


<p>Year 1</p> 	<p>NB: You will need to teach all elements of reading across each week/term depending on how you organise your guided reading.</p>
<p>Planning Themes teach word reading and retrieval and response every week</p> <p>Decoding Summarising Predicting</p> <p>Some phase 5 alternatives decoded without undue hesitation</p>	<p>Key Elements Vocabulary/Inference/Prediction/Explanation/Retrieval/Summarising see <i>Reading VIPERS</i></p> <p>Term 1 Assessment Targets</p> <p>Link what they read or hear to their own experiences</p> <p>Check that the text makes sense to them as they read and correct inaccurate reading</p> <p>Recognise and use predictable phrases in known stories e.g. 'I'll huff and puff once upon a time happily ever after'</p> <p>Draw on what they already know to understand a text e.g. through relating to their own experiences (linking learning about penguins to 'Happy Feet')</p> <p>Identify the significance of the title and events in stories e.g. why is this story called 'Where The Wild Things Are?' Why did they make Max king?</p> <p>Make simple predictions based on their own experiences e.g. I think mum will be cross because my mum gets cross</p> <p>Correctly and quickly read the graphemes for all 40+ phonemes, including the alternatives taught so far e.g. children should be confident up to phase 4 and decode some phase 5 alternatives</p>
<p>Decoding and Reading aloud</p> <p>Vocabulary</p> <p>Summarising and understanding</p> <p>Introduce Non-fiction</p> <p>Many phase 5 alternatives decoded without undue hesitation</p>	<p>Term 2</p> <p>Read aloud books matched to Y1 phonic knowledge e.g. focus on the skill of reading aloud and decoding grapheme within phase 5 (not all graphemes may have been taught at this point – see 21 and</p> <p>Discuss the meaning of new words by linking to vocabulary they know e.g. unkind = means not kind</p> <p>Understand that non-fiction texts provide information</p> <p>Identify the significance of the title and events in non-fiction</p> <p>Demonstrate their understanding e.g. through role play, story mapping, discussion, drama</p> <p>Accurately blend sounds in unfamiliar words that contain the GPCs that have been taught so far e.g. children should be able to decode many phase 5 alternatives</p>
<p>Inference</p> <p>Fiction and Non-fiction</p> <p>Most phase 5 alternatives and Year 1 spelling rules decoded without undue hesitation</p>	<p>Term 3</p> <p>Orally retell known stories, linked to the Y1 range</p> <p>Consider the key characteristics of familiar stories e.g. good and evil characters, happy endings, happening in the past</p> <p>Read words with contractions</p> <p>Read words of more than one syllable and those that end in: -s, -es, -ing, -ised, -er and -est</p> <p>Term 4</p> <p>Make simple inferences e.g. I think Red Riding Hood was scared because the wolf was frightening</p> <p>Answer questions orally about a shared non-fiction text e.g. what do penguins eat?</p> <p>Apply phonic knowledge and skills to decode words e.g. children should be decoding most phase 5 graphemes and unfamiliar words. Children should be able to do this 'without undue hesitation'</p>
<p>Fluency</p> <p>Explanation</p> <p>Most phase 5 alternatives, Year 1 spelling rules and unfamiliar words decoded without undue hesitation</p>	<p>Term 5/6</p> <p>Accurately read aloud books that are consistent with their developing phonic knowledge e.g. focus on the skill of reading aloud with application of decoding up to phase 5 and beyond</p> <p>Note unusual correspondences and identify where these occur in the word, in relation to the Y1 common exception words</p> <p>Discuss a wide range of poems, stories and non-fiction beyond their independent reading level</p> <p>Recite some simple poems by heart e.g. nursery rhymes, Surrounded by Noise (Ian Souter) The Horseman (Walter de la Mare)</p> <p>Use age appropriate dictionaries to check the meanings of words e.g. picture dictionaries, first dictionaries, word banks developed during English Lessons</p>

Planning Themes Teach decoding skills, retrieval, inference and response every week	Year 2 Assessment Targets	NB: You will need to teach all elements of reading across each week/term depending on how you organise your guided reading. Key Elements Vocabulary/Inference/Prediction/Explanation/Retrieval/Summarising see Reading VIPERS
Decoding Summarising Identifying Key features Prediction Most phase 5 alternatives decoded without undue hesitation	Recognise simple, recurring literary language across poetry and narratives e.g. in a land far away long ago once there lived it wasn't long before; Read accurately words of two or more syllables Draw on what they already know to understand a text e.g. through: the vocabulary, grammar or context cause and effect (thinking about what's prompted a character's behaviour) Use titles, headings, pictures and blurbs to locate relevant information Predict what may happen on the basis of what has been read so far e.g. I think mum will get cross because she told Tom not to lie again Accurately blend sounds in unfamiliar words, especially recognising alternative sounds e.g. children should revise and be able to decode most phase 5 alternatives secured at the end of Y1	
