

	Sounds Write Phonics	Word Reading	Comprehension
Nursery	Initial Code Introduced	<p>I can sing rhymes and look at picture books.</p> <p>I can recognise familiar logos and labels within the environment.</p> <p>I can find and identify familiar letters, e.g. letters in their names.</p> <p>I know that text has a meaning.</p> <p>I know that text is read from left to right and top to bottom in English.</p> <p>I can name and talk about the different parts of a book, e.g. front cover/ back cover/ spine/ pages</p>	<p>I can talk about the different characters and what they are doing.</p> <p>I know that stories have a beginning, middle and an end.</p> <p>I can join in with repetition within stories.</p> <p>I am able to talk about different parts of the story.</p>

Reception	Initial Code Unit 1 - 11	<p>Say a sound for each letter in the alphabet and at least 10 digraphs.</p> <p>Read words consistent with their phonic knowledge by sound-blending.</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p>	<p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>Anticipate – where appropriate – key events in stories.</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play</p>
Year 1			

Term 1	Initial Code Unit 11 Consolidation	<p>I can apply phonic knowledge and skills as the route to decode words.</p> <p>I can respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes.</p> <p>Re-read phonically decodable books to build up fluency and confidence in word reading.</p>	<p>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 that at which he/she can read independently.</p> <p>Develop pleasure in reading, motivation to read, vocabulary and understanding by being encouraged to link what is read or heard read to his/her own experiences.</p> <p>Participate in discussion about what is read to him/her, taking turns and listening to what others say.</p> <p>Explain clearly his/her understanding of what is read to him/her</p> <p>Develop pleasure in reading, motivation to read, vocabulary and understanding by learning to appreciate rhymes and poems, and to recite some by heart.</p>
Term 2	Extended Code Units 1 - 5	<p>Apply phonic knowledge and skills as the route to decode words.</p> <p>Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.</p> <p>Re-read phonically decodable books to build up fluency and confidence in word reading.</p>	<p>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.</p> <p>Participate in discussion about what is read to him/her, taking turns and listening to what others say.</p> <p>Explain clearly his/her understanding of what is read to him/her</p>

Term 3	Extended Code Units 6 - 11	<p>Apply phonic knowledge and skills as the route to decode words.</p> <p>Read many common exception words from English appendix 1.</p> <p>Re-read phonically decodable books to build up fluency and confidence in word reading.</p>	<p>Participate in discussion about what is read to him/her, taking turns and listening to what others say.</p> <p>Explain clearly his/her understanding of what is read to him/her</p> <p>Develop pleasure in reading, motivation to read, vocabulary and understanding by learning to appreciate rhymes and poems, and to recite some by heart.</p> <p>Develop pleasure in reading, motivation to read, vocabulary and understanding by joining in with predictable phrases.</p>
Term 4	Extended Code Units 12 - 18	<p>Apply phonic knowledge and skills as the route to decode words.</p> <p>Read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings.</p> <p>Re-read phonically decodable books to build up fluency and confidence in word reading.</p>	<p>Understand both the books he/she can already read accurately and fluently and those he/she listens to by discussing the significance of the title and events.</p> <p>Understand both the books he/she can already read accurately and fluently and those he/she listens to by checking that the text makes sense as he/she reads and corrects inaccurate reading.</p> <p>Develop pleasure in reading, motivation to read, vocabulary and understanding by joining in with predictable phrases.</p>
Term 5	Extended Code Units 19 - 25	<p>Apply phonic knowledge and skills as the route to decode words.</p> <p>Read aloud many words containing taught GPCs quickly and accurately without overt sounding and blending.</p> <p>Read aloud accurately books that are consistent with developing phonic knowledge and that do not require use of other strategies to work out words.</p> <p>Re-read phonically decodable books to build up fluency and confidence in word reading.</p>	<p>Develop pleasure in reading, motivation to read, vocabulary and understanding by discussing word meanings, linking new meanings to those already known.</p> <p>Understand both the books he/she can already read accurately and fluently and those he/she listens to by drawing on what is already known or on background information and vocabulary provided by the teacher.</p> <p>Develop pleasure in reading, motivation to read, vocabulary and understanding by joining in with predictable phrases.</p>

Term 6	Extended Code Consolidation & Polysyllabic Words	<p>Apply phonic knowledge and skills as the route to decode words.</p> <p>Read other words of more than one syllable that contain taught GPCs.</p> <p>Read words with contractions e.g. I'm, I'll, we'll, and understand that the apostrophe represents the omitted letter(s).</p> <p>Re-read phonically decodable books to build up fluency and confidence in word reading.</p>	<p>Understand both the books he/she can already read accurately and fluently and those he/she listens to by predicting what might happen on the basis of what has been read so far.</p> <p>Understand both the books he/she can already read accurately and fluently and those he/she listens to by making inferences on the basis of what is being said and done.</p>
Year 2			
Term 1	Extended Code Unit 12 - 25 Consolidation & Polysyllabic Words Units	<p>Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent.</p>	<p>Develop pleasure in reading, motivation to read, vocabulary and understanding by discussing the sequence of events in books and how items of information are related.</p> <p>Develop pleasure in reading, motivation to read, vocabulary and understanding by listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which he/she can read independently.</p> <p>Make inferences on the basis of what is said and done in a book he/she is reading independently.</p> <p>Participate in discussion about books, poems and other works that are read to him/her and those that he/she can read for himself/herself, taking turns and listening to what others say.</p>

Term 2	Extended Code Unit 26 - 31	<p>Read aloud books closely matched to his/her improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.</p>	<p>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.</p> <p>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.</p> <p>Make inferences on the basis of what is said and done in a book he/she is reading independently.</p> <p>Understand both the books that he/she can already read accurately and fluently and those that he/she listens to by answering and asking questions and making links</p>
--------	----------------------------	--	---

Term 3	Extended Code & Polysyllabic Words Units 32 - 37	Recognise alternative sounds for graphemes. Read accurately words of two or more syllables that contain graphemes taught so far.	<p>Develop pleasure in reading, motivation to read, vocabulary and understanding by recognising simple recurring literary language in stories and poetry.</p> <p>Develop pleasure in reading, motivation to read, vocabulary and understanding by discussing and clarifying the meanings of words, linking new meanings to known vocabulary.</p> <p>Explain and discuss his/her understanding of books, poems and other material, both those that he/she listens to and those that he/she reads for himself/herself.</p>
--------	--	--	--

Term 4	Extended Code Units 38 - 44	<p>Read words containing common suffixes.</p> <p>Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.</p>	<p>Develop pleasure in reading, motivation to read, vocabulary and understanding by discussing his/her favourite words and phrases.</p> <p>Understand both the books that he/she can already read accurately and fluently and those that he/she listens to by checking that the text makes sense to him/her as he/she reads and corrects inaccurate reading.</p> <p>Understand both the books that he/she can already read accurately and fluently and those that he/she listens to by drawing on what he/she already knows or on background information and vocabulary provided by the teacher.</p> <p>Understand both the books that he/she can already read accurately and fluently and those that he/she listens to by predicting what might happen on the basis of what has been read so far.</p>
--------	-----------------------------	--	--

