All children in KS2 have:

- At least 3 Whole Class Reading (WCR) sessions a week
- 1 Reading Response (RR) session a week
- 1 Book Circle session a week
- Their class reader read to them every day

If the NC objective is covered in multiple categories, there will be a colour-coded asterisk at the end of the statement.

National Curriculum Expectation	
Y3/4	Y5/6
• Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet. • Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. Develop positive attitudes to reading and understanding of what they read by: • 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 • using dictionaries to check the meaning of words that they have read • increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally • identifying themes and conventions in a wide range of books *** • preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action • discussing words and phrases that capture the reader's interest and imagination ** • recognising some different forms of poetry Understand what they read, in books they can read independently, by:	• Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet. Maintain positive attitudes to reading and understanding of what they read by: • 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 • 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 • recommending books that they have read to their peers, giving reasons for their choices (library/in class) • identifying and discussing themes and conventions in and across a wide range of writing • making comparisons within and across books ** • learning a wider range of poetry by heart • preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience Understand what they read by: • checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context ** • asking questions to improve their understanding **** • drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence ****

• checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context **** • asking questions to improve their understanding of a text **** • drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence **** • predicting what might happen from details stated and implied **** • identifying main ideas drawn from more than one paragraph and summarising these **** • identifying how language, structure, and presentation contribute to meaning **** • retrieve and record information from non-fiction (WCR RR) ** • 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 **	• predicting what might happen from details stated and implied **** • summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas **** • identifying how language, structure and presentation contribute to meaning **** • Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader. **** • Distinguish between statements of fact and opinion. ** • Retrieve, record and present information from non-fiction. ** • Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously. ** • Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary. **** • Provide reasoned justifications for their views. ****

In WCR, progression is via… • Themes of texts • Lengths of texts • Vocabulary within the text • The use of humour • Prior knowledge of the text The level of questioning is high throughout the whole of Key Stage 2. The same question stems are used in every class.
In Book Circles, progression is via… • Themes of texts • Vocabulary within the text
With class readers, progression is via… • Themes of texts • Lengths of texts • Vocabulary within the text • Prior knowledge of context of the text

Y3		
	Key Skills	Question Stems
Vocabulary 2a 2g	• use dictionaries to check the meaning of words that they have read • discuss words that capture the readers interest or imagination • identify how language choices help build meaning • find the meaning of new words using substitution within a sentence	• What does this word/phrase/sentence tell you about the character/setting/mood? • Can you find this word in the dictionary? • By writing in this way, what effect has the author created? • What other words/phrases could the author have used here? • How has the author made you feel by writing...? • Which word tells you that…? • Find and highlight the word that is closest in meaning to…?
Inference 2d	• children can infer characters' feelings, thoughts and motives from their stated actions • justify inferences by referencing a specific point in the text • ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives • make inferences about actions or events	• What do you think.... means? • Why do you think that? • Why do you think...? • How do you think....? • Can you explain why....? • What do these words mean and why do you think that the author chose them? • Find and copy a group of words which show…? • How does the description of … show that they are…? • Who is telling the story? • Why has the character done this at this time?
Prediction 2e	• justify predictions using evidence from the text • use relevant prior knowledge to make predictions and justify them • use details from the text to form further predictions	• Can you think of another story with a similar theme? • Which stories have openings like this? • Do you think that this story will develop the same way? • Why did the author choose this setting? Will that influence the story? • What happened before this and what do you think will happen after? • Do you think the setting will have an impact on plot moving forward?
Explaining 2f 2h	• discussing the features of a wide range of fiction, poetry, plays, non-fiction and reference books • identifying how language, structure, and presentation contribute to meaning of both fiction and non-fiction texts • recognise authorial choices and the purpose of these	• What is similar/different about two characters? • Explain why... did that. • Describe different characters' reactions to the same event. • Is this as good as...? • Which is better and why? • Why do you think they chose to order the text in this way?

		• What is the purpose of this text and who do you think it was written for? • What is the author's viewpoint? How do you know? • How are these two sections in the text linked?
Retrieval 2b	• use contents page and subheadings to locate information • learn the skill of 'skim and scan' to retrieve details • begin to use quotations from the text • retrieve and record information from a fiction text • retrieve information from a non-fiction text	• Who are the characters in this text? • When / where is this story set? How do you know? • Which part of the story best describes the setting? • What do you think is happening here? • What might this mean? • How might I find the information quickly? • What can I use to help me navigate this book? • How would you describe the story? • Whose perspective is the story told from?
Summarise 2c	• identifying main ideas drawn from a key paragraph or page and summarising these • begin to distinguish between the important and less important information in a text • give a brief verbal summary of a story • teachers begin to model how to record summary writing • identify themes from a wide range of books • make simple notes from one source of writing	• What is the main point in this paragraph? • Sum up what has happened so far in X words or less. • Which is the most important point in these paragraphs? • Do any sections/paragraphs deal with the same themes? • Have you noticed any similarities between this text and any others you have read? • What do I need to jot down to remember what I have read?

