

Reading Curriculum Handbook

2025-2026

Curriculum Intent:	Essential Characteristics of Readers:
<p>To develop in our pupils a lifelong love of reading and become confident, fluent readers who are exposed to knowledge and transported to wonderful worlds that will keep their dreams creative and brighten their futures.</p>	<ul style="list-style-type: none">• Excellent phonic knowledge and skills.• Fluency and accuracy in reading across a wide range of contexts throughout the curriculum.• Knowledge of an extensive and rich vocabulary.• An excellent comprehension of texts.• The motivation to read for both study and for pleasure.• Extensive knowledge through having read a rich a variety of texts.

Creative Dreams, Brighter Futures



Curriculum Implementation:

Across the federation, we recognise the importance of reading being an essential skill that grants access to the whole curriculum and life skills. It is with this at the forefront of our minds that we aim to provide all the learners within the federation with basic literacy skills, in order for them to develop their ability to speak, listen, read and write for a range of purposes.

The teaching of reading takes place across the curriculum; however, it is explicitly taught within certain parts of our curriculum offer that this handbook will summarise and explain.

Key Features of our Reading Curriculum:

- Systematic Synthetic Phonics – occurring daily for Infants through Read Write Inc. Phonics.
- Reading Skills lessons – Whole Class in Year 2 and Additional Phonics in Y1 – daily.
- 1:1 Readers heard by the teacher and sent home – weekly.
- Shared story time – daily.
- Spoken Language – embedded across the curriculum.
- Fast Track intervention for those falling behind.
- A use of high-quality texts (HQTs) used within our English lessons as models, stimulus and inspiration for writing.
- The promotion of a positive reading culture, through the use of libraries and more (reading for pleasure).



Phonics:

At APWG, our pupils learn to read and write effectively and quickly using the Read Write Inc. Phonics programme.

The programme is for:

- Pupils in Year R to Year 2 who are learning to read and write.
- Any pupils in Years 2, 3, 4, 5 and 6 who need to catch up rapidly.



In Read Write Inc. Phonics pupils...

- Decode letter-sound correspondences quickly and effortlessly, using their phonic knowledge and skills
- Read common exception words on sight
- Understand what they read
- Read aloud with fluency and expression
- Write confidently, with a strong focus on vocabulary and grammar
- Spell quickly and easily by segmenting the sounds in words
- Acquire good handwriting.

In addition, we teach pupils to **work effectively with a partner** to explain and consolidate what they are learning. This provides the teacher with opportunities to assess learning and to pick up on difficulties, such as pupils' poor articulation, or problems with blending or alphabetic code knowledge.

We **group pupils homogeneously**, according to their progress in reading rather than their writing. This is because it is known that pupils' progress in writing will lag behind progress in reading, especially for those whose motor skills are less well developed.

We make sure that pupils read books that are **closely matched to their increasing knowledge of phonics** and the common exception words. This is so that, early on, they experience success and gain confidence that they are readers. Re-reading and discussing these books with the teacher supports their increasingly fluent decoding.

Our aim is for pupils to complete the phonics programme as quickly as possible. The sooner they complete it, the sooner they will be able to choose books to read at their own interest and comprehension level.

See our [FULL Phonics Policy](#) for details on progression, assessment and expectations through Read Write Inc.

Reading Skills:

At APWG, once our children have finished the RWI Phonics programme of study they move onto Whole Class Reading Skills. As soon as they have the word reading ability, we aim for our children to be exposed to a range of texts to hone their comprehension skills.

What are the benefits...

- ✓ Encountering new words and enriching vocabulary – pupils experience words that would almost never come up in conversation.
- ✓ Pupils can enjoy and understand texts beyond their own reading ability.
- ✓ Enhances imagination and observation skills.
- ✓ Improves critical and creative thinking skills.
- ✓ Expands a pupil's general knowledge and understanding of the world
- ✓ Fluent, expressive reading is modelled.
- ✓ Makes reading purposeful.
- ✓ Increases children's curiosity and passion for reading.

Note the heavier distribution to Retrieval and Inference.

How we teach it:

- Once pupils have finished the RWI programme they need to hone their reading skills/comprehension to become effective readers.
- 45 minutes – 5 Days a week (Infants) & 4 Days a week (Juniors)
- Flexible lesson models to suit learners.
- A combination of skills-based activities, supported by quality cross-curricular texts.

What does it look like across the Federation:

- A combination of domain specific questioning, vocabulary and a variety of skills-based activities, supported by quality English and cross-curricular texts.
- Skills-based activities include in KS1: decoding, retrieval, sequencing, inference, and prediction.
- Skills-based activities include in KS2: decoding, retrieval, summarising, inference, prediction, commentating, comparing and author intent.

Content domain	'16	'17	'18	'19	'22	'23
2a	20	20	20	12	10	18
2b	30	28	26	42	38	32
2c	2	4	6	2	4	2
2d	36	44	44	36	44	46
2e	6	0	0	0	2	0
2f	2	2	0	0	2	2
2g	4	2	0	6	0	0
2h	0	0	4	2	0	0

Genre and Domain Overview: **JUNIORS**

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Notes:						
Monday Vocabulary Focus <small>(Prediction in Week 1)</small>	Focus English Text	The Main Domain Focus this week is: Retrieval (and explanation)	Focus English Text	The Main Domain Focus this week is: Inference	Poetry	The Main Domain Focus this week is: Retrieval (and explanation)	Focus English Text	The Main Domain Focus this week is: Retrieval (and explanation)	Focus English Text	The Main Domain Focus this week is: Inference	Non-fiction extract	The Main Domain Focus this week is: Retrieval (and explanation)	<p>Explanation = of authorial intent or impact on reader or comparisons.</p> <p>Feed into general retrieval practice.</p> <p>Books & Marking: Self/peer marking where appropriate, like RWi.</p> <p>Outcomes journaled in Reading Skill pupil books everyday apart from Tuesday.</p>
Tuesday Shared Reading Focus													
Wednesday Shared Discuss Focus													
Thursday Application <small>(Summary at end of week 2 &5)</small>													

Genre and Domain Overview: **INFANTS**

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Notes:						
Monday Vocabulary Focus <small>(Prediction in Week 1)</small>	Focus English Text	The Main Domain Focus this week is: Retrieval (and explanation)	Focus English Text	The Main Domain Focus this week is: Inference	Poetry	The Main Domain Focus this week is: Retrieval (and explanation)	Focus English Text	The Main Domain Focus this week is: Retrieval (and explanation)	Focus English Text	The Main Domain Focus this week is: Inference	Non-fiction extract	The Main Domain Focus this week is: Retrieval (and explanation)	<p>Explanation = of authorial intent or impact on reader or comparisons.</p> <p>Feed into general retrieval practice.</p> <p>Books & Marking: Self/peer marking where appropriate, like RWi.</p> <p>Outcomes journaled in Reading Skill pupil books everyday apart from Tuesday.</p>
Tuesday Shared Reading Focus													
Wednesday Shared Discuss Focus													
Thursday Application													
Friday Application <small>(Sequence at end of week 2 &5)</small>													

Reading Skills Overview of Texts:

The following texts should be taught during Reading Skills lessons. The texts chosen match the genre that is taught in The Write Stuff units. Please note that the poems studied should be performed during class assemblies either as a small group or whole class performance. Many of these texts are available to download for free as pdf documents online, where books are not available to download online, please include these texts in your Wednesbury Library book order.

