



English Reading Vision and Provision at Windmill.

Our Reading curriculum for all children at Windmill is formulated from the National Curriculum Objectives for Reading and Spoken Language, based upon latest research, which has in turn led to the development of our Oracy and Reading Progression Maps, which inform our daily teaching of English (see appendix 1 and 2).

To inspire further a love of reading in our children, our vision and wider reading curriculum is based upon the Children's Laureate Charter by Cressida Cowell (see appendix 3). It is directly linked to our Windmill Values and Vision.

Every child has the right to:

1. **Read for the joy of it.** (We encourage a love of reading from the moment children arrive at Windmill. Reading is underpinned with high quality texts – both fiction and non-fiction throughout the school. Our whole school reading time ensures everybody can read for the joy of it). **POSITIVITY**
2. **Access NEW books in school/class libraries.** (We update our core and class libraries with high quality new books linked directly to our curriculum and through our links with ELS, we are able to ensure children can access further high quality fiction and non-fiction texts linked directly to our wider curriculum learning). **AMBITION**
3. **Have advice from a trained librarian.** (We have close links with the Dales Library and Nottingham City library – we have annual visits from our librarians to classes and whole school assemblies). **RESPECT**
4. **Own their own book.** (All children are given a book on their 5th birthday at Windmill. Every single child also receives a book annually on World Book Day – children are able to choose from a huge range of fiction, non-fiction and poetry books). **KINDNESS**
5. **See themselves reflected in a book.** (We audit and update our class and core libraries regularly to ensure our books are diverse and reflective of a broad demographic. We celebrate our annual International Day event and all classes share the same book which is closely linked to our value of Diversity. This book is especially chosen to



reflect the wonderful diversity of our school community and all children feel valued and celebrated through this book). DIVERSITY

6. *Be read aloud to.* (Children are read aloud to daily, whether through whole class reading lessons or end of day story time). TEAMWORK
7. *Have some choice in what they read.* (All children are able to choose an ability text from a range of books that are book banded, children can also make a lunchtime reading choice from the daily reading hut and choose from a wide range of non-fiction texts in their classroom linked to our wider curriculum of learning). ADAPTABILITY
8. *Be creative.* (Creativity at Windmill is encouraged through a wide range of subjects). COURAGE
9. *Meet an author at least ONCE.* (We have an annual author visit and all children are able to meet the author throughout the day). REFLECTIVE
10. *Have a planet to read on.* (This is linked directly to our environment focus within our curriculum statement. Our Eco-council lead this work in our school and we all have our duty to ensure this happens). HONESTY/RESPECT

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Whole School Reading Celebrations	National Poetry Day			World Book Day	Meet an Author	
Y1	<p>The Scarecrow's Wedding Julia Donaldson</p> <p>- Class text and author displayed outside each classroom.</p>	<p>Scarecrows (Non-fiction)</p> <p>- Class text and author displayed outside each classroom.</p>	<p>How to catch a star Oliver Jeffers</p> <p>- Class text and author displayed outside each classroom.</p>	<p>Look Inside Space (Non-fiction) Usborne</p> <p>How to be an astronaut and other space jobs Sheila Kanani</p> <p>- Class text and author displayed outside each classroom.</p>	<p>The Tiger Who Came to Tea Judith Kerr.</p> <p>Animals (Non-fiction) Camilla De la Bedoyere</p> <p>- Class text and author displayed outside each classroom.</p>	<p>The Owl and the Pussycat (poetry)</p> <p>Red Alert Catherine Barr</p> <p>- Class text and author displayed outside each classroom.</p>
	<p>KSI Reading Strategies displayed and referred to in all reading lessons. Daily RWI ability grouped phonics (Thursday written comprehension response) 3 x per week WCR session 3x per week reading comprehension session Daily/3 x per week handwriting (as needed) Daily whole class story-time (1/5 NF) Weekly Reading Band reward x3 times per week at home (minimum) Weekly Red/Green Class star displayed for 20+readers Bring their birthday book back to share on 6th birthday. Weekly fluency lessons Weekly oracy lessons</p>					



