

Shawlands Primary School
Reading framework
Updated October 2021



EYFS

Statutory guidance			
	Birth – 3, 3-4 Years and Reception	Covered	What should be seen in the classroom?
Word Reading			
Phonics and Decoding	<ul style="list-style-type: none"> To enjoy rhyming and rhythmic activities. To show an awareness of rhyme and alliteration. To recognise rhythm in spoken words. To continue a rhyming string. To hear and say the initial sound in words. To segment the sounds in simple words and blend them together and know which letter represents some of them. To link sounds to letters, naming and sounding the letters of the alphabet. To use phonic knowledge to decode regular words and read them aloud accurately. 		<ul style="list-style-type: none"> Phonological awareness – tracking Daily phonics lessons using Read, Write, Inc Differentiated groups from EYFS-KS1 Storytelling, songs, poems, nursery rhymes Individual reading with books that match the correct sound/phonics group Role play – books and displays Reading area's used effectively – adult modelling and used during 1:1 reading Phonics areas and games
Common exception words	<ul style="list-style-type: none"> To read some common irregular words 		
Fluency	<ul style="list-style-type: none"> To show interest in illustrations and print in books and print in the environment. To recognise familiar words and signs such as own name and advertising logos. To look and handle books independently (holds books the correct way up and turns pages). To ascribe meanings to marks that they see in different places. To begin to break the flow of speech into words. To begin to read words and simple sentences. To read and understand simple sentences. 		
Comprehension			

<p>Understanding and correcting inaccuracies</p>	<ul style="list-style-type: none"> • To know that print carries meaning and, in English, is read from left to right and top to bottom. • To understand humour e.g. nonsense rhymes, jokes. 		<ul style="list-style-type: none"> • Questions being asked to children through reading both individually and during independent learning • Question starters around the environment used effectively • Story sessions • Circle times used for questioning • Misconceptions addressed • Engaging reading areas • Investigation stations • Helicopter stories • Role plays stimulate story telling
<p>Comparing, contrasting and commenting</p>	<ul style="list-style-type: none"> • To listen to stories with increasing attention and recall. • To anticipate key events and phrases in rhymes and stories. • To begin to be aware of the way stories are structured. • To describe main story settings, events and principal characters. • To enjoy an increasing range of books. • To follow a story without pictures or props. • To listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. • To demonstrate understanding when talking with others about what they have read. 		
<p>Words in context and authorial choice</p>	<ul style="list-style-type: none"> • To build up vocabulary that reflects the breadth of their experiences. • To extend vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words. • To use vocabulary and forms of speech that are increasingly influenced by their experiences of books. 		
<p>Inference and prediction</p>	<ul style="list-style-type: none"> • To suggest how a story might end. • To begin to understand 'why' and 'how' questions. • To answer 'how' and 'why' questions about their experiences and in response to stories or events. 		

Poetry and performance	<ul style="list-style-type: none"> To listen to and join in with stories and poems, one-to-one and also in small groups. To join in with repeated refrains in rhymes and stories. To use intonation, rhythm and phrasing to make the meaning clear to others. To develop preference for forms of expression. To play cooperatively as part of a group to develop and act out a narrative. To express themselves effectively, showing awareness of listeners' needs. 		
Non-fiction	<ul style="list-style-type: none"> To know that information can be relayed in the form of print. To know that information can be retrieved from books and computers. 		

Question examples

<ul style="list-style-type: none"> - What does this mean? - What might the characters be feeling? How do you know? - What might happen in the story? - What might happen next? - What might happen at the end of the story? 	<ul style="list-style-type: none"> - What did you find out? - What can you see on the front cover? - What happened first, next ...?
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Text type suggestions for coverage and coverage guidance

Cycle A		Cycle B	
Autumn 1	Starting school, Mr Pusskins – Best in Show, Dear Zoo, Funnybones Pet Shop	Autumn 1	
Autumn 2	Bonfire Night (poetry), Owl Babies, One Snowy Night, Jolly Christmas Postman, Nativity	Autumn 2	
Spring 1	Stick Man, Chinese New Year, The Magic Paintbrush, Lost and Found, Pancakes Pancakes	Spring 1	
Spring 2	Polar Bear, Polar Bear, Does a Kangaroo Have a Mother Too?, Hungry Caterpillar	Spring 2	
Summer 1	Mad About Minibeasts, I love Bugs, Superworm, What the Ladybird Heard	Summer 1	
Summer 2	Lighthouse Keepers Lunch, Father's Day, Lighthouse Keepers Rescue, Lighthouse Keepers Cat	Summer 2	

