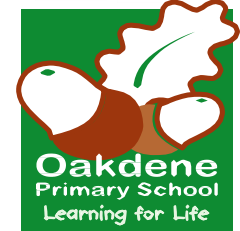


# Oakdene Primary Academy

## Reading Progression

2022-23



### Oakdene Primary School's Reading: progression of skills

Little Sycamores	Autumn What Can I See?		Spring What Can I Hear?		Summer What Can I Do?	
Communication & Language	Recognise and are calmed by a familiar and friendly voice. Listen to simple stories and understand what is happening, with the help of the pictures. Identify familiar objects and properties for practitioners when they are described. For example 'Katie's coat', 'blue car', 'shiny apple.' Recognise and point to objects if asked about them.		Enjoy singing, music and toys that make sound. Listen and respond to a simple instruction. Constantly babble and use single words during play. Use intonation, pitch and changing volume when 'talking.' Understand frequently used words such as 'all gone', 'no' and 'bye-bye.' Understand simple instructions like "give to mummy" or "stop" Recognise and point to objects if asked about them. Listen to other people's talk with interest, but can easily be distracted by other things. Understand and act on longer sentences like 'make teddy jump' or 'find your coat.' Recognise and are calmed by a familiar and friendly voice. Listen to simple stories and understand what is happening, with the help of the pictures. Copy your gestures and words.		Babble, using sounds like 'ba-ba', 'mamama.' Use gestures like waving and pointing to communicate. Copy your gestures and words. Generally focus on an activity of their own choice and find it difficult to be directed by an adult. Can become frustrated when they can't make themselves understood. Start to say how they are feeling, using words as well as actions. Start to develop conversation, often jumping from topic to topic. Develop pretend play: 'putting the baby to sleep' or 'driving the car to the shops.' Use the speech sounds p,b,m,x Are usually still learning to pronounce l/r/w/y, s/sh/ch/dz/j, f/th and multi-syllabic words such as 'banana' and 'computer'	
Phonics (Jolly Phonics / Letters and Sounds)	Phase 1 phonics activities		Phase 1 phonics activities		Phase 1 phonics activities	
Nursey Cycle 1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Who am I? Where do I live?	Why do leaves go crispy?	Where have all the dinosaurs gone?	Why was the caterpillar so hungry?	Is that a shadow in the Forest?	Where do pirates and mermaids live?
Communication & Language	Can find it difficult to pay attention to more than one thing at a time. Understand a question or instruction that has two parts, such as "Get your coat and wait at the door." Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'.		Understand 'why' questions like, "Why do you think the caterpillar got so fat?" Know many rhymes, be able to talk about familiar books, and be able to tell a long story. Use longer sentences of four to six words. Be able to express a point of view and debate when they disagree with an adult or a friend, using words as well as actions.		Enjoy listening to longer stories and can remember much of what happens. Sing a large repertoire of songs. May have some problems saying: - Some sounds: r, j, th, ch and sh. - Multisyllabic words such as, 'pterodactyl', 'planetarium' or 'hippopotamus'.	

