



Ettington Primary School Progression Document

READING



INTENT

At Ettington CE School, our intent is to provide a nurturing and stimulating environment where every child develops a strong foundation in reading. We are committed to fostering a love for reading, ensuring that our students not only acquire essential literacy skills but also discover the joy of books and stories. Through engaging and inclusive teaching methods, we aim to enhance students' phonics, vocabulary, fluency, and comprehension skills. We curate a diverse collection of books, encouraging a passion for reading that extends beyond the classroom. We believe that reading is not only a fundamental skill but also a gateway to opportunities for learning and personal growth. By fostering a positive reading culture, we empower our students to become confident, enthusiastic, and lifelong readers. Through collaborative efforts with parents, teachers, and the community, we strive to create a vibrant reading community at Ettington Primary School, where every child finds inspiration, knowledge, and joy in the pages of a book.

Ettington Primary School EYFS Progression in Learning Framework Literacy (reading focus)

It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading.

Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together.

Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).

| Knowledge | Skills |
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| How to handle books correctly A text is read left to right, top to bottom Print, logos and symbols carry meaning The link between graphemes and phonemes Read and spell some common exception words Letters have a name and make a separate sound Digraphs/Trigraphs make a sound. Graphemes can be blended to make words Words can be segmented to make individual graphemes. New vocabulary related to reading and phonics Role of an author, illustrator, blurb, title on a book Difference between fiction and non-fiction | Read, follow, track, recognise, hold, turn, notice, link, hear, discriminate between sounds, remember, copy, listen, blend, segment, rhyme, match, sing, count, create, continue, name, find, explain, choose, predict, infer, retrieve, sequence, discuss, answer |

| Characteristics of effective learning that are relevant | | | | | | |
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| Playing and Exploring <ul style="list-style-type: none"> • Explore and investigate • Find out more about something • Communicate my interests • Act out my experiences with others • Use my experiences in my play • Try new things and take risks • Tackle things that maybe difficult | | Active Learning <ul style="list-style-type: none"> • Concentrate and ignore distractions • Choose things that really fascinate me. • Persist and be resilient • Talk about how I feel when I achieve something. | | Creating and Thinking Critically <ul style="list-style-type: none"> • Predict • Talk about how and what I am learning • Change my approach where needed. • Find ways to solve problems • Have and think of my own ideas | | |
| Early Learning Goals | | | | | | |
| Word Reading Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by sound-blending. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. | | | | Comprehension Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Anticipate, where appropriate, key events in stories. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. | | |
| | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| National Curriculum | <p>The programmes of study for reading at key stages 1 and 2 consist of 2 dimensions:</p> <ul style="list-style-type: none"> • word reading • comprehension (both listening and reading) <p>Skilled word reading involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Underpinning both is the understanding that the letters on the page represent the sounds in spoken words. This is why phonics should be emphasised in the early teaching of reading to beginners (ie unskilled readers) when they start school.</p> <p>Good comprehension draws from linguistic knowledge (in particular of vocabulary and grammar) and on knowledge of the world. Comprehension skills develop through pupils' experience of high-quality discussion with the teacher, as well as from reading and discussing a range of stories, poems and non-fiction. All pupils must be encouraged to read widely across both fiction and non-fiction to develop their knowledge of themselves and the world they live in, to establish an appreciation and love of reading, and to gain knowledge across the curriculum. Reading widely and often increases pupils' vocabulary because they encounter words they would rarely hear or use in everyday speech. Reading also feeds pupils' imagination and opens up a treasure house of wonder and joy for curious young minds.</p> <p>It is essential that, by the end of their primary education, all pupils are able to read fluently, and with confidence, in any subject in their forthcoming secondary education.</p> | | | | | |

Reception Word Reading

Progression in Learning – small steps to Key Stage 1

Use painting, drawing and malleable materials to create increasingly accurate representations of objects I have imagined, observed or experienced.