Year 1

Statutory guidance			
		Covered	What should be seen in the classroom?
Word Reading			
Phonics and Decoding	<ul style="list-style-type: none"> To apply phonic knowledge and skills as the route to decode words. To blend sounds in unfamiliar words using the GPCs that they have been taught. To respond speedily, giving the correct sound to graphemes for all of the 40+ phonemes. To read words containing taught GPCs. To read words containing -s, -es, -ing, -ed and -est endings. To read words with contractions, e.g. I'm, I'll and we'll. 		<ul style="list-style-type: none"> Phonics lessons 4 times a week using Read, Write Inc Adults to assess daily if phonics sound has been retained Differentiated phonics groups from EYFS-KS1 Read, Write Inc guided reading sessions Individual reading to help support children to decode and build on their fluency Interventions for children who are working below age related expectations Engaging reading areas with age appropriate titles Common exception words around the environment Children to have reading book linked to phonics group
Common exception words	<ul style="list-style-type: none"> To read Y1 common exception words, noting unusual correspondences between spelling and sound and where these occur in words. 		
Fluency	<ul style="list-style-type: none"> To accurately read texts that are consistent with their developing phonic knowledge, that do not require them to use other strategies to work out words. To reread texts to build up fluency and confidence in word reading. 		
Comprehension			
Understanding and correcting inaccuracies	<ul style="list-style-type: none"> To check that a text makes sense to them as they read and to self-correct. 		<ul style="list-style-type: none"> Read, Write Inc guided reading sessions Daily story time Question openers around the classroom
Comparing, contrasting and	<ul style="list-style-type: none"> To listen to and discuss a wide range of fiction, non-fiction and poetry at a level beyond that at which they can read independently. 		

commenting	<ul style="list-style-type: none"> To link what they have read or have read to them to their own experiences. To retell familiar stories in increasing detail. To join in with discussions about a text, taking turns and listening to what others say. To discuss the significance of titles and events. To recognise simple recurring literary language in stories and poetry. To ask and answer questions about a text. To make links between the text they are reading and other texts they have read (in texts that they can read independently). 		<ul style="list-style-type: none"> During 1:1 reading sessions children asked age related questions Children to enjoy reading for pleasure
Words in context and authorial choice	<ul style="list-style-type: none"> To discuss word meaning and link new meanings to those already known. 		
Inference and prediction	<ul style="list-style-type: none"> To begin to make simple inferences. To predict what might happen on the basis of what has been read so far. 		
Poetry and performance	<ul style="list-style-type: none"> To recite simple poems by heart. To ensure that children are given the opportunity to listen attentively to a range of short poems, stories and non-fiction at a level beyond that at which they can read independently. 		
Non-fiction			
<u>Question examples</u>			
<ul style="list-style-type: none"> - What happened after? - What was the first thing that happened in the story? - Can you summarise in a sentence the opening of the story? - Sequence the key events in the story. - What kind of text is this? - Who did ...? - Why did ... happen? 		<ul style="list-style-type: none"> - What does the word ... mean in this sentence? - Find and copy a word which means ... - What does the word or phrase tell you about ...? - Which of the words best describes the character/setting/mood? - Can you think of any other words the author could have used to describe this? 	

<u>Text type suggestions for coverage and coverage guidance</u>			
<u>Cycle A</u>		<u>Cycle B</u>	
Autumn 1	Leon and the place in between	Autumn 1	
Autumn 2	Don't hog the hedge Why can't penguins fly How the Grinch stole Christmas	Autumn 2	
Spring 1	Sammy the street dog Vlad the Great Fire of London Toby and the great fire of London	Spring 1	
Spring 2	Jack and the baked bean stalk Fairy stories The true story of the Big, Bad Wolf	Spring 2	
Summer 1	The Ugly Five Handa's surprise The Akimbo Adventures	Summer 1	
Summer 2	Anna Hibiscus Meerkat Mail Letters to Africa	Summer 2	

*These are detailed in the word lists within the spelling appendix to the national curriculum (English Appendix 1). Teachers should refer to these to exemplify the words that pupils should be able to read as well as spell.

Year 2

Statutory guidance		Covered	What should be seen in the classroom?
Word Reading			
Phonics and Decoding	<ul style="list-style-type: none"> To continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent. To read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes. To accurately read most words of two or more syllables. To read most words containing common suffixes.* 		<ul style="list-style-type: none"> Whole class guided reading sessions with one weekly session focussing on the bottom 20% of readers Phonics lessons 4 times a week using Read, Write Inc if retaking phonics test Individual reading to help support children to decode and build on their fluency Interventions for children who are working below age related expectations Engaging reading areas with age appropriate titles Common exception words around the environment Children to have reading book linked to their reading ability
Common exception words	<ul style="list-style-type: none"> To read most Y1 and Y2 common exception words*, noting unusual correspondences between spelling and sound and where these occur in the word. 		
Fluency	<ul style="list-style-type: none"> To read aloud books (closely matched to their improving phonic knowledge), sounding out unfamiliar words accurately, automatically and without undue hesitation. To reread these books to build up fluency and confidence in word reading. To read words accurately and fluently without overt sounding and blending, e.g. at over 90 words per minute, in age-appropriate texts. 		
Comprehension			
Understanding and correcting	<ul style="list-style-type: none"> To show understanding by drawing on what they already know or on background information 		