	Can start a conversation with an adult or a friend and continue it for many turns.				Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."	
<b>Phonics (Jolly Phonics / Letters and Sounds)</b>	<p>Name &amp; initial sound of name recognition.</p> <p><b>Phase 1:</b> sitting, listening, listening games. Clapping a simple pattern. Producing sounds. Answering questions in simple sentences.</p> <p>Name &amp; sounds in name recognition. Writing name.</p> <p><b>Recap Phase 1.</b></p> <p><b>Begin Phase 2:</b> Read a Day, Write a Day: <u>s</u>,<u>a</u>,<u>t</u>,<u>p</u>,<u>i</u>,<u>n</u>..</p> <p>Tricky Words: I</p> <p>High Freq: and.</p>	<p>Name &amp; initial sound of name recognition.</p> <p><b>Phase 1:</b> sitting, listening, listening games. Clapping a simple pattern. Producing sounds. Answering questions in simple sentences.</p> <p>Introduce <u>s</u>,<u>a</u>,<u>t</u>,<u>p</u>,<u>i</u>,<u>n</u> through games activities etc.</p> <p>Name &amp; sounds in name recognition. Writing name.</p> <p><b>Phase 2:</b> Read a Day, Write a Day: <u>m</u>,<u>d</u> g,o,c,k,ck.</p> <p>Tricky Words: I, the, <u>to</u></p> <p>High Freq: and.</p>	<p>Name &amp; initial sound of name recognition.</p> <p><b>Phase 1:</b> sitting, listening, listening games. Clapping a simple pattern. Producing sounds. Answering questions in simple sentences.</p> <p>Introduce <u>s</u>,<u>a</u>,<u>t</u>,<u>p</u>,<u>i</u>,<u>n</u> through games activities etc.</p> <p>Name &amp; sounds in name recognition. Writing name.</p> <p><b>Phase 2:</b> Read a Day, Write a Day: <u>e</u>,<u>u</u>,<u>r</u>,<u>h</u>,<u>b</u>,<u>f</u>/<u>ff</u>,<u>l</u>/<u>ll</u>.</p> <p>Tricky Words: I, the, to, no, go.</p> <p>High Freq: and.</p>	<p>Name &amp; initial sound of name recognition.</p> <p><b>Phase 1:</b> sitting, listening, listening games. Clapping a simple pattern. Producing sounds. Answering questions in simple sentences.</p> <p>Introduce <u>s</u>,<u>a</u>,<u>t</u>,<u>p</u>,<u>i</u>,<u>n</u> through games activities etc.</p> <p>Name &amp; sounds in name recognition. Writing name.</p> <p><b>Phase 2/3:</b> Read a Day, Write a Day: <u>ss</u>,<u>j</u>,<u>v</u>,<u>w</u>,<u>x</u>,<u>y</u>,<u>z</u>.</p> <p>Tricky Words: I, the, to, no, go.</p> <p>High Freq: and.</p>	<p>Name &amp; initial sound of name recognition.</p> <p><b>Phase 1:</b> sitting, listening, listening games. Clapping a simple pattern. Producing sounds. Answering questions in simple sentences.</p> <p>Introduce <u>s</u>,<u>a</u>,<u>t</u>,<u>p</u>,<u>i</u>,<u>n</u> through games activities etc.</p> <p>Name &amp; sounds in name recognition. Writing name.</p> <p><b>Phase 2/3:</b> Read a Day, Write a Day: <u>qu</u>,<u>sh</u>,<u>ch</u>,<u>th</u>.</p> <p>Tricky Words: I, the, to, no, go.</p> <p>High Freq: and.</p>	<p>Name &amp; initial sound of name recognition.</p> <p><b>Phase 1:</b> sitting, listening, listening games. Clapping a simple pattern. Producing sounds. Answering questions in simple sentences.</p> <p>Introduce <u>s</u>,<u>a</u>,<u>t</u>,<u>p</u>,<u>i</u>,<u>n</u> through games activities etc.</p> <p>Name &amp; sounds in name recognition. Writing name.</p> <p><b>Phase 2/3:</b> Consolidate and further develop confidence with blending, reading, spelling and letter formation for writing.</p>
