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Our Reading Curriculum



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Key Characteristics of a Reader

- Excellent phonic knowledge and skills.
- Fluency and accuracy in reading across a wide range of contexts throughout the curriculum.
- Develop a love of reading.
- Develop a rich vocabulary.
- Excellent comprehension skills.
- Develop extensive knowledge from all the different texts read.

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Big Ideas

- **Read words accurately**

This idea involves decoding and fluency.

- **Understand texts**

This idea involves understanding both the literal and more subtle nuances of texts.

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Breadth of Study Early Years : Reading Words

	Nursery	Mid-point Reception	End of Reception
Learning Experiences	Go on a print walk. Encourage children to point out any signs they see. Focus of common signs, e.g. Stop, Exit, Toilets. Display some of these signs in the relevant places in your setting where children can easily see them.	Read books with lots of rhyme. Encourage children to start joining in with the rhymes.	Introduce children to some common sight words. Put the words on cards and, as you read a story, point out the words in the story and on the word cards.
Continuous Provision	Share texts in meaningful contexts. Demonstrate reading posters, letters, lunch menus. Let children see you writing labels and notices for the classroom. Fill areas of the classroom with print, such as health leaflets and posters for a doctor's area; maps, brochures and timetables for a travel agency.	Using the log slices with sounds on in provision children make different words putting the sounds in the correct order e.g sit.	Hide tricky words on bean bags and catch on the parachute. Progress to writing on a whiteboard.

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	Nursery	Mid – point Reception	End of Reception
Outdoor Environment	Set up an alphabet hunt. Draw an alphabet with chalk and hide plastic letters in the outdoor area. Children have to look for the letters and place them on top of the correct letter of the chalk-written alphabet. As children develop phonological awareness they say the sound of their letter as they bring it back to the alphabet.	Play Find the Object: pull a letter out of the bag, say the sound, ask children to say the sound with you, then find an object that begins with that sound. Draw three-box phoneme frames with chalk. Write the first and last sound in each frame. Ask children to put a letter tile in the empty box to make a word.	Draw out a sight-word hopscotch. Encourage children to throw a beanbag onto a word, say the word and then hopscotch to it.
Purposeful Pedagogy	Children need to be taught explicitly the sounds of letters; they cannot make them up. Display alphabet letters where children can see them. Provide letters children can trace and copy, and letter-shaped cutters, which can be used in wet sand. Encourage children to find items that begin with the initial letter of their name.	Follow Read,Write inc Phonics. Revisit the sounds being taught throughout the day. Keep the activities as fun and engaging as possible.	Wait until children are beginning to grasp phonics before introducing common sight words that do not follow the phonics rules. Encourage children to become word detectives: this could be done wearing hats and using magnifying glasses with which they find examples of a particular word in a book. Often children recognise a sight word on a flashcard but struggle to pick it out in a book.
Learning Conversations	Provide alphabet knowledge in context. Point out letter names and sounds when children are playing,	Ask children questions such as 'What does this word begin (or end) with?'	Ask questions like 'Where might you find this word?'

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	e.g. 'Jamil, I see you are playing with a boat; that begins with b. Can you say it with me?' and 'Can you think of another word that begins with b?'.	and 'Which other words begin (or end) with this letter?'.	
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Breadth of Study Early Years : Understanding Texts

	Nursery	Mid-point Reception	End of Reception
Learning Experiences	Decide on a core of books that will be revisited to allow children to become familiar and confident with them. Take time to choose; these should be great books. Use the eight text types listed on page 31 to ensure children are introduced to different types of books. Include non-fiction books.	When you read to children, run your finger along the text and model intonation. Point out the features of different types of texts. Make some picture cards with significant words from the text. Point to the word and picture when you come to that word in the text. Encourage children to say the word with you.	Use your choice of books to increase children's knowledge of the world. With this knowledge, they will have a better understanding of texts.

