



Reading Progression Map



“The more that you read, the more things you will know. The more you learn, the more places you’ll go”

Intent: We pride ourselves in celebrating a love of reading throughout Moss Hey from the moment the pupils arrive until the moment they leave. We have a focus on learning to read then reading to learn. We understand the importance of reading for practice, purpose and pleasure.

Reading in Reception			
	Autumn	Spring	Summer
Word Reading	<p>Read individual letters by saying the sounds for them</p> <p>Blend sounds into words, so that they can read short words made up of known letter– sound correspondences</p> <p>Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment</p>	<p>Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment</p> <p>Read some letter groups that each represent one sound and say sounds for them</p> <p>Read a few common exception words matched to the school’s phonic programme</p> <p>Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words</p>	<p>Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment</p> <p>Read some letter groups that each represent one sound and say sounds for them</p> <p>Read a few common exception words matched to the school’s phonic programme</p> <p>Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words</p>
Comprehension	<p>Engage in story times</p> <p>Engage in non-fiction books</p> <p>Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment</p>	<p>Engage in story times</p> <p>Engage in non-fiction books</p> <p>Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment</p> <p>Listen to and talk about stories to build familiarity and understanding</p>	<p>Engage in story times</p> <p>Engage in non-fiction books</p> <p>Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment</p> <p>Re-read what they have written to check that it makes sense</p> <p>Listen to and talk about stories to build familiarity and understanding</p> <p>Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words</p>

Early Learning Goals for Reading	
Word Reading	<p>Say a sound for each letter in the alphabet and at least 10 digraphs.</p> <p>Read words consistent with their phonic knowledge by sound-blending.</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p>
Comprehension	<p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>Anticipate (where appropriate) key events in stories.</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</p>



KS1						
	Year One			Year Two		
	Autumn	Spring	Summer	Autumn	Spring	Summer
Word Reading and Fluency	<p>apply phonic knowledge and skills as the route to decode words</p> <p>respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes</p> <p>read accurately by blending sounds in unfamiliar words containing GPCs that have been taught</p> <p>read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</p> <p>read words containing taught GPCs and ing, and –ed endings</p> <p>read other words of more than one syllable that contain taught GPCs (two syllables)</p> <p>read words with contractions <i>I'm, I'll, I'd, we'll, we'd, we've</i> and understand that the apostrophe represents the omitted letter(s)</p> <p>read books aloud, accurately, that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words</p> <p>reread these books to build up their fluency and confidence in word reading</p> <p>checking that the text makes sense to them as they read, and correcting inaccurate reading</p>	<p>apply phonic knowledge and skills as the route to decode words</p> <p>respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes</p> <p>read accurately by blending sounds in unfamiliar words containing GPCs that have been taught</p> <p>read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</p> <p>read words containing taught GPCs and –er and –est endings</p> <p>read other words of more than one syllable that contain taught GPCs (two syllables)</p> <p>read words with contractions <i>don't, won't, can't</i> and understand that the apostrophe represents the omitted letter(s)</p> <p>read books aloud, accurately, that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words</p> <p>reread these books to build up their fluency and confidence in word reading</p> <p>checking that the text makes sense to them as they read, and correcting inaccurate reading</p>	<p>apply phonic knowledge and skills as the route to decode words</p> <p>respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes</p> <p>read accurately by blending sounds in unfamiliar words containing GPCs that have been taught</p> <p>read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</p> <p>read words containing taught GPCs and –s and –es, endings</p> <p>read other words of more than one syllable that contain taught GPCs (three syllables)</p> <p>read words with contractions <i>you'd, you've you'll, she'll, she'd, he'd, he'll</i> and understand that the apostrophe represents the omitted letter(s)</p> <p>read books aloud, accurately, that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words</p> <p>reread these books to build up their fluency and confidence in word reading</p> <p>checking that the text makes sense to them as they read, and correcting inaccurate reading</p>	<p>continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent</p> <p>read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes</p> <p>read accurately words of two or more syllables that contain the same graphemes as above (two syllables)</p> <p>read words containing common suffixes e.g. -ed, -s/-es, -ing</p> <p>read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word (refer to list)</p> <p>read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered</p> <p>read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation</p> <p>reread these books to build up their fluency and confidence in word reading</p> <p>checking that the text makes sense to them as they read, and correcting inaccurate reading</p>	<p>continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent</p> <p>read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes</p> <p>read accurately words of two or more syllables that contain the same graphemes as above (three syllables)</p> <p>read words containing common suffixes e.g. -ly, -less, -ful</p> <p>read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word (refer to list)</p> <p>read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered</p> <p>read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation</p> <p>reread these books to build up their fluency and confidence in word reading</p> <p>checking that the text makes sense to them as they read, and correcting inaccurate reading</p>	<p>continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent</p> <p>read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes</p> <p>read accurately words of two or more syllables that contain the same graphemes as above (four syllables +)</p> <p>read words containing common suffixes e.g. -ness, -ment, -er, -est</p> <p>read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word (refer to list)</p> <p>read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered</p> <p>read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation</p> <p>reread these books to build up their fluency and confidence in word reading</p> <p>checking that the text makes sense to them as they read, and correcting inaccurate reading</p>
Vocabulary	discussing word meanings, linking new meanings to those already known (<i>refer to tier 2 document for monthly words</i>)	discussing word meanings, linking new meanings to those already known (<i>refer to tier 2 document for monthly words</i>)	discussing word meanings, linking new meanings to those already known (<i>refer to tier 2 document for monthly words</i>)	drawing on what they already know or on background information and vocabulary provided by the teacher	drawing on what they already know or on background information and vocabulary provided by the teacher	drawing on what they already know or on background information and vocabulary provided by the teacher

