	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Foundation stage	Environmental sounds • Listen to and identify environmental sounds • Use the voice to sing at different volumes • Guess and make animal noises Instrumental sounds	Environmental sounds Listen to and identify instrumental sounds •Remember and repeat rhythms •Copy loud and quiet sounds Body percussion	Environmental sounds • Perform songs with actions • Identify body sounds • Use the voice to make sounds • Move the body in response to an instrument Rhythm, rhyme & alliteration	Environmental sounds • Join in with story phrases and perform actions • Move in time to a beat • Continue a rhyming string • Recognise some initial sounds, e.g. box /b/ • Identify people or objects beginning with a given sound	Environmental sounds •Make sounds with the voice and practise robot talk, e.g. c-a-t •Describe voice sounds, e.g. loud, quiet, high, low •Use the voice to add sounds to a story	Environmental sounds •Understand 'sound talk' words that are segmented, e.g. c-oa-t • Sound out and clap CVC words •Count phonemes in a word, e.g. b-i-g (1, 2, 3) • Identify objects with 3 phonemes, e.g. f-i-sh
Foundation stage skills	 Listening attentively. Exploring and experimenting with sounds and words. Distinguishing between different sounds in the environment and sounds in words (phonemes 		•Developing understanding of rhyme and alliteration and the rich rhythm of stories. •Discriminating phonemes. • Talking about and joining in with stories, poems, rhymes and new vocabulary. • Showing an awareness of rhyme and alliteration. •Reproducing audibly, the phonemes they hear, in order, all through the word. •Using sound-talk to segment words into p		 Showing an awareness of rhyme and alliteration. Reproducing audibly, the phonemes they hear, in order, all through the word. Using sound-talk to segment words into phonemes. Beginning to orally blend. 	
Reception graphemes taught though Little Wandle	Phase 2 Satpinmdgockck eurhbfl	Phase 2 ff ll ss j v w x y z zz qu, ch sh th ng nk • words with s /s/ added at the end (hats sits) • words ending s /z/ (his) and with s /z/ added at the end (bags)	Phase 3 ai ee igh oa oo oo ar or ur ow oi earair er words with double letters: dd mm tt bb rr gg pp ff • longer words(multi-syllabic)	review Phase 3: ai ee igh oa oo ar or ur oo ow oi ear er air words with double letters longer words words with two or more digraphs longer words words ending in -ing compound words longer words words words words	 short vowels CVCC short vowels CVCC CCVC short vowels CCVCC CCCVCC CCCVCC	long vowel sounds CVCC CCVC long vowel sounds CCVC CCVC CCVC CCVC CCV CCV CCV CCVCC Phase 4 words ending -s /s/ Phase 4 words ending -s /z/ Phase 4 words ending -es longer word long vowel sounds counds.

Reception tricky words taught through Little Wandle	Is, I, the	Put, pull, full, as, and, has, her, his, go, no, to, into, she push*, he, of, we, me, be	Was, you, they, my, by, all, pure, sure, are	the middle /z/ s words ending -s words with -es at end /z/ Review all tricky words so far	-ed /t/, -ed /id/ /ed/ -est Said, so, have like, some, come, love, do, were, here, little, says, there, when,	root word ending in: -ing, -ed /t/, -ed /id/ /ed/, -ed /d/ Phase 4 words ending in: -s /s/, -s /z/, -es longer words Review all taught words		
		, ,			what, one, out, today			
Reception word			Throughout Recept	ion Focus On:				
Reading	Recognise relationship between the spoken and written word Develop an understanding of environmental print to inform, advise and instruct Recognise words in print remain the same when repeated *Words shown below need to be in line with phonics scheme being followed by your school. Children will acquire an increased amount of grapheme-phoneme correspondences (GPC) across the reception year. It is important to encourage the application of subject skills and knowledge skills and knowledge when reading words containing taught GPC. This may take place in both during teacher-led activities (e.g. 100% decodable Guided Reading and Shared Reading books) and across the provision as part of a broad and balanced EYFS							
	provision.				-			
Reception word reading	•Understand 1:1 correspondence of each spoken word to a written word separated by a space •Left to right direction of print •Recognise words in print remain the same when repeated Teach tricky words for	Build on Previous Term & Focus on: *Secure previous unit high frequency words and teach: Teach tricky words for reading: (follow Little Wandle progression for these words)	Build on Previous Term & Focus on: *Secure previous unit high frequency words and teach: Teach tricky words for reading: (follow Little Wandle progression for these words)	Build on Previous Term & Focus on: *Secure previous unit high frequency words and teach: Teach tricky words for reading: (follow Little Wandle progression for these words)	Build on Previous Term & Focus on: *Secure previous unit high frequency words and teach: Teach tricky words for reading: (follow Little Wandle progression for these words)	Build on Previous Term & Focus on: *Secure previous unit high frequency words and teach: Teach tricky words for reading: (follow Little Wandle progression for these words)		
	reading: (follow Little Wandle progression for these words)							

Reception	Throughout Reception Focus On:							
comprehension	Recall of familiar stories and rhymes Repeat, revisiting and retell stories Discussing meaning and purpose of environmental print Making connections with own experiences Listening to experienced readers modelling reading and searching text and illustrations to find directly related information or answers Extending Language and vocabulary development Sequence main events in a story using props / illustrations Use story language and vocabulary with accompanying actions to retell stories							
Reception comprehension	Focus on: •Use prior knowledge, pictures and memorisation techniques (e.g. actions, repeated phrases etc) to repeat known rhymes, stories and texts previously heard •Begin to match spoken to written words •Talk about texts and connect to own experience • Pick out the main characters and key events in stories •Sequence main events in a story using props / illustrations	Build on Previous Term & Focus on: •Repeat and retell known rhymes, stories and texts previously heard •Talk about texts and connect to own experiences and prior knowledge • Pick out the main characters and key events in stories	Build on Previous Term & Focus on: •Repeat and retell known rhymes, stories and texts previously heard •Talk about texts and connect to own experiences and prior knowledge •Pick out the main characters and key events in stories •Select a number of key events to retell a story •Link and talk about ideas explicit from a text e.g. characters and events •Start to make simple	Build on Previous Term & Focus on: •Talk about texts and connect to own experiences and prior knowledge •Pick out the main characters and key events in stories •Select a number of key events to retell a story •Link and talk about ideas explicit from a text e.g. characters and events •Make simple predictions about characters and events •Reread specific part of a text to check for	Build on Previous Term & Focus on: •Talk about texts and connect to own experiences and prior knowledge •Pick out the main characters and key events in stories •Select a number of key events to retell a story •Link and talk about ideas explicit from a text e.g. characters and events • Make predictions about characters and events •Reread specific part of a text to check for	Build on Previous Term & Focus on: Become familiar with and talk about several key stories Retell stories using illustrations and / or props and discuss main characters Begin to compare characters Reread specific part of a text to check for meaning Respond to questions by linking question to answers explicitly stated in text or illustration		
Reception reading skills	Book Handling skills – holding the book the correct way and turning pages	Book Handling skills – holding the book the correct way and turning pages	predictions Book Handling skills - holding the book the correct way and turning pages	meaning Book Handling skills - holding the book the correct way and turning pages	meaning. Book Handling skills - holding the book the correct way and turning pages	Book Handling skills – holding the book the correct way and turning pages		

