

Reading curriculum		Newstead Primary School		INTENT
Decoding				
	EYSF Read simple words and sentences by:	Y1 Read phonically decodable texts accurately by:	Y2 Read texts closely matched to their phonic knowledge accurately by:	
Phoneme/ grapheme correspondence	matching sounds to letters and graphemes	matching all 40+ graphemes to their phonemes	knowing the different phonemes that are represented by graphemes	
Whole word reading	recognising some whole words including their name and some common exception words	reading familiar words without sounding out including some common exception words and words with contractions	reading many words automatically including common exception words	
Word problem solving	sounding and blending most words.	knowing how to word problem solve by breaking unfamiliar words in different ways and combining to read and understand. Including: · sounding and blending phonically regular words · noticing word endings -s, -es, -ing, -ed, -er, -est, · using syllable boundaries	knowing how to word problem solve by breaking unfamiliar words in different ways and combining to read and understand. Including: · attempting alternative sounds for graphemes; deciding which makes sense · noticing root words, prefixes and suffixes including -ly -ment, -ness, -ful -less, -tion using syllable boundaries	
Fluency	pointing to and looking carefully at each word as they read and knowing a full stop shows them they have got to the end of the sentence. Re-reading familiar text.	looking carefully at each word without pointing to be able to read simple phrases at a good pace with appropriate expression re-reading words, phrases and sentences that required some sounding out on the first read	recognising and knowing how to use punctuation (. , "" ' ! ?) to read longer phrases at a good pace with appropriate expression and intonation independently re-reading words, phrases, and sentences when the text required some slow decoding	
Comprehension				
	EYSF	Y1	Y2	
Discussing and developing a positive attitude to reading	Experience story language and rhyme and use it in play. Talk with an adult about how the text links to their own experiences or to other stories they have heard. Talk with an adult about how the text links to their own experiences or to other stories they have heard. Listen to a range of stories and rhymes. Choose from a wide range of texts talking about their favourite books and stories.	Discuss relevant background knowledge (what they have done/ seen/ heard) and information from the teacher. Discuss with an adult and their peers what the text made them wonder. Listen to and discussing a wide range of poems, non-fiction texts and stories including fairy stories and traditional tales. Discuss books they have read, with their peers Talk with peers, taking turns and listening to others, about what they like or dislike about a text. Use role play to explore the characters and themes of texts including fairy stories and traditional tales. Identify and discuss some key elements of story language.	Discuss relevant background knowledge (what they have done/ seen/ heard) and information from the teacher. Discuss with an adult and their peers what the text made them wonder. Listen to and discuss a wide range of contemporary and classic poetry, non-fiction and stories including a wider range of stories, fairy stories and traditional tales. Discuss books they have read, with their peers and considering why others might want to read them.	

	Talk with an adult about their favourite part of a story. Participate in role play of familiar stories. Notice and talk with an adult about interesting words and phrases in text read to them.	Talk to adults and their peers about interesting words and phrases in texts read to them. Discuss relevant background knowledge (what they have done/ seen/ heard) and information from the teacher.	Participate in guided discussions about books, poems, and other texts, explaining and discussing their understanding and considering the opinions of others. Use discussion, role play and other drama techniques to explore themes of texts. Recognise and talk about literary language in stories and poetry and discussing words and phrases that interest them.
Clarifying understanding	Notice when they hear something they don't understand and asking an adult to explain.	Notice when they read a word or phrase they don't understand and asking an adult, or their peers to explain.	Notice when they read a word or phrase they don't understand and asking an adult, or their peers.
Understanding Vocabulary	Discuss unfamiliar vocabulary with an adult.	Identify unfamiliar words and ask about meaning. Begin to infer the meaning of unknown words.	Use the context to make informed guesses about the meaning of unfamiliar words. Discuss the meaning of unfamiliar words.
Making Inference	Draw on their own experiences to infer how a character might be feeling or why they are behaving in a particular way.	In a story they have listened to, spot clues about how a character is feeling from what they say and do. Spot clues about events and characters from pictures and simple text they can read independently.	In a book/text they read accurately and fluently, spot clues about events or about how a character is feeling from what they say and do.
Making Predictions		Use clues in a story they have listened to, to work out what might happen next.	Use immediate clues and what they have read already to make predictions about what is going to happen or what they will find out. Explain their ideas.
Explaining	Talking with an adult about what has happened in a story.	Explain the main events in a story. Explain how things are different at the end. Explain the features of non-fiction texts, including layout, contents, use of pictures, illustrations and diagrams. Identify rhyming words in poems. Explore and explain the effect of patterns of language and repeated words and phrases.	Identify and explain how problems develop and get resolved in stories. Identify and explain the organisational features of texts, including alphabetical order layout, diagrams, captions, hyperlinks and bullet points. Identify, discuss and explain patterns of rhythm, rhyme, and other features which influence the sound of a poem. Explain why an author might have chosen a particular word and the effect they were wanting to achieve, e.g. by considering alternative synonyms that might have been used.
Retrieving	Answer 'how' and 'why' questions about their experiences and in response to stories.	Use picture clues to answer retrieval questions about the book.	Begin to Skim and scan for key words In a book/text they read accurately and fluently, answer retrieval questions. Use information from the story to support an opinion.
Sequence		Retell key stories orally using narrative language. Identify the key events in a story.	. Begin to put the key events in the correct sequence using text and pictures.
Using the alphabet	Reciting the alphabet and recognise the letters in order.	Know alphabetical order.	Know alphabetical order.

Reading curriculum		Newstead Primary School		INTENT	
Decoding					
	Y3 Read age appropriate text accurately by:	Y4 Read age appropriate text accurately by:	Y5 Read age appropriate text by:	Y6 Reads a wide range of texts accurately and effortlessly by:	
Phoneme/ grapheme correspondence	knowing unusual phoneme/ grapheme correspondences.	noting unusual correspondences between spelling and sounds and where these occur in words.	focusing on all the letters in a word (to avoid inaccuracies e.g reading 'invitation' for 'imitation' because it's more familiar).	paying close attention to the whole word	
Whole word reading	reading most words automatically including many Y3/4 further exception words	reading most words automatically including all Y3/4 further exception words and words containing Y3/4 prefixes and suffixes	reading most words automatically including many Y5/6 further exception words	reading most words automatically including all Y5/6 further exception words and words that contain all Y5/6 prefixes and suffixes	
Word problem solving	knowing how to word problem solve by breaking unfamiliar words in different ways and quickly combining to read and understand. Including: - noticing root words, prefixes, suffixes, (including re-, sub-, inter-, super-, anti-, auto-, -ation, -ous, - tion, - sion, -ssion, - cian) - using syllable boundaries using a wider range of punctuation to read texts at a good pace, with appropriate intonation and expression. Reading silently most of the time.	using what they know about similar words to help them pronounce and understand the meaning of unfamiliar words using a growing awareness of audience and purpose to read with appropriate expression and intonation when reading aloud.	quickly recognising and being able to pronounce a wider range of prefixes and suffixes including -fer, -ance, -ancy, -ent, -ence, -ency, -ible, -able	automatically applying knowledge of morphology, etymology and analogy to read aloud and to understand the meaning of unfamiliar words.	
Fluency	independently re-reading text that required some slow decoding or when the text doesn't make sense to them.	re-reading parts of text to improve pace, expression and intonation	reading smoothly and accurately with appropriate expression and intonation that matches their interpretation of the text	reading a wide range of text accurately and at pace; controlling their tone, pitch, pace and volume to create atmosphere	
Comprehension					
	Y3	Y4	Y5	Y6	