inaccuracies	<p>and vocabulary provided by the teacher.</p> <ul style="list-style-type: none"> To check that the text makes sense to them as they read and to correct inaccurate reading. 		<ul style="list-style-type: none"> Whole class guided reading sessions Daily story time Question openers around the classroom During 1:1 reading sessions children asked age related questions Children to enjoy reading for pleasure Reading comprehension sessions SAT's style practise
Comparing, contrasting and commenting	<ul style="list-style-type: none"> To participate in discussion about books, poems and other works that are read to them (at a level beyond at which they can read independently) and those that they can read for themselves, explaining their understanding and expressing their views. To become increasingly familiar with and to retell a wide range of stories, fairy stories and traditional tales. To discuss the sequence of events in books and how items of information are related. 		
Words in context and authorial choice	<ul style="list-style-type: none"> To discuss and clarify the meanings of words, linking new meanings to known vocabulary. To discuss their favourite words and phrases. 		
Inference and prediction	<ul style="list-style-type: none"> To make inferences on the basis of what is being said and done. To predict what might happen on the basis of what has been read so far in a text. 		
Poetry and performance	<ul style="list-style-type: none"> To continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some with appropriate intonation to make the meaning clear. To ensure that children are given the opportunity to listen attentively to a range of short poems, stories and non-fiction at a level beyond that at which they can read independently. 		
Non-fiction	<ul style="list-style-type: none"> To recognise that non-fiction books are often structured in different ways. 		

Question examples

- Why was ... feeling?
- Why did ... happen?
- Can you explain why ...?
- How do you know the character is feeling a certain way?
- What can you infer from the picture / text?
- Look at the book cover/blurb – what do you think this book will be about?
- What do you think will happen in the story?
- What makes you think this/
- How does the choice of the character affect what will happen next?
- What do you think this means? What might happen next?

- What does the word ... mean in this sentence?
- Find and copy a word that means ...
- What does this word or phrases tell you about?
- Draw a picture to show what the word means
- Why do you think ... is repeated in this section?
- What does this word mean? Use a dictionary
- Who is your favourite character? Why?
- Would you like to live in this setting? Why/why not?
- Is there anything you would change about this story?
- Do you like this text? What do you like about it?
- What kind of text is this?

Text type suggestions for coverage and coverage guidance

Cycle A		Cycle B	
Autumn 1	Leon and the place in between	Autumn 1	
Autumn 2	Don't hog the hedge Why can't penguins fly How the Grinch stole Christmas	Autumn 2	
Spring 1	Sammy the street dog Vlad the Great Fire of London Toby and the great fire of London	Spring 1	
Spring 2	Jack and the baked bean stalk Fairy stories The true story of the Big, Bad Wolf	Spring 2	
Summer 1	The Ugly Five Handa's surprise The Akimbo Adventures	Summer 1	
Summer 2	Anna Hibiscus Meerkat Mail Letters to Africa	Summer 2	

* These are detailed in the word lists within the spelling appendix to the national curriculum (English Appendix 1). Teachers should refer to these to exemplify the words that pupils should be able to read as well as spell.

Year 3

Statutory guidance			
		Covered	What should be seen in the classroom?
Word Reading			
Prefixes/Suffixes	<ul style="list-style-type: none"> To read words containing common prefixes, e.g. dis-, mis-. In-. il-. Im-. Ir-, re- To read words containing common suffixes, e.g. -ly, ous. 		<ul style="list-style-type: none"> Whole class guided reading sessions with one weekly session focussing on the bottom 20% of readers Individual reading to help support children's needs Interventions for children who are working below age related expectations Engaging reading areas with age appropriate titles Children to have reading book linked to their reading ability
Common exception words	<ul style="list-style-type: none"> To read further exception words, e.g. address, appear, arrive, breath, breathe, calendar, complete, consider, continue, describe, different, difficult, early To identify the unusual correspondences between spelling and sound in the common exception words. When reading unfamiliar words, they test out different pronunciations (e.g. in reading 'technical', the pronunciation 'tetchnical' might not sound familiar, but 'teknical' should). 		
Expression	<ul style="list-style-type: none"> To respond to a wide range of punctuation when reading. 		
Comprehension			
Understanding and correcting inaccuracies	<ul style="list-style-type: none"> To be able to identify the main idea from within a paragraph. To be able to self-correct and re-reads when reading does not make sense. To identify simple, most obvious points to show understanding (though there may also be some misunderstanding, e.g. about information from different places in the text). To ask questions to improve my understanding 		

