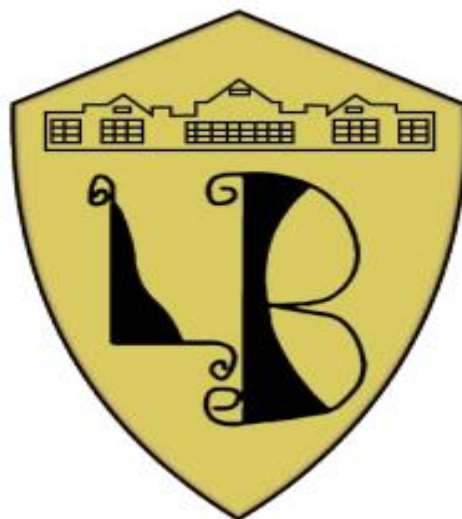# Lord Blyton Primary School Long Term Reading Plan

EYFS Statutory Educational Programme: Literacy

It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).

Nursery Programme of Study 3-4 year olds - Pupils should be taught to:

Develop pleasure in reading, motivation to read, vocabulary and understanding by:
Understanding the five key concepts about print:
• print has meaning
• print can have different purposes
• we read English text from left to right and from top to bottom
• the names of the different parts of a book
• page sequencing
  • Enjoy listening to longer stories and can remember much of what happens
  • Know many rhymes, be able to talk about familiar books, and be able to tell a long story.

Develop their phonological awareness, so that they can:
• spot and suggest rhymes
• count or clap syllables in a word
• recognise words with the same initial sound, such as money and mother

Begin to respond and join in with what is read to them, listening to what others say.

Reading assessment evidence in Nursery should focus on:

Frequent experience of: rhymes, key stories; poems; non-fiction; fairy stories; traditional tales; role-play and multi-modal texts. In addition to this, pupils should be provided with opportunities to:

  • develop a love of reading
  • hear and share a wide range of high-quality books with adults and each other
  • develop comprehension through listening and high-quality discussion with the teacher
  • broaden vocabulary
  • talk about the structures of stories

Nursery

		Enjoy			Decode / Fluency Development		Reasoning (GDS)	
	Vocabulary Draw on knowledge of vocabulary to understand texts.	**Infer**		**Predict** Predict what might happen next in the story based on what they have read so far	**Explain** Talks about what they like in a text e.g. character. event	**Retrieve** Remember and talk about some key features like characters and events	**Sequence** Order simple beginning, middle and end in familiar texts	
	Discussion			Matching / labelling		Short response		Open-ended response

Nursery	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Fiction and Non-Fiction	Understanding the five key concepts about print: • print has meaning • print can have different purposes • we read English text from left to right and from top to bottom • the names of the different parts of a book • page sequencing Knows many rhymes **Topic: Autumn / Harvest/ My Family and Me** Little Acorn –Nature Stories We're going on a leaf hunt – Steve Metzger The Scarecrow's Secret – Heather Amery	Understanding the five key concepts about print: • print has meaning • print can have different purposes • we read English text from left to right and from top to bottom • the names of the different parts of a book • page sequencing Knows many rhymes Creatures from the forest / Christmas It was a cold, dark night – Tim Hopgood The very helpful Hedgehog - Rosie Wellesley Oliver's Wood – Annalisa Williams Rama and Sita – The First Diwali	Understanding the five key concepts about print: • print has meaning • print can have different purposes • we read English text from left to right and from top to bottom • the names of the different parts of a book • page sequencing Knows many rhymes, to be able to talk about familiar books **Topic: Winter / Once Upon a time…/ Spring / Life Cycles** Focus Traditional Stories and Fairy Tales Goldilocks and the three bears, The three	Understanding the five key concepts about print: • print has meaning • print can have different purposes • we read English text from left to right and from top to bottom • the names of the different parts of a book • page sequencing Enjoy listening to longer stories and can remember much of what happens Knows many rhymes, to be able to talk about familiar books **Life Cycles / Easter** Jasper's Seeds – Nick Butterworth	Understanding the five key concepts about print: • print has meaning • print can have different purposes • we read English text from left to right and from top to bottom • the names of the different parts of a book • page sequencing Enjoy listening to longer stories and can remember much of what happens Knows many rhymes, to be able to talk about familiar books, and be able to tell a long story. **Topic: Help is at Hand – people who help /**	Understanding the five key concepts about print: • print has meaning • print can have different purposes • we read English text from left to right and from top to bottom • the names of the different parts of a book • page sequencing Enjoy listening to longer stories and can remember much of what happens Knows many rhymes, to be able to talk about familiar books, and be able to tell a long story. **Summer/ Come Fly with me**

	Little Read Hen – Ladybird Collection A range of information texts about Autumn. Meg and Mog Series – Helen Nicoll Jan Pieńkowsk Pumpkin Soup – Helen Cooper	The First Christmas	little pigs, Billy Goats Gruff The Little Sunflower – Nature Stories Little Caterpillar – Nature Stories The Runaway Pancake – Peter Christen	Sam plants a seed – Kate Petty A range of information texts about spring and life cycles. The Easter Story – The Bible	**Healthy Body Healthy Mind** Mr Grumpy's Motor Car – John Burningham Train Ride – June Crebbin Toddle Waddle – Julia Donaldson Zigby Goes camping – Brian Paterson	Sharing a shell – Julia Donaldson Commotion in the ocean – Giles Andrea What the ladybird heard - Julia Donaldson At the Seaside – Alex Ayliffe The Busy Body Book - Eat your Greens - DK Get up and Go –Nancy Carlson – Lizzy Rockwell A range of information texts about summer, the people who help us and looking after ourselves, our bodies etc

	Themes and Conventions	Comprehension	Inference	Language for Effect
Nursery	**In independent reading and challenging texts shared at whole class level, the child is able to:**			
	• Begin to talk about features between familiar texts e.g. fairy tales have a happy ending	• Beginning to say if they like or dislike a text and why • Talk about new vocabulary and reflect on after reading the text	• Begin to draw upon their own experiences similar to what they have heard when sharing stories • Begin to think and predict about what might happen next with support • Use role play to re-tell familiar stories and explore characters and events	• Recognise and join in with predictable phrases • Talk about new words and other words they already know which can mean the same • Recall and use new language introduced with support

Reception Programme of Study - Pupils should be taught to:

Develop their reading skills, understanding and fluency by:
- Reading individual letters by saying the sounds for them.
- Blending sounds into words, so that they can read short words made up of known letter– sound correspondences.
- Reading some letter groups that each represent one sound and say sounds for them.
- Reading a few common exception words matched to the school's phonic programme Sounds Write
- Reading simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.
- Re-reading books to build up their confidence in word reading, their fluency and their understanding and enjoyment.

Develop pleasure in reading, motivation to read, vocabulary and understanding by:
• Engage in story times
• Listen to and talk about stories to build familiarity and understanding.
• Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.
• Use new vocabulary in different contexts.
• Listen carefully to rhymes and songs, paying attention to how they sound.
• Learn rhymes, poems and songs.
• Engage in non-fiction books.
• Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary

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.

Reading assessment evidence in Reception should focus on:

Frequent experience of: key stories; poems; non-fiction; fairy stories; traditional tales; role-play and multi-modal texts. In addition to this, pupils should be provided with opportunities to:

- develop a love of reading
- receive rigorous regular phonic teaching
- sound out and blend unfamiliar words quickly and accurately
- learn common exception words
- acquire strategies for reading words without overt sounding out and blending
- hear and share a wide range of high-quality books with adults and each other
- develop comprehension through listening and high-quality discussion with the teacher
- broaden oral vocabulary

Reception

		Enjoy			Decode / Fluency Development		Reasoning (GDS) Describe, Explain, Justify, Convince, Prove	

Sounds Write EYFS Initial Code	Vocabulary Draw on knowledge of vocabulary to understand texts.	Infer Makes inferences from the text.	Predict Predict what might happen on the basis of what has been read so far.	Explain Explain your preferences, thoughts and opinions about the text.	Retrieve Identify / explain key aspects of fiction such as characters, events, titles and information.	Sequence Identify and explain the sequence of events in texts.

