



Over St. John's CE Primary School
 'Let your light shine before others.' Matthew 5:16
Progression of Knowledge and Skills in Reading

Skill focus	Reception
EYFS Development Matters Literacy Statements for three- and four-year-olds	<ul style="list-style-type: none"> • Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. • Anticipate (where appropriate) key events in stories. • Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.
EYFS Development Matters Literacy Statements for Children in Reception	<ul style="list-style-type: none"> • Read individual letters by saying the sounds for them. • Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. • Read some letter groups that each represent one sound and say sounds for them. • Read a few common exception words matched to the school's phonic programme. • Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. • Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. <p><u>Knowledge</u></p> <ul style="list-style-type: none"> • Know the sounds that letters make. • Know how to segment words into sounds and to blend the sounds back together to make words. • Know the common exception words/high frequency words matched to our Phonics Programme
Early Learning Goals Comprehension	<ul style="list-style-type: none"> • Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. • Anticipate (where appropriate) key events in stories. • Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.
Early Learning Goals Word Reading	<ul style="list-style-type: none"> • Say a sound for each letter in the alphabet and at least 10 digraphs. • Read words consistent with their phonic knowledge by sound-blending. • Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. <p><u>Knowledge</u></p> <ul style="list-style-type: none"> • Know the sound for each letter of the alphabet, know the sounds that at least 10 digraphs make as per the school's phonics scheme.

Vocabulary

blend
decode
digraph
fiction
fairy story
grapheme
phoneme
retell
segment
story
traditional tale
trigraph

Skill focus	Year 1	Year 2
National Curriculum statements are in bold.		
Word Reading	<p>Reading - word reading</p> <ul style="list-style-type: none"> • Read aloud accurately books that are consistent with their developing phonic knowledge and do not require them to use other strategies to work out words • Re-read these books to build up their fluency and confidence in word reading 	
Word Reading	<p>Decode familiar and unfamiliar words using blending as the prime approach:</p> <ul style="list-style-type: none"> • Apply phonic knowledge to decode words • Begin to decode automatically and read fluently • Blend the sounds in words that contain the graphemes taught so far • Recognise alternative sounds for graphemes • Read accurately words of two or more syllables that contain the same graphemes as above • Read words containing common suffixes • Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word • Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered <p>Key reading skills:</p> <ul style="list-style-type: none"> • Expect written text to make sense • Re-read to clarify meaning • Correct inaccurate reading • Read aloud fluently with attention to a range of punctuation (reading words without overt sounding and blending) • Check print for detail carefully, saying a word slowly and running finger under to check the phonemes. • Make 1 to 1 correspondence between written and spoken words. • Track visually without finger pointing 2 or lines of print on a page. • Re-read with improved expression attending to fluency and phrasing (put words together so they sound like talking) • Distinguish between a word, letter and space and oral language rhythms (voice down at the end of a sentence) <p>Poetry:</p> <ul style="list-style-type: none"> • Recite poems and rhymes by heart • Perform in unison, following rhythm and rhyme 	<p>Decode familiar and unfamiliar words using blending as the prime approach:</p> <ul style="list-style-type: none"> • Apply phonic knowledge to decode words • Begin to decode automatically and read fluently • Blend the sounds in words that contain the graphemes taught so far • Recognise alternative sounds for graphemes • Read accurately words of two or more syllables that contain the same graphemes as above • Read words containing common suffixes • Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word • Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered <p>Key reading skills:</p> <ul style="list-style-type: none"> • During reading check that the text makes sense and correct inaccurate reading • Read aloud books closely matched to improving phonic knowledge with greater fluency, sounding out unfamiliar words accurately, automatically and without undue hesitation • Re-read books to build up fluency and confidence in word reading (without overt sounding and blending) Use punctuation to make the reading make sense. Understand the use of apostrophes for singular possession in nouns when reading Use different voices / tone to make the reading fluent and interesting <p>Poetry:</p> <ul style="list-style-type: none"> • Continue to build up a repertoire of poems learnt by heart reciting them with appropriate intonation

