Reading Curriculum Progression

Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know. All the skills of language are essential to participating fully as a member of society; pupils, therefore, who do not learn to speak, read and write fluently and confidently are effectively disenfranchised. The national curriculum for English aims to ensure that all pupils:

⏦ read easily, fluently and with good understanding

⏦ develop the habit of reading widely and often, for both pleasure and information

⏦ acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language

⏦ appreciate our rich and varied literary heritage

Stem Sentences for **Summarising and Activating Prior Knowledge** when Reading and using **' Big Ideas'**

Once pupils are fluent, the big ideas are :

- Types of text
- Characters
- Settings
- Plot
- Themes
- Writers' techniques

NB: the sentence stems provided help pupils to build broad understanding of features of texts, understand the literary canon and to make connections within and across texts. The threshold concepts are transferable and buildable knowledge categories which support pupils' ability to predict and infer, both are dependent on prior knowledge. The stems can be used as a guided reading resource, ideally building towards increasingly independent use, or to guide discussion after reading aloud in class.

'Words and their meanings' as a concept is taught in context and therefore there are no stem sentences

KS1 Guidance:

Types of text:

Reading Curriculum Progression

The text is fiction because ………………..

This text is non- fiction because….

I know this is a traditional tale/ fantasy story/ adventure story because …..

I know it is a poem because ….

Words are in bold because …….

Headings and subheadings are used to ….

The pictures/ diagrams are used to

The book reminds me of …..

Characters:

A high point/ low point for the main character is ……...

I liked/ didn't like the main character because

The hero is …………

The villain is ……..

The characters who are friends are …..

The characters who are enemies are…..

The character shows what they are like when ………

Reading Curriculum Progression

The character changes when …….

I know how the character felt when….. because

The character reminds me of…..

Plot:

The problem in the story is when...

The solution happens when…..

The beginning, middle and end can be written in 3 sentences as …..

The problem in the story was big/ small because…..

The story reminds me of …...

Settings:

The setting of the story is………..

The place is …………. And the time is …….

The setting changes by …………

The setting reminds me of …….

Themes:

The story is about……….

Reading Curriculum Progression

The story is about being……….. Or not being ………..

The big idea of the story is………..

The moral of the story is……...

Writers' techniques

The word or sentence ……. makes me feel……

The adjectives the author uses about …. make me feel …….

The author's choice of the word……. makes me think of …..

The best use of language is when…….

KS2

Types of text:

I know we are reading a …………… text because ………..

The genre of this book is ………. I know this because

Our book is a mixture of …… genre and …. because

The layout of this non fiction book helps the reader by ………

Information in this book is made eye-catching by….

Reading Curriculum Progression

Characters:

The main character's personality can be summed up as…….

The high points for the character are …

The low points for the character are ……..

The character has positive relationships with ….. because

The character has negative relationships with …. because

The hero/ villain in the story is characterised by ……..

The main character is/ isn't a typical hero or heroine because…….

I felt most empathy with ….. because

The action or dialogue that shows most about the character is ……….. because

Plots:

In summary, the events so far are …..

The main problem (s) to be resolved are ….

Conflict is created by ……….

There are / aren't time shifts in this story and ………..

The resolution is/ isn't what I predicted because ….

I am clear about …. but want to know more about

Settings

The setting for the story is ……

The time period for the story is…..

The author makes the setting seem ………. by ……….

The setting contributes to the mood of the story by ……..

Themes

The big ideas of this text are………..

The author drives this theme by ………

The true meaning of the story is revealed when…….

Other books and stories with a similar theme are ……..

The story/ book impacts on my opinions about …….

Writers' techniques

The most effective use of language is …………

Imagery is used by the writer to describe

Reading Curriculum Progression

The writer uses poetic language like………..

A phrase that paints a picture in my mind is………..

The use of first/ third person narrative is effective when …

The use of flashback/ timeshift/ dual narrative is/ isn't effective when …….

Past/ present tense is used to ……………….

