

A Content-focused Reading Curriculum

The purpose of the Edale Rise Reading Curriculum is to develop **successful readers**. Successful readers read fluently i.e. they have mastered the phonetic code, can read at speed, both silently and out loud, and can read with effective prosody. Phonics and fluency is taught explicitly at Edale.

Successful readers also need **well developed schemas**: they are able to use their rich **background knowledge** of the world (e.g. the humanities, sciences and cultural capital), their knowledge of literature (e.g. narrative, characterisation, language and text structure) and words (e.g., vocabulary, morphology and etymology) in order to make sense of the texts they encounter.

Our reading approach is **content focused**: it is underpinned by the understanding that children develop as readers **one text at a time**. Each text they encounter and understand is one more text added to their **understanding of the world and the world of literature**. Like a pointillist painting that is developed one point at a time, so too is the schema of an effective reader. Each text, represents one more dot on their pointillist canvas.



Each text is added to a child's schema of literature, like a dot on a pointillist canvas.

We ensure children are exposed to, explore and understand a rich and varied canon of literature where **making-meaning is modelled explicitly and scaffolded** by teachers. We facilitate **high-quality discussions** through **high-quality questioning** that **promotes understanding**. The purpose of our curriculum is to ensure children are able **to read fluently and have a rich and developed schema of literature**.

This progression document shows how this schema is **purposefully developed at Edale**. Children encounter an **increasingly challenging canon** of novels, poetry, short stories, picture books, myths & fables and a broad range of non-fiction texts. These texts have all been carefully curated to ensure children access a **broad range of high-quality** literature to maximise the depth and breadth of their schemas, thus increasing their chances of comprehending a wide range of texts in the future. The texts also ensure children explore a **broad range of lived experiences** and encounter authors, protagonists and narratives from a **diverse range of backgrounds**.

The curriculum is constantly evolving and the canon can be amended. Equally this document does not list all the texts children encounter, but every text listed is explored by the children at Edale.

This document also provides a progression map of for the **key aspects** and **strategies** of effective reading. This provides clarity for teachers as to what they should expect children to be confident in at each stage. However, **our reading curriculum is content** focused: the priority in any reading lesson is for children to **understand the key concepts** present in the text being studied so that that text is added to their **developing schema**.

EYFS & Y1 Fiction Spine

Below is a selection of picture books and poetry read across EYFS and Y1. This is not an exhaustive list but all texts are chosen for their 'big idea', the quality of language, the potential to develop children's wider knowledge, and/or the potential to broaden children's cultural or literary horizons.

