

Year 1									
Enjoy		Decode/Fluency Development			Reasoning (GDS) Describe, Explain, Justify, Convince, Prove				
DEFINE Draw on knowledge of vocabulary to understand texts	RETRIEVE Identify/explain key aspects of fiction and non-fiction texts such as characters, events, titles and information		SEQUENCE Identify and explain the sequence of events in texts	INFER Makes inferences from the text		PREDICT Predict what might happen on the basis of what has been read so far			
Discussion	Multiple Choice	Ranking/Ordering	Matching/Labelling	Find and Copy	Short Response	Investigate	Open-ended Response		
Autumn 1		Autumn 2	Spring 1	Spring 2	Summer 1		Summer 2		
<p><b>FICTION</b></p>	<p>Use a variety of cues when reading: knowledge of the story and its context and awareness of how it should make sense grammatically.</p> <p>Understand how story language works and use some formal elements when re-telling stories, e.g. 'Once there was .... She lived in a little ... he replied...'</p> <p>Read stories and predictable and repeated patterns and experiment with similar patterns.</p>		<p>Re-tell stories and rhymes with predictable and repeating patterns, improvising on patterns orally by substituting words and phrases, extending patterns, inventing patterns and playing with rhyme.</p> <p>Retrieve basic information about a character using pictures and simple language.</p> <p>Re-enact stories in a variety of ways, e.g. through role play, using dolls or puppets.</p>	<p>Locate and read significant parts of the text, e.g. picture captions, names of key characters, rhymes and chants, e.g. 'You can't catch me I'm the Gingerbread man...'</p> <p>Identify and record some key features of story language from a range of stories and practise reading and using them.</p>	<p>Identify and discuss a range of story themes, collect and compare.</p> <p>Recognise ways that emphasis has been created in a text, e.g. capitalisation, bold print.</p>	<p>Describe story settings and incidents and relate them to own experience and that of others.</p> <p>Compare and contrast stories with a variety of settings, e.g. space, imaginary lands, animal homes.</p> <p>Identify descriptive language, e.g. adjectives.</p>		<p>Identify and discuss characters, e.g. appearance, behaviour, qualities, speculate about how they may behave.</p> <p>Discuss how characters are described in the text and compare from different stories.</p> <p>Become aware of characters and dialogue, e.g. by role playing parts when reading aloud stories and plays.</p>	
	<p><b>NON-FICTION</b></p>	<p>Explore and understand the difference between fiction and non-fiction and distinguish features of each.</p> <p>Read <b>recounts</b> and begin to recognise generic structure, e.g. ordered sequence of events, use of words such as first, next, after, when.</p>		<p>Make simple notes on a text, e.g. underlining key words or phrases, adding labels and captions to pictures.</p> <p>Read and note basic features of <b>simple instructional texts</b>, e.g. recipes.</p>	<p>Use some simple processes for finding out information.</p> <p>Read a variety of <b>recount texts</b> noting perspective, e.g. first person.</p>	<p>Understand the purpose of contents pages and indexes and begin to locate information by page numbers and words by the initial letter.</p>	<p>Recognise that non-fiction books on similar themes can give different information and present similar information in different ways.</p> <p>Discuss merits and limitations of particular <b>instructional texts</b> and compare with others to give an overall evaluation.</p>		<p>Identify simple questions and use text to find answers.</p> <p>Locate parts of text that give particular information including labelled diagrams and charts.</p>
		<p><b>POETRY</b></p>	<p>Listen to poems being read and talk about likes and dislikes including ideas, puzzles, words and patterns.</p> <p>Explore <b>Acrostic Poems</b> noting the structure and theme.</p>		<p>Identify and appreciate rhyme and alliteration in poetry.</p> <p>Join in with class rhymes and poems.</p>	<p>Link themes in poetry to their own experiences.</p> <p>Explore <b>Shape Poems/Calligrams</b> noting how the poem is presented in the shape of the object which it is describing and how the layout may either be with the words inside a shape, or around the outline of the shape.</p>	<p>Gather word collections and identify simple repeating patterns describing the effect.</p> <p>Perform in unison, following the rhythm of the poem and keeping time.</p>	<p>Collect class and individual favourite poems for class anthologies, participate in reading aloud.</p> <p>Explore <b>riddles</b> noting how the poem describes a noun but does not name it, how the last line usually directly addresses the reader and uses a question and the mood of the poem being light hearted.</p>	

This document does not constitute the entire reading curriculum. Enjoyment, decoding/fluency development and reasoning should be always ongoing. Children's decoding and fluency progression is an additional strand to the teaching of English, which is tied to the school's phonics teaching approach and early reading strategy.

