



	Advent 1	End Points	Advent 2	End Points	Lent 1	End Points	Lent 2	End Points	Penteco st 1	End Points	Pentec ost 2	End Points
EYFS	Little Wandle To be able to recognise and write the phonemes s,a,t,p,i,m,n ,d,g,o,c,k, ck,e,u,r,h,b ,f,l To be able to read and spell the tricky words: is, I, the	GPCs read without hesitatio n: s a t p i n m d Blend these words: sat man Phase 2 set 1 GPCs read without hesitatio n: s a t p i n m d g o c k ck e u r h b f l Blend these words: sat man hug red Phase 2 set 2 GPCs read without hesitatio n: s a t p i n m d g o c k ck e u r h b f l Blend these words: sat man hug red Phase 2 set 2 GPCs read without hesitatio n: s a t p i n	Little Wandle To be able to recognise and write the phonemes: ff,ll,ss,j,v, w,x,y,z,zz, qu, words with -s added to the end, ch,sh, th, ng, nk To be able to read and spell the tricky words; put, pull, full, as, and, has, his, her, go, no, to, into, she, push, he, of, we, me, be	GPCs read without hesitation: a e i o u g d b ff ll ss ck Sound out and blend at least five words. Phase 2 set 4 GPCs read without hesitation: j v w x y z zz qu ch sh th ng nk Sound out and blend at least seven words. Phase 2 set 5	Little Wandle To be able to recognise and write the phonemes: ai,ee,igh,oa, oo,oo,ar,or, ur,ow,oi,ear ,air,er, words with doulble letters in: dd,mm,tt,b b,rr,gg,pp To be able to read and spell the tricky words: was, you, they, my, by, all, are, pure, sure	GPCs read without hesitation: ai ee igh oa oo oo ar or ur ow oi ear air er Sound out and blend 12 words Phase 3 set 1	Little Wandle To be able to recognise and write the phonemes: ai,ee,igh,o a,oo,oo,ar, or,ur,ow,o i,ear,air,er , words with doulble letters in: dd,mm,tt, bb,rr,gg,p p Review all tricky words taught so far	All GPCs read without hesitation. Sound out and blend 12 words. Phase 3 set 2	Little Wandle To be able to read words that contain: Short vowel evec, eeve, eevec, eevec, eevec, eevec Longer words/co mpound words Root words ending in: ing, ed To be able to read and spell the tricky words: said, so, have, like, some, eome, love, do, were, here, little, says, there, when, what, one,	Sound out and blend: seven+ words. Read five words automati cally. A total of at least 12 words must be read correctly . Children should be reading words automati cally without sounding them out in order to be fluent enough to read these longer books. Phase 4 set 1	Little Wandle To be able to read words that contain: Long vowel cvcc, ccvc, ccvc, ccvc, ccvc Phase 4 words with -s and es at the end Root words ending in: ing, ed, er, est Review all tricky words taught so far.	Sound out and blend: seven+ words. Read five words automatically. A total of at least 12 words must be read correctl y. Children should be reading words automatically without soundin g them out in order to be fluent enough to read these longer books.





m d g o c			out, today		Phase 4
k ck e u					set 2
rhbfl					
Blend					
these					
words:					
sat man					
hug red					
peck					
Phase 2					
set 3					







