















		Term 1 	Term 2 	Term 3 	Term 4 	Term 5 	Term 6 
EYFS 	Whole class text	The Colour Monster  The Colour Monster goes to school  Elmer  Gruffalo	Owl Babies  Non-fiction owl books  Non-fiction space books	Burglar Bill  Cops and Robbers  The Jolly Postman  Dinosaur Letters  Non-fiction books about emergency services and vehicles	Avocado Baby  Supertato!  Flip Flap Farm  I will not ever never eat a tomato!  Non-fiction books about farms/farm animals	Goldilocks and the three bears  Goldilocks and the three dinosaurs  We're going on a bear hunt  The Very Hungry Caterpillar  Flip Flap Insect  What the Lady Bird Heard  Non-fiction books about caterpillars	The Train Ride  Non-fiction books about transport
	Writing outcomes	Poetry – rhyming Exposure to instructions and description words	Letter writing Descriptive/ Persuasive	Letter writing Report writing Descriptive writing	Narrative - Sentence writing Descriptive writing Poetry	Journal Narrative Instructions	Narrative – story Non-fiction book
	Little Wandle texts  (Based on assessment results from prior term)  	Use wordless books to establish book behaviours, book talk and to grow vocabulary with small groups of children.  Children who are blending confidently can read books with the graphemes s a t p i n m d, but with no tricky words.	s a t p i n m d –  s for plurals and present tense verbs  g o c k ck  Tricky words: and is the	e u r h  b f f l l s s  j v w x y z z z q u c h s h t h n g n k  Tricky words: is I the put pull full as and his has her no go to into she push he of we me be	ai ee igh oa oo oo ar or ur ow oi ear air er  Words with double letters: dd mm tt bb rr gg pp nn cc  Longer words, e.g. magnet lemon  Compound words, e.g. carpark  Tricky words: I the put pull full and no go to into she push he of we me be was you they my by all are sure pure	ai ee igh oa oo oo ar or ur ow oi ear air er  Words with more than one digraph, e.g. shimmer  Longer words, e.g. fantastic helmet  Compound words, e.g. earring popcorn Words ending in –ing, e.g. chatting waiting  Words ending in –es, e.g. torches	Adjacent consonants and short vowels  Tricky words: I the put pull full and no go to into she push he of we me be was you they my by all are sure pure said so have like some come love do were here little says there when what one out today

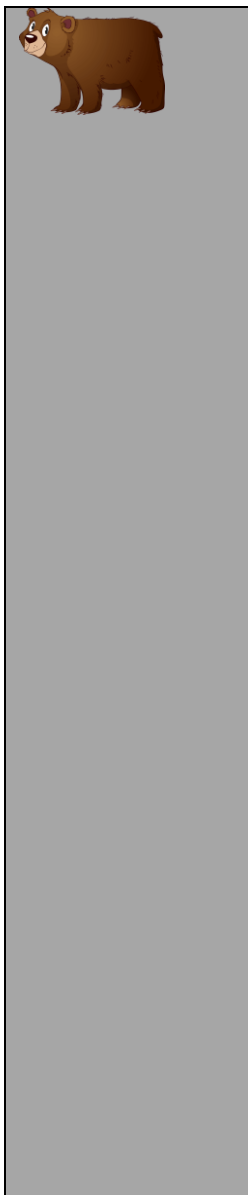
						Tricky words: I the put pull full and no go to into she push he of we me be was you they my by all are sure pure	
	VIPERS skill breakdown – Group reading 						
	Sonar curriculum Decoding end of year expectations	Use phonic knowledge to decode regular words Read regular words aloud accurately Read some common irregular words					
	Sonar curriculum Comprehension (end of year expectations)	Read and understand simple sentences Demonstrate understanding when talking with others about what they have read					
Year 1 	Whole class text	Oi Frog!  Naughty Bus	How to Trap a Dragon	Send for a Superhero  Beegu  Eliot: Midnight Superhero  Non fiction – the Wright Brothers	The Bog Baby  Jack and the Beanstalk  Jim and the Beanstalk  Poem: 'Hey, Let's Go!'	The Storm Whale  Lost and Found  Not Quite Narwhal  Poem: 'Funny Faces'	Flip Flap Safari  Handa's Surprise  Poem: Walking with my Iguana – Brian Moses
	Writing outcomes	Rhyming, Simple sentences Story writing, Diary entry, Email, -ing suffix	Retelling orally, Creative writing, Acrostic poem	Creative writing, Email, Persuasive writing, -er, -est suffix	Fairy Tale / Traditional tales, Ordering story, Creative writing	Factual writing, Narrative, -ed suffix	Diary writing, Letter writing, Poetry, Fact file Character profile/description, Expanded noun phrases
	Little Wandle texts  (Based on assessment results from prior term)	Adjacent consonants and long vowels  Tricky words: I the put pull full and no go to into she push he of we me be was you they my by all are sure pure said so have like some come love do were here little says	Adjacent consonants and long vowels  From week 4: Phase 5 Set 1 GPCs /ai/ ay play /ow/ ou cloud /oi/ oy toy /ee/ ea each /ur/ ir bird /igh/ ie pie /oo/ /yoo/ ue blue rescue /yoo/ u unicorn	Set 1 GPCs /ai/ ay play /ow/ ou cloud /oi/ oy toy /ee/ ea each /ur/ ir bird /igh/ ie pie /oo/ /yoo/ ue blue rescue /yoo/ u unicorn  Set 2 GPCs /oa/ o go	Set 3 GPCs /ee/ y funny /e/ ea head /w/ wh wheel /oa/ oe ou toe shoulder /igh/ y fly /oa/ ow snow /j/ g giant /f/ ph phone /l/ le al apple metal	Set 4 GPCs /ur/ or word /oo/ u oul awful* would /air/ are ear ere share bear there /or/ au aur oor al author dinosaur floor walk /ch/ tch ture match adventure	Set 5 GPCs /ai/ eigh aigh ey ea eight straight grey break /n/ kn gn knee gnaw /m/ mb thumb /ear/ ere eer here deer /zh/ su si treasure vision /j/ dge ge bridge large