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Continuous Provision	Provide opportunities for children to read books. Ensure there is easy access to the core books and picture books in an engaging and comfortable reading area. Place non-fiction books in areas that may engage children's curiosity, e.g. put books about famous buildings in the construction area.	Leave picture cards out for children to make up their own stories. Provide pictures of characters from books or puppets for children to act out familiar stories or make up stories of their own.	Encourage children to read to each other by providing books at many different levels, such as picture books and familiar books with repeated verses and rhymes.
	Nursery	Mid-point Reception	End of Reception
Outdoor Environment	Read books to children to encourage outdoor activities. The Bear's Winter House by John Yeoman could inspire children to build a house for a bear with items they can find outside.	Leave recipes for mud pies for children to use, with pictures and text. Display identification books and posters about birds, plants and animals that children might see in the outdoor area.	Leave movement instruction cards in the outdoor area for children to follow. Start with a word and picture, then progress to just the word. Provide books about the human body and keeping healthy.
Purposeful Pedagogy	Identify Tier 2 words (see page 29) from the texts you are going to use. Provide child-friendly definitions (the Collins Online Dictionary is a useful resource). Ask children to say the word with you. Give them an example of how the word might be used. Ask children to give other examples of	Read to children frequently, both individually, in small groups and as a whole class. Create comfortable places in which to read books. Display books in places that are easily	Use the following PEER framework from 'Preparing for Literacy: Improving communication, language and literacy in the early years' by the Education Endowment Foundation: <ul style="list-style-type: none"> • Prompt the child to say something about the book. • Evaluate their response.

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	how the word is used. Ensure children use the word in different contexts from that used in the book. Use retrieval practice to revisit the word over the next few days, weeks and months until children use it independently.	accessible to children. Ensure children see you reading. Run a session for parents on reading at home with their children.	<ul style="list-style-type: none">• Expand their response by rephrasing or adding information to it.• Repeat the prompt to help the child learn from the expansion.
Learning Conversations	Ask questions such as 'Which is your favourite book?' and 'What do you like about it?'.	Make books with children. Ask them what they are going to put on their title page and where they will write their name as the author.	Ask questions such as: 'What do you think this story is going to be about?', 'How do you know ...?', 'What might happen if ...?', 'What would you do if it was you ...?', 'What might ... do next?'.

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Breadth of Study Key Stage One and Two

Key Stage 1	Key Stage 2
<ul style="list-style-type: none">• Listen to traditional tales.• Listen to a range of texts.• Learn some poems by heart.• Become familiar with a wide range of texts of different lengths.• Discuss books.• Build up a repertoire of poems to recite.• Use the class and school libraries.• Listen to short novels over time.	<ul style="list-style-type: none">• Read and listen to a wide range of styles of text, including fairy stories, myths and legends.• Listen to and discuss a wide range of texts.• Learn poetry by heart.• Increase familiarity with a wide range of books, including myths and legends, traditional stories, modern fiction, classic British fiction and books from other cultures.• Take part in conversations about books.• Learn a wide range of poetry by heart.• Use the school and community libraries.• Look at classification systems.• Read and listen to whole books

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Milestones Nursery to end of Reception

	End of Nursery	Mid-point Reception	End of Reception
Read words accurately	<ul style="list-style-type: none"> • Pretends to read books. • Understands how books should be handled. • Names some objects in a book. • Talks about characters in books. • Is able to fill in gaps in familiar books. • Listens to stories. • Asks adults to read or write with them. • Begins to pay attention to specific print such as the first letters of their names. 	<ul style="list-style-type: none"> • Enjoys listening to and joining in with stories. • Uses language from stories. Understands that print carries a message. • Understands that print is read left to right and top to bottom. • Makes attempts to read and write. • Identifies familiar signs and labels. • Participates in rhyming games. • Can count or clap syllables. • Recognises initial sounds. • Says the sounds for individual letters. 	<ul style="list-style-type: none"> • Reads simple phrases and sentences. • Enjoys a range of books. • Knows that information can be retrieved from books. • Retells simple stories. • Can describe settings, events and characters in some detail. • Uses vocabulary they have heard in books. Is developing phonological awareness. • Shows familiarity with rhyming and beginning sounds. • Reads some high-frequency words. • Is beginning to blend and segment sounds.

