

**Aycliffe Drive Primary School**

**Reading Curriculum**

Children will revise and secure the skills from previous year groups.

Phonics is taught through the Floppy's Phonics scheme. See separate overview for progression of teaching.

Guided Reading taught 3 times a week, whole class from year 2 to 6.

Reception to year 1 small groups using levelled scheme books.

Reception	Children will be taught to:
	<ul style="list-style-type: none"><li>• Joining in with rhymes and stories;</li><li>• Joining in with the rhythm of well-known rhymes and songs;</li><li>• Recognising their own name; Identifying sounds in words, in particular, initial sounds;</li><li>• Segmenting and blending simple words demonstrating knowledge of sounds (with support);</li><li>• Linking sounds to letters in the alphabet.</li><li>• Holding a book, turn the pages and indicating an understanding of pictures and print;</li><li>• Telling a story to friends.</li><li>• Reading individual letters by saying the sounds for them;</li><li>• Reading simple words and simple sentences;</li><li>Identifying rhymes;</li><li>Blending sounds into words, e.g. s-a-t, so that they can read short words made up of known letter–sound correspondences;</li><li>• Reading some letter groups that each represent one sound and say sounds for them;</li><li>• Reading a few common exception words matched to the school's phonic programme;</li><li>• Reading simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.</li><li>• Talking about events and characters in books;</li><li>• Making suggestions about what might happen next in a story;</li><li>• Reading simple words and simple sentences;</li><li>Talking about their favourite book;</li><li>• Using vocabulary and events from stories in their play; e.g. role play outside (stage), tuff spots, puppets in book corner, construction area (building the 3 pigs houses)</li><li>• Re-reading books to build up their confidence, their fluency and their understanding and enjoyment in word reading.</li><li>• Say a sound for each letter in the alphabet and at least 10 digraphs;</li><li>• Read words consistent with their phonic knowledge by sound-blending;</li></ul>

	<ul style="list-style-type: none"> <li>• Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</li> <li>• Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary; work with talk partners, retelling parts of their favourite stories</li> <li>• Anticipate – where appropriate – key events in stories;</li> <li>• Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes, poems and during role play.</li> </ul>		
<b>Key texts</b>	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
	Harry and the Dinosaurs go to school. Funny Bones All are Welcome. Pirates have Underpants All kinds of people Three Little Pigs Percy Park Keeper – After the Storm Owl Babies Owl who was Afraid of the Dark The Jolly Postman Nativity and Christmas Stories (various) Dingle dangle scarecrow Autumn Leaves Rhyme I'm painting a picture of me. Christmas carols, songs and rhymes.	Handa's Surprise Chinese New Year story Billy Goats Gruff Farm animals Rumble in the Jungle Walking through the Jungle Polar bear fact book Signs of Winter Jasper's Beanstalk Jack and the Beanstalk Enormous Turnip A Seed in Need Tiny Seed The Bad Seed Ugly Duckling Farmer Duck Fly Freddy Fly Mary, Mary, quite contrary The wise man built his house upon the rock.	What the Lady Bird Heard The Bad Tempered Ladybird Super- worm Minibeast: Ladybird first fabulous facts' What the Ladybird Heard Life Cycle of Butterfly Factual books on the life of mini beasts Wheels, wings, and other things Mr Gumpy's Outing Mrs Armitage on Wheels The Magic Train Ride The Gingerbread Man Wheels on the bus Row, row, row your boat. The Big ship Sails.
<b>Year 1</b>	<b>Children will be taught to:</b>		
	<ul style="list-style-type: none"> <li>• read accurately many words of two or more syllables containing graphemes taught so far<sup>1</sup> for all of the 40+ phonemes</li> <li>• read most words containing common Year 1 suffixes*</li> </ul>		

