



## Reading Long Term Plan 2021-22

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception Texts	<i>Peace at Last</i>	<i>We're Going on a Bear Hunt</i>	<i>A superhero Like You</i>	<i>Aliens Love Underpants</i>	<i>Farmer Duck</i>	<i>The Gruffalo</i>
Reception Skills/Knowledge Links to EYFS Curriculum	<p>Handles books carefully.</p> <p>Listens to and joins in with stories and poems one to one and in small groups.</p> <p>Knows information can be relayed in the form of print.</p> <p>Holds books the correct way up and turns the pages.</p> <p>Knows that print carries meaning and, in English, is read from left to right and top to bottom.</p> <p>Recognises familiar words and signs such as own name and advertising logos.</p> <p>Looks at books independently.</p> <p>Phonics- Recap Phase 1 listening games.</p> <p>Phase 2 -learn to blend and segment simple words: Set 1: s, a, t, p Set 2: i, n, m, d Set 3: g, o, c, k Set 4: ck, e, u, r</p>	<p>Enjoys rhyming and rhythmic activities.</p> <p>Beginning to be aware of the way stories are structured.</p> <p>Shows interest in illustrations and print in books and in the environment.</p> <p>Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.</p> <p>Shows and awareness of rhyme and alliteration.</p> <p>Describes main story settings, events and principal characters.</p> <p>Phase 2 -learn to blend and segment simple words: Set 1: s, a, t, p Set 2: i, n, m, d Set 3: g, o, c, k Set 4: ck, e, u, r Set 5: h, b, f, ff, l, ll, ss</p> <p>Tricky words: the to go no l</p>	<p>Continues a rhyming string.</p> <p>Hears and says the initial sound in words.</p> <p>Can segment the sounds in simple words and blend them together and knows which letters represent some of them.</p> <p>Links sounds to letters, naming and sounding the letters of the alphabet.</p> <p>Begins to read words and simple sentences.</p> <p>Uses vocabulary and forms of speech that are increasingly Influenced by their experiences of books.</p> <p>Enjoys an increasing range of books.</p> <p>Knows that information can be retrieved from books and computers.</p>	<p>Continues a rhyming string.</p> <p>Hears and says the initial sound in words.</p> <p>Can segment the sounds in simple words and blend them together and knows which letters represent some of them.</p> <p>Links sounds to letters, naming and sounding the letters of the alphabet.</p> <p>Begins to read words and simple sentences.</p> <p>Uses vocabulary and forms of speech that are increasingly Influenced by their experiences of books.</p> <p>Enjoys an increasing range of books.</p> <p>Knows that information can be retrieved from books and computers.</p>	<p>ELG- Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.</p> <p>Phase 4 Phonics</p>	<p>ELG- Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.</p> <p>Phase 4 Phonics</p>

