

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Little Wandle guided reading</b>	60 mins 3 x 20 mins	60 mins 3 x 20 mins	Autumn term 60 mins 3 x 20 mins				
<b>Guided reading</b>			From Spring 1 2.5 hours 5 x 30 mins	VIPERS 2.5 hours (5 x 30 mins)			
<b>Reading for pleasure</b>	Through provision.	During Little Wandle session	1 hour 15 mins (5 x 15 mins)	1 hour 15 mins (5 x 15 mins)			
<b>Storytime</b>	1 hour 15 mins (5 x 15 mins)	1 hour 15 mins (5 x 15 mins)	1 hour 15 mins (5 x 15 mins)	1 hour 15 mins (5 x 15 mins)			
<b>1:1 reading</b>		At least 3 x per fortnight	At least 3 x per fortnight	At least 1 x per fortnight (focus children daily)			

### Guided Reading - KS2 (and Year 2 from Autumn 2)

Text types are suggestions, it is important that children receive a diet of all VIPERS with opportunity to apply these through comprehension tasks.

	Week 1 Fiction	Week 2 Non-Fiction	Week 3 Poetry/songs/picture books/short film	Week 4 Fiction	Week 5 Non-Fiction	Week 6 Poetry/songs/picture books/short film
<b>Monday</b>	Vocabulary	Vocabulary	Vocabulary	Vocabulary	Vocabulary	Vocabulary
<b>Tuesday</b>	Inference	Retrieval and explanation	Inference	Retrieval and explanation	Inference	Retrieval and explanation
<b>Wednesday</b>						
<b>Thursday</b>						
<b>Friday</b>	Prediction	Sequencing and summarising	Prediction	Sequencing and summarising	Prediction	Sequencing and summarising

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<p><b>Little Wandle Letters and Sounds</b>  <b>Children in year R - Y2 follow the Little Wandle Letters and sounds phonics programme. Reading takes place daily with 3 different foci throughout the week - Decoding, Prosody and comprehension.</b></p>					
<b>Year R</b>	<ul style="list-style-type: none"> <li>Recognise phase 2 GPCs and blend cvc words independently, as set out in the LWLS progression.</li> <li>In Autumn 2 Children will begin reading phonetically matched books from the Big Cat series</li> <li>Recognise the tricky words I, is, no, go, into, we, me, be, he, she, of, has</li> <li>Join in with rhyming stories, finishing the phrase.</li> <li>Retell familiar stories such as Room on The Broom, Owl Babies and Ruby's Worry, after having been read them multiple times.</li> <li>Begin to discuss how characters are feeling and what they may be thinking.</li> </ul>		<ul style="list-style-type: none"> <li>Read cvc words independently as part of sentences in the Big Cat reading books as well as during phonics and in classroom activities.</li> <li>Recognise the digraphs and trigraphs taught in phase 3, and read words which contain them.</li> <li>Recognise the phase 3 tricky words outlined in the Little Wandle Letters and Sounds progression document.</li> <li>Count the syllables in a word.</li> <li>Use stories as a basis for play, such as making Stone Soup, or building props based on story settings.</li> <li>Adapt well known folktales to their own ideas e.g. the Runaway Cupcake instead of The Gingerbread Man. Make story maps with support and perform oral retellings to small audiences.</li> <li>Develop an understanding of what has been read in the Big Cat books during the 'comprehension' section. Adults will model how to answer based on the text and pictures in the story, 'I know this because...</li> </ul>		<ul style="list-style-type: none"> <li>Build towards fluency with commonly read words, by reading and re-reading the same books.</li> <li>Read words containing adjacent consonants and 2 syllable words as outlined in LWLS progressions.</li> <li>Read the phase 4 tricky words as outlined in LWLS.</li> <li>Rhyme confidently and make rhyming strings.</li> <li>Take part in Helicopter Stories and use stories as the basis for my play.</li> <li>Begin to make up my own stories, or build on the ideas of others, using what I know about how stories are structured in familiar texts.</li> <li>Explore Non-Fiction in more detail and use the vocabulary introduced there and in stories such as 'The Lighthouse Keeper's Lunch'</li> </ul>	
<b>Year 1</b>	<p><b>Prior knowledge</b>  Children should have phonic knowledge to read words in ways which match their spoken sounds.  They should also be able to read some irregular common words.  Children should be able to read simple sentences and talk about what they have read.</p>					
	<ul style="list-style-type: none"> <li>I can apply my phonic knowledge and skills to decode words.</li> <li>I can respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes.</li> <li>I can read accurately by blending sounds in unfamiliar words containing grapheme phoneme correspondence (GPC) that I have been taught.</li> <li>I can read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.</li> <li>I can read taught red words on sight in the context of the text. I can read words containing taught GPCs -s, -es, -ing, -ed, -er and -est endings.</li> <li>I can read other words of more than one syllable that contain taught GPC.</li> <li>I can read aloud accurately books that are consistent with my developing phonic knowledge and that do not require me to use other strategies to work out words.</li> <li>I can re-read books to build up my fluency and confidence in word reading.