READING: Implementation and Progression Overview Counts in Year 2

A	B	C	D	E	F
Reading Curriculum & Curriculum					
Geography: UK – Rivers and Seas	Reading Breadth: Fairy Stories & Poetry - Classics	Science: Living Things Habitats / Plants	Reading Breadth: Traditional Tales & Poetry: Contemporary	History: Events Beyond Living Memory – Fire of London	Reading Breadth: Stories and Plays & Poetry - Contemporary

Word Reading

A	B	C	D	E	F
Build on Previous Year & Focus on: •Apply and embedded phonic knowledge and skills as the route to decode •Read some common exception words •Read most words containing common suffixes - ly	**Build on Previous Term & Focus on:** •Decoding automatically and build fluency •Read some common exception words •Read most words containing common suffixes -er -est	**Build on Previous Term & Focus on:** •Re-read books to build fluency and confidence •Read most common exception words •Read most words containing common suffixes - ful	**Build on Previous Term & Focus on:** •Sound out most unfamiliar words accurately, without undue hesitation •Read accurately most words of two or more syllables •Read most common exception words •Read most words accurately without overt sounding and blending	**Build on Previous Term & Focus on:** •Read most words containing common suffixes – ness •Read all common exception words with automaticity •Read sufficiently fluently to allow a focus on understanding •Read accurately most words of two or more syllables	**Build on Previous Term & Focus on:** •Read most words containing all common suffixes •Read all common exception words with automaticity •Read sufficiently fluently to allow a focus on understanding

Comprehension

Throughout Year 2 Focus on:

•Listen to, discuss and express views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that which they can read independently

•Discuss their favourite words and phrases using some of them in their writing

•Continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear

•Make some inferences on the basis of what is being said and done across the book and drawing on other books they have read (building on from YR1 Greater Depth)

A	B	C	D	E	F
Build on Previous Year & Focus on: •Check the text makes sense to them and correct inaccurate reading •Answer and ask questions •Make some predictions of what might happen on the basis of what has been read so far •Understand many non-fiction books that are structured in different ways	**Build on Previous Term & Focus on:** •Demonstrate familiarity with and retell a wide range of fairy stories •Discuss an increasing amount of word meanings in context, linking meanings to those already known •Sometimes discuss alternative meaning of the same word (e.g. through exploration of synonyms and the same word used in different contexts, building on from YR1 Greater Depth) •Make some predictions of what might happen on the basis of what has been read so far	**Build on Previous Term & Focus on:** •Explain what has happened so far in what they have listened to or read •Discuss the sequence of events in books and how many items of information are related •Understand many non-fiction books that are structured in different ways	**Build on Previous Term & Focus on:** •Demonstrate familiarity with and retell a wide range of traditional tales •Recognise simple recurring literary language in stories and poetry and draw upon these for their writing •Make some inferences on the basis of what is being said and done across the book and drawing on other books they have read (building on from YR1 Greater Depth)	**Build on Previous Term & Focus on:** •Discuss their favourite words and phrases using some of them in their writing •Make some inferences on the basis of what is being said and done across the book and drawing on other books they have read (building on from YR1 Greater Depth) •Understand many non-fiction books that are structured in different ways	**Build on Previous Term & Focus on:** •Demonstrate familiarity with and retell a wide range of stories and plays •Discuss their favourite words and phrases using some of them in their writing •Show good understanding of books they have read and listened to drawing on what they already know, with background information and vocabulary provided by the teacher

Skills and Strategies

Apply the following reading strategies with increasing independence:
- Building on phonics subject skills and knowledge
- Connect prior knowledge with context
- Use a range of strategies to make meaning from words and sentences, including knowledge of phonics, word roots, word families
- Locate and discuss words and pre taught vocabulary to find out what the text is about
- Connect prior knowledge to context

Build on Previous Year & Focus on:	Build on Previous Term & Focus on:	Build on Previous Term & Focus on:	Build on Previous Term & Focus on:	Build on Previous Term & Focus on:	Build on Previous Term & Focus on:
•Recognise and read *many* common exception words •Read sentences with increasing accuracy and fluency •Self-correction words •Read aloud with attention to punctuation, including full stops, question, exclamation *and* intonation	•Recognise and read *many* common exception words •Read sentences with increasing accuracy and fluency •Self-correction words •Read aloud with attention to punctuation, including full stops, question, exclamation *and* intonation	•Recognise and read *most* common exception words •Read a range of texts with increasing accuracy and fluency •Self-correction, including re-reading and reading ahead •Look for specific information in texts using contents and glossaries •Identify and use text features, e.g. titles, headings and pictures, to locate and understand specific information •Re-reading sentences for clarity	•Recognise and read *most* common exception words •Read a range of texts with increasing accuracy and fluency •Self-correction, including re-reading and reading ahead •Re-reading sentences for clarity	•Recognise and read *all* common exception words with automaticity •Read a range of texts with increasing accuracy and fluency •Self-correction, including re-reading and reading ahead •Talk about book preferences •Identify how texts are organised, *e.g. lists, numbered points, tables and bullet points*	•Recognise and read *all* common exception words with automaticity •Read a range of texts with increasing accuracy and fluency •Self-correction, including re-reading and reading ahead •Talk about book preferences

Content Domains*

*Content domains are not the entire National Curriculum. They are broad headings under which skills have been grouped for assessment.

