

YEAR 3 READING SKILLS OVERVIEW 2021-2022 Planning and **assessment using non-negotiables**

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Year 3	<p>Monitor fluency and establish reading culture – plan accordingly. wk1-3 Introduce background knowledge. Wk 4 Introduce visualisation. Wk 5 Introduce prediction. Wk6 NN – Decoding and word recognition *Read accurately new words of 2 or more syllables encountered in books they read. *Blend and segment long vowel phonemes.</p> <p>NN – Themes and conventions *Simple statements about likes and dislikes in reading, sometimes with reasons.</p> <p>NN – Text layout *Understand and use alphabetically ordered texts.</p> <p>NN – How texts are linked *Participate in discussion about books read to them and those they read, taking it in turns and listening to what each other says.</p> <p>NN - Independently read texts *Retrieve and record information from non-fiction.</p>	<p><i>Continue to monitor fluency and decoding issues. Decode words outside spoken vocabulary.</i> Consolidate background knowledge, visualisation and prediction. wk1-3 Introduce how to scan and skim to find important key language. Model attentive (active) listening. wk4-7 NN – Scan and skim *Begin to re-read sections when asked, to support understanding.</p> <p>NN – Decoding and word recognition *Apply their growing knowledge of root words, prefixes and suffixes to read aloud.</p> <p>NN – How texts are linked *Some awareness that books are set at different times and in different places.</p> <p>NN – Themes and conventions *Increase familiarity with a wide range of books including fairy stories etc and retell some of these orally.</p> <p>NN – Range of texts *Listen to and discuss a wide range of fiction, poetry, plays, non-fiction, reference and textbooks.</p>	<p><i>Monitor fluency, decoding. Use contents pages and indexes to locate info.</i> Consolidate all skills and focus on making connections. Begin to focus on how to answer a simple cloze question. wk1-3 Introduce how to work out meaning of unknown words by reading around and looking at context. wk4-6 NN – Scan and skim *Simple or obvious points identified though may be misunderstandings about where information is in the text.</p> <p>NN – Decoding and word recognition *Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</p> <p>NN – Language for effect *Check that the text makes sense to them through re-reading.</p> <p>NN - Text layout *Read for a range of purposes.</p> <p>NN – How texts are linked *Some simple connection between texts identified. Eg: <i>Compare different fables.</i></p>	<p><i>Continue to monitor fluency and decoding issues. Can read longer words and test pronunciations.</i> Consolidate finding key words from context. Look at matching vocabulary to meanings. wk1-3 Begin to look at literal questions and how to answer them using skills so far. Wk4-7 NN – Scan and skim *Begin to scan and skim through a text in order to locate key words.</p> <p>NN – Decoding and word recognition *Understand the meaning of new words they meet. *Unfamiliar words de-coded using appropriate strategies.</p> <p>NN – How texts are linked *Compare features in stories and information in texts. Eg: <i>Similarities in plot or topic.</i></p> <p>NN – Range of texts *Discuss and back up opinions about favourite stories.</p> <p>NN – Language for effect *Discuss their understanding and explain the meaning of words in context. *Some familiar patterns of language identified. Eg: <i>Once upon a time, first, next, last etc.</i></p>	<p><i>Monitor fluency, decoding. Listen attentively and discuss reading.</i> Consolidate all skills so far including answering literal questions. wk1-2 Begin to make connections between different parts of a text by finding key phrases or clues. Read and re-read to check meaning. wk3-5 NN - Independently read texts *Ask questions to improve their understanding of a text. *Identify main ideas drawn from more than one paragraph.</p> <p>NN – Themes and conventions *Identify recurring themes in different stories and poetry.</p> <p>NN – Range of texts *Use dictionaries to check the meanings of words read.</p> <p>NN – Language for effect *Discuss words and phrases that capture the reader’s interest and imagination.</p> <p>NN – Text layout *Can recognise features of a non-fiction text and use appropriately. *Some awareness of features that structure texts, eg beginning or ending of story, instructions etc.</p>	<p><i>Monitor fluency, decoding, read, re-read and rehearse texts.</i> Consolidate making connections. Consolidate all reading skills. wk1-2 Begin to summarise the main idea of a text using a headline or story in a sentence. Find themes such as good over evil. Wk3-7 NN – Decoding and word recognition *Read with some fluency; expression and understanding is developing.</p> <p>NN – Language for effect *Identify how language contributes to meaning. Eg: <i>imperatives in instructions or use of adjectives and adverbs.</i></p> <p>NN - Independently read texts *Explain and discuss their understanding of a text both that they listen to and read for themselves.</p> <p>NN – Themes and conventions Some awareness that writers have purposes.</p> <p>NN – Range of texts *Read aloud a variety of texts using appropriate intonation and controlling tone and volume so that meaning is clear.</p>
Concept words	Decode listen picture character grammar prediction written text strategies meaning break down repair key words evidence	Information image prediction organisation visual text structure instruction visualisation scan skim	Expression responding illustration presentation comprehension meaning connections	comparison similarity difference literal fact opinion	theme	reasoning order summarise voice