	KS1		KS2			
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
NC Breath of study (books, texts, poems to be studied in reading lessons)	Listen to traditional tales. • Listen to a range of texts. • Learn some poems by heart. • Become familiar with a wide range of texts of different lengths. • Discuss books. • Build up a repertoire of poems to recite. • Use the class and school libraries.	Listen to traditional tales. • Listen to a range of texts. • Learn some poems by heart. • Become familiar with a wide range of texts of different lengths. • Discuss books. • Build up a repertoire of poems to recite. • Use the class and school libraries.	Read and listen to a wide range of styles of text, including fairy stories, myths and Legends. • Listen to and discuss a wide range of texts. • Learn poetry by heart. • Increase familiarity with a wide range of books, including myths and legends, traditional stories, modern fiction, classic	Read and listen to a wide range of styles of text, including fairy stories, myths and legends. • Listen to and discuss a wide range of texts. • Learn poetry by heart. • Increase familiarity with a wide range of books, including myths and legends, traditional stories, modern fiction, classic	Read and listen to a wide range of styles of text, including fairy stories, myths and legends. • Listen to and discuss a wide range of texts. • Learn poetry by heart. • Increase familiarity with a wide range of books, including myths and legends, traditional stories, modern fiction, classic	Read and listen to a wide range of styles of text, including fairy stories, myths and legends. • Listen to and discuss a wide range of texts. • Learn poetry by heart. • Increase familiarity with a wide range of books, including myths and legends, traditional stories, modern fiction, classic

Reading Curriculum Progression

	• Listen to short novels over time.	• Listen to short novels over time.	British fiction and books from other cultures. • Take part in conversations about books. • Learn a wide range of poetry by heart. • Use the school and community libraries. • Look at classification systems. • Look at books with a different alphabet to English. • Read and listen to whole books.	British fiction and books from other cultures. • Take part in conversations about books. • Learn a wide range of poetry by heart. • Use the school and community libraries. • Look at classification systems. • Look at books with a different alphabet to English. • Read and listen to whole books.	British fiction and books from other cultures. • Take part in conversations about books. • Learn a wide range of poetry by heart. • Use the school and community libraries. • Look at classification systems. • Look at books with a different alphabet to English. • Read and listen to whole books.	British fiction and books from other cultures. • Take part in conversations about books. • Learn a wide range of poetry by heart. • Use the school and community libraries. • Look at classification systems. • Look at books with a different alphabet to English. • Read and listen to whole books.
NC statutory standards -word reading	apply phonic knowledge and skills as the route to decode words ▱ respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes ▱ read accurately by blending sounds in unfamiliar words containing GPCs that have been taught ▱ read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word	continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent ▱ read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes ▱ read accurately words of two or more syllables that contain the same graphemes as above	▱ apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet ▱ read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.	▱ apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet ▱ read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.	apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet.	apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet.

	☐ read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings ☐ read other words of more than one syllable that contain taught GPCs ☐ read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s) ☐ read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words ☐ re-read these books to build up their fluency and confidence in word reading	☐ read words containing common suffixes ☐ read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word ☐ read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered ☐ read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation ☐ re-read these books to build up their fluency and confidence in word reading.				
NC statutory standards- comprehension	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	☐ develop pleasure in reading, motivation to read, vocabulary and understanding by: ☐ listening to, discussing and expressing views about a wide range of	Pupils should be taught to: ☐ develop positive attitudes to reading and understanding of what they read by: ☐ listening to and discussing a wide range	. Pupils should be taught to: ☐ develop positive attitudes to reading and understanding of what they read by: ☐ listening to and discussing a wide range	Pupils should be taught to: ☐ maintain positive attitudes to reading and understanding of what they read by: ☐ continuing to read and discuss an	Pupils should be taught to: ☐ maintain positive attitudes to reading and understanding of what they read by: ☐ continuing to read and discuss an

