



LincolnCarlton
·ACADEMY·

The Reading Curriculum

September 2024 – July 2025

Intent	<p>At Lincoln Carlton Academy, we recognise the dual impact that Reading for Pleasure and the teaching of reading have on the development of essential skills for school life and beyond; it is an integral part of everyday life and is a prerequisite for all areas of our challenging curriculum, further schooling and eventually the workplace. Therefore, our reading curriculum places significant emphasis on ensuring our children are competent, confident and fluent readers.</p> <p>We believe that all our children can become fluent readers, regardless of background or ability, and this is why we teach phonics and early reading through Little Wandle Letters and Sounds Revised, which is a systematic and synthetic phonics programme. Using <i>The Literacy Tree</i>, a book-based platform, we have created a coherently planned and sequenced curriculum that utilises the carefully chosen and ambitious core texts to ensure that cumulative fluency is achieved over time.</p> <p>The reading curriculum at LCA aims to empower our children by exposing them to a wide range of genres and authors, which will broaden and deepen their knowledge of the world around them and reflect the rich diversity of our community. It encompasses high-quality modern 21st century novels, picture books, non-fiction texts, poetry, well-known tales and abridged versions of classic literature. Through this comprehensive range of texts, we develop a love of language and every child’s vocabulary is enriched.</p> <p>Our reading curriculum is ambitious for all:</p> <p style="text-align: center;"><i>“Every student, Every lesson, All the time”</i></p>
Implementation	<p><u>Phonics</u></p> <p>In Reception and Year 1, we teach Phonics and early reading through the Little Wandle Letters and Sounds Revised programme. Children in Reception make a strong start, with teaching beginning in the second full week of the Autumn term with Phase 2 GPCs. Building on from their Nursery experiences, we also continue to share high-quality stories, nursery rhymes and poems, further develop focused listening and attention skills, including oral blending and ensure the environment supports high-quality language. We have a strong focus on language development in child-initiated time, with adults modelling and enjoying quality interactions with our children because we know that speaking and listening are crucial skills for reading and writing in all subjects.</p> <p>Through Reception and Year 1, Phonics is taught daily by trained practitioners, who deliver the programme with consistency and fidelity, enabling children to build on their prior knowledge of the alphabetic code, mastering Phonics to read and spell.</p> <p>Reading practice sessions allow children to practise and apply their phonic knowledge three times a week using decodable books that are matched to the child’s secure phonic knowledge. Each session has a clear focus on three key reading skills - decoding, prosody and comprehension. The decodable book is then taken home to share their reading success. This is in addition to a shared reading book from the school library.</p> <p>Regular and rigorous assessment ensures that children are identified should they require additional support with Phonics/early reading. Individual and small group ‘keep up’ sessions are planned and delivered so that every child secures their learning.</p> <p>Phonics and reading practice sessions continue in Year 2 for those children who have yet to secure Phonics. Following consolidation of Phase 5 and a fluency assessment in the Autumn term, those who require additional Phonics teaching continue on the Little Wandle Rapid Catch up programme until they are secure in both Phonic knowledge and reading fluency.</p>

	<p>From this point until the end of Year 6, children take part in daily reading sessions using the planned Literacy Tree texts.</p> <p>Teachers are highly skilled at adapting Literacy Tree planning to ensure:</p> <ul style="list-style-type: none"> • That planning addresses any misconceptions identified through ongoing assessment. • That planning anticipates misconceptions that may arise. • There are scaffolds for those who need to continue to build their cumulative fluency and close gaps. <p>Reading places books at the core of our curriculum across all year groups. At Lincoln Carlton Academy you will see:</p> <ul style="list-style-type: none"> • Teachers reading to their students daily • Children engaging in regular 'book talk'. For example: <ul style="list-style-type: none"> o Activating prior knowledge o Character understanding o Recognising themes o Atmosphere, mood and emotion • Accessible libraries, class reading areas and displays • Modelling of key strategies for fluency using EARS (E- Expression, A- Automaticity, R-Rhythm and phrasing and S- Smoothness) <p>Explicit teaching of skills necessary for effective comprehension</p> <ul style="list-style-type: none"> • Children independently accessing reading materials in age appropriate libraries • Teachers guiding children to make successful reading choices through a deep knowledge of their preferences • Shared reading opportunities across the school • Whole school events such as World Book Day, Author webinars and National Poetry Day <p>There is a rigorous programme in place for assessing reading fluency as children come away from the Little Wandle Programme. This ensures that children have all the skills they need to be a confident text reader. Where intervention is needed, this is implemented rapidly and consistently. More information can be found in the Anthem Reading Strategy.</p>
Impact	<p>When children leave LCA they will:</p> <p>Be passionate about reading and regularly enjoy reading for pleasure.</p> <p>Understand the importance of reading in relation to their future aspirations.</p> <p>Be confident and fluent readers who are able to apply this to all areas of the curriculum and beyond.</p> <p>Be motivated, independent lifelong learners.</p> <p>Be able to make connections between what they have learnt and use this to further continue to broaden their knowledge.</p> <p>Have developed a wide and varied range of vocabulary (this is particularly important for our most disadvantaged pupils).</p>

