

## Tutshill C of E Primary School Reading Knowledge Map

Year Group	End of Yr	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year Group R	End of Yr Expectation  • to say the sound for each letter in the alphabet and • to say the sound for at least 10 digraphs - sh, ch, th, oo, ee, ow, igh, ar, or, ir • to read words consistent with their phonic knowledge by sound blending • to read aloud simple sentences • to read books that are consistent with their phonic knowledge, including some common exception words * to begin to learn the common	* Learn initial sounds using ROCKET PHONICS set 1 cards * Read familiar stories and those with a repetitive pattern e.g. The Gruffalo,	* Continue to practice initial sounds using ROCKET PHONICS set 1 cards * Blend sounds to read cvc words * Begin to blend sounds to spell * Begin to learn common exception words * Read simple sentences consisting of cvc words, a and the * continue to reinforce letter formation through letter practice * retell stories	* Learn the sound made by digraphs sh, ch, th, nk, ng * Blend sounds to read cvc words and ccvc words * Spell cvc words * to begin to learn the common exception words from the ROCKET PHONICS scheme * Read sentences with phonically decodable words and common exception words * Read books with phonically decodable words and common exception words and common exception words and common exception words	* Learn the sound made by digraphs oo, ee * spell ccvc words using digraphs * sound out with digraphs to read them * spell ccvc words and words containing digraphs taught * Read sentences with phonically decodable words and common exception words * Read books with phonically decodable words and common exception words	* Learn the sound made by digraphs ow, ay, ck * spell ccvc words and words containing digraphs taught * Read sentences with phonically decodable words and common exception words * Read books with phonically decodable words and common exception words * retell stories orally using pictures * make simple predictions about	* Learn the sound made by digraphs igh, ou, oy * spell ccvc words and words containing digraphs taught * Read sentences with phonically decodable words and common exception words * Read books with phonically decodable words and common exception words * retell stories using pictures and simple sentences * make simple predictions about
	the common exception words from the ROCKET PHONICS scheme		verbally using pictures to support	exception words  * reorder words in jumbled sentences	exception words  * Begin to make simple predictions about what will	predictions about what will happen next in a story * to begin to learn	predictions about what will happen next in a story * to begin to learn
					happen next in a story * to begin to learn the common	the common exception words from the ROCKET PHONICS scheme	the common exception words from the ROCKET PHONICS scheme

					exception words		
					from the ROCKET		
					PHONICS scheme		
					LHOINTC2 SCHEME		
У1	• to apply phonic	*discuss word	*discuss word	*discuss word	*discuss word	*check that the	*check that the
	knowledge and skills	meanings	meanings	meanings, linking	meanings, linking	text makes sense	text makes sense
	as the route to	*recognise and join	*recognise and join	new meanings to	new meanings to	to them as they	to them as they
	decode words	in with predictable	in with predictable	those already	those already	read, and correct	read, and correct
	• to respond speedily	phrases	phrases	known	known	inaccurate reading	inaccurate reading
	with the correct	*predict what	*predict what	*make inferences	*make inferences	*explain clearly	*explain clearly
	sound to graphemes	might happen on	might happen on	on the basis of	on the basis of	their	their
	(letters or groups of	the basis of what	the basis of what	what is being said	what is being said	understanding of	understanding of
	letters) for all 40+	has been read so	has been read so	and done	and done	what is read to	what is read to
	phonemes, including,	far	far	* read words using	*read words of	them	them
	where applicable,	*learn to	*learn to	-ing and -er	more than one	*read words with	* Learn ROCKET
	alternative sounds	appreciate rhymes	appreciate rhymes	* spell using -ing, -	syllable that	contractions [for	PHONICS set 3
	for graphemes	and poems, and to	and poems, and to	ed, where no	contain taught	example, I'm, I'll,	sounds
	• to read accurately	recite some by	recite some by	change is needed in	sounds	we'll], and	* Decode words
	by blending sounds in	heart	heart*discuss the	the spelling of root	*read common	understand that	using ROCKET
	unfamiliar words	*discuss the	significance of the	words	exception words	the apostrophe	PHONICS set 3
	containing GPCs that	significance of the	title and events	* Learn ROCKET	* spell common	represents the	sounds
	have been taught	title and events	* Continue to	PHONICS set 3	exception words	omitted letter(s)	* read words with
	<ul> <li>to read common</li> </ul>	* Continue to	practice set 2	sounds	from memory	* spell common	the prefix un-
	exception words	practice set 2	ROCKET PHONICS	* Decode words	* Learn ROCKET	exception words	* to read most
	<ul> <li>to read words</li> </ul>	ROCKET PHONICS	sounds	using ROCKET	PHONICS set 3	from memory	common exception
	containing taught	sounds	* Read words using	PHONICS set 3	sounds	* Learn ROCKET	words in the
	sounds and -s, -es, -	* Read words using	set 2 ROCKET	sounds	* Decode words	PHONICS set 3	ROCKET PHONICS
	ing, -ed, -er and -est	set 2 ROCKET	PHONICS sounds	*read words of	using ROCKET	sounds	scheme
	endings	PHONICS sounds	* to continue to	more than one	PHONICS set 3	* Decode words	* read the days of
	· to read other	sentence and a full	learn common	syllable that	sounds	using ROCKET	the week
	words of more than	stop at the end.	exception words in	contain taught	* to continue to	PHONICS set 3	
	one syllable that	* to continue to	the ROCKET	sounds	learn common	sounds	
	contain taught	learn common	PHONICS scheme	* to continue to	exception words in	* to read most	
	sounds	exception words in		learn common	the ROCKET	common exception	
		· 		exception words in	PHONICS scheme	words in the	