	Discussion	Multiple choice		Matching / labelling	Find and copy	Short response	Investigate	Open-ended response	

Reception	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Fiction and Non-Fiction	Learn rhymes, poems and songs. Reads individual letters by saying the sounds for them. Engage in story times Listen to and talk about stories to build familiarity and understanding. Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. Use new vocabulary in different contexts. Re-reading books to build up their	Learn rhymes, poems and songs. Reads individual letters by saying the sounds for them. Engage in story times Listen to and talk about stories to build familiarity and understanding. Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. Use new vocabulary in different contexts Blending sounds into words, so that they can read short words made up of known	Learn rhymes, poems and songs. Reads individual letters by saying the sounds for them. Engage in story times Listen to and talk about stories to build familiarity and understanding. Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. Use new vocabulary in different contexts Blending sounds into words, so that they can read short words made up of known letter– sound correspondences.	Learn rhymes, poems and songs. Reads individual letters by saying the sounds for them. Engage in story times Listen to and talk about stories to build familiarity and understanding. Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. Use new vocabulary in different contexts Blending sounds into words, so that they can read short words made	Learn rhymes, poems and songs. Reads individual letters by saying the sounds for them. Engage in story times Listen to and talk about stories to build familiarity and understanding. Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. Use new vocabulary in different contexts Blending sounds into words, so that they can read short words made up of known letter– sound	Learn rhymes, poems and songs. Reads individual letters by saying the sounds for them. Engage in story times Listen to and talk about stories to build familiarity and understanding. Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. Use new vocabulary in different contexts Blending sounds into words, so that they can read short words made up of known letter– sound

confidence in word reading, their fluency and their understanding and enjoyment.

Engage in non-fiction books.

Seasonal texts:
Non-fiction texts about Autumn
Rufus and the Blackberry Monster – Lisa Stubbs, The Scarecrows Hat – Ken Brown, The Treasure Hunt – Nick Butterworth, The Lost Acorn – Nick Butterworth
The Little Old Lady who was not Afraid of Anything – Linda Williams
Room on the Broom – Julia Donaldson.
The Happy Hedgehog Band – Martin Wadell, Say Hi to Hedgehogs – Jane McGuinness, | letter– sound correspondences.

Reading a few common exception words matched to the school's phonic programme Sounds Write

Re-reading books to build up their confidence in word reading, their fluency and their understanding and enjoyment.

Moon – Patricia Hegarty
The Gruffallo – Julia Donaldson, Stick Man – Julia Donaldson, The Nativity Story | Reading a few common exception words matched to the school's phonic programme Sounds Write

Re-reading books to build up their confidence in word reading, their fluency and their understanding and enjoyment.

Reading some letter groups that each represent one sound and say sounds for them.

Read and retell traditional tales.

Engage in non-fiction books.

Little Red Riding Hood, Jack and the Beanstalk, Hansel and Gretel

The Snowy Day – Ezra Jack Keates, Snowmen at Night – Caralyn Buehner
Chinese New Year
Mr Wolf's Pancakes – Jan Fearnely
Rhino's Don't Eat Pancakes, | up of known letter– sound correspondences.

Reading a few common exception words matched to the school's phonic programme Sounds Write

Reading some letter groups that each represent one sound and say sounds for them.

Re-reading books to build up their confidence in word reading, their fluency and their understanding and enjoyment.

Reading simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.

Engage in non-fiction books.

Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary

What the Ladybird Heard – Julia Donaldson,
, We're Going on an Egg Hunt – Martha Mumford, | correspondences.

Reading a few common exception words matched to the school's phonic programme Sounds Write

Reading some letter groups that each represent one sound and say sounds for them.

Re-reading books to build up their confidence in word reading, their fluency and their understanding and enjoyment.

Reading simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.

Engage in non-fiction books.

Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary

Norman the Slug with the Silly Shell – Sue Hendra, The Very Hungry Caterpillar – Eric Carle, | correspondences.

Reading a few common exception words matched to the school's phonic programme Sounds Write

Reading some letter groups that each represent one sound and say sounds for them.

Re-reading books to build up their confidence in word reading, their fluency and their understanding and enjoyment.

Reading simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.

Engage in non-fiction books.

Lucy and Tom at the Seaside – Shirley Hughes |

					Mad about Minibeasts – Giles Andreae, The Tiger Who Came to Tea – Judith Kerr, I Don't Want to Have a Bath – Julie Sykes	

	Themes and Conventions	Comprehension	Inference	Language for Effect
Reception	**In independent reading and challenging texts shared at whole class level, the child is able to:**			
	• Identify features of familiar texts *e.g. "There's always a baddie; "They all have a happy ending"* • Identify factual texts *e.g. "This tells you about animals/houses"*	• Express personal responses, including likes and dislikes; give some reasons linked to own experiences • Simple points from familiar texts are identified and discussed • Discuss new vocabulary and link meanings to what is already known • Check that the text makes sense as they read e.g. self- correction • Discuss the significance of simple text features e.g. title, events	• Link what they read or hear read to their own experiences • Draw on what they already know or on background information and vocabulary provided by the teacher *e.g. "He must be going on holiday – he's packing his case," or "The mother stays by the nest to protect the eggs."* • Predict what might happen on the basis of what has been read so far *e.g. "Jack will save them because that's what he always does"; "The next part will tell you about what lions eat."* • Use role play to identify with characters and make inferences on the basis of what is being said and done *e.g. "The children were scared of the dragon because they ran away."*	• Recognise and join in with predictable phrases, exploring the effects of patterns of language and repeated words and phrases *e.g. "Run, run as fast as you can, you can't catch me I'm the Gingerbread Man."* • Discuss word meanings, linking new meanings to those already known *e.g. "Enormous means big."* • Try out the language they have listened to *e.g. through role play, retelling stories*

Y1 Programme of Study - Pupils should be taught to:

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 read 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.

Reading assessment evidence in Year 1 should focus on:

Frequent experience of: key stories; poems; non-fiction; fairy stories; traditional tales; role-play and multi-modal texts. In addition to this, pupils should be provided with opportunities to:

- develop a love of reading
- receive rigorous regular phonic teaching
- sound out and blend unfamiliar words quickly and accurately
- learn common exception words
- acquire strategies for reading words without overt sounding out and blending
- hear and share a wide range of high-quality books with adults and each other
- develop comprehension through listening and high-quality discussion with the teacher
- broaden oral vocabulary

YEAR 1

		Enjoy			Decode / Fluency Development		Reasoning (GDS) Describe, Explain, Justify, Convince, Prove
VIPERS- KS1	**Vocabulary** Draw on knowledge of vocabulary to understand texts.	**Infer** Makes inferences from the text.		**Predict** Predict what might happen on the basis of what has been read so far.	**Explain** Explain your preferences, thoughts and opinions about the text.	**Retrieve** Identify / explain key aspects of fiction and nonfiction texts, such as characters, events, titles and information.	**Sequence** Identify and explain the sequence of events in texts.
	Discussion	Multiple choice	Ranking / ordering	Matching / labelling	Find and copy · Short response	Investigate · Open-ended response	

Year 1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Fiction	Use phonic knowledge to decode regular words and read them aloud accurately. Use phonic, semantic and syntactic knowledge to understand unfamiliar vocabulary. Use a variety of cues when reading: knowledge of the story and its context, and awareness of how it should make sense grammatically. Demonstrate understanding when talking with others about what they have read. Retrieve basic information about a character using pictures and simple language. Re-enact stories in a variety of ways, e.g. through role-play, using dolls or puppets. Compare stories with a variety of settings, e.g. space,	Describe the main events of stories. Re-tell stories and rhymes with predictable and repeating patterns, improvising on patterns orally by substituting words and phrases, extending patterns, inventing patterns and playing with rhyme. **Harvey Slumfenburger's Christmas Present** by John Burningham Range of Christmas Stories	Identify and record some key features of story language from a range of stories, and practise reading and using them. Read stories with predictable and repeated patterns and experiment with similar patterns. **Handa's Hen** by Eileen Browne **My Granny went to Market** by Stella Blackstone and Christopher Corr **We all went on Safari** by Laurie Krebs and Julia Cairns	Identify and discuss a range of story themes, collect and compare. Locate and read significant parts of the text, e.g. picture captions, names of key characters, rhymes and chants, e.g. "I'm a troll…", "You can't catch me I'm the Gingerbread man…" Recognise ways that emphasis has been created in a text e.g. capitalisation, bold print.	Describe story settings and incidents and relate them to own experience and that of others. Compare **and contrast** stories with a variety of settings, e.g. space, imaginary lands, animal homes. Snow White and the 7 Dwarves / **Snow White in New York** by Fiona French The Three Little Pigs / **The True Story of the Three Little Pigs By A Wolf** by Jon Scieszka	Identify and discuss characters, e.g. appearance, behaviour, qualities; speculate about how they might behave. Discuss how characters are described in the text; and compare characters from different stories. Become aware of characters and dialogue, e.g. by role-playing parts when reading aloud stories or plays. **Superhero ABC** by Bob McLeod **Daisy 006 and a Bit** by Kes Gray and Nick Sharratt