	<ul style="list-style-type: none"> <li>• read most Year 1 common exception words* In age-appropriate1 books, the pupil can:</li> <li>• read most words accurately without frequent overt sounding and blending, and sufficiently fluently to allow them to focus on their understanding rather than on decoding individual words</li> <li>• sound out most unfamiliar words accurately In a book they can already read fluently, the pupil can:</li> <li>• check that it makes sense to them, correcting most inaccurate reading</li> <li>• answer questions and make some inferences</li> <li>• join in discussions about what has happened so far in what they have read</li> </ul>		
	Autumn	Spring	Summer
	<p>Red Books</p> <p>Fiction:</p> <p>My camera</p> <p>Curly is Hungry</p> <p>Traditional Tales:</p> <p>Dick and his Cat</p> <p>I will get you</p> <p>Non-fiction:</p> <p>Animal babies</p> <p>What is the same</p> <p>Yellow books</p> <p>Fiction:</p> <p>Curly to the rescue</p> <p>Where's our car?</p> <p>Traditional tales:</p> <p>Cook, Pot, Cook!</p> <p>Right for Me</p> <p>Non-fiction:</p> <p>Senses</p> <p>Bug boy – slug picnic</p>	<p>Turquoise</p> <p>Fiction:</p> <p>Korka the Mighty Elf</p> <p>The Perfect Pizza</p> <p>Traditional Tales:</p> <p>Baba Yaga</p> <p>Rumpelstiltskin</p> <p>Non-fiction</p> <p>How music is made</p> <p>A home for Bonnie</p> <p>Orange Books</p> <p>Fiction:</p> <p>Chloe the Chameleon</p> <p>A Hot Surprise</p> <p>Traditional Tales:</p> <p>The Frog Prince</p> <p>How the Bear lost his tail</p> <p>Non-fiction:</p> <p>Is it a fruit?</p> <p>Where do all the Puddles go?</p>	<p>Gold</p> <p>Fiction:</p> <p>Mantu the Elephant</p> <p>Rollercoaster</p> <p>Traditional Tales:</p> <p>Beauty and the Beast</p> <p>Non-fiction:</p> <p>Magnets</p> <p>The Ice Cream Factory</p> <p>Purple</p> <p>Fiction:</p> <p>Rabbit's Birthday Surprise</p> <p>Jumping Jack</p> <p>Traditional Tales:</p> <p>How Anansi got his Stories</p> <p>The tale of Little Red Riding Hood</p> <p>Non-fiction:</p> <p>Pedal Power</p> <p>Peanuts</p>
Key Questions	<p>What do you think the story will be about?</p> <p>Who do you think the characters might be?</p> <p>What do you think is going to happen next? Why?</p> <p>Have you ever had a similar experience?</p>		

	<p>How did that make you feel?</p> <p>Why do you think the character behaved that way?</p> <p>Where does the story take place?</p> <p>What happened in the story?</p> <p>Can you find some words/phrases that tell us about the character?</p> <p>Have you read any other book with the same theme?</p> <p>Did you enjoy the book? Why/why not?</p> <p>Would you recommend this book to someone else? Who?</p> <p>What was your favourite part of the story? Why?</p>		
<b>Year 2</b>	<b>Children will be taught to:</b>		
	<ul style="list-style-type: none"> <li>• read accurately most words of two or more syllables</li> <li>• read most words containing common suffixes*</li> <li>• read most common exception words*</li> <li>• read most words accurately without overt sounding and blending, and sufficiently fluently to allow them to focus on their understanding rather than on decoding individual words <ul style="list-style-type: none"> <li>• sound out most unfamiliar words accurately, without undue hesitation</li> </ul> </li> <li>• check that it makes sense to them, correcting any inaccurate reading</li> <li>• answer questions and make some inferences</li> <li>• explain what has happened so far in what they have read</li> </ul>		
<b>Year 2</b>	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
	<p><b>The Pirates Next Door!</b></p> <p>Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent. Linking what they read or hear with their own experiences. Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales.</p> <p><b>The Snail And The Whale</b></p> <p>Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales.</p>	<p><b>The Magic Finger</b></p> <p>Read words containing common suffixes. Read suffixes by building on the root words that they have already learnt. Discussing the sequence of events in texts and how items of information are related. Identifying elements that have been encountered in other texts.</p> <p><b>The Last Wolf</b></p> <p>Read accurately words of two or more syllables that contain the graphemes taught so far. Use syllable boundaries to read each syllable separately before they combine them to read longer words.</p> <p><b>The Proudest Blue</b></p>	<p><b>Mr Majeika</b></p> <p>Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation. Conveying simple information derived from main ideas.</p> <p><b>Gorilla</b></p> <p>Re-read books to build up their fluency and confidence in word reading. Read age-appropriate texts fluently empathising with characters, based on their descriptions and actions. Identifying with, and exploring characters.</p>

