



The Leys Primary School Subject Overview - Reading 2022-23

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS Nursery	Settling	Phonics Phase 1 General sound discrimination - environmental	Phonics Phase 1 General sound discrimination - instrumental sounds General sound discrimination - body percussion	Phonics Phase 1 Rhythm and rhyme	Phonics Phase 1 Alliteration Voice sounds	Phonics Phase 1 Voice sounds Oral blending and segmenting
Reading Spine	Whole class reading The tiger who came to tea Dear Zoo Brown bear , brown bear We're going on bear hunt Whatever next!		Whole class reading Walking through the jungle Where's my teddy? Rosie's walk Gruffalo Wow! said the owl Rosie's walk		Whole class reading The very hungry caterpillar Owl babies Peace at last Olivier's fruit salad The very busy spider Jasper's beanstalk Ten little seeds	
	Reading for Pleasure Gruffalo Mr Big The farmer duck Walking through the jungle					

<p>EYFS Reception</p>	<p>Phonics Phase 2 s, a, t, p i, n, m, d g, o, c, k ck. e. u, r h, b, f, l</p> <p>Tricky words Is, I, the</p> <p>Assessment week</p>	<p>Phonics Phase 2/ 3 ff, ll, ss, j v, w, x, y z zz qu words with s /s/ added at the end (hats sits) ch sh th ng • words with s /s/ added at the end (hats sits) • words ending s /z/ (his) and with s /z/ added at the end (bags)</p> <p>Tricky words put* pull* full* as and has his her go no to into she push* he of we me be</p> <p>Assessment week</p>	<p>Phonics Phase 3 ai ee igh oa oo oo ar or ur ow oi ear air er words with double letters: dd mm tt bb rr gg pp ff longer words</p> <p>Tricky words was you they my by all are sure pure</p> <p>Assessment week</p>	<p>Phonics Phase 3 review Phase 3: ai ee igh oa oo ar or ur oo ow oi ear review Phase 3: er air words with double letters longer words words with two or more digraphs</p> <p>Phase 4 longer words words ending in -ing compound words longer words words with s in the middle /z/ s words ending -s words with -es at end /z/</p> <p>Tricky words Review all taught so far</p>	<p>Phonics Phase 4 short vowels CVCC short vowels CVCC CCVC short vowels CCVCC CCCVC CCCVCC longer words longer words compound words root words ending in: -ing, -ed /t/, -ed /id/ /ed/ -est</p> <p>Tricky words said so have like some come love do were here little says there when what one out today</p> <p>Assessment week</p>	<p>Phonics Phase 4 long vowel sounds CVCC CCVC long vowel sounds CCVC CCCVC CCVCC Phase 4 words ending -s /s/ Phase 4 words ending -s /z/ Phase 4 words ending -es longer words root word ending in: -ing, -ed /t/, -ed /id/ /ed/, -ed /d/ Phase 4 words ending in: -s /s/, -s /z/, -es longer words</p> <p>Assessment week</p>
------------------------------	---	---	--	--	--	---

				Secure spelling Assessment week		
Reading Spine	Whole class reading Peace at Last Meltdown My two grandads Come to England Owl babies The body poem The Little Red Hen The gingerbread man Goldilocks		Whole class reading		Whole class reading	
	Reading for Pleasure Peace at Last Meltdown Superworm The very Hungry caterpillar Handa's Surprise Stanley's stick Aliens Love Underpants					