Reception reading	Building on Previous	Build on Previous Term	Build on Previous	Build on Previous	Build on Previous	Build on Previous
skills	year and throughout	& Focus on:	Term & Focus on:	Term & Focus on:	Term & Focus on:	Term & Focus on:
	Year R Focus on:	•Read simple captions	•Read simple	•Read captions	•Read captions	Read captions
	•Recognise that words	•Recognising increased	captions	•Recognising	•Recognising	•Recognising
	are constructed from	amount of high-	Recognise an	increased amount of	increased amount of	increased amount of
	phonemes (sounds) and	frequency words	increased amount of	high-frequency words	high-frequency words	high-frequency words
	that phonemes are	•Show an awareness of	high-frequency words	•Show an awareness	•Show an awareness	•Show an awareness
	represented by	full stops when reading	•Show an awareness	of full stops and	of full stops and	of full stops and
	graphemes (written	•Self-correction using	of full stops when	question marks when	question marks when	question marks when
	letters)	phonics	reading	reading	reading	reading
	•Recognising high-	Identify simple text	•Show an awareness	•Show an awareness	•Show an awareness	•Show an awareness
	frequency words	features such as titles and	of the difference	of the difference	of the difference	of the difference
	•Self-correction using	pictures to indicate what	between stories and	between stories and	between stories and	between stories and
	phonics first strategy	the text is about	information texts	information texts	information texts	information texts
			•Choose reading	•Choose reading	•Choose reading	•Choose reading
			materials and explain	materials and explain	materials and explain	materials and explain
			what the text is about	what the text is about	what the text is about	what the text is about
			and why they like it	and why they like it	and why they like it	and why they like it
			•Use prior knowledge	•Use prior knowledge	•Use prior knowledge	•Use prior knowledge
			to help understanding	to help understanding	to help understanding	to help understanding
			•Self-correction using	•Self-correction using	•Self-correction using	•Self-correction using
			phonics	phonics	phonics	phonics
			•Read accuracy	•Re-read sentence	•Re-read sentence	•Re-read sentence
				•Read sentences	•Read sentences	•Read sentences
				accurately and	accurately and	accurately and
				fluently	fluently	fluently
Development	•Continue a rhyming	•Continue a rhyming	 Use vocabulary and 	•Read phonically	•Enjoy an increasing	•Enjoy an increasing
Matters	string	string	forms of speech that	regular words of	range of books	range of books
	Hear and say the initial	Hear and say the initial	are increasingly	more than 1 syllable	•Know that	•Knows that
	sound in words	sound in words	influenced by their	•Read some common	information can be	information can be
	•Segment the sounds in	•Segment the sounds in	experiences of books	irregular words	retrieved from books	retrieved from books
	simple words and blend	simple words and blend	•Read and understand	•Use phonic	and computers	and computers
	them together and know	them together and know	simple sentences	knowledge to decode	•Read many irregular	•Read many irregular
	which letters represent	which letters represent	•Use phonic	regular words and	but high frequency	but high frequency
	some of them	some of them	knowledge to decode	read them aloud	words	words
	•Link sounds to letters,	•Link sounds to letters,	regular words and	accurately	•Use phonic,	•Use phonic,
	naming and sounding	naming and sounding the	read them aloud		semantic and	semantic and
	the letters of the	letters of the alphabet	accurately		syntactic knowledge	syntactic knowledge
	alphabet	•Begin to read words and	•Read some common		to understand	to understand
		simple sentences	irregular words			

	•Begin to read words and simple sentences		•Demonstrate understanding when talking with others about what they have read		unfamiliar vocabulary •Demonstrate understanding when talking with others about what they have read •Describe the main events in the simple stories they have read	unfamiliar vocabulary •Demonstrate understanding when talking with others about what they have read •Describe the main events in the simple stories they have read
Year 1 graphemes	review Phase 3 GPCs	/ur/ ir bird	/ee/ y funny	/ur/ or word	ay play	/ai/ eigh aigh ey ea
taught through	ai ee igh oa oo ar or ur	/igh/ ie pie	/e/ ea head	/oo/ u oul awful	a-e shake	eight straight grey
Little Wandle	oo ow oi ear air er	/oo//yoo/ ue blue rescue	/w/ wh wheel	would	ea each	break
		/yoo/ u unicorn	/oa/ oe ou toe	/air/ are share	e he	/n/ kn gn knee gnaw
	• /z/ s –es words with		shoulder	/or/ au aur oor al		/m/ mb thumb /ear/
	two or more	/oa/ o go		author dinosaur floor	ie pie	ere eer here deer
	digraphs e.g. queen	/igh/ i tiger	/igh/ y fly	walk	i-e time	
	thicker	/ai/ a paper	/oa/ ow snow		o go	/zh/ su si treasure
		/ee/ e he	/j/ g giant	/ch/ tch match	o-e home	vision
	Phase 4: CVCC CCVC		/f/ ph phone	/ch/ ture adventure		/j/ dge bridge
	CCVCC CCCVC Phase	/ai/ a-e shake		/ar/ al half*	ue blue rescue	/i/ y crystal
	4 with long vowels	/igh/ i-e time	/l/ le al apple metal	/ar/ a father*	ew chew new	/j/ ge large
	.	/oa/ o-e home	/s/ c ice	landa adam	u-e rude cute	/:1.//:
	Phase 5 (new learning)	/oo//yoo/	/v/ ve give	/or/ a water	aw claw	/sh/ ti ssi si ci potion
	/ai/ ay play /ow/ ou	u-e rude cute	//	C-1 : 1	1 1	mission mansion delicious
	cloud /oi/ oy toy /ee/ ea	/ee/ e-e these	/u/ o-e o ou some mother young	Schwa in longer words: different	ea head ir bird	deficious
	each	/oo//yoo/ ew chew new	/z/ se cheese	/o/ a want	ou cloud	/or/ augh our oar ore
	review longer	/ee/ ie shield	/s/ se cheese /s/ se ce mouse fence	/air/ ear ere bear there	oy toy	daughter pour oar
	review longer words	/or/ aw claw	/ee/ ey donkey	/an/ car cre bear there	oy toy	more
	words	7017 aw claw	/cer ey donkey	/ur/ ear learn	i tiger	more
		Grow the code:	Grow the code: /oo/ u	/r/ wr wrist	a paper	review
		/igh/ ie i i-e /ai/ ay a a-e	ew ue u-e ui ou oo	/s/ st sc whistle	ow snow	10,10,1
		/oa/ oa o o-e /ee/ e ie e-e	fruit soup /ee/ ea e e-	science	u unicorn	
		ea /oo/ /yoo/ ew u-e u ue	e ie ey y ee /s/ c se ce	Schwa at the end of		
			ss /z/ se s zz /oa/ ow	words: actor	ph phone	
			oe ou o-e o oa		wh wheel	
				/c/ ch school	ie shield	
				/sh/ ch chef	g giant	
				/z/ /s/ ce se ze freeze		