	of a text.		
Familiarity with texts	<ul style="list-style-type: none"> To orally retell some familiar books, including fairy stories, myths and legends, by recalling the main points in sequence (may need images to support). To identify some simple connections between texts, e.g. similarities in plot, topic, or books by same author, about same characters. (Y2 - Greater Depth) To show an awareness that books are set in different times and places. 		<ul style="list-style-type: none"> Whole class guided reading sessions Daily story time Question openers around the classroom During 1:1 reading sessions children asked age related questions Children to enjoy reading for pleasure Reading comprehension covered using VIPERS
Comparing, contrasting and commenting	<ul style="list-style-type: none"> To be able to discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks (both those that are read to me and those that I can read for myself). 		
Words in context and authorial choice	<ul style="list-style-type: none"> To know that a dictionary or glossary can be used to check the meaning of words. To be able to comment on basis, effective language features (e.g. rhyming words and refrains, adjectives) that may capture the reader's interest and imagination (e.g. "'slimy' is a good word there'). 		
Inference and prediction	<ul style="list-style-type: none"> To be able to make inferences about characters' feelings from their actions (e.g. 'Sam tumbled onto the floor and tears began to run down his cheeks.' How is Sam feeling? Sad). To justify inferences about characters' feelings with a single piece of evidence from the text (e.g. 'Because he is crying'). To predict what might happen from details stated. 		
Poetry and performance	<ul style="list-style-type: none"> To recognise some different forms of poetry e.g. acrostic, haiku, cinquains, shape poems. To prepare poems to read aloud, showing understanding through intonation, tone and 		

	<p>volume.</p> <ul style="list-style-type: none"> To prepare play scripts to read aloud, showing understanding through intonation, tone and volume. To ensure that children are given the opportunity to listen attentively to a range of short poems, stories and non-fiction at a level beyond that at which they can read independently. 		
Structure and organisation	<ul style="list-style-type: none"> To know where to find a content page and explain what it is for. To explain the function of some organisational/structural features of different texts (e.g. types of punctuation, labels, headings, sub-headings, bullet points, captions). 		

Question examples

<p>What happened in the story?</p> <p>Where does the story take place?</p> <p>Who is telling the story?</p> <p>Can you find some words or phrases that tell you about this character?</p> <p>How are you going to use this book to find out about...?</p> <p>Why is the text arranged in this way?</p> <p>Does the layout and colour of the text have an impact on the reader?</p> <p>How are the beginning and end similar? Is the order of events important?</p> <p>What features make this book similar to (another text)?</p> <p>Knowing what you do about (a character/an event), what might happen next? Why do you think this?</p> <p>If the story develops in the way you have predicted, how will (a character) respond? Can you find evidence in the text to explain why you think this is?</p> <p>How does the author indicate that (a character) feels excited/worried/scared? Does the author show this directly?</p>	<p>What is the genre of this story? How do you know?</p> <p>Have you read any other books in this series/by the same author/about this topic?</p> <p>Do these texts share any common features e.g. language or theme?</p> <p>How are the beginning and end similar? Is the order of events important?</p> <p>Why do you think authors use short sentences?</p> <p>How do the illustrations/choice of font/bold type/italics contribute to the meaning?</p> <p>What is the text about?</p> <p>What type of text is it?</p> <p>Which subheading could you use instead of this one?</p> <p>What title could you give this text?</p> <p>When did (an event) first take place? Who were the key people involved?</p> <p>What opening statement would you make in beginning a discussion about this text?</p> <p>What are the arguments for/against the subject of this text/story?</p> <p>Who would you recommend this book to?</p>
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Text type suggestions for coverage and coverage guidance

Cycle A		Cycle B	
Autumn 1	Iron Man	Autumn 1	Stone Age Boy How to Wash a Woolly Mammoth Nothing to See Here Hotel
Autumn 2	Iron Man	Autumn 2	Stone Age Boy How to Wash a Woolly Mammoth Nothing to See Here Hotel
Spring 1	Firework Maker's Daughter Tyrannosaurus Rex – Paul Cookson	Spring 1	The Lion, Witch and the Wardrobe Plastic Sucks What a waste
Spring 2	Firework Maker's Daughter Tyrannosaurus Rex – Paul Cookson	Spring 2	The Lion, Witch and the Wardrobe Plastic Sucks What a waste
Summer 1	Butterfly Lion	Summer 1	
Summer 2	Butterfly Lion	Summer 2	

* These are detailed in the word lists within the spelling appendix to the national curriculum (English Appendix 1). Teachers should refer to these to exemplify the words that pupils should be able to read as well as spell.

