A developmental progression that provides a coherent framework to support the teaching of reading. It is ambitious and detailed, cross referenced to the National Curriculum and bodies of key research, as well as building in developmental milestones to move pupils from one stage to the next.

Reading Progression
EYFS –Year 6

Introduction

"Through reading in particular, 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... It is essential that, by the end of their primary education, all pupils are able to read fluently, and with confidence, in any subject in their forthcoming secondary education."

National Curriculum, 2014

Programme of Study

The programmes of study for reading at key stages 1 and 2 consist of two dimensions:
- word reading
- comprehension (both listening and reading)

It is essential that teaching focuses on developing pupils' competence in both dimensions; different kinds of teaching are needed for each.

Skilled word reading involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Underpinning both is the understanding that the letters on the page represent the sounds in spoken words. This is why phonics should be emphasised in the early teaching of reading to beginners (i.e. unskilled readers) when they start school.

Good comprehension draws from linguistic knowledge (in particular of vocabulary and grammar) and on knowledge of the world. Comprehension skills develop through pupils' experience of high-quality discussion with the teacher, as well as from reading and discussing a range of stories, poems and non-fiction. All pupils must be encouraged to read widely across both fiction and non-fiction to develop their knowledge of themselves and the world in which they live, to establish an appreciation and love of reading, and to gain knowledge across the curriculum. Reading widely and often increases pupils' vocabulary because they encounter words they would rarely hear or use in everyday speech. Reading also feeds pupils' imagination and opens up a treasure-house of wonder and joy for curious young minds.

Our belief

"Few impediments undermine a person's aspirations as effectively as an inability to read... Thus, teaching children to read is one of the most important duties of every school, one that necessitates a foundation of knowledge upon which classroom practice can be based." Christopher Such

At Feniton Church of England Primary School we value reading as an essential life skill, it is the gateway to all learning. The ability to read can transform lives and change outcomes. We are focussed on our mission to ensure that all pupils at Feniton Primary School experience the joy and power of becoming a lifelong reader. We intend for children to:

- Gain a life-long enjoyment of reading and books
- Read accurately, fluently and with understanding across a wide range of different types of texts and subjects
- Apply a knowledge of structured synthetic phonics in order to decode unfamiliar words with increasing accuracy and speed
- Develop a good linguistic knowledge of vocabulary and grammar
- Develop a deeper level of emotional intelligence and empathy and use reading to provoke thought

All children experience and draw upon a core reading spine of quality fiction, poetry and non-fiction texts in order to learn, progress and take pleasure from reading. This underpins their literacy learning throughout the school.

The principles
When teaching reading, we follow 4 key recommendations, inspired by the EEF Guidance improving Literacy:

1. Develop pupils' speaking and listening skills and wider understanding of language
2. Use a balanced and engaging approach to developing reading, teaching both decoding and comprehension skills
3. Effectively implement a systematic phonics programme
4. Teach pupils to use strategies for developing and monitoring their reading comprehension

Developing speaking and listening skills:
"A large vocabulary repertoire facilitates becoming an educated person to the extent that vocabulary knowledge is strongly related to reading proficiency in particular and school achievement in general." (Beck, McKeown & Kucan, 2013)

A language rich environment is one where adults talk with children though the day. The more children take part in conversations, the more they will understand once they can read. Children's back and forth interactions with adults and peers through the day in a language rich environment is crucial and will include teachers helping children articulate their ideas in well formed sentences, by scaffolding, extending and developing their ideas.

Developing reading by teaching both decoding and comprehension skills:
"Both decoding (the ability to translate written words into the sounds of spoken language) and comprehension (the ability to understand the meaning of the language being read) skills are necessary for confident and competent reading, but neither is sufficient on its own." (EEF, 2020)

Reading comprehension is the product of language comprehension and decoding. The process of extracting meaning from written language from the integrations of decoding, knowledge of language and the wider world. In order to understand a text, pupils need to

be able to read it fluently so that they are able to focus on extracting meaning from has been written.

The components of reading fluency can be described as:

➢ Accuracy
➢ Automaticity
➢ Prosody – the tone, intonation, stress and rhythm of speech.

Class teachers build fluency practise into guided reading sessions and draw from the following strategies:

➢ Individual reading of sentences/paragraphs/pages
➢ Echo reading - teacher to model first and children to copy
➢ Choral reading
➢ Drop in - teacher to read aloud with children following text. Teacher to pause on set a word and children to read the next word.

Implementing a systematic phonics programme:

"Phonics is a body of knowledge that is necessary for children to learn to read and spell." (DfE, Reading Framework, 2021)

Evidence shows that teaching phonics is the best way to teach children to read. The Rose Report from 2009 stated, *"The practice seen by the review shows that the systematic approach, which is generally understood as 'synthetic' phonics, offers the vast majority of young children the best and most direct route to becoming skilled readers and writers."* The EEF recommends all schools use a systematic approach to teaching phonics. When inspecting the curriculum, Ofsted's inspectors evaluate the extent to which the teaching of early reading and synthetic phonics programmes is systematic and ensures that all children learn to read words and simple sentences accurately by the end of reception. The Reading Framework states, *"It is important not to confuse children by mixing material from different programmes or across different classrooms."* Feniton uses the Twinkl phonics programme to teach phonics.
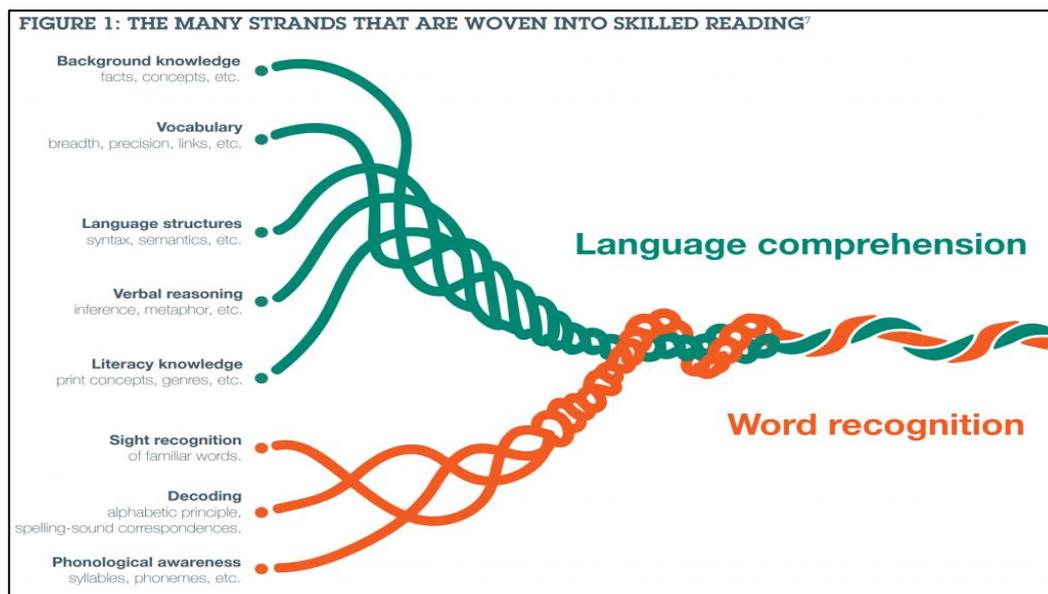
Teaching strategies for developing and monitoring reading comprehension:

"There is a substantial body of evidence to back up the brief teaching of various comprehension strategies. These strategies function by ensuring that children are aware of their own thinking as they read and of the need to keep track of their own understanding and to connect ideas."(Such, 2021)

By teaching pupils to make meaning from what they have read, teachers at Feniton develop their confidence and range of strategies to make sense of many different text types. Therefore, the reading diet that we expose pupils to prepares them to engage and navigate a wide range of demanding and thought-provoking texts. Feniton School's core reading spine is both a window and mirror. It gives pupils the opportunity to see themselves and a window outward to see the lives of others.

