

**English**  
**Reading Progression**



## Little Wandle Letters and Sounds Revised Programme Progression

This programme overview shows the progression of GPCs and tricky words that we teach term-by-term. The progression has been organised so that children are taught from the simple to more complex GPCs, as well as considering the frequency of their occurrence in the most commonly encountered words. All the graphemes taught are practised in words, sentences, and later on, in fully decodable books. Children review and revise GPCs and words, daily, weekly and across terms and years, in order to move this knowledge into their long-term memory. Children need to learn to read as quickly as reasonably possible, so they can move from learning to read, to reading to learn, giving them access to the treasure house of reading. Our expectations of progression are aspirational yet achievable if schools maintain pace, practice and participation by all children. Children who are not keeping-up with their peers should be given additional practice immediately through keep-up sessions.

### Reception

Autumn 1 Phase 2 graphemes	New tricky words
s a t p i n m d g o c k c k e u r h b f l	is I the

Autumn 2 Phase 2 graphemes	New tricky words
ff ll ss j v w x y z zz qu ch sh th ng nk <ul style="list-style-type: none"> <li>• words with –s /s/ added at the end (hats sits)</li> <li>• words ending –s /z/ (his) and with –s /z/ added at the end (bags)</li> </ul>	put* pull* full* as and has his her go no to into she push* he of we me be

\*The tricky words 'put', 'pull', 'full' and 'push' may not be tricky in some regional pronunciations; in which case, they should not be treated as such.

Spring 1 Phase 3 graphemes	New tricky words
ai ee igh oa oo oo ar or ur ow oi ear air er <ul style="list-style-type: none"> <li>• words with double letters</li> <li>• longer words</li> </ul>	was you they my by all are sure pure

Spring 2 Phase 3 graphemes	No new tricky words
Review Phase 3 <ul style="list-style-type: none"> <li>• longer words, including those with double letters</li> <li>• words with –s /z/ in the middle</li> <li>• words with –es /z/ at the end</li> <li>• words with –s /s/ and /z/ at the end</li> </ul>	Review all taught so far

Summer 1 Phase 4	New tricky words
Short vowels with adjacent consonants <ul style="list-style-type: none"> <li>CVCC CCVC CCVCC CCCVC CCCVCC</li> <li>longer words and compound words</li> <li>words ending in suffixes:               <ul style="list-style-type: none"> <li>-ing, -ed /t/, -ed /id/ /ed/, -est</li> </ul> </li> </ul>	said so have like some come love do were here little says there when what one out today

Summer 2 Phase 4 graphemes	No new tricky words
Phase 3 long vowel graphemes with adjacent consonants <ul style="list-style-type: none"> <li>CVCC CCVC CCCVC CCV CCVCC</li> <li>words ending in suffixes:               <ul style="list-style-type: none"> <li>-ing, -ed /t/, -ed /id/ /ed/, -ed /d/ -er, -est</li> </ul> </li> <li>longer words and compound words</li> </ul>	Review all taught so far

### Year 1

Autumn 1	Review tricky words Phases 2–4
Review Phase 3 and 4 <b>Phase 5</b> /ai/ ay play /ow/ ou cloud /oi/ oy toy /ea/ ea each	Phases 2–4: the put* pull* full* push* to into I no go of he she we me be was you they all are my by sure pure said have like so do some come love were there little one when out what says here today

\*The tricky words 'put', 'pull', 'full' and 'push' may not be tricky in some regional pronunciations; in which case, they should not be treated as such.

Autumn 2 Phase 5 graphemes	New tricky words
/ur/ ir bird /igh/ ie pie /oo/ /yoo/ ue blue rescue /yoo/ u unicorn /oa/ o go /igh/ i tiger /ai/ a paper /ee/ e he /ai/ a-e shake /igh/ i-e time /oa/ o-e home /oo/ /yoo/ u-e rude cute /ee/ e-e these /oo/ /yoo/ ew chew new /ee/ ie shield /or/ aw claw	their people oh your Mr Mrs Ms ask* could would should our house mouse water want

\*The tricky word 'ask' may not be tricky in some regional pronunciations; in which case, it should not be treated as such.

Spring 1 Phase 5 graphemes	New tricky words
/ee/ y funny /e/ ea head /w/ wh wheel /oa/ oe ou toe shoulder /igh/ y fly /oa/ ow snow /j/ g giant /f/ ph phone /l/ le al apple metal /s/ c ice /v/ ve give /u/ o-e o ou some mother young /z/ se cheese /s/ se ce mouse fence /ee/ ey donkey /oo/ ui ou fruit soup	any many again who whole where two school call different thought through friend work

Spring 2 Phase 5 graphemes	New tricky words
/ur/ or word /oo/ u oul awful could /air/ are share /or/ au aur oor al author dinosaur floor walk /ch/ tch ture match adventure /ar/ al a half* father* /or/ a water schwa in longer words: different /o/ a want /air/ ear ere bear there /ur/ ear learn /r/ wr wrist /s/ st sc whistle science /c/ ch school /sh/ ch chef /z/ ze freeze schwa at the end of words: actor	once laugh because eye

\*The tricky words 'half' and 'father' may not be pronounced as this in some regional pronunciations; in which case, they should not be treated as such.