<b>Nurse Cycle 2</b>	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
	Do you want to be friends?	How many colours in a rainbow	Why can't I eat chocolate for breakfast?	How old is Kipper?	Why did Jack and Jill go up the hill?	How many pebbles are on the beach?
<b>Communication &amp; Language</b>	<p>Can find it difficult to pay attention to more than one thing at a time.</p> <p>Understand a question or instruction that has two parts, such as "Get your coat and wait at the door."</p> <p>Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'.</p> <p>Can start a conversation with an adult or a friend and continue it for many turns.</p>		<p>Understand 'why' questions like, "Why do you think the caterpillar got so fat?"</p> <p>Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</p> <p>Use longer sentences of four to six words.</p> <p>Be able to express a point of view and debate when they disagree with an adult or a friend, using words as well as actions.</p>		<p>Enjoy listening to longer stories and can remember much of what happens.</p> <p>Sing a large repertoire of songs.</p> <p>May have some problems saying:</p> <ul style="list-style-type: none"> <li>- Some sounds: r, j, th, ch and sh.</li> <li>- Multisyllabic words such as, 'pterodactyl', 'planetarium' or 'hippopotamus'.</li> </ul> <p>Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."</p>	
<b>Phonics (Jolly Phonics / Letters and Sounds)</b>	<p>Name &amp; initial sound of name recognition.</p> <p><b>Phase 1:</b> sitting, listening, listening games. Clapping a simple pattern. Producing sounds. Answering questions in simple sentences.</p> <p>Name &amp; sounds in name recognition. Writing name.</p>	<p>Name &amp; initial sound of name recognition.</p> <p><b>Phase 1:</b> sitting, listening, listening games. Clapping a simple pattern. Producing sounds. Answering questions in simple sentences.</p> <p>Introduce <u>s</u>,<u>a</u>,<u>t</u>,<u>p</u>,<u>i</u>,<u>n</u> through games activities etc.</p>	<p>Name &amp; initial sound of name recognition.</p> <p><b>Phase 1:</b> sitting, listening, listening games. Clapping a simple pattern. Producing sounds. Answering questions in simple sentences.</p> <p>Introduce <u>s</u>,<u>a</u>,<u>t</u>,<u>p</u>,<u>i</u>,<u>n</u> through games activities etc.</p>	<p>Name &amp; initial sound of name recognition.</p> <p><b>Phase 1:</b> sitting, listening, listening games. Clapping a simple pattern. Producing sounds. Answering questions in simple sentences.</p> <p>Introduce <u>s</u>,<u>a</u>,<u>t</u>,<u>p</u>,<u>i</u>,<u>n</u> through games activities etc.</p>	<p>Name &amp; initial sound of name recognition.</p> <p><b>Phase 1:</b> sitting, listening, listening games. Clapping a simple pattern. Producing sounds. Answering questions in simple sentences.</p> <p>Introduce <u>s</u>,<u>a</u>,<u>t</u>,<u>p</u>,<u>i</u>,<u>n</u> through games activities etc.</p>	<p>Name &amp; initial sound of name recognition.</p> <p><b>Phase 1:</b> sitting, listening, listening games. Clapping a simple pattern. Producing sounds. Answering questions in simple sentences.</p> <p>Introduce <u>s</u>,<u>a</u>,<u>t</u>,<u>p</u>,<u>i</u>,<u>n</u> through games activities etc.</p>