Term 5	Extended Code & Polysyllabic Words Units 45 - 49	Read words in age-appropriate books accurately and fluently without overt sounding and blending, e.g. at over 90 words per minute.	<p>Understand both the books that he/she can already read accurately and fluently and those that he/she listens to by predicting what might happen on the basis of what has been read so far.</p> <p>Understand both the books that he/she can already read accurately and fluently and those that he/she listens to by checking that the text makes sense to him/her as he/she reads and corrects inaccurate reading.</p> <p>Develop pleasure in reading, motivation to read, vocabulary and understanding by listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which he/she can read independently.</p>
--------	--	--	--

Term 6	Consolidation of units and mop up.	<p>Read accurately by blending the sounds in words that contain the graphemes for all 40+ phonemes.</p> <p>Read words in age-appropriate books accurately and fluently without overt sounding and blending, e.g. at over 90 words per minute.</p>	<p>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.</p> <p>Understand both the books that he/she can already read accurately and fluently and those that he/she listens to by drawing on what he/she already knows or on background information and vocabulary provided by the teacher.</p> <p>Make inferences on the basis of what is said and done in a book he/she is reading independently.</p> <p>Understand both the books that he/she can already read accurately and fluently and those that he/she listens to by answering and asking questions and making links.</p>
Year 3			

Term 1		<p>Words with the long /e/ / sound spelt with ei</p> <p>Words with the long /e/ / sound spelt with ey</p> <p>Words with the long /e/ / sound spelt with ai</p> <p>Words with /er / sound spelt with ear</p> <p>Homophones and near homophones</p>	<p>Maintain positive attitudes to reading and understanding of what he/she reads by increasing his/her familiarity with a wide range of books, including fairy stories, myths and legends, and retell some of these orally.</p> <p>Maintain positive attitudes to reading and understanding of what he/she reads by identifying themes in books.</p> <p>Understand what he/she reads independently by checking that the text makes sense to him/her, discussing his/her understanding of words.</p> <p>Understand what he/she reads independently by predicting what might happen from details stated.</p> <p>Understand what he/she reads independently by identifying main ideas drawn from within one paragraph and summarise these.</p> <p>Retrieve and record information from non-fiction.</p> <p>Participate in reasoned discussion about books, poems and other material that are read to him/her and those he/she can read for himself/herself, taking turns and listening to what others say.</p>
--------	--	---	---

Term 2		<p>Creating ad-verbs using the suffix –ly (no change to root word)</p> <p>Creating ad-verbs using the suffix –ly (root word ends in ‘y’ with more than one syllable)</p> <p>Creating ad-verbs using the suffix –ly (root word ends in ‘le’)</p> <p>Creating ad-verbs using the suffix –ly (root word ends in ‘ic’ or ‘al’)</p> <p>Creating ad-verbs using the suffix –ly (exceptions to the rules)</p> <p>Statutory Spelling Challenge Words</p>	<p>Maintain positive attitudes to reading and understanding of what he/she reads by listening to and discussing a wide range of fiction, poetry, plays and non-fiction.</p> <p>Maintain positive attitudes to reading and understanding of what he/she reads by reading aloud poems and perform play scripts.</p> <p>Maintain positive attitudes to reading and understanding of what he/she reads by discussing words that capture the reader's interest and imagination.</p> <p>Understand what he/she reads independently by checking that the text makes sense to him/her, discussing his/her understanding of words.</p> <p>Understand what he/she reads independently by drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</p> <p>Retrieve and record information from non-fiction.</p> <p>Participate in reasoned discussion about books, poems and other material that are read to him/her and those he/she can read for himself/herself, taking turns and listening to what others say.</p>
--------	--	--	---

Term 3		<p>Words with short /i/ sound spelt with 'y'</p> <p>Adding suffixes beginning with a vowel (er/ed/ing) to words with more than one syllable (un-stressed last syllable - DO NOT double the final consonant)</p> <p>Adding suffixes beginning with a vowel (er/ed/en/ing) to words with more than one syllable (stressed last syllable - double the final consonant)</p> <p>Creating negative meanings using prefix mis-</p> <p>Creating negative meanings using prefix dis-</p> <p>Words with a /k/ sound spelt with 'ch'</p>	<p>Maintain positive attitudes to reading and understanding of what he/she reads by increasing his/her familiarity with a wide range of books, including fairy stories, myths and legends, and retell some of these orally.</p> <p>Maintain positive attitudes to reading and understanding of what he/she reads by reading books that are structured in different ways.</p> <p>Maintain positive attitudes to reading and understanding of what he/she reads by identifying themes in books.</p> <p>Maintain positive attitudes to reading and understanding of what he/she reads by discussing words that capture the reader's interest and imagination.</p> <p>Understand what he/she reads independently by drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</p> <p>Understand what he/she reads independently by identifying main ideas drawn from within one paragraph and summarise these.</p> <p>Retrieve and record information from non-fiction.</p> <p>Participate in reasoned discussion about books, poems and other material that are read to him/her and those he/she can read for himself/herself, taking turns and listening to what others say.</p>
--------	--	---	---

Term 4		<p>Homophones and near Homophones</p> <p>Adding the pre-fix bi- (meaning 'two' or 'twice') and adding the pre-fix re- (meaning 'again' or back')</p> <p>Words end-ing in the /g/ sound spelt 'gue' and the /k/ sound spelt 'que'</p> <p>Words with a /sh/ sound spelt with 'ch'</p> <p>Statutory Spellings Challenge Words</p>	<p>Maintain positive attitudes to reading and understanding of what he/she reads by listening to and discussing a wide range of fiction, poetry, plays and non-fiction.</p> <p>Maintain positive attitudes to reading and understanding of what he/she reads by identifying themes in books.</p> <p>Understand what he/she reads independently by checking that the text makes sense to him/her, discussing his/her understanding of words.</p> <p>Understand what he/she reads independently by asking questions to improve his/her understanding of a text.</p> <p>Understand what he/she reads independently by drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</p> <p>Understand what he/she reads independently by identifying how language, structure, and presentation contribute to meaning to include paragraphs, headings, sub-headings, inverted commas to punctuate speech.</p> <p>Participate in reasoned discussion about books, poems and other material that are read to him/her and those he/she can read for himself/herself, taking turns and listening to what others say.</p>
--------	--	--	---

