

**The school's Christian vision**  
 Our five core Christian values  
*Trust, Honesty, Compassion, Respect and Kindness*  
 are centred on



**'Do to others as you would like them to do to you.' (Luke 6:13)**

Through these values we inspire children to be the best they can be. Encouraging high aspirations and expectations that will allow them to achieve, explore, succeed and prepare for their own path through life.

**St Michael's CE VA Primary School, Lyme Regis**

**Statutory framework for early years and foundation stage – Reception Pupils should be taught:**

**Literacy:** This involves encouraging children to read and write, both through listening to others reading, and being encouraged to begin to read and write themselves. Children must be given access to a wide range of reading materials such as books, poems, and other written materials to ignite their interest.



**Reading:**

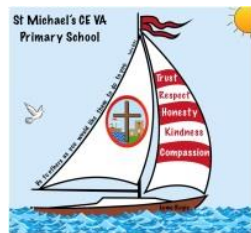
- Children read and understand simple sentences
- They use phonic knowledge to decode regular words and read them aloud accurately
- They also read some common irregular words
- They demonstrate understanding when talking with others about what they have read

**Progression in Reading**

**Focus in...**

Autumn term	Spring term	Summer term
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		Word Reading			Comprehension						
		Phonics and Decoding	Common Exception Words	Fluency	Understanding and Correcting Inaccuracies	Comparing, Contrasting and Commenting	Words in Context and Authorial Choice	Inference and Prediction	Poetry and Performance	Non-Fiction	
<b>EYFS</b>	<b>Reception</b>	30 – 50 months		30 – 50 months	30 – 50 months	30 – 50 months	30 – 50 months	30 – 50 months	30 – 50 months	30 – 50 months	
		40 – 60 months					40 – 60 months				
		Early Learning Goals	Early Learning Goals				Early Learning Goals				
		To use phonic knowledge to decode regular words and read them aloud accurately.	To read some common irregular words.								



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**St Michael's CE VA Primary School, Lyme Regis**

**National Curriculum Requirements – Year 1 Pupils should be taught:**

Word Reading

- Pupils should be taught to:
1. apply phonic knowledge and skills as the route to decode words
  2. respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes
  3. read accurately by blending sounds in unfamiliar words containing GPCs that have been taught
  4. read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
  5. read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings
  6. read other words of more than one syllable that contain taught GPCs
  7. read words with contractions (for example, I'm, I'll, we'll), and understand that the apostrophe represents the omitted letter(s)
  8. read books aloud, accurately, that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words
  9. reread these books to build up their fluency and confidence in word reading

Comprehension

- Pupils should be taught to:
1. develop pleasure in reading, motivation to read, vocabulary and understanding by:
    1. listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently
    2. being encouraged to link what they read or hear to their own experiences
    3. becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics
    4. recognising and joining in with predictable phrases
    5. learning to appreciate rhymes and poems, and to recite some by heart
    6. discussing word meanings, linking new meanings to those already known
  1. understand both the books they can already read accurately and fluently and those they listen to by:
    1. drawing on what they already know or on background information and vocabulary provided by the teacher
    2. checking that the text makes sense to them as they read, and correcting inaccurate reading
    3. discussing the significance of the title and events
    4. making inferences on the basis of what is being said and done
    5. predicting what might happen on the basis of what has been read so far
  1. participate in discussion about what is read to them, taking turns and listening to what others say
  2. explain clearly their understanding of what is read to them