	<ul style="list-style-type: none"> • Imitate and invent actions. <p>Knowledge</p> <ul style="list-style-type: none"> • Know how to segment words into sounds and to blend the sounds back together to make words. • Know that graphemes can make different sounds. • Know the following suffixes and how to read them – • Know and read the common exception words for Year 1 • Know the importance of re-reading text. 	<p>Perform individually or together Speak audibly and clearly Use actions and sound effects</p> <p>Knowledge</p> <ul style="list-style-type: none"> • Know how to segment words into sounds and to blend the sounds back together to make words. • Know that graphemes can make different sounds. • Know the following suffixes and how to read them – • Know and read the common exception words for Year 2 • Know the importance of re-reading text. • Begin to know and understand how punctuation helps to make the reading make sense. • Understand that an apostrophe is used with a noun to show something belongs to someone or something. • Know how to change voice and tone when reading to make it interesting.
	<p>Reading - Comprehension</p> <ul style="list-style-type: none"> • Develop pleasure in reading, motivation to read, vocabulary and understanding • Listen to and discuss a wide range of poems, stories and non-fiction at a level beyond independent reading • Understand both the books they can already read accurately and fluently and those they listen to • Participate in discussion about what is being shared in reading and link to own experiences, taking turns and listening to what others say • Explain clearly what is being read <p>Knowledge</p> <ul style="list-style-type: none"> • Begin to understand how to take part in discussions about reading: know how to take turn, share ideas and listen to others. 	<p>Reading - comprehension</p> <ul style="list-style-type: none"> • Develop pleasure in reading, motivation to read, vocabulary and understanding • Listen to, explain and express views about a wide range of contemporary and classic poetry, stories and non-fiction they read themselves and at a level beyond independent reading • Understand both the books that they can already read accurately and fluently and those that they listen to • Participate in discussion about what is being shared in reading and that which is read, taking turns and listening to what others say • Discussion should be demonstrated to pupils. They should be guided to participate in it and they should be helped to consider the opinions of others. They should receive feedback on their discussions <p>Knowledge</p> <ul style="list-style-type: none"> • Understand how to take part in discussions about reading: know how to take turn, share ideas and listen to others.
<p>Retrieval and Sequence</p>	<p>Some simple points from familiar texts recalled:</p> <ul style="list-style-type: none"> • Re-tell key stories, fairy stories and traditional tales • Recognise and join in with predictable phrases Sequence a simple story or event and use this to re-enact and retell Identify main events or key points in texts • Draw on what they already know or on background information or provided by the teacher to understand books 	<p>Some simple points from familiar texts recalled:</p> <ul style="list-style-type: none"> • Retell a wider range of stories, fairy stories and traditional tales • Discuss the sequence of events and characters in books Identify main events or key points in texts Sequence a range of stories or events and use this to re-enact and retell • Draw on what they already know or on background information provided by the teacher to understand books



	<p>Identify the main character in a story or the subject of a non-fiction text Talk about the themes and characteristics of simple texts becoming familiar with key stories, fairy stories and traditional tales Answer literal retrieval questions about the text</p> <p><u>Knowledge</u></p> <ul style="list-style-type: none"> • Know that a story has a beginning, middle and end and use this to help sequence the story or identify the main points. • Know some key stories read in Year 1, fairy stories and traditional tales. • 	<ul style="list-style-type: none"> • Ask questions and find the answers to simple questions in a text Answer literal retrieval questions about the text Use a range of question prompts to generate relevant questions about the text • Discuss how information links in books Talk about the themes and characteristics of a range of texts becoming familiar with a wider range of key stories, fairy stories and traditional tales <p><u>Knowledge</u></p> <ul style="list-style-type: none"> • Know with confidence that a story has a beginning, middle and end and use this to help sequence the story or identify the main points. • Know a wider range of key stories read in Year 2, fairy stories and traditional tales. • Know that to answer a literal retrieval question they need to read the text and take the answer directly from the text. • Begin to understand how to ask questions to help them learn more about the text.
Inference and Prediction	<p>Make inferences at a basic level:</p> <ul style="list-style-type: none"> • Discuss the significance of the title and events Discuss the blurb and title of a book Show an understanding of the elements of a story such as character, setting, event • Make predictions on the basis of what has been read so far Predict events and endings and how characters will behave Look through a variety of fiction and non-fiction texts with growing independence to predict content, layout and story development • Make inferences on the basis of what is said and done Give some reasons why things happen or characters change Begin to express a view and use evidence in the text to explain reasons Make simple deductions with prompts and help from the teacher (e.g. what in the text suggests that A is not very happy? What does this tell us about how A is feeling?) <p><u>Knowledge</u></p> <ul style="list-style-type: none"> • Know that the blurb is on the back of the book and gives a brief explanation about the book. • Know that the title will be on the front of the book and is the name for the book. • Know that making a prediction is about making a sensible guess. 	<p>Make inferences:</p> <ul style="list-style-type: none"> • Predict what might happen based on what has been read so far Predict the events of a story based on the setting described in the opening Predict how characters might behave from what they say and do and from their appearance • Make inferences on the basis of what is being said and done Talk about and infer what characters might be thinking or feeling using clues in the text Discuss the reasons for events in a story; use evidence to make some reasoned conclusions Discuss why certain words or phrases make a story funny, scary, exciting <p><u>Knowledge</u></p> <ul style="list-style-type: none"> • Know that making a prediction is about making a sensible guess and begin to use more evidence from the text to help. • Understand that words and phrases can make a story funny, scary, exciting etc. and begin to recognise these.