Term 5		<p>Words ending in –ary</p> <p>Words with a short /u/ sound spelt with ‘o’</p> <p>Words with a short /u/ sound spelt with ‘ou’</p> <p>Word families based on common words, showing how words are related in form and meaning.</p>	<p>Maintain positive attitudes to reading and understanding of what he/she reads by increasing his/her familiarity with a wide range of books, including fairy stories, myths and legends, and retell some of these orally.</p> <p>Maintain positive attitudes to reading and understanding of what he/she reads by reading books that are structured in different ways.</p> <p>Maintain positive attitudes to reading and understanding of what he/she reads by listening to and discussing a wide range of fiction, poetry, plays and non-fiction.</p> <p>Maintain positive attitudes to reading and understanding of what he/she reads by discussing words that capture the reader's interest and imagination.</p> <p>Understand what he/she reads independently by asking questions to improve his/her understanding of a text.</p> <p>Understand what he/she reads independently by predicting what might happen from details stated.</p> <p>Understand what he/she reads independently by identifying main ideas drawn from within one paragraph and summarise these.</p> <p>Retrieve and record information from non-fiction.</p> <p>Participate in reasoned discussion about books, poems and other material that are read to him/her and those he/she can read for himself/herself, taking turns and listening to what others say.</p>
--------	--	---	---

Term 6		<p>Words end-ing in the suffix –al</p> <p>Words end-ing with an /zher/ sound spelt with ‘sure’</p> <p>Words end-ing with a /cher/ sound spelt with ‘ture’</p> <p>Silent Letters Revision</p>	<p>Maintain positive attitudes to reading and understanding of what he/she reads by increasing his/her familiarity with a wide range of books, including fairy stories, myths and legends, and retell some of these orally.</p> <p>Maintain positive attitudes to reading and understanding of what he/she reads by reading books that are structured in different ways.</p> <p>Maintain positive attitudes to reading and understanding of what he/she reads by identifying themes in books.</p> <p>Maintain positive attitudes to reading and understanding of what he/she reads by discussing words that capture the reader’s interest and imagination.</p> <p>Understand what he/she reads independently by checking that the text makes sense to him/her, discussing his/her understanding of words.</p> <p>Understand what he/she reads independently by asking questions to improve his/her understanding of a text.</p> <p>Understand what he/she reads independently by drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence.</p> <p>Understand what he/she reads independently by identifying main ideas drawn from within one paragraph and summarise these.</p> <p>Understand what he/she reads independently by identifying how language, structure, and presentation contribute to meaning to include paragraphs, headings, sub-headings, inverted commas to punctuate speech.</p> <p>Participate in reasoned discussion about books, poems and other material that are read to him/her and those he/she can read for himself/herself, taking turns and listening to what others say.</p>
Year 4			

Term 1	Polysyllabic Words	Apply his/her growing knowledge of root words, prefixes and suffixes (etymology and morphology) both to read aloud and to understand the meaning of new words he/she meets, to include re-, sub-, inter-, super-, anti-, auto-, -ation, -ous; English	<p>Maintain positive attitudes to reading and understanding of what he/she reads by listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</p> <p>Maintain positive attitudes to reading and understanding of what he/she reads by reading for a range of purposes.</p> <p>Maintain positive attitudes to reading and understanding of what he/she reads by using dictionaries to check the meaning of words that he/she has read.</p>
Term 2	Polysyllabic Words	Appendix 1 Read and decode further exception words accurately, noting the unusual correspondences between spelling and sound, and where these occur in the word (linked to spelling English Appendix 1).	<p>Maintain positive attitudes to reading and understanding of what he/she reads by reading a wide range of books, including fairy stories, myths and legends, and retell some of these orally.</p> <p>Maintain positive attitudes to reading and understanding of what he/she reads by discussing words and phrases that capture the reader's interest and imagination.</p> <p>Maintain positive attitudes to reading and understanding of what he/she reads by recognising some different forms of poetry e.g. free verse, narrative poetry.</p>

Term 3	Polysyllabic Words	Apply his/her growing knowledge of root words, prefixes and suffixes (etymology and morphology) both to read aloud and to understand the meaning of new words he/she meets, to include re-, sub-, inter-, super-, anti-, auto-, -ation, -ous; English	<p>Maintain positive attitudes to reading and understanding of what he/she reads by identifying themes and conventions in a wide range of books.</p> <p>Understand what he/she reads independently by checking that the text makes sense to him/her, discussing his/her understanding and explaining the meaning of words in context.</p> <p>Understand what he/she reads independently by asking questions to improve his/her understanding of text with increasing complexity.</p>
Term 4	Polysyllabic Words	Appendix 1 Read and decode further exception words accurately, noting the unusual correspondences between spelling and sound, and where these occur in the word (linked to spelling English Appendix 1).	<p>Understand what he/she reads independently by drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence clearly taken from the text.</p> <p>Participate in clear reasoned discussion about books, poems and other material that are read to him/her and those he/she can read for himself/herself, taking turns and listening to what others say.</p>

Term 5	Polysyllabic Words	Apply his/her growing knowledge of root words, prefixes and suffixes (etymology and morphology) both to read aloud and to understand the meaning of new words he/she meets, to include re-, sub-, inter-, super-, anti-, auto-, -ation, -ous; English	<p>Understand what he/she reads independently by predicting what might happen from details stated and implied.</p> <p>Understand what he/she reads independently by identifying main ideas drawn from more than one paragraph and summarise these.</p> <p>Retrieve and record information from non-fiction over a wide range of subjects.</p>
Term 6	Polysyllabic Words	Apply his/her growing knowledge of root words, prefixes and suffixes (etymology and morphology) both to read aloud and to understand the meaning of new words he/she meets, to include re-, sub-, inter-, super-, anti-, auto-, -ation, -ous; English	Understand what he/she reads independently by identifying how language, structure, and presentation contribute to meaning, to include: paragraphs, use of pronouns for cohesion, inverted commas for speech, apostrophes to mark possession, fronted adverbials.
Year 5			

Term 1	<p>Polysyllabic Words</p> <p>Words with ending /shus/ spelt -cious, -tious and -ious.</p> <p>Words with the short vowel sound /i/ spelt with y.</p> <p>Words with the long vowel sound /i/ spelt with y.</p> <p>Homophones and near homophones</p>	<p>Read aloud and understand the meaning of new words that he/she meets linked to the expectations of year 5 spelling.</p>	<p>Read aloud and understand the meaning of new words that he/she meets linked to the expectations of Year 5 spellings (word reading)</p> <p>Maintain positive attitudes to reading and understanding of what he/she reads by continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</p> <p>Understand what he/she reads by checking that the book makes sense to him/her, discussing his/her understanding and exploring the meaning of words in context.</p> <p>Understand what he/she reads by drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</p>
Term 2	<p>Polysyllabic words</p> <p>Words with silent letters</p> <p>Modal Verbs</p> <p>Words ending in -ment</p> <p>Adverbs of possibility</p> <p>Statutory Spellings</p>	<p>Read aloud and understand the meaning of new words that he/she meets linked to the expectations of year 5 spelling.</p>	<p>Read aloud and understand the meaning of new words that he/she meets linked to the expectations of Year 5 spellings (word reading)</p> <p>Participate in discussions about books that are read to him/her and those that can be read for himself/herself, building on his/her own and others' ideas and challenging views courteously.</p> <p>Maintain positive attitudes to reading and understanding of what he/she reads 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.</p> <p>Maintain positive attitudes to reading and understanding of what he/she reads by making comparisons within a book.</p>