Reading Curriculum Progression

	Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
	level beyond that at which they can read independently 🕮 being encouraged to link what they read or hear read to their own experiences 🕮 becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics 🕮 recognising and joining in with predictable phrases 🕮 learning to appreciate rhymes and poems, and to recite some by heart 🕮 discussing word meanings, linking new meanings to those already known 🕮 understand both the books they can already read accurately and fluently and those they listen to by: 🕮 drawing on what they already know or on background information and vocabulary provided by the teacher 🕮 checking that the text makes sense to them as they read and correcting inaccurate reading	contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently 🕮 discussing the sequence of events in books and how items of information are related 🕮 becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales 🕮 being introduced to non-fiction books that are structured in different ways 🕮 recognising simple recurring literary language in stories and poetry 🕮 discussing and clarifying the meanings of words, linking new meanings to known vocabulary 🕮 discussing their favourite words and phrases 🕮 continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear 🕮 understand both the books that they can	of fiction, poetry, plays, non-fiction and reference books or textbooks 🕮 reading books that are structured in different ways and reading for a range of purposes 🕮 using dictionaries to check the meaning of words that they have read 🕮 increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally 🕮 identifying themes and conventions in a wide range of books English – key stages 1 and 2 🕮 preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action 🕮 discussing words and phrases that capture the reader's interest and imagination 🕮 recognising some different forms of poetry [for example, free verse, narrative poetry]	of fiction, poetry, plays, non-fiction and reference books or textbooks 🕮 reading books that are structured in different ways and reading for a range of purposes 🕮 using dictionaries to check the meaning of words that they have read 🕮 increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally 🕮 identifying themes and conventions in a wide range of books English – key stages 1 and 2 🕮 preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action 🕮 discussing words and phrases that capture the reader's interest and imagination 🕮 recognising some different forms of poetry [for example, free verse, narrative poetry]	increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks 🕮 reading books that are structured in different ways and reading for a range of purposes 🕮 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 English – key stages 1 and 2 🕮 recommending books that they have read to their peers, giving reasons for their choices 🕮 identifying and discussing themes and conventions in and across a wide range of writing 🕮 making comparisons within and across books 🕮 learning a wider range of poetry by heart 🕮 preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and	increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks 🕮 reading books that are structured in different ways and reading for a range of purposes 🕮 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 English – key stages 1 and 2 34 Statutory requirements 🕮 recommending books that they have read to their peers, giving reasons for their choices 🕮 identifying and discussing themes and conventions in and across a wide range of writing 🕮 making comparisons within and across books 🕮 learning a wider range of poetry by heart 🕮 preparing poems and plays to read aloud and to perform, showing

Reading Curriculum Progression

	▭ discussing the significance of the title and events ▭ making inferences on the basis of what is being said and done ▭ predicting what might happen on the basis of what has been read so far ▭ participate in discussion about what is read to them, taking turns and listening to what others say ▭ explain clearly their understanding of what is read to them	already read accurately and fluently and those that they listen to by: ▭ drawing on what they already know or on background information and vocabulary provided by the teacher ▭ checking that the text makes sense to them as they read and correcting inaccurate reading ▭ making inferences on the basis of what is being said and done ▭ answering and asking questions ▭ predicting what might happen on the basis of what has been read so far ▭ participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say ▭ explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.	▭ understand what they read, in books they can read independently, by: ▭ checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context ▭ asking questions to improve their understanding of a text ▭ drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence ▭ predicting what might happen from details stated and implied ▭ identifying main ideas drawn from more than one paragraph and summarising these ▭ identifying how language, structure, and presentation contribute to meaning ▭ retrieve and record information from non-fiction ▭ participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say	▭ understand what they read, in books they can read independently, by: ▭ checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context ▭ asking questions to improve their understanding of a text ▭ drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence ▭ predicting what might happen from details stated and implied ▭ identifying main ideas drawn from more than one paragraph and summarising these ▭ identifying how language, structure, and presentation contribute to meaning ▭ retrieve and record information from non-fiction ▭ participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say	volume so that the meaning is clear to an audience ▭ understand what they read by: ▭ checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context ▭ asking questions to improve their understanding ▭ drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence ▭ predicting what might happen from details stated and implied ▭ summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas ▭ identifying how language, structure and presentation contribute to meaning ▭ discuss and evaluate how authors use language, including figurative language, considering the impact on the reader	understanding through intonation, tone and volume so that the meaning is clear to an audience ▭ understand what they read by: ▭ checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context ▭ asking questions to improve their understanding ▭ drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence ▭ predicting what might happen from details stated and implied ▭ summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas ▭ identifying how language, structure and presentation contribute to meaning ▭ discuss and evaluate how authors use language, including figurative language,