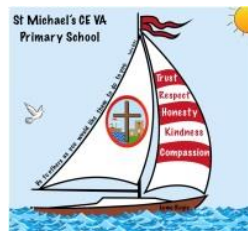


**Progression in Reading**

**Focus in...**

<b>Autumn term</b>	<b>Spring term</b>	<b>Summer term</b>
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		Word Reading			Comprehension					
		Phonics and Decoding	Common Exception Words	Fluency	Understanding and Correcting Inaccuracies	Comparing, Contrasting and Commenting	Words in Context and Authorial Choice	Inference and Prediction	Poetry and Performance	Non-Fiction
<b>Key Stage 1</b>	<b>Year 1</b>	<input type="checkbox"/> To apply phonic knowledge and skills as the route to decode words.		<input type="checkbox"/> To reread texts to build up fluency and confidence in word reading.		<input type="checkbox"/> To listen to and discuss a wide range of fiction, non-fiction and poetry at a level beyond that at which they can read independently. <input type="checkbox"/> To retell familiar stories in increasing detail.		<input type="checkbox"/> To predict what might happen on the basis of what has been read so far.		
		<input type="checkbox"/> To read words containing taught GPCs. <input type="checkbox"/> To blend sounds in unfamiliar words using the GPCs that they have been taught. <input type="checkbox"/> To read words containing -s, -es, -ing, -ed and -est endings.		<input type="checkbox"/> To accurately read texts that are consistent with their developing phonic knowledge, that do not require them to use other strategies to work out words.	<input type="checkbox"/> To check that a text makes sense to them as they read and to self-correct.	<input type="checkbox"/> To link what they have read or have read to them to their own experiences. <input type="checkbox"/> To join in with discussions about a text, taking turns and listening to what others say	<input type="checkbox"/> To discuss word meaning and link new meanings to those already known.	<input type="checkbox"/> To begin to make simple inferences.		
		<input type="checkbox"/> To respond speedily, giving the correct sound to graphemes for all of the 40+ phonemes. <input type="checkbox"/> To read words with contractions, e.g. I'm, I'll and we'll.	<input type="checkbox"/> To read Y1 common exception words, noting unusual correspondences between spelling and sound and where these occur in words.			<input type="checkbox"/> To discuss the significance of titles and events.		<input type="checkbox"/> To recite simple poems by heart.		



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**St Michael's CE VA Primary School, Lyme Regis**

**National Curriculum Requirements – Year 2 Pupils should be taught:**

Word Reading

Pupils should be taught to:

1. continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent
2. read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes
3. read accurately words of two or more syllables that contain the same graphemes as above
4. read words containing common suffixes
5. read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
6. read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered
7. read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation
8. reread these books to build up their fluency and confidence in word reading

Comprehension

Pupils should be taught to:

9. develop pleasure in reading, motivation to read, vocabulary and understanding by:

1. listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently
2. discussing the sequence of events in books and how items of information are related
3. becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales
4. being introduced to non-fiction books that are structured in different ways
5. recognising simple recurring literary language in stories and poetry
6. discussing and clarifying the meanings of words, linking new meanings to known vocabulary
7. discussing their favourite words and phrases
8. continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear

10. understand both the books that they can already read accurately and fluently and those that they listen to by:

1. drawing on what they already know or on background information and vocabulary provided by the teacher
2. checking that the text makes sense to them as they read, and correcting inaccurate reading
3. making inferences on the basis of what is being said and done
4. answering and asking questions
5. predicting what might happen on the basis of what has been read so far

11. participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say

12. explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves

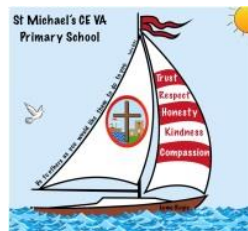


**Progression in Reading**

**Focus in...**

Autumn term    Spring term    Summer term

		Word Reading			Comprehension					
		Phonics and Decoding	Common Exception Words	Fluency	Understanding and Correcting Inaccuracies	Comparing, Contrasting and Commenting	Words in Context and Authorial Choice	Inference and Prediction	Poetry and Performance	Non-Fiction
<b>Key Stage 1</b>	<b>Year 2</b>	<ul style="list-style-type: none"> <li>□ To continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent.</li> </ul>		<ul style="list-style-type: none"> <li>□ To read aloud books (closely matched to their improving phonic knowledge), sounding out unfamiliar words accurately, automatically and without undue hesitation.</li> </ul>	<ul style="list-style-type: none"> <li>□ To check that the text makes sense to them as they read and to correct inaccurate reading.</li> </ul>	<ul style="list-style-type: none"> <li>□ To participate in discussion about books, poems and other works that are read to them (at a level beyond at which they can read independently) and those that they can read for themselves, explaining their understanding and expressing their views.</li> <li>□ To become increasingly familiar with and to retell a wide range of stories, fairy stories and traditional tales.</li> </ul>	<ul style="list-style-type: none"> <li>□ To discuss and clarify the meanings of words, linking new meanings to known vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>□ To predict what might happen on the basis of what has been read so far in a text.</li> </ul>		
		<ul style="list-style-type: none"> <li>□ To read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.</li> </ul>		<ul style="list-style-type: none"> <li>□ To reread these books to build up fluency and confidence in word reading.</li> </ul>	<ul style="list-style-type: none"> <li>□ To show understanding by drawing on what they already know or on background information and vocabulary provided by the teacher.</li> </ul>	<ul style="list-style-type: none"> <li>□ To discuss the sequence of events in books and how items of information are related.</li> <li>□ To ask and answer questions about a text.</li> </ul>	<ul style="list-style-type: none"> <li>□ To discuss their favourite words and phrases.</li> </ul>	<ul style="list-style-type: none"> <li>□ To make inferences on the basis of what is being said and done.</li> </ul>	<ul style="list-style-type: none"> <li>□ To continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some with appropriate intonation to make the meaning clear.</li> </ul>	<ul style="list-style-type: none"> <li>□ To recognise that non-fiction books are often structured in different ways.</li> </ul>
		<ul style="list-style-type: none"> <li>□ To accurately read most words of two or more syllables.</li> <li>□ To read most words containing common suffixes (see English Appendix 1 in the National Curriculum).</li> </ul>	<ul style="list-style-type: none"> <li>□ To read most Y1 and Y2 common exception words*, noting unusual correspondences between spelling and sound and where these occur in the word.</li> </ul>	<ul style="list-style-type: none"> <li>□ To read words accurately and fluently without overt sounding and blending, e.g. at over 90 words per minute, in age-appropriate texts.</li> </ul>		<ul style="list-style-type: none"> <li>□ To recognise simple recurring literary language in stories and poetry.</li> <li>□ To make links between the text they are reading and other texts they have read (in texts that they can read independently).</li> </ul>				



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### St Michael's CE VA Primary School, Lyme Regis

**National Curriculum Requirements – Lower Key Stage 2 Pupils should be taught:**

Word Reading

Pupils should be taught to:

apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in - see [English appendix 1](#), both to read aloud and to understand the meaning of new words they meet  
 read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word



Comprehension

Pupils should be taught to:

develop positive attitudes to reading, and an understanding of what they read, by:

3. listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
  1. reading books that are structured in different ways and reading for a range of purposes
  2. using dictionaries to check the meaning of words that they have read
  3. increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally
  4. identifying themes and conventions in a wide range of books
  5. preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action
  6. discussing words and phrases that capture the reader's interest and imagination
  7. recognising some different forms of poetry [for example, free verse, narrative poetry]

1. understand what they read, in books they can read independently, by:

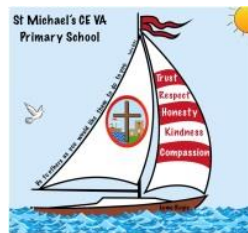
1. checking that the text makes sense to them, discussing their understanding, and explaining the meaning of words in context
  2. asking questions to improve their understanding of a text
  3. drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
  4. predicting what might happen from details stated and implied
  5. identifying main ideas drawn from more than 1 paragraph and summarising these
  6. identifying how language, structure, and presentation contribute to meaning
2. retrieve and record information from non-fiction
3. 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