Whilst sharing these texts with pupils, staff ensure they engage pupils with precise and carefully structure questioning. They model the application of key learning strategies and focus on developing pupil metacognition.

Domains of Knowledge

FIGURE 1: THE MANY STRANDS THAT ARE WOVEN INTO SKILLED READING[7]

Background knowledge
facts, concepts, etc.

Vocabulary
breadth, precision, links, etc.

Language structures
syntax, semantics, etc.

Verbal reasoning
inference, metaphor, etc.

Literacy knowledge
print concepts, genres, etc.

Sight recognition
of familiar words.

Decoding
alphabetic principle,
spelling-sound correspondences.

Phonological awareness
syllables, phonemes, etc.

Language comprehension

Word recognition

Scarborough 2001

These are the strands that we have built our curriculum around. We have decided upon developmental milestones that reflect these, cross referencing back to the National Curriculum. These milestones build sequentially to demonstrate a suitable progression towards year group end points.

Key Concepts

We recognise that reading is not a linear subject and that to deepen learning, concepts need to be revisited numerous times to create interconnected webs of understanding. We have identified the following key concepts which thread throughout our entire curriculum providing a mechanism for term on term, year on year, deepening of understanding. These will each be visited multiple times to build on existing knowledge and link schemata together.

- Reading as a disciplinary tool

- Reading to develop cultural literacy

- Reading to develop emotional literacy

- Reading for pleasure

Reading Developmental Milestones

At Feniton Primary School we understand that learning to read is a journey from dependence to independence. We have been inspired by the research undertaken by the Centre for Literacy in Primary Education and drawn upon the reading scale that they have

published, when identifying the key developmental milestones that we believe children should be able to achieve. We understand that progress and development will be multi-dimensional with some relating to word reading and others relating to comprehension.

"When the curriculum lacks coherence, it is both harder to teach and harder for children to locate and place their new knowledge." Viviane Robinson, Professor of Education at University of Auckland in New Zealand

Our progression document compromises two separate sections – word reading and comprehension – and the domains of knowledge within these. The National Curriculum Programme of Study outlines the expectations of what children will be able to understand and demonstrate in:

- Year 1
- Year 2
- Year 4
- Year 6

For these reasons the milestone statements in Year 3 and 4 are identical with progression being built into the outcome examples. The outcomes achieved by pupils will indicate progress, either through increasing levels of skills and knowledge, or through the complexity of the context within which it is displayed. This is the same for Years 5 and 6.

The milestones are designed to build coherently as each child moves through their learning journey as a reader. They have been carefully sequenced so that knowledge and techniques develop in a manner which builds on prior learning and paves the way for what is to come. Knowledge is continually revisited and deepened by the gradual widening of reading horizons.

Assessment

"If I had to reduce all of educational psychology to just one principle, I would say this: The most important single factor influencing learning is what the learner already knows. Ascertain this and teach him [sic] accordingly." (Ausubel, 1968, p. vi)

At Feniton we use assessment for three main purposes:

1. To impact on learning
2. To support school level decision making
3. To inform classroom teaching

We understand that there is a difference between learning (relatively permanent changes in long term memory -Sweller and Willingham) and performance (immediate behaviour or knowledge that can be observed and measured.) Therefore, we use a variety of methods to gather evidence of reading competency, carefully considering the validity and reliability of the systems in place.

"Assessment is making measurements of learning" (Dylan Wiliam)

When designing assessments, we ask ourselves:

- ➢ Why are we assessing?
- ➢ What are we trying to find out?
- ➢ How will we know?

Assessment for Summative Purpose
We understand this to be using an assessment to measure pupil achievement. At Feniton Primary School we use PIRA assessments three times yearly as part of our systematic assessment process. This gives us general information about how well our curriculum is working to meet pupil needs.

Assessment for Formative Purposes
We understand this to be using an assessment to inform future teaching practice. We use this assessment data in a diagnostic approach to determine competence, gaps, and progress. At Feniton Primary School we use:

- ➢ Reading fluency assessments as a tool for formative assessment; hearing pupils read from a child appropriate text and using the Tim Rasinski fluency rubric.

- ➢ Twinkl phonic assessments as a tool for formative assessment; systematically identifying the sounds pupils know

Within the classroom staff follow Harry Fletcher-Woods principles of responsive teaching:

1. Plan and sequence the specific broken down knowledge pupils are to learn

2. Identify what pupils have understood and where they are struggling through careful planning of formative assessment

3. Respond and adapt teaching to support pupils better

4. Develop and maintain positive relationships in a safe and open learning environment

Appendix 1- Reception

Learning Behaviours

At the start of Reception most children will be Beginning Readers. They may:

➢ have favourite books that they want to share and will be able to talk their way through a known book, drawing on picture cues and patterns of language remembered from hearing the book read aloud
➢ enjoy listening to, sharing and joining in with a range of familiar texts and nursery rhymes.
➢ know how to handle books, are aware of directionality and how print works from being read to
➢ know a few core words, letter names or sounds, often of personal significance, such as names or other words, letters or sounds of interest

Supporting Beginning Readings - Next Steps

To support beginning readers, achieve their next steps in development we expect teachers to:

➢ develop close links between home and school to allow all adults around the child to observe and evaluate reading behaviours and preferences
➢ make sure children have access to a range of high quality texts, reading materials and print in the environment, which will engage and extend their interest in reading
➢ display information texts and use these within real, meaningful contexts and routines.
➢ provide plenty of opportunities to hear songs and stories read aloud in English and in home languages and encourage children to become confident in retelling favourite narratives
➢ demonstrate reading for pleasure, purpose and meaning through shared reading
➢ provide a school print environment which is richer than the outside world, modelling a natural use of language and purposeful print in the environment
➢ focus attention on gaps in early phonological awareness, such as ensuring children can discriminate between similar sounds, create and describe a range of voice sounds and appreciate the rhythms of language and syllables in words
➢ enable new knowledge, skills and strategies to be contextualised and applied meaningfully by offering intervention within a rich reading programme: plentiful cross-curricular opportunity, reading aloud, one-to-one reading, shared and group reading
➢ utilise story props to aid sequencing; story boxes to ignite language and explore character and themes; book based games to develop the child's awareness of significant features of print; and recorded stories alongside books to allow the rhythm of the language to be revisited whilst matching to print
➢ reinforce the process of writing into reading, by modelling writing and reading for a range of purposes across the curriculum