1a draw on knowledge of vocabulary to understand texts
1d make inferences from the text

1b identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information **1e** predict what might happen on the basis of what has been read so far **1d** make inferences from the text	**1a** draw on knowledge of vocabulary to understand texts **1b** identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information **1d** make inferences from the text **1e** predict what might happen on the basis of what has been read so far	**1b** identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information **1c** identify and explain the sequence of events in texts **1d** make inferences from the text	**1b** identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information **1d** make inferences from the text	**1b** identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information **1d** make inferences from the text	**1b** identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information **1d** make inferences from the text

Reading Terminology for Pupils

Building on Previous Year and throughout Year 2 focus on:

grapheme, phoneme, syllable, sequence, structure, predict, discuss, question

READING: Implementation and Progression Overview Counts in Year 3

A	B	C	D	E	F

Reading Curriculum and Curriculum

Science: Forces & Magnets / Rocks	Reading Breadth: Stories & Poetry -Different Forms	Geography: Mountains and Rivers	Reading Breadth: Fairy Stories & Poetry - Different Forms	History: Egyptians	Reading Breadth: Stories and Plays & Poetry - Different Forms

Word Reading

•Apply growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words

read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word

Comprehension

Building on Previous Year and throughout Year 3 focus on:

•Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks

•Participate in discussion about both books that are read to them and those they can read for themselves

•Use dictionaries to check the meaning of many unknown words that they have read

•Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying many inferences with evidence

•Increase their familiarity with a wide range of books and retell some of these orally

Build on Previous Year & Focus on:	Build on Previous Term & Focus on:	Build on Previous Term & Focus on:	Build on Previous Term & Focus on:	Build on Previous Term & Focus on:	Build on Previous Term & Focus on:
•Read a range of books that are structured in different ways and read for a range of purposes •Identify how language, structure and presentation contribute to meaning •Check that the text makes sense to them, discuss their understanding and explain the meaning of some words in context •Predict what might happen from details stated and some which are implied •Retrieve and record some information from non-fiction	• Increase their familiarity with a wide range of stories •Use dictionaries to check the meaning of many unknown words that they have read •Predict what might happen from details stated and some which are implied •Recognise some different forms of poetry [for example, free verse, narrative poetry] •Ask some questions to improve their understanding of a text •Prepare short poems to read aloud and to perform, showing some understanding through intonation, tone, volume and action	•Read a range of books that are structured in different ways and read for a range of purposes •Identify how language and structure contribute to meaning •Identify main ideas drawn from more than one paragraph and summarise these •Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying many inferences with evidence •Retrieve and record some information from non-fiction	•Increase their familiarity with a wide range of books, including fairy stories •Identify simple themes and conventions in an increasing range of books •Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying many inferences with evidence •Recognise some different forms of poetry [for example, free verse, narrative poetry] •Prepare short poems to read aloud and to perform, showing some understanding through intonation, tone, volume and action	•Read a range of books that are structured in different ways and read for a range of purposes •Identify simple themes and conventions in an increasing range of books •Discuss some words and phrases that capture the reader's interest and imagination •Identify how language and structure contribute to meaning •Retrieve and record some information from non-fiction	• Increase their familiarity with a wide range of books •Identify simple themes and conventions in an increasing range of books •Discuss some words and phrases that capture the reader's interest and imagination •Recognise some different forms of poetry [for example, free verse, narrative poetry] •Prepare short plays to read aloud and to perform, showing some understanding through intonation, tone, volume and action