		All GPCs		All GPCs read	Little	All GPCs		All GPCs	<u>Little</u>	This		
	<u>Little</u>	read	<u>Little</u>	without	Wandle	read	<u>Little</u>	read	Wandle	assessme	<u>Little</u>	All
	<u>Wandle</u>	without	<u>Wandle</u>	hesitation,	wanaie	without	<u>Wandle</u>	without	No new	nt is used	<u>Wandle</u>	GPCs
	To be able	hesitatio		including	To be able to	hesitation,		hesitation,	phonemes	to check	TD 1	read
	to recognise	n. Sound	To be able	GPCs with	recognise	including	To be able	including	or tricky	progress	To be	without
	and write all	out and	to	more than one	_	GPCs with	to	GPCs with	•	for the	able to	hesitatio
	Phase 3	blend	recognise	pronunciation.	and write:	more than	recognise	more than	words	Phonics	recognise	n,
	phonemes	eight+	and write:	Sound out and	/ee/ y funny	one	and write:	one	taught.	screening	and	includin
	and Phase 4	words.	/ur/ ir bird	blend seven+	/e/ ea head	pronunciati	/ur/ or	pronunciati	Revision	check.	write:	g GPCs
	words.	Read five	/igh/ ie pie	words. Read	/w/ wh	on. Sound	word /oo/	on. Sound	for PSC	continue	/ai/ eigh	with
		words	/oo/ /yoo/	seven words	wheel /oa/	out and	u oul awful	out and		to use the	aigh ey	more
			ue blue	automatically.	oe ou toe	blend	could /air/	blend		books	ea eight	than one
	To be able	automati	rescue	A total of at	shoulder		are share	nine+		listed for	straight	
	to recognise	cally. A	/yoo/ u	least 13 words	/igh/ y fly	seven+	/or/ au aur				grey	pronunci ation.
	and write:	total of at least 13	unicorn	must be read	/oa/ ow	words. Read	oor al	words.		Summer 1 and 2	break /n/	
	/ai/ ay play		/oa/ o go		snow /j/ g		author	Read eight			kn gn	Sound
	/ow/ ou	words	/igh/ i tiger	correctly.	giant /f/ ph	seven	dinosaur	words		for all	knee	out and
	cloud /oi/	must be	/ai/ a paper	Children	phone /l/ le	words	floor walk	automatica		children	gnaw/m/	blend
Y	oy toy /ea/	read	/ee/ e he	should be	al apple	automatica	/ch/ tch	lly. A total		who	mb	seven+
е	ea each	correctly.	/ai/ a-e	reading words	metal /s/ c	lly. A total	ture match	of at least		were	thumb	words.
а		Children	shake /igh/	automatically	ice /v/ ve	of at least	adventure	17 words		successfu	/ear/ ere	Read
r	To be able	should be	i-e time	without	give /u/ o-e	13 words	/ar/ al a	must be		l in the	eer here	seven
1	to read and	reading	/oa/ o-e	sounding them	o ou some	must be	half*	read		Spring 2	deer /zh/	words
	spell:	words	home /oo/	out in order to	mother	read	father* /or/	correctly.		assessme	su si	automati
	the put*	automati	/yoo/ u-e	be fluent	young /z/ se	correctly.	a water			nt.	treasure	cally. A
	pull* full*	cally	rude cute	enough to read	cheese /s/ se	a . •	schwa in	Set 4			vision /j/	total of
	push* to	without	/ee/ e-e	these longer	ce mouse	Set 3	longer	GPC's			dge	at least
	into I no go	sounding	these /oo/	books.	fence /ee/ ey	GPC's	words:	/ur/ or			bridge /i/	13
	of he she	them out	/yoo/ ew	Set 1 GPC's	donkey /oo/	Set 3	different	word /oo/			y crystal	words
	we me be	in order	chew new	/ai/ ay play	ui ou fruit	GPCs /ee/	/o/ a want	u oul			/j/ ge	must be
	was you	to be	/ee/ ie	/ow/ ou cloud	soup	y funny /e/	/air/ ear ere	awful*			large /sh/	read
	they all are	fluent	shield /or/	/oi/ oy toy /ee/		ea head /w/	bear there	would /air/			ti ssi si ci	correctly
	my by sure	enough	aw claw	ea each /ur/ ir	To be able to	wh wheel	/ur/ ear	are ear ere			potion	
	pure said	to read	3	bird /igh/ ie	read and	/oa/ oe ou	learn /r/ wr	share bear			mission	
	have like so	these	To be able	pie /oo/ /yoo/	spell:	toe	wrist /s/ st	there /or/			mansion	/ai/ eigh
	do some	longer	to read and	ue blue rescue	any many	shoulder	sc whistle	au aur oor			delicious	aigh ey
	come love	books.	spell:	/yoo/ u	again who	/igh/ y fly	science /c/	al author			/or/ augh	ea eight
	were there	Phase 4	their	unicorn	whole where	/oa/ ow	ch school	dinosaur			our oar	straight
	little one	set 2	people oh		two school	snow /j/ g	/sh/ ch	floor walk			ore	grey
	when out	Phase 5	your Mr	Set 2 GPC's	call different	giant /f/ ph	chef /z/ ze	/ch/ tch			daughter	break /n/
	when out		your wir			_	CHEI /Z/ ZE	/CII/ tCII			adugition	