**Book Levels**

<p>Reading CVCC words using Phase 2 and Phase 3 graphemes. Spelling CVCC words using Phase 2 and Phase 3 graphemes. <b>PLUS Tricky words</b></p>	<p>/zh/, ay, ou, ie, ea, oy, ir, ue, aw, wh, ph, ew, oe, au, a-e, e-e, i-e, o-e, u-e</p> <p><b>PLUS Tricky words</b></p>	<p>Alternative pronunciations: i, o, c, g, u, ow, ie, ea, er, a, y, ch, ou</p> <p><b>PLUS Tricky words</b></p>	<p>Alternative spellings: /c/, /ch/, /t/, /j/, /m/, /n/, /ng/, /r/, /s/, /sh/, /v/, /w/</p> <p><b>PLUS Tricky words</b></p>	<p>Alternative spellings: /e/, /i/, /o/, /ai/, /ee/, /igh/, /oa/, /oo/</p> <p><b>PLUS Tricky words</b></p>	<p>Alternative spellings: /or/, /ur/, /ow/, /oi/, /ear/, /air/, /ure/, /er/</p> <p>Extension: Begin phase 6 adding suffix endings ed, ing to verbs.</p>
--	--	--	---	--	---

\*Big Cat Phonics books are a new scheme and are matched to the specific phonic sounds that the children know

Year 2							
Enjoy		Decode/Fluency Development			Reasoning (GDS) Describe, Explain, Justify, Convince, Prove		
DEFINE Draw on knowledge of vocabulary to understand texts	RETRIEVE Identify/explain key aspects of fiction and non-fiction texts such as characters, events, titles and information		SEQUENCE Identify and explain the sequence of events in texts	INFER Makes inferences from the text		PREDICT Predict what might happen on the basis of what has been read so far	
Discussion	Multiple Choice	Ranking/Ordering	Matching/Labelling	Find and Copy	Short Response	Investigate	
Autumn 1	Autumn 2	Spring 1		Spring 2	Summer 1	Summer 2	
<b>FICTION</b>	Use phonological, contextual, grammatical and graphic knowledge to work out, predict and check the meanings of unfamiliar words and to make sense of what they have read.  Identify and describe characters, expressing own views and using words and phrases from texts.	Use knowledge of familiar texts to re-enact or retell to others, recounting the main points in the correct sequence.  Be aware of story structures, e.g. actions/reactions and the way that stories are built up and concluded.	Discuss reasons for, or causes of, incidents in stories.  Identify and compare basic story elements, e.g. beginnings and endings to different stories.  Explore patterns of literary language.	Re-tell stories to give the main points in sequence and pick out significant incidents.  Understand time and sequential relationships in stories, e.g. what happened and when.  Identify and discuss reasons for events in stories linked to the plot.	Predict story endings/incidents while reading.  Make connections by comparing books by the same author: settings, characters and themes.  Compare books by different authors on similar themes or with similar characters, evaluate and give reasons.	Identify typical themes, e.g. trials and forfeits, good over evil, weak over strong, wise over foolish.	
	<b>NON-FICTION</b>	Identify similarities and differences between fiction and non-fiction and then understand how these are structured.  Explore and note features of non-fiction books that are structured in different ways.  Use dictionaries and glossaries to locate words by using the initial letter.	Explain how the main features of non-fiction texts are used.  Pose questions for research and read non-fiction to find answers.  Locate books by classification in the school library.	Use a contents page and index to navigate a text.  Scan a text to find specific sections, e.g. key words or phrases, subheadings, captions etc.  Identify how written <b>instructions</b> are organised, e.g. lists, numbered points, diagrams with arrows, bullet points, keys.	Understand how to read different non-fiction texts, e.g. know that the reader doesn't need to go from start to finish but actually selects according to what is needed.  Learn about cause and effect non-fiction, the features and language associated with it.	Skim-read the title, contents page illustrations, chapter headings and subheadings.  To predict what the book/text may be about.  Know that glossaries give definitions and explanations; discuss what definitions are and explore some simple definitions in dictionaries.	Understand how to use alphabetically ordered texts to retrieve information.  To evaluate the usefulness of a text for its purpose.
		<b>POETRY</b>	Talk about own views, the subject matter and possible meanings in poems.  Comment on which words have most effect and why.  Explore <b>Diamantes</b> , noting how the poem is presented in the shape of a diamond, precise verbs and how adjectives are used.	Identify and discuss favourite poems and poets, use appropriate terms, e.g. poet, poem, verse, rhyme and refer to the language of the poems.  Identify alliteration and describe the effect.  Perform individually or together, speaking clearly and audibly.	Identify and discuss simple poetry patterns and structures.  Explore <b>Haikus</b> noting its structure, origin and mood.  Perform poems, use actions and sound effects to add to the poem's meaning.	Explore adventurous word choices and explain the effect.  Explore <b>free verse</b> , compare and contrast to structured poems. Note the impact.	Discuss shape poems building on those explored in Year 1, noting how the shape contributes to meaning and effect.  Discuss meanings of words and phrases that create humour and sound effects in poetry, e.g. <b>nonsense poems, tongue twisters and riddles.</b>