	<p>Re-read word groups that are tricky to read aloud smoothly on first attempt. Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered. Linking what they read or hear with their own experiences.</p> <p><b>The Owl Who Was Afraid Of The Dark</b> Empathising with characters, based on their descriptions and actions. Identifying with, and exploring characters, read accurately by blending the sounds in unfamiliar words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.</p> <p><b>Non fiction London</b> Exploring non-fiction books that are structured in different ways, and how they can be used to find things out.</p> <p><b>Poetry</b> Recognising simple recurring literary language in stories building a repertoire of poems learnt by heart and poetry, appreciating poems, reciting some, with appropriate intonation to make the meaning clear.</p>	<p>Use morphology (such as prefixes) to work out unknown words. Read further words with contractions and understand that the apostrophe represents the omitted letter(s). Discussing effective language choices <b>Non fiction – Brazil</b> Exploring non-fiction books that are structured in different ways, and how they can be used to find things out. <b>Poetry</b> Discussing and clarifying the meanings of words, linking new meanings to known vocabulary. Discussing their favourite words and phrases. Building a repertoire of poems learnt by heart. Appreciating poems, reciting some, with appropriate intonation to make the meaning clear.</p>	<p><b>Nims Island</b> Use syllable boundaries to read each syllable separately before they combine them to read longer words. Recognising different thoughts/feelings from characters within a text. Beginning to recognise that settings may affect feelings and behaviours. <b>Poetry</b> Recognising simple recurring literary language in stories and poetry building a repertoire of poems learnt by heart. Appreciating poems, reciting some, with appropriate intonation to make the meaning clear. <b>Non fiction space</b> Exploring non-fiction books that are structured in different ways, and how they can be used to find things out.</p>
<b>Year 3</b>	<b>Children will be taught to:</b>		
	<ul style="list-style-type: none"> <li>• read accurately many polysyllabic and multi-morphemic words and further exception words</li> <li>• read most words accurately without overt sounding and blending, and sufficiently fluently to allow them to focus on their understanding rather than on decoding individual words</li> <li>• read aloud with intonation that shows understanding</li> <li>• read many words outside their spoken vocabulary, making a good approximation to the word's pronunciation.</li> </ul>		

	<ul style="list-style-type: none"> <li>• check that the text makes sense to them, correcting any inaccurate reading at the point of difficulty</li> <li>• make a plausible prediction about what might happen on the basis of what has been read so far</li> <li>• summarise main ideas from what has been read</li> <li>• retrieve information from non-fiction</li> <li>• draw inferences and begin to justify their opinions through discussions</li> </ul>		
<b>Year 3</b>	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
	<p><b>Poetry</b></p> <p>Beginning to internalise rhythms/ stresses signalled by grammatical structures e.g. questions, conjunctions. Building upon a repertoire of poems learnt by heart.</p> <p><b>Non fiction – Rainforests/Central America</b></p> <p>Collecting and discussing unknown technical or subject specific vocabulary. Using features such as: contents, index, headings and links within a web page to navigate a text.</p> <p>Re-reading to find specific information in a non-fiction text.</p> <p>Identifying keywords and main points within the text.</p> <p><b>George’s Marvellous Medicine</b></p> <p>Continue to apply phonic knowledge and skills as the route to decode words which are outside their spoken vocabulary. Match what they decode to words they may have already heard but may not have seen in print.</p> <p>Read most words accurately and at a speed that is sufficient for them to focus on understanding what they read rather than on decoding individual words.</p>	<p><b>Poetry</b></p> <p>Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action.</p> <p>Recognising some different forms of poetry.</p> <p><b>Non fiction – Mayans</b></p> <p>Collecting and discussing unknown technical or subject specific vocabulary.</p> <p>Using features such as: contents, index, headings and links within a web page to navigate a text.</p> <p>Re-reading to find specific information in a non-fiction text.</p> <p>Retrieving information from specified aspects of a text e.g. headings, graphs, illustrations, subheadings.</p> <p>Identifying keywords and main points within the text.</p> <p><b>The Worst Witch all at sea</b></p> <p>Re-read and refine reading of phrases or clauses that are tricky to read aloud smoothly on first attempt so that fluency is improved.</p> <p>Read most words accurately and at a speed that is sufficient for them to focus on understanding what they read rather than on decoding individual words.</p> <p>Test out different plausible pronunciations for less familiar words.</p>	<p><b>Poetry</b></p> <p>Beginning to internalise rhythms/ stresses signalled by grammatical structures e.g. questions, conjunctions. Building upon a repertoire of poems learnt by heart.</p> <p><b>Non fiction - Romans</b></p> <p>Collecting and discussing unknown technical or subject specific vocabulary.</p> <p>Using features such as: contents, index, headings and links within a web page to navigate a text.</p> <p>Re-reading to find specific information in a non-fiction text.</p> <p>Retrieving information from specified aspects of a text e.g. headings, graphs, illustrations, subheadings.</p> <p>Identifying keywords and main points within the text.</p> <p>Recording information gained from reading in a variety of simple forms e.g. notes, mind maps, flow charts and tables.</p> <p><b>Olga Da Polga</b></p> <p>Discussing and clarifying the meanings of words, linking new meanings to known vocabulary.</p>