Activities to Support Planning
• Transcribe the children's oral responses into written ones and model structures for answering question. • Always ask the children to explain their responses to questions – How do you know? • Model creating story maps of events and speech bubbles to demonstrate characters actions, thoughts and feelings. • Relate the text type back to the writing the children have completed. • Model how to construct a summary of a text. • Jump in – Encourage children to continue the story to the end of the punctuation in a known story. • Choral response – Encourage children to read as a group or popcorn ideas to questions asking for deeper responses after the initial response. • MTYT – Allow children to discuss in partners or read together. • Ask children to become Reading Detectives and search for clues within texts. • Model reading strategies – re-reading for clarity and understanding.

Y4		
	Key Skills	Question Stems
Vocabulary 2a 2g	• using dictionaries to check the meaning of words that they have read • use a thesaurus to find synonyms • discuss why words have been chosen and the effect these have on the reader • explain how words can capture the interest of the reader • discuss new and unusual vocabulary and clarify the meaning of these • find the meaning of new words using the context of the sentence	• Can you find the meaning or a word with a similar meaning in a dictionary or thesaurus? • What does this word/phrase/sentence tell you about the character/setting/mood? • By writing..., what effect has the author created? • Do you think they intended to? • What other words/phrases could the author have used here? Why? How has the author…? • Which word is closest in meaning to…?
Inference 2d	• ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives (I know this because questions) • infer characters' feelings, thoughts and motives from their stated actions • consolidate the skill of justifying them using a specific reference point in the text • use more than one piece of evidence to justify their answer	• What do you think.... means? • Why do you think that? Could it be anything else? • I think....; do you agree? Why / why not? • How do you think....? • Can you explain why....? • Can you explain why based on two different pieces of evidence? • What do these words mean and why do you think that the author chose them? • Find and copy a group of words which show that… • What impression of …do you get from this paragraph?
Prediction 2e	• justify predictions using evidence from the text • use relevant prior knowledge as well as details from the text to form predictions and to justify them • monitor these predictions and compare them with the text as they read on	• Can you think of another text with a similar theme? How do their plots differ? • Which stories have openings like this? Do you think that this story will develop the same way? • Why did the author choose this setting? Will that influence the story? • What does this paragraph suggest what will happen next? • Do you think … will happen? Explain your answers with evidence from the text.
Explaining 2f 2h	• discussing words and phrases that capture the reader's interest and imagination • identifying how language, structure, and presentation contribute to meaning • recognise authorial choices and the purpose of these	• What is similar/different about two characters? Did the author intend that? • Explain why... did that. • Describe different characters' reactions to the same event. • Is this as good as...? • Which is better and why? • What can you tell me about how this text is organised?

		• Why is the text arranged in this way? • What is the purpose of this text and who is the audience? • How does the author engage the reader here? • Which section was the most …? Why?
Retrieval 2b	• confidently skim and scan texts to record details, using relevant quotes to support their answers to questions • retrieve and record information from a fiction or non-fiction text	• Find the... in this text. Is it anywhere else? • When/where is this story set? How do you know? • Find the part of the story that best describes the setting. • What do you think is happening here? Why? • What might this mean? • Whose perspective is the story told by and how do you know? • How can you use the subheading to help you here?
Summarise 2c	• use skills developed in Year 3 in order to write a brief summary of main points, identifying and using important information • identifying main ideas drawn from more than one paragraph • identify themes from a wide range of books • summarise whole paragraphs, chapters or texts • highlight key information and record it in bullet points, diagrams, maps etc	• What is the main point in this paragraph? Is it mentioned anywhere else? • Sum up what has happened so far in X words/seconds or less. • Which is the most important point in these paragraphs? Why? • Do any sections/paragraphs deal with the same themes? • How might I record this to ensure the best possible outcome?

Activities to Support Planning
• Transcribe the children's oral responses into written ones and model structures for answering question. • Always ask the children to justify their responses to questions – How do you know? • Create comparison grids for different fiction and non-fiction texts. • Create semantic grids of texts to help to categorise key information. • Write information gained from the text into a different context. • Fully develop skimming and scanning techniques – faster finger first – to find particular parts of the text. • Relate the text type back to the writing the children have completed. • Model how to construct a summary of a text. • Jump in – Encourage children to continue the story to the end of the punctuation in a known story. • Choral response – Encourage children to read as a group or popcorn ideas to questions asking for deeper responses after the initial response. • MTYT – Allow children to discuss in partners or read together. • Ask children to become Reading Detectives and search for clues within texts. • Model reading strategies – re-reading for clarity and understanding.

