

Reading Curriculum Progression

Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know. All the skills of language are essential to participating fully as a member of society; pupils, therefore, who do not learn to speak, read and write fluently and confidently are effectively disenfranchised. The national curriculum for English aims to ensure that all pupils:

- ☑ read easily, fluently and with good understanding
- ☑ develop the habit of reading widely and often, for both pleasure and information
- ☑ acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- ☑ appreciate our rich and varied literary heritage

	KS1		KS2			
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>NC Breath of study (books, texts, poems to be studied in reading lessons)</p>	<p>Listen to traditional tales.</p> <ul style="list-style-type: none"> • Listen to a range of texts. • Learn some poems by heart. • Become familiar with a wide range of texts of different lengths. • Discuss books. • Build up a repertoire of poems to recite. • Use the class and school libraries. • Listen to short novels over time. 	<p>Listen to traditional tales.</p> <ul style="list-style-type: none"> • Listen to a range of texts. • Learn some poems by heart. • Become familiar with a wide range of texts of different lengths. • Discuss books. • Build up a repertoire of poems to recite. • Use the class and school libraries. • Listen to short novels over time. 	<p>Read and listen to a wide range of styles of text, including fairy stories, myths and Legends.</p> <ul style="list-style-type: none"> • Listen to and discuss a wide range of texts. • Learn poetry by heart. • Increase familiarity with a wide range of books, including myths and legends, traditional stories, modern fiction, classic British fiction and books from other cultures. • Take part in conversations about books. • Learn a wide range of poetry by heart. • Use the school and community libraries. • Look at classification systems. • Look at books with a different alphabet to 	<p>Read and listen to a wide range of styles of text, including fairy stories, myths and legends.</p> <ul style="list-style-type: none"> • Listen to and discuss a wide range of texts. • Learn poetry by heart. • Increase familiarity with a wide range of books, including myths and legends, traditional stories, modern fiction, classic British fiction and books from other cultures. • Take part in conversations about books. • Learn a wide range of poetry by heart. • Use the school and community libraries. • Look at classification systems. • Look at books with a different alphabet to 	<p>Read and listen to a wide range of styles of text, including fairy stories, myths and legends.</p> <ul style="list-style-type: none"> • Listen to and discuss a wide range of texts. • Learn poetry by heart. • Increase familiarity with a wide range of books, including myths and legends, traditional stories, modern fiction, classic British fiction and books from other cultures. • Take part in conversations about books. • Learn a wide range of poetry by heart. • Use the school and community libraries. • Look at classification systems. • Look at books with a different alphabet to 	<p>Read and listen to a wide range of styles of text, including fairy stories, myths and legends.</p> <ul style="list-style-type: none"> • Listen to and discuss a wide range of texts. • Learn poetry by heart. • Increase familiarity with a wide range of books, including myths and legends, traditional stories, modern fiction, classic British fiction and books from other cultures. • Take part in conversations about books. • Learn a wide range of poetry by heart. • Use the school and community libraries. • Look at classification systems. • Look at books with a different alphabet to

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			English. • Read and listen to whole books.	English. • Read and listen to whole books.	English. • Read and listen to whole books.	English. • Read and listen to whole books.
<p>NC statutory standards - word reading</p>	<p>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 aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words</p>	<p>continue to apply phonic knowledge and skills as the route to decode words until</p> <p>automatic decoding has become embedded and reading is fluent</p> <p>_ read accurately by blending the sounds in words that contain the graphemes taught</p> <p>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</p>	<p>_ apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet _ 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 (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet _ 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), as listed in English Appendix 1, 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), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet.</p>