Structure	<p>Some awareness of meaning of simple text features:</p> <ul style="list-style-type: none"> • Discuss the significance of the title of a non-fiction and fiction book <p>Distinguish between fiction and non-fiction texts</p> <p>Understand the way that information texts are organised and use this when reading simple texts</p> <p>Understand and use correctly terms referring to conventions of print: book, cover, beginning, end, page, word, letter, line</p> <p><u>Knowledge</u></p> <ul style="list-style-type: none"> • Know that a fiction text contains stories that are made up. • Know that a non-fiction text contains true information and facts. • Know the following terms: book, cover beginning, end, page, word, letter, line. • Know that the cover refers to the front page of the book where the title is. • Know that beginning means the start of a book. • Know that a book is made up of pages and that the words are contained on pages. • Know that end means when the book has finished. 	<p>Identify some features of different texts:</p> <ul style="list-style-type: none"> • Recognise simple recurring literary language in stories and poems • Be introduced to non-fiction books that are structured in different ways <p>Show awareness of the structure of different text types and begin to understand that they have different purposes (e.g. story, recount, lists, instructions)</p> <p>Discuss titles of book and poems</p> <p>Pick out features used to organise books</p> <p>Compare the layout of different texts /books and discuss why they are set out in different ways</p> <p>Read the title, contents page and illustrations and predict what a book is about</p> <p>Pick out features that will help to locate information and explain them</p> <p>Pick out and discuss how punctuation helps to organise text</p> <p>Recognise and use the alphabet to help to locate information in some books</p> <p>Recognise the openings and closings of different stories</p> <p><u>Knowledge</u></p> <ul style="list-style-type: none"> • Know that non-fiction texts have a contents page, glossary, index, photographs, captions, labels, <i>bold print titles</i> (headings) <i>titles</i> (sub-headings) and be able to recognise these in a non-fiction text. (<i>Language used in our reading scheme- Steps to Read</i>) • Know that a contents page is at the front of the book and that it tells you what is in the book in order (chapters or sections) • Know that a bold print title is the main title of the page and tells you what that page is about. • Know that titles are mini titles throughout the text which tells you what a specific section of text is about. • Know that photographs are pictures throughout the text that show you what things look like. • Know that these features can help you find information within non-fiction books. • Know that in some texts they use the alphabet to order text and sections. • Know that stories have different openings and closings – <i>once upon a time, one day happily ever after etc.</i>
Language Choice	<p>Simple comments on author's use of vocabulary, on preferences and identify basic features of texts</p> <ul style="list-style-type: none"> • Comment on the title of the text and how this links with the main events 	<p>Comment on author's use of vocabulary, on preferences and identify basic features of texts:</p> <ul style="list-style-type: none"> • Discuss and clarify the meanings of words linking new meanings to known vocabulary

	<ul style="list-style-type: none"> • Draw on vocabulary provided by the teacher to understand books Recognise and comment on repeating patterns of language e.g. rhymes and predictable phrases Pick out some key phrases in fairy stories and traditional tales e.g. repetition, once upon a time, fee fi fo fum • Discuss word meanings, linking new meanings to those already known With support pick out some key words in a text e.g. Find a word that tells us how the character is feeling, find a word that tells us about the house. <p><u>Knowledge</u></p> <ul style="list-style-type: none"> • Know, with the support of the teacher, that some stories and tales they have read have key phrases and repetition. 	<ul style="list-style-type: none"> • Identify and discuss favourite words and phrases Identify where language is used to create mood or build tension Comment on the choice of author's words to make a text funny, scary, exciting Pick out key words or phrases in a text (e.g. First/Next, Once upon a time, Suddenly, Quickly)
Making Connections	<p>Begin to relate texts to social, historical and cultural traditions:</p> <ul style="list-style-type: none"> • Become very familiar with key stories, fairy stories and traditional tales and consider their particular characteristics Return to favourite books and rhymes to be re-read and enjoyed Choose and talk about a favourite book from a selection • Be encouraged to link what they read or hear read to their own experiences Notice relationships between one text and another Comment and compare interesting or enjoyable aspects of books Say how they feel about stories and poem <p><u>Knowledge</u></p> <ul style="list-style-type: none"> • Know what their favourite books are and begin to talk about. 	<p>Begin to relate texts to social, historical and cultural traditions:</p> <ul style="list-style-type: none"> • Become increasingly familiar with a wider range of stories, fairy stories and traditional stories Give an opinion about a character's actions e.g. He is cheerful / unkind character Discuss the purpose that the writer is intending e.g. The writer is giving us information, the writer thinks this is not fair Express a preference for a story or text from a selection of those that have been read aloud or read independently Discuss similarities between different fairy stories and traditional tales <p><u>Knowledge</u></p> <ul style="list-style-type: none"> • Begin to show an understanding of what the text is intending: giving information, telling a story, showing something is unfair. • Know books that they like and be able to confidently talk about them. • Begin to show an understanding of the similarities and differences between fairy stories. For example same opening, good and bad characters etc.
Vocabulary	<p>VIPERS: vocabulary, inference, predict, explain, retrieve, sequence</p> <p>split digraph suffix non-fiction</p>	<p>fluency poetry retell</p>