Discussing text and developing a positive attitude to reading	Draw on background knowledge to identify themes in a text. Ask themselves questions as they read. Consider their thinking and explain how they arrived at their assumptions. Read, listen to, discuss, and retell a wide range of poetry, plays, non-fiction (including reference or textbooks) and fiction including fairy stories, myths and legends. Read books by authors they have not met before and considering why others might want to read them. Participate in discussions about books, poems and other texts, explaining and discussing their understanding and considering the opinions of others. Discuss and use drama techniques to explore themes such as the triumph of good over evil in texts including myths and legends. Discuss how words and phrases capture the reader's interest and imagination.	Draw on background knowledge to identify themes in more complex texts. Ask themselves questions as they read. Read, listen to, discuss, and retell a wide range of poetry, plays, non-fiction (including reference or textbooks) and fiction including fairy stories, myths and legends. Read books by authors they have not met before and recommend these to their peers. Participate in discussions about books, poems and other texts. Recognise, discuss, and use drama techniques to explore themes such as the triumph of good over evil in texts including myths and legends. Discuss words and phrases that capture the reader's interest and imagination and how changing language and presentation can alter and clarify meaning.	Draw on background knowledge particularly from other texts to identify and relate to themes. Ask questions about ideas and themes as they read. Use information given and implied to identify and explore key ideas and themes. Examine their reasoning and Provide evidence from the text to justify their assumptions. Read and discuss an increasingly wide range of poetry, plays, non-fiction (including reference books or textbooks) and fiction including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions. Read books from a wide range of genres and authors and discuss with others. Recognise, discuss and use drama techniques to explore themes; compare characters; compare differing accounts and viewpoints. Use information they have gathered from fiction and non-fiction to participate in debates and to create formal presentations. Identify examples of idiomatic and comparative language and exploring how the impact on the reader would change if the author had made different choices.	Draw on background knowledge particularly from other texts to identify and relate to more complex themes. Ask questions about more complex themes as they read. Use information given and implied to identify and explore key ideas and more complex themes. Read and discuss an increasingly wide range of poetry, plays, non-fiction (including reference books or textbooks) and fiction including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions. Recommend books from a wide range of genres and authors and Make links with other texts building on their own and others' ideas Challenge views courteously and provide reasoned justifications for their views. Recognise, discuss and use drama techniques to explore themes; compare characters; compare differing accounts and viewpoints in more complex texts. Use information they have gathered from fiction and non-fiction to participate in debates about more complex issues and to create formal presentations.
Clarifying understanding	Notice when they encounter parts of the text they do not understand and actively using a range of strategies to support their understanding.	Notice when they encounter parts of the text they do not understand and actively using a wide range of strategies to support their understanding.	Notice when they do not understand an idea or theme in the text and using a range of strategies to support their understanding.	Noticing when they do not understand the more complex themes in the text and using a range of strategies to support their understanding.
Understanding Vocabulary	Use the context of unfamiliar words to explain their meaning.	Use prior knowledge and the context of unfamiliar words to explain their meaning.	Use meaning-seeking strategies (root words, word classes, synonyms, suffixes, definitions, antonyms etc.) to explore the meaning of words in context.	Use meaning-seeking strategies to explore the meaning of words in context and in figurative language.

Making Inference	Make inferences about characters and events e.g. Infer characters' feelings, thoughts and motives from their behaviour, actions or speech.	Make inferences about characters and events e.g. Infer characters' feelings, thoughts and motives from their behaviour, actions or speech. Justify with evidence from the text.	Justify inferences with evidence from the text and wider experience. Make inferences about a mood or atmosphere by identifying the powerful words used by the author. Draw inferences from figurative language such as simile and metaphor.	Make developed inferences from subtle clues using evidence from the text, wider experience, historical context or the author's background. Explain how the narrator or narrative voice influences the readers' view of the characters
Making Predictions	Update and modify a prediction based on new information.	Make and update predictions and Justify with evidence from the text.	Make and update predictions and Justify with evidence from the text and wider knowledge.	Make predictions from evidence found, and implied information. Explain how the author's voice influences the reader's point of view and frames their understanding about characters and events.
Explaining	Explain how and why characters' feelings, behaviour and relationships change over a text. Explain the function of the features of non-fiction texts. Distinguish between rhyming and non-rhyming poetry and comment on the impact of the poem's layout. Discuss authors' choice of words and phrases that describe and create impact, e.g. adjectives and expressive verbs.	Identify and explain dilemmas faced and dealt with by characters in a story. Explain the function of more complex features of non-fiction texts in print and on computer and explain how they help find information effectively. Identify and explain different patterns of rhyme and verse in poetry, e.g. choruses, rhyming couplets, alternate line rhymes and read these aloud effectively. Begin to explain how writers use figurative and expressive language to create images and atmosphere, Discuss the meaning of similes and other comparisons they have read and explain the impact.	Compare and explain how characters react differently to situations and how this is presented by the author. Identify and explain the features of different non-fiction text (including content, structure, vocabulary, style, layout and purpose) Identify and explain the distinctive style of poems by significant poets. Explain the purpose and impact of figurative language (metaphors and similes) and idiomatic words and phrases used in a text. Explain how writers use words and phrases for effect, e.g. to persuade, to convey feelings, to entice a reader to continue.	In non-fiction texts distinguish between explicit and implicit points of view and discuss/explain how the sense of the writer can develop over a text. Explain the techniques a poet uses to expresses moods, feelings and attitudes. Explain metaphors, similes and embedded metaphors. Comment critically on how a writer uses language to imply ideas, attitudes and points of view.
Retrieving	Skim read the opening sentence of each paragraph to get an overview of a page or a section of text. Scan texts to locate specific information to answer a question.	Skim read a longer piece of text to get an overview of it. Scan for keywords, phrases and headings. Annotate to support retrieval of information (notes in the margin, highlighting, text marking).	Skim and scan using techniques such as text marking, contents and indexes.	Use the skill of skimming and scanning and techniques taught to locate information from different points in the text.
Summarise and sequence	Identify/highlight key points in a sentence or section of text by deciding which information is important and which is unimportant. Annotate to summarise the main points in a sentence. Begin to underline text to help with sequencing events.	Annotate to summarise the main points in a paragraph. Sequence events in longer, age appropriate texts.	Annotate to summarise key information in more than one paragraph. Sequence events in longer, age appropriate texts.	Annotate to summarise a complete short text or substantial section of text. Sequence events in longer, age appropriate texts.
Using the dictionary	know how to use the quartiles of the dictionary to locate and find out the meaning of unfamiliar words they have read.	Use the third and fourth place to locate words quickly in a dictionary to check the meaning of words that they have read.	Use a dictionary to check a suggested meaning and consider which definition is the most relevant to the context.	Use dictionaries confidently and efficiently to locate information about words met in reading and to identify the most appropriate meaning of a word from alternative definitions.