	what says here today	set 1	Mrs Ms ask* could would should our house mouse water want	/oa/ o go /igh/ i tiger /ai/ a paper /ee/ e he /ai/ a-e shake /igh/ i-e time /oa/ o-e home /oo/ /yoo/ u-e rude cute /ee/ e-e these /oo/ /yoo/ ew chew new /ee/ ie shield /or/ aw claw Phase 5 set 1	thought through friend work	phone /l/ le al apple metal /s/ c ice /v/ ve give /u/ o-e o ou some mother young /z/ se cheese /s/ se ce mouse fence /ee/ ey donkey /oo/ ui ou fruit soup Phase 5 set 3	freeze schwa at the end of words: actor To be able to read and spell: once laugh because eye	ture match adventure /ar/ al a half father* /or/ a water /o/ a want /ur/ ear learn /r/ wr wrist /s/ st sc whistle science /c/ ch school /sh/ ch chef /z/ ze freeze Phase 5 set 4			To be able to read and spell: busy beautiful pretty hour move improve parents shoe	kn gn knee gnaw /m/ mb thumb /ear/ ere eer here deer /zh/ su si treasure vision /j/ dge ge bridge large /i/ y crystal /sh/ ti ssi si ci potion mission mansion delicious /or/ augh our oar ore daughter pour oar more Phase 5 set 5
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Y e a r 2	Literacy Leaves Guided read(diff erentiat ed) and individu al reading	Identify, discuss and collect favourite words and phrases. Introduce and discuss words within the context of a text, linking new meanings to known vocabular y.	Literacy Leaves Guided read(dif ferentia ted) and individu al reading	Use morphology to work out the meaning of unfamiliar words e.g. terror, terrorised. Uses tone and intonation when reading aloud. Activate prior knowledge and raise questions e.g. What do we know? What do we want to know? What have we learned?	Literacy Leaves Guided read(diff erentiate d) and individua I reading	Check that texts make sense while reading and self-correct. Demonstrat e understandi ng of fiction and non- fiction texts by asking and answering who, what, where, when, why, how questions.	Literacy Leaves Guided read(dif ferentia ted) and individu al reading	explain and discuss their understanding, giving opinions and supporting with reasons e.g. Hansel was clever when he put stones in his pocket because	Literacy Leaves Guided read(dif ferentia ted)and individu al reading	Make inferences about characters and events using evidence from the text e.g. what is the character thinking, saying and feeling? Make prediction s based on what has been read so far.	Literac Y Leave S Guide d read(d ifferen tiated) and individ ual readin g	Make inference s about character s and events using evidence from the text e.g. what is the character thinking. saying and feeling? Make predictio ns based on what has been read so far.
	CGP/ Year 2 level written compreh ension lessons	Answer questio ns about what they have read	CGP/ Year 2 level written compre hension lessons	Answer questions about what they have read Make some inferences	CGP/ Year 2 level written compreh ension lessons	Answer question s about what they have read	CGP/ Year 2 level written compre hension lessons	Answer question s about what they have read Make some inferenc es	CGP/ Year 2 level written compre hension lesson	Answer questio ns about what they	CGP/Y ear 2 level writte n compr ehensi on lesson s	Answe r questi ons about what they have read







