



**Dr Radcliffe's CE Primary School**

**Curriculum Information**

**Reading and Spelling**

# READING

## Intent - Reading

At Dr Radcliffe's, we believe that a quality English curriculum should develop children's enjoyment of reading, writing and discussion. Reading, and high-quality literature, lies at the heart of our English curriculum. We aim to inspire a passion for reading and for our children to develop the habit of reading not only often, but widely. We want our pupils to become lifelong readers. We value reading as a life skill and is a key for academic and life success. We prioritise the teaching of phonics to ensure that all children have sound phonic knowledge, understanding and skills so that they can decode words with confidence. These fundamental skills not only hold the keys to the rest of the curriculum, but also have a huge impact on children's independence when accessing the world around them. The importance of developing fluency is key to children becoming proficient readers and this is prioritised in the teaching of reading at Dr Radcliffe's.

In order to achieve a reading environment where all children develop confidence and enjoyment in reading, we aim to:

We aim to:

1. **Develop a Reading Culture:** Foster an environment where reading is celebrated and valued. We introduce a range of genres and authors to widen pupils' perspectives and interests.
2. **Promote Literacy Across the Curriculum:** Integrate reading into all subjects, ensuring that pupils see the relevance of reading in a variety of contexts.
3. **Ensure Progression and Inclusivity:** Provide tailored reading experiences that meet the diverse needs and interests of our pupils, including those with special educational needs and disabilities (SEND).
4. **Engage Families in Reading:** Involve parents and guardians by helping them understand their role in supporting their children's reading journey

We want to encourage confidence in the art of speaking and listening and inspire children to use discussion to communicate and further their learning. We firmly believe that a secure understanding of English skills is crucial to a high-quality education and will give our children the tools they need to participate fully as a member of society.

## **Implementation - Reading**

**In Foundation Stage and KS1, systematic synthetic phonics is taught effectively and consistently through the Read Write Inc. programme. This gives all children an excellent start in their reading journey. The programme is continuously monitored and is given the highest priority in curriculum time. Books from the programme are sent home and reading diaries used to ensure parents are fully involved in supporting their children with reading. All members of staff delivering the programme are trained and their knowledge is kept up to date through regular development days.**

**The phonics skills which children learn in Key Stage One are maintained and utilised in Key Stage 2, with Speed Sounds charts displayed in classrooms, phonics based reading interventions for children at risk of falling behind and a phonics based spelling strategy throughout the school.**

**Children's progress is carefully monitored from Read Write Inc and throughout the school and support given to children who are at risk from falling behind with their reading. Children are given plenty of opportunity to re-read texts to build fluency.**

**Across the school, the literacy curriculum is designed around high quality and carefully chosen texts which engage students in discussions about books and broaden their reading experience. Children have access to high quality texts for independent reading, both in classrooms and through a well-stocked library.**

### **Promoting Reading for Pleasure**

**The school fosters a love for reading and promotes reading for pleasure both within and beyond the curriculum. This is achieved through:**

- All children who have finished the Read Write Inc. Program from Year 2 onwards use Accelerated Reader to motivate and monitor their reading journey. Achievements are regularly celebrated.**
- Implementing regular, dedicated reading sessions where pupils can enjoy a variety of fiction and non-fiction texts.**
- Encouraging silent reading and providing opportunities for pupils to discuss and recommend books to their peers.**
- Engaging with a range of authors, including hosting author visits and participating in book-themed events and competitions.**
- Organising regular opportunities for pupils to borrow books from the school library and providing support for parents to promote reading habits at home.**
- Celebrating reading achievements through initiatives like book clubs, displays, celebration assemblies, and school based reading events.**

## **Impact - Reading**

The school's tracking and assessment measures show that:

- Pupils make at least expected progress in all areas of English from their starting points, achieving good levels of proficiency in reading, writing, speaking, and listening skills.
- Pupils' confidence and enthusiasm for English is evident, both in academically-focused tasks and in their enjoyment of reading and discussing literature.
- Pupils are eager to participate in oracy opportunities, engaging in debates and discussions, articulating their thoughts confidently, and actively listening to their peers.
- Pupils' writing at the expected standard and beyond demonstrates a rich vocabulary, correct grammar, and a range of sentence structures, as well as clear expression of ideas and purposeful composition.
- Pupils' positive attitudes towards reading in their higher levels of independent reading, improved comprehension skills, and a broader knowledge of literature.
- Pupils develop an appreciation for different genres, authors, and cultures through their exposure to a varied and inclusive range of texts.

In conclusion, Dr Radcliffe's approach to English ensures that pupils develop a strong command of language, a lifelong love for reading, and the ability to communicate effectively across various contexts. Through a language-rich environment, high-quality teaching, targeted skill development, and a focus on reading for pleasure, the school successfully achieves its intent and creates a positive impact on pupils' learning outcomes in English.



# Whole-School Reading Curriculum Progression Map

Reading – Word Reading	KS1		KS2			
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Phonics and Decoding	<p>To apply phonic knowledge and skills as the route to decode words.</p> <p>To blend sounds in unfamiliar words using the GPCs that they have been taught.</p> <p>To respond speedily, giving the correct sound to graphemes for all of the 40+ phonemes.</p> <p>To read words containing taught GPCs.</p> <p>To read words containing -s, -es, -ing, -ed and -est endings.</p> <p>To read words with contractions, e.g. I'm, I'll and we'll.</p>	<p>To continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent.</p> <p>To read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.</p> <p>To accurately read most words of two or more syllables.</p> <p>To read most words containing common suffixes.*</p>	<p>To use their phonic knowledge to decode quickly and accurately (may still need support to read longer unknown words).</p> <p>To apply their growing knowledge of root words and prefixes, including in-, im-, il-, ir-, dis-, mis-, un-, re-, sub-, inter-, super-, anti- and auto- to begin to read aloud.*</p> <p>To apply their growing knowledge of root words and suffixes/word endings, including -ation, -ly, -ous, -ture, -sure, -sion, -tion, -ssion and -cian, to begin to read aloud.*</p>	<p>To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill.</p> <p>To apply their knowledge of root words, prefixes and suffixes/word endings to read aloud fluently.*</p>	<p>To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues.</p> <p>To apply their growing knowledge of root words, prefixes and suffixes/word endings, including -sion, -tion, -cial, -tial, -ant/-ance/-ancy, -ent/-ence/-ency, -able/-ably and -ible/ibly, to read aloud fluently.*</p>	<p>To read fluently with full knowledge of all Y5/ Y6 exception words, root words, prefixes, suffixes /word endings* and to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues.</p>

<b>Common Exception Words</b>	<p>To read Y1 common exception words, noting unusual correspondences between spelling and sound and where these occur in words.</p>	<p>To read most Y1 and Y2 common exception words*, noting unusual correspondences between spelling and sound and where these occur in the word.</p>	<p>To begin to read Y3/Y4 exception words.*</p>	<p>To read all Y3/Y4 exception words*, discussing the unusual correspondences between spelling and these occur in the word.</p>	<p>To read most Y5/ Y6 exception words, discussing the unusual correspondences between spelling and sound and where these occur in the word.</p>	<p>To read Y5/ Y6 exception words, discussing the unusual correspondences between spelling and sound and where these occur in the word.</p>
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Reading – Comprehension	KS1		KS2			
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Understanding and Correcting Inaccuracies	To check that a text makes sense to them as they read and to self- correct.	<p>To show understanding by drawing on what they already know or on background information and vocabulary provided by the teacher.</p> <p>To check that the text makes sense to them as they read and to correct inaccurate reading.</p>	<p>To check that the text makes sense to them as they read and to correct inaccurate reading.</p> <p>To begin suggest ways to peers to help others make corrections in a supportive manner.</p>	<p>To check that the text makes sense to them as they read and to correct inaccurate reading.</p> <p>To begin to suggest ways to peers to help others make corrections in a supportive manner.</p>	<p>To check that the text makes sense to them as they read and to correct inaccurate reading.</p> <p>To suggest ways to peers to help others make corrections in a supportive manner.</p>	<p>To check that the text makes sense to them as they read and to correct inaccurate reading.</p> <p>To suggest ways to peers to help others make corrections in a supportive manner.</p>

## Comparing, Contrasting and Commenting

<p>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.</p> <p>To link what they have read or have read to them to their own experiences.</p> <p>To retell familiar stories in increasing detail.</p> <p>To join in with discussions about a text, taking turns and listening to what others say.</p> <p>To discuss the significance of titles and events.</p>	<p>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.</p> <p>To become increasingly familiar with and to retell a wide range of stories, fairy stories and traditional tales.</p> <p>To discuss the sequence of events in books and how items of information are related.</p> <p>To recognise simple recurring literary language in stories and poetry.</p> <p>To ask and answer questions about a text.</p> <p>To make links between the text they are reading and other texts they have read (in texts that they can read independently).</p>	<p>To recognise, listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</p> <p>To use appropriate terminology when discussing texts (plot, character, setting).</p>	<p>To discuss and compare texts from a wide variety of genres and writers.</p> <p>To read for a range of purposes.</p> <p>To identify themes and conventions in a wide range of books.</p> <p>To refer to authorial style, overall themes (e.g. triumph of good over evil) and features (e.g. greeting in letters, a diary written in the first person or the use of presentational devices such as numbering and headings).</p> <p>To identify how language, structure and presentation contribute to meaning.</p> <p>To identify main ideas drawn from more than one paragraph and summarise these.</p>	<p>To read a wide range of genres, identifying the characteristics of text types (such as the use of the first person in writing diaries and autobiographies) and differences between text types.</p> <p>To participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously.</p> <p>To identify main ideas drawn from more than one paragraph and to summarise these.</p> <p>To recommend texts to peers based on personal choice.</p>	<p>To read for pleasure, discussing, comparing and evaluating in depth across a wide range of genres, including myths, legends, traditional stories, modern fiction, fiction from our literary heritage and books from other cultures and traditions.</p> <p>To recognise more complex themes in what they read (such as loss or heroism).</p> <p>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.</p> <p>To listen to guidance and feedback on the quality of their explanations and contributions to discussions and to make improvements when participating in discussions.</p> <p>To draw out key information and to summarise the main ideas in a text.</p> <p>To distinguish independently between statements of fact and opinion, providing reasoned justifications for their views.</p> <p>To compare characters, settings and themes within a text and across more than one text.</p>
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<b>Words in Context and Authorial Choice</b>	<p>To discuss word meaning and link new meanings to those already known.</p>	<p>To discuss and clarify the meanings of words, linking new meanings to known vocabulary.</p> <p>To discuss their favourite words and phrases.</p>	<p>To check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.</p> <p>To discuss authors' choice of words and phrases for effect.</p>	<p>Discuss vocabulary used to capture readers' interest and imagination.</p>	<p>To discuss vocabulary used by the author to create effect including figurative language.</p> <p>To evaluate the use of authors' language and explain how it has created an impact on the reader.</p>	<p>To analyse and evaluate the use of language, including figurative language and how it is used for effect, using technical terminology such as metaphor, simile, analogy, imagery, style and effect.</p>
<b>Inference and Prediction</b>	<p>To begin to make simple inferences.</p> <p>To predict what might happen on the basis of what has been read so far.</p>	<p>To make inferences on the basis of what is being said and done.</p> <p>To predict what might happen on the basis of what has been read so far in a text.</p>	<p>To ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives.</p> <p>To justify predictions using evidence from the text.</p>	<p>To draw inferences from characters' feelings, thoughts and motives that justifies their actions, supporting their views with evidence from the text.</p> <p>To justify predictions from details stated and implied.</p>	<p>To draw inferences from characters' feelings, thoughts and motives.</p> <p>To make predictions based on details stated and implied, justifying them in detail with evidence from the text.</p>	<p>To consider different accounts of the same event and to discuss viewpoints (both of authors and of fictional characters).</p> <p>To discuss how characters change and develop through texts by drawing inferences based on indirect clues.</p>

<b>Poetry and Performance</b>	<p>To recite simple poems by heart.</p>	<p>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.</p>	<p>To prepare and perform poems and play scripts that show some awareness of the audience when reading aloud.</p> <p>To begin to use appropriate intonation and volume when reading aloud.</p>	<p>To recognise and discuss some different forms of poetry (e.g. free verse or narrative poetry).</p> <p>To prepare and perform poems and play scripts with appropriate techniques (intonation, tone, volume and action) to show awareness of the audience when reading aloud.</p>	<p>To continually show an awareness of audience when reading out loud using intonation, tone, volume and action.</p>	<p>To confidently perform texts (including poems learnt by heart) using a wide range of devices to engage the audience and for effect.</p>
	<b>Non- Fiction</b>	<p>To begin to recognise that non- fiction books are often structured in different ways.</p>	<p>To recognise that non- fiction books are often structured in different ways.</p>	<p>To retrieve and record information from non- fiction texts.</p>	<p>To use all of the organisational devices available within a non- fiction text to retrieve, record and discuss information.</p> <p>To use dictionaries to check the meaning of words that they have read.</p>	<p>To use knowledge of texts and organisation devices to retrieve, record and discuss information from fiction and non- fiction texts.</p>

## **Reading Fluency Progression and 1:1 Reading**

All children from Year 2 upwards who are independent readers have access to Renaissance Learning's Accelerated Reader Program and Star Reader Assessments. Star Reader Assessments are taken by all children in the first two weeks of each term to assess their progress in reading and to find their Zone of Proximal Development (ZPD) score. This guides pupils, with the support of staff and parents, in selecting independent reading books which are within an appropriate reading level. Children complete short reading quizzes on Accelerated Reader once they have finished a text, scoring points towards a termly target.

Children's independent reading and reading progression is closely monitored using the information from Accelerated Reader and Star Reader. Children identified as needing support receive extra 1:1 reading help or if they are struggling to build fluency, they will be placed on a phonics based reading intervention. This helps to reinforce the phonics skills learnt through the Read Write Inc. programme in KS1 and creates consistency in our approach to teaching reading with engaging, age appropriate and motivating texts.

## Reading Fluency Progression

	Y1	Y2	Y3	Y4	Y5	Y6
<b>Summary of new learning</b>	<ul style="list-style-type: none"> <li>• Commas</li> <li>• Headings</li> <li>• Pitch for questions</li> <li>• Expression to convey dialogue</li> <li>• Stress for !</li> <li>• Holistic meaning of sentences which relate to one another</li> </ul>	<ul style="list-style-type: none"> <li>• Paragraphs</li> <li>• Stress, juncture and pitch with commas in a list</li> <li>• We must read heading, subheading and captions on pictures</li> <li>• Changes in font/print</li> <li>• Volume to convey emotion</li> </ul>	<ul style="list-style-type: none"> <li>• Understanding the purpose behind use of Italics</li> <li>• Colons can be used to introduce items and/or lists of items</li> <li>• Narrative presented differently is still read like a story.</li> </ul>	<ul style="list-style-type: none"> <li>• Commas are used after fronted adverbials and subordinate clauses and indicate a pause</li> <li>• Dashes</li> <li>• Volume and juncture for brackets – non-fiction</li> <li>• Inverted commas can also be used to quote non-fiction texts</li> <li>• Distinguishing between narrator and character</li> <li>• Stress to convey the author's message</li> </ul>	<ul style="list-style-type: none"> <li>• Extra pauses</li> <li>• Italics - for the narrative of an ambiguous character and for internal thoughts</li> <li>• Juncture for semi-colons</li> <li>• Adding in extra juncture to further convey the author's message and/or clarity</li> <li>• Variations in pitch and pace</li> </ul>	<ul style="list-style-type: none"> <li>• Understanding that narrative often includes internal thoughts and feelings of a character and our reading should reflect this</li> <li>• We can vary our pitch, pace, volume, expression and juncture all to convey the intended meaning of the text</li> </ul>