Appendix 2 – Year 1

Learning Behaviours

At the start of Key Stage 1 most children will be Early Readers. They will be:

➢ able to tackle known and predictable texts with growing confidence but still need support with new and unfamiliar ones
➢ show a growing ability to make sense of what they read, drawing on illustrations, their knowledge of language and the world as well as the words on the page
➢ beginning to evidence one-to-one correspondence, drawing on their developing phonic knowledge by linking graphemes and phonemes to help them decode simple words and recognition of a core of known words.
➢ able to read and understand simple sentences and will be beginning to self-correct
➢ beginning to evaluate the books they meet, expressing likes and dislikes with reasons for their views

Supporting Early Readers – Next Steps

To support early readers, achieve their next steps in development we expect teachers to use the strategies from Appendix 1 (Beginning Readers) in addition to:

➢ ensuring accessibility to a wide range of texts at home, as well as in school, through established school lending programmes and links with local libraries
➢ gathering texts that may spark interest and provide regular opportunities for children to read for enjoyment; quietly to themselves, with each other and to known, supportive adults
➢ model one-to-one correspondence of printed words, a balance of cueing systems and strategies; developing confidence through the use of familiar texts
➢ attend to the recognition of high frequency words, increasing the vocabulary of sight words
➢ teach phonics in context, introducing grapheme, phoneme correspondences and the skills of segmenting and blending through a word. Ensure children learn a core of common sight words that will also help to facilitate fluency
➢ promote a deeper understanding by facilitating opportunities to summarise texts, link them to personal experiences and answer questions directly relating to the text
➢ providing a rich stock of digital texts as part of the provision, so that children can hear and see models of reading and work on their comprehension beyond their current decoding ability

Year 1 Reading Milestones

See phonics progression for progression of taught sounds and common exception words

Comprehension – Range of Reading
Pupils develop pleasure in reading, motivation to read, vocabulary and understanding by listening to and discussing a wide range of poems, stories and non – fiction at a level beyond which they can read independently. Develop pleasure in reading, motivation to read, vocabulary and understanding by being encouraged to link what they read or hear read to their own experiences.

Outcomes
Pupils can listen attentively to a wide range of poems, stories and non fiction. They contribute relevant ideas and thoughts to discussion. **For example:** *"There's a pig that gets into the boat, like the three pigs in the other story but there's only one in this story."*

Comprehension - Familiarity with texts
Pupils develop pleasure in reading, motivation to read, vocabulary and understanding by becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics. Pupils develop pleasure in reading, motivation to read, vocabulary and understanding by recognising and joining in with predictable phrases.

Outcomes
Pupils can recall a few basic features of age appropriate key stories, fairy stories and traditional tales, retelling them in order and identifying some characteristics. **For example:** What typically happens to good and bad characters, differences between story settings Pupils can identify the predictable phrases in a text and usually enjoy saying them aloud as a class. **For example:** Identifies and says, "Then I'll huff, and I'll puff, and I'll blow your house down."

Comprehension – Poetry and Performance
Pupils develop pleasure in reading, motivation to read, vocabulary and understanding by learning to appreciate rhymes and poems and to recite some by heart.

Outcomes
Pupils demonstrate enthusiasm for listening and responding to rhymes and poems. **For example:** Pupils comment on rhymes, word choice, humour, favourite poems, usually joins in with reciting some by heart.

Comprehension – Word Meanings
Pupils develop pleasure in reading, motivation to read, vocabulary and understanding by discussing word meanings, linking new meanings to those already known.

Outcomes
Pupils can usually draw on their existing vocabulary to speculate on the meaning of new words they encounter and explain the link they have noticed. **For example** A pupil knows the meaning of tooth and brush and reads compound words toothbrush, deducing its meaning.

Comprehension - Understanding
Pupils can understand both books they can already read accurately and fluently and those they listen to by drawing on what they already know or on background information and vocabulary provided by the teacher. Pupils can understand both books they can already read accurately and fluently and those they listen to by checking the text makes sense to them as they read and correcting inaccurate reading.

Outcomes
Pupils can usually ask and answer "how" and "why" questions about what they have read and know where to look for information. **For example** Pupil ask, *"Why do bees like flowers? How long do worms grow?"* and can find pages in a non fiction book to answer own questions. Pupils can usually check the text makes sense to them as they read and go back to self correct inaccurate reading. **For example** A pupil reads, *"The Fairy Godmother wanted her magic want and the pumpkin changed into a coach,"* and then self corrects *"wanted" to "waved."*

Comprehension – Inference
Pupils can understand both books they can already read accurately and fluently and those they listen to by discussing the significance of the titles and events. Pupils can understand both books they can already read accurately and fluently and those they listen to by making inferences on the basis of what is being said and done.

Outcomes
Pupils can discuss the link between events and the text title. **For example:** When discussing the title and events around the book "We're Going on a Bear Hunt," a pupil may comment; "It is a good title because the children looked and looked everywhere for bears. When you hunt you look everywhere."

Pupils can demonstrate simple inference.

For example:
A pupil can identify who is speaking in a story, "It must be Mr Gumpy who tells them to come for a ride another day because it is his boat."

Comprehension - Prediction
Pupils can understand both books they can already read accurately and fluently and those they listen to by predicting what might happen on the basis of what has been read so far.
Outcomes
Pupils can usually predict what might happen with responses closely linked to the story characters, plot and language read so far. **For example** *"Mr Gumpy is saying yes to everyone and telling them all to behave themselves, but I think some of them won't be able to good all the time."*

Comprehension – Discussing Reading
Pupils can participate in discussion about what is read to them, taking turns and listening to what others say. Pupils can explain clearly their understanding of what is read to them.
Outcomes
Pupils can contribute ideas and thoughts to discussion, remembers significant events/key information and usually follow the agreed rules for effective discussion with a partner or in threes without support. **For example** Some simple comments about preferences, sometimes with reasons. Pupils can express views about events or characters in the story and can explain clearly their understanding of what is read to them. **For example** *"Mr Gumpy was kind because he let all the animals and children on his boat, and they all went to his house for tea too."*

Appendix 3 – Year 2

Learning Behaviours

By the end of KS1 most children will be Developing Readers. They will be:

> - able to read simple texts independently
> - showing an interest in a growing range of reading material and are able to branch out into a variety of books and other texts
> - applying their developing phonic knowledge when reading words containing known graphemes, recognising alternative graphemes for known phonemes and alternative pronunciations for graphemes
> - developing a more extensive vocabulary of sight words and fluency is beginning to develop through recognition of larger units within words
> - developing self-correction strategies when reading does not make sense and are able to use more than one strategy
> - comprehending more of what they are reading due to increased fluency
> - able to evaluate the books they meet and are able to articulate views and preferences, making connections to other texts they have encountered
> - able to respond personally to what they have read by drawing on personal connections to the texts