	Set 5: h, b, f, ff, l, ll, ss  Tricky words: the to go no l		Phase 3 Phonics	Phase 3 Phonics		
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Year 1 Texts	<i>Marvellous Me</i>	<i>The Tiger who Came to Tea</i>	<i>Little Red</i>	<i>The Way Back Home</i>	<i>What the Ladybird Heard</i>	<i>Amelia Earhart</i>
Year 1 Skills/Knowledge Links to National Curriculum	<p>Respond speedily, matching all 40+ graphemes to their phonemes (Phase 3) <b>KPI Reading Words</b></p> <p>Read <b>phase 3</b> common words using phonic knowledge accurately, blending sounds in unfamiliar words based on known GPCs. <b>KPI Reading Words</b></p> <p>Read phonically decodable texts (<b>at appropriate phase</b>) with confidence and accuracy . <b>KPI Reading Words</b></p> <p>Read common exception words ('tricky words') <b>KPI Reading Words</b></p> <p><i>Read word containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings.</i> <b>NC Word Reading</b></p> <p><i>Read other words of more than one syllable that contain taught GPCs.</i> <b>NC Word Reading</b></p> <p><i>Discuss word meanings, linking new meanings to those already known</i> <b>NC Reading Comprehension</b></p> <p>Talk about the title and the events. <b>KPI Finding and understanding facts</b></p> <p>Re-tell main events. <b>KPI Finding and understanding facts</b></p>	<p>Respond speedily, matching all 40+ graphemes to their phonemes (Phase 3): where applicable, alternative sounds for graphemes (Phase 5) <b>KPI Reading Words</b></p> <p>Read <b>phase 3 &amp; 4</b> common words using phonic knowledge accurately, blending sounds in unfamiliar words based on known GPCs. <b>KPI Reading Words</b></p> <p>Read phonically decodable texts (<b>at appropriate phase</b>) with confidence and accuracy. <b>KPI Reading Words</b></p> <p><i>Read word containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings.</i> <b>NC Word Reading</b></p> <p><i>Read other words of more than one syllable that contain taught GPCs.</i> <b>NC Word Reading</b></p> <p><i>Read words with contractions e.g. I'm, I'll, we'll and understand that the apostrophe represents the omitted letter(s)</i> <b>NC Word Reading</b></p> <p><i>Recognise and join in with predictable phrases</i> <b>NC Reading Comprehension</b></p> <p><i>Discuss word meanings, linking new meanings to those already known</i> <b>NC Reading Comprehension</b></p>	<p>Respond speedily, matching all 40+ graphemes to their phonemes (Phase 3): where applicable, alternative sounds for graphemes (Phase 5) <b>KPI Reading Words</b></p> <p>Read <b>phase 3, 4 &amp; 5</b> common words using phonic knowledge accurately, blending sounds in unfamiliar words based on known GPCs. <b>KPI Reading Words</b></p> <p>Read phonically decodable texts (<b>at appropriate phase</b>) with confidence and accuracy . <b>KPI Reading Words</b></p> <p><i>Read word containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings.</i> <b>NC Word Reading</b></p> <p><i>Read other words of more than one syllable that contain taught GPCs.</i> <b>NC Word Reading</b></p> <p><i>Read words with contractions e.g. I'm, I'll, we'll and understand that the apostrophe represents the omitted letter(s)</i> <b>NC Word Reading</b></p> <p><i>Recognise and join in with predictable phrases</i> <b>NC Reading Comprehension</b></p> <p><i>Discuss word meanings, linking new meanings to those already known</i> <b>NC Reading Comprehension</b></p>	<p>Respond speedily, matching all 40+ graphemes to their phonemes (Phase 3): where applicable, alternative sounds for graphemes (Phase 5) <b>KPI Reading Words</b></p> <p>Read <b>phase 3, 4 &amp; 5</b> common words using phonic knowledge accurately, blending sounds in unfamiliar words based on known GPCs. <b>KPI Reading Words</b></p> <p>Read phonically decodable texts (<b>at appropriate phase</b>) with confidence and accuracy. <b>KPI Reading Words</b></p> <p><i>Read word containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings.</i> <b>NC Word Reading</b></p> <p><i>Read other words of more than one syllable that contain taught GPCs.</i> <b>NC Word Reading</b></p> <p><i>Read words with contractions e.g. I'm, I'll, we'll and understand that the apostrophe represents the omitted letter(s)</i> <b>NC Word Reading</b></p> <p><i>Discuss word meanings, linking new meanings to those already known</i> <b>NC Reading Comprehension</b></p> <p><i>Check that the text makes sense to them as they read and correct inaccurate reading.</i></p>	<p>Respond speedily, matching all 40+ graphemes to their phonemes (Phase 3): where applicable, alternative sounds for graphemes (Phase 5) <b>KPI Reading Words</b></p> <p>Read common words using phonic knowledge accurately, blending sounds in unfamiliar words based on known GPCs. <b>KPI Reading Words</b></p> <p>Read phonically decodable texts (<b>at appropriate phase</b>) with confidence and accuracy. <b>KPI Reading Words</b></p> <p><i>Read word containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings.</i> <b>NC Word Reading</b></p> <p><i>Read other words of more than one syllable that contain taught GPCs.</i> <b>NC Word Reading</b></p> <p><i>Discuss word meanings, linking new meanings to those already known</i> <b>NC Reading Comprehension</b></p> <p>Check that the text makes sense to him/her as he/she reads and correct miscues, re-reading if necessary. <b>KPI Finding and understanding facts</b></p> <p>Begin to draw inferences from the text and / or the illustrations. <b>KPI Finding and understanding clues</b></p>	<p>Respond speedily, matching all 40+ graphemes to their phonemes (Phase 3): where applicable, alternative sounds for graphemes (Phase 5) <b>KPI Reading Words</b></p> <p>Read common words using phonic knowledge accurately, blending sounds in unfamiliar words based on known GPCs. <b>KPI Reading Words</b></p> <p>Read phonically decodable texts (<b>at appropriate phase</b>) with confidence and accuracy. <b>KPI Reading Words</b></p> <p><i>Read word containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings.</i> <b>NC Word Reading</b></p> <p><i>Read other words of more than one syllable that contain taught GPCs.</i> <b>NC Word Reading</b></p> <p><i>Discuss word meanings, linking new meanings to those already known</i> <b>NC Reading Comprehension</b></p> <p>Check that the text makes sense to him/her as he/she reads and correct miscues, re-reading if necessary. <b>KPI Finding and understanding facts</b></p> <p>Begin to draw inferences from the text and / or the illustrations. <b>KPI Finding and understanding clues</b></p>



Read accurately words of two or more syllables that contain the same GPC's as above.  
**KPI Reading words**

*Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has been embedded and reading is fluent.*  
**NC Word Reading**

*Read words containing common suffixes.*  
**NC Word Reading**

*Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately and without undue hesitation.*  
**NC Word Reading**

*Re-read these books to build up their fluency and confidence.*  
**NC Word Reading**

*Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales.*  
**NC Comprehension**

*Discussing and clarifying the meaning of new words, linking new meanings to known vocabulary.*  
**NC Comprehension**

*Discuss their favourite words and phrases.*  
**NC Comprehension**

*Understand the books they read and listen to by: drawing on what they already know or on background information and vocabulary provided by the teacher.*  
**NC Comprehension**

Read accurately words of two or more syllables that contain the same GPC's as above.  
**KPI Reading words**

*Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has been embedded and reading is fluent.*  
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**NC Comprehension**

Read accurately words of two or more syllables that contain the same GPC's as above.  
**KPI Reading words**

*Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has been embedded and reading is fluent.*  
**NC Word Reading**

*Read words containing common suffixes.*  
**NC Word Reading**

*Read further common exception words, noting unusual correspondence between spelling and sound and where these occur in the word.*  
**NC Word Reading**

*Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately and without undue hesitation.*  
**NC Word Reading**

*Re-read these books to build up their fluency and confidence.*  
**NC Word Reading**

*Recognising simple recurring language in stories and poetry.*  
**NC Comprehension**

*Discussing and clarifying the meaning of new words, linking new meanings to known vocabulary.*  
**NC Comprehension**

*Discuss their favourite words and phrases.*  
**NC Comprehension**

*Understand the books they read and listen to by: drawing on what they already know or on background information and*  
**NC Comprehension**

Read accurately words of two or more syllables that contain the same GPC's as above.  
**KPI Reading words**

*Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has been embedded and reading is fluent.*  
**NC Word Reading**

*Read words containing common suffixes.*  
**NC Word Reading**

*Read further common exception words, noting unusual correspondence between spelling and sound and where these occur in the word.*  
**NC Word Reading**

*Read most words quickly and accurately without overt sounding and blending, when they have been frequently encountered.*  
**NC Word Reading**

*Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately and without undue hesitation.*  
**NC Word Reading**

*Re-read these books to build up their fluency and confidence.*  
**NC Word Reading**

*Discussing and clarifying the meaning of new words, linking new meanings to known vocabulary.*  
**NC Comprehension**

*Discuss their favourite words and phrases.*  
**NC Comprehension**

*Understand the books they read and listen to by: drawing on what they already know or on*  
**NC Comprehension**

Read accurately words of two or more syllables that contain the same GPC's as above.  
**KPI Reading words**

*Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has been embedded and reading is fluent.*  
**NC Word Reading**

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*Re-read these books to build up their fluency and confidence.*  
**NC Word Reading**

*Discussing and clarifying the meaning of new words, linking new meanings to known vocabulary.*  
**NC Comprehension**

*Discuss their favourite words and phrases.*  
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*Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately and without undue hesitation.*  
**NC Word Reading**

*Re-read these books to build up their fluency and confidence.*  
**NC Word Reading**

*Being introduced to non-fiction books that are structured in different ways.*  
**NC Comprehension**

*Discussing and clarifying the meaning of new words, linking new meanings to known vocabulary.*  
**NC Comprehension**  
*Understand the books they read and listen to by: drawing on what they already know or on*  
**NC Comprehension**

Read for meaning, checking that the text makes sense and correcting any inaccurate reading.  
**KPI Finding and understanding facts**

Recount main themes and events by showing understanding of the text.  
**KPI Finding and understanding facts**

Make predictions on the basis of what has been read so far.  
**KPI Finding and understanding clues**

Discuss the sequence of events in books (and other texts) and how items of information are related.  
**KPI Organisation**

Discuss books, poems and other works that are read aloud and independently, expressing opinions and listening to others' opinions e.g. plot, settings, characters.  
**KPI Reader's opinion**

Listen and respond to (by discussing and expressing views) a wide range of poetry (including contemporary and classic), stories and non-fiction at a level beyond that at which he/she can read independently.  
**KPI Context**

Become increasingly familiar with a wider range of stories, fairy stories and traditional tales  
**KPI Context**

Retell orally key stories (a range, including fairy stories and traditional tales) using narrative language.  
**KPI Oral retelling and performance**

Read for meaning, checking that the text makes sense and correcting any inaccurate reading.  
**KPI Finding and understanding facts**

Recount main themes and events by showing understanding of the text.  
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Listen and respond to (by discussing and expressing views) a wide range of poetry (including contemporary and classic), stories and non-fiction at a level beyond that at which he/she can read independently.  
**KPI Context**

Become increasingly familiar with a wider range of stories, fairy stories and traditional tales  
**KPI Context**

Retell orally key stories (a range, including fairy stories and traditional tales) using narrative language.  
**KPI Oral retelling and performance**

Use punctuation to vary pace and expression when reading aloud eg

*vocabulary provided by the teacher.*  
**NC Comprehension**

Read for meaning, checking that the text makes sense and correcting any inaccurate reading.  
**KPI Finding and understanding facts**

Recount main themes and events by showing understanding of the text.  
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Make predictions on the basis of what has been read so far.  
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Become increasingly familiar with a wider range of stories, fairy stories and traditional tales  
**KPI Context**

Retell orally key stories (a range, including fairy stories and traditional tales) using narrative language.