Term 3	<p>Polysyllabic words</p> <p>Creating nouns using suffix –ness, -ity, -ship.</p> <p>Homophones and near homophones</p>	Read aloud and understand the meaning of new words that he/she meets linked to the expectations of year 5 spelling.	<p>Read aloud and understand the meaning of new words that he/she meets linked to the expectations of Year 5 spellings (word reading)</p> <p>Participate in discussions about books that are read to him/her and those that can be read for himself/herself, building on his/her own and others' ideas and challenging views courteously.</p> <p>Maintain positive attitudes to reading and understanding of what he/she reads by recommending books that he/she has read to his/her peers, giving reasons for their choices.</p>
Term 4	<p>Words with an /or/sounds spelt 'or' & 'au'.</p> <p>Convert nouns or adjectives to verbs using the suffix –ate, -ise, -ify & -en</p>	Read aloud and understand the meaning of new words that he/she meets linked to the expectations of year 5 spelling.	<p>Read aloud and understand the meaning of new words that he/she meets linked to the expectations of Year 5 spellings (word reading)</p> <p>Participate in discussions about books that are read to him/her and those that can be read for himself/herself, building on his/her own and others' ideas and challenging views courteously.</p>

Term 5	<p>Polysyllabic Words</p> <p>Words containing –ough</p> <p>Time and place adverbials</p> <p>Words with an /ear/ spelt 'ere'</p> <p>Statutory spelling words</p>	<p>Read aloud and understand the meaning of new words that he/she meets linked to the expectations of year 5 spelling.</p>	<p>Read aloud and understand the meaning of new words that he/she meets linked to the expectations of Year 5 spellings (word reading)</p> <p>Participate in discussions about books that are read to him/her and those that can be read for himself/herself, building on his/her own and others' ideas and challenging views courteously.</p> <p>Understand what he/she reads by drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</p> <p>Understand what he/she reads in increasingly complex texts by predicting what might happen from details stated and implied.</p>
Term 6	<p>Unstressed vowels in polysyllabic words.</p> <p>Adding verb prefixes de-, re- & over-</p> <p>Convert nouns or verbs into adjectives using suffix –ful, -ive & -al</p>	<p>Read aloud and understand the meaning of new words that he/she meets linked to the expectations of year 5 spelling.</p>	<p>Read aloud and understand the meaning of new words that he/she meets linked to the expectations of Year 5 spellings (word reading)</p> <p>Participate in discussions about books that are read to him/her and those that can be read for himself/herself, building on his/her own and others' ideas and challenging views courteously.</p> <p>Understand what he/she reads by drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</p> <p>Understand what he/she reads in increasingly complex texts by predicting what might happen from details stated and implied.</p>
Year 6			

Term 1	Polysyllabic Words	Read aloud and understand the meaning of new words that he/she meets linked to the expectations of year 6 spelling.	<p>Understand what he/she reads by summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas and using quotations for illustration.</p> <p>Provide reasoned justifications for his/her views.</p>
Term 2	Polysyllabic Words	Read aloud and understand the meaning of new words that he/she meets linked to the expectations of year 6 spelling.	<p>Maintain positive attitudes to reading and understanding of what he/she reads by increasing his/her familiarity with a wide range of books, including from our literary heritage and books from other cultures and traditions.</p>
Term 3	Polysyllabic Words	Read aloud and understand the meaning of new words that he/she meets linked to the expectations of year 6 spelling.	<p>Read age-appropriate books, including whole novels, with confidence and fluency.</p> <p>Explain and discuss his/her understanding of what he/she has read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary.</p>
Term 4	Polysyllabic Words	Read aloud and understand the meaning of new words that he/she meets linked to the expectations of year 6 spelling.	<p>Maintain positive attitudes to reading and understanding of what he/she reads by reading books that are structured in different ways and reading for a range of purposes.</p>

Term 5	Polysyllabic Words	Read aloud and understand the meaning of new words that he/she meets linked to the expectations of year 6 spelling.	<p>Understand what he/she reads by identifying how language, structure and presentation contribute to meaning.</p> <p>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.</p>
Term 6	Polysyllabic Words	Read aloud and understand the meaning of new words that he/she meets linked to the expectations of year 6 spelling.	<p>Maintain positive attitudes to reading and understanding of what he/she reads by making comparisons within and across books.</p> <p>Participate in discussions about books that are read to him/her and those that can be read for himself/herself, building on his/her own and others' ideas and challenging views courteously and with clear reasoning</p>

Performance of Reading	Texts
<p>Fantastic</p> <p>I can consider how a central character is feeling.</p> <p>I can speak what a character might say.</p> <p>I can see that the illustrations in a story could reveal the narrative.</p> <p>I can see in pictures what a character is touching.</p> <p>Can track text in an ordered way and listen out for action.</p> <p>Can find pictures that would be interesting to smell.</p> <p>Can use picture clues to talk about possible tastes in a story.</p> <p>Can discuss my views in role (as a story character).</p> <p>Can identify sounds in a story eg knock! Knock! Crash!</p> <p>Stylistic</p> <p>Can use illustrations to show that a setting has changed in a story.</p> <p>Can suggest why an author might make certain words bigger and/or bolder.</p> <p>Can begin to notice if relationships are good or bad.</p> <p>Can turn pages knowing the left page comes before the right.</p> <p>Can retrieve information from books.</p> <p>Can find small and big problems in a story.</p> <p>Can talk about the good and bad parts of a story.</p> <p>Can talk about favourite illustrations.</p> <p>Can retell what happens to central characters.</p> <p>Analytics</p> <p>Can notice how books by the same author/illustrator can be similar.</p> <p>Can turn pages well, tracking print with finger L-R, top to bottom.</p> <p>Can blend CVC words eg cat</p> <p>Can control one to one matching (grapheme-phoneme correspondence)</p> <p>Can tell a story from the pictures.</p> <p>Can repeat words/phrases/sentences to check, confirm or modify own reading.</p> <p>Can find interesting information in non-fiction books.</p> <p>Can show curiosity about the big ideas in stories/non-fiction.</p> <p>Can guess what illustrations might be on the next page.</p>	

<p>Fantastic</p> <ul style="list-style-type: none">Can consider how a central character is feeling.Can speak what a character might say.Can see that the illustrations in a story could reveal the narrative.Can see in pictures what a character is touching.Can track text in an ordered way and listen out for action.Can find pictures that would be interesting to smell.Can use picture clues to talk about possible tastes in a story.Can discuss my views in role (as a story character).Can identify sounds in a story eg knock! Knock! Crash! <p>Stylistic</p> <ul style="list-style-type: none">Can use illustrations to show that a setting has changed in a story.Can suggest why an author might make certain words bigger and/or bolder.Can begin to notice if relationships are good or bad.Can turn pages knowing the left page comes before the right.Can retrieve information from books.Can find small and big problems in a story.Can talk about the good and bad parts of a story.Can talk about favourite illustrations.Can retell what happens to central characters. <p>Analytics</p> <ul style="list-style-type: none">Can notice how books by the same author/illustrator can be similar.Can turn pages well, tracking print with finger L-R, top to bottom.Can blend CVC words eg catCan control one to one matching (grapheme-phoneme correspondence)Can tell a story from the pictures.Can repeat words/phrases/sentences to check, confirm or modify own reading.Can find interesting information in non-fiction books.Can show curiosity about the big ideas in stories/non-fiction.Can guess what illustrations might be on the next page.	
---	--