Skill focus	Year 3	Year 4
Word Reading	<p>Developing reading:</p> <ul style="list-style-type: none"> • Use knowledge of root words, prefixes and suffixes to read aloud and to understand the meanings of new words met (e.g. -ly, -er, -ing, -sion, -tion, -cian, -sian, -ssion, -sure, -ture, super-, anti-, auto- • Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word <p>Read a range of texts accurately and at a speed that is sufficient to focus on understanding what is read rather than on decoding individual words</p> <p>Read longer words with support and test out different pronunciations</p> <p>Decode most new words outside the spoken vocabulary</p> <p>Key reading skills:</p> <ul style="list-style-type: none"> • Check that text makes sense when reading independently • Ask questions to improve understanding of a text • Read aloud books with an increasing fluency and accuracy • Re-read books to build up fluency and confidence in word reading • Show understanding of texts read aloud or performed through intonation • Begin to be aware of direct speech and how this might affect expression when reading aloud <p>Poetry and plays:</p> <ul style="list-style-type: none"> • Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action <p><u>Knowledge</u></p> <ul style="list-style-type: none"> • Know that a root word is simply a word that does not have an additional prefix or suffix added to it. • Know that a prefix is a group of letters added to the beginning of a word which can change the meaning to the root word. 	<p>Developing reading:</p> <ul style="list-style-type: none"> • Use knowledge of root words, prefixes and suffixes to read aloud and to understand the meanings of new words met (e.g. -or, -ous, -ation, dis-, mis-, in, im-, ir-, il-, re-, sub-, inter-) • Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word <p>Read a range of texts with consistent accuracy, fluency and confidence</p> <p>Key reading skills:</p> <ul style="list-style-type: none"> • Check that text makes sense when reading independently • Ask questions to improve understanding of a text <p>Read aloud a wider range of books and poetry with accuracy and at a reasonable speaking pace</p> <p>Show understanding of texts read aloud or performed through intonation, tone, volume and action</p> <p>Recognise the functions of punctuation including direct speech and use appropriate intonation and expression</p> <p>Poetry and plays:</p> <ul style="list-style-type: none"> • Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action <p>Vary volume, pace and use appropriate expression when performing</p> <p>Use actions, sound effects, musical patterns and images to enhance a poem's meaning</p> <p><u>Knowledge</u></p> <ul style="list-style-type: none"> • Know and read most of the words for the Year 3 and 4 statutory list. • Continue to develop knowledge and understanding that reading fluently means to read how I talk at the appropriate pace, recognise punctuation and use it to inform their reading, able to