	· to read words with	the ROCKET		the ROCKET		ROCKET PHONICS	
	contractions [for	PHONICS scheme		PHONICS scheme		scheme	
	example, I'm, I'll,						
	we'll], and						
	understand that the						
	apostrophe						
	represents the						
	omitted letter(s)						
	· to read books						
	aloud, accurately,						
	that are consistent						
	with their developing						
	phonic knowledge						
	and that do not						
	require them to use						
	other strategies to						
	work out words						
	<ul> <li>to reread these</li> </ul>						
	books to build up						
	their fluency and						
	confidence in word						
	reading						
	* to read most						
	common exception						
	words in the						
	ROCKET PHONICS						
	scheme						
У2	* to read all the	* to read all the	* to read all the	* read words	*read most words	* read most words	* read words
	common exception	common exception	common exception	containing common	quickly and	quickly and	quickly and
	words in the	words in the	words in the	suffixes - ness, -	accurately, without	accurately, without	accurately, without
	ROCKET	ROCKET	ROCKET	ment	overt sounding and	overt sounding and	sounding and
	PHONICS/NEXT	PHONICS/NEXT	PHONICS/NEXT		blending, when	blending, when	blending
	STEPS scheme	STEPS scheme	STEPS scheme		they have been	they have been	

 to read accurately \* read aloud books \* read aloud books \*to recite peoms frequently frequently \*read words by blending the closely matched to closely matched to and rhymes from encountered encountered containina \* to read words \*to read words sounds in words that their improving their improving memory suffixes-ment, contain the phonic knowledge, phonic knowledge, \* make inferences with the suffix with the suffix ness, -ful, -less, -ly ful graphemes taught so sounding out sounding out on the basis of less, -ly ·to listen to. far, especially unfamiliar words unfamiliar words what is being said \* answer and ask to recognise discuss and simple recurring accurately. and done express views recognising accurately. questions about literary language in about a wide range alternative sounds automatically and automatically and \* answer and ask texts for graphemes without undue without undue auestions about stories and poetry of poems, stories \* to read further ·to discuss and and non-fiction to read accurately hesitation hesitation texts words of two or \* make inferences \* make inferences \* to read further common exception clarify the texts more syllables on the basis of on the basis of meanings of words, common exception words, noting to recognise simple recurring ·to read words what is being said what is being said words, noting unusual linking new meanings to known literary language in and done and done unusual containing common correspondences suffixes -\* Continue to learn \* to read correspondences between spelling vocabulary stories and poetry ·to read further ROCKET PHONICS and sound and ·to discuss and accurately words between spelling of two or more and sound and where these occur clarify the common exception set 3 sounds words, noting unusual \* Decode words where these occur in the word syllables meanings of words, correspondences using ROCKET ·to listen to. in the word ·to listen to. linking new PHONICS set 3 meanings to known between spelling and discuss and discuss and sound and where sounds to read express views vocabulary express views these occur in the \* to read aloud about a wide range about a wide range word books closely of poems, stories of poems, stories ·to read most words matched to their and non-fiction and non-fiction improving phonic quickly and texts texts accurately knowledge. ·to read aloud books sounding out closely matched to unfamiliar words their improving accurately, automatically and phonic knowledge. sounding out without undue unfamiliar words hesitation accurately, •to reread these automatically and books to build up their fluency and