| Autumn Term | Spring Term | Summer Term | Key vocabulary |
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| Read a variety of logos & my own name. Read phase 2 common exception words. | Read all phase 2 and some phase 3 common exception words. | Sight read an increasing number of words, including phase 2, 3 and 4 common exception words. | Logo, sign, left, right, phoneme, digraph, trigraph, first, middle, end, blend, rhyme, syllables, common exception, caption, sentence, word, letter name, consonant, vowel, compound Values Resilience Individual Liberty Mutual Respect Tolerance Democracy |
| Know words are read left to right. Read simple phonically decodable words from left to right. | Read phonically decodable captions and simple sentences from left to right. | Read longer phonically decodable sentences | |
| Link letters to their phoneme sound and sometimes their name. Link phase 2 digraphs to their phoneme sounds | Link all letters to their name and phoneme sound. Link phase 2 and some phase 3 digraphs and trigraphs to their phoneme sound. | Link all phase 2 and 3 graphemes to their phoneme sound. | |
| Hear the initial, middle and end sounds in a cvc word | Consistently hear the initial, middle and end sounds in simple words. | Segment words with adjacent consonants. | |
| Blend the sounds in cvc words together. | Consistently blend the sounds in cvc words together. | Blend words with adjacent consonants. | |
| Match pairs of words that rhyme. | Continue a rhyming string. | Create my own rhyming string. | |
| Identify and count the syllables in a word. | Sound out and blend syllables to read compound words with support. | Independently read some compound words. | |
| Sing a wide range of nursery rhymes by heart, accompanying them with body percussion and instruments. | | | |

| Reception - Comprehension | | | |
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| Progression in Learning – small steps to Key Stage 1 | | | |
| Use painting, drawing and malleable materials to create increasingly accurate representations of objects I have imagined, observed or experienced. | | | |
| Autumn Term | Spring Term | Summer Term | Key vocabulary |
| Recall and talk about stories and information texts, discussing vocabulary, inferring, predicting, explaining, retrieving and sequencing. | | | Title, cover, writing, pictures, author, illustrator, blurb, fiction, non-fiction, vocabulary, infer, predict, explain, retrieve, sequence, contents page, index, information |
| Name, find and explain the purpose of the title, cover, writing, pictures and author on a book. | Name, find and explain the purpose of the illustrator on a book. | Name, find and explain the purpose of the blurb on a book. | |
| Often choose to look at books and apply my phonics skills. | Enjoy an increasing range of print and digital books, both fiction and nonfiction. | Independently choose to look at and read a variety of different books, signs, digital books etc. | |
| Know information can be retrieved from books and computers. Know there are different types of book e.g. fiction and non-fiction books. | Recognise fiction/non-fiction books from their illustrations and titles. | Know some internal features of a non-fiction book e.g. contents page, index. | |

| Reception | |
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| Decoding | <ul style="list-style-type: none"> • Say a sound for each letter of the alphabet and at least 10 diagraphs. • Read words consistent with their phonic knowledge by sound-blending. • Read aloud simple sentences and books that are consistent with their phonic knowledge, including common exception words. |
| Word Meaning | <ul style="list-style-type: none"> • Show an interest in new word meanings and begin to use them within play |
| Inference | <ul style="list-style-type: none"> • Infer meaning about characters' feelings using pictures and verbally link these to their own experience. |
| Prediction | <ul style="list-style-type: none"> • Makes suggestions about what might happen next or how a story might end based on events so far. |
| Understanding and explanations. | <ul style="list-style-type: none"> • Use talking about books to clarify their thinking, ideas and feelings. E.g. linking to their own experiences • Begin to explain who their favourite character is and why. • Say whether or not they like a story and begin to explain why. • With support, generate simple questions using who, when, what, how and why. |
| Discussing reading and summarising | <ul style="list-style-type: none"> • Listen to and discuss poems, stories and non-fiction at a level beyond that at which they can independently read. • They are encouraged to link what they hear or read to their own experiences • Answer simple recall questions about stories without pictures or prompts. |