English and children with Special Educational Needs

The graduated approach handbook for SEND students should be used to provide the simple, everyday strategies that should be employed to support learners in the classroom. The strategies below are aimed more specifically at adapting the English curriculum for SEND learners.

<p>In guided reading/writing, place students who need most support opposite the teacher so they can hear and see teacher prompts clearly.</p>	<p>When monitoring class independent reading and writing, make sure the teacher and additional adults position themselves so all pupils are within range of eye contact.</p>	<p>Make available a range of accessible materials including, for example:</p> <ul style="list-style-type: none"> • Chunky pencils • Different coloured crayons • Individual whiteboards and pens for writing in different contexts. • Pencil grips for pupils who need them. 	<p>Approach English concepts at a level of understanding that is appropriate, eg grammar may be better taught by modelling, rather than through the use of explicit and metalinguistic vocabulary, such as verbs, adjectives, subordinate clauses, which will confuse some pupils.</p>	<p>Film and video are powerful tools to support English learning, particularly in relation to storytelling and the study of literature.</p>	<p>Use visual aids or other concrete supports when dealing with abstract topics – for example, teaching about rhythm in poetry through clapping and pacing.</p>
<p>When teaching poetry and texts that make high language demands, use active teaching strategies, such as drama – eg to explore a scene from Shakespeare, or build sound collages for a poem.</p>	<p>In reading comprehension activities, ask pupils to illustrate the story setting; draw the main character and annotate with notes on the features and views of the character.</p>	<p>Use activities involving drama skills such as hot seating. In drafting, eg for writing a persuasive text, use role-play as part of the preparation.</p>	<p>Summarise sequences of events through mind maps, spider plans, role-play, drama etc.</p>	<p>Pupils can use image technology to support the writing process – for example, by creating a storyboard of pictures as a scaffold for writing a narrative.</p>	<p>ICT can be used to offer alternatives to writing as a way of responding to text, eg through creating an electronic presentation, perhaps with images, as a response to text.</p>
<p>Clicker helps with spelling, providing a talking word bank.</p>	<p>Allow pupils enough time to complete reading and written tasks with appropriate support, eg a guided writing session or a one-to-one reading conference.</p>	<p>Some pupils with more significant learning disabilities may not yet have the ability to analyse language, but can be helped to form and express their own views independently through modelling and practice.</p>	<p>Introduce key vocabulary explicitly and ensure this includes verbs as well as nouns – for example, as well as teaching rhythm and symbolism in readiness for writing a literary critical essay, also introduce the common verbs used to develop literary comment, such as depicts, conveys, suggests, evokes...</p>	<p>Highlight key words for the main message of the text. These could be individual words, but will more often be phrases such as persuasive language, noun phrases, or character portraits.</p>	<p>Be aware that metaphor (for example, in poetry) and irony can be interpreted literally by some pupils (including those on the autistic spectrum), creating confusion and/or misunderstanding.</p>