Y2	<p>The Night Pirates Non-fiction Peter Harris</p> <p>- Class text and author displayed outside each classroom.</p>	<p>Nat-Fantastic Non-fiction Giles Andreae</p> <p>- Class text and author displayed outside each classroom.</p>	<p>The Story Thief Andrew Fusek Peters</p> <p>Bug poetry</p> <p>- Class text and author displayed outside each classroom.</p>	<p>The Moon Dragons Non-fiction Dyan Sheldon</p> <p>- Class text and author displayed outside each classroom.</p>	<p>Rapunzel Non-fiction Sarah Gibb</p> <p>- Class text and author displayed outside each classroom.</p>	<p>Rio! Poetry</p> <p>- Class text and author displayed outside each classroom.</p>
	<p>KSI Reading Strategies displayed and referred to in all reading lessons. Daily RWI ability phonics (Thursday written comprehension response) Daily reading lesson for all children (ability grouped) Daily whole class story-time (1/5 NF) Weekly Reading Band reward x3 times per week at home (minimum) Weekly Red/Green Class star displayed for 20+readers Phonics Friends (Tuesday, Wednesday, Thursday) Reading Leaders Reading Hut lunchtimes (Mondays and Fridays) Weekly fluency lessons Weekly oracy lessons</p>					



<p>Y3</p>	<p>Journey Aaron Becker</p> <p>Non-fiction Journey Texts</p> <p>- Class text and author displayed outside each classroom.</p>	<p>Stone Age Boy Satoshi Kitamura</p> <p>Non-fiction Stone Age Texts</p> <p>- Class text and author displayed outside each classroom.</p>	<p>Escape from Pompeii Christina Balit</p> <p>Non-fiction Volcanoes Texts</p> <p>- Class text and author displayed outside each classroom.</p>	<p>Charlotte's Web E.B White</p> <p>Non-fiction Food Texts</p> <p>- Class text and author displayed outside each classroom.</p>	<p>The Butterfly Lion Michael Morpurgo</p> <p>Non-fiction Predator Texts</p> <p>- Class text and author displayed outside each classroom.</p>	<p>The Spiderwick Chronicles Holly Black</p> <p>Non-fiction Gods and Mortals Texts</p> <p>- Class text and author displayed outside each classroom.</p>
	<p>KS2 Reading Strategies displayed and referred to in all reading lessons.</p> <p>Daily RWI ability phonics (Thursday written comprehension response) for SEND/LA/New to English/EAL children</p> <p>3 x per whole class reading skills lesson.</p> <p>3 x per week comprehension questions lesson based upon VIPERS.</p> <p>Whole class story time, including non-fiction.</p> <p>Weekly Reading Band reward x3 times per week at home (minimum)</p> <p>Weekly Red/Green Class star displayed for 20+readers</p> <p>Daily Reading Hut (Monday - Thursday and Friday Non-fiction across KS2 playground)</p> <p>Reading Leaders Reading Hut lunchtimes</p> <p>2 x per week fluency lessons.</p> <p>2 x per week oracy lessons.</p>					



<p>Y4</p>	<p>Beowulf Michael Morpurgo</p> <p>Usborne reader Beowulf</p> <p>Non-fiction Anglo-Saxon texts</p> <p>- Class text and author displayed outside each classroom.</p>	<p>George's Marvellous Medicine</p> <p>Non-fiction Potions texts</p> <p>- Class text and author displayed outside each classroom.</p>	<p>Anglo-Saxon Boy Tony Bradman</p> <p>Non-fiction Roman texts</p> <p>- Class text and author displayed outside each classroom.</p>	<p>The Lost Thing Shaun Tan</p> <p>Non-fiction Inventions texts</p> <p>- Class text and author displayed outside each classroom.</p>	<p>How to Train your Dragon Cressida Cowell</p> <p>Non-fiction Dragon texts</p> <p>- Class text and author displayed outside each classroom.</p>	<p>Why the Whales Came Michael Morpurgo</p> <p>Non-fiction Sea texts</p> <p>- Class text and author displayed outside each classroom.</p>
	<p>KS2 Reading Strategies displayed and referred to in all reading lessons.</p> <p>Daily RWI ability phonics (Thursday written comprehension response) for SEND/LA/New to English/EAL children</p> <p>3 x per whole class reading skills lesson.</p> <p>3 x per week comprehension questions lesson based upon VIPERS.</p> <p>Whole class story time, including non-fiction.</p> <p>Weekly Reading Band reward x3 times per week at home (minimum)</p> <p>Weekly Red/Green Class star displayed for 20+readers</p> <p>Daily Reading Hut (Monday - Thursday and Friday Non-fiction across KS2 playground)</p> <p>Reading Leaders Reading Hut lunchtimes</p> <p>2 x per week fluency lessons.</p> <p>2 x per week oracy lessons.</p>					