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Year 4	<p><u>Pick up poor decoders – plan accordingly.</u></p> <p>Consolidate dialogue and discussion using active reading skills - background knowledge, visualisation, prediction, scan skim and finding key language etc.</p> <p>wk1-4</p> <p>Build on summarising a main idea from a text and connecting key words.</p> <p>Wks-7</p> <p>NN – Scan and skim</p> <p>*Begin to develop scanning and skimming to relevant sections in a text in order to answer questions.</p> <p>NN – Themes and conventions</p> <p>*Express personal response but with little awareness of writer’s viewpoint or effect on reader. <i>Eg She was just horrible, a bit like my aunt sometimes.</i></p> <p>NN – Decoding and word recognition</p> <p>*Read further exception words, noting unusual correspondences between spelling and sound where these occur in a word.</p> <p>NN – How texts are linked</p> <p>*Take part in increased peer discussions rather than teacher led Q and A.</p>	<p><u>Monitor and improve decoding and fluent sustained reading.</u></p> <p>Focus on what we mean by finding evidence when answering questions. Identify key details to support ideas.</p> <p>Wk1-2</p> <p>Model and build up re-telling stories and spotting themes and conventions.</p> <p>Wk3-4</p> <p>Begin to look at different kinds of questions. Literal or not literal. Consolidate finding key vocabulary as evidence and looking at meanings of words <i>in context</i>.</p> <p>wk5-7</p> <p>NN – Scan and skim</p> <p>*Some comments include quotations from or references to text, but not always relevant. <i>May be retelling or paraphrasing sections of text rather than using it to support comments.</i></p> <p>NN – Themes and conventions</p> <p>*Simple comments identify main purpose.</p> <p>NN - Making inferences</p> <p>*Understanding secure at a literal level when responding to a text.</p> <p>NN – Independently read texts</p> <p>*Ask questions to improve their understanding of a text.</p> <p>NN - Range of texts</p> <p>*Discuss and back up opinions about favourite texts, authors or types of writing.</p> <p>*Listen to and discuss a wide range of fiction, poetry, plays, non-fiction, reference and textbooks.</p>	<p><u>Monitor and improve decoding and fluent sustained reading.</u></p> <p>Model reading longer passages. Focus on purpose of writing (author intent).</p> <p>Model using the AR skills to explain answers.</p> <p>wk1-2</p> <p>Focus on inference and how we can spot these kinds of questions</p> <p>wk3-4</p> <p>NN – Scan and skim</p> <p>*Develop re-reading for deeper understanding.</p> <p>NN - Making inferences</p> <p>*Begin to generate questions while reading.</p> <p>NN - How texts are linked</p> <p>*Compare features in stories and information in texts. <i>Eg: Similarities in plot or topic.</i></p> <p>NN – Independently read texts</p> <p>*Identify main ideas drawn from more than one paragraph <i>and summarise these.</i></p> <p>*Retrieve and record information from non-fiction.</p> <p>NN – Decoding and word recognition</p> <p>*Apply their growing knowledge of prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet.</p> <p>NN - Text layout</p> <p>*Read for a range of purposes.</p>	<p><u>Monitor and improve fluency and sustained reading with intonation.</u></p> <p>Consolidate finding key words and phrases to answer simple inference questions. Check sense as they read and explain word meanings.</p> <p>wk 1-3</p> <p>Consolidate spotting author intent and purpose for writing looking at conventions of different writing genres.</p> <p>Begin to use <i>compare and contrast, analyse, state and imply</i> during discussions.</p> <p>Wk4-6</p> <p>NN - Making inferences</p> <p>*Predict what might happen from details stated.</p> <p>NN – Decoding and word recognition</p> <p>*Apply growing knowledge of root words to read aloud and understand meanings of new words they meet.</p> <p>NN – Range of texts</p> <p>*Use dictionaries to check the meanings of words read.</p> <p>NN – Text layout</p> <p>*Read more texts that are structured in different ways.</p> <p>*Can recognise features of non-fiction texts and use appropriately.</p> <p>NN - Language for effect</p> <p>*Discuss their understanding and explain the meaning of words in context.</p> <p>*A few basic features of writer’s language identified but with little or no comment. <i>Eg: There are lots of adjectives.</i></p>	<p><u>Monitor and improve fluency, sustained reading, intonation and expression.</u></p> <p>Consolidate how to answer an inference question in a full written format. Consolidate spotting themes and conventions in books.</p> <p>Wk 1-2</p> <p>Build up using <i>compare and contrast, analyse, state and imply</i> and model written answers.</p> <p>Wk3-5</p> <p>NN - Making inferences</p> <p>*Draw inferences such as inferring characters’ feelings, thoughts and motives from their actions.</p> <p>NN – Independently read texts</p> <p>*Recognise the setting or background to a text, social, historical, cultural etc.</p> <p>NN – Range of texts</p> <p>*Prepare poems and play scripts to read aloud and to perform, show understanding through tone, intonation, volume and action.</p> <p>NN - Language for effect</p> <p>*Discuss words and phrases that capture the reader’s interest and imagination.</p> <p>NN - Themes and conventions</p> <p>*Increase familiarity with a wide range of books including fairy stories, myths and legends etc and retell some of these orally.</p>	<p><u>Monitor and improve fluency, sustained reading, intonation and expression.</u></p> <p>Retrieve and record information from more than one paragraph or text. Use non-fiction as well as fiction texts and summarise ideas. Begin to teach synthesis – adding own thoughts and opinions to what they read.</p> <p>Wk1-7</p> <p>NN - Language for effect</p> <p>*Identify language used to build tension and create mood.</p> <p>NN - Making inferences</p> <p>*Justify inferences with evidence and begin to draft explanations. Predict what might happen from details implied.</p> <p>NN – Language for effect</p> <p>*Identify how language, structure, and presentation contributes to meaning.</p> <p>NN - Themes and conventions</p> <p>*Identify recurring themes and conventions in different stories and poetry.</p> <p>NN – Text layout</p> <p>*Understand how paragraphs are used to order and build up ideas.</p> <p>NN – How texts are linked</p> <p>*Make reasoned comparisons within and across books.</p>