Fluency Retrieval/Scanning/ locating information Vocabulary Many Y2 spelling rules read without undue hesitation	Term 2 Identify the sequence of events in fiction and how these are related e.g. understanding beginning/middle/end Use scanning to locate a single piece of information, in response to questions from the teacher they searched far and wide Discuss favourite words and phrases e.g. linked to use of dictionaries Express a single point of view about a text Read words containing common suffixes e.g. -ment, -less, -ful, -ness – see also range of spelling rules taught in Y2 Read aloud books matched to Y2 phonic knowledge e.g. Children should be able to decode most phase 5 alternatives and many Y2 alternatives - see NC appendices	
Fluency Non-fiction Vocabulary	Term 3 Orally retell known stories, linked to the Y2 range Use age appropriate dictionaries to check the meanings of words e.g. first dictionaries, infant dictionaries, word banks developed in English lessons Clarify and discuss the meanings of new words, by linking to vocabulary they know e.g. I think 'kindly' means he spoke in a nice way. Link to use of dictionaries Identify the sequence of events in non-fiction and how these are related e.g. introductions /conclusions Recognise and understand the structure of the non-fiction texts used Check that the text makes sense to them as they read and correct inaccurate reading e.g. Use this statement as an opportunity to assess fluency. Children should be able to decode phase 5 and many Y2 spelling rules without undue hesitation	
Fluency Inference	Term 4 List key information orally or through text marking (highlighting/underlining) in response to teachers' questions Make inferences on the basis of what is said and done e.g. I think something bad will happen to Hansel and Gretel because they've been left on their own Automatically read unfamiliar words accurately and without undue hesitation when reading aloud e.g. Read most phase 5 alternatives and most Y2 spelling rules. Use decoding strategies to read many unfamiliar words	
Fluency Explaining	Term 5 Discuss their understanding of stories, poems and non-fiction (see range) at a level beyond which they can read independently Recite poems by heart, using intonation to make the meaning clear Note unusual correspondences and identify where these occur in the word, in relation to the Y2 common exception words e.g. children should be able to decode most Y2 spelling rules Reading fluently and confidently in line with the Y2 range e.g. children should be able to read age-appropriate texts without undue hesitation	

Planning Themes <i>Teach word reading, retrieval, inference, response, language every week SEE NB</i>	Year 3 Assessment Targets		Try	Use	Provide
	NB: You will need to teach all elements of reading across each week/term depending on how you organise your guided reading.	Key Elements Vocabulary/Inference/Prediction/Explanation/Retrieval/Summarising see Reading VIPERS			
Fluency Decoding interventions Summarising Prediction Scanning and Skimming	Term 1	Apply their knowledge of root words, prefixes and suffixes to read aloud with confidence and without undue hesitation e.g. children who were EXS or GDS should be able to read without undue hesitation. Use this assessment to plan for decoding intervention			
		Use skimming to locate main ideas in the text			
Vocabulary Summarising Themes		Summarise the main idea/s within a paragraph or section e.g. this paragraph is about how Harry is feeling. This paragraph is about how penguins feed			
		Predict what may happen based on both what has been stated (obvious) and implied (less obvious) e.g. I think mum will get cross because Tom knew he shouldn't have lied			
Fluency Gathering information Explaining	Term 2	Use scanning to locate pieces of information e.g. from a single point of reference in the text (a paragraph, verse, poem or page)			
		Use age appropriate dictionaries to check the meanings of words e.g. junior dictionaries, word banks developed during English lessons			
Inference	Term 3	Discuss their understanding of both texts they have read independently and those read to them			
		Identify and discuss the meaning of words in context this needs to happen every time children read with an adult			
Inference Justification Application of all skills across a range of Y3 texts	Term 4	Identify the over-arching theme of a text e.g. honesty, loneliness, good overcoming evil			
		Orally retell whole stories/sections of stories linked to the Y3 range e.g. children should have done this at least twice by the end of term 2			
Inference Justification Application of all skills across a range of Y3 texts	Term 5/6	Identify a main topic to research, independently and through shared reading			
		Identify words and phrases that capture the reader's interest and contribute to the meaning of the text e.g. it says gobbled, which tells you he was eating it greedily and quickly. The author's used powerful verbs like flushed, drifting, sneaked, pluck			
Inference Justification Application of all skills across a range of Y3 texts	Term 5/6	Make notes from one source to capture key information about a topic e.g. information about penguins' habitats through recording or highlighting sentences/key words			
		Use contents and sub-headings to locate relevant information.			