Year 4

Statutory guidance			
		Covered	What should be seen in the classroom?
Word Reading			
Prefixes/Suffixes	<ul style="list-style-type: none"> To read words containing common prefixes, e.g. sub-, inter-, super-, anti-, auto-. To read words containing common suffixes, e.g. -tion/-sion/-ssion/-cian. 		<ul style="list-style-type: none"> Whole class guided reading sessions with one weekly session focussing on the bottom 20% of readers Individual reading to help support children's needs Interventions for children who are working below age related expectations Engaging reading areas with age appropriate titles Children to have reading book linked to their reading ability Word banks easily accessible Common exception words around the classroom
Common exception words	<ul style="list-style-type: none"> To read further exception words, e.g. disappear, increase, important, probably, actually, pressure. To identify the unusual correspondences between spelling and sound in the common exception words. 		
Comprehension			
Range of reading	<ul style="list-style-type: none"> To identify some similarities/connections between two texts (e.g. similarities in plot, topic, books by the same author/about the same character). 		<ul style="list-style-type: none"> Whole class guided reading sessions Daily story time Question openers around the classroom During 1:1 reading sessions children asked age related questions Children to enjoy reading for pleasure Reading comprehension covered using VIPERS
Understanding and correcting inaccuracies	<ul style="list-style-type: none"> To identify the main ideas drawn from more than one paragraph. To be able to summarise a group of paragraphs. To make simple comments about a text that demonstrate a understanding of the text (comments are supported by some generally relevant textual reference or quotation). 		

	<ul style="list-style-type: none"> To ask questions to improve my understanding of a text. 		
Familiarity with texts	<ul style="list-style-type: none"> To orally retell a range of familiar books, including fairy stories, myths and legends, by recalling the main points in sequence. To identify the themes within a book (e.g. the triumph of good over evil, friendship). To identify basic conventions of some text types (such as the greeting in letters, the use of presentational devices such as numbering in instructions). 		
Comparing, contrasting and commenting	<ul style="list-style-type: none"> To be able to discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks (both those that are read to me and those that I can read for myself). 		
Words in context and authorial choice	<ul style="list-style-type: none"> To use a dictionary or a glossary to check the meaning of words that I have read. To identify basic, effective features of language that may capture the reader's interest and imagination and discuss what effective they may have on the reader (e.g. 'disgraceful is a good word to use as it shows the reader that he is very upset'). To explain how the structure and presentation of a text contribute to its meaning (e.g. how a conclusion and introduction link together in a text). 		
Inference and prediction	<ul style="list-style-type: none"> To be able to make inferences about characters' feelings and thoughts from their actions (e.g. 'Tim picked the toy up from the shelf and looked over his shoulder.' What do you think Tim is thinking?). To justify inferences about characters' feelings and thoughts with a single piece of evidence 		

	<p>which I explain simply (e.g. 'Because he looked to see if anyone was watching him' which shows that... / which means that...).</p> <ul style="list-style-type: none"> To predict what might happen from details stated and implied. 		
Poetry and performance	<ul style="list-style-type: none"> To recognise an increasing number of different forms of poetry e.g. rap, narrative poems, limericks. To prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action. To prepare play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action. To ensure that children are given the opportunity to listen attentively to a range of short poems, stories and non-fiction at a level beyond that at which they can read independently. 		
Structure and organisation	<ul style="list-style-type: none"> To use a content page to retrieve information from a non-fiction book. 		

Question examples

<p>What happened in the story?</p> <p>Where does the story take place?</p> <p>Who is telling the story?</p> <p>Can you find some words or phrases that tell you about this character?</p> <p>How are you going to use this book to find out about...?</p> <p>Why is the text arranged in this way?</p> <p>Does the layout and colour of the text have an impact on the reader?</p> <p>How are the beginning and end similar? Is the order of events important?</p> <p>What features make this book similar to (another text)?</p> <p>Knowing what you do about (a character/an event), what might happen next? Why do you think this?</p>	<p>What is the genre of this story? How do you know?</p> <p>Have you read any other books in this series/by the same author/about this topic?</p> <p>Do these texts share any common features e.g. language or theme?</p> <p>How are the beginning and end similar? Is the order of events important?</p> <p>Why do you think authors use short sentences?</p> <p>How do the illustrations/choice of font/bold type/italics contribute to the meaning?</p> <p>What is the text about?</p> <p>What type of text is it?</p> <p>Which subheading could you use instead of this one?</p> <p>What title could you give this text?</p>
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<p>If the story develops in the way you have predicted, how will (a character) respond? Can you find evidence in the text to explain why you think this is?</p> <p>How does the author indicate that (a character) feels excited/worried/scared? Does the author show this directly?</p>	<p>When did (an event) first take place? Who were the key people involved?</p> <p>What opening statement would you make in beginning a discussion about this text?</p> <p>What are the arguments for/against the subject of this text/story?</p> <p>Who would you recommend this book to?</p>
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Text type suggestions for coverage and coverage guidance

