



English at Grove Church of England Primary

Revised 2026

LONG TERM PLAN

“The more that you read, the more things you will know. The more you learn, the more places you’ll go.”

Dr Seuss

Statement of Intent

By the end of Year 6 we aspire for children at Grove CE Primary school to:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of the linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- express opinions, articulate feelings and formulate responses to a range of texts both fiction and non-fiction using appropriate technical vocabulary
- have fostered an interest in words and their meanings, and to develop a growing vocabulary in both spoken and written form
- enjoy and engage with and understand a range of text types and genres
- understand the pleasure that reading and writing can create

We believe that reading is the key that unlocks the whole curriculum, therefore, the ability to efficiently decode is essential. We use the Read, Write, Inc. Phonics programme to teach our children the core skills of segmenting and blending to start them on their ‘reading journey’. Read Write Inc phonics is an inclusive programme for all children and is the clear and systematic approach to the teaching of phonics that is used across our EYFS and Key Stage 1 classes. Through the delivery of daily Read, Write, Inc. Phonics lessons, we aim to teach children to:

- Apply the skill of blending phonemes in order to read words.
- Segment words into phonemes in order to spell words.
- Learn that segmenting and blending words are reversible processes.

- Read high frequency words that do not conform to regular phonetic patterns.
- Read texts and words that are within their phonic capabilities as early as possible.
- Decode texts effortlessly so all their resources can be used to comprehend what they read.

Read, Write, Inc phonics is a clear and systematic scheme of work where each lesson builds on the last. It is a spiral curriculum that provides children with endless opportunities for rehearsal and application of prior learning whilst regularly introducing new learning. This provides children with the solid foundations that they need to go on to be successful lifelong readers who have a love for reading. In conjunction with daily Read, Write, Inc. phonics lessons, children are exposed to a wide range of high-quality texts across the curriculum. This ensures that children's love of reading grows as their confidence and phonics knowledge increases.

Implementation

Early Reading Skills in EYFS and KS1

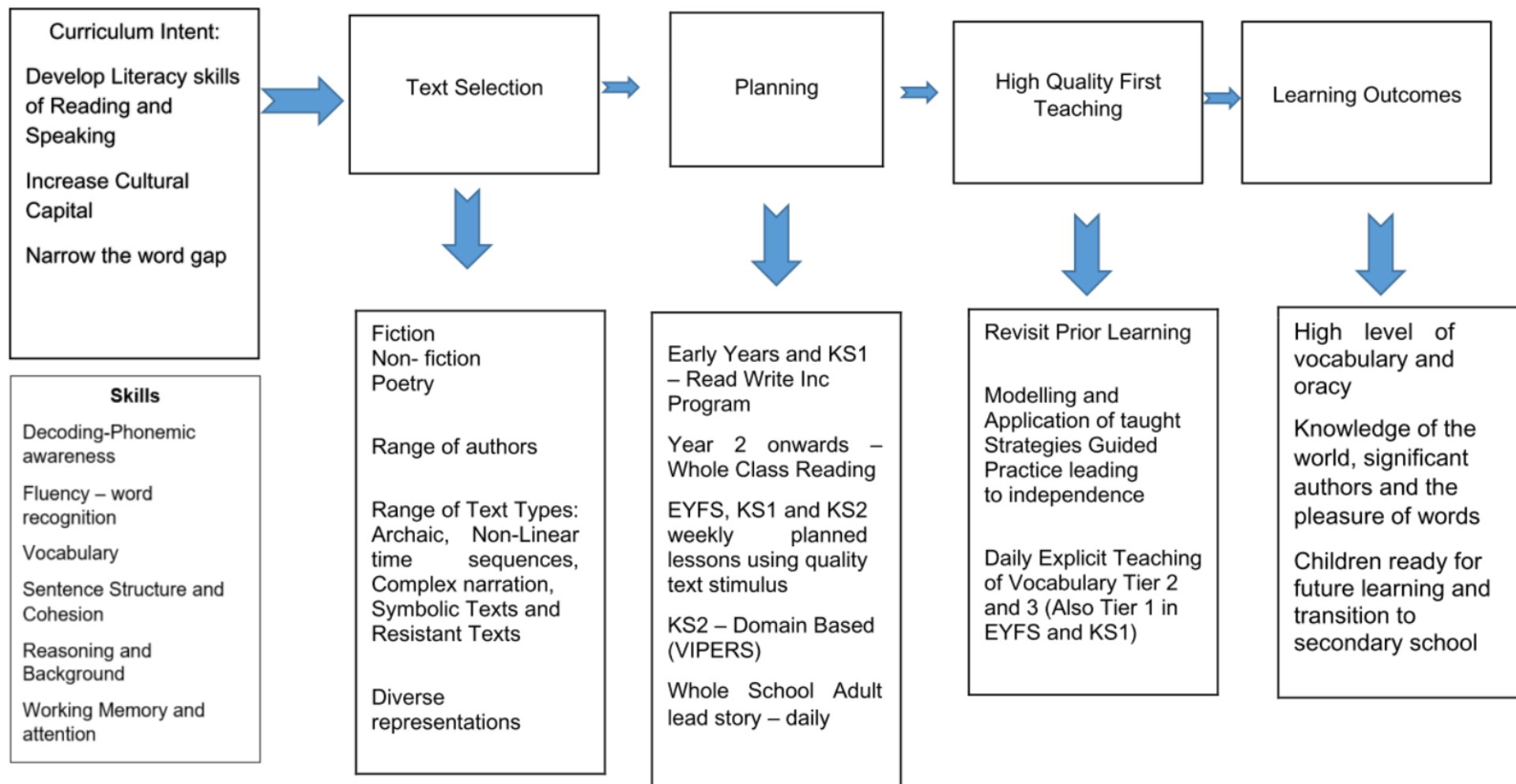
We provide daily systematic synthetic phonics teaching to enable our children to become successful readers and writers. We have adopted the Read, Write, Inc Phonics programme to support consistency and progression in the teaching of early reading. Read, Write Inc Phonics is taught in the same structured way, every day across EYFS and key stage 1 into Year 3 and can also be used to rapidly catch-up reading for older pupils. Children in Years 4, 5 and 6 who still need phonics instructions (for example those new to learning English or with specific SEND needs) use the Fresh Start programme in small groups to revisit and strengthen their phonics knowledge with age-appropriate texts.