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Milestones Years 1 to 6

	Milestone 1 Years 1 and 2	Milestone 2 Years 3 and 4	Milestone 3 Years 5 and 6
Read words accurately This big idea involves decoding and fluency.	<ul style="list-style-type: none"> • Apply phonic knowledge and skills as the route to decode words. • Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes. • Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught. • Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word. • Read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings. • Read other words of more than one syllable that contain taught GPCs. • Read words with contractions (for example, I'm, I'll, we'll) and understand that the apostrophe represents the omitted letter(s). 	<ul style="list-style-type: none"> • Apply a growing knowledge of root words, prefixes and suffixes (etymology and morphology). • Read further exception words, noting the spellings. 	<ul style="list-style-type: none"> • Apply knowledge of root words, prefixes and suffixes. • Read age-appropriate books with confidence and fluency (including whole novels). <p>(Note: this should be through normal reading rather than direct teaching.)</p>

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	<ul style="list-style-type: none">• Read aloud accurately books that are consistent with phonic knowledge and that do not require other strategies to work out words.• Re-read these books to build up fluency and confidence in word reading.• Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.• Read accurately words of two or more syllables that contain the same graphemes as above.• Read words containing common suffixes.• Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered.• Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words. accurately, automatically and without undue hesitation.• Re-read books to build up fluency and confidence in word reading.		
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<p>Understand texts This big idea involves understanding both the literal and more subtle nuances of texts.</p>	<p>Milestone 1 Years 1 and 2</p> <ul style="list-style-type: none"> • Discuss events. • Predict events. • Link reading to own experiences and other books. • Join in with stories or poems. • Check that reading makes sense and self-correct. • Infer what characters are like from actions. • Ask and answer questions about texts. • Discuss favourite words and phrases. • Listen to and discuss a wide range of texts. 	<p>Milestone 2 Years 3 and 4</p> <ul style="list-style-type: none"> • Draw inferences from reading. • Predict from details stated and implied. • Recall and summarise main ideas. • Discuss words and phrases that capture the imagination. • Retrieve and record information from non-fiction, using titles, headings, sub-headings and indexes. • Prepare poems and plays to read aloud with expression, volume, tone and intonation. • Identify recurring themes and elements of different stories (e.g. good triumphing over evil). • Recognise some different forms of poetry. 	<p>Milestone 3 Years 5 and 6</p> <ul style="list-style-type: none"> • Recommend books to peers, giving reasons for choices. • Identify and discuss themes and conventions in and across a wide range of writing. • Make comparisons within and across books. • Learn a wide range of poetry by heart. • 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. • Check that the book makes sense, discussing understanding and exploring the meaning of words in context. • Ask questions to improve understanding. • Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. • Predict what might happen from details stated and implied.
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		<ul style="list-style-type: none">• Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.• Identify how language, structure and presentation contribute to meaning.• Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.• Retrieve and record information from non-fiction.• Participate in discussion about books, taking turns and listening and responding to what others say.• Distinguish between statements of fact and opinion.• Provide reasoned justifications for views.
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Progression of Milestones Across Year Groups

Read Words Accurately

Year One	Year Two	Year Three
Begins to apply phonic knowledge and skills from phases 2, 3 and 4 to decode words.	Generally, applies phonic knowledge and skills from phase 2, 3, 4 and 5 to decode words. Independently applies phonic knowledge and skills to decode words.	Begins to apply knowledge of simple root words, prefixes and suffixes to construct the meaning of words in context.
Responds speedily with the correct sound to graphemes (letters or groups of letters) for phase 2 and phase 3 phonemes	Responds speedily with the correct sound to graphemes (letters or groups of letters) for all phase 2, 3 and 5 phonemes. Begins to include alternative sounds for graphemes.	Beginning to read some exception words. With support, notes the spellings for further exception words.
Begins to blend sounds in unfamiliar words (CVC, CVCC, CCVC, CCVCC, CVCe and CCVCe) containing GPCs that have been taught	Accurately blends sounds in unfamiliar words containing GPCs that have been taught.	