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| | <ul style="list-style-type: none"> Recall and order key events from the text. | | |
| Poetry and performance | Become very familiar with key stories and traditional tales and re-tell them through role-play. <ul style="list-style-type: none"> Join in with well-known or repeated phrases in stories. Innovate stories through role-play and small world play. | | |
| Tricky/ Common Exception / High Frequency Words | <p>Phase 2 a, dad, I mum, big, it, at, is, on, up, back, if, but, of, into, his, to, him, had, in, no, got, the, go, an, as, can, off, not, get, and</p> <p>Phase 3 will, that, then, now, she, this, with, for, he, them, down, me, my, see, too, was, all, look, we, you, her, be, they, are</p> <p>Begin Phase 4 went, from, children, little, it's, just, help, said, were, out, like, one, have, do, when, some, come, there, what, so</p> | | |
| Texts taught include: | Fiction Peepo by Alan Ahlburg Owl Babies by Martin Waddell Handa's surprise by Eileen Browne Funny Bones by Alan Ahlberg The Gingerbread man – classic fairytale Dear Santa by Rod Campbell The magic Paintbrush by Julia Donaldson Look up! By Nathan Byron The Extraordinary Gardener by Sam Broughton The Tiny Seed by Eric Carle The Night Pirates by Peter Harris Pirates love Underpants by Claire Freedman The Lighthouse Keeper's Lunch by David and Rhonda Armitage Anansi the Spider – Gerard McDermott | Non-fiction Various non-fiction book relating to topics: <ul style="list-style-type: none"> Ourselves (bones/bodies and teeth) Around the World Space | Poetry Stickman by Julia Donaldson We're Going on a Bear Hunt by Michael Rosen Cockatoos by Quentin Blake |

| Year 1 | | | |
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| Decoding | <ul style="list-style-type: none"> • Read phonetically decodable texts confidently by blending the sounds and GPC that they have been taught so far – by the end of Year 1 they can read all 40 + phonemes. • Have a growing number of words they can read automatically including common suffixes, multi-syllabic words and contractions. • Begin to read using appropriate expression | | |
| Word Meaning | <ul style="list-style-type: none"> • Discuss new word meanings and link them to words they already know. | | |
| Inference | <ul style="list-style-type: none"> • Make inferences about characters' feelings using what they say and do to infer basic points with direct reference to the pictures and words in the text. | | |
| Prediction | <ul style="list-style-type: none"> • Make simple predictions based on the story and on their own life experience. They can begin to explain these ideas verbally or through pictures. | | |
| Understanding and explanations. | <ul style="list-style-type: none"> • Say whether or not they like a story, who their favourite character is and explain why. They can begin to make links to their own experiences, other stories and characters. • Answer questions about what has just happened in a story. • Generate literal recall questions. They are taught how to ask questions before, during and after reading. | | |
| Discussing reading and summarising | <ul style="list-style-type: none"> • Retell and order events from the text. They begin to discuss how events are linked. • Listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can independently read. • They are encouraged to link what they read or hear read to their own experiences | | |
| Poetry and performance | <ul style="list-style-type: none"> • Children are becoming very familiar with key stories and traditional tales, retelling them and considering their particular characteristics. • They recognise and join in with predictable phrases. | | |
| Tricky/ Common Exception / High Frequency Words | <p>Consolidate Phase 4 went, from, children, little, it's, just, help, said, were, out, like, one, have, do, when, some, come, there, what, so</p> <p>Phase 5 Mr, looked, made, your, came, saw, Mrs, don't, asked, very, make, put, called, old, I'm, by, their, oh, could, about, house, time, day, people, here</p> | | |
| Texts taught include: | <p>Fiction</p> <p>Sidney, Stella and the Moon by Emma Yarlett</p> <p>I want my Hat back by Jon Klassen</p> <p>Billy & the Beast by Nadia Shireen</p> <p>Beegu by Alexis Deacon</p> <p>The Odd Egg by Emily Gravett</p> <p>Stanley's Stick by John Hegley and Neal Layton</p> <p>Dinosaurs and all that Rubbish by Michael Forman</p> | <p>Non-fiction</p> <p>Various non-fiction book relating to topics:</p> <ul style="list-style-type: none"> • Dinosaurs • Queens • Castles | <p>Poetry</p> <p>Cave Baby by Julia Donaldson & Emily Gravett (lyrical narrative)</p> |