	Y1	Y2	Y3	Y4	Y5	Y6
<b>Volume</b>	<p>We read loud enough for others to hear</p> <p>When there is an exclamation mark, we should say that word/those words louder</p>	<p>We may change the volume when reading, if a character is feeling a strong emotion</p>	<p>We may change the volume when reading, if a character is feeling a strong emotion or if the author indicates we should through punctuation</p>	<p>Volume fluctuates within reading</p> <p>Information in brackets is often spoken quieter than the main body of text to indicate it is extra/separate or even secret (for characters in narrative)</p>	<p>Volume fluctuates within reading</p> <p>Italics can be used for internal thoughts or to show the narrative of an ambiguous character – this should be read quieter than the main body of text</p>	<p>We alter the volume at which we read to best convey the meaning of the text</p>
	Y1	Y2	Y3	Y4	Y5	Y6
<b>Pitch</b>	<p>Questions are different types of sentences and we raise our voice at the end so we can hear it is a question</p>	<p>Commas in a list of 3 – we usually lower our pitch for the third item</p>	<p>We use pitch in lists and to show different types of sentences</p>	<p>We use pitch in lists and to show different types of sentences</p>	<p>Pitch fluctuates within reading</p> <p>We can voluntarily change our pitch when reading to convey the author's intended message</p>	<p>Pitch fluctuates within reading</p> <p>We can voluntarily change our pitch when reading to convey the author's intended message</p>
	Y1	Y2	Y3	Y4	Y5	Y6
<b>Stress</b>	<p>We can stress certain words in exclamations to show how a character is feeling</p> <p>! show us that stress is needed</p>	<p>Commas in a list of 3 – certain items in a list may be stressed, or the 'and'</p> <p>If a word is printed in a larger font, italics or capitalised, we should stress it</p>	<p>A different font or print may indicate we should stress a word. We need to understand why the word is printed differently, to know how/if to stress it</p> <p>Stressing words can convey character's thoughts and emotions</p>	<p>We can choose words to stress when we feel it better conveys the author's message and helps readers to understand the text</p>	<p>Stress should be used to effectively convey the author's intended meaning</p>	<p>Stress should be used to effectively convey the author's intended meaning</p>

	Y1	Y2	Y3	Y4	Y5	Y6
<b>Juncture</b>	<p>We pause at the end of sentences (.!?)</p> <p>Commas indicate a short pause</p> <p>We pause after we read a heading as they introduce the text on that page</p>	<p>Paragraphs are used for a longer pause to separate parts of a text</p> <p>Commas in a list of 3 – we use a short pause between the first two items but not the last</p>	<p>We pause and take a breath between sentences and a longer pause between paragraphs</p> <p>Commas indicate a short pause</p> <p>Colons can be used to introduce items and/or lists of items: we should pause before we begin the list</p> <p>Dashes are used for a short pause, often to prolong a sentence and add more information or thoughts</p> <p>Brackets can be used to add extra information in non-fiction and require a short pause</p>	<p>We pause and take a breath between sentences and a longer pause between paragraphs</p> <p>When commas are used after fronted adverbials and subordinate clauses, we pause as these are introducing the main part of the sentence</p> <p>Sentences are sometimes put in their own paragraph because they should be emphasised so we leave a longer pause before and after</p> <p>Brackets can be used to add extra information in all text types, including extra thoughts of characters, and require a short pause</p>	<p>We pause for punctuation and sometimes voluntarily to further express the meaning of the text and/or provide clarity</p> <p>Semi-colons are a pause longer than a comma but shorter than a full stop</p>	<p>We pause for punctuation and sometimes voluntarily to further express the meaning of the text</p> <p>Semi-colons are a pause longer than a comma but shorter than a full stop – they are used to join two closely-related sentences together</p>

	Y1	Y2	Y3	Y4	Y5	Y6
Smoothness	<p>We blend sounds to read words clearly</p> <p>Sentences follow on from one another to create information or a story which we can understand</p>	<p>If we make mistakes when reading, we can restart the sentence/page or paragraph so the meaning is clear</p> <p>Reading narrative sounds different to reading non-fiction</p> <p>Poems often have a rhythm to them which helps us read them aloud</p>	Text is best understood when it is read smoothly with few errors, re-reads or unnecessary pauses	Text must be read smoothly, with few errors, re-reads or unnecessary pauses, to best convey the meaning of the text	Text must be read smoothly, with few errors, re-reads or unnecessary pauses, to best convey the author's intended meaning	Text must be read smoothly, with few errors, re-reads or unnecessary pauses, to best convey the author's intended meaning
Pace	We blend to read words and sentences clearly	We read clearly and at a pace where others can listen, understand and enjoy the text	We read clearly and at a pace where others can listen and understand, pausing appropriately for the punctuation	Punctuation dictates the pace at which we read	<p>Semi-colons and dashes are used to keep a higher pace within text</p> <p>Full stops and paragraph breaks are used to slow it down</p>	We can change the pace of our reading to convey the author's intended message. We should look at the structure of the sentence and the punctuation uses to aid us to do this

	Y1	Y2	Y3	Y4	Y5	Y6
<b>Expression</b>	<p>Speech is when a character is speaking. It can be in a speech bubble or in speech marks in the text</p> <p>We can use expression for exclamations to show how the character or author is feeling</p>	<p>We can convey a character's feelings by using expression when we read their speech</p>	<p>We can convey a character's feelings by using expression when we read their speech</p> <p>Words might be printed in italics to show an emotion (such as surprise) and we can express that with our voice</p> <p>Words or phrases may be printed in different fonts to represent a different emotion or atmosphere which we can express</p>	<p>We can convey a character's feelings by using expression when we read their speech, or when they are narrating in 1<sup>st</sup> person</p> <p>Sentences are often put in their own paragraph because they should be emphasised</p> <p>Onomatopoeias are often written in italics so we can hear sounds within a scene</p> <p>Inverted commas in non-fiction text indicate a word or phrase is not factual/more colloquial and should be expressed as such</p> <p>The narrator may or may not be the character: expression should be used to distinguish who is narrating.</p>	<p>We use expression to convey a character's or author's feelings, within narrative</p>	<p>We use expression to convey a character's or author's feelings, within narrative and non-narrative texts</p> <p>Varying pace can help us express emotion and add atmosphere to a scene</p>

*\* 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.*

## **Progression in Comprehension Skills – Reading VIPERS**

**Across both our reading and writing curriculums, children’s experience of high quality texts is central. Children’s experience of literature and different genres and texts types are incorporated into Literacy Lessons – See text overview in the Writing Curriculum. Key skills and experience in reading and comprehension are built through shared reading and book talk across all ages as well as discrete teaching of comprehension skills through comprehension tasks. These skills are set out in the tables below and are divided up using the acronym VIPERS, which stands for:**

- **Vocabulary**
- **Inference**
- **Prediction**
- **Explanation**
- **Retrieval**
- **Summarise or Sequence**

**A variety of texts and resources are used in each year group to allow adaption for topic relevance and differentiation/adaptive teaching.**

## Year 1 Vipers Progression Grid

	Key Reading Skills	Suggested question stems for whole class reading
<b>Year 1 - Vocabulary</b>	<ul style="list-style-type: none"> <li>• discussing word meanings, linking new meanings to those already known</li> <li>• draw upon knowledge of vocabulary in order to understand the text</li> <li>• join in with predictable phrases</li> <li>• use vocabulary given by the teacher</li> <li>• discuss his/her favourite words and phrases</li> </ul>	<ul style="list-style-type: none"> <li>• What does the word ..... mean in this sentence?</li> <li>• Find and copy a word which means .....</li> <li>• Which word in do you think is the most important? Why?</li> <li>• Which of the words best describes the character or setting?</li> <li>• Which word in this part do you think is the most important?</li> <li>• Why do you think they repeat this word in the story?</li> </ul>
<b>Year 1 Inference</b>	<ul style="list-style-type: none"> <li>• children make basic inferences about characters' feelings by using what they say as evidence.</li> <li>• infer basic points with direct reference to the pictures and words in the text</li> <li>• discuss the significance of the title and events</li> <li>• demonstrate simple inference from the text based on what is said and done</li> </ul>	<ul style="list-style-type: none"> <li>• What do you think .... means?</li> <li>• Why do you think that?</li> <li>• How do you think ... ?</li> <li>• When do you think.... ?</li> <li>• Where do you think. ?</li> <li>• How does.....make you feel?</li> <li>• Why did .....happen?</li> </ul>
<b>Year 1 Prediction</b>	<ul style="list-style-type: none"> <li>• predicting what might happen on the basis of what has been read so far in terms of story, character and plot</li> <li>• make simple predictions based on the story and on their own life experience.</li> <li>• begin to explain these ideas verbally or through pictures.</li> </ul>	<ul style="list-style-type: none"> <li>• Looking at the cover and the title, what do you think this book is about?</li> <li>• Where do you think .... will go next?</li> <li>• What do you think .... will say / do next?</li> <li>• What do you think this book will be about? Why?</li> <li>• How do you think that this will end?</li> <li>• Who do you think has done it?</li> <li>• What might ... say about that?</li> <li>• Can you draw what might happen next?</li> </ul>

Year 1 Explaining	<ul style="list-style-type: none"> <li>• give my opinion including likes and dislikes (not nc objective).</li> <li>• link what they read or hear to their own experiences</li> <li>• explain clearly my understanding of what has been read to them</li> <li>• express views about events or characters</li> </ul>	<ul style="list-style-type: none"> <li>• Is there anything you would change about this story?</li> <li>• What do you like about this text?</li> <li>• Who is your favourite character? Why?</li> </ul>
Year 1 Retrieval	<ul style="list-style-type: none"> <li>• answer a question about what has just happened in a story.</li> <li>• develop their knowledge of retrieval through images.</li> <li>• recognize characters, events, titles and information.</li> <li>• recognize differences between fiction and non-fiction texts.</li> <li>• retrieve information by finding a few key words.</li> <li>• Contribute ideas and thoughts in discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Who is your favourite character?</li> <li>• Why do you think all the main characters are ... in this book?</li> <li>• Would you like to live in this setting? Why/why not?</li> <li>• Who is/are the main character(s)?</li> <li>• When/where is this story set?</li> <li>• Which is your favourite/worst/ funniest/scariest part of the story?</li> <li>• Is this a fiction or a non-fiction book? How do you know?</li> </ul>
Year 1 Sequence	<ul style="list-style-type: none"> <li>• retell familiar stories orally e.g fairy stories and traditional tales</li> <li>• sequence the events of a story they are familiar with</li> <li>• begin to discuss how events are linked</li> </ul>	<ul style="list-style-type: none"> <li>• What happens in the beginning of the story?</li> <li>• Can you number these events in the story?</li> <li>• How/where does the story start?</li> <li>• What happened at the end of the....?</li> <li>• Can you retell the story to me in 20 words or less?</li> <li>• What happened before that?</li> <li>• Can you sequence the key moments in this story?</li> </ul>

## Year 2 Vipers Progression Grid

	Key Reading Skills	Suggested question stems for whole class and guided reading
Year 2 - Vocabulary	<ul style="list-style-type: none"> <li>discussing and clarifying the meanings of words; link new meanings to known vocabulary</li> <li>discussing their favourite words and phrases</li> <li>recognise some recurring language in stories and poems</li> </ul>	<ul style="list-style-type: none"> <li>Can you find a noun/adjective/verb that tells/shows you that...?</li> <li>Why do you think that the author used the word... to describe...?</li> <li>Which other word on this page means the same as...?</li> <li>Find an adjective in the text which describes...</li> <li>Which word do you think is most important in this section? Why?</li> <li>Which word best describes...?</li> </ul>
Year 2 Inference	<ul style="list-style-type: none"> <li>make inferences about characters' feelings using what they say and do.</li> <li>infer basic points and begin, with support, to pick up on subtler references.</li> <li>answering and asking questions and modifying answers as the story progresses</li> <li>use pictures or words to make inferences</li> </ul>	<ul style="list-style-type: none"> <li>What do you think . means?</li> <li>Why do you think that?</li> <li>Why do you think ?</li> <li>How do you think ?</li> <li>When do you think ?</li> <li>Where do you think ?</li> <li>How has the author made us think that ?</li> </ul>
Year 2 Prediction	<ul style="list-style-type: none"> <li>predicting what might happen on the basis of what has been read in terms of plot, character and language so far</li> <li>make predictions using their own knowledge as well as what has happened so far to make logical predictions and give explanations of them</li> </ul>	<ul style="list-style-type: none"> <li>Where do you think ..will go next?</li> <li>What do you think..will say/do next?</li> <li>What do you think this book will be about? Why?</li> <li>How do you think that this will end? What makes you say that?</li> <li>Who do you think has done it?</li> <li>What might . say about that?</li> <li>How does the choice of character affect what will happen next?</li> </ul>
Year 2 Explaining	<ul style="list-style-type: none"> <li>explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves</li> <li>express my own views about a book or poem</li> <li>discuss some similarities between books</li> <li>listen to the opinion of others</li> </ul>	<ul style="list-style-type: none"> <li>What is similar/different about two characters?</li> <li>Explain why... did that..</li> <li>Is this as good as...?</li> <li>Which is better and why?</li> <li>Does the picture help us? How?</li> <li>What would you do if you were...?</li> <li>Would you like to live in this setting? Why?</li> <li>Is there anything you would change about this story?</li> <li>Do you agree with the author's...? Why?</li> </ul>

<b>Year 2 Retrieval</b>	<ul style="list-style-type: none"> <li>independently read and answer simple questions about what they have just read.</li> <li>asking and answering retrieval questions</li> <li>draw on previously taught knowledge</li> <li>remember significant event and key information about the text that they have read</li> <li>Monitor their reading, checking words that they have decoded, to ensure that they fit within the text they have already read</li> </ul>	<ul style="list-style-type: none"> <li>Who is/are the main character(s)?</li> <li>When/where is this story set? How do you know?</li> <li>Which is your favourite/worst/funniest/ scariest part of the story? Why?</li> <li>Tell me three facts you have learned from the text.</li> <li>Find the part where...</li> <li>What type of text is this?</li> <li>What happened to ... in the end of the story?</li> </ul>
<b>Year 2 Sequence</b>	<ul style="list-style-type: none"> <li>discuss the sequence of events in books and how items of information are related.</li> <li>retell using a wider variety of story language.</li> <li>order events from the text.</li> <li>begin to discuss how events are linked focusing on the main content of the story.</li> </ul>	<ul style="list-style-type: none"> <li>What happens in the story's opening?</li> <li>How/where does the story start?</li> <li>What happened at the end of the...? •</li> <li>What is the dilemma in this story?</li> <li>How is it resolved?</li> <li>Can you retell the story to me in 20 words or less?</li> <li>Can you summarise in 3 sentences the beginning, middle and end of this story?</li> </ul>

## Year 3 Vipers Progression Grid

	Key Reading Skills	Question Stems
Year 3 - Vocabulary	<ul style="list-style-type: none"> <li>• use dictionaries to check the meaning of words that they have read</li> <li>• discuss words that capture the readers interest or imagination</li> <li>• identify how language choices help build meaning</li> <li>• find the meaning of new words using substitution within a sentence.</li> </ul>	<ul style="list-style-type: none"> <li>• What does this word/phrase/sentence tell you about the character/setting/mood?</li> <li>• Can you find this word in the dictionary?</li> <li>• By writing in this way, what effect has the author created?</li> <li>• What other words/phrases could the author have used here?</li> <li>• How has the author made you feel by writing...?</li> <li>• Which word tells you that...?</li> <li>• Find and highlight the word that is closest in meaning to...?</li> </ul>
Year 3 Inference	<ul style="list-style-type: none"> <li>• children can infer characters' feelings, thoughts and motives from their stated actions.</li> <li>• justify inferences by referencing a specific point in the text.</li> <li>• ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives.</li> <li>• make inferences about actions or events</li> </ul>	<ul style="list-style-type: none"> <li>• What do you think..... means?</li> <li>• Why do you think that?</li> <li>• Why do you think ?</li> <li>• How do you think....?</li> <li>• Can you explain why..... ?</li> <li>• What do these words mean and why do you think that the author chose them?</li> <li>• Find and copy a group of words which show...?</li> <li>• How does the description of ... show that they are...?</li> <li>• Who is telling the story?</li> <li>• Why has the character done this at this time?</li> </ul>
Year 3 Prediction	<ul style="list-style-type: none"> <li>• justify predictions using evidence from the text.</li> <li>• use relevant prior knowledge to make predictions and justify them.</li> <li>• use details from the text to form further predictions.</li> </ul>	<ul style="list-style-type: none"> <li>• Can you think of another story with a similar theme?</li> <li>• Which stories have openings like this?</li> <li>• Do you think that this story will develop the same way?</li> <li>• Why did the author choose this setting? Will that influence the story?</li> <li>• What happened before this and what do you think will happen after?</li> <li>• Do you think the setting will have an impact on plot moving forward?</li> </ul>