Supporting Developing Readers next steps:

To support developing readers, achieve their next steps in development we expect teachers to use the strategies from previous appendices, with the addition of:

> - Create reading areas that reflect the curriculum and the children's interests. Ensure children have access to a variety of digital texts so that children can see, read and respond to texts in a wide variety of formats and for different purposes
> - Allow children to choose their own material and facilitate a range of reading experiences such as dialogic groups, paired reading, book clubs, reading aloud, sustained periods of quiet, uninterrupted and independent reading
> - Give reading purpose and provide meaningful contexts and collaborative reading opportunities in order to increase confidence in reading to a wider range of audiences and different contexts
> - Teach phonics systematically, enabling children to read a wider range of words that may not be easily encoded through syntactic or semantic cues.
> - Encourage improved fluency by supporting children to look at larger chunks of words through a more analytic approach
> - Provide word investigations and sorting activities. Intervene sensitively in moving children on, based on close observations in a range of contexts and record keeping.
> - Further embed comprehension and interpretation of texts by developing children's questioning skills and inference
> - Follow up initial responses with prompts that will extend thinking and support reasoning skills

Year 2 Reading Milestones

See phonics progression for progression of taught sounds and common exception words.

Word Reading – Decoding
Pupils continue to apply phonic knowledge and skills as a route to decode words until automatic reading has become embedded and reading is fluent. Pupils can recognise alternative sounds for graphemes. Pupils can read accurately words of two or more syllables. Pupils can read words containing common suffixes.
Outcomes
Pupils can read fluently, decoding is secure. Pupils can automatically and accurately blend alternative sounds for graphemes. Pupils can read words with almost all common suffixes **For example** Pupils can automatically and accurately blend alternative sounds for graphemes. Pupils know alternative phonemes for /er/: ir as in girl, ur as in turn. Pupils can read the words: enjoyment, sadness, careful, hopeless, badly

Word Reading – Exception Words
Pupils read further common exception words, noting unusual correspondence between spelling and sound and where these occur in the word. Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered.
Outcomes
Pupils can read almost all common exception words noting unusual correspondences. Pupils can read most familiar words without undue hesitation and without overt sounding and blending. **For example** mind, pretty, prove, would, whole

Comprehension – Range of Reading
Pupils develop pleasure in reading, motivation to read, vocabulary and understanding by listening to and discussing a wide range of poems, stories and non – fiction at a level beyond which they can read independently.
Outcomes
Pupils can listen to, discuss and express views about a wider range of contemporary and classic poetry, stories and non fiction at a level beyond which they can read independently.

Comprehension - Familiarity with texts
Pupils develop pleasure in reading, motivation to read, vocabulary and understanding by becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales. Pupils develop pleasure in reading, motivation to read, vocabulary and understanding recognising simple recurring literary language in stories and poetry.
Outcomes
Pupils can independently and accurately recount the main events on a wide range of age – appropriate stories, fairy stories and traditional tales. Pupils can usually recognise simple reoccurring literary language in stories and poetry **For example** *"I'll huff and I'll puff,"* question and answer patterns in poems and refrains.

Comprehension – Poetry and Performance
Pupils develop pleasure in reading, motivation to read, vocabulary and understanding by continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear.
Outcomes
Pupils have a repertoire of poems (approx. 10) and can recite some with intonation to make the meaning clear.

Comprehension – Word Meanings
Pupils develop pleasure in reading, motivation to read, vocabulary and understanding by discussing and clarifying the meanings of words, linking new meanings to known vocabulary.
Outcomes
Pupils develop pleasure in reading, motivation to read, vocabulary and understanding by discussing and clarifying the meanings of words, linking new meanings to known vocabulary. **For example** Painkiller, blackberry, invisible

Comprehension - Understanding
Pupils develop pleasure in reading, motivation to read, vocabulary and understanding by discussing the sequences of events in books and how items of information are related. Pupils can understand both books they can already read accurately and fluently and those they listen to by drawing on what they already know or on background information and vocabulary provided by the teacher. Pupils can understand both books they can already read accurately and fluently and those they listen to by checking the text makes sense to them as they read and correcting inaccurate reading.
Outcomes
Pupils can usually discuss the order of events in books and explain how items of information are related.

Pupils can demonstrate their understanding by drawing unprompted on what they already know or on background information and vocabulary provided by the teacher.

Pupils can monitor their reading, checking that words they have decoded make sense and fit in with what they have already read and self correct.

For example
Child reads *"Hansel lets the crumbs drop from his hands to make a tail…"* Self corrects *"tail"* to *" trail."*

Comprehension – Inference
Pupils can understand both books they can already read accurately and fluently and those they listen to by making inferences on the basis of what is being said and done. Pupils can understand both books they can already read accurately and fluently and those they listen to by answering and asking questions.
Outcomes
Pupils can usually draw inferences based on what is being said and done. **For example** *"Great Aunt Al offers to pay for Sophie to have riding lessons so she must be a generous person. She might even pay for a pony!"* Pupils can usually modify their inferences by answering and asking questions.

Comprehension - Prediction
Pupils can understand both books they can already read accurately and fluently and those they listen to by predicting what might happen on the basis of what has been read so far.
Outcomes
Pupils can usually predict what might happen with responses closely linked to the story characters, plot and language read so far. **For example** *"I think Sophie is going to get all mucky because she gets too close to the animals and nobody will want to sit next to her on the bus going back to school."*

Comprehension – Authorial Intent
Pupils develop pleasure in reading, motivation to read; vocabulary and understanding by discussing their favourite words and phrases.
Outcomes
Pupils can discuss their favourite words and phrases and give reasons for their choice. **For example** *"I like the word magical because it means the story might have spells and wizards in it!"*

Comprehension – Non fiction

Pupils develop pleasure in reading, motivation to read; vocabulary and understanding by being introduced to non fiction books that are structured in different ways.

Outcomes

Pupils can explain how non fiction books are used, they can independently identify key features and use these to help them find information.

For example
Facts, photographs, diagrams, labels, index, heading

Comprehension – Discussing Reading

Pupils can participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say.

Pupils can explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.

Outcomes

Pupils can contribute ideas and thoughts to discussion, remember significant events/key information and usually follows the agreed rules for effective discussion without support working in a group of 4-6

For example
Being able to comment on preferences and offer plausible reasons for these.

Pupils can explain and discuss their understanding of what has been read, acted out or listened to.

For example
"The three little pigs were scared when the wolf knocked on the door because they hid under the table and cuddled together to be safe."