E1	<ul style="list-style-type: none"> • Ladybird First Favourites • Goldilocks and the Three Bears • The Very Hungry Caterpillar – Eric Carle • Things I like – Anthony Browne • Hello Friend! – Rebecca Cobb • The Little Fingers and Ten Little Toes – Helen Oxenbury • It's a Little baby – Julia Donaldson • It's my Birthday – Helen Oxenbury • Brown Bear Brown Bear – Bill Martin Jr / Eric Carle • The Everywhere Bear – Julia Donaldson • We're Going on a Bear Hunt – Michael Rosen 	<ul style="list-style-type: none"> • The Tiger Who Came to Tea – Judith Kerr • The Biscuit Bear – Mini Grey • Farmer Duck – Martin Waddell • Rosie's Walk – Pat Hutchins • The Gobble Gobble Moo Tractor Book – Jez Alborough • Walking Through the Jungle – Julie Lacome • Sheep in the Jeep – Nancy Shaw • Old Mikamba Had a Farm – Rachel Isadora • Monkey Puzzle – Julia Donaldson • The Train Ride – June Crebbin • Six Dinner Sid – Inga Moore 	
E2	<ul style="list-style-type: none"> • Ladybird First Favourites.... • The Colour Monster – Anna Llenas • Ravi's Roar – Tom Percival • The Little Red Hen • The Three Little Pigs • The Gingerbread man • Meesha Makes Friends – Tom Percival • Malala's Magic Pencil – Malala Yousafzai • Greedy Oliver – Stacey Hall • Dinosaur Roar – Paul Strickland • Supertato – Sue Hendra • There's a Dinsoaur in your Book – Tom Fletcher • The Girl and the Dinosaur - Holly Hughes • Dinosaurs love underpants – Sue Freedman • Somebody Swallowed Stanley – Sarah Roberts 	<ul style="list-style-type: none"> • Jasper's Beanstalk – Nick Butterworth • Sam Plants a Sunflower – Kate Petty • Whatever Next – Jill Murphy • Owl Babies – Martin Waddell • Dear Zoo – Rod Campbell • The Lion Inside – Rachel Bright • Giraffes Can't Dance – Giles Andraea • The Very Hungry Caterpillar – Eric Carle • Ice in the Jungle – Ariane Hoffman - Maniyar • Shark in the Park – Nick Sharratt • Handa's Surprise – Eileen Browne • We're Going on a Lion Hunt – David Axtell • Where's My Teddy – Jez Alborough • The Extra-Ordinary Gardener – Sam Boughton • Oi Frog collection – Kes Grey • Nursery Rhymes - various 	
Y1	<ul style="list-style-type: none"> • Ladybird First Favourites.... • Once Upon a Raindrop – James Carter • After the Storm – Nick Butterworth • The Three Billy Goats Gruff • Jack and The Beanstalk • Little Red Riding Hood • Cinderella • Little Cloud – Anne Booth • Five Minutes Peace – Jill Murphy • Avocado baby – John Burningham 	<ul style="list-style-type: none"> • Martha Maps it Out – Leigh Hodgkinson • Zog – Julia Donaldson • There's a Dragon in your Book – Tom Fletcher • The Princess and the Pea – Lauren Child • The Bad-Tempered Ladybird – Eric Carle • Superworm – Julia Donaldson • Norman the Slug with the Silly Shell – Sue Hendra • The Squirrels who Squabbled – Rachel Bright 	<ul style="list-style-type: none"> • Yucky Worms – Vivien French • Peace at Last – Jill Murphy • Room on the Broom – Julia Donaldson • The Gruffalo – Julia Donaldson • Beegu – Alexis Deacon • Dogger – Shirley Hughes • Funnybones – Allan Ahrlberg • Elmer – David McKee • Rapunxel – Bethan Woollvin • Where is the Dragon? – Leo Timmers • The Puffin Book of Fantastic First Poems • Oi Frog collection – Kes Grey

Y2 Fiction Spine

	Title	Rationale for inclusion	
Novels	Flat Stanley	This inventive story is full of wit and humour and is sure to engage young children in reading lessons. The narrative explores and celebrates the idea of 'difference' and that our differences can be our advantages – an rich ground for discussion with KS1 children.	
	Hodgeheg	An inspiring story about perseverance . The humorous narrative is sure to engage children with its delightful word play. The key theme of bravery and perseverance give this adventure story plenty of opportunity for discussion.	
	Fantastic Mr Fox	This fantasy story set in an imagined world where animals speak and plot has engaged children for generations. The narrative explores consumerism and the cycle of life , both rich wells for discussion. The humour and adventure will keep children engaged as they root for the clever Mr Fox	
	Ellie and the Cat	A engaging class reader about friendship, problem solving and self-belief . These key themes underpin the narrative and provide plenty of grounds for rich class discussion. The humour that runs throughout the narrative will keep children engaged as they explore this rich adventure.	
	The owl Who Was Afraid of the Dark	This classic text helps children to understand that it's okay to be afraid of the dark and that they can face their fears . This relatable theme underpins the narrative and will provide engaging ground for rich classroom discussion. The gentle humour and uplifting message regarding resilience make this a timeless classic in a Y2 classroom.	
Picture Books	Below is a selection of picture books read in Y2. This is not an exhaustive list but all stories are chosen for their 'big idea', the quality of language, the potential to develop children's wider knowledge, and/or the potential to broaden children's cultural or literary horizons.		
	<ul style="list-style-type: none"> • Amazing Grace • Hansel and Gretel by Anthony Brown • Where the Wild Things Are • Little Red – Bathan Woollvin • Not Now Bernard 	<ul style="list-style-type: none"> • Traction Man • The Secret Garden – Claire Freedman • Meerkat Mail 	<ul style="list-style-type: none"> • Ruby in Ruins – Shirley Hughes • The Great Kapok Tree – Lynne Cherry • A River – Marc Martin • Lost and Found • The Bog Baby • Grandad's Island
Poetry	Heard it in the Playground – Alan Ahrlberg	This funny and playful collection of poems is full of wit and surprises . The familiar theme of primary school life is sure to engage and promote discussion.	Crazy Mayonnaisy Mum – Julia Donaldson This collection contains a variety of poetry forms for the class to explore . The poems range from the silly to the thoughtful but all are sure to engage and provide inspiration for children.