### Progression in Reading

**Focus in...**

Autumn term	Spring term	Summer term
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		Word Reading		Comprehension				
		Phonics and Decoding	Common Exception Words Fluency	Comparing, Contrasting and Commenting	Words in Context and Authorial Choice	Inference and Prediction	Poetry and Performance	Non-Fiction
Lower Key Stage 2	Year 3	<input type="checkbox"/> To use their phonic knowledge to decode quickly and accurately (may still need support to read longer unknown words).		<input type="checkbox"/> To recognise, listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.	<input type="checkbox"/> To check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.	<input type="checkbox"/> To justify predictions using evidence from the text.	<input type="checkbox"/> To begin to use appropriate intonation and volume when reading aloud.	
		<input type="checkbox"/> To apply their growing knowledge of root words and suffixes/word endings, including: -ation, -ly, -ous, -ture, -sure, -sion, -tion, -ssion and -cian, to begin to read aloud (see English Appendix 1 in the National Curriculum). <input type="checkbox"/> To apply their growing knowledge of root words and prefixes, including : in-, im-, il-, ir-, dis-, mis-, un-, re-, sub-, inter-, super-, anti- and auto- to begin to read aloud.		<input type="checkbox"/> To use appropriate terminology when discussing texts (plot, character, setting).		<input type="checkbox"/> To ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives.	<input type="checkbox"/> To prepare and perform poems and play scripts that show some awareness of the audience when reading aloud.	<input type="checkbox"/> To retrieve and record information from non-fiction texts.
			<input type="checkbox"/> To begin to read Y3/Y4 exception words.		<input type="checkbox"/> To discuss authors' choice of words and phrases for effect.			



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**National Curriculum Requirements – Lower Key Stage 2 Pupils should be taught:**

Word Reading

Pupils should be taught to:

apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in - see [English appendix 1](#), both to read aloud and to understand the meaning of new words they meet  
 read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word



Comprehension

Pupils should be taught to:

develop positive attitudes to reading, and an understanding of what they read, by:

6. listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
7. reading books that are structured in different ways and reading for a range of purposes
8. using dictionaries to check the meaning of words that they have read
9. increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally
10. identifying themes and conventions in a wide range of books
11. preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action
12. discussing words and phrases that capture the reader's interest and imagination
13. recognising some different forms of poetry [for example, free verse, narrative poetry]

14. understand what they read, in books they can read independently, by:

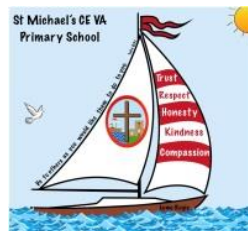
1. checking that the text makes sense to them, discussing their understanding, and explaining the meaning of words in context
  2. asking questions to improve their understanding of a text
  3. drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
  4. predicting what might happen from details stated and implied
  5. identifying main ideas drawn from more than 1 paragraph and summarising these
  6. identifying how language, structure, and presentation contribute to meaning
15. retrieve and record information from non-fiction
16. 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

**Progression in Reading**

**Focus in...**

<b>Autumn term</b>	<b>Spring term</b>	<b>Summer term</b>
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		Word Reading		Comprehension				
		Phonics and Decoding	Common Exception Words Fluency	Comparing, Contrasting and Commenting	Words in Context and Authorial Choice	Inference and Prediction	Poetry and Performance	Non-Fiction
<b>Lower Key Stage 2</b>	<b>Year 4</b>	<input type="checkbox"/> To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill.		<input type="checkbox"/> To read for a range of purposes. <input type="checkbox"/> To identify how language, structure and presentation contribute to meaning.	<input type="checkbox"/> Discuss vocabulary used to capture readers' interest and imagination.	<input type="checkbox"/> To justify predictions from details stated and implied.	<input type="checkbox"/> To prepare and perform poems and play scripts with appropriate techniques (intonation, tone, volume and action) to show awareness of the audience when reading aloud.	<input type="checkbox"/> To use dictionaries to check the meaning of words that they have read.
		<input type="checkbox"/> To apply their knowledge of root words, prefixes and suffixes/word endings to read aloud fluently.		<input type="checkbox"/> To discuss and compare texts from a wide variety of genres and writers. <input type="checkbox"/> To identify themes and conventions in a wide range of books.		<input type="checkbox"/> To draw inferences from characters' feelings, thoughts and motives that justifies their actions, supporting their views with evidence from the text.	<input type="checkbox"/> To recognise and discuss some different forms of poetry (e.g. free verse or narrative poetry).	<input type="checkbox"/> To use all of the organisational devices available within a non-fiction text to retrieve, record and discuss information.
			<input type="checkbox"/> To read all Y3/Y4 exception words, discussing the unusual correspondences between spelling and these occur in the word.	<input type="checkbox"/> To refer to authorial style, overall themes (e.g. triumph of good over evil) and features (e.g. greeting in letters, a diary written in the first person or the use of presentational devices such as numbering and headings). <input type="checkbox"/> To identify main ideas drawn from more than one paragraph and summarise these.				