This document does not constitute the entire reading curriculum. Enjoyment, decoding/fluency development and reasoning should be always ongoing. Children's decoding and fluency progression is an additional strand to the teaching of English, which is tied to the school's phonics teaching approach and early reading strategy.

**Book Levels**

<p><i>Past tense:</i> Continuous past tense and adding suffix -ed.</p> <p><i>Adding suffixes to verbs:</i> -ing, -er, -est, -ful, -ly, -y, -ment, -ness</p>	<p><i>Adding suffixes to nouns and verbs:</i> -s, -es Possessive apostrophe Consolidation of spelling root words and longer words including taught suffixes, using a range of spelling strategies.</p> <p><b>Common exception words</b></p>	<p><i>Contractions:</i> Isn't, he's, we're, I'll, you're, they're, we'll, can't, didn't, hasn't, couldn't, it's, shouldn't, doesn't, don't, won't.</p> <p><b>Common exception words</b></p>	<p><i>Difficult spelling rules:</i></p> <ul style="list-style-type: none"> <li>• following w is (a)</li> <li>• w following q is (qu)</li> <li>• er following w is (or)</li> <li>• or before l is (a)</li> <li>• words never to end in v</li> </ul> <p><b>Common exception words</b></p>	<p><i>Difficult spelling rules:</i></p> <ul style="list-style-type: none"> <li>• near homophones</li> <li>• ant</li> <li>• ent</li> <li>• -ance</li> <li>• -ence</li> <li>• -tion</li> <li>• ss follows short vowel sound</li> <li>• ff follows a short vowel sound</li> </ul> <p><b>Common exception words</b></p>	<p>Consolidation of all spelling rules covered within Phase 6 and secure application within writing.</p> <p><b>Common exception words</b></p>
---	---	---	---	---	---

\*\*Big Cat Phonics books are a new scheme and are matched to the specific phonic sounds that the children know in addition to a broader diet of reading books and novels are used to support children through KS1 SATs