The teaching of phonics starts as soon as the children join the school. Daily phonics teaching is non-negotiable and happens everyday no matter what. This allows for a consistent, overlearning approach. The aim is for all children to keep up with the programme rather than falling behind and having to play catch up. RWInc is taught in the same way each day, the previous day's learning is revisited and there is an over learning approach to all areas through repetition. RWInc is a spiral curriculum and children are consistently revisiting and applying previous learning whilst learning new knowledge and skills. The use of pictures and memorable phrases is used to aid children's retention and recall of phonemes for reading and spelling. Children are grouped according to their ability, ranging from set 1, 2 and 3 and they do not move to the next set until they are secure and the necessary sounds are embedded in their long-term memory. Within each set there are coloured groups which children progress through, allowing them to apply their phonics to reading and writing.

Children who are struggling or are identified as falling behind are quickly picked up and receive 1:1 tuition to narrow any gaps that may arise before they widen. Children are targeted for 1:1 tuition as a result of half termly assessment and AFL, where teachers have identified a need for additional support to allow children to keep up with the programme (children not yet secure on the sounds within the set/colour). Children are

given phonetically decodable phonics books matched to the set they are currently working in as well as taking home the book they are reading during the RWInc session ensuring overlearning and therefore knowledge and skills are embedded in the long-term memory.

Although phonics is the main way in which early reading is taught, we nurture a love of reading and books throughout our RWI and English lessons, using high quality reading texts to allow pupils to fully engage in reading for pleasure. Furthermore, we carefully develop recall and comprehension skills, using tailored 'find it' and 'prove it' questions.



Reading in KS2

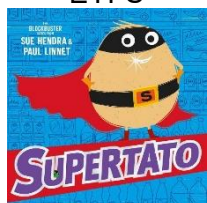
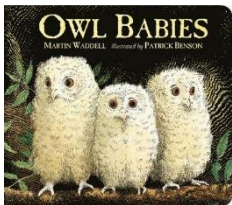
Children in Key Stage 2 who have completed RWI and are fluent and confident in their phonics knowledge progress onto the [OUP banded book system](#), which they read in school. These provide high quality, exciting and engaging texts at just the right level to encourage and challenge. You can find out more by clicking the Reading Tree logo. Children read this to an adult in school. Children of all ages are also free to

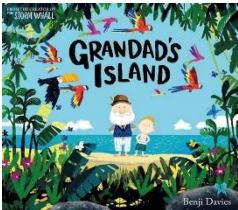
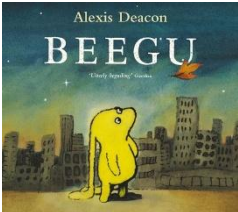
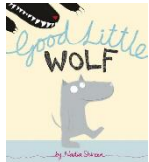
choose books from the library which could be at their reading level, a picture book or one that is more challenging and is read to children by parents and carers at home to encourage reading for pleasure.

