

Reading Top Ten

Respect, Pride, Inclusion, Challenge, Creativity, Resilience

Reading for Pleasure	1) Enjoy listening to songs and stories read to you by an adult.
Word Reading	2) Link sounds to letters, naming and sounding out letters of the alphabet.
Decoding	3) Read your own name.
Fluency	4) Sing songs and say rhymes.
Comprehension	5) Hold books the correct way and talk about new words.
Explain	6) Answer how and why questions about stories.
Discuss	7) Have favourite books and talk about them. Initiate choosing a book for an adult to read.
Retrieve	8) Find the main character in a story. Repeat words and phrases from familiar stories.
Inference-interpret and choice	9) Say some of the key parts of a story.
Inference-interpret and choice	10) Say what you think about an image.

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Reading for Pleasure	1) Choose one of your own reading books from the Reading Road Map including some non-fiction books.
Word Reading	2) Use your phonics from phases _ - _ when reading words. Use your phonics sounds to help decode new words until you can read them without having to.
Decoding	3) Read accurately by blending sounds in words that contain the graphemes taught so far. Read words with more than two syllables, accurately.
Fluency	4) Retell familiar stories and consider their characteristics. Recite some poems and rhymes.
Comprehension	5) Recognise a wide range of contemporary and classic poetry. Recognise simple recurring literary language in stories and poetry.
Explain	6) Understand the order of texts. Know that stories need to be read from beginning to end. Understand cause and effect in stories and non-fiction texts.
Discuss	7) Listen to and respond to contributions from others, thinking about different points of view. Explain your understanding of texts read, in class and group discussions.
Retrieve	8) Collect information from non-fiction (and fiction) texts by finding the relevant information and copying key words and phrases.
Inference-interpret and choice	9) Use the words read, ideas discussed and information you already know, to predict what might happen next.
Inference-interpret and choice	10) Find actions to show how characters feel or to tell us what they are doing.

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Reading for Pleasure	1) Choose your own Reading Road Map books. Choose different genres of books that are structured in different ways are for different purposes.
Word Reading	2) Know what root words are and how to read them with prefixes and suffixes. Prefixes: 'pre-', 'dis-', 'mis-', 're-', 'sub-', 'tele-', 'super-', 'auto-) Suffixes: 'less' and 'ly'.
Decoding	3) Make good attempts to decode unfamiliar words, using phonics sounds.
Fluency	4) Prepare poems and playscripts to read aloud and show you understand it by using intonation, tone, volume and action.
Comprehension	5) Identify how language, structure and presentation contribute to meaning. Evaluate how information is organised within non-fiction (subheadings, text boxes, contents and glossary pages, bullet points and diagrams).
Explain	6) Identify themes and conventions in a wide range of books: <ul style="list-style-type: none"> • triumph of good over evil • use of magical devices • key features of folk tales.
Discuss	7) Make your own contributions in discussions, following agreed rules, to suggest ideas and respond to ideas from others about books you have read or listened to.
Retrieve	8) Be clear on what you are looking for, in a text, before you look for it. Decide whether to text is useful for you to get the information you want, before using it.
Inference-interpret and choice	9) Predict what might happen from what you have read so far. Use the Knowledge Organiser display and work in your English book to help you remember what has happened in the book so far and to revise new vocabulary.
Inference-interpret and choice	10) Use some text-marking to show where important parts of the text are. Show where characters' feelings and thoughts are a result of a motive and the other way round.



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Reading for Pleasure	1) Choose your own book from the Reading Road Map. Use DEAR time to enjoy reading a text you have chosen for yourself and change them to make sure you are reading texts for different purposes.
Word Reading	2) Read words with some prefixes and suffixes: Prefixes 'in-', 'il-', 'im-' and 'ir-' 'anti-' and 'inter-' Suffixes '-ing', '-en', '-er', 'ed', '-tion', '-sion', '-ssion', '-cian', '-ation'
Decoding	3) Try to read and match new words you read with familiar words. Read new words with confidence.
Fluency	4) Re-read and rehearse poems and plays for performance.
Comprehension	5) Recognise texts as specific genres and be able to retell some of them, orally (for example: different forms of poetry, Myths and Legends). Discuss features of explanatory texts including purpose, structure, language and presentational features.
Explain	6) Identify themes and conventions in a wide range of texts, such as: <ul style="list-style-type: none"> the greeting in letters a diary written in the first person prepositional devices headings and subheadings
Discuss	7) Discuss words and phrases that capture the reader's interest and imagination. Talk about how this helps you to identify the type of writing that it is.
Retrieve	8) Identify the main ideas from more than one paragraph. Navigate texts to find and copy information in print and on screen.
Inference-interpret and choice	9) Predict what might happen from details that have been stated and from details/descriptions that imply what might happen. Use previous actions to infer and predict.
Inference-interpret and choice	10) Find words/phrases that the author has chosen to use to suggest how a character is feeling. Use text-marking to identify where evidence may be.





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Reading for Pleasure	1) Choose your own reading book from the Reading Road Map and recommend some to others.
Word Reading	2) Explore new vocabulary using all letters to help with pronunciation.
Decoding	3) Read most words effortlessly and work out unfamiliar words with increasing automaticity.
Fluency	4) Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, so that the meaning is clear to the audience.
Comprehension	5) Recognise themes in modern fiction and fiction from our heritage such as heroism and loss.
Explain	6) Identify how language, structure and presentation contribute to meaning but recognising features, such as: <ul style="list-style-type: none"> • use of first person in diaries and autobiographies • use of tenses in narratives • use of formal register in non-fiction texts.
Discuss	7) Participate in discussions, sharing your own ideas and asking questions about others', courteously. Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.
Retrieve	8) Retrieve, record and present information from non-fiction. Summarise the main points from more than one paragraph by identifying the key details that support the main ideas.
Inference-interpret and choice	9) Locate clues to help support ideas and make predictions. Use clues to help suggest which literary devices may be used and what might happen.
Inference-interpret and choice	10) Draw inferences (such as characters' feelings, thoughts and motives) from evidence in the text. Compare characters, settings and themes in texts read.





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Reading for Pleasure	1) Choose your own reading book from the Reading Road Map and recommend your favourites to others, giving reasons for your choices.
Word Reading	2) Identify root words in books you are reading and using knowledge to read them accurately with their prefixes and suffixes. Use a dictionary. Understand new root words.
Decoding	3) Read words effortlessly, with automaticity and fluency. For new words, use all letters to ensure correct pronunciation.
Fluency	4) Read aloud (and learn by heart) from a variety of genres with accuracy. Use appropriate expression, intonation, smoothness and volume for the text and phrasing including reading different dialects.
Comprehension	5) Recognise themes in what they read and link them to other texts read. <ul style="list-style-type: none"> • friendship, family and emotions • diversity, inclusion, tolerance and challenges • morals, decisions, consent and cultural awareness
Explain	6) Use PEE to make a point, provide evidence and explain your reasoning when identifying how language, structure and presentation contribute to meaning.
Discuss	7) Discuss what you hear and read, such as metaphor, simile, analogy, imagery, style and effect.
Retrieve	8) Know what information they need to look for before they begin to read about a subject/visit a place of interest by using reference books, information leaflets, programmes and websites etc.
Inference-interpret and choice	9) Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence and using this to infer the character's personality.
Inference-interpret and choice	10) Compare characters, consider different accounts of the same event and discuss viewpoints (both of authors and of fictional characters), within a text and across more than one text.