</li> </ul>		<ul style="list-style-type: none"> <li>I can recognise and join in with predictable phrases.</li> <li>I can discuss word meanings, linking new meanings to those already known</li> <li>I can draw on what I already know or on background information and vocabulary provided by my teacher.</li> <li>I can participate in discussions about what is read to me, taking turns and listening to what others say.</li> <li>I can begin to draw inferences from the text and/or the illustrations.</li> <li>I can begin to make predictions about what might happen on the basis of what has been read so far.</li> <li>I can read words with contractions (for example I'm, I'll, we'll) and understand that the apostrophe represents the omitted letter(s).</li> </ul>		<ul style="list-style-type: none"> <li>I can link what I have read or have heard read to me to my own experiences.</li> <li>I can clearly explain my understanding of what is read to me.</li> <li>I can listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which I can read independently.</li> <li>I can identify and explain key aspects of fiction and non-fiction texts such as characters, event, titles and information.</li> <li>I am becoming familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics.</li> <li>I can learn to appreciate rhymes and poems, and to recite some by heart.</li> </ul>	
<b>Year 2</b>	<p><b>Progressive skills - Teacher Assessment Framework</b>  I can accurately read most words of two or more syllables.  I can read most words containing common suffixes, i.e. -ment, -ness, -ful, -less, -ly  I can read most common exception words.  I can read most words accurately from age-appropriate books without overt sounding and blending,  I can sound out most unfamiliar words accurately, without undue hesitation  I can begin to read sufficiently fluently to allow us to focus on our understanding rather than on decoding individual words.  I can read aloud most suitable books accurately, showing fluency and confidence at over 90 words per minute</p>					
	<p><b>Prior knowledge</b>  Children should be able to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent.  They should have an increasing vocabulary through listening to an extensive range of stories, rhymes, poems and non-fiction texts.  <b>Grammar terminology</b>  letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, comma, exclamation mark, suffixes, prediction, poem, story, non-fiction</p>					
	<ul style="list-style-type: none"> <li>I can begin to recognise simple recurring literary language in stories and poetry. I can discuss the meanings of words.</li> <li>I can begin to discuss my favourite words and phrases.</li> <li>I am beginning to make inferences on the basis of what is being said and done.</li> <li>I can begin to predict what might happen on the basis of what has been read so far.</li> <li>I can explain and discuss my understanding of books that I have listened to.</li> </ul>		<ul style="list-style-type: none"> <li>I can recognise simple recurring literary language in stories and poetry. I can discuss and clarify the meanings of words.</li> <li>I can discuss my favourite words and phrases with growing confidence.</li> <li>I am beginning to make inferences on the basis of what is being said and done with growing confidence.</li> <li>I can predict what might happen on the basis of what has been read so far.</li> <li>I can explain and discuss my understanding of books that I listen to and those that I read for myself.</li> </ul>		<ul style="list-style-type: none"> <li>I can recognise simple recurring literary language in stories and poetry with confidence.</li> <li>I can discuss and clarify the meanings of words, linking new meanings to known vocabulary.</li> <li>I can confidently discuss my favourite words and phrases.</li> <li>I can make inferences on the basis of what is being said and done.</li> <li>I can predict what might happen on the basis of what has been read so far.</li> <li>I can explain and discuss my understanding of books, poems and other material, both those that I listen to and those that I read for myself.</li> </ul>	

	<ul style="list-style-type: none"> <li>• I can listen to, begin to discuss and express views about a range of poetry, stories and non-fiction.</li> <li>• I can participate in discussions about books, poems and other work that have been read to me.</li> <li>• I can understand books I can read fluently by drawing on what I already know. I am beginning to answer and ask questions.</li> <li>• I am beginning to discuss the sequence of events in books.</li> <li>• I am beginning to become familiar with a range of stories, fairy stories and traditional tales.</li> <li>• I can build up a repertoire of poems learnt by heart.</li> </ul>	<ul style="list-style-type: none"> <li>• I can listen to, discuss and express views about a wide range of poetry, stories and non-fiction.</li> <li>• I can participate in discussions about books, poems and other work that have been read to me and those that I have read for myself.</li> <li>• I can understand books I can read accurately and fluently by drawing on what I already know, using vocabulary provided by the teacher.</li> <li>• I can answer and ask questions with growing accuracy.