Year 1 tricky words taught through Little Wandle	Phases 2–4: the put* pull* full* push* to into I no go of he she we me be was you they all are my by sure pure said have like so do some come love were there little one when out what says here today	their people oh your Mr Mrs Ms ask* could would should our house mouse water want	any many again who whole where two school call different thought through friend work	once laugh because eye	Review previously taught words	busy beautiful pretty hour move improve parents shoe			
Year 1 reading		ı	•Throughout Year	1 Focus on:	ı				
			Read words containing						
		Read other w	ords of more than one sy	llable that contain taugh	t GPCs				
	Apply phonic knowledge and skills as the route to decode words with increasing accuracy and fluency								
	Read all capital letters and the days of the week Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes and many alternative sounds for graphemes Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught								
		Read aloud accurately deco			ing phonic knowledge				
			read books to build up fl						
		with contractions [for examp							
Year 1 word	•Read <i>some</i> common	•Read <i>some</i> common	Read <i>most</i> common	Read <i>most</i> common	Read <i>most</i> common	Read <i>most</i> common			
reading	exception words, noting	exception words, noting	exception words,	exception words,	exception words,	exception words,			
	unusual	unusual correspondences	noting unusual	noting unusual	noting unusual	noting unusual			
	correspondences	between spelling and sound and where these	correspondences	correspondences	correspondences	correspondences			
	between spelling and sound and where these	occur in the word	between spelling and sound and where	between spelling and sound and where	between spelling and sound and where	between spelling and sound and where			
	occur in the word	•Reinforce –s, –es	these occur in the	these occur in the	these occur in the	these occur in the			
	•Teach –s, –es endings	endings and teach – er	word	word	word	word			
	reach –s, –es changs	endings and teach – cr	•Reinforce –s, –es, –	•Reinforce –s, –es, –	•Reinforce –s, –es, –	•Reinforce –s, –es, –			
		Changs	er endings and teach	er endings and teach	er, – ing endings and	er, – ing endings and			
			-ing endings	-ing endings	teach –ed endings	teach –ed endings			
Year 1			Throughout Year	1 Focus on:					
comprehension									
	•Lister	n to and discuss poems, stori				ntly			
				d to their own experienc					
		•Recognise and	l join in with predictable	phrases with increased c	onfidence				

	•Recite by heart many poems •Participate in discussion and explain clearly about what is read to them, taking turns and listening to what others say						
Year 1 comprehension	Build on Previous Year & Focus on: •Become familiar with stories, retelling them and considering their particular characteristics •Check that the text makes sense to them as they read and correcting inaccurate reading	Build on Previous Term & Focus on: Become familiar with several key fairy stories, retelling them and considering their particular characteristics Draw on what they already know or on background information and vocabulary provided by the teacher Discuss word meanings and link new meanings to those already known Predict what might happen on the basis of what has been read so far	Build on Previous Term & Focus on: •Become familiar with stories, retelling them and considering their particular characteristics •Discuss significant events in stories •Predict what might happen on the basis of what has been read so far	Build on Previous Term & Focus on: •Become familiar with several key traditional tales, retelling them and considering their particular characteristics •Make inferences on the basis of what is being said and done	Build on Previous Term & Focus on: •Become familiar with stories, retelling them and considering their particular characteristics •Make inferences on the basis of what is being said and done	Build on Previous Term & Focus on: •Become familiar with several key stories and poems, retelling them and considering their particular characteristics •Make inferences on the basis of what is being said and done	
Year 2 Reading	Apply and embedded phonic knowledge and skills as the route to decode •Read some common exception words •Read most words containing common suffixes – ly	Build on Previous Term & Focus on: •Decoding automatically and build fluency •Read some common exception words •Read most words containing common suffixes -er -est	Build on Previous Term & Focus on: •Re-read books to build fluency and confidence •Read most common exception words •Read most words containing common suffixes - ful	Build on Previous Term & Focus on: •Sound out most unfamiliar words accurately, without undue hesitation •Read accurately most words of two or more syllables •Read most common exception words •Read most words accurately without overt sounding and blending	Build on Previous Term & Focus on: •Read most words containing common suffixes – ness •Read all common exception words with automaticity •Read sufficiently fluently to allow a focus on understanding •Read accurately most words of two or more syllables	Build on Previous Term & Focus on: •Read most words containing common suffixes – ness •Read all common exception words with automaticity •Read sufficiently fluently to allow a focus on understanding •Read accurately most words of two or more syllables	

