



## English – Reading

English has a prominent place in education and in society. A high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others and through their reading and listening, others can communicate with them. Through reading, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know. All the skills of language are essential to participating fully as a member of society; pupils, therefore, who do not learn to speak, read and write fluently and confidently are effectively disenfranchised.

### ~~~~Intent~~~~

Reading is primarily a skill which allows our pupils to enter a world of imagination, adventure, fantasy, facts, instructions, poetry and so much more. It is a life skill that opens doors to the world. Our school curriculum is designed to help a reader develop the skills of decoding, fluency, inference, prediction and retrieval. They will be exposed to the etymology and morphology of words. As well as teach the key skills, it is the responsibility of staff and the school community to foster a love of reading in our primary pupils that can be continued for the rest of their lives.



EYFS			
<b>Decoding</b>	Enjoy rhyming and rhythmic activities. Show an awareness of rhyme and alliteration. Recognise rhythm in spoken words. Continue a rhyming string. Say a sound for each letter in the alphabet and at least 10 digraphs. Segment the sounds in simple words and blend them together and know which letter represents some of them. Link sounds to letters, naming and sounding the letters of the alphabet. Use phonic knowledge to decode regular words and read them aloud accurately.	<b>Inference</b>	Begin to understand 'why' and 'how' questions. Answer 'how' and 'why' questions about their experiences and in response to stories or events.
<b>Range of Reading</b>	Show interest in illustrations and print in books and print in the environment. Look and handle books independently (holds books the correct way up and turns pages). Read books that are consistent with phonic knowledge, including some common exception words.	<b>Prediction</b>	Anticipate key events in stories. Suggest how a story might end.
<b>Familiarity of Texts</b>	Begin to break the flow of speech into words. Begin to read words and simple sentences. Listen to stories with increasing attention and recall. Anticipate key events and phrases in rhymes and stories. Begin to be aware of the way stories are structured. Describe main story settings, events and principal characters.	<b>Authorial Intent</b>	Build up vocabulary that reflects the breadth of their experiences. Extend vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words. Use vocabulary and forms of speech that are increasingly influenced by their experiences of books.
<b>Poetry and Performance</b>	Listen to and join in with stories and poems, one-to-one and also in small groups. Join in with repeated refrains in rhymes and stories. Use intonation, rhythm and phrasing to make the meaning clear to others. Develop preference for forms of expression. Play cooperatively as part of a group to develop and act out a narrative. Express themselves effectively, showing awareness of listeners' needs.	<b>Non-Fiction</b>	Know that information can be relayed in the form of print. Know that information can be retrieved from books and computers.
<b>Word Meaning</b>	Recognise familiar words and signs such as own name and advertising logos. Ascribe meanings to marks that they see in different places. Read and understand simple sentences. Include opportunities to use and embed new words in a range of contexts. Use a rich range of vocabulary and language structures when talking. Use taught vocabulary. Introduced to new vocabulary with Mrs. Wordsmith approach/ resources.	<b>Discussing Reading</b>	Enjoy an increasing range of books. Follow a story without pictures or props. Listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. Demonstrate understanding when talking with others about what they have read.
<b>Understanding</b>	Know that print carries meaning and, in English, is read from left to right and top to bottom. Understand humour e.g. nonsense rhymes, jokes.	<b>Decodable Books</b>	tbc (Dandelion Readers? Big Cat Collins? Lilac to Yellow?)



## EYFS – Reading Assessment

<b>Decoding</b>	<input type="checkbox"/> I can identify rhyming patterns and structures. <input type="checkbox"/> I can join in with patterned dialogue and text. <input type="checkbox"/> I can identify initial sounds and unfamiliar words. <input type="checkbox"/> I can blend CVC words. <input type="checkbox"/> I can control one-to-one matching (Grapheme-phoneme correspondence) <input type="checkbox"/> I can use phonic knowledge to sound out unfamiliar words.	<b>Inference</b>	<input type="checkbox"/> I can begin to understand ‘why’ and ‘how’ questions.
<b>Range of Reading</b>	<input type="checkbox"/> I can remain focused and engaged when looking and reading books. <input type="checkbox"/> I can articulate what I am finding interesting in the book. <input type="checkbox"/> I can track the words/lines with my finger.	<b>Prediction</b>	<input type="checkbox"/> I can make predictions about what might happen to the main characters. <input type="checkbox"/> I can predict how the main characters might act/think/feel. <input type="checkbox"/> I can predict what will happen next in the story.
<b>Familiarity of Texts</b>	<input type="checkbox"/> I can read key words and simple sentences. <input type="checkbox"/> I can predict what might happen next in the story. <input type="checkbox"/> I can predict the next part of the rhyme/pattern in the text. <input type="checkbox"/> I can describe where the story is set, who the main characters are and describe the main events	<b>Authorial Intent</b>	<input type="checkbox"/> I can read repetitive words/phrases and discuss their meanings.
<b>Poetry and Performance</b>	<input type="checkbox"/> I can listen to and join in with stories and poems, one-to-one and also in small groups. <input type="checkbox"/> I can use intonation, rhythm and phrasing to make the meaning clear to others. <input type="checkbox"/> I can use the structure of a simple story to retell and re-enact.	<b>Non-Fiction</b>	<input type="checkbox"/> I can understand that information can be relayed in the form of print. <input type="checkbox"/> I know that information can be retrieved from books and computers.
<b>Word Meaning</b>	<input type="checkbox"/> I can read repetitive words and high frequency words.	<b>Discussing Reading</b>	<input type="checkbox"/> I can recall events and characters actions in my favourite stories. <input type="checkbox"/> I can remember an event in a story or a fact from an information book. <input type="checkbox"/> I can notice patterns in books by the same author. <input type="checkbox"/> I can notice rhyming patterns in different books.
<b>Understanding</b>	<input type="checkbox"/> I can understand that different texts have different meanings e.g identifying humour, sadness, kindness, fact etc.	<b>Decodable Books</b>	<input type="checkbox"/> I can read... tbc (Dandelion Readers? Big Cat Collins? Lilac to Red/Yellow?)



