

Reading Skills								
	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Main focus								
AREAS OF STUDY								
Decoding	<p>*notice some print, for example the first letter of their name, familiar logo</p> <p>*develop phonological awareness so they can:</p> <ul style="list-style-type: none"> - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound 	<p>*read individual letters by saying the sounds for them</p> <p>*blend sounds into words</p> <p>*know digraphs</p> <p>*read a few common exception words (Follow RWI)</p>	<ul style="list-style-type: none"> •apply phonic knowledge to decode words •speedily read all 40+ letters/groups for 40+ phonemes •read accurately by blending taught GPC •read common exception words •read common suffixes (-s, -es, -ing, -ed, etc.) •read multisyllable words containing taught GPCs •read contractions and understanding use of apostrophe •read aloud phonically-decodable texts 	<p>*secure phonic decoding until reading is fluent</p> <p>*read accurately by blending, including alternative sounds for graphemes</p> <p>*read multisyllable words containing these graphemes</p> <p>*read common suffixes</p> <p>*read exception words, noting unusual correspondances</p> <p>*read most words quickly & accurately without overt sounding and blending</p>	<p>*apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet</p> <p>*read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word</p>	<p>*apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet</p> <p>*read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word</p>	<p>*apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet</p>	<p>*apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet</p>
Range of Reading			<ul style="list-style-type: none"> •listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently •being encouraged to link what they read or hear read to their own experiences 	<p>*listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently</p>	<p>*listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p>*reading books that are structured in different ways and reading for a range of purposes</p>	<p>*listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p>*reading books that are structured in different ways and reading for a range of purposes</p>	<p>*continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p>*reading books that are structured in different ways and reading for a range of purposes</p> <p>*making comparisons within and across books</p>	<p>*continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p>*reading books that are structured in different ways and reading for a range of purposes</p> <p>*making comparisons within and across books</p>

Familiarity with texts	*enjoy sharing books, paying attention and responding to pictures and words *repeat words and phrases from familiar stories	*listen to and talk about stories to build familiarity and understanding	*becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics *recognising and joining in with predictable phrases	*becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales *recognising simple recurring literary language in stories and poetry	*increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally *identifying themes and conventions in a wide range of books	*increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally *identifying themes and conventions in a wide range of books	*increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions *identifying and discussing themes and conventions in and across a wide range of writing	*increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions *identifying and discussing themes and conventions in and across a wide range of writing
Poetry and Performance		*Learn rhymes, poems and songs	*learning to appreciate rhymes and poems, and to recite some by heart	*continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear	*preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action *recognising some different forms of poetry	*preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action *recognising some different forms of poetry	*learning a wider range of poetry by heart preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience	*learning a wider range of poetry by heart preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience
Word Meanings		*ask questions to find out more and check they understand what has been said	*discussing word meanings, linking new meanings to those already known	*discussing and clarifying the meanings of words, linking new meanings to known vocabulary *discussing their favourite words and phrases	*using dictionaries to check the meaning of words that they have read	*using dictionaries to check the meaning of words that they have read	*using dictionaries to check the meaning of words that they have read	*using dictionaries to check the meaning of words that they have read

<p>Understanding</p>	<p>*understand simple questions about 'who', 'what' and 'where' *ask questions about the book, make comments and share ideas *enjoy listening to longer stories and can remember much of what happens *understand 'why' questions *understand the five key concepts about print: - print has meaning - print can have different purposes - we read English texts from left to right and from top to bottom - the names of the different parts of a book - page sequencing.</p>	<p>*understand how to listen carefully and why listening is important *use talk to help work out problems and organise thinking and activities *retell the story with some as exact repetition and some in their own words.</p>	<p>*drawing on what they already know or on background information and vocabulary provided by the teacher *checking that the text makes sense to them as they read and correcting inaccurate reading</p>	<p>*discussing the sequence of events in books and how items of information are related *drawing on what they already know or on background information and vocabulary provided by the teacher *checking that the text makes sense to them as they read and correcting inaccurate reading</p>	<p>*checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context *asking questions to improve their understanding of a text *identifying main ideas drawn from more than one paragraph and summarising these</p>	<p>*checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context *asking questions to improve their understanding of a text *identifying main ideas drawn from more than one paragraph and summarising these</p>	<p>*checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context *asking questions to improve their understanding *summarising the main ideas drawn from more than one paragraph, identifying key details to support the main ideas</p>	<p>*checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context *asking questions to improve their understanding *summarising the main ideas drawn from more than one paragraph, identifying key details to support the main ideas</p>
<p>Inference</p>			<p>*discussing the significance of the title and events *making inferences on the basis of what is being said and done</p>	<p>*making inferences on the basis of what is being said and done *answering and asking questions</p>	<p>*drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p>	<p>*drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p>	<p>*drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p>	<p>*drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p>
<p>Prediction</p>			<p>*predicting what might happen on the basis of what has been read so far</p>	<p>*predicting what might happen on the basis of what has been read so far</p>	<p>*predicting what might happen from details stated and implied</p>	<p>*predicting what might happen from details stated and implied</p>	<p>*predicting what might happen from details stated and implied</p>	<p>*predicting what might happen from details stated and implied</p>