<p>Fantastic I can read dialogue using characters' voices. I can locate specific information to answer simple questions about touch. I can notice how writers describe different environments. I can predict sounds that might occur in stories before they happen.</p> <p>Stylistic I can notice how words and illustrations work together to create a setting. I can discuss new things discovered from reading.</p> <p>Analytics I can begin to talk about authors. I can locate specific information that reflects the message of a story.</p>	<p>Lost and Found By Oliver Jeffers</p>
<p>Fantastic I can notice how writers describe different environments. I can find dialogue that would make me feel a certain way. I can read action scenes with appropriate pace. I can notice when a writer includes the sense of smell.</p> <p>Stylistic I can discuss new things discovered from reading. I can use pictures and words to clarify meaning. I can respond to a text at many different levels, eg how different characters experience the same event.</p> <p>Analytics I can locate specific information that reflects the message of a story. I can begin to show sentence knowledge: self correcting, substituting words that retain grammatical sense or contextual sense.</p>	<p>The Owl and the Pussy Cat By Edward Lear & Charlotte Voake</p>

<p>Fantastic I can locate a “celebration” in a story and say if the sense of taste is included. I can notice when a character has a vivid imagination.</p> <p>Stylistic I can explain why authors might use charts and diagrams. Can discuss new things discovered from reading.</p> <p>Analytics I can begin to make predictions based on textual features, eg, “once upon a time,” title, captions, blurb. I can begin to show sentence knowledge: self correcting, substituting words that retain grammatical sense or contextual sense.</p>	<p>Katie Morag Delivers the Mail By Mairi Hedderwick</p>
<p>Fantastic I can read action scenes with appropriate pace. I can notice when a writer includes the sense of smell.</p> <p>Stylistic I can discuss new things discovered from reading. I can use pictures and words to clarify meaning.</p> <p>Analytics I can begin to talk about authors.</p> <p>I can make choices about the book liked and explain why. I can notice interesting words and explain how these support personal ideas/opinions.</p>	<p>Avocado Baby By John Burningham</p>
<p>Fantastic I can predict sounds that might occur in stories before they happen. I can read action scenes with appropriate pace. I can notice when a writer includes the sense of smell.</p> <p>Stylistic I can discuss new things discovered from reading. I can begin to talk about who helps or hinders a character with their problem. I can talk about the big idea in a story.</p> <p>Analytics I can understand how diagrams and charts work. I can predict what might happen from illustrations and text.</p>	<p>The Tiger who cam to Tea By Judith Kerr</p> <p>The Whisperer By Nick Butterworth</p>

<p>Fantastic I can predict sounds that might occur in stories before they happen. I can read action scenes with appropriate pace. I can notice when a writer includes the sense of smell.</p> <p>Stylistic I can explain why authors might use charts and diagrams. I can distinguish between friends and rivals, using picture clues and words to support my answers. I can explore good and bad events that have an impact on character.</p> <p>Analytics I can predict what might happen from illustrations and text. I can begin to make predictions based on textual features, eg, “once upon a time,” title, captions, blurb.</p>	<p>The Elephant and the Bad Baby By Elfrida Vipont</p> <p>Cops & Robber By Janet & Allan Ahlberg</p>
--	---

<p>Fantastic Can spot positive and negative emotions in a story. Can read dialogue with expression. Can find examples of ‘touch’ words or sentences in stories and non-fiction. Can generate questions in relation to the action in a story. Can deduce what a character might be thinking, using both text and pictures. Can locate relevant information about noise, noise levels and silence in stories and non-fiction.</p> <p>Stylistic Can explain in detail where a story is set. Can identify interesting parts of a story/non-fiction text and explain why. Can compare how one character is similar or different to others.</p> <p>Analytics Can discuss how and why a story is similar/different to personal experiences. Can discuss how and why a story is similar/different to personal experiences.</p>	<p>The Owl Who was Afraid of the Dark By Jill Tomlinson</p>
--	--

<p>Fantastic Can spot positive and negative emotions in a story. Can generate questions in relation to the action in a story. Can recognise that 'smells' can evoke particular moods and atmospheres. Can deduce what a character might be thinking, using both text and pictures.</p> <p>Stylistic Can explain in detail where a story is set. Can identify interesting parts of a story/non-fiction text and explain why. Can compare how one character is similar or different to others.</p> <p>Analytics Can discuss how and why a story is similar/different to personal experiences. Can retrieve information from a text to support a personal argument. Can make simple inferences about thoughts/feelings/reasons for actions.</p>	<p>Meerkat Mail By Emily Gravett</p>
---	--

<p>Fantastic Can spot positive and negative emotions in a story. Can read dialogue with expression. Can generate questions in relation to the action in a story. Can deduce what a character might be thinking, using both text and pictures. Can locate relevant information about noise, noise levels and silence in stories and non-fiction.</p> <p>Stylistic Can explain in detail where a story is set. Can recognise the differences between front covers for non-fiction and stories. Can categorise relationships and begin to use vocabulary from the text to describe the nature of them. Can identify a story's beginning, middle and end.</p> <p>Analytics Can notice how writers emphasise messages eg CAPITALISATION, a sentence on its own, words and illustrations combined. Can make simple inferences about thoughts/feelings/reasons for actions. Can locate specific information that reflects the message of a story. Can discuss how and why a story is similar/different to personal experiences.</p>	Amazing Grace By Mary Hoffman
---	----------------------------------

<p>Fantastic Can read dialogue with expression. Can find devices used by an author to create a setting/scene. Can find examples of 'touch' words or sentences in stories and non-fiction. Can generate questions in relation to the action in a story. Can recognise that 'smells' can evoke particular moods and atmospheres. Can deduce what a character might be thinking, using both text and pictures.</p> <p>Stylistic. Can categorise relationships and begin to use vocabulary from the text to describe the nature of them. Can identify a story's beginning, middle and end. Can generate questions before reading and later retrieve specific answers to questions. Can consider parallels between story characters' problems and real-life issues.</p> <p>Analytcs Can identify how words/phrases have been used to create effects eg humour, atmosphere. Can discuss how and why a story is similar/different to personal experiences. Can retrieve information from a text to support a personal argument.</p>	<p>Flat Stanley By Jeff Brown</p>
--	---