	<u>Years 1 and 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
Block 1	Text 1: Pinocchio Text 2: The Owl and the Pussy Cat by Edward Lear Text 3: Bold Women in Black History by Vashti Harrison	Text 1: The Happy Prince by Jane Ray Text 2: If all the world were paper by Joseph Coelho Text 3: Earthquakes by Robin Jacobs	Text 1: The Princess and the Pea by Lauren Child Text 2: Jim by Hilaire Belloc Text 3: Should we feed animals at National Parks? Chris Turnham	Text 1: Cosmic by Frank Cottrell Boyce Text 2: Stop all the clocks, cut off the telephone by W H Auden Text 3: Non-fiction linked to Science Unit	Text 1: Hansel and Gretel by Neil Gaiman Text 2: Macbeth Witches Spell by William Text 3: Non-fiction linked to Science Unit
Block 2	Text 1: The Marvellous Fluffy Squishy Itty Bitty - Beatrice Alemagna Text 2: Walking with my Iguana by Brian Moses Text 3: 'Singapore Travel for Kids' by Dinobibi and the National Geographic	Text 1: Stone Age Boy by Satoshi Kitamura Text 2: Bed in Summer by Robert Louis Stevenson Text 3: The Fossil Hunter by Kate Winter	Text 1: The Iron Woman by Ted Hughes Text 2: Gran, Can you rap? by Jack Ousby Text 3: 'Gut Garden – A Journey into the Wonderful World of your Microbiome' by Katie Brosnan	Text 1: Scott of the Antarctic by E & J Dowdeswell & Angela Seddon Text 2: The Lion and Albert by Marriott Edgar Text 3: Non-fiction linked to Geography Unit	Text 1: A Christmas Carol by Charles Dickens Text 2: The Tyger by William Blake Text 3: Non-fiction linked to Geography Unit
Block 3	Text 1: George and The Dragon by Chris Wormell Text 2: The rhythm of Life by Michael Rosen Text 3: 'This Is How We Do It' by Matt Lamothe	Text 1: The Incredible Book Eating Boy by Oliver Jeffers Text 2: Slowly by James Reeves Text 3: Incredible History Wonders of the World: The Past Brought Back to Life (DK Back to Life History)	Text 1: Charlie and the Chocolate Factory by Roald Dahl Text 2: The River by Valerie Bloom Text 3:	Text 1: The Nowhere Emporium by Ross MacKenize (first 3 chapters only) Text 2: Still I Rise by Maya Angelou Text 3: Non-fiction linked to History Unit	Text 1: SATs Booster Text 2: Macavity: The Mystery Cat by T S Eliot Text 3: SATs Booster
Block 4	Text 1: A Crow's Tale by Naomi Howarth Text 2: Buckingham Palace by AA Milne Text 3: Our World in Pictures: Trees, Leaves, Flowers & Seeds: A visual encyclopaedia of the plant kingdom	Text 1: The Boy Who Saved a Bear by Nizrana Farook Text 2: On the Ning, Nang Nong by Spike Milligan Text 3: Skara Brae by Dawn Finch	Text 1: Once Upon A Raindrop, The Story Of Water' by James Carter Text 2: Life Doesn't Frighten Me by Maya Angelou Text 3: Roman Diary: I (Diary Histories) by Richard Platt	Text 1: The Highwayman by Alfred Noyes Text 2: The Tale of Custard The dragon by Ogden Nash Text 3: Non-fiction linked to Science Unit	Text 1: SATs Booster Text 2: Daffodils by William Wordsworth Text 3: SATs Booster
Block 5	Text 1: The Owl Who Was Afraid of the Dark by Jill Tomlinson Text 2: Nut Tree by Julia Donaldson Text 3: 'I am Neil Armstrong' by Brad Meltzer & illustrated by Christopher Eliopoulos	Text 1: Arthur and The Golden Rope by Joe Todd Stanton Text 2: Leap like a leopard by John Foster Text 3: The Street Beneath My Feet by Charlotte Guillain and Yuval Zommer	Text 1: Zoo by Anthony Brown Text 2: From a Railway Carriage by Robert Louis Stevenson Text 3: 'A Life Electric. The Story of Nikola Tesla' by Azadeh Westergaard and illustrated by Julia Sarda	Text 1: The Explorer by Katherine Rundel (first 3 chapters only) Text 2: How to cut a pomegranate by Imtiaz Dharker Text 3: Non-fiction linked to Geography Unit	Text 1: Holes by Louis Sachar Text 2: Night Mail by W H Auden Text 3: Non-fiction text linked to Geography unit
Block 6	Text 1: The Day The Crayons Quit by Drew Darwell Illustrated by Oliver Jeffers Text 2: The Dinosaur Rap by John Foster Text 3: The Great Fire of London: Anniversary Edition of the Great Fire of 1666 by Emma Adams & James Weston Lewis	Text 1: The Last Bear by Hannah Gold Text 2: The Adventures of Isabel by Ogden Nash Text 3: How a robot dog works by Jane Considine	Text 1: Farther by Grahame Baker-Smith Text 2: Mr Moore by David Harmer Text 3: A Sustainable Alternative to Plastic Straws - The Stroodle by Jane Considine	Text 1: Hidden Figures by Margot Lee Shetterly Text 2: The Magic Box by Kit Wright Text 3: Non-fiction linked to History Unit	Text 1: Kensuke's Kingdom by Michael Morpurgo Text 2: The Spider and The Fly by Mary Howitt Text 3: Non-fiction unit linked to History unit
Block 7	Transition				

Lesson Structure and Guidance:

This is not an exhaustive list of what each lesson should contain, but guidance to help support your teaching and learning. Adapting the lessons, week and content to the needs of your class is paramount.

Vocabulary Lesson	Shared Reading Lesson	Shared Discussion Lesson	Application Lesson
<p>A lack of vocabulary knowledge can inhibit comprehension, which can, in turn, impact on reading ability.</p> <ul style="list-style-type: none"> • Introduce the text. • Prediction discussion and recording if the start of a new text. • Discuss the Genre, Audience and Purpose of the text. • Decode trickier words with class. • Develop understanding of new vocabulary. <p>Reading Recharged - Activities.pdf Page 69 for Vocab activities.</p>	<p>Comprehension is gained from a wider reading experience and, as teachers, we are the role models for this. Whilst it is still important to practise exam-style questions, this lesson focusses on word reading, fluency and expression.</p> <ul style="list-style-type: none"> • Discuss the domain focus and how we are going to use this skill. • Tricky word scan. • Model read an extract or the whole text as the teacher. • Hear the children read aloud... <ul style="list-style-type: none"> - Basic reading aloud - children take sentences or paragraphs depending on text length/sentence length/proficiency. Can be with the class or individually or partnered. - Echo reading - teacher reads exactly how text should sound and asks a child to 'echo it' giving constructive feedback as appropriate. - Choral reading - pairs, groups or the whole class read aloud at the same time. This approach should be used more sparingly than the others. - Drop ins - if a child has not read aloud to the class due to proficiency, the teacher should 'drop in' with them during an activity and hear them reread part of the text. This should not happen during 'partnered talk'. • Use domain specific questioning (Reading Appendix A - Domain Activities Questions Stems.docx) to unpick and increase understanding through class, group, and pair discussions. 	<p>Participating in discussions about books, building on their own and others' ideas and challenging views courteously leads to greater understand and proficiency with comprehension skills.</p> <ul style="list-style-type: none"> • Introduce the skill focus for the lesson. What it means, how we can apply and what it will help us understand. • Shared Questions: take from Stem document, unpick and model how to find and record their answer/thoughts. • Discussion and recording of class thoughts and answers. • Class Guided questions: give a similar question(s) to the shared questions and get children to start to apply themselves. • Once confidence, release the reins. Where still struggling, go back to Shared Questions and models. 	<p>The build up to this lesson has been: exposure to vocab, improving fluency to the text, shared discussion and class guided practice toward the given skill.</p> <ul style="list-style-type: none"> • Recap the skills focus. • Review the steps needed to success in this lesson. How can you be successful? What can help? • Model answering questions with short input from class. • Pupils answer domain specific comprehension questions independently. • OR domain specific activities see Reading Recharged document. <p>Reading Recharged - Activities.pdf Page 15 for Retrieval activities. Page 33 for Inference activities. Page 51 for Summarising activities. Page 87 for Prediction activities. Page 105 for Commenting activities. Page 123 for Authorial intent activities.</p>
<p>Overall Lesson Structure for any lesson:</p>	<p>Reading Domain: Introduce the domain. E.g. retrieval, inference etc. Text: Model and shared read of the text. Shared Questions: Domain specific questioning, discussion and then modelling. Independent Activity: Application of skill through an activity or comprehension questions. ★ Challenge: Give a Star Challenge aimed at HA pupils but open to all pupils. ▣ Support: Give more models, structures or reduced amount of text to support LA/SEN pupils. Mixed partners, pre-reads, supporting tools etc.</p>		