	<ul style="list-style-type: none"> • Know that a suffix is a letter or group of letters added to the end of a word which can change the meaning to the root word. • Know and read some of the words for the Year 3 and 4 statutory list. • Know that direct speech in texts is shown by using speech marks "" and how this encourages the reader to read with expression. • Begin to know and understand that reading fluently means to read how I talk at the appropriate pace, <i>recognise punctuation and use it to inform their reading, able to sight read words, pauses at the correct places and recognises how to group words together so their reading sounds right.</i> 	<p>sight read words, pauses at the correct places and recognises how to group words together so their reading sounds right.</p> <ul style="list-style-type: none"> • Know that intonation means that the readers voice goes up and down, reflecting the punctuation and the meaning of the text. • Know that pace means to read at an appropriate speed as if you are talking and that volume means how loudly or quietly you are reading. • Know the function of different pieces of punctuation in reading – stop at a full stop, pause at a comma, an apostrophe is used to show possession or a contraction, speech marks show speech and this encourages the reader to read with expression.
<p>Reading – Comprehension</p> <ul style="list-style-type: none"> • Develop positive attitudes to reading and understanding of what is read by reading for pleasure and for a range of purposes • Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books /textbooks, including fairy stories, myths and legends and retelling some of these orally • Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context • Participate in discussion about what is being shared in reading and that which is read, taking turns and listening to what others say 		
<p>Retrieval and Summarise</p>	<p>Understand, describe, select or retrieve information, events or ideas from texts:</p> <ul style="list-style-type: none"> • Ask questions and find the answers to simple questions in a text • Retrieve and record information from non-fiction Answer literal retrieval questions and locate the information in the text Locate information using skimming Use a contents page and an index page to locate information • Identify main ideas within a text or within a paragraph and summarise these. <p><u>Knowledge</u></p> <ul style="list-style-type: none"> • Know that skimming helps the reader to get a general overview of a text. In non-fiction this may be title, bold print, captions. In fiction this could be chapter, title, first line, last line. This gives the reader a gist of what the text is about. • Know that summarising means to select the key points from a text and write these down. • Know that the contents page and the index can be used to locate information within the text. • Know that the index page is located at the back of the book and it is an alphabetical list of important words from the book and what page numbers they are located on. 	<p>Understand, describe, select or retrieve information, events or ideas from texts:</p> <ul style="list-style-type: none"> • Ask questions and find the answers to questions in a text • Retrieve and record information from non-fiction Extract information from the text Locate information using skimming and scanning Decide on a question that needs answering and locate the answer in a non-fiction book Use non-fiction features to find information from the text (index, contents, headings and sub-headings, illustrations) • Identify main ideas within a text or within a paragraph and summarise these <p><u>Knowledge</u></p> <ul style="list-style-type: none"> • Know that the scanning the text means to locate specific information in a text from a question asked or read. • Know that you can use the non-fiction text features to help find information in a text and develop confidence in doing this.

<p>Inference and Prediction</p>	<p>Deduce, infer or interpret information, events or ideas from texts:</p> <ul style="list-style-type: none"> • Predict what might happen from details stated and implied Make predictions about characters' actions and look for evidence of change as a result of events Identify settings and predict events that are likely to happen • Identify themes and conventions in a range of books • Draw inferences such as inferring characters' feelings and thoughts from their actions and begin to justify inferences with evidence Discuss the actions and relationships of the main characters and justify views using evidence from the text Discuss the relationship between characters based on dialogue Use clues from action, dialogue and description to establish meaning <p><u>Knowledge</u></p> <ul style="list-style-type: none"> • Know that to infer means using evidence in the text to work out what has happened when it hasn't been explicitly stated. Commonly referred to as 'reading between the lines', it is a way of tying clues together. • Know some of the following themes and conventions within books based on those they are reading:  <p>Themes and conventions KS2.docx</p>	<p>Deduce, infer or interpret information, events or ideas from texts:</p> <ul style="list-style-type: none"> • Predict what might happen from details stated and implied Discuss the way that descriptive language and small details are used to build an impression of an unfamiliar place Make predictions about how characters might behave in such a setting • Draw inferences such as inferring characters' feelings, thoughts and motives from their actions and justify inferences with evidence Empathise with different characters' points of view (implicit and explicit) Identify the use of descriptive and expressive language to build a fuller picture of a character Discuss the way that characters respond in a dilemma and make deductions about their motives and feelings Discuss the relationship between what characters say and do - do they always reveal what they are thinking? Discuss, moods, feelings and attitudes using inference and deduction <p><u>Knowledge</u></p> <ul style="list-style-type: none"> • Know that to infer means using evidence in the text to work out what has happened when it hasn't been explicitly stated. Commonly referred to as 'reading between the lines', it is a way of tying clues together. • Know more of the following themes and conventions within books based on those they are reading:  <p>Themes and conventions KS2.docx</p>
<p>Structure and organisation</p>	<p>Identify and comment on the structure and organisation of texts:</p> <ul style="list-style-type: none"> • Read books that are structured in different ways • Explain how structure and presentation can contribute to the meaning Identify the features of some non-fiction text types Identify and discuss the use of contents and index pages to locate information in non-fiction texts Begin to understand the purpose of the paragraph and how they help to group information 	<p>Identify and comment on the structure and organisation of texts:</p> <ul style="list-style-type: none"> • Identify how structure and presentation contribute to meaning Recognise the conventions of different types of writing such as a diary written in the first person, the greeting in letters and presentational features in non-fiction texts Identify and discuss the use of non-fiction features to find information from the text (index, contents, headings and sub-headings, illustrations) Understand how paragraphs can organise ideas around a theme and can build up ideas across a text