<p>Fantastic Can spot positive and negative emotions in a story. Can generate questions in relation to the action in a story. Can recognise that 'smells' can evoke particular moods and atmospheres. Can deduce what a character might be thinking, using both text and pictures. Can locate relevant information about noise, noise levels and silence in stories and non-fiction.</p> <p>Stylistic Can identify a story's beginning, middle and end. Can generate questions before reading and later retrieve specific answers to questions. Can consider parallels between story characters' problems and real-life issues.</p> <p>Analytics Can identify apostrophes used to show omissions and can pronounce the contracted forms correctly, eg can't, don't. Can identify how words/phrases have been used to create effects eg humour, atmosphere. Can discuss how and why a story is similar/different to personal experiences.</p>	<p>Fantastic Mr Fox By Roald Dhal</p>
---	---

<p>Fantastic Can find devices used by an author to create a setting/scene. Can generate questions in relation to the action in a story. Can explain how authors can reflect a sense of time and place using taste. Can deduce what a character might be thinking, using both text and pictures. Can locate relevant information about noise, noise levels and silence in stories and non-fiction.</p> <p>Stylistic Can consider parallels between story characters' problems and real-life issues. Can notice the dominant idea in a story and how characters reflect on the theme. Can identify interesting parts of a story/non-fiction text and explain why.</p> <p>Analytics Can make simple inferences about thoughts/feelings/reasons for actions. Can locate specific information that reflects the message of a story. Can discuss how and why a story is similar/different to personal experiences</p>	<p>The Hodgeheg By Dick King Smith</p>
--	--

<p>Fantastic</p> <p>I can talk about the correlation between story events and how a character feels.</p> <p>I can find evidence in the language that enables a reader to visualise scenes in a narrative.</p> <p>I can understand that a writer can slow down action scenes, e.g. longer sentences, detailed descriptions of the setting.</p> <p>I can discuss stories that include many/no reference to taste.</p> <p>I can imagine a scene in a story because of the description used by the author.</p> <p>I can identify negative sounds in a story, e.g. The window smashed loudly and the crash echoed down the corridor.</p> <p>Stylistic</p> <p>I can identify words/phrases/clauses that enrich a setting.</p> <p>I can consider the impact of colour and how this is used to attract attention.</p> <p>I can notice how an author reveals the nature of an relationship through dialogue, actions and description.</p> <p>I can provide advice for a central character.</p> <p>I can reflect on the most engaging aspects of a text.</p> <p>I can infer a characters feelings, justifying my views with reference to the text.</p> <p>Analytic</p> <p>I can predict what might happen from two or more details (including illustrations).</p> <p>I can make straight forward inferences, based on a single point of reference, e.g. he was upset because it says that he was crying.</p> <p>I can comment on features in a text using supporting evidence, e.g. a bad character is first revealed by 'a sly grin'</p> <p>I can identify expressive and descriptive language and explain the effects.</p> <p>I can discuss the differing effects the authors have on readers.</p> <p>I can adopt different reading styles according to text types.</p> <p>I can decode words in context using what I know about word beginnings and endings.</p>	<p>Iron Man By Ted Hughes</p>
--	---------------------------------------

<p>Fantastic</p> <p>I can talk about the correlation between story events and how a character feels.</p> <p>I can find evidence in the language that enables a reader to visualise scenes in a narrative.</p> <p>I can understand that a writer can slow down action scenes, e.g. longer sentences, detailed descriptions of the setting.</p> <p>I can discuss stories that include many/no reference to taste.</p> <p>I can imagine a scene in a story because of the description used by the author.</p> <p>I can identify negative sounds in a story, e.g. The window smashed loudly and the crash echoed down the corridor.</p> <p>Stylistic</p> <p>I can identify words/phrases/clauses that enrich a setting.</p> <p>I can consider the impact of colour and how this is used to attract attention.</p> <p>I can notice how an author reveals the nature of an relationship through dialogue, actions and description.</p> <p>I can provide advice for a central character.</p> <p>I can find extracts to evidence how an author uses a theme to unify a story.</p> <p>I can reflect on the most engaging aspects of a text.</p> <p>I can infer a characters feelings, justifying my views with reference to the text.</p> <p>Analytic</p> <p>I can explore underlying ideas and begin to sort and interpret the most important ones.</p> <p>I can make staright forward inferences, based on a single point of reference, e.g. he was upset because it says that he was crying.</p> <p>I can begin to show empathy for a charatcers dilemma.</p> <p>I can identify expressive and descriptive language and explain the effects.</p> <p>I can discuss the differing effects the authors have on readers.</p> <p>I can adopt different reading styles according to text types.</p> <p>I can decode words in context using what I know about word beginnings and endings.</p>	<p>The Abominable s By Eva lbbotson</p>
--	---

<p>Fantastic I can talk about the correlation between story events and how a character feels. I can recognise why testimonials might be used in persuasive texts. I can find evidence in the language that enables a reader to visualise scenes in a narrative. I can retrieve examples of ‘touch’ and know the impact of these on the reader. I can discuss stories that include many/no reference to taste. I can imagine a scene in a story because of the description used by the author. I can identify negative sounds in a story, e.g. The window smashed loudly and the crash echoed down the corridor.</p> <p>Stylistic I can identify words/phrases/clauses that enrich a setting. I can notice how an author reveals the nature of an relationship through dialogue, actions and description. I can provide advice for a central character. I can find extracts to evidence how an author uses a theme to unify a story. I can reflect on the most engaging aspects of a text. I can infer a characters feelings, justifying my views with reference to the text.</p> <p>Analytic I can predict what might happen from two or more details (including illustrations). I can explore underlying ideas and begin to sort and interpret the most important ones. I can make staright forward inferences, based on a single point of reference, e.g. he was upset because it says that he was crying. I can begin to show empathy for a charatcers dilemma. I can discuss the differing effects the authors have on readers. I can adopt different reading styles according to text types. I can decode words in context using what I know about word beginnings and endings.</p>	<p>The Sheep Pig By Dick King Smith</p>
---	--

Fantastic

I can talk about the correlation between story events and how a character feels.

I can recognise why testimonials might be used in persuasive texts.

I can find evidence in the language that enables a reader to visualise scenes in a narrative.

I can retrieve examples of 'touch' and know the impact of these on the reader.

I can understand that a writer can slow down action scenes, e.g. longer sentences, detailed descriptions of the setting.

I can consider how non-fiction writers, particularly recipe writers, appeal to our sense of smell, e.g. 'The sharp, citrusy aroma of fresh lemons'...

I can imagine a scene in a story because of the description used by the author.

Stylistic

I can identify words/phrases/clauses that enrich a setting.

I can notice how an author reveals the nature of an relationship through dialogue, actions and description.

I can provide advice for a central character.

I can find extracts to evidence how an author uses a theme to unify a story.

I can reflect on the most engaging aspects of a text.

I can infer a characters feelings, justifying my views with reference to the text.

Analytic

I can explore underlying ideas and begin to sort and interpret the most important ones.

I can make staright forward inferences, based on a single point of reference, e.g. he was upset because it says that he was crying.

I can comment on features in a text using supporting evidence, e.g. a bad character is first revealed by 'a sly grin'

I can begin to show empathy for a charatcers dilemma.