<p>Year 1</p>	<p>Phonics Phase 3 Review all of phase 3</p> <p>Tricky words the put* pull* full* push* to into I no go of he she we me be</p> <p>Phase 4 Review all of phase 4</p> <p>Tricky words was you they all are my by sure pure said have like so do some come</p> <p>Phase 5</p> <ul style="list-style-type: none"> • /ai/ ay play • /ow/ ou cloud • /oi/ oy toy • /ea/ ea each <p>Tricky words love were there little one when out what says here today</p>	<p>Phonics Phase 5</p> <ul style="list-style-type: none"> • /ur/ ir bird • /igh/ ie pie • /oo/ /yoo/ ue blue rescue • /yoo/ u unicorn • /oa/ o go • /igh/ i tiger • /ai/ a paper • /ee/ e he • /ai/ a-e shake# /igh/ i-e time • /oa/ o-e home • /oo/ /yoo/ u-e rude cute /ee/ e-e these • /oo/ /yoo/ ew chew new • /ee/ ie shield /or/ aw claw <p>Tricky words their people oh your Mr Mrs Ms ask* could would should our house mouse water want Review all taught so far Secure spelling</p> <p>Assessment week</p>	<p>Phonics Phase 5</p> <ul style="list-style-type: none"> • /ee/ y funny • /e/ ea head • /w/ wh wheel • /oa/ oe ou toe shoulder • /igh/ y fly • /oa/ ow snow • /j/ g giant • /f/ ph phone • /l/ le al apple metal /s/ c ice • /v/ ve give • /u/ o-e o ou some mother young • /z/ se cheese • /s/ se ce mouse fence • /ee/ ey donkey • /oo/ ui ou fruit soup <p>Tricky words any many again who whole where two school call different</p>	<p>Phonics Phase 5</p> <ul style="list-style-type: none"> • /ur/ or word • /oo/ u owl awful could • /air/ are share • /or/ au aur oor al author dinosaur floor walk • /ch/ tch ture match adventure • /ar/ al a half* father* • /or/ a water schwa in longer words: different • /o/ a want • /air/ ear ere bear there • /ur/ ear learn • /r/ wr wrist • /s/ st sc whistle science • /c/ ch school 	<p>Phonics Phonics screening check review - no new GPCs or tricky words</p>	<p>Phonics Phase 5</p> <ul style="list-style-type: none"> • /ai/ eigh aigh ey ea eight straight grey break • /n/ kn gn knee gnaw /m/ mb thumb • /ear/ ere eer here deer • /zh/ su si treasure vision • /j/ dge bridge • /i/ y crystal • /j/ ge large • /sh/ ti ssi si ci potion mission mansion delicious /or/ augh our oar ore daughter pour oar more <p>Tricky words</p>
----------------------	--	--	---	---	--	--

	<p>Assessment week</p>		<p>thought through friend work Review all taught so far Secure spelling</p> <p>Assessment week</p>	<ul style="list-style-type: none"> • /sh/ ch chef • /z/ ze <p>freeze schwa at the end of words: actor</p> <p>Tricky words once laugh because eye Review all taught so far Secure spelling</p> <p>Assessment week</p>		
<p>Reading</p>						
	<p>Reading</p> <ul style="list-style-type: none"> • Reads accurately many words of two or more syllables containing graphemes taught so far for all of the 40+ phoneme • Reads most words containing common Year 1 suffixes • Reads most Year 1 common exception words <p>In age appropriate books, the pupil can:</p> <ul style="list-style-type: none"> • Read most words accurately without frequent overt sounding and blending • Is sufficiently fluent to allow them to focus on their understanding • Sound out most unfamiliar words accurately 		<p>Comprehension</p> <p>Re-reads to self-correct if meaning is lost</p> <ul style="list-style-type: none"> • Identifies the beginning, middle and end of stories and pattern in poetry • Identifies how non-fiction texts are sequenced • Identifies the meaning of vocabulary in context • Identifies typical phrases e.g. story openings and endings • Predicts events and endings 		<p>Inference</p> <ul style="list-style-type: none"> • Identifies goals/motives of the main character on the basis of what they have said and done e.g. 'I think she wants her daddy to help her build a sandcastle' • Comments on things that interest them • Expresses preferences linked to own experiences e.g. 'I like going to the beach too' • With support, justifies their views about texts they have had read to 	

	<p>In a book they can already read fluently, the pupil can:</p> <ul style="list-style-type: none"> • Check that it makes sense to them, correcting most inaccurate reading • Answer questions and makes some inferences • Join in with discussions about what had happened so far in what they have read 	<ul style="list-style-type: none"> • Uses different voices for characters when reading dialogue aloud • Uses different voice pitch to indicate whether they are reading an exclamation or question • Observes the punctuation and uses this to aid understanding <p>Reads age-appropriate texts fluently, pauses appropriately, reading in phrases, and using punctuation with around 90% accuracy</p> <ul style="list-style-type: none"> • Connects what they read or hear to their own experiences • Retrieves key information from a text • Identifies complete sentences • Understands that there is a range of non-fiction texts e.g. different layouts for instructions, non-fiction books etc • Explains their understanding of texts that are pitched beyond the level they can read independently • Asks questions to clarify understanding • knows the voice telling the story 	<ul style="list-style-type: none"> • them e.g. uses the word 'because' • Language for effect • Begins to understand how written language can be structured differently according to genre e.g. in order to build surprise in a narrative or present facts in • Themes and conventions • Identifies simple and recurring literary language • Discusses the significance of the title
--	--	---	---