1:1 Readers:

At APWG, **all** pupils are heard read one to one once a week with their class teacher. It is the role of the class teacher to hear **all** pupils read at least once a week. Each day a fifth of the class are to be heard read and a chart is to be displayed in all classes. Teachers are to complete an entry in a home reading record noting key evidence of achievement and next steps in learning.

Home Reading:

When reading with a pupil on a 1:1 basis, the **class teacher** should read:

- **Colour Groups** (Red, Green, Purple, Pink, Orange, Yellow, Blue, Grey): Book Bag Book
- **Ditty Groups**: Sound Blending Book (small purple ones).
- **Set B/C**: Sound Blending Book (small purple ones).
- **Set A**: Pinny Time & Paper practice sheets.
- **OFF the RWi programme**, this includes some of pupils in Year 2/3/4 and Y5/6: Read their **AGE-RELATED BOOK**. These are our free choice readers.

When recording in their diaries, please record the following:

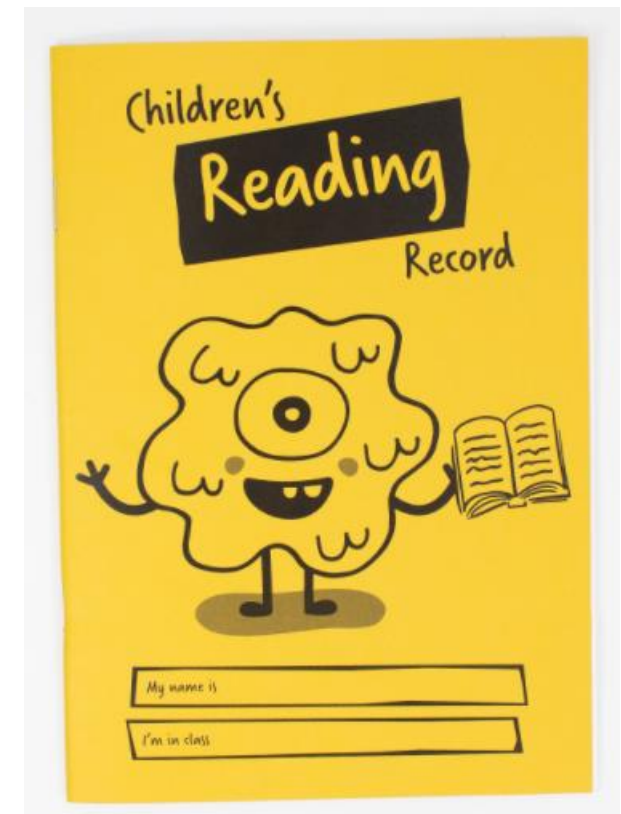
- Title of book
- Short Date
- A Target indicated with a 'T' in a circle.
- This target is to be specific to RWi sounds/words linked to the book or a specific comprehension skill linked to the OTrack objectives.

It is the responsibility of the RWi/Reading Teacher to change books.

Albert Pritchard Infant and Wood Green Junior Federated Schools
1:1 Daily Readers

Monday	Blue Group
Tuesday	Green Group
Wednesday	Yellow Group
Thursday	Orange Group
Friday	Red Group

(Daily Readers Chart)



(Home Reading Record)

Reading Culture and Reading for Pleasure:

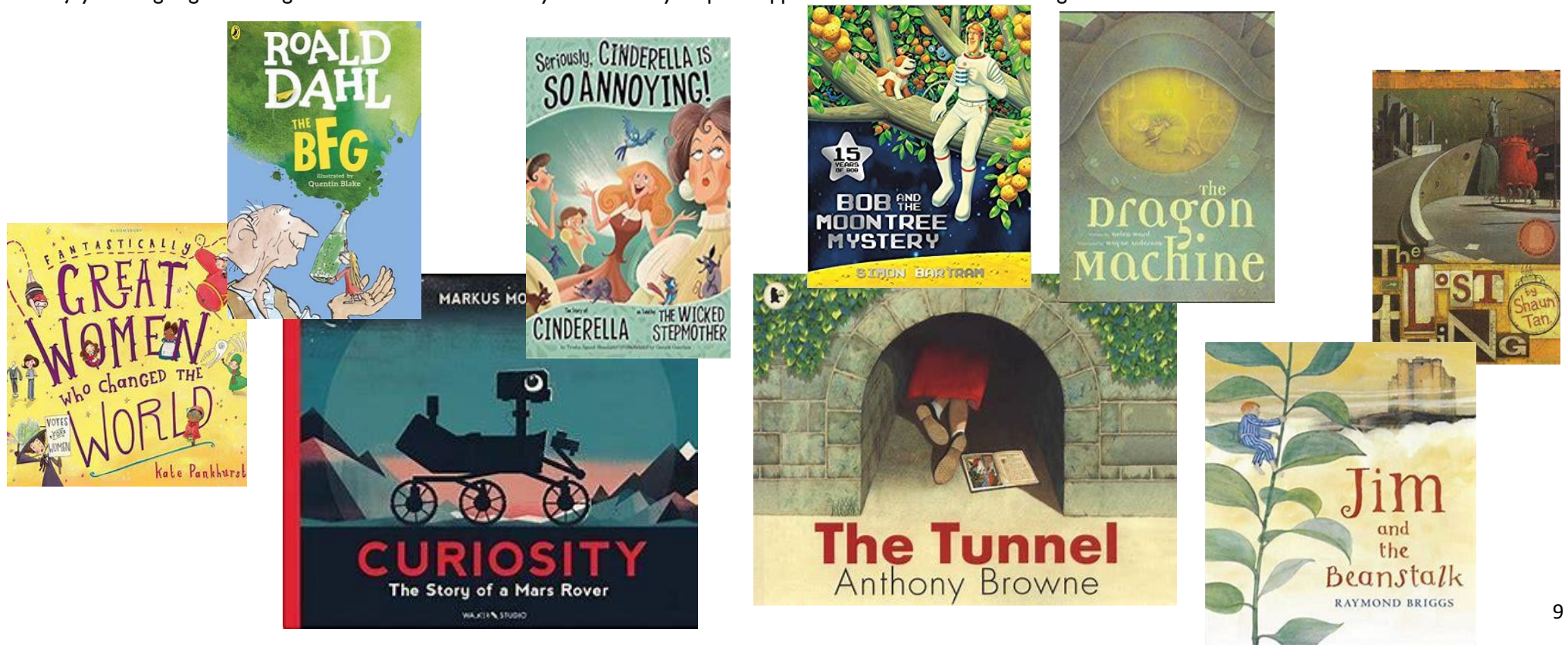
Reading for pleasure is a time when pupils can have free choice over their reading book and material. This may include their home reading book, library book or a book from class stock. The teacher needs to model how to build stamina whilst reading and promote a love of reading. It gives opportunity for the pupils to read a range of text types and genres – fiction, non-fiction and poetry.