I can discuss the differing effects the authors have on readers.

I can adopt different reading styles according to text types.

I can decode words in context using what I know about word beginnings and endings.

Mr Stink
By David
Walliams

Fantastic

I can talk about the correlation between story events and how a character feels.

I can recognise why testimonials might be used in persuasive texts.

I can find evidence in the language that enables a reader to visualise scenes in a narrative.

I can retrieve examples of 'touch' and know the impact of these on the reader.

I can understand that a writer can slow down action scenes, e.g. longer sentences, detailed descriptions of the setting.

I can discuss stories that include many/no reference to taste.

I can imagine a scene in a story because of the description used by the author.

I can identify negative sounds in a story, e.g. The window smashed loudly and the crash echoed down the corridor.

Stylistic

I can identify words/phrases/clauses that enrich a setting.

I can consider the impact of colour and how this is used to attract attention.

I can notice how an author reveals the nature of an relationship through dialogue, actions and description.

I can provide advice for a central character.

I can find extracts to evidence how an author uses a theme to unify a story.

I can reflect on the most engaging aspects of a text.

I can infer a characters feelings, justifying my views with reference to the text.

Analytic

I can predict what might happen from two or more details (including illustrations).

I can explore underlying ideas and begin to sort and interpret the most important ones.

I can make straightforward inferences, based on a single point of reference, e.g. he was upset because it says that he was crying.

I can comment on features in a text using supporting evidence, e.g. a bad character is first revealed by 'a sly grin'

I can begin to show empathy for a characters dilemma.

I can identify expressive and descriptive language and explain the effects.

I can discuss the differing effects the authors have on readers.

I can adopt different reading styles according to text types.

I can decode words in context using what I know about word beginnings and endings.

Danny
Champion of
the World
By Roald
Dhal

Fantastic

I can talk about the correlation between story events and how a character feels.

I can recognise why testimonials might be used in persuasive texts.

I can find evidence in the language that enables a reader to visualise scenes in a narrative.

I can retrieve examples of 'touch' and know the impact of these on the reader.

I can understand that a writer can slow down action scenes, e.g. longer sentences, detailed descriptions of the setting.

I can consider how non-fiction writers, particularly recipe writers, appeal to our sense of smell, e.g. 'The sharp, citrusy aroma of fresh lemons'...

I can discuss stories that include many/no reference to taste.

I can imagine a scene in a story because of the description used by the author.

Stylistic

I can identify words/phrases/clauses that enrich a setting.

I can consider the impact of colour and how this is used to attract attention.

I can notice how an author reveals the nature of an relationship through dialogue, actions and description.

I can provide advice for a central character.

I can find extracts to evidence how an author uses a theme to unify a story.

I can reflect on the most engaging aspects of a text.

I can infer a characters feelings, justifying my views with reference to the text.

Analytic

I can make straightforward inferences, based on a single point of reference, e.g. he was upset because it says that he was crying.

I can comment on features in a text using supporting evidence, e.g. a bad character is first revealed by 'a sly grin'

I can begin to show empathy for a characters dilemma.

I can discuss the differing effects the authors have on readers.

I can adopt different reading styles according to text types.

I can decode words in context using what I know about word beginnings and endings.

Hansel &
Gretle
By Anthony
Browne

<p>Fantastics Can collect a range of evidence to reflect on a character's emotional responses to certain situations. Can assess the effectiveness of alternatives to the word 'said.' Can understand that authors use detailed descriptions to enable readers to build vivid mental pictures.</p> <p>Stylistics Can analyse the effectiveness of settings to certain parts of stories. Can understand the layout choices by the author are deliberate, explaining why they believe certain decisions were made.</p> <p>Analytics Can comment on the success of texts in provoking particular responses. Can predict what might happen from some implied detail (including illustrations). Can decode unknown words from roots and spelling patterns. Can locate information confidently, using ICT resources and skills such as text marking.</p>	<p>Why the Whales Came By Michael Morpurgo</p>
<p>Fantastics Can decide whether the main characters are 'tactile' through key action scenes. Can understand the two types of 'action' in stories – major events and common actions. Can explain how the sense of smell is used to reflect social, historical and cultural traditions.</p> <p>Stylistics Can recognise that different characters can represent different messages for readers. Can recognise how characters are presented in different ways, using text references to justify responses.</p> <p>Analytics Can predict what might happen from some implied detail (including illustrations). Can decode unknown words from roots and spelling patterns. Can locate information confidently, using ICT resources and skills such as text marking.</p>	<p>The Story of Tracey Beaker By Jacqueline Wilson</p>

<p>Fantastics Can understand that some characters are secretive about their real thoughts. Can explore alternative sounds that could be included in a narrative to achieve differing outcomes.</p> <p>Stylistics Can discuss how a relationship evolves from the beginning of a book to the end. Can compare two texts and explain the similarities and differences. Can sort facts into most/least significant in both stories and non-fiction.</p> <p>Analytics Can infer meaning from a text, applying knowledge of the world. Can predict what might happen from some implied detail (including illustrations). Can decode unknown words from roots and spelling patterns.</p> <p>Can locate information confidently, using ICT resources and skills such as text marking.</p>	<p>The Blitz By Robert Westall</p>
<p>Fantastics Can collect a range of evidence to reflect on a character's emotional responses to certain situations. Can assess the effectiveness of alternatives to the word 'said.'</p> <p>Stylistics Can understand that some characters are secretive about their real thoughts.</p> <p>Analytics Can predict what might happen from some implied detail (including illustrations). Can decode unknown words from roots and spelling patterns. Can locate information confidently, using ICT resources and skills such as text marking.</p>	<p>Stig of the Dump by Clive King</p>

<p>Fantastics Can collect a range of evidence to reflect on a character's emotional responses to certain situations.</p> <p>Stylistics Can identify the central problem of a story and how it is solved. Can talk about the central theme of a text and summarise it eg betrayal of loved ones. Can analyse the effect of certain plot points on the reader.</p> <p>Analytics Can identify vocabulary and symbolic features related to text types. Can notice that non-fiction writers use key words for cohesion. Can decode unknown words from roots and spelling patterns. Can locate information confidently, using ICT resources and skills such as text marking.</p>	<p>Charlotte's Web By E.B White</p>
<p>Fantastics Can identify why 'taste' is important in particular non-fiction texts. Can collect a range of evidence to reflect on a character's emotional responses to certain situations.</p> <p>Stylistics Can understand the two types of 'action' in stories – major events and common actions. Can collect a range of evidence to reflect on a character's emotional responses to certain situations.</p> <p>Analytics Can talk with friends about books in an opinionated and extended way eg four or five sentences orally. Can predict what might happen from some implied detail (including illustrations). Can locate information confidently, using ICT resources and skills such as text marking. Can locate information confidently, using ICT resources and skills such as text marking.</p>	<p>The Firework Maker's Daughter By Philip Pullman</p>