Reading Framework		Newstead Primary School		Implementation
	EYFS	KS1	KS2	
Pedagogical approach and strategies	Shared reading Daily Phonics Story sacks Exposure to books Role-play Shared reading Use of decodable books Collect and discuss and build on new vocabulary Modelled and whole class reading Practise reading groups 1:1 reading Book talk Foster and develop a love of reading Reading across the curriculum Key Words (high frequency/tricky/common exception words) Intervention for those who fall behind	Daily phonics teaching Whole school Long term plan for reading comprehension (Fisher Family Trust) VIPERS Progression Document Reading Resources Bank (resources to support the teaching of reading comprehension skills) whole class guided reading sessions Shared reading Use of decodable books Collect and discuss and build on new vocabulary Modelled and whole class reading Practise reading groups 1:1 reading Book talk Foster and develop a love of reading Reading across the curriculum Non-negotiable Key Words (high frequency/tricky/common exception words) Intervention for those who fall behind	Whole school Long term plan for reading comprehension (Fisher Family Trust) VIPERS Progression Document whole class guided reading sessions Shared reading Collect and discuss and build on new vocabulary Modelled and whole class reading 1:1 reading Book talk Foster and develop a love of reading Reading across the curriculum Non-negotiable Key Words (high frequency/tricky/common exception words) Intervention for those who fall behind	
Phonics (See separate implement document for phonics)	Discrete phonics teaching (Letters and Sounds) Taught in phases daily from September. Children are streamed due to double cohorts and staffing F1 - Phase 1 F2 - Phase 2-4 are taught to all pupils.	Discrete phonics teaching (based on Letters and Sounds) Taught in phases daily Children are streamed due to double cohorts and staffing Y1 children are taught phase 5 Children are assessed half-termly and phonics booster sessions are put in place for those who need them. Y2 Take part in Babcock Spelling sessions (Phase 6) and those who did not pass the phonics check receive phonics booster sessions.	Y3 children who did not pass the retest of the phonic check receive additional phonics. For those children who have a specific issue, e.g. dyslexia, a different approach is used e.g. whole word reading.	

Timetabling	Phonics 9.00- 9.30 11.50 Storytime 12-12.15 Listen to readers and change reading books	Phonics10.35-11.10 English Lesson 11.15-12.15 Shared/modelled reading takes place during English lessons. Whole class guided reading takes place once a week. Interventions timetabled throughout the week Sneaky reading Story time at the end of the day.	English lesson -11-12.15 1:1 readers and interventions timetabled throughout the week Sneaky Reading Storytime at the end of the day.
Reading across the curriculum	Topic led and Child-led	Curriculum is book led Non-fiction books linked to topic used in class Reading in maths Writing comes from reading Sneaky reads	Curriculum is book led Non-fiction books linked to topic used in class Reading in maths Writing comes from reading Sneaky reads
Texts	Stories and nursery rhymes. Big books Library books Reading scheme 100 books	Vocabulary rich texts linked to Focus Curriculum and supplemented with high quality texts Big books Library books Reading scheme 100 books	Vocabulary rich texts linked to Focus Curriculum and supplemented with high quality texts Library books Reading scheme 100 books
Language used for book talk	Simple who, what, why, where, when questions. Did you like the story? Why? What would you do?	Different types of questions used based on Blooms Taxonomy Reading VIPERS used (Vocabulary, infer, predict, explain, retrieve, summarise and sequence)	Different types of questions used based on Blooms Taxonomy Reading VIPERS used (Vocabulary, infer, predict, explain, retrieve, summarise and sequence) 'What does this suggest?' 'What impression do you get...?'
Expectations for recording children's work	None	Comprehension work is recorded weekly in the English Skills book	Comprehension work is recorded weekly in the English Skills book
Environment	Book of the week displayed Pictures from the story Reading area Speed sound chart on display Stuck strategies on display	Speed sound chart on display Stuck strategies on display Common exception words on display and on mats New and existing vocabulary displayed English working wall – class book on display	Speed sound chart on display Stuck strategies on display Common exception words New and existing vocabulary displayed English learning wall – class book on display

	Common exception word mats New and existing vocabulary displayed English working wall – book of the week Library	Comprehension skills displayed (VIPERS) Reading area in each class 100 books display Reading books on tables Library	Comprehension skills displayed (VIPERS) Reading area in each class 100 books display Reading books on tables Library
EAL Provision	EAL training completed. Resources available on request.	EAL training completed. Resources available on request.	EAL training completed. Resources available on request.
Interventions inc SEND provision	Listening groups SEND IEP books	Target Reading Fluency booster Phonics Booster sessions Flashcard intervention 1:1 reading SEND IEP books	Target reading Fluency intervention Inference training 1:1 readers Phonics intervention SEND IEP books
Reading community in and out of school	Book bus Book themed days Author visits	Book Club Library open after school Breakfast and a book events Book bus Book themed days	Book Club Library open after school Breakfast and a book events Book bus Book themed days

Reading Framework		Newstead Primary School		IMPACT
	EYFS	KS1	KS2	
Assessment	Phonics phase analysis sheet (letter sounds/names and Phonemes/GPC's) Individual tracking sheet Half termly phonics screening Half termly phonics phase/book band tracker Reading videos Common Exception Words	Phonics phase analysis sheet (letter sounds/names and Phonemes/GPC's) Half termly phonics screening Half termly phonics phase/book band tracker Rising Stars termly assessments York Reading assessments Reading videos Arbor assessments English Skills Books (formative assessment) Common Exception Words	Book band tracker Fluency tracker York Reading assessments Reading videos Rising stars assessment Y6 SATs Arbor assessments English Skills Books (formative assessment) Common Exception Words	
Experience of children, parents and staff	Questionnaires Wish list for books Parent questionnaires	Questionnaires Wish list for books Parent questionnaires	Questionnaires Wish list for books Parent questionnaires	
Monitoring	Learning walks Observations Termly summative assessments Termly pupil progress meeting	Learning walks Observations Book scrutiny Termly summative assessments Termly pupil progress meeting	Learning walks Observations Book scrutiny Termly summative assessments Termly pupil progress meeting	