Whole class reading (example texts linked to writing/Li teracy curriculu m)	Listen, discuss and express views about a range of texts at a level beyond that at which they can read independ ently, including stories, non- fiction, and contempo rary and classic poetry. Orally retell a	Whole class reading example texts linked to writing/L iteracy curriculu m)	Listen, discuss and express views about a range of texts at a level beyond that at which they can read independently, including stories, nonfiction, and contemporary and classic poetry. Sequence and discuss the main events in stories and recounts. Locate information from nonfiction texts	Whole class reading example texts linked to writing/Lit eracy curriculu m)	Make some inferenc es Listen, discuss and express views about a range of texts at a level beyond that at which they can read independen tly, including stories, non-fiction, and contempora ry and classic poetry. Read a range of non-fiction	Whole class reading (exampl e texts linked to writing/L iteracy curriculu m)	Listen, discuss and express views about a range of texts at a level beyond that at which they can read independen tly, including stories, non-fiction, and contempora ry and classic poetry. Make personal reading choices and explain reasons for choices.	Whole class reading (exampl e texts linked to writing/L iteracy curriculu m)	have read Make some inferen ces Listen, discuss and express views about a range of texts at a level beyond that at which they can read independ ently, including stories, non-fiction,	Whole class readin g (examp le texts linked to writing /Literac y curricul um)	Make some inferen ces Listen, discuss and express views about a range of texts at a level beyond that at which they can read independ ently, including stories, non-fiction, and contemp orary and classic poetry.
	Orally		information from non-		Read a		explain reasons for		stories, non-		orary and classic





			ways, including information, explanation s, instructions, recounts, reports		Recognise the use of repetitive language within a text or poem (e.g. run, run as fast as you can) and across texts (e.g. long, long ago in a land far away).	poems using appropri ate intonatio n. Identify how specific informati on is organise d within a non- fiction text e.g. sub- headings, contents, bullet points,
						bullet







Y e a r 3	Guided reading and individual reading George's Marvello us Medicine	Identify, discuss and collect favourite words and phrases which capture the reader's interest and imaginati on. Explain the meaning of unfamiliar words by using the context.	Guided reading and individu al reading George' s Marvell ous Medicin e	Use intonation, tone and volume when reading aloud. Take note of punctuation when reading aloud. Discuss their understanding of the text. Use dictionaries to check meanings of words they have read.	Guided reading and individual reading The Firework Maker's Daughter	Raise questions during the reading process to deepen understandi ng e.g. I wonder why the character. Draw inferences around characters thoughts, feelings and actions, and justify with evidence from the text. Make predictions based on details stated.	Guided reading and individu al reading The Firewor k Maker's Daught er	Justify responses to the text using the PE prompt (Point + Evidence). Discuss the purpose of paragraphs. Identify a key idea in a paragraph.	Guided reading and individu al reading The Miracul ous Journey of Edward Tulane	Identify, discuss and collect favourite words and phrases which capture the reader's interest and imaginati on. Explain the meaning of unfamiliar words by using the context. Use dictionari es to check meanings of words they have read.	Guided reading and individ ual reading The Miracu lous Journe y of Edwar d Tulane	Use intonatio n. tone and volume when reading aloud. Take note of punctuati on when reading aloud. Discuss their understa nding of the text.
						Able to find		Able to find evidence from the text to help				







hen CGP	npreh	Checks the text makes sense to them Able to find evidence from the text to help them	Comprehension CGP Comprehension	Checks the text makes sense to them Able to find evidence from the text to help them to show their understanding	Compreh ension CGP Comprehe nsion	evidence from the text to help them to show their understandi ng	Compre hension CGP Compreh ension	them to show their understandi ng	Compre hension CGP Compreh ension	Finds and records informa tion	Compr ehensi on CGP Compr ehensio n	Able to explain the meani ng of words in contex t
(exa texts links	<u>ss</u> ding ample	to show their understan ding Listen to and discuss a range of fiction, poetry, plays and non-fiction,. Read a range of non-fiction	Whole class reading (exampl e texts linked to writing.)	Listen to and discuss a range of fiction, poetry, plays and nonfiction,. Read a range of non-fiction texts, e.g. information, discussion,	Whole class reading (example texts linked to writing.)	Sequence and discuss the main events in stories. Orally retell a range of stories, including less familiar fairy stories, fables and folk tales e.g. Grimm's	Whole class reading (exampl e texts linked to writing.)	Identify and discuss themes e.g. good over evil, weak and strong, wise and foolish, mean and generous, rich and poor. Identify and discuss conventions e.g. numbers three and seven in fairy tales, magical	Whole class reading (exampl e texts linked to writing.)	Read books and texts for a range of purposes e.g.	Whole class readin g (examp le texts linked to writing.)	Recognis e some different forms of poetry e.g. narrative, calligram s, shape poems. Prepare poems and play scripts to