Year 3 Explaining	<ul style="list-style-type: none"> <li>• discussing the features of a wide range of fiction, poetry, plays, non-fiction and reference books</li> <li>• identifying how language, structure, and presentation contribute to meaning of both fiction and non-fiction texts</li> <li>• recognise authorial choices and the purpose of these</li> </ul>	<ul style="list-style-type: none"> <li>• What is similar/different about two characters?</li> <li>• Explain why... did that.</li> <li>• Describe different characters' reactions to the same event.</li> <li>• Is this as good as...?</li> <li>• Which is better and why?</li> <li>• Why do you think they chose to order the text in this way?</li> <li>• What is the purpose of this text and who do you think it was written for?</li> <li>• What is the author's viewpoint? How do you know?</li> <li>• How are these two sections in the text linked?</li> </ul>
Year 3 Retrieval	<ul style="list-style-type: none"> <li>• use contents page and subheadings to locate information</li> <li>• learn the skill of 'skim and scan' to retrieve details.</li> <li>• begin to use quotations from the text.</li> <li>• retrieve and record information from a fiction text.</li> <li>• retrieve information from a non-fiction text</li> </ul>	<ul style="list-style-type: none"> <li>• Who are the characters in this text?</li> <li>• When / where is this story set? How do you know?</li> <li>• Which part of the story best describes the setting?</li> <li>• What do you think is happening here?</li> <li>• What might this mean?</li> <li>• How might I find the information quickly?</li> <li>• What can I use to help me navigate this book?</li> <li>• How would you describe the story?</li> <li>• Whose perspective is the story told from?</li> </ul>
Year 3 Summarise	<ul style="list-style-type: none"> <li>• identifying main ideas drawn from a key paragraph or page and summarising these</li> <li>• begin to distinguish between the important and less important information in a text.</li> <li>• give a brief verbal summary of a story.</li> <li>• teachers begin to model how to record summary writing.</li> <li>• identify themes from a wide range of books</li> <li>• make simple notes from one source of writing</li> </ul>	<ul style="list-style-type: none"> <li>• What is the main point in this paragraph?</li> <li>• Sum up what has happened so far in X words or less.</li> <li>• Which is the most important point in these paragraphs?</li> <li>• Do any sections/paragraphs deal with the same themes?</li> <li>• Have you noticed any similarities between this text and any others you have read?</li> <li>• What do I need to jot down to remember what I have read?</li> </ul>

## Year 4 Vipers Progression Grid

	Key Reading Skills	Question Stems
Year 4 - Vocabulary	<ul style="list-style-type: none"> <li>• using dictionaries to check the meaning of words that they have read</li> <li>• use a thesaurus to find synonyms</li> <li>• discuss why words have been chosen and the effect these have on the reader</li> <li>• explain how words can capture the interest of the reader</li> <li>• discuss new and unusual vocabulary and clarify the meaning of these</li> <li>• find the meaning of new words using the context of the sentence.</li> </ul>	<ul style="list-style-type: none"> <li>• Can you find the meaning or a word with a similar meaning in a dictionary or thesaurus?</li> <li>• What does this word/phrase/sentence tell you about the character/setting/mood?</li> <li>• By writing..., what effect has the author created?</li> <li>• Do you think they intended to?</li> <li>• What other words/phrases could the author have used here? Why? How has the author...?</li> <li>• Which word is closest in meaning to...?</li> </ul>
Year 4 Inference	<ul style="list-style-type: none"> <li>• ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives (I know this because questions)</li> <li>• infer characters' feelings, thoughts and motives from their stated actions.</li> <li>• consolidate the skill of justifying them using a specific reference point in the text</li> <li>• use more than one piece of evidence to justify their answer</li> </ul>	<ul style="list-style-type: none"> <li>• What do you think ..... means?</li> <li>• Why do you think that? Could it be anything else?</li> <li>• I think... ; do you agree? Why / why not?</li> <li>• How do you think ... ?</li> <li>• Can you explain why..... ?</li> <li>• Can you explain why based on two different pieces of evidence?</li> <li>• What do these words mean and why do you think that the author chose them?</li> <li>• Find and copy a group of words which show that...</li> <li>• What impression of ...do you get from this paragraph?</li> </ul>
Year 4 Prediction	<ul style="list-style-type: none"> <li>• justify predictions using evidence from the text.</li> <li>• use relevant prior knowledge as well as details from the text to form predictions and to justify them.</li> <li>• monitor these predictions and compare them with the text as they read on</li> </ul>	<ul style="list-style-type: none"> <li>• Can you think of another text with a similar theme? How do their plots differ?</li> <li>• Which stories have openings like this? Do you think that this story will develop the same way?</li> <li>• Why did the author choose this setting? Will that influence the story?</li> <li>• What does this paragraph suggest what will happen next?</li> <li>• Do you think ... will happen? Explain your answers with evidence from the text.</li> </ul>

Year 4 Explaining	<ul style="list-style-type: none"> <li>discussing words and phrases that capture the reader’s interest and imagination</li> <li>identifying how language, structure, and presentation contribute to meaning</li> <li>recognise authorial choices and the purpose of these</li> </ul>	<ul style="list-style-type: none"> <li>What is similar/different about two characters? Did the author intend that?</li> <li>Explain why... did that.</li> <li>Describe different characters’ reactions to the same event.</li> <li>Is this as good as...?</li> <li>Which is better and why?</li> <li>What can you tell me about how this text is organised?</li> <li>Why is the text arranged in this way?</li> <li>What is the purpose of this text and who is the audience?</li> <li>How does the author engage the reader here?</li> <li>Which section was the most ...? Why?</li> </ul>
Year 4 Retrieval	<ul style="list-style-type: none"> <li>confidently skim and scan texts to record details,</li> <li>using relevant quotes to support their answers to questions.</li> <li>retrieve and record information from a fiction or non-fiction text.</li> </ul>	<ul style="list-style-type: none"> <li>Find the... in this text. Is it anywhere else?</li> <li>When/where is this story set? How do you know?</li> <li>Find the part of the story that best describes the setting.</li> <li>What do you think is happening here? Why?</li> <li>What might this mean?</li> <li>Whose perspective is the story told by and how do you know?</li> <li>How can you use the subheading to help you here?</li> </ul>
Year 4 Summarise	<ul style="list-style-type: none"> <li>use skills developed in year 3 in order to write a brief summary of main points, identifying and using important information.</li> <li>identifying main ideas drawn from more than one paragraph.</li> <li>identify themes from a wide range of books</li> <li>summarise whole paragraphs, chapters or texts</li> <li>highlight key information and record it in bullet points, diagrams, maps etc</li> </ul>	<ul style="list-style-type: none"> <li>What is the main point in this paragraph? Is it mentioned anywhere else?</li> <li>Sum up what has happened so far in X words/seconds or less.</li> <li>Which is the most important point in these paragraphs? Why?</li> <li>Do any sections/paragraphs deal with the same themes?</li> <li>How might I record this to ensure the best possible outcome?</li> </ul>

## Year 5 Vipers Progression Grid

	Key Reading Skills	Question Stems
Year 5 - Vocabulary	<ul style="list-style-type: none"> <li>• explore the meaning of words in context, confidently using a dictionary</li> <li>• discuss how the author’s choice of language impacts the reader</li> <li>• evaluate the authors use of language</li> <li>• investigate alternative word choices that could be made</li> <li>• begin to look at the use of figurative language</li> <li>• use a thesaurus to find synonyms for a larger variety of words</li> <li>• re-write passages using alternative word choices</li> <li>• read around the word’ and *explore its meaning in the broader context of a section or paragraph.</li> </ul>	<ul style="list-style-type: none"> <li>• Can you quickly find...in the dictionary and thesaurus?</li> <li>• What does this word/phrase/sentence tell you about the character/setting/mood?</li> <li>• By writing..., what effect has the author created? Do you think they intended to?</li> <li>• What other words/phrases could the author have used here? Why?</li> <li>• How has the author made you/this character feel by writing...? Why?</li> <li>• Find and highlight the word which is closest in meaning to ...</li> <li>• Find a word which demonstrates...</li> <li>• Can you rewrite this in the style of the author using your own words?</li> <li>• How have simile and metaphor been used here to enhance the text?</li> </ul>
Year 5 Inference	<ul style="list-style-type: none"> <li>• drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence.</li> <li>• make inferences about actions, feelings, events or states</li> <li>• use figurative language to infer meaning</li> <li>• give one or two pieces of evidence to support the point they are making.</li> <li>• begin to draw evidence from more than one place across a text.</li> </ul>	<ul style="list-style-type: none"> <li>• What do you think... means? Why do you think that? Could it be anything else?</li> <li>• I think .. ; do you agree? Why/why not?</li> <li>• Why do you think the author? decided to ?</li> <li>• Can you explain why ? Can you give me evidence from somewhere else in the text?</li> <li>• What do these words mean and why do you think that the author chose them?</li> <li>• How does the author make you feel?</li> <li>• What impression do you get from these paragraphs?</li> </ul>
Year 5 Prediction	<ul style="list-style-type: none"> <li>• predicting what might happen from details stated and implied</li> <li>• support predictions with relevant evidence from the text.</li> <li>• confirm and modify predictions as they read on.</li> </ul>	<ul style="list-style-type: none"> <li>• Can you think of another story with a similar theme? How do their plots differ?</li> <li>• Which stories have openings like this? Do you think that this story will develop the same way?</li> <li>• Why did the author choose this setting? Will that influence the story?</li> </ul>

<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Year 5 Explaining</b></p>	<ul style="list-style-type: none"> <li>• provide increasingly reasoned justification for my views</li> <li>• recommend books for peers in detail</li> <li>• give reasons for authorial choices</li> <li>• begin to challenge points of view</li> <li>• begin to distinguish between fact and opinion</li> <li>• identifying how language, structure and presentation contribute to meaning</li> <li>• discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</li> <li>• explain and discuss their understanding of what they have read, including through formal presentations and debates.</li> </ul>	<ul style="list-style-type: none"> <li>• What is similar/different about two characters? Did the author intend that?</li> <li>• Explain why... did that.</li> <li>• Describe different characters' reactions to the same event.</li> <li>• Does this story have a moral?</li> <li>• Which is better and why?</li> <li>• How is the text organised and what impact does this have on you as a reader?</li> <li>• Why has the text been written this way?</li> <li>• How can you tell whether it is fact and opinion?</li> <li>• How is this text similar to the writing we have been doing?</li> <li>• How does the author engage the audience?</li> </ul>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Year 5 Retrieval</b></p>	<ul style="list-style-type: none"> <li>• confidently skim and scan, and also use the skill of reading before and after to retrieve information.</li> <li>• use evidence from across larger sections of text</li> <li>• read a broader range of texts including myths, legends, stories from other cultures, modern fiction and archaic texts.</li> <li>• retrieve, record and present information from non-fiction texts.</li> <li>• ask my own questions and follow a line of enquiry.</li> </ul>	<ul style="list-style-type: none"> <li>• Find the... in this text. Is it anywhere else?</li> <li>• When/where is this story set? Find evidence in the text.</li> <li>• Find the part of the story that best describes the setting.</li> <li>• What do you think is happening here? Why?</li> <li>• Who is telling this story?</li> <li>• Can you skim/scan quickly to find the answer?</li> </ul>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Year 5 Summarise</b></p>	<ul style="list-style-type: none"> <li>• summarising the main ideas drawn from more than one paragraph, page, chapter or the entire text identifying key details to support the main ideas.</li> <li>• make connections between information across the text and include this in an answer.</li> <li>• discuss the themes or conventions from a chapter or text</li> <li>• identify themes across a wide range of writing</li> </ul>	<ul style="list-style-type: none"> <li>• What is the main point in this paragraph? Is it mentioned anywhere else?</li> <li>• Sum up what has happened so far in... words/seconds or less.</li> <li>• Which is the most important point in these paragraphs? Why?</li> <li>• Do any sections/paragraphs deal with the same themes?</li> <li>• Can you find a text with a similar theme?</li> </ul>

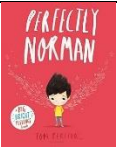

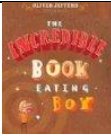
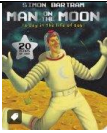
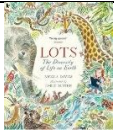
## Year 6 Vipers Progression Grid

	Key Reading Skills	Question Stems
Year 6 - Vocabulary	<ul style="list-style-type: none"> <li>evaluate how the authors' use of language impacts upon the reader</li> <li>find examples of figurative language and how this impacts the reader and contributes to meaning or mood.</li> <li>discuss how presentation and structure contribute to meaning</li> <li>explore the meaning of words in context by 'reading around the word' and independently explore its meaning in the broader context of a section or paragraph.</li> </ul>	<ul style="list-style-type: none"> <li>What does this word/phrase/sentence tell you about the character/setting/mood?</li> <li>By writing..., what effect has the author created? Do you think they intended to?</li> <li>Can you find examples of simile, metaphor, hyperbole or personification in the text?</li> <li>Why has the text been organised in this way? Would you have done it differently?</li> <li>What other words/phrases could the author have used here? Why? How has the author made you/this character feel by writing...? Why?</li> </ul>
Year 6 Inference	<ul style="list-style-type: none"> <li>drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</li> <li>discuss how characters change and develop through texts by drawing inferences based on indirect clues.</li> <li>make inferences about events, feelings, states backing these up with evidence.</li> <li>infer characters' feelings, thoughts and motives, giving more than one piece of evidence to support each point made. They can draw evidence from different places across the text</li> </ul>	<ul style="list-style-type: none"> <li>What do you think... means? Why do you think that? Could it be anything else?</li> <li>I think .. ; do you agree? Why/why not?</li> <li>Why do you think the author decided to ?</li> <li>Can you explain why ?</li> <li>What do these words mean and why do you think that the author chose them?</li> <li>How do other people's descriptions of ...show that...?</li> <li>Where else in the text can we find the answer to this question?</li> </ul>
Year 6 Prediction	<ul style="list-style-type: none"> <li>predicting what might happen from details stated and implied</li> <li>support predictions by using relevant evidence from the text</li> <li>confirm and modify predictions in light of new information.</li> </ul>	<ul style="list-style-type: none"> <li>Can you think of another story with a similar theme? How do their plots differ?</li> <li>Which stories have openings like this? Do you think that this story will develop the same way?</li> <li>Why did the author choose this setting? Will that influence the story?</li> </ul>

Year 6 Explaining	<ul style="list-style-type: none"> <li>• provide increasingly reasoned justification for my views</li> <li>• recommend books for peers in detail</li> <li>• give reasons for authorial choices</li> <li>• begin to challenge points of view</li> <li>• begin to distinguish between fact and opinion</li> <li>• identifying how language, structure and presentation contribute to meaning</li> <li>• discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</li> <li>• explain and discuss their understanding of what they have read, including through formal presentations and debates.</li> <li>• distinguish between fact, opinion and bias explaining how they know this.</li> </ul>	<ul style="list-style-type: none"> <li>• What is similar/different about two characters? Did the author intend that?</li> <li>• Explain why... did that.</li> <li>• Describe different characters' reactions to the same event.</li> <li>• Does this story have a moral?</li> <li>• Which is better and why?</li> <li>• Can you identify where the author has shown bias towards a particular character?</li> <li>• Is it fact or is it opinion? How do you know?</li> <li>• How does the author make you feel at this point in the story? Why did they do that?</li> <li>• Can you explain it in a different way?</li> </ul>
Year 6 Retrieval	<ul style="list-style-type: none"> <li>• Children confidently skim and scan, and also use the skill of reading before and after to retrieve information. *They use evidence from across whole chapters or texts</li> <li>• Read a broader range of texts including myths, legends, stories from other cultures, modern fiction, plays, poetry and archaic texts.</li> <li>• Retrieve, record and present information from a wide variety of non-fiction texts.</li> <li>• Ask my own questions and follow a line of enquiry.</li> </ul>	<ul style="list-style-type: none"> <li>• Find the... in this text. Is it anywhere else?</li> <li>• Can you skim the next... and find me the answer to...?</li> <li>• When/where is this story set? Find evidence in the text.</li> <li>• Find the part of the story that best describes the setting.</li> <li>• What do you think is happening here? Why?</li> <li>• Who is telling this story?</li> <li>• What genre is...?</li> <li>• Can you look at these other texts and find me what is similar and what is different?</li> </ul>
Year 6 Summarise	<ul style="list-style-type: none"> <li>• summarise information from across a text and link information by analysing and evaluating ideas between sections of the text.</li> <li>• summarising the main ideas drawn from more than one paragraph, identifying key details to support the main ideas</li> <li>• make comparisons across different books.</li> <li>• summarise entire texts, in addition to chapters or paragraphs, using a limited amount of words or paragraphs.</li> </ul>	<ul style="list-style-type: none"> <li>• What is the main point of the text?</li> <li>• Can you look in this paragraph? What does the author mean? Is it mentioned anywhere else?</li> <li>• Sum up what has happened so far in... words/seconds or less.</li> <li>• Can you read the text and summarise what has happened?</li> <li>• Which is the most important point in these paragraphs? Why?</li> <li>• Do any sections/paragraphs deal with the same themes?</li> </ul>

## Reading Texts by Year Group

### Year 2 – Whole Class Text and Comprehension Reading Coverage

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Whole Class Shared Texts</b>						
<b>Star Reader Assessment Dates</b>	3-19 <sup>th</sup> September	3 <sup>rd</sup> -14 <sup>th</sup> November	5 <sup>th</sup> – 16 <sup>th</sup> January	23 <sup>rd</sup> Feb – 6 <sup>th</sup> March	13 <sup>th</sup> -24 <sup>th</sup> April	1 <sup>st</sup> – 12 <sup>th</sup> June
<b>Accelerated Reader</b>	Individual reading targets based on children’s Zone of Proximal Development (ZPD) range.					