Library reading:

Pupils should be taught how to use class and school libraries correctly. The teacher needs to model how to select an appropriate book, either fiction or non-fiction and encouraging general book skills like reading the blurb, contents page etc. Each pupil should have a library book which is free choice which should be changed weekly. Classes should visit the school library or Library Bus once a week for pupils to change their library book.

Shared stories:

All classes are supplied with a range of high-quality texts to read during class story times. These books are used to promote a love and pleasure for reading which classes can enjoy reading together. Regular loans from Wednesbury Public library help to supplement these books – focusing on the interests and curriculum of each class.



Curriculum Impact:

To evaluate and monitor pupil achievement, we assess using a combination of formative and summative assessment, using both formative reading objectives and day-to-day teacher assessment. Reading occurs through every part of the curriculum. However, our Reading Skills lessons, 1:1 Readers and RWI lessons are where we introduce the core word reading and comprehension skills. Within the wider curriculum we apply our reading skills to reinforce pupil skill and development.

Assessment:

- Teachers update the formative objectives through all aspects of the English and wider curriculum.
- By the end of each half term, teachers update the summative objectives on Sonar.
- The descriptors found on our Reading Records – WTS, EXS and GDS help to interpret from formative objectives into summative levels.
- Those on the RWi Programme are assessed every half term with a 1:1 Tracking assessment that informs groupings and sets.

Formal Assessments:

- See Assessment and Testing map for specific year group details
- Phonic screening check
- RWi Phonic tracker
- Salford Reading Assessment – used for SEND pupils at the direction of Inclusion Managers.

Reading Progression:

This progression sets out the expected reading progression within **Read, Write, Inc. lessons**. The objectives are further embedded across the timetable and curriculum. These objectives are set out as if children are achieving as expected throughout the year. Assessments indicate when children have gaps and then intervention can be put in place with the aim to keep that child in line with expectations.

Year Group	Area	Block 1	Block 2	Block 3	Block 4	Block 5 - 7	End of Nursery Expectations	
Nursery	Word Reading	Hear and discriminate between sounds in their environment. Match sounds to instruments and other sound makers. Spot and suggest rhymes. Count and clap syllables. Alliteration. Identifying the initial sound of words and objects.				To those who it is appropriate, before starting to teach Set 1 sounds: 1. Practise using 'pure sounds'. 2. Use Fred Talk to teach oral blending. 3. Teach children to name the pictures. Teach a new sound every day for about 15 minutes. Children are taught their initial Set 1 sounds: m, a, s, d, t, i, n, p, g, o, c, k, u, b, f, e, l, sh, h, r, j, v, w, x, y, z.		To those who it is appropriate for... Recognise the picture sound correspondence of single letter sounds. To begin to orally blend short words – Fred Talk.
	Comprehension	Understand Print has meaning. Learn new vocab from books. Talk about own favourite stories.	Name parts of a book e.g. cover, pages, Title, author etc.	Discuss characters from stories – what do we know about them?	Different purposes of print – e.g. leaflets, posters, recipes, books, stories, lists, labels, instructions etc.	Use nonfiction books / websites to find out facts about animals. Where is the story set? What do you think it would be like to go there? How do you know?	To maintain interest and focus during the reading of stories. To understand that information can be retrieved from books – when guided by an adult. To comment appropriately on what has been read to them with adult support.	

Year Group	Area	Block 1	Block 2	Block 3	Block 4	Block 5	Blocks 6 & 7	End of Year Expectations
Reception	Word Reading: RWI	Children are taught their Set 1 sounds <i>m, a, s, d, t, i, n, p, g, o, c, k, u, b, f, e, l, sh, h, r, j, v, w, x, y, z, th, ch, qu, ng, nk</i>	Recap on set 1 special friends: <i>th, ch, qu, ng, nk</i> Children are taught to blend sounds into words orally. Children are taught to blend single-letter sounds (word time 1.1-1.4)	Recap on set 1 special friends: <i>th, ch, qu, ng, nk</i> Secure blending of words with special friends (word time 1.5 and 1.6).	Recap on any set 1 sounds (addressing sound gaps). Secure blending on words containing all set 1 sounds Children are taught to blend words containing 4/5 sounds and consonant blends (word time 1.6 and 1.7). To be exposed to some common exception words: <i>put, the, l, no, of, my, for, he</i>	Children are taught their set 2 sounds: <i>ay, ee, igh, ow, oo, oo, ar, or, ar, or, air, ir, ou, oy</i> To recall previous common exception words and be exposed to new common exception words: <i>your, said, you, be, are</i>	Children are taught their set 2 sounds: <i>ay, ee, igh, ow, oo, oo, ar, or, air, ir, ou, oy</i> Children are taught to blend words containing set 2 sounds Children to build speed of reading words containing set 1 sounds.	Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by sound-blending. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.
		End of Term RWI Expectations:						
			Read all single-letter set 1 sounds	Read all set 1 sounds. Blend sounds into words orally.	Blend sounds to read words. Read short ditty stories.	Read Red storybooks	Read Green storybooks. Read some set 2 sounds.	Read Green or Purple storybooks. Read some set 2 sounds.
	Comprehension	Demonstrate an understanding of new vocabulary from books and texts. Talk about a picture with appropriate vocabulary and in sentences.	Anticipate key events in a story. Retell a familiar story with some exact repetition of language but also use some of their own words.	Engage with and talk about non-fiction books. Answer simple questions from what they have heard from books. Can use vocabulary from books in different contexts.	Can listen to a longer story and remember much of the plot. Can begin to explain what has happened in a story. Identify character's feelings in stories.	Engage in conversation about poems and rhymes. Recall some verses from poems and songs.	Can use new vocabulary in discussions about books and texts.	Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Anticipate (where appropriate) key events in stories. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.