Year 2	Throughout Year 2 Focus on: •Listen to, discuss and express views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that which they							
comprehension	can read independentlyDiscuss their favourite weContinue to build up a re	can read independently •Discuss their favourite words and phrases using some of them in their writing •Continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear •Make some inferences on the basis of what is being said and done across the book and drawing on other books they have read (building on from YR1)						
Year 2 comprehension	Build on Previous Year & Focus on: •Check the text makes sense to them and correct inaccurate reading •Answer and ask questions •Make some predictions of what might happen on the basis of what has been read so far •Understand many non-fiction books that are structured in different ways	Build on Previous Term & Focus on: •Demonstrate familiarity with and retell a wide range of fairy stories •Discuss an increasing amount of word meanings in context, linking meanings to those already known •Sometimes discuss alternative meaning of the same word (e.g. through exploration of synonyms and the same word used in different contexts, building on from YR1 Greater Depth) •Make some predictions of what might happen on the	Build on Previous Term & Focus on: •Explain what has happened so far in what they have listened to or read •Discuss the sequence of events in books and how many items of information are related •Understand many non-fiction books that are structured in different ways	Build on Previous Term & Focus on: •Demonstrate familiarity with and retell a wide range of traditional tales •Recognise simple recurring literary language in stories and poetry and draw upon these for their writing •Make some inferences on the basis of what is being said and done across the book and drawing on other books they have read (building on from YR1 Greater Depth)	Build on Previous Term & Focus on: •Discuss their favourite words and phrases using some of them in their writing •Make some inferences on the basis of what is being said and done across the book and drawing on other books they have read (building on from YR1 Greater Depth) •Understand many non-fiction books that are structured in different ways	Build on Previous Term & Focus on: •Demonstrate familiarity with and retell a wide range of stories and plays •Discuss their favourite words and phrases using some of them in their writing •Show good understanding of books they have read and listened to drawing on what they already know, with background information and vocabulary provided by the teacher		
Year 2 reading skills and strategies	•Building on phonics subj •Connect prior knowledge •Use a range of strategies	ect skills and knowledge		s with increasing independence of phonics,		es		

	•Connect prior knowledge to context						
Year 2 reading skills and strategies	Build on Previous Year & Focus on: •Recognise and read many common exception words •Read sentences with increasing accuracy and fluency •Self-correction words •Read aloud with attention to punctuation, including full stops, question, exclamation and intonation	Build on Previous Term & Focus on: •Recognise and read many common exception words •Read sentences with increasing accuracy and fluency •Self-correction words •Read aloud with attention to punctuation, including full stops, question, exclamation and intonation			Build on Previous Term & Focus on: •Recognise and read all common exception words with automaticity •Read a range of texts with increasing accuracy and fluency •Self- correction, including re- reading and reading ahead •Talk about book preferences •Identify how texts are organised, e.g. lists, numbered points, tables and bullet points	Build on Previous Term & Focus on: •Recognise and read all common exception words with automaticity •Read a range of texts with increasing accuracy and fluency •Self- correction, including re- reading and reading ahead •Talk about book preferences	
Reading Year 3	understand the meaning of new words • Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word						
Reading							

Year 3			on Previous Year and th						
comprehension		ride range of fiction, poetry, p			XS .				
r		about both books that are rea							
	•Use dictionaries to check the meaning of many unknown words that they have read •Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying many inferences with evidence								
					stifying many inferences	with evidence			
		Increase their familiarity with a wide range of books and retell some of these orally							
Year 3	Build on Previous	Build on Previous Term	Build on Previous	Build on Previous	Build on Previous	Build on Previous			
comprehension	Year & Focus on:	& Focus on:	Term & Focus on:	Term & Focus on:	Term & Focus on:	Term & Focus on:			
_	•Read a range of books	• Increase their	•Read a range of	•Increase their	•Read a range of	• Increase their			
	that are structured in	familiarity with a wide	books that are	familiarity with a	books that are	familiarity with a			
	different ways and read	range of stories	structured in different	wide range of books,	structured in different	wide range of books			
	for a range of purposes	•Use dictionaries to	ways and read for a	including fairy stories	ways and read for a	•Identify simple			
	•Identify how language,	check the meaning of	range of purposes	•Identify simple	range of purposes	themes and			
	structure and	many unknown words	•Identify how	themes and	•Identify simple	conventions in an			
	presentation contribute	that they have read	language and	conventions in an	themes and	increasing range of			
	to meaning	•Predict what might	structure contribute	increasing range of	conventions in an	books			
	•Check that the text	happen from details	to meaning	books	increasing range of	•Discuss some words			
	makes sense to them,	stated and some which	•Identify main ideas	•Draw inferences	books	and phrases that			
	discuss their	are implied	drawn from more	such as inferring	•Discuss some words	capture the reader's			
	understanding and	•Recognise some	than one paragraph	characters' feelings,	and phrases that	interest and			
	explain the meaning of	different forms of poetry	and summarise these	thoughts and motives	capture the reader's	imagination			
	some words in context	[for example, free verse,	•Draw inferences	from their actions,	interest and	•Recognise some			
	•Predict what might	narrative poetry]	such as inferring	and justifying many	imagination	different forms of			
	happen from details	•Ask some questions to	characters' feelings,	inferences with	•Identify how	poetry [for example,			
	stated and some which	improve their	thoughts and motives	evidence	language and	free verse, narrative			
	are implied	understanding of a text	from their actions,	•Recognise some	structure contribute	poetry]			
	•Retrieve and record	•Prepare short poems to	and justifying many	different forms of	to meaning	•Prepare short plays			
	some information from	read aloud and to	inferences with	poetry [for example,	•Retrieve and record	to read aloud and to			
	non-fiction	perform, showing some	evidence	free verse, narrative	some information	perform, showing			
		understanding through	•Retrieve and record	poetry]	from non-fiction	some understanding			
		intonation, tone, volume	some information	•Prepare short poems		through intonation,			
		and action	from non-fiction	to read aloud and to		tone, volume and			
				perform, showing		action			
				some understanding					
				through intonation,					
				tone, volume and					
T7 0 11	D '11' 1 ' 1'	. 1 '11		action					
Year 3 reading	Building on phonics subjection								
skills	•Connect prior knowledge			1					
	•Locate and discuss word	s and pre taught vocabulary t	o find out what the text i	s about					