Year 1			
<b>Decoding</b>	<ul style="list-style-type: none"><li>– apply phonic knowledge to decode words</li><li>– speedily read all 40+ letters/groups for 40+ phonemes</li><li>– read accurately by blending taught GPC</li><li>– read common exception words</li><li>– read common suffixes (-s, -es, -ing, -ed, etc.)</li><li>– read multisyllable words containing taught GPCs</li><li>– read contractions and understanding use of apostrophe</li><li>– read aloud phonically-decodable texts.</li></ul>	<b>Inference</b>	Discuss the significance of the title and events. Make inferences on the basis of what is being said and done.
<b>Range of Reading</b>	Listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently. Encouraged to link what they read or hear read to their own experiences.	<b>Prediction</b>	Predict what might happen on the basis of what has been read so far or implied.
<b>Familiarity of Texts</b>	Become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics. Recognise and join in with predictable phrases.	<b>Authorial Intent</b>	Explain how a writer creates particular effects on readers e.g humour, sadness...
<b>Poetry and Performance</b>	Learn to appreciate rhymes and poems, and to recite some by heart.	<b>Non-Fiction</b>	Discuss that non-fiction books are factual.
<b>Word Meaning</b>	Discuss word meanings, linking new meanings to those already known. With support, make some use of Mrs Wordsmith resources/ etc to develop vocabulary knowledge within reading.	<b>Discussing Reading</b>	Participate in discussion about what is read to them, taking turns and listening to what others say. Explain clearly their understanding of what is read to them.
<b>Understanding</b>	Draw on what they already know or on background information and vocabulary provided by the teacher. Check that the text makes sense to them as they read and correcting inaccurate reading.	<b>Decodable Books</b>	tbc (Dandelion Readers? Big Cat Collins? Red/Yellow to Blue/ Green?)



## Year 1 – Reading Assessment

<b>Decoding</b>	<input type="checkbox"/> I can say quickly the sound of all the letters and letter groups. <input type="checkbox"/> I can read new words correctly by blending the letter and letter group sounds I have been taught. <input type="checkbox"/> I can read some common exception words and see where the letter sounds are different. <input type="checkbox"/> I can use letter sounds to work out and read new words. <input type="checkbox"/> I can read words made up of the letter sounds I know and which have the endings: -s, -es, -ing, -ed, -er and -est. <input type="checkbox"/> I can read words of more than one syllable using sounds that I have been taught. <input type="checkbox"/> I can read words like I'm, I'll and we'll and understand that the apostrophe represents the missing letter or letters.	<b>Inference</b>	<input type="checkbox"/> I can discuss the significance of the title and events. <input type="checkbox"/> 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.
<b>Range of Reading</b>	<input type="checkbox"/> I can listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which I can read independently. <input type="checkbox"/> I can link stories to my own experiences.	<b>Prediction</b>	<input type="checkbox"/> I can say what might happen next in a story. <input type="checkbox"/> I can predict what might happen next from the illustrations and the text.
<b>Familiarity of Texts</b>	<input type="checkbox"/> I can recognise and join in with predictable phrases. <input type="checkbox"/> I can enjoy reading key stories, fairy stories and traditional tales because I know them well and can retell them and comment on their special features.	<b>Authorial Intent</b>	<input type="checkbox"/> I can explain how a writer creates particular effects on readers e.g humour, sadness... <input type="checkbox"/> 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.
<b>Poetry and Performance</b>	<input type="checkbox"/> 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. <input type="checkbox"/> I can enjoy and understand rhymes and poems, and can recite some by heart.	<b>Non-Fiction</b>	<input type="checkbox"/> I can tell what a non-fiction book is and identify facts. <input type="checkbox"/> I can explain why authors might use charts and diagrams.
<b>Word Meaning</b>	<input type="checkbox"/> I can begin to show sentence knowledge: self-correcting, substituting words that retain grammatical sense or contextual sense. <input type="checkbox"/> I can explain the meaning of words that I know and I can talk about the meaning of new words. <input type="checkbox"/> I can use the pictures and words to clarify meaning.	<b>Discussing Reading</b>	<input type="checkbox"/> 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. <input type="checkbox"/> I can make choices about the books I like and explain why.
<b>Understanding</b>	<input type="checkbox"/> 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. <input type="checkbox"/> I can usually spot if a word has been read wrongly by following the sense of the text.	<b>Decodable</b>	<input type="checkbox"/> I can read... tbc (Dandelion Readers? Big Cat Collins? Red/Yellow to Blue/Green?)