Y3 Fiction Spine

	Title	Rationale for inclusion
Novels	The Iron Man	Poetic prose promotes rich discussion. Themes of 'good and evil' and 'heroism' engage children, developing themes from fairy tales in KS1 and setting blue prints for more challenging texts in KS2. Ted Hughes is a significant author and poet laureate, providing an element of cultural heritage .
	Operation Gadget Man	A fast-paced, modern adventure novel with rich characters from varying cultural backgrounds for children to discuss. There is an element of mystery throughout the text which engages children and promotes debate. Malorie Blackman (OBE) is a significant author and children's laureate.
	Podkin One-Ear	A formal leap into the fantasy genre , providing schema development for a wealth of future texts. Fast paced world-building and well-developed characters will inspire exploration and discussion.
	The Firework Maker's Daughter	The mystery and suspense masterfully handled by Philip Pullman in a non-linear narrative engages children and provides plenty of opportunity for discussion. This fantasy novel provides vivid imagery through ambitious prose and the key themes of family and courage driven by a female protagonist provide rich opportunities for exploration and discussion
Poetry	Quick, Lets Get Out of Here	Michael Rosen's collection of playful poetry provide rich opportunities for read-alouds, class discussions and performances. Rosen was children's laureate, providing an element of cultural heritage .
	The World's Greatest Space Cadet	James Carter's imaginative collection of innovate poems covers a range of topics and verse forms. This ensures children are expose to a rich variety of poetry over Y3 and have plenty of opportunities for discussion.
	The Puffin Book of Utterly Brilliant Poetry	This collection of varied and dynamic poems ensures children are exposed to some of the most influential poets writing for children. Roger McGough, Charles Causley, Benjamin Zephaniah, Jackie Kay, Spike Milligan, John Agard, Allan Ahlberg and Kit Wright all provide poems, complete with accompanying illustrations sure to promote discussion.
Picture Books	The Lost Happy Endings	Carol Ann Duffy's dark and poetic adventure keeps children enthralled to the climax. It's rich language provides fertile ground for discussion and character exploration . A great stimulus for children's own writing.
	Jumanji	Chris Van Allsburg's beautiful illustrations and story telling provide wonderful opportunities for discussion, prediction and debate. This text can be re-read multiple times and new layers discovered.
	Flotsam	David Weisner's wordless adventure engages children as they explore and discuss how the narrative is brought to life. A superb stimulus for descriptive writing and a stepping stone into other wordless picture books.
	Black Dog	Levi Pinfold's multilayered story beautifully unravels issues of worry and bravery . Amusing but with an important message, children will enjoy reading and re-reading this multiple times.
Short Story Collection	<i>Enchanted!</i>	A collection of whimsical traditional stories to engage and promote discussion
Myths & Fables	<i>Aesop's Fables</i>	Rich in cultural heritage , the morals hidden with promote debate and reflection

Y4 Fiction Spine

	Title	Rationale for inclusion
Novels	Charlie and the Chocolate Factory	A modern classic that provides cultural heritage . Dahl's timeless adventure has stood the test of time: a quirky, imaginative narrative ; rich (but often flawed) characters and the key themes of inner strength, perseverance and choices all provide rich ground for debate and discussion
	Beowulf	The atmospheric language used by Morpurgo brings this classic epic poem to life. The key themes of good vs evil and heroism build on children's blueprints and engage and enthrall.
	The Lion, Witch and the Wardrobe	This timeless classic introduces multi-layered and complex narratives and characters, rich for discussion and debate. The key themes of good vs. evil and choices build on children's previous reading. The archaic prose prepares children for more challenging fiction in UKS2.
	Escape from Rome	A fast paced , highly engaging adventure story laced with peril will keep children enthralled as they cheer on the protagonist. Dark deeds and considerable tension provide strong opportunities for class debate and discussion.
Poetry	Sensational!: poems chosen by Roger McGrough	A stunning collection of poems inspired by the five senses provide new themes for poetry discussion. A mixture of classic and contemporary poets some of which children are already familiar with (Carol Ann Duffy, Michael Rosen) and some who they meet for the first time (Ian McMillan, William Wordsworth)
	Hot like fire and other poems: poems from the world...	Jamaican born poet, Valerie Bloom's (MBE), collection of poetry is beautifully crafted and full of energy. Her mixed use of standard English and dialect is a delight to read and hear. Valerie's subjects range from global pollution, problems with maths homework and the sad demise of pet frogs.
	Riding a lion	Carol Rumble provides a mix of themes with complex & thoughtful explorations of emotions. Some of the poems will provide opportunities to explore darker themes not previously explored.
Picture Books	Shackletons Journey	An exciting, book which provides a detailed retelling of a real life event . The exploration of adversity and perseverance will engage children and promote discussion. This accompanies the children's 'Polar Regions' topic.
	Hidden Figures	In this beautifully illustrated picture book, children explore the story of four female African-American mathematicians at NASA, known as "colored computers," and how they overcame gender and racial barriers to succeed in a highly challenging STEM-based career
	Mirror by Jeannie Baker	An innovative, two-in-one picture book follows a parallel day in the life of two families: one in a Western city and one in a North African village. This text will engage and promote discussion regarding diversity, equity and privilege .
	Greenling by Levi Pinfold	Pinfold's stunning art creates an other-timely place, drawing echoes of depression era America. The key themes of conservation complement children's work on climate and rainforests.
Short Story Collection		<i>Short! (Various volumes)</i> Fast paced and varied, these tales twist and turn quickly , developing children's mental models
Myths & Fables		<i>Roman Myths</i> Poetic verse brings these ancient tales to life, rich in cultural capital .