	<b>Term 1</b>		
<b>Comprehension Texts</b>	<b>Modelled Core Text</b> (Differentiated questions and/or support) <b>Separate reading interventions for children working below ARE</b>		
	Text	Text Type	VIPERS focus
<b>Week 1</b>	Who Lived in a Castle?	Information	Retrieval
<b>Week 2</b>	The Siege	Poetry	Summary
<b>Week 3</b>	The Sword in the Stone	Narrative	Retrieval
<b>Week 4</b>	Castle Facts	Information	Retrieval
<b>Week 5</b>	Castle Defenses	Explanation	Retrieval
<b>Week 6</b>	Who Lived in a Castle?	Information	Retrieval

	<b>Term 2</b>		
<b>Comprehension Texts</b>	<b>Modelled Core Text</b> (Differentiated questions and/or support) <b>Separate reading interventions for children working below ARE</b>		
	<b>Text</b>	<b>Text Type</b>	<b>VIPERS focus</b>
<b>Week 1</b>	Kaya of the Jungle	Narrative	Mixed
<b>Week 2</b>	Monster Hunt	Narrative	Mixed
<b>Week 3</b>	Shark	Narrative	Mixed
<b>Week 4</b>	Super Joe	Narrative	Mixed
<b>Week 5</b>	The Space Race	Narrative	Mixed
<b>Week 6</b>	Kaya of the Jungle	Narrative	Mixed

	<b>Term 3</b>		
<b>Comprehension Texts</b>	<b>Modelled Core Text</b> (Differentiated questions and/or support) <b>Separate reading interventions for children working below ARE</b>		
	<b>Text</b>	<b>Text Type</b>	<b>VIPERS focus</b>
<b>Week 1</b>	Storms	Information	mixed
<b>Week 2</b>	Snow and Hail	Information	mixed
<b>Week 3</b>	Seasons	Information	mixed
<b>Week 4</b>	Fog and Mist	Narrative	mixed
<b>Week 5</b>	Clouds	Poetry	mixed
<b>Week 6</b>	Storms	Information	mixed


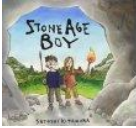
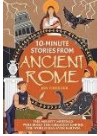
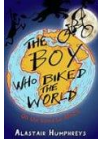

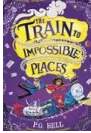
	<b>Term 4</b>		
<b>Comprehension Texts</b>	<b>Modelled Core Text</b> (Differentiated questions and/or support) <b>Separate reading interventions for children working below ARE</b>		
	<b>Text</b>	<b>Text Type</b>	<b>VIPERS focus</b>

<b>Week 1</b>	Walking on the Moon	Poem	Vocabulary
<b>Week 2</b>	The Space Race	Information	Retrieval
<b>Week 3</b>	Katherine Johnson	Biography	Retrieval
<b>Week 4</b>	Fly Me To The Moon	Narrative	Vocabulary
<b>Week 5</b>	10 Facts about the Moon Landings	Information	Retrieval
<b>Week 6</b>	Walking on the Moon	Poem	Vocabulary

	<b>Term 5</b>		
<b>Comprehension Texts</b>	<b>Modelled Core Text</b> <b>(Differentiated questions and/or support)</b> <b>Separate reading interventions for children working below ARE</b>		
	<b>Text</b>	<b>Text Type</b>	<b>VIPERS focus</b>
<b>Week 1</b>	Predators and Prey	Information	Mixed
<b>Week 2</b>	Meerkat Adaptations	Information	Mixed
<b>Week 3</b>	The Meerkat That Cried 'Jackal'	Narrative	Mixed
<b>Week 4</b>	A Hero Called Bob	Poetry	Mixed
<b>Week 5</b>	Meerkats Fun Facts!	Information	Mixed
<b>Week 6</b>	Predators and Prey	Information	Mixed

	<b>Term 6</b>		
<b>Comprehension Texts</b>	<b>Modelled Core Text</b> <b>(Differentiated questions and/or support)</b> <b>Separate reading interventions for children working below ARE</b>		
	<b>Text</b>	<b>Text Type</b>	<b>VIPERS focus</b>
<b>Week 1</b>	Woodland Habitats	Information	Mixed
<b>Week 2</b>	The Rockpool Crab	Poetry	Mixed
<b>Week 3</b>	The Rainforest Tree	Narrative	Mixed
<b>Week 4</b>	Polar Habitats	Information	Mixed
<b>Week 5</b>	Penguin's Holiday	Letter	Mixed
<b>Week 6</b>	Woodland Habitats	Information	Mixed

## Year 3 – Whole Class Text and Comprehension Reading Coverage

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Whole Class Shared Texts</b>						
<b>Star Reader Assessment Dates</b>	3-19 <sup>th</sup> September	3 <sup>rd</sup> -14 <sup>th</sup> November	5 <sup>th</sup> – 16 <sup>th</sup> January	23 <sup>rd</sup> Feb – 6 <sup>th</sup> March	13 <sup>th</sup> -24 <sup>th</sup> April	1 <sup>st</sup> – 12 <sup>th</sup> June
<b>Accelerated Reader</b>	Individual reading targets based on children’s Zone of Proximal Development (ZPD) range.					

	<b>Term 1</b>		
<b>Comprehension Texts</b>	<b>Modelled Core Text (Differentiated questions and/or support)</b> <b>Separate reading interventions for children working below ARE</b>		
	<b>Text</b>	<b>Text Type</b>	<b>VIPERS focus</b>
<b>Week 1</b>	The Smallest Country	Information	Retrieval
<b>Week 2</b>	Mythical Countries	Information	Vocabulary
<b>Week 3</b>	Country Comparisons	Information	Retrieval
<b>Week 4</b>	Changing Names	Information	Retrieval
<b>Week 5</b>	Around the World	Narrative	Vocabulary
<b>Week 6</b>	The Smallest Country	Information	Retrieval

	<b>Term 2</b>		
<b>Comprehension Texts</b>	<b>Modelled Core Text</b> (Differentiated questions and/or support) <b>Separate reading interventions for children working below ARE</b>		
	<b>Text</b>	<b>Text Type</b>	<b>VIPERS focus</b>
<b>Week 1</b>	The Stone Age	Information	Retrieval
<b>Week 2</b>	Skara Brae	Information	Inference
<b>Week 3</b>	Krag and The Beast	Narrative	Retrieval
<b>Week 4</b>	Stone Houses	Explanation	Vocabulary
<b>Week 5</b>	Food	Explanation	Retrieval
<b>Week 6</b>	The Stone Age	Information	Retrieval

	<b>Term 3</b>		
<b>Comprehension Texts</b>	<b>Modelled Core Text</b> (Differentiated questions and/or support) <b>Separate reading interventions for children working below ARE</b>		
	<b>Text</b>	<b>Text Type</b>	<b>VIPERS focus</b>
<b>Week 1</b>	The Picts	Information	Vocabulary
<b>Week 2</b>	The Salmon of Knowledge	Narrative	Summary
<b>Week 3</b>	Pict Culture	Information	Retrieval
<b>Week 4</b>	Letter from a Roman	Letter	Vocabulary
<b>Week 5</b>	Did you know?	Information	Retrieval
<b>Week 6</b>	The Picts	Information	Vocabulary

	<b>Term 4</b>		
<b>Comprehension Texts</b>	<b>Modelled Core Text</b> (Differentiated questions and/or support) <b>Separate reading interventions for children working below ARE</b>		
	<b>Text</b>	<b>Text Type</b>	<b>VIPERS focus</b>

<b>Week 1</b>	Easter Around The World	Information	Vocabulary
<b>Week 2</b>	Jesus Arrives in Jerusalem	Narrative	Retrieval
<b>Week 3</b>	Jesus' Death & Resurrection	Narrative	Vocabulary
<b>Week 4</b>	Leonardo Da Vinci's Last Supper	Information	Retrieval
<b>Week 5</b>	What Lent Means To Me	Information	Summary
<b>Week 6</b>	Easter Around The World	Information	Vocabulary

	<b>Term 5</b>		
<b>Comprehension Texts</b>	<b>Modelled Core Text</b> (Differentiated questions and/or support) <b>Separate reading interventions for children working below ARE</b>		
	<b>Text</b>	<b>Text Type</b>	<b>VIPERS focus</b>
<b>Week 1</b>	The Water Cycle	Explanation	Vocabulary
<b>Week 2</b>	The Seaside	Information	Retrieval
<b>Week 3</b>	Coastal Erosion	Explanation	Vocabulary
<b>Week 4</b>	The British Coastline	Information	Retrieval
<b>Week 5</b>	Black Pearl's Cove	Narrative	Inference
<b>Week 6</b>	The Water Cycle	Explanation	Vocabulary

	<b>Term 6</b>		
<b>Comprehension Texts</b>	<b>Modelled Core Text</b> (Differentiated questions and/or support) <b>Separate reading interventions for children working below ARE</b>		
	<b>Text</b>	<b>Text Type</b>	<b>VIPERS focus</b>
<b>Week 1</b>	The Water Cycle	Explanation	Vocabulary
<b>Week 2</b>	The Seaside	Information	Retrieval
<b>Week 3</b>	Coastal Erosion	Explanation	Vocabulary
<b>Week 4</b>	The British Coastline	Information	Retrieval
<b>Week 5</b>	Black Pearl's Cove	Narrative	Inference
<b>Week 6</b>	The Water Cycle	Explanation	Vocabulary

## Year 4 – Whole Class Text and Comprehension Reading Coverage

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Whole Class Shared Texts</b>						
<b>Star Reader Assessment Dates</b>	3-19 <sup>th</sup> September	3 <sup>rd</sup> -14 <sup>th</sup> November	5 <sup>th</sup> – 16 <sup>th</sup> January	23 <sup>rd</sup> Feb – 6 <sup>th</sup> March	13 <sup>th</sup> -24 <sup>th</sup> April	1 <sup>st</sup> – 12 <sup>th</sup> June
<b>Accelerated Reader</b>	Individual reading targets based on children’s Zone of Proximal Development (ZPD) range.					

	<b>Term 1</b>		
<b>Comprehension Texts</b>	<b>The Anglo-Saxons Modelled Core Text (Differentiated questions and/or support) <span style="color: red;">Separate reading interventions for children working below ARE</span></b>		
	<b>Text</b>	<b>Text Type</b>	<b>VIPERS focus</b>
<b>Week 1</b>	Beowulf and Grendel	Narrative	Explanation
<b>Week 2</b>	How Great Was Alfred?	Information	Vocabulary
<b>Week 3</b>	The Anglo-Saxons	Information	Retrieval
<b>Week 4</b>	The Unearthing Of Sutton Hoo	Information	Vocabulary
<b>Week 5</b>	Crime And Punishment	Information	Retrieval
<b>Week 6</b>	Digestion	Explanation	Retrieval

	<b>Term 2</b>		
<b>Comprehension Texts</b>	<b>JAPAN</b> <b>Modelled Core Text</b> <b>(Differentiated questions and/or support)</b> <b>Separate reading interventions for children working below ARE</b>		
	<b>Text</b>	<b>Text Type</b>	<b>VIPERS focus</b>
<b>Week 1</b>	A Guide to Japanese Wood Cut Printing	Information	Inference
<b>Week 2</b>	From Japan to the world	Information	Retrieval
<b>Week 3</b>	Should Children Clean Their Own Classrooms?	Information	Retrieval
<b>Week 4</b>	Tokyo- Living on shaky ground	Information	Vocabulary
<b>Week 5</b>	Visit Japan	Information	Retrieval
<b>Week 6</b>	Ancient China (from ancient civilisations unit)	Information	Retrieval

	<b>Term 3</b>		
	<b>Mountains</b>		
<b>Comprehension Texts</b>	<b>Modelled Core Text</b> <b>(Differentiated questions and/or support)</b> <b>Separate reading interventions for children working below ARE</b>		
	<b>Text</b>	<b>Text Type</b>	<b>VIPERS focus</b>
<b>Week 1</b>	Female Mountaineers	Information	Vocabulary
<b>Week 2</b>	Three Peaks Challenge	Information	Summarise
<b>Week 3</b>	Sherpas	Information	Vocabulary
<b>Week 4</b>	Mount Everest	Information	Retrieval
<b>Week 5</b>	Making a Mountain	Explanation	Retrieval
<b>Week 6</b>	Coastal habitats (from Coasts unit)	Information	Vocabulary

	<b>Term 4</b>		
<b>Comprehension Texts</b>	<b>States of matter</b> <b>Modelled Core Text</b> <b>(Differentiated questions and/or support)</b>		

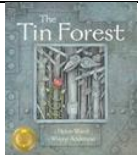

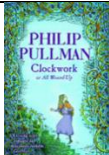


	<b>Separate reading interventions for children working below ARE</b>		
	<b>Text</b>	<b>Text Type</b>	<b>VIPERS focus</b>
<b>Week 1</b>	Changing States	Information	Summary
<b>Week 2</b>	Ice	Information	Vocabulary
<b>Week 3</b>	Solid, Liquid or Gas	Information	Retrieval
<b>Week 4</b>	Strange Gasses	Information	Retrieval
<b>Week 5</b>	Water on Earth	Information	Vocabulary
<b>Week 6</b>	*How the ear works(sound unit)	Information	Retrieval

	<b>Term 5</b>		
<b>Comprehension Texts</b>	<b>A Pharaoh-ly Big Deal</b> <b>Modelled Core Text</b> <b>(Differentiated questions and/or support)</b> <b>Separate reading interventions for children working below ARE</b>		
	<b>Text</b>	<b>Text Type</b>	<b>VIPERS focus</b>
<b>Week 1</b>	Flooding the Nile (Rivers unit)	Vocabulary	Vocabulary
<b>Week 2</b>	Chapter 1	Narrative	Retrieval
<b>Week 3</b>	Chapter 2	Narrative	Vocabulary
<b>Week 4</b>	Chapter 3	Narrative	Inference
<b>Week 5</b>	Chapter 4	Narrative	Summary
<b>Week 6</b>	Chapter 5	Narrative	Retrieval

	<b>Term 6</b>		
<b>Comprehension Texts</b>	<b>Famous Authors</b> <b>Modelled Core Text</b> <b>(Differentiated questions and/or support)</b> <b>Separate reading interventions for children working below ARE</b>		
	<b>Text</b>	<b>Text Type</b>	<b>VIPERS focus</b>
<b>Week 1</b>	Roald Dahl	Information	Summary
<b>Week 2</b>	J.R.R Tolkien	Information	Summary
<b>Week 3</b>	Enid Blyton	Information	Retrieval
<b>Week 4</b>	Beatrix Potter	Information	Vocabulary

<b>Week 5</b>	A.A.Milne	Information	Retrieval
<b>Week 6</b>	Children's Classics (from History of Literature unit)	Information	Retrieval

## Year 5 – Whole Class Text and Comprehension Reading Coverage

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Whole Class Shared Texts</b>						
<b>Star Reader Assessment Dates</b>	3-19 <sup>th</sup> September	3 <sup>rd</sup> -14 <sup>th</sup> November	5 <sup>th</sup> – 16 <sup>th</sup> January	23 <sup>rd</sup> Feb – 6 <sup>th</sup> March	13 <sup>th</sup> -24 <sup>th</sup> April	1 <sup>st</sup> – 12 <sup>th</sup> June
<b>Accelerated Reader</b>	Individual reading targets based on children's Zone of Proximal Development (ZPD) range.					