	<ul style="list-style-type: none"> • Identify how language can contribute to the meaning of a text Discuss why the author has chosen a range of vocabulary to describe a character or a setting <p><u>Knowledge</u></p> <ul style="list-style-type: none"> • Know that a non-fiction text has headings, sub-headings, contents page, index, glossary, photographs/ illustrations, captions. • Know that the heading (was called bold print title in Year 2) is the main title of the page and tells you what that page is about. • Know that sub-headings are mini titles throughout the text which tells you what a specific section of text is about. • Know that the contents page and index can be used to locate information in a non-fiction text. • Know that the glossary is like a dictionary and can be found at the back of non-fiction books and explains the meaning of key words from the text. • Begin to know that a paragraph is a chunk of writing and is used to group similar information together. • Know the names of some different forms of poetry that have been explored in reading lessons of English lessons. 	<ul style="list-style-type: none"> • Identify how language can contribute to the meaning of a text Describe, with examples, how the author has chosen a range of vocabulary to convey different moods, feelings and attitudes • Recognise some different forms of poetry (e.g. free verse, narrative poetry) <p><u>Knowledge</u></p> <ul style="list-style-type: none"> • Know that when reading a diary entry, it is written in the first person, know that a letter will start with dear as its opening and your sincerely, yours truly, know that a non-fiction text has headings, sub-headings, contents page, index, glossary, photographs/ illustrations, captions. • Know that a paragraph can organise ideas around a theme and can build up ideas across a text. • Know the names of some different forms of poetry that have been explored in reading lessons of English lessons.
Language Choice	<p>Comment on author’s use of vocabulary:</p> <ul style="list-style-type: none"> • Discuss understanding and explain the meaning of words in context • Discuss words and phrases that capture the reader’s interest and imagination <p>Discuss the effect of key words or phrases used to build mood or tension Comment on the overall effect of the text In poetry, discuss the choice of words and their impact in poems, noticing how the poet creates sound effects using rhyme or alliteration</p> <p><u>Knowledge</u></p> <ul style="list-style-type: none"> • Know how to use a dictionary to check the meaning to new words that they have read by using the first 2-3 letters of the word to find its location. • Know that alliteration in poetry is the repetition of an initial sound within words. 	<p>Comment on author’s use of vocabulary:</p> <ul style="list-style-type: none"> • Use dictionaries to check the meanings of words they have read • Discuss words and phrases that capture the reader’s interest and imagination <p>Comment upon the use and effect of author’s language Identify and describe the styles of individual writers and poets Identify and comment on expressive and descriptive language to create effect in poetry and prose Comment on the overall effect of the text</p> <p><u>Knowledge</u></p> <ul style="list-style-type: none"> • Confidently know how to use a dictionary to check the meaning to new words that they have read by using the first 2-3 letters of the word to find its location.

<p>Making Comparisons and identifying viewpoints</p>	<p>• Identify themes and conventions in a wide range of books Recognise that authors make decisions about how the plot will develop and use different techniques to provoke readers' reactions Notice the difference between 1st and 3rd person accounts Explain why one story / text is preferred to another by identifying specific elements that are liked and disliked Discuss similarities between the same author's books Discuss how we know a text is set in a different time</p>	
<p>Vocabulary</p>	<p>VIPERS: vocabulary, inference, predict, explain, retrieve, summarise comprehension fiction poetry non-fiction plot character setting intonation volume retrieve record</p>	<p>VIPERS: vocabulary, inference, predict, explain, retrieve, summarise features motive narrative poetry structure style</p>