Year 2			
<b>Decoding</b>	<ul style="list-style-type: none"> <li>– secure phonic decoding until reading is fluent</li> <li>– read accurately by blending, including alternative sounds for graphemes</li> <li>– read multisyllable words containing these graphemes</li> <li>– read common suffixes</li> <li>– read exception words, noting unusual correspondences</li> <li>– read most words quickly &amp; accurately without overt sounding and blending.</li> </ul>	<b>Inference</b>	Make inferences on the basis of what is being said and done and by asking and answering questions.
<b>Range of Reading</b>	Listen to, discuss and express views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently.	<b>Prediction</b>	Predict what might happen on the basis of what has been read so far.
<b>Familiarity of Texts</b>	Become increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales. Recognise simple recurring literary language in stories and poetry.	<b>Authorial Intent</b>	Discuss effective strategies used by the author to attract the reader's attention. Identify how words/phrases have been used to create effects, e.g. humour, atmosphere.
<b>Poetry and Performance</b>	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>	Introduce to non-fiction books that are structured in different ways.
<b>Word Meaning</b>	Discuss and clarifying the meanings of words, linking new meanings to known vocabulary. Discuss their favourite words and phrases. Make some use of Mrs Wordsmith resources/ thesauruses/ etc to develop vocabulary knowledge within reading.	<b>Discussing Reading</b>	Participate in discussion about books, poems & other works that are read to them & those that they can read for themselves, taking turns and listening to what others say. Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.
<b>Understanding</b>	Discuss the sequence of events in books and how items of information are related. Draw on what they already know or on background information and vocabulary provided by the teacher. Check that the text makes sense to them as they read and correcting inaccurate reading.	<b>Decodable</b>	tbc (Dandelion Readers? Big Cat Collins? Blue/ Green to ?)



## Year 2 – Reading Assessment (End of KS1 TAF statements in bold)

<b>Decoding</b>	<input type="checkbox"/> I can read accurately words of two or more syllables that contain the same graphemes as above. <input type="checkbox"/> I can read words containing common suffixes. <input type="checkbox"/> I can read further common exception words, noting unusual correspondence between spelling and sound and where these occur in the word. <input type="checkbox"/> I can read most words quickly and accurately, without overt sounding/ blending, when they have been frequently encountered (i.e. at over 90 wpm). <input type="checkbox"/> I can sound out most unfamiliar words accurately, without undue hesitation. <input type="checkbox"/> I can continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent. <input type="checkbox"/> I can read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds.	<b>Inference</b>	<input type="checkbox"/> I can make inferences on the basis of what is being said and done and by asking and answering questions. <input type="checkbox"/> I can deduce what a character might be thinking, using both text and pictures. <input type="checkbox"/> I can generate questions before reading and later retrieve specific answers to my questions.
<b>Range of Reading</b>	<input type="checkbox"/> I can listen to, discuss and express views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which I can read independently.	<b>Prediction</b>	<input type="checkbox"/> I can make a plausible prediction as to what might happen on the basis of what has been read so far.
<b>Familiarity of Texts</b>	<input type="checkbox"/> I can become increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales <input type="checkbox"/> I can recognise simple recurring literary language in stories and poetry.	<b>Authorial Intent</b>	<input type="checkbox"/> I can discuss effective strategies used by the author to attract the reader's attention. <input type="checkbox"/> I can identify how words/phrases have been used to create effects, e.g. humour, atmosphere.
<b>Poetry and Performance</b>	<input type="checkbox"/> I can listen to, discuss and express views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which I can read independently. <input type="checkbox"/> I can continue to build up a repertoire of poems learnt by heart, appreciate these and recite some, with appropriate intonation for clarity of meaning.	<b>Non-Fiction</b>	<input type="checkbox"/> I know that a non-fiction book is structured in different ways.
<b>Word Meaning</b>	<input type="checkbox"/> I can discuss and clarify the meanings of words, linking new meanings to known vocabulary. <input type="checkbox"/> I can discuss my favourite words and phrases.	<b>Discussing Reading</b>	<input type="checkbox"/> I can make links between the book I am reading and other books I have read. <input type="checkbox"/> I can consider parallels between story characters problems and real-life examples. <input type="checkbox"/> I can discuss the sequence of events in books and how items of information are related.
<b>Understanding</b>	<input type="checkbox"/> I can check that the text makes sense to me as I read and correct any inaccurate reading. <input type="checkbox"/> I can explain what has happened so far. <input type="checkbox"/> I can draw on what I already know or on background information and vocabulary provided by the teacher.	<b>Decodable</b>	<input type="checkbox"/> I can read... tbc (Dandelion Readers? Big Cat Collins? Blue/ Green to ?)