Newstead Year 1 and 2 – CYCLE A – LITERACY LTP

	Autumn	Spring	Summer
	1 st – 6 weeks 4 days 2 nd – 7 weeks Total = 13 weeks and 4 days	1 st – 6 weeks 2 nd – 6 weeks Total = 12 weeks	1 st – 4 weeks and 3 days 2 nd – 8 weeks and 2 days Total = 13 weeks
	2 weeks of short burst writing activities to secure core skills and revisit prior learning.	Fiction Unit 5 weeks Text – Meerkat Mail by Oliver Jeffers Toolkit – Settings Writing Outcome – Write own story set in a hot or cold place.	Whole School Invention 2 weeks
	Fiction Unit 5 weeks Text – Old Bear by Jane Hissey. Toolkit – Description Writing Outcome – Write own rescue story with description.		Fiction 5 weeks Text – Little Red Riding Hood Toolkit – Character Writing Outcome – Write own version of a new fairy tale.
	Non-fiction unit and cross curricular application (4 weeks + 1 week for application) Text – Looking after a bear Text type / Toolkit – Instructions Writing Outcome – Write a set of instructions for making bread.	Non-fiction unit and cross curricular application (4 weeks + 1 week for application) Text – Non-chronological report of meerkats Toolkit - Information Writing Outcome – Information text about a penguin.	Non-fiction unit and cross curricular application (4 weeks + 1 week for application) Text – All about Dragons Toolkit– Information Writing Outcome – Write and information text about a wolf
	Poetry 1 week and 4 days	Poetry 1 weeks	Poetry 1 week and 4 days
	Planned Hours = 13 weeks and 4 days	Planned hours = 12 weeks	Planned hours = 13 weeks
1 st	Great Fire of London	Seasonal changes inc hot and cold places	Animals
2 nd	What was my grandparents childhood like?	How different would my life be in Kenya?	Plants
	Wider Reading		
	Who was Sammuel Pepys? P. Harrison	Penguins E. Bone	Usbourne Beginners: Tigers by J. Francis

	The Great Fire of London by I. Gogerly Narrative Poem The Great Fire of London by P. Perro Traction Man by Mini Grey Toy Story video clip Dogger by Shirley Hughes Toys and Games by S.Hewitt Grandpa by J,Burningham Major Glad Major Dizzy by J. Oke Nativity Story Christmas Acrostic - https://www.tes.com/teaching-resource/acrostic-christmas-poem-writing-frames-12433709	The Emperor's Egg by M. Jenkins Fact books about Polar regions Meerkat Mail by E. Gravett Fact books about deserts Video 'Catch It' ESMA 2015 Fact Books: Seasons and weather Enid Blyton Springtime Stories Rabbit's Spring Adventure A. Loughrey & D. Howarth Spring story (Bramley Hedge) by J. Barklem Spring Poems The Hunter by P. Geraghty Kenya (Non-Fiction books) Rhyming poem to perform- 5 Little Meerkats https://www.teachific.com.au/view/215/poems-five-little-meerkats-k-3 Acrostic Poem – Africa https://www.slideserve.com/haroun/africa-acrostic-poem	Bog Baby by J. Willis Animal poems Animal Non-Fiction books Superworm by J.Donaldson The Enormous Turnip Non-Fiction books: Plants and trees I am the seed that grew the Tree (Poetry) by F.Waters and F.Preston-Gannon i-Spy Trees: What can you Spot? The Little Gardener E. Hughes Plants: Amazing Science S. Hewitt Katie and the Sunflowers J. Mayhew The Lost words by F. Mcfarlane and J. Morris Shape poem – trees/plant 'I am a tree' https://www.twinkl.co.uk/resource/t-l-690-shape-poetry
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Newstead Year 1 and 2 – CYCLE B – LITERACY LTP

	Autumn	Spring	Summer
	1 st – 6 weeks 4 days 2 nd – 7 weeks Total = 13 weeks and 4 days	1 st – 6 weeks 2 nd – 5 weeks Total = 11 weeks	1 st – 5 weeks and 4 days 2 nd – 8 weeks Total = 13 weeks and 4 days.
	2 weeks of short burst writing activities to secure core skills and revisit prior learning.	Fiction Unit 5 weeks Text – The Owl who was afraid of the dark by Jill Tomlinson Toolkit – Character Writing Outcome – Write own story about overcoming fear.	Whole School Invention 2 weeks
	Fiction Unit 5 weeks Text – The Lighthouse Keepers Lunch by Ronda and David Armitage Toolkit – description Writing Outcome – Write a story about a food thief.		Fiction 5 weeks Text – Where the wild things are by Maurice Sendak Toolkit – Setting Writing Outcome – Write own story with a change of setting.
	Non-fiction unit and cross curricular application (4 weeks + 1 week for application) Text – A set of instructions of how to make biscuits. Toolkit - Instruction Writing Outcome – Write an instruction of how to make a sandwich.	Non-fiction unit and cross curricular application (4 weeks + 1 week for application) Text – The Beautiful Blue Whale Toolkit – Information Writing Outcome – Write an information text about a nocturnal animal.	Non-fiction unit and cross curricular application (4 weeks + 1 week for application) Text – What can you find in the forest. Toolkit – Information Writing Outcome – Write an information text about what you can find at the seaside.
	Poetry 1 week and 4 days	Poetry 2 weeks	Poetry 1 week
	Planned hours = 13 weeks and 4 days	Planned hours = 11 weeks	Planned hours = 13 weeks and 4 days
1 st	Our bodies and being healthy	Florence Nightingale	Habitats and materials
2 nd	Victorians	The UK and where I live	The seaside
	Wider Reading		

	You wouldn't want to be a Victorian Coal miner! J. Malam & D. Antram Simile poem – Victorian life 'In the Bleak Mid Winter' By Christina Rossetti (First verse only) Usborne Illustrated Stories from Dickens – Oliver Twist	Tyranosaurus drip By J. Donaldson and D. Roberts Wild by Emily Hughes The Three Little Pigs/ The Three Little Wolves Traction Man is Here M. Grey The Three Billy goats Gruff Rhyming poem – Frog https://www.pinterest.co.uk/pin/520658406917207201/	The Way Back Home by Oliver Jeffers Above and Below P. Hegarty (Habitats) First Book of the Sea by N. Davis and E. Sutton The Shell Spell R. Hunt The Secret of Black Rock By J. Stanton
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Newstead Year 3 – CYCLE A – LITERACY LTP

