# English

# Reading Progression Document

**Little Wandle Letters and Sounds Revised Programme Progression**

This programme overview shows the progression of GPCs and tricky words that we teach term-by-term. The progression has been organised so that children are taught from the simple to more complex GPCs, as well as considering the frequency of their occurrence in the most commonly encountered words. All the graphemes taught are practised in words, sentences, and later on, in fully decodable books. Children review and revise GPCs and words, daily, weekly and across terms and years, in order to move this knowledge into their long-term memory. Children need to learn to read as quickly as reasonably possible, so they can move from learning to read, to reading to learn, giving them access to the treasure house of reading. Our expectations of progression are aspirational yet achievable if schools maintain pace, practice and participation by all children. Children who are not keeping-up with their peers should be given additional practice immediately through keep-up sessions.

### Reception

| Autumn 1 Phase 2 graphemes | New tricky words |
| --- | --- |
| s a t p i n m d g o c k ck e u r h b f l | is I the |

| Autumn 2 Phase 2 graphemes | New tricky words |
| --- | --- |
| ff ll ss j v w x y z zz qu ch sh th ng nk<br>• words with –s /s/ added at the end (hats sits)<br>• words ending –s /z/ (his) and with –s /z/ added at the end (bags) | put* pull* full* as and has his her go no to into she push* he of we me be |

*The tricky words 'put', 'pull', 'full' and 'push' may not be tricky in some regional pronunciations; in which case, they should not be treated as such.

| Spring 1 Phase 3 graphemes | New tricky words |
| --- | --- |
| ai ee igh oa oo **oo** ar or ur ow oi ear air er<br>• words with double letters<br>• longer words | was you they my by all are sure pure |

| Spring 2 Phase 3 graphemes | No new tricky words |
| --- | --- |
| Review Phase 3<br>• longer words, including those with double letters<br>• words with –s /z/ in the middle<br>• words with –es /z/ at the end<br>• words with –s /s/ and /z/ at the end | Review all taught so far |

| Summer 1 Phase 4 | New tricky words |
|---|---|
| Short vowels with adjacent consonants<br>• CVCC CCVC CCVCC CCCVC CCCVCC<br>• longer words and compound words<br>• words ending in suffixes:<br>  –ing, –ed /t/, –ed /id/ /ed/, –est | said so have like some come love do were here little says there when what one out today |

| Summer 2 Phase 4 graphemes | No new tricky words |
|---|---|
| Phase 3 long vowel graphemes with adjacent consonants<br>• CVCC CCVC CCCVC CCV CCVCC<br>• words ending in suffixes:<br>  –ing, –ed /t/, –ed /id/ /ed/, –ed /d/ –er, –est<br>• longer words and compound words | Review all taught so far |

## Year 1

| Autumn 1 | Review tricky words Phases 2–4 |
|---|---|
| Review Phase 3 and 4<br>**Phase 5**<br>/ai/ ay play<br>/ow/ ou cloud<br>/oi/ oy toy<br>/ea/ ea each | Phases 2–4: the put* pull* full* push* to into I no go of he she we me be was you they all are my by sure pure said have like so do some come love were there little one when out what says here today |

*The tricky words 'put', 'pull', 'full' and 'push' may not be tricky in some regional pronunciations; in which case, they should not be treated as such.

| Autumn 2 Phase 5 graphemes | New tricky words |
|---|---|
| /ur/ ir bird<br>/igh/ ie pie<br>/oo/ /yoo/ ue blue rescue<br>/yoo/ u unicorn<br>/oa/ o go<br>/igh/ i tiger<br>/ai/ a paper<br>/ee/ e he<br>/ai/ a-e shake<br>/igh/ i-e time<br>/oa/ o-e home<br>/oo/ /yoo/ u-e rude cute<br>/ee/ e-e these<br>/oo/ /yoo/ ew chew new<br>/ee/ ie shield<br>/or/ aw claw | their people oh your<br>Mr Mrs Ms ask*<br>could would should our<br>house mouse water want |

*The tricky word 'ask' may not be tricky in some regional pronunciations; in which case, it should not be treated as such.

| Spring 1 Phase 5 graphemes | New tricky words |
|---|---|
| /ee/ y funny<br>/e/ ea head<br>/w/ wh wheel<br>/oa/ oe ou toe shoulder<br>/igh/ y fly<br>/oa/ ow snow<br>/j/ g giant<br>/f/ ph phone<br>/l/ le al apple metal<br>/s/ c ice<br>/v/ ve give<br>/u/ o-e o ou some mother young<br>/z/ se cheese<br>/s/ se ce mouse fence<br>/ee/ ey donkey<br>/oo/ ui ou fruit soup | any many again<br>who whole where two<br>school call different<br>thought through friend work |

| Spring 2 Phase 5 graphemes | New tricky words |
|---|---|
| /ur/ or word<br>/oo/ u oul awful could<br>/air/ are share<br>/or/ au aur oor al author dinosaur floor walk<br>/ch/ tch ture match adventure<br>/ar/ al a half* father*<br>/or/ a water<br>schwa in longer words: different<br>/o/ a want<br>/air/ ear ere bear there<br>/ur/ ear learn<br>/r/ wr wrist<br>/s/ st sc whistle science<br>/c/ ch school<br>/sh/ ch chef<br>/z/ ze freeze<br>schwa at the end of words: actor | once laugh because eye |

*The tricky words 'half' and 'father' may not be pronounced as this in some regional pronunciations; in which case, they should not be treated as such.