| Year 2 | | | |
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| Decoding | <ul style="list-style-type: none"> • Read accurately by blending, including alternative sounds for graphemes and multi-syllabic words containing these graphemes. • Read common suffixes and exception words, noting unusual correspondences. • Read at a speed of 90 words per minute accurately without overt sounding and blending. | | |
| Word Meaning | <ul style="list-style-type: none"> • Begin to find the meaning of new words using the context of the sentence. They use pictures to help support this skill | | |
| Inference | <ul style="list-style-type: none"> • Make inferences about characters' feelings using what they say and do to infer basic points and begin, with support to pick up on more subtle references. | | |
| Prediction | <ul style="list-style-type: none"> • Make predictions using their own knowledge as well as what has happened so far to make logical predictions and give explanations of them | | |
| Understanding and explanations. | <ul style="list-style-type: none"> • Generate literacy recall questions of their own, which go with the text they are reading before, during and after reading. • Use their own question words and begin to be able to change their questions as they progress through the text | | |
| Discussing reading and summarising | <ul style="list-style-type: none"> • Listen to, discuss and express views about a wide range of poetry, stories and non-fiction at a level beyond that at which they can read independently. • Explain understanding of independent reading by answering simple questions about what they have just read. • Begin to learn the skill of 'skim and scan' to retrieve details. • Retell and order events from the text, beginning to discuss how events are linked. They are able to focus on the main content of the story | | |
| Poetry and performance | <ul style="list-style-type: none"> • Become increasingly familiar with and retell a wider range of stories and traditional tales. • Recognise simple recurring literary language in stories and poetry. | | |
| Tricky/ Common Exception / High Frequency Words | door, floor, poor, because, find, kind, mind, behind, child, wild, climb, most, only, both, old, cold, gold, hold, told, every, everybody, even, great, break, steak, pretty, beautiful, after, fast, last, past, father, class, grass, pass, plant, path, bath, hour, move, prove, improve, sure, sugar, eye, could, should, would, who, whole, any, many, clothes, busy, people, water, again, half, money, parents, Christmas | | |
| Texts taught include: | Fiction The Minpins by Roald Dahl House Held up by Trees by Ted Kooser The Dragon Machine by Helen Ward. The Bear and the piano by David Litchfield Ocean meets Sky by Eric Fan and Terry Fan Wolves by Emily Garavett Jim and the Beanstalk by Raymond Briggs A Walk in London by Salvatore Rubbino The Journey Home by Frann Preson-Gannon | Non-fiction The Great Fire of London by Emma Adams Selection of non-fiction books related to topics: <ul style="list-style-type: none"> • Florence Nightingale • Great Fire of London • Arctic Adventures • Where Do I Live? | Poetry If all the World were by Joseph Coelho The Owl and the Pussy Cat by Edward Lear |