		texts, e.g. informatio n, discussion , explanatio n, biography and persuasio n.		explanation, biography and persuasion.		Fairy Tales.		sentence repeated several times		enjoyment , research, skills developm ent, reference. Sequence and discuss the main events in stories.		read aloud, showing understa nding through intonatio n, tone, volume and action.
Y e a r 4	Guided reading and individual reading James and the Giant Peach	Identify, discuss and collect effective words and phrases which capture the reader's interest and imaginati on e.g. metaphor s, similes. Explain the	Guided reading and individu al reading James and the Giant Peach	Use dictionaries to check meanings of words in the texts that they read. Use punctuation to determine intonation and expression when reading aloud to a range of audiences. Make predictions based on information	Guided reading and individual reading The Lion, The Witch and the Wardrob e	Make predictions based on information stated and implied. Demonstrat e active reading strategies e.g. generating questions, finding answers, refining thinking, modifying questions,	Guided reading and individu al reading The Lion, The Witch and the Wardro be	Identify, analyse and discuss themes e.g. safe and dangerous, just and unjust, origins of the earth, its people and animals. Draw inferences around characters' thoughts, feelings, actions and	Guided reading and individu al reading Varjak Paw	Identify main ideas drawn from more than one paragraph and summaris e these e.g. character is evil because 1/2/3 reasons, Clitheroe Castle is a worthwhil e place to	Guided reading and individ ual reading Varjak Paw	Analyse and evaluate texts looking at language , structure and presentat ion and how these contribut e to meaning. Recognis e and analyse







	meaning of key vocabular y within the context of the text.		stated and implied. Navigate texts .e.g. using contents and index pages, in order to locate and retrieve information in print and on screen.		Justify responses to the text using the PE prompt (Point + Evidence).		motives, and justify with evidence from the text using point and evidence.		visit because 1/2/3 reasons across a text.		different forms of poetry e.g. haiku, limericks, kennings.
Compre hension CGP Compreh ension	Checks the text makes sense to them Able to make inference s such as inferring character s' feelings, thoughts and motives from their actions	Comprehension CGP Comprehension	Checks the text makes sense to them Able to make inferences such as inferring characters' feelings, thoughts and motives from their actions	Compreh ension CGP Comprehe nsion	Checks the text makes sense to them Able to find evidence from the text to help them to support inference s	Comprehension CGP Comprehension	Checks the text makes sense to them Able to find evidence from the text to help them to support inference s Listen to, read and discuss a range of	Comprehension CGP Comprehension	Checks the text makes sense to them Able to find and record informa tion	Comprehension	Checks the text makes sense to them Able to find and record inform ation from non- fiction texts