without undue	confidence in word			
hesitation	reading			
·to reread these				
books to build up				
their fluency and				
confidence in word				
reading				
•to listen to, discuss				
and express views				
about a wide range				
of poems, stories				
and non-fiction texts				
·to recall and discuss				
the sequence of				
events in books and				
how items of				
information are				
related				
·to retell a wide				
range of stories,				
fairy stories and				
traditional tales				
·to read non-fiction				
books that are				
structured in				
different ways				
·to recognise simple				
recurring literary				
language in stories				
and poetry				
•to discuss and				
clarify the meanings				
of words, linking new				
meanings to known				
vocabulary				

	·to recite some						
	poems and rhymes,						
	with appropriate						
	intonation to make						
	the meaning clear						
УЗ	* to read aloud and	*to begin to read	*to begin to read	*to read some year	*to read some year	*to read some year	*to read some year
	to understand the	year 3 and 4	year 3 and 4	3 and 4 common	3 and 4 common	3 and 4 common	3 and 4 common
	meaning of words	common exception	common exception	exception words	exception words	exception words	exception words
	containing prefixes	words from	words from	from memory	from memory	from memory	from memory
	and suffixes learned	memory	memory	*identify the main	*use dictionaries	*use dictionaries	*use dictionaries
	* to read further	* discuss the	* discuss words	ideas drawn from 1	to check the	to check the	to check the
	exception words	words and phrases	and phrases that	paragraph and	meaning of words	meaning of words	meaning of words
	* to listen to and	that capture the	capture the	summarise these	that they have	that they have	that they have
	discuss a wide range	reader's interest	reader's interest	* identify how	read	read	read
	of fiction, poetry,	and imagination	and imagination	language,	*identify the main	*identify the main	*identify the main
	plays, non-fiction	*identify the main	*identify the main	structure, and	ideas drawn from	ideas drawn from	ideas drawn from
	and reference books	ideas drawn from 1	ideas drawn from 1	presentation	more than 1	more than 1	more than 1
	or textbooks	paragraph and	paragraph and	contribute to	paragraph and	paragraph and	paragraph and
	* to read books that	summarise these	summarise these	meaning	summarise these	summarise these	summarise these
	are structured in	* to read words	* identify how	* retrieve and	* retrieve and	* to read and	* to read and
	different ways and	ending in - ly	language,	record information	record information	understand the	understand the
	read for a range of	* to read and	structure, and	from non-fiction	from non-fiction	meaning of words	meaning of words
	purposes	understand the	presentation	* to read and	* to read and	where s is sc	with the k sounds
	* to use dictionary	meaning of words	contribute to	understand the	understand the	* to read and	spelt ch
	to check the meaning	ending in -tion	meaning	meaning of words	meaning of words	understand the	* to read and
	of words that they	* to read and	* retrieve and	with the suffix -	with the prefixes	meaning of words	understand the
	have read	understand the	record information	ous	in, im or il	where the 'ai'	meaning of words
	* to read a wide	meaning of words	from non-fiction		* to read and	sounds is ei, eigh	where sh sound is
	range of books,	ending in -ssion	texts		understand the	or ey	ch
	including fairy	*use the first 2 or	*use the first 2 or		meaning of words	* to read and	* to read and
	stories, myths and	3 letters of a word	3 letters of a word		with the prefix -ir	understand the	understand the
	legends	to check its	to check its		* to read and	meaning of words	meaning of words
	* to retell some	meaning in a	meaning in a		understand the	where the i sound	ending in gue and -
	stories orally	dictionary	dictionary		meaning of words	spelt y elsewhere	que words
		,			with the prefix -un	than at the end of	