Year 3										
Enjoy		Decode/Fluency Development			Reasoning (GDS) Describe, Explain, Justify, Convince, Prove					
DEFINE Give/Explain the meaning of words in context	RETRIEVE Retrieve and record information/identify key detail from fiction and non-fiction	SUMMARISE Summarise main ideas from more than one paragraph	INFER Make inferences from the text/explain and justify inferences with evidence from the text	PREDICT Predict what might happen from detail stated or implied	RELATE Identify/Explain how information/narrative content is related and contributes to the meaning as a whole	REXPLORE Identify/Explain how meaning is enhanced through choice of words and phrases	COMPARE Make comparisons within the text			
Discussion	Multiple Choice	Ranking/Ordering	Matching/Labelling	Find and Copy	Short Response	Investigate	Open-ended Response			
Autumn 1		Autumn 2		Spring 1		Spring 2	Summer 1	Summer 2		
<b>FICTION</b> Develop an active attitude towards reading: seeking answers, anticipating events, empathising with characters and imagining events that are described.  Discuss characters feelings and behaviour, e.g. fair or unreasonable, brave or foolish. Describe characters relationships referring to the text and make judgements.		Identify the purpose of dialogue and how it is presented in stories, e.g. through statements, questions, exclamations.  Identify how paragraphing is used to organise dialogue.  Recognise and discuss key themes and conventions.		Re-tell main points of a story in sequence.  Compare different stories, evaluate and justify preferences.  Understand how writers create imaginary words, particularly where this is original or unfamiliar, e.g. science fiction setting.  Note how the writer has evoked the setting through detail used.		Refer to significant aspects of the text, e.g. the opening, build up atmosphere and identify how language is used to create this, e.g. adjectives for description.	Explore narrative order: identify and map out the main stages of the story, e.g. Introduction, build up, climax or conflict and resolution.  Understand how writers use figurative language to create images and atmosphere and describe the effect that this has on the reader.	Investigate and compare the styles and voices of traditional story language and collect examples, e.g. story openings and endings, scene openers, e.g. Now... When... A long time ago...  Identify and explain how dialogue is used to create characterisation and move the story on.		
		Locate information using the contents, index, headings, subheadings and page numbers.  Retrieve and record information from non-fiction, discussing main ideas, taking and organising notes.  Read <b>flow charts</b> and <b>cyclical diagrams</b> that explain a process.		Read information passages and identify the main points or gist of the text, e.g. noting key words and phrases, list the key points covered.  Summarise a paragraph, generating appropriate subheadings. Identify and discuss causal language.		Compare the way information is presented, e.g. look at a variety of information texts, including <b>IT based sources</b> .  Know and use efficient skimming and scanning techniques to purposefully retrieve key information.		Follow a line of enquiry, knowing what information to look for.  Understand how to use contents pages and indexed to locate information.  Summarise in one sentence the content of a passage and the main point it is making.  Explain the features of different forms of <b>chronological reports</b> .	Develop library skills to independently research a topic.  Use scanning to locate information quickly and accurately.  Identify different purposes of <b>instructional texts</b> . Discuss merits and limitations of particular instructional texts and compare with others to give an overall evaluation.	Research a topic using online sources, identifying useful content and discuss bias.  Read a range of <b>persuasive texts</b> . Compare considering the deliberate use of ambiguity, half-truth and bias, how opinion can be disguised to seem like a fact.
		Describe the effect a poem has and suggest possible interpretations.  Explore <b>Clerihews</b> (a four line poem with rhyming couplets) noting structure, rhyme pattern and mood.  Read aloud and recite poems, comparing different views of the same subject.		Distinguish between <b>rhyming and non-rhyming poetry</b> and comment on the impact of layout.  Discuss the choice of words and their impact, noticing how the poet creates 'sound effects' by using alliteration, rhythm or rhyme.		Explain use of figurative language, e.g. simile and how this is used to create pictures.  Prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action.		Compare forms or type of <b>humour in poetry</b> , e.g. word play, joke poems, word games, absurdities, cautionary tales, nonsense verse, limericks.  Discuss how word play is used for extra impact.	Explain the pattern and structure of different simple forms of poetry, e.g. <b>haiku, cinquain, kennings</b> .  Rehearsing poems for performance. Discuss language, including vocabulary, extending their interest in the meaning and origin of words.	Explore poetry that uses sound to create effects, e.g. onomatopoeia, alliteration, distinctive rhythms.  Recite by heart poetry that plays with language or entertains, to recognise rhyme, alliteration and other patterns of sound that create effects.

This document does not constitute the entire reading curriculum. Enjoyment, decoding/fluency development and reasoning should be always ongoing.

**Whole Class Reading**  
 Daily lessons with evidence in English books.  
 Assessment of reading completed via teacher assessment, reading progression document and NFER test  
 Two days focus on work derived from whole class novel  
 Three days linked text work – mixture of fiction, non-fiction and poetry  
 Focus on retrieval and inference skills Tuesday, Wednesday and Thursday

**Individual Reading**  
 Children have own class library book and an age/challenge appropriate Accelerated Reader book.  
 Children are 'tested' on Accelerated Reader every term to ensure appropriate book is given.  
 Children must pass 80% three times to move to the next Accelerated Reader level.  
 Home reading is expected at least three times per week, teachers keep own records and reward system.  
 Independent reading happens daily for fifteen minutes at the end of the day across the school.