<p>Fantastics I can consider the wealth of emotions a character experiences from beginning to end of a story. I can recognise when characters' spoken words do not match their inner thoughts and actions. I can identify how sounds can create tension and a sense of suspense in a story.</p> <p>Stylistics I can explain the nature of relationships between a central character and others, exploring the subtleties of actions and words. I can see how chain reactions are established and understand their impact on a central character.</p> <p>Analytics I can recognise how authors are able to manipulate reader responses. I can predict what might happen from two or more details</p>	<p>Varjak Paw By S F Said</p>
<p>Fantastics I can consider the wealth of emotions a character experiences from beginning to end of a story. I can recognise when characters' spoken words do not match their inner thoughts and actions. I can assess the effectiveness of the sense of sight for the reader. I can categorise positive and negative types of touch in a narrative.</p> <p>Stylistics I can explore the predictable nature of a problem and resolution in a story. I can discuss the author's effectiveness in developing authentic characters.</p> <p>Analytics I can use grammar clues to make plausible guesses eg It must be a verb as one is needed in this clause. I can recognise common language devices used in non-fiction/story writing eg hyperbole, quotes, persuasion. I can discuss how a text comments on our society and culture.</p>	<p>Street Child By Bertie Doherty</p>

<p>I can consider the wealth of emotions a character experiences from beginning to end of a story.</p> <p>I can understand that authors provide insight into character 'tastes' to heighten empathy.</p> <p>I can imagine a character in a different scenario and, through textual evidence, explain how they might think.</p> <p>I can identify how sounds can create tension and a sense of suspense in a story.</p> <p>Stylistics</p> <p>I can paraphrase sections of a text and comment on their impact on the reader.</p> <p>I can explore the predictable nature of a problem and resolution in a story.</p> <p>I can recognise the universal idea that stretches through an entire story eg good over evil.</p> <p>Analytics</p> <p>I can discuss how a text comments on our society and culture.</p> <p>I can recognise how literary devices are used by an author to create intrigue and suspense.</p>	<p>Harry Potter & The Philosopher's Stone By J K Rowling</p>
<p>Fantastics</p> <p>I can consider the wealth of emotions a character experiences from beginning to end of a story.</p> <p>I can identify key events and how they challenge characters and keep readers interested.</p> <p>I can categorise positive and negative smells within a narrative and explain their functions in creating particular atmospheres.</p> <p>Stylistics</p> <p>I can analyse the importance of a setting to the plot line.</p> <p>I can explain the nature of relationships between a central character and others, exploring the subtleties of actions and words.</p> <p>Analytics</p> <p>I can recognise how literary devices are used by an author to create intrigue and suspense.</p> <p>I can discuss how a story message changes, depending on the historical context of a story.</p>	<p>Beowulf By Michael Morpurgo</p>

<p>I can consider the wealth of emotions a character experiences from beginning to end of a story.</p> <p>I can recognise when characters' spoken words do not match their inner thoughts and actions.</p> <p>I can assess the effectiveness of the sense of sight for the reader.</p> <p>I can imagine a character in a different scenario and, through textual evidence, explain how they might think.</p> <p>I can identify how sounds can create tension and a sense of suspense in a story.</p> <p>Stylistics</p> <p>I can analyse the importance of a setting to the plot line.</p> <p>I can evaluate the effectiveness of layout devices used in non-fiction.</p> <p>I can explain the nature of relationships between a central character and others, exploring the subtleties of actions and words.</p> <p>Analytics</p> <p>I can show understanding of structure and language features in a range of non-fiction texts</p> <p>I can discuss how a text comments on our society and culture.</p> <p>I can skim and scan non-fiction texts to speed up research.</p> <p>I can discuss how a text comments on our society and culture.</p>	<p>The Wind in the Willows By Kenneth Grahame</p>
<p>I can consider the wealth of emotions a character experiences from beginning to end of a story.</p> <p>I can recognise when characters' spoken words do not match their inner thoughts and actions.</p> <p>I can assess the effectiveness of the sense of sight for the reader.</p> <p>I can imagine a character in a different scenario and, through textual evidence, explain how they might think.</p> <p>I can identify how sounds can create tension and a sense of suspense in a story.</p> <p>Stylistics</p> <p>I can analyse the importance of a setting to the plot line.</p> <p>I can evaluate the effectiveness of layout devices used in non-fiction.</p> <p>I can explain the nature of relationships between a central character and others, exploring the subtleties of actions and words.</p> <p>Analytics</p> <p>I can show understanding of structure and language features in a range of non-fiction texts</p> <p>I can discuss how a text comments on our society and culture.</p> <p>I can skim and scan non-fiction texts to speed up research.</p>	<p>The Wind in the Willows By Kenneth Grahame</p>

<p>Can consider how different characters can have different emotional responses to the same event.</p> <p>Can analyse how a story is set during a certain era, season or time of day.</p> <p>Can explore a text's meaning for different readers.</p> <p>Can analyse 'hard-hitting' aspects of a text and explain why they are so powerful.</p> <p>Can draw conclusions about characters/plots/events that go beyond words.</p>	<p>The Boy in the Striped Pyjamas By John Boyne</p>
<p>Can explain what an author wants the reader to see and the details that reveal this.</p> <p>Can consider how action can be used to reinforce a character's development or to challenge our perceptions.</p> <p>Can consider writerly advice to help an author improve their work.</p> <p>Can recognise how a writer's point of view can influence the reader's point of view.</p> <p>Can support a critique with multiple references that work towards a clear point.</p>	<p>Clockwork By Philip Pullman</p>
<p>Can assess characters' perceptions of other characters and consider the physical interactions between them.</p> <p>Can reflect on characters' personalities through the relationships they foster/reject.</p> <p>Can identify the main theme in a text, as well as subsidiary themes.</p> <p>Can consider the validity of a book's message for the reader and for society today.</p>	<p>The Ghost of Grania O'Malley By Michael Morpurgo</p>
<p>Can evaluate if 'smells' are a strong feature of an author's work.</p> <p>Can reflect on the use of 'taste' in a narrative and assess its impact.</p> <p>Can identify occasions when an author alters the reader's insight into a character's mind.</p> <p>Can explore in detail the potential interpretations of an author and their opinions.</p>	<p>The Hobbit By J R R Tolkein</p>

<p>Can identify when an author builds an increasing sense that something is problematic.</p> <p>Can draw conclusions about grammatical devices used by the writer to contribute to the overall effect.</p> <p>Can comment on how language choices contribute to a text's overall effectiveness.</p> <p>Can predict what might happen from some details implied and stated.</p>	<p>The Hobbit By J R R Tolkein</p>
<p>Can ask pertinent questions about a text.</p> <p>Can trace different soundscapes in a narrative and their effects.</p> <p>Can consider the benefits of a themed and linked approach across a non-fiction/narrative text.</p> <p>Can provide clear evidence of a character's motivations, decisions and actions.</p> <p>Can explicitly state why a text fits a particular genre.</p>	<p>Percy Jackson & The Lightning Thief By Rick Riordan</p>