Reading Curriculum Progression

					⌐ distinguish between statements of fact and opinion ⌐ retrieve, record and present information from non-fiction ⌐ participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously ⌐ explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary ⌐ provide reasoned justifications for their views	considering the impact on the reader ⌐ distinguish between statements of fact and opinion ⌐ retrieve, record and present information from non-fiction ⌐ participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously ⌐ explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary ⌐ provide reasoned justifications for their views
Threshold Concepts	To read words accurately and fluently To find information and understand texts. (The complexity of the writing increases the level of challenge.)	To read words accurately and fluently To find information and understand texts. (The complexity of the writing increases the level of challenge.)	To read words accurately and fluently To find information and understand texts. (The complexity of the writing increases the level of challenge.)	To read words accurately and fluently To find information and understand texts. (The complexity of the writing increases the level of challenge.)	To read words accurately and fluently To find information and understand texts. (The complexity of the writing increases the level of challenge.)	To read words accurately and fluently To find information and understand texts. (The complexity of the writing increases the level of challenge.)

Reading Curriculum Progression

| Essential Component Knowledge | Phase 5 of letters and sounds

Understand regular plural noun suffixes –s or –es [for example, dog, dogs; wish, wishes], including the effects of these suffixes on the meaning of the noun
How the prefix un– changes the meaning of verbs and adjectives [negation, for example, unkind, or undoing: untie the boat]

Reading of all words through sounding and blending

Reading of common exception words

Knowledge of rhymes and grammatical structures in rhyming stories

Grammatical structures in hear stories: questions, exclamations,

Familiarity with traditional tales, key stories and fairy stories | Phase 5 and 6 of letters and sounds and all common exception words

The formation of nouns using suffixes such as –ness, –er and by compounding [for example, whiteboard, superman]

Formation of adjectives using suffixes such as –ful, –less and their meaning

Use of the suffixes –er, –est in adjectives and the use of –ly to turn adjectives t adverbs in Standard English to turn adjectives into adverbs

Common word roots to make meaning of new words

Cause and effect in narrative and simple inference

Cause and effect in non-fiction and simple inference

A favourite poem learnt by heart

The difference between spoken and written language | Formation of nouns using a range of prefixes and their meanings [for example super–,anti–, auto–]

Word families based on common words, showing how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble]

Understanding of a range of themes in stories and novels , good over evil, friendship, loss, overcoming adversity

Understanding of narrative voice (1st and 3rd person) narrative structure and tenses and how they are used.

The conventions of different types of writing: letters, diaries, headings, numbers, contents pages, indexes

Cause and effect in narrative and non-fiction and using these to infer meanings

Extend the range of literary features known: simile and metaphor, short impact sentence, ellipses, imagery using | Formation of nouns using a range of prefixes and their meanings [for example super–,anti–, auto–]

Word families based on common words, showing how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble]

Understanding of a range of themes in stories and novels , good over evil, friendship, loss, overcoming adversity

Understanding of narrative voice (1st and 3rd person) and tense and their effect.