Year Group	Area	Block 1	Block 2	Block 3	Block 4	Block 5	Blocks 6 & 7
Year 1	Word Reading: RWI	Children are taught their set 2 sounds: ay, ee, igh, ow, oo, oo, ar, or, air, ir, ou, oy	Review set 2 sounds, particularly: ar, or, air, ir, ou, oy	Children to build speed of reading words containing these sounds set 1,2 and the following set 3 sounds (ea, oi, a-e, i-e, o-e, u-e, e-e).	Children to build speed of reading words containing set 1, 2 and 3 sounds.	Children to build speed of reading words containing set 1, 2 and 3 sounds.	Children to read words containing set 1, 2 and 3 sounds speedily.
		Children are taught to read words containing set 2 sounds.	Children build speed of reading words containing these set 2 sounds: ay, ee, igh, ow, oo, oo	Children are taught the rest of the set 3 sounds.	Begin to read multisyllabic words, including words with suffix endings.	Read multisyllabic words with increased accuracy.	Read multisyllabic words with increased accuracy and pace.
		Children build speed of reading words containing set 1 sounds, particularly word time 1.6-1.7.	Children are taught set 3 sounds: ea, oi, a-e, i-e, o-e, u-e, e-e	End of Term RWI Expectations:			
		Read Purple storybooks. Read the first six set 2 sounds speedily (ay, ee, igh, ow, oo, oo)	Read Pink storybooks. Read all set 2 sounds speedily. Read nonsense words containing set 2 sounds.	Read Orange storybooks. Read some set 3 sounds. Read set 2 sounds within nonsense words.	Read Yellow storybooks. Read some set 3 sounds speedily: (ea, oi, a-e, i-e, o-e, u-e, e-e). Read above sounds in nonsense words.	Read Yellow storybooks. Read all of set 3 sounds. Read 60/70 words per minute.	Read Blue storybooks. Read all set 3 sounds speedily. Read 70 words per minute.
	Comprehension	Children are taught specifically to: To participate in discussion about what is being read to them. To identify the title of a text. To discuss the significance of the title and events in a story. To answer questions –verbally. Learn topic related/unfamiliar vocabulary and use it mostly appropriately.		Children are taught specifically to: To give simple prediction, on the basis of what has happened so far. Learn topic related/unfamiliar vocabulary and use it mostly appropriately and in a range of contexts. Begin to explain the meaning of vocabulary. Answer a range of questions– verbally with more independence and in simple written form e.g. multi-choice.		Children are taught specifically to: To explain clearly what has been read to them. To explain the meaning of topic related/unfamiliar vocabulary and use it independently in a range of different contexts. Explain the meaning of topic related/unfamiliar vocabulary and use it independently in a range of different contexts. To make inferences on the basis of what is said and done. To answer a range of questions in simple, written form.	

Year 1

End of Year Expectations

**Throughout Year 1 children are expected to:
Read sentences linked to phonic knowledge and ability.
Be exposed to a range of text types (fiction, non-fiction, poetry, rhymes).
Read Year 1 common exception words.**

Apply phonic knowledge and skills as the route to decode words.

Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes.

Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.

Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.

Read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings

Read other words of more than one syllable that contain taught GPCs.

Read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)

Read books aloud, accurately, that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words

Reread these books to build up their fluency and confidence in word reading.

Children can read at a pace of 60 words per minute.

Develop pleasure in reading, motivation to read, vocabulary and understanding by:

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 to their own experiences.

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. Learning to appreciate rhymes and poems, and to recite some by heart.

Discussing word meanings, linking new meanings to those already known

Understand both the books they can already read accurately and fluently and those they listen to by:

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.

Discussing the significance of the title and events.

Making inferences on the basis of what is being said and done.

Predicting what might happen on the basis of what has been read so far.

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.

Year Group	Area	Block 1	Block 2	Block 3	Block 4	Block 5	Blocks 6 & 7
Year 2	Word Reading: RWI	Children to read words containing set 1, 2 and 3 sounds speedily. Read multisyllabic words accuracy and pace.	Recap any missing sound gaps and build fluency when reading stories. Read multisyllabic words accuracy and pace.	Read all words including nonsense and multisyllabic words that include set 1,2,3 sounds speedily and accurately. <i>Children on track for expected will complete the programme at the end of Spring 1.</i>	Children are encouraged to read a range of text types (fiction, non-fiction, poetry, rhymes). Daily opportunities for children to build pace and fluency of reading. Learn how and when to use expression in reading. Children to read multisyllabic words and words with suffix endings. Children to read topic related vocabulary. Children to read year 2 common exception words.		
		By the end of each half term, children should be able to:					
	- Read Blue storybooks with increased fluency and comprehension. - Read all of set 3 sounds speedily. - Read 70/80 words per minute.	- Read Grey storybooks. - Read all of set 3 sounds speedily. - Read 80 words per minute. - Read multi-syllabic words speedily.	- Read Grey storybooks with increased fluency and comprehension. - Read all of set 3 sounds speedily. - Read 80/90+ words per minute. - Read multi-syllabic words speedily.	- Read with pace and fluency. - Begin to use expression as appropriate. - Read at a pace of 90 words per minute. - Read multisyllabic words with little or no hesitation. - Read year 2 common exception words			
Comprehension	<p>Children are taught specifically to:</p> <ul style="list-style-type: none"> - Use clues to predict. - Answer and ask questions (verbally or in simple written form). - Discuss the sequence of events in books. - Discuss and clarify the meaning of words. 	<p>Children are taught specifically to:</p> <ul style="list-style-type: none"> - Explain and discuss their understanding of books. - Begin to answer questions about text in a written form. - Discuss their favourite books, words and phrases. - Be introduced to non-fiction books that are structured in different ways. - Make inferences on the basis of what is said and done. <p style="text-align: center;">(plus Autumn term objectives)</p>	<p>Children are taught specifically to:</p> <ul style="list-style-type: none"> - Participate in discussion about poems. - Continue to build up a repertoire of poems. - Recognise simple recurring literary language in poetry. - Answer more complex range of questions about longer pieces of text in a written form. <p style="text-align: center;">(plus Autumn and Spring term objectives)</p>				

<h1>Year 2</h1>	<h2>End of Year Expectations</h2>	Throughout year 2 children are expected to: - Choose books to read for their own pleasure. - Participate in discussion about books (e.g. sharing their opinions on whether they like/dislike the book). - Answer a range of questions based on comprehension domains – both verbally and in written form. - Broaden their understanding of a range of ambitious vocabulary – recall the meanings and put words into context.		
		<p>Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent.</p> <p>Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.</p> <p>Read accurately words of two or more syllables that contain the same graphemes as above.</p> <p>Read words containing common suffixes.</p> <p>Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.</p> <p>Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered.</p> <p>Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.</p> <p>Reread these books to build up their fluency and confidence in word reading.</p>	<p>Children can read stories and passages at the pace of 90 words per minute.</p> <p>They can read all sounds in words, including multisyllabic words, with little or no hesitation.</p> <p>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> - 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. - IC: Discussing the sequence of events in books and how items of information are related. - Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales. - Being introduced to non-fiction books that are structured in different ways. <p>Recognising simple recurring literary language in stories and poetry.</p> <p>IA: Discussing and clarifying the meanings of words, linking new meanings to known vocabulary.</p> <p>Discussing their favourite words and phrases.</p> <p>Continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear.</p>	<p>Understand both the books that they can already read accurately and fluently and those that they listen to by:</p> <ul style="list-style-type: none"> - IA: 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. - ID: Making inferences on the basis of what is being said and done. - IB: Answering and asking questions. - IE: Predicting what might happen on the basis of what has been read so far. - Participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say. - Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.