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	<p>_ re-read these books to build up their fluency and confidence in word reading</p>	<p>knowledge, sounding out</p> <p>unfamiliar words accurately, automatically and without undue hesitation</p> <p>_ re-read these books to build up their fluency and confidence in word reading.</p>				
<p>NC statutory standards-comprehension</p>	<p>develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <p>_ listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently</p> <p>_ being encouraged to link what they read or hear read to their own experiences</p> <p>_ becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics</p> <p>_ recognising and joining in with predictable phrases</p> <p>_ learning to appreciate rhymes and poems, and to recite some by heart</p> <p>_ discussing word meanings, linking new meanings to those already known</p> <p>_ understand both the books they can already read accurately and fluently and those</p>	<p>_ develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <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>_ discussing the sequence of events in books and how items of information are related</p> <p>_ becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales</p> <p>_ being introduced to non-fiction books that are structured in different ways</p> <p>_ recognising simple recurring literary language in stories and poetry</p> <p>_ discussing and clarifying the meanings of words, linking new meanings to known vocabulary</p>	<p>Pupils should be taught to:</p> <p>_ develop positive attitudes to reading and understanding of what they read by:</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>_ using dictionaries to check the meaning of words that they have read</p> <p>_ increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</p> <p>_ identifying themes and conventions in a wide range of books</p> <p>English – key stages 1 and 2</p> <p>_ preparing poems and play scripts to read aloud and to perform, showing understanding through</p>	<p>. Pupils should be taught to:</p> <p>_ develop positive attitudes to reading and understanding of what they read by:</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>_ using dictionaries to check the meaning of words that they have read</p> <p>_ increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</p> <p>_ identifying themes and conventions in a wide range of books</p> <p>English – key stages 1 and 2</p> <p>_ preparing poems and play scripts to read aloud and to perform, showing understanding through</p>	<p>Pupils should be taught to:</p> <p>_ maintain positive attitudes to reading and understanding of what they read by:</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>_ 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</p> <p>English – key stages 1 and 2</p> <p>_ recommending books that they have read to their peers, giving reasons for their choices</p> <p>_ identifying and discussing themes and</p>	<p>Pupils should be taught to:</p> <p>_ maintain positive attitudes to reading and understanding of what they read by:</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>_ 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</p> <p>English – key stages 1 and 2</p> <p>34</p> <p>Statutory requirements</p> <p>_ recommending books that they have read to their peers, giving reasons for their choices</p>