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**National Curriculum Requirements – Upper Key Stage 2 Pupils should be taught:**

Word Reading

Pupils should be taught to:

- apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in [English appendix 1](#), both to read aloud and to understand the meaning of new words that they meet



Comprehension

Pupils should be taught to:

- maintain positive attitudes to reading and an understanding of what they read by:
  - continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
  - reading books that are structured in different ways and reading for a range of purposes
  - increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions
  - recommending books that they have read to their peers, giving reasons for their choices
  - identifying and discussing themes and conventions in and across a wide range of writing
  - making comparisons within and across books
  - learning a wider range of poetry by heart
  - preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience
- understand what they read by:
  - checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
  - asking questions to improve their understanding

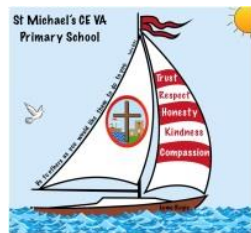
- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- predicting what might happen from details stated and implied
- summarising the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas
- identifying how language, structure and presentation contribute to meaning
- discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
- distinguish between statements of fact and opinion
- retrieve, record and present information from non-fiction
- participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously
- explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary
- provide reasoned justifications for their views

**Progression in Reading**

**Focus in...**

<b>Autumn term</b>	<b>Spring term</b>	<b>Summer term</b>
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		Word Reading		Comprehension				
		Phonics and Decoding	Common Exception Words Fluency	Comparing, Contrasting and Commenting	Words in Context and Authorial Choice	Inference and Prediction	Poetry and Performance	Non-Fiction
<b>Upper Key Stage 2</b>	<b>Year 5</b>	<ul style="list-style-type: none"> <li>□ To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues.</li> </ul>		<ul style="list-style-type: none"> <li>□ To read a wide range of genres, identifying the characteristics of text types (such as the use of the first person in writing diaries and autobiographies) and differences between text types.</li> <li>□ To participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously.</li> </ul>	<ul style="list-style-type: none"> <li>□ To discuss vocabulary used by the author to create effect including figurative language.</li> </ul>	<ul style="list-style-type: none"> <li>□ To make predictions based on details stated and implied, justifying them in detail with evidence from the text.</li> </ul>	<ul style="list-style-type: none"> <li>□ To continually show an awareness of audience when reading out loud using intonation, tone, volume and action.</li> </ul>	
		<ul style="list-style-type: none"> <li>□ To apply their growing knowledge of root words, prefixes and suffixes/ word endings, including -sion, -tion, -cial, -tial, -ant/-ance/-ancy, -ent/-ence/-ency, -able/-ably and -ible/ibly, to read aloud fluently.</li> </ul>		<ul style="list-style-type: none"> <li>□ To recommend texts to peers based on personal choice.</li> </ul>	<ul style="list-style-type: none"> <li>□ To evaluate the use of authors' language and explain how it has created an impact on the reader.</li> </ul>	<ul style="list-style-type: none"> <li>□ To draw inferences from characters' feelings, thoughts and motives.</li> </ul>		<ul style="list-style-type: none"> <li>□ To use knowledge of texts and organisation devices to retrieve, record and discuss information from fiction and non-fiction texts.</li> </ul>
			<ul style="list-style-type: none"> <li>□ To read some Y5/ Y6 exception words, discussing the unusual correspondences between spelling and sound and where these occur in the word</li> </ul>	<ul style="list-style-type: none"> <li>□ To identify main ideas drawn from more than one paragraph and to summarise these.</li> </ul>				