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Year One	Year Two	
Begins to read common words, noting unusual correspondences between spelling and sound and where these occur in the word.	Independently reads common exception words, noting the unusual correspondences between spelling and sound and where these occur in a word. Independently reads words with taught GPCs and –s, –es, –ing, –ed, –er and –est endings.	
Begins to read words with known GPCs and noticing –s, –es, –ing, –ed, –er and –est endings	Independently reads phonically decodable two and three syllable words with accuracy.	
With support reads phonically decodable words of more than one syllable.	Generally reads most contractions accurately and understands that the apostrophe represents the omitted letter.	
Begins to read common contractions, for example, I'll, I'm, we'll. Begins to understand that the apostrophe represents the omitted letter.	Generally reads aloud books that are consistent with phonic knowledge with at least 90% accuracy. Generally, re-reads books with some fluency, pace and expression.	
With the support of a teacher, reads aloud books that are consistent with phonic knowledge with at least 90% accuracy. Begins to re-read books with some accuracy and fluency. Begins to read some phrases fluently.	Reads accurately by blending the sounds in words that contain the graphemes taught so far (phase 5 and beyond); recognising alternative sounds for graphemes.	

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Year One	Year Two	
Reads accurately by blending the sounds in words that contain the graphemes taught so far (up to phase 5). Begins to recognise alternative sounds for graphemes.	Generally reads accurately words of two or more syllables that contain graphemes taught so far (phase 5 and beyond).	
Reads accurately words of two or more syllables that contain graphemes taught so far (up to phase 5). [W2]	Uses knowledge of word formation and a more extensive range of prefixes and suffixes to construct the meanings of words in context.	
Reads words containing common suffixes; including –s, –es, –ing, –ed, –er and –est endings.	Independently reads all common exception words, noting the unusual correspondence between spelling and sound and where these occur in a word.	
Reads many common exception words [W3], noting the unusual correspondence between spelling and sound and where these occur in a word.	Independently reads most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered.	
Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered.	Without support, reads aloud books that are closely matched to their improving phonic knowledge, with at least 90% accuracy.	

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Year One	Year Two	
With support, reads aloud books that are closely matched to their improving phonic knowledge, with at least 90% accuracy.	Generally reads most words quickly (over 90 words per minute) and accurately, without overt sounding and blending, when they have been frequently encountered.	
Sounds out many unfamiliar words accurately.	Without support, reads aloud books that are closely matched to their improving phonic knowledge, with at least 90% accuracy.	
With support, re-read books with some fluency, pace, phrasing and expression. Shows confidence in word reading.	Re-reads books smoothly, with fluency, pace, phrasing and expression.	

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Read Words Accurately

Year Four	Year Five	Year Six
Able to apply knowledge of all age-related root words, prefixes and suffixes independently.	Begins to apply a 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.	Generally, applies 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.
Generally, able to read further exception words, and note the spelling.	Fluency is beginning to show.	Novels are read fluently.