	<b>Term 1</b>		
<b>Comprehension Texts</b>	<b>Modelled Core Text</b> (Differentiated questions and/or support) <b>Separate reading interventions for children working below ARE</b>		
	<b>Text</b>	<b>Text Type</b>	<b>VIPERS focus</b>
<b>Week 1</b>	Properties of Materials Pt1	Information	Retrieval

<b>Week 2</b>	Properties of Materials Pt2	Information	Vocabulary
<b>Week 3</b>	The Canoe	Narrative	Prediction
<b>Week 4</b>	Reversible and Irreversible Changes	Information	Summary
<b>Week 5</b>	Lucy Gray	Narrative	Inference
<b>Week 6</b>	Invitation to Join a Secret Society	Letter	Summarise

	<b>Term 2</b>		
<b>Comprehension Texts</b>	<b>Modelled Core Text (Differentiated questions and/or support)</b> <b>Separate reading interventions for children working below ARE</b>		
	<b>Text</b>	<b>Text Type</b>	<b>VIPERS focus</b>
<b>Week 1</b>	Dulce et Decorum Est	Narrative	Explanation
<b>Week 2</b>	What is Gravity	Information	Retrieval
<b>Week 3</b>	Three Laws	Information	Retrieval
<b>Week 4</b>	A Victorian Mine	Information	Inference
<b>Week 5</b>	London Poor	Information	Summary
<b>Week 6</b>	Gravity	Narrative	Vocabulary

	<b>Term 3</b>		
<b>Comprehension Texts</b>	<b>Modelled Core Text (Differentiated questions and/or support)</b> <b>Separate reading interventions for children working below ARE</b>		
	<b>Text</b>	<b>Text Type</b>	<b>VIPERS focus</b>
<b>Week 1</b>	The Cup Final	Narrative	Prediction
<b>Week 2</b>	The ISS	Information	Vocabulary
<b>Week 3</b>	Civil Rights Across the World	Information	Retrieval
<b>Week 4</b>	Eclipse	Information	Retrieval
<b>Week 5</b>	Mars Achieved	Narrative	Vocabulary
<b>Week 6</b>	A Brief History	Information	Summary

<b>Term 4</b>			
<b>Comprehension Texts</b>	<b>Modelled Core Text (Differentiated questions and/or support)</b> <b>Separate reading interventions for children working below ARE</b>		
	<b>Text</b>	<b>Text Type</b>	<b>VIPERS focus</b>
<b>Week 1</b>	Katia Krafft	Biography	Inference
<b>Week 2</b>	The Earth's Powerhouses	Information	Explanation
<b>Week 3</b>	The Woman Who Devours the Land	Narrative	Vocabulary
<b>Week 4</b>	Attack!	Narrative	Inference
<b>Week 5</b>	Letter of Application	Letter	Retrieval
<b>Week 6</b>	Baha'i	Information	Vocabulary

<b>Term 5</b>			
<b>Comprehension Texts</b>	<b>Modelled Core Text (Differentiated questions and/or support)</b> <b>Separate reading interventions for children working below ARE</b>		
	<b>Text</b>	<b>Text Type</b>	<b>VIPERS focus</b>
<b>Week 1</b>	At Home in Scandinavia	Information	Vocabulary
<b>Week 2</b>	In the Hall of the Mountain King	Narrative	Explanation
<b>Week 3</b>	Stages of Human Life	Information	Vocabulary
<b>Week 4</b>	Gestation Periods	Information	Retrieval
<b>Week 5</b>	Gods	Information	Retrieval
<b>Week 6</b>	The Humble Spud	Duologue	Explanation

<b>Term 6</b>			
<b>Comprehension Texts</b>	<b>Modelled Core Text (Differentiated questions and/or support)</b> <b>Separate reading interventions for children working below ARE</b>		
	<b>Text</b>	<b>Text Type</b>	<b>VIPERS focus</b>
<b>Week 1</b>	The Summer Holiday Detective Agency: Ch 1.	Narrative	Vocabulary

<b>Week 2</b>	The Summer Holiday Detective Agency: Ch 2.	Narrative	Retrieval
<b>Week 3</b>	The Summer Holiday Detective Agency: Ch 3.	Narrative	Summary
<b>Week 4</b>	The Summer Holiday Detective Agency: Ch 4.	Narrative	Retrieval
<b>Week 5</b>	The Summer Holiday Detective Agency: Ch 5.	Narrative	Vocabulary
<b>Week 6</b>	Who's in Charge	Information	Summary

## Year 6 – Whole Class Text and Comprehension Reading Coverage

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Whole Class Shared Texts</b>						
<b>Star Reader Assessment Dates</b>	3-19 <sup>th</sup> September	3 <sup>rd</sup> -14 <sup>th</sup> November	5 <sup>th</sup> – 16 <sup>th</sup> January	23 <sup>rd</sup> Feb – 6 <sup>th</sup> March	13 <sup>th</sup> -24 <sup>th</sup> April	1 <sup>st</sup> – 12 <sup>th</sup> June
<b>Accelerated Reader</b>	Individual reading targets based on children's Zone of Proximal Development (ZPD) range.					

	<b>Term 1 (Greeks and Heart/Circulation)</b>		
<b>Comprehension Texts</b>	<b>Modelled Core Text (Differentiated questions and/or support) Separate reading interventions for children working below ARE</b>		
	<b>Text</b>	<b>Text Type</b>	<b>VIPERS focus</b>
<b>Week 1</b>	Ancient Greek Facts	Information	Retrieval
<b>Week 2</b>	Heart Parts	Information	Retrieval
<b>Week 3</b>	Tim Berners Lee	Biography	Retrieval

<b>Week 4</b>	Journey of a Red Blood Cell	Narrative	Inference
<b>Week 5</b>	Greek City States	Information	Vocabulary
<b>Week 6</b>	The House in the Hill	Narrative	Summarise

	<b>Term 2 (Greeks – Classification of Microorganisms)</b>		
<b>Comprehension Texts</b>	<b>Modelled Core Text (Differentiated questions and/or support)</b> <b>Separate reading interventions for children working below ARE</b>		
	<b>Text</b>	<b>Text Type</b>	<b>VIPERS focus</b>
<b>Week 1</b>	The Trojan Horse	Narrative	Inference
<b>Week 2</b>	Shakespeare	Information	Retrieval
<b>Week 3</b>	The Olympic Games	Information	Retrieval
<b>Week 4</b>	Football	Narrative	Vocabulary
<b>Week 5</b>	The Boat	Narrative	Inference
<b>Week 6</b>	What is Evolution?	Explanation	Summarise

	<b>Term 3 (WW2 – Evolution and Inheritance)</b>		
<b>Comprehension Texts</b>	<b>Modelled Core Text (Differentiated questions and/or support)</b> <b>Separate reading interventions for children working below ARE</b>		
	<b>Text</b>	<b>Text Type</b>	<b>VIPERS focus</b>
<b>Week 1</b>	Common Decent	Explanation	Retrieval
<b>Week 2</b>	Diary from the Beagle	Diary	Inference
<b>Week 3</b>	Greensboro Sit-In	Newspaper	Retrieval
<b>Week 4</b>	The Fountain	Narrative	Inference
<b>Week 5</b>	Adaptations of the Fox	Information	Vocabulary
<b>Week 6</b>	Common Decent	Explanation	Retrieval

	<b>Term 4 (WW2 – Electricity and circuits)</b>		
<b>Comprehension Texts</b>	<b>Modelled Core Text (Differentiated questions and/or support)</b> <b>Separate reading interventions for children working below ARE</b>		
	<b>Text</b>	<b>Text Type</b>	<b>VIPERS focus</b>

<b>Week 1</b>	Facts About Electricity	Information	Retrieval
<b>Week 2</b>	Glaciers	Information	Summary
<b>Week 3</b>	The Mirror	Narrative	Vocabulary
<b>Week 4</b>	Michael Faraday	Biography	Summary
<b>Week 5</b>	Oberon's Plan	Narrative	Inference
<b>Week 6</b>	Adrift	Narrative	Retrieval

	<b>Term 5 (Rivers – Light)</b>		
<b>Comprehension Texts</b>	<b>Modelled Core Text</b> (Differentiated questions and/or support) <b>Separate reading interventions for children working below ARE</b>		
	<b>Text</b>	<b>Text Type</b>	<b>VIPERS focus</b>
<b>Week 1</b>	Facts about Light	Information	Summary
<b>Week 2</b>	The Eye	Information	Vocabulary
<b>Week 3</b>	River Basins and Deltas	Information	Vocabulary
<b>Week 4</b>	The Operation	Narrative	Inference
<b>Week 5</b>	Banksy	Biography	Vocabulary
<b>Week 6</b>	Lifblood of Countries	Information	Retrieval

	<b>Term 6 (North America - Mississippi)</b>		
<b>Comprehension Texts</b>	<b>Modelled Core Text</b> (Differentiated questions and/or support) <b>Separate reading interventions for children working below ARE</b>		
	<b>Text</b>	<b>Text Type</b>	<b>VIPERS focus</b>
<b>Week 1</b>	Evidence A	Playscript	Retrieval
<b>Week 2</b>	Evidence B	Newspaper	Vocabulary
<b>Week 3</b>	Evidence C	Diary	Inference
<b>Week 4</b>	Evidence D	Monologue	Summary
<b>Week 5</b>	Evidence E	Monologue	Retrieval
<b>Week 6</b>			

# Reading Curriculum by Year Group

## Year 1 Reading Curriculum

Reading Overview	Year 1 Objectives
<b>Phonics and Decoding</b>	<p>To apply phonic knowledge and skills as the route to decode words.</p> <p>To blend sounds in unfamiliar words using the GPCs that they have been taught.</p> <p>To respond speedily, giving the correct sound to graphemes for all of the 40+ phonemes.</p> <p>To read words containing taught GPCs.</p> <p>To read words containing -s, -es, -ing, -ed and -est endings.</p> <p>To read words with contractions, e.g. I'm, I'll and we'll.</p>
<b>Common Exception Words</b>	<p>To read Y1 common exception words, noting unusual correspondences between spelling and sound and where these occur in words.</p>
<b>Understanding and Correcting Inaccuracies</b>	<p>To check that a text makes sense to them as they read and to self-correct.</p>
<b>Comparing, Contrasting and Commenting</b>	<p>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.</p> <p>To link what they have read or have read to them to their own experiences.</p> <p>To retell familiar stories in increasing detail.</p> <p>To join in with discussions about a text, taking turns and listening to what others say.</p>

	To discuss the significance of titles and events.
<b>Words in Context and Authorial Choice</b>	To discuss word meaning and link new meanings to those already known.
<b>Inference and Prediction</b>	To begin to make simple inferences. To predict what might happen on the basis of what has been read so far.
<b>Poetry and Performance</b>	To recite simple poems by heart.
<b>Non-Fiction</b>	To begin to recognise that non-fiction books are often structured in different ways.

## Reading Fluency – Year 1

<b>Summary of New Learning</b>	<ul style="list-style-type: none"> <li>• Commas</li> <li>• Headings</li> <li>• Pitch for questions</li> <li>• Expression to convey dialogue</li> <li>• Stress for !</li> </ul>
<b>Volume</b>	<ul style="list-style-type: none"> <li>• We read loud enough for others to hear.</li> <li>• When there is an exclamation mark, we should say that word/those words louder.</li> </ul>
<b>Pitch</b>	<ul style="list-style-type: none"> <li>• Questions are different types of sentences and we raise our voice at the end so we can hear it is a question.</li> </ul>
<b>Stress</b>	<ul style="list-style-type: none"> <li>• We can stress certain words in exclamations to show how a character is feeling.</li> <li>• !show us that stress is needed.</li> </ul>

<b>Juncture</b>	<ul style="list-style-type: none"><li>• We pause at the end of sentences (.!?).</li><li>• Commas indicate a short pause.</li><li>• We pause after we read a heading as they introduce the text on that page.</li></ul>
<b>Smoothness</b>	<ul style="list-style-type: none"><li>• We blend sounds to read words clearly.</li><li>• Sentences follow on from one another to create information or a story which we can understand.</li></ul>
<b>Pace</b>	<ul style="list-style-type: none"><li>• We blend to read words and sentences clearly.</li></ul>
<b>Expression</b>	<ul style="list-style-type: none"><li>• Speech is when a character is speaking. It can be in a speech bubble or in speech marks in the text.</li><li>• We can use expression for exclamations to show how the character or author is feeling.</li></ul>

## Year 1 Reading Curriculum

Reading Overview	Year 1 Objectives
<b>Phonics and Decoding</b>	<p>To apply phonic knowledge and skills as the route to decode words.</p> <p>To blend sounds in unfamiliar words using the GPCs that they have been taught.</p> <p>To respond speedily, giving the correct sound to graphemes for all of the 40+ phonemes.</p> <p>To read words containing taught GPCs.</p> <p>To read words containing -s, -es, -ing, -ed and -est endings.</p> <p>To read words with contractions, e.g. I'm, I'll and we'll.</p>
<b>Common Exception Words</b>	<p>To read Y1 common exception words, noting unusual correspondences between spelling and sound and where these occur in words.</p>
<b>Understanding and Correcting Inaccuracies</b>	<p>To check that a text makes sense to them as they read and to self- correct.</p>
<b>Comparing, Contrasting and Commenting</b>	<p>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.</p> <p>To link what they have read or have read to them to their own experiences.</p> <p>To retell familiar stories in increasing detail.</p> <p>To join in with discussions about a text, taking turns and listening to what others say.</p> <p>To discuss the significance of titles and events.</p>

<b>Words in Context and Authorial Choice</b>	To discuss word meaning and link new meanings to those already known.
<b>Inference and Prediction</b>	To begin to make simple inferences. To predict what might happen on the basis of what has been read so far.
<b>Poetry and Performance</b>	To recite simple poems by heart.
<b>Non-Fiction</b>	To begin to recognise that non-fiction books are often structured in different ways.

## Reading Fluency – Year 1

<b>Summary of New Learning</b>	<ul style="list-style-type: none"> <li>• Commas</li> <li>• Headings</li> <li>• Pitch for questions</li> <li>• Expression to convey dialogue</li> <li>• Stress for !</li> </ul>
<b>Volume</b>	<ul style="list-style-type: none"> <li>• We read loud enough for others to hear.</li> <li>• When there is an exclamation mark, we should say that word/those words louder.</li> </ul>
<b>Pitch</b>	<ul style="list-style-type: none"> <li>• Questions are different types of sentences and we raise our voice at the end so we can hear it is a question.</li> </ul>
<b>Stress</b>	<ul style="list-style-type: none"> <li>• We can stress certain words in exclamations to show how a character is feeling.</li> <li>• !show us that stress is needed.</li> </ul>

<b>Juncture</b>	<ul style="list-style-type: none"><li>• We pause at the end of sentences (.!?).</li><li>• Commas indicate a short pause.</li><li>• We pause after we read a heading as they introduce the text on that page.</li></ul>
<b>Smoothness</b>	<ul style="list-style-type: none"><li>• We blend sounds to read words clearly.</li><li>• Sentences follow on from one another to create information or a story which we can understand.</li></ul>
<b>Pace</b>	<ul style="list-style-type: none"><li>• We blend to read words and sentences clearly.</li></ul>
<b>Expression</b>	<ul style="list-style-type: none"><li>• Speech is when a character is speaking. It can be in a speech bubble or in speech marks in the text.</li><li>• We can use expression for exclamations to show how the character or author is feeling.</li></ul>

## Year 2 Reading Curriculum

Reading – Word Reading	Year 2 Objectives
Phonics and Decoding	<p>To continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent.</p> <p>To read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.</p> <p>To accurately read most words of two or more syllables.</p> <p>To read most words containing common suffixes.*</p>
Common Exception Words	To read most Y1 and Y2 common exception words*, noting unusual correspondences between spelling and sound and where these occur in the word.
Understanding and Correcting Inaccuracies	<p>To show understanding by drawing on what they already know or on background information and vocabulary provided by the teacher.</p> <p>To check that the text makes sense to them as they read and to correct inaccurate reading.</p>
Comparing, Contrasting and Commenting	<p>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.</p> <p>To become increasingly familiar with and to retell a wide range of stories, fairy stories and traditional tales.</p> <p>To discuss the sequence of events in books and how items of information are related.</p> <p>To recognise simple recurring literary language in stories and poetry.</p> <p>To ask and answer questions about a text.</p>

	To make links between the text they are reading and other texts they have read (in texts that they can read independently).
<b>Words in Context and Authorial Choice</b>	To discuss and clarify the meanings of words, linking new meanings to known vocabulary.
<b>Inference and Prediction</b>	To discuss their favourite words and phrases.
<b>Poetry and Performance</b>	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.
<b>Non-Fiction</b>	To recognise that non-fiction books are often structured in different ways.