identifying themes and conventions in a wide range of books  * to read alloud and understand the meaning of words  * to read alloud and perform poems and play scripts  * to read alloud and understand the meaning of words with the prefix - dis  * to read alloud and understand the meaning of words with the prefix - dis  * to read and understand the meaning of words with the prefix - meaning of words with the prefix - dis understand the meaning of words with the prefix - dis understand the meaning of words with the prefix - mis super meaning of words with the prefix - mis super meaning of words with the prefix - mis super meaning of words with the prefix - mis super meaning of words with the prefix anti-meaning of words with the prefix anti-meanin		-		La	T .	1
wide range of books * to read aloud and perform poems and play scripts * to read with intonation, tone, volume and action * to discuss discussing words and phrases that capture the reader's interest and imagination * to recagnise some different forms of poetry [for example, free verse, narrative poetry * to check that the text makes sense * discuss sheir understanding of a text * to draw inferences such as inferences such as inferering characters' feelings					3 3	
* to read aloud and perform poems and play scripts  * to read with the prefix - dis super meaning play scripts  * to read with intonation, tone, volume and action  * to discuss discussing words and phrases that capture the reader's interest and imagination  * to recognise some different forms of poetry (for example, free verse, narrative poetry  * to check that the text makes sense  * discuss their understanding of a text  * explain the meaning of words in context  * to draw inferences such as inferring characters' feelings  * to freed and understanding of a text  * to draw inferences such as inferring characters' feelings					Egypt	
perform poems and play scripts  * to read with intonation, tone, volume and action  * to discuss discussing words and phrases that capture the reader's interest and imagination  * to recognise some different forms of poetry (for example, free verse, narrative poetry  * to check that the text makes sense  * discuss their understanding of a text  * ask questions to improve their understanding of a text  * to draw inferences such as inferences						
play scripts  * to read with intonation, tone, volume and action  * to discuss discussing words and phrases that capture the reader's interest and inagination  * to recognise some different forms of poetry for example, free verse, narrative poetry  * to check that the text makes sense  * discuss their understanding of a text  * ask questions to improve their understanding of a text  * to draw inferences such as inferences				•		'
* to read with intonation, tone, volume and action * to discuss ingwords and phrases that capture the reader's interest and imagination * to recognise some different forms of poetry (for example, free verse, narrative poetry * to check that the text makes sense * discuss their understanding of a text * to draw inferences such as inferring characters' feelings  * to read and understand the meaning of words with the prefix anti meaning against * to read and understand the meaning of words with the prefix anti meaning against * to read and understand the meaning of words with the prefix anti meaning against * to read and understand the meaning of words with the prefix anti meaning against * to read and understand the meaning of words with the prefix anti meaning against * to read and understand the meaning of words with the prefix anti meaning against * to read and understand the meaning of words with the prefix anti meaning against * to read and understand the meaning of words with the prefix anti meaning against * to read and understand the meaning of words with the prefix anti meaning against * to read and understand the meaning of words with the prefix anti meaning against * to read and understand the meaning of words with the prefix anti meaning against * to read and understand the meaning of words with the prefix anti meaning against * to read and understand the meaning of words with the prefix anti meaning against * to read and understand the meaning of words with the prefix anti meaning against * to read and understand the meaning of words with the prefix anti meaning against * to read and understand the meaning of words with the prefix anti meaning against * to read and understand the meaning of words with the prefix anti meaning against * to read and understand the meaning of words with the prefix anti meaning against * to read and understand the meaning of words with the prefix anti meaning against * to read and understand the meaning of words with the prefix anti meaning against * to read and understan	perform poems and					
intonation, tone, volume and action * to discuss discussing words and phrases that capture the reader's interest and imagination * to recognise some different forms of poetry [for example, free verse, narrative poetry * to check that the text makes sense * discuss their understanding of a text * ask questions to improve their understanding of a text * to draw inferences such as inferring character's feelings						
volume and action * to discuss discussing words and phrases that capture the reader's interest and imagination * to recognise some different forms of poetry [for example, free verse, narrative poetry * to check that the text makes sense * discuss their understanding of a text * explain the meaning of words in context * ask questions to improve their understanding of a text * to draw inferences such as inferring characters' feelings  with the prefix meaning against * to read and understand the meaning of words with the prefix meaning against * to read and understand the meaning of words with the prefix anti meaning against * to read and understand the meaning of words with the prefix anti meaning against * to read and understand the meaning of words with the prefix anti meaning against * to read and understand the meaning of words with the prefix anti meaning against * to read and understand the meaning of words with the prefix anti meaning against * to read and understand the meaning of words with the prefix anti meaning against * to read and understand the meaning of words with the prefix anti meaning against * to read and understand the meaning of words with the prefix anti meaning against * to read and understand the meaning of words with the prefix anti meaning against * to read and understand the meaning of words with the prefix anti meaning against * to read and understand the meaning of words with the prefix anti meaning against * to read and understand the meaning of words with the prefix anti meaning against * to read and understand the meaning of words with the prefix anti meaning against * to read and understand the meaning of anti meaning against * to read and understand the meaning of anti meaning against * to read and understand the meaning of anti * to read and understand the meaning of anti * to read and understand the meaning of anti * to read and understand the meaning of anti * to read and understand the meaning of anti * to read anti understand the meaning of anti * to read anti understand t	* to read with					