	imaginary lands, animal homes. Identify descriptive language e.g. adjectives. **The Gruffalo** **Monkey Puzzle** **The Snail and The Whale** **What the Ladybird Heard** (Julia Donaldson focus) **The Little Red Hen –** by Jerry Pinkney (Harvest focus) **Room on the Broom** (Halloween link) by Julia Donaldson			**Little Red Riding Hood, Jack and the Beanstalk, , The Gingerbread Man**		
Non-fiction	Discuss different types of writing in the environment e.g. labels, instructions, information, stories. Categorise into fiction and non-fiction. Explore and understand the difference between fiction and non-fiction and the distinguishing features of each. Make simple notes on a text, e.g. underlining key words or phrases, adding labels and captions to pictures. **Lost at the Beach** by Ian Beck / **Kipper's Birthday** by Mick Inkpen (Used as a stimulus)	Use some simple processes for finding out information. Understand the purpose of contents pages and indexes and to begin to locate information by page numbers and words by initial letter. Identify simple questions and use text to find answers. **Night Animals** by Claire Llewellyn **Owls** by Emily Bone	Read recounts and begin to recognise generic structure, e.g. ordered sequence of events, use of words like first, next, after, when. **How to wash a woolly mammoth** by Michelle Robinson (Used as a stimulus)	Read a variety of recount texts noting perspective e.g. first person. Read and note basic features of simple instructional texts e.g recipes. **The Usborne Book of Big Machines**	Recognise that non-fiction books on similar themes can give different information and present similar information in different ways Locate parts of text that give particular information including labelled diagrams and charts. **The Dancing Tiger** by Malachy Doyle **Surprising Sharks** by Nicola Davies **Ice bear** by Nicola Davies	Discuss merits and limitations of particular instructional texts and compare with others to give an overall evaluation. **Dear Greenpeace** by Simon James
Poetry	Listen to poems being read and talk about likes and dislikes;	Identify and appreciate rhyme and alliteration in poetry.	Perform in unison, following the rhythm	Gather word collections and identify simple	Collect class and individual favourite poems for class anthologies,	Explore Shape Poems/Calligrams noting how the poem is presented

	including ideas or puzzles, words, and patterns. Join in with class rhymes and poems. Various poems (see Poetry Spine)	Link themes in poetry to their own experiences. Join in with class rhymes and poems predicting words from the rhyming pattern. Explore acrostic poems noting the structure and theme. **Poems to Perform** by Julia Donaldson (The Rhythm of Life / The Sound Collector)	of the poem and keeping time. **The Works** by Paul Cookson (various authors) e.g. London's Burning	repeating patterns describing the effect. Recite some poems in an audible voice by heart performing to others, taking account of punctuation. **The Gingerbread man** – continue into poetry topic. Please Mrs Butler by Allan Ahlberg	participate in reading aloud. Explore riddles noting how the poem describes a noun but does not name it; how the last line usually directly addresses the reader and uses a question and the mood of the poem being light-hearted. Make simple comments on aspects such as word combinations, sound patterns (such as rhymes, rhythms, alliterative patterns) and forms of presentation. Range of Haikus	in the shape of the object which it is describing and how the layout may either be with the words inside a shape or around the outline of the shape. Various poems (see Poetry Spine)

	Themes and Conventions	Comprehension	Inference	Language for Effect
Year 1	**In independent reading and challenging texts shared at whole class level, the child is able to:**			
	• Identify features of familiar texts *e.g. "There's always a baddie; "They all have a happy ending"* • Make connections between texts *e.g. "This is like a traditional tale because there's an evil witch/a bad wolf"* • Identify factual texts *e.g. "This tells you about animals/houses"*	• Express personal responses, including likes and dislikes; give some reasons linked to own experiences • Simple points from familiar texts are identified and discussed • Discuss new vocabulary and link meanings to what is already known • Check that the text makes sense as they read e.g. self- correction • Discuss the significance of simple text features e.g. title, events	• Link what they read or hear read to their own experiences • Draw on what they already know or on background information and vocabulary provided by the teacher *e.g. "He must be going on holiday – he's packing his case," or "The mother stays by the nest to protect the eggs."* • Predict what might happen on the basis of what has been read so far *e.g. "Jack will save them because that's what he always does"; "The next part will tell you about what lions eat."* • Use role play to identify with characters and make inferences on the basis of what is being said and done *e.g. "The children were scared of the dragon because they ran away."*	• Recognise and join in with predictable phrases, exploring the effects of patterns of language and repeated words and phrases *e.g. "Run, run as fast as you can, you can't catch me I'm the Gingerbread Man."* • Discuss word meanings, linking new meanings to those already known *e.g. "Enormous means big."* • Begin to understand how written language can be structured in order *e.g. to build surprise in narratives or to present facts in non-fiction* • Try out the language they have listened to *e.g. through role play, retelling stories* • Comment on obvious features of language *e.g. rhymes and refrains, significant words and phrases*

Y2 Programme of Study - **Pupils should be taught to:**

- develop pleasure in reading, motivation to read, vocabulary and understanding by:
    - 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
    - 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
    - recognising simple recurring literary language in stories and poetry
    - discussing and clarifying the meanings of words, linking new meanings to known vocabulary
    - 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 for themselves

Reading assessment evidence in Year 2 should focus on:

Regular listening to and discussing a wide range of: contemporary poetry; classic poetry; stories; plays; information books; whole books; fairy stories; traditional tales; role-play and multi-modal texts. In addition to this, pupils should be provided with opportunities to:

- ☐ develop a love of reading and showing motivation to read
- ☐ choose own books to read
- ☐ establish accurate and speedy word reading skills
- ☐ learn common exception words
- ☐ retell a wider range of stories that have been read to them and discussed
- ☐ learn how skilled readers make sense by monitoring what they read to check for sense in context
- ☐ develop comprehension through high-quality discussion with the teacher and each other
- ☐ discuss cause and effect in narrative and non-fiction
- ☐ broaden their vocabulary

YEAR 2

	Enjoy		Decode / Fluency Development		Reasoning (GDS) Describe, Explain, Justify, Convince, Prove		
VIPERS- KS1	**Vocabulary** Draw on knowledge of vocabulary to understand texts.		**Infer** Makes inferences from the text.	**Predict** Predict what might happen on the basis of what has been read so far.	**Explain** Explain your preferences, thoughts and opinions about the text.	**Retrieve** Identify / explain key aspects of fiction and nonfiction texts, such as characters, events, titles and information.	**Sequence -** Identify and explain the sequence of events in texts.
	Discussion	Multiple choice	Ranking / ordering	Matching / labelling	Find and copy	Short response	Investigate	Open-ended response	

Year 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Fiction	Use phonological, contextual, grammatical and graphic knowledge to work out, predict and check the meanings of unfamiliar words and to make sense of what they read. Identify and discuss characters, e.g. appearance, behaviour, qualities; speculate about how they might behave. Describe and compare characters from different stories, expressing own views using words and phrases from texts. **Real life experiences:** Sammy's first day **Narrative**	Use knowledge of familiar texts to re-enact or re-tell to others, recounting the main points in correct sequence. Compare and contrast stories with a variety of settings, e.g. space, imaginary lands, animal homes. Be aware of different story structures, and the ways that stories are built up and concluded. The Christmasaurus (Tom Fletcher) The Nativity (*C.C. RE*)	Discuss reasons for, or causes of, incidents in stories; Identify and compare basic story elements, e.g. beginnings and endings to different stories. Explore patterns of literary language. **Traditional Tales** Red Riding Hood, Little Red, Petite Rouge, Little Red Riding Wolf, Aesop's Fables. Last Polar Bears, Arctic Explorer (*Cross Curricula with Topic –*	Re-tell stories, to give the main points in sequence and pick out significant incidents. Understand time and sequential relationships in stories, i.e. what happened when. Identify and discuss reasons for events in stories, linked to plot. Last Polar Bears, Arctic Explorer (*Cross Curricula with Topic – Geography and Science)* Bible Stories (*C.C. RE*	Predict story endings/incidents, while reading. Make connections by comparing books by the same author: settings, characters, themes. Compare books by different authors on similar themes or with similar characters to evaluate, giving reasons. The Tin Forest The Flower The Promise (New Texts to try)	Identify typical themes, e.g. trials and forfeits, good over evil, weak over strong, wise over foolish. **Narrative; Stories by the same author (extended) Roald Dahl** Esio Trot, The twits, the magic finger