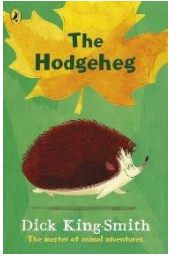
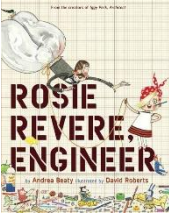
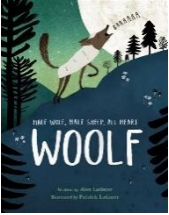
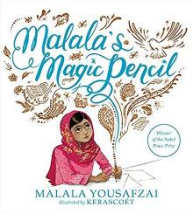
Once fluent in decoding, children in Key Stage 2 have a daily guided reading lesson, which focuses on one of the strands of VIPERS (Vocabulary, Inference, Prediction, Explanation, Retrieve/Respond, Summarise/Sequence). As readers become more fluent, we move towards embedding and deepening reading skills through a whole class texts or extracts, in guided reading sessions. This is where pupils read whole books or extracts, looking in-depth at: characters, setting, inference, deduction and prediction. This approach nurtures a broadening of vocabulary and understanding the writers' craft in much more detail. In turn, this feeds into pupil writing skills, reflecting on how authors write. We also ensure that children are regularly reading across the curriculum, for example reading non-fiction books or websites about different subjects such as science, RE or history.

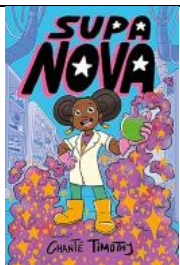
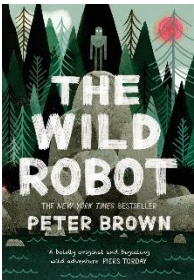
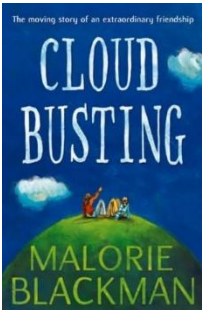
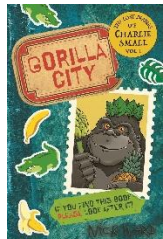
Reading Spine:

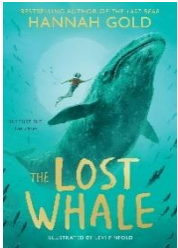
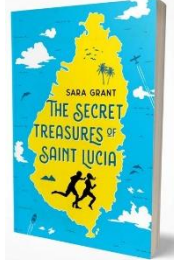
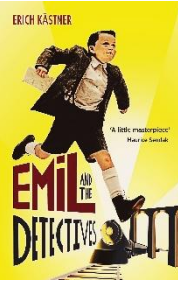
Our children are exposed to a diverse range of high-quality texts including fiction, non-fiction and poetry.

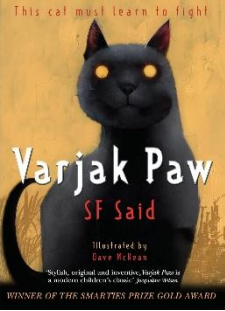
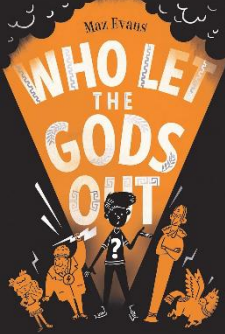
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
EYFS   	Talk Through Stories texts: SuperTato Superworm Burglar Bill Supporting Texts: Starting School When a Dragon Goes to School Our Class Is A Family Same but different too Super Duper Me! The Colour Monster	Talk Through Stories texts: Owl Babies Aliens Love Underpants One Snowy Night Dogger Supporting Texts: The Scarecrow's Wedding Dipal's Diwali Sparks in the Sky Look Up! How To Catch A Star Lost in the Toy Museum	Talk Through Stories texts: Lost And Found Handa's Hen Supporting Texts: The Emperors Egg Poles Apart The Magic Paintbrush Dragons in the City The Wheels On The TukTuk Teatime Around The World	Talk Through Stories texts: Mr Wolf's Pancakes The Three Little Pigs Goldilocks Supporting Texts: The Billy Goats Gruff Jack and the Beanstalk The Magic Porridge Pot Anansi stories and other traditional tales	Talk Through Stories texts: Handa's Surprise Farmer Duck Rainbow Fish Tiddler Supporting Texts: On The Farm- from egg to chicken Actual Size Rumble in the Jungle Commotion in the Ocean	Talk Through Stories texts: The Lighthouse Keeper's Lunch The Giant Jam Sandwich Gigantosaurus Supporting Texts: Prehistoric Actual Size Dinosaur Roar 10 Little Dinosaurs The Dinosaur that Pooped... Granny's Magic Bag And The Pirates

