

# Leedstown Reading Skills Progression EYFS-Year 6

| Autumn                        | Foundation                                                                                                                                                                                                                                       | Key Stage 1                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                               | Lower Key Stage 2                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                              | Upper Key Stage 2                                                                                                            |                                                                                                                              |
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|                               | EYFS                                                                                                                                                                                                                                             | Y1                                                                                                                                                                           | Y2                                                                                                                                                                                                                                                                                                                                                                                                            | Y3                                                                                                                                                                                                                                                                                           | Y4                                                                                                                                                                                                                                                                                           | Y5                                                                                                                           | Y6                                                                                                                           |
| <b>Phonics &amp; Decoding</b> | <p>Read individual letters by saying the sounds for them. Set 1 single sounds and Set 1 'special friends.'</p> <p>Begin to orally blend sounds into words, so that they can read short words made up of known letter- sound correspondences.</p> | <p>Hear and recognise all of the 40+ phonemes.</p> <p>Match all 40+ graphemes to their phonemes in Set 3.</p> <p>Know which parts of words can be decoded using phonics.</p> | <p>Know that phonemes may be represented by different graphemes.</p> <p>Know that the same grapheme may be read in different ways.</p> <p>Recognise alternatives and consider which will make meaning.</p> <p>Know that some words have unusual correspondence between phoneme and grapheme and recognise these when reading.</p> <p>Understand that some words cannot be decoded with phonic strategies.</p> | <p>Know that phonics is one strategy to read unfamiliar words.</p> <p>Apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words.</p> <p>Know that some words may have a similar pronunciation but may be written differently.</p> | <p>Know that phonics is one strategy to read unfamiliar words.</p> <p>Apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words.</p> <p>Know that many words may have a similar pronunciation but may be written differently.</p> | <p>Apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words.</p> | <p>Apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words.</p> |
| <b>Fluency &amp; Accuracy</b> |                                                                                                                                                                                                                                                  | <p>Identify all 40+ graphemes in reading.</p> <p>Know when to use phonic knowledge to decode words.</p> <p>Blend sounds in unfamiliar words based on known GPCs.</p>         | <p>Understand the importance of decoding words automatically.</p> <p>Use the graphemes taught to blend sounds.</p> <p>Apply phonic knowledge so that reading is fluent</p>                                                                                                                                                                                                                                    | <p>Know when phonic strategies will help to read a word and when they will not.</p> <p>Use analogy drawing on the pronunciation of similar known words to read others.</p>                                                                                                                   | <p>Know when phonic strategies will help to read a word and when they will not.</p> <p>Use analogy drawing on the pronunciation of similar known words to read others.</p>                                                                                                                   | <p>Attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words.</p>                        | <p>Attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words.</p>                        |

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|  |  | Read phonically decodable texts confidently. |  |  |  |  |  |
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|                               |  |                                                                                                                                                                                                 | <p>Know that familiar words do not need to be sounded out and blended.</p> <p>Read familiar words automatically and accurately without overt sounding or blending.</p> <p>Use other strategies to support fluent decoding.</p> <p>Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.</p> <p>Re-read books closely matched to their phonic knowledge to build fluency and confidence.</p> |                                                                                                                                                                                              |                                                                                                                                                                                              |                                                                                                                                        |                                                                                                                                        |
| <p><b>Exception Words</b></p> |  | <p>Read common exception words, noting unusual correspondence between spelling and the sound and where these occur in the word.</p> <p>Know that words can have omitted letters and that an</p> | <p>Read further common exception words, noting unusual correspondence between spelling and the sound and where these occur in the word.</p> <p>Understand that some words cannot be</p>                                                                                                                                                                                                                                                                                                           | <p>Read further common exception words, noting unusual correspondence between spelling and the sound and where these occur in the word.</p> <p>Use knowledge of unusual phoneme/grapheme</p> | <p>Read further common exception words, noting unusual correspondence between spelling and the sound and where these occur in the word.</p> <p>Use knowledge of unusual phoneme/grapheme</p> | <p>Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</p> | <p>Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</p> |

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|                                                   |  | <p>apostrophe represents the omitted letters.</p> <p>Find contractions in reading.</p> <p>Read words with contractions.</p>              | <p>decoded with phonic strategies.</p>                                                                                                                            | <p>correspondences to read unfamiliar words.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <p>correspondences to read unfamiliar words.</p>                                                                                                                                                                                                                                                                                      |  |  |
| <p><b>Root Words, Prefixes &amp; Suffixes</b></p> |  | <p>Read words with familiar endings - s, es, ing, ed, er, est.</p> <p>Read words of more than one syllable that contain taught GPCs.</p> | <p>Recognise syllables in words.</p> <p>Know that breaking words into syllables helps fluent decoding.</p> <p>Read words of two or more syllables accurately.</p> | <p>Know what a root word is.</p> <p>Understand how to use a root word to help read unfamiliar words.</p> <p>Use root words to help understand the meaning of unfamiliar words.</p> <p>Know what prefixes and suffixes are.</p> <p>Understand how prefixes and suffixes can change the meaning of a word.</p> <p>Use prefixes and suffixes to read unfamiliar words.</p> <p>Use prefixes and suffixes to understand the meaning of unfamiliar words</p> <p>Know that unfamiliar words can be read by using knowledge of known similar words (analogy).</p> | <p>Use root words to help understand the meaning of unfamiliar words.</p> <p>Use knowledge of learned prefixes and suffixes to read unfamiliar words. Use prefixes and suffixes to understand the meaning of unfamiliar words.</p> <p>Know that unfamiliar words can be read by using knowledge of known similar words (analogy).</p> |  |  |