Skills	Year 3	Year 4	Year 5	Year 6
Word Reading	<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 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 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>Respond to more sophisticated punctuation, maintaining fluency and accuracy when reading complex sentences with subordinate clauses.</p> <p>Work out the pronunciation of homophones, using the context of the sentence</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>Cope with different features of language used in poems and prose, e.g., dialect, abbreviations, colloquialisms, and specialist vocabulary.</p> <p>Understand how conjunctions can be used to indicate a change of tone.</p>
Range of reading	<p>Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</p> <p>Read books that are structured in different ways and reading for a range of purposes.</p>	<p>Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks read books that are structured in different ways and reading for a range of purposes.</p> <p>Select books independently, reading from a wide range of genres and authors, and express and explain own personal preferences.</p>	<p>Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</p> <p>Read books that are structured in different ways and read for a range of purposes make comparisons within and across books.</p>	<p>Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</p> <p>Read books that are structured in different ways and read for a range of purposes make comparisons within and across books.</p> <p>Recognise texts that include more than one text type e.g. persuasive letters.</p>
Familiarity with texts, to retrieve information from the text	<p>Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retell some of these orally identify themes and conventions in a wide range of books.</p> <p>Use alphabetically ordered texts to find information. Begin to skim read to retrieve information from a paragraph of text.</p>	<p>Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retell some of these orally.</p> <p>Retrieve and record information from fiction and non-fiction, by using navigational features in books, (e.g. contents pages and subheadings) and by skimming, scanning and text-marking.</p>	<p>Increase 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.</p> <p>Identify and discuss themes and conventions in and across a wide range of writing.</p> <p>Retrieve and record information from fiction and non-fiction, by using navigational features in books, e.g.</p>	<p>Increase 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.</p> <p>Identify and discuss themes and conventions in and across a wide range of writing.</p> <p>Retrieve and record information from fiction and non-fiction, by using navigational features in books, e.g.</p>

			contents pages and subheadings, and by skimming, scanning and text-marking.	contents pages and subheadings, and by skimming, scanning and text-marking.
Developing vocabulary to explain meaning of words	<p>Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.</p> <p>Use dictionaries to check the meaning of words that they have read.</p>	<p>Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.</p> <p>Use dictionaries to check the meaning of words that they have read.</p>	<p>Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.</p> <p>Use dictionaries to check the meaning of words that they have read.</p>	<p>Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.</p> <p>Use dictionaries to check the meaning of words that they have read.</p>
Inference and prediction	<p>Ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives, empathising with a character.</p> <p>Justify inferences and predictions using evidence from the text.</p> <p>Start to recognise some features of a text that relate it to its historical setting or its social or cultural background: "The gentlemen wore top hats because that is what they wore in the olden days."</p>	<p>Pull together clues from action, dialogue and description to infer meaning and make predictions, supporting views with evidence from the text.</p> <p>Justify predictions from details stated and implied.</p>	<p>Draw inferences from characters' feelings, thoughts and motives with supporting evidence.</p> <p>Recognise that texts reflect the time and culture in which they were written: "A Christmas Carol would have been a very scary story for Victorian readers."</p> <p>Make predictions based on details stated and implied, justifying them in detail with evidence from the text.</p>	<p>Consider different accounts of the same event and discuss viewpoints (both of authors and of fictional characters).</p> <p>Discuss how characters change and develop through texts by drawing inferences based on indirect clues.</p> <p>Use PEE (point, evidence, explain) to support predictions and inferences.</p>
Authorial choice	<p>Discuss author's choice of words and phrases for effect: "Crept makes you know they were quiet and that they were going slowly because they didn't want to be caught."</p> <p>Identify vocabulary that captures the reader's interest.</p>	<p>Identify how an author's language, structure and presentation contribute to meaning, create feelings e.g. of tension or humour, and capture the reader's interest and imagination.</p>	<p>Identify and comment on expressive, figurative and descriptive language to create effect in poetry and prose.</p> <p>Explain the author's techniques for describing characters, settings and actions.</p> <p>Evaluate the use of author's language and explain how it has created an impact on the reader.</p> <p>Recognise the ways in which authors present issues and points of view: "She has only mentioned the negative points of travelling by air."</p>	<p>Analyse and evaluate the use of language, including figurative language and how it is used for effect, using technical terminology such as rhythm, rhyme, metaphor, simile, analogy, imagery, style and effect.</p> <p>Identify and evaluate the effectiveness of an author's choice and use of language, explaining the impact on the reader.</p>
Non-Fiction	<p>Retrieve and record information from non-fiction texts using contents and glossary to locate it.</p>	<p>Use all of the organisational devices available within a non-fiction text to retrieve, record and discuss information.</p>	<p>Use knowledge of texts and organisation devices to retrieve, record and discuss information from fiction and non-fiction texts.</p>	<p>Retrieve, record and present information from non-fiction texts.</p> <p>Use non-fiction materials for information retrieval, including</p>

		Use dictionaries to check the meaning of words that they have read.	Distinguish between fact and opinion.	where pupils are self-motivated to find out information e.g., reading information leaflets before a visit. Prepare for factual research, considering what is known already. Recognise bias, fact and opinion.
<p>Reading for pleasure</p> <p>Listening to and discussing texts.</p> <p>Comparing, contrasting and commenting.</p>	<p>Recognise, listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</p> <p>Use appropriate terminology when discussing texts e.g., plot, character, setting.</p>	<p>Discuss and compare texts from a wide variety of genres and writers.</p> <p>Read for a range of purposes.</p> <p>Identify themes and conventions in a wide range of books.</p> <p>Refer to authorial style, overall themes e.g., triumph of good over evil, and features e.g. greeting in letters, a diary written in the first person or the use of presentational devices such as numbering and headings.</p> <p>Identify how language, structure and presentation contribute to meaning.</p> <p>Identify main ideas drawn from more than one paragraph and summarise these.</p>	<p>Read a wide range of genres, identifying the characteristics of text types (such as the use of the first person in writing diaries and autobiographies) and differences between text types.</p> <p>Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously.</p> <p>Identify main ideas drawn from more than one paragraph and to summarise these.</p> <p>Recommend texts to peers based on personal choice, providing reasoned justifications for their views about a book.</p>	<p>Read for pleasure, discussing, comparing, contrasting and evaluating in depth across a wide range of genres.</p> <p>Recognise more complex themes in what they read (such as loss or heroism).</p> <p>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.</p> <p>Listen to guidance and feedback on the quality of their explanations and contributions to discussions and to make improvements when participating in discussions.</p> <p>Draw out key information and to summarise the main ideas in a text.</p> <p>Distinguish independently.</p>
<p>Poetry and performance</p>	<p>Prepare poems and scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action.</p> <p>Recognise some different forms of poetry.</p>	<p>Prepare poems and scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action.</p> <p>Recognise some different forms of poetry.</p>	<p>Learn a wider range of poetry by heart, preparing poems and scripts to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.</p>	<p>Learn a wider range of poetry by heart, preparing poems and scripts to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.</p>

Formative Reading Objectives:

Please take note of the descriptors for independence shown for comprehension in *italic red font*.

Y1	Reading Formative Assessment - Sonar:
<p>Working towards the expected standard</p> <p>WTS</p>	Word Reading:
	WTS: Reading Purple/Pink Storybooks and all Set 2 Sounds.
	WTS: Read and understand simple sentences & use existing phonic knowledge to decode and blend & read some common irregular words (ELG).
	WTS: Show understanding through discussion (ELG).
	WTS: Re-read books to build up their fluency and confidence in word reading.
	Comprehension: mostly through discussion with the teacher and with a familiar book.
<p>Working at the Expected standard</p> <p>EXS</p>	Ia: DECODE: draw on knowledge of vocabulary to understand texts.
	Ib: RETRIEVE: identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information.
	Word Reading:
	EXS: Reading Yellow Storybooks or higher and all Set 3 Sounds.
	EXS: Apply phonic knowledge and skills to decode words – up to set 3.
	EXS: Read red words & taught GPCs at Yellow and higher.
	EXS: Read words with contractions, understand that the apostrophe represents the missing letter.
	EXS: Discuss a wide range of texts, making links to their own experiences and recognise and join in with predictable phrases.
	EXS: Read aloud accurately books that are consistent with their phonic knowledge.
	Comprehension: mostly with support and with a familiar decodable book.
	Ia: DECODE: draw on knowledge of vocabulary to understand texts.
	Ib: RETRIEVE: identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information.
	Ic: SEQUENCE: identify and explain the sequence of events in texts.
	Id: INFER: make inferences from the text.
Ie: PREDICT: predict what might happen on the basis of what has been read so far.	
<p>Working at the Greater Depth Standard</p> <p>GDS</p>	General Reading Skills:
	EXS: To join in with predictable words and phrases
	EXS: To know appropriate rhymes/poems and recite some.
	EXS: To know the title of books and significant events of books.
	Word Reading:
	GDS: Reading Yellow Storybooks or higher with increasing fluency.
GDS: Read words accurately and fluently without overt sounding and blending, e.g 60-70 words per min.	
GDS: Sound out most unfamiliar words accurately, without undue hesitation	
Comprehension: with little support and with familiar decodable books.	
GDS: Check it makes sense to them.	
GDS: Answer questions and make some inferences on the basis of what is being said and done.	
GDS: Make predictions based upon what has been read so far, giving examples from the text.	