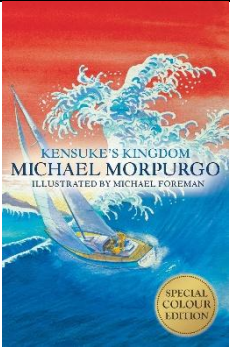
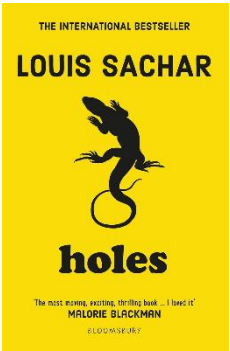
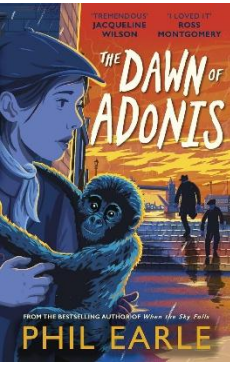
Year 1    	Writing stimulus: I Want My Hat Back (Jon Klassen) On Sudden Hill (Benji Davis) Funny Bones Whole Class Reading: Can't You Sleep Little Bear? By Martin Wadell We're going on a Bear Hunt by Michael Rosen and Helen Oxenbury Peace at Last by Jill Murphy Two Monsters by David McKee Elmar By David McKee	Writing stimulus: Goldilocks and the Three Bears The Pea and the Princess (Mini Grey) Whole Class Reading: Traditional Tales and alternative tales and Nursery Rhymes	Writing stimulus: Good Little Wolf (Nadia Shireen) Grandad's Island (Benji Davis) Little Red Reading Hood (Lucy Rowland) Whole Class Reading: The True Story of the 3 Little pigs by Jon Scieszka Mr Wolfs Pancakes by Jan Fearnley Little Red Riding Hood The Storm Whale by Benji Davis The Storm Whale in Winter by Benji Davies	Writing stimulus: Beegu (Alexis Deacon) Whole Class Reading: The Darkest Dark by Chris Hadfield	Writing stimulus: The Secret Sky Garden Where the Wild Things Are Whole Class Reading: Range of stories that take place over a week e.g. Jasper's Beanstalk	Writing stimulus: Our Home on Wheels Whole Class Reading: George's Marvellous Medicine

Year 2    	Writing stimulus: A Walk in London (Salvatore Rubbino) Hermelin (Mini Grey) Little Red (Bethany Woolvin) Class Novel: The Hodgeheg by Dick King-Smith The Naughtiest Unicorn by Pip Bird Guided Reading: Jim and the Beanstalk by Raymond Briggs Hansel and Gretel by Beth Woolvin Little Red by Lynn Roberts & David Roberts	Writing stimulus: Wolves (Emily Gravett) The Lonely Christmas Tree (Chris Naylor-Ballesteros) Class Novel: How Winston Delivered Christmas by Alex T Smith Guided Reading: Woolf by Alex Latimer and Patrick Latimer The Smartest Giant in Town by Julia Donaldson	Writing stimulus: Rosie Revere, Engineer (Andrea Beaty) The Building Boy (Ross Montgomery) Class Novel: Rabbit and Bear by Julian Gough Marge in Charge by Isla Fisher Guided Reading: The Street Beneath my Feet by Charlotte Guillian The Ride-by-Nights by Walter de la Mare	Writing stimulus: Traction Man (Mini Grey) The Day the Crayons Quit (Drew DeWalt) Class Novel: The Boy who Grew Dragons by Andy Shepherd Guided Reading: Grandad's Secret Giant by David Litchfield The Magic Finger by Roald Dahl	Writing stimulus: The Bear and the Piano (David Litchfield) The Vanishing Lake (Paddy Donnelly) Class Novel: Adventuremice by Philip Reeve Einstein the Penguin by Iona Ranglely Guided Reading: Flat Stanley by Jeff Brown The Owl Who was Afraid of the Dark by Jill Tomlinson	Writing stimulus: Malala's Magic Pencil (Malala Yousufzai) Grandad's Camper (Herry Woodgate) Class Novel: Hotel Flamingo by Alex Milway Guided Reading: There's a Rangan in my Bedroom by James Sellick Ruby's Worry by Tom Percival
Year 3	Writing stimulus: Stone Age Boy	Writing stimulus: The Dark	Writing stimulus:	Writing stimulus:	Writing stimulus:	Writing stimulus: The Lost Thing (Shaun Tan)