Curriculum Map – Early Years Foundation Stage - Reception

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Little Wandle Phonics progression	Phase 2 -New GPCs s, a, t, i, n, m, d, g, o, c, k, ck, e, u, r, h, b, f, l Tricky words: is, the l	Phase 2 - New GPCs ff, ll, ss, j, v, w, x, y, z, zz, qu, sh, th, ng, nk Tricky words: as, and has, his, her, go, no, to, into, she, he, of, we, me, be	Phase 3 - New GPCs ai, ee, igh, oa, oo, oo , ar, or, ur, ow, oi, ear, air, er Tricky Words: was, you, they, my, by, all, are, sure, pure	Phase 3 - Review Ph2/3 GPCs Words with 2 or more digraphs -ing words Compound Words Secure reading of tricky words taught so far	Phase 4 - Review Ph2/3 GPCs Words with short vowels Root words ending -ing, -ed, -est New tricky words: said, so, have, like, some, come, love, do, were, here, little, says, there, when, what, one, out, today	Phase 4 - Review Ph2/3 GPCs Words with long vowels Root words ending: -ing -ed /t/, -ed /id/ /ed/ -ed /d/ Secure reading of tricky words taught so far
Little Wandle text progression	Foundation	Phase 2 set 1	Phase 2 set 4	Phase 3 set 1	Phase 3 set 2	Phase 4 set 1
Core Texts	The Colour Monster by Alana Llenas Little Red Hen Farmer Duck by Martin Wardell	A Squash and a Squeeze by Julia Donaldson The Everywhere Bear by Julia Donaldson In Every House on Every Street by Jess Hitchman	Owl babies by Martin Waddell Monkey Puzzle by Julia Donaldson The Emperor's Egg by Martin Jenkins	Three Billy Goats Gruff Little Red Riding Hood	Superworm by Julia Donaldson The extraordinary gardener by Sam Boughton The tiny seed by Eric Carle	The Hundred Bus by Mike Smith Izzy Gizmo by Pip Jones Super Milly and the Super School Day by Stephanie Clarkson & Gwen Millward
Poetry Basket	LW Foundation rhymes Chop Chop Sliced Bread	Winter performance Five Little Peas Leaves are falling	Five Little Owls Monkey Babies I can build a snowman	Pancakes Dance The fox	A Little Seed I have a little frog Under a stone	Rock Pool Stepping Stones

Curriculum Map – Year 1

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
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Anthem Reading Sequence Components

<p><u>Vocabulary</u></p> <ul style="list-style-type: none"> - There is a clear focus on vocabulary. - Where needed, vocabulary is front loaded – especially when the words will unlock comprehension. - There is an emphasis on tier 2 words. - Children are exploring words. - Etymology and morphology are explored, and links are made to spelling. - Semantic links are explored. 	<p><u>Reading volume</u></p> <ul style="list-style-type: none"> - Children read in every session - There are varied opportunities to read: supported, quiet, independent, shared etc. - Reading practice builds stamina. 	<p><u>Fluency</u></p> <ul style="list-style-type: none"> - Fluency is well- integrated into reading lessons. - E.A.R.S. is used for fluency learning and assessment. - Teachers model fluency. - Where appropriate repeated reading strategies are used. 	<p><u>Enjoyment, purpose, and fulfilment</u></p> <ul style="list-style-type: none"> - Reading feels real; it is purposeful or enjoyable. - The teacher has a chosen texts that will ignite interest and motivation to read. - Keen interest and engagement are modelled. - There is a culture of being able to respond personally – explain likes and dislikes. - Pace supports engagement (reading doesn't get boring).
<p><u>Background knowledge</u></p> <ul style="list-style-type: none"> - Where needed, background knowledge is front loaded to support comprehension. - Background knowledge is activated to support comprehension. 	<p><u>Discussion and reasoning</u></p> <ul style="list-style-type: none"> - Monitoring comprehension - Mental models There is opportunity for pupils to discuss the reading – with and without teacher leading the discussion. - Teachers allow pupil opinion to be shared. - Pupils are asked to explain their thinking. - Modelling of explanations and discussion is high quality. - There is a culture of learning discussion for reading. - 	<p><u>Capture of learning</u></p> <ul style="list-style-type: none"> - There is a variety of approaches to capturing reading learning. - Creative approaches are valued, including drama. - Teacher plan for collaborative learning capture. - Sometimes there is no need to capture the reading learning - Literacy Tree learning routines and Visible Thinking Routines are used to support the capture of learning. - Capture of learning is used to show mental models. 	<p><u>Assessment</u></p> <ul style="list-style-type: none"> - Literacy Tree comprehension questions are used to assess comprehension – not as part of teaching. - Teachers can select the most appropriate questions to use with their class. - Where teachers know that children will struggle to answer the questions, they will not expect children to answer them independently and will support the learning. - All comprehension questions will be marked, and the teacher will diagnose individual and class comprehension barriers.