	Stories with familiar Settings Charlie's superhero underpants, Traction Man My Dad's a superhero		*Geography and Science)* Bible Stories *(C.C. RE)*			
Non-fiction	Identify similarities and differences between fiction and non-fiction; understand how they are structured. Recognise that non-fiction books on similar themes can give different information and present similar information in different ways. Note the features of non-fiction books that are structured in different ways. Use dictionaries and glossaries to locate words by using initial letter. Great Fire of London – reference books	Explain how the main features of non-fiction texts are used. Pose questions for research and read non-fiction to find answers. Locate books by classification in the school library. Locate parts of text that give particular information including labelled diagrams and charts.	Use a contents page and index to navigate a text; Scan a text to find specific sections, e.g. key words or phrases, sub-headings. Identify how written instructions are organised e.g. lists, numbered points, diagrams with arrows, bullet points, keys. Arctic Explorer and a range of texts about Arctic Habitats *(Cross Curricula with Topic – Geography and Science)*	Understand how to read different non-fiction texts e.g know that the reader doesn't need to go from start to finish but selects according to what is needed. Learn about cause and effect non-fiction, the features and language associated with it.	Skim-read title, contents page, illustrations, chapter headings and sub-headings, to predict what a book might be about. Know that glossaries given definitions and explanations; discuss what definitions are, explore some simple definitions in dictionaries.	Understand how to use alphabetically ordered texts to retrieve information. To evaluate the usefulness of a text for its purpose.
Poetry	Talk about own views, the subject matter and possible meanings in poems. Identify descriptive language e.g. adjectives Comment on which words have most effect and why. Explore riddles noting how the poem describes a noun	Identify and discuss favourite poems and poets, using appropriate terms (poet, poem, verse, rhyme, etc.) and referring to the language of the poems.	Identify and discuss simple poetry patterns and structures. Explore Haikus noting its structure, origin and mood. Perform poems; use actions and sound	Explore adventurous word choices and explain the effect. Explore free verse, compare and contrast to structured poems. Note impact.	Discuss shapes poems building on those explored in Year 1, noting how the shape contributes to meaning and effect. Discuss meanings of words and phrases that create humour, and	Listen and read, discussing and expressing views about classic poetry e.g. *Owl and the Pussy cat.* Act out a poem using voices and intonation.

but does not name it; how the last line usually directly addresses the reader and uses a question and the mood of the poem being light-hearted.	Identify alliteration and describe the effect. Perform individually or together; speaking clearly and audibly. Explore *Diamantes* noting how the poem is presented in the shape of a diamond. Winnie the witch narrative, 10 things found in a Wizard's pocket	effects to add to the poem's meaning. Solomon Grundy, A range of poems including performance poems		sound effects in poetry, e.g. nonsense poems, tongue-twisters, riddles, and to classify poems into simple type; to make class anthologies. Roald Dahl revolting rhymes-links to Author study, A range of nonsense poems including The Ning Nang Nong (Spike Milligian)	

Themes and Conventions	Comprehension	Inference	Language for Effect
In independent reading and challenging texts shared at whole class level, the child is able to:			
Year 2			

Themes and Conventions	Comprehension	Inference	Language for Effect
• Recognise the main purpose of text e.g. *"It tells you how to …" "It tells you where animals live", "The writer doesn't like violence."* • Show some awareness that writers have viewpoints e.g. *"She thinks it's not fair."* • Identify similarities and differences between fiction and non-fiction e.g. *similarities in plot, topic, about same characters. "This book tells you about the young of all cats but this one tells you about each cat separately, this one has lots of little pictures but this one has more writing."*	• Express personal responses, including likes and dislikes with reasons, e.g. *"She was just horrible like my Gran is sometimes."* • Use evidence including quotations from or references to text *e.g. often retelling or paraphrasing sections of the text rather than using it to support comment* • Recall straightforward information *e.g. names of characters, main ingredients* • Be able to answer and ask questions by locating information in texts *e.g. about characters, topics* • Discuss sequence of events in stories • Simple, most obvious points identified *e.g. about information from different places in the text* • Understand that non-fiction texts are structured in different ways *e.g. this part tells about different things you can do at the zoo* • Identify some familiar patterns of language *e.g. first, next* • Work out meanings of some new vocabulary from context and knowledge of *e.g. prefixes (happy/unhappy)* • Recognise recurring literary language *e.g. long ago*	• Use personal experience to connect with texts *e.g. a response based on what they personally would be feeling rather than feelings of character in the text* • Make plausible predictions based on reading of text *e.g. "He's going to run away," or "I think it will tell us how the fire started."* • Make plausible inferences based on a single point of reference in the text *e.g. give reasons for why things happen or characters change, such as, "Henry started to behave because he knew his mum had sweets in her bag" or, "Children had to work all day in the mine – that's why they were scared and tired."*	• Comment on language choices *e.g. "slinky" is a good word for a cat.* • Recognise patterns of literary language *e.g. once upon a time, first, next, last.* • Work out meanings of new vocabulary from context *e.g. squashed and squeezed* and knowledge of *e.g. prefixes, unhappy*

Working AT the expected standard, the pupil can :

- Read accurately most words of two or more syllables
- Read most words containing common suffixes
- Read most common exception words

<mark>In age-appropriate books, following the Sounds-Write scheme and appropriately levelled books the pupil can :</mark>

- Read words accurately (90%) and fluently without overt sounding and blending, e.g. at over 90 words per minute
- Sound out most unfamiliar words accurately, without undue hesitation

Greater Depth

In a book pupils are reading independently:

- **Make inferences on the basis of what is said and done**
- **Predict what might happen on the basis of what has been read so far.**
- **Make links between the book they are reading and other books they have read.**

Years 3 and 4 Programme of Study
Pupils should be taught to:

- develop positive attitudes to reading and understanding of what they read by:
    - listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
    - reading books that are structured in different ways and reading for a range of purposes
    - using dictionaries to check the meaning of words that they have read
    - increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally
    - identifying themes and conventions in a wide range of books
    - preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action
    - 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, taking turns and listening to what others say.

Reading assessment evidence in Year 3 should focus on:

Different forms of poetry; stories; plays; non-fiction; fairy stories; reference books or textbooks; use of dictionaries; myths and legends; folk tales; whole books;
library use; drama and multi-modal texts. In addition to this, pupils should be provided with opportunities to:

- ☐ develop positive attitudes to reading
- ☐ develop breadth and depth in their own reading
- ☐ learn to read silently
- ☐ secure accurate and fluent decoding skills at age-appropriate level
- ☐ choose own books to read with guidance
- ☐ learn to justify their views about what they have read with support
- ☐ improve comprehension through high-quality discussion with the teacher and each other
- ☐ develop their knowledge and skills in reading non-fiction about a range of subjects
- ☐ take part in effective discussion with support

YEAR 3

Enjoy			Decode / Fluency Development			Reasoning (GDS)		
						Describe, Explain, Justify, Convince, Prove		
VIPERS – KS2		**Vocabulary**	**Infer**	**Predict**	**Explain**	**Retrieve**	**Summarise**	
		Give / explain the meaning of words in context.	Make inferences from the text / explain and justify inferences with evidence from the text.	Predict what might happen from detail stated or implied.	Identify / explain how meaning is enhanced through choice of words and phrases. Identify. Explain how information / narrative content is related and contributes to meaning as a whole.	Retrieve and record information / identify key detail from fiction and non-fiction.	Summarise main ideas from more than one paragraph.	
Discussion	Multiple choice	Ranking / ordering	Matching / labelling	Find and copy	Short response	Investigate	Open-ended response	

Year 3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Fiction **(Objectives will be ongoing and often recovered with every text.)**	Make links between the book they are reading and other books they have read. Check reading makes sense, correcting any inaccurate reading. Develop an active attitude towards reading: seeking answers, anticipating events, empathising with characters and imagining events that are described. Discuss (i) characters' feelings; (ii) behaviour, e.g. fair or unreasonable,	Identify the purpose of dialogue and how it is presented in stories, e.g. through statements, questions, exclamations; how paragraphing is used to organise dialogue. Make plausible predictions with justification from the text. Recognise and discuss key themes and conventions. Stone Age Boy	Re-tell main points of a story in sequence; Compare different stories; evaluate and justify preferences. Understand how writers create imaginary worlds, particularly where this is original or unfamiliar, such as a science fiction setting and note how the writer has evoked it through detail.	Refer to significant aspects of the text, e.g. opening, build-up atmosphere, and identify how language is used to create these, e.g. use of adjectives for description. Egyptian Cinderella (Philip Ridley) Poems from the Poetry Spine	Explore narrative order: identify and map out the main stages of the story: introductions – build ups – climaxes or conflicts – resolutions. Understand how writers use figurative and expressive language to create images atmosphere, describing the effect on the reader. Lily, Windy and the Witch (Yvonne Carlin-Page)	Investigate and compare the styles and voices of traditional story language – collect examples, e.g. story openings and endings; scene openers, e.g. 'Now When…', 'A long time ago…', list, Identify and explain how dialogue is used to create characterisation and move the story on.