Inference Justification Application of all skills across a range of Y3 texts	Term 5/6	Draw inferences about characters' thoughts and actions e.g. link this to the teaching of response (making point and giving evidence)			
		Recite poems by heart, using intonation, tone and volume to gain the interest of the listener			
Inference Justification Application of all skills across a range of Y3 texts	Term 5/6	Read aloud and perform play scripts, gaining the audience's interest in the characters and plot e.g. using stage directions, volume and action			
		Justify inferences with a single piece of evidence from the text to support one specific point			
Inference Justification Application of all skills across a range of Y3 texts	Term 5/6	Identify the language conventions of non-fiction in relation to the text type (see range)			
		Identify the structural conventions of non-fiction in relation to the text type (see range)			
Inference Justification Application of all skills across a range of Y3 texts	Term 5/6	Identify how the structure and presentation of texts contributes to the meaning e.g. shape poems, rhyme in rap, direction/size of print in Emily Brown and the Thing			
		Reading books that are structured in different ways and for a range of different purposes e.g. cartoons (to share plot concisely) chapter books (to provide more detail) diaries (for viewpoint)			
Inference Justification Application of all skills across a range of Y3 texts	Term 5/6	Question texts to clarify and improve their understanding of a text e.g. why didn't the villagers trust the Iron Man?			
		Express views and listen to the views of others			
Inference Justification Application of all skills across a range of Y3 texts	Term 5/6	Note unusual correspondences and identify where these occur in the word, in relation to the Y3/4 common exception words			

Planning Themes	Year 4 Assessment Targets	NB: You will need to teach all elements of reading across each week/term depending on how you organise your guided reading.
	Key Elements Vocabulary/Inference/Prediction/Explanation/Retrieval/Summarising see Reading VIPERS	
Fluency Summarising Prediction Scanning and Skimming	Term 1	<p>Apply their knowledge of root words, prefixes and suffixes to read aloud with confidence and without undue hesitation e.g. Children need to be reading fluently. Use the skill to plan decoding intervention for those children who are struggling to read unfamiliar words or words linked to the Y3/4 spelling rules</p> <p>Use skimming to locate main ideas in the text</p> <p>Summarise ideas from across several paragraphs or sections e.g. how a character's fear is portrayed across several paragraphs, identifying the subject of each paragraph in a non-chronological report</p> <p>Predict what may happen based on both what has been implied e.g. I think mum will get cross because Tom knew he shouldn't have lied</p> <p>Use scanning to locate pieces of information</p> <p>Use age appropriate dictionaries to check the meanings of words e.g. Junior dictionaries, online dictionaries, word banks developed in English lessons</p>
Fluency Vocabulary	Term 2	<p>Discuss their understanding of both texts they have read independently and those read to them</p> <p>Explain the meaning of new words in context e.g. I think 'compassionate' means kind because she could have walked away but she didn't</p> <p>Explain how words and phrases capture the reader's interest and imagination and how they contribute to the meaning of the text e.g. the author's used powerful verbs like: twisting and turning, tumbled, pounding, spun, which give you an idea about how fast and exciting the acrobats are</p> <p>Independently identify key questions to research about a topic</p> <p>Orally retell whole stories/sections of stories linked to the Y4 range</p>
Fluency Gathering information from the text Explaining	Term 3	<p>Identify the author's message about the theme of a text e.g. being honest is the best way to be; it's ok to lie when you need to</p> <p>Make notes from one source to answer key questions e.g. where do penguins live? What temperature is it there? through: highlighting/ recording key words and phrases; using bullet points, diagrams, symbols, abbreviations, mind-mapping</p> <p>Use contents, indexes, glossaries and sub-headings to locate relevant information.</p>
Inference	Term 4	<p>Draw inferences about characters' feelings and motives e.g. I think Leon volunteers because he wants to prove that magic is real</p> <p>Recite poems by heart, using intonation, tone and volume to gain the interest of the listener</p> <p>Read aloud and perform play scripts, maintaining the audience's interest in the characters and plot e.g. using stage directions, appropriate intonation, pace and action for the type of play</p>