Autumn

Reading text	The Spider and the Fly Mary Howitt and Tony DiTerlizzi 	After the Fall Dan Santat 	There's a Rang-Tan in My Bedroom, James Sellick 	Lost Species, Jess French 
Text type	Picture book	Picture book	Picture book	Picture book
Suggested whole class chapter book				

Spring

Reading text	Rabbit and Bear Julian Gough and Jim Field 	A book of bears Katie Viggers 	Too small Tola Atinuke 	The Magic Finger Roald Dahl 
Text type	Picture book	Picture book	Picture book	Short novel
Suggested whole class chapter book	    			

Summer

Non-fiction: historical	Cakes in space 	 The Ride-by-nights by Walter De La Mare	 Grimwood by Nadia Shireen	 The Street beneath my feet by Charlotte Guillan
Text type	Picture book	Poetry	Short novel	Non-Fiction
Suggested whole class chapter book	 			

Year 3 Curriculum Map












Autumn

Reading text	The BFG, Roald Dahl 240 pages 	The Lost spells, Robert McFarlane 240 pages 	Arthur and the golden rope, Joe Todd Stanton 56 pages 	Poems New and collected, Carol Ann Duffy 288 pages 
Text type	Classic narrative	Poetry	Picture book, retell of a Norse Myth	Poetry anthology
Complementary texts				

Spring





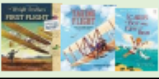

Reading text	Edward Tulane (Not LT planning) Or The White Fox Or Black Dog   	Earth shattering events, Robin Jacobs 99 pages 	Africa, amazing Africa, Atinuke 80 pages 	Old Possum's Book of practical Cats, TS Elliot 128 pages 
Text type	Classic narrative/Contemporary fiction	Non-fiction	Non-fiction	Poetry
Complementary texts		 		

Summer




Reading text	Mr penguin and the Lost Treasure, Alex T Smith 208 pages 	I am the seed that grew in the tress, Fiona Waters 336 pages 	A necklace of Raindrops, Joan Aitken 108 pages 	Fortunately, the milk, Neil Gaiman 160 pages 
Text type	Adventure series	Poetry	8 classic stories	Humour
Complementary texts	 	   		

Year 4 Curriculum Map





Autumn

Reading text	Short NF (Skygazing?) (Read The Last Firefox as class reader) 64 pages		Annie Lumsden, Girl from the sea David Almond 64 pages		Wild Robot, Peter Brown 288 pages	School winter/Christmas choice
Text type	Black history, illustrated poem		Contemporary fiction (mythical) picture book		Non-fiction: Historical	Contemporary fiction
Complementary texts						

Spring

Reading text	Firework Maker's daughter, Philip Pullman 144 pages		Tamarind and the star of Ishta, Jasbinder Bilan 224 pages		Viking Voyagers, Jack Tite 64 pages	
Text type	Modern classic fiction		Contemporary fiction, Indian/Himalayan, adoption		Non-fiction: historical	
Complementary texts						

Summer






Reading text	Poems from a green and blue planet, Sabrina Mahfouz 464 pages		How does a lighthouse work? Roman Belyaev 48 pages		The Last Firefox, Lee Newbury 304 pages		Fluency performance
Text type	Poetry compilation		Non-fiction		Non-fiction		Contemporary fiction, humour, relationships
Complementary texts							

Year 5 Curriculum Map

Autumn

Reading text	Undeclared 	Cosmic, Frank Cottrell Boyce 384 pages		Mythologica, Dr Stephen Kershaw 	Cogheart Or Who let the gods out? 
Text type	True stories, biography, multicultural, poetry	Contemporary fiction, adventure, and humour		Encyclopaedia	

Spring







Reading text	Black and British, David Olusoga 80 pages 	Sleeper and the Spindle Anthem reading (Fairy-tale recap) 	The Listeners, Walter de la Mare 	When the stars come out, Nicola Edwards 64 pages 
Text type	Contemporary fiction LGBTQ+	Non fiction, history: Black	Classic Poetry	Non – fiction picture book, Astronomy
Whole class novel				
Complementary texts				