### Summer 1: Phonics screening check review – no new GPCs or tricky words

Summer 2 Phase 5 graphemes	New tricky words
/ai/ eigh aigh ey ea eight straight grey break /n/ kn gn knee gnaw /m/ mb thumb /ear/ ere eer here deer /zh/ su si treasure vision /j/ dge bridge /i/ y crystal /j/ ge large /sh/ ti ssi si ci potion mission mansion delicious /or/ augh our oar ore daughter pour oar more	busy beautiful pretty hour move improve parents shoe

EYFS	
Reading – Word Reading	
Skills	Objectives Reception ELG
Decoding	<p>Read individual letters by saying the sounds for them.</p> <p>Blend sounds into words, so that they can read short words made up of letter-sound correspondences.</p> <p>Read some letter groups that each represent one sound and say sounds for them.</p> <p>Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</p> <p>To say a sound for each letter in the alphabet and at least 10 digraphs.</p> <p>To read words consistent with their phonic knowledge by sound-blending.</p> <p>To read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p>
Common Exception Words	<p>To read a few common exception words matched to Little Wandle Letters and Sounds.</p> <p>To read some common irregular words.</p>
Fluency	<p>Blend sounds into words, so that they can read short words made up of letter-sound correspondences.</p> <p>Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</p> <p>Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p> <p>To read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p>

EYFS	
Reading – Comprehension	
Skills	Objectives Reception ELG
Understanding and Correcting Inaccuracies	<p>Engage in conversations about stories.</p> <p>Understand and respond to what I have read.</p> <p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p>
Connecting and becoming familiar with texts	<p>Join in with rhymes and stories.</p> <p>Talk about events and characters in books.</p> <p>Tell a story using pictures.</p> <p>Join in with a group retelling of a familiar story.</p> <p>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>Anticipate (where appropriate) key events in stories.</p> <p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p>
Non-Fiction	<p>Understand and respond to what I have read.</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</p>

<p style="text-align: center;"><b>Poetry and Performance</b></p>	<p>Use vocabulary and events from stories in my play. Join in with a group retelling of a familiar story. Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Make use of props and materials when role playing characters in narratives and stories. Invent, adapt and recount narratives and stories with their peers and their teacher. Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time to music.</p>
<p style="text-align: center;"><b>Vocabulary</b></p>	<p>Use vocabulary from stories in my play. Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</p>
<p style="text-align: center;"><b>Inference</b></p>	<p>Talk about events and characters in books. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</p>
<p style="text-align: center;"><b>Predictio n</b></p>	<p>Talk about events and characters in books and make suggestions about what might happen next. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Anticipate (where appropriate) key events in stories.</p>
<p style="text-align: center;"><b>Retrieval</b></p>	<p>Talk about events and characters in books. Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p>



**Sequence**

Tell a story using pictures.

Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.

Year 1	
Reading – Word Reading	
Skills	Objectives
Decoding	<p>To apply phonic knowledge and skills as the route to decode words.</p> <p>To blend sounds in unfamiliar words using the GPCs that they have been taught.</p> <p>To respond speedily, giving the correct sound to graphemes for all of the 40+ phonemes.</p> <p>To read words containing taught GPCs.</p> <p>To read words containing -s, -es, -ing, -ed and -est endings.</p> <p>To read words with contractions, e.g. I'm, I'll and we'll.</p>
Common Exception Words	<p>To read Y1 common exception words, noting unusual correspondences between spelling and sound and where these occur in words.</p>
Fluency	<p>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.</p> <p>To reread texts to build up fluency and confidence in word reading.</p>

**Year 1****Reading – Comprehension**

<b>Skills</b>	<b>Objectives</b>	
<b>Understanding and Correcting Inaccuracies</b>	To check that a text makes sense to them as they read and to self-correct.	
<b>Connecting and becoming familiar with texts</b>	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. To link what they have read or have read to them to their own experiences. To retell familiar stories in increasing detail. To join in with discussions about a text, taking turns and listening to what others say. To discuss the significance of titles and events.	
<b>Words in context and authorial choice</b>	To discuss word meaning and link new meanings to those already known.	
<b>Non-Fiction</b>	To discuss features and layout.	
<b>Poetry and Performance</b>	To recite simple poems by heart.	
<b>VIPERS</b>	<b>Objectives</b>	<b>Question Stems</b>

<b>Vocabulary</b>	Discuss word meanings, linking new meanings to those already known	<ul style="list-style-type: none"> <li>• What does the word.....mean in this sentence?</li> <li>• Find and copy a word which means .....</li> <li>• What does this word or phrase tell you about .....</li> <li>• Which word in this section do you think is the most important? Why?</li> <li>• Which of the words best describes the character/setting/mood etc?</li> <li>• Can you think of any other words the author could have used to describe this?</li> <li>• Why do you think.....is repeated in this section?</li> </ul>
<b>Inference</b>	Discuss the significance of the title and events Make inferences on the basis of what is being said and done Develop inference through use of pictures	<ul style="list-style-type: none"> <li>• Why was.....feeling.....?</li> <li>• Why did .....happen?</li> <li>• Why did..... say.....?</li> <li>• Can you explain why.....?</li> <li>• What do you think the author intended when they said.....?</li> <li>• How does.....make you feel?</li> </ul>
<b>Prediction</b>	Predict what might happen on the basis of what has been read so far	<ul style="list-style-type: none"> <li>• Look at the book cover/blurb –what do you think this book will be about?</li> <li>• What do you think will happen next? What makes you think this?</li> <li>• How does the choice of character or setting affect what will happen next?</li> <li>• What is happening? What do you think happened before? What do you think will happen after?</li> <li>• What do you think the last paragraph suggests? What will happen next?</li> </ul>
<b>Retrieval</b>	Develop their knowledge of retrieval through images.	<ul style="list-style-type: none"> <li>• What kind of text is this?</li> <li>• Who did.....?</li> <li>• Where did.....?</li> <li>• When did.....?</li> <li>• What happened when.....?</li> <li>• Why did ..... happen?</li> <li>• How did.....?</li> <li>• How many.....?</li> <li>• What happened to.....?</li> </ul>
<b>Sequence</b>	Retell familiar stories orally Sequence the events of a story they are familiar with	<ul style="list-style-type: none"> <li>• Can you number these events 1-5 in the order that they happened?</li> <li>• What happened after .....</li> <li>• What was the first thing that happened in the story?</li> <li>• Can you summarise in a sentence the opening/middle/end of the story?</li> <li>• In what order do these chapter headings come in the story?</li> <li>• Sequence the key events in the story</li> </ul>