## Reading Fluency – Year 2

<b>Summary of New Learning</b>	<ul style="list-style-type: none"> <li>• Paragraphs.</li> <li>• Stress, juncture and pitch with commas in a list.</li> <li>• We must read heading, subheading and captions on pictures.</li> <li>• Changes in font/print.</li> <li>• Volume to convey emotion.</li> </ul>
<b>Volume</b>	<ul style="list-style-type: none"> <li>• We may change the volume when reading, if a character is feeling a strong emotion.</li> </ul>
<b>Pitch</b>	<ul style="list-style-type: none"> <li>• Commas in a list of 3 – we usually lower our pitch for the third item.</li> </ul>
<b>Stress</b>	<ul style="list-style-type: none"> <li>• Commas in a list of 3 – certain items in a list may be stressed, or the ‘and’.</li> <li>• If a word is printed in a larger font, italics or capitalised, we should stress it.</li> </ul>

<b>Juncture</b>	<ul style="list-style-type: none"><li>• Paragraphs are used for a longer pause to separate parts of a text.</li><li>• Commas in a list of 3 – we use a short pause between the first two items but not the last.</li></ul>
<b>Smoothness</b>	<ul style="list-style-type: none"><li>• If we make mistakes when reading, we can restart the sentence/page or paragraph so the meaning is clear.</li><li>• Reading narrative sounds different to reading non-fiction.</li><li>• Poems often have a rhythm to them which helps us read them aloud.</li></ul>
<b>Pace</b>	<ul style="list-style-type: none"><li>• We read clearly and at a pace where others can listen, understand and enjoy the text.</li></ul>
<b>Expression</b>	<ul style="list-style-type: none"><li>• We can convey a character's feelings by using expression when we read their speech.</li></ul>

## Year 3 Reading Curriculum

Reading – Word Reading	Year 3 Objectives
Phonics and Decoding	<p>To use their phonic knowledge to decode quickly and accurately (may still need support to read longer unknown words).</p> <p>To apply their growing knowledge of root words and prefixes, including in-, im-, il-, ir-, dis-, mis-, un-, re-, sub-, inter-, super-, anti- and auto- to begin to read aloud.*</p> <p>To apply their growing knowledge of root words and suffixes/word endings, including -ation, -ly, -ous, -ture, -sure, -sion, -tion, -ssion and -cian, to begin to read aloud.*</p>
Common Exception Words	To begin to read Y3/Y4 exception words.*
Understanding and Correcting Inaccuracies	<p>To check that the text makes sense to them as they read and to correct inaccurate reading.</p> <p>To begin to suggest ways to peers to help others make corrections in a supportive manner.</p>
Comparing, Contrasting and Commenting	<p>To recognise, listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</p> <p>To use appropriate terminology when discussing texts (plot, character, setting).</p>
Words in Context and Authorial Choice	<p>To check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.</p> <p>To discuss authors' choice of words and phrases for effect.</p>
Inference and Prediction	<p>To ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives.</p> <p>To justify predictions using evidence from the text.</p>
Poetry and Performance	<p>To prepare and perform poems and play scripts that show some awareness of the audience when reading aloud.</p> <p>To begin to use appropriate intonation and volume when reading aloud.</p>

## Reading Fluency – Year 3

<b>Summary of New Learning</b>	<ul style="list-style-type: none"><li>• Understanding the purpose behind use of Italics.</li><li>• Colons can be used to introduce items and/or lists of items.</li><li>• Narrative presented differently is still read like a story.</li></ul>
<b>Volume</b>	<ul style="list-style-type: none"><li>• We may change the volume when reading, if a character is feeling a strong emotion or if the author indicates we should through punctuation.</li></ul>
<b>Pitch</b>	<ul style="list-style-type: none"><li>• We use pitch in lists and to show different types of sentences.</li></ul>
<b>Stress</b>	<ul style="list-style-type: none"><li>• A different font or print may indicate we should stress a word. We need to understand why the word is printed differently, to know how/if to stress it.</li><li>• Stressing words can convey character's thoughts and emotions.</li></ul>
<b>Juncture</b>	<ul style="list-style-type: none"><li>• We pause and take a breath between sentences and a longer pause between paragraphs.</li><li>• Commas indicate a short pause.</li><li>• Colons can be used to introduce items and/or lists of items: we should pause before we begin the list.</li><li>• Dashes are used for a short pause, often to prolong a sentence and add more information or thoughts.</li></ul>

	<ul style="list-style-type: none"><li>• Brackets can be used to add extra information in non-fiction and require a short pause.</li></ul>
<b>Smoothness</b>	<ul style="list-style-type: none"><li>• Text is best understood when it is read smoothly with few errors, re-reads or unnecessary pauses</li></ul>
<b>Pace</b>	<ul style="list-style-type: none"><li>• We read clearly and at a pace where others can listen and understand, pausing appropriately for the punctuation.</li></ul>
<b>Expression</b>	<ul style="list-style-type: none"><li>• We can convey a character's feelings by using expression when we read their speech.</li><li>• Words might be printed in italics to show an emotion (such as surprise) and we can express that with our voice.</li><li>• Words or phrases may be printed in different fonts to represent a different emotion or atmosphere which we can express.</li></ul>

## Year 4 Reading Curriculum

Reading – Word Reading	Year 4 Objectives
Phonics and Decoding	<p>To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill.</p> <p>To apply their knowledge of root words, prefixes and suffixes/word endings to read aloud fluently.*</p>
Common Exception Words	To read all Y3/Y4 exception words*, discussing the unusual correspondences between spelling and these occur in the word.
Understanding and Correcting Inaccuracies	<p>To check that the text makes sense to them as they read and to correct inaccurate reading.</p> <p>To begin to suggest ways to peers to help others make corrections in a supportive manner.</p>
Comparing, Contrasting and Commenting	<p>To discuss and compare texts from a wide variety of genres and writers.</p> <p>To read for a range of purposes.</p> <p>To identify themes and conventions in a wide range of books.</p> <p>To refer to authorial style, overall themes (e.g. triumph of good over evil) and features (e.g. greeting in letters, a diary written in the first person or the use of presentational devices such as numbering and headings).</p> <p>To identify how language, structure and presentation contribute to meaning.</p> <p>To identify main ideas drawn from more than one paragraph and summarise these.</p>
Words in Context and Authorial Choice	Discuss vocabulary used to capture readers' interest and imagination.
Inference and Prediction	<p>To draw inferences from characters' feelings, thoughts and motives that justifies their actions, supporting their views with evidence from the text.</p> <p>To justify predictions from details stated and implied.</p>
Poetry and Performance	To recognise and discuss some different forms of poetry (e.g. free verse or narrative poetry).

	To prepare and perform poems and play scripts with appropriate techniques (intonation, tone, volume and action) to show awareness of the audience when reading aloud.
<b>Non-Fiction</b>	To use all of the organisational devices available within a non-fiction text to retrieve, record and discuss information.  To use dictionaries to check the meaning of words that they have read.

## Reading Fluency – Year 4

<b>Summary of New Learning</b>	<ul style="list-style-type: none"> <li>• Commas are used after fronted adverbials and subordinate clauses and indicate a pause.</li> <li>• Dashes.</li> <li>• Volume and juncture for brackets – non-fiction.</li> <li>• Inverted commas can also be used to quote non-fiction texts.</li> <li>• Distinguishing between narrator and character.</li> <li>• Stress to convey the author’s message.</li> </ul>
<b>Volume</b>	<ul style="list-style-type: none"> <li>• Volume fluctuates within reading.</li> <li>• Information in brackets is often spoken quieter than the main body of text to indicate it is extra/separate or even secret (for characters in narrative).</li> </ul>
<b>Pitch</b>	<ul style="list-style-type: none"> <li>• We use pitch in lists and to show different types of sentences.</li> </ul>
<b>Stress</b>	<ul style="list-style-type: none"> <li>• We can choose words to stress when we feel it better conveys the author’s message and helps readers to understand the text.</li> </ul>
<b>Juncture</b>	<ul style="list-style-type: none"> <li>• We pause and take a breath between sentences and a longer pause between paragraphs.</li> <li>• When commas are used after fronted adverbials and subordinate clauses, we pause as these are introducing the main part of the sentence.</li> </ul>

	<ul style="list-style-type: none"> <li>• Sentences are sometimes put in their own paragraph because they should be emphasised so we leave a longer pause before and after.</li> <li>• Brackets can be used to add extra information in all text types, including extra thoughts of characters, and require a short pause.</li> </ul>
<b>Smoothness</b>	<ul style="list-style-type: none"> <li>• Text must be read smoothly, with few errors, re-reads or unnecessary pauses, to best convey the meaning of the text.</li> </ul>
<b>Pace</b>	<ul style="list-style-type: none"> <li>• Punctuation dictates the pace at which we read.</li> </ul>
<b>Expression</b>	<ul style="list-style-type: none"> <li>• We can convey a character's feelings by using expression when we read their speech, or when they are narrating in 1st person.</li> <li>• Sentences are often put in their own paragraph because they should be emphasised.</li> <li>• Onomatopoeias are often written in italics so we can hear sounds within a scene.</li> <li>• Inverted commas in non-fiction text indicate a word or phrase is not factual/more colloquial and should be expressed as such.</li> <li>• The narrator may or may not be the character: expression should be used to distinguish who is narrating.</li> </ul>

## Year 5 Reading Curriculum

Reading – Word Reading	Year 5 Objectives
<b>Phonics and Decoding</b>	<p>To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues.</p> <p>To apply their growing knowledge of root words, prefixes and suffixes/ word endings, including -sion, -tion, -cial, -tial, -ant/-ance/-ancy, - ent/- ence/-ency, - able/-ably and - ible/ibly, to read aloud fluently.*</p>
<b>Common Exception Words</b>	To read most Y5/ Y6 exception words, discussing the unusual correspondences between spelling and sound and where these occur in the word.
<b>Understanding and Correcting Inaccuracies</b>	<p>To check that the text makes sense to them as they read and to correct inaccurate reading.</p> <p>To suggest ways to peers to help others make corrections in a supportive manner.</p>
<b>Comparing, Contrasting and Commenting</b>	<p>To read a wide range of genres, identifying the characteristics of text types (such as the use of the first person in writing diaries and autobiographies) and differences between text types.</p> <p>To participate in discussions about books that are read to them and those they can read for themselves, building on their own and others’ ideas and challenging views courteously.</p> <p>To identify main ideas drawn from more than one paragraph and to summarise these.</p> <p>To recommend texts to peers based on personal choice.</p>
<b>Words in Context and Authorial Choice</b>	<p>To discuss vocabulary used by the author to create effect including figurative language.</p> <p>To evaluate the use of authors’ language and explain how it has created an impact on the reader.</p>
<b>Inference and Prediction</b>	<p>To draw inferences from characters’ feelings, thoughts and motives.</p> <p>To make predictions based on details stated and implied, justifying them in detail with evidence from the text.</p>
<b>Poetry and Performance</b>	To continually show an awareness of audience when reading out loud using intonation, tone, volume and action.

**Non-Fiction**

To use knowledge of texts and organisation devices to retrieve, record and discuss information from fiction and non-fiction texts.

## Reading Fluency – Year 5

<b>Summary of New Learning</b>	<ul style="list-style-type: none"><li>• Extra pauses.</li><li>• Italics - for the narrative of an ambiguous character and for internal thoughts.</li><li>• Juncture for semi-colons.</li><li>• Adding in extra juncture to further convey the author's message and/or clarity.</li><li>• Variations in pitch and pace.</li></ul>
<b>Volume</b>	<ul style="list-style-type: none"><li>• Volume fluctuates within reading.</li><li>• Italics can be used for internal thoughts or to show the narrative of an ambiguous character – this should be read quieter than the main body of text.</li></ul>
<b>Pitch</b>	<ul style="list-style-type: none"><li>• Pitch fluctuates within reading.</li><li>• We can voluntarily change our pitch when reading to convey the author's intended message.</li></ul>
<b>Stress</b>	<ul style="list-style-type: none"><li>• Stress should be used to effectively convey the author's intended meaning.</li></ul>
<b>Juncture</b>	<ul style="list-style-type: none"><li>• We pause for punctuation and sometimes voluntarily to further express the meaning of the text and/or provide clarity.</li><li>• Semi-colons are a pause longer than a comma but shorter than a full stop.</li></ul>
<b>Smoothness</b>	<ul style="list-style-type: none"><li>• Text must be read smoothly, with few errors, re-reads or unnecessary pauses, to best convey the author's intended meaning.</li></ul>

## **Pace**

- Semi-colons and dashes are used to keep a higher pace within text.
- Full stops and paragraph breaks are used to slow it down.

## **Expression**

- We use expression to convey a character's or author's feelings, within narrative.

## Year 6 Reading Curriculum

Reading – Word Reading	Year 6 Objectives
Phonics and Decoding	To read fluently with full knowledge of all Y5/ Y6 exception words, root words, prefixes, suffixes/word endings* and to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues.
Common Exception Words	To read Y5/ Y6 exception words, discussing the unusual correspondences between spelling and sound and where these occur in the word.
Understanding and Correcting Inaccuracies	To check that the text makes sense to them as they read and to correct inaccurate reading.  To suggest ways to peers to help others make corrections in a supportive manner.
Comparing, Contrasting and Commenting	To read for pleasure, discussing, comparing and evaluating in depth across a wide range of genres, including myths, legends, traditional stories, modern fiction, fiction from our literary heritage and books from other cultures and traditions.  To recognise more complex themes in what they read (such as loss or heroism).  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.  To listen to guidance and feedback on the quality of their explanations and contributions to discussions and to make improvements when participating in discussions.  To draw out key information and to summarise the main ideas in a text.  To distinguish independently between statements of fact and opinion, providing reasoned justifications for their views.  To compare characters, settings and themes within a text and across more than one text.
Words in Context and Authorial Choice	To analyse and evaluate the use of language, including figurative language and how it is used for effect, using technical terminology such as metaphor, simile, analogy, imagery, style and effect.
Inference and Prediction	To consider different accounts of the same event and to discuss viewpoints (both of authors and of

	<p>fictional characters).</p> <p>To discuss how characters change and develop through texts by drawing inferences based on indirect clues.</p>
<b>Poetry and Performance</b>	To confidently perform texts (including poems learnt by heart) using a wide range of devices to engage the audience and for effect.
<b>Non-Fiction</b>	<p>To retrieve, record and present information from non-fiction texts.</p> <p>To use non-fiction materials for purposeful information retrieval (e.g. in reading history, geography and science textbooks) and in contexts where pupils are genuinely motivated to find out information (e.g. reading information leaflets before a gallery or museum visit or reading a theatre programme or review).</p>

## Reading Fluency – Year 6

<b>Summary of New Learning</b>	<ul style="list-style-type: none"> <li>• Understanding that narrative often includes internal thoughts and feelings of a character and our reading should reflect this.</li> <li>• We can vary our pitch, pace, volume, expression and juncture all to convey the intended meaning of the text.</li> </ul>
<b>Volume</b>	<ul style="list-style-type: none"> <li>• We alter the volume at which we read to best convey the meaning of the text.</li> </ul>
<b>Pitch</b>	<ul style="list-style-type: none"> <li>• Pitch fluctuates within reading.</li> </ul>

	<ul style="list-style-type: none"> <li>• We can voluntarily change our pitch when reading to convey the author's intended message.</li> </ul>
<b>Stress</b>	<ul style="list-style-type: none"> <li>• Stress should be used to effectively convey the author's intended meaning.</li> </ul>
<b>Juncture</b>	<ul style="list-style-type: none"> <li>• We pause for punctuation and sometimes voluntarily to further express the meaning of the text.</li> <li>• Semi-colons are a pause longer than a comma but shorter than a full stop – they are used to join two closely-related sentences together.</li> </ul>
<b>Smoothness</b>	<ul style="list-style-type: none"> <li>• Text must be read smoothly, with few errors, re-reads or unnecessary pauses, to best convey the author's intended meaning.</li> </ul>
<b>Pace</b>	<ul style="list-style-type: none"> <li>• We can change the pace of our reading to convey the author's intended message. We should look at the structure of the sentence and the punctuation uses to aid us to do this.</li> </ul>
<b>Expression</b>	<ul style="list-style-type: none"> <li>• We use expression to convey a character's or author's feelings, within narrative and non-narrative texts.</li> <li>• Varying pace can help us express emotion and add atmosphere to a scene.</li> </ul>

## **Spelling Curriculum**

**In Reception and Key Stage 1, children follow the RWInc. scheme which supports their phonetic understanding and incorporates daily spelling sessions. Key Stage 2 and children in Year 2 have progressed to the end of the Read Write Inc scheme have a weekly spelling session using Spelling Shed, which focuses on phonemes, etymology and morphology. This scheme was selected as it is logical and progressive and in line with the teachings from RWInc. in previous years. The Spelling Shed Scheme is organised into Stages rather than by Year 6 group allowing for clear differentiation of spelling within year groups. Children are assessed on their spelling ability and the spellings which they work on each week are targeted accordingly.**