*background information and vocabulary provided by the teacher.*  
**NC Comprehension**

Read for meaning, checking that the text makes sense and correcting any inaccurate reading.  
**KPI Finding and understanding facts**

Recount main themes and events by showing understanding of the text.  
**KPI Finding and understanding facts**

Make predictions on the basis of what has been read so far.  
**KPI Finding and understanding clues**

Discuss the sequence of events in books (and other texts) and how items of information are related.  
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Discuss books, poems and other works that are read aloud and independently, expressing opinions and listening to others' opinions e.g. plot, settings, characters.  
**KPI Reader's opinion**

Listen and respond to (by discussing and expressing views) a wide range of poetry (including contemporary and classic), stories and non-fiction at a level beyond that at which he/she can read independently.  
**KPI Context**

Become increasingly familiar with a wider range of stories, fairy stories and traditional tales  
**KPI Context**

*background information and vocabulary provided by the teacher.*  
**NC Comprehension**

Read for meaning, checking that the text makes sense and correcting any inaccurate reading.  
**KPI Finding and understanding facts**

Recount main themes and events by showing understanding of the text.  
**KPI Finding and understanding facts**

Make predictions on the basis of what has been read so far.  
**KPI Finding and understanding clues**

Discuss the sequence of events in books (and other texts) and how items of information are related.  
**KPI Organisation**

Discuss books, poems and other works that are read aloud and independently, expressing opinions and listening to others' opinions e.g. plot, settings, characters.  
**KPI Reader's opinion**

Listen and respond to (by discussing and expressing views) a wide range of poetry (including contemporary and classic), stories and non-fiction at a level beyond that at which he/she can read independently.  
**KPI Context**

Become increasingly familiar with a wider range of stories, fairy stories and traditional tales  
**KPI Context**

Retell orally key stories (a range, including fairy stories and traditional tales) using narrative language.

*background information and vocabulary provided by the teacher.*  
**NC Comprehension**

Read for meaning, checking that the text makes sense and correcting any inaccurate reading.  
**KPI Finding and understanding facts**

Locate information using contents and index  
**KPI Finding and understanding facts**

Recount main themes and events by showing understanding of the text.  
**KPI Finding and understanding facts**

Make predictions on the basis of what has been read so far.  
**KPI Finding and understanding clues**

Discuss the sequence of events in books (and other texts) and how items of information are related.  
**KPI Organisation**

Discuss books, poems and other works that are read aloud and independently, expressing opinions and listening to others' opinions e.g. plot, settings, characters.  
**KPI Reader's opinion**

Listen and respond to (by discussing and expressing views) a wide range of poetry (including contemporary and classic), stories and non-fiction at a level beyond that at which he/she can read independently.  
**KPI Context**

Become increasingly familiar with a wider range of stories, fairy stories and traditional tales