	Autumn	Spring	Summer
	1 st – 6 weeks 4 days 2 nd – 7 weeks Total = 13 weeks and 4 days	1 st – 6 weeks 2 nd – 6 weeks Total = 12 weeks	1 st – 4 weeks and 3 days 2 nd – 8 weeks and 2 days Total = 13 weeks
	2 weeks of short burst writing activities to secure core skills and revisit prior learning.	Fiction Unit 5 weeks Text –Orian and the Dark by Emma Yarlett Toolkit – Character Model Text- Orian and the Dark Writing Outcome – Write own beating the monster/overcoming a fear story	Whole School Invention 2 weeks
	Fiction Unit 5 weeks Text –Escape from Pompeii by Christina Balit Toolkit – Setting with mood and atmosphere Model Text- Escape from Pompeii Writing Outcome – Write own journey/disaster story		Text –The Promise by Nicola Davis Toolkit – Dialogue Model Text- The Promise Writing Outcome – Write own character change story
	Non-fiction unit and cross curricular application (4 weeks + 1 week for application) Toolkit: Non-chronological report Model Text: Who were the Romans? Outcome: Report about Roman daily life	Non-fiction unit and cross curricular application (4 weeks + 1 week for application) Toolkit: Instructions Model Text: How to play Hop Scotch Outcome: Instructions for a different game	Non-fiction unit and cross curricular application (4 weeks + 1 week for application) Toolkit: Diary Model Text: My day in the mill Outcome: My day down the coal mine
	Poetry 1 week and 4 days	Poetry 2 weeks	Poetry 1 week
	Planned hours = 13 weeks and 4 days	Planned hours = 12 weeks	Planned hours = 13 weeks
1 st	Romans inc The Mediterranean	What would you have done after school 100 years ago?	Mills, Mining and Landscape
2 nd	The digestive system	Sound	Plants and Living Things
	Wider Reading		

	The Orchard book of Roman Myths – Geraldine McCaughrean and Emma Chichester Clark Defenders By Tom Palmer Poetry - Bush Fire by Jacky Kay Non-fiction books about the Romans What the Romans did for us Non-fiction books about the digestive system and teeth I am a Roman Soldier - Josiah Wedgewood https://www.poemhunter.com/poem/i-am-a-roman-soldier/	Poetry-The Mouses Tail by Lewis Carroll Non-fiction books about 100 years ago Victorians – Ann Kramer Ning Nang Nong by Spike Milligan https://childrens.poetryarchive.org/poem/on-the-ning-nang-nong/ Nonsense poem	Non-fiction books about plants and animals Environmental issues The Water Cycle Non-fiction books about plants and living things. The River by Valerie Bloom The Birch Tree by John Richard Maudland I am the seed that grew the tree –Nature poems compiled by Fiona Waters Poems Around the World 3 Rhyming Verse Poem
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Newstead Year 3 – CYCLE B – LITERACY LTP

	Autumn	Spring	Summer
	1 st – 6 weeks 4 days 2 nd – 7 weeks Total = 13 weeks and 4 days	1 st – 6 weeks 2 nd – 5 weeks Total = 11 weeks	1 st – 5 weeks and 4 days 2 nd – 8 weeks Total = 13 weeks and 4 days.
	2 weeks of short burst writing activities to secure core skills and revisit prior learning.	Fiction Unit 5 weeks Text – Stone Age Boy by Satoshi Kitamura Toolkit – Setting, mood and atmosphere Model Text – A step back in Time Writing Outcome – Write their own portal story.	Whole School Invention 2 weeks
	Fiction Unit 5 weeks Text – Theseus and the Minotaur Marcia Williams Toolkit – Character Model Text- Theseus and the Minotaur Writing Outcome – Beating the monster story		Fiction 5 weeks Text – The Flower by John Light Toolkit – Dialogue Model Text – The Flower Writing Outcome – Write own wishing tale
	Non-fiction unit and cross curricular application (4 weeks + 1 week for application) Toolkit: Explanation Model Text: What is a volcano? Outcome: What are earthquakes?	Non-fiction unit and cross curricular application (4 weeks + 1 week for application) Toolkit: Recount Model Text: Recount - A day at the zoo Outcome: Recount- Visit to Cresswell Crag	Non-fiction unit and cross curricular application (4 weeks + 1 week for application) Toolkit: Information Text Model Text: Recount – River Unicorn (T4W) Outcome: Recount- _____ Unicorn
	Poetry4 1 week and 4 days	Poetry 1 weeks	Poetry 1 week and 4 days
	Planned Hours = 13 weeks and 4 days	Planned hours = 11 weeks	Planned hours = 13 weeks and 4 days
1 st	Ancient Greeks inc Volcanos and Earthquakes	Stone Age to Iron Age	The UK
2 nd	Rocks and Soil / Magnets and Forces	Skeletons and Muscles	Light and Dark
	Wider Reading		

	Non-fiction books about Ancient Greece. Non-fiction books about Greece Selection of brochures and leaflets The Orchard book of Greek Myths Non-fiction books about Volcanoes and Earthquakes Who Let the Gods Out Medusa and her sisters by Rachel M Nicholas Falling out of the sky rhyming poems about myths and monsters Olympic Acrostic poem Season by Jo Peters The Works Poetry book.	The first Drawing by Mordecai Gerstein Non-fiction books about The Stone Age. The Woolly Mammoth Funny Bones by Allan Ahlberg I was born in the stone age – Michael Rosen Historical free verse poem http://michaelrosenblog.blogspot.com/2016/03/poem-i-was-born-in-stone-age.html The Caveman Diamante poems Kennings	Big Book of UK History by Lisa Williams Get into Science: Light and dark by Jane Lacey What is pink by Christina Rossetti The works Read Me Rhyming couplets Rhyming poem
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Newstead Year 4 and 5– CYCLE A – LITERACY LTP

	Autumn	Spring	Summer
	1 st – 6 weeks 4 days 2 nd – 7 weeks Total = 13 weeks and 4 days	1 st – 6 weeks 2 nd – 6 weeks Total = 12 weeks	1 st – 4 weeks and 3 days 2 nd – 8 weeks and 2 days Total = 13 weeks
	2 weeks of short burst writing activities to secure core skills and revisit prior learning.	Fiction Unit 5 weeks	Whole School Invention 2 weeks
	Fiction Unit 5 weeks Text: Robin of Sherwood by Michael Morpurgo Toolkit: Suspense/atmosphere Model Text: Robin's Rescue Outcome: Write own rescue story	Text: The Jamie Drake Equation by Christopher edge Toolkit: Setting/atmosphere Model Text: Alien Landing Outcome: Own UFO story	Fiction 5 weeks Text: How to train your dragon by C. Cowell Toolkit: Description Model Text: The vengeance of Smaug Outcome: Own fantasy story with description of a fantasy character.
	Non-fiction unit and cross curricular application (4 weeks + 1 week for application) Toolkit: Explanation Model Text: Why do earthquakes happen? Outcome: How are rivers formed?	Non-fiction unit and cross curricular application (4 weeks + 1 week for application) Toolkit: Journalistic writing Model Text: UFO spotted! Outcome: Newspaper report about the moon landing	Non-fiction unit and cross curricular application (4 weeks + 1 week for application) Toolkit: Persuasion Model Text: Persuasive letter to a river troll Outcome: Persuasive letter to another mythical/fairytale character
	Poetry 1 week and 4 days	Poetry 2 weeks	Poetry 1 week
	Planned hours = 13 weeks and 4 days	Planned hours = 12 weeks	Planned hours = 13 weeks
1 st	Nottingham	Earth and Space	The Normans
2 nd	Gunpowder, Plot and Treason	Forces and Electricity	Solids, Liquids and Gases
	Wider reading		