Year 3/4	Autumn	Spring	Summer
	<p><b>Poetry</b></p> <p>Listen to, read and discuss different forms of poetry. Identify and compare features of different poetic</p> <p><b>Non fiction</b></p> <p>Independently choose when to use a dictionary and find the meanings of unknown words.</p> <p>Using highlighting and annotating to locate key information.</p> <p>Recognise, record, and retrieve information gathered in various non-fiction formats.</p> <p><b>The Sheep Pig</b></p> <p>Apply knowledge of root words, prefixes, and suffixes.</p> <p>Use prior knowledge to link topic or events from the book to their own experience or previous reading. Use the grammar and context to read the text accurately.</p> <p>Empathise with characters.</p>	<p><b>Poetry</b></p> <p>Recognising some different forms of poetry (free verse, narrative poetry etc).</p> <p><b>Non fiction</b></p> <p>Use prior knowledge to link topic or events from the book to their own experience or previous reading. Use the grammar and context to read the text accurately.</p> <p>Independently choose when to use a dictionary and find the meanings of unknown words.</p> <p><b>Stig of the Dump (match to science)</b></p> <p>Apply knowledge of root words, prefixes, and suffixes.</p> <p>Identify a range of prefixes in text to explore how these change the meanings of nouns, e.g., super, anti, auto.</p> <p>Answer inferential questions by stating a point, backing it up with evidence from the text and explain thinking.</p> <p>To predict what might happen from details stated and implied, make regular predictions about characters, events and actions as text is read justifying reasons with reference to the text. Make and justify literal predictions across a text.</p>	<p><b>Poetry</b></p> <p>Listen to and discuss poetry.</p> <p>Discuss and identify rhythm and rhyme in poems.</p> <p><b>Non fiction</b></p> <p>Identify and know the meaning of key terms such as; glossaries, contents page, headings and sub-headings, tables and charts, maps, diagrams and labels.</p> <p>Recognise, record, and retrieve information gathered in various non-fiction formats.</p> <p>Independently choose when to use a dictionary and find the meanings of unknown words.</p> <p><b>Paddington</b></p> <p>Apply knowledge of root words, prefixes, and suffixes.</p> <p>Identify the use of varied sentence structure, such as, fronted adverbials, adverb starters, adjectives and expressive verbs, alliteration, simile and metaphor, idioms, word play.</p> <p>Independently choose when to use a dictionary and find the meanings of unknown words.</p>

<b>Year 4</b>	<b>Children will be taught to:</b>		
	<ul style="list-style-type: none"> <li>• read accurately most polysyllabic and multi-morphemic words and further exception words</li> <li>• read aloud fluently with intonation that shows understanding</li> <li>• read many words outside their spoken vocabulary, making a good approximation to the word's pronunciation.</li> <li>• check that the text makes sense, correcting when meaning is lost</li> <li>• make plausible predictions about what might happen on the basis of what has been read so far</li> <li>• summarise main ideas providing key details</li> <li>• retrieve information from non-fiction</li> <li>• draw inferences and justify their opinions through discussions</li> <li>• make links between the book they are reading and other books they have read</li> </ul>		
<b>Year 4</b>	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
	<p><b>Poetry</b></p> <p>building upon a repertoire of poems learnt by heart</p> <p><b>Non fiction</b></p> <p>drawing on what they already know or on background information and vocabulary provided by the teacher - checking that the text makes</p> <p><b>Bill's New Frock</b></p> <p>linking what they read or hear with their own and others' experiences and beginning to use these to make sense of more complex texts.</p>	<p><b>Poetry</b></p> <p>building upon a repertoire of poems learnt by heart - preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action - recognising some different forms of poetry</p> <p><b>Non fiction</b></p> <p>making precise selections when retrieving information - selecting related information from more than one place in a text</p> <p><b>Lion the Witch and wardrobe</b></p> <p>identify themes e.g. friendship and separation, animal welfare, conquering fears, and conventions in a wide range of texts including narrative and poetry e.g. overcoming a common enemy, magical object. - asking for help with unfamiliar pronunciations and meanings. - exploring synonyms and idiomatic language (often seemingly simple words working together for a particular meaning)</p>	<p><b>Poetry</b></p> <p>expressing ideas showing understanding of what has been read - developing clarity of personal responses - explaining or giving reasons</p> <p><b>Non fiction –</b></p> <p>identifying and discussing unknown technical or subject specific vocabulary - using features such as: contents, index, headings and links within a web page to navigate a text</p> <p><b>Charlotte's Web</b></p> <p>recalling and sequencing main events from a text - identifying main ideas (gist) drawn from more than one paragraph</p>
<b>Year 5</b>	<b>Children will be taught to:</b>		
	<ul style="list-style-type: none"> <li>• read age-appropriate books with confidence and fluency (including whole novels)</li> <li>• read aloud with intonation that shows understanding</li> <li>• work out the meaning of words from context, checking that the text makes sense</li> </ul>		