| Year 3 | | | |
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| Decoding | <ul style="list-style-type: none"> • apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet • read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word | | |
| Word Meaning | <ul style="list-style-type: none"> • using dictionaries to check the meaning of words that they have read • discussing words and phrases that capture the reader's interest and imagination • identifying how language, structure, and presentation contribute to meaning | | |
| Inference | <ul style="list-style-type: none"> • drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • retrieve and record information from non-fiction | | |
| Prediction | <ul style="list-style-type: none"> • predicting what might happen from details stated and implied • increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally | | |
| Understanding and explanations. | <ul style="list-style-type: none"> • checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context • asking questions to improve their understanding of a text • identifying main ideas drawn from more than one paragraph and summarising these • identifying themes and conventions in a wide range of books | | |
| Discussing reading and summarising | <ul style="list-style-type: none"> • 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 • listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks | | |
| Poetry and performance | <ul style="list-style-type: none"> • preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action, with awareness of audience. • recognising some different forms of poetry – free verse, narrative | | |
| Texts taught include: | <p>Fiction</p> <p>The Heart & the Bottle by Oliver Jeffers</p> <p>Cinderella of the Nile by Beverly Naidoo</p> <p>The Tear Thief by carol Ann Duffy</p> <p>Leon & The Space Between by Angela McAllister</p> <p>The Tin Forest by Helen Ward</p> <p>The BFG by Roald Dahl</p> <p>Flotsam by David Wiesner</p> <p>How to Live Forever by Colin Thompson</p> <p>Jim, A Cautionary Tale by Hillarie Belloc</p> <p>Escape from Pompeii by Christina Balit</p> | <p>Non-fiction</p> <p>Selection of non-fiction books related to topics:</p> <ul style="list-style-type: none"> • Tudors • Romans • Anglo Saxons • Madagascar | <p>Poetry</p> <p>Macbeth – William Shakespeare (Witches potion)</p> |

| Year 4 | | | |
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| Decoding | <ul style="list-style-type: none"> • apply their knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet • read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill. | | |
| Word Meaning | <ul style="list-style-type: none"> • using dictionaries to check the meaning of words that they have read • discussing words and phrases that capture the reader's interest and imagination • identifying how language, structure, and presentation contribute to meaning | | |
| Inference | <ul style="list-style-type: none"> • drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • retrieve and record information from non-fiction | | |
| Prediction | <ul style="list-style-type: none"> • predicting what might happen from details stated and implied • increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally | | |
| Understanding and explanations. | <ul style="list-style-type: none"> • checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context • asking questions to improve their understanding of a text • identifying main ideas drawn from more than one paragraph and summarising these • identifying themes and conventions in a wide range of books | | |
| Discussing reading and summarising | <ul style="list-style-type: none"> • 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 • listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks | | |
| Poetry and performance | <ul style="list-style-type: none"> • preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action, with continued awareness of audience. • recognising some different forms of poetry – free verse, narrative | | |
| Texts taught include: | <p>Fiction</p> <p>The story of Tutankhamun by Patricia Cleveland Peck Tar Beach by Faith Ringgold Weslandia by Paul Fleishman Cinnamon by Neil Gaiman Twelfth Night by William Shakespeare Varmints by Helen Ward The Lion, The Witch and The Wardrobe by C.S Lewis The Firework Maker's daughter by Philip Pullman The Wild Robot by Peter Brown</p> | <p>Non-fiction</p> <p>Pride: The Story of Harvey Milk and the Rainbow Flag by Rob Saunders</p> <p>Selection of N.F topic books</p> <ul style="list-style-type: none"> • Ancient Egyptians • Stone Age • British Heroes | <p>Poetry</p> <p>Performance poetry – Benjamin Zephaniah (black History month)</p> <p>Wind poems (classic poetry) by Christina Rosetti</p> <p>Zombierella by Joseph Coelho Jabberwocky by Lewis Carroll</p> |