	<p><b>Recap Phase 1.</b>  <b>Begin Phase 2:</b> Read a Day. Write a Day: <u>s</u>, <u>a</u>, <u>t</u>, <u>p</u>, <u>i</u>, <u>n</u>...  Tricky Words: I  High Freq: and.</p>	<p>Name &amp; sounds in name recognition. Writing name.  <b>Phase 2:</b> Read a Day. Write a Day:  <u>m</u>, <u>d</u>, <u>g</u>, <u>o</u>, <u>c</u>, <u>k</u>, <u>ck</u>.  Tricky Words: I, the, <u>to</u>.  High Freq: and.</p>	<p>Name &amp; sounds in name recognition. Writing name.  <b>Phase 2:</b> Read a Day. Write a Day:  <u>e</u>, <u>u</u>, <u>r</u>, <u>h</u>, <u>b</u>, <u>f</u>, <u>ff</u>, <u>l</u>, <u>ll</u>.  Tricky Words: I, the, to, no, go.  High Freq: and.</p>	<p>Name &amp; sounds in name recognition. Writing name.  <b>Phase 2/3:</b> Read a Day. Write a Day:  <u>s</u>, <u>j</u>, <u>v</u>, <u>w</u>, <u>x</u>, <u>y</u>, <u>z</u>.  Tricky Words: I, the, to, no, go.  High Freq: and.</p>	<p>Name &amp; sounds in name recognition. Writing name.  <b>Phase 2/3:</b> Read a Day. Write a Day:  <u>qu</u>, <u>sh</u>, <u>ch</u>, <u>th</u>.  Tricky Words: I, the, to, no, go.  High Freq: and.</p>	<p>Name &amp; sounds in name recognition. Writing name.  <b>Phase 2/3:</b> Consolidate and further develop confidence with blending, reading, spelling and letter formation for writing.</p>
Reception	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	What is a Superhero?	Let's Celebrate	What is it like in Outer Space?	Amazing animals	Who is afraid of the Big Bad Wolf?	Let me show you...
Communication & Language	<p><i>Listening, Attention &amp; Understanding:</i>  Understand how to listen carefully and why listening is important, ask questions to find out more and to check they understand what has been said Engage in story times and listen to and talk about stories to build familiarity. Listen carefully to rhymes and songs; pay attention to how they sound and learn rhymes, poems and songs. Engage in non-fiction books and listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p> <p><i>Speaking:</i>  Learn new vocabulary and use the new vocabulary. Articulate their ideas and thoughts in well-formed sentences. Connect one idea or action to another. Describe events in some detail and use talk to help work out problems and organise thinking, explaining how things work and why they might happen. Develop social phrases such as 'Good morning, how are you?' Retell a story - once they have developed a deep familiarity with the text, some exact repetition and some their own words.</p>			<p><i>Listening, Attention &amp; Understanding:</i>  Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to, during whole class discussions and small group <u>interactions</u>; <u>make</u> comments about what they have heard, ask questions to clarify their understanding; hold conversation when engaged in back-and-forth exchanges.</p> <p><i>Speaking:</i>  Participate in small group, class and one-to-one discussions, offer their own ideas, using recently introduced vocabulary; they offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate; express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher</p>		
Phonics (Jolly Phonics / Letters and Sounds)	<p>Phase 1 (Review and revise)  Phase 2- Set 1/2 <u>s</u>, <u>a</u>, <u>t</u>, <u>p</u>, <u>i</u>, <u>n</u>. Tricky Word: I)</p>	<p>Phase 2- <u>m</u>, <u>d</u>, <u>g</u>, <u>o</u>, <u>c</u>, <u>k</u>, <u>ck</u>, <u>e</u>, <u>u</u>, <u>r</u>, <u>h</u>, <u>b</u>, <u>f</u>, <u>ff</u>, <u>l</u>, <u>ll</u>. Tricky words: to, the, no, go, into  Phase 3- <u>j</u>, <u>v</u>, <u>w</u>, <u>x</u>, <u>qu</u>, <u>z</u>, <u>zz</u>, <u>y</u>, <u>ch</u>, <u>sh</u>, <u>th</u>, <u>ng</u> (Tricky Words: he, she)</p>	<p>Phase 3- <u>j</u>, <u>v</u>, <u>w</u>, <u>x</u>, <u>qu</u>, <u>z</u>, <u>zz</u>, <u>y</u>, <u>ch</u>, <u>sh</u>, <u>th</u>, <u>ng</u> (Tricky Words: he, she)  Phase 3- <u>ai</u>, <u>ee</u>, <u>igh</u>, <u>oa</u>, <u>oo</u>, <u>or</u>, <u>air</u>, <u>ure</u>, <u>ow</u>, <u>oi</u>, <u>ear</u>, <u>ure</u>, <u>ex</u>, <u>we</u>, <u>me</u>, <u>be</u>, <u>was</u>, <u>my</u>, <u>all</u>, <u>you</u>, <u>are</u>, <u>they</u>, <u>her</u>)</p>	<p>Based upon class need and areas of weakness. Phonics taught as whole class as well as in small groups for consolidation.</p>	<p>Phase 4- Consolidation and read/spell words with adjacent consonants (said, so, have, like, some, come, were, little, there, one, do, at, what, when). Guided reading.</p>	<p>Based upon class need and areas of weakness. Phonics taught as whole class as well as in small groups for guided reading.</p>
Assessment writing piece	Who can help us? (non-fiction)	A celebration story (retell)	Space facts/planetarium	Recount of farm visit	Character description	Look what I can do...
	KS1			KS2		