		<p>there when what one out today</p>	<p>Phase 4 tricky words I the put pull full no go to into she push he of we me be was you they my by all are sure pure said so have like some come love do were here little says there when what one out today</p> <p>Phase 5 Set 1 tricky words I the put pull full no go to into she push he of we me be was you they my by all are sure pure said so have like some come love do were here little says there when what one out today</p>	<p>/igh/ i tiger /ai/ a paper /ee/ e he /ai/ a-e shake /igh/ i-e time /oa/ o-e home /oo/ /yoo/ u-e rude cute /ee/ e-e these /oo/ /yoo/ ew chew new /ee/ ie shield /or/ aw claw</p> <p>Set 1 tricky words I the put pull full no go to into she push he of we me be was you they my by all are sure pure said so have like some come love do were here little says there when what one out</p> <p>Set 2 tricky words the put pull full to into push of was you they my by all are sure pure said have some come love do were here little says there when what one their people oh your Mr Mrs Ms ask could would should our house mouse water want</p>	<p>/s/ c ice /v/ ve give /u/ o-e o ou some mother young /z/ se cheese /s/ se ce mouse fence /ee/ ey donkey /oo/ ui ou fruit soup</p> <p>Set 3 tricky words the put pull full to into push of was they all are sure pure said do were here says there what one their people oh your Mr Mrs Ms ask could would should our water want any many again who whole where two school call different thought through friend work</p>	<p>/ar/ al a half father* /or/ a water /o/ a want /ur/ ear learn /r/ wr wrist /s/ st sc whistle science /c/ ch school /sh/ ch chef /z/ ze freeze</p> <p>Set 4 tricky words the to into of they are sure pure said do were here says there what one their people oh your Mr Mrs Ms our any many who whole two thought through friend work once laugh because eye</p>	<p>/i/ y crystal /sh/ ti ssi si ci potion mission mansion delicious /or/ augh our oar ore daughter pour oar more</p> <p>Set 5 tricky words the to into of are sure pure said do were here says there what one their people oh your Mr Mrs Ms our any many who whole two thought through friend work once laugh because eye busy beautiful pretty hour move improve parents shoe</p>
<p>VIPERS skill breakdown – Group reading</p> 	<p>Vocabulary Discussing word meanings, linking new meanings to those already known</p> <p>Draw upon knowledge of vocabulary in order to understand the text join in with predictable phrases</p>	<p>Infer Children make basic inferences about characters’ feelings by using what they say as evidence</p> <p>Infer basic points with direct reference to the pictures and words in the text</p>	<p>Predict Predicting what might happen on the basis of what has been read so far in terms of story, character and plot make simple</p> <p>Predictions based on the story and on their own life experience</p>	<p>Explain Give my opinion including likes and dislikes</p> <p>Link what they read or hear to their own experiences</p> <p>Clearly explain my understanding of what has been read to them</p>	<p>Retrieve Answer a question about what has just happened in a story.</p> <p>Develop their knowledge of retrieval through images.</p> <p>Recognize characters, events, titles and information.</p>	<p>Sequence Retell familiar stories orally e.g fairy stories and traditional tales</p> <p>Sequence the events of a story they are familiar with</p> <p>Begin to discuss how events are linked</p>	



		Use vocabulary given by the teacher  Discuss his/her favourite words and phrases	Discuss the significance of the title and events  Demonstrate simple inference from the text based on what is said and done	Begin to explain these ideas verbally or through pictures.	Express views about events or characters	Recognize differences between fiction and non-fiction texts.  Retrieve information by finding a few key words.  Contribute ideas and thoughts in discussion	