Year 3			
<b>Decoding</b>	Apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet. Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.	<b>Inference</b>	Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.
<b>Range of Reading</b>	Listen to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. Read books that are structured in different ways and reading for a range of purposes.	<b>Prediction</b>	Predict what might happen from details stated and implied.
<b>Familiarity of Texts</b>	Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally. Identify themes and conventions in a wide range of books.	<b>Authorial Intent</b>	Discuss words and phrases that capture the reader's interest and imagination Identify how language, structure, and presentation contribute to meaning.
<b>Poetry and Performance</b>	Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action.	<b>Non-Fiction</b>	Retrieve and record information from non-fiction.
<b>Word Meaning</b>	Use dictionaries to check the meaning of words that they have read. Begin to use of Mrs Wordsmith resources/ thesauruses/ etc to develop vocabulary knowledge (etymology/ morphology) within reading.	<b>Discussing Reading</b>	Respond to issues raised in a text and locate evidence that reflects the issues. Take part in discussions about different texts and consider how they comment on our world.
<b>Understanding</b>	Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context. Ask questions to improve their understanding of a text. Identify main ideas drawn from more than one paragraph and summarising these.	<b>Decodable/ Independent Readers</b>	tbc (Dandelion Readers? Big Cat Collins? Oxford? Barrington Stoke? Colour band ? to ?)





### Year 3 – Reading Assessment

<b>Decoding</b>	<input type="checkbox"/> I can use my knowledge of root words, prefixes (including dis-, mis-, in-, il-, im-, ir-), and suffixes (including -ly) to help me read aloud and to understand the meaning of new words. <input type="checkbox"/> I can read further exception words including words that do not follow spelling patterns.	<b>Inference</b>	<input type="checkbox"/> I can draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. <input type="checkbox"/> I can ask questions about the texts that I have read to help me understand them. <input type="checkbox"/> I can work out what a character in a book is feeling by the actions they take and can explain how I know.
<b>Range of Reading</b>	<input type="checkbox"/> I can listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. <input type="checkbox"/> I can read books that are structured in different ways and read for a range of purposes. <input type="checkbox"/> I can show that I enjoy reading by reading lots of different types of books.	<b>Prediction</b>	<input type="checkbox"/> I can predict what might happen from details stated and implied.
<b>Familiarity of Texts</b>	<input type="checkbox"/> I can increase my familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally. <input type="checkbox"/> I can identify themes and conventions in a wide range of books.	<b>Authorial Intent</b>	<input type="checkbox"/> I can discuss words and phrases that capture the reader's interest and imagination <input type="checkbox"/> I can identify how language, structure, and presentation contribute to meaning. <input type="checkbox"/> I can tell someone about the main ideas in a paragraph. <input type="checkbox"/> I can find extracts of evidence to show how an author uses cohesive techniques. <input type="checkbox"/> I can say how a text is organised to help me understand it using paragraphs, headings, sub-headings and inverted commas to show speech.
<b>Poetry and Performance</b>	<input type="checkbox"/> I can prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action. <input type="checkbox"/> I can read aloud poems and performing play scripts.	<b>Non-Fiction</b>	<input type="checkbox"/> I can use non-fiction texts to find out information on a subject. <input type="checkbox"/> I can retrieve and record information from non-fiction texts. <input type="checkbox"/> I know the difference between fact and opinion in a non-fiction text.
<b>Word Meaning</b>	<input type="checkbox"/> I can use dictionaries to check the meaning of words that I have read. <input type="checkbox"/> I can orally recount the events of the book I am reading. <input type="checkbox"/> I can understand what I have read, checking that it makes sense by talking to others about it. <input type="checkbox"/> I can discuss words in the books that I read that excite me.	<b>Discussing Reading</b>	<input type="checkbox"/> I can make reading fun by listening to and discussing stories, poems, plays and non-fiction work. <input type="checkbox"/> I can respond to issues raised in a text and locate evidence that reflects the issues. <input type="checkbox"/> I can take part in discussions about different texts and consider how they comment on our world. <input type="checkbox"/> I can talk about books and poems and I can take turns in telling people about them.