Y5 Fiction Spine

	Title	Rationale for inclusion
Novels	Beetle Boy	This fast paced , modern adventure story combines humor with mystery to keep children engaged and guessing throughout. The rich characters , (some good, some bad) and captivating narrative provide strong opportunities for discussion.
	Holes	A modern classic that slowly comes to life, in a non-linear narrative prepares children for more complex, extended narratives. The rich characters provide opportunities for discussion regarding friendship, fate, and justice vs. injustice set in a highly engaging context.
	Malamander	This fast paced, modern mystery with a fantasy twist introduces rich characters throughout, creating tension and suspicion which engages children in rich debate. The coastal setting provides opportunity for vocabulary and knowledge development.
	Kensuke's Kingdom	A modern classic which explores the key themes of love, loss, forgiveness, hope and redemption in the context of an adventure story. Children engage with the mystery of the island and the rich characters provide strong opportunities for discussion.
	Clockwork	This beautifully told, fast-paced, modern masterpiece uses several narrators to engage children providing ample opportunities for exploration. A superb text which springboards children into reading Pullman's retelling of fairy tales in 'Grimm Tales'
Poetry	The Highwayman	This narrative poem provides ample opportunity for discussion around characterisation and narrative poems. The archaic language and rich imagery are fertile grounds for exploration.
	Lost Magic:	Significant author, Brian Moses, provides a rich a collection of his favourite poems for children. The collection covers a range of themes and verse forms , providing new grounds for children to explore.
	The Magic Box	Award winning poet, Kit Wright, presents a collection of poems with varying themes and verse forms all rich with opportunities for discussion and performance.
	Ramshackle Rainbow	A collection of poems, chosen by Pie Corbett, cover a range of authors including Lewis Carol and Helen Dunmore . A wide range of themes and verse forms provide rich ground for exploration and performance.
Picture Books	The Journey	The book explores the unimaginable decisions made as a family leave their home and everything they know to escape the turmoil and tragedy brought by war ; this book will promote deep discussions about global issues
	Wolves in the Walls	A light hearted, amusing book that explores fear and children's voice . It can be used a springboard to introduce Neil Gaiman to the class.
	Stone for Sascha	This book connects the private, personal loss of one child to a cycle spanning millennia, delivering a stunningly multi-layered tale rich in opportunities for exploration and discussion
	How to Live Forever by	Thoughtful and thought-provoking the complex artwork can be explored again and again. Rich in opportunities for discussion and a good opportunity to introduce Colin Thompson to the children.
Short Story Collection	7 Ghosts	Superbly written characters provide plenty of opportunity for rich discussion and mental model development
Myths & Fables	Ancient Greek Myths	Exploring these myths develops significant cultural capital to access a range of literature