	brave or foolish; (iii) relationships, referring to the text and making judgements. Cave Baby (Julia Donaldson) Stone Age Boy (Satoshi Kitamura) How to Wash a Wooly Mammoth (Michelle Robinson)	(Satoshi Kitamura) Stig of the Dump (Clive King)	The Lost Happy Endlings (Carol Ann Duffy)			Lily, Windy and the Witch (Yvonne Carlin-Page)
Non-fiction	Locate information, using contents, index, headings, sub-headings, page nos., bibliographies. Understand how to use alphabetically ordered texts to retrieve information. Retrieve and record information from non-fiction, discussing main ideas, taking and organising notes. Read flow charts and cyclical diagrams that explain a process. (Cross-curricular link to Science and History/Geog/RE)	To read information passages, and identify main points or gist of text, e.g. by noting or underlying key words or phrases, listing the 4 or 5 key points covered. Know that glossaries give definitions and explanations; discuss what definitions are, explore some simple definitions in dictionaries. Summarise a paragraph, generating appropriate sub-headings. Identify and discuss casual language. (Cross-curricular link to Science and History/Geog/RE)	Compare the way information is presented, e.g. by comparing a variety of information texts including IT-based sources. Know and use efficient skimming and scanning techniques to purposeful retrieve key information. (Cross-curricular link to Science and History/Geog/RE)	Follow a line of enquiry, knowing what information to look for. Understand how to use contents pages and indexes to locate information. Summarise in one sentence the content of a passage, and the main point it is making. Explain features of different forms of non-chronological reports. (Cross-curricular link to Science and History/Geog/RE)	Develop library skills to independently research a topic. Use scanning to locate information quickly and accurately. Identify different purposes of instructional texts. Discuss merits and limitations of particular instructional texts and compare with others to give an overall evaluation. (Cross-curricular link to Science and History/Geog/RE)	Research a topic using online sources, identifying useful content and discuss bias. Read a range of persuasive texts. Compare considering, e.g. -the deliberate use of ambiguity, half-truth, bias; -how opinion can be disguised to seem like fact. (Cross-curricular link to Science and History/Geog/RE)

Poetry **Focus Poet- Michael Rosen** **Focus Poem Type- Haiku & Tanka** **(Objectives will be covered more than once, depending on the context and layout of the poems being studied)**	Comment on language choices and discuss meanings of words and phrases that create humour, and sound effects in poetry, e.g. nonsense poems, tongue-twisters, riddles, and to classify poems into simple type; to make class anthologies. Read aloud and recite poems, comparing different views of the same subject. Michael Rosen- Chocolate Cake Michael Rosen- Plastic Bag Tree	Distinguish between rhyming and non-rhyming poetry and comment on the impact of layout. Describe the effect a poem has and suggest possible interpretations. Discuss the choice of words and their impact, noticing how the poet creates 'sound effects' by using alliteration, rhythm or rhyme. The Lost Words (book)- Robert McFarlane The Months- Sara Coleridge	Explain use of figurative language e.g. simile and how this is used to create pictures. Prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action. The Camel's Hump- Rudyard Kipling (Classic) Ducks Ditty- Kenneth Grahame	Compare forms or types of humour in poetry, e.g. word play, joke poems, word games, absurdities, cautionary tales, nonsense verse, limericks. Discuss how word play is used for extra impact. Explain the pattern and structure of different simple forms of poetry e.g. haiku, tanka, cinquain, kennings. Haiku- Seaview Haiku- John Foster Windy Day- John Foster Haiky Riddle- Celia Warren	Rehearsing poems for performance. Discuss language, including vocabulary, extending their interest in the meaning and origin of words. The Sound Collector- Roger McGough The Marrog- R.C. Scriven The 3-Headed Dog- Clare Bevan	Explore poetry that uses sound to create effects, e.g. onomatopoeia, alliteration, distinctive rhythms. Recite by heart poetry that plays with language or entertains; to recognise rhyme, alliteration and other patterns of sound that create effects. Tanka- Silver aeroplane- John Foster The Penny Black- John Foster Two Tanka Riddles- Marian Swinger

	Themes and Conventions	**Comprehension**	**Inference**	**Language for Effect**
Year 3	In independent reading and challenging texts shared at whole class level, the child is able to:			
	• Identify the main purpose of texts e.g. *"This book will help us learn about ..."; "I can use this to find out about…"* • Identify author viewpoint with reference to text e.g. *"The writer wants us to be afraid of him by saying he has a scar across his face."* **Word Reading :** • Apply knowledge of root words, prefixes and suffixes to both read aloud and to understand the meaning of new words they meet. • Read exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word	• Express personal responses to fiction, non- fiction and poetry • Be able to explain the meaning of words in context e.g. using dictionaries or knowledge of spelling conventions • Be able to locate key information for a purpose • Ask questions to improve understanding • Discuss and identify how structure and presentation contribute to meaning	• Infer characters' feelings, thoughts and motives from their actions e.g. *"He wasn't happy there – that's why he ran away."* • Begin to understand what the writer is implying in a text e.g. *"It doesn't say that she doesn't like her brother but there are clues."* • Predict what might happen from details stated and attempt to predict from details implied • Identify main ideas from more than one paragraph e.g. *use evidence from across a text to explain events and/or ideas*	• Understand how language in different texts appeals to readers • Identify features that writers use to provoke readers' reactions *e.g. descriptive and emotive language* • Understand how writers use figurative and expressive language to create images and atmosphere • Discuss how language is used to create emphasis, humour, atmosphere or suspense

YEAR 4

Enjoy			Decode / Fluency Development			Reasoning (GDS) Describe, Explain, Justify, Convince, Prove		

VIPERS – KS2		Vocabulary	Infer	Predict	Explain	Retrieve	Summarise
		Give / explain the meaning of words in context.	Make inferences from the text / explain and justify inferences with evidence from the text.	Predict what might happen from detail stated or implied.	Identify / explain how meaning is enhanced through choice of words and phrases. Identify. Explain how information / narrative content is related and contributes to meaning as a whole.	Retrieve and record information / identify key detail from fiction and non-fiction.	Summarise main ideas from more than one paragraph.
Discussion	Multiple choice	Ranking / ordering	Matching / labelling	Find and copy	Short response	Investigate	Open-ended response

Year 4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Fiction **(Objectives will be ongoing and often recovered with every text.)**	Identify social, moral or cultural issues in stories, e.g. the dilemmas faced by characters or the moral of the story and discuss how the characters deal with them. Identify and explain how dialogue is used to create characterisation and move the story on.	Compare the structure of different stories, to discover how they differ in pace, build-up, sequence, complication and resolution. Explore narrative order: identify and map out the main stages of the story: introductions – build ups –	Understand how paragraphs or chapters are used to collect, order and build up ideas. Explore different cohesive devices. Identify the techniques writers use to create mood and atmosphere.	Understand the use of figurative language in stories; compare poetic phrasing with narrative/descriptive examples. Various poems (see Poetry Spine)	Understand how the use of expressive and descriptive language can create moods, arouse expectations, build tension, describe attitudes or emotions. Street Child – Berlie Doherty Understand and explain the difference between what is written and what is implied.	Explore and discuss how sentence structure and powerful language create different effects on the reader. Explore "show not tell" techniques. Leon and the Place Between – Angela McAllister Harwell Hall (extract) Boreham Bypass (extract)