	July a man and of streets also					44			
		•Use a range of strategies to make meaning from words and sentences, including building on knowledge of phonics, word roots, text organisation and prior knowledge of context							
	•Read a range of texts with increasing accuracy and fluency •Develop fluent and enthusiasm for reading and read widely and frequently								
			videry and frequently						
	•Develop views about wha		C 1 1						
T7 0 11	•Develop positive attitudes to reading and understanding of what is read								
Year 3 reading	Build on Previous	Build on Previous Term		Build on Previous	Build on Previous	Build on Previous			
skills	Year & Focus on:	& Focus on:	Term & Focus on:	Term & Focus on:	Term & Focus on:	Term & Focus on:			
	•Recognise and read	•Recognise and read	•Recognise and read	•Recognise and read	•Recognise and read	•Recognise and read			
	many Year 3&4 Word List words	many Year 3&4 Word List words	most Year 3&4 Word List words	most Year 3&4 Word	all Year 3&4 Word List words with	all Year 3&4 Word List words with			
				List words					
	•Read aloud using	•Read aloud using	•Skim to gain an overview of a text,	•Read aloud with	automaticity •Enhance	automaticity •Read aloud with			
	punctuation to aid	punctuation to aid	· · · · · · · · · · · · · · · · · · ·	attention to					
	expression including speech	expression including speech	e.g. topic, purpose •Identify how texts	punctuation, including full stops,	understanding in information text	attention to			
	•Self-correction,	•Self-correction,	are organised, e.g.	question, exclamation	through, e.g.	punctuation, including full stops,			
	including re-reading and	including re-reading and	lists, numbered	and	illustration,	question, exclamation			
	reading ahead	reading ahead	points, diagrams with	speech marks and	photographs,	and			
	•Skim to gain an	reading allead	arrows, tables and	intonation	diagrams and charts	speech marks <i>and</i>			
	overview of a text, e.g.		bullet points	•Re-reading	•Skim to gain an	intonation			
	topic, purpose		•Look for specific	sentences for clarity	overview of a text,	intoliation			
	•Identify different		information in texts	schicies for clarity	e.g. topic, purpose				
	purposes of texts, e.g. to		using contents,		•Look for specific				
	inform, instruct, explain		indexes, glossaries,		information in texts				
	•Read short information		dictionaries		using contents,				
	texts independently with		•Identify and use text		indexes, glossaries,				
	concentration		features, e.g. titles,		dictionaries				
			headings and						
			pictures, to locate and						
			understand						
			specific information						
			•Re-reading						
			sentences for clarity						
Year 4		ot words, prefixes and suffixes (ety	mology and morphology) as lis			and the meaning of new words			
Reading	read further exception words, no	ting the unusual correspondences be	etween spelling and sound, and	where these occur in the word					
		w. 11	1' Th	1 437 4.6					
Year 4	•Listen to and confidently discus	Buil ss a wide range of fiction, poetry, pl	ding on Previous Year and the						
comprehension	•Confidently participate in discu	ssion about both books that are read	to them and those they read in	dependently					
-	•Begin to use more complex dict	ionaries to check the meaning of ma	any unknown words that they h	nave read					
		ng characters' feelings, thoughts and							
	•increase their familiarity with a	wide range of stories and retelling	some of these orally with an ap	propriate use of story-book lan	guage				

	Build on Previous Year & Focus on: •Read a wide range of books that are structured in different ways and read for a range of purposes •Identify how language, structure and presentation contribute to meaning •Check that the text makes sense to them, discuss most of their understanding and explain the meaning of many words in context, asking questions to improve their understanding of a text •Predict what might happen from details stated and implied •Confidently retrieve and record information from non-fiction	Build on Previous Term & Focus on: Increase their familiarity with a wide range of stories and retelling some of these orally with an appropriate use of story-book language Predict what might happen from details stated and implied Ask some questions to improve their understanding of the text Recognise a range of poetic forms [for example, free verse, narrative poetry] Prepare poems to read aloud and to perform, showing an increasing understanding through intonation, tone, volume and action	Build on Previous Term & Focus on: •Read a wide range of books that are structured in different ways and read for a range of purposes •Identify main ideas drawn from more than two paragraphs and summarise these •Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying most inferences with evidence •Identify how language, structure and presentation contribute to meaning •Confidently retrieve and record information from non-fiction	Build on Previous Term & Focus on: Increase their familiarity with a wide range of myths and legends, and retelling some of these orally with an appropriate use of storybook language Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying most inferences with evidence Identify themes and conventions in an increasing range of books Prepare poems to read aloud and to perform, showing an increasing understanding through intonation, tone, volume and action Recognise a range of poetic forms [for example, free verse, narrative poetry]	Build on Previous Term & Focus on: •Read a wide range of books that are structured in different ways and read for a range of purposes •Discuss many words and phrases that capture the reader's interest and imagination •Identify how language, structure and presentation contribute to meaning •Identify themes and conventions in an increasing range of books •Confidently retrieve and record information from non-fiction	Build on Previous Term & Focus on: Increase their familiarity with a wide range of stories and plays and retelling some of these orally with an appropriate use of story-book language Discuss many words and phrases that capture the reader's interest and imagination Identify themes and conventions in an increasing range of books Prepare play scripts to read aloud and to perform, showing an increasing understanding through intonation, tone, volume and action Recognise a range of poetic forms [for example, free verse, narrative poetry]
Voor 4 reading		Bui	lding on Previous year and the	roughout Year 4 Focus on:		
Year 4 reading	•Recognise and read all Year 3&	4 Word List words with automaticit				
skills	•Read texts, including those with	few visual clues, increased indepen	ndence and concentration			
	•Use a range of strategies to mak	e meaning from words and sentence	es, including knowledge of pho	onics, word roots, word families	s, text organisation and prior kr	nowledge of context
	•With increased independence de					
		ading and understanding of what is		Dedd as Deced on C	Dedd as Desert on C	D-211 D 75 0
Year 4 reading	Build on Previous Year & Focus on:	Build on Previous Term & Focus on:	Build on Previous Term & Focus on:	Build on Previous Term & Focus on:	Build on Previous Term & Focus on:	Build on Previous Term & Focus on:
skills	•Recognise and read Year	•Recognise and read Year 3&4	•Recognise and read Year	•Recognise and read Year	•Recognise and read Year	•Recognise and read Year
SIMILS	3&4 Word List	Word List	3&4 Word List	3&4 Word List	3&4 Word List	3&4 Word List
	•Read aloud using punctuation	•Read aloud using punctuation	•Skim to gain the gist of a	•Read aloud with attention	•Enhance understanding in	•Read aloud with attention
	to aid expression including	to aid expression including	text or the main idea in a	to and increasing range of	information text through,	to and increasing range of
	speech	speech	chapter	punctuation, including full	e.g. illustration,	punctuation, including full
	•Self-correction, including re-	•Self-correction, including re-	•Scan for specific	stops, question,	photographs, diagrams	stops, question,
	reading and reading ahead	reading and reading ahead	information using a variety	exclamation and speech	and charts	exclamation and speech
	•Skim to gain an overview of		of features in texts, e.g.	marks and intonation	 Look for specific 	marks and intonation
	a text, e.g. topic, purpose		titles, illustrations, pre		information in texts using	