Y6 Fiction Spine

	Title	Rationale for inclusion
Novels	Street Child	A tale of one boy's plight into poverty and homelessness in Victorian England is heart wrenching and captivating . The rich re-telling of the era and deep characterisation provide ample of opportunities for rich exploration.
	Wonder	The key themes of kindness, anti-bullying and having compassion, acceptance, and empathy for others interweave throughout. The use of multi perspectives provide a complexity of narrator for children to explore.
	The Last Wild	Well-crafted characters provide opportunities for children to explore characterisation within an enthraling narrative . The key themes of conservation and the impact of human behaviour will engage class discussions.
	Nowhere Emporium	A modern mystery taking place in a rich fantasy narrative develops children's fantasy schema further. The well written characters and key themes of bullying, life and death, creativity and imagination, friendship, love and courage provide opportunities for discussion.
	A Christmas Carol	Dicken's timeless classic provides further opportunity for children to explore archaic language rich in imagery . The themes of charity, redemption and kindness will engage and enthuse discussion
Poetry	The Raven	Poe's masterpiece builds on children's understanding of archaic narrative poetry . The rich language and imagery will inspire exploration and discussion.
	Cloud Busting	The children return to Malorie Blackman for a remarkable use of poetic forms, Children experience the narrator's perspective to explore key themes of bullying, friendship and difference.
	The Lost Words	This collection explores the natural world in various forms and moods . Each voice varies in tone which, accompanied by the stunning illustrations provides wonderful opportunities for exploration and discussion.
	The Apple Raid	A dazzling collection of poems collected by Pie Corbett. Poets as varied as Samuel Taylor Coleridge, Sylvia Plath, Miroslav Holub, Eleanor Farjeon and Valerie Bloom present a range of verse forms and moods .
Picture Books	The Water-tower	A gripping story from the sci-fi genre . Wonderful illustrations and an ending open to interpretation will inspire discussion and debate.
	The Phonebooth in Mr Hirota's Garden	A powerful book about family that inspires discussion about what children 'value'. It is both artistically magical and rich in poetic verse .
	A Different Pond	A powerful read aloud exploring family, coming of age and the lived experience of immigrants – rich ground for discussion.
	The Undefeated	Honest, heartbreaking, and hopeful, this unforgettable book explores famous and overlooked figures from black history to inspire debate and exploration
	The Dam	A haunting, stunningly illustrated story of loss, hope, and the power of music from multi-award winners David Almond and Levi Pinfold .
Short Story Collection	Uncle Montague's Tales of Terror	Written in archaic prose , these stories are rich in character development , provide engaging narrative arcs and descriptive language
Myths & Fables	Between Worlds	These wonderful, sometimes bizarre British folk tales engage children's imagination s and develop cultural capital

Non-Fiction Spine

Key texts are used to explore content across the curriculum. Class sets of all texts are supplied below to allow teachers to use them to embed key knowledge and develop fluency and comprehension across the school day.

Year	Subject	Text(s)
1	Science	DK First Animal Encyclopedia, DK First Animal Encyclopedia. DK First Earth Encyclopedia, DK Find Out Animals!
	History	DK First History Encyclopedia, DK Find Out Castles!
	Geography	Teacher Resources
2	Science	DK First Animal Encyclopedia, DK First Animal Encyclopedia. DK First Earth Encyclopedia; DK Find Out Animals!
	History	DK First History Encyclopedia, The Great Plague, The Fire of London
	Geography	DK Find Out Forests! DK First Earth Encyclopedia, CGP United Kingdom
3	Science	DK First Animal Encyclopedia, DK First Animal Encyclopedia. DK First Earth Encyclopedia; DK Encyclopedia of Animals
	History	CGP Stone Age to Celts. CGP Mayan Civilisation
	Geography	DK First Earth Encyclopedia, DK Encyclopedia of Animals, DK Eyewitness Weather, DK Eyewitness Ocean
4	Science	DK First Animal Encyclopedia, DK First Animal Encyclopedia. DK First Earth Encyclopedia; DK Encyclopedia of Animals
	History	CGP Romans in Britain, National Geographic Anglo-Saxons
	Geography	DK First Earth Encyclopedia, CGP Rivers
5	Science	DK Encyclopedia of Animals; DK Knowledge Encyclopedia
	History	CPG Vikings, CGP Ancient Greeks
	Geography	CGP Volcanoes & Earthquakes, DK Knowledge Encyclopedia, DK Geography
6	Science	DK Encyclopedia of Animals; DK Knowledge Encyclopedia
	History	Eyewitness Victorians, Eyewitness Tudor
	Geography	CGP Living Planet, DK Knowledge Encyclopedia , DK Geography

Key Strategies/Aspects of Reading

Below is the progression map of for the key aspects and strategies of effective reading. This provides clarity for teachers as to what they should expect children to be confident in at each stage. Teachers are able to adapt their teaching across the year to ensure children are given opportunity to develop their confidence in these elements of reading.