<p>Y5</p>	<p>Secrets of a Sun Kings Emma Carroll</p> <p>Non-fiction Rollercoasters</p> <p>- Class text and author displayed outside each classroom.</p>	<p>A Monster Calls Patrick Ness</p> <p>Non-fiction Properties of materials</p> <p>- Class text and author displayed outside each classroom.</p>	<p>The Tempest William Shakespeare</p> <p>Non-fiction The Plague</p> <p>- Class text and author displayed outside each classroom.</p>	<p>Holes Louis Sachar</p> <p>Non-fiction Allotments</p> <p>- Class text and author displayed outside each classroom.</p>	<p>Treason Berlie Doherty</p> <p>Non-fiction Tudors</p> <p>- Class text and author displayed outside each classroom.</p>	<p>Cosmic Frank Cottrell-Boyce</p> <p>Non-fiction Earth and Space</p> <p>- Class text and author displayed outside each classroom.</p>
	<p>KS2 Reading Strategies displayed and referred to in all reading lessons.</p> <p>Daily RWI ability phonics (Thursday written comprehension response) for SEND/LA/New to English/EAL children</p> <p>3 x per whole class reading skills lesson.</p> <p>3 x per week comprehension questions lesson based upon VIPERS.</p> <p>Whole class story time, including non-fiction.</p> <p>Weekly Reading Band reward x3 times per week at home (minimum)</p> <p>Weekly Red/Green Class star displayed for 20+readers</p> <p>Daily Reading Hut (Monday - Thursday and Friday Non-fiction across KS2 playground)</p> <p>EAL Language Leaders support New to English children.</p> <p>Reading Leaders Reading Hut lunchtimes</p> <p>2 x per week fluency lessons.</p> <p>2 x per week oracy lessons.</p>					



<p>Y6</p>	<p>Pig Heart Boy Malorie Blackman</p> <p>Non-fiction Heart Texts</p> <p>- Class text and author displayed outside each classroom.</p>	<p>Once Morris Gleitzman</p> <p>Non-fiction WW2 Texts</p> <p>- Class text and author displayed outside each classroom.</p>	<p>Oliver Twist Charles Dickens</p> <p>Non-fiction Victorian Texts</p> <p>- Class text and author displayed outside each classroom.</p>	<p>Oliver Twist Charles Dickens</p> <p>Non-fiction Victorian Texts</p> <p>- Class text and author displayed outside each classroom.</p>	<p>Skellig David Almond</p> <p>Non-fiction Evolution Texts</p> <p>- Class text and author displayed outside each classroom.</p>	<p>CILIP Book Study</p> <p>Rain Player David Wisniewski</p> <p>Non-fiction Mexico Texts</p> <p>- Class text and author displayed outside each classroom.</p>
	<p>KS2 Reading Strategies displayed and referred to in all reading lessons.</p> <p>Daily RWI ability phonics (Thursday written comprehension response) for SEND/LA/New to English/EAL children</p> <p>3 x per whole class reading skills lesson.</p> <p>3 x per week comprehension questions lesson based upon VIPERS.</p> <p>Whole class story time, including non-fiction.</p> <p>Weekly Reading Band reward x3 times per week at home (minimum)</p> <p>Weekly Red/Green Class star displayed for 20+readers</p> <p>Daily Reading Hut (Monday - Thursday and Friday Non-fiction across KS2 playground)</p> <p>EAL Language Leaders support New to English children.</p> <p>Reading Leaders Reading Hut lunchtimes</p> <p>2 x per week fluency lessons.</p> <p>2 x per week oracy lessons.</p> <p>First News/Oracy Fun Club (GD)</p>					

Appendix 1:

Oracy Progression Map

<p>NC Objectives: Spoken Language</p> <ul style="list-style-type: none"> Pupils should be taught to: <ul style="list-style-type: none"> listen and respond appropriately to adults and their peers ask relevant questions to extend their understanding and knowledge use relevant strategies to build their vocabulary articulate and justify answers, arguments and opinions give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas speak audibly and fluently with an increasing command of Standard English participate in discussions, presentations, performances, role play, improvisations and debates gain, maintain and monitor the interest of the listener(s) consider and evaluate different viewpoints, attending to and building on the contributions of others select and use appropriate registers for effective communication. 		<p>NC Reading Objectives: Linked to Spoken Language</p> <p>KS1:</p> <ul style="list-style-type: none"> learning to appreciate rhymes and poems, and to recite some by heart continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear 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 participate in discussion about books, poems & other works that are read to them & 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 <p>KS2:</p> <ul style="list-style-type: none"> preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action 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 <p>KS3:</p> <ul style="list-style-type: none"> learning a wider range of poetry by heart preparing 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 recommending books that they have read to their peers, giving reasons for their choices participate in discussions about books, 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, provide reasoned justifications for their views 				
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Physical	<ul style="list-style-type: none"> use the appropriate tone of voice in the right context. E.g. speaking calmly when resolving an issue in the playground. speak clearly and confidently in a range of contexts begin to show body language associated with careful listening 	<ul style="list-style-type: none"> adapt how they speak in different situations according to audience. use sentence stems to signal challenge others' ideas. mostly speak in grammatically correct sentences 	<ul style="list-style-type: none"> deliberately vary tone of voice in order to convey meaning. E.g. speaking authoritatively during an expert talk or speaking with pathos when telling a sad part of a story. consider position and posture when addressing an audience. 	<ul style="list-style-type: none"> consider movement when addressing an audience. use pauses for effect in presentational talk e.g. when telling an anecdote or telling a joke. consider position and posture when addressing an audience. 	<ul style="list-style-type: none"> project their voice to large audience. gestures to become increasingly natural. 	<ul style="list-style-type: none"> speak fluently in front of an audience. have a stage presence. intentionally adapt tone, pace and volume of voice within a single situation.
Linguistic	<ul style="list-style-type: none"> use vocabulary appropriate specific to the topic at hand take opportunities to try out new language, even if not always used correctly use sentence stems to link to other's ideas linking to ... discussion. E.g. 'I agree with... because ...' 'linking to ...' use conjunctions to organise and sequence ideas e.g. firstly, secondly, finally. 	<ul style="list-style-type: none"> adapt how they speak in different situations according to audience. use sentence stems to signal challenge others' ideas. mostly speak in grammatically correct sentences 	<ul style="list-style-type: none"> use specialist language to describe their own and others' talk. use specialist vocabulary related to the topic. make precise language choices e.g. instead of describing a cake as 'nice' using 'delectable'. use language appropriate to the audience 	<ul style="list-style-type: none"> carefully consider the words and phrasing they use to express their ideas and how this supports the purpose of talk. know and use language that is acceptable in formal and informal situations with increasing confidence 	<ul style="list-style-type: none"> use an increasingly sophisticated range of sentence stems and full command of standard English with fluency and accuracy. know and use language that is acceptable in formal and informal situations with confidence 	<ul style="list-style-type: none"> vary sentence structures and length for effect when speaking. use idiom and expressions confidently. use a broad, deep and rich vocabulary to discuss a range of concepts confidently explain the meaning of words and offer alternative synonyms
Cognitive	<ul style="list-style-type: none"> offer reasons for their opinions recognise when they understand something and ask a question to help with this. disagree with someone else's opinion politely. explain ideas and events in chronological order. 	<ul style="list-style-type: none"> ask questions to find out more about a subject. build on others' ideas in discussions. make connections between what challenge others' ideas and their own and others' experiences. answer using clear sentences 	<ul style="list-style-type: none"> offer opinions that challenge their own. begin to offer support for their answers to questions with justifiable reasoning reflect on discussions and identify how to improve. summarise a discussion. reach shared agreement in discussions. seek clarification when unclear 	<ul style="list-style-type: none"> give supporting evidence e.g. citing a text, a previous example or a historical event. regularly offer answers that are supported with justifiable reasoning ask probing questions. reflect on their own spagy skills and identify areas of strength and areas to improve. seek specific additional information when necessary 	<ul style="list-style-type: none"> draw upon knowledge of the world to support their own point of view and explore different perspectives. Eg. rather than saying 'X is a vegetarian so eating meat is wrong' saying, 'lots of people don't eat meat because they believe killing animals is cruel'. understand how to answer questions that require more detailed answers and justification. identify when a discussion is going off topic and to be able to bring it back on track 	<ul style="list-style-type: none"> construct a detailed argument or complex narrative. spontaneously respond to increasingly complex questions, citing evidence where appropriate. regularly ask questions to extend their understanding and knowledge articulate and justify answers with confidence in a range of situations.
Social Emotional	<ul style="list-style-type: none"> listen to others and be willing to change their mind based on what they have heard organise group discussions independently of an adult. 	<ul style="list-style-type: none"> develop an awareness of audience e.g. what might interest a certain group. awareness of others who have not spoken and to invite them into discussion. confident delivery of short pre-prepared material. 	<ul style="list-style-type: none"> adapt the content of their speech for a specific audience. speak with confidence in front of an audience make timely contributions 	<ul style="list-style-type: none"> use more natural and subtle prompts for turn taking. empathise with an audience. consider the impact of their words on others when giving feedback. 	<ul style="list-style-type: none"> listen for extended challenge others' ideas. speak with flair and passion. 	<ul style="list-style-type: none"> use humour effectively. read a room or a group and take action accordingly e.g. if everyone looks disengaged, moving on or changing topic, or if people look confused stopping to take questions.