<u>Cycle A</u>		<u>Cycle B</u>	
Autumn 1	Iron Man	Autumn 1	Stone Age Boy How to Wash a Woolly Mammoth Nothing to See Here Hotel
Autumn 2	Iron Man	Autumn 2	Stone Age Boy How to Wash a Woolly Mammoth Nothing to See Here Hotel
Spring 1	Firework Maker's Daughter Tyrannosaurus Rex – Paul Cookson	Spring 1	The Lion, Witch and the Wardrobe Plastic Sucks What a waste
Spring 2	Firework Maker's Daughter Tyrannosaurus Rex – Paul Cookson	Spring 2	The Lion, Witch and the Wardrobe Plastic Sucks What a waste
Summer 1	Butterfly Lion	Summer 1	
Summer 2	Butterfly Lion	Summer 2	

* These are detailed in the word lists within the spelling appendix to the national curriculum (English Appendix 1). Teachers should refer to these to exemplify the words that pupils should be able to read as well as spell.

Year 5

Statutory guidance			
		Covered	What should be seen in the classroom?
Word Reading			
Prefixes/Suffixes	<ul style="list-style-type: none"> To apply their growing knowledge of root words, prefixes and suffixes to read aloud, e.g. -cious/-tious, -ent/-ence/-ency, -able/-ably, -ible/-ibly, -able/-ible, -ology. To accurately read commonly confused words within a context, e.g. desert/dessert, draft/draught, compliment/complement. 		<ul style="list-style-type: none"> Whole class guided reading sessions with one weekly session focussing on the bottom 20% of readers Individual reading to help support children's needs Interventions for children who are working below age related expectations Engaging reading areas with age appropriate titles Children to have reading book linked to their reading ability
Common exception words	<ul style="list-style-type: none"> To read further exception words, e.g. address, appear, arrive, breath, breathe, calendar, complete, consider, continue, describe, different, difficult, early To identify the unusual correspondences between spelling and sound in the common exception words. When reading unfamiliar words, they test out different pronunciations (e.g. in reading 'technical', the pronunciation 'tetchnical' might not sound familiar, but 'teknical' should). 		
Fluency	<ul style="list-style-type: none"> To ensure children focus on all the letters in a word so that they do not mis-read words (e.g. read 'invitation' for 'imitation'). 		
Comprehension			
Understanding and correcting	<ul style="list-style-type: none"> To be able to summarise the main purpose of the text (e.g. 'It's all about looking after 		<ul style="list-style-type: none"> Whole class guided reading sessions

<p>inaccuracies</p>	<p>your teeth').</p> <ul style="list-style-type: none"> • To be able to make comments which show understanding which are supported by some generally relevant textual reference or quotation (ref/quotations made to appropriate section of text but may be unselective and lack focus). • To ask questions to improve my understanding of a text. 		<ul style="list-style-type: none"> • Daily story time • Question openers around the classroom • During 1:1 reading sessions children asked age related and differentiated questions to suit their specific need • Children to enjoy reading for pleasure • Reading comprehension covered using VIPERS
<p>Familiarity with texts</p>	<ul style="list-style-type: none"> • To identify themes within a book and across a range of writing (such as loss or heroism, a moral). • To identify conventions (such as the use of the first person in writing diaries and autobiographies) across a wide range of writing. • To compare the characters and settings (within & across books). • To identify people/characters that may have different accounts of the same event. • To show some awareness that authors and/or characters have viewpoints, (e.g. 'she thinks it's not fair'). • To recognise where/when a text is set (historical/cultural) and can identify evidence (e.g. language used, traditions). • To identify common features of different texts or versions of the same text with some comment/explanation (e.g. characters, setting, presentational features, thematic links). 		