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	<p>they listen to by:</p> <ul style="list-style-type: none"> _ 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 	<ul style="list-style-type: none"> _ discussing their favourite words and phrases _ continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear _ understand both the books that they can already read accurately and fluently and those that 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 _ making inferences on the basis of what is being said and done _ answering and asking questions _ 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 	<p>intonation, tone, volume and action</p> <ul style="list-style-type: none"> _ discussing words and phrases that capture the reader's interest and imagination _ recognising some different forms of poetry [for example, free verse, narrative poetry] _ understand what they read, in books they can read independently, by: _ 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 _ drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence _ predicting what might happen from details stated and implied _ identifying main ideas drawn from more than one paragraph and summarising these _ identifying how language, structure, and presentation contribute to meaning _ retrieve and record information from non-fiction _ participate in discussion about both books that are read to them and those they can read for themselves, 	<p>intonation, tone, volume and action</p> <ul style="list-style-type: none"> _ discussing words and phrases that capture the reader's interest and imagination _ recognising some different forms of poetry [for example, free verse, narrative poetry] _ understand what they read, in books they can read independently, by: _ 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 _ drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence _ predicting what might happen from details stated and implied _ identifying main ideas drawn from more than one paragraph and summarising these _ identifying how language, structure, and presentation contribute to meaning _ retrieve and record information from non-fiction _ participate in discussion about both books that are read to them and those they can read for themselves, 	<p>conventions in and across a wide range of writing</p> <ul style="list-style-type: none"> _ making comparisons within and across books _ 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 _ understand what they read by: _ 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 _ drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence _ predicting what might happen from details stated and implied _ summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas _ identifying how language, structure and presentation contribute to meaning _ discuss and evaluate how authors use language, including 	<ul style="list-style-type: none"> _ identifying and discussing themes and conventions in and across a wide range of writing _ making comparisons within and across books _ 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 _ understand what they read by: _ 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 _ drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence _ predicting what might happen from details stated and implied _ summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas _ identifying how language, structure and presentation contribute to meaning _ discuss and evaluate
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<h3 style="margin: 0;">Essential Component Knowledge</h3>	Phase 5 of letters and sounds	Phase 5 and 6 of letters and sounds and all common exception words	Formation of nouns using a range of prefixes and their meanings [for example super-,anti-, auto-]	Formation of nouns using a range of prefixes and their meanings [for example super-,anti-, auto-]	Knowledge of how converting nouns or adjectives into verbs using suffixes [for example, -ate; -ise; -ify] and using verb prefixes [for example, dis-, de-, mis-, over- and re-] affects meaning.	The difference between vocabulary typical of informal speech and	
	Understand regular plural noun suffixes -s or -es [for example, dog, dogs; wish, wishes], including the effects of these suffixes on the meaning of the noun How the prefix un- changes the meaning of verbs and adjectives [negation, for example, unkind, or undoing: untie the boat]	The formation of nouns using suffixes such as -ness, -er and by compounding [for example, whiteboard, superman]	Word families based on common words, showing how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble]	Word families based on common words, showing how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble]	Understanding of a range of themes in stories and novels , good over evil, friendship, loss, overcoming adversity	Understanding of a range of themes in stories and novels , good over evil, friendship, loss, heroism overcoming adversity, issues and dilemmas	vocabulary appropriate for formal speech and writing [for example, find out - discover; ask for - request; go in - enter]
	Reading of all words through sounding and blending	Formation of adjectives using suffixes such as -ful, -less and their meaning	Understanding of a range of themes in stories and novels , good over evil, friendship, loss, overcoming adversity	Understanding of a range of themes in stories and novels , good over evil, friendship, loss, overcoming adversity	Extend knowledge of characterisation in novels and how this achieved	Extend knowledge of characterisation in novels and how this achieved	How words are related by meaning as synonyms and antonyms (see Eng NC appendix1)
	Reading of common exception words	Use of the suffixes -er, -est in adjectives and the use of -ly to turn adjectives † adverbs in Standard English to turn adjectives into adverbs	Understanding of narrative voice (1st and 3 rd person) narrative structure and tenses and how they are used.	Understanding of narrative voice (1st and 3 rd person) and tense and their effect.	Extend the range of genres known , including historical, science fiction, comedy, adventure , quest, mystery, their key features and effects	Extend the range of genres known , including historical, science fiction, adventure , quest., mystery, their key features and effects	Understanding of a range of themes in stories and novels , good over evil, friendship, loss, heroism overcoming adversity, issues and dilemmas
	Knowledge of rhymes and grammatical structures in rhyming stories	Common word roots to make meaning of new words	The conventions of different types of writing: letters, diaries, headings, numbers, contents pages, indexes	The conventions of different types of writing: letters, diaries, headings, numbers, contents pages, indexes	Understanding of narrative voice and point of view (both of author and fictional character) and the effect of varied tenses in narrative	Understanding of narrative voice and point of view (both of author and fictional character) and the effect of varied tenses in narrative	Extend the range of genres known , including historical, science fiction, adventure , quest., mystery, their key features and effects
	Grammatical structures in hear stories: questions, exclamations,	Cause and effect in narrative and simple inference	Cause and effect in narrative and non-fiction and using these to infer meanings	Cause and effect in narrative and non-fiction and using these to infer meanings	Understand more complex narrative structures, flashbacks, timeslips, dual narrative	Understand more complex narrative structures, flashbacks, timeslips, dual narrative	Extend the range of genres known , including historical, science fiction, adventure , quest., mystery, their key features and effects
	Familiarity with traditional tales, key stories and fairy stories	Cause and effect in non-fiction and simple inference	Extend the range of literary features known: simile and metaphor, short impact sentence, ellipses, imagery using the senses, alliteration and onomatopoeia	Extend the range of literary features known: simile and metaphor, short impact sentence, ellipses, imagery using the senses, alliteration and onomatopoeia	Understand more complex literary features	Understand more complex literary features	Understanding of narrative voice and point of view (both of author and fictional character) and the effect of varied tenses in narrative
	Knowledge of fiction and non-fiction	A favourite poem learnt by heart	Extend the range of literary features known: simile and metaphor, short impact sentence, ellipses, imagery using the senses, alliteration and onomatopoeia	Extend the range of literary features known: simile and metaphor, short impact sentence, ellipses, imagery using the senses, alliteration and onomatopoeia			Understanding of narrative voice and point of view (both of author and fictional character) and the effect of varied tenses in narrative
	Retrieving information from information texts	The difference between spoken and written language	Extend the range of genres, including historical, science fiction, adventure , quest, and	Extend the range of genres, including historical, science fiction, adventure , quest, and			Understanding of narrative voice and point of view (both of author and fictional character) and the effect of varied tenses in narrative
	Simple narrative	Structural features of non- fiction texts: headings, subheadings, glossaries.	Extending knowledge of	Extending knowledge of			Understanding of narrative voice and point of view (both of author and fictional character) and the effect of varied tenses in narrative