	Identify the main characteristics of the key characters, drawing on the text to justify views, use the information to predict actions. Krindlekrax (Philip Ridley)	climaxes or conflicts – resolutions. Notice where there are jumps in time, or where some events are skimmed over quickly, and others told in detail. Understand how writers use figurative and expressive language to create images and atmosphere, describing the effect on the reader. Christmas adverts and Coming Home (Michael Morpurgo)	The Boy at the Back of the Class- Onjali. Q. Rauf			
Non-fiction	Use scanning to locate information quickly and accurately. Explain the techniques the author has used to organise a non-fiction text. Identify how and why paragraphs are used to organise and sequence information. Identify the features of recounted	Identify different types of non-fiction text, e.g. their content, structure, vocabulary, style, layout and purpose. Evaluate advertisements for their impact and honesty, focusing in particular on how information about the product is presented: exaggerated	Investigate how reading strategies are adapted to suit the different properties of IT texts, i.e. those which are scrolled and non-linear in structure; incorporate sound or still and moving images etc. Identify key features of explanatory texts:	Mark extracts by annotating and by selecting key headings, words or sentences. Make short notes, e.g. by abbreviating ideas, selecting key words, listing or in diagrammatical form. Identify the main features of newspapers, including lay-out,	Appraise a non-fiction book for its contents and usefulness by scanning, e.g. headings, contents list. Research a topic using online sources, identifying useful content and discuss bias. Prepare for factual research by reviewing what is known, what is	Collect information from a variety of sources and present it in one simple format, e.g. wall chart, labelled diagram. Investigate language used for comparison and contrast. Read and compare a range of persuasive texts. Investigate how style and vocabulary are used to convince

	texts such as sports reports, diaries, police reports, including: -introduction to orientate reader; -chronological sequence; -supporting illustrations; -degree of formality adopted; -use of conjunctions. Krindlekrax- Philip Ridley	claims, tactics for grabbing attention, linguistic devices, e.g. puns, jingles, alliteration, invented words. Christmas adverts	-purpose: to explain a process or to answer a question; -structure: introduction, followed by sequential explanation, organised into paragraphs; -language features: usually present tense; use of conjunctions and cause and effect; use of passive voice; -presentation: use of diagrams, other illustrations. Shackleton's Journey William Grill – World Book Day (Cross-curricular link to Science and History/Geog/RE)	range of information, voice, level of formality; organisation of articles, advertisements and headlines; Predict newspaper stories from the evidence of headlines, making notes and then checking against the original. The Boy at the Back of the Class- Onjali. Q. Rauf	needed, what is available and where to search. Summarise a sentence or paragraph by identifying the most important elements and rewording them in a limited number of words. (Cross-curricular link to Science and History/Geog/RE)	the reader in persuasive texts. Boreham Bypass (extract)
Poetry Focus Poet – Ted Hughes (Objectives will be covered more than once, depending on the context and layout of the poems being studied)	Explain the pattern and structure of different simple forms of poetry e.g. Limerick. Recognise some different forms of poetry e.g free verse, explaining features and purposes.	Describe a poem's impact and explain own interpretation by referring to the poem. Heard it in the Playground – Allan Ahlberg	Explore, discuss and describe a specific rhyming form, e.g. a rap Identify different patterns of rhyme and verse in poetry, e.g. choruses, rhyming couplets, alternate line	Study narrative poetry. Compare and contrast to stories. Compare and contrast poems on similar themes, particularly their form and language, discussing personal	Recognise, compare and evaluate several different forms of poetry such as free verse, rhyming, shape, narrative, humorous. Refine performance of poetry by varying volume, pace and	Identify clues which suggest poems are older, e.g. language use, vocabulary, archaic words; Explore poetry that uses sound to create effects, e.g. onomatopoeia,

	Comment on the use of similes and expressive language to create images, sound effects and atmosphere. Loopy **Limericks** (book) by John Foster (for example)		rhymes and to read these out effectively. Use actions, sound effects, musical patterns and images to enhance a poem's meaning. The Witch's Poem from Macbeth – Shakespeare (Classic)	responses and preferences. Understand the following terms and identify them in poems: verse, chorus, couplet, stanza, rhyme, rhythm, alliteration. Refugees – Brian Bilston We Refugees – Benjamin Zephaniah The Magic Box – Kit Wright City Jungle- Pie Corbett Snow and Snow – Ted Hughes Jack Frost – C.E. Pike What is the Sun? (Metaphor poem)– Wes Magee **Various song lyrics (Titanium music video, Robbie Williams 'I Love my Life', Wonderful World Louis Armstrong, Firework – Katy Perry)**	use appropriate expression when performing Use drama approaches to understand how to perform poems to support their understanding of the meaning. Use appropriate expression to support comprehension. **Performance Poems** Macavity by T.S Eliot The Treasures – Clare Bevan Today, I feel – Gervais Phinn	alliteration, distinctive rhythms. The Trouble with My Brother – Brian Patten You Can't Stop me – Miriam Moss

	Themes and Conventions	Comprehension	Inference	Language for Effect
	In independent reading and challenging texts shared at whole class level, the child is able to:			
Year 4	• Identify and explain the main purpose of texts in relation to the reader e.g. *"This book is just to give facts but this one tells us what people think as well."; "It tells us not to be taken in by how things look."* • Express personal opinion of writer's viewpoint and effect on the reader e.g. *"The writer thinks families care about each other but sometimes they don't."* • Identify themes in a wide range of texts e.g.*triumph of good over evil* • Recognise different forms of poetry e.g. *free verse, narrative poems* • Comment on how writers use conventions to engage the reader e.g. *letters, postcards, diaries, maps* and contribute to meaning e.g. *"The pictures tell a different story."; "The letters show us that he's keeping things back so as not to worry them."*	• Express personal responses to fiction, non- fiction and poetry • Be able to explain the meaning of words in context *e.g. using dictionaries or knowledge of spelling conventions* • Be able to locate key information efficiently, for a purpose • Prepare poems and playscripts to read aloud and to perform, showing understanding through intonation, tone, volume and action *e.g. pupils choose own poems linked to theme/topic; use drama or drama techniques to convey meaning; pupils negotiate own roles prior to performance.* • Ask questions to improve their understanding of a text *e.g. pupils ask questions linked to author purpose/themes/broader learning, "What happened to the girl after the story ended?"; "What was the largest dinosaur that ever lived?"* • Identify how structure and presentation contribute to meaning *e.g. "The wind howled.";* *pupils comment upon the usefulness of diagrams, photos, subheadings*	• Infer characters' feelings, thoughts and motives from their actions and justifying inferences with evidence *e.g. "There are clues that tell us he wasn't happy there – that's why he ran away."* • Understand the difference between what is written and what is implied in a text *e.g. What I know ... what I think I know* • Predict what might happen from both details stated and those implied • Identify main ideas drawn from more than one paragraph and summarise these *e.g. use evidence from across a text to explain events and/or ideas such as, "We know that girls weren't treated fairly," or "This chapter lets us know that William would rather be living in England with his dad."*	• Identify words or phrases that capture their interest and imagination e.g. *"I like 'maze of hills'; it makes me think of a mysterious place."* • Discuss how shades of meaning can affect understanding *e.g. 'Desperately fast' might mean they are running from something* • Explore the origins of words within texts read • Demonstrate understanding of figurative language *e.g. in discussion, children find examples and comment on impact*

Years 5 and 6 Programme of Study
Pupils should be taught to:

- maintain positive attitudes to reading and understanding of what they read by:
  - continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
  - reading books that are structured in different ways and reading for a range of purposes
  - 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
  - recommending books that they have read to their peers, giving reasons for their choices
  - 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 how authors use language, including figurative language, considering the impact on the reader

- distinguish between statements of fact and opinion

- retrieve, record and present information from non-fiction

- 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

- 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

- provide reasoned justifications for their views

YEAR 5

Enjoy			Decode / Fluency Development		Reasoning (GDS) Describe, Explain, Justify, Convince, Prove		
VIPERS – KS2		**Vocabulary** Give / explain the meaning of words in context.	**Infer** Make inferences from the text / explain and justify inferences with evidence from the text.	**Predict** Predict what might happen from detail stated or implied.	**Explain** Identify / explain how meaning is enhanced through choice of words and phrases. Identify. Explain how information / narrative content is related and contributes to meaning as a whole.	**Retrieve** Retrieve and record information / identify key detail from fiction and non-fiction.	**Summarise** Summarise main ideas from more than one paragraph.
Discussion	Multiple choice	Ranking / ordering	Matching / labelling	Find and copy	Short response	Investigate	Open-ended response

Year 5	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Fiction	Identify the key features of different types of literary text. E.g. stock characters, plot structure, and how particular texts conform, develop or undermine the story. Beowulf – Michael Morpurgo Understand aspects of narrative structure, e.g. -how chapters in a book or paragraphs are linked together; -how authors handle time: e.g. flashbacks, stories within stories, dreams; -how the passing of time is conveyed to the reader.		Identify the key features of different types of literary text. E.g. stock characters, plot structure, and how particular texts conform, develop or undermine the story. The Highwayman – Alfred Noyes Understand aspects of narrative structure, e.g. -how chapters in a book or paragraphs are linked together; -how authors handle time: e.g. flashbacks, stories within stories, dreams; -how the passing of time is conveyed to the reader.		Identify the key features of different types of literary text. E.g. stock characters, plot structure, and how particular texts conform, develop or undermine the story. Stormbreaker – Anthony Horowitz Investigate how characters are presented, referring to the text: -through dialogue, action and description; -how the reader responds to them (as victims, heroes, etc.); -through examining their relationships with other characters.	