			is called the narrator			
Reading spine	Whole class reading Nathan Bryon - Clean Up Mog the cat Naughty bus Five Minute Peace Once Christmas Wish		Whole class reading The Little Red Riding Hood The Three Little Pigs		Whole class reading Billy's Bucket	
	Reading for Pleasure Mog and the baby Mog and the vet Mog at night Nathan Bryon - Look Up Five Minutes Peace The Tiger that came to tea What small Rabbit heard Nut Tree The Owl Who's afraid of the dark Not Now Bernard The Gruffalo Funny Bones A quiet night in					
Year 2	Spelling <ul style="list-style-type: none"> • Reading and spelling words containing 'y' saying /igh/. • Reading and spelling words containing 'dge' and 'ge' saying /j/. • Practise the spelling 	Spelling <ul style="list-style-type: none"> • Practise the new spelling rule for adding the suffixes -ing or -ed to words ending in 'y'. • Reading and spelling words containing 'wr' saying /r/. • Practise alternative 	Spelling <ul style="list-style-type: none"> • Reading and writing 'al' saying /l/ and 'il' saying /l/. • Reading and writing words with the -ed and -er suffixes. 	Spelling <ul style="list-style-type: none"> • Read and spell words containing 'mb' saying /m/. • Reading and spelling words with 'al' saying /or/. 	Spelling <ul style="list-style-type: none"> • Reading and spelling CVCC words with suffixes -er, -est and -y added. • Reading words with contracted spellings. 	Spelling <ul style="list-style-type: none"> • Reading and spelling words containing 'wa' saying /wo/ and 'qua' saying /quo/. • Reading and spelling words

	<p>rule for adding the suffix –es to words ending in ‘y’.</p> <ul style="list-style-type: none"> • Reading and spelling of words containing ‘gn’ saying /n/. • Reading and spelling words containing ‘kn’ saying /n/. 	<p>spellings of phoneme /l/.</p> <ul style="list-style-type: none"> • Teach spelling rules for adding –er and –est to words ending in ‘y’. • Read and spell words containing ‘el’ saying /l/ 	<ul style="list-style-type: none"> • Reading and writing ‘eer’ saying /ear/. • Introduce different spellings of /cher/. • Reading words with suffixes –est and –y added to words ending in ‘e’. 	<ul style="list-style-type: none"> • Reading and spelling words with the –ing and –ed suffixes. • Read and spell words containing ‘o’ saying /u/. • Read and spell words containing ‘ey’ saying /ee/ 	<ul style="list-style-type: none"> • Reading and spelling ‘war’ saying / wor/ and ‘wor’ saying /wur/. • Reading and spelling words with suffixes –ment and –ness added. • Reading and spelling words containing ‘s’ saying /zh/. 	<p>containing tion saying /shun/.</p> <ul style="list-style-type: none"> • Reading and spelling words with the suffixes –ful, –less and –ly added to them. • Reading and spelling homophones and near homophones. • Reading and spelling words containing the prefix dis–.
Reading	Whole class reading					
	<p>Reading</p> <ul style="list-style-type: none"> • Reads accurately most words of two or more syllables • Reads most words containing common suffixes • Reads most common exception words • In age appropriate books, the pupil can: • Read most words accurately without 	<p>Comprehension</p> <ul style="list-style-type: none"> • Self-corrects spontaneously and at the point of error • Identifies the sequence of events e.g. answers questions such as ‘Which event happened first? What happened before he fell over?’ • Identifies words and phrases that link events • Begins to understand that written language (standard English) has conventions that don’t 	<p>Inference</p> <ul style="list-style-type: none"> • Predicts with increasing accuracy during reading and then adapts prediction in the light of new information • Demonstrates empathy with characters looking at descriptions and actions • Makes statements about characters on the basis of what is said and done, making note of how verbs and adverbs support their judgements’ e.g. ‘I think she is selfish/kind/angry because it says she...’ • Evaluates simple persuasive 	<p>Language for effect</p> <ul style="list-style-type: none"> • Discusses effective language choices, e.g. ‘slimy’ is a good word there because... • Identifies how settings are created using specific vocabulary that creates imagery • Identifies that the verbs used for dialogue tell us how a character is feeling e.g. “I grabbed...” or ...he shouted • Identifies that adverbs help to tell us how the character is feeling • Refers back to the text for evidence • Identifies simple literary language e.g. words/phrases that identify a traditional tale/narrative/story 		