	Read short information texts independently with concentration Identify how texts differ in purpose, structure and layout Identify different purposes of texts, e.g. to inform, instruct, explain, persuade, recount		taught vocabular, bold print, captions, bullet points •Identify how texts are organised, e.g. lists, numbered points, diagrams with arrows, tables and bullet points •Identify and use text features, e.g. titles, headings and pictures, to locate and understand specific information •Look for specific information in texts using contents, indexes, glossaries, dictionaries •Re-reading sentences for clarity	•Re-reading sentences for clarity	contents, indexes, glossaries, dictionaries •Identify different purposes of texts, e.g. to inform, instruct, explain, persuade, recount •Skim to gain the gist of a text or the main idea in a chapter			
Year 5 Reading								
Year 5		Building	on Previous Year and th	roughout Year 5 focus o	n:			
comprehension	•Read and discuss a range of fiction, poetry, plays, non-fiction and reference books							
	 Learn a wider range of age appropriate poetry by heart With occasional prompting, draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence 							
	with evidence	ng, araw interestees sacin as	mermig characters rec	inigs, thoughts and moti	ves from their actions, ar	nd justifying inferences		
Vear 5	1	_			Build on Previous	Build on Previous		
Year 5	with evidence	Build on Previous Term	Build on Previous	Build on Previous Term & Focus on:				
Year 5 comprehension	with evidence Build on Previous	Build on Previous Term & Focus on:	Build on Previous Term & Focus on:	Build on Previous	Build on Previous Term & Focus on:	Build on Previous		
	with evidence Build on Previous Year & Focus on:	Build on Previous Term & Focus on: •Increase their familiarity	Build on Previous	Build on Previous Term & Focus on: •Increase their	Build on Previous Term & Focus on: •Explain and discuss	Build on Previous Term & Focus on: •Increase their		
	with evidence Build on Previous Year & Focus on: •Read books that are	Build on Previous Term & Focus on: •Increase their familiarity with a wide range of	Build on Previous Term & Focus on: •Make comparisons	Build on Previous Term & Focus on:	Build on Previous Term & Focus on:	Build on Previous Term & Focus on:		
	with evidence Build on Previous Year & Focus on: •Read books that are structured in different ways and read for a	Build on Previous Term & Focus on: •Increase their familiarity	Build on Previous Term & Focus on: •Make comparisons within and across	Build on Previous Term & Focus on: •Increase their familiarity with a	Build on Previous Term & Focus on: •Explain and discuss their understanding	Build on Previous Term & Focus on: Increase their familiarity with a wide range of books,		
	with evidence Build on Previous Year & Focus on: •Read books that are structured in different	Build on Previous Term & Focus on: •Increase their familiarity with a wide range of books, including modern	Build on Previous Term & Focus on: •Make comparisons within and across books e.g. plot, genre	Build on Previous Term & Focus on: Increase their familiarity with a wide range of books,	Build on Previous Term & Focus on: •Explain and discuss their understanding of what they have	Build on Previous Term & Focus on: Increase their familiarity with a		
	with evidence Build on Previous Year & Focus on: •Read books that are structured in different ways and read for a range of purposes	Build on Previous Term & Focus on: Increase their familiarity with a wide range of books, including modern fiction	Build on Previous Term & Focus on: •Make comparisons within and across books e.g. plot, genre and theme	Build on Previous Term & Focus on: Increase their familiarity with a wide range of books, including myths and	Build on Previous Term & Focus on: •Explain and discuss their understanding of what they have read, including	Build on Previous Term & Focus on: Increase their familiarity with a wide range of books, including books from		
	with evidence Build on Previous Year & Focus on: •Read books that are structured in different ways and read for a range of purposes •Make comparisons	Build on Previous Term & Focus on: •Increase their familiarity with a wide range of books, including modern fiction •Make comparisons	Build on Previous Term & Focus on: •Make comparisons within and across books e.g. plot, genre and theme •Participate in	Build on Previous Term & Focus on: •Increase their familiarity with a wide range of books, including myths and legends	Build on Previous Term & Focus on: •Explain and discuss their understanding of what they have read, including through formal	Build on Previous Term & Focus on: •Increase their familiarity with a wide range of books, including books from other cultures and		
	with evidence Build on Previous Year & Focus on: •Read books that are structured in different ways and read for a range of purposes •Make comparisons within and across books	Build on Previous Term & Focus on: •Increase their familiarity with a wide range of books, including modern fiction •Make comparisons within and across books	Build on Previous Term & Focus on: •Make comparisons within and across books e.g. plot, genre and theme •Participate in discussions about	Build on Previous Term & Focus on: Increase their familiarity with a wide range of books, including myths and legends Identify and discuss	Build on Previous Term & Focus on: •Explain and discuss their understanding of what they have read, including through formal presentations and	Build on Previous Term & Focus on: Increase their familiarity with a wide range of books, including books from other cultures and traditions		
	with evidence Build on Previous Year & Focus on: •Read books that are structured in different ways and read for a range of purposes •Make comparisons within and across books e.g. plot, genre and theme •Check that the book	Build on Previous Term & Focus on: Increase their familiarity with a wide range of books, including modern fiction Make comparisons within and across books e.g. plot, genre and theme Predict what might	Build on Previous Term & Focus on: •Make comparisons within and across books e.g. plot, genre and theme •Participate in discussions about books that are read to them and those they can read for	Build on Previous Term & Focus on: Increase their familiarity with a wide range of books, including myths and legends Identify and discuss themes and conventions in and across a wide range	Build on Previous Term & Focus on: •Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes	Build on Previous Term & Focus on: Increase their familiarity with a wide range of books, including books from other cultures and traditions Explain and discuss their understanding of what they have		
	with evidence Build on Previous Year & Focus on: •Read books that are structured in different ways and read for a range of purposes •Make comparisons within and across books e.g. plot, genre and theme •Check that the book makes sense to them,	Build on Previous Term & Focus on: Increase their familiarity with a wide range of books, including modern fiction Make comparisons within and across books e.g. plot, genre and theme Predict what might happen from details	Build on Previous Term & Focus on: •Make comparisons within and across books e.g. plot, genre and theme •Participate in discussions about books that are read to them and those they	Build on Previous Term & Focus on: Increase their familiarity with a wide range of books, including myths and legends Identify and discuss themes and conventions in and across a wide range of writing	Build on Previous Term & Focus on: •Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary	Build on Previous Term & Focus on: Increase their familiarity with a wide range of books, including books from other cultures and traditions Explain and discuss their understanding of what they have read, including		
	with evidence Build on Previous Year & Focus on: •Read books that are structured in different ways and read for a range of purposes •Make comparisons within and across books e.g. plot, genre and theme •Check that the book	Build on Previous Term & Focus on: Increase their familiarity with a wide range of books, including modern fiction Make comparisons within and across books e.g. plot, genre and theme Predict what might happen from details stated and implied	Build on Previous Term & Focus on: •Make comparisons within and across books e.g. plot, genre and theme •Participate in discussions about books that are read to them and those they can read for themselves, building on their own and	Build on Previous Term & Focus on: Increase their familiarity with a wide range of books, including myths and legends Identify and discuss themes and conventions in and across a wide range of writing Participate in	Build on Previous Term & Focus on: •Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary •Identify and discuss	Build on Previous Term & Focus on: Increase their familiarity with a wide range of books, including books from other cultures and traditions Explain and discuss their understanding of what they have		
	with evidence Build on Previous Year & Focus on: •Read books that are structured in different ways and read for a range of purposes •Make comparisons within and across books e.g. plot, genre and theme •Check that the book makes sense to them, discussing their understanding and	Build on Previous Term & Focus on: Increase their familiarity with a wide range of books, including modern fiction Make comparisons within and across books e.g. plot, genre and theme Predict what might happen from details stated and implied Participate in	Build on Previous Term & Focus on: •Make comparisons within and across books e.g. plot, genre and theme •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	Build on Previous Term & Focus on: Increase their familiarity with a wide range of books, including myths and legends Identify and discuss themes and conventions in and across a wide range of writing Participate in discussions about	Build on Previous Term & Focus on: •Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary •Identify and discuss themes and	Build on Previous Term & Focus on: Increase their familiarity with a wide range of books, including books from other cultures and traditions Explain and discuss their understanding of what they have read, including through formal presentations and		
	with evidence Build on Previous Year & Focus on: •Read books that are structured in different ways and read for a range of purposes •Make comparisons within and across books e.g. plot, genre and theme •Check that the book makes sense to them, discussing their	Build on Previous Term & Focus on: Increase their familiarity with a wide range of books, including modern fiction Make comparisons within and across books e.g. plot, genre and theme Predict what might happen from details stated and implied	Build on Previous Term & Focus on: •Make comparisons within and across books e.g. plot, genre and theme •Participate in discussions about books that are read to them and those they can read for themselves, building on their own and	Build on Previous Term & Focus on: Increase their familiarity with a wide range of books, including myths and legends Identify and discuss themes and conventions in and across a wide range of writing Participate in	Build on Previous Term & Focus on: •Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary •Identify and discuss	Build on Previous Term & Focus on: Increase their familiarity with a wide range of books, including books from other cultures and traditions Explain and discuss their understanding of what they have read, including through formal		