		pauses at full stops, asks questions with different intonation. <b>KPI Oral retelling and performance</b>	<b>KPI Oral retelling and performance</b>  Use punctuation to vary pace and expression when reading aloud eg pauses at full stops, asks questions with different intonation. <b>KPI Oral retelling and performance</b>		<b>KPI Oral retelling and performance</b>  Use punctuation to vary pace and expression when reading aloud eg pauses at full stops, asks questions with different intonation. <b>KPI Oral retelling and performance</b>	<b>KPI Context</b>  Use punctuation to vary pace and expression when reading aloud eg pauses at full stops, asks questions with different intonation. <b>KPI Oral retelling and performance</b>
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Year 3 Texts	<i>Stone Age Boy</i>	<i>Storm</i>	<i>Great Women Who Changed the World</i>	<i>Ottoline and the Yellow Cat</i>	<i>Town Is By the Sea</i>	<i>Some Kind of Happiness</i>
Year 3 Skills/Knowledge Links to National Curriculum	<p>Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. <b>KPI Reading words</b></p> <p>Understand what he/she reads in books Independently. <b>KPI Finding and Understanding Facts</b></p> <p>Check that the text is meaningful. <b>KPI Finding and Understanding Facts</b></p> <p>Retrieve and record information from non-fiction. <b>KPI Finding and Understanding Facts</b></p> <p>Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, beginning to justify these inferences with evidence. <b>KPI Finding and understanding clues</b></p> <p>Predict what might happen from details stated and implied. <b>KPI Finding and understanding clues</b></p> <p>Begin to recognise some of the literary conventions in text types covered. <b>KPI Organisation</b></p>	<p>Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. <b>KPI Reading words</b></p> <p>Understand what he/she reads in books Independently. <b>KPI Finding and Understanding Facts</b></p> <p>Check that the text is meaningful. <b>KPI Finding and Understanding Facts</b></p> <p>Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, beginning to justify these inferences with evidence. <b>KPI Finding and understanding clues</b></p> <p>Predict what might happen from details stated and implied. <b>KPI Finding and understanding clues</b></p> <p>Begin to recognise some of the literary conventions in text types covered. <b>KPI Organisation</b></p>	<p>Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. <b>KPI Reading words</b></p> <p>Understand what he/she reads in books Independently. <b>KPI Finding and Understanding Facts</b></p> <p>Check that the text is meaningful. <b>KPI Finding and Understanding Facts</b></p> <p>Retrieve and record information from non-fiction. <b>KPI Finding and Understanding Facts</b></p> <p>Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, beginning to justify these inferences with evidence. <b>KPI Finding and understanding clues</b></p> <p>Predict what might happen from details stated and implied. <b>KPI Finding and understanding clues</b></p> <p>Begin to recognise some of the literary conventions in text types covered.</p>	<p>Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. <b>KPI Reading words</b></p> <p>Understand what he/she reads in books Independently. <b>KPI Finding and Understanding Facts</b></p> <p>Check that the text is meaningful. <b>KPI Finding and Understanding Facts</b></p> <p>Retrieve and record information from non-fiction. <b>KPI Finding and Understanding Facts</b></p> <p>Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, beginning to justify these inferences with evidence. <b>KPI Finding and understanding clues</b></p> <p>Predict what might happen from details stated and implied. <b>KPI Finding and understanding clues</b></p> <p>Begin to recognise some of the literary conventions in text types covered.</p>	<p>Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. <b>KPI Reading words</b></p> <p>Understand what he/she reads in books Independently. <b>KPI Finding and Understanding Facts</b></p> <p>Check that the text is meaningful. <b>KPI Finding and Understanding Facts</b></p> <p>Retrieve and record information from non-fiction. <b>KPI Finding and Understanding Facts</b></p> <p>Begin to recognise some of the literary conventions in text types covered. <b>KPI Organisation</b></p> <p>Discuss books, poems and other works that are read aloud and independently, taking turns and listening to others' opinions. <b>KPI Reader's opinion</b></p> <p>Begin to recognise themes in text types covered. <b>KPI Context</b></p>	<p>Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. <b>KPI Reading words</b></p> <p>Understand what he/she reads in books Independently. <b>KPI Finding and Understanding Facts</b></p> <p>Check that the text is meaningful. <b>KPI Finding and Understanding Facts</b></p> <p>Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, beginning to justify these inferences with evidence. <b>KPI Finding and understanding clues</b></p> <p>Predict what might happen from details stated and implied. <b>KPI Finding and understanding clues</b></p> <p>Begin to recognise some of the literary conventions in text types covered. <b>KPI Organisation</b></p> <p>Discuss books, poems and other works that are read aloud and</p>

	<p><b>Organisation</b></p> <p>Discuss books, poems and other works that are read aloud and independently, taking turns and listening to <i>others' opinions</i>. <b>KPI Reader's opinion</b></p> <p>Begin to recognise themes in text types covered. <b>KPI Context</b></p>	<p>independently, taking turns and listening to <i>others' opinions</i>. <b>KPI Reader's opinion</b></p> <p>Begin to recognise themes in text types covered. <b>KPI Context</b></p>	<p><b>KPI Organisation</b></p> <p>Discuss books, poems and other works that are read aloud and independently, taking turns and listening to <i>others' opinions</i>. <b>Reader's opinion</b></p> <p>Begin to recognise themes in text types covered. <b>KPI Context</b></p>	<p><b>KPI Organisation</b></p> <p>Discuss books, poems and other works that are read aloud and independently, taking turns and listening to <i>others' opinions</i>. <b>Reader's opinion</b></p> <p>Begin to recognise themes in text types covered. <b>KPI Context</b></p>		<p>independently, taking turns and listening to <i>others' opinions</i>. <b>KPI Reader's opinion</b></p> <p>Begin to recognise themes in text types covered. <b>KPI Context</b></p>
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Year 4 Topic	<i>The Boy Who Biked the World</i>	<i>The Eye of the Wolf</i>	<i>Dragonology</i>	<i>How to Train Your Dragon</i>	<i>Survivors</i>	<i>Danny the Champion of the World</i>
Year 4 Skills/Knowledge Links to Curriculum						