   	The Dot Class Novel: Supa-Nova Guided Reading: Narrative Krag and the Beast <u>Non-Fiction</u> Skara Brae The Stone Age Stone Houses Diwali Recipe <u>Black History Month</u> Benjamin Zephaniah biography and poems (People Need People) Super-Nova (graphic novel) Alex Wharton poetry <u>National Poetry Day</u> Roger The Dog An Emerald is as Green as Grass From a Railway Carriage	The King that Banned the Dark Class Novel: The Secret Lake Guided Reading: <u>Narrative</u> Smoot, The Rebellious Shadow The Lighthouse Keeper's Lunch <u>Poetry</u> My Shadow The Sky is Black Tonight Grace Nichols – Sun is Laughing Lighthouse (song) <u>Non-Fiction</u> Amazing Eyes What is Light How a Lighthouse Works Christmas traditions	The Secret of Black Rock Sea creature non-fiction The Sea Below my Toes Class Novel: The Wild Robot Guided Reading: Non-Fiction All About the Iron Age Hillforts Greta Thunberg newspaper article Marine Environment speech Poetry The Sound Collector Maggie and Milly and Molly and May How to grow a poem (Tony Mitton)	The Incredible Book Eating Boy Class Novel: The Wild Robot Guided Reading: Non-Fiction RE related: Lent Easter celebrations Ramadan The Last Supper Geography related: The Water Cycle Maths related: Fractions Measurement	Escape from Pompeii Pebble in My Pocket Class Novel: Cloud-Busting (Malorie Blackman) Guided Reading: Romulus and Remus Non-Fiction All About The Romans Gladiators Food and Drink Hadrian's Wall Boudicca Types of Rock How a Fossil is Formed Famous Fossils Soil Books: The Street Beneath My Feet Stone Girl Bone Girl	Class Novel: Charlie Small's Diary Guided Reading: Non-Fiction Plants Settlements Climate Change
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	Picture books: Angry Arthur Little Beauty – Anthony Browne Poetry I am Angry – Michael Rosen					
Year 4   	Writing stimulus: Journey (Aaron Becker) Return (Aaron Becker) Class Novel: The Lost Whale Guided Reading: The Boy in the Girl's Bathroom Extracts: Anglo-Saxons Beowulf Strange but true The history of gaming Howard Gayle Sutton Hoo The rainforest	Writing stimulus: The Iron Man (Ted Hughes) Class Novel: The Secrets of St Lucia Guided Reading: Extracts from classic novels: Alice in Wonderland Animals of Farthing Wood Paddington Pippi Longstocking The Demon Headmaster The Lion, The Witch and the Wardrobe	Writing stimulus: Leon and the Place Between (Grahame Baker-Smith) Alice in Wonderland (Lewis Carroll) Class Novel: Emil and the Detectives Guided Reading: 3 Peter pan extracts Mermaids lagoon, Lost boys 2 Wind in the willows extracts , the badger, Mr Mole. How the turtle got its shell.	Writing stimulus: Range of non-fiction about sea-life and oceans Class Novel: Emil and the Detectives Guided Reading: Extracts: Little Badman Non-fiction texts related to refugees	Writing stimulus: Marcy and the Riddle of the Sphynx (Joe Todd Stanton) Class Novel: Charlotte's Web Guided Reading: Frogs freeze (non-fiction) Mary Queen of Scots (NF) Howard Gale (NF) Poetry- What am I?	Writing stimulus: Charlie and the Chocolate Factory (Roald Dahl) Class Novel and Guided Reading: Butterfly Lion (Michael Morpurgo)

Year 5   	Writing stimulus: The Tin Forest (Helen Ward) The Lost Happy Endings by Carol Ann Duffy Class Novel: Street Child by Berlie Doherty Guided Reading: Non-Fiction • Living in a Victorian Workhouse • Victorian Children's Jobs • Queen Victoria • Victorian School Life • Worst Jobs • London Poor • Industrial Revolution	Writing stimulus: The Arrival (Shaun Tan) Flood by Alvaro F Villa Class Novel: The Highwayman by Alfred Noyes A Kind of Spark by Elle McNicholl Guided Reading: • Composite Materials • Modern Materials • Properties of Materials • Types of Materials A Christmas Carol	Writing stimulus: The Jumblies (Edward Lear) Gorilla by Anthony Browne Class Novel: Varjak Paw by SF Said Guided Reading: • The Origin • The Nahua • The Moon • Orbiting the Sun • The Planets • Eclipses • History of Understanding the Solar System	Writing stimulus: The Boy at the Back of the Class by Onjali Q Rauf Class Novel: Guided Reading: Non-Fiction • What is Gravity? • Levers • Resistance • Pen or Pencil • No Homework • Should Animals be Kept in Zoos? • Newspapers	Writing stimulus: Who Let the Gods Out by Maz Evans Class Novel: Guided Reading: Non-Fiction • Short Migration • Long Distance Migration • Human Migration • Different Types of Migration • Greek Myths	Writing stimulus: How to Live Forever by Colin Thompson Tuesday by David Weisner Class Novel: Guided Reading: Poetry: Fog by Carl Sandburg Dreams by Langston Hughes Non-Fiction • Changes In Bodies • Gestation Periods • Hormones • Social Changes • What is Reproduction?
Year 6	Writing stimulus:	Writing stimulus:	Writing stimulus:	Class Novel:	Writing stimulus:	Writing stimulus:

	Who are you calling weird? by Marilyn Singer Paul Daviz The Day the War Came By Nicola Davis and Rebecca Cobb	The Young Cyclist's Companion by Peter Drinkell Class Novel: The Dawn of Adonis by Phil Earle	The True Story of the Three Little Pigs by Jon Scieszka Plastic Bag Tree by Michael Rosen (poem) Class Novel: The Dawn of Adonis by Phil Earle	Holes by Louis Sachar Guided Reading: SATs Reading Preparation through excerpts and practise answering questions	I Want a New Room by Karen Kaufman Orloff Class Novel: Holes by Louis Sachar Guided Reading: David Attenborough biography	Holes by Louis Sachar Class Novel: George and the Dragon by Chris Wormell
	Class Novel: Kensuke's Kingdom by Michael Morpurgo Guided Reading: NHS – Red Blood cells, prevention of coronary heart disease First chapters: London Eye Mystery by Siobhan Dowd Holes by Louis Sachar Northern lights by Philip Pullman Swallows and Amazons by Arthur Ransome The graveyard by Neil Gaiman	Guided Reading: SATs Reading Preparation through excerpts and practise answering questions	Guided Reading: SATs Reading Preparation through excerpts and practise answering questions			
						