Authorial Intent					*discussing words and phrases that capture the reader's interest and imagination *identifying how language, structure, and presentation contribute to meaning	*discussing words and phrases that capture the reader's interest and imagination *identifying how language, structure, and presentation contribute to meaning	*identifying how language, structure and presentation contribute to meaning *discuss and evaluate how authors use language, including figurative language, considering the impact on the reader	*identifying how language, structure and presentation contribute to meaning *discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
Non-fiction		Engage with, listen to and talk about selected non-fiction books to develop a deep familiarity with new knowledge and vocabulary.		*being introduced to non-fiction books that are structured in different ways	*retrieve and record information from non-fiction	*retrieve and record information from non-fiction	*distinguish between statements of fact and opinion *retrieve, record and present information from non-fiction	*distinguish between statements of fact and opinion *retrieve, record and present information from non-fiction
Discussing reading		Describe events in some detail.	*participate in discussion about what is read to them, taking turns and listening to what others say *explain clearly their understanding of what is read to them	*participate in discussion about books, poems & other works that are read to them & those that they can read for themselves, taking turns and listening to what others say *explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves	*participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say	*participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say	*recommending books that they have read to their peers, giving reasons for their choices *participate in discussions about books, building on their own and others' ideas and challenging views courteously *explain and discuss their understanding of what they have read, including through formal presentations and debates, *provide reasoned justifications for their views	*recommending books that they have read to their peers, giving reasons for their choices *participate in discussions about books, building on their own and others' ideas and challenging views courteously *explain and discuss their understanding of what they have read, including through formal presentations and debates, *provide reasoned justifications for their views