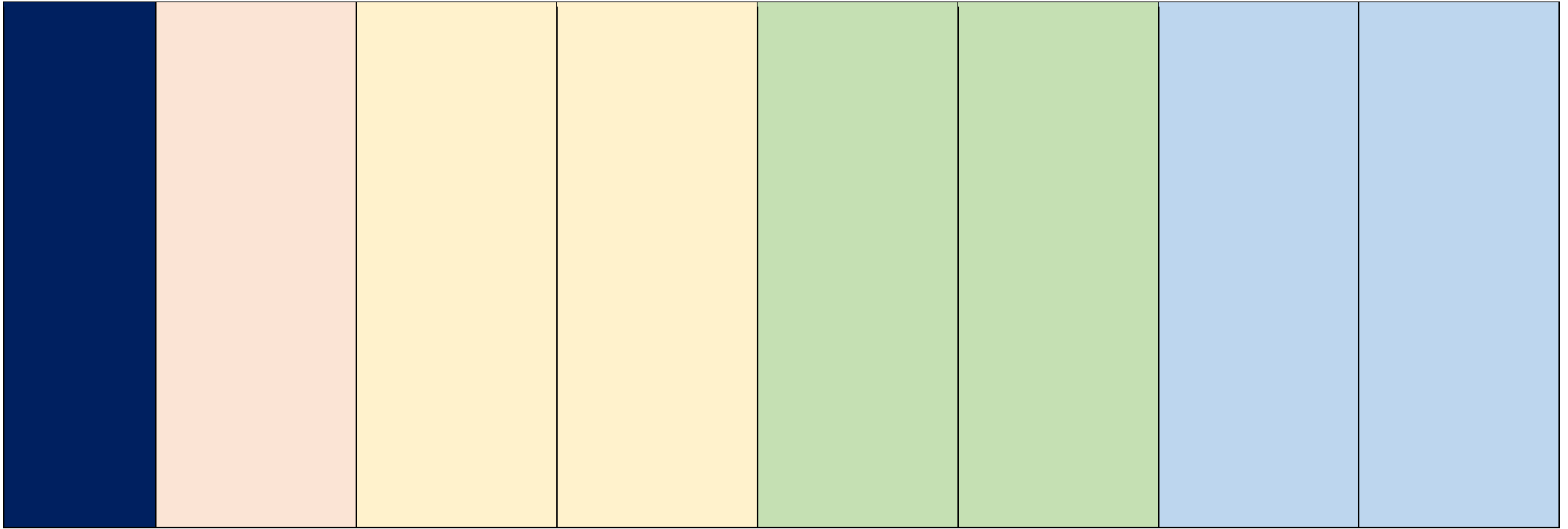
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| <p><b>Reading Widely</b></p> | <p>Engage in story time (CL)</p> | <p>Know some key stories.</p> <p>Know that stories can have similar patterns of events.</p> <p>Know that stories can have similar characters.</p> <p>Make links to other stories.</p> <p>Make links with characters in other stories.</p> | <p>Know that there are different kinds of stories.</p> <p>Listen to or read a range of different kinds of stories.</p> <p>Make choices about books to read.</p> | <p>Know that there are different kinds of narrative stories.</p> <p>Understand that the organisation and layout may be different according to the purpose of the book.</p> | <p>Know that there is a range of narrative stories.</p> <p>Know that the organisation and layout of books vary according to the purpose of book.</p> <p>Identify words and language that show the setting of a book – historical, cultural or social.</p> <p>Find similarities in books read.</p> | <p>Know that there is a range of narrative genres which includes classic and traditional stories, myths and legends, poems and play scripts.</p> <p>Know that these are structured in different ways.</p> <p>Discuss and explain how and why they have different structures.</p> <p>Know that the context in which it was written can affect a text. For example, a classic text reflects how an audience of that time will react.</p> <p>Compare books with similar themes</p> <p>Make connections between other similar texts, prior knowledge and experience.</p> <p>Compare different versions of texts.</p> | <p>Be familiar with a range of narrative genres which includes classic and traditional stories, myths and legends, poems and play scripts.</p> <p>Know that texts can have elements of more than one text type.</p> <p>Identify the elements included in a text type.</p> <p>Know that the context in which it was written can affect a text. For example, a classic text reflects how an audience of that time will react.</p> <p>Make connections between texts which may not initially seem similar.</p> <p>Explain why there are connections, using evidence.</p> <p>Compare and contrast themes in a range of books.</p> <p>Explain how there are common themes in different books, using evidence from reading.</p> |
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| <p><b>Discussing Texts</b></p>                    | <p>Listen to and talk about stories to build familiarity and understanding. (CL)</p> | <p>Say what they like or dislike about a book.</p> <p>Say if it reminds them of another story or something that they have experienced.</p> <p>Listen to others' ideas about a book.</p>                                                                                                                                                                                                               | <p>Explain why books or stories are preferred.</p> <p>Talk about books or poems read.</p> <p>Give an opinion on books or poems read.</p> <p>Find favourite words and phrases.</p> <p>Find and discuss the setting or time in books or stories.</p>                                                                                                                                                                              | <p>Discuss a range of narrative stories and their similarities and differences.</p> <p>Discuss the meaning of words and language in poems.</p> <p>Give a personal response to a text and explain response.</p>                                                                                                                                                                                                           | <p>Discuss the range of narrative stories introduced so far and consider differences and similarities.</p> <p>Compare the writer's intended response to a text with own personal response.</p>                                                                                                                                                                                                                                           | <p>Explain why they enjoyed a book or poem and who might also enjoy it.</p> <p>Give a personal point of view about a text.</p> <p>Listen to others' ideas and opinions about a text.</p>                                                                                                                                                                                                                                             | <p>Explain why they enjoyed a book or poem and who might also enjoy it.</p> <p>Give a personal point of view about a text.</p> <p>Listen to others' ideas and opinions about a text.</p>                                                                                                                                                                                                                         |
| <p><b>Understanding Text &amp; Vocabulary</b></p> |                                                                                      | <p>Know that there are different kinds of books.</p> <p>Find the title, author and the illustrator of a book.</p> <p>Identify the key events in a story.</p> <p>Identify the characters in a story.</p> <p>Recognise key story language.</p> <p>Recognise repeated or patterned language.</p> <p>Use prior knowledge to understand texts.</p> <p>Identify unfamiliar words and ask about meaning.</p> | <p>Know that books or texts have a purpose.</p> <p>Check that text read makes sense and re read when meaning is lost.</p> <p>Self-correct when meaning is lost.</p> <p>Use the context to understand texts.</p> <p>Ask questions to clarify understanding.</p> <p>Know that stories and poems can have patterned or recurring literary language.</p> <p>Find patterned or recurring literary language in poems and stories.</p> | <p>Understand that a sequence of events in a narrative is called the plot.</p> <p>Know that there will be unfamiliar words in a text.</p> <p>Use the context of unfamiliar words to explain their meaning.</p> <p>Identify any words that are unfamiliar and discuss these.</p> <p>Record words and language from reading to use in own writing.</p> <p>Ask questions to ensure and clarify understanding of a text.</p> | <p>Understand that narratives have different plot patterns.</p> <p>Identify any words that are unfamiliar and discuss these.</p> <p>Use a dictionary to check or find the meaning of new or unfamiliar words.</p> <p>Identify different openings in different books.</p> <p>Understand that a reader needs to interact with a text to understand it fully.</p> <p>Actively seek the meaning of any words or language not understood.</p> | <p>Understand that there will be unfamiliar words in texts read.</p> <p>Use dictionaries to check or find the meaning of unfamiliar words.</p> <p>Use meaning-seeking strategies to explore the meaning of words in context.</p> <p>Understand that a narrative can be told from different points of view – narrator, character.</p> <p>Ask questions to improve understanding.</p> <p>Re-read to check that text is meaningful.</p> | <p>Understand that there will be unfamiliar words in texts read.</p> <p>Use dictionaries to check or find the meaning of unfamiliar words.</p> <p>Use meaning-seeking strategies to explore the meaning of increasingly ambitious words in context.</p> <p>Understand that a narrative can be told from different points of view – narrator, character.</p> <p>Know that points of view can also be implied.</p> |

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|                                          |  | <p>Discuss the meaning of unfamiliar words.</p> <p>Record words and language from reading to use in own writing.</p> | <p>Record words and language from reading to use in own writing</p>                 |                                                                                     | <p>Ask questions to ensure understanding of a text.</p> <p>Record words and language from reading to use in own writing.</p> | <p>Record effective words and language from reading to use in own writing.</p> <p>Understand the difference between fact and opinion.</p> <p>Record examples of effective techniques and structures from reading to use in own writing.</p> | <p>Ask questions to improve and deepen understanding.</p> <p>Re-read to check that text is meaningful.</p> <p>Record effective and increasingly ambitious words and language from reading to use in own writing.</p> <p>Know that a text may need to be read slowly or re-read to deepen understanding.</p> <p>Understand the difference between fact and opinion.</p> <p>Record examples of a growing number of literary techniques and structures from reading to use in own writing.</p> |
| <p><b>Retrieving and Summarising</b></p> |  | <p>Answer retrieval questions about a text or story that they read independently and those read to them.</p>         | <p>Find the answers to retrieval questions in narratives and non-fiction texts,</p> | <p>Find the answers to retrieval questions in narratives and non-fiction texts,</p> | <p>Find the answers to retrieval questions in narratives and non-fiction texts,</p>                                          | <p>Use skimming and scanning to find information needed.</p> <p>Make notes on needed information.</p> <p>Summarise the main ideas drawn from a text.</p>                                                                                    | <p>Use point, evidence and explanation to respond to questions about texts.</p> <p>Summarise the main ideas drawn from a text.</p> <p>Find key information from different parts of the text.</p>                                                                                                                                                                                                                                                                                            |



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|                                 |  |                                                                                      |                                                                                                                       |                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                 | Find key information from different parts of the text.                                                                                                                                                                                                                                                                                                                     | Find identified key information in longer and more complex texts.                                                                                                                                                                                                                                                                                                                                                      |
| <b>Inference and Prediction</b> |  | Use picture clues to support understanding.<br><br>Recognise a character's feelings. | Know what inference 'reading between the lines' means.<br><br>Find inference about characters' feelings and thoughts. | Know that characters' actions can tell the reader about their thoughts, feelings and motives.<br><br>Infer characters' feelings, thoughts and motives from their actions. | Ask questions to deepen understanding of a text. – between and beyond the lines.<br><br>Understand why a character acted or responded or felt in a certain way.<br><br>Infer meaning using evidence from events, description, and dialogue.                                                                                                     | Understand that inferences can be drawn from different parts of the text.<br><br>Understand that inferences can be made by reading between and beyond the lines.<br><br>Make predictions from evidence found and implied information.                                                                                                                                      | Know that texts have different layers of meaning – between the lines and beyond the lines.<br><br>Make predictions from evidence found and implied information.                                                                                                                                                                                                                                                        |
| <b>Author Style and Intent</b>  |  | Understand that a writer can leave gaps for the reader to fill.                      | Recognise key ideas in a text.<br><br>Know that word choice affect meaning.                                           | Identify the main idea in a text.<br><br>Know that writers choose words and language to create an effect on the reader.                                                   | Identify the main idea/s in a text.<br><br>Identify main idea in paragraphs in a text.<br><br>Understand that a writer can use patterned language for effect.<br><br>Explain how the writer has used words and language to show the setting of a book.<br><br>Know that writers choose words and language to show atmosphere, mood or feelings. | Find the theme in a book.<br><br>Understand that a writer moves events forward through a balance of dialogue, action and description.<br><br>Explore how dialogue is used to develop character.<br><br>Understand that writers use language for precise effect and that this may include precise nouns, precisely chosen adjectives, well developed noun phrases, similes, | Identify themes in books which have different cultural, social or historical contexts.<br><br>Explain how the choices a writer has made about the structure of a text support its purpose.<br><br>Identify the characteristics of a writer's style.<br><br>Identify the techniques used to create feelings, atmosphere, mood or messages.<br><br>Know that the word and language choices support the writer's purpose. |