	drawing on what they already know or on background information and vocabulary provided by the teacher	drawing on what they already know or on background information and vocabulary provided by the teacher	drawing on what they already know or on background information and vocabulary provided by the teacher	discussing and clarifying the meanings of words, linking new meanings to known vocabulary (<i>refer to tier 2 document for monthly words</i>) discussing their favourite words and phrases	discussing and clarifying the meanings of words, linking new meanings to known vocabulary (<i>refer to tier 2 document for monthly words</i>) discussing their favourite words and phrases	discussing and clarifying the meanings of words, linking new meanings to known vocabulary (<i>refer to tier 2 document for monthly words</i>) discussing their favourite words and phrases
Explain	explain clearly their understanding of what is read to them	explain clearly their understanding of what is read to them	explain clearly their understanding of what is read to them	explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves	explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves	explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves
Retrieval	recognising and joining in with predictable phrases being encouraged to link what they read or hear to their own experiences	recognising and joining in with predictable phrases being encouraged to link what they read or hear to their own experiences	recognising and joining in with predictable phrases being encouraged to link what they read or hear to their own experiences	recognising simple recurring literary language in stories and poetry	recognising simple recurring literary language in stories and poetry	recognising simple recurring literary language in stories and poetry
Infer	making inferences on the basis of what is being said and done discussing the significance of the title and events	making inferences on the basis of what is being said and done discussing the significance of the title and events	making inferences on the basis of what is being said and done discussing the significance of the title and events	making inferences on the basis of what is being said and done	making inferences on the basis of what is being said and done	making inferences on the basis of what is being said and done
Predict	predicting what might happen on the basis of what has been read so far	predicting what might happen on the basis of what has been read so far	predicting what might happen on the basis of what has been read so far	predicting what might happen on the basis of what has been read so far	predicting what might happen on the basis of what has been read so far	predicting what might happen on the basis of what has been read so far
Summarise/Sequence	becoming very familiar with key stories, retelling them and considering their particular characteristics	becoming very familiar with key stories, retelling them and considering their particular characteristics	becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics	becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales discussing the sequence of events in books and how items of information are related	becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales discussing the sequence of events in books and how items of information are related	becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales discussing the sequence of events in books and how items of information are related
Book talk/Discussion	participate in discussion about what is read to them, taking turns and listening to what others say	participate in discussion about what is read to them, taking turns and listening to what others say	participate in discussion about what is read to them, taking turns and listening to what others say	participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently	participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently	participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently
Poetry and Perform	learning to appreciate rhymes and poems, and to recite some by heart listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently	learning to appreciate rhymes and poems, and to recite some by heart listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently	learning to appreciate rhymes and poems, and to recite some by heart listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently	continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear	continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear	continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear



Lower KS2						
skills to be repeated in Year 3 and Year 4 using more complex texts						
	Year Three			Year Four		
	Autumn	Spring	Summer	Autumn	Spring	Summer
Word Reading and Fluency	<p>apply their growing knowledge of root words, both to read aloud and to understand the meaning of new words they meet <i>e.g. adding suffixes beginning with vowel letters to words of more than one syllable</i></p> <p>apply their growing knowledge of prefixes, both to read aloud and to understand the meaning of new words they meet <i>e.g. un-, dis-, mis-</i></p> <p>apply their growing knowledge of suffixes, both to read aloud and to understand the meaning of new words they meet <i>e.g. -ly</i></p> <p>checking that the text makes sense to them, discussing their understanding, and explaining the meaning of words in context</p>	<p>apply their growing knowledge of root words, both to read aloud and to understand the meaning of new words they meet <i>e.g. adding suffixes beginning with vowel letters to words of more than one syllable</i></p> <p>apply their growing knowledge of prefixes, both to read aloud and to understand the meaning of new words they meet <i>e.g. in-, im-, ir-</i></p> <p>apply their growing knowledge of suffixes, both to read aloud and to understand the meaning of new words they meet <i>e.g. -ly</i></p> <p>checking that the text makes sense to them, discussing their understanding, and explaining the meaning of words in context</p>	<p>apply their growing knowledge of root words, both to read aloud and to understand the meaning of new words they meet <i>e.g. adding suffixes beginning with vowel letters to words of more than one syllable</i></p> <p>apply their growing knowledge of prefixes, both to read aloud and to understand the meaning of new words they meet <i>e.g. re-, il-</i></p> <p>apply their growing knowledge of suffixes, both to read aloud and to understand the meaning of new words they meet <i>e.g. -ous</i></p> <p>checking that the text makes sense to them, discussing their understanding, and explaining the meaning of words in context</p>	<p>apply their growing knowledge of root words, both to read aloud and to understand the meaning of new words they meet <i>e.g. adding suffixes beginning with vowel letters to words of more than one syllable</i></p> <p>apply their growing knowledge of prefixes, both to read aloud and to understand the meaning of new words they meet <i>e.g. sub-, inter-</i></p> <p>apply their growing knowledge of suffixes, both to read aloud and to understand the meaning of new words they meet <i>e.g. -sure, -ture</i></p> <p>checking that the text makes sense to them, discussing their understanding, and explaining the meaning of words in context</p>	<p>apply their growing knowledge of root words, both to read aloud and to understand the meaning of new words they meet <i>e.g. adding suffixes beginning with vowel letters to words of more than one syllable</i></p> <p>apply their growing knowledge of prefixes, both to read aloud and to understand the meaning of new words they meet <i>e.g. super-, anti-, auto-</i></p> <p>apply their growing knowledge of suffixes, both to read aloud and to understand the meaning of new words they meet <i>e.g. -sion, -tion, -ation</i></p> <p>checking that the text makes sense to them, discussing their understanding, and explaining the meaning of words in context</p>	<p>apply their growing knowledge of root words, both to read aloud and to understand the meaning of new words they meet <i>e.g. adding suffixes beginning with vowel letters to words of more than one syllable</i></p> <p>apply their growing knowledge of prefixes, both to read aloud and to understand the meaning of new words they meet <i>e.g. un-, dis-, mis-, in-, im-, ir-, re-, il-, sub-, inter-, super-, anti-, auto-</i></p> <p>apply their growing knowledge of suffixes, both to read aloud and to understand the meaning of new words they meet <i>e.g. -cian, -ssion</i></p> <p>checking that the text makes sense to them, discussing their understanding, and explaining the meaning of words in context</p>
Vocabulary	<p>discussing words and phrases that capture the reader's interest and imagination</p> <p>using dictionaries to check the meaning of words that they have read</p>	<p>discussing words and phrases that capture the reader's interest and imagination</p> <p>using dictionaries to check the meaning of words that they have read</p>	<p>discussing words and phrases that capture the reader's interest and imagination</p> <p>using dictionaries to check the meaning of words that they have read</p>	<p>discussing words and phrases that capture the reader's interest and imagination</p> <p>using dictionaries to check the meaning of words that they have read</p>	<p>discussing words and phrases that capture the reader's interest and imagination</p> <p>using dictionaries to check the meaning of words that they have read</p>	<p>discussing words and phrases that capture the reader's interest and imagination</p> <p>using dictionaries to check the meaning of words that they have read</p>
Explain						
Retrieval	<p>retrieve and record information from non-fiction</p> <p>identifying how language, structure, and presentation contribute to meaning LINK TO GENRE</p> <p>identifying themes and conventions in a wide range of books <i>e.g. letters, diary writing, instructions etc</i> LINK TO WRITING GENRE</p>	<p>retrieve and record information from non-fiction</p> <p>identifying how language, structure, and presentation contribute to meaning</p> <p>identifying themes and conventions in a wide range of books LINK TO WRITING GENRE</p>	<p>retrieve and record information from non-fiction</p> <p>identifying how language, structure, and presentation contribute to meaning</p> <p>identifying themes and conventions in a wide range of books LINK TO WRITING GENRE</p>	<p>retrieve and record information from non-fiction</p> <p>identifying how language, structure, and presentation contribute to meaning</p> <p>identifying themes and conventions in a wide range of books LINK TO WRITING GENRE</p>	<p>retrieve and record information from non-fiction</p> <p>identifying how language, structure, and presentation contribute to meaning</p> <p>identifying themes and conventions in a wide range of books LINK TO WRITING GENRE</p>	<p>retrieve and record information from non-fiction</p> <p>identifying how language, structure, and presentation contribute to meaning</p> <p>identifying themes and conventions in a wide range of books LINK TO WRITING GENRE</p>