<p>Comparing, contrasting and commenting</p>	<ul style="list-style-type: none"> • To be able to continue to discuss and express views about an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. • To be able to recommend books that they have read and give reasons for their choices. 		
<p>Words in context and authorial choice</p>	<ul style="list-style-type: none"> • With support, they can use the context to infer the meaning of a word (inc homophones). • Beginning to identify some features of language (e.g. metaphor, simile, alliteration, onomatopoeia). • To discuss the effect of some language features, (e.g. 'all the questions make you want to find out what happens next', 'the way she describes him as "ratlike" and "shifty" makes you think he's disgusting'). 		
<p>Inference and prediction</p>	<ul style="list-style-type: none"> • To be able to make inferences about characters' feelings, thoughts and motives from their actions (e.g. 'Jill placed the diary into a shoe box and placed it under her bed.' Why do you think Jill did this?). • To justify inferences about characters' feelings, thoughts and motives with evidence from different places in the text (e.g. 'People may not think to look in a shoe box'). • To use a simple quote or example from the text to support their answers. • To explain their predictions using details stated and implied (e.g. I think.... will happen because..). 		
<p>Poetry and</p>	<ul style="list-style-type: none"> • To learn a range of poetry by heart. • To prepare poems to read aloud and to perform, 		

performance	<p>using effective intonation, tone and volume so that the meaning is clear to an audience.</p> <ul style="list-style-type: none"> • To ensure that children are given the opportunity to listen attentively to a range of short poems, stories and non-fiction at a level beyond that at which they can read independently. 		
Structure and organisation	<ul style="list-style-type: none"> • To know where to find an index page and explain what it is for. • To be able to use the index page and some other simple features (e.g. headings) to retrieve information from a non-fiction book. • To be able to identify if a statement is fact or opinion. • To compare formal and informal writing styles. 		

Question examples

<p>Is it true/false that...?</p> <p>How does the author feel about this subject/the theme of this story?</p> <p>Is the aim of the text to persuade or to inform? How do you know?</p> <p>Which words does the author use to signal that this is opinion, rather than fact?</p> <p>What specific information do you need to retrieve from this text?</p> <p>Where would you look for information on...?</p> <p>How could you use the contents/index/glossary to help?</p> <p>Using the information you have, can you plan a day at the museum/zoo/gallery suitable for (a consumer e.g. wheelchair user)?</p> <p>Which is the best location to sit in to watch this play? How do you know?</p>	<p>Can you choose a section of the text that you particularly liked? Discuss this with your partner; what do they think? Did they choose a different part? Why?</p> <p>Can you research this topic/theme independently? How might you structure your research?</p> <p>How could you present your findings to the group?</p> <p>What sort of presentation techniques would keep your audience engaged?</p> <p>Can you research this topic/theme independently? How might you structure your research?</p> <p>How could you present your findings to the group?</p>
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Text type suggestions for coverage and coverage guidance			
Cycle A		Cycle B	
Autumn 1	Cosmic (Space) *order*	Autumn 1	Goodnight Mr Tom (WW2)
Autumn 2	Room 13- Y5 Y5/6- tbc Girl of Ink and Stars- Y6	Autumn 2	Room 13- Y5 Y5/6- tbc Girl of Ink and Stars- Y6
Spring 1	Who Let the God's Out? (Greeks)	Spring 1	Explorer (Rainforests) *order*
Spring 2	Boy at the Back of the Class - Y5 Y5/6- tbc Boy in the girls' bathroom- Y6	Spring 2	Boy at the Back of the Class - Y5 Y5/6- tbc Boy in the girls' bathroom- Y6
Summer 1	Viking Boy (Anglo-Saxons and Vikings) *order*	Summer 1	Wonder
Summer 2	Curse of the Chocolate Phoenix- Y5 Y5/6- tbc Flour Babies- Y6	Summer 2	Curse of the Chocolate Phoenix- Y5 Y5/6- tbc Flour Babies- Y6

* These are detailed in the word lists within the spelling appendix to the national curriculum (English Appendix 1). Teachers should refer to these to exemplify the words that pupils should be able to read as well as spell.

Year 6

Statutory guidance			
		Covered	What should be seen in the classroom?
Word Reading			
Prefixes/Suffixes	<ul style="list-style-type: none"> To apply their growing knowledge of root words, prefixes and suffixes to understand the meaning of new words. 		<ul style="list-style-type: none"> Whole class guided reading sessions with one weekly session focussing on the bottom 20% of readers Individual reading to help support children's needs Interventions for children who are working below age related expectations Engaging reading areas with age appropriate titles Children to have reading book linked to their reading ability
Common exception words	<ul style="list-style-type: none"> To accurately read commonly confused words without the context and explain the difference in meaning of the words,, e.g. desert/dessert, draft/draught, compliment/complement. 		
<ul style="list-style-type: none"> Comprehension 			
Understanding and correcting inaccuracies	<ul style="list-style-type: none"> To summarise the main purpose of the text and identify key details that support this (e.g. 'It's all about looking after your teeth because it talks about why you should go to the dentist and foods that are bad to eat'). To make comments which show a deep understanding which are supported by relevant reference or quotation (e.g. selects key information only). To ask questions to improve my understanding of a text. 		<ul style="list-style-type: none"> Whole class guided reading sessions Daily story time Question openers around the classroom During 1:1 reading sessions children asked age related and differentiated questions to suit their specific need Children to enjoy reading for pleasure Reading comprehension covered using VIPERS
Familiarity with texts	<ul style="list-style-type: none"> To identify and discuss themes within a book and across a range of writing (such as loss or heroism, a moral). 		