</li> <li>• I discuss the sequence of events in books and am beginning to discuss how items of information are related.</li> <li>• I am becoming familiar with and can retell a wider range of stories, fairy stories and traditional tales.</li> <li>• I can continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some.</li> </ul>	<ul style="list-style-type: none"> <li>• I can listen to, discuss and express views about a wide range of poetry, stories and non-fiction at a level beyond that at which I can read independently.</li> <li>• I can participate in discussions about books, poems and other work that have been read to me and those that I have read for myself, taking turns and listening to what others say.</li> <li>• I can understand books I can read accurately and fluently by drawing on what I already know or on background information and vocabulary provided by the teacher.</li> <li>• I can answer and ask questions with accuracy.</li> <li>• I can discuss the sequence of events in books and how items of information are related. <ul style="list-style-type: none"> <li>• I am becoming increasingly familiar with and can retell a wider range of stories, fairy stories and traditional tales.</li> <li>• I can continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear.</li> </ul> </li> </ul>			
KS2	<ul style="list-style-type: none"> <li>• Be able to read age-appropriate texts with confidence and fluency</li> <li>• Draw inferences about character's feelings, thoughts and motives</li> <li>• Make plausible predictions and summaries.</li> <li>• Comment upon a writer's choice of language and explain the effect of vocabulary on the reader.</li> <li>• Make reasoned justifications for their views using the text to support their opinions.</li> </ul>					
Year 3	<p><u>Progressive skills</u></p> <ul style="list-style-type: none"> <li>• I can read aloud independently, taking turns and listening to others.</li> <li>• I can apply our knowledge of root words to read aloud and to understand the meaning of unfamiliar words.</li> <li>• I can apply our knowledge of prefixes to read aloud and to understand the meaning of unfamiliar words: -in-, mis-, dis-, il-, im-, ir-, re-, sub-, inter, - un</li> <li>• I can apply our knowledge of suffixes to read aloud and to understand the meaning of unfamiliar words: -ly, -ous, -tion, -sion, -ssion, -cian</li> <li>• I can read further exception words, noting the unusual correspondences between spelling and sound.</li> </ul> <p><u>Prior knowledge</u> Children should be able to sound out most unfamiliar words without overt blending. They should be able to discuss the sequence of events and make simple predictions about future events. They will be able to ask and answer questions about texts they have listened to and texts that they may have read independently.</p> <p><u>Grammar terminology</u> singular, plural, sentence, punctuation, full stop, question mark, comma, exclamation mark, poem, story, non-fiction, root word, prefixes, suffixes, prediction, inference, sequence, structure</p> <table border="1" data-bbox="210 1060 2852 1730"> <tr> <td data-bbox="210 1060 1056 1730"> <ul style="list-style-type: none"> <li>• I can begin to use dictionaries to check the meaning of words that I have read.</li> <li>• I can begin to discuss words that capture the reader's interest and imagination.</li> <li>• I can begin to identify how language, structure, and presentation contribute to meaning with support.</li> <li>• I can draw inferences such as inferring characters' feelings and thoughts.</li> <li>• I can predict what might happen based on details which have been read. 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I can ask questions to help my understanding.</li> <li>• I am beginning to retrieve and record information from non-fiction texts.</li> <li>• I am becoming increasingly familiar with a wide range of books, including fairy stories, myths and legends, and beginning to retell some of these orally.</li> <li>• I am beginning to identify themes and conventions in a wide range of books with support.</li> <li>• I am beginning to identify main ideas drawn from more than one paragraph and beginning to summarising these with support.</li> <li>• I can begin to prepare poems to read aloud</li> <li>• I am beginning to recognise some different forms of poetry.</li> </ul> </td> <td data-bbox="1056 1060 1973 1730"> <ul style="list-style-type: none"> <li>• I can use dictionaries with increasing independence to check the meaning of words that I have read.</li> <li>• I can begin to discuss words and phrases that capture the reader's interest and imagination.</li> <li>• I can begin to identify how language, structure, and presentation contribute to meaning with increasing independence.</li> <li>• I can draw inferences such as inferring characters' feelings, thoughts and begin to look at motives from their actions.</li> <li>• I can predict what might happen based on details which have been read with increasing confidence.</li> <li>• I can listen to and discuss a range of fiction, poetry, plays, non-fiction and reference books or textbooks.</li> <li>• I can recognise some different forms of poetry.