	<p>overt sounding and blending</p> <ul style="list-style-type: none"> • Read sufficiently fluently to allow them to focus on understanding rather than decoding • Sound out most unfamiliar words accurately, without due hesitation • In a book they can already read fluently, the pupil can: • Check that it makes sense to them, correcting any inaccurate reading • Answer questions and make some inferences • Explain what has happened so far in what they have read 	<p>apply in spoken language</p> <ul style="list-style-type: none"> • Identifies evidence of change as a result of events, for example in character behaviour • Explains how the way a character speaks reflects their personality • Predicts some key events of a story based on the settings described in the story opening • Explains differences between fiction and non-fiction • Understands that books can be used to find things out, and is beginning to do so • Retrieves information stated within in text (may not be obvious) • Uses evidence from a text – may look through the book to help them remember or use information • Shows awareness of use of features of organisation e.g. index, bold headings • Recognises the difference between description in fiction and non-fiction e.g. in non-fiction description is 	<p>devices e.g. says which posters in a shop or TV adverts would make them want to buy something, and why</p> <ul style="list-style-type: none"> • Recognises that different characters have different thoughts/feelings about, views on and responses to particular scenarios e.g. that the wolf would see the story of the Red Riding Hood differently to the girl herself • With support, justifies their views about what they have read 	<ul style="list-style-type: none"> • Identifies common themes in traditional tales e.g. use of magic objects, good overcoming evil, a bad character learning a lesson and changing their behaviour • Identifies elements of an author's style e.g. familiar characters, settings or common themes
--	--	--	--	---

		<p>generally used for precision rather than to create an emotional response</p> <ul style="list-style-type: none"> • Sustains interest in longer narratives e.g. a short chapter book • Sustains silent reading most of the time • Recognises that information is grouped according to subject • Begins to use dictionaries, glossaries and indexes to locate meanings and information 			
Reading spine	Whole class reading Hansel and Grettle. In the hospital. Habitats around the world. Meerkat mail Lila and the secret of rain		Whole class reading		Whole class reading
	Reading for pleasure Pokemon The Sneaky Sweet stealer Astrosaurs.				
Year 3	Whole class reading				
	Reading <ul style="list-style-type: none"> • Reads accurately 	Comprehension <ul style="list-style-type: none"> • Analyses and compares 	Inference <ul style="list-style-type: none"> • Infers 	Language for effect	Themes and conventions <ul style="list-style-type: none"> • Begins to identify themes across texts

	<p>many polysyllabic and multi-morphemic words and further exception words</p> <ul style="list-style-type: none"> ● In age appropriate books, the pupil can: ● Read most words accurately without overt sounding and blending ● Read sufficiently fluently to allow to focus on their understanding rather than decoding ● Read aloud with intonation that shows understanding ● Read many words outside their spoken vocabulary, making good approximation to the word's pronunciation ● Check that the text makes sense to them, correcting any inaccurate reading at the point of difficulty ● Make a plausible 	<p>plot structure</p> <ul style="list-style-type: none"> ● Suggests reasons for actions and events ● Identifies and understands meanings of a wide range of conjunctions used to link events together ● Recognises different narrative genres ● Comments on the effect of scene changes e.g. <i>moving from a safe to a dangerous place to build tension</i> ● <i>Predicts what might happen from details stated and can indicate the strength/likelihood of their prediction being correct</i> ● <i>Extracts information from tables and charts</i> ● <i>Identifies new vocabulary and sentence structure and discusses to develop understanding uses dictionaries independently to check meaning of new vocabulary</i> ● <i>Asks increasingly informed questions to improve understanding of a text e.g. 'I wonder if this is like because (linking to other texts)',</i> 	<p>characters' feelings, motives, behaviour and relationships based on descriptions and their actions in the story</p> <ul style="list-style-type: none"> ● Identifies evidence of relationship between characters based on dialogue and behaviour ● Identifies with characters and makes links with own experiences when making judgements about the characters' actions ● Refers back to the text for evidence when explaining ● Justifies their views about what they have read 	<ul style="list-style-type: none"> ● Can explain how words/phrases in the description are linked to create an overall and consistent impression on the reader, e.g. <i>'what other words/phrases in this passage tell us that he is a sinister character?'</i> ● <i>Identifies how settings are used to create atmosphere e.g. what words/phrases in this description indicate that bad things might be about to happen in this place?'</i> ● <i>Identifies a range of standard words/phrases</i> 	<p>e.g. <i>friendship, good and evil, bullying</i></p> <ul style="list-style-type: none"> ● <i>Evaluates effectiveness of texts in terms of function, form and language features</i> ● <i>Identifies the conventions of different types of writing e.g. greetings in a letter/email, diary entries, numbers and headings in instructions</i> ● <i>Identifies how language structure and presentation (font size, bold, calligrams) contribute to meaning</i> ● <i>Recognises some different forms of poetry</i>
--	--	---	--	--	---