Y2	Reading Formative Assessment - Sonar:
<p>Working towards the expected standard</p> <p>WTS</p>	Word Reading:
	WTS: Reading Blue Storybooks or higher.
	WTS: Read accurately by blending the sounds in words that contain the common graphemes for all words up to set 3.
	WTS: Read accurately some words of two or more syllables that contain the same grapheme-phoneme correspondences (GPCs)*
	WTS: Read many common exception words.*
	WTS: Read aloud many words quickly and accurately without overt sounding and blending
	WTS: Sound out many unfamiliar words accurately.
	Comprehension: mostly through discussion with the teacher and with a familiar book
<p>Working at the Expected standard</p> <p>EXS</p>	Word Reading:
	EXS: Reading as a free-choice reader.
	EXS: Read accurately most words of two or more syllables.
	EXS: Read most words containing common suffixes.
	EXS: Read most common exception words.
	EXS: Read most words accurately without overt sounding and blending, and sufficiently fluently to allow them to focus on their understanding rather than on decoding individual words.
	EXS: Sound out most unfamiliar words accurately, without undue hesitation.
	Comprehension: with some support and with a familiar decodable book
	Ia: DECODE: draw on knowledge of vocabulary to understand texts.
	Ib: RETRIEVE: identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information.
	Ic: SEQUENCE: identify and explain the sequence of events in texts.
	Id: INFER: make inferences from the text.
	Ie: PREDICT: predict what might happen on the basis of what has been read so far.
	General Reading Skills:
	EXS: Check it makes sense to them, correcting any inaccurate reading.
	EXS: Answer questions and make some inferences.
	EXS: Explain what has happened so far in what they have read.
	EXS: Listen to and express views about a range of genres.
EXS: To be introduced to non-fiction books which are structured in different ways.	
EXS: To recognise simple reoccurring language and stories/poems and discuss their favourite.	
EXS: To answer and ask questions.	
<p>Working at the Greater Depth Standard</p> <p>GDS</p>	Word Reading: independently reading
	GDS: Reading as a free-choice reader.
	Comprehension: with limited support and with a range of books
	GDS: Make inferences.
	GDS: Make a plausible prediction about what might happen on the basis of what has been read so far.
GDS: Make links between the book they are reading and other books they have read.	

Y3	Reading Formative Assessment – Sonar:
<p>Working towards the expected standard</p> <p>WTS</p>	Word Reading:
	WTS: Reading age related fiction and non-fiction texts (Lime).
	WTS: Read accurately most words of two or more syllables.
	WTS: Read some words containing common suffixes.
	WTS: Read with some fluency.
	Comprehension: Mostly through discussion with the teacher and with a familiar book.
2a: DECODE: give / explain the meaning of words in context.	
2b: RETRIEVE: retrieve and record information / identify key details from fiction and non-fiction.	
2d: INFER: make inferences from the text / explain and justify inferences with evidence from the text.	
<p>Working at the Expected standard</p> <p>EXS</p>	Word Reading:
	EXS: Reading age related fiction and non-fiction texts (Garnet).
	EXS: Apply their growing knowledge of root words, prefixes and suffixes both to read aloud and to understand the meaning of new words they meet.
	EXS: Read some Y3/4 common exception words.
	EXS: Read most of the text with clear fluency.
	Comprehension: In a familiar book that they can already read accurately and fluently, the pupil can:
	2a: DECODE: give / explain the meaning of words in context.
	2b: RETRIEVE: retrieve and record information / identify key details from fiction and non-fiction.
	2c: SUMMARISE: summarise main ideas from more than one paragraph.
	2d: INFER: make inferences from the text / explain and justify inferences with evidence from the text.
	2e: PREDICT: predict what might happen from details stated and implied.
	2f: EXPLAIN: identify / explain how information / narrative content is related and contributes to meaning as a whole.
	2g: MEANING: identify / explain how meaning is enhanced through choice of words and phrases.
	2h: COMPARE: make comparisons within the text.
	General Reading Skills:
	EXS: Use a dictionary to check the meaning of some words.
EXS: Reading poems & playscripts to read aloud and perform with some support.	
EXS: Discuss words/phrases that capture the interest of the reader.	
EXS: Recognise some different forms of poetry.	
EXS: Take part in discussions and take turns.	
<p>Working at the Greater Depth Standard</p> <p>GDS</p>	Word Reading:
	GDS: Reading age related fiction and non-fiction text (Silver).
	Comprehension: The pupil can, in a book they are reading independently:
	GDS: Demonstrates experience of a broader range of genres, authors and texts from different periods in time.
	GDS: Has developed preferences within a wider range of texts, genres and writers and can justify their preferences.
	GDS: appropriate terminology when discussing texts (e.g. plot, character, setting). Can compare and contrast across texts, justifying identified similarities and differences.
GDS: Shows an awareness of other organisational devices that will help to locate and retrieve information from non-fiction.	
GDS: Justifies inferences and deductions with evidence from the text.	

Y4	Reading Formative Assessment – Sonar:
<p>Working towards the expected standard</p> <p>WTS</p>	Word Reading:
	WTS: Reading age related fiction and non-fiction texts (Garnet).
	WTS: Read accurately most words of two or more syllables.
	WTS: Read most words containing common suffixes.
	WTS: Reading with some fluency.
	Comprehension: Mostly through discussion with the teacher and with a familiar book.
<p>Working at the Expected standard</p> <p>EXS</p>	2a: DECODE: give / explain the meaning of words in context.
	2b: RETRIEVE: retrieve and record information / identify key details from fiction and non-fiction.
	2d: INFER: make inferences from the text / explain and justify inferences with evidence from the text.
	Word Reading:
	EXS: Reading age related fiction and non-fiction texts (Silver).
	EXS: Apply their growing knowledge of root words, prefixes and suffixes both to read aloud and to understand the meaning of new words they meet.
	EXS: Read most Y3/4 common exception words.
	EXS: Read most of the text with clear fluency.
	Comprehension: In a familiar book that they can already read accurately and fluently, the pupil can:
	2a: DECODE: give / explain the meaning of words in context.
	2b: RETRIEVE: retrieve and record information / identify key details from fiction and non-fiction.
	2c: SUMMARISE: summarise main ideas from more than one paragraph.
	2d: INFER: make inferences from the text / explain and justify inferences with evidence from the text.
	2e: PREDICT: predict what might happen from details stated and implied.
	2f: EXPLAIN: identify / explain how information / narrative content is related and contributes to meaning as a whole.
	2g: MEANING: identify / explain how meaning is enhanced through choice of words and phrases.
2h: COMPARE: make comparisons within the text.	
General Reading Skills:	
EXS: Use a dictionary to check the meaning of most words.	
EXS: Reading poems & playscripts to read aloud and perform with little support.	
EXS: Discuss words/phrases that capture the interest of the reader.	
EXS: Recognise more forms of poetry.	
EXS: Take part in discussions and take turns.	
<p>Working at the Greater Depth Standard</p> <p>GDS</p>	Word Reading:
	GDS: Reading age related fiction and non-fiction texts (Sapphire).
	Comprehension: The pupil can, in a book they are reading independently:
	GDS: Justifies inferences and deductions with evidence from the text.
	GDS: Uses appropriate terminology when discussing texts (e.g. plot, character, setting). Can compare and contrast across texts, justifying identified similarities and differences.
	GDS: Discusses different writers, referring to their style of writing and themes; deepening their understanding of their culture and wider background.
GDS: Explains the reasoning of organisational devices, including glossaries. Retrieves information with increasing accuracy and speed, recording evidence through paraphrasing.	
GDS: Reads silently with increasing stamina and appraises the text. Shows awareness of the audience when reading out loud.	