The conventions of different types of writing: letters, diaries, headings, numbers, contents pages, indexes

How to locate information in reference books using indexes

The conventions of play scripts and of a range of poems

Cause and effect in narrative and non-fiction and using these to infer meanings | Knowledge of how converting nouns or adjectives into verbs using suffixes [for example, –ate; –ise; –ify] and using verb prefixes [for example, dis–, de–, mis–, over– and re–] affects meaning.

Understanding of a range of themes in stories and novels , good over evil, friendship, loss, heroism overcoming adversity, issues and dilemmas

Extend knowledge of characterisation in novels and how this achieved

Extend the range of genres known , including historical, science fiction, comedy, adventure , quest, mystery, their key features and effects

Understanding of narrative voice and point of view (both of author and fictional character) and the effect of varied tenses in narrative | The difference between vocabulary typical of informal speech and

vocabulary appropriate for formal speech and writing [for example, find

out – discover; ask for – request; go in – enter]

How words are related by meaning as synonyms and antonyms (see Eng NC appendix1)

Understanding of a range of themes in stories and novels , good over evil, friendship, loss, heroism overcoming adversity, issues and dilemmas

Extend knowledge of characterisation in novels and how this achieved

Extend the range of genres known , including historical, science fiction, adventure , quest., mystery, their key features and effects

Understanding of narrative voice and point of view (both of author and fictional character) and the effect of varied tenses in narrative |
|---|---|---|---|---|---|---|

Reading Curriculum Progression

	Knowledge of fiction and non-fiction

Retrieving information from information texts

Simple narrative features, beginnings, endings, build ups, surprise endings.

Understanding of prediction and making predictions

Poems and their features, rhyme, rhythm

Knowledge of traditional literary characters, good and evil, magical, mysterious, Funny

Understanding of how characters might be thinking and feeling through role play | Structural features of non-fiction texts: headings, subheadings, glossaries.

Extending knowledge of features of traditional tales, fairy and fantasy stories previously encountered in Y1

Knowledge of a range of literary characters, good, evil. wise, foolish, adventurous, funny and why they speak and behave as they do.

Knowledge of settings, and how they engage the reader and add to the mood of the story

Knowledge of a range of fiction genres, adventure, mystery, fantasy,

Knowledge of the concept of themes and some simple themes: good over evil, wise over foolish,

Knowledge of literary language of character, setting and mood and how these differ in different texts | the senses, alliteration and onomatopoeia

Extend the range of genres, including historical, science fiction, adventure , quest, and their key features

Extend knowledge of a range of literary characters, heroes and heroines, wise and foolish characters, lazy, spoilt, resourceful etc.

Extend knowledge of settings and their impact in narratives | Extend the range of literary features known: simile and metaphor, personification, short impact sentence, ellipses, imagery using the senses, alliteration and onomatopoeia

Extend the range of genres, including historical, science fiction, adventure, and quest. And their key features and effects

Extend knowledge of a range of literary characters, heroes and heroines, wise and foolish characters, lazy, spoilt, resourceful etc. and their effect in narratives

Extend knowledge of settings and their effect in narratives | Understand more complex narrative structures, flashbacks, timeslips, dual narrative

Understand more complex literary features and their effects: imagery, analogy, simile metaphor, personification, style

Knowledge of presentational devices of information texts including websites and how to use them to locate and sort information. | Understand more complex narrative structures, flashbacks, timeslips, dual narrative

Understand more complex literary features and their effects: imagery, analogy, simile metaphor, personification, style

Knowledge of presentational devices of information texts including websites and how to use them to locate and sort information |