Upper KS2 skills to be repeated in Year 5 and Year 6 using more complex texts						
	Year Five			Year Six		
	Autumn	Spring	Summer	Autumn	Spring	Summer
Word Reading and Fluency	Apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words that they meet e.g. <i>-ible, -ibly, -able, -ably</i>	Apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words that they meet e.g. <i>-ant, -ance/-ancy, -ent, -ence/-ency</i>	Apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words that they meet e.g. <i>-cial, -tial, -ious</i>	Apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words that they meet e.g. <i>re-heat-ed, un-accomodate-ing, dis-respect-ful</i>	Apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words that they meet e.g. <i>re-heat-ed, un-accomodate-ing, dis-respect-ful</i>	Apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words that they meet e.g. <i>re-heat-ed, un-accomodate-ing, dis-respect-ful</i>
Vocabulary	<p>Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</p> <p>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader e.g. personification, alliteration and onomatopoeia</p>	<p>Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</p> <p>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader e.g. metaphors and similes</p>	<p>Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</p> <p>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader e.g. metaphors and similes</p>	<p>Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</p> <p>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader e.g. idioms and hyperboles</p>	<p>Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</p> <p>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</p>	<p>Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</p> <p>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</p>
Explain	Explain and discuss their understanding of what they have read, including through formal group presentations, maintaining a focus on the topic and using notes where necessary	Explain and discuss their understanding of what they have read, including through debates, maintaining a focus on the topic and using notes where necessary	Explain and discuss their understanding of what they have read, including through individual formal presentations and debates, maintaining a focus on the topic and using notes where necessary	Explain and discuss their understanding of what they have read, including through formal group presentations, maintaining a focus on the topic and using notes where necessary	Explain and discuss their understanding of what they have read, including through debates, maintaining a focus on the topic and using notes where necessary	Explain and discuss their understanding of what they have read, including through individual formal presentations and debates, maintaining a focus on the topic and using notes where necessary
Explore	<p>Reading books that are structured in different ways and reading for a range of purposes</p> <p>Increasing their familiarity with a wide range of books, including myths, legends and traditional stories</p> <p>Distinguish between statements of fact and opinion</p>	<p>Reading books that are structured in different ways and reading for a range of purposes</p> <p>Increasing their familiarity with a wide range of books, including modern fiction and fiction from our literary heritage</p> <p>Distinguish between statements of fact and opinion</p>	<p>Reading books that are structured in different ways and reading for a range of purposes</p> <p>Increasing their familiarity with a wide range of books, including books from other cultures and traditions</p> <p>Distinguish between statements of fact and opinion</p>	<p>Reading books that are structured in different ways and reading for a range of purposes</p> <p>Increasing their familiarity with a wide range of books, including myths, legends and traditional stories</p> <p>Distinguish between statements of fact and opinion</p>	<p>Reading books that are structured in different ways and reading for a range of purposes</p> <p>Increasing their familiarity with a wide range of books, including modern fiction and fiction from our literary heritage</p> <p>Distinguish between statements of fact and opinion</p>	<p>Reading books that are structured in different ways and reading for a range of purposes</p> <p>Increasing their familiarity with a wide range of books, including books from other cultures and traditions</p> <p>Distinguish between statements of fact and opinion</p>
Retrieval	<p>Identifying and discussing themes and conventions in and across a wide range of writing LINK TO WRITING GENRES</p> <p>Identifying how language, structure and presentation contribute to meaning</p> <p>Retrieve, record and present information from non-fiction in groups</p>	<p>Identifying and discussing themes and conventions in and across a wide range of writing LINK TO WRITING GENRES</p> <p>Identifying how language, structure and presentation contribute to meaning</p> <p>Retrieve, record and present information from non-fiction individually</p>	<p>Identifying and discussing themes and conventions in and across a wide range of writing LINK TO WRITING GENRES</p> <p>Identifying how language, structure and presentation contribute to meaning</p> <p>Retrieve, record and present information from non-fiction in partners</p>	<p>Identifying and discussing themes and conventions in and across a wide range of writing LINK TO WRITING GENRES</p> <p>Identifying how language, structure and presentation contribute to meaning</p> <p>Retrieve, record and present information from non-fiction in groups</p>	<p>Identifying and discussing themes and conventions in and across a wide range of writing LINK TO WRITING GENRES</p> <p>Identifying how language, structure and presentation contribute to meaning</p> <p>Retrieve, record and present information from non-fiction individually</p>	<p>Identifying and discussing themes and conventions in and across a wide range of writing LINK TO WRITING GENRES</p> <p>Identifying how language, structure and presentation contribute to meaning</p> <p>Retrieve, record and present information from non-fiction in partners</p>