Skills and Strategies

•Building on phonics subject skills and knowledge

•Connect prior knowledge with context

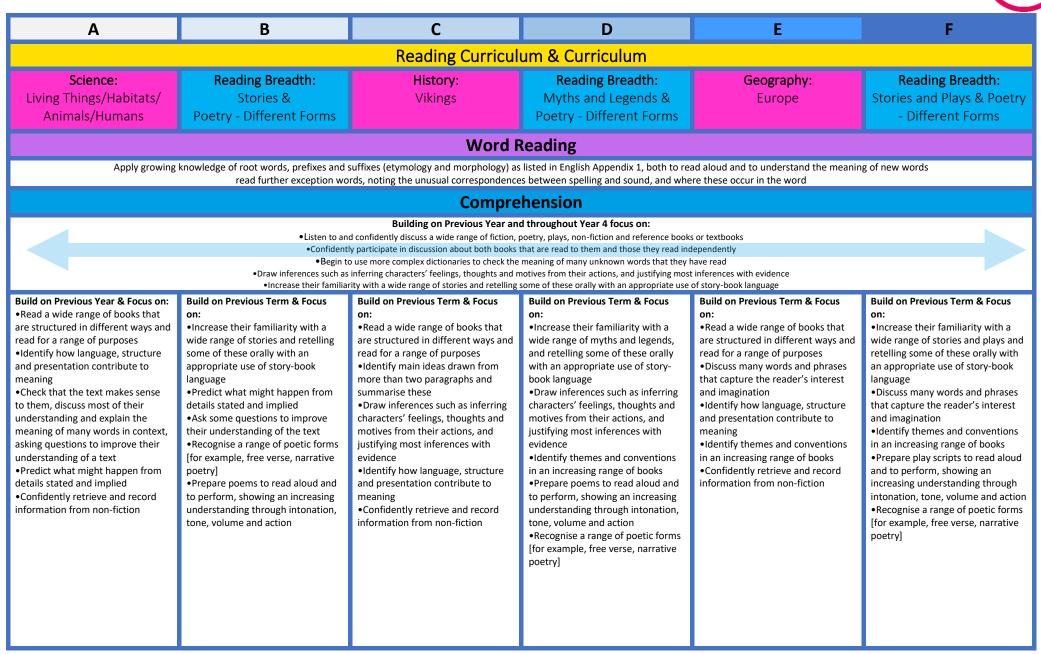•Locate and discuss words and pre taught vocabulary to find out what the text is about

•Use a range of strategies to make meaning from words and sentences, including building on knowledge of phonics, word roots, text organisation and prior knowledge of context

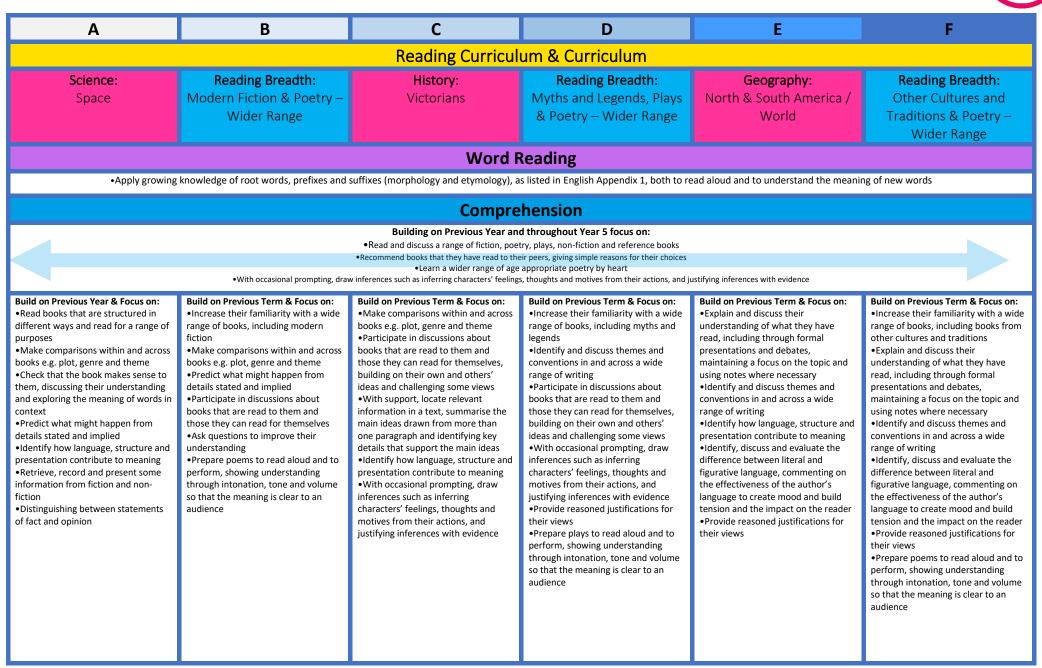•Read a range of texts with increasing accuracy and fluency

•Develop fluency and enthusiasm for reading and read widely and frequently

•Develop views about what is read with support
•Develop positive attitudes to reading and understanding of what is read

Build on Previous Year & Focus on:	Build on Previous Term & Focus on:	Build on Previous Term & Focus on:	Build on Previous Term & Focus on:	Build on Previous Term & Focus on:	Build on Previous Term & Focus on:
•Recognise and read *many Year 3&4 W*ord List words •Read aloud using punctuation to aid expression including speech •Self-correction, including re-reading and reading ahead •Skim to gain an overview of a text, e.g. topic, purpose •Identify different purposes of texts, *e.g. to inform, instruct, explain* •Read short information texts independently with concentration	•Recognise and read *many Year 3&4 W*ord List words •Read aloud using punctuation to aid expression including speech •Self-correction, including re-reading and reading ahead	•Recognise and read *most Year 3&4 W*ord List words •Skim to gain an overview of a text, e.g. topic, purpose •Identify how texts are organised, *e.g. lists, numbered points, diagrams with arrows, tables and bullet points* •Look for specific information in texts using contents, indexes, glossaries, dictionaries •Identify and use text features, e.g. titles, headings and pictures, to locate and understand specific information •Re-reading sentences for clarity	•Recognise and read *most Year 3&4 W*ord List words •Read aloud with attention to punctuation, including full stops, question, exclamation and speech marks *and* intonation •Re-reading sentences for clarity	•Recognise and read *all Year 3&4 W*ord List words with automaticity •Enhance understanding in information text through, *e.g. illustration, photographs, diagrams and charts* •Skim to gain an overview of a text, e.g. topic, purpose •Look for specific information in texts using contents, indexes, glossaries, dictionaries	•Recognise and read *all Year 3&4 W*ord List words with automaticity •Read aloud with attention to punctuation, including full stops, question, exclamation and speech marks *and* intonation