Appendix 3 – Year 3 and 4

Learning Behaviours

By the end of Lower Key Stage 2, most children will be Moderately Fluent Readers. They will be:
- reading with confidence for more sustained periods
- beginning to explore new kinds of texts independently
- looking at larger units of words to help them to decode more effectively and read more fluently
- showing evidence of growing enthusiasm for a wider range of reading material that they self select
- moving between familiar and unfamiliar texts in their reading choices, linking new texts to others read, and to personal experiences
- more confident to express opinions including likes, dislikes and challenges, as well as responding to the questions and listening to the views of others

Supporting Moderately Fluent Readers

To support moderately fluent readers to achieve their next steps in development we expect teachers to use the strategies from previous appendices, with the addition of:

- ensuring that children have dedicated time to explore, browse and self-select from a well stocked, inviting and accessible reading environment, including access to a growing variety of digital and multimodal texts
- demonstrating being a reader yourself as well as making links with bookshops and libraries that can further children's engagement in books
- providing a rich reading programme which includes reading aloud and sustained independent reading time, as well as encouraging social and collaborative aspects of reading
- continuing to model the full range of strategies and the ways in which to cross check for meaning, self-correcting where necessary.
- supporting children in tackling an increasing range of reading material in independent reading
- ensuring a focus on analytic approaches in phonics teaching to facilitate the recognition of written language as units
- Closely observe reading until fluency is achieved to ensure all cueing systems are being employed
- Facilitating deeper, inferential response to texts and ignite children's curiosity when reading through asking and answering their own questions and the questions of others
- providing children with personal reading journals to record responses at home and school through writing and illustration

Year 3 Reading Milestones

See spelling progression for progression of taught sounds and common exception words.

Word Reading – Decoding
Apply their knowledge of root words, prefixes and suffixes as listed in English Appendix 1, both to read aloud and to understand the meaning of new words.
Outcomes
Pupil can read applying their knowledge or root words, prefixes and suffixes as listed in English Appendix 1, both to read aloud and to understand the meaning of new words. **For example:** Uses knowledge of "forget" to read and understand forgotten, forgetful, unforgettable and forgetfulness.

Word Reading – Exception Words
Read further exception words with unusual correspondences between spelling and sound, and where these occur in the word.
Outcomes
Pupils can read further exceptions words with unusual correspondences between spelling and sound. **For example:** Calendar, grammar, guide, heart, naughty, strength

Comprehension – Range of Reading
Develop positive attitudes to reading and understanding of what they read by listening to and discussing a wide range of fiction, poetry, plays, nonfiction and reference books or text books. Develop positive attitudes to reading and understanding of what they are read by: reading books that are structured in different ways and reading for a range of purposes
Outcomes
Pupils can listen attentively and participate in discussion about a wider range of longer and more challenging fictions, poetry, non-fiction and reference books expressing views and preferences. Pupils can independently read books that are structured differently for a range of purposes. Show an awareness of the various purposes for reading **For example:** Reference books for information, novels and poetry for pleasure.

Comprehension - Familiarity with texts
Develop positive attitudes to reading and understanding of what they read by increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally. Develop positive attitudes to reading and understanding of what they read by identifying and

discussing themes and conventions in a wide range of writing.
Outcomes
Pupils can independently demonstrate their familiarity with a wide range of age – appropriate books retelling some of these orally. Pupils can identify and discuss themes and conventions in a wide range of age appropriate books. **For example:** Triumph of good over evil or the use of magical devices in fairy stories and folk tales. In nonfiction, pupils can identify presentational devices – numbering and headings.

Comprehension – Poetry and Performance
Develop positive attitudes to reading and understanding of what they read by preparing poems and play scripts to read aloud and perform, showing understanding through intonation, tone, volume and action. Develop positive attitudes to reading and understanding of what they read by recognising some different forms of poetry.
Outcomes
Pupils can independently read aloud and perform poems and play scripts, showing their understanding of intonation, tone, volume and action. Pupils can reread, rehearse and perform to show some understanding of the meaning of these texts. Pupils can identify and name some different forms of poetry. **For example:** Free verse, narrative poetry, list poems

Comprehension – Word Meanings
Develop positive attitudes to reading and understanding of what they read by using dictionaries to check the meaning of words that they have read.
Outcomes
Pupils can usually use a dictionary independently to check the meaning of words they have read. **For example:** Reaches for a dictionary when encountering a new word rather than guessing or immediately asking an adult.

Comprehension - Understanding
Understand what they read, in books they can read independently, by checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context. Understand what they read, in books they can read independently, by asking questions to improve their understanding of the text. Understand what they read, in books they can read independently, by identifying main ideas drawn from more than one paragraph and summarising these.
Outcomes
Pupils can usually independently monitor reading of age appropriate texts for sense, self-

correcting if they have misread and discussing the meaning of new or unusual words in context.

For example:
Foul (filthy) and foul in sport, foul play in a crime.

Pupils can usually ask themselves questions to improves their understanding when independently reading age appropriate texts.

For example:
"I wonder how Tom knew what the rules of all the games were?"

Pupils can, when reading an age appropriate book independently, identify the main ideas in paragraphs and can usually summarise, including some of the main ideas in one or two sentences using key vocabulary from the text.

Comprehension – Inference
Understand what they read, in books they can read independently, by drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.
Outcomes
Pupils are beginning to draw inferences from their independent reading of age appropriate texts, often correct but not always fully supported by references to the text.

For example:
"Aunt Fidget Wonkham- Strong hates it when Tom fools around because she thinks it isn't useful, so she threatens Tom. She thinks he will hate playing against the captain and it will teach him a lesson and stop him fooling around. I know because she says boys don't forget in a hurry. She wants to change his behaviour."

Comprehension - Prediction
Understand what they read, in books they can read independently, by predicting what might happen from details stated and explained.
Outcomes
Pupils can usually read "between the lines" when independently reading an age appropriate text and draw on their experiences of similar texts to predict what might happen next, usually identifying clues the writer has planted for the reader.

For example:
"Well, we know Tom is going to beat the Captain and his team from the title, and I think the will find all his fooling around has given him the skills he needs to wind the games."

Comprehension – Authorial Intent
Develop positive attitudes to reading and understanding of what they read by discussing words and phrases that capture the reader's interest and imagination. Understand what they read, in books they can read independently, by identifying how language, structure, and presentation contribute to meaning.

Outcomes
Pupils can usually identify words or phrases that interest, inspire or intrigue them from their reading and usually say why. **For example:** *"I love the names of the games they play like womble and sneedball, it makes me want to join in."* Pupils can usually identify distinctive language, structural and presentational features in their independent reading or age appropriate texts and usually demonstrate their understanding of how these help the reader draw meaning from the text. **For example:** Recognises the shapes letters, poems and instructions make on the page, know how contents page, index and glossary, labels and captions to pictures and diagrams add meaning in non fiction texts and uses them to extract more meaning.

Comprehension – Non fiction
Retrieve and record information from nonfiction.

Outcomes
Pupils can usually identify questions to be answered beforehand and use the specific features of age appropriate nonfiction texts on the paper and on screen to answer them. Usually records information in a form that can be easily retrieved. **For example:** Use a mind map to record what they already know and makes notes adding to it about what they have learnt.

Comprehension – Discussing Reading
Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.

Outcomes
Pupils can usually discuss their reading of age appropriate texts in groups and whole class, following agreed class rules for group talk. **For example:** Take part in whole class discussions after shared read and participates in guided reading sessions, building on what others say, challenging others courteously and being challenged and responding appropriately in turn.