<b>Understanding</b>	<input type="checkbox"/> I can check a text makes sense and discuss the meaning of words in context. <input type="checkbox"/> I can ask questions to improve my understanding of a text. <input type="checkbox"/> I can identify main ideas drawn from more than one paragraph and summarising these. <input type="checkbox"/> I can find evidence of language that enables the reader to visualise scenes in a narrative.	<b>Decodable/ Independent Readers</b>	<input type="checkbox"/> I can read... tbc (Dandelion Readers? Big Cat Collins? Oxford? Barrington Stoke? Colour band ? to ?)
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Year 4			
<b>Decoding</b>	Can read age appropriate texts with a good level of fluency and stamina. Can use a range of strategies to decode unfamiliar words. Use a range of punctuation to add meaning to what they are reading.	<b>Inference</b>	Describe the actions of characters in a text and begin to explain them, in the context of the narrative. Make inferences about characters' actions in a story based on evidence from the text. Empathise with a character's motives and behaviours.
<b>Range of Reading</b>	Is able to choose books that they enjoy and will challenge them. Use reading as a tool to support other aspects of learning.	<b>Prediction</b>	Make predictions based on knowledge of the text or similar reading experiences, giving clear reasons for their ideas.
<b>Familiarity of Texts</b>	Recognise similarities and differences between texts structured in different ways. Uses their broad reading experiences to compare books by the same author or on a similar theme.	<b>Authorial Intent</b>	Identify descriptive devices within a text i.e. expanded noun phrases, adverbial phrases, similes etc Identify language used to create atmosphere and discuss why this language has been chosen. Discuss how the use of different sentence types changes the meaning of a passage.
<b>Poetry and Performance</b>	Is familiar with different types of poetry e.g Confidently reads a range of texts aloud, considering intonation, tone, volume and actions. Demonstrates an ability to interpret how a character is feeling or behaving, when reading dialogue aloud.	<b>Non-Fiction</b>	Explain how paragraphs have been used to organise a text. Explain how the format and presentation of a text impacts on the reader.
<b>Word Meaning</b>	Give meaning to new language using the context in which it appears. To identify any word derivatives to aid word meaning. Practise use of Mrs Wordsmith resources/ thesauruses/ etc to develop vocabulary knowledge (etymology/ morphology) within reading.	<b>Discussing Reading</b>	Respond orally to texts read to them and those that they have read themselves, showing increasing maturity in the way they engage with the discussion.
<b>Understanding</b>	Choose skilful questions to improve their understanding of the text.	<b>Decodable/ Independent Readers</b>	tbc (Dandelion Readers? Big Cat Collins? Oxford? Barrington Stoke? Colour band ? to ?)



## Year 4 – Reading Assessment

<b>Decoding</b>	<ul style="list-style-type: none"><li><input type="checkbox"/> I can read age appropriate texts with a good level of fluency and stamina.</li><li><input type="checkbox"/> I can use a range of strategies to decode unfamiliar words.</li><li><input type="checkbox"/> I can use a range of punctuation to add meaning to what I am reading.</li><li><input type="checkbox"/> I can use my understanding of root words, prefixes (including re-, sub-, inter-, super-, anti-, auto-) and suffixes (including -ation, -ous) to help me understand the meaning of new words.</li><li><input type="checkbox"/> I can read and decode further exception words accurately, including words that do not follow spelling patterns.</li></ul>	<b>Inference</b>	<ul style="list-style-type: none"><li><input type="checkbox"/> I can describe the actions of characters in a text and begin to explain them, in the context of the narrative.</li><li><input type="checkbox"/> I can make inferences about characters' actions in a story based on evidence from the text.</li><li><input type="checkbox"/> I can empathise with a character's motives and behaviours and can show you the parts of the text that tell me this.</li></ul>
<b>Range of Reading</b>	<ul style="list-style-type: none"><li><input type="checkbox"/> I can choose a wide range of books that I enjoy and will challenge me.</li><li><input type="checkbox"/> I can use reading as a tool to support other aspects of learning.</li><li><input type="checkbox"/> I can show that I enjoy reading by reading lots of different types of books and for different reasons.</li></ul>	<b>Prediction</b>	<ul style="list-style-type: none"><li><input type="checkbox"/> I can make predictions based on knowledge of the text or similar reading experiences, giving clear reasons for their ideas.</li><li><input type="checkbox"/> I can tell from what I have read how a character is feeling and thinking and why they carry out an action.</li></ul>
<b>Familiarity of Texts</b>	<ul style="list-style-type: none"><li><input type="checkbox"/> I can recognise similarities and differences between texts structured in different ways.</li><li><input type="checkbox"/> I can use my broad reading experiences to compare books by the same author or on a similar theme.</li></ul>	<b>Authorial Intent</b>	<ul style="list-style-type: none"><li><input type="checkbox"/> I can identify descriptive devices within a text i.e. expanded noun phrases, adverbial phrases, similes etc.</li><li><input type="checkbox"/> I can identify language used to create atmosphere and discuss why this language has been chosen.</li><li><input type="checkbox"/> I can discuss how the use of different sentence types changes the meaning of a passage or the cohesion.</li><li><input type="checkbox"/> I can understand how the use of words in a text, how it is set out and its presentation add to its meaning.</li></ul>
<b>Poetry and Performance</b>	<ul style="list-style-type: none"><li><input type="checkbox"/> I can discuss different types of poetry e.g. free verse and narrative poetry.</li><li><input type="checkbox"/> I can identify different types of poetry e.g confidently reads a range of texts aloud, considering intonation, tone, volume and actions.</li><li><input type="checkbox"/> I can demonstrate an ability to interpret how a character is feeling or behaving, when reading dialogue aloud.</li></ul>	<b>Non-Fiction</b>	<ul style="list-style-type: none"><li><input type="checkbox"/> I can explain how paragraphs have been used to organise a text.</li><li><input type="checkbox"/> I can explain how the format and presentation of a text impacts on the reader.</li><li><input type="checkbox"/> I can find and record information from non-fiction texts over a wide range of subjects.</li></ul>
<b>Word Meaning</b>	<ul style="list-style-type: none"><li><input type="checkbox"/> I can give meaning to new language using the context in which it appears.</li><li><input type="checkbox"/> I can identify any word derivatives to aid word meaning.</li></ul>	<b>Discussing Reading</b>	<ul style="list-style-type: none"><li><input type="checkbox"/> I can respond orally to texts read to me and those that I have read, showing increasing maturity in the way I engage with the discussion.</li><li><input type="checkbox"/> I can join in a clear reasoned discussion about the books and poems that I have read taking turns and listening to others.</li></ul>