Enhancements

Reading plays an integral part in building children's spirituality at Grove. Reading can be a connection to something that is bigger than ourselves, increasing our empathy and helping children to ask questions about their lives and experiences, and recognising the rich inner lives of others. Reading is a conduit to awe and wonder, whether this is through non-fiction books sharing the wonders of the world, or a story that opens children's eyes to other people and nature, encouraging empathy and care. It is also a fundamental skill in appreciating the stories of the Bible and other religious texts.

Our new library was opened by local author Chris Douch in 2025. It is important to us to stock both this area and our class libraries with modern, relevant and diverse books that appeal to the children. We aim for our children to have books that serve as both windows to the wider world and mirrors of their experience and everyday life.

To foster a love for reading, children are challenged to collect 'Reading Miles' each week. Children record their reads at home and these are tallied for our Celebration Assembly where children achievements are recognised through a Bronze, Silver, Gold or Platinum certificate. Cumulatively, classes are rewarded with a brand-new class book when they attain the highest number of reads out of the whole school each week.

In Key Stage 2, all children have the opportunity to take part in the nationally run 'Poetry By Heart' competition, which encourages reading and learning poetry for pleasure. World Book Day is an annual event at Grove CE Primary School which has included: book swaps, reading scrap books, virtual author visits and writing letters to famous authors too. We arrange regular visits to Grove Library to encourage reading at home, and children take part in the summer and winter holiday reading challenges organised by the library. We regularly invite authors into school in person to give talks and workshops. In the past two years we have met the author and illustrator Mini Grey, picture-book and fantasy writer Anna Kemp, graphic novelist John Patrick Green and local writers Robin Bennett and Chris Douch who opened our new library. This has been supplemented by online talks from numerous authors of books that form part of our curriculum, including Peter Brown, Harriet Muncaster, Berlie Doherty, Elle McNicoll, poets Alex Wharton and Michael Rosen.

Impact

Our consistent approach to the teaching of phonics results in children who have a love of reading, are secure with phonics and decoding for reading and spelling and are enthusiastic and confident learners. There is a rigorous assessment structure that is applied half termly. This method is used for all children and monitors their attainment and progress and identifies any areas of weakness. Progress and attainment for all children is analysed at each assessment point (end of each half term) and this is closely monitored by the reading leader. Following on from this, pupil progress meetings are held between the phonics leader and the phonics teacher. During these meetings, progress is discussed and

next steps for individual children planned. Each phonics teacher has 'spotlight' children who are their target children during daily sessions. These are children who have been identified as being at risk of falling behind. Children who are struggling or are identified as falling behind are quickly picked up and receive 1:1 tuition to narrow any gaps that may arise before they widen. On-going assessment takes place daily and there is fluidity between groups ensuring that children make rapid progress; when children are confident, they are moved to the next group or set of sounds. In addition to the above, all children undertake a half termly review of their own progress. These reviews support them to identify the knowledge and skills that they have learnt and the progress that they have made. These reviews are then placed in their phonics books for the children's reference. Marking is used to address misconceptions, evaluate children's learning and teachers use this to inform their planning. In conjunction with marking, verbal feedback is used to address misconceptions and move learning forward instantaneously.

The impact on our children is clear: progress, sustained learning and transferable skills. Our children who join in the early stages of English acquisition quickly pick up the phonics sounds needed for successful reading and writing and all of our children are equipped with the essential reading skills they need to fulfil their potential at secondary school and beyond. We hope that as children move on from Grove C of E, they further their education and learning, that their creativity, passion for English and high aspirations travel with them and continue to grow and develop as they do.

Reading Progression: Progress in word reading across EYFS and Key Stage 1, taught through daily Read Write Inc Phonics

EYFS	Year 1	Year 2
• I can read words by blending sounds I know, with help from the teacher. • I can say a sound for more than 20 letters or groups of letters. • I can read short words by blending sounds I know. • I can read longer words by blending sounds I know. • I can read some common exception words. • I can answer questions that require simple recall in a story or rhyme I know, when being read to by an adult.	• I can use letter sounds to work out and read new words. • I can say a sound for more than 40 letters or groups of letters. • I can say quickly the sound of all the letters and letter groups. • I can read new words correctly by blending the letter and letter group sounds I have been taught. • I can read many common exception words. • I can read words made up of the letter sounds I know and which have endings -s, -es, -ing, -ed, and -est.	• I can use the sounds I know to decode words automatically and my reading is fluent. • I can read and blend all sounds I have been taught. • I can recognise alternative sounds for letters or groups of letters. • I can read words of two or more syllables that contain sounds I have been taught. • I can read words containing common suffixes.