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Understanding Texts

	Year One	Year Two
Discuss Events	With support, understands main events or key points in a text that they can read accurately and those they listen to. With the support of a teacher, sequences a simple story and discusses the significance of the title and events.	Generally, develops pleasure in reading, by discussing the sequence of events in books and how items of information are related. Retells the story from the text and illustrations.
Predict Events	With prompts, predicts what might happen; in both books that they read accurately and those they listen to; on the basis of what has been read so far.	Generally, predicts what might happen, in both books that they read accurately and those they listen to; on the basis of what has been read so far. Children will independently, make plausible predictions based on knowledge of the text and justify predictions by referring to text.
Link reading to own experience and other books	With support, begins to link what they read or hear to own experiences and other books.	Generally, makes links to own experiences and other books, drawing on what they already know or on background information and vocabulary provided by the teacher.
Join in with stories or poems	With support, recognises and joins in with familiar or predictable phrases in stories or poems	Generally, joins in with stories or poems; keeping pace, taking note of punctuation and using it to keep track of longer sentences. Sustains interest in longer texts.

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Understanding texts continued	Year One	Year Two
Check that reading makes sense and self-correct.	With the support of a teacher, checks that the text makes sense as they read and corrects inaccurate reading.	Checks that the text makes sense as they read and corrects inaccurate reading. Generally, checks that the word(s) that have been decoded fits with what else has been read and makes sense in the context of what is already known. [
Infer what characters are like from actions	In discussions with a teacher, makes simple inferences about characters, based on what is being said or done in books that they read accurately and those they listen to. Uses role play to identify with and explore characters	Uses role play and other drama techniques to identify with and explore characters Independently, recognises how characters are presented in different ways and responds to this with reference to the text.
Ask and answer questions about texts.	With the support of a teacher, locates specific information in response to a simple question. With support, asks simple questions about the text	Locates specific information in response to a simple question in books that they read accurately and those they listen to. Is able to answer and ask straightforward questions about a text. Independently, locates information confidently and efficiently by using appropriate skills and strategies. Asks relevant questions about texts and answers questions, using evidence from the text.
Discuss favourite words and phrase	With support, begins to respond to and discuss a text by identifying words/phrases that they like.	Identifies and discusses favourite words and phrases in a text, for example, language choices; such as rhyme or alliteration, or 'sparkling' as a good word choice and begins to consider the effect on the reader, for example, identifies language used to create moods and build tension.

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Understanding texts continued	Year One	Year Two
Listen to and discuss a wide range of texts.	With support, listens to and discusses a wide range of poems, stories and nonfiction; including text at a level beyond that at which they can read independently	Listens to, discusses and expresses views about a wide range of poetry, stories and non-fiction; including text at a level beyond that at which they can read independently. Takes turns and listens to what others say. There is some awareness that writers write for particular purposes.
Recognise and join in with (including role-play) recurring language	With support, recognises and joins in with recurring language and predictable phrases in stories and poetry. During role play begins to try out recurring language and/or familiar story language; such as 'Once upon a time...', 'Not now Bernard'.	Recognises and joins in with recurring language in stories and poetry. During role play uses recurring language and/ or familiar story language such as 'Once upon a time...', 'Not now Bernard'. Begins to use expression, volume and action in order to show an understanding of 'performance'.
Explain and discuss understanding of texts.	With support, explains a text that has been read to them and begins to discuss their understanding of it.	Explains and discusses understanding of books, poems and other material; including those that they listen to and those that they read themselves. Without support, clearly explains a text and discusses their understanding of it. Begins to make links between different texts
Discuss the significance of the title and events.	With support, discusses the title, blurb, illustrations and is beginning to understand their purpose. Begins to generate simple questions or predictions based on the title, blurb or illustrations.	Locates and discusses the title, blurb and illustrations and understands their purpose. Begins to use title, blurb and illustrations to help make informed choices, for example, to choose a book that will help during research.