<b>Understanding</b>	<input type="checkbox"/> I can use a dictionary to check the meaning of words. <input type="checkbox"/> I can ask questions to improve my understanding of the text. <input type="checkbox"/> I can check what I have read, and that I have understood it, by telling someone else what has happened. <input type="checkbox"/> I can ask questions about what I have read to help me understand a complicated text.	<b>Decodable/ Independent Readers</b>	<input type="checkbox"/> I can read... tbc (Dandelion Readers? Big Cat Collins? Oxford? Barrington Stoke? Colour band ? to ?)
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Year 5			
<b>Decoding</b>	Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet.	<b>Inference</b>	Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.
<b>Range of Reading</b>	Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.	<b>Prediction</b>	Can make developed predictions that are securely rooted in the text.
<b>Familiarity of Texts</b>	Increase familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions. Identify and discuss themes and conventions in and across a wide range of writing.	<b>Authorial Intent</b>	Identify how language, structure and presentation contribute to meaning. Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.
<b>Poetry and Performance</b>	Is familiar with different types of poetry e.g free verse, haiku, limerick, acrostic, personification etc.	<b>Non-Fiction</b>	Distinguish between statements of fact and opinion. Retrieve, record and present information from non-fiction.
<b>Word Meaning</b>	Can read and understand the meaning of words with prefixes from the Year 5/6 curriculum. Can read and understand the meaning of words with suffixes from the Year 5/6 curriculum. Consolidate use of Mrs Wordsmith resources/ thesauruses/ etc to develop vocabulary knowledge (etymology/ morphology) within reading.	<b>Discussing Reading</b>	Recommend books that they have read to their peers, giving reasons for their choices. Participate in discussions about books, building on their own and others' ideas and challenging views courteously. Explain and discuss their understanding of what they have read, including through formal presentations and debates. Provide reasoned justifications for their views.
<b>Understanding</b>	Check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context. Ask questions to improve understanding. Summarise the main ideas drawn from more than one paragraph, identifying key details to support the main ideas.	<b>Independent Readers</b>	tbc (Dandelion Readers? Big Cat Collins? Oxford? Barrington Stoke? Colour band ? to ?/ Independent/ Free Choice)