Skill focus	Year 5	Year 6
Word Reading	<p>Developing reading:</p> <ul style="list-style-type: none"> • Apply growing knowledge of root words, prefixes and suffixes to understand the meaning of new words (see appendix 1 of National Curriculum) • Check that the books make sense to them, drawing on contextual evidence • Ask questions to improve understanding of a text <p>Read a range of age-appropriate texts fluently</p> <p>Poetry and plays:</p> <ul style="list-style-type: none"> • Prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience • Learn a wider range of poetry by heart <p>Read poems with imagery, similes and narrative poems Vary pitch, pace, volume, expression and use pauses to create impact Use dramatic interpretation when performing</p> <p><u>Knowledge</u></p> <ul style="list-style-type: none"> • Know that a narrative poem is a form of a poem that tells a story. • Know that a simile is used to compare one thing to another using the words as or like. • Know that imagery in poems means is used words and phrases to create an image in the reader’s head. • Know that punctuation can help the reader to pause appropriately when reading. 	<p>Developing reading:</p> <ul style="list-style-type: none"> • Apply growing knowledge of root words, prefixes and suffixes to understand the meaning of new words (see appendix 1 of National Curriculum) • Check that the books make sense to them, drawing on contextual evidence • Ask questions to improve understanding of a text <p>Read a range of age-appropriate texts fluently</p> <p>Poetry and plays:</p> <ul style="list-style-type: none"> • Prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience • Learn a wider range of poetry by heart <p>Read poems with similes, metaphors, analogy, imagery, style and effect and collections of poetry with a theme Vary pitch, pace, volume, rhythm and expression in relation to the poem’s meaning and form Use dramatic interpretations and ICT to enhance the presentation</p> <p><u>Knowledge</u></p> <ul style="list-style-type: none"> • Know that a metaphor in writing is creating a comparison of two things where we say one thing is meant to be another.
<p>Reading – Comprehension</p> <ul style="list-style-type: none"> • Maintain positive attitudes to reading by reading frequently for pleasure and for a range of purposes • Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks • Increase familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage and books from other cultures and traditions • Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others’ ideas and challenging views courteously • Explain and discuss an understanding of what has been read, including through presentations and debates, maintain a focus on the topic and using notes where necessary 		

<p>Retrieval and Summarise</p>	<p>Understand, describe, select or retrieve information, events or ideas from texts:</p> <ul style="list-style-type: none"> • In non-fiction, retrieve, record and present information • Ask questions and find the answers to questions in a text Extract increasingly complex information from the text Plan what information needs to be found with guidance Make simple note Apply information retrieval skills across the curriculum • Summarise the main ideas drawn from more than one paragraph, • Identify key details that support main ideas Use the skills of skimming and scanning to identify key ideas 	<p>Understand, describe, select or retrieve information, events or ideas from text:</p> <ul style="list-style-type: none"> • In non-fiction, retrieve, record and present information • Ask questions and find the answers to questions in a text Extract complex information from the text Use quotations to illustrate ideas Plan and decide independently what information needs to be searched for Make appropriate notes from research, using a variety of sources Apply information retrieval skills across the curriculum • Identify key details that support main ideas and use them to summarise content drawn from more than one paragraph Use the skills of skimming, scanning, text-marking and note taking to identify key ideas <p><u>Knowledge</u></p> <ul style="list-style-type: none"> • Know that quotations are a group of words taken from a text or speech and repeated by someone other than the original author or speaker. • Know that they can use quotations to explain their ideas. • Know that text-marking means marking the text with a goal in mind which helps the reader reference the ideas captured from the printed word. • Know that note -taking means to jot down notes from the text that help to identify key ideas.
<p>Inference and Prediction</p>	<p>Deduce, infer or interpret information, events or ideas from texts:</p> <ul style="list-style-type: none"> • Distinguish between statements of fact and opinion • Draw inferences such as inferring characters' feelings, thoughts and motives from their actions and justify inferences with evidence Identify evidence of characters changing in a story and discuss possible reasons Discuss what a character's actions and words imply about their character Recognise that characters may have different perspectives on events in stories • Make predictions based on details stated and implied Make predictions for how a character might change during a story and change predictions as events happen Refer to the text to support predictions and opinions. 	<p>Deduce, infer or interpret information, events or ideas from texts:</p> <ul style="list-style-type: none"> • Make predictions based on details stated and implied Predict using more complex narratives e.g. narratives with flashback, narratives with different viewpoints, narrative with two parallel threads in it Refer to the text to support predictions and opinions • Distinguish between statements of fact and opinion • Draw inferences such as inferring characters' feelings, thoughts and motives from their actions and justify inferences with evidence Identify characteristics of stock characters in a variety genres Identify evidence of characters that challenge stereotypes and surprise the reader Recognise that authors can use dialogue at certain points in a story to explain plot, show character and relationships, convey mood or create humour