Content Domains*

*Content domains are not the entire National Curriculum. They are broad headings under which skills have been grouped for assessment.

2a give / explain the meaning of words in context
2b retrieve and record information / identify key details from fiction and non-fiction
2d make inferences from the text / explain and justify inferences with evidence from the text

	Build on Previous Term & Focus on:	Build on Previous Term & Focus on:	Build on Previous Term & Focus on:	Build on Previous Term & Focus on:	Build on Previous Term & Focus on:
2e predict what might happen from details stated and implied 2f identify / explain how information / narrative content is related and contributes to meaning as a whole 2a give / explain the meaning of words in context 2b retrieve and record information / identify key details from fiction and non-fiction	2e predict what might happen from details stated and implied 2a give / explain the meaning of words in context	2c summarise main ideas from more than one paragraph 2f identify / explain how information / narrative content is related and contributes to meaning as a whole 2d make inferences from the text / explain and justify inferences with evidence from the text	2d make inferences from the text / explain and justify inferences with evidence from the text 2h make comparisons within the text	2f identify / explain how information / narrative content is related and contributes to meaning as a whole 2h make comparisons within the text 2g identify / explain how meaning is enhanced through choice of words and phrases	2f identify / explain how information / narrative content is related and contributes to meaning as a whole 2h make comparisons within the text 2g identify / explain how meaning is enhanced through choice of words and phrases

Reading Terminology for Pupils

Building on Previous Year and throughout Year 3 focus on:

root word, prefix, suffix, theme, convention, intonation, tone, volume, action, rehearse, perform, present

READING: Implementation and Progression Overview Counts in Year 4

A	B	C	D	E	F

Reading Curriculum & Curriculum

Science: Living Things/Habitats/ Animals/Humans	Reading Breadth: Stories & Poetry - Different Forms	History: Vikings	Reading Breadth: Myths and Legends & Poetry - Different Forms	Geography: Europe	Reading Breadth: Stories and Plays & Poetry - Different Forms

Word Reading

Apply growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words
read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word

Comprehension

Building on Previous Year and throughout Year 4 focus on:
•Listen to and confidently discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
•Confidently participate in discussion about both books that are read to them and those they read independently
•Begin to use more complex dictionaries to check the meaning of many unknown words that they have read
•Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying most inferences with evidence
•Increase their familiarity with a wide range of stories and retelling some of these orally with an appropriate use of story-book language

Build on Previous Year & Focus on:	Build on Previous Term & Focus on:	Build on Previous Term & Focus on:	Build on Previous Term & Focus on:	Build on Previous Term & Focus on:	Build on Previous Term & Focus on:
•Read a wide range of books that are structured in different ways and read for a range of purposes •Identify how language, structure and presentation contribute to meaning •Check that the text makes sense to them, discuss most of their understanding and explain the meaning of many words in context, asking questions to improve their understanding of a text •Predict what might happen from details stated and implied •Confidently retrieve and record information from non-fiction	•Increase their familiarity with a wide range of stories and retelling some of these orally with an appropriate use of story-book language •Predict what might happen from details stated and implied •Ask some questions to improve their understanding of the text •Recognise a range of poetic forms [for example, free verse, narrative poetry] •Prepare poems to read aloud and to perform, showing an increasing understanding through intonation, tone, volume and action	•Read a wide range of books that are structured in different ways and read for a range of purposes •Identify main ideas drawn from more than two paragraphs and summarise these •Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying most inferences with evidence •Identify how language, structure and presentation contribute to meaning •Confidently retrieve and record information from non-fiction	•Increase their familiarity with a wide range of myths and legends, and retelling some of these orally with an appropriate use of story-book language •Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying most inferences with evidence •Identify themes and conventions in an increasing range of books •Prepare poems to read aloud and to perform, showing an increasing understanding through intonation, tone, volume and action •Recognise a range of poetic forms [for example, free verse, narrative poetry]	•Read a wide range of books that are structured in different ways and read for a range of purposes •Discuss many words and phrases that capture the reader's interest and imagination •Identify how language, structure and presentation contribute to meaning •Identify themes and conventions in an increasing range of books •Confidently retrieve and record information from non-fiction	•Increase their familiarity with a wide range of stories and plays and retelling some of these orally with an appropriate use of story-book language •Discuss many words and phrases that capture the reader's interest and imagination •Identify themes and conventions in an increasing range of books •Prepare play scripts to read aloud and to perform, showing an increasing understanding through intonation, tone, volume and action •Recognise a range of poetic forms [for example, free verse, narrative poetry]