**Year 2**

**Reading – Word Reading**

<b>Skills</b>	<b>Objectives</b>
<b>Decoding</b>	<p>To continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent.</p> <p>To read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.</p> <p>To accurately read most words of two or more syllables.</p> <p>To read most words containing common suffixes.</p>
<b>Common Exception Words</b>	<p>To read most Y1 and Y2 common exception words*, noting unusual correspondences between spelling and sound and where these occur in the word.</p>
<b>Fluency</b>	<p>To read aloud books (closely matched to their improving phonic knowledge), sounding out unfamiliar words accurately, automatically and without undue hesitation.</p> <p>To reread these books to build up fluency and confidence in word reading.</p> <p>To read words accurately and fluently without overt sounding and blending, e.g. at over 90 words per minute, in age-appropriate texts.</p>

**Year 2**

**Reading – Comprehension**

<b>Skills</b>		<b>Objectives</b>
<b>Understanding and Correcting Inaccuracies</b>		To show understanding by drawing on what they already know or on background information and vocabulary provided by the teacher. To check that the text makes sense to them as they read and to correct inaccurate reading.
<b>Connecting and becoming familiar with texts</b>		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. To become increasingly familiar with and to retell a wide range of stories, fairy stories and traditional tales. To discuss the sequence of events in books and how items of information are related. To recognise simple recurring literary language in stories and poetry. To ask and answer questions about a text. To make links between the text they are reading and other texts they have read (in texts that they can read independently).
<b>Words in context and authorial choice</b>		To discuss and clarify the meanings of words, linking new meanings to known vocabulary. To discuss their favourite words and phrases.
<b>Non-Fiction</b>		To recognise that non-fiction books are often structured in different ways.
<b>Poetry and Performance</b>		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.
<b>VIPERS</b>	<b>Objectives</b>	<b>Question Stems</b>

<p style="text-align: center;"><b>Vocabulary</b></p>	<p>Discuss and clarify the meanings of words, linking new meanings to known vocabulary. Discuss their favourite words and phrases</p>	<ul style="list-style-type: none"> <li>• What does the word.....mean in this sentence?</li> <li>• Find and copy a word which means .....</li> <li>• What does this word or phrase tell you about .....</li> <li>• Which word in this section do you think is the most important? Why?</li> <li>• Which of the words best describes the character/setting/mood etc?</li> <li>• Can you think of any other words the author could have used to describe this?</li> <li>• Why do you think.....is repeated in this section?</li> </ul>
<p style="text-align: center;"><b>Inference</b></p>	<p>Make inferences on the basis of what is being said and done. Answer and ask questions.</p>	<ul style="list-style-type: none"> <li>• Why was.....feeling.....?</li> <li>• Why did .....happen?</li> <li>• Why did..... say.....?</li> <li>• Can you explain why.....?</li> <li>• What do you think the author intended when they said.....?</li> <li>• How does.....make you feel?</li> </ul>
<p style="text-align: center;"><b>Prediction</b></p>	<p>Predict what might happen on the basis of what has been read so far</p>	<ul style="list-style-type: none"> <li>• Look at the book cover/blurb –what do you think this book will be about?</li> <li>• What do you think will happen next? What makes you think this?</li> <li>• How does the choice of character or setting affect what will happen next?</li> <li>• What is happening? What do you think happened before? What do you think will happen after?</li> <li>• What do you think the last paragraph suggests? What will happen next?</li> </ul>
<p style="text-align: center;"><b>Explanation</b></p>	<p>Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.</p>	<ul style="list-style-type: none"> <li>• Who is your favourite character? Why?</li> <li>• Why do you think all the main characters are girls in this book?</li> <li>• Would you like to live in this setting? Why/why not?</li> <li>• Is there anything you would change about this story?</li> <li>• Do you like this text? What do you like about it?</li> </ul>
<p style="text-align: center;"><b>Retrieval</b></p>	<p>Ask and answer retrieval questions</p>	<ul style="list-style-type: none"> <li>• What kind of text is this?</li> <li>• Who did.....?</li> <li>• Where did.....?</li> <li>• When did.....?</li> <li>• What happened when.....?</li> <li>• Why did ..... happen?</li> <li>• How did.....?</li> <li>• How many.....?</li> <li>• What happened to.....?</li> </ul>

<b>Sequence</b>	Discuss the sequence of events in books and how items of information are related.	<ul style="list-style-type: none"><li>• Can you number these events 1-5 in the order that they happened?</li><li>• What happened after .....</li><li>• What was the first thing that happened in the story?</li><li>• Can you summarise in a sentence the opening/middle/end of the story?</li><li>• In what order do these chapter headings come in the story?</li><li>• Sequence the key events in the story</li></ul>
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Year 2