**All classes have spellings as part of their weekly homework expectations and conduct spelling tests once per week.**

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Objective	<b>Step 1:</b> Words where 'dge' makes a /j/ sound	<b>Step 7:</b> Words where 'wr' makes a /r/ sound at the beginning of words	<b>Step 13:</b> Words where 'y' makes an /igh/ sound	<b>Step 19:</b> Words where '-er', '-est' and '-ed' is added to words ending in 'e'	<b>Step 25:</b> Words where the digraph 'ey' makes an /ee/ sound	<b>Step 31:</b> Words that are homophones
Words	badge, edge, bridge, dodge, fudge, ridge, smudge, judge, wedge, lodge	write, wriggle, wrap, wrestle, written, wrecked, wrapped, wren, wrong, wrote	cry, fly, dry, try, reply, July, shy, spy, sky, why	nicer, writer, baker, looser, safer, simpler, hoped, loved, largest, closest	key, donkey, monkey, chimney, valley, trolley, journey, turkey, jockey, kidney	there, their, here, hear, see, sea, too, two, blue, blew
Objective	<b>Step 2:</b> Words where 'ge' makes a /j/ sound	<b>Step 8:</b> Words ending in 'le'	<b>Step 14:</b> Words where '-es' is added to words ending in 'y'	<b>Step 20:</b> Words where '-ing' is added to single syllable words	<b>Step 26:</b> Words where 'a' makes an /o/ sound	<b>Step 32:</b> Words that are homophones or near homophones
Words	change, charge, range, orange, hinge, strange, dungeon, sponge, pigeon, fringe	table, apple, bottle, little, middle, bubble, cable, uncle, ankle, eagle	tries, replies, cries, spies, supplies, flies, copies, babies, carries, lorries	patting, humming, dropping, running, hopping, clapping, sitting, flipping, wrapping, slipping	want, watch, wander, wand, quality, quad, wasps, squat, quantity, squash	quiet, quite, bare, bear, sun, son, be, bee, night, knight
Objective	<b>Step 3:</b> Words where 'g' makes a /j/ sound	<b>Step 9:</b> Words ending in 'el'	<b>Step 15:</b> Words where '-ed' is added to words ending in 'y'	<b>Step 21:</b> Words where '-ed' is added to single syllable words	<b>Step 27:</b> Words where 'or' and 'ar' make an /er/ or /or/ sound	<b>Step 33:</b> Words ending in '-tion'
Words	gem, gym, giant, magic, giraffe, energy, digit, engine, religion, gentle	camel, tunnel, jewel, travel, tinsel, squirrel, hazel, vowel, angel, towel	copied, replied, spied, fried, applied, relied, identified, multiplied, magnified, supplied	patted, hummed, dropped, dapped, clipped, wrapped, napped, ripped, drummed, dragged	word, work, worm, world, worth, warm, war, towards, warn, warned	station, fiction, motion, nation, education, action, injection, caption, fraction, competition
Objective	<b>Step 4:</b> Words where 'c' makes a /s/ sound before 'e', 'i' and 'y'	<b>Step 10:</b> Words ending in 'al'	<b>Step 16:</b> Words where '-er' and '-est' are added to words ending in 'y'	<b>Step 22:</b> Words where 'a' makes an /or/ sound	<b>Step 28:</b> Words where 'si' and 's' makes an /zh/ sound	<b>Step 34:</b> Words with an apostrophe for contraction
Words	race, ice, cell, city, fancy, lace, space, circle, circus, rice	metal, petal, capital, hospital, animal, equal, final, pedal, local, magical	happier, happiest, angrier, angriest, drier, driest, tidier, tidiest, funnier, funniest	all, ball, walk, call, talk, always, fall, small, also, bald	television, treasure, usual, measure, pleasure, decision, vision, leisure, version, visual	can't, didn't, hasn't, couldn't, it's, wasn't, doesn't, mustn't, I'll, she'd
Objective	<b>Step 5:</b> Words where 'kn' and 'gn' make a /n/ sound at the beginning of words	<b>Step 11:</b> Words ending in 'il'	<b>Step 17:</b> Words where '-ing' is added to words ending in 'e'	<b>Step 23:</b> Words where 'o' makes an /u/ sound	<b>Step 29:</b> Words ending in '-ment' and '-ness'	<b>Step 35:</b> Words with an apostrophe for possession
Words	knock, know, knee, knew, kneel, knit, knight, gnome, gnat, gnaw	pencil, fossil, nostril, pupil, April, gerbil, lentil, evil, anvil, basil	hiking, shining, joking, hoping, smiling, surprising, loving, writing, coming, caring	other, mother, brother, nothing, cover, money, some, dozen, wonder, done	payment, enjoyment, agreement, achievement, adjustment, darkness, rudeness, sadness, greatness, kindness	Megan's, Ravi's, Cody's, Sophie's, Sam's, child's, boy's, man's, dog's, lady's
Objective	<b>Step 6:</b> Challenge Words	<b>Step 12:</b> Challenge Words	<b>Step 18:</b> Challenge Words	<b>Step 24:</b> Challenge Words	<b>Step 30:</b> Words ending in '-ful' and '-less'	<b>Step 36:</b> Challenge Words
Words	door, floor, poor, find, kind, mind, behind, child, children, because	wild, climb, most, only, both, old, cold, hold, gold, told	every, everybody, even, great, break, steak, pretty, beautiful, after, fast	last, past, father, class, grass, pass, plant, path, bath, rather	careful, playful, thankful, helpful, wonderful, useless, careless, homeless, hopeless, spotless	whole, any, many, clothes, busy, people, water, again, half, hour

## Year 2 Spelling

**In addition, the following words Common Exception Word list should be learned – many will be covered through the Spelling Shed scheme.**

**door, floor, poor, because, find, kind, mind, behind, child, children\*, wild, climb, most, only, both, old, cold, gold, hold, told, every, everybody, even, great, break, steak, pretty, beautiful, after, fast, last, past, father, class, grass, pass, plant, path, bath, hour, move, prove, improve, sure, sugar, eye, could, should, would, who, whole, any, many, clothes, busy, people, water, again, half, money, Mr, Mrs, parents, Christmas – and/or others according to programme used. Note: ‘children’ is not an exception to what has been taught so far but is included because of its relationship with ‘child’.**

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Objective	<b>Step 1:</b> Words where the digraph 'ou' makes an /ow/ sound	<b>Step 7:</b> Words with the prefix 're-'	<b>Step 13:</b> Words with the digraph 'ai' and tetragraph 'aigh'	<b>Step 19:</b> Words ending in 'al'	<b>Step 25:</b> Words with the suffix '-er'	<b>Step 31:</b> Words ending in '-sion'
Words	mouth, sprout, around, sound, spout, ouch, hound, trout, found, proud	redo, return, refresh, redecorate, reappear, review, replay, reaction, rebound, revenge	straight, strainer, fainted, claimed, waist, snail, painter, chained, failure, waiter	arrival, burial, comical, magical, emotional, national, personal, optional, survival, tropical	teacher, stretcher, dispatcher, catcher, butcher, richer, scorcher, preacher, cruncher, watcher	vision, confusion, division, television, invasion, erosion, collision, decision, fusion, revision
Objective	<b>Step 2:</b> Words where the digraph 'ou' makes a /u/ sound	<b>Step 8:</b> Words with the prefix 'dis-'	<b>Step 14:</b> Words with the digraph 'ei' and tetragraph 'eigh'	<b>Step 20:</b> Words ending in 'le'	<b>Step 26:</b> Words where the digraph 'ch' makes a /k/ sound	<b>Step 32:</b> Challenge Words
Words	touch, double, country, trouble, young, cousin, enough, couple, encourage, flourish	disappoint, disobey, disappear, disapprove, disable, dislike, dislocate, disadvantage, dislodge, disagree	freight, vein, weigh, reins, eight, eighteen, reign, veil, neighbour, sleigh	battle, settle, article, humble, struggle, terrible, possible, example, capable, adjustable	scheme, chorus, echo, chemist, character, stomach, monarch, school, anchor, chaos	special, strange, difficult, important, length, perhaps, position, pressure, question, purpose
Objective	<b>Step 3:</b> Words where 'y' makes an /i/ sound	<b>Step 9:</b> Words with the prefix 'mis-'	<b>Step 15:</b> Words where the digraph 'ey' makes an /ai/ sound	<b>Step 21:</b> Words ending in '-ly' where the base word ends in 'le'	<b>Step 27:</b> Words ending in '-gue' and '-que'	<b>Step 33:</b> Revision Words
Words	symbol, gym, myth, synonym, Egypt, lyrics, pyramid, system, mystery, gymnastics	mistake, mislead, misbehave, misspell, misplace, misread, mistrust, misunderstanding, misuse, mislaid	obey, osprey, prey, disobey, they, convey, they, survey, surveyor, conveyor, grey	gently, simply, humbly, nobly, durably, terribly, incredibly, responsibly, wrinkly, possibly	vague, league, plague, fatigue, antique, dialogue, unique, grotesque, plaque, mosque	exactly, bravely, pleasure, dislocate, island, decide, disadvantage, survey, ordinary, promise
Objective	<b>Step 4:</b> Words ending in '-sure'	<b>Step 10:</b> Words where '-ing', '-er' and '-ed' are added to multisyllabic words	<b>Step 16:</b> Words with the suffix '-ly'	<b>Step 22:</b> Words ending in '-ly' where the base word ends in '-ic'	<b>Step 28:</b> Words where the digraph 'sc' makes a /s/ sound	<b>Step 34:</b> Revision Words
Words	treasure, measure, leisure, pleasure, pressure, exposure, enclosure, closure, disclosure, composure	developing, developed, limiting, covering, limited, gardening, gardener, covered, listening, listened	calmly, exactly, deadly, bravely, boldly, gladly, deeply, clearly, hourly, quickly	basically, frantically, logically, tragically, magically, publicly, dramatically, historically, automatically, specifically	science, scene, discipline, scissors, ascends, scented, fascinate, scenery, crescent, descend	freight, hourly, missed, scented, suppose, plaque, grotesque, daily, descend, automatically
Objective	<b>Step 5:</b> Words ending in '-ture'	<b>Step 11:</b> Words where '-ing', '-en' and '-ed' are added to multisyllabic words	<b>Step 17:</b> Words that are homophones	<b>Step 23:</b> Words ending in '-ly': exceptions	<b>Step 29:</b> Words that are homophones	<b>Step 35:</b> Revision Words
Words	adventure, future, picture, nature, creature, furniture, capture, sculpture, fracture, mixture	forgetting, forgotten, beginning, propelled, preferred, permitted, regretting, committed, forbidden, equipped	great, main, grown, missed, meet, grate, mane, groan, mist, meat	truly, slyly, fully, duly, shyly, wholly, drily, coily, happily, daily	ball, bawl, break, brake, male, mail, fair, fare, berry, bury	teacher, scheme, history, mention, bawl, crescent, eighteen, regular, mane, disable
Objective	<b>Step 6:</b> Challenge Words	<b>Step 12:</b> Challenge Words	<b>Step 18:</b> Challenge Words	<b>Step 24:</b> Challenge Words	<b>Step 30:</b> Challenge Words	<b>Step 36:</b> Revision Words
Words	actual, bicycle, answer, circle, earth, enough, island, fruit, often, popular	centre, disappear, heart, minute, regular, decide, early, learn, notice, therefore	build, describe, imagine, library, natural, ordinary, promise, recent, suppose, weight	address, mention, arrive, occasionally, certainly, probably, experience, reign, history, sentence	accidentally, breathe, century, eight, consider, guard, heard, peculiar, possible, quarter	disappear, specifically, reaction, committed, misunderstanding, forbidden, capable, neighbour, personal, confusion

## Year 3 Spelling

In addition, the following words from the Year 3 and 4 list should be learned – many will be covered through the Spelling Shed scheme.

accident(ally), early, knowledge, purpose, actual(ly), earth, learn, quarter, address, eight/eighth, length, question, answer, enough, library, recent, appear, exercise, material, regular, arrive, experience, medicine, reign, believe, experiment, mention, remember, bicycle, extreme, minute, sentence, breath, famous, natural, separate, breathe, favourite, naughty, special, build, February, notice, straight, busy/business, forward(s), occasion(ally), strange, calendar, fruit, often, strength, caught, grammar, opposite, suppose, centre, group, ordinary, surprise, century, guard, particular, therefore, certain, guide, peculiar, though/although, circle, heard, perhaps, thought, complete, heart, popular, through, consider, height, position, various, continue, history, possess(ion), weight, decide, imagine, possible, woman/women, describe, increase, potatoes, different, important, pressure, difficult, interest, probably, disappear, island, promise.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Objective	<b>Step 1:</b> Words that are homophones	<b>Step 7:</b> Words ending in '-ation'	<b>Step 13:</b> Words ending in '-sion'	<b>Step 19:</b> Words where 'au' makes an /or/ sound	<b>Step 25:</b> Words that are homophones	<b>Step 31:</b> Challenge Words
Words	accept, except, knot, not, peace, piece, plain, plane, weather, whether	information, sensation, preparation, vibration, decoration, donation, duration, registration, population, determination	expansion, extension, comprehension, tension, suspension, exclusion, provision, explosion, erosion, invasion	automatic, August, launch, haul, astronaut, cause, author, applaud, autumn, audience	scene, who's, affect, hear, whose, heal, effect, here, heel, seen	guide, possess, forwards, accident, eighth, occasion, Wednesday, actually, busy, forward
Objective	<b>Step 2:</b> Words with the prefix 'in-' meaning 'not'	<b>Step 8:</b> Words ending in '-ation'	<b>Step 14:</b> Words ending in '-ous'	<b>Step 20:</b> Words ending in '-tion'	<b>Step 26:</b> Words spelled with 'c' before 'i' and 'e'	<b>Step 32:</b> Words that are plurals with possessive apostrophes
Words	inability, inactive, inadequate, incorrect, incurable, indefinite, inelegant, inflexible, insecure, invisible	adoration, admiration, coronation, detonation, observation, location, generation, exploration, combination, illustration	poisonous, dangerous, mountainous, marvellous, perilous, tremendous, enormous, jealous, precious, disastrous	invention, injection, action, hesitation, completion, stagnation, nomination, migration, communication, selection	circle, century, centaur, circus, princess, voice, medicine, celebrate, celery, pencil	girls', boys', babies', children's, men's, mice's, ladies', cats', women's, geese's
Objective	<b>Step 3:</b> Words with the prefixes 'il-', 'im-' and 'ir-'	<b>Step 9:</b> Words ending '-ly'	<b>Step 15:</b> Words ending in '-ous' incl. those where 'ge' from the base word remains	<b>Step 21:</b> Words ending in '-sion'	<b>Step 27:</b> Words containing 'sol' and 'real'	<b>Step 33:</b> Revision Words
Words	illegal, illegible, immature, immortal, impossible, impatient, imperfect, irregular, irrelevant, irresponsible	sadly, completely, wildly, bravely, gently, foolishly, proudly, horribly, nervously, happily	courageous, outrageous, nervous, famous, adventurous, disadvantageous, ridiculous, carnivorous, rapturous, torturous	expression, discussion, confession, permission, admission, impression, obsession, procession, omission, concussion	solve, insoluble, real, reality, dissolve, solution, realistic, unreal, realisation, soluble	expression, musician, reluctantly, group, scene, circle, solve, supermarket, bicycle, except
Objective	<b>Step 4:</b> with the prefix 'sub-' meaning 'below' or further divided	<b>Step 10:</b> Words ending '-lly'	<b>Step 16:</b> Words where a suffix is added to words ending in 'y'	<b>Step 22:</b> Words ending in '-cian'	<b>Step 28:</b> Words containing 'phon' and 'sign'	<b>Step 34:</b> Revision Words
Words	subdivide, subheading, subject, submarine, submerge, submit, substandard, subtitle, subtropical, subway	usually, finally, beautifully, thoughtfully, wonderfully, carefully, faithfully, peacefully, cruelly, generally	merriment, happiness, plentiful, penniless, happily, prettiest, nastiness, beautiful, pitiful, silliness	musician, magician, electrician, politician, mathematician, technician, optician, beautician, physician, dietician	signal, telephone, assign, microphone, homophone, sign, phonics, signature, megaphone, design	incorrect, illegible, subject, international, believe, wildly, preparation, coronation, bravely, thoughtfully
Objective	<b>Step 5:</b> Words with the prefix 'inter-' meaning 'between' or 'among'	<b>Step 11:</b> Words where 'ch' makes a /sh/ sound	<b>Step 17:</b> Words ending in '-ious' and 'eous'	<b>Step 23:</b> Words that are adverbs of manner	<b>Step 29:</b> Words with the prefixes 'super-', 'anti-' and 'auto'	<b>Step 35:</b> Revision Words
Words	interact, intercept, interchange, intercity, intercom, interface, interfere, international, internet, interview	chef, chalet, machine, brochure, parachute, chute, chaperone, chandelier, crochet, quiche	serious, obvious, curious, hideous, spontaneous, courteous, furious, various, victorious, gaseous	reluctantly, quickly, generously, unexpectedly, gently, curiously, furiously, seriously, victoriously, courteously	supermarket, superhero, superstar, superhuman, antiseptic, anticlockwise, antisocial, autobiography, autograph, automatic	brochure, famous, tension, penniless, hideous, different, astronaut, completion, admission, mathematician
Objective	<b>Step 6:</b> Challenge Words	<b>Step 12:</b> Challenge Words	<b>Step 18:</b> Challenge Words	<b>Step 24:</b> Challenge Words	<b>Step 30:</b> Words with the prefix 'bi-' meaning 'two'	<b>Step 36:</b> Revision Words
Words	strength, grammar, calendar, women, appear, straight, interest, opposite, increase, believe	favourite, complete, continue, experiment, February, naughty, material, knowledge, remember, famous	extreme, although, breath, caught, different, exercise, medicine, thought, business, possession	surprise, separate, group, height, potatoes, though, particular, through, caught, woman	bicycle, biplane, biped, bicentennial, biannual, bilingual, biscuit, biceps, binoculars, bisect	gently, separate, affect, unexpectedly, potatoes, circus, insoluble, microphone, superhuman, bicentennial