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**National Curriculum Requirements – Upper Key Stage 2**  
**Pupils should be taught:**

**Word Reading**  
 Pupils should be taught to:

apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in [English appendix 1](#), both to read aloud and to understand the meaning of new words that they meet



**Comprehension**

Pupils should be taught to:

- maintain positive attitudes to reading and an understanding of what they read by:
  - continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
  - reading books that are structured in different ways and reading for a range of purposes
  - increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions
  - recommending books that they have read to their peers, giving reasons for their choices
  - identifying and discussing themes and conventions in and across a wide range of writing
  - making comparisons within and across books
  - learning a wider range of poetry by heart
  - preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience
- understand what they read by:
  - checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
  - asking questions to improve their understanding

- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- predicting what might happen from details stated and implied
- summarising the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas
- identifying how language, structure and presentation contribute to meaning
- discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
- distinguish between statements of fact and opinion
- retrieve, record and present information from non-fiction
- participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously
- explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary
- provide reasoned justifications for their views

**Progression in Reading**

**Focus in...**

Autumn term | Spring term | Summer term

		Word Reading		Comprehension				
		Phonics and Decoding	Common Exception Words Fluency	Comparing, Contrasting and Commenting	Words in Context and Authorial Choice	Inference and Prediction	Poetry and Performance	Non-Fiction
<b>Upper Key Stage 2</b>	<b>Year 6</b>			<ul style="list-style-type: none"> <li>□ To listen to guidance and feedback on the quality of their explanations and contributions to discussions and to make improvements when participating in discussions.</li> <li>□ To draw out key information and to summarise the main ideas in a text.</li> <li>□ To distinguish independently between statements of fact and opinion, providing reasoned justifications for their views</li> </ul>		<ul style="list-style-type: none"> <li>□ To consider different accounts of the same event and to discuss viewpoints (both of authors and of fictional characters).</li> <li>□ To discuss how characters change and develop through texts by drawing inferences based on indirect clues.</li> </ul>	<ul style="list-style-type: none"> <li>□ To confidently perform texts (including poems learnt by heart) using a wide range of devices to engage the audience and for effect.</li> </ul>	<ul style="list-style-type: none"> <li>□ To retrieve, record and present information from non-fiction texts.</li> <li>□ To use non-fiction materials for purposeful information retrieval (e.g. in reading history, geography and science textbooks) and in contexts where pupils are genuinely motivated to find out information (e.g. reading information leaflets before a gallery or museum visit or reading a theatre programme or review).</li> </ul>
		<ul style="list-style-type: none"> <li>□ To read fluently with full knowledge of all Y5/ Y6 exception words, root words, prefixes, suffixes/word endings* and to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues.</li> </ul>	<ul style="list-style-type: none"> <li>□ To read most Y5/ Y6 exception words, discussing the unusual correspondences between spelling and sound and where these occur in the word.</li> </ul>	<ul style="list-style-type: none"> <li>□ To read for pleasure, discussing, comparing and evaluating in depth across a wide range of genres, including myths, legends, traditional stories, modern fiction, fiction from our literary heritage and books from other cultures and traditions.</li> <li>□ To explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary.</li> <li>□ To compare characters, settings and themes within a text and across more than one text.</li> <li>□ To recognise more complex themes in what they read (such as loss or heroism).</li> </ul>	<ul style="list-style-type: none"> <li>□ To analyse and evaluate the use of language, including figurative language and how it is used for effect, using technical terminology such as metaphor, simile, analogy, imagery, style and effect.</li> </ul>			