Year 5 – Reading Assessment			
<b>Decoding</b>	<input type="checkbox"/> I can apply my growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words. <input type="checkbox"/> I can read aloud and understand the meaning of at least half of the words on the Year 5/6 list.	<b>Inference</b>	<input type="checkbox"/> I can draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.
<b>Range of Reading</b>	<input type="checkbox"/> I can continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.	<b>Prediction</b>	<input type="checkbox"/> I can make developed predictions that are securely rooted in the text. <input type="checkbox"/> I can explain characters' feelings, thoughts or reasons for their actions. <input type="checkbox"/> I can predict what might happen in increasingly complex texts by using evidence from the text.
<b>Familiarity of Texts</b>	<input type="checkbox"/> I can continue to increase my knowledge and familiarity of a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions. <input type="checkbox"/> I can identify and discuss themes and conventions in and across a wide range of writing.	<b>Authorial Intent</b>	<input type="checkbox"/> I can identify how language, structure and presentation contribute to meaning. <input type="checkbox"/> I can talk about how authors use language, including figurative language, and the impact it has on the reader. <input type="checkbox"/> I can find extracts of evidence to show how an author uses cohesive techniques.
<b>Poetry and Performance</b>	<input type="checkbox"/> I know that there are different types of poetry e.g free verse, haiku, limerick, acrostic, personification etc. <input type="checkbox"/> I can prepare poems and plays to read aloud and perform. <input type="checkbox"/> I can change my voice to make them sound more interesting to listen to and to make the meaning clear.	<b>Non-Fiction</b>	<input type="checkbox"/> I can distinguish between statements of fact and opinion. <input type="checkbox"/> I can retrieve, record and present information from non-fiction.
<b>Word Meaning</b>	<input type="checkbox"/> I can read and understand the meaning of words with prefixes from the Year 5/6 curriculum. <input type="checkbox"/> I can read and understand the meaning of words with suffixes from the Year 5/6 curriculum. <input type="checkbox"/> I can understand what I am reading by checking the book makes sense and finding the meaning of new words. <input type="checkbox"/> I can ask sensible and interesting questions about the texts to help me understand them more.	<b>Discussing Reading</b>	<input type="checkbox"/> I can recommend books I have read to my peers, giving reasons for my choices. <input type="checkbox"/> I can participate in discussions about books, building on my own and others' ideas and challenging views courteously. <input type="checkbox"/> I can explain and discuss my understanding of what I have read, including through formal presentations and debates. <input type="checkbox"/> I can provide reasoned justifications for my views. <input type="checkbox"/> I can write or give a detailed book review including reasons why I would recommend the book.
<b>Understanding</b>	<input type="checkbox"/> I can check that the book makes sense discussing my understanding and exploring the meaning of words in context.	<b>Independent Readers</b>	<input type="checkbox"/> I can read... tbc



☐ I can ask questions to improve understanding. ☐ I can summerise the main ideas drawn from more than one paragraph, identifying key details to support the main ideas.

- (Dandelion Readers? Big Cat Collins? Oxford? Barrington Stoke? Colour band ? to ?)  
- Independent/ Free Choice books written by a range of authors on a variety of topics/ themes.





## Year 6

<b>Decoding</b>	Skim and scan texts to get the general idea of the content of a piece. Read with fluency and understanding.	<b>Inference</b>	Search for simple clues within the text to support 'reading between the lines'. Uses clues from action, dialogue and description to interpret meaning. Explain and justify inferences, providing evidence from the text to support reasoning.
<b>Range of Reading</b>	Can persevere with challenging texts (whole texts, including novels) to read with fluency, understanding and expression. Can compare, contrast and evaluate different texts.	<b>Prediction</b>	Make predictions about characters including how their behaviour may/may not change and how they may/may not appeal to the reader, justifying answers with reference to the text.
<b>Familiarity of Texts</b>	Provide straightforward explanations for the purpose of the language, structure and presentation of texts. Answer who, what, why, where, when, which, how questions, using direct reference to and quotes from the text.	<b>Authorial Intent</b>	Identify a range of figurative language e.g. metaphor, simile, alliteration, idioms, euphemism, personification etc. Comment upon the use and effect of the author's language on the reader.
<b>Poetry and Performance</b>	Prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.	<b>Non-Fiction</b>	Identify whether statements from a text are fact or opinion. Accurately and selectively summarise main ideas, events, and information from non-fiction.
<b>Word Meaning</b>	Talk about a growing repertoire of vocabulary and know how to independently find out what unknown words in text mean. Independently use of Mrs Wordsmith resources/ thesauruses/ etc to develop vocabulary knowledge (etymology/ morphology) within reading.	<b>Discussing Reading</b>	Identify/explain how the sequence of events in narrative fiction contributes to meaning as a whole. Find and discuss evidence of themes and conventions in different genres and forms of text.
<b>Understanding</b>	Understand that authors write about specific issues to elicit questions from the reader. Identify the main theme in a text, as well as subsidiary themes.	<b>Independent Readers</b>	tbc (Colour band ? to ?/ Independent/ Free Choice)