	• I can read many words quickly and accurately without needing to sound and blend words I have seen before. • I can read words of more than one syllable using sounds that I have been taught. • I can read words like I'm, I'll and we'll and understand that the apostrophe represents the missing letter or letters. • I can read aloud books that use letters and letter groups I have been taught. • I can use the sounds I know to re-read books more fluently and with more confidence.	• I can read further common exception words and see where the sounds do not match. • I can read most words quickly and accurately without needing to sound and blend words I have seen before. • I can read aloud books within my reading level, without making many errors and sounding out new words without long pauses. • I can re-read books sounding out new words correctly to improve my speed and confidence.
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Progress in comprehension

Vipers (created by Rob Smith, The Literacy Shed) is a range of reading prompts based on the 2016 reading content domains found in the National Curriculum Test Framework documents for KS1 and KS2. VIPERS is an acronym to aid the recall of the six reading domains as part of the reading curriculum. They are the key areas which we feel children need to know and understand in order to improve their comprehension of texts. VIPERS stand for Vocabulary, Infer, Predict, Explain, Retrieve and Sequence (KS1) or Summarise (KS2).

The six domains focus on the comprehension aspect of reading and not the mechanics: decoding, fluency, prosody etc. As such, VIPERS is not a reading scheme but rather a method of ensuring that teachers ask, and students are familiar with, a range of questions. They allow the teacher to track the type of questions asked and the children's responses to these, which allows for targeted questioning afterwards. During whole class reading, we also give daily opportunities to work on fluency and prosody, and children who still need help with the word level aspects of reading have daily phonics practice.

VIPERS	Vocabulary	Infer	Predict	Explain	Retrieve	Sequence (KS1)
KS1 Content Domain	1a draw on knowledge of vocabulary to understand texts	1d make inferences from the text	1e predict what might happen on the basis of what has been read so far	1b identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information	1b identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information	1c identify and explain the sequence of events in texts
VIPERS	Vocabulary	Infer	Predict	Explain	Retrieve	Summarise (KS2)
KS2 Content Domain	2a give / explain the meaning of words in context	2d make inferences from the text / explain and justify inferences with evidence from the text	2e predict what might happen from details stated and implied	2f identify / explain how information / narrative content is related and contributes to meaning as a whole 2g identify / explain how meaning is enhanced through choice of words and phrases 2h make comparisons within the text	2b retrieve and record information / identify key details from fiction and non-fiction	2c summarise main ideas from more than one paragraph

VIPER prompt	Year 1 Objectives	Year 2 Objectives	Year 3 Objectives	Year 4 Objectives	Year 5 Objectives	Year 6 Objectives
Vocabulary	I can explain the meaning of	I can explain the meaning of words	I can use my knowledge of root	I can use my understanding of	I can read aloud and understand	I can read aloud and understand



words that I know and I can talk about the meaning of new words, linking the meaning of new words to those I already know.

I can use what I have already read or heard, or information a teacher has given me, to help me understand what I am reading.

I can join in with words when I can guess what is coming next.

I can enjoy and understand rhymes and poems, and can

that I know and I can ask about the meaning of new words. I can link the meaning of new words to those I already know.

I can talk about my favourite words and phrases.

I can enjoy reading poems and know some off by heart. I can say what I like and don't like about a poem. I can change my voice when reading a poem to make it clearer.

words , prefixes (including dis-, mis-, il-, im-, ir-) and suffixes (including-ly) to help me read aloud and to understand the meaning of new words.

I can re-read books sounding out new words correctly to improve my speed and confidence.

I can read further exception words including words that do not follow spelling patterns.

I can discuss words in the books that I read that excite me.

I can understand what I have read, checking that it makes sense by

root words, prefixes (including re- , sub-, inter-, super-, anti-, auto-) and suffixes (including -ation, -ous) to help me understand the meaning of new words.

I can read and decode further exception words accurately including words that do not follow spelling patterns.

I can discuss words and phrases in the books that I read that excite me.

I can use a dictionary to check the meaning of words.

the meaning of at least half of the words on the Year 5/6 list.

I can understand what I am reading by checking that the book makes sense and finding the meaning of words from the context.

I can talk about why authors use language, including figurative language, and the impact it has on the reader.

I can prepare poems and plays to read aloud and perform. I can change my voice to make them sound more

the meaning of the words on the Year 5/6 list.

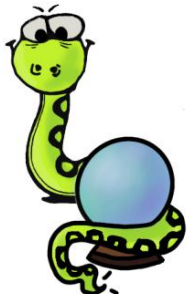
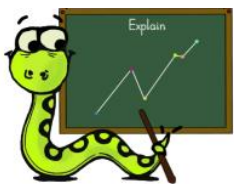
I can read, enjoy and understand a wide range of books, including from our literary heritage and books from other cultures and traditions.

I can talk about how authors use language, including figurative language and the impact it has on the reader.

I can read whole books, including novels, with confidence.