Skills and Strategies

Building on Previous year and throughout Year 4 Focus on:
- Recognise and read *all Year 3&4 W*ord List words with automaticity
- Read texts, including those with few visual clues, increased independence and concentration
- Use a range of strategies to make meaning from words and sentences, including knowledge of phonics, word roots, word families, text organisation and prior knowledge of context
- With increased independence develop views about what is read
- Develop positive attitudes to reading and understanding of what is read

Build on Previous Year & Focus on:	Build on Previous Term & Focus on:	Build on Previous Term & Focus on:	Build on Previous Term & Focus on:	Build on Previous Term & Focus on:	Build on Previous Term & Focus on:
•Recognise and read Year 3&4 Word List •Read aloud using punctuation to aid expression including speech •Self-correction, including re-reading and reading ahead •Skim to gain an overview of a text, e.g. topic, purpose •Read short information texts independently with concentration •Identify how texts differ in purpose, structure and layout •Identify different purposes of texts, *e.g. to inform, instruct, explain, persuade, recount*	•Recognise and read Year 3&4 Word List •Read aloud using punctuation to aid expression including speech •Self-correction, including re-reading and reading ahead	•Recognise and read Year 3&4 Word List •Skim to gain the gist of a text or the main idea in a chapter •Scan for specific information using a variety of features in texts, *e.g. titles, illustrations, pre taught vocabular, bold print, captions, bullet points* •Identify how texts are organised, *e.g. lists, numbered points, diagrams with arrows, tables and bullet points* •Identify and use text features, e.g. titles, headings and pictures, to locate and understand specific information •Look for specific information in texts using contents, indexes, glossaries, dictionaries •Re-reading sentences for clarity	•Recognise and read Year 3&4 Word List •Read aloud with attention to and increasing range of punctuation, including full stops, question, exclamation and speech marks *and* intonation •Re-reading sentences for clarity	•Recognise and read Year 3&4 Word List •Enhance understanding in information text through, *e.g. illustration, photographs, diagrams and charts* •Look for specific information in texts using contents, indexes, glossaries, dictionaries •Identify different purposes of texts, *e.g. to inform, instruct, explain, persuade, recount* •Skim to gain the gist of a text or the main idea in a chapter	•Recognise and read Year 3&4 Word List •Read aloud with attention to and increasing range of punctuation, including full stops, question, exclamation and speech marks *and* intonation

Content Domains*

*Content domains are not the entire National Curriculum. They are broad headings under which skills have been grouped for assessment.
2a give / explain the meaning of words in context
2b retrieve and record information / identify key details from fiction and non-fiction
2d make inferences from the text / explain and justify inferences with evidence from the text

	Build on Previous Term & Focus on:	Build on Previous Term & Focus on:	Build on Previous Term & Focus on:	Build on Previous Term & Focus on:	Build on Previous Term & Focus on:
2e predict what might happen from details stated and implied **2f** identify / explain how information / narrative content is related and contributes to meaning as a whole **2a** give / explain the meaning of words in context	**2e** predict what might happen from details stated and implied **2a** give / explain the meaning of words in context	**2f** identify / explain how information / narrative content is related and contributes to meaning as a whole **2d** make inferences from the text / explain and justify inferences with evidence from the text **2c** summarise main ideas from more than one paragraph	**2d** make inferences from the text / explain and justify inferences with evidence from the text **2h** make comparisons within the text	**2f** identify / explain how information / narrative content is related and contributes to meaning as a whole **2h** make comparisons within the text **2g** identify / explain how meaning is enhanced through choice of words and phrases	**2f** identify / explain how information / narrative content is related and contributes to meaning as a whole **2h** make comparisons within the text **2g** identify / explain how meaning is enhanced through choice of words and phrases

Reading Terminology for Pupils

Building on Previous Year and throughout Year 4 focus on:

root word, prefix, suffix, theme, convention, intonation, tone, volume, action, rehearse, perform, present

READING: Implementation and Progression Overview Counts in Year 5

A	B	C	D	E	F

Reading Curriculum & Curriculum

Science: Space	Reading Breadth: Modern Fiction & Poetry – Wider Range	History: Victorians	Reading Breadth: Myths and Legends, Plays & Poetry – Wider Range	Geography: North & South America / World	Reading Breadth: Other Cultures and Traditions & Poetry – Wider Range

Word Reading

•Apply growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words

Comprehension

Building on Previous Year and throughout Year 5 focus on:
•Read and discuss a range of fiction, poetry, plays, non-fiction and reference books
•Recommend books that they have read to their peers, giving simple reasons for their choices
•Learn a wider range of age appropriate poetry by heart
•With occasional prompting, draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence

Build on Previous Year & Focus on:	**Build on Previous Term & Focus on:**	**Build on Previous Term & Focus on:**	**Build on Previous Term & Focus on:**	**Build on Previous Term & Focus on:**	**Build on Previous Term & Focus on:**
•Read books that are structured in different ways and read for a range of purposes •Make comparisons within and across books e.g. plot, genre and theme •Check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context •Predict what might happen from details stated and implied •Identify how language, structure and presentation contribute to meaning •Retrieve, record and present some information from fiction and non-fiction •Distinguishing between statements of fact and opinion	•Increase their familiarity with a wide range of books, including modern fiction •Make comparisons within and across books e.g. plot, genre and theme •Predict what might happen from details stated and implied •Participate in discussions about books that are read to them and those they can read for themselves •Ask questions to improve their understanding •Prepare poems to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience	•Make comparisons within and across books e.g. plot, genre and theme •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 some views •With support, locate relevant information in a text, summarise the main ideas drawn from more than one paragraph and identifying key details that support the main ideas •Identify how language, structure and presentation contribute to meaning •With occasional prompting, draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence	•Increase their familiarity with a wide range of books, including myths and legends •Identify and discuss themes and conventions in and across a wide range of writing •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 some views •With occasional prompting, draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence •Provide reasoned justifications for their views •Prepare plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience	•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 •Identify and discuss themes and conventions in and across a wide range of writing •Identify how language, structure and presentation contribute to meaning •Identify, discuss and evaluate the difference between literal and figurative language, commenting on the effectiveness of the author's language to create mood and build tension and the impact on the reader •Provide reasoned justifications for their views	•Increase their familiarity with a wide range of books, including books from other cultures and traditions •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 •Identify and discuss themes and conventions in and across a wide range of writing •Identify, discuss and evaluate the difference between literal and figurative language, commenting on the effectiveness of the author's language to create mood and build tension and the impact on the reader •Provide reasoned justifications for their views •Prepare poems to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience

Skills and Strategies

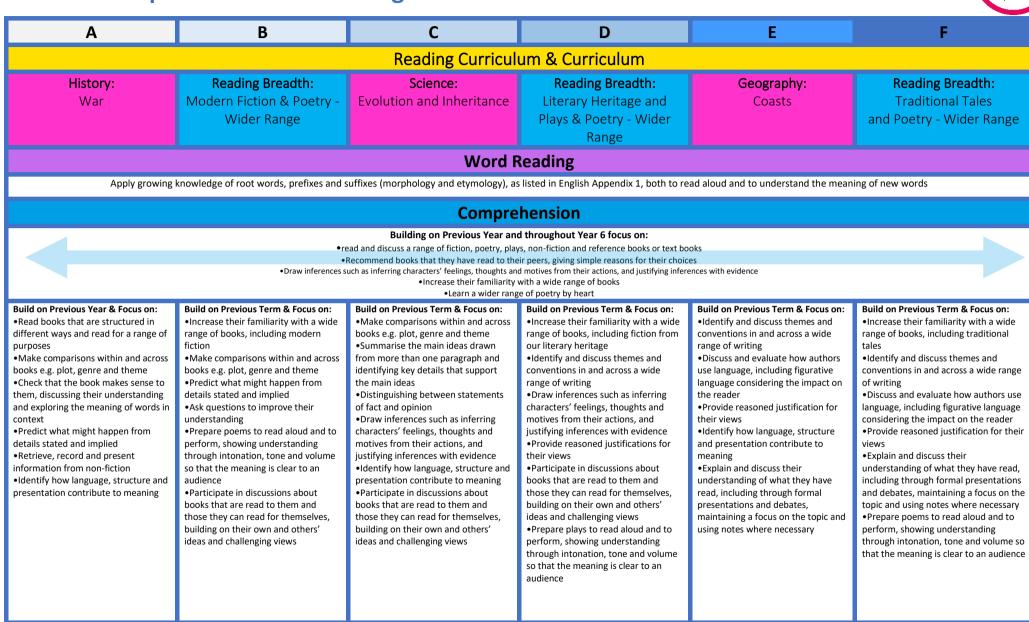**Building on Previous year and throughout Year 5 Focus on:**
- Use a range of strategies to make meaning from words and sentences, including knowledge of phonics, word roots, word families, syntax, text organisation and prior knowledge of context
- Read extended texts independently for sustained periods
- Self-correction, including re-reading and reading ahead
- Reading widely and frequently for pleasure and information