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	<p>features, beginnings, endings, build ups, surprise endings.</p> <p>Understanding of prediction and making predictions</p> <p>Poems and their features, rhyme, rhythm</p> <p>Knowledge of traditional literary characters, good and evil, magical, mysterious, Funny</p> <p>Understanding of how characters might be thinking and feeling through role play</p>	<p>features of traditional tales, fairy and fantasy stories previously encountered in Y1</p> <p>Knowledge of a range of literary characters, good, evil, wise, foolish, adventurous, funny and why they speak and behave as they do.</p> <p>Knowledge of settings, and how they engage the reader and add to the mood of the story</p> <p>Knowledge of a range of fiction genres, adventure, mystery, fantasy,</p> <p>Knowledge of the concept of themes and some simple themes: good over evil, wise over foolish,</p> <p>Knowledge of literary language of character, setting and mood and how these differ in different texts</p>	<p>their key features</p> <p>Extend knowledge of a range of literary characters, heroes and heroines, wise and foolish characters, lazy, spoilt, resourceful etc.</p> <p>Extend knowledge of settings and their impact in narratives</p>	<p>ellipses, imagery using the senses, alliteration and onomatopoeia</p> <p>Extend the range of genres, including historical, science fiction, adventure, and quest. And their key features and effects</p> <p>Extend knowledge of a range of literary characters, heroes and heroines, wise and foolish characters, lazy, spoilt, resourceful etc. and their effect in narratives</p> <p>Extend knowledge of settings and their effect in narratives</p>	<p>and their effects: imagery, analogy, simile metaphor, personification, style</p> <p>Knowledge of presentational devices of information texts including websites and how to use them to locate and sort information.</p>	<p>Understand more complex literary features and their effects: imagery, analogy, simile metaphor, personification, style</p> <p>Knowledge of presentational devices of information texts including websites and how to use them to locate and sort information</p>
<p>Conceptual Vocabulary (cumulative)</p>	<p>sound , phoneme, digraph, split digraph, grapheme punctuation, full stop, question mark, exclamation mark, rhythm</p>	<p>noun, noun phrase statement, question, exclamation, command compound, suffix adjective, adverb, verb, syllable tense (past, present) apostrophe, comma fiction, non- fiction, character, setting, adventure, mystery, fantasy, glossary, index, narrator, hero, villain</p>	<p>word family, prefix, plot theme, style, narrator , narrative voice, point of view 1st person, 3rd person, simile, metaphor , character, motive, ellipsis, imagery, alliteration, inference, prediction ,deduction onomatopoeia, historical fiction, science fiction, quest, fantasy, hero, heroine, past tense,</p>	<p>word family, prefix, plot theme, style, narrator , narrative voice, point of view, 1st person, 3rd person, simile, metaphor , personification , character, motive, inference, [prediction, deduction. ellipsis, imagery, alliteration, onomatopoeia, historical fiction, science fiction, quest, fantasy, hero,</p>	<p>Characterisation, theme, narrative structure, imagery, style, analogy, effect, simile, metaphor, personification, literal language, figurative language, flashback, timeslip, tension, suspense, dialogue, viewpoint, mood , feeling, attitude, themes, features, intonation, tone</p>	<p>Characterisation, theme, narrative structure, imagery, style, analogy, effect, simile, metaphor, personification, literal language, figurative language, flashback, timeslip, tension, suspense, dialogue, viewpoint, mood , feeling, attitude, themes, features, intonation, tone</p>