	<ul style="list-style-type: none"> <li>• predict what might happen from details stated and implied</li> <li>• summarise main ideas identifying key details</li> <li>• retrieve information from non-fiction</li> <li>• explain and discuss their understanding of what they have read, drawing inferences and justifying these with evidence</li> <li>• make comparisons between the book they are reading and other books they have read</li> <li>• evaluate how authors use language, beginning to consider the impact on the reader</li> </ul>		
<b>Year 5 Cycle A</b>	<b>Autumn</b> <b>Poetry</b> Discussing words and phrases that capture the reader's interest and imagination. · recognising some different forms of poetry <b>Non fiction</b> · reading books that are structured in different ways and reading for a range of purposes · continuing to use dictionaries to check the meanings of words that they have read · discussing and clarifying the meanings of words, linking new meanings to known vocabulary <b>Coming to England</b>	<b>Spring</b> <b>Poetry</b> learning a wider range of poetry by heart · reading with appropriate expression through phrasing, stress and pitch <b>Non fiction</b> · identifying facts within a text thinking about whether something is true/not true –real or imagined · forming conclusions based on, or inferred from, evidence within the text · taking part in a debate, demonstrating understanding of what they have read · presenting spoken arguments, making use of some discursive techniques, such as: sequencing points logically, defending views with evidence and making use of persuasive language · identifying opinions within a text e.g. viewpoints, beliefs <b>Warhorse</b>	<b>Summer</b> <b>Poetry</b> · 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 · discussing the meaning of figurative words and phrases <b>Non fiction</b> · beginning to make comparisons between forms, layouts and the ways in which information is presented · using tentative language (e.g. could it be?', I wonder whether ..? 'perhaps', possibly) to aid speculative thinking and deepen understanding when considering a line of enquiry/dilemma · identifying and discussing unknown technical or subject specific vocabulary with increasing independence <b>Clockwork</b>
<b>Year 5 Cycle B</b>	<b>Autumn</b> <b>Poetry</b> Discussing words and phrases that capture the reader's interest and imagination. · recognising some different forms of poetry <b>Non fiction</b> reading books that are structured in different ways and reading for a range of purposes · continuing to use dictionaries	<b>Spring</b> <b>Poetry</b> · learning a wider range of poetry by heart · reading with appropriate expression through phrasing, stress and pitch <b>Non fiction</b> identifying facts within a text thinking about whether something is true/not true –real or imagined forming conclusions based on, or inferred from, evidence within the text · taking part in a debate, demonstrating	<b>Summer</b> <b>Poetry</b> 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 · discussing the meaning of figurative words and phrases <b>Non fiction</b>