| Year 5 | | | |
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| Decoding | <ul style="list-style-type: none"> • apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet • read most words effortlessly and work out how to pronounce unfamiliar written words with increasing speed • when the pronunciation sounds unfamiliar, they should ask for help in determining both the meaning of the word and how to pronounce it correctly using contextual clues. | | |
| Word Meaning | <ul style="list-style-type: none"> • identifying how language, structure and presentation contribute to meaning | | |
| Inference | <ul style="list-style-type: none"> • drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence | | |
| Prediction | <ul style="list-style-type: none"> • predicting what might happen from details stated and implied | | |
| Understanding and explanations. | <ul style="list-style-type: none"> • continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks • reading books that are structured in different ways and reading for a range of purposes making comparisons within and across books • 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 • 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 • summarising the main ideas drawn from more than one paragraph, identifying key details to support the main ideas | | |
| Discussing reading and summarising | <ul style="list-style-type: none"> • discuss and evaluate how authors use language, including figurative language, considering the impact on the reader • identifying and discussing themes and conventions in and across a wide range of writing • distinguish between statements of fact and opinion • retrieve, record and present information from non-fiction • participate in discussions about books, building on their own and others' ideas and challenging views courteously • explain and discuss their understanding of what they have read, including through formal presentations and debates, provide reasoned justifications for their views | | |
| Poetry and performance | <ul style="list-style-type: none"> • learning a wider range of poetry by heart preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear and engaging to an audience | | |
| Texts taught include: | <p>Fiction</p> <p>Oranges in No-Man's Land by Elizabeth Laird The Lost Thing by Shaun Tan Percy Jackson & The Lightning Thief by Rick Riordan Who Let the Gods Out by Max Evans The Tempest by William Shakespeare Oliver Twist by Charles Dickens High Rise Mystery by Sharna Jackson Holes by Louis Sachar</p> | <p>Non-fiction</p> <p>Hidden Figures by Margot-Lee Shetterly</p> <p>Selection of N.F topic books</p> <ul style="list-style-type: none"> • Vikings and Scandinavia • Ancient Greeks • The Victorians | <p>Poetry</p> <p>The cave of Curiosity by Pie Corbett</p> <p>Overheard in a Tower Block by Joseph Coelho</p> |

| Year 6 | | | |
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| Decoding | <ul style="list-style-type: none"> • apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet through contextual clues. | | |
| Word Meaning | <ul style="list-style-type: none"> • identifying how language, structure and presentation contribute to meaning | | |
| Inference | <ul style="list-style-type: none"> • drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • recognise themes in what is being read such as loss or heroism | | |
| Prediction | <ul style="list-style-type: none"> • predicting what might happen from details stated and implied | | |
| Understanding and explanations. | <ul style="list-style-type: none"> • continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks • reading books that are structured in different ways and reading for a range of purposes • making comparisons within and across books • 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 • summarising the main ideas drawn from more than one paragraph, identifying key details to support the main ideas | | |
| Discussing reading and summarising | <ul style="list-style-type: none"> • discuss and evaluate how authors use language, including figurative language, considering the impact on the reader • identifying and discussing themes and conventions in and across a wide range of writing • distinguish between statements of fact and opinion • retrieve, record and present information from non-fiction • participate in discussions about books, building on their own and others' ideas and challenging views courteously • explain and discuss their understanding of what they have read, including through formal presentations and debates, provide reasoned justifications for their views | | |
| Poetry and performance | <ul style="list-style-type: none"> • learning a wider range of poetry by heart preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience • have greater confidence, enjoyment, and a mastery of language which will be extended through public speaking, performance, and debate. | | |
| Texts taught include: | Fiction The Arrival by Shaun Tan Children of Benin Kingdom by Dina Orji The Promise by Nicola Davies The Last Bear by Hannah Gold Boy in the Tower by Polly Ho-Yen The Invention of Hugo Cabret by Brian Selnick The Last Wild by Piers Torday Romeo and Juliet by William Shakespeare | Non-fiction Rain Player by David Suffragette: The Battle for Equality by David Roberts Selection of N.F topic books <ul style="list-style-type: none"> • Africa • WW2 • The Titanic | Poetry On The Move - Poems About Migration by Michael Rosen Caged Bird by Maya Angelou |