	Sonar curriculum Decoding (end of year expectations)	Apply phonic knowledge to decode Respond with correct sound to graphemes for all 40+ phonemes Blend sounds in unfamiliar words containing GPCs already taught Read common exception words Read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings Read other words of more than one syllable Read words with contractions and understand role of apostrophe Read aloud accurately books that are consistent with taught phonic knowledge and re-read to build fluency					
	Sonar curriculum Comprehension (end of year expectations)	Listen to a wide range of challenging stories, poems and non-fiction Discuss these and make links to own experiences drawing on what they know Become familiar with and retell key stories, fairy stories and traditional tales Join in with predictable phrases Recite some poems/rhymes by heart Discuss meanings of new words/vocab provided Self-check to make sure text makes sense Discuss significance of titles/events Predict and infer based on what they know and the text Take turns to explain their understanding Retrieve and record information from non-fiction Take turns in high-quality discussions about what they have heard/read					
Year 2 	Whole class text	The Day the Crayons Quit  The Kindness Elves The Rainbow Fish  The Magic Box (Poem)	Traditional Nativity Story  Story for Nativity (TBC)  Christmas Poems	Toby and the Great Fire of London  Non-fiction- The Great Fire of London  Love from us Crayons (Poems)	Pirates  Non-fiction- Pirates  Poetry- Sea Shanty Style	Information text: George Stephenson  Story about a train (TBC)	Independent writes using David Weisner pictures for Moderation Non-fiction: Mexico
	Writing outcomes	Letter writing Instructions – commands Story	Story Poem	Story Newspaper Diary entry Poems	Non chronological report Advert Description Poetry	Advert Information text – leaflet Story	Story Leaflet Advert Letter Diary
	VIPERS skill breakdown – Group reading	Vocabulary Discuss and clarify the meanings of words; link	Inference Make inferences about characters'	Predict Predict what might happen based on what	Explain Explain and discuss their understanding of	Retrieve Independently read and answer simple	Sequence Discuss the sequence of events in books and



		<p>new meanings to known vocabulary</p> <p>Discuss their favourite words and phrases</p> <p>Recognise some recurring language in stories and poems</p>	<p>feelings using what they say and do</p> <p>Infer basic points and begin, with support, to pick up on subtler references</p> <p>Answer and ask questions and modify answers as the story progresses</p> <p>Use pictures or words to make inferences</p>	<p>has been read in terms of plot, character and language so far</p> <p>Make predictions using their own knowledge as well as what has happened so far to make logical predictions and give explanations of them</p>	<p>books, poems and other material, both those that they listen to and those that they read for themselves</p> <p>Express own views about a book or poem</p> <p>Discuss some similarities between books</p> <p>Listen to the opinion of others</p>	<p>questions about what has just been read</p> <p>Ask and answer retrieval questions</p> <p>Draw on previously taught knowledge</p> <p>Remember significant event and key information about the text that they have read</p> <p>Monitor their reading, checking words that they have decoded, to ensure that they fit within the text they have already read</p>	<p>how items of information are related</p> <p>Retell using a wider variety of story language</p> <p>Order events from the text</p> <p>Begin to discuss how events are linked focusing on the main content of the story</p>
	Sonar curriculum decoding (end of year expectations)	<p>Continue to apply phonic knowledge to decode until reading is fluent</p> <p>Read accurately (words of two or more syllables) by blending sounds, recognising alternative sounds for graphemes</p> <p>Read words containing common suffixes</p> <p>Read further common exception words</p>					