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|                                                     |                                                                                  |                                                                                                                                  |                                                                                                                                                                                                                                                                                   |                                                                                                                                                                           | <p>Understand that writers open stories in different ways.</p> <p>Understand that a writer wants the reader to respond in a certain way.</p> | <p>metaphors, personification etc.</p> <p>Understand that a writer uses different sentence structures and techniques to create effects.</p> <p>Explore the structures and techniques used. For example, short sentences, rhetorical questions, ellipsis, flashbacks.</p> <p>Understand that the writer may have a viewpoint.</p> | <p>Know that the techniques and structures used support the writer's purpose.</p> <p>Understand that the writer may have a viewpoint.</p> |
| <p><b>Poetry, Performance and Reading Aloud</b></p> | <p>Listen carefully to rhymes and songs, paying attention to how they sound.</p> | <p>Retell key stories orally using narrative language.</p> <p>Recognise poems and rhymes.</p> <p>Recognise rhyming language.</p> | <p>Retell a story with the key events and the characters.</p> <p>Find the answers to retrieval questions in poetry</p> <p>Know the difference between poetry and narrative.</p> <p>Know that there are different types of poetry.</p> <p>Listen to different types of poetry.</p> | <p>Retell some stories by heart.</p> <p>Know that there are different types of poetry.</p> <p>Recognise and name different types of poetry that have been introduced.</p> | <p>Know that there are different types of poetry.</p> <p>Recognise and name different types of poems which have been introduced.</p>         | <p>Present an oral overview or summary of a text.</p> <p>Learn a wider range of poetry by heart.</p>                                                                                                                                                                                                                             | <p>Present an oral overview or summary of a text.</p> <p>Learn a wider range of poetry by heart.</p>                                      |

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| <b>Non-Fiction</b> | Listen to and talk about selected non-fiction to develop a deep familiarity with new | Know the difference between a story book and an information book. | Find the answers to retrieval questions in non-fiction texts                                                                        | Know that there are different kinds of nonfiction books.                                                                          | Choose a specific nonfiction book for a specific purpose.                                                                                 | Know that non-fiction texts are structured to guide the reader to information.                                                                               | Know that non-fiction texts may include a creative, fictional element.      |
|                    | knowledge and vocabulary. Engage in non-fiction books. (CL)                          |                                                                   | Know that non-fiction books are organised differently from fiction texts.<br><br>Know how to find information in a nonfiction book. | Know that non-fiction books are structured in different ways.<br><br>Record key words or information found in a non-fiction text. | Know where to find the specific information needed in the book.<br><br>Know how to use a non-fiction book to find identified information. | Explain how the structure guides the reader to find specific information.<br><br>Evaluate the usefulness of a non-fiction book to research questions raised. | Evaluate the usefulness of a non-fiction book to research questions raised. |

# Leedstown Spring Term Reading Skills Progression EYFS Year 6

| Spring                        | Foundation                                                                                                                                                                                                                                     | Key Stage 1                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                               | Lower Key Stage 2                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                              | Upper Key Stage 2                                                                                                            |                                                                                                                              |
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|                               | EYFS                                                                                                                                                                                                                                           | Y1                                                                                                                                                                           | Y2                                                                                                                                                                                                                                                                                                                                                                                                            | Y3                                                                                                                                                                                                                                                                                           | Y4                                                                                                                                                                                                                                                                                           | Y5                                                                                                                           | Y6                                                                                                                           |
| <b>Phonics &amp; Decoding</b> | <p>Read some letter groups that each represent one sound and say sounds for them. Set 1 special friends.</p> <p>Begin to orally blend sounds into words, so that they can read short words made up of known letter– sound correspondences.</p> | <p>Hear and recognise all of the 40+ phonemes.</p> <p>Match all 40+ graphemes to their phonemes in Set 3.</p> <p>Know which parts of words can be decoded using phonics.</p> | <p>Know that phonemes may be represented by different graphemes.</p> <p>Know that the same grapheme may be read in different ways.</p> <p>Recognise alternatives and consider which will make meaning.</p> <p>Know that some words have unusual correspondence between phoneme and grapheme and recognise these when reading.</p> <p>Understand that some words cannot be decoded with phonic strategies.</p> | <p>Know that phonics is one strategy to read unfamiliar words.</p> <p>Apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words.</p> <p>Know that some words may have a similar pronunciation but may be written differently.</p> | <p>Know that phonics is one strategy to read unfamiliar words.</p> <p>Apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words.</p> <p>Know that many words may have a similar pronunciation but may be written differently.</p> | <p>Apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words.</p> | <p>Apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words.</p> |

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| <p><b>Fluency &amp; Accuracy</b></p> | <p>Read simple phrases and sentences made up of words with known letter-sound correspondences</p> | <p>Identify all 40+ graphemes in reading.</p> <p>Know when to use phonic knowledge to decode words.</p> <p>Blend sounds in unfamiliar words based on known GPCs.</p> <p>Read phonically decodable texts confidently.</p> | <p>Understand the importance of decoding words automatically.</p> <p>Use the graphemes taught to blend sounds.</p> <p>Apply phonic knowledge so that reading is fluent</p> | <p>Know when phonic strategies will help to read a word and when they will not.</p> <p>Use analogy drawing on the pronunciation of similar known words to read others.</p> | <p>Know when phonic strategies will help to read a word and when they will not.</p> <p>Use analogy drawing on the pronunciation of similar known words to read others.</p> | <p>Attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words.</p> | <p>Attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words.</p> |
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|                               |                                                                                                                                                        |                                                                                                                                     | <p>Know that familiar words do not need to be sounded out and blended.</p> <p>Read familiar words automatically and accurately without overt sounding or blending.</p> <p>Use other strategies to support fluent decoding.</p> <p>Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.</p> <p>Re-read books closely matched to their phonic knowledge to build fluency and confidence.</p> |                                                                                                                                                                             |                                                                                                                                                                             |                                                                                                                                        |                                                                                                                                        |
| <p><b>Exception Words</b></p> | <p>Read a few common exception words matched to the school's phonic programme, including l, of, my, to, the, no, your, said, you, my, he, are, of.</p> | <p>Read common exception words, noting unusual correspondence between spelling and the sound and where these occur in the word.</p> | <p>Read further common exception words, noting unusual correspondence between spelling and the sound and where these occur in the word.</p> <p>Understand that some words cannot be</p>                                                                                                                                                                                                                                                                                                           | <p>Read further common exception words, noting unusual correspondence between spelling and the sound and where these occur in the word.</p> <p>Use knowledge of unusual</p> | <p>Read further common exception words, noting unusual correspondence between spelling and the sound and where these occur in the word.</p> <p>Use knowledge of unusual</p> | <p>Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</p> | <p>Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</p> |

# Leedstown Spring Term Reading Skills Progression EYFS Year 6

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|  |  | <p>Know that words can have omitted letters and that an</p>                                                                 |                                        | <p>phoneme/grapheme</p>                          | <p>phoneme/grapheme</p>                          |  |  |
|  |  | <p>apostrophe represents the omitted letters.</p> <p>Find contractions in reading.</p> <p>Read words with contractions.</p> | <p>decoded with phonic strategies.</p> | <p>correspondences to read unfamiliar words.</p> | <p>correspondences to read unfamiliar words.</p> |  |  |