## Summer 1: Phonics screening check review – no new GPCs or tricky words

| Summer 2 Phase 5 graphemes | New tricky words |
|---|---|
| /ai/ eigh aigh ey ea eight straight grey break<br>/n/ kn gn knee gnaw<br>/m/ mb thumb<br>/ear/ ere eer here deer<br>/zh/ su si treasure vision<br>/j/ dge bridge<br>/i/ y crystal<br>/j/ ge large<br>/sh/ ti ssi si ci potion mission mansion delicious<br>/or/ augh our oar ore daughter pour oar more | busy beautiful pretty hour<br>move improve parents shoe |

| EYFS | | | |
|---|---|---|---|
| **Reading – Word Reading** | | | |
| **Skills** | **Objectives** <span style="color:blue">**Reception**</span> <span style="color:green">**ELG**</span> | | |
| **Decoding** | <span style="color:blue">Read individual letters by saying the sounds for them.</span><br><br><span style="color:blue">Blend sounds into words, so that they can read short words made up of letter-sound correspondences.</span><br><br><span style="color:blue">Read some letter groups that each represent one sound and say sounds for them.</span><br><br><span style="color:blue">Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</span><br><br><span style="color:green">To say a sound for each letter in the alphabet and at least 10 digraphs.</span><br><br><span style="color:green">To read words consistent with their phonic knowledge by sound-blending.</span><br><span style="color:green">To read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</span> | | |
| **Common Exception Words** | <span style="color:blue">To read a few common exception words matched to Little Wandle Letters and Sounds.</span><br><span style="color:green">To read some common irregular words.</span> | | |
| **Fluency** | <span style="color:blue">Blend sounds into words, so that they can read short words made up of letter-sound correspondences.</span><br><br><span style="color:blue">Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</span><br><br><span style="color:blue">Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</span><br><br><span style="color:green">To read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</span> | | |

| EYFS | | |
|---|---|---|
| **Reading – Comprehension** | | |
| **Skills** | **Objectives** **Reception** **ELG** | |
| Understand ing and Correcting Inaccuracie s | Engage in conversations about stories. <br><br> Understand and respond to what I have read. <br><br> Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. | |
| Connecting and becoming familiar with texts | Join in with rhymes and stories. <br><br> Talk about events and characters in books. <br><br> Tell a story using pictures. <br><br> Join in with a group retelling of a familiar story. <br><br> Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. <br><br> Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. <br><br> Anticipate (where appropriate) key events in stories. <br><br> Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. | |
| Non-Fiction | Understand and respond to what I have read. <br> Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. <br> Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play. | |

| | |
|---|---|
| **Poetry and Performance** | Use vocabulary and events from stories in my play.<br><br>Join in with a group retelling of a familiar story.<br><br>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.<br><br>Make use of props and materials when role playing characters in narratives and stories.<br><br>Invent, adapt and recount narratives and stories with their peers and their teacher.<br><br>Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time to music. |
| | |
| **Vocabulary** | Use vocabulary from stories in my play.<br><br>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.<br><br>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play. |
| **Inference** | Talk about events and characters in books.<br><br>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.<br><br>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.<br><br>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play. |
| **Prediction** | Talk about events and characters in books and make suggestions about what might happen next.<br><br>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.<br><br>Anticipate (where appropriate) key events in stories. |
| **Retrieval** | Talk about events and characters in books.<br><br>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. |

| Sequence | Tell a story using pictures. Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. |
|---|---|

| Year 1 | |
|---|---|
| **Reading – Word Reading** | |
| **Skills** | **Objectives** |
| Decoding | To apply phonic knowledge and skills as the route to decode words.<br>To blend sounds in unfamiliar words using the GPCs that they have been taught.<br>To respond speedily, giving the correct sound to graphemes for all of the 40+ phonemes.<br>To read words containing taught GPCs.<br>To read words containing -s, -es, -ing, -ed and -est endings.<br>To read words with contractions, e.g. I'm, I'll and we'll. |
| Common Exception Words | To read Y1 common exception words, noting unusual correspondences between spelling and sound and where these occur in words. |
| Fluency | To accurately read texts that are consistent with their developing phonic knowledge, that do not require them to use other strategies to work out words.<br>To reread texts to build up fluency and confidence in word reading. |

| Year 1 |
| --- |
| **Reading – Comprehension** |

| Skills | Objectives |
| --- | --- |
| Understanding and Correcting Inaccuracies | To check that a text makes sense to them as they read and to self- correct. |
| Connecting and becoming familiar with texts | To listen to and discuss a wide range of fiction, non-fiction and poetry at a level beyond that at which they can read independently.<br>To link what they have read or have read to them to their own experiences.<br>To retell familiar stories in increasing detail.<br>To join in with discussions about a text, taking turns and listening to what others say.<br>To discuss the significance of titles and events. |
| Words in context and authorial choice | To discuss word meaning and link new meanings to those already known. |
| Non-Fiction | To discuss features and layout. |
| Poetry and Performance | To recite simple poems by heart. |