	Sonar curriculum comprehension (end of year expectations)	<p>Discuss sequence of events in books</p> <p>Read a wider range of fairy stories, traditional tales and recognise simple recurring language</p> <p>Discuss and clarify meaning of new words/phrases</p> <p>Continue to learn/present poems by heart</p> <p>Self-check to make sure text makes sense</p> <p>Make predictions and inferences</p> <p>Make predictions and inferences</p> <p>Participate in discussions about texts, explaining their understanding</p> <p>Retrieve and record information from non-fiction</p> <p>Take turns in high-quality discussions about what they have heard/read</p>					
Year 3		<p>Whole class text</p> <p>Lava – Pixar short (animation)</p> <p>Escape from Pompeii</p>	<p>Charlie and the chocolate factory</p> <p>Unwrap</p>	<p>Stone Age Boy</p> <p>The secrets of Stonehenge</p>	<p>Girl and Robot</p> <p>The Wild robot</p> <p>The Iron Man</p>	<p>Journey</p> <p>The Blue Umbrella (animation)</p> <p>Poetry: Stream School</p>	<p>Marcy &amp; the Riddle of the Sphinx</p> <p>My Royal Story: Cleopatra</p>
	Writing outcomes	Narrative	Persuasive writing, Character descriptions, Explanation texts, Biography, Newspaper	Information text, narrative, script	Poetry, instructions, newspaper	Narrative	Letter, descriptive writing

	<p>VIPERS skill breakdown – Group reading</p> 	<p>Vocabulary use dictionaries to check the meaning of words that they have read</p> <p>Discuss words that capture the readers interest or imagination</p> <p>Identify how language choices help build meaning</p> <p>Find the meaning of new words using substitution within a sentence</p>	<p>Inference Children can infer characters’ feelings, thoughts and motives from their stated actions</p> <p>Justify inferences by referencing a specific point in the text</p> <p>Ask and answer questions appropriately, including some simple inference questions based on characters’ feelings, thoughts and motives</p> <p>Make inferences about actions or events</p>	<p>Predict Justify predictions using evidence from the text</p> <p>Use relevant prior knowledge to make predictions and justify them.</p> <p>Use details from the text to form further predictions</p>	<p>Explain Discuss the features of a wide range of fiction, poetry, plays, non-fiction and reference books</p> <p>Identify how language, structure, and presentation contribute to meaning of both fiction and nonfiction texts</p> <p>Recognise authorial choices and the purpose of these</p>	<p>Retrieve Use contents page and subheadings to locate information</p> <p>Learn the skill of ‘skim and scan’ to retrieve details</p> <p>Begin to use quotations from the text</p> <p>Retrieve and record information from a fiction text</p> <p>Retrieve information from a non-fiction text</p>	<p>Summarise Identifying main ideas drawn from a key paragraph or page and summarising these</p> <p>Begin to distinguish between the important and less important information in a text.</p> <p>Give a brief verbal summary of a story.</p> <p>Teachers begin to model how to record summary writing.</p> <p>Identify themes from a wide range of books</p> <p>Make simple notes from one source of writing</p>
	Sonar curriculum decoding (end of year expectations)	<p>Read further exception words</p> <p>Apply growing knowledge of root words, prefixes and suffixes (etymology and morphology) to read aloud and understand new words</p> <p>Note unusual correspondence between spelling and sound</p>					
	Sonar curriculum comprehension (end of year expectations)	<p>Listen to a wide range of challenging stories, poems, plays, non-fiction and reference books, myths, legends and fairy stories</p> <p>Retell some stories orally</p> <p>Read books that are structured in different ways</p> <p>Use dictionaries to check meanings</p> <p>Identify themes and conventions</p> <p>Perform poems and playscripts for audience (using appropriate intonation, tone, volume and action)</p> <p>Recognise different forms of poetry</p> <p>Discuss words and phrases that capture the reader's interest</p> <p>Ask questions to improve understanding of text Infer characters' feelings, thoughts and motives and justify using evidence</p> <p>Identify main ideas across paragraphs and summarise these</p> <p>Take turns in high-quality discussions about what they have heard/read</p> <p>Retrieve and record information from non-fiction</p>					