Y5		
	Key Skills	Question Stems
Vocabulary 2a 2g	• explore the meaning of words in context, confidently using a dictionary • discuss how the author's choice of language impacts the reader • evaluate the authors use of language • investigate alternative word choices that could be made • begin to look at the use of figurative language • use a thesaurus to find synonyms for a larger variety of words • re-write passages using alternative word choices • read around the word and explore its meaning in the broader context of a section or paragraph	• Can you quickly find…in the dictionary and thesaurus? • What does this word/phrase/sentence tell you about the character/setting/mood? • By writing..., what effect has the author created? Do you think they intended to? • What other words/phrases could the author have used here? Why? • How has the author made you/this character feel by writing...? Why? • Find and highlight the word which is closest in meaning to … • Find a word which demonstrates… • Can you rewrite this in the style of the author using your own words?
Inference 2d	• drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • make inferences about actions, feelings, events or states • use figurative language to infer meaning • give one or two pieces of evidence to support the point they are making • begin to draw evidence from more than one place across a text	• What do you think… means? Why do you think that? Could it be anything else? • I think....; do you agree? Why/why not? • Why do you think the author decided to...? • Can you explain why...? Can you give me evidence from somewhere else in the text? • What do these words mean and why do you think that the author chose them? • How does the author make you feel? • What impression do you get from these paragraphs?
Prediction 2e	• predicting what might happen from details stated and implied • support predictions with relevant evidence from the text • confirm and modify predictions as they read on	• Can you think of another story with a similar theme? How do their plots differ? • Which stories have openings like this? Do you think that this story will develop the same way? • Why did the author choose this setting? Will that influence the story?
Explaining 2f 2h	• provide increasingly reasoned justification for my views • recommend books for peers in detail • give reasons for authorial choices • begin to challenge points of view • begin to distinguish between fact and opinion • identifying how language, structure and presentation contribute to meaning	• What is similar/different about two characters? Did the author intend that? • Explain why... did that. • Describe different characters' reactions to the same event. • Does this story have a moral? • Which is better and why? • How is the text organised and what impact does this have on you as a reader?

	• discuss and evaluate how authors use language, including figurative language considering the impact on the reader • explain and discuss their understanding of what they have read, including through formal presentations and debates	• Why has the text been written this way? • How can you tell whether it is fact and opinion? • How is this text similar to the writing we have been doing? • How does the author engage the audience?
Retrieval 2b	• confidently skim and scan, and also use the skill of reading before and after to retrieve information • use evidence from across larger sections of text • read a broader range of texts including myths, legends, stories from other cultures, modern fiction and archaic texts • retrieve, record and present information from non-fiction texts • ask my own questions and follow a line of enquiry	• Find the... in this text. Is it anywhere else? • When/where is this story set? Find evidence in the text. • Find the part of the story that best describes the setting. • What do you think is happening here? Why? • Who is telling this story? • Can you skim/scan quickly to find the answer?
Summarise 2c	• summarising the main ideas drawn from more than one paragraph, page, chapter or the entire text identifying key details to support the main ideas • make connections between information across the text and include this is an answer • discuss the themes or conventions from a chapter or text • identify themes across a wide range of writing	• What is the main point in this paragraph? Is it mentioned anywhere else? • Sum up what has happened so far in… words/seconds or less. • Which is the most important point in these paragraphs? Why? • Do any sections/paragraphs deal with the same themes? • Can you find a text with a similar theme?

Activities to Support Planning
• Transcribe the children's oral responses into written ones and model structures for answering question. • Ensure that a full answer is modelled to the children (3 marks Qs). • Always ask the children to justify their responses to questions – How do you know? • Ask children to keep a running response in their reading journal. • Create comparison grids for different fiction and non-fiction texts. • Create semantic grids of texts to help to categorise key information. • Write information gained from the text into a different context. • Change part of the text from fiction to non-fiction and vice-versa. • Fully develop skimming and scanning techniques – faster finger first – to find particular parts of the text. • Relate the text type back to the writing the children have completed. • Model how to construct a summary of a text. • Jump in – Encourage children to continue the story to the end of the punctuation in a known story. • Choral response – Encourage children to read as a group or popcorn ideas to questions asking for deeper responses after the initial response. • MTYT – Allow children to discuss in partners or read together. • Ask children to become Reading Detectives and search for clues within text. • Create Venn diagrams to demonstrate similarities and differences between plots, characters, settings etc.

