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 maintain positive attitudes to reading and an understanding of what they read.	F1. To understand what they read.	D1. 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.
W2. To read all of the Y5/6 words from the statutory spelling list (Y6 list and consolidation of Y5).	P2. To continue to read and discuss an increasingly 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 explore texts in groups and deepen my comprehension through discussion.
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. e.g. un+happy+ness, dis+repute+able, dis+respect+ful, re+engage+ment	P3. To read books that are structured in different ways and read for a range of purposes.	F3. To check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context.	D3. To provide reasoned justifications for my views in depth.
W4. To use etymology to help the pronunciation of new words.	P4. To increase 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.	F4. To summarise the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas.	D4. 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
W5. To maintain fluency and accuracy when reading books which are at an appropriate age and interest.	P5. To recommend books that they have read to their peers, giving reasons for their choices (verbal and written).	F5. To understand what I read by drawing inferences from indirect clues such as inferring characters' feelings, thoughts & motives from my actions, and justifying inferences with evidence both verbally and in written form.	D5. To use a reading journal to record on-going reflections and responses to personal reading.
W6. To read and respond to more sophisticated punctuation and maintain fluency and accuracy when reading complex and subordinate clauses.	P6. To identify and discuss themes and conventions in and across a wide range of writing.	F6. To predict what might happen from details stated and implied.	D6. To explain, discuss and record what I have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary. (non-fiction)
	P7. To make comparisons within and across books.	F7. To ask questions to improve their understanding.	D7. To accurately retrieve information using contents pages and indexes, summarizing and recording information found in non-fiction texts both verbally
	P8. To learn a wider range of poetry by heart.		
	P9. To prepare 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.		

| | P10. To explain the meaning of higher level vocabulary within the context of the text both verbally and in written form. | | and in written form.

D8. To locate and record clues to support understanding through close reading of the text and by reading ahead.

D9. To use a combination of skimming, scanning and close reading across a text to locate specific detail both verbally and in written form I can skim for gist

D10. To scan for and record key information e.g. identify words and phrases which tell you why the character is frustrated, or find words/phrases which suggest that a theme park is exciting.

D11. __To distinguish between statements of fact and opinion.__

D12. __To discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.__

D13. To talk and write about the authors techniques for describing characters, settings & actions

D14. To explain the effect on the reader of the author's choice of language and reasons why the author may have selected these words, phrases and techniques both verbally and in written form |

Sentence Stems	Vocabulary
On the one hand… I am convinced that… Given that… Another feature they have in common… The similarities/differences are significant because… Based on… Having considered… This infers… This suggests… Having considered… This is supported by the fact that… Possible improvement may include… Evidently… Owing to… After consideration/reflection… In summary… The consequences of…	Flash back, epilogue, prologue, protagonist, antagonist, convention, twist, mood, style, parody, cliché, biography, autobiography, tragedy, comical, subject, object active, passive synonym, antonym ellipsis, hyphen, colon, semi-colon, bullet points.