</li> <li>• I can ask questions to improve my understanding of a text with growing accuracy.</li> <li>• I can retrieve and record information from non-fiction texts with growing independence.</li> <li>• I am becoming increasingly familiar with a wide range of books, including fairy stories, myths and legends, and developing the skill to retell some of these orally.</li> <li>• I am beginning to identify themes and conventions in a wide range of books with growing independence.</li> <li>• I am beginning to identify main ideas drawn from more than one paragraph and summarising these with growing independence.</li> <li>• I can begin to prepare poems and play scripts to read aloud and to perform. 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Year 4	<p><u>Progressive skills</u></p> <p>I can read further exception words, noting different pronunciations. I can apply my knowledge of root words to read aloud and to understand the meaning of unfamiliar words. I can apply my knowledge of prefixes to read aloud and to understand the meaning of unfamiliar words I can apply my knowledge of suffixes to read aloud and to understand the meaning of unfamiliar words</p>					

	<p><u>Prior knowledge</u></p> <ul style="list-style-type: none"> <li>• Children should be able to read aloud independently, taking turns and listening to others.</li> <li>• They are able to apply knowledge of root words to read aloud and to understand the meaning of unfamiliar words.</li> <li>• Children are able to ask and ask questions about texts and sequence, summarise and predict events in more extended narratives.</li> <li>• They should be able to read aloud independently, taking turns and listening to others.</li> <li>• Children are able to apply knowledge of root words to read aloud and to understand the meaning of unfamiliar words.</li> <li>• They are able to ask and ask questions about texts and sequence, summarise and predict events in more extended narratives.</li> <li>• Children should be able to read aloud independently, taking turns and listening to others.</li> <li>• They are able to apply knowledge of root words to read aloud and to understand the meaning of unfamiliar words.</li> <li>• Children are able to ask and ask questions about texts and sequence, summarise and predict events in more extended narratives.</li> </ul> <p><u>Grammar Terminology</u></p> <p>punctuation, full stop, question mark, comma, exclamation mark , poem, story, non-fiction, root word, prefixes, suffixes, prediction, inference, sequence, summarise, structure, evidence, themes</p>		
	<ul style="list-style-type: none"> <li>• I can use dictionaries to check the meaning of words that I have read.</li> <li>• I can begin to identify and discuss the author's use of precise word choices to engage and capture the reader's interest and imagination.</li> <li>• I can begin to identify how language, structure, and presentation contribute to meaning</li> <li>• I can draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and begin to justify inferences.</li> <li>• I can predict what might happen.</li> <li>• I can listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</li> <li>• I can recognise some different forms of poetry.</li> <li>• I am beginning to ask questions to improve my understanding of a text.</li> <li>• I can retrieve and record information from non-fiction texts.</li> <li>• I am familiar with a range of books retelling some of these orally.</li> <li>• I can begin to identify themes and conventions in a wide range of books.</li> <li>• I can identify main ideas drawn from more than one paragraph and begin to summarise these.</li> <li>• I can prepare poems and play scripts to read aloud and to perform. I can recognise some different forms of poetry.</li> </ul>	<ul style="list-style-type: none"> <li>• I can use dictionaries to check the meaning of words that I have read with increasing accuracy.</li> <li>• I can identify and discuss the author's use of precise word choices to engage and capture the reader's interest and imagination.</li> <li>• I can identify how language, structure, and presentation contribute to meaning</li> <li>• I can draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and begin to justify inferences with some evidence.</li> <li>• I can predict what might happen by beginning to use details stated.</li> <li>• I can listen to and discuss with increased confidence, a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</li> <li>• I can recognise some different forms of poetry [for example, free verse, and narrative poetry].</li> <li>• I can ask questions to improve my understanding of a text.</li> <li>• I can retrieve and record relevant information from non-fiction texts with growing accuracy.</li> <li>• I am familiar with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally with increasing confidence.</li> <li>• I can identify themes and conventions in a wide range of books with increasing accuracy.</li> <li>• I can identify main ideas drawn from more than one paragraph and summarise these with growing accuracy.</li> <li>• I can prepare poems to read aloud and to perform, beginning to show understanding through intonation, tone, volume and action.