Year 4	Whole class text	<p>The Secret Garden</p> <p>Pandora (film unit from TLS)</p>	A boy called Christmas	<p>Myths and Legends (FIC: Narrative retell - Medusa, Pandora’s box, Theseus and the Minotaur, Daedalus</p>	<p>Who Let the Gods Out?</p> <p>Play scripts</p>	A Day in Pompeii	<p>Ruin</p> <p>Vi Spy</p>



	The Great Kapok Tree		and Icarus, Jason and the golden fleece. (TWS)			The Boy Who Biked the World
Writing outcomes	Narrative, non-chron report, description setting, diary		Narrative, myths and legends	Script,	Recount: Information text, biography	Diary entries Letter writing Informal letter - (letter in a bottle) Suspense writing
VIPERS skill breakdown – Group reading 	<p>Vocabulary Use a dictionary to check the meaning of words that they have read</p> <p>Use a thesaurus to find synonyms</p> <p>Discuss why words have been chosen and the effect these have on the reader</p> <p>Explain how words can capture the interest of the reader</p> <p>Discuss new and unusual vocabulary and clarify the meaning of these Find the meaning of new words using the context of the sentence</p>	<p>Inference Ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives (I know this because questions)</p> <p>Infer characters' feelings, thoughts and motives from their stated actions</p> <p>Consolidate the skill of justifying them using a specific reference point in the text</p> <p>Use more than one piece of evidence to justify their answer</p>	<p>Predict Justify predictions using evidence from the text</p> <p>Use relevant prior knowledge as well as details from the text to form predictions and to justify them</p> <p>Monitor these predictions and compare them with the text as they read on</p>	<p>Explain Discuss words and phrases that capture the reader's interest and imagination</p> <p>Identify how language, structure, and presentation contribute to meaning</p> <p>Recognise authorial choices and the purpose of these</p>	<p>Retrieve Confidently skim and scan texts to record details</p> <p>Use relevant quotes to support own answers to questions</p> <p>Retrieve and record information from a fiction or nonfiction text</p>	<p>Summarise Use skills developed in year three in order to write a brief summary of main points, identifying and using important information</p> <p>Identify main ideas drawn from more than one paragraph</p> <p>Identify themes from a wide range of books</p> <p>Summarise whole paragraphs, chapters or texts</p> <p>Highlight key information and record it in bullet points, diagrams, maps etc</p>
Sonar curriculum decoding (end of year expectations)	<p>Apply growing knowledge of root words, prefixes and suffixes (etymology and morphology) to read aloud and understand new words</p> <p>Read further exception words</p> <p>Note unusual correspondence between spelling and sound</p>					
Sonar curriculum comprehension (end of year expectations)	<p>Listen to a wide range of challenging stories, poems, plays, non-fiction and reference books, myths, legends and fairy stories</p> <p>Retell some stories orally</p> <p>Read books that are structured in different ways</p> <p>Use dictionaries to check meanings</p> <p>Identify themes and conventions</p> <p>Perform poems and playscripts for audience (using appropriate intonation, tone, volume and action)</p> <p>Recognise different forms of poetry</p>					

		<p>Discuss words and phrases that capture the reader's interest          Ask questions to improve understanding of text          Infer characters' feelings, thoughts and motives and justify using evidence          Identify main ideas across paragraphs and summarise these          Retrieve and record information from non-fiction          Take turns in high-quality discussions about what they have heard/read</p>					
<p>Year 5</p> 	Whole class text	<p>Beowulf – Michael Morpurgo</p> <p>The Dragon Slayer (animation)</p>	<p>The War Game</p> <p>Cosmic</p> <p>Non fiction texts about International Space Station</p>	<p>The Tin Snail</p> <p>Leonards Dream</p>	<p>Window</p> <p>This book is not rubbish</p>	<p>Rain Player</p> <p>Chocolate Tree</p>	<p>The Piano</p> <p>Who wants to live forever?</p>
	Writing outcomes	<p>letter writing, poetry, legends, balanced argument</p>	<p>poetry, science fiction, write a blog</p>	<p>Narrative</p>	<p>persuasive letter, reports, explanation text, diary entry, scripts, persuasive speech, poetry, balanced argument</p>	<p>Narrative- picture books, folktale</p>	<p>narrative, instructions, historical fiction, free verse poetry</p>