Y5	Reading Formative Assessment - Sonar:
<p>Working towards the expected standard</p> <p>WTS</p>	Word Reading:
	WTS: Reading age related fiction and non-fiction texts (Silver).
	WTS: Read most words containing common suffixes.
	WTS: Read some Y5/6 common exception words.
	WTS: Read words accurately and fluently without overt sounding and blending, e.g at over 90 words per minute.
	WTS: Sound out most unfamiliar words accurately, without undue hesitation.
	Comprehension: Mostly through discussion with the teacher and with a familiar book.
	2a: DECODE: give / explain the meaning of words in context.
	2b: RETRIEVE: retrieve and record information / identify key details from fiction and non-fiction.
	2d: INFER: make inferences from the text / explain and justify inferences with evidence from the text.
<p>Working at the Expected standard</p> <p>EXS</p>	Word Reading:
	EXS: Reading age related fiction and non-fiction texts (Sapphire).
	EXS: Apply their growing knowledge of root words, prefixes and suffixes both to read aloud and to understand the meaning of new words they meet.
	EXS: Read some Y5/6 common exception words.
	Comprehension: In a familiar book that they can already read accurately and fluently, the pupil can:
	2a: DECODE: give / explain the meaning of words in context.
	2b: RETRIEVE: retrieve and record information / identify key details from fiction and non-fiction.
	2c: SUMMARISE: summarise main ideas from more than one paragraph.
	2d: INFER: make inferences from the text / explain and justify inferences with evidence from the text.
	2e: PREDICT: predict what might happen from details stated and implied.
	2f: EXPLAIN: identify / explain how information / narrative content is related and contributes to meaning as a whole.
	2g: MEANING: identify / explain how meaning is enhanced through choice of words and phrases.
	2h: COMPARE: make comparisons within the text.
	General Reading Skills:
	EXS: Reading books that are structured in different ways and reading for a range of purposes.
	EXS: 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.
	EXS: Recommending books that they have read to their peers.
	EXS: Preparing poems and plays to read aloud and to perform.
	EXS: Asking questions to improve their understanding.
	EXS: Distinguish between statements of fact and opinion.
EXS: Retrieve, record and present information from non-fiction.	
EXS: Participate in discussions about books that are read to them and those they can read for themselves.	
EXS: Explain and discuss their understanding of what they have read, including through formal presentations and debates.	
EXS: Provide reasoned justifications for their views.	
<p>Working at the Greater Depth Standard</p> <p>GDS</p>	Word Reading:
	GDS: Reading age related fiction and non-fiction texts (Ruby).
	Comprehension: The pupil can, in a book they are reading independently:
	GDS: Provide reasoned justifications for their views, linked to text.
	GDS: Participate in discussions about books building on their own and others' views and challenging views courteously.
	GDS: Use the technical terms needed for discussing what they hear and read – metaphor, simile, analogy, imagery style and effect.
	GDS: Explain how punctuation marks the grammatical boundaries of sentences and gives meaning.
GDS: Use scanning and text marking to find and identify key information.	

Y6	Reading Formative Assessment - Sonar:
<p>Working towards the expected standard</p> <p>WTS</p>	Word Reading:
	WTS: Reading age related fiction and non-fiction texts (Sapphire).
	WTS: Read most words containing common suffixes.
	WTS: Read most Y5/6 common exception words.
	WTS: Read words accurately and fluently without overt sounding and blending, e.g at over 90 words per minute.
	WTS: Sound out most unfamiliar words accurately, without undue hesitation.
	Comprehension: Mostly through discussion with the teacher and with a familiar book.
	2a: DECODE: give / explain the meaning of words in context.
	2b: RETRIEVE: retrieve and record information / identify key details from fiction and non-fiction.
	2d: INFER: make inferences from the text / explain and justify inferences with evidence from the text.
2e: PREDICT: predict what might happen from details stated and implied.	
<p>Working at the Expected standard</p> <p>EXS</p>	Word Reading:
	EXS: Reading age related fiction and non-fiction texts (Ruby).
	EXS: Word Reading: Generally, applies 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.
	EXS: Learn a wide range of poetry by heart.
	EXS: Distinguish between statements of fact and opinion.
	EXS: Read most Y5/6 common exception words.
	Comprehension: In a familiar book that they can already read accurately and fluently, the pupil can:
	2a: DECODE: give / explain the meaning of words in context.
	2b: RETRIEVE: retrieve and record information / identify key details from fiction and non-fiction.
	2c: SUMMARISE: summarise main ideas from more than one paragraph.
	2d: INFER: make inferences from the text / explain and justify inferences with evidence from the text.
	2e: PREDICT: predict what might happen from details stated and implied.
	2f: EXPLAIN: identify / explain how information / narrative content is related and contributes to meaning as a whole.
	2g: MEANING: identify / explain how meaning is enhanced through choice of words and phrases.
	2h: COMPARE: make comparisons within the text.
	General Reading Skills:
	EXS: Reading books that are structured in different ways and reading for a range of purposes.
	EXS: 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.
	EXS: Recommending books that they have read to their peers, giving reasons for their choices.
	EXS: 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.
EXS: Asking questions to improve their understanding.	
EXS: Distinguish between statements of fact and opinion.	
EXS: Retrieve, record and present information from non-fiction.	
EXS: Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously.	
EXS: 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.	

	EXS: Provide reasoned justifications for their views.
<p>Working at the Greater Depth Standard</p> <p>GDS</p>	Word Reading:
	GDS: Reading a wide range of age related fiction and non-fiction texts.
	Comprehension: The pupil can, in a book they are reading independently:
	GDS: Participate in discussions about books building on their own and others' views and challenging views courteously.
	GDS: Use the technical terms needed for discussing what they hear and read – metaphor, simile, analogy, imagery style and effect.
	GDS: Explain how punctuation marks the grammatical boundaries of sentences and gives meaning.
	GDS: Use scanning and text marking to find and identify key information.
	GDS: Refers accurately to the text when explaining views, adeptly using it to justify viewpoint. Independently, participates in discussion about books, taking turns and responding to what others say. Independently, makes links to other known texts.
	GDS: Compares and contrasts the styles of different writers and poets, giving examples from the text(s) without support.
	GDS: Without support, identifies and discusses the conventions of different types of writing; such as the use of the first person in writing diaries and autobiographies.