</li> <li>• I can recognise some different forms of poetry.</li> </ul>	<ul style="list-style-type: none"> <li>• I can use dictionaries to check the meaning of words that I have read with accuracy.</li> <li>• I can confidently identify and discuss the author's use of precise word choices to engage and capture the reader's interest and imagination.</li> <li>• I can identify how language, structure, and presentation contribute to meaning with confidence</li> <li>• I can draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and begin to justify inferences with appropriate evidence.</li> <li>• I can predict what might happen from details stated and implied.</li> <li>• I can listen to and discuss with confidence, a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</li> <li>• I can confidently recognise some different forms of poetry [for example, free verse, and narrative poetry].</li> <li>• I can ask accurate questions to improve my understanding of a text.</li> <li>• I can retrieve and record relevant information from non-fiction texts with increased accuracy.</li> <li>• I am familiar with a wide range of books, including fairy stories, myths and legends, and can orally retell these with increased confidence.</li> <li>• I can identify themes and conventions in a wide range of books accurately.</li> <li>• I can identify main ideas drawn from more than one paragraph and summarise these.</li> <li>• I can prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action.</li> <li>• I can recognise some different forms of poetry.</li> </ul>
<p><b>Year 5</b></p>	<p><u>Progressive skills</u></p> <p>I can read aloud with intonation that shows understanding.  I can apply growing knowledge of root words, prefixes and suffixes both to read aloud and understand the meaning of new words.  I can attempt pronunciation of unfamiliar words drawing on prior knowledge of similar-looking words.</p>		
	<p><u>Prior knowledge</u></p> <p>Children can draw inferences about a character's feelings, thoughts and motives and are beginning to justify these with appropriate evidence.  They can increasingly explain the meaning of words by using the context.  Children can suggest reasons why authors have used specific words.</p> <p><u>Grammar terminology</u></p> <p>poem, story, non-fiction, intonation, root word, prefixes, suffixes, prediction, inference, sequence, summarise, structure, evidence, themes, opinion, figurative language, similes, metaphors,</p>		
	<ul style="list-style-type: none"> <li>• I can check that the book makes sense, begin to discuss my understanding and explore the meaning of words.</li> <li>• I can identify and begin to comment on language and the structural features of a text e.g. the use of subheadings, captions etc.</li> <li>• I can begin to discuss and evaluate how authors use language, considering the impact on the reader.</li> <li>• I can draw inferences such as inferring a character's feelings, thoughts and motives and explain them with growing confidence.</li> <li>• I can predict what might happen by offering an explanation and beginning to use evidence.</li> <li>• I can read and begin to discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</li> </ul>	<ul style="list-style-type: none"> <li>• I can check that the book makes sense, discuss my understanding and explore the meaning of words in context.</li> <li>• I can identify and comment on language and the structural features of a text with increased confidence e.g. the use of subheadings, captions etc.</li> <li>• I can discuss and evaluate how authors use language, including figurative language, considering the impact on the reader with increased confidence.</li> <li>• I can draw inferences such as inferring character's feelings, thoughts and motives and explain them by beginning to select evidence to justify.</li> <li>• I can predict what might happen offering an explanation by beginning to use accurate evidence.</li> </ul>	<ul style="list-style-type: none"> <li>• I can check that the book makes sense, discuss my understanding in detail and explore the meaning of words in context with confidence.</li> <li>• I can confidently identify and comment on language and the structural features of a text e.g. the use of subheadings, captions etc.</li> <li>• I can confidently discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</li> <li>• I can draw inferences such as inferring character's feelings, thoughts and motives and explain them by selecting appropriate evidence to justify.</li> <li>• I can predict what might happen offering an explanation using accurate evidence.</li> <li>• I can read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks with increasing confidence.</li> </ul>