Appendix 2:

Reading Progression Map

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Decoding and Fluency RWI Phonics RWI Spellings Daily reading lessons 2/week Fluency lessons	<ul style="list-style-type: none"> apply phonic knowledge to decode words fluently read all 40+ letters/groups for 40+ phonemes read accurately by blending taught GPC read common exception words read common suffixes (-s, -ed, -ing, -er, -er, etc.) read irregularly words containing taught GPCs read contractions and understand apostrophe represents the omitted letter read aloud phonically-decodable texts read these texts to build fluency and confidence checking that the text makes sense to them as they read and correcting inaccurate reading 	<ul style="list-style-type: none"> secure phonic decoding until reading is fluent read accurately by blending, including alternative sound for graphemes read irregularly words containing these graphemes read words containing common suffixes read exception words, noting unusual irregularly read most words quickly & accurately without overt sounding and blending read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately and automatically checking that the text makes sense to them as they read and correcting inaccurate reading 	<ul style="list-style-type: none"> apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology), 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 	<ul style="list-style-type: none"> apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words that they meet read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word 	<ul style="list-style-type: none"> apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet 	<ul style="list-style-type: none"> apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet
Range of Reading Daily oral overview Non-fiction Friday Daily reading lessons Daily WCR 2/week Q&A lessons 2/week Fluency lessons	<ul style="list-style-type: none"> listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently being encouraged to link what they read or hear read to their own experiences 	<ul style="list-style-type: none"> listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently 	<ul style="list-style-type: none"> listening to and discussing a 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 	<ul style="list-style-type: none"> listening to and discussing a 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 	<ul style="list-style-type: none"> continuing to read and discuss an 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 	<ul style="list-style-type: none"> continuing to read and discuss an 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
Familiarity with Texts Book talk lessons Book Review Friday Daily reading lessons Daily WCR 2/week Q&A lessons	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales recognising simple recurring literary language in stories and poetry 	<ul style="list-style-type: none"> increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally 	<ul style="list-style-type: none"> increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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
Poetry & Performance Daily oral overview 2/week Q&A lessons Celebratory days	<ul style="list-style-type: none"> learning to appreciate rhymes and poems, and to recite some by heart 	<ul style="list-style-type: none"> continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear 	<ul style="list-style-type: none"> preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action recognising some different forms of poetry 	<ul style="list-style-type: none"> preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action recognising some different forms of poetry 	<ul style="list-style-type: none"> learning a wider range of poetry by heart preparing 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 	<ul style="list-style-type: none"> learning a wider range of poetry by heart preparing 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
1a 2a Vocabulary Daily reading lessons Daily WCR 2/week Q&A lessons	<ul style="list-style-type: none"> discussing word meanings, linking new meanings to those already known 	<ul style="list-style-type: none"> discussing and clarifying the meanings of words, linking new meanings to known vocabulary discussing their favourite words and phrases Show an knowledge of vocabulary to understand texts 	<ul style="list-style-type: none"> using dictionaries to check the meaning of words that they have read checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context 	<ul style="list-style-type: none"> checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context using dictionaries to check the meaning of words that they have read 	<ul style="list-style-type: none"> using dictionaries to check the meaning of words that they have read checking that the text makes sense to them, discussing their understanding and exploring the meaning of words in context 	<ul style="list-style-type: none"> using dictionaries to check the meaning of words that they have read checking that the text makes sense to them, discussing their understanding and exploring the meaning of words in context Give/explain the meaning of words in context
