>To be able to demonstrate understanding of what has been read to them.</p>	<p>Begin to recognise some differences between fiction and non-fiction texts.</p> <p>Recognise that print may be located in captions, fact boxes and diagrams in non-fiction texts.</p> <p>Use the contents page in a non-fiction text to select which sections of a text to read.</p> <p>Identify and describe the main characters and actions/setting /events.</p> <p>Explain characters reactions to events.</p> <p>Give my opinion including likes and dislikes.</p> <p>Comment on the significance of the title of a book and how this relates to the text.</p>	<p>Begin to understand the purpose of different non-fiction texts (e.g. to tell you about...or to show you how...)</p> <p>Begin to identify the way texts are organised in a wider variety of genre (e.g. headings, chapters, or different non-fiction text formats)</p> <p>Identify and discuss the format and text layout of fiction and poetry.</p> <p>Explain how characters are perceived by other characters (e.g. like disliked).</p> <p>Begin to give opinions of the character</p> <p>Express my own views and feelings about a book or poem.</p> <p>Identify, collect and compare common themes in stories and poems.</p>	<p>Identify the features of a wide range of fiction, poetry, plays and non-fiction.</p> <p>Identify how language, structure, and presentation contribute to meaning.</p> <p>Use organisational features to orientate around a text (e.g. contents page, alphabetical order, websites)</p> <p>Identify and describe the main characters and actions/setting /events using direct reference to the text.</p> <p>Explain character reactions to events and thier interactions with others.</p> <p>Explain how characters are perceived by other characters using greater shades of meaning</p>	<p>Evaluate the effectiveness of structural, presentational and organisational features to locate information (e.g. paragraphs, sub-headings, indexes).</p> <p>Evaluate how structures in narrative can be used to affect the reader (e.g. chapter breaks, description/dialogue, use of illustration within longer text).</p> <p>Understand how style and vocabulary are linked to the purpose of the text (e.g. exaggerated writing in persuasive text)</p> <p>Explain characters reactions to events as well as characters interactions with others.</p> <p>Explain how the author made the reader react to characters.</p> <p>Compare characters'</p>	<p>Understand and comment on how the use of different structures and organisation impact on the pace, mood and atmosphere (e.g. sentence/paragraph length).</p> <p>Use knowledge of the language features and structures of a range of non-fiction texts to support understanding.</p> <p>Explain characters reactions/ actions and how their feelings change throughout the story.</p> <p>Recognise how language is used to present opinion. Distinguish between fact, opinion and fiction in different texts, e.g. biography, autobiography, argument.</p> <p>Discuss the themes from a chapter or text.</p>	<p>Comment on how narratives are structured in different ways (e.g. dilemma and resolution, lost and found stories, quests, etc).</p> <p>Comment on how narrative structure can be used to engage and affect the reader (e.g. flashback, cliff hanger, illustration/text relationship).</p> <p>Understand how paragraphs are linked to build knowledge or tension.</p> <p>In autobiography and biographical writing, and in texts written for mixed purposes (e.g. leaflets that are both information giving and persuasive), distinguish between fact, opinion and fiction.</p> <p>Express preferences for texts by combining an understanding of</p>

				<p>Make comparisons of characters and events in narratives.</p> <p>Compare the information about different topics in non-fiction texts.</p>	<p>(feared, envied) Begin to identify and comment on different points of view in the text.</p> <p>Make comparisons between events in narrative or information texts on the same topic or theme.</p> <p>Compare and contrast writing by the same author.</p> <p>Identify simple morals an author is conveying in a story or poem.</p> <p>Draw on previous experience of authors and types of books to inform choices of themes.</p>	<p>similarities and differences.</p> <p>Begin to distinguish between fact and opinion Express preferences and make informed recommendations based on a wide range of texts encountered.</p> <p>Collect information to compare and contrast events, characters or ideas.</p> <p>Identify themes in a range of books.</p> <p>Compare and contrast books and poems on similar themes.