	<ul style="list-style-type: none"> <li>• I can recommend books that I have read to my peers, beginning to give reasons for my choices.</li> <li>• I can begin to distinguish between statements of fact and opinion.</li> <li>• I can begin to participate in discussions about books that are read to me and those I can read for myself.</li> <li>• I can begin to discuss my understanding of what I have read.</li> <li>• I can begin to provide reasoned justifications for my views.</li> <li>• I am beginning to increase my familiarity with a wide range of books.</li> <li>• I can begin to ask questions to improve my understanding.</li> <li>• I can begin to retrieve, record and present information from nonfiction texts.</li> <li>• I am beginning to identify and discuss themes and conventions in a range of writing.</li> <li>• I am beginning to make comparisons within books.</li> <li>• I can begin to summarise the main ideas drawn from more than one paragraph.</li> <li>• I can begin to learn a wider range of poetry by heart, preparing poems and plays to read aloud.</li> </ul>	<ul style="list-style-type: none"> <li>• I can read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</li> <li>• I can recommend books that I have read to my peers, giving reasons for my choices.</li> <li>• I can distinguish between statements of fact and opinion.</li> <li>• I can participate in discussions about books that are read to me and those I can read for myself, building on my own ideas.</li> <li>• I can explain and discuss my understanding of what I have read, maintaining a focus on the topic with growing confidence.</li> <li>• I can provide more accurate reasoned justifications for my views.</li> <li>• I can increase my familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction,</li> <li>• I can ask questions to improve my understanding.</li> <li>• I can retrieve, record and present information from non-fiction with increasing accuracy.</li> <li>• I am beginning to identify and discuss themes and conventions in and across a range of writing.</li> <li>• I am beginning to make comparisons within and across books.</li> <li>• I can begin to summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.</li> <li>• I can begin to learn a wider range of poetry by heart preparing poems and plays to read aloud and to perform.</li> </ul>	<ul style="list-style-type: none"> <li>• I can recommend books that I have read to my peers, giving detailed reasons for my choices.</li> <li>• I can distinguish between statements of fact and opinion with increasing confidence.</li> <li>• I can participate in discussions about books that are read to me and those I can read for myself, building on my own and others' ideas.</li> <li>• I can explain and discuss my understanding of what I have read with increased confidence through formal presentations and debates, beginning to maintain a focus on the topic.</li> <li>• I can provide accurate and reasoned justifications for my views.</li> <li>• I can further increase my 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.</li> <li>• I can ask more detailed questions to improve my understanding.</li> <li>• I can retrieve, record and present information from nonfiction with further accuracy.</li> <li>• I am beginning to identify and discuss themes and conventions in and across a wide range of writing.</li> <li>• I can make comparisons within and across books.</li> <li>• I can summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas with increasing accuracy.</li> <li>• I can learn a wider range of poetry by heart, preparing poems and plays to read aloud and to perform, beginning to show understanding through intonation, tone and volume.</li> </ul>
<p><b>Year 6</b></p>	<p><u>Progressive objectives</u></p> <p>I can read aloud with intonation that shows understanding.  I can attempt the pronunciation of unfamiliar words, working out the meaning of words from the context  I can read age-appropriate novels with confidence and fluency.</p>		
<p><u>Prior knowledge</u></p> <ul style="list-style-type: none"> <li>• Children can read aloud with intonation that shows understanding.</li> <li>• They can express a personal point of view about a text, explaining an opinion in detail.</li> <li>• They can comment on the purpose of the author's choice of vocabulary and can comment on the use of figurative language.</li> <li>• Children can distinguish between statements of facts and opinion.</li> <li>• They can recommend books that have been enjoyed, giving detailed reasons.</li> </ul> <p><u>Grammar Terminology</u></p> <p>poem, story, non-fiction, intonation, root word, prefixes, suffixes, prediction, inference, sequence, summarise, structure, evidence, themes, opinion, counter-argument, context, contrast, figurative language, similes, metaphors, personification</p>			
	<ul style="list-style-type: none"> <li>• I can check that the book makes sense, discuss my understanding and explore the meaning of words in context.</li> <li>• I can identify how language, structure and presentation contribute to meaning.</li> <li>• I can discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.</li> <li>• I can draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences</li> <li>• I can make plausible predictions about what might happen using some evidence.</li> <li>• I can continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks with developing confidence.</li> <li>• I can recommend books that I have read to my peers, giving reasons for my choices.</li> <li>• I can distinguish between statements of fact and opinion.</li> <li>• I can participate in discussions about books that are read to me and those I can read for myself, building on my own and others' ideas and begin to challenge views courteously.