School Context		<p>Fairy tales The Gigantic Turnip</p> <p>The Gruffalo's Child by Julia Donaldson</p> <p>Blue Penguin Bog Baby</p> <p>Supertato Stanley Stick Sudden Hill</p>	<p><i>Here We Are</i> by Oliver Jeffers</p> <p><i>Owl Babies</i> by Martin Waddell</p> <p><i>Where the Wild Things Are</i> by Maurice Sendak</p> <p><i>The Robot and the Bluebird</i> by David Lucas</p> <p><i>Beegu</i> by Alexis Deacon</p> <p><i>Man on the Moon</i> by Simon Bartram</p> <p><i>One Day on our Blue Planet: The Savannah</i> by Ella Bailey</p> <p><i>Halibut Jackson</i> by David Lucas</p> <p><i>The Snail and the Whale</i> by Julia Donaldson</p> <p><i>The Storm Whale</i> by Benji Davies</p> <p><i>Puffin Book of Utterly Brilliant Poetry</i></p> <p>Snowman (shape poem)</p> <p><i>Today I saw a little worm</i> by Spike Milligan</p> <p>Free verse poem linked to Savannah found in Power of Reading planning</p>	<p><i>Toby and the Great Fire of London</i> by Margaret Nash</p> <p><i>The Lonely Beast</i> by Jelly fish by Michael Rosen</p> <p><i>Pattan's Pumpkin</i> by Chitra Soundar</p> <p>Spaghetti Spaghetti by Jack Prelutsky</p> <p><i>Soggy Greens</i> by John Cunliffe</p> <p><i>Zeraffa Giraffa</i> by Dianne Hofmeyr</p> <p>Non-fiction: giraffes</p> <p><i>10 Things I Can Do to Help My World</i> by Melanie Walsh</p> <p><i>The Adventures of Egg Box Dragon</i> by Richard Adams</p> <p><i>The Egg</i> by MP Robertson</p> <p><i>Fantastic Mr Fox</i> by Roald Dahl</p> <p><i>Poetry to Perform</i> by Julia Donaldson</p> <ul style="list-style-type: none"> • <i>The Rhythm of Life</i> by Michael Rosen • <i>Voices of Water</i> by Tony Mitton • <i>The Sound Collector</i> by Roger McGough 	<p><i>Diary of a Killer Cat</i> by Anne Fine</p> <p>Non-fiction: animals</p> <p><i>Wolves</i> by Emily Gravett</p> <p><i>Islandborn</i> by Junot Diaz</p> <p><i>The Mousehole Cat</i> by Antonia Barber</p> <p><i>Into the Forest</i> by Anthony Browne</p> <p><i>Jack and the Baked Beanstalk</i> by Colin Stimpson</p> <p>Non-fiction: food</p> <p><i>The Hodgeheg</i> by Dick King-Smith</p> <p>Usborne Roman Soldier's Handbook</p> <p><i>Moon Man</i> by Tomi Ungerer</p> <p>Non-fiction: Romans</p> <p><i>The Iron Man</i> by Ted Hughes</p> <p><i>Leon and the Place Between</i> by Angela McAllister</p> <p><i>Bill's New Frock</i> by Anne Fine</p> <p><i>The Green Ship</i> by Quentin Blake</p> <p>Non-fiction: local leaflets</p>	<p><i>The Lost Thing</i> by Shaun Tan</p> <p><i>The Wreck of the Zanzibar</i> by Michael Morpurgo</p> <p>Non-fiction: Isles of Scilly</p> <p><i>The Great Kapok Tree</i> By Lynne Cherry</p> <p>Non-fiction: Life in the Amazon Rainforest</p> <p><i>Ice Trap</i> by Meredith Hooper</p> <p><i>Shackleton's Journey</i> by William Grill</p> <p><i>The Ice Bear</i> by Jackie Morris</p> <p><i>The One and Only Ivan</i> by Katherine Applegate</p> <p>Non-fiction: biomes and the watercycle</p> <p><i>Arthur and the Golden Rope</i> by Joe Todd-Stranton</p> <p>Kennings</p> <p><i>Varjak Paw</i> by SF Said</p> <p>From <i>Hot Like Fire</i> (Valerie Bloom):</p> <ul style="list-style-type: none"> • <i>Silence</i> • <i>Frost (rhyming couplets)</i> • <i>Seasons</i> • <i>Trees on Parade</i> • <i>A Tree Felled (Amazon link)</i> • <i>Pyramid</i> 	<p><i>The Firework Maker's Daughter</i> by Philip Pullman</p> <p>Non-fiction: earthquakes and volcanoes</p> <p><i>How to Live Forever</i> by Colin Thompson</p> <p><i>Cinnamon</i> Neil Gaiman</p> <p>Non-fiction: The Mayans</p> <p><i>Werewolf Club Rules</i> by Joseph Coelho</p> <p><i>The Midnight Fox</i> by Betsy Byars</p> <p>Non-fiction: Ancient Egyptians</p> <p><i>Varmints</i> by Helen Ward</p> <p><i>The Story of Tutankhamun</i> by Patricia Cleaveland Peck</p> <p><i>The Legend of Tutankhamun</i> by Sally Morgan</p> <p><i>The Journey</i> by Francesca Sanna</p> <p><i>Kensuke's Kingdom</i> Michael Morpurgo</p> <p><i>Who Let the Gods Out</i> by Maz Evans</p> <p><i>The Adventures of Odysseus</i> by Hugh Lipton</p> <p>Non-fiction: Ancient Greece</p>	<p><i>Holes</i> by Louis Sachar</p> <p><i>(The Good Thieves</i> by Katherine Rundell – class novel)</p> <p>Poetry: <i>Fields of Autumn</i> by Laurie Lee</p> <p>The Dam by David Almond</p> <p><i>Dark Sky Park</i> by Philip Gross</p> <p>The Fish by Elizabeth Bishop</p> <p>Non-fiction: flooding</p> <p><i>Goodnight Mr. Tom</i> by Michelle Magorian</p> <p><i>The Watertower</i> by Gary Crew</p> <p><i>The Man Who Walked Between the Towers</i> by Mordecai Gerstein</p> <p><i>The Song from Somewhere Else</i> by AF Harrold</p> <p><i>High Rise Mystery</i> by Sharna Jackson</p> <p><i>(Tall Story</i> by Cany Gourlay – class nove)l</p> <p><i>Moth</i> by Isobel Thomas</p> <p>Non-fiction: circulatory system</p>
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Cross curricular		Fairytales Winter Wonderland Superheroes People Who Help Us	All about Me The Seasons Materials and Recycling Space Plants and Animals Cheltenham The Seaside	Great Fire of London India Journeys Saving Planet Earth	All About Me Food Glorious Food Romans – life of a Roman Soldier, life in Roman Britain Cheltenham Growing Our Own	Road to Rio – South America including rainforests Pole to Pole – exploring biomes Anglo Saxons and Vikings	A Journey from North to South America The Mayans Ancient Egyptians Europe Ancient Greece	Rivers World War II Stem subjects