# Leedstown Spring Term Reading Skills Progression EYFS Year 6

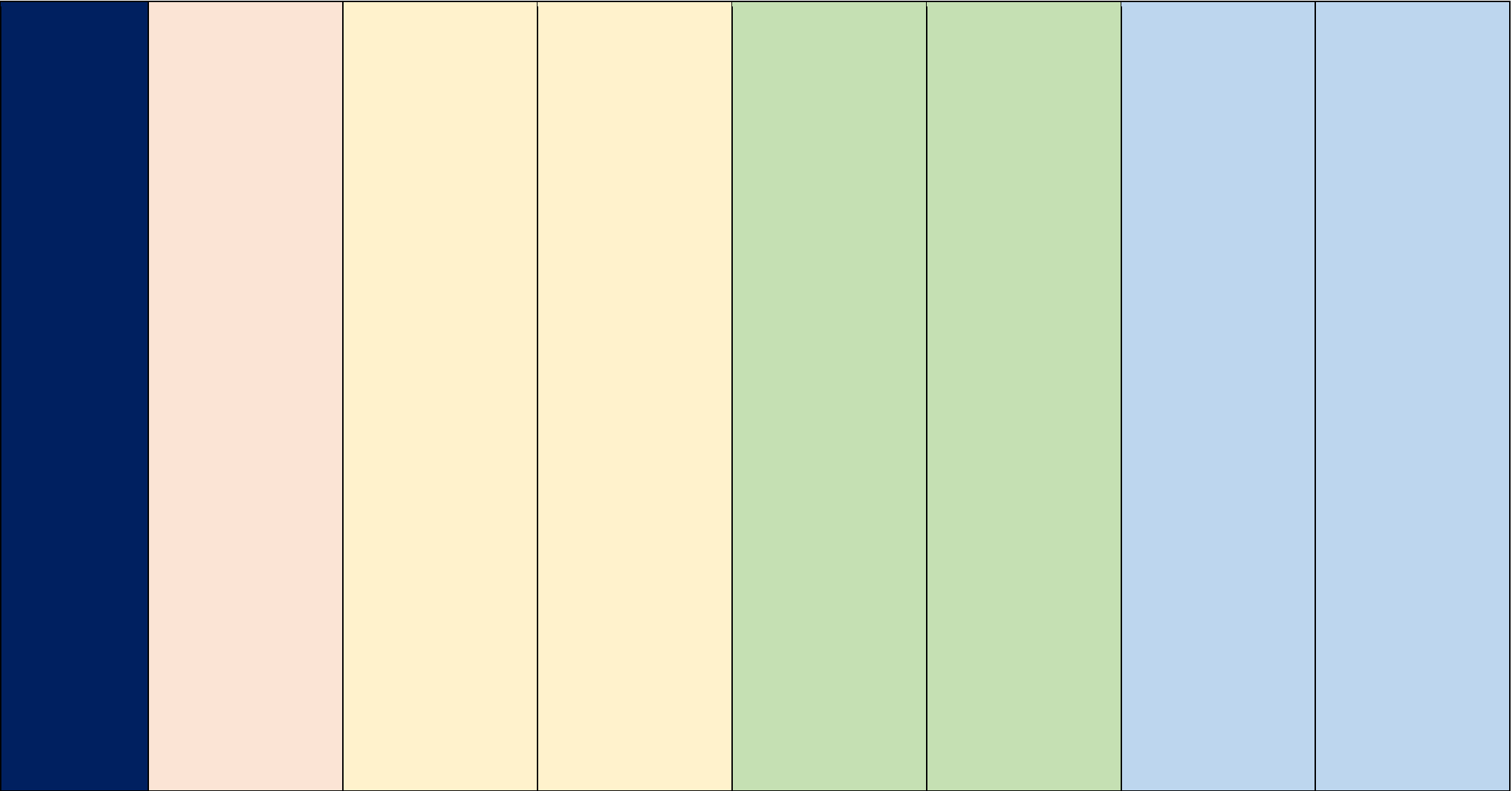
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| <p><b>Root Words, Prefixes &amp; Suffixes</b></p> |  | <p>Read words with familiar endings - s, es, ing, ed, er, est.</p> <p>Read words of more than one syllable that contain taught GPCs.</p> | <p>Recognise syllables in words.</p> <p>Know that breaking words into syllables helps fluent decoding.</p> <p>Read words of two or more syllables accurately.</p> | <p>Know what a root word is.</p> <p>Understand how to use a root word to help read unfamiliar words.</p> <p>Use root words to help understand the meaning of unfamiliar words.</p> <p>Know what prefixes and suffixes are.</p> <p>Understand how prefixes and suffixes can change the meaning of a word.</p> <p>Use prefixes and suffixes to read unfamiliar words.</p> <p>Use prefixes and suffixes to understand the meaning of unfamiliar words</p> <p>Know that unfamiliar words can be read by using knowledge of known similar words (analogy).</p> | <p>Use root words to help understand the meaning of unfamiliar words.</p> <p>Use knowledge of learned prefixes and suffixes to read unfamiliar words. Use prefixes and suffixes to understand the meaning of unfamiliar words.</p> <p>Know that unfamiliar words can be read by using knowledge of known similar words (analogy).</p> |  |  |
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# Leedstown Spring Term Reading Skills Progression EYFS Year 6

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| <p><b>Reading Widely</b></p> | <p>Engage in story time (CL)</p> | <p>Know some key stories.</p> <p>Know that stories can have similar patterns of events.</p> <p>Know that stories can have similar characters.</p> <p>Make links to other stories.</p> <p>Make links with characters in other stories.</p> | <p>Know that there are different kinds of stories.</p> <p>Listen to or read a range of different kinds of stories.</p> <p>Make choices about books to read.</p> <p>Use prior knowledge and reading experiences to understand text.</p> <p>Know that books and stories are set in different places and times.</p> | <p>Know that different kinds of narratives are written with different language.</p> <p>Recognise the literary language typical of narrative genres read.</p> <p>Identify the organisation and layout in books.</p> | <p>Know that there is a range of narrative stories.</p> <p>Identify words and language that show the setting of a book – historical, cultural or social.</p> <p>Use the organisation and layout of a book to find specific information.</p> <p>Find similarities in books read.</p> | <p>Know that there is a range of narrative genres which includes classic and traditional stories, myths and legends, poems and play scripts.</p> <p>Know that these are structured in different ways.</p> <p>Discuss and explain how and why they have different structures.</p> <p>Know that the context in which it was written can affect a text. For example, a classic text reflects how an audience of that time will react.</p> <p>Compare books with similar themes</p> <p>Make connections between other similar texts, prior knowledge and experience.</p> <p>Compare different versions of texts.</p> <p>Explain the similarities and differences between different versions of texts.</p> | <p>Be familiar with a range of narrative genres which includes classic and traditional stories, myths and legends, poems and play scripts.</p> <p>Know that texts can have elements of more than one text type.</p> <p>Identify the elements included in a text type.</p> <p>Know that style and vocabulary are linked to the purpose of the text.</p> <p>Know that the context in which it was written can affect a text. For example, a classic text reflects how an audience of that time will react.</p> <p>Make connections between texts which may not initially seem similar.</p> <p>Explain why there are connections, using evidence.</p> <p>Explain the similarities and differences between different versions of texts.</p> |
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Leedstown Spring Term Reading Skills Progression EYFS Year 6



# Leedstown Spring Term Reading Skills Progression EYFS Year 6

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|                         |                                                                               |                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                           | Compare and contrast themes in a range of books.                                                                                                                                                                                                                                                                                          |
| <b>Discussing Texts</b> | Listen to and talk about stories to build familiarity and understanding. (CL) | <p>Use information from the story to support opinion.</p> <p>Say if it reminds them of another story or something that they have experienced.</p> <p>Listen to others' ideas about a book.</p> <p>Say whether they agree or disagree with other's ideas.</p> | <p>Explain why books or stories are preferred.</p> <p>Talk about books or poems read.</p> <p>Give an opinion on books or poems read.</p> <p>Talk about favourite words and phrases</p> <p>Find and discuss the setting or time in books or stories.</p> | <p>Discuss a range of narrative stories and their similarities and differences.</p> <p>Discuss the meaning of words and language in poems.</p> <p>Give a personal response to a text and explain response.</p> <p>Use evidence from the text to support response.</p> | <p>Discuss the range of narrative stories introduced so far and consider differences and similarities.</p> <p>Compare the writer's intended response to a text with own personal response.</p> | <p>Explain why they enjoyed a book or poem and who might also enjoy it.</p> <p>Give a personal point of view about a text.</p> <p>Explain the reasons for a viewpoint, using evidence from the text.</p> <p>Listen to others' ideas and opinions about a text.</p> <p>Build on others' ideas and opinions about a text in discussion.</p> | <p>Explain why they enjoyed a book or poem and who might also enjoy it.</p> <p>Give a personal point of view about a text.</p> <p>Explain the reasons for a viewpoint, using evidence from the text.</p> <p>Listen to others' ideas and opinions about a text.</p> <p>Build on others' ideas and opinions about a text in discussion.</p> |