Year 4 Reading Milestones

See spelling progression for progression of taught sounds and common exception words.

Word Reading – Decoding
Apply their knowledge of root words, prefixes and suffixes as listed in English Appendix 1, both to read aloud and to understand the meaning of new words.
Outcomes
Pupils can use knowledge of root words, prefixes and suffixes to understand new words with minimal impact on the fluency of reading across a wide range of texts. **For example:** Uses knowledge of "limit" to read and understand limited, limitless, unlimited, limitation.

Word Reading – Exception Words
Read further exception words with unusual correspondences between spelling and sound, and where these occur in the word.
Outcomes
Pupils can use their understanding of unusual spelling-sound correspondences to choose the most appropriate pronunciation of a word. **For example:** Business, medicine, separate, surprise.

Comprehension – Range of Reading
Develop positive attitudes to reading and understanding of what they read by listening to and discussing a wide range of fiction, poetry, plays, nonfiction and reference books or text books. Develop positive attitudes to reading and understanding of what they are read by: reading books that are structured in different ways and reading for a range of purposes
Outcomes
Pupils can listen attentively and participate in discussion about a wider range of longer and more challenging fictions, poetry, non-fiction and reference books expressing views and preferences, justifying them by reference to the text. Pupils can use, select and read books that are structured in different ways for the appropriate purposes. **For example:** Specialist books for advice on sports or hobbies, following a series by the same writer.

Comprehension - Familiarity with texts
Develop positive attitudes to reading and understanding of what they read by increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally. Develop positive attitudes to reading and understanding of what they read by identifying and

discussing themes and conventions in a wide range of writing.

Outcomes
Pupils can accurately retell a wide range of age appropriate fairy stories, myths and legends, providing detail which is interesting and appropriate. Pupils can independently identify and discuss some themes and conventions in age related texts. **For example:** Bullying, use of headings and subheadings in non-fiction.

Comprehension – Poetry and Performance
Develop positive attitudes to reading and understanding of what they read by preparing poems and play scripts to read aloud and perform, showing understanding through intonation, tone, volume and action. Develop positive attitudes to reading and understanding of what they read by recognising some different forms of poetry.

Outcomes
Pupils can perform poems and play scripts, using intonation, tone and volume, and use drama approaches to aid understanding. Pupils can confidently identify and name some different forms of poetry and describe their features. **For example:** Ballads, limericks Develop positive attitudes to reading and understanding of what they read by using dictionaries to check the meaning of words that they have read.

Comprehension – Word Meanings
Develop positive attitudes to reading and understanding of what they read by using dictionaries to check the meaning of words that they have read.

Outcomes
Pupils can independently use a dictionary to check the meaning of words encountered in reading.

Comprehension - Understanding
Understand what they read, in books they can read independently, by checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context. Understand what they read, in books they can read independently, by asking questions to improve their understanding of the text. Understand what they read, in books they can read independently, by identifying main ideas drawn from more than one paragraph and summarising these.

Outcomes
Pupils can usually independently monitor reading of age appropriate texts for sense, self-correcting if they have misread and discussing the meaning of new or unusual words in context. **For example:**

Lunchtime monitor, computer monitor, monitor the temperature

Pupils can usually ask themselves questions to improves their understanding when independently reading age appropriate texts.

For example:
"I wonder if Mrs Muldour realises she's being tricked by paying twice for each worm or is just being generous."

Pupils can, when reading an age appropriate book independently, identify the main ideas in paragraphs and can usually summarise, including some of the main ideas in one or two sentences using key vocabulary from the text.

Understand what they read, in books they can read independently, by drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.

Comprehension – Inference
Understand what they read, in books they can read independently, by drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.
Outcomes
Pupils are beginning to draw inferences from their independent reading of age appropriate texts, often correct but not always fully supported by references to the text. **For example:** *"Dad turns Fudge upside down and threatens to do more than whack him on the back, but he is not being cruel. I think he is a good dad because he tries to stop Fudge annoying Peter and he carries the baby in the carrier sometimes. And all five of them go for ice cream every evening so he spends time with his family doing things kids like."*

Comprehension - Prediction
Understand what they read, in books they can read independently, by predicting what might happen from details stated and explained.
Outcomes
Pupils can usually read "between the lines" when independently reading an age appropriate text and draw on their experiences of similar texts to predict what might happen next, usually identifying clues the writer has planted for the reader. **For example:** *"Fudge keeps repeating everything Peter says so I think he is going to suggest worm flavoured ice cream because there has been so much talk about worms. He might get thrown out of the ice cream shop!"*

Comprehension – Authorial Intent
Develop positive attitudes to reading and understanding of what they read by discussing words and phrases that capture the reader's interest and imagination.

Understand what they read, in books they can read independently, by identifying how language, structure, and presentation contribute to meaning.
Outcomes
Pupils can usually identify words or phrases that interest, inspire or intrigue them from their reading and usually say why, explaining the effect on them as a reader. **For example**: *"I like the way Peter tell Mrs Muldour that small ones are sweeter because he's being really cheeky, and it makes me laugh."* Pupils can usually identify distinctive language, structural and presentational features in their independent reading or age appropriate texts and usually demonstrate their understanding of how these help the reader draw meaning from the text. **For example:** Recognises the shape a letter makes on the page; recognises a range of salutations and sign off phrases for letters and knows which belong to a friendly letter and which to a formal one. Recognises bar graphs and maps in non-fiction and can extract information from them.

Comprehension – Non fiction
Retrieve and record information from nonfiction.
Outcomes
Pupils can usually identify questions to be answered beforehand and use the specific features of age appropriate nonfiction texts on the paper and on screen to answer them. Usually records information in a form that can be easily retrieved. **For example:** Making and organising own notes from a non-fiction books or website to answer questions devised earlier.

Comprehension – Discussing Reading
Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.
Outcomes
Pupils can usually discuss their reading of age appropriate texts in groups and whole class, following agreed class rules for group talk. **For example:** Is able to take on specific roles within a group discussion, note taking, chaining or drawing out reticent classmates.