	<ul style="list-style-type: none"> • To identify and comment on bias and stereotyping in texts. • To identify and discuss conventions (such as the use of the first person in writing diaries and autobiographies) across a wide range of writing. • To be able to compare characters, settings, themes and other aspects of what I read (within & across books). • To consider different accounts of the same event and discuss why these accounts may be different. • To identify viewpoints (authors and/or characters) and find evidence to justify their thoughts (e.g. 'The children don't like ... because nobody wants to sit next to him', 'Neil Armstrong was nervous when Apollo 11 was launched because he was sweating and his heart was pounding'). 		
<p>Comparing, contrasting and commenting</p>	<ul style="list-style-type: none"> • To make comparisons (identifying similarities and differences) within a text and across a range of texts (e.g. characters, settings, presentational features, thematic links) including using evidence from the text to support my answers. • To participate in discussions that build 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 and debates, maintaining a focus on the topic and using notes where necessary. 		

	<ul style="list-style-type: none"> To provide reasoned justifications for my views. 		
Words in context and authorial choice	<ul style="list-style-type: none"> To be able to use the context to infer the meaning of a word (inc homophones). To identify a range of language features (e.g. metaphor, simile, analogy, personification, imagery, style & effect). To discuss the effect of a range of language features, (e.g. 'inked up' really describes the blackberries changing colours as they ripen'). To be able to evaluate an author's use of language (e.g. figurative language). 		
Inference and prediction	<ul style="list-style-type: none"> To be able to make inferences about characters' feelings, thoughts and motives from their actions (e.g. 'Jill placed the diary into a shoe box and placed it under her bed.' Why do you think Jill did this?) To justify all inferences with several pieces of evidence from across a text (e.g. People may not think to look in a shoe box and she was putting it out of sight under her bed). To identify different layers of meaning within a text (e.g. different meanings/connotations of a word; connotations in a political speech or advertisement) To explain different predictions using details stated and implied (e.g. I think.... or will happen because...). 		
Poetry and performance	<ul style="list-style-type: none"> To learn a wide range of modern and classic poetry by heart. To prepare plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an 		

	<p>audience.</p> <ul style="list-style-type: none"> To ensure that children are given the opportunity to listen attentively to a range of short poems, stories and non-fiction at a level beyond that at which they can read independently. 		
Structure and organisation	<ul style="list-style-type: none"> To quickly retrieve information from a non-fiction books (including using either the content page or the index page or other features, e.g. subheadings, bullet points) To explain how to find information in a non-fiction book. To locate facts/opinions with texts. 		

Question examples

<p>Is it true/false that...?</p> <p>How does the author feel about this subject/the theme of this story?</p> <p>Is the aim of the text to persuade or to inform? How do you know?</p> <p>Which words does the author use to signal that this is opinion, rather than fact?</p> <p>What specific information do you need to retrieve from this text?</p> <p>Where would you look for information on...?</p> <p>How could you use the contents/index/glossary to help?</p> <p>Using the information you have, can you plan a day at the museum/zoo/gallery suitable for (a consumer e.g. wheelchair user)?</p> <p>Which is the best location to sit in to watch this play? How do you know?</p>	<p>Can you choose a section of the text that you particularly liked?</p> <p>Discuss this with your partner; what do they think? Did they choose a different part? Why?</p> <p>Can you research this topic/theme independently? How might you structure your research?</p> <p>How could you present your findings to the group?</p> <p>What sort of presentation techniques would keep your audience engaged?</p> <p>Can you research this topic/theme independently? How might you structure your research?</p> <p>How could you present your findings to the group?</p>
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Text type suggestions for coverage and coverage guidance

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Spring 1	Who Let the Gods Out? (Greeks)	Spring 1	Explorer (Rainforests) *order*
Spring 2	Boy at the Back of the Class - Y5	Spring 2	Boy at the Back of the Class - Y5

	Y5/6- tbc Boy in the girls' bathroom- Y6		Y5/6- tbc Boy in the girls' bathroom- Y6
Summer 1	Viking Boy (Anglo-Saxons and Vikings) *order*	Summer 1	Wonder
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