	<p>VIPERS skill breakdown – Group reading</p> 	<p>Vocabulary</p> <p>Explore the meaning of words in context, confidently using a dictionary</p> <p>Discuss how the author's choice of language impacts the reader</p> <p>Evaluate the authors use of language</p> <p>Investigate alternative word choices that could be made</p> <p>Begin to look at the use of figurative language</p> <p>Use a thesaurus to find synonyms for a larger variety of words</p> <p>Re-write passages using alternative word choices</p>	<p>Infer</p> <p>Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence</p> <p>Make inferences about actions, feelings, events or states</p> <p>Use figurative language to infer meaning</p> <p>Give one or two pieces of evidence to support the point they are making</p> <p>Begin to draw evidence from more</p>	<p>Predict</p> <p>Predict what might happen from details stated and implied</p> <p>Support predictions with relevant evidence from the text</p> <p>Confirm and modify predictions as they read on</p>	<p>Explain</p> <p>Provide increasingly reasoned justification for own views</p> <p>Recommend books for peers in detail</p> <p>Give reasons for authorial choices</p> <p>Begin to challenge points of view</p> <p>Begin to distinguish between fact and opinion</p> <p>Identify how language, structure and presentation contribute to meaning</p> <p>Discuss and evaluate how authors use language, including</p>	<p>Retrieve</p> <p>Confidently skim and scan, and also use the skill of reading before and after to retrieve information</p> <p>Use evidence from across larger sections of text</p> <p>Read a broader range of texts including myths, legends, stories from other cultures, modern fiction and archaic texts</p> <p>Retrieve, record and present information from non-fiction texts</p> <p>Ask own questions and follow a line of enquiry</p>	<p>Summarise</p> <p>Summarise the main ideas drawn from more than one paragraph, page, chapter or the entire text identifying key details to support the main ideas</p> <p>Make connections between information across the text and include this in an answer</p> <p>Discuss the themes or conventions from a chapter or text</p> <p>Identify themes across a wide range of writing</p>

		Read around the word' and *explore its meaning in the broader context of a section or paragraph	than one place across a text		figurative language, considering the impact on the reader  Explain and discuss own understanding of what they have read, including through formal presentations and debate		
	Sonar curriculum decoding (end of year expectations)	Apply growing knowledge of root words, prefixes and suffixes (etymology and morphology) to read aloud and understand new words					
	Sonar curriculum comprehension (end of year expectations)	Continue to read/discuss a wide range of challenging stories, poems, plays, non-fiction and reference books, myths, legends and fairy stories Read books that are structured in different ways Increase familiarity with wide range of myths, legends, traditional stories, modern fiction, fiction from literary heritage and books from other cultures Recommend books to peers and give reasons Make comparisons within and across books Identify and discuss themes and conventions Discuss and explore meanings of words in context Perform poems and playscripts for audience (using appropriate intonation, tone, volume to convey meaning) Infer characters' feelings, thoughts and motives and justify using evidence Ask questions to improve understanding of text Identify how language, structure and presentation contribute to meaning Summarise main ideas identifying key details Distinguish between fact and opinion Evaluate authors' use of figurative language Discuss books and courteously challenge others' opinions Retrieve, record and present information Explain their understanding through discussions, formal presentations and debates					
Year 6 	Whole class text	Goodnight Mister Tom – Michelle Magorian	Street Child – Berlie Doherty	Sky Song – Abi Elphinstone	Sky Song – Abi Elphinstone	Stormbreaker – Anthony Horowitz & Non-fiction focus	Non-fiction focus