1d 2d Inference Daily reading lessons Daily WCR 2/week Q&A lessons	<ul style="list-style-type: none"> discussing the significance of the title and events making inferences on the basis of what is being said and done drawing on what they already know or on background information and vocabulary provided by the teacher 	<ul style="list-style-type: none"> making inferences on the basis of what is being said and done answering and asking questions drawing on what they already know or on background information and vocabulary provided by the teacher make inferences from the text 	<ul style="list-style-type: none"> drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence asking questions to improve their understanding of a text 	<ul style="list-style-type: none"> drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence asking questions to improve their understanding of a text 	<ul style="list-style-type: none"> drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence asking questions to improve their understanding of a text 	<ul style="list-style-type: none"> drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence asking questions to improve their understanding of a text Make inferences from the text predict and justify inferences using evidence from the text
1e 2e Prediction Daily reading lessons Daily WCR 2/week Q&A lessons	<ul style="list-style-type: none"> predicting what might happen on the basis of what has been read so far 	<ul style="list-style-type: none"> predicting what might happen on the basis of what has been read so far 	<ul style="list-style-type: none"> predicting what might happen from details stated and implied 	<ul style="list-style-type: none"> predicting what might happen from details stated and implied 	<ul style="list-style-type: none"> predict what might happen from details stated and implied 	<ul style="list-style-type: none"> predict what might happen from details stated and implied
2f 2g 2h Explanation Daily reading lessons Daily WCR 2/week Q&A lessons			<ul style="list-style-type: none"> discussing words and phrases that capture the reader's interest and imagination identifying how language, structure, and presentation contribute to meaning identifying themes and conventions in a wide range of books 	<ul style="list-style-type: none"> discussing words and phrases that capture the reader's interest and imagination identifying how language, structure, and presentation contribute to meaning identifying themes and conventions in a wide range of books 	<ul style="list-style-type: none"> 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 across a wide range of writing identifying and discussing themes and conventions in and across a wide range of writing making comparisons within and across books 	<ul style="list-style-type: none"> discuss and evaluate how authors use language, including figurative language, considering the impact on the reader across a wide range of writing identify/explain how information/narrative content is presented/developed/represented in detailed and contributes to the meaning of a whole identify/explain how meaning is enhanced through choice of words/phrases Make comparisons within and across texts
1b 2b Retrieve and Record Daily reading lessons Daily WCR 2/week Q&A lessons		<ul style="list-style-type: none"> being introduced to non-fiction books that are structured in different ways retrieve and record information from fiction and non-fiction Identify/explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information 	<ul style="list-style-type: none"> retrieve and record information from fiction and non-fiction 	<ul style="list-style-type: none"> retrieve and record information from fiction and non-fiction 	<ul style="list-style-type: none"> distinguish between statements of fact and opinion retrieve, record and present key information from fiction and non-fiction 	<ul style="list-style-type: none"> distinguish between statements of fact and opinion retrieve, record and present key information from fiction and non-fiction Retrieve and record key information/key details from fiction and non-fiction
1c 2c Sequence and Summarise Daily reading lessons Daily WCR 2/week Q&A lessons		<ul style="list-style-type: none"> discussing the sequence of events in books and how items of information are related Identify and explain the sequence of events in texts 	<ul style="list-style-type: none"> identifying main ideas drawn from more than one paragraph and summarising these 	<ul style="list-style-type: none"> identifying main ideas drawn from more than one paragraph and summarising these 	<ul style="list-style-type: none"> summarising the main ideas drawn from more than one paragraph, identifying key details to support the main ideas 	<ul style="list-style-type: none"> summarising the main ideas drawn from more than one paragraph, identifying key details to support the main ideas Summarise main ideas from more than one paragraph
			Objectives for Year 3 and Year 4 are the same and so are reprinted identically.		Objectives for Year 5 and Year 6 are the same and so are reprinted identically.	