	Children's History of Nottinghamshire By I. Douglas Black Powder by Ally Sherrick Henry VIII By: Jonathan Melmoth Elizabeth I: Queen of England 1558-1603 by Jonathan Melmoth	Little People, Big Dreams- LPBD – Neil Armstrong / Mae Jenison / Sally Ride See Inside the Solar system by Rosie Dickens One giant Leap by John Brown Gravity and other forces by Paul Mason	I was there: 1066 The Norman Conquest by Jim Eldridge King Arthur and the Knights of the Round Table by Marcia Williams Dark Knights and Dingy Castles by Terry Deary The Domesday Cows Iszi Lawrence
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Newstead Year 4 and 5 – CYCLE B – LITERACY LTP

	Autumn	Spring	Summer
	1 st – 6 weeks 4 days 2 nd – 7 weeks Total = 13 weeks and 4 days	1 st – 6 weeks 2 nd – 5 weeks Total = 11 weeks	1 st – 5 weeks and 4 days 2 nd – 8 weeks Total = 13 weeks and 4 days.
	2 weeks of short burst writing activities to secure core skills and revisit prior learning.	Fiction Unit 5 weeks Text: The time-travelling cat and the Egyptian goddess by J. Jarman Toolkit: Character Model Text: The Lucky Scarab Outcome: Write own portal story with character description	Whole School Invention 2 weeks
	Fiction Unit 5 weeks Text: The Explorer by K. Rundell Toolkit: Setting Model Text: Amazon treasure Outcome: Write own journey story with descriptive setting		Fiction 5 weeks Text: Beowulf by M. Morpurgo Toolkit: Action Model Text: Beowulf fights the monster Outcome: Write own action story
	Non-fiction unit and cross curricular application (4 weeks + 1 week for application) Toolkit: Information text (NCR) Model Text: Poison dart frog - the weaponised amphibian Outcome: Write own NCR on a chosen rainforest animal	Non-fiction unit and cross curricular application (4 weeks + 1 week for application) Toolkit: Instructions Model Text: How to build a pyramid Outcome: How to make a mummy	Non-fiction unit and cross curricular application (4 weeks + 1 week for application) Toolkit: Argument Model Text: Do monsters like Grendal really exist? Outcome: Write an argument about the existence of another mythical creature.
	Poetry 1 week and 4 days	Poetry 1 weeks	Poetry 1 week and 4 days
	Planned Hours = 13 weeks and 4 days	Planned hours = 11 weeks	Planned hours = 13 weeks and 4 days
1 st	South America, inc Brazil	The Egyptians	Anglo-Saxons
2 nd	Rainforests	Changes to materials	Life Cycles
Wider Reading			

	The Secret Explorers and the Rainforest Rangers by SJ King What the Macaw Saw by Charlotte Guillain & Sam Usher Up In The Canopy by Good Wives and Warriors & James Aldred	Egyptian Myths by Jean Menzies The Awful Egyptians Horrible histories by Terry Deary The Curse of the Tomb Robbers Andy Seed Where Are The Great Pyramids? by Dorothy Hoobler	Anglo-Saxon Boy by Tom Bradman Saxon Tales: The Lord who Lost his Head Terry Deary You Wouldn't Want to Be an Anglo-Saxon Peasant David Antram & Jacqueline Morley Life Cycles: Everything from Start to Finish by DK
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Newstead Year 6– CYCLE A and B– LITERACY LTP

	Autumn	Spring	Summer
	1 st – 6 weeks 4 days 2 nd – 7 weeks Total = 13 weeks and 4 days	1 st – 6 weeks 2 nd – 6 weeks Total = 12 weeks	1 st – 4 weeks and 3 days 2 nd – 8 weeks and 2 days Total = 13 weeks
	2 weeks of short burst writing activities to secure core skills and revisit prior learning.	Fiction Unit 5 weeks Text: Pigheart Boy by M.Blackman Toolkit: Suspense Model Text: All alone Outcome: Write story with suspense	Independent Writing Opportunities using toolkits Possible stimulus: The Delivery, The Piano, Kensuke's Kingdom, The Highway man - Extended Writing - Observational Poetry - Narrative opening and build up - Creating contrasting mood / atmosphere - Conveying Character - Factual and personal recounts - Persuasive letter - Discussion
	Fiction Unit 5 weeks Text: Odd and the Frost Giants by N. Gaiman Toolkit: Setting/atmosphere Model Text: Odin creates the world Outcome: Write own Viking Saga		
	Non-fiction unit and cross curricular application (4 weeks + 1 week for application) Toolkit: Persuasion Model Text: Persuade a Viking to come and live in the 21 st century home Outcome: Persuade a Viking to live in the 21 st century	Non-fiction unit and cross curricular application (4 weeks + 1 week for application) Toolkit: Discussion Model Text: Should children under 13 use social media? Outcome: Discuss use of pig heart in human transplant	Memories (poetry) Or This is me (autobiography)
	Poetry 1 week and 4 days	Poetry 2 weeks	
	Planned hours = 13 weeks and 4 days	Planned hours = 12 weeks	Planned hours = 13 weeks
1 st	The Vikings	Circulatory System	Maya Civilisation
2 nd	Evolution and Inheritance	Mapping	Light and Electricity
	Wider reading		

	Viking Boy by Tony Bradman Viking Tales by Jennie Hall The Molliebird by Jules Pottle Moth by Isabel Thomas Flanimals by Ricky Gervais Here We Are by Oliver Jeffers Lyrics to Viking Saga songs – BBC Teach	Poetry/Song – Drop in the Ocean by Richard Stilgoe The i newspaper online Newsround online reports The Journey From The River to The Sea - Eve Ibbotson My Amazing Circulatory System by Ariel McKinney The Barefoot Book of Earth Poems by Judith Nicholls Body Talk by Benjamin Zephaniah If by Rudyard Kipling	The Mayan Civilization by Elizabeth Scholl Mayan Civilization Moments in History by Shirley Jordon The Chocolate Tree by Linda Lowery The Corn Grows Ripe by Dorothy Rhoads Let no one steal your dreams' – Paul Cookson (poem) The Dark by Lemony Snickett Under Your Feet by Dr Jackie Stroud The Lost Words by Jackie Morris & Robert Macfarlane Horrible Science: Shocking Electricity by Nick Arnold The Receiving of the Flower – Mayan Poem Songs of Dzitbalché – Translated Mayan Songs/Poems The Raven by Edgar Allen Poe The Jabberwocky by Lewis Carroll
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Reading Comprehension Long Term Planning