	<p>prediction about what might happen on the basis of what has been read so far</p> <ul style="list-style-type: none"> Summarise main ideas from what has been read Retrieve information from non-fiction Draw inferences and begin to justify their opinion through discussions 	<p><i>'Perhaps he did that because (linking own experiences/that of other characters)'</i></p> <ul style="list-style-type: none"> Retrieves information from text where there is competing (distracting) information Uses contents pages and indexes to locate, retrieve and record information from non-fiction texts Summarises main ideas from a text Recognises the move from general to specific detail Notices the difference between 1st and 3rd person accounts 		<p>s used at various stages of a narrative e.g. introduction, build up etc?</p> <ul style="list-style-type: none"> Analyses the use of language to set scenes, build tension or create suspense Comments on use of language using terminology including alliteration, rhythm, rhyme, simile 	
Reading spine	<p>Whole class reading Boy - Roald Dahl The Magic Finger - Roald Dahl The Bog Baby How to Hide a Lion One Christmas Wish</p>		Whole class reading		Whole class reading
	<p>Reading for pleasure Kamla & Kate - Jamila Gavin Horrid Henry - Francesca Simon.</p>				
Year 4	Whole class reading				

	Reading	Comprehension	Inference	Language for effect	Themes and conventions
	<ul style="list-style-type: none"> • Reads accurately most polysyllabic and multi-morphemic words and further exception words • In age appropriate books, the pupil can: • Read aloud fluently with intonation that shows understanding • Read many words outside their spoken vocabulary, making a good approximation to the word's pronunciation • Check that the text makes sense, correcting when meaning is lost • Make plausible predictions about what might happen on the basis of what has been read so far • Summarise main ideas providing key details 	<ul style="list-style-type: none"> • Recognises the introduction, build-up, climax or conflict and resolution in narrative • Identifies how specific words and phrases link sections, paragraphs and chapters • Identifies events that are presented in more detail and those that are skimmed over • Summarises the way that the setting affects characters' appearance, actions and relationships e.g. <i>'The children in The Lion, The Witch and The Wardrobe are family and speak and act differently to the class mates in The Angel of Nitshill Road'</i> • <i>Understands how a setting is created using small details and longer descriptions</i> • <i>Retrieves information from text where there is competing (distracting) information</i> • <i>Summarises the main ideas of a non-fiction text</i> • <i>Analyses how the</i> 	<ul style="list-style-type: none"> • Justifies opinions of particular characters • Comments on differences between what characters say and what they do • Explains similarities and differences with own experiences • Predicts on the basis of mood or atmosphere how a character will behave in a particular setting • Comments on the way key characters respond to a problem • Makes deductions about the motives and feelings that might lay behind characters' 	<ul style="list-style-type: none"> • Notices key words and phrases used to convey passing of time to introduce paragraphs or chapters • Notes examples of descriptive language and explains the mood or atmosphere they create • Identifies figurative and expressive language that builds a fuller picture of a character • Identifies the way descriptive language and small details are used to build an impression of an unfamiliar place • Analyses 	<ul style="list-style-type: none"> • Identifies the structure and features of a range of non-fiction, narrative and poetry texts. • Identifies underlying themes in a range of narrative texts e.g. courage over adversity, loss etc. • Analyses how structural and presentational features contribute to purpose in a range of texts