</p>	<p>Compare the way that ideas or themes are presented in different texts or in different versions (including in other media, e.g. film) of the same text.</p> <p>Begin to comment on the way that authors' viewpoints can influence the way that information or themes are treated.</p>	<p>significant ideas, themes, events and characters and their impact on the reader.</p> <p>Make comparisons and draw contrasts between different elements of a text and across texts.</p> <p>Compare and contrast the work of a single author.</p> <p>Identify how some writers attempt to challenge conventions in narrative (e.g. "Handsome Hero" and Shrek)</p> <p>Compare and contrast the way that fiction and non-fiction texts treat the same themes (e.g. Iron Age fiction, Stories set in Africa.</p>
<b>Retrieval</b>		To demonstrate understanding of what they have read by retelling and answering comprehension questions.	<p>Answer a question about what has just happened in a story.</p> <p>Develop knowledge of retrieval through images.</p> <p>Recognise characters, events, titles and information.</p> <p>Recognise differences between fiction and non-fiction texts.</p> <p>Retrieve information by finding a few key words.</p> <p>Answer questions about the main points of a simple text,</p> <p>Answer simple literal retrieval questions about a text e.g. about character and plot</p> <p>Check information in text against the illustrations, particularly in non-fiction and comment on the</p>	<p>Independently read and answer simple questions about what they have just read.</p> <p>Recall the main events or facts of a text with growing independence</p> <p>Make simple comments on obvious features by referring back to the text, (e.g. main character, beginning, middle and end)</p> <p>Locate pages/sections of interest (e.g. favourite characters, events or pictures).</p> <p>Locate key vocabulary and specific information in fiction text to find answers to simple questions</p> <p>Locate and interpret information in non-fiction, making full use of non-fiction layout</p>	<p>Use the skills of 'skim and scan' to retrieve details.</p> <p>Refer back to the text for evidence.</p> <p>Use contents and index to help retrieve information</p>	<p>Confidently skim and scan texts to retrieve details,</p> <p>Use relevant quotes to support their answers to questions.</p> <p>Use text marking to support retrieval of information or ideas from texts</p>	<p>Confidently skim and scan, and also use the skill of reading before and after to retrieve information.</p> <p>Use evidence from across larger sections of text</p> <p>Justify opinions by retrieval of information/quotations from the text</p>	<p>Use evidence from across whole chapters or texts.</p> <p>Use retrieval skills to respond to increasingly abstract question prompts (e.g. what does the passage tell us about the character?)</p>



			content	Use contents page and glossary in non-fiction books to locate information in response to simple questions				
<b>Sequence / Summarise</b>	Sequence stories using pictures, props and role play.  Retell stories using pictures, props and role play.	Sequence stories using pictures, props and role play.  Retell stories using pictures, props and role play.	Retell familiar stories orally e.g. fairy stories and traditional tales.  Sequence the events of a story they are familiar with.	Identify the sequence of events e.g. Which event happened first? What happened after he fell over?  Become increasingly familiar with and able to retell a wider range of stories using a variety of story language.  Begin to identify how events/ items of information are linked.	Identify main ideas drawn from a key paragraph and summarise these.  Begin to distinguish between the important and less important information in a text.  Give a brief verbal summary of a text.	Identify main ideas drawn from more than one paragraph or a page and summarise these.	Summarise the main ideas drawn from more than one paragraph, page, chapter or the entire text identifying key details.  Quote and adapt information into their own words to show understanding of the text as a whole.	Summarise information from across an entire text, in addition to chapters or paragraphs and link information by analysing and evaluating ideas between sections of the text.  Decide what to include in note taking to gain a precise summary of key points.  Make regular, brief summaries of what they've read, linking their summary to previous predictions about the text. Update their ideas about the text in the light of what they've just read.