Year 5 Topic	<i>Cosmic it's One Giant Leap for all Boy-Kind</i>	<i>Floodlands</i>	<i>Under the Hawthorn Tree</i>	<i>Everest</i>	<i>The House with chicken Legs</i>	<i>Odd and the Frost Giants</i>
Year 5 Skills/Knowledge Links to National Curriculum	<p>Apply growing knowledge of root words, prefixes and suffixes (see National Curriculum, Appendix 1, Y5, 6 list) to read aloud and to understand the meaning of unfamiliar words. <b>KPI Reading words</b></p> <p>Check that the book is meaningful and discuss what has been understood. <b>KPI Finding and understanding facts</b></p> <p>Summarise the main points. <b>KPI Finding and understanding facts</b></p>	<p>Apply growing knowledge of root words, prefixes and suffixes (see National Curriculum, Appendix 1, Y5, 6 list) to read aloud and to understand the meaning of unfamiliar words. <b>KPI Reading words</b></p> <p>Check that the book is meaningful and discuss what has been understood. <b>KPI Finding and understanding facts</b></p> <p>Summarise the main points / ideas drawn from a text (more than one paragraph). <b>KPI Finding and understanding facts</b></p> <p>Draw inferences such as inferring characters' feelings. <b>KPI Finding and understanding clues</b></p> <p>Identify and comment on how language, structure and</p>	<p>Apply growing knowledge of root words, prefixes and suffixes (see National Curriculum, Appendix 1, Y5, 6 list) to read aloud and to understand the meaning of unfamiliar words. <b>KPI Reading words</b></p> <p>Check that the book is meaningful and discuss what has been understood. <b>KPI Finding and understanding facts</b></p> <p>Retrieve, record and present information from more than one source of non-fiction eg. when carrying out research. <b>KPI Finding and understanding facts</b></p> <p>Summarise the main points / ideas drawn from a text (more than one paragraph). <b>KPI Finding and understanding facts</b></p>	<p>Apply growing knowledge of root words, prefixes and suffixes (see National Curriculum, Appendix 1, Y5, 6 list) to read aloud and to understand the meaning of unfamiliar words. <b>KPI Reading words</b></p> <p>Check that the book is meaningful and discuss what has been understood. <b>KPI Finding and understanding facts</b></p> <p>Retrieve, record and present information from more than one source of non-fiction eg. when carrying out research. <b>KPI Finding and understanding facts</b></p> <p>Summarise the main points / ideas drawn from a text (more than one paragraph), identifying key details that support the main ideas. <b>KPI Finding and understanding facts</b></p>	<p>Apply growing knowledge of root words, prefixes and suffixes (see National Curriculum, Appendix 1, Y5, 6 list) to read aloud and to understand the meaning of unfamiliar words. <b>KPI Reading words</b></p> <p>Check that the book is meaningful and discuss what has been understood. <b>KPI Finding and understanding facts</b></p> <p>Retrieve, record and present information from more than one source of non-fiction eg. when carrying out research. <b>KPI Finding and understanding facts</b></p> <p>Summarise the main points / ideas drawn from a text (more than one paragraph), identifying key details that support the main ideas. <b>KPI Finding and understanding facts</b></p>	<p>Apply growing knowledge of root words, prefixes and suffixes (see National Curriculum, Appendix 1, Y5, 6 list) to read aloud and to understand the meaning of unfamiliar words. <b>KPI Reading words</b></p> <p>Check that the book is meaningful and discuss what has been understood. <b>KPI Finding and understanding facts</b></p> <p>Retrieve, record and present information from more than one source of non-fiction eg. when carrying out research. <b>KPI Finding and understanding facts</b></p> <p>Summarise the main points / ideas drawn from a text (more than one paragraph), identifying key details that support the main ideas. <b>KPI Finding and understanding facts</b></p>

Identify and comment on how language, structure and presentation contribute to the meaning of a text.  
**KPI Organisation**

Identify and comment on grammatical features used by writer - rhetorical questions, varied sentence lengths, varied sentence starters, empty words - to impact on the reader.  
**KPI Writer's choice**

Explain a personal point of view.  
**KPI Reader's opinion**

Increase familiarity with a range of books, including myths, legends and traditional stories, modern fiction, fiction from his/her literary heritage and books from other cultures and traditions.  
**KPI Context**

Explore the meaning of words in context eg. by using meaning-seeking strategies.  
**KPI Context**

presentation contribute to the meaning of a text.  
**KPI Organisation**

Identify and comment on grammatical features used by writer - rhetorical questions, varied sentence lengths, varied sentence starters, empty words - to impact on the reader.  
**KPI Writer's choice**

Explain a personal point of view, giving reasons for his/her view.  
**Reader's opinion**

Increase familiarity with a range of books, including myths, legends and traditional stories, modern fiction, fiction from his/her literary heritage and books from other cultures and traditions.  
**KPI Context**