	<p>to check the meanings of words that they have read · discussing and clarifying the meanings of words, linking new meanings to known vocabulary</p> <p><i>Harry Potter and the Philosopher's Stone</i></p> <p>empathising with different characters within a book considering actions, motivations, complexities and interactions with other characters · identifying and discussing themes understanding family dynamics, courage over adversity, justice, perseverance, and conventions in a wide range of texts including narrative and non-fiction, poetry e.g. help coming in the form of an animal; the wise mentor · use strategies such as recognising syllables /phonemes to decode new or unfamiliar words</p>	<p>understanding of what they have read · presenting spoken arguments, making use of some discursive techniques, such as: sequencing points logically, defending views with evidence and making use of persuasive language · identifying opinions within a text e.g. viewpoints, beliefs</p> <p><i>Goodnight Mr Tom</i> ·</p> <p>test out different plausible pronunciations for less familiar words ·</p> <p>empathising with different characters within a book considering actions, motivations, complexities and interactions with other characters ·</p> <p>drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence ·</p> <p>making deductions about the motives and feelings that might lay behind characters' words</p>	<p>beginning to make comparisons between forms, layouts and the ways in which information is presented · using tentative language (e.g. could it be?', I wonder whether ..? 'perhaps', possibly) to aid speculative thinking and deepen understanding when considering a line of enquiry/dilemma · identifying and discussing unknown technical or subject specific vocabulary with increasing independence</p> <p><i>Wreck of the Zanzibar / Firebird</i> ·</p> <p>linking what they read or hear with known experiences in order to make sense of complex text · 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 · predicting how characters might behave, taking into account considerations such as motivations, events so far, atmosphere, relationships, settings, and levels of risk</p>
<b>Year 6</b>	<b>Children will be taught to:</b>		
	<ul style="list-style-type: none"> <li>• read age- appropriate books with confidence and fluency (including whole novels)</li> <li>• read aloud with intonation that shows understanding</li> <li>• work out the meaning of words from context</li> <li>• explain and discuss their understanding of what they have read, drawing inferences and justifying these with evidence</li> <li>• predict what might happen from details stated and implied</li> <li>• retrieve information from non-fiction</li> <li>• summarise main ideas, identifying key details and using quotations for illustration</li> <li>• evaluate how authors use language, including figurative language, considering the impact on the reader</li> <li>• make comparisons within and across books</li> </ul>		

Year 6	Autumn	Spring	Summer
	<p><b>Poetry</b></p> <p>Expressing ideas showing understanding of what has been read, drawing upon personal responses.</p> <p>Communicating ideas with precision and clarity.</p> <p>Referring to text to support opinions.</p> <p>Rephrasing evidence from the context.</p> <p><b>Non fiction</b></p> <p>Exploring and discussing unknown technical or subject specific vocabulary with increasing independence.</p> <p>Using the navigational features of a range of texts and making choices about which would be most useful for retrieving the information required.</p> <p>Making comparisons between forms, layouts, and the ways in which information is presented.</p> <p><b>Danny the Champion of the World</b></p> <p>Expressing ideas showing understanding of what has been read, drawing upon personal responses.</p> <p>Communicating ideas with precision and clarity.</p> <p>Referring to text to support opinions.</p> <p>Rephrasing evidence from the context.</p> <p><b>Skellig</b></p> <p>Forming conclusions based on, or inferred from, evidence within the text.</p> <p>Justifying their opinions, referring to more than one place in the text where.</p>	<p><b>Poetry</b></p> <p>Continuing to listen 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>Empathising with a number of different characters within a book considering actions, motivations, complexities and interactions with other characters.</p> <p><b>Non fiction</b></p> <p>Skimming and scanning a range of texts to find specific information.</p> <p>Retrieving information from several sections or aspects of a text e.g. headings, graphs, illustrations, subheadings.</p> <p>Identifying keywords and main points within and across texts.</p> <p><b>Horowitz Horror</b></p> <p>Present their understanding of what they have read, sequencing points logically and supporting views with evidence.</p> <p>Making use of notes to support.</p> <p>Taking part in a debate, demonstrating understanding of what they have read.</p> <p><b>Black Beauty</b></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>Discussing the sequence of events in both linear and non-linear texts and how they the different elements relate to one another within the text.</p> <p>Continuing to use dictionaries to check the meanings of words that they have read.</p>	<p><b>Poetry</b></p> <p>Identifying with, and exploring characters, using a range of drama.</p> <p>Linking what they read or hear with known experiences in order to make sense of complex text.</p> <p><b>Non fiction</b></p> <p>Identifying facts within a text and beginning to recognise that opinions are sometimes presented as facts.</p> <p>Identifying opinions within a text.</p> <p><b>Holes (extracts in detail)</b></p> <p>Identifying and discussing themes.</p> <p>Recognise where a text may have multiple themes.</p> <p>Making comparisons within and across books.</p> <p>Discussing and clarifying the meanings of words, linking new meanings to known vocabulary.</p>

	Expressing and justifying personal preferences regarding authors/named books/poets/genres.	Identifying words and phrases which are unknown. Discussing words and phrases that capture the reader's interest and imagination. Reading silently with good understanding, working out how to pronounce unfamiliar words. Recommending books that they have read to their peers, giving reasons for their choices.	
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