

Year 1

Each skill should be taught sequentially so that your class are secure in that heading. Then they will be able to advance to the next skill. This overview can be used like a spiral, where you will repeat skills several times throughout the year.

Word reading - Decoding		Retrieval	Deduce	Analyse	Explore
<p><i>Distinguish between a word, letter and space.</i></p> <p><i>Read most of the EYFS high frequency words.</i></p> <p><i>Read most of Year 1 common exception words.</i></p> <p><i>Use phonic knowledge to attempt unknown words.</i></p> <p><i>Respond speedily with the correct sound to graphemes.</i></p> <p><i>Sound out and blend words with most of the taught graphemes.</i></p>	<p><i>Read words containing suffixes -s, -es, -ing,-ed, -er, -est.</i></p> <p><i>Read words containing more than one syllable.</i></p> <p><i>Read words with contractions e.g. I'll, we'll, I'm.</i></p> <p><i>Check the text makes sense as they read and corrects where needed.</i></p> <p><i>Read aloud and begin to use expression to show awareness of punctuation.</i></p> <p><i>Join in with stories or poems.</i></p>	<p><i>Use pictures and text to identify meaning.</i></p> <p><i>Find information to help answer literal questions (can be with support).</i></p> <p><i>Talk about the main point or a key event within a text.</i></p> <p><i>Retell familiar stories.</i></p> <p><i>Answer simple questions about the text.</i></p>	<p><i>Make predictions about a text before reading.</i></p> <p><i>Predict what might happen next based on what has already happened.</i></p> <p><i>Make simple inferences on the basis of what has been said or done.</i></p>	<p><i>Discuss word meanings, linking new meanings to words they already know.</i></p> <p><i>Recognise a range of patterns in texts, including stories, rhymes and non-fiction.</i></p>	<p><i>Discuss the significance of the title.</i></p> <p><i>Discuss the significance of events in the story.</i></p> <p><i>Talk about likes and dislikes of a story.</i></p> <p><i>Express opinions about main events in a story.</i></p> <p><i>Express opinions about characters in a story.</i></p>

See Year 1 & Year for relevant words.

Use age appropriate books for the children to read aloud – please see reading spine books as an example.

Year 2

Each skill should be taught sequentially so that your class are secure in that heading. Then they will be able to advance to the next skill. This overview can be used like a spiral, where you will repeat skills several times throughout the year.

Word reading - Decoding	Retrieval	Deduce	Analyse	Explore	
<p>Read aloud books closely matched to their improving phonic knowledge.</p> <p>Join in with stories or poems.</p> <p>Apply phonic knowledge and skills as the route to decode words.</p> <p>Read with growing fluency (without overt sounding and blending).</p> <p>Read accurately words with two or more syllables.</p> <p>Read words with common suffixes.</p>	<p>Read year 1 common exception words, and most year 2 common exception words.</p> <p>Check the text makes sense to them as they read, and correct any inaccurate reading.</p> <p>Read words with contractions, and understand omission.</p> <p>Read while taking into account punctuation, including '?' and '!'.</p>	<p>Retell a wide range of stories, fairy stories and traditional tales.</p> <p>Retell a previously unknown story beginning, middle and end.</p> <p>Locate specific information from a story, such as key events and key character names.</p> <p>Locate specific information on a given page in relation to a direct question.</p> <p>Summarise a story, giving the main points clearly in sequence.</p>	<p>Make inferences on the basis of what has been said or done.</p> <p>Make predictions about a text using a range of clues.</p> <p>Provide simple explanations about events and information. E.g. why a character has acted in a particular way.</p>	<p>Recognise simple recurring literacy language in stories and poems.</p> <p>Discuss and understand the meaning of new words, linking the meaning to known vocabulary.</p> <p>Discuss their favourite words and phrases.</p> <p>Begin to talk about the features of some non-fiction texts (instructions, non-chronological, reports and letters).</p>	<p>Express views on a wide range of poetry, stories and non-fiction.</p> <p>Discuss the sequence of events in books and how items of information are related to each other.</p> <p>Asks relevant questions about a variety of texts.</p> <p>Compare similarities and differences between texts.</p>

See Year 1 & Year 2 common exception words for relevant words

Use age appropriate books for the children to read aloud – please see reading spine books as an example.

Year 3

Each skill should be taught sequentially so that your class are secure in that heading. Then they will be able to advance to the next skill. This overview can be used like a spiral, where you will repeat skills several times throughout the year.