Year 4								
Enjoy		Decode/Fluency Development			Reasoning (GDS) Describe, Explain, Justify, Convince, Prove			
DEFINE Give/Explain the meaning of words in context	RETRIEVE Retrieve and record information/Identify key detail from fiction and non-fiction	SUMMARISE Summarise main ideas from more than one paragraph	INFER Make inferences from the text/explain and justify inferences with evidence from the text	PREDICT Predict what might happen from detail stated or implied	RELATE Identify/Explain how information/narrative content is related and contributes to the meaning as a whole	REXPLORE Identify/Explain how meaning is enhanced through choice of words and phrases	COMPARE Make comparisons within the text	
Discussion	Multiple Choice	Ranking/Ordering	Matching/Labelling	Find and Copy	Short Response	Investigate	Open-ended Response	
Autumn 1		Autumn 2		Spring 1		Spring 2	Summer 1	Summer 2
FICTION	Explore chronology in narrative by mapping how much time passes in the course of the story, e.g. noticing where there are jumps in time or where some events are skimmed over quickly and others told in detail.	Compare the structure of different stories to discover how they differ in pace, build up, sequence, complication and resolution.	Understand how paragraphs or chapters are used to collect, order and build up ideas.	Understand how the use of expressive and descriptive language can create moods, arouse expectations, build tension, and describe attitudes or emotions.	Understand the use of figurative language in stories, compare poetic phrasing with narrative/descriptive examples.	Identify social, moral or cultural issues in stories, e.g. the dilemmas faced by characters or the moral of the story and discuss how the characters deal with them.		
	Explore and discuss how sentence structure and powerful language create different effects on the reader.	Identify the main characteristics of the key characters, drawing on the text to justify views and use the information to predict actions.	Explore different cohesive devices.  Identify techniques writers use to create mood and atmosphere.		Understand and explain the difference between what is written and what is implied.	Explore the 'show not tell' techniques.		
	Explain the techniques the author has used to organise a non-fiction text.  Identify how and why paragraphs are used to organise and sequence information.  Identify the features of recounted texts such as <b>sports reports, diaries, and police reports.</b>  Identify the introduction, chronological sequence, supporting illustrations, formality and conjunctions.	Identify different types of non-fiction text, e.g. their content, structure, vocabulary, style, layout and purpose.  Investigate how style and vocabulary are used to convince the intended reader in persuasive texts.  Evaluate <b>advertisements</b> for their impact and honesty, focusing in particular on how information about the product is presented, e.g. exaggerated claims, tactics for grabbing attention, linguistic devices such as puns, jingles, alliteration and invented words.	Investigate how reading strategies are adapted to suit the different properties of IT texts, i.e. those which are scrolled and non-linear in structure, incorporate sound or still and moving images etc.  Identify the key features of <b>explanatory texts</b> , i.e. the purpose to explain a process or to answer a question.  Identify the structure, i.e. introduction followed by sequential explanation in paragraphs.  Identify the language features such as: usually in the present tense, use of conjunctions and cause and effect, use of passive voice, use of diagrams or other illustrations.	Appraise a non-fiction book for its contents and usefulness by scanning, e.g. use of headings and a contents list.  Prepare for factual research by reviewing what is known, what is needed, what is available and where to search.  Summarise a sentence or paragraph by identifying the most important elements and rewording them in a limited number of words.	Mark extracts by annotating and by selecting key headings, words or sentences.  Make short notes e.g. abbreviate ideas, select key words, listing or a diagrammatical form.  Identify the main features of <b>newspapers</b> , including: layout, range of information, voice, formality, and organisation of articles, advertisements and headlines.  Predict newspaper stories from the evidence of headlines, making notes and then checking against the original.	Collect information from a variety of sources and present it in one simple format, e.g. wall chart or a labelled diagram.  Investigate language used for comparison and contrast.		
NON-FICTION	Compare and contrast poems on similar themes, particularly their form and language. Discuss personal preferences and responses.	Describe a poem's impact and explain own interpretation by referring to the poem.	Explore, discuss and describe a specific rhyming form, e.g. a rap.	Study <b>narrative poetry</b> . Compare and contrast to stories.	Recognise, compare and evaluate several different forms of poetry such as free verse, rhyming, shape, narrative and humorous.	Identify clues which suggest poems are older, e.g. through the language use, vocabulary and archaic words.		
	Recognise some different forms of poetry, e.g. <b>free verse</b> and explain features and purposes.	Identify and discuss the powerful words that are linked to the senses.	Identify different patterns of rhyme and verse in poetry, e.g. choruses, rhyming couplets, alternate line rhymes and to then read these out and perform them effectively.	Use drama approaches to understand how to perform poems to support their understanding of the meaning.	Refine performances of poetry by varying volume, pace and use appropriate expression when performing.	Comment on the use of similes and expressive language to create images, sound effects and atmosphere.		
	Understand the following terms and identify them in poems: verse, chorus, couplet, stanza, rhyme, rhythm and alliteration.	Explore <b>Kenning Poems</b> noting structure and the use of metaphor and description.	Use actions, sound effects, musical patterns and images to enhance a poem's meaning.	Use appropriate expression to support comprehension.				
POETRY								