* to discuss discussing words and phrases that capture the reader's interest and imagination * to recognise some different forms of poetry [for example, free verse, narrative poetry * to check that the text makes sense * discuss their understanding of a text * explain the meaning of words in context * ask questions to improve their understanding of a text * to draw inferences such as inferering characters' feelings				meaning of words		understand the
discussing words and phrases that capture the reader's interest and imagination to recognise some different forms of poetry [for example, free verse, narrative poetry to check that the text makes sense text explain the meaning of words in context ask questions to improve their understanding of a text to draw inferences such as inferring characters' feelings	volume and action			with the prefix -		meaning of words
phrases that capture the reader's interest and imagination * to recognise some different forms of poetry [for example, free verse, narrative poetry * to check that the text makes sense * discuss their understanding of a text * explain the meaning of words in context * ask questions to improve their understanding of a text * to draw inferences such as inferring characters' feelings	* to discuss			mis		with the prefix
the reader's interest and imagination * to recognise some different forms of poetry [for example, free verse, narrative poetry * to check that the text makes sense * discuss their understanding of a text * explain the meaning of words in context * ask questions to improve their understanding of a text * to draw inferences such as inferring characters' feelings	discussing words and					anti meaning
and imagination  * to recognise some different forms of poetry [for example, free verse, narrative poetry  * to check that the text makes sense  * discuss their understanding of a text  * explain the meaning of words in context  * ask questions to improve their understanding of a text  * to draw inferences such as inferring characters' feelings	phrases that capture					against
* to recognise some different forms of poetry [for example, free verse, narrative poetry  * to check that the text makes sense  * discuss their understanding of a text  * explain the meaning of words in context  * ask questions to improve their understanding of a text  * to draw inferences such as inferring characters' feelings	the reader's interest					* to read and
different forms of poetry [for example, free verse, narrative poetry * to check that the text makes sense * discuss their understanding of a text * explain the meaning of words in context * ask questions to improve their understanding of a text * to draw inferences such as inferring characters' feelings	and imagination					understand the
poetry [for example, free verse, narrative poetry * to check that the text makes sense * discuss their understanding of a text * explain the meaning of words in context * ask questions to improve their understanding of a text * to draw inferences such as inferring characters' feelings	* to recognise some					meaning of words
free verse, narrative poetry  * to check that the text makes sense  * discuss their understanding of a text  * explain the meaning of words in context  * ask questions to improve their understanding of a text  * to draw inferences such as inferring characters' feelings	different forms of					with the prefix
poetry * to check that the text makes sense * discuss their understanding of a text * explain the meaning of words in context * ask questions to improve their understanding of a text * to draw inferences such as inferring characters' feelings	poetry [for example,					meaning self or
* to check that the text makes sense  * discuss their understanding of a text  * explain the meaning of words in context  * ask questions to improve their understanding of a text  * to draw inferences such as inferring characters' feelings	free verse, narrative					auto
text makes sense  * discuss their understanding of a text  * explain the meaning of words in context  * ask questions to improve their understanding of a text  * to draw inferences such as inferring characters' feelings	poetry					
* discuss their understanding of a text  * explain the meaning of words in context  * ask questions to improve their understanding of a text  * to draw inferences such as inferring characters' feelings	* to check that the					
understanding of a text  * explain the meaning of words in context  * ask questions to improve their understanding of a text  * to draw inferences such as inferring characters' feelings	text makes sense					
text  * explain the meaning of words in context  * ask questions to improve their understanding of a text  * to draw inferences such as inferring characters' feelings	* discuss their					
* explain the meaning of words in context  * ask questions to improve their understanding of a text  * to draw inferences such as inferring characters' feelings	understanding of a					
meaning of words in context  * ask questions to improve their understanding of a text  * to draw inferences such as inferring characters' feelings	text					
context * ask questions to improve their understanding of a text * to draw inferences such as inferring characters' feelings	* explain the					
* ask questions to improve their understanding of a text * to draw inferences such as inferring characters' feelings	meaning of words in					
improve their understanding of a text * to draw inferences such as inferring characters' feelings	context					
understanding of a text * to draw inferences such as inferring characters' feelings	* ask questions to					
understanding of a text * to draw inferences such as inferring characters' feelings	improve their					
text * to draw inferences such as inferring characters' feelings	· ·					
such as inferring characters' feelings	_					
characters' feelings	* to draw inferences					
characters' feelings	such as inferring					
	_					
and thoughts	_					