Infer	<p>Making comparisons within and across books e.g. character comparisons</p> <p>Asking questions to improve their understanding</p> <p>Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p> <p>Provide reasoned justifications for their views.</p>	<p>Making comparisons within and across books e.g. different accounts of the same event</p> <p>Asking questions to improve their understanding</p> <p>Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p> <p>Provide reasoned justifications for their views.</p>	<p>Making comparisons within and across books e.g. different viewpoints of authors and fictional characters</p> <p>Asking questions to improve their understanding</p> <p>Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p> <p>Provide reasoned justifications for their views.</p>	<p>Making comparisons within and across books e.g. character comparisons</p> <p>Asking questions to improve their understanding</p> <p>Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p> <p>Provide reasoned justifications for their views.</p>	<p>Making comparisons within and across books e.g. different accounts of the same event</p> <p>Asking questions to improve their understanding</p> <p>Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p> <p>Provide reasoned justifications for their views.</p>	<p>Making comparisons within and across books e.g. different viewpoints of authors and fictional characters</p> <p>Asking questions to improve their understanding</p> <p>Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p> <p>Provide reasoned justifications for their views.</p>
Predict	Predicting what might happen from details stated and implied	Predicting what might happen from details stated and implied	Predicting what might happen from details stated and implied	Predicting what might happen from details stated and implied	Predicting what might happen from details stated and implied	Predicting what might happen from details stated and implied
Summarise/Sequence	Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas	Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas	Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas	Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas	Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas	Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas
Book talk/Discussion	<p>Continuing to read and discuss an increasingly wide range of fiction</p> <p>Recommending books that they have read to their peers, giving reasons for their choices</p> <p>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</p>	<p>Continuing to read and discuss an increasingly wide range of poetry and plays</p> <p>Recommending books that they have read to their peers, giving reasons for their choices</p> <p>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</p>	<p>Continuing to read and discuss an increasingly wide range of non-fiction and reference books or textbooks</p> <p>Recommending books that they have read to their peers, giving reasons for their choices</p> <p>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</p>	<p>Continuing to read and discuss an increasingly wide range of fiction</p> <p>Recommending books that they have read to their peers, giving reasons for their choices</p> <p>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</p>	<p>Continuing to read and discuss an increasingly wide range of poetry and plays</p> <p>Recommending books that they have read to their peers, giving reasons for their choices</p> <p>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</p>	<p>Continuing to read and discuss an increasingly wide range of non-fiction and reference books or textbooks</p> <p>Recommending books that they have read to their peers, giving reasons for their choices</p> <p>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</p>
Poetry and Perform	<p>Learning a wider range of poetry by heart</p> <p>Preparing 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 e.g. haiku</p>	<p>Learning a wider range of poetry by heart</p> <p>Preparing 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 e.g. narrative</p>	<p>Learning a wider range of poetry by heart</p> <p>Preparing 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 e.g. limericks</p>	<p>Learning a wider range of poetry by heart</p> <p>Preparing 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 e.g. cinquain</p>	<p>Learning a wider range of poetry by heart</p> <p>Preparing 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 e.g. sonnet</p>	<p>Learning a wider range of poetry by heart</p> <p>Preparing 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 e.g. tanka</p>