This document does not constitute the entire reading curriculum. Enjoyment, decoding/fluency development and reasoning should be always ongoing.

**Whole Class Reading**

Daily lessons with evidence in English books.  
Assessment of reading completed via teacher assessment, reading progression document and NFER test  
Two days focus on work derived from whole class novel  
Three days linked text work – mixture of fiction, non-fiction and poetry  
Focus on retrieval and inference skills Tuesday, Wednesday and Thursday

**Individual Reading**

Children have own library book and an age/challenge appropriate Accelerated Reader book.  
Children are 'tested' on Accelerated Reader every term to ensure appropriate book is given.  
Children must pass 80% three times to move to the next Accelerated Reader level.  
Home reading is expected at least three times per week, teachers keep own records and reward system.  
Independent reading happens daily for fifteen minutes at the end of the day across the school.

Year 5							
Enjoy		Decode/Fluency Development			Reasoning (GDS) Describe, Explain, Justify, Convince, Prove		
DEFINE Give/Explain the meaning of words in context	RETRIEVE Retrieve and record information/identify key detail from fiction and non-fiction	SUMMARISE Summarise main ideas from more than one paragraph	INFER Make inferences from the text/explain and justify inferences with evidence from the text	PREDICT Predict what might happen from detail stated or implied	RELATE Identify/Explain how information/narrative content is related and contributes to the meaning as a whole	REXPLORE Identify/Explain how meaning is enhanced through choice of words and phrases	COMPARE Make comparisons within the text
Discussion	Multiple Choice	Ranking/Ordering	Matching/Labelling	Find and Copy	Short Response	Investigate	Open-ended Response
Autumn 1		Autumn 2		Spring 1		Spring 2	
<b>FICTION</b>		Understand aspects of narrative structure, e.g. how chapters in a book or paragraphs are linked together.  To know how authors handle time: flashbacks within a story, dreams, how the time is generally conveyed to the reader.  Identify language the writer has chosen for impact and discuss and evaluate the impact on the reader.	Identify the key features of different types of literary text, e.g. stock characters, plot structure and how particular texts conform, develop or undermine the story.  Identify and discuss writer technique such as repetition, recap, alliteration, onomatopoeia to create specific effects.	Explore and understand the difference between literal and figurative language, e.g. through discussing the effects of imagery.  Analyse how individual paragraphs are structured in writing, e.g. comments sequenced to follow the shifting thoughts of a character, examples listed to justify a point and reiterate to give it force.	Articulate personal responses to literature, identifying why and how a text affects the reader.  Identify writer techniques for creating an impact on the reader.  Analyse the success of texts and writers in evoking particular responses in the reader e.g. where suspense is well-built.	Investigate how characters are presented, referring to the text through dialogue, action and description and discuss how the reader responds to them i.e. are they victims, heroes etc.  Examine the character relationships with evidence to support views.	Distinguish between the author and the narrator, investigating narrative viewpoint and the treatment of different characters, e.g. minor characters, heroes, villains and the perspectives on the action from the other characters.
<b>NON-FICTION</b>		Discuss the purpose of note-taking and how this influences the nature of the notes made.  Use simple abbreviations in note taking.  Identify techniques, sentence structure and language techniques that support precise and concise presentation of information.	Locate information confidently and efficiently through: using contents pages, indexes, sections and headings, skimming to gain an overall sense of the text, scanning to locate specific information, close reading to aid understanding, text marking and using IT sources.  Secure the skills of skimming, scanning and efficient reading so that research is fast and effective.	Evaluate texts critically by comparing how different sources treat the same information.  Read and <b>evaluate letters, e.g. from newspapers and magazines that are intended to inform, protest, complain and persuade.</b>  Consider how letters are set out and how language is used, e.g. to gain attention, respect or manipulate.	Comment critically on the language style, success of examples of non-fiction such as reviews, reports and leaflets.  Read and evaluate a range of <b>procedural text</b> in terms of their purposes, organisation and layout, clarity and usefulness.	Read, compare and evaluate examples of <b>arguments</b> and discussions, e.g. letters in press, articles, discussion of issues e.g. animal welfare.  Note how <b>arguments</b> are presented, e.g. ordering points to link them together so that one follows from another, how statistics and graphs can be used to support arguments.	Retrieve record and present information from non-fiction following own lines of enquiry.  Read a range of <b>explanatory texts</b> , investigating and noting features of impersonal style, e.g. complex sentences, use of passive voice, technical vocabulary, use of words/phrases to make sequential causal and logical connections, e.g. while, during, after.
<b>POETRY</b>		Read a number of poems by significant poets and identify what is distinctive about the style or content of their poems.  Explore <b>Iambic Pentameter</b> (a line in verse or poetry that has five strong feet or beats) noting how different lines are constructed, pattern of stressed and unstressed syllables. Explain the effect of lines being constructed in this style.  Prepare readings of poetry with appropriate intonation to show understanding.	Discuss a poet's possible viewpoint, explain and justify own response and interpretation. Discuss how poets draw upon observation, memory and imagination.  Analyse and compare poetic style, use of forms and the themes of significant poets, response to shades of meaning, explain and justify personal tastes, consider the impact of full rhymes, half rhymes and other sound patterns.	Recognise themes in the poems such as love, loss or heroism.  Explore and explain imagery including metaphor and personification.	Explore emotive poems noting techniques used to create an impact to the reader.  Explore how precise word choice evokes more than in described.  Comment critically on the overall impact of the poem, showing how language and themes have been developed.	Identify how language, structure and presentation contribute to meaning of poems.  Explain the use of unusual or surprising language choices and effects such as onomatopoeia and comment on how they influence meaning.  Prepare poems to read aloud and to perform, showing an understanding through intonation, tone and volume so that the meaning is clear to an audience.	Discuss and evaluate how poets use language, including figurative, considering the impact on the reader.  Discuss how linked poems relate to one another by themes, format, repetition, e.g. cycle of poems about the seasons.