Appendix 5 – Year 5 and 6

Learning Behaviours

By the end of upper key stage 2, children will be Fluent Readers. They will be:

➢ approaching familiar texts with confidence but still need support with unfamiliar materials
➢ developing stamina as readers, are able to read for longer periods and cope with more demanding texts
➢ beginning to read silently and monitor their reading
➢ using a fuller range of cueing systems, relying less on phonics, and are able to identify larger units such as syllables, using these to decode unknown words
➢ able to self correct due to increased fluency and comprehension
➢ confident and independent with familiar kinds of texts, such as shorter chapter books, but may need support with the reading demands of information texts or longer and more complex fiction, poetry and digital texts
➢ selecting books independently and can use information books and materials for straightforward reference purposes
➢ willing to reflect on reading and often use reading in their own learning
➢ receptive to the views of others and engage in discussions about texts and their impact
➢ beginning to infer beyond the literal from books and stories read independently

Supporting Fluent Readers – Next Steps

To support fluent readers to achieve their next steps in development we expect teachers to use the strategies from previous appendices, with the addition of:

➢ encouraging increasing periods of silent reading time for both purpose and pleasure.
➢ Regularly supporting children to self-select texts across a range of platforms that broaden and enrich their reading experience.
➢ ensuring that reading is embedded throughout the curriculum by displaying and referencing information texts in context, relevant to the children and the topic
➢ emphasising intonation and expression when reading aloud to encourage children to appreciate the nuances and subtleties in texts
➢ enabling children to identify whole words and read print with growing confidence and accuracy by encouraging them to observe the ways in which unfamiliar words are constructed and draw on a growing repertoire of morphemes and spelling pattern
➢ facilitating regular discussion inspired by a range of high quality reading materials that enrich comprehension, elicit interpretation and deepen response

Year 5 Reading Milestones

Word Reading – Decoding
Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet.

Outcomes
Pupil can read aloud and understand the meaning of new words met, applying growing knowledge of morphology and etymology as listed in English Appendix 1 across a wide range of texts. Pupil can decode most new words outside spoken vocabulary, making a good approximation of the word's pronunciation. **For example** uses knowledge of 'obey' to read and understand obedient, obedience, disobedience, obediently

Comprehension – Range of Reading
Maintain positive attitudes to reading and understanding of what they read by: continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or Textbooks. Maintain positive attitudes to reading and understanding of what they read by: reading books that are structured in different ways and reading for a range of purposes. Maintain positive attitudes to reading and understanding of what they read by: making comparisons within and across books

Outcomes
Pupil can participate in discussion about a widening range of longer and more challenging fiction, poetry, plays, non-fiction and reference books that they have read for themselves, expressing views and preferences, justifying them by reference to the text, drawing on, comparing and contrasting examples. Pupil can read books that are structured differently for a range of purposes, with independence. **For example** manga and graphic novels, comical history series Pupil can independently make comparisons within and between books, comparing characters, considering viewpoints of authors and of fictional characters. **For example** *"Ginger reminds me a bit of Tyke Tiler because neither of them can seem to stop getting into trouble at school."*

Comprehension - Familiarity with texts
Maintain positive attitudes to reading and understanding of what they read by: increasing their 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.

Maintain positive attitudes to reading and understanding of what they read by: identifying and discussing themes and conventions in and across a wide range of writing.

Outcomes
Pupils are increasingly familiar with a wide range of age-appropriate books and can identify some genres.

For example
fantasy, adventure, comedy, science fiction

Pupil can recognise and discuss themes and conventions in ageappropriate texts

For example
heroism or loss and continuing to learn the conventions of different types of writing such as first person in autobiography.
They can explain 'heroism' or 'loss' in the context of the writing.

Comprehension – Poetry and Performance
Maintain positive attitudes to reading and understanding of what they read by: learning a wider range of poetry by heart.

Maintain positive attitudes to reading and understanding of what they read by: preparing 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.

Outcomes
Pupil can learn by heart a wide range of age-appropriate poems.

Pupil can prepare, read aloud and perform age-appropriate poems and play scripts showing understanding of intonation, tone, volume.

Comprehension - Understanding
Understand what they read by: checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context.

Understand what they read by: asking questions to improve their understanding.

Understand what they read by: summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.

Outcomes
Pupil can usually monitor reading of age-appropriate texts for sense and self-correct when they misread and can usually explore how a known word can have different meanings in a new context.

For example
attendance register, cash register, noticing something, e.g. *'He registered that his book had been moved'*, register of sound or voice, register of communication.

Pupils can usually ask themselves questions to improve their understanding when independently reading an age-appropriate text.

For example
"I wonder why Mr Napier singles out Ginger for especially unpleasant treatment - could it be because both her parents are teachers in the school or is it because she isn't afraid to speak out?"

Pupil can, when reading an age appropriate book independently, identify the main ideas in paragraphs and can usually summarise, including most of the main ideas in a series of sentences using their own words and key vocabulary from the text.

Comprehension – Inference
Understand what they read by: drawing inferences such as inferring characters' feelings, thoughts and motives from their actions and justifying inferences with evidence.
Outcomes
Pupil can draw inferences from their independent reading of age appropriate texts and explain thinking, returning to text to support opinions.

For example
"Mr Napier doesn't seem to believe Ginger and wants to get her in trouble. He asks silly questions and the author says he winks at the children in the playground who are laughing at Ginger. Teachers shouldn't do that, it's childish."

Comprehension - Prediction
Understand what they read by: predicting what might happen from details stated and implied.
Outcomes
Pupils can usually read 'between the lines' when independently reading an age-appropriate text and draw on their experience of similar texts to predict what might happen next, usually identifying clues the writer has planted for the reader.

For example
"I think Ginger will try to set the stray dog free. She is terrified of dogs but she hates to see anything unfair. I know because she just shouted at the school principal for taking down Mr Wong's pictures even though she's scared of him, too."

Comprehension – Authorial Intent
Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader. Understand what they read by: identifying how language, structure and presentation contribute to meaning.
Outcomes
Pupil can usually identify language, including figurative language in ageappropriate texts the writer has chosen for impact and usually discuss and evaluate the impact on them as a reader.

For example

"I like the way the author uses animal-based images like Ginger having a furball of anxiety in her guts when she is in trouble at school."

Pupil can usually identify distinctive language, structural and presentational features in their independent reading of age appropriate texts and sometimes demonstrate their understanding of how these help the reader draw meaning from the text.

For example
Can recognise organisational and language features of a range of non-fiction texts including explanation, balanced argument, persuasive argument and understands the fine distinctions between the conjunctions used in them like whereas, consequently, furthermore; uses top tip, Did you know? fact panels in non-fiction and can integrate meaning drawn from these with what they have learned from the main text.

Comprehension – Non fiction
Distinguish between statements of fact and opinion.   Retrieve, record and present information from non fiction.
Outcomes
Pupils can distinguish between fact and opinion.   **For example**   Is able to identify that some statements are not backed up with evidence and others are.   Pupils can usually identify questions to be answered beforehand and use the specific features of age appropriate non-fiction texts on paper and on screen to answer them. Usually, records information in a form that can be easily retrieved. Usually presents information in ways that are coherent and useful to themselves and others.   **For example**   Has a range of models for making notes like spidergrams or a grid of boxes with labels and can quickly find any recorded information for later use.

Comprehension – Discussing Reading
Maintain positive attitudes to reading and understanding of what they read by: recommending books that they have read to their peers, giving reasons for their choices.   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.   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.   Provide reasoned justifications for their views.
Outcomes
Pupil can usually share their opinions about age-appropriate books they have read independently and usually make appropriate recommendations to their peers, giving reasons for their choices.

For example

"There are lots of other Gleitzman books out there and I have read three of them. I think my group would enjoy them because they are all a bit rude and silly in parts."

Pupil can usually take part in discussions about age-appropriate books they have read or had read to them, taking turns, listening to and building on ideas, observing courtesies when challenging and being challenged.