Editable worksheets can be found on Teams > Curriculum > English > Reading > Reading Skills Editable Worksheets. Include regular mixed VIPERS practise.										
Wk	Autumn 1	Date	Autumn 2	Date	Spring 1	Date	Spring 2	Date	Summer 1	Date
1	V - Retrieve/ infer the meaning of unfamiliar words		S - Sequence and summarise		R - Retrieve and record		E – Explain author’s choice of vocabulary		E - Explain an opinion/compare, contrast and comment on a text (LKS2)	
2	I - Infer from what characters say and do		V - Retrieve/ infer the meaning of unfamiliar words		S - Sequence and summarise		R - Retrieve and record		E – Explain author’s choice of vocabulary	
3	P - Predict		I - Infer from what characters say and do		V - Retrieve/ infer the meaning of unfamiliar words		S - Sequence and summarise		R - Retrieve and record	
4	E - Explain an opinion/compare, contrast and comment on a text		P - Predict		I - Infer from what characters say and do		V - Retrieve/ infer the meaning of unfamiliar words		S - Sequence and summarise	
5	E – Explain author’s choice of vocabulary		E - Explain an opinion/compare, contrast and comment on a text		P - Predict		I - Infer from what characters say and do		V - Retrieve/ infer the meaning of unfamiliar words	
6	R - Retrieve and record		E – Explain author’s choice of vocabulary		E - Explain an opinion/compare, contrast and comment on a text		P - Predict		I - Infer from what characters say and do	

Progression in Reading Comprehension Skills

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
V - Vocabulary	Identify unfamiliar words and ask about meaning.	Use the context to make informed guesses about the meaning of unfamiliar words. Discuss the meaning of unfamiliar words.	Use the context of unfamiliar words to explain their meaning.	Use prior knowledge and the context of unfamiliar words to explain their meaning.	Use meaning-seeking strategies to explore the meaning of words in context.	Use meaning-seeking strategies to explore the meaning of words in context and in figurative language.
I - Inference	In discussion about a story, infer on the basis of what is said and done e.g. know that Jack is scared of the giant because he is hiding; the princess is sad because she has lost her ring.	In a book/text they read accurately and fluently, make inferences on the basis of what is said and done.	Draw inferences and justify with evidence e.g. characters' feelings, thoughts and motives, from their actions or words.	Make inferences about characters' feelings, thoughts and motives drawing on evidence from different parts of the text. Explain an impression they have of a character.	Make developed inferences about characters' feelings, thoughts and motives including an inferred atmosphere. Draw inferences from figurative language such as simile and metaphor. Explain and justify with textual evidence to support reasoning. Point + evidence + explain.	Make developed inferences e.g. characters' thoughts and motives including using the historical context or the author's background. Explain how the narrator or narrative voice influences the readers' view of the characters.
P - Prediction	Make predictions based on the events in the story.	Make predictions about possible events and characters' behaviour.	Make plausible predictions based on knowledge of the text and wider connections.	Explore potential alternatives that could have occurred referring to the text to justify ideas.	Make predictions using evidence found from across a text.	Make predictions from evidence found and implied information.
E – Explain	Explain the main events in a story. Explain how things are different at the end. Note some of the features of non-fiction texts, including layout, contents, use of pictures, illustrations and diagrams. Identify rhyming words in poems. Explore the effect of patterns of language and repeated words and	Identify and explain how problems develop and get resolved in stories. Identify organisational features of texts, including alphabetical order layout, diagrams, captions, hyperlinks and bullet points. Identify and discuss patterns of rhythm, rhyme, and other features which influence the sound of a poem.	Explain how and why characters' feelings, behaviour and relationships change over a text. Explain the function of the features of non-fiction texts. Distinguish between rhyming and non-rhyming poetry and comment on the impact of the poem's layout.	Identify and explain dilemmas faced and dealt with by characters in a story. Explain the function of more complex features of non-fiction texts in print and on computer and explain how they help find information effectively. Identify different patterns of rhyme and verse in poetry, e.g. choruses, rhyming couplets,	Compare how characters react differently to situations and how this is presented by the author. Identify the features of different non-fiction text (including content, structure, vocabulary, style, layout and purpose) Identify and explain the distinctive style of poems by significant poets.	Explain how the author's voice influences the reader's point of view and frames their understanding about characters and events. In non-fiction texts distinguish between explicit and implicit points of view and discuss how the sense of the writer can develop over a text. Explain the techniques a poet uses to express

	phrases. Identify and discuss some key elements of story language.	Explain why an author might have chosen a particular word and the effect they were wanting to achieve, e.g. by considering alternative synonyms that might have been used.	Discuss authors' choice of words and phrases that describe and create impact, e.g. adjectives and expressive verbs.	alternate line rhymes and read these aloud effectively. Begin to explain how writers use figurative and expressive language to create images and atmosphere, Discuss the meaning of similes and other comparisons they have read.	Explain the purpose and impact of figurative language (metaphors and similes) and idiomatic words and phrases used in a text. Explain how writers use words and phrases for effect, e.g. to persuade, to convey feelings, to entice a reader to continue.	moods, feelings and attitudes. Explain metaphors, similes and embedded metaphors. Comment critically on how a writer uses language to imply ideas, attitudes and points of view.
R - Retrieve and record	Use picture clues to support understanding. Use picture clues to deepen understanding. Answer retrieval questions about the book. Retell key stories orally using narrative language.	Answer retrieval questions about the book. Retell key stories orally using narrative language. Use information from the story to support opinion. Begin to Skim and scan.	Skim a text to gather the general impression. Scan texts to locate specific information to answer a question.	Confidently skim and scan texts to locate specific information. Annotate to support retrieval of information (notes in the margin, highlighting, text marking).	Skim and scan efficiently to find information and key ideas from different points using techniques such as text marking, contents and indexes.	Find identified key information using taught techniques in longer and more complex text.
S - Summarise and sequence (KS1 Sequence only)	Identify the key events in a story. Retell key stories orally using narrative language.	Put the key events in the correct sequence.	Identify the key points in a sentence or section of text by identifying important and unimportant information. Sequence events in longer, age-appropriate texts.	Summarise the main points in a paragraph. Sequence events in longer, age-appropriate texts.	Summarise key information drawn from more than one paragraph. Sequence events in longer, age-appropriate texts.	Summarise a complete short text or substantial section of text, referring back to the text to support and clarify summaries. Sequence events in longer, age-appropriate texts.

The Hare and the Tortoise

News of the race **spread** quickly, and the birds and the animals gathered to watch.

1. The word spread in this sentences means....

	Tick one
Fast	☐
passed on	☐
wipe	☐
butter	☐



In a flash the hare was off, flying over the grass. The Tortoise had **hardly** moved.