# Leedstown Spring Term Reading Skills Progression EYFS Year 6

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| <p><b>Understanding Text &amp; Vocabulary</b></p> |  | <p>Find the title, author and the illustrator of a book.</p> <p>Identify the key events in a story.</p> <p>Identify the characters in a story.</p> <p>Find key story language in stories read aloud or read independently.</p> <p>Recognise repeated or patterned language.</p> <p>Use prior knowledge to understand texts.</p> | <p>Identify the purpose of a book or text.</p> <p>Check that text read makes sense and re read when meaning is lost.</p> <p>Self-correct when meaning is lost.</p> <p>Use the context to understand texts.</p> <p>Ask questions to clarify understanding.</p> <p>Find patterned or recurring literary</p> | <p>Identify the plot in a narrative.</p> <p>Know that there will be unfamiliar words in a text.</p> <p>Use the context of unfamiliar words to explain their meaning.</p> <p>Use dictionaries to check or find the meaning of unfamiliar words.</p> <p>Record words and language from reading to use in own writing.</p> | <p>Understand that narratives have different plot patterns.</p> <p>Know that the plot develops in different ways according to the plot pattern.</p> <p>Use a dictionary to check or find the meaning of new or unfamiliar words.</p> <p>Identify different openings in different books.</p> <p>Compare different story openings.</p> | <p>Use dictionaries to check or find the meaning of unfamiliar words.</p> <p>Use meaning-seeking strategies to explore the meaning of words in context.</p> <p>Use meaning-seeking strategies to explore the meaning of idiomatic and figurative language.</p> <p>Identify the point of view in a narrative.</p> | <p>Use dictionaries to check or find the meaning of unfamiliar words.</p> <p>Use meaning-seeking strategies to explore the meaning of increasingly ambitious words in context.</p> <p>Use meaning-seeking strategies to explore the meaning of idiomatic and figurative language.</p> <p>Identify the point of view in a narrative.</p> |
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# Leedstown Spring Term Reading Skills Progression EYFS Year 6

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|                                          |  | <p>Identify unfamiliar words and ask about meaning.</p> <p>Discuss the meaning of unfamiliar words.</p> <p>Use the context to make informed guesses about the meaning of unfamiliar words.</p> <p>Record words and language from reading to use in own writing.</p> | <p>language in poems and stories.</p> <p>Record words and language from reading to use in own writing</p> | <p>Ask questions to ensure and clarify understanding of a text.</p>                | <p>Find similarities in the use of language and openings in books experienced.</p> <p>Identify any words that are unfamiliar and discuss these.</p> <p>Understand that a reader needs to interact with a text to understand it fully.</p> <p>Actively seek the meaning of any words or language not understood.</p> <p>Ask questions to ensure understanding of a text.</p> <p>Record words and language from reading to use in own writing.</p> | <p>Ask questions to improve understanding.</p> <p>Re-read to check that text is meaningful.</p> <p>Record effective words and language from reading to use in own writing.</p> <p>Find examples of fact and opinion in texts.</p> <p>Record examples of effective techniques and structures from reading to use in own writing.</p> | <p>Know that points of view can also be implied.</p> <p>Identify implied points of view.</p> <p>Record effective and increasingly ambitious words and language from reading to use in own writing.</p> <p>Ask questions to improve and deepen understanding.</p> <p>Re-read to check that text is meaningful.</p> <p>Find examples of fact and opinion in texts.</p> <p>Record examples of a growing number of literary techniques and structures from reading to use in own writing.</p> |
| <p><b>Retrieving and Summarising</b></p> |  | <p>Answer retrieval questions about a text or story that they read independently and those read to them.</p>                                                                                                                                                        | <p>Find the answers to retrieval questions in narratives and nonfiction texts.</p>                        | <p>Find the answers to retrieval questions in narratives and nonfiction texts.</p> | <p>Know that the main idea of a text can be summarised in a sentence.</p> <p>Summarise the main idea of a text in a sentence.</p>                                                                                                                                                                                                                                                                                                                | <p>Use skimming and scanning to find information needed.</p> <p>Make notes on needed information.</p> <p>Organise notes.</p> <p>Summarise the main ideas drawn from a text.</p>                                                                                                                                                     | <p>Use point, evidence and explanation to respond to questions about texts.</p> <p>Summarise key information into sentences.</p> <p>Find key information from different parts of the text.</p>                                                                                                                                                                                                                                                                                            |

# Leedstown Spring Term Reading Skills Progression EYFS Year 6

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|                                 |  |                                                                                                                                                                           |                                                                                                                                                                                                                          |                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                               | Find key information from different parts of the text.<br>Summarise key information from different parts of the text.                                                                                                                                                                                                                                             | Find identified key information in longer and more complex texts.<br>Collate key information and evaluate its relevance.                                                                                    |
| <b>Inference and Prediction</b> |  | Recognise a character's feelings.<br>Say why a character has a feeling.<br>Use picture clues to deepen understanding.<br>Answer questions which fill the gaps in a story. | Find inference about characters' feelings and thoughts.<br>Explain inferences about characters' feelings and thoughts.<br>Make predictions about possible events.<br>Make predictions about how characters might behave. | Infer characters' feelings, thoughts and motives from their actions.<br>Explain how characters' actions can tell the reader about their thoughts, feelings and motives.<br>Use clues from the text to predict what might happen next. | Ask questions to deepen understanding of a text. – between and beyond the lines.<br>Understand why a character acted or responded or felt in a certain way.<br>Infer meaning using evidence from events, description and dialogue.<br>Make predictions based on the text and from knowledge from other books. | Understand that inferences can be drawn from different parts of the text.<br>Understand that inferences can be made by reading between and beyond the lines.<br>Draw inferences such as inferring characters' feelings, thoughts and motives from their actions at different points in the text.<br>Make predictions from evidence found and implied information. | Make predictions using knowledge of the conventions of different genres and text types.<br>Find the different layers of meaning in a text.<br>Make predictions from evidence found and implied information. |

# Leedstown Spring Term Reading Skills Progression EYFS Year 6

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| <p><b>Author Style and Intent</b></p> |  | <p>Understand that a writer can leave gaps for the reader to fill.</p> | <p>Recognise key ideas in a text.</p> <p>Recognise that a writer can have a message for the reader.</p> <p>Explain why a writer has chosen a word to affect meaning.</p> | <p>Identify the main idea in a text.</p> <p>Know that the main idea in a narrative may also have a message for the reader.</p> <p>Explain the message for the reader.</p> | <p>Identify the main idea/s in a text.</p> <p>Identify main idea in paragraphs in a text.</p> <p>Know that many books have themes and discuss possible themes in a book.</p> | <p>Find the theme in a book.</p> <p>Understand that a writer moves events forward through a balance of dialogue, action and description.</p> <p>Explore how dialogue is used to develop character.</p> | <p>Identify themes in books which have different cultural, social or historical contexts.</p> <p>Explain how the choices a writer has made about the structure of a text support its purpose.</p> |
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# Leedstown Spring Term Reading Skills Progression EYFS Year 6