Y6		
	Key Skills	Question Stems
Vocabulary 2a 2g	• evaluate how the authors' use of language impacts upon the reader • find examples of figurative language and how this impacts the reader and contributes to meaning or mood • discuss how presentation and structure contribute to meaning • explore the meaning of words in context by 'reading around the word' and independently explore its meaning in the broader context of a section or paragraph	• What does this word/phrase/sentence tell you about the character/setting/mood? • By writing..., what effect has the author created? Do you think they intended to? • Can you find examples of simile, metaphor, hyperbole or personification in the text? • Why has the text been organised in this way? Would you have done it differently? • What other words/phrases could the author have used here? Why? • How has the author made you/this character feel by writing...? Why?
Inference 2d	• drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • discuss how characters change and develop through texts by drawing inferences based on indirect clues • make inferences about events, feelings, states backing these up with evidence • infer characters' feelings, thoughts and motives, giving more than one piece of evidence to support each point made (draw evidence from different places across the text)	• What do you think… means? Why do you think that? Could it be anything else? • I think....; do you agree? Why/why not? • Why do you think the author decided to...? • Can you explain why...? • What do these words mean and why do you think that the author chose them? • How do other people's descriptions of …show that…? • Where else in the text can we find the answer to this question?
Prediction 2e	• predicting what might happen from details stated and implied • support predictions by using relevant evidence from the text • confirm and modify predictions in light of new information	• Can you think of another story with a similar theme? How do their plots differ? • Which stories have openings like this? Do you think that this story will develop the same way? • Why did the author choose this setting? Will that influence the story?
Explaining 2f 2h	• provide increasingly reasoned justification for my views • recommend books for peers in detail • give reasons for authorial choices • begin to challenge points of view • begin to distinguish between fact and opinion 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 • explain and discuss their understanding of what they have read, including through formal presentations and debates	• What is similar/different about two characters? Did the author intend that? • Explain why... did that. • Describe different characters' reactions to the same event. • Does this story have a moral? • Which is better and why? • Can you identify where the author has shown bias towards a particular character? • Is it fact or is it opinion? How do you know?

	• distinguish between fact, opinion and bias explaining how they know this	• How does the author make you feel at this point in the story? Why did they do that? • Can you explain it in a different way?
Retrieval 2b	• children confidently skim and scan, and also use the skill of reading before and after to retrieve information (they use evidence from across whole chapters or texts) • read a broader range of texts including myths, legends, stories from other cultures, modern fiction, plays, poetry and archaic texts • retrieve, record and present information from a wide variety of non-fiction texts • ask my own questions and follow a line of enquiry	• Find the... in this text. Is it anywhere else? • Can you skim the next… and find me the answer to…? • When/where is this story set? Find evidence in the text. • Find the part of the story that best describes the setting. • What do you think is happening here? Why? • Who is telling this story? • What genre is…? • Can you look at these other texts and find me what is similar and what is different?
Summarise 2c	• summarise information from across a text and link information by analysing and evaluating ideas between sections of the text • summarising the main ideas drawn from more than one paragraph, identifying key details to support the main ideas • make comparisons across different books • summarise entire texts, in addition to chapters or paragraphs, using a limited amount of words or paragraphs	• What is the main point of the text? • Can you look in this paragraph? What does the author mean? Is it mentioned anywhere else? • Sum up what has happened so far in… words/seconds or less. • Can you read the text and summarise what has happened? • Which is the most important point in these paragraphs? Why? • Do any sections/paragraphs deal with the same themes?

Activities to Support Planning
• Transcribe the children's oral responses into written ones and model structures for answering question. • Ensure that a full answer is modelled to the children (3 marks Qs). • Always ask the children to justify their responses to questions – How do you know? • Ask children to keep a running response in their reading journal. • Summarise each of the main characters and return and add to these as reading progresses. • Create comparison grids for different fiction and non-fiction texts. • Create semantic grids of texts to help to categorise key information. • Write information gained from the text into a different context. • Change part of the text from fiction to non-fiction and vice-versa. • Fully develop skimming and scanning techniques – fastest finger first – to find particular parts of the text. • Relate the text type back to the writing the children have completed. • Model how to construct a summary of a paragraph, text or story. • Jump in – Encourage children to continue the story to the end of the punctuation in a known story. • Choral response – Encourage children to read as a group or popcorn ideas to questions asking for deeper responses after the initial response. • MTYT – Allow children to discuss in partners or read together. • Ask children to become Reading Detectives and search for clues within text. • Create Venn diagrams to demonstrate similarities and differences between plots, characters, settings etc.