Year 5 reading	structure and presentation contribute to meaning •Retrieve, record and present some information from fiction and non-fiction •Distinguishing between statements of fact and opinion		from more than one paragraph and identifying key details that support the main ideas •Identify how language, structure and presentation contribute to meaning •With occasional prompting, draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence	and presentation contribute to meaning •Identify, discuss and evaluate the difference between literal and figurative language, commenting on the effectiveness of the author's language to create mood and build tension and the impact on the reader •Provide reasoned justifications for their views	conventions in and across a wide range of writing •Identify, discuss and evaluate the difference between literal and figurative language, commenting on the effectiveness of the author's language to create mood and build tension and the impact on the reader •Provide reasoned justifications for their views •Prepare poems to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience
skills	organisation and prior knows •Read extended texts inde •Self-correction, including	pendently for sustained perion gre-reading and reading ahea to make meaning from word	ods ad		

	•Reading widely and frequently for pleasure and information					
Year 5 reading skills	Build on Previous Year & Focus on: •Recognise many Year 5&6 Word List words with automaticity •Identify how punctuation relates to sentence structure and how meaning is constructed in complex sentences •Through discussion and read aloud, demonstrate how an understanding of sentence structure and punctuation help make meaning •Connecting prior knowledge and textual information to make inferences and predictions •Scan to find specific details using graphic and textual organisers, e.g. sub-headings, diagrams etc •Use information on- screen and on paper	Build on Previous Term & Focus on: •Recognise and read many Year 5&6 Word List words with automaticity •Identify how punctuation relates to sentence structure and how meaning is constructed in complex sentences •Through discussion and read aloud, demonstrate how an understanding of sentence structure and punctuation help make meaning •Connecting prior knowledge and textual information to make inferences and predictions •Read closely, annotating for specific purposes	Build on Previous Term & Focus on: •Recognise and read most Year 5&6 Word List words with automaticity •Use a range of strategies for skimming, e.g. finding key words or phrases, gist, main ideas, themes •Identify features of texts, e.g. introduction to topic, sequence, illustrations, formality through language choices •Finding the main idea of a text •Use information on- screen and on paper •Read closely, annotating for specific purposes	Build on Previous Term & Focus on: •Recognise and read most Year 5&6 Word List words with automaticity •Identify how punctuation relates to sentence structure and how meaning is constructed in complex sentences •Through discussion and read aloud, demonstrate how an understanding of sentence structure and punctuation help make meaning •Read closely, annotating for specific purposes •Use a range of strategies for skimming, e.g. finding key words or phrases, gist, main ideas, themes	Build on Previous Term & Focus on: •Recognise and read all Year 5&6 Word List words with automaticity •Identify features of texts, e.g. introduction to topic, sequence, illustrations, degree of formality •Use information on- screen and on paper •Read closely, annotating for specific purposes •Use a range of strategies for skimming, e.g. finding key words or phrases, gist, main ideas, themes	Build on Previous Term & Focus on: •Recognise and read all Year 5&6 Word List words with automaticity •Read closely, annotating for specific purposes •Identify how punctuation relates to sentence structure and how meaning is constructed in complex sentences •Through discussion and read aloud, demonstrate how an understanding of sentence structure and punctuation help make meaning •Use a range of strategies for skimming, e.g. finding key words or phrases, gist, main ideas, themes
Year 6 Reading Word reading	Apply growing knowledge understand the meaning of	e of root words, prefixes and f new words	suffixes (morphology a	nd etymology), as listed i	n English Appendix 1, b	oth to read aloud and to
Year 6 reading comprehension		Building of fiction, poetry, plays, non- hey have read to their peers,	-fiction and reference bo		s on:	