Little Wandle Fluency Books 1-5

Fiction	Non-Fiction	Poetry
<p><u>Fluency Level 1</u> Poetry is not for me! Talk to the tail Blaise and Flint Cycling in Summer</p> <p><u>Fluency Level 2</u> It could be worse Whodunnit? Ash's garden</p> <p><u>Fluency Level 3</u> Born in fire Hakari and the great secret Phantom castle</p> <p><u>Fluency Level 4</u> The diary of a (big bad) good Dingo Sun Gods, serpents and slippers The brilliant barber bus</p> <p><u>Fluency Level 5</u> Magnificent Minnie hero Red planet rescue</p>	<p><u>Fluency Level 1</u> Cycling in Summer</p> <p><u>Fluency Level 2</u> The friendship handbook</p> <p><u>Fluency Level 3</u> Born in fire Bed races and cheese chases</p> <p><u>Fluency Level 4</u> Extreme survival</p> <p><u>Fluency Level 5</u> A secret history of words Insect maths</p>	<p><u>Fluency Level 1</u> Poetry is not for me!</p>

**Year 3**

**Reading – Word Reading**

<b>Skills</b>	<b>Objectives</b>
<b>Decoding</b>	<p>To use their phonic knowledge to decode quickly and accurately (may still need support to read longer unknown words).</p> <p>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.</p> <p>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.</p>
<b>Common Exception Words</b>	<p>To begin to read Y3/Y4 exception words.</p>
<b>Fluency</b>	<p>At this stage, teaching comprehension skills should be taking precedence over teaching word reading and fluency specifically. Any focus on word reading should support the development of vocabulary.</p>

**Year 3****Reading – Comprehension**

<b>Skills</b>		<b>Objectives</b>
<b>Understanding and Correcting Inaccuracies</b>		<p>To check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</p> <p>To ask questions to improve their understanding of a text</p> <p>To identify main ideas drawn from more than one paragraph and summarising these</p>
<b>Connecting and becoming familiar with texts</b>		<p>To recognise, listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</p> <p>To use appropriate terminology when discussing texts (plot, character, setting).</p>
<b>Words in context and authorial choice</b>		<p>To check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.</p> <p>To discuss authors' choice of words and phrases for effect.</p>
<b>Non-Fiction</b>		<p>To retrieve and record information from non-fiction texts.</p>
<b>Poetry and Performance</b>		<p>To prepare and perform poems and play scripts that show some awareness of the audience when reading aloud.</p> <p>To begin to use appropriate intonation and volume when reading aloud.</p>
<b>VIPERS</b>	<b>Objectives</b>	<b>Question Stems</b>

<b>Vocabulary</b>	Use dictionaries to check the meaning of words that they have read	<ul style="list-style-type: none"> <li>• What do the words ..... and ..... suggest about the character, setting and mood?</li> <li>• Which word tells you that....?</li> <li>• Which keyword tells you about the character/setting/mood?</li> <li>• Find one word in the text which means.....</li> <li>• Find and highlight the word that is closest in meaning to.....</li> <li>• Find a word or phrase which shows/suggests that.....</li> </ul>
<b>Inference</b>	Ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives.	<ul style="list-style-type: none"> <li>• Find and copy a group of words which show that...</li> <li>• How do these words make the reader feel? How does this paragraph suggest this?</li> <li>• How do the descriptions of ..... show that they are ..... ?</li> <li>• How can you tell that..... ?</li> <li>• What impression of ..... do you get from these paragraphs?</li> <li>• What voice might these characters use?</li> <li>• What was .... thinking when..... ?</li> <li>• Who is telling the story?</li> </ul>
<b>Prediction</b>	Justify predictions using evidence from the text.	<ul style="list-style-type: none"> <li>• From the cover what do you think this text is going to be about?</li> <li>• What is happening now? What happened before this? What will happen after?</li> <li>• What does this paragraph suggest will happen next? What makes you think this?</li> <li>• Do you think the choice of setting will influence how the plot develops?</li> <li>• Do you think... will happen? Yes, no or maybe? Explain your answer using evidence from the text.</li> </ul>
<b>Explanation</b>	Discuss words and phrases that capture the reader's interest and imagination Identify how language, structure, and presentation contribute to meaning	<ul style="list-style-type: none"> <li>• Why is the text arranged in this way?</li> <li>• What structures has the author used?</li> <li>• What is the purpose of this text feature?</li> <li>• Is the use of ..... effective?</li> <li>• The mood of the character changes throughout the text. Find and copy the phrases which show this.</li> <li>• What is the author's point of view?</li> <li>• What effect does ..... have on the audience?</li> <li>• How does the author engage the reader here?</li> <li>• Which words and phrases did ..... effectively?</li> <li>• Which section was the most interesting/exciting part?</li> <li>• How are these sections linked?</li> </ul>

<p style="text-align: center;"><b>Retrieval</b></p>	<p>Retrieve and record information from a fiction text.</p>	<ul style="list-style-type: none"> <li>• How would you describe this story/text? What genre is it? How do you know?</li> <li>• How did...? How often...? Who had...? Who is...? Who did....?</li> <li>• What happened to...?</li> <li>• What does.... do?</li> <li>• How ..... is .....?</li> <li>• What can you learn about ..... from this section?</li> <li>• Give one example of.....</li> <li>• The story is told from whose perspective?</li> </ul>
<p style="text-align: center;"><b>Sequence /Summarise</b></p>	<p>Identify main ideas drawn from more than one paragraph and summarising these</p>	<ul style="list-style-type: none"> <li>• Can you number these events 1-5 in the order that they happened?</li> <li>• What happened after .....?</li> <li>• What was the first thing that happened in the story?</li> <li>• Can you summarise in a sentence the opening/middle/end of the story?</li> </ul>