		1		1			ı
	* to predict what						
	might happen from						
	details stated						
	* identify main ideas						
	drawn from more						
	than 1 paragraph and						
	summarise these						
	* retrieve and						
	record information						
	from non-fiction						
	* to participate in						
	discussion about						
	both books that are						
	read to them taking						
	turns and listening to						
	what others say						
У4	* to read aloud and	*to read year 3	*to read year 3	* to draw	* to draw	* to justify	* to justify
	to understand the	and 4 common	and 4 common	inferences such as	inferences such as	inferences with	inferences with
	meaning of words	exception words	exception words	inferring	inferring	evidence	evidence
	containing prefixes	from memory	from memory	characters' motives	characters'	* to read all year 3	* to read all year 3
	and suffixes learned	*identify the main	*identify the main	from their actions	motives from their	and 4 common	and 4 common
	* to read further	ideas drawn from	ideas drawn from	*to read year 3 and	actions	exception words	exception words
	exception words	more than 1	more than 1	4 common	*to read year 3	from memory	from memory
	* to draw inferences	paragraph and	paragraph and	exception words	and 4 common	* to predict what	* to predict what
	such as inferring	summarise these	summarise these	from memory	exception words	might happen from	might happen from
	characters' motives	* to read and	*to read and	* to read and	from memory	what has been	what has been
	from their actions	understand the	understand the	understand the	* to read and	implied	implied
	* to justify	meaning of words	meaning of words	meaning of words	understand the		
	inferences with	with suffixes	with the suffix -	with the suffix -	meaning of words		
	evidence	-en, ing, -er	ation to verbs to	ous	with suffixes in, im		
	* to predict what	* to read and	make nouns	* to read and	or il to words to		
	might happen from	understand the	* to read and	understand the	mean not		
	what has been	meaning of words	understand the	meaning of words	* to read and		
	implied	with the prefix re	meaning of words	with the suffix	understand the		
		meaning to do again	with -tion	-ous			