Inference Justifications Explanations Fluency	Term 5/6	<p>Justify inferences within several pieces of evidence from the text to support one specific point</p> <p>Identify the language conventions of non-fiction in relation to the text type (see range)</p> <p>Identify the structural conventions of non-fiction in relation to the text type (see range)</p> <p>Identify how the structure and presentation of texts contributes to the meaning e.g. the use of chapters; different fonts; artwork</p> <p>Reading books that are structured in different ways and for a range of different purposes e.g. comparing online and paper texts (appeal to the reader) comparing information books (Horrible Histories and Eyewitness books)</p> <p>Ask specific questions to improve their thoughts about a text; explanations and understanding of language e.g. did Tom do that because he wanted to win the match? How did he escape from the cave? What does that word mean?</p> <p>Explain views and listen to the views of others and respond</p> <p>Note unusual correspondences and identify where these occur in the word, in relation to the Y3/4 common exception words e.g. children should be reading a range of age-appropriate texts without undue hesitation</p>

Planning Themes Teach Explanation, retrieval, inference, response and language every week	Year 5 Assessment Targets	NB: You will need to teach all elements of reading across each week/term depending on how you organise your guided reading. Key Elements Vocabulary/Inference/Prediction/Explanation/Retrieval/Summarising see Reading VIPERS	Prov e
Fluency Summarising Prediction Skimming and Scanning Vocabulary	Term 1 Apply their knowledge of root words, prefixes and suffixes to read aloud with confidence and without undue hesitation e.g. Children should be reading fluently and with stamina. Use this assessment to plan fluency interventions Summarise ideas, events and information from the text as a whole e.g. the author's viewpoint about a particular issue Predict what may happen based on their understanding of the content and the themes within the text e.g. I think Macbeth will die because: he's a murderer / the witches suggest it Use skimming and scanning to locate information efficiently across a range of sources Use age appropriate dictionaries and thesauri to check the meanings of words	Try	
Vocabulary Explaining Themes	Term 2 Discuss their understanding of both texts they have read independently and those read to them (see range) Explore the meaning of words in a given context within fiction and non-fiction e.g. 'flexible' means rubber is a bendy material Identify an author's treatment of the same theme across one or several of their books/poems e.g. how authors explore love, loss, fear, over-coming the monster etc.		
Fluency Gathering information from the text Explaining	Term 3 Explain their thinking through making reference to key details e.g. quoting from the text Independently devise key questions and identify themes to research e.g. pollution, recycling Make notes from several sources to gather information Refine notes by disregarding irrelevant information e.g. when researching penguins in Antarctica, disregarding information about polar expeditions to Antarctica Explore and use their own techniques to make notes		
Inference	Term 4 Draw inferences from within the text about themes and characters' and authors' viewpoints e.g. Tom is scared to move because he doesn't pack he leaves his favourite toy behind on purpose and he's always nervous Recite poems by heart, using intonation, tone and volume to monitor the interest of the listener and adapt their recital e.g. Night Mail (Auden) The Highwayman (Noyes) Read aloud and perform play scripts, monitoring the audience's interest and changing the performance accordingly e.g. consistent use of intonation, pace and action for the characters and type of play		
Fluency Inference Justification Explanation Fact and opinion	Term 5/6 Justify inferences and views with a variety of references from across the text Evaluate how authors use language to impact the reader e.g. use of repetition for effect the author's used the metaphor 'his face was a grey cloud,' which helps you to imagine his sadness Identify the structural conventions of non-fiction in relation to the text type (see range) Identify how the structure and presentation of texts contributes to the meaning e.g. graphic novels; stories told from two viewpoints; the order and presentation of points in an argument Distinguish between fact and opinion Read books that are structured in specific ways and for a range of purposes e.g. comparing different approaches to recipes (formal/informal) autobiographies and biographies (viewpoint) Question texts to improve their wider understanding of a text, topic or theme e.g. Why does Michael become friends with Kensuke? (Kensuke's Kingdom) What was it like to be a child in Victorian times? Why has the author used lots of short sentences? Explain and develop their own views and build effectively on those of others Use notes to support presentations and debates		

Planning Theme	Year 6	NB: You will need to teach all elements of reading across each week/term depending on how you organise your guided reading.