2. What does hardly mean?

In a few moments the hare had run over the hill and **reached** the hedge.

3. Reached means...

	Tick one
got to	☐
stretch	☐
passed	☐
won the race	☐

The hare had finished eating the leaves in the hedge and dashed off again at full speed to the carrot field.

4. Find and copy one word that tell you that Hare moved quickly.



At last he reached the carrot field, but the hare was too fast asleep to notice him passing by.

5. Find and copy one word that means the same as **see**.

All the animals gathered round the tortoise.

6. This means that they.....

Tick one

collected

got closer to tortoise

walked away

laughed

☐☐☐☐

I – I can infer characters' feelings, thoughts and motives from their behaviour, actions or speech. I can justify with evidence from the text.

The Princess and the Dragon

1. Why did the king always tell Elinor to stay inside after sunset?

Tick one.

To keep her safe from the dragon.

☐

Because he was worried about the dragon.

☐

Because he liked the dark.

☐

Because the castle doors were heavy.

☐

2. Why did Elinor move **carefully** when she got closer to the dragon?

3. How do you know that Elinor was excited as she climbed the mountain?

4. Why did Elinor's heart beat faster as she climbed the mountain?

Tick one.

She was frightened of the dragon.

☐

She was excited and curious.

☐

She was cold from the wind.

☐

She was in a hurry.

☐

5. How do you know that the dragon was not trying to frighten Elinor?

Tick one.

It made a soft, tired sound.

☐

It roared loudly.

☐

It breathed fire at her. ☐ It flew away quickly. ☐

6. How do you think Elinor felt when she saw the dragon up close? Explain why.

7. Do you think Elinor will tell anyone about the dragon? Give reasons for your answer.

Name _____

Phase 3/ **Red level**

Reading checklist

To ensure pupils are on the correct book level, use this checklist to note the knowledge, skills and strategies they are using independently when reading.

Reading skills and strategies	Tick and date when observed					
Blends to read CVC words that contain Phase 3 graphemes*						
Reads common exception words including Phase 3 tricky words **						
Reads some words without overt sounding and blending after a few encounters in the text						
Notices errors when reading and sometimes self-corrects						
Sometimes re-reads words, phrases or sentences to support their understanding						
Reads some words together in phrases						
Demonstrates understanding of what they have read						

***Phase 3 graphemes** - j, v, w, x, y, z, zz, qu, ch, sh, th, ng, ai, ee, igh, oa, oo, ar, or, ur, ow, oi, ear, air, ure, er

****Phase 3 Tricky words**- he, she, we, me, be, was, they, my, you, her, all, are

Name_____

Reading checklist

To ensure pupils are on the correct book level, use this checklist to note the knowledge, skills and strategies they are using independently when reading.

Reading skills and strategies	Tick and date when observed					
Reads most words accurately without overt sounding and blending						
Reads words containing common suffixes						
Checks that they understand what they are reading and corrects inaccurate reading						
Reads with more fluency on the first read						
Asks questions about the text						
Answers questions about the text						
Uses a wider range of punctuation and text layout to read with appropriate expression						
Uses the context of the story to understand unfamiliar words						

Name_____

Gold Book Band

Reading checklist

To ensure pupils are on the correct book level, use this checklist to note the knowledge, skills and strategies they are using independently when reading.

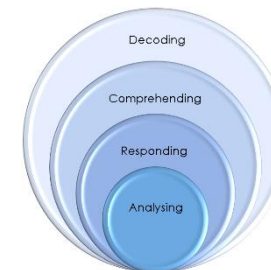
Reading skills and strategies	Tick and date when observed					
Reads most words accurately without overt sounding and blending						
Reads with pace and expression consistently						
Uses morphology to understand unknown words i.e. unlock – un-meaning ‘not’						
Talks about the meaning of more complex vocabulary and its impact on the reader, when asked by an adult						
Gives the key points to summarise a text						
Talks about why they would or wouldn't recommend this book to others						

Monitoring and assessing reading fluency matrix

Based on Zutell and Rasinski's Multi-Dimensional Fluency Scale

	1	2	3	4
Expression	The reading does not sound natural, like talking to a friend. It is monotone, flat and without stress and intonation.	There is evidence of some expression in parts but the reader generally does not sound like they are talking to a friend.	The reading has natural expression with only occasional slips into expressionless reading.	The reader consistently sounds like they are talking to a friend with expression matching the interpretation of the passage.
Phrasing	Reads word-by-word. No evidence that words are put together into meaningful phrases. No adherence to punctuation.	Shows some evidence of reading in two or three-word phrases; may occasionally adhere to punctuation.	Generally, uses good phrasing and adherence to punctuation with only occasional lapses into run-ons, mid-sentence pauses of breath, or chopiness.	Reads with very good phrasing and adheres well to punctuation. Words are appropriately chunked into meaningful phrases to encourage meaning.
Smoothness	The reader makes frequent, extended pauses while reading; often sounds out words, repeats words and phrases and makes multiple attempts to read the same word or sentence. Rhythm in the reading is totally absent.	Reads with extended pauses or hesitations. The reader has many 'rough spots'. May self-correct extensively; little or some evidence of rhythm in the reading.	Generally, reads with only occasional breaks in rhythm. The reader may have difficulty with some specific words and/or sentence structures. May self-correct occasionally.	The reader proceeds through the text with a rhythm that is pleasant to listen to; rarely needs to self-correct specific words or phrases.
Pace	The reader proceeds through the text in a very slow and laboured manner that is not consistent with conversational speech.	The rate of reading may be deliberate but quite slow, or much too fast; in either case pacing is not consistent with conversational speech.	Pace generally reflects conversational speech. May have some spots that are either too fast or too slow.	The reader maintains a conversational pace throughout the reading. The reading is very pleasant to listen to.

Name _____



Y4 Reading Checklist

Reading skills and strategies	Date when observed					Comments
Uses morphology and etymology to read unfamiliar words more fluently.						
Controls tone, pitch, pace and volume to create an atmosphere.						
Re-reads to improve pace, expression and intonation and to increase understanding of the text.						
Relates to a range of themes because of what they have experienced or read in other books.						
Asks questions about text to explore different perspectives of characters, authors, and readers.						
Makes ongoing predictions to help them monitor and adjust their understanding of the text.						
Uses morphology and etymology to help them understand unfamiliar words and phrases.						
Knows that there is more than one reason why events happen or why a character might feel or behave in a certain way and uses parts of the text to help them justify what they have inferred.						
Identifies details that support the key points when summarising a text.						

Expresses their views about what they have read.						
Reads widely to expand their preferences.						
Uses evidence from the text in discussion to help them build and challenge their own and others' ideas.						
Uses drama to help them develop empathy and to see events from different perspectives.						
Skims and scans text to retrieve pertinent information.						
Knows that the author's choice of language and presentation directs how the reader perceives characters, settings, topics and themes.						