Build on Previous Year & Focus on:	Build on Previous Term & Focus on:	Build on Previous Term & Focus on:	Build on Previous Term & Focus on:	Build on Previous Term & Focus on:	Build on Previous Term & Focus on:
•Recognise *many Year 5&6 Word List* words with automaticity •Identify how punctuation relates to sentence structure and how meaning is constructed in complex sentences •Through discussion and read aloud, demonstrate how an understanding of sentence structure and punctuation help make meaning •Connecting prior knowledge and textual information to make inferences and predictions •Scan to find specific details using graphic and textual organisers, *e.g. sub-headings, diagrams etc* •Use information on-screen and on paper	•Recognise and read *many Year 5&6 Word List* words with automaticity •Identify how punctuation relates to sentence structure and how meaning is constructed in complex sentences •Through discussion and read aloud, demonstrate how an understanding of sentence structure and punctuation help make meaning •Connecting prior knowledge and textual information to make inferences and predictions •Read closely, annotating for specific purposes	•Recognise and read *most Year 5&6 Word List* words with automaticity •Use a range of strategies for skimming, e.g. gist, main ideas, themes and scanning, e.g. finding key words or phrases •Identify features of texts, *e.g. introduction to topic, sequence, illustrations, formality through language choices* •Finding the main idea of a text •Use information on-screen and on paper •Read closely, annotating for specific purposes	•Recognise and read *most Year 5&6 Word List* words with automaticity •Identify how punctuation relates to sentence structure and how meaning is constructed in complex sentences •Through discussion and read aloud, demonstrate how an understanding of sentence structure and punctuation help make meaning •Read closely, annotating for specific purposes •Use a range of strategies for skimming, e.g. gist, main ideas, themes and scanning, e.g. finding key words or phrases	•Recognise and read *all Year 5&6 Word List* words with automaticity •Identify features of texts, *e.g. introduction to topic, sequence, illustrations, degree of formality* •Use information on-screen and on paper •Read closely, annotating for specific purposes •Use a range of strategies for skimming, e.g. gist, main ideas, themes and scanning, e.g. finding key words or phrases	•Recognise and read *all Year 5&6 Word List* words with automaticity •Read closely, annotating for specific purposes •Identify how punctuation relates to sentence structure and how meaning is constructed in complex sentences •Through discussion and read aloud, demonstrate how an understanding of sentence structure and punctuation help make meaning •Use a range of strategies for skimming, e.g. gist, main ideas, themes and scanning, e.g. finding key words or phrases

Content Domains*

*Content domains are not the entire National Curriculum. They are broad headings under which skills have been grouped for assessment.

2a give / explain the meaning of words in context
2b retrieve and record information / identify key details from fiction and non-fiction
2d make inferences from the text / explain and justify inferences with evidence from the text

	Build on Previous Term & Focus on:	Build on Previous Term & Focus on:	Build on Previous Term & Focus on:	Build on Previous Term & Focus on:	Build on Previous Term & Focus on:
2e predict what might happen from details stated and implied **2h** make comparisons within the text **2f** identify / explain how information / narrative content is related and contributes to meaning as a whole	**2e** predict what might happen from details stated and implied **2h** make comparisons within the text	**2f** identify / explain how information / narrative content is related and contributes to meaning as a whole **2c** summarise main ideas from more than one paragraph **2h** make comparisons within the text **2d** make inferences from the text / explain and justify inferences with evidence from the text	**2d** make inferences from the text / explain and justify inferences with evidence from the text **2h** make comparisons within the text	**2f** identify / explain how information / narrative content is related and contributes to meaning as a whole **2h** make comparisons within the text **2g** identify / explain how meaning is enhanced through choice of words and phrases	**2h** make comparisons within the text **2g** identify / explain how meaning is enhanced through choice of words and phrases

Reading Terminology for Pupils

Building on Previous Year and throughout Year 5 focus on:

figurative language, (reasoned) justification, justify, fact, opinion, debate, metaphor, simile, analogy, imagery, style, effect, compare

READING: Implementation and Progression Overview Counts in Year 6

A	B	C	D	E	F

Reading Curriculum & Curriculum

History: War	Reading Breadth: Modern Fiction & Poetry - Wider Range	Science: Evolution and Inheritance	Reading Breadth: Literary Heritage and Plays & Poetry - Wider Range	Geography: Coasts	Reading Breadth: Traditional Tales and Poetry - Wider Range

Word Reading

Apply growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words

Comprehension

Building on Previous Year and throughout Year 6 focus on:
- read and discuss a range of fiction, poetry, plays, non-fiction and reference books or text books
- Recommend books that they have read to their peers, giving simple reasons for their choices
- Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- Increase their familiarity with a wide range of books
- Learn a wider range of poetry by heart

Build on Previous Year & Focus on:	Build on Previous Term & Focus on:	Build on Previous Term & Focus on:	Build on Previous Term & Focus on:	Build on Previous Term & Focus on:	Build on Previous Term & Focus on:
•Read books that are structured in different ways and read for a range of purposes •Make comparisons within and across books e.g. plot, genre and theme •Check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context •Predict what might happen from details stated and implied •Retrieve, record and present information from non-fiction •Identify how language, structure and presentation contribute to meaning	•Increase their familiarity with a wide range of books, including modern fiction •Make comparisons within and across books e.g. plot, genre and theme •Predict what might happen from details stated and implied •Ask questions to improve their understanding •Prepare poems to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience •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	•Make comparisons within and across books e.g. plot, genre and theme •Summarise the main ideas drawn from more than one paragraph and identifying key details that support the main ideas •Distinguishing between statements of fact and opinion •Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence •Identify how language, structure and presentation contribute to meaning •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	•Increase their familiarity with a wide range of books, including fiction from our literary heritage •Identify and discuss themes and conventions in and across a wide range of writing •Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence •Provide reasoned justifications for their views •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 •Prepare plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience	•Identify and discuss themes and conventions in and across a wide range of writing •Discuss and evaluate how authors use language, including figurative language considering the impact on the reader •Provide reasoned justification for their views •Identify how language, structure and presentation contribute to meaning •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	•Increase their familiarity with a wide range of books, including traditional tales •Identify and discuss themes and conventions in and across a wide range of writing •Discuss and evaluate how authors use language, including figurative language considering the impact on the reader •Provide reasoned justification for their views •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 •Prepare poems to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience

Skills and Strategies

Building on Previous year and throughout Year 6 Focus on:
- Recognise and read *all Year 5&6 W*ord List words with automaticity
- Make meaning from words and sentences, including knowledge of phonics, word roots, word families,
- Make meaning from text organisation
- Make meaning by drawing on prior knowledge
- Read increasingly complex texts independently for sustained periods
- Find the main idea of a paragraph and text

Build on Previous Year & Focus on:	Build on Previous Year & Focus on:	Build on Previous Term & Focus on:	Build on Previous Term & Focus on:	Consolidate and embed all skills not secured and focus on:	Consolidate and embed all skills not secured and focus on:
•Recognise *all Year 5&6 W*ord List words with automaticity •Identify how punctuation relates to sentence structure and how meaning is constructed in multi-clause sentences •Read closely, annotating for specific purposes •Use a range of strategies for skimming, e.g. gist, main ideas, themes and scanning, e.g. finding key words or phrases •Connecting prior knowledge and textual information to make inferences and predictions	•Recognise *all Year 5&6 W*ord List words with automaticity •Identify how punctuation relates to sentence structure and how meaning is constructed in multi-clause sentences •Read closely, annotating for specific purposes •Connecting prior knowledge and textual information to make inferences and predictions	•Recognise *all Year 5&6 W*ord List words with automaticity •Increase understanding of how punctuation can vary and affect sentence structure and meaning, help avoid ambiguity •Use a range of strategies for finding and locating information e.g. skimming scanning for detail •Summarising a text •Secure responses and understanding through re-reading and cross-check information •Read closely, annotating for specific purposes	•Recognise *all Year 5&6 W*ord List words with automaticity •Increase understanding of how punctuation can vary and affect sentence structure and meaning, help avoid ambiguity •Secure responses through re-reading and cross-check information •Read closely, annotating for specific purposes •Use a range of strategies for skimming, e.g. gist, main ideas, themes and scanning, e.g. finding key words or phrases	•Recognise *all Year 5&6 W*ord List words with automaticity •Read closely, annotating for specific purposes •Confidently use a range of strategies for finding and locating information e.g. skimming scanning for detail •Use a range of strategies for skimming, e.g. gist, main ideas, themes and scanning, e.g. finding key words or phrases	•Recognise *all Year 5&6 W*ord List words with automaticity •Read closely, annotating for specific purposes •Identify how punctuation relates to sentence structure and how meaning is constructed in complex sentences •Through discussion and read aloud, demonstrate how an understanding of sentence structure and punctuation help make meaning •Use a range of strategies for skimming, e.g. gist, main ideas, themes and scanning, e.g. finding key words or phrases

Content Domains*

*Content domains are not the entire National Curriculum. They are broad headings under which skills have been grouped for assessment.
2a give / explain the meaning of words in context
2b retrieve and record information / identify key details from fiction and non-fiction
2d make inferences from the text / explain and justify inferences with evidence from the text

	Build on Previous Term & Focus on:	Build on Previous Term & Focus on:	Build on Previous Term & Focus on:	Build on Previous Term & Focus on:	Build on Previous Term & Focus on:
2e predict what might happen from details stated and implied **2f** identify / explain how information / narrative content is related and contributes to meaning as a whole **2h** make comparisons within the text **2d** make inferences from the text / explain and justify inferences with evidence from the text	**2e** predict what might happen from details stated and implied **2h** make comparisons within the text	**2f** identify / explain how information / narrative content is related and contributes to meaning as a whole **2c** summarise main ideas from more than one paragraph **2h** make comparisons within a text **2d** make inferences from the text / explain and justify inferences with evidence from the text	**2h** make comparisons within the text **2d** make inferences from the text / explain and justify inferences with evidence from the text	**2f** identify / explain how information / narrative content is related and contributes to meaning as a whole **2h** make comparisons within the text **2g** identify / explain how meaning is enhanced through choice of words and phrases	**2h** make comparisons within the text **2g** identify / explain how meaning is enhanced through choice of words and phrases

Reading Terminology for Pupils

Building on Previous Year and throughout Year 6 focus on:

figurative language, (reasoned) justification, justify, fact, opinion, debate, metaphor, simile, analogy, imagery, style, effect, compare