**Context**  
Explore the meaning of words in context eg. by using meaning-seeking strategies.  
**KPI Context**

Make notes from text marking.  
**KPI Finding and understanding facts**

Draw inferences such as inferring characters' feelings, thoughts and motives from their actions.  
**KPI Finding and understanding clues**

Identify and comment on writer's use of language for effect eg. precisely chosen adjectives, similes and personification.  
**KPI Writer's choice**

Identify and comment on grammatical features used by writer - rhetorical questions, varied sentence lengths, varied sentence starters, empty words - to impact on the reader.  
**KPI Writer's choice**

Explain a personal point of view; giving reasons for his/her view using evidence from the text.  
**KPI Reader's opinion**

Increase familiarity with a range of books, including myths, legends and traditional stories, modern fiction, fiction from his/her literary heritage and books from other cultures and traditions.  
**KPI Context**

Explore the meaning of words in context eg. by using meaning-seeking strategies.  
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Make notes from text marking.  
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Draw inferences such as inferring characters' feelings, thoughts and motives from their actions.  
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Justify inferences with evidence from the text.  
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**KPI Writer's choice**

Identify and comment on grammatical features used by writer - rhetorical questions, varied sentence lengths, varied sentence starters, empty words - to impact on the reader.  
**KPI Writer's choice**

Explain a personal point of view, giving reasons for his/her view using evidence from the text. – linking to wider contextual knowledge.  
**KPI Reader's opinion**

Increase familiarity with a range of books, including myths, legends and traditional stories, modern fiction, fiction from his/her literary heritage and books from other cultures and traditions.  
**KPI Context**

Explore the meaning of words in context eg. by using meaning-seeking strategies.  
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Make notes from text marking.  
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Identify and comment on grammatical features used by writer - rhetorical questions, varied sentence lengths, varied sentence starters, empty words - to impact on the reader.  
**KPI Writer's choice**

Explain a personal point of view, giving reasons for his/her view using evidence from the text. – linking to wider contextual knowledge. Making comparisons against other books, they have read.  
**KPI Reader's opinion**

Increase familiarity with a range of books, including myths, legends and traditional stories, modern fiction, fiction from his/her literary heritage and books from other cultures and traditions.  
**KPI Context**

Explore the meaning of words in context eg. by using meaning-seeking strategies.  
**KPI Context**

Make notes from text marking.  
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Draw inferences such as inferring characters' feelings, thoughts and motives from their actions.  
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Identify and comment on writer's use of language for effect eg. precisely chosen adjectives, similes and personification.  
**KPI Writer's choice**

Identify and comment on grammatical features used by writer - rhetorical questions, varied sentence lengths, varied sentence starters, empty words - to impact on the reader.  
**KPI Writer's choice**

Explain a personal point of view, giving reasons for his/her view using evidence from the text, linking to wider contextual knowledge. Making comparisons against other books they have read and recommendations based on their viewpoint.  
**KPI Reader's opinion**

Increase familiarity with a range of books, including myths, legends and traditional stories, modern fiction, fiction from his/her literary heritage and books from other cultures and traditions.  
**KPI Context**

Explore the meaning of words in context eg. by using meaning-seeking strategies.  
**KPI Context**