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|  |  |  |  | <p>Explain why a writer makes choices about words and language used.</p> | <p>Find evidence which shows what the theme is in a book.</p> <p>Explain why the evidence shows what the theme is.</p> <p>Find examples of patterned language for effect.</p> <p>Explain how the writer has used words and language to show the setting of a book.</p> <p>Find words and language in reading that writers have used to show atmosphere, mood or feelings.</p> <p>Explain how the words and language used shows atmosphere, mood or feelings.</p> <p>Understand that writers open stories in different ways.</p> <p>Find where the writer has written to make the reader respond in a certain way.</p> | <p>Explore how actions are added to dialogue to move events forward.</p> <p>Understand that writers use language for precise effect and that this may include precise nouns, precisely chosen adjectives, well developed noun phrases, similes, metaphors, personification etc.</p> <p>Find words and language used for effect.</p> <p>Explain how the words and language create a precise effect.</p> <p>Explore the structures and techniques used. For example, short sentences, rhetorical questions, ellipsis, flashbacks.</p> <p>Find examples of structures and techniques used.</p> <p>Identify the writer's viewpoint. For example, how different characters are presented.</p> | <p>Explain the characteristics of a writer's style, using evidence.</p> <p>Explain how the techniques used create feelings, atmosphere, mood or messages.</p> <p>Explain how the word and language choices support the writer's purpose, using evidence.</p> <p>Explain how the techniques and structures used support the writer's purpose, using evidence.</p> <p>Identify the writer's viewpoint. For example, how different characters are presented.</p> |
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# Leedstown Spring Term Reading Skills Progression EYFS Year 6

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| <p><b>Poetry, Performance and Reading Aloud</b></p> | <p>Listen carefully to rhymes and songs, paying attention to how they sound.</p>                                                                        | <p>Retell key stories orally using narrative language.</p> <p>Recognise poems and rhymes.</p> <p>Recognise patterned language in poems and rhymes.</p> | <p>Retell stories with the key events in the correct sequence.</p> <p>Find the answers to retrieval questions in poetry</p> <p>Listen to different types of poetry.</p> <p>Talk about the meaning of different poems.</p> <p>Recognise that poems tell a story.</p> | <p>Retell some stories by heart.</p> <p>Recognise and name different types of poetry that have been introduced.</p> <p>Know that words and language in poems create effects.</p> <p>Understand that there can be more than one interpretation of a poem.</p> | <p>Recognise and name different types of poems which have been introduced.</p> <p>Explain the effect created by the poet's choice of words and language.</p> <p>Know that poems may have patterned language.</p> <p>Find examples of patterned language in poems read.</p> <p>Explain the effect of patterned language in poems and why a poet might use it.</p> | <p>All Present an oral overview or summary of a text.</p> <p>All Learn a wider range of poetry by heart.</p> <p>Sum Prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action so that the meaning is understood by the audience.</p> | <p>All Present an oral overview or summary of a text.</p> <p>All Learn a wider range of poetry by heart.</p> <p>Sum Prepare poems to read aloud and to perform with confidence, showing understanding through intonation, tone, volume and action so that the meaning is understood by the audience.</p> |
| <p><b>Non-Fiction</b></p>                           | <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. Engage in non-fiction books. (CL)</p> | <p>Know the difference between a story book and an information book.</p>                                                                               | <p>Find the answers to retrieval questions in non-fiction texts</p>                                                                                                                                                                                                 | <p>Know how to use a non-fiction book to find identified information.</p> <p>Record key words or information found in a non-fiction text.</p>                                                                                                                | <p>Choose a specific nonfiction book for a specific purpose.</p> <p>Know where to find the specific information needed in the book.</p> <p>Know how to use a non-fiction book to find identified information.</p>                                                                                                                                                | <p>now that non-fiction texts are structured to guide the reader to information.</p> <p>Explain how the structure guides the reader to find specific information.</p> <p>Evaluate the usefulness of a non-fiction book to research questions raised.</p>                                 | <p>Know that non-fiction texts may include a creative, fictional element.</p> <p>Understand that nonfiction texts may present the same information with different viewpoints.</p> <p>Evaluate the usefulness of a non-fiction book to research questions raised.</p>                                     |

# Leedstown Summer Reading Skills Progression EYFS-Year 6



| Summer                        | Foundation                                                                                                                                                                                                                                                       | Key Stage 1                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                               | Lower Key Stage 2                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                   | Upper Key Stage 2                                                                                                            |                                                                                                                              |
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|                               | EYFS                                                                                                                                                                                                                                                             | Y1                                                                                                                                                                           | Y2                                                                                                                                                                                                                                                                                                                                                                                                            | Y3                                                                                                                                                                                                                                                                                           | Y4                                                                                                                                                                                                                                                                                                                | Y5                                                                                                                           | Y6                                                                                                                           |
| <b>Phonics &amp; Decoding</b> | <p>Read some letter groups that each represent one sound and say sounds for them. Set 2 sounds.</p> <p>ELG<br/>Say a sound for each letter in the alphabet and at least 10 digraphs.<br/>Read words consistent with their phonic knowledge by soundblending.</p> | <p>Hear and recognise all of the 40+ phonemes.</p> <p>Match all 40+ graphemes to their phonemes in Set 3.</p> <p>Know which parts of words can be decoded using phonics.</p> | <p>Know that phonemes may be represented by different graphemes.</p> <p>Know that the same grapheme may be read in different ways.</p> <p>Recognise alternatives and consider which will make meaning.</p> <p>Know that some words have unusual correspondence between phoneme and grapheme and recognise these when reading.</p> <p>Understand that some words cannot be decoded with phonic strategies.</p> | <p>Know that phonics is one strategy to read unfamiliar words.</p> <p>Apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words.</p> <p>Know that some words may have a similar pronunciation but may be written differently.</p> | <p><i>Know that phonics is one strategy to read unfamiliar words.</i></p> <p><i>Apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words.</i></p> <p><i>Know that many words may have a similar pronunciation but may be written differently.</i></p> | <p>Apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words.</p> | <p>Apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words.</p> |

# Leedstown Summer Reading Skills Progression EYFS-Year 6



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| <p><b>Fluency &amp; Accuracy</b></p> | <p>Read aloud simple sentences and books that are consistent with their phonic knowledge.<br/>Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p> | <p>Identify all 40+ graphemes in reading.</p> <p>Know when to use phonic knowledge to decode words.</p> <p>Blend sounds in unfamiliar words based on known GPCs.</p> <p>Read phonically decodable texts confidently.</p> | <p>Understand the importance of decoding words automatically.</p> <p>Use the graphemes taught to blend sounds.</p> <p>Apply phonic knowledge so that reading is fluent</p> | <p>Know when phonic strategies will help to read a word and when they will not.</p> <p>Use analogy drawing on the pronunciation of similar known words to read others.</p> | <p>Know when phonic strategies will help to read a word and when they will not.</p> <p>Use analogy drawing on the pronunciation of similar known words to read others.</p> | <p>Attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words.</p> | <p>Attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words.</p> |
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# Leedstown Summer Reading Skills Progression EYFS-Year 6



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|                        |                                          |                                                                                                                              | <p>Know that familiar words do not need to be sounded out and blended.</p> <p>Read familiar words automatically and accurately without overt sounding or blending.</p> <p>Use other strategies to support fluent decoding.</p> <p>Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.</p> <p>Re-read books closely matched to their phonic knowledge to build fluency and confidence.</p> |                                                                                                                                      |                                                                                                                                      |                                                                                                                                 |                                                                                                                                 |
| <b>Exception Words</b> | ELG<br>Read some common exception words. | Read common exception words, noting unusual correspondence between spelling and the sound and where these occur in the word. | <p>Read further common exception words, noting unusual correspondence between spelling and the sound and where these occur in the word.</p> <p>Understand that some words cannot be</p>                                                                                                                                                                                                                                                                                                           | Read further common exception words, noting unusual correspondence between spelling and the sound and where these occur in the word. | Read further common exception words, noting unusual correspondence between spelling and the sound and where these occur in the word. | Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. | Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. |

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|  |  | <p>Know that words can have omitted letters and that an</p>                                                                 |                                        | phoneme/grapheme                                 | phoneme/grapheme                                 |  |  |
|  |  | <p>apostrophe represents the omitted letters.</p> <p>Find contractions in reading.</p> <p>Read words with contractions.</p> | <p>decoded with phonic strategies.</p> | <p>correspondences to read unfamiliar words.</p> | <p>correspondences to read unfamiliar words.</p> |  |  |