	<p><u>Knowledge</u></p> <ul style="list-style-type: none"> • Know that facts are things that can be actually proven to be correct. • Know that opinions are statements of a person’s feelings on a subject or object that can’t be proven. • Know that perspective means a particular way in which something is considered. 	<ul style="list-style-type: none"> • Make inferences about the perspective of the author from what is written and implied
Structure and organisation	<p>Identify and comment on the structure and organisation of texts:</p> <ul style="list-style-type: none"> • Read books that are structured in different ways • Identify how structure and presentation contribute to meaning Identify and discuss the structural devices the author has used to organise the text. • Identify how language contributes to meaning Identify vocabulary chosen to convey different messages, moods, feelings and attitudes Pupils should be taught the technical and other terms needed for discussing what they hear and read, such as metaphor, simile, analogy, imagery, style and effect Describe and compare the styles of individual writers and poets, providing evidence Comment and compare the language choices the author has made to convey information over a range of non-fiction texts <p><u>Knowledge</u></p> <ul style="list-style-type: none"> • Know that a simile is used to compare one thing to another using the words as or like. • Know that a metaphor in writing is creating a comparison of two things where we say one thing is meant to be another. • Know that imagery in poems means is used words and phrases to create an image in the reader’s head. • Know that style in poetry refers to hoe the poem has been written. 	<p>Identify and comment on the structure and organisation of texts:</p> <ul style="list-style-type: none"> • Explain how structure and presentation contribute to meaning Comment on the structural choices the author has made when organising the text Explain how the structural choices support the writer’s theme and purpose • Explain how language contributes to meaning Analyse how the author has chosen a range of vocabulary to convey different messages, moods, feelings and attitudes Describe and evaluate the styles of individual writers and poets, providing evidence and justifying interpretations Compare, contrast and explore the styles of writers and poets, providing evidence and explanations Identify and discuss irony and its effect Comment and compare the language choices the author has made to convey information over a range of non-fiction texts <p><u>Knowledge</u></p> <ul style="list-style-type: none"> • Know that irony is a distance between what is said and what is meant, for example ‘Water, water everywhere but not a drop to drink.’
Language Choice	<p>Explain and comment on writers’ use of language:</p> <ul style="list-style-type: none"> • Discuss understanding and explore the meaning of words in context Identify and comment on writers’ purposes and viewpoints and the overall effect of the text: • Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader Identify the writer’s main purpose through a general overview Identify common elements of an author’s style and discuss how the 	<p>Explain and comment on writers’ use of language:</p> <ul style="list-style-type: none"> • Discuss understanding and explore the meaning of words in context Identify and comment on writers’ purposes and viewpoints and the overall effect of the text: • Discuss and evaluate how authors use language, including figurative a language, considering the impact on the reader Identify how style is influenced by the intended audience Identify common elements of an author’s style and make

	<p>style of one author differs from another Identify and comment upon an author’s or poet’s viewpoint in the text and respond to this e.g. re-tell from a different viewpoint Comment on the use of similes and expressive language to create images, sound effects and atmosphere Comment on the overall impact of poetry or prose with reference to features e.g. development of themes, technical terms Justify preferences for an author, poet or a type of text</p> <p><u>Knowledge</u></p> <ul style="list-style-type: none"> • Know that viewpoint means writing from a person’s point of view or opinion. • Know the following poetic terms: stanza/verse, simile, alliteration, onomatopoeia • Know that onomatopoeia means when the sound of the word echoes its meaning. 	<p>comparisons between books Comment on the use of unusual or surprising language choices and effects in poetry such as onomatopoeia, metaphor and personification and comment on how this influences meaning Interpret poems, explaining how the poet creates shades of meaning; justify own views and explain underlying themes Identify and discuss the viewpoint in the text e.g. recognise that the narrator can change and be manipulated e.g. the story has 2 narrators, a different character takes over the storytelling Declare and justify personal preferences for writers and types of text</p> <p><u>Knowledge</u></p> <ul style="list-style-type: none"> • Know that personification is describing a non-human thing as a human. Giving something a human characteristic. • Know that authorial style refers to how and what the author does in their writing.
<p>Making Comparisons and identify viewpoints</p>	<p>Relate texts to their social, cultural and historical traditions:</p> <ul style="list-style-type: none"> • Make comparisons within and across texts • Recommend books they have read to their peers, giving reasons for their choices <p>Identify and explain the key features of a range of appropriate texts Identify and explain characters and their profiles across a range of texts Identify and discuss themes within and across texts (social, cultural and historical)</p>	<p>Relate texts to their social, cultural and historical traditions:</p> <ul style="list-style-type: none"> • Make comparisons within and across texts • Provide reasoned justifications for their views • Recommend books they have read to their peers, giving reasons for their choices <p>Compare and contrast the key features of a range of appropriate texts Compare and contrast characters across a range of appropriate texts Compare and contrast themes and conventions across a range of appropriate texts (social, cultural and historical)</p>
<p>Vocabulary</p>	<p>VIPERS: vocabulary, inference, predict, explain, retrieve, summarise alliteration audience compare context character fact figurative language genre implied intonation justify</p>	<p>VIPERS: vocabulary, inference, predict, explain, retrieve, summarise authorial style comprehension contrast effect imagery metaphor personification viewpoint stanza</p>

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