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Understanding Texts

	Year Three	Year Four
Draw inferences from reading.	With the support of a teacher, simple inferences can be made using evidence from the text.	In a range of texts, inferences can be made, such as: inferring characters' feelings, thoughts and motives from their actions.
Recall and summarise main ideas.	With the support of a teacher, the main points of a text are understood and can be recalled and summarised.	Recalls and summarises the main ideas and themes across a range of texts. Identifies key features, themes and characters and selects sentences, phrases and relevant information to support views.
Discuss words and phrases that capture the imagination.	With the support of a teacher, identifies where language is used to create mood or build tension. With the support of a teacher, identifies a few basic features of the writer's use of language but with little or no comment, for example, 'There are lots of adjectives in this text.'	Comments on the choice of language in order to create moods and build tension. The effect that language has on the reader is discussed. Beginning to consider the impact of descriptive style : for example, 'all the questions make you want to find out what happens next' and 'The adverbial phrase 'In the misty midnight air...' creates suspense.'
Retrieve and record information from non-fiction, using titles, headings, sub-headings and indexes.	With the support of a teacher, shows some awareness of organisational features. With the support of a teacher, retrieves and records information; using basic organisational features, such as the title and main headings.	Organisational features and conventions are identified and used to locate and retrieve information; for example, title, index, glossary and contents.

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Understanding Texts continued	Year Three	Year Four
Prepare poems and plays to read aloud with expression, volume, tone and intonation.	With the support of a teacher, listens to, discusses and expresses views about poetry and plays. Begins to read aloud with expression, volume, tone and intonation. Begins to use performance to extend their interest in the meaning and origin of words.	With guidance, prepares poems and play scripts in order to read aloud and to perform; showing understanding through intonation, tone, volume and action. Uses performance to extend interest in the meaning and origin of words. Learns a wider range of poetry by heart.
Identify recurring themes and elements of different stories.	With support, begins to recognise themes in what they read; such as the triumph of good over evil or the use of magical devices in fairy stories and folk tales.	Recognises themes in what they read; such as the triumph of good over evil or the use of magical devices in fairy stories and folk tales.
Recognise some different forms of poetry.	With the support of a teacher, begins to recognise that there are different forms of poetry; for example, nursery rhymes, haiku's, limericks, narrative poetry, nonsense poetry etc.	Identifies different types of poetry and their forms; for example, haiku's, limericks, narrative poetry, nonsense poetry etc.
Explain and discuss understanding of reading, maintaining focus on the topic.	With support, participates in discussion about books; including those that are read to them and those they can read for themselves. With the support of a teacher, explains and discusses ideas, whilst maintaining a focus on the topic.	Participates in discussions about books and is able to explain and discuss ideas, whilst maintaining a focus on the topic. Recommends books that they have read, giving reasons for their choices.

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Understanding Texts

	Year Five	Year Six
Recommend books to peers, giving reasons for choices.	With the support of a teacher, expresses a personal viewpoint and response to a text; giving simple reasons for choices. Sometimes refers to text when explaining views.	Expresses a personal viewpoint and response to a text, giving reasons for choices and recognising its effect on a reader. Refers to the text when explaining views.
Identify and discuss themes and conventions in and across a wide range of writing.	With the support of a teacher, begins to identify main themes across a range of writing and is able to discuss them; for example, loss and heroism. With the support of a teacher, begins to identify the conventions of different types of writing; such as, the use of the first person in writing diaries and autobiographies.	Identifies main themes across a wide range of writing and is able to discuss them; using reference to the text(s); for example, loss and heroism. Identifies and discusses the conventions of different types of writing; such as, the use of the first person in writing diaries and autobiographies.