| VIPERS | Objectives | Question Stems |
|---|---|---|
| Vocabulary | Discuss word meanings, linking new meanings to those already known | • What does the word..........mean in this sentence?<br>• Find and copy a word which means ..........<br>• What does this word or phrase tell you about .........?<br>• Which word in this section do you think is the most important? Why?<br>• Which of the words best describes the character/setting/mood etc?<br>• Can you think of any other words the author could have used to describe this?<br>• Why do you think..........is repeated in this section? |
| Inference | Discuss the significance of the title and events<br>Make inferences on the basis of what is being said and done<br>Develop inference though use of pictures | • Why was.......feeling........?<br>• Why did ............happen?<br>• Why did.......... say..........?<br>• Can you explain why..........?<br>• What do you think the author intended when they said..........?<br>• How does..........make you feel? |
| Prediction | Predict what might happen on the basis of what has been read so far | • Look at the book cover/blurb –what do you think this book will be about?<br>• What do you think will happen next? What makes you think this?<br>• How does the choice of character or setting affect what will happen next?<br>• What is happening? What do you think happened before? What do you think will happen after?<br>• What do you think the last paragraph suggests? What will happen next? |
| Retrieval | Develop their knowledge of retrieval through images. | • What kind of text is this?<br>• Who did.....?<br>• Where did.....?<br>• When did.....?<br>• What happened when.....?<br>• Why did ........ happen?<br>• How did.......?<br>• How many.....?<br>• What happened to......? |
| Sequence | Retell familiar stories orally<br>Sequence the events of a story they are familiar with | • Can you number these events 1-5 in the order that they happened?<br>• What happened after .......?<br>• What was the first thing that happened in the story?<br>• Can you summarise in a sentence the opening/middle/end of the story?<br>• In what order do these chapter headings come in the story?<br>•Sequence the key events in the story |

| Year 2 | |
|---|---|
| **Reading – Word Reading** | |
| **Skills** | **Objectives** |
| Decoding | To continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent.<br>To read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.<br>To accurately read most words of two or more syllables.<br>To read most words containing common suffixes. |
| Common Exception Words | To read most Y1 and Y2 common exception words*, noting unusual correspondences between spelling and sound and where these occur in the word. |
| Fluency | To read aloud books (closely matched to their improving phonic knowledge), sounding out unfamiliar words accurately, automatically and without undue hesitation.<br>To reread these books to build up fluency and confidence in word reading.<br>To read words accurately and fluently without overt sounding and blending, e.g. at over 90 words per minute, in age-appropriate texts. |

| Year 2 | |
|---|---|
| **Reading – Comprehension** | |
| **Skills** | **Objectives** |
| Understanding and Correcting Inaccuracies | To show understanding by drawing on what they already know or on background information and vocabulary provided by the teacher.<br><br>To check that the text makes sense to them as they read and to correct inaccurate reading. |
| Connecting and becoming familiar with texts | To participate in discussion about books, poems and other works that are read to them (at a level beyond at which they can read independently) and those that they can read for themselves, explaining their understanding and expressing their views.<br><br>To become increasingly familiar with and to retell a wide range of stories, fairy stories and traditional tales.<br><br>To discuss the sequence of events in books and how items of information are related.<br><br>To recognise simple recurring literary language in stories and poetry.<br><br>To ask and answer questions about a text.<br><br>To make links between the text they are reading and other texts they have read (in texts that they can read independently). |
| Words in context and authorial choice | To discuss and clarify the meanings of words, linking new meanings to known vocabulary.<br><br>To discuss their favourite words and phrases. |
| Non-Fiction | To recognise that non-fiction books are often structured in different ways. |
| Poetry and Performance | To continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some with appropriate intonation to make the meaning clear. |

| VIPERS | Objectives | Question Stems |
|---|---|---|
| Vocabulary | Discuss and clarify the meanings of words, linking new meanings to known vocabulary.<br>Discuss their favourite words and phrases | • What does the word..........mean in this sentence?<br>• Find and copy a word which means ..........<br>• What does this word or phrase tell you about .........?<br>• Which word in this section do you think is the most important? Why?<br>• Which of the words best describes the character/setting/mood etc?<br>• Can you think of any other words the author could have used to describe this?<br>• Why do you think..........is repeated in this section? |
| Inference | Make inferences on the basis of what is being said and done.<br>Answer and ask questions. | •Why was.......feeling........?<br>• Why did ...........happen?<br>• Why did.......... say..........?<br>• Can you explain why..........?<br>• What do you think the author intended when they said..........?<br>• How does..........make you feel? |
| Prediction | Predict what might happen on the basis of what has been read so far | • Look at the book cover/blurb –what do you think this book will be about?<br>• What do you think will happen next? What makes you think this?<br>• How does the choice of character or setting affect what will happen next?<br>• What is happening? What do you think happened before? What do you think will happen after?<br>• What do you think the last paragraph suggests? What will happen next? |
| Explanation | Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves. | • Who is your favourite character? Why?<br>• Why do you think all the main characters are girls in this book?<br>• Would you like to live in this setting? Why/why not?<br>• Is there anything you would change about this story?<br>• Do you like this text? What do you like about it? |
| Retrieval | Ask and answer retrieval questions | • What kind of text is this?<br>• Who did.....?<br>• Where did.....?<br>• When did.....?<br>• What happened when.....?<br>• Why did ........ happen?<br>• How did.......?<br>• How many.....?<br>• What happened to......? |