	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Reading: Word reading						
Phonics and 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>	<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 <u>suffixes</u>.*</p>	<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-, ic-, dis-, mis-, un-, re-, sub-, inter-, super-, anti- and auto- to begin to read <u>aloud</u>.*</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 <u>aloud</u>.*</p>	<p>To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill.</p> <p>To apply their knowledge of root words, prefixes and suffixes/word endings to read aloud <u>fluently</u>.*</p>	<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 <u>fluently</u>.*</p>	<p>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.</p>
Common exception words	<p><u>To read Y1 common exception words, noting unusual correspondences between spelling and sound and where these occur in words.</u></p>	<p><u>To read most Y1 and Y2 common exception words*, noting unusual correspondences between spelling and sound and where these occur in the word.</u></p>	<p><u>To begin to read Y3/Y4 exception words.*</u></p>	<p><u>To read all Y3/Y4 exception words*, discussing the unusual correspondences between spelling and sound and where these occur in the word.</u></p>	<p><u>To read most Y5/Y6 exception words, discussing the unusual correspondences between spelling and sound and where these occur in the word.</u></p>	

Fluency	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. To reread texts to build up fluency and confidence in word reading.	To read aloud books (closely matched to their improving phonic knowledge), sounding out unfamiliar words accurately, automatically and without undue hesitation. To reread these books to build up fluency and confidence in word reading. To read words accurately and fluently without overt sounding and blending, e.g. at over 90 words per	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.			
Reading Comprehension						
Understanding and Correcting Inaccuracies	To check that a text makes sense to them as they read and to self-correct.	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.	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.			
Comparing, Contrasting and Commenting	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 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 recognise, listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.  To use appropriate terminology when discussing texts (plot, character, setting).	To discuss and compare texts from a wide variety of genres and writers.  To read for a range of purposes.  To identify themes and conventions in a wide range of books.  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	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.  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	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.  To recognise more complex themes in what they read (such as loss or heroism).  To explain and discuss their

	To discuss the significance of titles and events.	<p>To discuss the sequence of events in books and how items of information are related.</p> <p>To recognise simple recurring literary language in stories and poetry.</p> <p>To ask and answer questions about a text.</p> <p>To make links between the text they are reading and other texts they have read (in texts that they can read independently).</p>		<p>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> <p>To begin to read aloud their own writing, to a group or the whole class, using appropriate intonation and to control the tone and volume so that the meaning is clear.</p>	<p>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>	<p>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>
Words in Context and Authorial Choice	To discuss word meaning and link new meanings to those already known.	<p>To discuss and clarify the meanings of words, linking new meanings to known vocabulary.</p> <p>To discuss their favourite words and phrases.</p>	<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>	Discuss vocabulary used to capture readers' interest and imagination.	<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>	<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>
Inference and Prediction	<p>To begin to make simple inferences.</p> <p>To predict what might happen on the basis of what has been</p>	<p>To make inferences on the basis of what is being said and done.</p>	<p>To ask and answer questions appropriately, including some simple inference questions based on characters'</p>	<p>To draw inferences from characters' feelings, thoughts and motives that justifies their</p>	<p>To draw inferences from characters' feelings, thoughts and motives.</p> <p>To make predictions based on details stated and</p>	<p>To consider different accounts of the same event and to discuss viewpoints (both of authors and of</p>

	read so far.	To predict what might happen on the basis of what has been read so far in a text.	feelings, thoughts and motives. To justify predictions using evidence from the text.	actions, supporting their views with evidence from the text. To justify predictions from details stated and implied.	implied, justifying them in detail with evidence from the text.	fictional characters). To discuss how <u>characters</u> change and develop through texts by drawing inferences based on indirect clues.
Poetry and Performance	To recite simple poems by heart.	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.	To prepare and perform poems and play scripts that show some awareness of the audience when reading aloud. To begin to use appropriate intonation and volume when reading aloud.	To recognise and discuss some different forms of poetry (e.g. free verse or narrative poetry). 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.	To continually show an awareness of audience when reading out loud using intonation, tone, volume and action.	To confidently perform texts (including poems learnt by heart) using a wide range of devices to engage the audience and for effect.
Non-Fiction		To recognise that non-fiction books are often structured in different ways.	To retrieve and record information from non-fiction texts.	To use all of the organisational devices available within a non-fiction text to retrieve, record and discuss information. To use dictionaries to check the meaning of words that they have read.	To use knowledge of texts and organisation devices to retrieve, record and discuss information from fiction and non-fiction texts.	To retrieve, record and present information from non-fiction texts. 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).