	<ul style="list-style-type: none"> • Retrieve information from non-fiction • Draw inference and justify their opinions through discussions • Make links between the book they are reading and other books they have read 	<p><i>structure of non-fiction relates to its purpose e.g. how the points in a persuasive speech lead you to the author's viewpoint'.</i></p> <ul style="list-style-type: none"> • <i>Distinguishes between fact and opinion</i> • <i>Analyses how poetry is structured and its effect on the reader</i> • <i>Explains the decisions that the author has made in setting up problems for the characters and choosing how to resolve them</i> • <i>Explains and justifies an opinion on the resolution of an issue/whole narrative</i> • <i>Explores alternative outcomes to an issue</i> • <i>Listens to the opinions of others and adjusts own thinking/understanding where appropriate</i> • <i>Exemplifies the move between generalisations and specific information</i> • <i>Identifies a wide range of poetic forms, e.g. cinquain, haiku, calligram, kenning</i> • <i>Expresses personal preferences regarding the work of significant</i> 	<ul style="list-style-type: none"> • words • Makes deductions about characters' motives and feelings and explain whether their behaviour was predictable or unexpected 	<p>dialogue, making judgements about the extent to which characters reveal their true feelings or motives</p> <ul style="list-style-type: none"> • Identifies key words and phrases as evidence when making a point • Understands how authors use a variety of sentence constructions e.g. <i>relative clauses to add detail</i> • <i>Identifies how authors use precise vocabulary to meet the intended purpose/effect e.g. They slipped into the room unnoticed.</i> • <i>Evaluates texts for their appeal for the</i> 	
--	---	---	--	--	--

		<i>authors/poets.</i> <ul style="list-style-type: none"> Identifies techniques used by the author to persuade the reader to feel sympathy or dislike 		<i>intended audience</i>		
Reading spine	Whole class reading Mr Skip (KC) Escape from Pompei (KC) The Tin Forest One Christmas Wish Romulus vs Remus Italy Gladiators Volcanoes Hadrian's wall		Whole class reading spring Saxon tales- the lord who lost his head The king who threw away his throne		Whole class reading	
	Reading for pleasure Jaz Santos VS the world The creakers By Tom Fletcher (KC)					
Year 5	Whole class reading					
	Reading <ul style="list-style-type: none"> Reads age-appropriate books with confidence and fluency (including whole novels) Reads aloud with intonation that shows understanding 	Vocabulary <ul style="list-style-type: none"> Uses a range of strategies to identify the meaning of new vocabulary Notes examples of descriptive language and explains the mood or atmosphere they create Identifies examples of 	Retrieving <ul style="list-style-type: none"> Comments on use of language using terminology including onomatopoeia, metaphor, personification Notes how cohesion is 	Summarising <ul style="list-style-type: none"> Summarises main ideas from more than one text to support note taking Analyses information from tables and charts 	Inferring <ul style="list-style-type: none"> Comments on the way key characters respond to a problem Makes deductions about the motives and feelings that 	Predicting <ul style="list-style-type: none"> Identifies whether changes in characters met or challenged the reader's expectations

	<ul style="list-style-type: none"> • Works out the meaning of words from context, checking that the text makes sense • Predicts what might happen from details stated and implied • Summarises main ideas identifying key details • Retrieves information from non-fiction • Explains and discusses their understanding of what they have read, drawing references and justifying with evidence • Makes comparisons between the book they are reading and other books they have read • Evaluates how authors use language, beginning to consider the 	<p>effective description that evoke time or place commenting both on word and sentence choice</p> <ul style="list-style-type: none"> • Notes words and phrases in pre twentieth century writing which have changed their meaning over time 	<p>achieved in different ways</p> <ul style="list-style-type: none"> • Identifies how the author signals change in the narration, time and place and notes the effect that this has on them as the reader • Retrieves information, referring to more than one place in the text, and where there is competing (distracting) information • Identifies and compares underlying themes in a range of narrative texts e.g. can track words/phrases linked with the theme throughout a narrative and note how the author keeps reinforcing the theme throughout. 	<p>and can incorporate this information into a summary of the whole text</p>	<p>might lay behind characters' words</p> <ul style="list-style-type: none"> • Analyses how poetry is structured and its effect on the reader • Explains the decisions that the author has made in setting up problems for the characters and choosing how to resolve them • Identifies figurative and expressive language that builds a fuller picture of a character • Analyses dialogue, making judgements about the extent to which characters reveal their true feelings or motives • Provides evidence of characters 	
--	---	---	--	--	---	--