Beowulf – Michael Morpurgo

Understand the use of figurative
language in stories;
compare poetic phrasing with
narrative/descriptive examples.
Beowulf – Michael Morpurgo

Identify language the writer has chosen for impact
and discuss and evaluate the impact on the reader.
Beowulf – Michael Morpurgo

Investigate how characters are
presented, referring to the text:
-through dialogue, action and description;
-how the reader responds to them (as victims,
heroes, etc.);
-through examining their relationships
with other characters.
Beowulf – Michael Morpurgo

Identify and discuss writer technique such as
repetition, recap, alliteration, onomatopoeia
to create specific effects.
Beowulf – Michael Morpurgo

Analyse the success of texts and
writers in evoking particular responses
in the reader, e.g. where suspense is
well-built.
Beowulf – Michael Morpurgo

The Highwayman – Alfred Noyes

Explore and understand the differences
between literal and figurative language, e.g.
through discussing the effects of imagery.
The Highwayman – Alfred Noyes

Understand the use of figurative
language in stories;
compare poetic phrasing with
narrative/descriptive examples.
The Highwayman – Alfred Noyes

Investigate how characters are
presented, referring to the text:
-through dialogue, action and description;
-how the reader responds to them (as victims,
heroes, etc.);
-through examining their relationships
with other characters.
The Highwayman – Alfred Noyes
Analyse how individual paragraphs
are structured in writing, e.g.
comments sequenced to follow the
shifting thoughts of a character, examples
listed to justify a point and reiterate to give it
force.
The Highwayman – Alfred Noyes
Understand and explain the difference
between what is written and what is implied
The Highwayman – Alfred Noyes
Identify and discuss writer technique such as
repetition, recap, alliteration, onomatopoeia
to create specific effects.
Explore "show not tell" techniques.
The Highwayman – Alfred Noyes
Articulate personal responses to
literature, identifying why and how a text
affects the reader
The Highwayman – Alfred Noyes

Identify writer techniques for creating and
impact on the reader.

Stormbreaker – Anthony Horowitz

Identify language the writer has chosen for impact
and discuss and evaluate the impact on the reader.
Stormbreaker – Anthony Horowitz

Analyse the success of texts and
writers in evoking particular responses
in the reader, e.g. where suspense is
well-built.
Stormbreaker – Anthony Horowitz

Distinguish between the author and
the narrator, investigating narrative
viewpoint and the treatment of
different characters, e.g. minor characters,
heroes, villains, and
perspectives on the action from
different characters.
Stormbreaker – Anthony Horowitz

			The Highwayman – Alfred Noyes			
			Analyse the success of texts and writers in evoking particular responses in the reader, e.g. where suspense is well-built. The Highwayman – Alfred Noyes			
			Distinguish between the author and the narrator, investigating narrative viewpoint and the treatment of different characters, e.g. minor characters, heroes, villains, and perspectives on the action from different characters. The Highwayman – Alfred Noyes			
			Identify language the writer has chosen for impact and discuss and evaluate the impact on the reader. The Highwayman – Alfred Noyes			
Non-fiction	Discuss the purpose of note-taking and how this influences the nature of notes made. Make short notes, e.g. by abbreviating ideas, selecting key words, listing or in diagrammatical form. Collect information from a variety of sources and present it in one simple format, e.g. wall chart, labelled diagram.	Locate information confidently and efficiently through (i) using contents, indexes, sections, headings (ii) skimming to gain overall sense of text (iii) scanning to locate specific information (iv) close reading to aid understanding (v) text-marking (vi) and using IT sources. Secure the skills of skimming,	Evaluate texts critically by comparing how different sources treat the same information. Read and evaluate letters, e.g. from Newspapers, magazines, intended to inform, protest, complain, persuade, considering (i) how they are set out (ii) how language is used, e.g. to gain	Retrieve, record and present information from non-fiction following own lines of enquiry. (Cross-curricular link to Science and History/Geog/RE)	Comment critically on the language, style, success of examples of non-fiction such as, reviews, reports, leaflets. (Cross-curricular link to Science and History/Geog/RE)	Retrieve, record and present information from non-fiction following own lines of enquiry. Read, compare and evaluate examples of arguments and discussions, e.g. letters to press, articles, discussion of issues in books, e.g. environment, animal welfare; Note how arguments are presented, e.g.

	Identify techniques, sentence structure and language techniques that supports precise and concise presentation of information. (Cross-curricular link to Science and History/Geog/RE) Read a range of explanatory texts, investigating and noting features of impersonal style, e.g. complex sentences: use of passive voice; technical vocabulary; hypothetical language; use of words/phrases to make sequential, causal, logical connections, e.g. while, during, after. Beowulf – Michael Morpurgo	scanning and efficient reading so that research is fast and effective. Mark extracts by annotating and by selecting key headings, words or sentences. Read and evaluate a range of procedural texts in terms of their: -purposes; -organisation and layout; clarity and usefulness. (Cross-curricular link to Science and History/Geog/RE)	attention, respect, manipulate. (Cross-curricular link to Science and History/Geog/RE)			ordering points to link them together so that one follows from another; how statistics, graphs, etc. can be used to support arguments. (Cross-curricular link to Science and History/Geog/RE)
Poetry	Read a number of poems by significant poets and identify what is distinctive about the style or content of their poems.		Recognise themes in the poems they read, such as love, loss or heroism. Comment on the use of similes and expressive language	Explore emotive poems noting techniques poets use to impact on the reader. Explore how precise word choice evokes	Prepare poems to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is	

	Discuss a poet's possible viewpoint, explain and justify own response and interpretation. Discuss how poets draw upon observation, memory and imagination. Joseph Coelho		to create images, sound effects and atmosphere. Explore and explain imagery including metaphor and personification. Prepare readings of poetry, with appropriate intonation to show their understanding. Identifying how language, structure and presentation contribute to meaning of poems. Explain the use of unusual or surprising language choices and effects, such as onomatopoeia; comment on how these influence meaning. The Highwayman – Alfred Noyes	more than is described. Comment critically on the overall impact of a poem, showing how language and themes have been developed. The Highwayman – Alfred Noyes The Charge of the Light Brigade – Alfred Lord Tennyson Analyse and compare poetic style, use of forms and the themes of significant poets; to respond to shades of meaning; to explain and justify personal tastes; to consider the impact of full rhymes, half rhymes, internal rhymes and other sound patterns. Discuss how linked poems relate to	clear to an audience. Prepare readings of poetry, with appropriate intonation to show their understanding. Discuss and evaluate how poets use language, including figurative language, considering the impact on the reader. Give and Take – Roger Mc Gough Conversation Piece – Gareth Owen Football Mad – Benjamin Zephaniah	

				one another by themes, format and repetition, e.g. cycle of poems about the seasons. Cinquains by Adelaide Crapsey (and others)		

	Themes and Conventions	Comprehension	Inference	Language for Effect
	In independent reading and challenging texts shared at whole class level, the child is able to:			
Year 5	• Make comparisons within and across texts identifying some themes and conventions *e.g. "I know Shakespeare wants to show how brave this character is in this play, and in this play he does the same by ..." or "These authors explore friendship but this text shows the unhappiness of one friend whereas in this text both characters are ..."* • Identify purpose and viewpoint of texts	• Express personal opinions about a wide range of texts • Identify and discuss the significance of texts that are structured in different ways and for different purposes • Ask questions in order to interrogate the text • Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context *e.g. why the author describes the character as being 'jaded'; pupils re-read to check new meaning in context*	• Make inferences based on textual evidence *e.g. read between the lines and find evidence for the interpretation* • Explain inferred meanings drawing on evidence across the text/s *e.g. "They both show dads in different ways; Sarah's dad told lies to cover up what he'd done and the dad in the other story was the opposite; he always told the truth even though he'd go to jail"* • Predict from details stated and implied and modify predictions in the light of new evidence • Summarise the main ideas drawn from more than one paragraph, identifying some key details that support them *e.g. "This chapter is about the way children suffered; it say X and X but the other text presents things differently ..."; "It's all about how difficult it was for the explorers: the food, weather, communication etc."*	• Understand how writers use language for comic and dramatic effect • Understand how word meanings change when used in different contexts • Recognise rhetorical devices *e.g. those used to argue, persuade, mislead and sway the reader* • Recognise nuances in vocabulary choices