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Understanding Texts continued	Year Five	Year Six
Make comparisons within and across books	With the support of a teacher, begins to notice and discuss simple comparisons within and across books, for example, genre, theme and plot.	Makes comparisons within and across books, for example, themes, genre, plot, characters setting and organisational devices and compares and contrasts the styles of different writers and poets, giving examples from the text(s) without support.
Learn a wide range of poetry by heart.	Learns some poetry by heart in order to recite aloud. May need prompting throughout recital.	Learns a range of poetry by heart in order to recite aloud.
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	With the support of a teacher, begins to prepare and perform poems and plays aloud; showing some understanding of the text through intonation, tone, volume and action.	Prepares and performs poems and plays aloud; showing understanding of the text through intonation, tone, volume and action. Shows awareness of audience; for example, varying expression to show different characters' voices.
Check that the book makes sense, discussing understanding and exploring the meaning of words in context	When reminded, re-reads and reads ahead to determine meaning. Generally, uses knowledge of known words to read unknown words. Begins to show that they understand what has been read by checking that the book makes sense to them.	Uses a range of strategies to read appropriate texts fluently and accurately. Applies spelling, grammar and punctuation knowledge to read confidently with appropriate phrasing and intonation. Shows that they understand what they read by checking that the book makes sense to them.

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Understanding Texts continued	Year Five	Year Six
Ask questions to improve understanding.	With the support of a teacher, asks relevant questions to improve understanding.	Asks timely and relevant questions to improve understanding. Without support, is able to generate questions about the text in order to improve understanding.
Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence	Begins to infer meaning using evidence from the text, but may need prompts to offer more in depth responses.	In responding to a range of texts, shows understanding of significant ideas, themes, events and characters, beginning to use inference and deduction. Refers to text when explaining views
Predict what might happen from details stated and implied	Uses knowledge of structure/content of a text in order to make or confirm predictions.	In a range of texts uses structure and/or content to make predictions, effectively supported with relevant references to the text to explain views.

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Understanding Texts continued	Year Five	Year Six
Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.	With the support of a teacher, locates relevant information in a text and draws out the key details to summarise the main ideas.	Independently, locates relevant information in a text and draws out the key details to summarise the main ideas. Independently, locates information effectively and supports responses with relevant references to the text.
Identify how language, structure and presentation contribute to meaning.	With the support of a teacher, identifies features of different fiction genres, for example, science fiction, adventure, myths and legends etc. With the support of a teacher, identifies structure and language features of a range of non-fiction text types, for example, subtitles and headings in explanations and recounts and emotive language in persuasion.	Recognises and uses knowledge of structure and language features of both fiction and non-fiction text types in order to support understanding when reading.
Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.	With the support of a teacher, understands the difference between literal and figurative language. Begins to refer to language and theme when justifying their views. Comments	Discusses and evaluates how authors use language and the impact on the reader. Generally, understands the difference between literal and figurative language.

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	on the effectiveness of the author's language to create mood and build tension.	Comments on its effectiveness and its impact upon the reader. Identifies and describes style and technical terms of individual writers or poets; for example, metaphor, simile, analogy, imagery, style and effect.
Understanding Texts continued	Year Five	Year Six
Retrieve and record information from non-fiction	With the support of a teacher, locates information in non-fiction texts by beginning to use appropriate skills; for example, non-fiction features such as headings and subtitles, skimming, scanning, text marking and by using ICT resources. Begins to record information appropriately.	Quickly retrieves and records information from non-fiction, using the structure of the text to support. Uses skills of skimming, scanning and text marking to locate relevant information. Generally, records information from non-fiction text appropriately
Participate in discussion about books, taking turns and listening and responding to what others say	With the support of a teacher, participates in discussion about books, taking turns and responding to what others say. With prompts, can discuss personal viewpoints in response to a text. With the support of a teacher, refers to the text when explaining views.	Refers to text when explaining views and generally participates in discussion about books, taking turns and responding to what others say. Discusses personal viewpoints confidently in response to a text
Distinguish between statements of fact and opinion.	With the support of a teacher, begins to distinguish between statements of fact and opinion. For example, distinguishing between established facts and personal viewpoints	Independently, distinguishes between statements of fact and opinion. For example, distinguishing between established facts and personal viewpoints.

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Provide reasoned justifications for views.	With the support of a teacher, begins to find reasons to justify a viewpoint.	Independently, provide reasoned justifications for views, using a range of evidence to support.
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