# Reading for Pleasure

<p>Enjoy sharing books with an adult.</p> <p>Have favourite books and seek them out, to share with an adult, with another child, or to look at alone.</p> <p>Enjoy listening to longer stories and can remember much of what happens.</p> <p>Sing a large repertoire of songs.</p> <p>Variety of fiction and non-fiction books available at all times.</p> <p>Children can ask an adult to read them a book during free flow.</p> <p>Daily story time with book selected by the class.</p> <p>Bedtime Book bags.</p>	<p>Engage in story times.</p> <p>Listen to and talk about stories to build familiarity and understanding.</p> <p>Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.</p> <p>Learn rhymes, poems and songs.</p> <p>Engage in non-fiction books.</p> <p>POR texts and all English lessons book led.</p> <p>Book corner with front facing books displayed.</p> <p>Weekly library books.</p> <p>Class readers – vote for story.</p> <p>Whole curriculum is book led and engaging.</p> <p>Bedtime Book bags.</p> <p>Vending machine used to drive reading at home.</p>	<p>Sharing a picture book a day.</p> <p>Book corner with books displayed for the topic (front facing).</p> <p>Children vote for class readers daily.</p> <p>CP activities linked to picture books/ Non-fiction books.</p> <p>Engaging Power of Reading texts.</p> <p>Bedtime Book bags.</p> <p>Vending machine used to drive reading at home.</p>	<p>Picture books and topic box for free choice in classroom.</p> <p>Book corner with books displayed for the topic (front facing).</p> <p>Engaging Power of Reading texts.</p> <p>Class reader – vote for story.</p> <p>Teacher always encourage reading in class -books related to topic on side as a visual and available to read.</p> <p>Bedtime Book bags.</p> <p>Vending machine used to drive reading at home.</p>	<p>Use of a variety of texts in the classroom (fiction, non-fiction, newspaper, magazines, poetry etc.)</p> <p>Book corner with books displayed for the topic (front facing).</p> <p>Class reader as often as possible.</p> <p>Opportunities for independent reading.</p> <p>Engaging Power of Reading texts.</p> <p>Power of Reading text based on fairy tales.</p> <p>One poetry Power of Reading unit, including performance, rap and free verse.</p> <p>Vending machine used to drive reading at home.</p>	<p>Use of a variety of texts in the classroom (fiction, non-fiction, newspaper, magazines, poetry etc.)</p> <p>Book corner with books displayed for the topic (front facing)</p> <p>Class reader as often as possible.</p> <p>Opportunities for independent reading.</p> <p>Engaging Power of Reading texts.</p> <p>Power of Reading text based on a legend.</p> <p>Vending machine used to drive reading at home.</p>	<p>Use of a variety of texts in the classroom (fiction, non-fiction, newspaper, magazines, poetry etc.)</p> <p>Book corner with books displayed for the topic (front facing)</p> <p>Class reader as often as possible.</p> <p>Opportunities for independent reading.</p> <p>Engaging Power of Reading texts.</p> <p>One poetry Power of Reading unit, to include learning poems by heart and performing.</p> <p>Vending machine used to drive reading at home.</p>	<p>Use of a variety of texts in the classroom (fiction, non-fiction, newspaper, magazines, poetry etc.)</p> <p>Book corner with books displayed for the topic (front facing)</p> <p>Class reader as often as possible.</p> <p>Opportunities for independent reading.</p> <p>Engaging Power of Reading texts.</p> <p>Vote for class reader.</p> <p>Engaging Power of Reading texts.</p> <p>One poetry Power of Reading unit, to include learning poems by heart and performing.</p> <p>Vending machine used to drive reading at home.</p>	<p>Use of a variety of texts in the classroom (fiction, non-fiction, newspaper, magazines, poetry etc.)</p> <p>Book corner with books displayed for the topic (front facing)</p> <p>Class reader as often as possible.</p> <p>Opportunities for independent reading.</p> <p>Vote for class reader.</p> <p>Engaging Power of Reading texts.</p> <p>One poetry Power of Reading unit, to include learning poems by heart and performing.</p> <p>Vending machine used to drive reading at home.</p>
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