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			present tense, dilemma, resolution, cliff-hanger , heading, subheading, glossary, index	heroine, past tense, present tense, dilemma, resolution, cliff-hanger , heading, subheading, effect, stage direction, intonation, tone		
Books and text to be read aloud						

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<p style="text-align: center; font-size: 1.2em;">Milestones</p>	<p>Read words accurately</p> <p>Apply phonic knowledge and skills as the route to decode words.</p> <ul style="list-style-type: none"> • 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 aloud accurately books that are consistent with phonic knowledge and that do not require other strategies to work out words. • Re-read these books to build up fluency and confidence in word reading. • Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes. • Read accurately words of two or more syllables that contain the same graphemes as above. • Read words containing common suffixes. • Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered. • Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and 	<p>Read Words accurately</p> <p>Apply a growing knowledge of root words, prefixes and suffixes (etymology and morphology).</p> <ul style="list-style-type: none"> • Read further exception words, noting the spelling <p>Understand Texts:</p> <p>Draw inferences from reading.</p> <ul style="list-style-type: none"> • Predict from details stated and implied. • Recall and summarise main ideas. • Discuss words and phrases that capture the imagination. • Retrieve and record information from non-fiction, using titles, headings, sub-headings and indexes. • Prepare poems and plays to read aloud with expression, volume, tone and intonation. • Identify recurring themes and elements of different stories (e.g. good triumphing over evil). • Recognise some different forms of poetry. • Explain and discuss understanding of reading, maintaining focus on the topic. • Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. • Predict what might happen from details stated and implied. • Identify main ideas drawn from more than one paragraph and summarise these. • Identify how language, structure and presentation contribute to meaning. • Ask questions to improve understanding of a text 	<p>Reading words accurately:</p> <p>Apply knowledge of root words, prefixes and suffixes.</p> <ul style="list-style-type: none"> • Read age-appropriate books with confidence and fluency (including whole novels). <p>(Note: this should be through normal reading rather than direct teaching.)</p> <p>Understand Texts:</p> <p>Recommend books to peers, giving reasons for choices.</p> <ul style="list-style-type: none"> • Identify and discuss themes and conventions in and across a wide range of writing. • Make comparisons within and across books. • Learn a wide range of poetry by heart. • Prepare 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. • Check that the book makes sense, discussing understanding and exploring the meaning of words in context. • Ask questions to improve understanding. • Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. • Predict what might happen from details stated and implied. • Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas. • Identify how language, structure and presentation contribute to meaning. • Discuss and evaluate how authors use language, including figurative language, considering the impact
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	<p>without undue hesitation.</p> <ul style="list-style-type: none">• Re-read books to build up fluency and confidence in word reading. <p>Understand texts</p> <p>Discuss events.</p> <ul style="list-style-type: none">• Predict events.• Link reading to own experiences and other books.• Join in with stories or poems.• Check that reading makes sense and self-correct.• Infer what characters are like from actions.• Ask and answer questions about texts.• Discuss favourite words and phrases.• Listen to and discuss a wide range of texts.• Recognise and join in with (including role-play) recurring language.• Explain and discuss understanding of texts.• Discuss the significance of the title and events.• Make inferences on the basis of what is being said and done.		<p>on the reader.</p> <ul style="list-style-type: none">• Retrieve and record information from non-fiction.• Participate in discussion about books, taking turns and listening and responding to what others say.• Distinguish between statements of fact and opinion.• Provide reasoned justifications for views.
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