**Year 3**

**Whole Class Guided Reading Texts**

Fiction	Non-Fiction	Poetry
<p>Tuesday                      The BFG                      Cat in the Hat                      Killer Cat                      Meerkat Mail                      The Lost Happy Endings                      Little Red                      Into the Forest                      The Abominables                      Harry and the Poisonous Centipede                      Grandad's Island                      Arthur and the Golden Rope                      Danny Champion of the World                      The Secret of Black Rock                      Flat Stanley                      One Boy and His Dog</p> <p><i>Literacy Shed Units</i>  <i>Tuesday</i>  <i>KrinkleKrax</i>  <i>The Firework Maker's Daughter</i>  <i>Matilda</i>  <i>The Iron Man</i></p>	<p>The Big Book of... by Yuval Zommer                      Violent Volcanoes by Horrible Geographics                      The Street Beneath My Feet by Charlotte Gullain and Yuval Zommer                      Little Leaders: Exceptional Men in Black History by Vashti Harrison                      Little Leaders: Bold women in Black History by Vashti Harrison                      The Not Bad Animals by Sophie Corrigan                      Fantastically Great Women Who Changed the World by Kate Pankhurst                      Magnificent Machines by Pie Corbett                      So You Think You've Got It Bad: A Kid's Life in Ancient Rome by Chae Strathie and Marisa Morea                      Ancient Egypt: Gods, Pharaohs and Cats! by Marcia Williams                      Everything Volcanoes and Earthquakes by National Geographic</p>	<p>A Poem for Every Day of the Year by Allie Esiri                      A Poem for Every Night of the Year by Allie Esiri                      Guess Who in the Woods: Poems for Children: Volume 1 by J Hayley                      The Owl and the Pussycat</p>

**Year 3**

**Little Wandle Fluency Books 6-10**

<b>Fiction</b>	<b>Non-Fiction</b>	<b>Poetry</b>
<u>Fluency Level 6</u> Yasuke The wolf who cried boy	<u>Fluency Level 6</u> Lily Parr scores! Secrets unearthed	
<u>Fluency Level 7</u> The fairy of Gossamer River The lost bark	<u>Fluency Level 7</u> Moonbows and alligator rain Spectacular space	
<u>Fluency Level 8</u> The Mona Lisa mysteries The big five	<u>Fluency Level 8</u> Women who ruled the seas The royal spy	
<u>Fluency Level 9</u> Animal takeover The wedding shoes Pie fortune and the evil wizard	<u>Fluency Level 9</u> Animal takeover Clues from poos	
<u>Fluency Level 10</u> Astrid's adventure Three winter tales Stories of the seas	<u>Fluency Level 10</u> Game changers	

**Year 4**

**Reading – Word Reading**

<b>Skills</b>	<b>Objectives</b>
<b>Decoding</b>	To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill. To apply their knowledge of root words, prefixes and suffixes/word endings to read aloud fluently.
<b>Common Exception Words</b>	To read all Y3/Y4 exception words*, discussing the unusual correspondences between spelling and these occur in the word.
<b>Fluency</b>	At this stage, teaching comprehension skills should be taking precedence over teaching word reading and fluency specifically. Any focus on word reading should support the development of vocabulary.



**Year 4****Reading – Comprehension**

<b>Skills</b>	<b>Objectives</b>
<b>Understanding and Correcting Inaccuracies</b>	<p>To check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</p> <p>To ask questions to improve their understanding of a text</p> <p>To identify main ideas drawn from more than one paragraph and summarising these</p>
<b>Connecting and becoming familiar with texts</b>	<p>To discuss and compare texts from a wide variety of genres and writers.</p> <p>To read for a range of purposes.</p> <p>To identify themes and conventions in a wide range of books.</p> <p>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).</p> <p>To identify how language, structure and presentation contribute to meaning.</p> <p>To identify main ideas drawn from more than one paragraph and summarise these.</p>
<b>Words in context and authorial choice</b>	<p>To discuss vocabulary used to capture readers' interest and imagination.</p>
<b>Non-Fiction</b>	<p>To use all of the organisational devices available within a non-fiction text to retrieve, record and discuss information.</p> <p>To use dictionaries to check the meaning of words that they have read.</p>
<b>Poetry and Performance</b>	<p>To recognise and discuss some different forms of poetry (e.g. free verse or narrative poetry).</p> <p>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.</p>

VIPERS	Objectives	Question Stems
Vocabulary	Use dictionaries to check the meaning of words that they have read	<ul style="list-style-type: none"> <li>• What do the words ..... and ..... suggest about the character, setting and mood?</li> <li>• Which word tells you that....?</li> <li>• Which keyword tells you about the character/setting/mood?</li> <li>• Find one word in the text which means.....</li> <li>• Find and highlight the word that is closest in meaning to.....</li> <li>• Find a word or phrase which shows/suggests that.....</li> </ul>
Inference	Draw inferences from characters' feelings, thoughts and motives that justifies their actions, supporting their views with evidence from the text.	<ul style="list-style-type: none"> <li>• Find and copy a group of words which show that...</li> <li>• How do these words make the reader feel? How does this paragraph suggest this?</li> <li>• How do the descriptions of ..... show that they are ..... ?</li> <li>• How can you tell that..... ?</li> <li>• What impression of ..... do you get from these paragraphs?</li> <li>• What voice might these characters use?</li> <li>• What was .... thinking when..... ?</li> <li>• Who is telling the story?</li> </ul>
Prediction	Justify predictions from details stated and implied.	<ul style="list-style-type: none"> <li>• From the cover what do you think this text is going to be about?</li> <li>• What is happening now? What happened before this? What will happen after?</li> <li>• What does this paragraph suggest will happen next? What makes you think this?</li> <li>• Do you think the choice of setting will influence how the plot develops?</li> <li>• Do you think... will happen? Yes, no or maybe? Explain your answer using evidence from the text.</li> </ul>
Explanation	Discuss words and phrases that capture the reader's interest and imagination Identify how language, structure, and presentation contribute to meaning	<ul style="list-style-type: none"> <li>• Why is the text arranged in this way?</li> <li>• What structures has the author used?</li> <li>• What is the purpose of this text feature?</li> <li>• Is the use of ..... effective?</li> <li>• The mood of the character changes throughout the text. Find and copy the phrases which show this.</li> <li>• What is the author's point of view?</li> <li>• What effect does ..... have on the audience?</li> <li>• How does the author engage the reader here?</li> <li>• Which words and phrases did ..... effectively?</li> <li>• Which section was the most interesting/exciting part?</li> <li>• How are these sections linked?</li> </ul>