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Year 6 Topic	<i>The Explorer</i>	<i>The Chocolate Tree</i>	<i>Are Humans Damaging the Atmosphere</i>	<i>Who Let the Gods Out?</i>	<i>The Boy at the Back of the Class</i>	<i>Oranges in No Man's Land</i>
Year 6 Skills/Knowledge Links to National Curriculum	<p>Apply knowledge of root words, prefixes and suffixes (see National Curriculum, Appendix 1, Y5, 6 list) to read aloud (attempting pronunciation) and to understand the meaning of unfamiliar words.  <b>Reading words</b></p> <p>Check that the book is meaningful and discuss what has been understood.  <b>Finding and understanding facts</b></p> <p>Summarise the main points.  <b>Finding and understanding facts</b></p> <p>Explore the meaning of unfamiliar words and idiomatic and figurative language, e.g. by using meaning-seeking strategies.  <b>Finding and understanding facts</b></p> <p>Retrieve relevant information by skimming and scanning, taking notes / highlighting to record key points.  <b>Finding and understanding facts</b></p> <p>Draw inferences such as inferring characters' feelings.  <b>Finding and understanding clues</b></p> <p>Justify inferences with evidence from the text.  <b>Finding and understanding clues</b></p>	<p>Apply knowledge of root words, prefixes and suffixes (see National Curriculum, Appendix 1, Y5, 6 list) to read aloud (attempting pronunciation) and to understand the meaning of unfamiliar words.  <b>Reading words</b></p> <p>Check that the book is meaningful and discuss what has been understood.  <b>Finding and understanding facts.</b></p> <p>Summarise the main points / ideas drawn from a text (more than one paragraph).  <b>Finding and understanding facts</b></p> <p>Explore the meaning of unfamiliar words and idiomatic and figurative language, e.g. by using meaning-seeking strategies.  <b>Finding and understanding facts</b></p> <p>Retrieve relevant information by skimming and scanning, taking notes / highlighting to record key points.  <b>Finding and understanding facts</b></p> <p>Draw inferences such as inferring characters' feelings, thoughts and motives from their actions.  <b>Finding and understanding clues</b></p> <p>Justify inferences with evidence from the text.  <b>Finding and understanding clues</b></p>	<p>Apply knowledge of root words, prefixes and suffixes (see National Curriculum, Appendix 1, Y5, 6 list) to read aloud (attempting pronunciation) and to understand the meaning of unfamiliar words.  <b>Reading words</b></p> <p>Check that the book is meaningful and discuss what has been understood.  <b>Finding and understanding facts.</b></p> <p>Summarise the main points / ideas drawn from a text (more than one paragraph).  <b>Finding and understanding facts</b></p> <p>Explore the meaning of unfamiliar words and idiomatic and figurative language, e.g. by using meaning-seeking strategies.  <b>Finding and understanding facts</b></p> <p>Distinguish between statements of fact and opinion.  <b>Finding and understanding facts</b></p> <p>Draw inferences such as inferring characters' feelings, thoughts and motives from their actions.  <b>Finding and understanding clues</b></p> <p>Justify inferences with evidence from the text.            Develop explanations to justify inference.  <b>Finding and understanding clues</b></p>	<p>Apply knowledge of root words, prefixes and suffixes (see National Curriculum, Appendix 1, Y5, 6 list) to read aloud (attempting pronunciation) and to understand the meaning of unfamiliar words.  <b>Reading words</b></p> <p>Check that the book is meaningful and discuss what has been understood.  <b>Finding and understanding facts.</b></p> <p>Summarise the main points / ideas drawn from a text (more than one paragraph), identifying key details that support the main ideas.  <b>Finding and understanding facts</b></p> <p>Explore the meaning of unfamiliar words and idiomatic and figurative language, e.g. by using meaning-seeking strategies.  <b>Finding and understanding facts</b></p> <p>Retrieve relevant information by skimming and scanning, taking notes / highlighting to record key points.  <b>Finding and understanding facts</b></p> <p>Draw inferences such as inferring characters' feelings, thoughts and motives from their actions.  <b>Finding and understanding clues</b></p> <p>Justify inferences with evidence from the text. Develop explanations to justify inference.  <b>Finding and understanding clues</b></p> <p>Read books (and other texts) that are structured in different ways.</p>	<p>Apply knowledge of root words, prefixes and suffixes (see National Curriculum, Appendix 1, Y5, 6 list) to read aloud (attempting pronunciation) and to understand the meaning of unfamiliar words.  <b>Reading words</b></p> <p>Check that the book is meaningful and discuss what has been understood.  <b>Finding and understanding facts.</b></p> <p>Summarise the main points / ideas drawn from a text (more than one paragraph), identifying key details that support the main ideas.  <b>Finding and understanding facts</b></p> <p>Explore the meaning of unfamiliar words and idiomatic and figurative language, e.g. by using meaning-seeking strategies.  <b>Finding and understanding facts</b></p> <p>Retrieve relevant information by skimming and scanning, taking notes / highlighting to record key points.  <b>Finding and understanding facts</b></p> <p>Distinguish between statements of fact and opinion.  <b>Finding and understanding facts</b></p> <p>Draw inferences such as inferring characters' feelings, thoughts and motives from their actions.  <b>Finding and understanding clues</b></p> <p>Justify inferences with evidence from the text. 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Read books (and other texts) that are structured in different ways.  
**Organisation**

Identify, comment (with consideration of impact) and back up views on writer's choice of language.  
**Writers choice**

Identify, comment (with consideration of impact) and back up views on writer's craft, including figurative language, grammatical features, text structure e.g. the use of short sentences to build tension.  
**Writers choice**

Explain a personal point of view (e.g. about organisation, presentation, writers choice) giving reasons and evidence from text for their view.  
**Reader's opinion**

Read and discuss a range of books, including myths, legends and traditional stories, modern fiction, fiction from his/her literary heritage and books from other cultures and traditions.  
**Context**

Compare and contrast books (and other texts): within and across texts (including by different authors who may have different views and comparison of different versions).  
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Read books (and other texts) that are structured in different ways.  
**Organisation**

Identify and discuss the conventions of different text types.  
**Organisation**

Recognise texts that contain features from more than one text type.  
**Organisation**

Identify, comment (with consideration of impact) and back up views on writer's choice of language.  
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