Summer




Reading text	Poems from the second world war, Gaby Morgan 160 pages 	Letters from the lighthouse, Emma Carroll 288 pages 	Overheard in a tower block, Joseph Coelho 112 pages 	Real-life mysteries Susan Martineau and Vicky Barker 48 pages 
Text type			Poetry	Non-fiction real stories
Whole class novel	Letters from the Lighthouse		High Rise Mystery, Sharna Jackson	

Year 6 Curriculum Map

Autumn

Reading text	On the move, Michael Rosen 144 pages		Fly me home, Polly Ho Yen 304 pages		Darwin's voyage, Jake Williams 96 pages		Beetle Boy, MG Leonard 336 pages	
Text type	Poetry: migration		Contemporary fiction		Contemporary fiction		Non-fiction science	
Suggested whole class novel	Fly Me Home 				Beetle Boy, MG Leonard 			

Spring

Reading text	The Invention of Hugo Cabret, Brian Selznick	Malala, Malala Yousafzai Or SATs reading practice	Caged Bird, Maya Angleou	Poetry for kids, William Shakespeare 48 Pages	
Text type	Flashback	Non-fiction biography	Poetry	Non-fiction	
Whole class novel			The Last Wild, Piers Today 352 pages Or Boy in the Tower 336 pages		 

Summer

Reading text	Grimm tales for young and old, Philip Pullman 448 pages		The Explorer, Katherine Rundell 416 pages		
Text type	Compilation of tales		Fiction adventure		
Whole class novel	The Explorer, Katherine Rundell 416 pages				

Steps in Progression Document

Word reading

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Reading Word reading: Fluency	<p>Re-read books to build up their fluency and confidence in word reading</p> <p>Read aloud accurately books consistent with their developing phonic knowledge</p>	<p>Read most familiar words quickly and accurately, without overt blending</p> <p>Re-read familiar books to build up their fluency and confidence in word reading</p>	<p>Continue to build up their fluency, stamina and confidence in word reading</p>	<p>Continue to build up their fluency, stamina and confidence in reading increasingly longer texts</p>	<p>Develop fluency, stamina and confidence in reading a wider range of longer texts</p>	<p>Develop fluency, stamina and confidence in reading a wide variety of longer texts from a range of genres</p>
Reading Word reading: Phonics, etymology and morphology <small>Refer to PoS Appendix 1 for detailed information</small>	<p>Apply phonic knowledge and skills as the route to decode words</p> <p>Respond speedily with the correct graphemes for all 40+ phonemes, including graphemes with alternative sounds</p> <p>Read accurately by blending sounds in unfamiliar words containing taught GPCs</p> <p>Read words (incl. polysyllabic words) containing taught GPCs and -s, -es, -ing, -ed, -er and -est suffixes</p> <p>Compound words</p>	<p>Continue to apply phonics as the route to decode words until automatic decoding has become embedded and reading is fluent</p> <p>Accurately read (by blending sounds) words of two+ syllables containing taught graphemes, recognising alternative sounds for graphemes</p> <p>Read words containing common suffixes</p> <p>Read aloud books matched to their phonic knowledge, blending unfamiliar words automatically</p>	<p>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</p>	<p>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</p>	<p>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</p>	<p>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</p>