Teach retrieval, Inference, response and language every week	<p>Key Elements</p> <p>Vocabulary/Inference/Prediction/Explanation/Retrieval/Summarising see Reading VIPERS</p>	
Fluency Summarising Vocabulary	<p>Term 1</p> <p>Assessment Targets</p> <p>Apply their knowledge of root words, prefixes and suffixes to read aloud</p> <p>Summarise ideas, events and information throughout a text and across texts about a common topic</p> <p>Predict what may happen based on their wider understanding of content and themes e.g. I think Macbeth will die because it's a tragedy/villains often lose</p> <p>Use skimming and scanning to locate information selectively and precisely across a range of sources</p> <p>Use age appropriate dictionaries and thesauri to check the meanings of words</p>	T U P
Fluency Summarising Themes	<p>Discuss their understanding of both texts they have read independently and those read to them (see range)</p> <p>Explore the meaning of words in different contexts within fiction and non-fiction e.g. flexible means he was prepared to compromise/means it was bendy</p> <p>Identify how the same theme is represented across texts e.g. loss in WWI poetry/narratives and how multiple themes are presented in longer</p> <p>Term 2</p> <p>Independently devise key questions and identify themes to research e.g. racism, slavery</p> <p>Make notes from several sources to gather information</p> <p>Make choices about the most efficient techniques to make notes</p> <p>Refine notes by disregarding unreliable information e.g. when researching penguins in Antarctica, disregarding information based on opinion or facts that don't correlate with the bulk of the research</p>	
Explaining Gathering information from the text	<p>Term 3</p> <p>Explain their thinking through making reference to key details and comparisons</p> <p>Draw inferences across texts about characters' viewpoints, authors' viewpoints and themes e.g. soldiers were disillusioned with the war because the reality was different from what they'd been told</p> <p>Recite poems by heart, using intonation, tone and volume to emphasise key elements of the poem and provoke a response in the listener e.g. The Tyger (Blake) Stop All The Clocks (Auden) recital of well-known speeches (Winston Churchill, Martin Luther King, Nelson Mandela)</p> <p>Read aloud and perform play scripts, refining their performance to illustrate subtleties e.g. to show changes in character, effects of the plot using asides, expressions, gestures, monologues</p>	
Inference and Response	<p>Term 4</p> <p>Justify their inferences and views with a variety of references from across texts and by comparing sources and considering the reliability of information e.g. selecting points that support and discrediting points that contradict their argument</p> <p>Evaluate how and why authors use language, shades of meaning and a range of figurative devices to impact on the reader e.g. explain the differences between words such as: miffed, irritated, furious, fuming, irate, livid, incensed and their impact</p> <p>Identify the structural conventions of non-fiction in relation to the text type (see range)</p> <p>Identify how the structure and presentation of texts contributes to the meaning e.g. moving backwards and forwards throughout the story ('Holes') using a range of narrators (Trash) pathway stories</p> <p>Distinguish between fact, opinion and bias</p> <p>Reading books that are structured in specific ways and for a range of purposes e.g. timeslip stories, texts that provide information about a theme/topic from the past, present and future</p> <p>Respond to questions that develop understanding of a text, topic or theme, including their wider understanding of cultural and social issues e.g. Why did Dickens write so often about the rich and the poor? Why was Adeline treated so badly? (Chinese Cinderella)</p> <p>Explain and extend their own views and challenge those of others</p> <p>Using notes to support presentations and debates</p>	
Evaluation Justification Identifying themes and convention		