## Year 6 – Reading Assessment (End of KS2 TAF statements in bold)

<b>Decoding</b>	<input type="checkbox"/> I can skim and scan texts to get the general idea of the content of a piece. <input type="checkbox"/> I can read with fluency and understanding. <input type="checkbox"/> I can read aloud and understand the meaning of ALL the words on the Year 5/6 list.	<b>Inference</b>	<input type="checkbox"/> <b>I can explain and justify inferences, providing evidence from the text to support reasoning.</b> <input type="checkbox"/> I can search for simple clues within the text to support 'reading between the lines'. <input type="checkbox"/> I can use clues from action, dialogue and description to interpret meaning.
<b>Range of Reading</b>	<input type="checkbox"/> <b>I can read age-appropriate books with confidence and fluency (including whole novels).</b> <input type="checkbox"/> I can read, enjoy, understand and discuss books that are written by different authors, in different styles. <input type="checkbox"/> I can persevere with challenging texts (whole texts, including novels) to read with fluency, understanding and expression. <input type="checkbox"/> I can compare, contrast and evaluate different texts.	<b>Prediction</b>	<input type="checkbox"/> <b>I can predict what might happen from details stated and implied.</b> <input type="checkbox"/> I can make predictions about characters including how their behaviour may/may not change and how they may/may not appeal to the reader, justifying answers with reference to the text.
<b>Familiarity of Texts</b>	<input type="checkbox"/> <b>I can make comparisons within and across books.</b> <input type="checkbox"/> I can provide straightforward explanations for the purpose of the language, structure and presentation of texts. <input type="checkbox"/> I can answer who, what, why, where, when, which, how questions, using direct reference to and quotes from the text.	<b>Authorial Intent</b>	<input type="checkbox"/> <b>I can evaluate how authors use language, including figurative language e.g. metaphor, simile, alliteration, idioms, euphemism, personification etc., considering the impact on the reader.</b> <input type="checkbox"/> I can understand that authors write about specific issues to elicit questions from the reader. <input type="checkbox"/> I can find extracts of evidence to show how an author uses cohesive techniques.
<b>Poetry and Performance</b>	<input type="checkbox"/> <b>I can read aloud with intonation that shows understanding.</b> <input type="checkbox"/> I can read, understand and learn from a wide range of poetry, and can learn longer poems by heart showing understanding through intonation, tone and volume so that the meaning is clear to an audience. <input type="checkbox"/> I can show my understanding of texts and poems through presentations and debates. <input type="checkbox"/> I can present information using notes I have created to help me focus on the topic in my presentation.	<b>Non-Fiction</b>	<input type="checkbox"/> <b>I can retrieve information from non-fiction texts.</b> <input type="checkbox"/> I can identify whether statements from a text are fact or opinion. <input type="checkbox"/> I can accurately and selectively summarise main ideas, events, and information from non-fiction.
<b>Word Meaning</b>	<input type="checkbox"/> <b>I can work out the meaning of words from the context.</b> <input type="checkbox"/> I can talk about a growing repertoire of vocabulary and know how to independently find out what unknown words in text mean. <input type="checkbox"/> I can show my understanding of texts by summarising the main ideas over a paragraph or a number of paragraphs, finding key details as evidence to support my views.	<b>Discussing Reading</b>	<input type="checkbox"/> I can find and discuss evidence of themes and conventions in different genres and forms of text. <input type="checkbox"/> I can discuss ideas, events, structures, issues, characters and plots of the texts across a wide range of writing.



	<input type="checkbox"/> I can understand how language, structure and presentation contribute to the meaning of a text.		
<b>Understanding</b>	<input type="checkbox"/> I can summarise main ideas, identifying key details and using quotations for illustration. <input type="checkbox"/> I can identify the main theme in a text, as well as subsidiary themes.	<b>Independent Readers</b>	<input type="checkbox"/> I can read... - Independent/ Free Choice books written by a range of authors on a variety of topics/ themes.

Year Level Recommended Texts			
EYFS			
<a href="#"><i>Reader Teacher Recommended Reads – EYFS</i></a>			
Year 1		Year 2	
<a href="#"><i>Reader Teacher Recommended Reads – Year 1</i></a>		<a href="#"><i>Reader Teacher Recommended Reads – Year 2</i></a>	
Year 3		Year 4	
<u>Narrative Fiction</u> <a href="#"><i>Reader Teacher Recommended Fiction – Year 3</i></a>		<u>Narrative Fiction</u> <a href="#"><i>Reader Teacher Recommended Fiction – Year 4</i></a>	
<u>LKS2 Poetry List</u>	<u>Poetry</u> <a href="#"><i>Reader Teacher Recommended Poetry – Year 3 and 4</i></a>	<u>LKS2 Non-Fiction List</u>	<u>Non-Fiction</u> <a href="#"><i>Reader Teacher Recommended Non-Fiction – Year 3 and 4</i></a>
Year 5		Year 6	
<u>Narrative Fiction</u> <a href="#"><i>Reader Teacher Recommended Fiction – Year 5</i></a>		<u>Narrative Fiction</u> <a href="#"><i>Reader Teacher Recommended Fiction – Year 6</i></a>	
<u>UKS2 Poetry List</u>	<u>Poetry</u> <a href="#"><i>Reader Teacher Recommended Poetry – Year 5 and 6</i></a>	<u>UKS2 Non-Fiction List</u>	<u>Non-Fiction</u> <a href="#"><i>Reader Teacher Recommended Non-Fiction – Year 5 and 6</i></a>