V5	* identify how language, structure, and presentation contribute to meaning * to participate in discussion about books they can read for themselves, taking turns and listening to what others say	* to read and understand the meaning of words with the prefix - sub * to read and understand the meaning of words with the prefix inter meaning among or between * to read and understand the meaning of words with the prefix - super * to read and understand the meaning of words with the prefix anti meaning against * to read and understand the meaning of words with the prefix anti meaning against * to read and understand the meaning of words with the prefix meaning self or auto	* to read and understand the meaning of words with -sion * to read and understand the meaning of words with -ssion * to draw inferences such as inferring characters' feelings and thoughts * to predict what might happen from details stated	* to read and understand the meaning of words with the suffix -ous including  * to continue to	meaning of words with the prefix -ir * to read and understand the meaning of words with the prefix -un * to read and understand the meaning of words with the prefix - dis * to read and understand the meaning of words with the prefix - mis  * to continue to	* to read most of	* to read most of
У5	* to read aloud and to understand the meaning of words containing prefixes and suffixes learned	* to begin to read the Y5 and 6 common exception words	* to begin to read the Y5 and 6 common exception words	read the Y5 and 6 common exception words	read the Y5 and 6 common exception words	the Y5 and 6 common exception words	the Y5 and 6 common exception words

- \* to read further exception words \* to continuing to read and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- \* to read books that are structured in different ways
- \* to read for a range of purposes
- \* to read myths, legends and traditional stories. modern fiction. fiction from our literary heritage, and books from other cultures and traditions
- \* to recommend books that they have read to their peers. giving reasons for their choices
- \* to make comparisons within and across books

- \* drawing inferences such as inferring characters' feelings, thoughts and motives from their actions. \* to read and
- understand the meaning of words with the suffix cious
- \* to read and understand the meaning of words with the suffix tious
- \* to read and understand the meaning of words with the ending tial
- \* to read and understand the meaning of words ending in -ant and ance
- \* to read and understand the meaning of words ending in -ence and
- \* to read and understand the

- \* drawing inferences such as inferring characters' feelings, thoughts and motives from their actions \* to read and understand the meaning of words with the suffix ably and -ibly \*\* to read and understand the meaning of words with the suffix fer \*to read words \*use dictionaries
- with hyphens to check the meaning of words
- \* to learn a wide range of poetry by heart \* to prepare poems
- and plays to read aloud and to perform using intonation, tone and volume so that the meaning is clear to an audience

- \* drawing inferences such as inferring characters' feelings, thoughts and motives from their actions. \* summarise the main ideas drawn
- from more than 1 paragraph, identifying key details that support the main
- ideas \*to read and understand words containing the letter-string ough
- \* to read words with silent letters \* use the first 3 or 4 letters of a word to check the meaning of words in a dictionary

fiction from our

and books from

literary heritage,

- \* to read myths, choices legends and \* to make traditional stories. comparisons within modern fiction. and across books
  - \* to read myths, legends and traditional stories. modern fiction.

from more than 1

identifying key

support the main

4 letters of a word

to check meaning in

paragraph,

details that

a dictionary

peers, giving

\* to recommend

books that they

have read to their

reasons for their

ideas

- \* drawing \* drawing inferences such as inferences such as inferring inferring characters' characters' feelings, thoughts feelings, thoughts and motives from and motives from their actions, and their actions, and justifying justifying inferences with inferences with evidence evidence \* summarise the \* summarise the main ideas drawn
- main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas \* use the first 3 or
  - \* to explain and discuss their understanding of what they have read, including through formal presentations \* to read myths.

other cultures and

traditions

legends and traditional stories. modern fiction. fiction from our literary heritage, and books from

- \* drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence \* summarise the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas
  - \* to explain and discuss their understanding of what they have read, including through formal presentations
  - \* to read myths, legends and traditional stories. modern fiction. fiction from our literary heritage, and books from other cultures and traditions

T #		L	T .1 1. 1		I 4	1 +
* to learn a wide	meaning of words	* to continuing to	other cultures and	fiction from our	* to read books	* to read books
range of poetry by	ending in -able	read and discuss a	traditions	literary heritage,	that are	that are
heart	* to read and	wide range of	* to read books	and books from	structured in	structured in
* to prepare poems	understand the	fiction, poetry,	that are	other cultures and	different ways	different ways
and plays to read	meaning of words	plays, non-fiction	structured in	traditions	* to read for a	* to read for a
aloud and to perform	ending in -ible	and reference	different ways	* to read books	range of purposes	range of purposes
using intonation,	*use dictionaries	books or textbooks	* to read for a	that are		
tone and volume so	to check the	* to read books	range of purposes	structured in		
that the meaning is	spelling and	that are	95 2, p p	different ways		
clear to an audience	meaning of words	structured in		* to read for a		
* to discuss their	* to learn a wide	different ways		range of purposes		
understanding of a	range of poetry by	* to read for a				
text	heart	range of purposes				
* to explore the	* to prepare poems					
meaning of words in	and plays to read					
context	aloud and to					
	perform using					
* to ask questions to	intonation, tone					
improve their	and volume so that					
understanding	the meaning is					
* to draw inferences	clear to an					
such as inferring	audience					
characters' feelings,						
thoughts and						
motives from their						
actions, and						
justifying inferences						
with evidence						
* to predict what						
might happen from						
details stated						
* to summarise the						
ideas drawn from						
more than 1						
more mun i						