| | | |
|---|---|---|
| **Sequence** | Discuss the sequence of events in books and how items of information are related. | • Can you number these events 1-5 in the order that they happened?<br>• What happened after .......?<br>• What was the first thing that happened in the story?<br>• Can you summarise in a sentence the opening/middle/end of the story?<br>• In what order do these chapter headings come in the story?<br>• Sequence the key events in the story |

| Year 2 | | |
|---|---|---|
| **Whole Class Guided Reading Texts** | | |
| **Fiction** | **Non-Fiction** | **Poetry** |
| The Gruffalo<br>The Highway Rat<br>Traditional Tales – Baba Yaga and Dancing Princess<br>Lighthouse Keeper's Lunch<br>The Ugly Five<br>Lila and the Secret of Rain<br>The Magic Finger<br>The Disgusting Sandwich<br>The Enchanted Wood<br>The Hodgeheg<br>Fantastic Mr Fox<br>Little People Big Dreams<br><br><br>*Literacy Shed Units*<br>*Flat Stanley*<br>*The Book with No Pictures*<br>*The Day the Crayons Quit*<br>*Meerkat Mail* | 10 Reasons to Love a Turtle<br>The Big Book of… by Yuval Zommer<br>Dougal's Deep Sea Diary<br>It Starts With a Seed<br>Tree: Seasons Come, Seasons Go by Patricia Hegarty and Britta Teckentrup<br>Book of Planet Earth by Megan Cullis and Matthew Oldham<br>The Great Fire of London by Emma Adams<br>Looking After Small Animals by David Alderton<br>Little People Big Dreams: Rosa Parks by Lisbeth Kaiser | A First Poetry Book by Pie Corbett and Gaby Morgan<br>I Am The Seed That Grew The Tree: A Nature Poem for Every Day of the Year<br>Bikes and Car Poetry by Pie Corbett<br>The Duck and the Kangaroo by Edward Lear<br>Out and About by Shirley Hughes |

| Year 3 |
| --- |
| **Reading – Word Reading** |

| Skills | Objectives |
| --- | --- |
| **Decoding** | To use their phonic knowledge to decode quickly and accurately (may still need support to read longer unknown words). To apply their growing knowledge of root words and prefixes, including in-, im-, il-, ir-, dis-, mis-, un-, re-, sub-, inter-, super-, anti- and auto- to begin to read aloud. To apply their growing knowledge of root words and suffixes/word endings, including -ation, -ly, -ous, -ture, -sure, -sion, -tion, -ssion and -cian, to begin to read aloud. |
| **Common Exception Words** | To begin to read Y3/Y4 exception words. |
| **Fluency** | At this stage, teaching comprehension skills should be taking precedence over teaching word reading and fluency specifically. Any focus on word reading should support the development of vocabulary. |

| Year 3 | |
|---|---|
| **Reading – Comprehension** | |
| **Skills** | **Objectives** |
| Understanding and Correcting Inaccuracies | To check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context<br>To ask questions to improve their understanding of a text<br>To identify main ideas drawn from more than one paragraph and summarising these |
| Connecting and becoming familiar with texts | To recognise, listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.<br>To use appropriate terminology when discussing texts (plot, character, setting). |
| Words in context and authorial choice | To check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.<br>To discuss authors' choice of words and phrases for effect. |
| Non-Fiction | To retrieve and record information from non- fiction texts. |
| Poetry and Performance | To prepare and perform poems and play scripts that show some awareness of the audience when reading aloud.<br>To begin to use appropriate intonation and volume when reading aloud. |

| VIPERS | | Objectives | Question Stems |
|---|---|---|---|
| | **Vocabulary** | Use dictionaries to check the meaning of words that they have read | • What do the words …… and …… suggest about the character, setting and mood?<br>• Which word tells you that….?<br>• Which keyword tells you about the character/setting/mood?<br>• Find one word in the text which means……<br>• Find and highlight the word that is closest in meaning to…….<br>• Find a word or phrase which shows/suggests that…… |
| | **Inference** | Ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives. | • Find and copy a group of words which show that…<br>• How do these words make the reader feel? How does this paragraph suggest this?<br>• How do the descriptions of …… show that they are …….. ?<br>• How can you tell that…… ?<br>• What impression of …… do you get from these paragraphs?<br>• What voice might these characters use?<br>• What was …. thinking when….. ?<br>• Who is telling the story? |
| | **Prediction** | Justify predictions using evidence from the text. | • From the cover what do you think this text is going to be about?<br>• What is happening now? What happened before this? What will happen after?<br>• What does this paragraph suggest will happen next? What makes you think this?<br>• Do you think the choice of setting will influence how the plot develops?<br>• Do you think… will happen? Yes, no or maybe? Explain your answer using evidence from the<br>text. |
| | **Explanation** | Discuss words and phrases that capture the reader's interest and imagination<br>Identify how language, structure, and presentation contribute to meaning | • Why is the text arranged in this way?<br>• What structures has the author used?<br>• What is the purpose of this text feature?<br>• Is the use of ….. effective?<br>• The mood of the character changes throughout the text. Find and copy the phrases which show<br>this.<br>• What is the author's point of view?<br>• What effect does ….. have on the audience?<br>• How does the author engage the reader here?<br>• Which words and phrases did ….. effectively?<br>• Which section was the most interesting/exciting part?<br>• How are these sections linked? |