Word reading - Decoding	Retrieval	Deduce	Analyse		Explore
<p>Apply growing knowledge of root words, prefixes and suffixes to help when reading aloud.</p> <p>Understand how commas are used when reading aloud.</p> <p>Read common exception words when reading aloud.</p> <p>Read independently, using a range of strategies to read difficult words, to establish meaning.</p> <p>Read aloud with expression and intonation, taking into account a range of punctuation to aid understanding,</p>	<p>Summarise the main points in a text.</p> <p>Explain main points from a text, referring back to the text to support.</p> <p>Locate information in a text to support thoughts and discussion.</p> <p>Locate key words by skimming and scanning.</p> <p>Locate information by skimming and scanning.</p>	<p>Read between the lines, using clues from the text and pictures, to discuss thoughts, feelings and actions of characters.</p> <p>Make plausible predictions based on knowledge from the text and wider connections (own knowledge and experiences).</p> <p>Explain how and why main characters act in a story, using evidence from the text to support claims.</p>	<p>Use strategies to build an understanding of new words they encounter in texts (root words, context of the sentence).</p> <p>Discuss potential meaning of ambitious vocabulary encountered in texts.</p> <p>Use dictionaries to check meaning of words, and to create glossaries of key words for a text.</p>	<p>Identify the difference between a wider range of non-fiction and fiction text types.</p> <p>Discuss new words and phrases that capture the reader's interest and imagination.</p> <p>Build an understanding of how to use information texts (Layout, index, contents page and glossary).</p>	<p>Explore straightforward underlying themes and ideas within texts.</p> <p>Discuss how language structure and presentation link to meaning.</p> <p>Explore how language and grammar is used to build tension and create mood (cliff hangers, description, short sentences etc).</p>

See Year 3 & Year 4 spelling list for relevant words.

Use age appropriate books for the children to read aloud – please see reading spine books as an example.

Year 4

Each skill should be taught sequentially so that your class are secure in that heading. Then they will be able to advance to the next skill. This overview can be used like a spiral, where you will repeat skills several times throughout the year.

Word reading - Decoding	Retrieval		Deduce	Analyse	Explore
<p>Read most year 4&5 high frequency words when reading aloud.</p> <p>Read aloud with expression and intonation, taking into account a range of punctuation to aid understanding,</p> <p>Read a range of age appropriate texts with fluency and accuracy.</p> <p>Read silently and then discuss what they have read.</p>	<p>Use text marking (highlighting, underlining, notes in the margin etc.) to aid in retrieval of information and ideas from the text.</p> <p>Locate key words by skimming and scanning.</p> <p>Locate information by skimming and scanning.</p> <p>Use skimming and scanning to identify key ideas in texts.</p>	<p>Use knowledge of text structure to locate information.</p> <p>Quote directly from the text to answer questions.</p> <p>Refer to the text to support opinions and predictions.</p> <p>Summarise and begin to paraphrase key ideas from across a text in their own words.</p>	<p>Justify and elaborate on opinions and predictions by referring back to the text for evidence.</p> <p>Use clues from action, description and dialogue to establish meaning.</p> <p>Read between the lines to interpret what characters are thinking or feeling based on how they act and what they say.</p> <p>Clarify the meaning of ambitious words and /or phrases in context.</p>	<p>Understand how a character is presented in different ways, and uses evidence from the text to support this.</p> <p>Recognise the different text features within a variety of texts and genres.</p> <p>Identify and discuss the various features of fiction genres (e.g. science fiction, adventure, mystery etc).</p>	<p>Explore alternatives that could have happened in texts (e.g. a different ending), referring to the text to justify their ideas.</p> <p>Distinguish between fact and opinion in texts.</p> <p>Identify how different words and phrases create different image and atmosphere.</p> <p>Compares the structure of different stories to discover how they differ in pace, build up, sequence, complication and resolution.</p>

See Year 3 & Year 4 spelling list for relevant words.

Use age appropriate books for the children to read aloud – please see reading spine books as an example.

Year 5

Each skill should be taught sequentially so that your class are secure in that heading. Then they will be able to advance to the next skill. This overview can be used like a spiral, where you will repeat skills several times throughout the year.

Word reading - Decoding	Retrieval	Deduce		Analyse	Explore
<p>Read aloud with pace, fluency and expression, taking punctuation and author's intent into account.</p> <p>Read aloud, taking into account sophisticated punctuation (... ; : - () and ' for contraction and possession and "" for direct speech)</p> <p>Read aloud all year 5 & 6 spelling words.</p> <p>Work out how to pronounce unfamiliar written words with increasing automaticity.</p>	<p>Refer to text to support opinions and elaborate.</p> <p>Retrieve and collate key ideas and information from a range of sources.</p> <p>Use skimming and scanning to find key information in a text.</p> <p>Summarise and paraphrase the main ideas drawn from across more than one paragraph, identifying key details that support the main ideas.</p>	<p>Discuss messages, moods, feelings and attitudes from the text, using clues and inference and deduction skills.</p> <p>Understand and discuss how an author uses dialogue, action and descriptions to build a character.</p> <p>Identify relationships between characters, explaining what effects this has on the reader.</p>	<p>Infer and deduce meanings based on evidence from different points in the text.</p> <p>Work out the meaning of unknown words from the context of the sentence.</p> <p>Work out the meaning of unknown words from similar words, root words and prefixes.</p> <p>Predict what might happen next in a story based on the details, both stated and implied.</p>	<p>Compare and talk about the structure and features of a range of non-fiction texts.</p> <p>Understand how a character is presented in different ways, and uses evidence from the text to support this.</p> <p>Identify and discuss the various features of fiction genres (e.g. science fiction, adventure, mystery etc).</p>	<p>Distinguish between fact and opinion in texts.</p> <p>Discuss the impact of individual words and phrases on the reader</p> <p>Talk to others about books they have read and listens to classmates, in order to share book recommendations and widen understanding of the world.</p> <p>Reviews books, saying what they have enjoyed about it.</p> <p>Discuss how figurative language creates images.</p>

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Year 6

Each skill should be taught sequentially so that your class are secure in that heading. Then they will be able to advance to the next skill. This overview can be used like a spiral, where you will repeat skills several times throughout the year.