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| <p><b>Root Words, Prefixes &amp; Suffixes</b></p> |  | <p>Read words with familiar endings - s, es, ing, ed, er, est.</p> <p>Read words of more than one syllable that contain taught GPCs.</p> | <p>Recognise syllables in words.</p> <p>Know that breaking words into syllables helps fluent decoding.</p> <p>Read words of two or more syllables accurately.</p> | <p>Know what a root word is.</p> <p>Understand how to use a root word to help read unfamiliar words.</p> <p>Use root words to help understand the meaning of unfamiliar words.</p> <p>Know what prefixes and suffixes are.</p> <p>Understand how prefixes and suffixes can change the meaning of a word.</p> <p>Use prefixes and suffixes to read unfamiliar words.</p> <p>Use prefixes and suffixes to understand the meaning of unfamiliar words</p> <p>Know that unfamiliar words can be read by using knowledge of known similar words (analogy).</p> | <p>Use root words to help understand the meaning of unfamiliar words.</p> <p>Use knowledge of learned prefixes and suffixes to read unfamiliar words. Use prefixes and suffixes to understand the meaning of unfamiliar words.</p> <p>Know that unfamiliar words can be read by using knowledge of known similar words (analogy).</p> |  |  |
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| <b>Reading Widely</b> | Engage in story time (CL) | <p>Know some key stories.</p> <p>Know that stories can have similar patterns of events.</p> <p>Know that stories can have similar characters.</p> <p>Make links to other stories.</p> <p>Make links with characters in other stories.</p> | <p>Know that there are different kinds of stories.</p> <p>Listen to or read a range of different kinds of stories.</p> <p>Make choices about books to read.</p> <p>Use prior knowledge and reading experiences to understand text.</p> <p>Know that books and stories are set in different places and times.</p> | <p>Recognise words and language that show the setting of a book – historical, cultural or social.</p> <p>Explain how the organisation and layout helps the reader to understand the book.</p> <p>Recognise that books may have similar themes.</p> | <p>Know that there is a range of narrative stories.</p> <p>Identify words and language that show the setting of a book – historical, cultural or social.</p> <p>Find similarities in books read.</p> <p>Make connections with books with similar themes.</p> | <p>Know that there is a range of narrative genres which includes classic and traditional stories, myths and legends, poems and play scripts.</p> <p>Know that these are structured in different ways.</p> <p>Discuss and explain how and why they have different structures.</p> <p>Explain how the context of a text reflects the reaction of the audience it was written for.</p> <p>Compare books with similar themes</p> <p>Explain how books written in different contexts can have similar themes.</p> <p>Make connections between other similar texts, prior knowledge and experience.</p> <p>Compare different versions of texts.</p> <p>Evaluate the effectiveness of</p> | <p>Be familiar with a range of narrative genres which includes classic and traditional stories, myths and legends, poems and play scripts.</p> <p>Know that texts can have elements of more than one text type.</p> <p>Identify the elements included in a text type.</p> <p>Explain how the style and vocabulary are linked to the purpose of the text, using evidence.</p> <p>Explain how the context of a text reflects the reaction of the audience it was written for.</p> <p>Make connections between texts which may not initially seem similar.</p> <p>Explain why there are connections, using evidence.</p> <p>Explain how there are common themes in different books, using evidence from reading.</p> |
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| <p><b>Discussing Texts</b></p> | <p>Listen to and talk about stories to build familiarity and understanding. (CL)</p> <p>ELG<br/>Demonstrate understanding when talking with others about what they have read</p> | <p>Use information from the story to support opinion.</p> <p>Say if it reminds them of another story or something that they have experienced.</p> <p>Listen to others' ideas about a book.</p> <p>Say why they agree or disagree with other's ideas.</p> | <p>Explain why books or stories are preferred.</p> <p>Talk about books or poems read.</p> <p>Give an opinion on books or poems read.</p> <p>Talk about favourite words and phrases</p> <p>Find and discuss the setting or time in books or stories.</p> | <p>Talk about the different plot structures in genres read.</p> <p>Make connections between similar books and books by same writer.</p> <p>Discuss the meaning of words and language in poems.</p> <p>Discuss how the meaning of poetry is enhanced through performance.</p> <p>Give a personal response to a text and explain response.</p> <p>Listen to others' personal response to a text.</p> <p>Adapt own response in light of others' responses.</p> | <p>Discuss the range of narrative stories introduced so far and consider differences and similarities.</p> <p>Discuss how the meaning of poetry is enhanced through performance</p> <p>Compare the writer's intended response to a text with own personal response.</p> <p>Compare this with others' personal response to a text.</p> <p>Adapt own response in light of others' responses.</p> | <p>different versions of texts.</p> <p>Explain why they enjoyed a book or poem and who might also enjoy it.</p> <p>Give a personal point of view about a text.</p> <p>Listen to others' ideas and opinions about a text.</p> <p>Question others' ideas about a text.</p> | <p>Explain why they enjoyed a book or poem and who might also enjoy it.</p> <p>Give a personal point of view about a text.</p> <p>Listen to others' ideas and opinions about a text.</p> <p>Question others' ideas about a text.</p> |
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| <p><b>Understanding Text &amp; Vocabulary</b></p> | <p>ELG<br/>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary</p> | <p>Find the title, author and the illustrator of a book.</p> <p>Identify the key events in a story.</p> <p>Identify the characters in a story.</p> | <p>Identify the purpose of a book or text.</p> <p>Check that text read makes sense and re read when meaning is lost.</p> <p>Self-correct when meaning is lost.</p> | <p>Understand that narratives can have differently structured plots.</p> <p>Know that there will be unfamiliar words in a text.</p> | <p>Understand that narratives have different plot patterns.</p> <p>Know that the plot develops in different ways according to the plot pattern.</p> <p>Use a dictionary to check or find the</p> | <p>Use dictionaries to check or find the meaning of unfamiliar words.</p> <p>Use meaning-seeking strategies to explore the meaning of words in context.</p> | <p>Use dictionaries to check or find the meaning of unfamiliar words.</p> <p>Use meaning-seeking strategies to explore the meaning of increasingly ambitious words in context.</p> |
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|  | <p>Find key story language in stories read aloud or read independently.</p> <p>Recognise repeated or patterned language.</p> <p>Use prior knowledge to understand texts.</p> <p>Identify unfamiliar words and ask about meaning.</p> <p>Discuss the meaning of unfamiliar words.</p> <p>Use the context to make informed guesses about the meaning of unfamiliar words.</p> <p>Record words and language from reading to use in own writing.</p> | <p>Use the context to understand texts.</p> <p>Ask questions to deepen understanding of a text.</p> <p>Find patterned or recurring literary language in poems and stories.</p> <p>Record words and language from reading to use in own writing</p> | <p>Use the context of unfamiliar words to explain their meaning.</p> <p>Use dictionaries to check or find the meaning of unfamiliar words.</p> <p>Ask questions to ensure and clarify understanding of a text.</p> <p>Record words and language from reading to use in own writing.</p> | <p>meaning of new or unfamiliar words.</p> <p>Identify different openings in different books.</p> <p>Compare different story openings.</p> <p>Find similarities in the use of language and openings in books experienced.</p> <p>Identify any words that are unfamiliar and discuss these.</p> <p>Actively seek the meaning of any words or language not understood.</p> <p>Ask questions to ensure understanding of a text.</p> <p>Record words and language from reading to use in own writing.</p> | <p>Use meaning-seeking strategies to explore the meaning of idiomatic and figurative language.</p> <p>Identify the point of view in a narrative.</p> <p>Explore how events are viewed from another perspective.</p> <p>Ask questions to improve understanding.</p> <p>Re-read to check that text is meaningful.</p> <p>Explain why one example is fact and another is opinion.</p> <p>Record effective words and language from reading to use in own writing.</p> <p>Record examples of effective techniques and structures from reading to use in own writing.</p> | <p>Use meaning-seeking strategies to explore the meaning of idiomatic and figurative language.</p> <p>Identify the point of view in a narrative.</p> <p>Identify implied points of view.</p> <p>Explain implied points of view using evidence.</p> <p>Explore how events are viewed from another perspective.</p> <p>Record effective and increasingly ambitious words and language from reading to use in own writing.</p> <p>Record examples of a growing number of literary techniques and structures from reading to use in own writing.</p> <p>Ask questions to improve and deepen understanding.</p> <p>Re-read to check that text is meaningful.</p> <p>Explain why one example is fact and</p> |  |