I can read, understand and learn from a wide

	recite some by heart.		talking to others about it. I can read aloud poems and perform play scripts.		interesting to listen to and make the meaning clear.	range of poetry and can learn longer poems by heart.
Infer 	I can answer questions in discussion with the teacher and make simple inferences. I can say how the characters might feel in a story I have read or heard on the basis of what is said and done.	I can use what I have already read or heard, or from the information a teacher has given me, to help me understand what I am reading. I can ask and answer questions about the books or stories I am reading and make links. I can say how the characters might feel in a story I have read or heard on the basis of what is said and done	I can work out what a character in a book is feeling by the actions they take and can explain how I know. I can ask questions about the texts that I have read to help me understand them.	I can tell from what I have read how a character is feeling and thinking and why they take an action. I can show you the parts of the text that tell me this. I can identify themes and conventions in a wide range of books.	I can explain characters' feelings, thoughts or reasons for their actions. I can explain my thoughts with evidence from the text.	I can fully explain my views with reasons and evidence from the text. I can discuss and compare themes, structures, issues, characters and plots within a book and between different books.

		and answer questions.				
Predict 	I can say what might happen next in a story. I can usually spot if a word has been read wrongly by following the sense of the text.	I can say what might happen next in a story based on what has happened so far. I can spot if a word has been read wrongly by following the sense of the text.	I can predict what might happen from clues in what I have read.	I can predict what will happen in a text using details I have already read to help me.	I can predict what might happen in increasingly complex texts by using evidence from the text.	
Explain 	I can take part in a group talk about what we have listened to. I take turns and listen to what others have to say. I can explain clearly my understanding of texts which have been read to me.	I can explain what I think about books, poems and other material that I have read or heard I can explain what has happened so far in what I have read. I can enjoy reading by recognising repeated themes	I can talk about books and poems and I can take turns in telling people about them. I can make reading fun by listening to and discussing stories, poems, plays and non-fiction work. I can say how a text is organised to help me	I can join in a clear reasoned discussion about the books and poems that I have read taking turns and listening to others. I can understand how the use of words in a text, how it is set out and its presentation add to its meaning.	I can participate in discussions about books that are read to me and those that I can read, building on my own and others' ideas and challenging views courteously. I can discuss and compare events, structures, issues, characters and plots of stories,	I can participate in discussions about books that are read to me and those that I can read, building on my own and others' ideas and challenging views courteously and with clear reasoning. I can discuss ideas, events, structures, issues,

	I can enjoy and understand a wide range of stories, poems and non-fiction text that I can't yet read myself by hearing them read and talking about them with others. I can enjoy stories and texts that I can read for myself or have had read to me which link to things I have experienced.	and ideas in stories and poems. I can take part in a group talk about what we have listened to. I take turns and listen to what others have to say.	understand it using paragraphs, headings, subheadings and inverted commas to show speech. I can show that I enjoy reading by reading lots of different types of books.	I can show that I enjoy reading by reading a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. I can show that I enjoy reading by reading lots of different types of books and for different reasons. I can discuss different types of poetry e.g. free verse and narrative poetry.	poems and information texts. I can discuss and compare events, issues and characters within a book. I can read, enjoy and understand a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from the past and books from other cultures or traditions. I can write or give a detailed book review including reasons why I would recommend the book.	characters and plots of the texts across a wide range of writing. I can read, enjoy, understand and discuss books that are written by different authors, in different styles. I can read books that are structured in different ways for different purposes e.g. for fun or research. I can understand how language, structure and presentation contribute to meaning of a text.
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					I can tell the difference between statements of fact and opinion.	
Retrieve 	I can talk about the title and events in books I have read or heard.	I can enjoy and understand books by listening and talking about and expressing my views on poems, stories and non-fiction texts that I can't read myself.	I can tell you what a book that I am reading is about. I can use non-fiction texts to find out information on a subject.	I can find and record information from non-fiction texts over a wide range of subjects. I can ask questions about what I have read to help me understand a complicated text.	I can find and write down facts and information from non-fiction texts. I can ask sensible and interesting questions about the texts to help me understand them more.	
Sequence (KS1) Summarise (KS2) 	I can retell some of a story I know when being read to by an adult. I can enjoy reading key stories, fairy stories and traditional tales because I know them well and can retell them	I can enjoy reading and discussing the order of events in books and how items of information are related. I can enjoy reading by knowing a wider range of stories,	I can tell someone about the main ideas in a paragraph. I can read a wide range of books including fairy stories, myths and legends and retell some of them to others.	I can summarise what has happened in a text using themes from paragraphs to help me. I can check what I have read and that I have understood it by telling someone else what has happened.		I can show my understanding of texts by summarising the main ideas over a paragraph or a number of paragraphs, finding key details and quotations as evidence to support my views.

	and comment on their special features.	fairy stories and traditional tales and I can retell them to others.		I can read a wide range of books, fairy stories, myths and legends and retell some of them to others.		I can show my understanding of texts and poems in presentations and debates and can present information using notes I have created to help me focus on the topic in my presentation.
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