Steps in Progression Document

Word reading

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Reading</p> <p>Word reading: Non-rule words</p>	<p>Read the following common exception words:</p> <p>the, a, do, to, today, of, said, says, are, were, was, is, his, has, I, you, your, they, be, he, me, she, we, no, go, so, by, my, here, there, where, love, come, some, one, once, ask, friend, school, put, push, pull, full, house, our – and/ or others, according to the programme used</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>Read further common exception words:</p> <p>door, floor, poor, because, find, kind, mind, behind, child, children*, wild, climb, most, only, both, old, cold, gold, hold, told, every, everybody, even, great, break, steak, pretty, beautiful, after, fast, last, past, father, class, grass, pass, plant, path, bath, hour, move, prove, improve, sure, sugar, eye, could, should, would, who, whole, any, many, clothes, busy, people, water, again, half, money, Mr, Mrs, parents, Christmas</p>	<p>Read further common exception words:</p> <p>accident(ally), address, arrive, believe, breathe, build, calendar, centre, certain, complete, continue, decide, different, disappear, earth, enough, experience, extreme, favourite, forward(s), grammar, guard, heard, height, imagine, important, island, learn, library, medicine, minute, naughty, occasion(ally), opposite, particular, perhaps, position, possible, pressure, promise, quarter, recent, reign, sentence, special, strange, suppose, therefore, thought, various, woman/women</p>	<p>Read further common exception words:</p> <p>actual(ly), answer, appear, bicycle, breath, busy/business caught, century, circle, consider, describe, difficult, early, eight/ eighth, exercise, experiment, famous, February, fruit, group, guide, heart, history, increase, interest, knowledge, length, material, mention, natural, notice, often, ordinary, peculiar, popular, possess(ion), potatoes, probably, purpose, question, regular, remember, separate, straight, strength, surprise, though/although, through, weight</p>	<p>Read further common exception words:</p> <p>accommodate, according, aggressive, ancient, appreciate, available, awkward, bruise, cemetery, communicate, competition, conscious*, convenience, criticise (critic + ise), definite, determined, dictionary, embarrass, equip (-ped, -ment), exaggerate, existence, familiar, forty, government, harass, identity, individual, interrupt, leisure, marvellous, muscle, neighbour, occupy, opportunity, persuade, prejudice, profession, pronunciation, recognise, relevant, rhyme, sacrifice, shoulder, sincere(ly), stomach, suggest, system, thorough, variety, vehicle</p>	<p>Read further common exception words:</p> <p>accompany, achieve, amateur, apparent, attached, average, bargain, category, committee, community, conscience, controversy, correspond, curiosity, desperate, develop, disastrous, environment, especially, excellent, explanation, foreign, frequently, guarantee, hindrance, immediate(ly), interfere, language, lightning, mischievous, necessary, nuisance, occur, parliament, physical, privilege, programme, queue, recommend, restaurant, rhythm, secretary, signature, soldier, sufficient, symbol, temperature, twelfth, vegetable, yacht</p>

Steps in Progression Document

Comprehension

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Reading Comprehension: Reading for pleasure	Listen to and discuss a wide range literature beyond their independent reading ability, linking it to their own experiences	Listen to, discuss and express views about a wide range literature beyond their independent ability, including contemporary and classic poetry, stories and non-fiction, and be familiar with and retell a wider range of stories, fairy stories and traditional tales	Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks and be familiar with and retell a wide range of fairy stories, myths and legends	Listen to, discuss and express views about a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks and be familiar with and retell a wide range of fairy stories, myths and legends	Continue to read and discuss a wider range of fiction, poetry, plays, non-fiction and reference books or textbooks Increase familiarity with a wide range of books, including myths, legends and traditional stories Recommend books to their peers Make comparisons across books	Continue to read, discuss and express views about a wider range of fiction, poetry, plays, non-fiction and reference books or textbooks Increase familiarity with a wide range of books, including modern fiction, classic and diverse fiction Recommend books to their peers, giving reasons Make comparisons within and across books
Reading Comprehension: Structure	Recognise and join in with predictable phrases	Be introduced to non-fiction books structured in different ways	Read books that are structured in different ways	Read a wider range of books that are structured in different ways and read for a range of purposes	Read books that are structured in different ways and read for a range of purposes	Read books that are structured in different ways and read for a range of purposes
Reading Comprehension: Poetry & rhymes	Appreciate and recite some rhymes and poems	Recognise simple recurring literary language Build a further repertoire of poems learnt by heart, reciting with intonation	Prepare poems and play scripts to read aloud and to perform, using intonation Recognise some different forms of poetry [e.g. free verse]	Prepare poems and play scripts to read aloud and perform, using intonation, tone and action Recognise some different forms of poetry [e.g. narrative poetry]	Learn a range of poetry by heart Prepare poems and plays to read aloud and to perform, using intonation, tone and volume	Learn a wider range of poetry by heart Prepare poems and plays to read aloud and to perform, using intonation, tone and volume
Reading Comprehension: Understanding language	Discuss word meanings, linking new meanings to those already known	Discuss and clarify the meanings of words and their favourite words and phrases	Discuss words and phrases that capture the reader's interest Use dictionaries to check the meaning of words that they have read	Discuss words and phrases that capture the reader's interest and imagination Use dictionaries to check the meaning of words that they have read	Discuss and evaluate how authors use language, including figurative language	Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader

Steps in Progression Document

Comprehension

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Reading Comprehension: Understand	Check that the text makes sense to them as they read and correct inaccurate reading	Check that the text makes sense to them as they read and correct inaccurate reading with increasing automaticity	Check that the text makes sense to them, discuss their understanding and predict the meaning of new words	Check that the text makes sense to them, discuss their understanding and explain the meaning of words in context	Check that the book makes sense to them, discuss their understanding and explore the meaning of words in context Identify how language, structure and presentation contribute to meaning	Check that the book makes sense to them, discuss their understanding and explore the meaning of words in context, using background knowledge to predict the meaning of new words Identify how language, structure and presentation contribute to meaning
Reading Comprehension: Identify & retrieve	Draw on what they already know [e.g. they are sad]	Draw on what they already know or on background information and vocabulary	Identify how language and structure contribute to meaning Retrieve and record information from non-fiction	Identify how language, structure, and presentation contribute to meaning Retrieve and record information from non-fiction	Distinguish between statements of fact and opinion Provide reasoned justifications for their views	Distinguish between statements of fact, opinion and bias Provide reasoned justifications for their views
Reading Comprehension: Inference	Make simple inferences about characters	Make inferences on the basis of what is being said and done	Draw inferences such as characters' feelings and thoughts from their actions, and justify inferences	Draw inferences such as characters' feelings, thoughts and motives from their actions, and justify inferences with evidence	Draw inferences such as characters' feelings, thoughts and motives from their actions, and justify inferences with evidence and quotations	Draw inferences such as characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence, quotations from multiple points in the text
Reading Comprehension: Prediction	Predict what might happen based on previous experience	Predict what might happen on the basis of what has been read so far	Predict what might happen from details stated	Predict what might happen from details stated and implied	Predict what might happen from details stated and implied and knowledge of other texts	Predict what might happen from details stated and implied and knowledge of other texts, giving evidence for reasons

Steps in Progression Document

Comprehension

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Reading Comprehension: Discussion	<p>Discuss the significance of the title and events</p> <p>Participate in discussion about what is read to them, taking turns and listening to what others say</p>	<p>Answer and ask questions</p> <p>Participate in discussion about books, poems and other works, taking turns and listening to what others say</p>	<p>Ask questions to improve their understanding of a text</p> <p>Participate in discussion about books</p>	<p>Ask questions to improve their understanding of a text</p> <p>Participate in discussion about books, taking turns and listening to what others say</p>	<p>Ask questions to improve their understanding</p> <p>Participate in discussions about books, building on their own and others' ideas</p>	<p>Ask questions to improve their understanding</p> <p>Participate in discussions about books, building on their own and others' ideas and challenging views courteously</p>
Reading Comprehension: Explanation	<p>Explain clearly their understanding of what is read to them</p>	<p>Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves</p>	<p>Explain and discuss their understanding of what they have read through discussion, and written responses</p>	<p>Explain and discuss their understanding of what they have read through discussion, reading journals and written responses</p>	<p>Explain and discuss their understanding of what they have read, including through presentations and debates</p>	<p>Explain and discuss their understanding of reading, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary</p>
Reading Comprehension: Summarising	<p>Be familiar with a wide range of key stories and their characteristics</p>	<p>Discuss the sequence of events in books and how information is related</p>	<p>Identify main ideas and summarise them</p>	<p>Identify main ideas drawn from more than one paragraph and summarise them</p>	<p>Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas</p> <p>Retrieve and record information from non-fiction</p>	<p>Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas</p> <p>Retrieve, record and present information from non-fiction</p>
Reading Comprehension: Themes	<p>Discuss the main ideas in stories</p>	<p>Discuss the meaning, main ideas and morals in stories</p>	<p>Identify themes and conventions in some books</p>	<p>Identify themes and conventions in a wide range of books</p>	<p>Identify and discuss themes and conventions in a wider range of books</p>	<p>Identify and discuss themes and conventions across all reading</p>