| | | |
|---|---|---|
| **Retrieval** | Retrieve and record information from a fiction text. | • How would you describe this story/text? What genre is it? How do you know?<br>• How did…? How often…? Who had…? Who is…? Who did….?<br>• What happened to…?<br>• What does…. do?<br>• How ….. is …….?<br>• What can you learn about …… from this section?<br>• Give one example of……<br>• The story is told from whose perspective? |
| **Sequence /Summari se** | Identify main ideas drawn from more than one paragraph and summarising these | • Can you number these events 1-5 in the order that they happened?<br>• What happened after …….?<br>• What was the first thing that happened in the story?<br>• Can you summarise in a sentence the opening/middle/end of the story? |

| Year 3 | | |
| --- | --- | --- |
| **Whole Class Guided Reading Texts** | | |
| **Fiction** | **Non-Fiction** | **Poetry** |
| Tuesday<br>The BFG<br>Cat in the Hat<br>Killer Cat<br>Meerkat Mail<br>The Lost Happy Endings<br>Little Red<br>Into the Forest<br>The Abominables<br>Harry and the Poisonous Centipede<br>Grandad's Island<br>Arthur and the Golden Rope<br>Danny Champion of the World<br>The Secret of Black Rock<br>Flat Stanley<br>One Boy and His Dog<br><br>*Literacy Shed Units*<br>*Tuesday*<br>*KrinkleKrax*<br>*The Firework Maker's Daughter*<br>*Matilda*<br>*The Iron Man* | The Big Book of… by Yuval Zommer<br>Violent Volcanoes by Horrible Geographics<br>The Street Beneath My Feet by Charlotte Gullain and Yuval Zommer<br>Little Leaders: Exceptional Men in Black History by Vashti Harrison<br>Little Leaders: Bold women in Black History by Vashti Harrison<br>The Not Bad Animals by Sophie Corrigan<br>Fantasically Great Women Who Changed the World by Kate Pankhurst<br>Magnificent Machines by Pie Corbett<br>So You Think You've Got It Bad: A Kid's Life in Ancient Rome by Chae Strathie and Marisa Morea<br>Ancient Egypt: Gods, Pharaohs and Cats! by Marcia Williams<br>Everything Volcanoes and Earthquakes by National Geographic | A Poem for Every Day of the Year by Allie Esiri<br>A Poem for Every Night of the Year by Allie Esiri<br>Guess Who in the Woods: Poems for Children: Volume 1 by J Hayley<br>The Owl and the Pussycat |

| Year 4 | |
|---|---|
| **Reading – Word Reading** | |
| **Skills** | **Objectives** |
| Decoding | To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill. To apply their knowledge of root words, prefixes and suffixes/word endings to read aloud fluently. |
| Common Exception Words | To read all Y3/Y4 exception words*, discussing the unusual correspondences between spelling and these occur in the word. |
| Fluency | At this stage, teaching comprehension skills should be taking precedence over teaching word reading and fluency specifically. Any focus on word reading should support the development of vocabulary. |

| Year 4 | |
|---|---|
| **Reading – Comprehension** | |
| **Skills** | **Objectives** |
| Understanding and Correcting Inaccuracies | To check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context<br>To ask questions to improve their understanding of a text<br>To identify main ideas drawn from more than one paragraph and summarising these |
| Connecting and becoming familiar with texts | To discuss and compare texts from a wide variety of genres and writers.<br>To read for a range of purposes.<br>To identify themes and conventions in a wide range of books.<br>To refer to authorial style, overall themes (e.g. triumph of good over evil) and features (e.g. greeting in letters, a diary written in the first person or the use of presentational devices such as numbering and headings).<br>To identify how language, structure and presentation contribute to meaning.<br>To identify main ideas drawn from more than one paragraph and summarise these. |
| Words in context and authorial choice | To discuss vocabulary used to capture readers' interest and imagination. |
| Non-Fiction | To use all of the organisational devices available within a non- fiction text to retrieve, record and discuss information.<br>To use dictionaries to check the meaning of words that they have read. |
| Poetry and Performance | To recognise and discuss some different forms of poetry (e.g. free verse or narrative poetry).<br>To prepare and perform poems and play scripts with appropriate techniques (intonation, tone, volume and action) to show awareness of the audience when reading aloud. |

| VIPERS | Objectives | Question Stems |
|---|---|---|
| Vocabulary | Use dictionaries to check the meaning of words that they have read | • What do the words ...... and ...... suggest about the character, setting and mood?<br>• Which word tells you that....?<br>• Which keyword tells you about the character/setting/mood?<br>• Find one word in the text which means......<br>• Find and highlight the word that is closest in meaning to.......<br>• Find a word or phrase which shows/suggests that...... |
| Inference | Draw inferences from characters' feelings, thoughts and motives that justifies their actions, supporting their views with evidence from the text. | • Find and copy a group of words which show that...<br>• How do these words make the reader feel? How does this paragraph suggest this?<br>• How do the descriptions of ...... show that they are ........ ?<br>• How can you tell that...... ?<br>• What impression of ...... do you get from these paragraphs?<br>• What voice might these characters use?<br>• What was .... thinking when..... ?<br>• Who is telling the story? |
| Prediction | Justify predictions from details stated and implied. | • From the cover what do you think this text is going to be about?<br>• What is happening now? What happened before this? What will happen after?<br>• What does this paragraph suggest will happen next? What makes you think this?<br>• Do you think the choice of setting will influence how the plot develops?<br>• Do you think... will happen? Yes, no or maybe? Explain your answer using evidence from the text. |
| Explanation | Discuss words and phrases that capture the reader's interest and imagination<br>Identify how language, structure, and presentation contribute to meaning | • Why is the text arranged in this way?<br>• What structures has the author used?<br>• What is the purpose of this text feature?<br>• Is the use of ..... effective?<br>• The mood of the character changes throughout the text. Find and copy the phrases which show this.<br>• What is the author's point of view?<br>• What effect does ..... have on the audience?<br>• How does the author engage the reader here?<br>• Which words and phrases did ..... effectively?<br>• Which section was the most interesting/exciting part?<br>• How are these sections linked? |