Whole class reading (example texts linked to writing.)	Listen to, read and discuss a range of fiction, poetry, plays and non-fiction in different forms Regularly listen to whole novels read aloud by the teacher. Prepare for research by identifyin g what is already known about the subject and key questions to structure the task.	in different forms appl is Prepare poems and play scripts	Whole class reading (example texts linked to writing.)	Listen to, read and discuss a range of fiction, poetry, plays and non-fiction in different forms Read books and texts, which are structured in different ways, for a range of purposes and respond in a variety of ways. Record information from a range of non-fiction texts.	Whole class reading (example texts linked to writing.)	fiction, poetry, plays and non-fiction in different forms Orally retell a range of stories, including less familiar fairy stories, myths and legends.	Whole class reading (example texts linked to writing.)	from non-fiction texts Listen to, read and discuss a range of fiction, poetry, plays and non-fiction in different forms Analyse and evaluate how specific informati on is organised within a non-fiction text e.g. text boxes, sub-headings, contents, bullet points,	Whole class readin g (examp le texts linked to writing.)	Listen to, read and discuss a range of fiction, poetry, plays and nonfiction in different forms Learn a range of poems by heart and rehearse for performa nce Explain how paragrap hs are used to order or build up ideas, and how they are linked.
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										glossary, diagrams.		
Y e a r 5	Guided reading and individual reading To Be a Cat	Regularly listen to whole novels read aloud by the teacher from an increasing range of authors. Participat e in discussion s about books that are read to them and those they can read for themselve s, building on their own and others ideas and challengin g views courteous ly.	Guided reading and individu al reading To Be a Cat	Explain the meaning of words within the context of the text. Use punctuation to determine intonation and expression when reading aloud to a range of audiences. Make comparisons within a text e.g. characters' viewpoints of same events. Explore themes within and across texts e.g. loss, heroism, friendship.	Guided reading and individual reading Floodland	Read books and texts that are structured in different ways for a range of purposes. Check that the book makes sense to them and demonstrat e understanding e.g. through discussion, use of reading journals.	Guided reading and individu al reading Floodlan d	Recommen d books to their peers with reasons for choices. Demonstrat e active reading strategies e.g. generating questions to refine thinking. noting thoughts Infer characters' feelings. thoughts and motives from their actions and justify inferences with evidence.	Guided reading and individu al reading War Horse	Express preferenc es about a wider range of books including modern fiction, traditional stories, myths and legends. Predict what might happen from informati on stated and implied. Through close reading of the text, re-read and read ahead to locate clues to support	Guided reading and individ ual reading War Horse	Summari se main ideas drawn from more than one paragrap h and identify key details which support this. Justify opinions and elaborate by referring to the text, e.g. using the PEE prompt - Point + Evidence + Explanati on.







Compre hension CGP Compreh ension	Checks the text makes sense to them Able to explain what they have read in their own words including what they have inferred	Comprehension CGP Comprehension	Checks the text makes sense to them Able to explain what they have read in their own words including what they have inferred	C omprehe nsion CGP Comprehe nsion	Checks the text makes sense to them Able to explain what they have read in their own words including what they have inferred	Compre hension CGP Compreh ension	Checks the text makes sense to them Able to explain what they have read in their own words including what they have inferred	Comprehension CGP Comprehension	Checks the text makes sense to them Able to explain what they have read in their own	Compr ehensi on CGP Compr ehensio n	Checks the text makes sense to them Able to explain what they have read in their own words including what they have inferred
Whole class reading (example texts linked to writing.)	Listen to and discuss a range of fiction, poetry and non- fiction which they might not	Whole class reading (exampl e texts linked to writing.)	Listen to and discuss a range of fiction, poetry and non-fiction which they might not choose to read themselves.	Whole class reading (example texts linked to writing.)	Listen to and discuss a range of fiction, poetry and non-fiction which they might not choose to read	Whole class reading (exampl e texts linked to	Listen to and discuss a range of fiction, poetry and non-fiction which they might not choose to read themselves.	Whole class reading (exampl e texts linked to writing.)	words including what they have inferred Listen to and discuss a range of	Whole class readin g (examp le texts linked to	Listen to and discuss a range of fiction, poetry and non- fiction which they







choose to read themselve s. Read books and texts that are structured in different ways for a range of purposes. Analyse the conventions of different types of writing e.g. use of first person in autobiogr aphies and diaries.	language, structure and presentation contribute to meaning e.g. formal letter, informal diary, persuasive speech.	themselves. Distinguish between statements of fact or opinion within a text.	writing.)	Explore, recognise and use the terms metaphor, simile, imagery	fiction, poetry and non- fiction which they might not choose to read themselve s. Explain the effect on the reader of the authors' choice of language.	writing.	might not choose to read themselv es. Learn a wider range of poems by heart. Prepare poems and play scripts to read aloud and perform, showing understa nding through intonatio n, tone, volume and action so the meaning is clear to an audience.
							an