Enjoy			Decode / Fluency Development		Reasoning (GDS) Describe, Explain, Justify, Convince, Prove		
VIPERS – KS2		**Vocabulary** Give / explain the meaning of words in context.	**Infer** Make inferences from the text / explain and justify inferences with evidence from the text.	**Predict** Predict what might happen from detail stated or implied.	**Explain** Identify / explain how meaning is enhanced through choice of words and phrases. Identify. Explain how information / narrative content is related and contributes to meaning as a whole.	**Retrieve** Retrieve and record information / identify key detail from fiction and non-fiction.	**Summarise** Summarise main ideas from more than one paragraph.
Discussion	Multiple choice	Ranking / ordering	Matching / labelling	Find and copy	Short response	Investigate	Open-ended response

Year 6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Fiction **(Objectives will be ongoing and recovered with every text.)**	Investigate how characters are presented, referring to the text: -through dialogue, action and description; -how the reader responds to them (as victims, heroes, etc.); -through examining their relationships with other characters Compare and evaluate a novel or	Evaluate how effectively the writer has met the purpose of the writing. Compare and evaluate a novel or play in print and the film/TV version, e.g. treatment of the plot and characters, the differences in the two forms, e.g. in seeing the setting, in losing the narrator.	Be familiar with the work of some established authors, articulate what is special about their work, and explain their preferences in terms of authors, styles and themes. Describe and evaluate the style of an individual writer. The Boy in The Striped Pyjamas	Use implied and multi-layered meaning to predict what might happen. Identify and discuss the tone (register) in what is read with reference to the text to justify opinions.	Justify views about texts, offering coherent evidence to support it. Summarise main ideas, identifying key details and using quotations for illustration. Identify and discuss how the writer has used word, structural, audible and visual techniques to create	Use active reading strategies to summarise, annotate a text, identify key information and note-take.

	play in print and the film/TV version, e.g. treatment of the plot and characters, the differences in the two forms, e.g. in seeing the setting, in losing the narrator. Evaluate the effectiveness of dialogue and its purpose. Identify techniques and explain how writers create specific atmospheres. Distinguish between the author and the narrator, investigating narrative viewpoint. Take account of viewpoint in a novel through, e.g.: -identifying the narrator; -explaining how this influences the reader's view of events; -explaining how events might look from a different point of view. The Lion the Witch and the Wardrobe CS Lewis	Evaluate the effectiveness of dialogue and its purpose. War Game Michael Foreman (to compare with The Christmas Truce poem and Sainsbury's advert)	John Boyne		an intentional effect on the reader. Wonder RJ Palacio	

Non-fiction	Comment critically on the language, style, success of examples of non-fiction. Review a range of non-fiction text types and characteristics, discussing when a writer might choose to write in a given style and form. Identify intended audiences and purposes for writing and how a writer meets the intentions. Describe layout and presentational devices. Cc links to science and topic work	Explore how writers control impersonal writing, particularly the sustained use of the present tense and the passive voice. Summarise the main ideas drawn from more than one paragraph, identifying some key details that support them. Note how writers demonstrate an assured and conscious control over levels of formality. Cc links to science and topic work	Collect and investigate use of persuasive devices: e.g. words and phrases: e.g. 'surely', 'it wouldn't be very difficult…', persuasive definitions, e.g. 'no-one but a complete idiot…'; rhetorical questions 'are we expected to…?'; pandering, condescension. Recognise how arguments are constructed to be effective, through: -the expression, sequence and linking of points; -the provision of persuasive examples, illustrations and evidence; -pre-empting or answering potential objections; -appealing to the known views and feelings of the audience. Cc links to science and topic work	Read and understand examples of official language and its characteristic features, e.g. through discussing consumer information, legal documents, layouts, use of footnotes, instructions, parentheses, headings, appendices and asterisks. Identify the features of balanced written arguments which, e.g. -summarise different sides of an argument; -clarify the strengths and weaknesses of different positions; -signal personal opinion clearly. Cc links to science and topic work	Identify distinctive language, structural and presentational features in non-fiction texts, demonstrating an understanding of how these help the reader draw meaning from text. Cc links to science and topic work	Independently research a topic that interests them, choosing what information they need, how best to record and present the information. Cc links to science and topic work
Poetry **Focus poet: Carol Ann Duffy**	Read a range of narrative poems. Identify how language, structure	Explain the impact of figurative and expressive	Explore how poets use language imaginatively to create surreal,	Recognise how poets manipulate words:	Read and interpret poems in which meanings are implied or multi-	Investigate humorous verse; -how poets play with meanings;

Objectives will be covered more than once, depending on the context and layout of the poems being studied.)	and presentation contribute to meaning of poems. Interpret poems, explaining how the poet creates shades of meaning; justify own views and explain underlying themes. Understand terms which describe different kinds of poems, e.g. ballad, sonnet, rap, narrative and identify typical features. Where the Poppies now Grow-Hilary Duffy	language, including metaphor. Analyse how messages, moods, feelings and attitudes are conveyed in poetry. The Christmas Truce-Carol Ann Duffy	surprising, amusing and inventive poetry. Perform poems varying pitch, pace volume, rhythm and expression in relation to the poem's meaning and form. The Visitor by Ian Serraillier	-for their quality of sound, e.g. rhythm, rhyme, assonance; -for their connotations; -for multiple layers of meaning, e.g. through figurative language ambiguity. Albert and the Lion-Marriott Edgar The Return of Albert – Marriott Edgar From a Railway Carriage –Robert Louis Stevenson	layered; discuss, interpret challenging poems with others. Comment on poems' structures and how these influence meaning. Various sonnets TBC Daffodils –William Wordsworth	-nonsense words and how meaning can be made of them; -where the appeal lies. Use actions, sound effects, musical patterns, images and dramatic interpretation when performing poems, varying presentations by using ICT. If-Rudyard Kipling

	Themes and Conventions and Fluency	Comprehension	Inference	Language for Effect
	In independent reading and challenging texts shared at whole class level, the child is able to:			
Year 6	• Read age-appropriate books with confidence and fluency including whole novels • Read aloud with intonation that shows understanding • Make comparisons within and across texts discussing themes *e.g. heroism such as Rosa Parks, Grace Darling or fictional characters* and conventions e.g. *narrative conventions in a range of genre,* • *ballads, news reports* • Identify the main purpose and viewpoint within and across genres and overall effect on the reader *e.g. social relationships, community, bias* • Comment on the differences in author viewpoint of the same • event *e.g. fictional and factual accounts of the Spanish Armada* • Some explanation of how context contributes to meaning e.g. *how historical context influenced adverts or war reports from different times and places; how a novel relates to when and where it was written* • Identify and comment on features common to different texts or versions of the same text e.g. *characters, settings, presentational features; "In these texts the characters have no positive attributes"; "The writers use openings that imply the character is driving the narrative"; "The texts are all in favour of space exploration".*	• Clearly identify the most relevant points, including those selected from different places in the text • Make comments generally supported by relevant textual reference or quotation • Comment on structural choices showing some general awareness of authors' craft *e.g. "It tells you all the things burglars can do to a house and then the last section explains how the alarm protects you"* • Clearly identify various features relating to organisation at text level, including form, with some explanation *e.g. "Each section starts with a question as if he's answering the crowd"* • Distinguish between fact and opinion	• Make inferences based on textual evidence *e.g. read between the lines and find evidence for the interpretation* • Provide explanations of inferred meanings drawing on evidence across the text/s *e.g. "Eagles are predators because in every chapter it tells you how animals hide and how small animals get caught* • Drawing on a range of evidence from different parts of the text, confidently predict in detail using information stated and implied • Make structured responses by stating the point, finding evidence and explaining ideas • Summarise in depth the main ideas drawn from more than one paragraph, explaining key details that support them	• Work out the meaning of words from context • Evaluate how authors use language and its effect on the reader • Evaluate the impact of figurative language including its effect on the reader • Understand and use appropriate terminology to discuss texts *e.g. metaphor, simile, analogy, imagery, style and effect*