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| <p><b>Retrieving and Summarising</b></p> |                                                                      | <p>Answer retrieval questions about a text or story that they read independently and those read to them.</p>                                                                                         | <p>Find the answers to retrieval questions in narratives and nonfiction texts.</p>                                                                                                                                                                                                                    | <p>Find the answers to retrieval questions in narratives and nonfiction texts.</p>                                                                                                 | <p>Skim to find specific information on a page or in a paragraph.</p> <p>Scan page or paragraph to find key words or information.</p>                                                                                                                                                                                            | <p>Use skimming and scanning to find information needed.</p> <p>Make notes on needed information.</p> <p>Present information.</p> <p>Summarise the main ideas drawn from a text.</p> <p>Find key information from different parts of the text.</p> <p>Summarise key information from different parts of the text.</p>                                                  | <p>Use point, evidence and explanation to respond to questions about texts.</p> <p>Find key information from different parts of the text.</p> <p>Find identified key information in longer and more complex texts.</p> <p>Collate key information and evaluate its relevance.</p>                                                      |
| <p><b>Inference and Prediction</b></p>   | <p>ELG<br/>Anticipate (where appropriate) key events in stories.</p> | <p>Recognise a character's feelings.</p> <p>Say why a character has a feeling.</p> <p>Make predictions based on the events in the story.</p> <p>Answer questions which fill the gaps in a story.</p> | <p>Find inference about characters' feelings and thoughts.</p> <p>Explain inferences about characters' feelings and thoughts.</p> <p>Give reasons for characters' actions or behaviour.</p> <p>Make predictions about possible events.</p> <p>Make predictions about how characters might behave.</p> | <p>Infer characters' feelings, thoughts and motives from their actions.</p> <p>Use clues from the text to predict what might happen next.</p> <p>Give reasons for predictions.</p> | <p>Ask questions to deepen understanding of a text. – between and beyond the lines.</p> <p>Understand why a character acted or responded or felt in a certain way.</p> <p>Infer meaning using evidence from events, description and dialogue.</p> <p>Make predictions based on the text and from knowledge from other books.</p> | <p>Understand that inferences can be drawn from different parts of the text.</p> <p>Understand that inferences can be made by reading between and beyond the lines.</p> <p>Draw inferences such as inferring characters' feelings, thoughts and motives from their actions at different points in the text.</p> <p>Justify inferences with evidence from the text.</p> | <p>Make predictions using knowledge of the conventions of different genres and text types.</p> <p>Find the different layers of meaning in a text and explain how they contribute to the reader's understanding of the overall meaning, characters and themes.</p> <p>Make predictions from evidence found and implied information.</p> |

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|  |  |  |  |  |  | Make predictions from evidence found and implied information. |  |
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| <p><b>Author Style and Intent</b></p> |  | <p>Understand that a writer can leave gaps for the reader to fill.</p> | <p>Recognise key ideas in a text.</p> <p>Recognise that a writer can have a message for the reader.</p> <p>Explain a writer's message.</p> <p>Explain why a writer has chosen a word to affect meaning.</p> | <p>Identify the main idea in a text.</p> <p>Know that the main idea in a narrative may also have a message for the reader.</p> <p>Explain the message for the reader.</p> <p>Know that the message in a book is called the theme.</p> <p>Find effective words and language in reading that writers have used to create effects.</p> <p>Explain why a writer has chosen specific words and language.</p> | <p>Identify the main idea/s in a text.</p> <p>Find evidence which shows what the theme is in a book.</p> <p>Explain why the evidence shows what the theme is.</p> <p>Explain the effect of patterned language.</p> <p>Explain how the writer has used words and language to show the setting of a book.</p> <p>Explain why a writer has chosen specific words and language to create mood, atmosphere or feelings.</p> <p>Understand that writers open stories in different ways.</p> <p>Explain how the writer made sure of the reader's response, using evidence from the text.</p> | <p>Find the theme in a book.</p> <p>Understand that a writer moves events forward through a balance of dialogue, action and description.</p> <p>Explore how dialogue is used to develop character.</p> <p>Explore how actions are added to dialogue to move events forward.</p> <p>Explore how a writer uses show and not tell techniques to introduce or develop a character.</p> <p>Understand that writers use language for precise effect and that this may include precise nouns, precisely chosen adjectives, well developed noun phrases, similes, metaphors, personification etc.</p> | <p>Identify themes in books which have different cultural, social or historical contexts.</p> <p>Explain how the choices a writer has made about the structure of a text support its purpose.</p> <p>Explain the characteristics of a writer's style, using evidence.</p> <p>Explain how the techniques used create feelings, atmosphere, mood or messages.</p> <p>Explain how the word and language choices support the writer's purpose, using evidence.</p> <p>Explain how the techniques and structures used support the writer's purpose, using evidence.</p> <p>Comment on the effectiveness of the writer's use of language structures and techniques.</p> |
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|                                                     |                                                                                                                                                                                                                                                    |                                                                                                                                                        |                                                                                                                                                           |                                                                                                                                                                                                      |                                                                                                                                                                                                                                    | <p>Find words and language used for effect.</p> <p>Explain how the words and language create a precise effect.</p> <p>Explore the structures and techniques used. For example, short sentences, rhetorical questions, ellipsis, flashbacks.</p> <p>Explain the effect of the use of structure or technique.</p> <p>Identify the writer's viewpoint. For example, how different characters are presented.</p> <p>Explain the writer's viewpoint with evidence from the text.</p> | <p>Identify the writer's viewpoint. For example, how different characters are presented.</p> <p>Explain the writer's viewpoint with evidence from the text.</p> <p>Explain the effect of the writer's viewpoint on the reader.</p> |
| <p><b>Poetry, Performance and Reading Aloud</b></p> | <p>Listen carefully to rhymes and songs, paying attention to how they sound. (CL)</p> <p>ELG<br/>Use and understand recently introduced vocabulary during discussions about stories, nonfiction, <b>rhymes and poems</b> and during role play.</p> | <p>Retell key stories orally using narrative language.</p> <p>Recognise poems and rhymes.</p> <p>Recognise patterned language in poems and rhymes.</p> | <p>Retell stories with the key events in the correct sequence.</p> <p>Find the answers to retrieval questions in poetry</p> <p>Learn a poem by heart.</p> | <p>Retell some stories by heart.</p> <p>Recognise and name different types of poetry that have been introduced.</p> <p>Understand that the meaning of poems can be enhanced through performance.</p> | <p>Recognise and name different types of poems which have been introduced.</p> <p>Explain the effect of patterned language in poems and why a poet might use it.</p> <p>Deepen the understanding that the meaning of poems can</p> | <p>Present an oral overview or summary of a text.</p> <p>Learn a wider range of poetry by heart.</p> <p>Prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action so that the</p>                                                                                                                                                                                                                                           | <p>Present an oral overview or summary of a text.</p> <p>Learn a wider range of poetry by heart.</p> <p>Prepare poems to read aloud and to perform with confidence, showing understanding through intonation, tone, volume and</p> |

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|                    |                                                                                                                                                                 | Sum Know some poems and rhymes by heart.                                 | Recite or perform a poem making the meaning clear.                             | <p>Watch performances of poems.</p> <p>Identify that intonation, tone, volume and action can be used to enhance meaning.</p> <p>Prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action.</p> | <p>be enhanced through performance.</p> <p>Watch performances of poems.</p> <p>Identify that intonation, tone, volume and action can be used to enhance meaning.</p> <p>Prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action.</p> | <p>meaning is understood by the audience.</p>                                                                                                                                                                                                             | <p>action so that the meaning is understood by the audience.</p>                                                                                                                                                                                                                                 |
| <b>Non-Fiction</b> | <p>ELG</p> <p>Use and understand recently introduced vocabulary during discussions about stories, <b>nonfiction</b>, rhymes and poems and during role play.</p> | <p>Know the difference between a story book and an information book.</p> | <p>Decide how useful a non-fiction book is to find the information needed.</p> | <p>Choose books for specific purposes.</p> <p>Know how to find key words or information in a non-fiction text.</p> <p>Record key words or information found in a non-fiction text.</p>                                                             | <p>Choose a specific nonfiction book for a specific purpose.</p> <p>Know where to find the specific information needed in the book.</p> <p>All Know how to use a non-fiction book to find identified information.</p>                                                                      | <p>Know that non-fiction texts are structured to guide the reader to information.</p> <p>Explain how the structure guides the reader to find specific information.</p> <p>Evaluate the usefulness of a non-fiction book to research questions raised.</p> | <p>Know that non-fiction texts may include a creative, fictional element.</p> <p>Evaluate the usefulness of different non-fiction texts by comparing how different writer's present the same information.</p> <p>Evaluate the usefulness of a non-fiction book to research questions raised.</p> |