For example

Asking others to justify their opinions and views with evidence for the text.

Pupil can explain and discuss their understanding of what they have read, through formal presentations and debates.

Pupil can provide explanations for their views.

For example

"I think Gleitzman has been a teacher himself or possibly the child of teachers because he understands what it is like having parents who work in the same school you go to."

Year 6 Reading Milestones

Word Reading – Decoding
Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet.

Outcomes
Pupil can use their knowledge of a wider range of root words, prefixes and suffixes to understand and pronounce new words with minimal impact on fluency. **For example** Uses knowledge of the word 'tolerate' to read and understand tolerance intolerable, toleration, tolerant.

Comprehension – Range of Reading
Maintain positive attitudes to reading and understanding of what they read by: continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or Textbooks. Maintain positive attitudes to reading and understanding of what they read by: reading books that are structured in different ways and reading for a range of purposes. Maintain positive attitudes to reading and understanding of what they read by: making comparisons within and across books

Outcomes
Pupil can participate in discussion about a widening range of longer and more challenging fiction, poetry, plays non-fiction and reference books, including some whole books, that they have read for themselves, expressing views and preferences about authors, poets and genres, justifying them by reference to the text, drawing on, comparing and contrasting examples. Pupil can select and read books making effective use of the structure. **For example** First person historical accounts, spy series, series set in alternative worlds, historical fiction. Pupil can make comparisons within and between books and between versions of the same text, giving examples to support opinions. **For example** Stanley is a bit like Sirius Black because they are both held captive even though they are innocent.

Comprehension - Familiarity with texts
Maintain positive attitudes to reading and understanding of what they read by: increasing their 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. Maintain positive attitudes to reading and understanding of what they read by: identifying and

discussing themes and conventions in and across a wide range of writing.

Outcomes
Pupil is familiar with a wide range of age-appropriate books and can independently identify, name and describe some genres. **For example** espionage, magical worlds, comedy Pupil can independently recognise and discuss the themes and conventions used in a wide range of age appropriate texts. **For example** isolation, flashback in narrative

Comprehension – Poetry and Performance
Maintain positive attitudes to reading and understanding of what they read by: learning a wider range of poetry by heart. Maintain positive attitudes to reading and understanding of what they read by: preparing 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.

Outcomes
Pupil can select and learn by heart an increasing range of age-appropriate poems. Pupil can prepare, read aloud and perform age-appropriate poems and play scripts showing understanding of intonation, tone, volume so as to gain and maintain the attention of an audience.

Comprehension - Understanding
Understand what they read by: checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context. Understand what they read by: asking questions to improve their understanding. Understand what they read by: summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.

Outcomes
Pupil can usually monitor reading for sense and selfcorrect when they misread and can usually explore how the same word can have different meanings in different contexts. **For example** dissolve, solution (in science), 'He dissolved in tears', Parliament was dissolved, there was no solution to the problem. Pupils can usually ask themselves questions to improve their understanding when independently reading an age-appropriate texts.

For example
"Well, if the water all disappeared from Green Lake because of a curse, I wonder if it could be brought back again somehow?"
Pupil can, when reading an age-appropriate book independently, identify the main ideas in paragraphs and can usually produce a succinct summary, paraphrasing the main ideas.

Comprehension – Inference
Understand what they read by: drawing inferences such as inferring characters' feelings, thoughts and motives from their actions and justifying inferences with evidence.
Outcomes
Pupil can draw inferences from their independent reading of age-appropriate texts and explains thinking, routinely returning to text to support opinions. **For example** *"Mr Pendanski sits in a circle with the boys and ask them about their future. He seems to really care about them because he won't let X-ray laugh at the idea of Magnet being an animal trainer. He talks to all of them with respect but he's not soft because he tells them they are each the only person responsible for them being there."*

Comprehension - Prediction
Understand what they read by: predicting what might happen from details stated and implied.
Outcomes
Pupil can usually read 'between the lines' when independently reading an age appropriate text and draw on their experience of similar texts to predict what might happen next, usually identifying clues the writer has planted for the reader. **For example** I think we're being told about the yellow-spotted lizard and how it likes to live in holes because Stanley is going to get bitten by one. The author just made sure in the previous chapter that we know the boys use holes to go to the bathroom so the reader is being set up for it. Magnet also warns him, and often when a character gets a warning it also warns the reader the bad thing is going to happen.

Comprehension – Authorial Intent
Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader. Understand what they read by: identifying how language, structure and presentation contribute to meaning.
Outcomes
Pupil can usually identify language, including figurative language in age-appropriate texts the writer has chosen for impact, and usually discuss and evaluate the impact on them as a reader. **For example** *"The author says Stanley's water canteen banged against his chest as he ran, reminding him every time it hit that it was empty, empty, empty. The author repeats the word empty to echo the thumping of*

the canteen, and he writes about the canteen reminding Stanley as if it were alive and a character. It made me feel thirsty and desperate like Stanley."

Pupil can usually identify distinctive language, structural and presentational features in their independent reading of age-appropriate texts and sometimes demonstrate their understanding of how these help the reader draw meaning from the text.

For example
Recognises the shape a range of poetic forms make on the page such as ballads, sonnets, haiku; recognises nuances of meaning between similar words, such as respect and deference; uses a wide range of presentational features to draw meaning from non-fiction texts such as pie charts, Venn diagrams, maps with keys, cross-sectional diagrams.

Comprehension – Non fiction
Distinguish between statements of fact and opinion. Retrieve, record and present information from non fiction.
Outcomes
Pupil can usually, in their reading of age-appropriate texts, distinguish opinions and assertions from facts, questioning what they read and looking for evidence to support questions within a text or in footnotes or references. Pupil can usually identify questions to be answered beforehand and use the specific features of age appropriate non-fiction texts on paper and on screen to answer them. Usually records information in a form that can be easily retrieved. Usually presents information in ways that are coherent and useful to themselves and others.

Comprehension – Discussing Reading
Maintain positive attitudes to reading and understanding of what they read by: recommending books that they have read to their peers, giving reasons for their choices. 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. 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.   Provide reasoned justifications for their views.
Outcomes
Pupil can usually share their opinions about ageappropriate books they have read independently and usually make appropriate recommendations to their peers, giving reasons for their choices. **For example** *"I would recommend Tolkien's The Hobbit to my group because there are two great films to go with the book and we really enjoyed exploring how episodes from our novel had been adapted for film and discussing which we preferred."*

Pupil can usually take part in discussions about ageappropriate books they have read or had read to them, taking turns, listening to and building on ideas, observing courtesies when challenging and being challenged.

For example
suggesting alternative interpretations and being open to those suggested by others.

Pupils can give thorough explanations of their points and prepare responses to likely conflicting opinions.

Pupil can justify views usually offering coherent evidence to support them.

For example
"I think Sachar is really writing about the power for good and bad that some people have over others, especially adults over children, because all the way through the book Stanley seems powerless and at the mercy of the adults around him. Even at the end it is adults who set him free."