| | | |
|---|---|---|
| **Retrieval** | Retrieve and record information from a fiction text. | • How would you describe this story/text? What genre is it? How do you know?<br>• How did…? How often…? Who had…? Who is…? Who did….?<br>• What happened to…?<br>• What does…. do?<br>• How ….. is ……..?<br>• What can you learn about …… from this section?<br>• Give one example of……<br>• The story is told from whose perspective? |
| **Sequence /Summarise** | Identify main ideas drawn from more than one paragraph and summarising these | • Can you number these events 1-5 in the order that they happened?<br>• What happened after …….?<br>• What was the first thing that happened in the story?<br>• Can you summarise in a sentence the opening/middle/end of the story? |

| Year 4 | | |
|---|---|---|
| Whole Class Guided Reading Texts | | |
| **Fiction** | **Non-Fiction** | **Poetry** |
| Charlotte's Web | A World of Information by Richard Platt | A Poem for Every Day of the Year by Allie Esiri |
| The Butterfly Lion | How Does a Lighthouse Work? by Roman Belyaev | A Poem for Every Night of the Year by Allie Esiri |
| Journey to Jo'Burg | Weird Sea Creatures by Laura Marsh | The Highwayman |
| Africa Tales A Barefoot Collection | So You Think You've Got It Bad by Chae Strathie | |
| The Land of Neverbelieve | Discovering Science by Miles Kelly | |
| The Lion, The Witch and the Wardrobe | Celebrations Around the World by Katy Halford | |
| Run Wild | Why Water's Worth It by Lori Harrison | |
| One Plastic Bag | Everything Anglo-Saxons by National Geographic Kids | |
| Oliver and the Seawigs | | |
| The Explorer by Katherine Rundell | | |
| Why the Whales Came | | |
| The Secret of Platform 13 | | |
| The Iron Man | | |
| James and the Giant Peach | | |
| The Midnight Gang | | |
| The Good Thieves | | |
| | | |
| *Literacy Shed Units* | | |
| *Flotsam* | | |
| *Var jak Paw* | | |

| Year 5 | |
|---|---|
| **Reading – Word Reading** | |
| **Skills** | **Objectives** |
| Decoding | To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues.<br>To apply their growing knowledge of root words, prefixes and suffixes/ word endings, including -sion, -tion, -cial, -tial, -ant/-ance/-ancy, -ent/- ence/-ency, -able/-ably and -ible/ibly, to read aloud fluently. |
| Common Exception Words | To read most Y5/ Y6 exception words, discussing the unusual correspondences between spelling and sound and where these occur in the word. |
| Fluency | At this stage, teaching comprehension skills should be taking precedence over teaching word reading and fluency specifically. Any focus on word reading should support the development of vocabulary. |

| Year 5 | |
|---|---|
| **Reading – Comprehension** | |
| **Skills** | **Objectives** |
| Understanding and Correcting Inaccuracies | To check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context<br>To ask questions to improve their understanding<br>To provide reasoned justifications for their view |
| Connecting and becoming familiar with texts | To read a wide range of genres, identifying the characteristics of text types (such as the use of the first person in writing diaries and autobiographies) and differences between text types.<br>To participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously.<br>To identify main ideas drawn from more than one paragraph and to summarise these.<br>To recommend texts to peers based on personal choice. |
| Words in context and authorial choice | To discuss vocabulary used by the author to create effect including figurative language.<br>To evaluate the use of authors' language and explain how it has created an impact on the reader. |
| Non-Fiction | To use knowledge of texts and organisation devices to retrieve, record and discuss information from fiction and non-fiction texts.<br>To distinguish between statements of fact and opinion. |
| Poetry and Performance | To continually show an awareness of audience when reading out loud using intonation, tone, volume and action. |