Word reading - Decoding	Retrieval	Deduce	Comprehension	Analyse	Explore
<p>Read aloud age appropriate books with confidence and fluency.</p> <p>Read aloud with intonation that shows understanding.</p>	<p>Retrieve information from a range of places in a text.</p> <p>Summarise main ideas, identifying key details and using quotations to support.</p> <p>Paraphrase ideas to make sense of more challenging texts.</p>	<p>Work out the meaning of words from the context of the sentence.</p> <p>Explain and discuss their understanding of what they have read, making inferences and justifying these with evidence.</p> <p>Predict what might happen next from details, both stated and implied.</p>	<p>SATs style question preparation.</p>	<p>Discuss the layout of a text and comment on its effectiveness.</p> <p>Identify the purpose, audience and organisation of both fiction and non-fiction texts, and evaluate the success of each of these elements.</p> <p>Analyse a character's motives throughout a story, and use evidence from the text to back up opinions.</p>	<p>Explain how authors use language, including figurative language, and consider the impact on the reader.</p> <p>Make comparisons within and across books and texts.</p>

Use age appropriate books for the children to read aloud – please see reading spine books as an example.

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Year 1 and 2 Common Exception Words

Year 1

the	they	one
a	be	once
do	he	ask
to	me	friend
today	she	school
of	we	put
said	no	push
says	go	pull
are	so	full
were	by	house
was	my	our
is	here	
his	there	
has	where	
I	love	
you	come	
your	some	

Year 2

door	gold	plant	clothes
floor	hold	path	busy
poor	told	bath	people
because	every	hour	water
find	great	move	again
kind	break	prove	half
mind	steak	improve	money
behind	pretty	sure	Mr
child	beautiful	sugar	Mrs
children	after	eye	parents
wild	fast	could	Christmas
climb	last	should	everybody
most	past	would	even
only	father	who	
both	class	whole	
old	grass	any	
cold	pass	many	

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Year 3 and 4 Spelling List

accident(ally)
actual(ly)
address
answer
appear
arrive
believe
bicycle
breath
breathe
build
busy/business
calendar
caught
centre
century
certain
circle
complete
consider

continue
decide
describe
different
difficult
disappear
early
earth
eight/eighth
enough
exercise
experience
experiment
extreme
famous
favourite
February
forward(s)
fruit
grammar

group
guard
guide
heard
heart
height
history
imagine
increase
important
interest
island
knowledge
learn
length
library
material
medicine
mention
minute

natural
naughty
notice
occasion(ally)
often
opposite
ordinary
particular
peculiar
perhaps
popular
position
possess(ion)
possible
potatoes
pressure
probably
promise
purpose
quarter

question
recent
regular
reign
remember
sentence
separate
special
straight
strange
strength
suppose
surprise
therefore
though/although
thought
through
various
weight
woman/women

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New Curriculum Spelling List Years 5 and 6

accommodate	communicate	equip	immediately	physical	sincerely
accompany	community	equipped	individual	prejudice	soldier
according	competition	equipment	interfere	privilege	stomach
achieve	conscience	especially	interrupt	profession	sufficient
aggressive	conscious	exaggerate	language	programme	suggest
amateur	controversy	excellent	leisure	pronunciation	symbol
ancient	convenience	existence	lightning	queue	system
apparent	correspond	explanation	marvellous	recognise	temperature
appreciate	criticise	familiar	mischievous	recommend	thorough
attached	curiosity	foreign	muscle	relevant	twelfth
available	definite	forty	necessary	restaurant	variety
average	desperate	frequently	neighbour	rhyme	vegetable
awkward	determined	government	nuisance	rhythm	vehicle
bargain	develop	guarantee	occupy	sacrifice	yacht
bruise	dictionary	harass	occur	secretary	
category	disastrous	hindrance	opportunity	shoulder	
cemetery	embarrass	identity	parliament	signature	
committee	environment	immediate	persuade	sincere	

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Key terms	
Fluency	The ability to read with speed, accuracy, and proper expression.
Effect on the reader	How does it make the reader feel about the writing? Happy, sad etc.
Expression	The ability to change your voice to show feeling when reading
Inference	Using what you know to make a guess about what you don't know or reading between the lines.
Skimming and scanning	Reading through the text quickly, looking out for key words to quickly find information.