	<p>impact on the reader</p>		<ul style="list-style-type: none"> • Identifies how an author varies pace by using direct or reported speech at different points in a story • Comments on how a character is built and presented, referring to dialogue, action and description • Retrieves, records and presents ideas from non-fiction in a different format e.g. retrieves information from a report to inform a persuasive text • Identifies precision in the use of technical terminology and considers the different reasons for why an author might use this <i>e.g. for</i> 		<p>changing during a story and discusses possible reasons where reasons are not obviously stated in the text</p> <ul style="list-style-type: none"> • Recognises that characters may have different perspectives in the story • Considers the time and place where a story is set and looks for evidence of how that affects characters' behaviour and/or plot development • Explores in-depth the meaning of particular multi-layered (figurative) word/phrases, deciding what effect the author most probably intended on the 	
--	-----------------------------	--	---	--	--	--

			<p><i>genuinely informative reasons, or to 'bamboozle' the reader!</i></p>		<p>reader and justifying this with further evidence from the text</p> <ul style="list-style-type: none">• Summarises ideas across paragraphs, identifying key details that support the main ideas• Identifies conventions across a range of non-fiction text types and forms <i>e.g. first person in autobiographies</i> and can identify where a common convention has been broken/breached/ignored! Offer reasons for why the author may have chosen to do this• Analyses characters' appearance, actions and relationships and makes	
--	--	--	--	--	---	--

					<p>deductions about differences in patterns of relationships and attitudes</p> <ul style="list-style-type: none"> • Identifies examples of dialogue that show different degrees of formality and considers what this implies about the relationships and context • Shows understanding through emphasis, intonation and volume when performing 	
	<p>Analysing</p> <ul style="list-style-type: none"> • Analyses the structure of more complex non-linear texts (fiction and non-fiction / print or electronic) <i>e.g. stories with flashbacks or other time shifts; hyperlinked web</i> 	<p>Authorial Intent</p> <ul style="list-style-type: none"> • Understands how authors use a variety of sentence constructions <i>e.g. relative clauses to add detail</i> • <i>Identifies how authors use precise vocabulary to meet the intended purpose/effect e.g. They slipped into the room unnoticed.</i> 	<p>Comparing</p> <ul style="list-style-type: none"> • Identifies balanced or biased viewpoints and discuss texts which explore more than one perspective on an issue • Checks whether 	<p>Reading behaviours and fluency</p> <ul style="list-style-type: none"> • Refines questions to deepen understanding of a text e.g. can generate a further question based on an initial question that takes the group's thinking further • Uses technical and other terms needed for discussing what they hear and read e.g. metaphor, simile, analogy, imagery, style and effect • Justifies personal response to particular texts and characters with evidence • Uses the terminology outlined in the Vocabulary, Grammar and Punctuation appendix of the Programme of Study when discussing their reading: 		

	<p>pages</p> <ul style="list-style-type: none"> Analyses paragraph structures in similar texts noting and commenting on similarities and differences 	<ul style="list-style-type: none"> Evaluates texts for their appeal for the intended audience Recognises the style of different authors and recognises their intended audience 	<p>viewpoint changes in the story</p>	<ul style="list-style-type: none"> Letter, capital letter, words, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark, noun, noun phrase, adjective, adverb, verb, statement, question, exclamation, command, compound, suffix, tense (past, present), apostrophe, comma, preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter, vowel, vowel letter, inverted commas (or 'speech marks'), determiner, pronoun, possessive pronoun, adverbial, modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity
Reading spine	<p>Whole class reading The Highwayman One Christmas Wish</p>		<p>Whole class reading Rosie Revere Engingeer The Great Paper Caper.</p>	<p>Whole class reading The Adventures of Odysseus. Pie Corbett Poem- From the Balcony I can see.</p>
	<p>Reading for pleasure Windsrush Child Percy Jackson and the lightning thief,</p>			
Year 6	<p>Whole class reading</p>			
	<ul style="list-style-type: none"> read age-appropriate books with confidence and fluency (including whole novels) read aloud with intonation that shows understanding work out the meaning of words from the context explain and discuss their understanding of what they have read, drawing inferences and justifying these with evidence predict what might happen from details stated and implied retrieve information from non-fiction summarise main ideas, identifying key details and using quotations for illustration evaluate how authors use language, including figurative language, considering the impact on the reader make comparisons within and across books. 			
Reading	<p>Whole class reading</p>	<p>Whole class reading</p>	<p>Whole class reading</p>	<p>Whole class reading</p>

spine

Stig of the Dump
Floodland
Pig Heart Boy
One Christmas Wish
Rose Blanche
Hermelin
Spiderwick Field Guide

Reading for pleasure
The Fib - George Layton