| VIPERS | Objectives | Question Stems |
|---|---|---|
| **Vocabulary** | Use dictionaries to check the meaning of words that they have read | • What do the words ...... and ...... suggest about the character, setting and mood?<br>• Which word tells you that....?<br>• Which keyword tells you about the character/setting/mood?<br>• Find one word in the text which means......<br>• Find and highlight the word that is closest in meaning to.......<br>• Find a word or phrase which shows/suggests that...... |
| **Inference** | Draw inferences from characters' feelings, thoughts and motives and justify inferences with evidence. | • Find and copy a group of words which show that...<br>• How do these words make the reader feel? How does this paragraph suggest this?<br>• How do the descriptions of ...... show that they are ........ ?<br>• How can you tell that...... ?<br>• What impression of ...... do you get from these paragraphs?<br>• What voice might these characters use?<br>• What was .... thinking when..... ?<br>• Who is telling the story? |
| **Prediction** | Make predictions based on details stated and implied, justifying them in detail with evidence from the text. | • From the cover what do you think this text is going to be about?<br>• What is happening now? What happened before this? What will happen after?<br>• What does this paragraph suggest will happen next? What makes you think this?<br>• Do you think the choice of setting will influence how the plot develops?<br>• Do you think... will happen? Yes, no or maybe? Explain your answer using evidence from the text. |
| **Explanation** | Identify how language, structure and presentation contribute to meaning Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader Explain and discuss their understanding of what they have read, including through formal presentations and debates. | • Why is the text arranged in this way?<br>• What structures has the author used?<br>• What is the purpose of this text feature?<br>• Is the use of ..... effective?<br>• The mood of the character changes throughout the text. Find and copy the phrases which show this.<br>• What is the author's point of view?<br>• What effect does ..... have on the audience?<br>• How does the author engage the reader here?<br>• Which words and phrases did ..... effectively?<br>• Which section was the most interesting/exciting part?<br>• How are these sections linked? |

| | | |
|---|---|---|
| **Retrieval** | Retrieve and record information from a fiction text. | • How would you describe this story/text? What genre is it? How do you know?<br>• How did…? How often…? Who had…? Who is…? Who did….?<br>• What happened to…?<br>• What does…. do?<br>• How ….. is ……..?<br>• What can you learn about …… from this section?<br>• Give one example of……<br>• The story is told from whose perspective? |
| **Sequence /Summari se** | Summarise the main ideas drawn from more than one paragraph, identifying key details to support the main ideas. | • Can you number these events 1-5 in the order that they happened?<br>• What happened after …….?<br>• What was the first thing that happened in the story?<br>• Can you summarise in a sentence the opening/middle/end of the story? |

| Year 5 | | |
|---|---|---|
| **Whole Class Guided Reading Texts** | | |
| **Fiction** | **Non-Fiction** | **Poetry** |
| Carrie's War | Egyptology: The Search for the Tomb by Emily Sands | 101 Poems for Children by Carol Ann Duffy |
| Stig of the Dump | | The Lost Words by Jackie Morris and Rovert Macfarlane |
| KrinkleKrax | Wild Animals of the North by Dieter Braun | |
| Rose Blanche by Ian McEwan (Picture Book) | Varmints by Helen Ward | The Jabberwocky |
| Cosmic by Frank Cottrell | The Measly Middle Ages by Terry Deary | The Highwayman |
| The Lost Thing by Shaun Tan | The True Story of Four Black Women and the Space Race by Margot Shetterly | The Sound Collector by Roger MGough |
| Marcy and The Riddle of the Sphinx | | Six Way to Look at the Moon by Pie Corbett |
| The Wind in the Willows | Shackleton's Journey | Overheard on a Saltmarsh by Harold Manro |
| Beetle Boy | Inspirational People by National Geographic Kids | From a Railway Carriage – Robert Louis Stevenson |
| The Great Kapok Tree | | |
| Clockwork by Phillip Pullman | You Are Awesome by Matthew Syed | |
| Tom's Midnight Garden by Philappa Pearce | The Extraordinary Life of Katherine Johnson by Devika Jina | |
| The Railway Children | | |
| Anglo-Saxon Boy | Should Wild Animals Perform in Circus Acts? BBC Newsround | |
| | | |
| *Literacy Shed Units* | | |
| *Boyce* | | |
| *Goodnight Mr Tom* | | |
| *Brightstorm* | | |

| Year 6 | |
|---|---|
| **Reading – Word Reading** | |
| **Skills** | **Objectives** |
| Decoding | To read fluently with full knowledge of all Y5/ Y6 exception words, root words, prefixes, suffixes/word endings* and to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues. |
| Common Exception Words | To read Y5/ Y6 exception words, discussing the unusual correspondences between spelling and sound and where these occur in the word. |
| Fluency | At this stage, teaching comprehension skills should be taking precedence over teaching word reading and fluency specifically. Any focus on word reading should support the development of vocabulary. |

| Year 6 | |
|---|---|
| **Reading – Comprehension** | |
| **Skills** | **Objectives** |
| Understanding and Correcting Inaccuracies | Check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context<br>Ask questions to improve their understanding |
| Connecting and becoming familiar with texts | To read for pleasure, discussing, comparing and evaluating in depth across a wide range of genres, including myths, legends, traditional stories, modern fiction, fiction from our literary heritage and books from other cultures and traditions.<br>To recognise more complex themes in what they read (such as loss or heroism).<br>To explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary.<br>To listen to guidance and feedback on the quality of their explanations and contributions to discussions and to make improvements when participating in discussions.<br>To draw out key information and to summarise the main ideas in a text.<br>To distinguish independently between statements of fact and opinion, providing reasoned justifications for their views.<br>To compare characters, settings and themes within a text and across more than one text. |
| Words in context and authorial choice | To analyse and evaluate the use of language, including figurative language and how it is used for effect, using technical terminology such as metaphor, simile, analogy, imagery, style and effect. |
| Non-Fiction | To retrieve, record and present information from non-fiction texts.<br>To use non-fiction materials for purposeful information retrieval (e.g. in reading history, geography and science textbooks) and in contexts where pupils are genuinely motivated to find out information (e.g. reading information leaflets before a gallery or museum visit or reading a theatre programme or review). |