	KS1 End of year targets	
	Year 1	Year 2
Progressive Fluency	<ul style="list-style-type: none"> Engage with the Sounds Write Phonics Programme (see separate document) I can accurately read aloud books that are consistent with my developing phonic knowledge I re-read books to build up my fluency and confidence in word reading 	<ul style="list-style-type: none"> Engage with the Sounds Write Phonics Programme (see separate document) I can accurately read aloud books that are closely matched to my improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation I re-read books to build up my fluency and confidence in word reading
Discussion	<ul style="list-style-type: none"> I participate in discussions about what is read to me, taking turns and listening to what others say 	<ul style="list-style-type: none"> I participate in discussions about books, poems and other works that are read to them and those that I read myself, taking turns and listening to what others say
Summarising	<ul style="list-style-type: none"> I can explain my understanding of what has been read to me I can summarise the main idea of a passage that is read to me I can sequence the events of a narrative that has been read to 	<ul style="list-style-type: none"> I can explain my understanding of what I have read and what has been read to me I can summarise the main idea of a passage that is read to me I can sequence the events of a narrative that has been read to
Inference	<ul style="list-style-type: none"> I can make inferences on what is being said or done I can make coherence inferences such as pronoun resolutions and anaphoric referencing 	<ul style="list-style-type: none"> I can make inferences on what is being said or done I can make coherence inferences such as pronoun resolutions, anaphoric referencing and causal reasoning
Language	<ul style="list-style-type: none"> I discuss word meanings, linking new meanings to those already known 	<ul style="list-style-type: none"> I discuss and clarify word meanings, linking new meanings to those already known I recognise simple recurring literary language in stories and poetry I can discuss my favourite words or phrases in a text
Monitor and Clarify	<ul style="list-style-type: none"> I check that the text makes sense to me as I read and re-read and correct inaccurate reading 	<ul style="list-style-type: none"> I check that the text makes sense to me as I read and re-read and correct inaccurate reading I can use morphology, such as prefixes, to work out unknown words
Predicting	<ul style="list-style-type: none"> I make predictions based on what has been read so far 	<ul style="list-style-type: none"> I make predictions based on what has been read so far
Questioning	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> I actively answer questions and ask questions about the text I am reading to help improve my understanding

LKS2 End of year targets		
	Year 3	Year 4
Progressive Fluency	<ul style="list-style-type: none"> I read age-related texts at a rate of at least 110 WCPM with effective prosody 	<ul style="list-style-type: none"> I read age-related texts at a rate of at least 110 WCPM with effective prosody
Discussion	<ul style="list-style-type: none"> I actively contribute to group and class discussions in reading lessons, commenting and building upon the thoughts of others 	<ul style="list-style-type: none"> I actively contribute to group and class discussions in reading lessons, commenting and building upon the thoughts of others
Summarising	<ul style="list-style-type: none"> I can identify the main ideas from a sentence or passage I can identify the theme of a piece of fiction I can compare and contrast key characters and ideas I can sequence main events in fiction and processes in non-fiction 	<ul style="list-style-type: none"> I can identify the main ideas from a sentence, passage or whole text I can identify the theme of a piece of fiction I can compare and contrast key characters and ideas within and across texts. I can sequence main events in fiction and processes in non-fiction and present them in a graphic organiser.
Inference	<ul style="list-style-type: none"> I make coherence inferences within and across sentences and paragraphs, including pronoun resolution, anaphoric referencing and causal reasoning with increasing independence I draw elaborate inferences such as inferring characters' feelings, thoughts and motives from their actions and justifying inferences with evidence 	<ul style="list-style-type: none"> I make a range of coherence inferences within and across sentences and paragraphs independently and can justify these inferences with evidence from the text I draw elaborate inferences such as inferring characters' feelings, thoughts and motives from their actions and justifying inferences with evidence with increasing independence
Language	<ul style="list-style-type: none"> I actively contribute to discussions about words and phrases that capture the reader's interest and imagination I understand how the structure and presentation of a text contributes to meaning 	<ul style="list-style-type: none"> I actively contribute to discussions about words and phrases that capture the reader's interest and imagination and can analyse a passage in a close reading session with increasing independence I understand how the structure and presentation of a text contributes to meaning
Monitor and Clarify	<ul style="list-style-type: none"> I recognise when I have not understood a word, sentence or passage and use appropriate strategies when prompted to fix my understanding: e.g., rewind and re-read, define key words by context, use glossaries. 	<ul style="list-style-type: none"> I recognise when I have not understood a word, sentence or passage and use appropriate strategies to fix my understanding: e.g., rewind and re-read, define key words by context, etymology and morphology and glossaries.
Predicting	<ul style="list-style-type: none"> In fiction reading, I make predictions about what might happen next. I support these predictions using evidence from the text. 	<ul style="list-style-type: none"> In fiction reading, I make predictions about what might happen next. I support these predictions using evidence from the text and my developing knowledge of narrative structures.
Questioning	<ul style="list-style-type: none"> I actively ask questions about the text I am reading to help improve my understanding 	<ul style="list-style-type: none"> I actively ask questions about the text I am reading to help improve my understanding