<p style="text-align: center;"><b>Retrieval</b></p>	<p>Retrieve and record information from a fiction text.</p>	<ul style="list-style-type: none"> <li>• How would you describe this story/text? What genre is it? How do you know?</li> <li>• How did...? How often...? Who had...? Who is...? Who did....?</li> <li>• What happened to...?</li> <li>• What does.... do?</li> <li>• How ..... is .....?</li> <li>• What can you learn about ..... from this section?</li> <li>• Give one example of.....</li> <li>• The story is told from whose perspective?</li> </ul>
<p style="text-align: center;"><b>Sequence /Summarise</b></p>	<p>Identify main ideas drawn from more than one paragraph and summarising these</p>	<ul style="list-style-type: none"> <li>• Can you number these events 1-5 in the order that they happened?</li> <li>• What happened after .....?</li> <li>• What was the first thing that happened in the story?</li> <li>• Can you summarise in a sentence the opening/middle/end of the story?</li> </ul>

**Year 4**

**Whole Class Guided Reading Texts**

Fiction	Non-Fiction	Poetry
<p>Charlotte’s Web                      The Butterfly Lion                      Journey to Jo’Burg                      Africa Tales A Barefoot Collection                      The Land of Neverbelieve                      The Lion, The Witch and the Wardrobe                      Run Wild                      One Plastic Bag                      Oliver and the Seawigs                      The Explorer by Katherine Rundell                      Why the Whales Came                      The Secret of Platform 13                      The Iron Man                      James and the Giant Peach                      The Midnight Gang                      The Good Thieves</p> <p><i>Literacy Shed Units</i>  <i>Flotsam</i>  <i>Var jak Paw</i></p>	<p>A World of Information by Richard Platt                      How Does a Lighthouse Work? by Roman Belyaev                      Weird Sea Creatures by Laura Marsh                      So You Think You’ve Got It Bad by Chae Strathie                      Discovering Science by Miles Kelly                      Celebrations Around the World by Katy Halford                      Why Water’s Worth It by Lori Harrison                      Everything Anglo-Saxons by National Geographic Kids</p>	<p>A Poem for Every Day of the Year by Allie Esiri                      A Poem for Every Night of the Year by Allie Esiri                      The Highwayman</p>

**Year 5**

**Reading – Word Reading**

<b>Skills</b>	<b>Objectives</b>
<b>Decoding</b>	<p>To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues.</p> <p>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.</p>
<b>Common Exception Words</b>	<p>To read most Y5/ Y6 exception words, discussing the unusual correspondences between spelling and sound and where these occur in the word.</p>
<b>Fluency</b>	<p>At this stage, teaching comprehension skills should be taking precedence over teaching word reading and fluency specifically. Any focus on word reading should support the development of vocabulary.</p>

**Year 5****Reading – Comprehension**

<b>Skills</b>	<b>Objectives</b>
<b>Understanding and Correcting Inaccuracies</b>	<p>To check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</p> <p>To ask questions to improve their understanding</p> <p>To provide reasoned justifications for their view</p>
<b>Connecting and becoming familiar with texts</b>	<p>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.</p> <p>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.</p> <p>To identify main ideas drawn from more than one paragraph and to summarise these.</p> <p>To recommend texts to peers based on personal choice.</p>
<b>Words in context and authorial choice</b>	<p>To discuss vocabulary used by the author to create effect including figurative language.</p> <p>To evaluate the use of authors' language and explain how it has created an impact on the reader.</p>
<b>Non-Fiction</b>	<p>To use knowledge of texts and organisation devices to retrieve, record and discuss information from fiction and non-fiction texts.</p> <p>To distinguish between statements of fact and opinion.</p>
<b>Poetry and Performance</b>	<p>To continually show an awareness of audience when reading out loud using intonation, tone, volume and action.</p>