</li> <li>• I can discuss my understanding of what I have read, including through formal presentations, maintaining a focus on the topic and using notes where necessary.</li> <li>• I can provide reasoned justifications for my views.</li> <li>• I am growing familiar 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.</li> <li>• I can ask questions to improve my understanding.</li> </ul>	<ul style="list-style-type: none"> <li>• I can check that the book makes sense, discuss my understanding and explore the meaning of words in context with increasing confidence.</li> <li>• I can identify how language, structure and presentation contribute to meaning with increased accuracy.</li> <li>• I can discuss and evaluate how authors use language, including figurative language, considering the impact on the reader using evidence from the text.</li> <li>• I can draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with some evidence.</li> <li>• I can make plausible predictions about what might happen, explaining them using more accurate evidence.</li> <li>• I can continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks with increased confidence.</li> <li>• I can recommend books that I have read to my peers, giving reasons for my choices in more detail.</li> <li>• I can distinguish between statements of fact and opinion with increased accuracy.</li> <li>• I can participate in discussions about books that are read to me and those I can read for myself, building on my own and others' ideas and challenging views courteously with growing confidence.</li> <li>• I can explain and discuss my understanding of what I have read, including through formal presentations maintaining a focus on the topic and using notes where necessary.</li> <li>• I can provide detailed reasoned justifications for my views, beginning to use evidence from the text.</li> <li>• I am growing more familiar 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.</li> </ul>	<ul style="list-style-type: none"> <li>• I can check that the book makes sense, discuss my understanding and explore the meaning of words in context with accuracy and confidence.</li> <li>• I can confidently and accurately identify how language, structure and presentation contribute to meaning.</li> <li>• I can discuss and evaluate how authors use language, including figurative language, considering the impact on the reader using precise evidence from the text.</li> <li>• I can draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with precise evidence.</li> <li>• I can make plausible predictions about what might happen, explaining them with precise evidence.</li> <li>• I can continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks with confidence and accuracy.</li> <li>• I can confidently recommend books that I have read to my peers, giving detailed reasons for my choices.</li> <li>• I can distinguish between statements of fact and opinion with accuracy.</li> <li>• I can participate in discussions about books that are read to me and those I can read for myself, building on my own and others' ideas and challenging views courteously with confidence.</li> <li>• I can confidently explain and discuss my understanding of what I have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary.</li> <li>• I can provide detailed reasoned justifications for my views using evidence from the text.</li> </ul>

- I can retrieve, record and present information from non-fiction texts.
- I can identify and discuss themes and conventions in and across a range of writing.
- I can make comparisons within and across books.
- I can summarise the main ideas drawn from more than one paragraph.
- I can learn a wider range of poetry by heart, preparing poems and plays to read aloud and to perform, beginning to show understanding through intonation, tone and volume so that the meaning is clear to an audience.

- I can ask detailed questions to improve my understanding.
- I can retrieve, record and present information from non-fiction texts with accuracy.
- I can identify and discuss themes and conventions in and across a wide range of writing with increased confidence.
- I can make comparisons within and across books with increasing confidence.
- I can summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas with growing accuracy.
- I can continue to learn a wider range of poetry by heart, preparing poems and plays to read aloud and to perform with increasing confidence, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.

- I am confident and familiar 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.
- I can ask accurate and specific questions to improve my understanding.
- I can accurately retrieve, record and present information from non-fiction texts.
- I can confidently identify and discuss themes and conventions in and across a wide range of writing.
- I can confidently and accurately make comparisons within and across books.
- I can accurately summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.
- I can learn a wider range of poetry by heart, preparing poems and plays to read aloud and to perform with confidence, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.