	•Draw inferences such as	inferring characters' feelings	, thoughts and motives fi	om their actions, and jus	tifying inferences with e	vidence	
	•Increase their familiarity	with a wide range of books					
	•Learn a wider range of po	petry by heart					
Year 6 reading	Build on Previous	Build on Previous Term	Build on Previous	Build on Previous	Build on Previous	Build on Previous	
comprehension	Year & Focus on:	& Focus on:	Term & Focus on:	Term & Focus on:	Term & Focus on:	Term & Focus on:	
comprehension	•Read books that are	 Increase their familiarity 	 Make comparisons 	 Increase their 	 Identify and discuss 	 Increase their 	
	structured in different	with a wide range of	within and across	familiarity with a	themes and	familiarity with a	
	ways and read for a	books, including modern	books e.g. plot, genre	wide range of books,	conventions in and	wide range of books,	
	range of purposes	fiction	and theme	including fiction	across a wide range	including traditional	
	•Make comparisons	•Make comparisons	•Summarise the main	from our literary	of writing	tales	
	within and across books	within and across books	ideas drawn from	heritage	 Discuss and evaluate 	 Identify and discuss 	
	e.g. plot, genre and	e.g. plot, genre and	more than one	 Identify and discuss 	how authors use	themes and	
	theme	theme	paragraph and	themes and	language, including	conventions in and	
	•Check that the book	 Predict what might 	identifying key	conventions in and	figurative language	across a wide range	
	makes sense to them,	happen from details	details that support	across a wide range	considering the	of writing	
	discussing their	stated and implied	the main ideas	of writing	impact on the reader	 Discuss and evaluate 	
	understanding and	•Ask questions to	Distinguishing	Draw inferences	 Provide reasoned 	the how authors use	
	exploring the meaning	improve their	between statements	such as inferring	justification for their	language, including	
	of words in context	understanding	of fact and opinion	characters' feelings,	views	figurative language	
	 Predict what might 	•Prepare poems to read	Draw inferences	thoughts and motives	•Identify how	considering the	
	happen from details	aloud and to perform,	such as inferring	from their actions,	language, structure	impact on the reader	
	stated and implied	showing understanding	characters' feelings,	and justifying	and presentation	 Provide reasoned 	
	•Retrieve, record and	through intonation, tone	thoughts and motives	inferences with	contribute to meaning	justification for their	
	present information	and volume so that the	from their actions,	evidence	 Explain and discuss 	views	
	from non-fiction	meaning is clear to an	and justifying	 Provide reasoned 	their understanding	 Explain and discuss 	
	•Identify how language,	audience	inferences with	justifications for their	of what they have	their understanding	
	structure and	Participate in	evidence	views	read, including	of what they have	
	presentation contribute	discussions about books	•Identify how	 Participate in 	through formal	read, including	
	to meaning	that are read to them and	language, structure	discussions about	presentations and	through formal	
		those they can read for	and presentation	books that are read to	debates, maintaining	presentations and	
		themselves, building on	contribute to meaning	them and those they	a focus on the topic	debates, maintaining	
		their own and others'	Participate in	can read for	and using notes	a focus on the topic	
		ideas and challenging	discussions about	themselves, building	where necessary	and using notes	
		views	books that are read to	on their own and		where necessary	
			them and those they	others' ideas and		•Prepare poems to	
			can read for	challenging views		read aloud and to	
			themselves, building	•Prepare plays to read		perform, showing	
			on their own and	aloud and to perform,		understanding	
			others' ideas and	showing		through intonation,	
	1	1	-111	um donaton din a	1	4	

challenging views

understanding

tone and volume so

Year 6 reading skills		ear 5&6 Word List words wids and sentences, including l			on:	that the meaning is clear to an audience
	•Make meaning by drawir •Read increasingly comple •Find the main idea of a p	ex texts independently for su	stained periods			
Year 6 reading skills	Build on Previous Year & Focus on: •Recognise all Year 5&6 Word List words with automaticity •Identify how punctuation relates to sentence structure and how meaning is constructed in multi-clause sentences •Read closely, annotating for specific purposes •Use a range of strategies for finding and locating information e.g. skimming scanning for detail •Connecting prior knowledge and textual information to make inferences and predictions	Build on Previous Year & Focus on: •Recognise all Year 5&6 Word List words with automaticity •Identify how punctuation relates to sentence structure and how meaning is constructed in multi-clause sentences •Read closely, annotating for specific purposes •Connecting prior knowledge and textual information to make inferences and predictions	Build on Previous Term & Focus on: •Recognise all Year 5&6 Word List words with automaticity •Increase understanding of how punctuation can vary and affect sentence structure and meaning, help avoid ambiguity •Use a range of strategies for finding and locating information e.g. skimming scanning for detail •Summarising a text •Secure responses and understanding through re-reading and cross-check information •Read closely, annotating for specific purposes	Build on Previous Term & Focus on: •Recognise all Year 5&6 Word List words with automaticity •Increase understanding of how punctuation can vary and affect sentence structure and meaning, help avoid ambiguity •Secure responses through re-reading and cross-check information •Read closely, annotating for specific purposes •Use a range of strategies for skimming, e.g. finding key words or phrases, gist, main ideas, themes	Consolidate and embed all skills not secured and focus on: •Recognise all Year 5&6 Word List words with automaticity •Read closely, annotating for specific purposes •Confidently use a range of strategies for finding and locating information e.g. skimming scanning for detail •Use a range of strategies for skimming, e.g. finding key words or phrases, gist, main ideas, themes	Consolidate and embed all skills not secured and focus on: •Recognise all Year 5&6 Word List words with automaticity •Read closely, annotating for specific purposes •Identify how punctuation relates to sentence structure and how meaning is constructed in complex sentences •Through discussion and read aloud, demonstrate how an understanding of sentence structure and punctuation help make meaning •Use a range of strategies for skimming, e.g. finding key words or

Little '	Wandle	Progression	Document
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					phrases, gist, main ideas, themes
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