	Writing outcome	Descriptive, flashback, speech, narrative	Diary, narrative, recount	Non chronological report, narrative-fairytale	Extended narrative	Balanced argument, debate, instructions	Non chronological report, letter, poem
	VIPERS skill breakdown – Group reading 	Vocabulary Evaluate how the authors' use of language impacts upon the reader  Find examples of figurative language and how this impacts the	Inference Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence	Predict Predict what might happen from details stated and implied  Support predictions by using relevant evidence from the text	Explain Provide increasingly reasoned justification for own views  Recommend books for peers in detail	Retrieve Confidently skim and scan, and also use the skill of reading before and after to retrieve information *use evidence from across whole chapters or texts	Summarise Summarise information from across a text and link information by analysing and evaluating ideas between sections of the text

		<p>reader and contributes to meaning or mood</p> <p>Discuss how presentation and structure contribute to meaning</p> <p>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</p>	<p>Discuss how characters change and develop through texts by drawing inferences based on indirect clues</p> <p>Make inferences about events, feelings, states backing these up with evidence</p> <p>Infer characters' feelings, thoughts and motives, giving more than one piece of evidence to support each point made. They can draw evidence from different places across the text</p>	<p>Confirm and modify predictions in light of new information</p>	<p>Give reasons for authorial choices</p> <p>Begin to challenge points of view</p> <p>Begin to distinguish between fact and opinion</p> <p>Identify how language, structure and presentation contribute to meaning</p> <p>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</p> <p>Explain and discuss own understanding of what they have read, including through formal presentations and debates</p> <p>Distinguish between fact, opinion and bias explaining how they know this</p>	<p>Read a broader range of texts including myths, legends, stories from other cultures, modern fiction, plays, poetry and archaic texts</p> <p>Retrieve, record and present information from a wide variety of non-fiction texts</p> <p>Ask own questions and follow a line of enquiry</p>	<p>Summarising the main ideas drawn from more than one paragraph, identifying key details to support the main ideas</p> <p>Make comparisons across different books</p> <p>Summarise entire texts, in addition to chapters or paragraphs, using a limited amount of words or paragraphs</p>
	Sonar curriculum decoding (end of year expectations)	Apply growing knowledge of root words, prefixes and suffixes (etymology and morphology) to read aloud and understand new words					
	Sonar curriculum comprehension (end of year expectations)	<p>Continue to read/discuss a wide range of challenging stories, poems, plays, non-fiction and reference books, myths, legends and fairy stories</p> <p>Read books that are structured in different ways</p> <p>Increase familiarity with wide range of myths, legends, traditional stories, modern fiction, fiction from literary heritage and books from other cultures</p> <p>Recommend books to peers and give reasons</p> <p>Increase familiarity with wide range of myths, legends, traditional stories, modern fiction, fiction from literary heritage and books from other cultures</p> <p>Make comparisons within and across books</p> <p>Identify and discuss themes and conventions</p> <p>Discuss and explore meanings of words in context</p> <p>Perform poems and playscripts for audience (using appropriate intonation, tone, volume to convey meaning)</p>					

		<p>Infer characters' feelings, thoughts and motives and justify using evidence</p> <p>Ask questions to improve understanding of text</p> <p>Identify how language, structure and presentation contribute to meaning</p> <p>Summarise main ideas identifying key details</p> <p>Distinguish between fact and opinion</p> <p>Evaluate authors' use of figurative language</p> <p>Discuss books and courteously challenge others' opinions</p> <p>Retrieve, record and present information</p> <p>Explain their understanding through discussions, formal presentations and debates</p>
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