| Poetry and Performance | To confidently perform texts (including poems learnt by heart) using a wide range of devices to engage the audience and for effect. | |
|---|---|---|
| **VIPERS** | Objectives | Question Stems |
| Vocabulary | Use dictionaries to check the meaning of words that they have read | • What do the words …… and …… suggest about the character, setting and mood?<br>• Which word tells you that….?<br>• Which keyword tells you about the character/setting/mood?<br>• Find one word in the text which means……<br>• Find and highlight the word that is closest in meaning to…….<br>• Find a word or phrase which shows/suggests that…… |
| Inference | Draw inferences such as inferring characters feelings, thoughts and motives from their actions and justifying inferences with evidence.<br>Consider different accounts of the same event and to discuss viewpoints (both of authors and of fictional characters).<br>To discuss how characters change and develop through texts by drawing inferences based on indirect clues. | • Find and copy a group of words which show that…<br>• How do these words make the reader feel? How does this paragraph suggest this?<br>• How do the descriptions of …… show that they are …….. ?<br>• How can you tell that…… ?<br>• What impression of …… do you get from these paragraphs?<br>• What voice might these characters use?<br>• What was …. thinking when….. ?<br>• Who is telling the story? |
| Prediction | Make predictions based on details stated and implied, justifying them in detail with evidence from the text. | • From the cover what do you think this text is going to be about?<br>• What is happening now? What happened before this? What will happen after?<br>• What does this paragraph suggest will happen next? What makes you think this?<br>• Do you think the choice of setting will influence how the plot develops?<br>• Do you think… will happen? Yes, no or maybe? Explain your answer using evidence from the text. |

| | | |
|---|---|---|
| **Explanation** | Identify how language, structure and presentation contribute to meaning<br>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader<br>Explain and discuss their understanding of what they have read, including through formal presentations and debates. | • Why is the text arranged in this way?<br>• What structures has the author used?<br>• What is the purpose of this text feature?<br>• Is the use of ….. effective?<br>• The mood of the character changes throughout the text. Find and copy the phrases which show this.<br>• What is the author's point of view?<br>• What effect does ….. have on the audience?<br>• How does the author engage the reader here?<br>• Which words and phrases did ….. effectively?<br>• Which section was the most interesting/exciting part?<br>• How are these sections linked? |
| **Retrieval** | Retrieve and record information from a fiction text. | • How would you describe this story/text? What genre is it? How do you know?<br>• How did…? How often…? Who had…? Who is…? Who did….?<br>• What happened to…?<br>• What does…. do?<br>• How ….. is ……..?<br>• What can you learn about …… from this section?<br>• Give one example of……<br>• The story is told from whose perspective? |
| **Sequence /Summarise** | Summarise the main ideas drawn from more than one paragraph, identifying key details to support the main ideas. | • Can you number these events 1-5 in the order that they happened?<br>• What happened after …….?<br>• What was the first thing that happened in the story?<br>• Can you summarise in a sentence the opening/middle/end of the story? |

| Year 6 | | |
|---|---|---|
| **Whole Class Guided Reading Texts** | | |
| **Fiction** | **Non-Fiction** | **Poetry** |
| Holes<br>A Place Called Perfect<br>Letters from a Lighthouse<br>The Boy at the Back of the Class<br>Kensuke's Kingdom<br>The Boy in the Girl's Bathroom<br>Nightfall in New York<br>A Boy Called Hope<br>Illegal<br>The Nowhere Emporium<br>Time Travelling with a Hamster<br>Cogheart<br>The Girl of Ink and Stars<br>The Railway Children<br>From Hereabout Hill<br>The Arrival (Picture Book) by Shaun Tan<br><br>*Literacy Shed Units*<br>*Holes*<br>*Kensuke's Kingdom*<br>*Cogheart*<br>*Rooftoppers* | Can We Save The Tiger? by Martin Jenkins<br>The Three Pigs (The Guardian advert -<br>https://www.youtube.com/watch?v=vDGrfhJH1<br>P4 )<br>History of Crime and Punishment – Comprehension Ninja<br>The Kindertransport Mission – BBC News Articles<br>Baba Yaga Factsheet and Russian Folklore by Sophie Anderson<br>Who are Refugees and Migrants? What Makes People Leave Their Homes? And Other Big Questions by M. Rosen and Annemarie Young | The Dreadful Menace<br>Caged Bird by Maya Angelou<br>There's a Fire in the Forest<br>Spinner<br>101 Poems for Children by Carol Ann Duffy<br>The Lost Words by Jackie Morris and Rovert Macfarlane<br>The Highwayman by Alfred Noyles<br>The Raven by Edgar Allen Poe<br>The Malfeasance by Alan Bold<br>Ozymandias<br>The Moment by Margaret Atwood<br>Tyger Tyger by William Blake<br>I am a Roman Soldier by Josiah Wedgewood<br>I was Born in the Stone Age by Michael Rosen<br>I Wandered Lonely as a Cloud by William Wordsworth<br>Revolting Rhymes by Roald Dahl<br>Colour by Christine Rossetti |