VIPERS	Objectives	Question Stems
Vocabulary	Use dictionaries to check the meaning of words that they have read	<ul style="list-style-type: none"> <li>• What do the words ..... and ..... suggest about the character, setting and mood?</li> <li>• Which word tells you that....?</li> <li>• Which keyword tells you about the character/setting/mood?</li> <li>• Find one word in the text which means.....</li> <li>• Find and highlight the word that is closest in meaning to.....</li> <li>• Find a word or phrase which shows/suggests that.....</li> </ul>
Inference	Draw inferences from characters' feelings, thoughts and motives and justify inferences with evidence.	<ul style="list-style-type: none"> <li>• Find and copy a group of words which show that...</li> <li>• How do these words make the reader feel? How does this paragraph suggest this?</li> <li>• How do the descriptions of ..... show that they are ..... ?</li> <li>• How can you tell that..... ?</li> <li>• What impression of ..... do you get from these paragraphs?</li> <li>• What voice might these characters use?</li> <li>• What was .... thinking when..... ?</li> <li>• Who is telling the story?</li> </ul>
Prediction	Make predictions based on details stated and implied, justifying them in detail with evidence from the text.	<ul style="list-style-type: none"> <li>• From the cover what do you think this text is going to be about?</li> <li>• What is happening now? What happened before this? What will happen after?</li> <li>• What does this paragraph suggest will happen next? What makes you think this?</li> <li>• Do you think the choice of setting will influence how the plot develops?</li> <li>• Do you think... will happen? Yes, no or maybe? Explain your answer using evidence from the text.</li> </ul>
Explanation	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 Explain and discuss their understanding of what they have read, including through formal presentations and debates.	<ul style="list-style-type: none"> <li>• Why is the text arranged in this way?</li> <li>• What structures has the author used?</li> <li>• What is the purpose of this text feature?</li> <li>• Is the use of ..... effective?</li> <li>• The mood of the character changes throughout the text. Find and copy the phrases which show this.</li> <li>• What is the author's point of view?</li> <li>• What effect does ..... have on the audience?</li> <li>• How does the author engage the reader here?</li> <li>• Which words and phrases did ..... effectively?</li> <li>• Which section was the most interesting/exciting part?</li> <li>• How are these sections linked?</li> </ul>

<p style="text-align: center;"><b>Retrieval</b></p>	<p>Retrieve and record information from a fiction text.</p>	<ul style="list-style-type: none"> <li>• How would you describe this story/text? What genre is it? How do you know?</li> <li>• How did...? How often...? Who had...? Who is...? Who did....?</li> <li>• What happened to...?</li> <li>• What does.... do?</li> <li>• How ..... is .....?</li> <li>• What can you learn about ..... from this section?</li> <li>• Give one example of.....</li> <li>• The story is told from whose perspective?</li> </ul>
<p style="text-align: center;"><b>Sequence /Summarise</b></p>	<p>Summarise the main ideas drawn from more than one paragraph, identifying key details to support the main ideas.</p>	<ul style="list-style-type: none"> <li>• Can you number these events 1-5 in the order that they happened?</li> <li>• What happened after .....?</li> <li>• What was the first thing that happened in the story?</li> <li>• Can you summarise in a sentence the opening/middle/end of the story?</li> </ul>



**Year 5**

**Whole Class Guided Reading Texts**

<b>Fiction</b>	<b>Non-Fiction</b>	<b>Poetry</b>
<p>Carrie's War                      Stig of the Dump                      KrinkleKrax                      Rose Blanche by Ian McEwan (Picture Book)                      Cosmic by Frank Cottrell                      The Lost Thing by Shaun Tan                      Marcy and The Riddle of the Sphinx                      The Wind in the Willows                      Beetle Boy                      The Great Kapok Tree                      Clockwork by Phillip Pullman                      Tom's Midnight Garden by Philappa Pearce                      The Railway Children                      Anglo-Saxon Boy</p> <p><i>Literacy Shed Units</i>  <i>Boyce</i>  <i>Goodnight Mr Tom</i>  <i>Brightstorm</i></p>	<p>Egyptology: The Search for the Tomb by Emily Sands                      Wild Animals of the North by Dieter Braun                      Varmints by Helen Ward                      The Measly Middle Ages by Terry Deary                      The True Story of Four Black Women and the Space Race by Margot Shetterly                      Shackleton's Journey                      Inspirational People by National Geographic Kids                      You Are Awesome by Matthew Syed                      The Extraordinary Life of Katherine Johnson by Devika Jina                      Should Wild Animals Perform in Circus Acts?                      BBC Newsround</p>	<p>101 Poems for Children by Carol Ann Duffy                      The Lost Words by Jackie Morris and Rovert Macfarlane                      The Jabberwocky                      The Highwayman                      The Sound Collector by Roger MGough                      Six Way to Look at the Moon by Pie Corbett                      Overheard on a Saltmarsh by Harold Manro                      From a Railway Carriage – Robert Louis Stevenson</p>

**Year 6**

**Reading – Word Reading**

<b>Skills</b>	<b>Objectives</b>
<b>Decoding</b>	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.
<b>Common Exception Words</b>	To read Y5/ Y6 exception words, discussing the unusual correspondences between spelling and sound and where these occur in the word.
<b>Fluency</b>	At this stage, teaching comprehension skills should be taking precedence over teaching word reading and fluency specifically. Any focus on word reading should support the development of vocabulary.

**Year 6****Reading – Comprehension**

<b>Skills</b>	<b>Objectives</b>
<b>Understanding and Correcting Inaccuracies</b>	<p>Check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</p> <p>Ask questions to improve their understanding</p>
<b>Connecting and becoming familiar with texts</b>	<p>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.</p> <p>To recognise more complex themes in what they read (such as loss or heroism).</p> <p>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.</p> <p>To listen to guidance and feedback on the quality of their explanations and contributions to discussions and to make improvements when participating in discussions.</p> <p>To draw out key information and to summarise the main ideas in a text.</p> <p>To distinguish independently between statements of fact and opinion, providing reasoned justifications for their views.</p> <p>To compare characters, settings and themes within a text and across more than one text.</p>
<b>Words in context and authorial choice</b>	<p>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.</p>
<b>Non-Fiction</b>	<p>To retrieve, record and present information from non-fiction texts.</p> <p>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).</p>