## Year 4 Spelling

**In addition, the following words from the Year 3 and 4 list should be learned – many will be covered through the Spelling Shed scheme.**

**accident(ally), early, knowledge, purpose, actual(ly), earth, learn, quarter, address, eight/eighth, length, question, answer, enough, library, recent, appear, exercise, material, regular, arrive, experience, medicine, reign, believe, experiment, mention, remember, bicycle, extreme, minute, sentence, breath, famous, natural, separate, breathe, favourite, naughty, special, build, February, notice, straight, busy/business, forward(s), occasion(ally), strange, calendar, fruit, often, strength, caught, grammar, opposite, suppose, centre, group, ordinary, surprise, century, guard, particular, therefore, certain, guide, peculiar, though/although, circle, heard, perhaps, thought, complete, heart, popular, through, consider, height, position, various, continue, history, possess(ion), weight, decide, imagine, possible, woman/women, describe, increase, potatoes, different, important, pressure, difficult, interest, probably, disappear, island, promise.**

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Objective	<b>Step 1:</b> Words ending in '-tious' and '-ious'	<b>Step 7:</b> Words ending in '-ant'	<b>Step 13:</b> Words ending in '-able', where the 'e' from the root word remains	<b>Step 19:</b> Words with 'ie' after 'c'	<b>Step 25:</b> Words that are homophones or near homophones	<b>Step 31:</b> Words with hyphens
Words	ambitious, amphibious, curious, devious, fictitious, infectious, notorious, nutritious, repetitious, obvious	abundant, brilliant, constant, distant, dominant, elegant, fragrant, ignorant, tolerant, vacant	agreeable, changeable, irreplaceable, knowledgeable, manageable, microwaveable, noticeable, rechargeable, replaceable, salvageable	society, deficient, efficient, emergencies, glacier, inefficient, science, scientists, species, sufficient	advice, advise, device, devise, licence, license, practice, practise, prophecy, prophesy	co-author, co-operate, co-ordinate, co-own, re-educate, re-energise, re-enter, re-evaluate, re-examine, re-explain
Objective	<b>Step 2:</b> Words ending in '-cious'	<b>Step 8:</b> Words ending in '-ance' and '-ancy'	<b>Step 14:</b> Words that are adverbs of time	<b>Step 20:</b> Words where 'ei' can make an /ee/ sound	<b>Step 26:</b> Words that are homophones	<b>Step 32:</b> Challenge Words
Words	atrocious, conscious, delicious, ferocious, gracious, luscious, malicious, precious, spacious, suspicious	abundance, abundancy, brilliance, dominancy, elegance, extravagance, hesitancy, relevancy, tolerance, vacancy	afterwards, earlier, eventually, finally, immediately, previously, recently, tomorrow, whilst, yesterday	caffeine, conceive, deceive, either, neither, perceive, protein, ceiling, receive, seize	aisle, isle, allowed, aloud, altar, alter, ascent, assent, farther, father	afterwards, amateur, ancient, changeable, deceive, doubt, knight, referring, sincere, immediate
Objective	<b>Step 3:</b> Words ending in '-cial'	<b>Step 9:</b> Words ending in '-ent' and '-ence'	<b>Step 15:</b> Words with suffixes where the base word ends in '-fer'	<b>Step 21:</b> Words where 'ough' makes an /or/ sound	<b>Step 27:</b> Words that are homophones	<b>Step 33:</b> Revision Words
Words	artificial, beneficial, crucial, especially, facial, glacial, judicial, multiracial, official, special	competence, confidence, decent, eloquence, emergent, frequent, innocence, intelligence, transparent, violent	conferring, difference, inference, preference, preferred, referee, reference, referring, transference, transferring	afterthought, bought, brought, fought, nought, ought, sought, thought, thoughtfulness, wrought	bridal, bridle, guessed, guest, heard, herd, morning, mourning, passed, past.	accompany, achieve, advice, affect, aisle, bought, cereal, definitely, guessed, though
Objective	<b>Step 4:</b> Words ending in '-tial'	<b>Step 10:</b> Words ending in '-able' and '-ible'	<b>Step 16:</b> Words with 'silent' first letters	<b>Step 22:</b> Words containing 'ough'	<b>Step 28:</b> Words that are homophones or near homophones	<b>Step 34:</b> Revision Words
Words	circumstantial, confidential, essential, impartial, influential, potential, preferential, residential, substantial, torrential	comfortable, dependable, enjoyable, horrible, incredible, possible, reasonable, reliable, terrible, understandable	knife, knight, knowledge, knuckle, mnemonic, pterodactyl, wreath, wreckage, wrestler, writer	although, bough, dough, doughnut, enough, plough, rough, though, tough, toughen	cereal, serial, complement, compliment, principal, principle, stationary, stationery, wary, weary	conscious, constant, controversy, comfortably, earlier, elegance, fictitious, frequent, manageable, understandable
Objective	<b>Step 5:</b> Words ending in '-cial' and '-tial'	<b>Step 11:</b> Words ending in '-ably' and '-ibly'	<b>Step 17:</b> Words with 'silent' letters	<b>Step 23:</b> Adverbs of possibility and frequency	<b>Step 29:</b> Words that are homophones or near homophones	<b>Step 35:</b> Revision Words
Words	commercial, controversial, controversially, financial, financially, initial, initially, palatial, provincial, spatial	comfortably, dependably, horribly, incredibly, legibly, possibly, reliably, sensibly, terribly, visibly	ascend, autumn, build, disciple, doubt, island, lamb, receipt, solemn, thistle	certainly, definitely, frequently, infrequently, obviously, occasionally, often, probably, possibly, rarely	affect, effect, dessert, desert, draft, draught, precede, proceed, who's, whose	ascend, awkward, conscience, dough, probably, receive, species, thought, transferring, writer
Objective	<b>Step 6:</b> Challenge Words	<b>Step 12:</b> Challenge Words	<b>Step 18:</b> Challenge Words	<b>Step 24:</b> Challenge Words	<b>Step 30:</b> Challenge Words	<b>Step 36:</b> Revision Words
Words	appreciate, cemetery, conscious, convenience, environment, immediately, language, sufficient, thorough, vegetable	accommodate, available, controversy, dictionary, marvellous, opportunity, secretary, sincerely, suggest, twelfth	ancient, amateur, awkward, criticise, equipment, excellent, foreign, pronunciation, symbol, yacht	accompany, communicate, conscience, desperate, disastrous, interfere, nuisance, queue, restaurant, rhythm	achieve, apparent, bargain, bruise, community, mischievous, muscle, necessary, vehicle, system	aloud, community, complement, desert, device, heard, muscle, precede, principle, stationary

## Year 5 Spelling

**In addition, the following words from the Year 5 and 6 list should be learned – many will be covered through the Spelling Shed scheme.**

**accommodate, accompany, according, achieve, aggressive, amateur, ancient, apparent, appreciate, attached, available, average, awkward, bargain, bruise, category, cemetery, committee, communicate, community, competition, conscience, conscious, controversy, convenience, correspond, criticise (critic + ise), curiosity, definite, desperate, determined, develop, dictionary, disastrous, embarrass, environment, equip (–ped, –ment), especially, exaggerate, excellent, existence, explanation, familiar, foreign, forty, frequently, government, guarantee, harass, hindrance, identity, immediate(ly), individual, interfere, interrupt, language, leisure, lightning, marvellous, mischievous, muscle, necessary, neighbour, nuisance, occupy, occur, opportunity, parliament, persuade, physical, prejudice, privilege, profession, programme, pronunciation, queue, recognise, recommend, relevant, restaurant, rhyme, rhythm, sacrifice, secretary, shoulder, signature, sincere(ly), soldier, stomach, sufficient, suggest, symbol, system, temperature, thorough, twelfth, variety, vegetable, vehicle, yacht.**

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Objective</b>	<b>Step 1: Challenge Words</b>	<b>Step 7: Challenge Words</b>	<b>Step 13: Adding the prefix '-over'</b>	<b>Step 19: Words with the /f/ sound spelled 'ph'</b>	<b>Step 25: Words with the suffix '-ably'</b>	<b>Step 31: Adjectives used to describe settings</b>
<b>Words</b>	accommodate, available, competition, determined, existence, identity, muscle, prejudice, rhyme, suggest	ancient, cemetery, criticise, equipped, government, leisure, opportunity, recognise, sincerely, variety	overbalance, overcoat, overcook, overlooked, overpaid, overreact, overslept, overthrow, overtired, overturned	alphabet, elephant, dolphin, graph, pamphlet, pheasant, phone, photo, physical, sphere	adorably, believably, changeably, comfortably, considerably, dependably, noticeably, reasonably, tolerably, valuably	bustling, magnificent, majestic, noiseless, picturesque, regal, sinister, spectacular, tranquil, unsightly
<b>Objective</b>	<b>Step 2: Challenge Words</b>	<b>Step 8: Challenge Words</b>	<b>Step 14: Words with the suffix '-ful'</b>	<b>Step 20: Words with origins in other countries and languages</b>	<b>Step 26: Words with the suffix '-ible'</b>	<b>Step 32: Adjectives used to describe feelings</b>
<b>Words</b>	accompany, average, conscience, develop, explanation, immediately, necessary, privilege, rhythm, symbol	apparent, committee, curiosity, especially, guarantee, lightning, parliament, recommend, soldier, vegetable	beautiful, boastful, doubtful, faithful, fanciful, fearful, merciful, pitiful, plentiful, thankful	ballet, blizzard, bungalow, easel, gymkhana, hoist, origin, pyjamas, restaurant, veranda	forcible, horrible, incredible, legible, possible, responsible, reversible, sensible, terrible, visible	apprehensive, delighted, despondent, euphoric, incensed, jittery, optimistic, positive, sanguine, terrified
<b>Objective</b>	<b>Step 3: Challenge Words</b>	<b>Step 9: Challenge Words</b>	<b>Step 15: Words that can be nouns and verbs</b>	<b>Step 21: Words with unstressed vowel sounds</b>	<b>Step 27: Words with the suffix '-ibly'</b>	<b>Step 33: Adjectives to describe characters</b>
<b>Words</b>	according, awkward, conscious, dictionary, familiar, individual, neighbour, profession, sacrifice, system	appreciate, communicate, definite, exaggerate, harass, marvellous, persuade, relevant, stomach, vehicle	contest, freeze, impact, increase, object, permit, produce, silence, subject, transport	company, definitely, desperate, environment, explanatory, jewellery, poisonous, reference, secretary, temperature	forcibly, horribly, incredibly, legibly, possibly, responsibly, reversibly, sensibly, terribly, visibly	amiable, courageous, delightful, disagreeable, exquisite, gargantuan, grotesque, obnoxious, repugnant, valiant
<b>Objective</b>	<b>Step 4: Challenge Words</b>	<b>Step 10: Challenge Words</b>	<b>Step 16: Words with an /oa/ sound spelled 'ou' or 'ow'</b>	<b>Step 22: Words with 'cial'/shuhl/ after a vowel</b>	<b>Step 28: Words ending in '-ent' and '-ence'</b>	<b>Step 34: Grammar Vocabulary 1</b>
<b>Words</b>	achieve, bargain, controversy, disastrous, foreign, interfere, nuisance, programme, secretary, temperature	attached, community, desperate, excellent, hindrance, mischievous, physical, restaurant, sufficient, yacht	blown, known, mould, poultry, shallow, shoulder, smoulder, soul, thrown, window	antisocial, artificial, beneficial, crucial, facial, official, racial, social, special, superficial	convenience, convenient, difference, different, evidence, evident, excellence, excellent, silence, silent.	adverb, ambiguity, bracket, clause, cohesion, determiner, modal, parenthesis, pronoun, relative
<b>Objective</b>	<b>Step 5: Challenge Words</b>	<b>Step 11: Words with the short vowel sound /i/ spelled 'y'</b>	<b>Step 17: Words with a 'soft c' spelled 'ce'</b>	<b>Step 23: Words with 'tial'/shul/</b>	<b>Step 29: Words ending in '-er', '-or' and '-ar'</b>	<b>Step 35: Grammar Vocabulary 2</b>
<b>Words</b>	aggressive, bruise, convenience, embarrass, forty, interrupt, occupy, pronunciation, shoulder, thorough	antonym, crystal, lyrics, mystery, oxygen, rhythm, symbol, symptom, system, typical	celebrate, cemetery, certificate, deceased, December, hindrance, necessary, nuisance, prejudice, sacrifice	confidential, essential, influential, martial, partial, potential, sequential, spatial, substantial, torrential	calendar, computer, customer, interior, particular, popular, radiator, shoulder, soldier, superior	active, antonym, colon, ellipsis, hyphen, object, passive, punctuation, subject, synonym
<b>Objective</b>	<b>Step 6: Challenge Words</b>	<b>Step 12: Words with the long vowel sound /igh/ spelled 'y'</b>	<b>Step 18: Words with the prefixes 'dis-', 'un-', 'over-' and 'im-'</b>	<b>Step 24: Words beginning with 'acc'</b>	<b>Step 30: Adverbs synonymous with determination</b>	<b>Step 36: Mathematical Vocabulary</b>
<b>Words</b>	amateur, category, correspond, environment, frequently, language, occur, queue, signature, twelfth	apply, hygiene, hyphen, identify, multiply, occupy, python, recycle, rhyme, supply	disappointed, dissatisfied, dissimilar, impatient, overreact, overrule, overseas, unnatural, unnecessary, unsure	accentuate, access, accommodate, accompany, accomplish, accost, accrue, accumulate, accuracy, accuse	continually, determinedly, diligently, intently, persistently, purposefully, relentlessly, repeatedly, resolutely, tenaciously	addition, calculation, circumference, diameter, division, horizontal, multiplication, parallel, subtraction, vertical

## Year 6 Spelling

In addition, the following words from the Year 5 and 6 list should be learned – many will be covered through the Spelling Shed scheme.

accommodate, accompany, according, achieve, aggressive, amateur, ancient, apparent, appreciate, attached, available, average, awkward, bargain, bruise, category, cemetery, committee, communicate, community, competition, conscience, conscious, controversy, convenience, correspond, criticise (critic + ise), curiosity, definite, desperate, determined, develop, dictionary, disastrous, embarrass, environment, equip (–ped, –ment), especially, exaggerate, excellent, existence, explanation, familiar, foreign, forty, frequently, government, guarantee, harass, hindrance, identity, immediate(ly), individual, interfere, interrupt, language, leisure, lightning, marvellous, mischievous, muscle, necessary, neighbour, nuisance, occupy, occur, opportunity, parliament, persuade, physical, prejudice, privilege, profession, programme, pronunciation, queue, recognise, recommend, relevant, restaurant, rhyme, rhythm, sacrifice, secretary, shoulder, signature, sincere(ly), soldier, stomach, sufficient, suggest, symbol, system, temperature, thorough, twelfth, variety, vegetable, vehicle, yacht.