Word Reading	Positive Attitudes and Pleasure in Reading	Accuracy, Fluency and Understanding	Discussion, Retrieval and Analysis
W1. At this stage, teaching comprehension skills should be taking precedence over teaching word reading. Any focus on word reading should support the development of vocabulary.	P1. To develop positive attitudes to reading, and an understanding of what they read.	F1. To understand what they read, in books they can read independently.	D1. To 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.
W2. To read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word (Y3 list, moving to Y4 when ready)	P2. To listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks at an appropriate level for the year group.	F2. To identify how language, structure, and presentation contribute to meaning using texts at an appropriate level for the year group.	D2. To justify my response to the text by using evidence.
W3. To apply a growing knowledge of root words, prefixes and suffixes (etymology and morphology) both to read aloud and to understand the meaning of new words.	P3. To read books that are structured in different ways and read for a range of purposes P4. To identify and write about the features of different text types.	F3. To check that the text makes sense to them and discussing their understanding, and explaining the meaning of words in context F4. To self-correct where a text does not make sense.	D3. To make, respond and write contributions in a variety of group situations e.g. learning partners, groups, whole class. D4. To explain and discuss their understanding of what they have read, including through discussion and beginning to debate.
W4. e.g. dis, mis, sub-, super-, pre-, anti-, auto-, sure-, in-, il-, im-, -ation, -ous, -ssion, -sion, re-(See English appendix 1)	P5. To evaluate verbally and write about specific texts with reference to text types. P6. To increase familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally.	F5. To identify main ideas drawn from more than 1 paragraph and summarise these.	D5. To retrieve and record information from non-fiction
W5. To use the context of sentences to help me to read unfamiliar words.	P7. To retell and write about a range of stories that I am familiar with.	F6. To empathise with a character, inferring on character's thoughts and feelings justifying with some evidence both verbally and in written form.	D6. To prepare for research by identifying what I already know about the subject and writing key questions to structure the task (find answers)
W6. To read aloud fluently and confidently,	P8. To identify themes and conventions in a wide range of books P9. To start to make and write about simple connections between books by the same author e.g. Dick King Smith often wrote books about animals.	F7. To justify inferences with evidence from the text verbally and in written form.	D7. To use alphabetically ordered texts to find information.
W7. To read aloud to the punctuation.		F8. To justify predictions with evidence (details stated and implied) from the text both verbally and in written form.	D8. To use a range of organisational features to locate information such as, labels, diagrams and charts
W8. I can read aloud using intonation, tone and volume.	P10. To prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action. P11. To recognise some different forms of poetry [for example, free verse, narrative poetry]	F9. To ask and write questions to improve my understanding of a text.	D9. To begin to identify and comment verbally and in written form on the different points of view in the text.

	P12. To read, perform and write about a range of different forms of poems shape, calligrams, narrative. P13. **To use dictionaries to check the meaning of words that they have read** P14. **To discuss words and phrases that capture the reader's interest and imagination** P15. To discuss, explain and write about the meaning of words that I have read in my book.		D10. To understand what the writer might be thinking, for example, 'he thinks they are being mean.' D11. To can comment and write about on the choice of language to create moods and build tension, for example, crept makes you know he was quiet, but also that he was going slowly because he did not want to be caught. D12. To discuss and write words and phrases that capture the reader's interest and imagination.

Sentence Stems	Vocabulary
An argument for/against is… I understand, however… It appears to be… I enjoyed it because… Maybe next time you could try… My opinion is… Building on… I remember that...	Myth, legend, fable, script, scene, act, narrative, hook, dialogue, hero, villain, first person Preposition, conjunction word family, prefix clause, subordinate clause direct speech, consonant vowel, vowel inverted commas (or 'speech marks')