Reading Curriculum Progression

Conceptual Vocabulary (culmulative)	sound , phoneme, digraph, digraph, split diagraph, grapheme punctuation, full stop, question mark, exclamation mark, rhythm	noun, noun phrase statement, question, exclamation, command compound, suffix adjective, adverb, verb, syllable tense (past, present) apostrophe, comma fiction, non- fiction, character, setting, adventure, mystery, fantasy, glossary, index, narrator, hero, villain	word family, prefix, plot theme, style, narrator , narrative voice, point of view 1st person, 3rd person, simile, metaphor , character, motive, ellipsis, imagery, alliteration, inference, prediction ,deduction onomatopoeia, historical fiction, science fiction, quest, fantasy, hero, heroine, past tense, present tense, dilemma, resolution, cliff-hanger , heading, subheading, glossary, index	word family, prefix, plot theme, style, narrator , narrative voice, point of view, 1st person, 3rd person, simile, metaphor , personification , character, motive, inference, [prediction, deduction. ellipsis, imagery, alliteration, onomatopoeia, historical fiction, science fiction, quest, fantasy, hero, heroine, past tense, present tense, dilemma, resolution, cliff-hanger , heading, subheading, effect, stage direction, intonation, tone	Characterisation, theme, narrative structure, imagery, style, analogy, effect, simile, metaphor, personification, literal language, figurative language, flashback, timeslip, tension, suspense, dialogue, viewpoint, mood , feeling, attitude, themes, features, intonation, tone	Characterisation, theme, narrative structure, imagery, style, analogy, effect, simile, metaphor, personification, literal language, figurative language, flashback, timeslip, tension, suspense, dialogue, viewpoint, mood , feeling, attitude, themes, features, intonation, tone
Books and text to be read aloud						

Reading Curriculum Progression

Milestones	Read words accurately	Read Words accurately	Reading words accurately:
	Apply phonic knowledge and skills as the route to decode words. • Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes. • Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught. • Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word. • Read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings. • Read other words of more than one syllable that contain taught GPCs. • Read words with contractions (for example, I'm, I'll, we'll) and understand that the apostrophe represents the omitted letter(s). • Read aloud accurately books that are consistent with phonic knowledge and that do not require other strategies to work out words. • Re-read these books to build up fluency and confidence in word reading. • Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes. • Read accurately words of two or more syllables that contain the same graphemes as above. • Read words containing common suffixes.	Apply a growing knowledge of root words, prefixes and suffixes (etymology and morphology). • Read further exception words, noting the spelling **Understand Texts:** Draw inferences from reading. • Predict from details stated and implied. • Recall and summarise main ideas. • Discuss words and phrases that capture the imagination. • Retrieve and record information from non-fiction, using titles, headings, sub-headings and indexes. • Prepare poems and plays to read aloud with expression, volume, tone and intonation. • Identify recurring themes and elements of different stories (e.g. good triumphing over evil). • Recognise some different forms of poetry. • Explain and discuss understanding of reading, maintaining focus on the topic. • Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. • Predict what might happen from details stated and implied. • Identify main ideas drawn from more than one paragraph and summarise these.	Apply knowledge of root words, prefixes and suffixes. • Read age-appropriate books with confidence and fluency (including whole novels). (Note: this should be through normal reading rather than direct teaching.) **Understand Texts:** Recommend books to peers, giving reasons for choices. • Identify and discuss themes and conventions in and across a wide range of writing. • Make comparisons within and across books. • Learn a wide range of poetry by heart. • Prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience. • Check that the book makes sense, discussing understanding and exploring the meaning of words in context. • Ask questions to improve understanding. • Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. • Predict what might happen from details stated and implied.

Reading Curriculum Progression

	• Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered. • Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation. • Re-read books to build up fluency and confidence in word reading. **Understand texts** Discuss events. • Predict events. • Link reading to own experiences and other books. • Join in with stories or poems. • Check that reading makes sense and self-correct. • Infer what characters are like from actions. • Ask and answer questions about texts. • Discuss favourite words and phrases. • Listen to and discuss a wide range of texts. • Recognise and join in with (including role-play) recurring language. • Explain and discuss understanding of texts. • Discuss the significance of the title and events. • Make inferences on the basis of what is being said and done.	• Identify how language, structure and presentation contribute to meaning. • Ask questions to improve understanding of a text	• Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas. • 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. • Retrieve and record information from non-fiction. • Participate in discussion about books, taking turns and listening and responding to what others say. • Distinguish between statements of fact and opinion. • Provide reasoned justifications for views.

Reading Curriculum Progression