UKS2 End of year targets		
	Year 5	Year 6
Progressive Fluency	<ul style="list-style-type: none"> I read age-related texts at a rate of at least 110 WCPM with effective prosody 	<ul style="list-style-type: none"> I read age-related texts at a rate of at least 110 WCPM with effective prosody
Discussion	<ul style="list-style-type: none"> I actively contribute to group and class discussions in reading lessons, building upon the thoughts of others and challenging courteously I can recommend books to my peers, providing reasons 	<ul style="list-style-type: none"> I actively contribute to group and class discussions in reading lessons, building upon the thoughts of others and challenging courteously I can recommend books to my peers, providing reasons
Summarising	<ul style="list-style-type: none"> I can identify the main ideas from a sentence, passage or whole text and do this automatically as I read I recognise key themes of a text and have a growing understanding of related conventions I can compare and contrast key characters and ideas within and across texts, using details stated and implied I can sequence main events in fiction and processes in non-fiction and present them in a graphic organiser and in writing. 	<ul style="list-style-type: none"> I can identify the main ideas from a sentence, passage or whole text and do this automatically as I read I recognise key themes of a text and understand related conventions I can compare and contrast key characters and ideas within and across texts, using details stated and implied. I can sequence main events in fiction and processes in non-fiction and present them in a graphic organiser and in writing.
Inference	<ul style="list-style-type: none"> I make a range of coherence inferences within and across sentences and paragraphs independently and can justify these inferences with evidence from the text I draw elaborate inferences such as inferring characters' feelings, thoughts and motives from their actions and justifying inferences with evidence, providing direct quotes where appropriate 	<ul style="list-style-type: none"> I make a range of coherence inferences within and across sentences and paragraphs independently and can justify these inferences with evidence from the text I draw elaborate inferences such as inferring characters' feelings, thoughts and motives from their actions and justifying inferences with evidence, providing direct quotes where appropriate
Language	<ul style="list-style-type: none"> I actively contribute to discussions about words and phrases that capture the reader's interest and imagination I understand how the structure and presentation of a text contributes to meaning I can analyse a passage in a close reading session providing explanations as to how the author has used language for a specific effect 	<ul style="list-style-type: none"> I actively contribute to discussions about words and phrases that capture the reader's interest and imagination I understand how the structure and presentation of a text contributes to meaning I can analyse a passage in a close reading session providing explanations as to how the author has used language for a specific effect
Monitor and Clarify	<ul style="list-style-type: none"> I recognise when I have not understood a word, sentence or passage and use appropriate strategies to fix my understanding independently: e.g., rewind and re-read, define key words by context, etymology and morphology and glossaries. 	<ul style="list-style-type: none"> I recognise when I have not understood a word, sentence or passage and use appropriate strategies to fix my understanding independently: e.g., rewind and re-read, define key words by context, etymology and morphology and glossaries.
Predicting	<ul style="list-style-type: none"> In fiction reading, I make predictions about what might happen next. I support these predictions using evidence from the text, my knowledge of narrative structures and my developing knowledge of characterisation. 	<ul style="list-style-type: none"> In fiction reading, I make predictions about what might happen next. I support these predictions using evidence from the text, including quotes, my knowledge of narrative structures and my developing knowledge of characterisation.
Questioning	<ul style="list-style-type: none"> I actively ask questions about the text I am reading to help improve my understanding 	<ul style="list-style-type: none"> I actively ask questions about the text I am reading to help improve my understanding