paragraph, identifying key details that support the main ideas			
* to identify how language, structure and presentation contribute to meaning			
* to discuss and evaluate how authors use language, including figurative language,considering the impact on the reader			
* to distinguish between statements of fact and opinion			
* to retrieve, record and present information from non-fiction			
* to participate in discussions about books that are read to them building on their own and others' ideas and challenging views courteously			
* to explain and discuss their understanding of what they have read,			

	including through formal presentations						
У6	* to predict what might happen from details implied  * to summarise the ideas drawn from more than 1 paragraph, identifying key details that support the main ideas  * to identify how language, structure and presentation contribute to meaning  * to discuss and	* to read all the Y5 and 6 common exception words * to summarise the ideas drawn from more than 1 paragraph, identifying key details that support the main ideas * to identify how language, structure and presentation contribute to meaning	* to read all the Y5 and 6 common exception words * to summarise the ideas drawn from more than 1 paragraph, identifying key details that support the main ideas * to identify how language, structure and presentation contribute to meaning	* to read all the Y5 and 6 common exception words * to summarise the ideas drawn from more than 1 paragraph, identifying key details that support the main ideas * to identify how language, structure and presentation contribute to meaning	* to read all the Y5 and 6 common exception words * to summarise the ideas drawn from more than 1 paragraph, identifying key details that support the main ideas * to identify how language, structure and presentation contribute to meaning	* to read all the Y5 and 6 common exception words * to summarise the ideas drawn from more than 1 paragraph, identifying key details that support the main ideas * to identify how language, structure and presentation contribute to meaning	* to read all the Y5 and 6 common exception words * to summarise the ideas drawn from more than 1 paragraph, identifying key details that support the main ideas * to identify how language, structure and presentation contribute to meaning
	evaluate how authors use language, including figurative language considering the impact on the reader  * to distinguish between statements of fact and opinion  * to retrieve, record and present information from non-fiction	* to discuss and evaluate how authors use language, including figurative language, considering the impact on the reader  * to distinguish between statements of fact and opinion  * to retrieve, record and present	* to discuss and evaluate how authors use language, including figurative language, considering the impact on the reader  * to distinguish between statements of fact and opinion  * to retrieve, record and present	* to discuss and evaluate how authors use language, including figurative language, considering the impact on the reader  * to distinguish between statements of fact and opinion  * to retrieve, record and present	* to discuss and evaluate how authors use language, including figurative language considering the impact on the reader * to distinguish between statements of fact and opinion * to retrieve, record and present	* to discuss and evaluate how authors use language, including figurative language, considering the impact on the reader  * to distinguish between statements of fact and opinion  * to retrieve, record and present	* to discuss and evaluate how authors use language, including figurative language, considering the impact on the reader  * to distinguish between statements of fact and opinion  * to retrieve, record and present

* to participate in	information from	information from	information from	information from	information from	information from
discussions about	non-fiction	non-fiction	non-fiction	non-fiction	non-fiction	non-fiction
books that they can read for themselves, building on their own and others' ideas and challenging views courteously  * to explain and discuss their understanding of what they have read,	* to participate in discussions about books that they can read for themselves, building on their own and others' ideas and challenging views courteously	* to participate in discussions about books that they can read for themselves, building on their own and others' ideas and challenging views courteously	* to participate in discussions about books that they can read for themselves, building on their own and others' ideas and challenging views courteously	* to participate in discussions about books that they can read for themselves, building on their own and others' ideas and challenging views courteously	* to participate in discussions about books that they can read for themselves, building on their own and others' ideas and challenging views courteously	* to participate in discussions about books that they can read for themselves, building on their own and others' ideas and challenging views courteously
including through debates,  * to provide reasoned justifications for their views	* to explain and discuss their understanding of what they have read, including through debates,	* to explain and discuss their understanding of what they have read, including through debates,	* to explain and discuss their understanding of what they have read, including through debates,	* to explain and discuss their understanding of what they have read, including through debates,	* to explain and discuss their understanding of what they have read, including through debates,	* to explain and discuss their understanding of what they have read, including through debates,
	* to provide reasoned justifications for their views	* to provide reasoned justifications for their views	* to provide reasoned justifications for their views	* to provide reasoned justifications for their views	* to provide reasoned justifications for their views	* to provide reasoned justifications for their views