Y e a r 6	Guided reading and individual reading Wonder	Regularly listen to novels read aloud by the teacher from an increasing range of authors, which they may not choose themselve s. Independ ently read longer texts with sustained stamina and interest.	Guided reading and individu al reading Wonder	Explain the meaning of new vocabulary within the context of the text. Demonstre active reading strategies e.g. challenging peers with questions, justifying opinions, responding to different viewpoints within a group. Justify opinions and elaborate by referring to the text e.g. using the PEE prompt – Point+Evidence	Guided reading and individual reading Trash	Use a reading journal to record ongoing reflections and responses to personal reading. Explore texts in groups and deepen comprehen sion through discussion. Provide reasoned justification s for their views.	Guided reading and individu al reading Trash	Recommen d books to their peers with detailed reasons for their opinions. Express preferences about a wider range of books including modern fiction, traditional stories, fiction from our literary heritage and books from other cultures	Guided reading and individu al reading Tales from the Arabian Nights (Wordsw orth)	Compare texts written in different periods Scan for key informati on e.g. identify words and phrases which tell you the character is frustrated, or find words/phr ases which suggest that a theme park is exciting	Guided reading and individ ual reading the Arabian Nights (Words worth)	Explore, recognise and use the terms personifi cation, analogy, style and effect. Explain the effect on the reader of the author's choice of language and reasons why the author may have selected these words, phrases and
		what		+ E xplanation.		<u>close</u>		Participate		<u>executy</u>		<u>techniqu</u>
		might				reading, re-		in				es.
		happen		Infer characters'		<u>read and</u>		discussions		Make		
		from		feelings,		<u>read ahead</u>		about		comparis		
		informati		thoughts and		to locate		books,		ons within		
		on stated		motives from		<u>clues to</u>		building on		and		
		and		their actions,		<u>support</u>		their own		across		Make







	implied. Compare characters within and across texts		justifying inferences with evidence e.g. Point+Evidence + Explanation.		understandi ng and justify with evidence from the text.		and others' ideas and challenging views courteously. Checks the text makes sense to them		texts e.g. similar events in different books such as being an evacuee in Carrie's War and Goodnigh t Mr Tom.		comparis ons within and across texts e.g. similar events in different books such as being an evacuee in Carrie's War and Goodnig ht Mr Tom.
Compre hension CGP Compreh ension	Checks the text makes sense to them Able to explain what they have read in their own words including what they	Comprehension CGP Comprehension	Checks the text makes sense to them Able to explain what they have read in their own words including what they have inferred	Compreh ension CGP Comprehe nsion	Checks the text makes sense to them Able to explain what they have read in their own words including what they	Comprehension CGP Comprehension	Able to explain what they have read in their own words including what they have inferred	Comprehension CGP Comprehension	Checks the text makes sense to them	Compr ehensi on CGP Compr ehensio n	Checks the text makes sense to them Able to explain what they have read in their own words including what they have







Whole class reading	have inferred Listen to, read and	Whole class	Distinguish between	Whole	have inferred Analyse the conventions of different		Use a combinatio n of skimming, scanning and close reading across a text to locate specific	Whole class reading (example texts	Able to explain what they have read in their own words including what they have inferred	Whole class	inferred Learn a wider range of
(example texts linked to writing.)	discuss an increasing ly wide range of fiction, poetry, plays and non-fiction.	reading (exampl e texts linked to writing.)	statements of fact or opinion across a range of texts e.g. first-hand account of an event compared with a reported example such as Samuel Pepys' diary and a history textbook.	class reading (example texts linked to writing.)	types of writing e.g. use of dialogue to indicate geographica l and/or historical settings for a story.	Whole class reading (example texts linked to writing.)	Retrieve, record, make notes and present information from non- fiction, including texts used in other subjects. Skim for gist.	linked to writing.)	Retrieve, record, make notes and present informati on from non- fiction, including texts used in other subjects. Analyse the conventio ns of	readin g (examp le texts linked to writing.)	Prepare poems and play scripts to read aloud and perform using dramatic effects. Identify how language , structure and presentat ion contribut e to meaning e.g. persuasiv







		different types of writing e.g. use of dialogue to indicate geographi cal and/or historical settings for a story.	e leaflet, balanced argument