This document does not constitute the entire reading curriculum. Enjoyment, decoding/fluency development and reasoning should be always ongoing.

<p><b>Whole Class Reading</b> Daily lessons with evidence in English books. Assessment of reading completed via teacher assessment, reading progression document and NFER test Two days focus on work derived from whole class novel Three days linked text work – mixture of fiction, non-fiction and poetry Focus on retrieval and inference skills Tuesday, Wednesday and Thursday</p>	<p><b>Individual Reading</b> Children have own library book and an age/challenge appropriate Accelerated Reader book. Children are 'tested' on Accelerated Reader every term to ensure appropriate book is given. Children must pass 80% three times to move to the next Accelerated Reader level. Home reading is expected at least three times per week, teachers keep own records and reward system. Independent reading happens daily for fifteen minutes at the end of the day across the school.</p>
---	--

Year 6									
Enjoy		Decode/Fluency Development			Reasoning (GDS) Describe, Explain, Justify, Convince, Prove				
DEFINE Give/Explain the meaning of words in context	RETRIEVE Retrieve and record information/identify key detail from fiction and non-fiction	SUMMARISE Summarise main ideas from more than one paragraph	INFER Make inferences from the text/explain and justify inferences with evidence from the text	PREDICT Predict what might happen from detail stated or implied	RELATE Identify/Explain how information/narrative content is related and contributes to the meaning as a whole	REXPLORE Identify/Explain how meaning is enhanced through choice of words and phrases	COMPARE Make comparisons within the text		
Discussion	Multiple Choice	Ranking/Ordering	Matching/Labelling	Find and Copy	Short Response	Investigate	Open-ended Response		
Autumn 1		Autumn 2		Spring 1		Spring 2			
<p>Compare and evaluate a novel or play in print and the film/TV version, e.g. treatment of the plot and characters, the differences in the two forms, e.g. in seeing the setting, in losing the narrator.</p> <p>Evaluate the effectiveness of dialogue and its purpose.</p> <p>Identify techniques and explain how writers create specific atmospheres.</p>		<p>Take account of viewpoint in a novel through: identifying the narrator, explaining how this influences the reader's view of events, explaining how events might look from a different point of view.</p> <p>Evaluate how effectively the writer has met the purpose of the writing.</p>		<p>Be familiar with the work of some established authors, articulate what is special about their work and explain their preferences in terms of authors, styles and themes.</p> <p>Describe and evaluate the style of an individual writer.</p>		<p>Use implied and multi layered meaning to predict what might happen.</p> <p>Identify and discuss the tone (register) in what is read with reference to the text to justify opinions.</p>		<p>Justify views about texts, offering coherent evidence to support it.</p> <p>Summarise main ideas, identifying key details and using quotations for illustration.</p> <p>Identify and discuss how the writer has used word, structural, audible and visual techniques to create an intentional effect on the reader.</p>	