<b>Poetry and Performance</b>	To confidently perform texts (including poems learnt by heart) using a wide range of devices to engage the audience and for effect.	
<b>VIPERS</b>	<b>Objectives</b>	<b>Question Stems</b>
<b>Vocabulary</b>	Use dictionaries to check the meaning of words that they have read	<ul style="list-style-type: none"> <li>• What do the words ..... and ..... suggest about the character, setting and mood?</li> <li>• Which word tells you that....?</li> <li>• Which keyword tells you about the character/setting/mood?</li> <li>• Find one word in the text which means.....</li> <li>• Find and highlight the word that is closest in meaning to.....</li> <li>• Find a word or phrase which shows/suggests that.....</li> </ul>
<b>Inference</b>	<p>Draw inferences such as inferring characters feelings, thoughts and motives from their actions and justifying inferences with evidence.</p> <p>Consider different accounts of the same event and to discuss viewpoints (both of authors and of fictional characters).</p> <p>To discuss how characters change and develop through texts by drawing inferences based on indirect clues.</p>	<ul style="list-style-type: none"> <li>• Find and copy a group of words which show that...</li> <li>• How do these words make the reader feel? How does this paragraph suggest this?</li> <li>• How do the descriptions of ..... show that they are ..... ?</li> <li>• How can you tell that..... ?</li> <li>• What impression of ..... do you get from these paragraphs?</li> <li>• What voice might these characters use?</li> <li>• What was .... thinking when..... ?</li> <li>• Who is telling the story?</li> </ul>
<b>Prediction</b>	Make predictions based on details stated and implied, justifying them in detail with evidence from the text.	<ul style="list-style-type: none"> <li>• From the cover what do you think this text is going to be about?</li> <li>• What is happening now? What happened before this? What will happen after?</li> <li>• What does this paragraph suggest will happen next? What makes you think this?</li> <li>• Do you think the choice of setting will influence how the plot develops?</li> <li>• Do you think... will happen? Yes, no or maybe? Explain your answer using evidence from the text.</li> </ul>

<p style="text-align: center;"><b>Explanation</b></p>	<p>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 Explain and discuss their understanding of what they have read, including through formal presentations and debates.</p>	<ul style="list-style-type: none"> <li>• Why is the text arranged in this way?</li> <li>• What structures has the author used?</li> <li>• What is the purpose of this text feature?</li> <li>• Is the use of ..... effective?</li> <li>• The mood of the character changes throughout the text. Find and copy the phrases which show this.</li> <li>• What is the author's point of view?</li> <li>• What effect does ..... have on the audience?</li> <li>• How does the author engage the reader here?</li> <li>• Which words and phrases did ..... effectively?</li> <li>• Which section was the most interesting/exciting part?</li> <li>• How are these sections linked?</li> </ul>
<p style="text-align: center;"><b>Retrieval</b></p>	<p>Retrieve and record information from a fiction text.</p>	<ul style="list-style-type: none"> <li>• How would you describe this story/text? What genre is it? How do you know?</li> <li>• How did...? How often...? Who had...? Who is...? Who did....?</li> <li>• What happened to...?</li> <li>• What does..... do?</li> <li>• How ..... is .....</li> <li>• What can you learn about ..... from this section?</li> <li>• Give one example of.....</li> <li>• The story is told from whose perspective?</li> </ul>
<p style="text-align: center;"><b>Sequence /Summarise</b></p>	<p>Summarise the main ideas drawn from more than one paragraph, identifying key details to support the main ideas.</p>	<ul style="list-style-type: none"> <li>• Can you number these events 1-5 in the order that they happened?</li> <li>• What happened after .....</li> <li>• What was the first thing that happened in the story?</li> <li>• Can you summarise in a sentence the opening/middle/end of the story?</li> </ul>

**Year 6**

**Whole Class Guided Reading Texts**

Fiction	Non-Fiction	Poetry
<p>Holes                      A Place Called Perfect                      Letters from a Lighthouse                      The Boy at the Back of the Class                      Kensuke’s Kingdom                      The Boy in the Girl’s Bathroom                      Nightfall in New York                      A Boy Called Hope                      Illegal                      The Nowhere Emporium                      Time Travelling with a Hamster                      Cogheart                      The Girl of Ink and Stars                      The Railway Children                      From Hereabout Hill                      The Arrival (Picture Book) by Shaun Tan</p> <p><i>Literacy Shed Units</i>  <i>Holes</i>  <i>Kensuke’s Kingdom</i>  <i>Cogheart</i>  <i>Rooftoppers</i></p>	<p>Can We Save The Tiger? by Martin Jenkins                      The Three Pigs (The Guardian advert - <a href="https://www.youtube.com/watch?v=vDGrfhJH1P4">https://www.youtube.com/watch?v=vDGrfhJH1P4</a> )                      History of Crime and Punishment – Comprehension Ninja                      The Kindertransport Mission – BBC News Articles                      Baba Yaga Factsheet and Russian Folklore by Sophie Anderson                      Who are Refugees and Migrants? What Makes People Leave Their Homes? And Other Big Questions by M. Rosen and Annemarie Young</p>	<p>The Dreadful Menace                      Caged Bird by Maya Angelou                      There’s a Fire in the Forest                      Spinner                      101 Poems for Children by Carol Ann Duffy                      The Lost Words by Jackie Morris and Rovert Macfarlane                      The Highwayman by Alfred Noyles                      The Raven by Edgar Allen Poe                      The Malfeasance by Alan Bold                      Ozymandias                      The Moment by Margaret Atwood                      Tyger Tyger by William Blake                      I am a Roman Soldier by Josiah Wedgewood                      I was Born in the Stone Age by Michael Rosen                      I Wandered Lonely as a Cloud by William Wordsworth                      Revolting Rhymes by Roald Dahl                      Colour by Christine Rossetti</p>