<p>Review a range of non-fiction text types and characteristics, discussing when a writer might choose to write in a given style and form.</p> <p>Identify intended audiences and purposes for writing and how a writer meets these intentions.</p> <p>Describe layout and presentational devices.</p>		<p>Explore how writers control impersonal writing, particularly the sustained use of the present tense and the passive voice.</p> <p>Note how writers demonstrate an assured and conscious control over levels of formality.</p>		<p>Collect and investigate use of <b>persuasive devices</b>, e.g. words and phrases, persuasive definitions and rhetorical questions.</p> <p>Recognise how <b>arguments</b> are constructed to be effective through the expression, sequence and linking points.</p>		<p>Read and understand examples of <b>official language</b> and its characteristic features, e.g. through discussing consumer information, legal documents, layouts, footnotes, instructions, headings and appendices.</p> <p>Identify the features of <b>balanced written arguments</b>, e.g. summarise different sides to arguments, clarify the strengths and weaknesses of different positions and signal personal opinion clearly.</p>		<p>Identify distinctive language, structural and presentational features in non-fiction texts, demonstrating an understanding of how these help the reader draw meaning from the text.</p>	
<p>Read a range of <b>narrative poems</b>.</p> <p>Interpret poems, explaining how the poet creates shades of meaning.</p> <p>Justify own views and explain underlying themes in a range of poems.</p> <p>Understand terms which describe different kinds of poems, e.g. <b>ballad, sonnet, rap, narrative</b> and identify typical features of each.</p>		<p>Explain the impact of figurative and expressive language, including metaphors.</p> <p>Comment on the structure of poems and how these can influence meaning.</p> <p>Analyse how messages, moods, feelings and attitudes are conveyed in poetry.</p>		<p>Explore how poets use language imaginatively to create surreal, surprising, amusing and inventive poetry.</p> <p>Perform poems varying pitch, pace, volume, rhythm and expression in relation to the poems meaning and form.</p>		<p>Recognise how poets manipulate words for their quality of sound e.g. rhythm and rhyme and for multiple layers of meaning, e.g. through figurative language ambiguity.</p>		<p>Read and interpret poems in which meanings are implied or multi-layered.</p> <p>Discuss challenging poems with others.</p>	
<p>Investigate <b>humorous verse</b>, e.g. how poets play with word meaning and nonsense words.</p> <p>Use actions, sound effects, musical patterns and dramatic interpretation when performing poems.</p>									

This document does not constitute the entire reading curriculum. Enjoyment, decoding/fluency development and reasoning should be always ongoing.

**Whole Class Reading**  
 Daily lessons with evidence in English books.  
 Assessment of reading completed via teacher assessment, reading progression document and NFER test  
 Two days focus on work derived from whole class novel  
 Three days linked text work – mixture of fiction, non-fiction and poetry  
 Focus on retrieval and inference skills Tuesday, Wednesday and Thursday

**Individual Reading**  
 Children have own library book and an age/challenge appropriate Accelerated Reader book.  
 Children are 'tested' on Accelerated Reader every term to ensure appropriate book is given.  
 Children must pass 80% three times to move to the next Accelerated Reader level.  
 Home reading is expected at least three times per week, teachers keep own records and reward system.  
 Independent reading happens daily for fifteen minutes at the end of the day across the school.

FICTION

NON-FICTION

POETRY