Concept words	dialogue sustained reading	Identify	Analyse statement implication	Purpose comparison contrast	Context theme	Synthesis reasoning order
	decode listen picture character grammar prediction written text strategies meaning break down repair key words evidence	Information image prediction organisation visual text structure instruction visualisation scan skim	expression responding illustration presentation comprehension meaning connections	similarity difference literal fact opinion		Summarise voice

YEAR 4 READING SKILLS OVERVIEW 2021-2022 Planning and assessment using non-negotiables
YEAR 5 READING OVERVIEW 2021-2022 Active Reading and assessment using Non-Negotiables



	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Year 5	<p><u>Pick up any remaining poor decoders and plan. Monitor and improve sustained reading.</u></p> <p>Consolidate using <i>compare and contrast, analyse, state and imply in questions</i> and model written answers.</p> <p>wk1-3</p> <p>Consolidate summarising main ideas. Develop synthesising own opinions on what is read. Spot themes.</p> <p>wk4-7</p> <p>NN – Scan and skim</p> <p>*Careful reading and re-reading developed.</p> <p>NN - Decoding and word recognition</p> <p>*Apply their growing knowledge of prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet.</p> <p>NN – Text layout</p> <p>*Retrieve, record and present information from non-fiction.</p> <p>NN – How texts are linked</p> <p>*Take part in peer discussions about what is read, building on their own and other’s ideas and challenging views courteously.</p>	<p><u>Monitor and improve sustained reading of longer texts and discuss.</u></p> <p>Consolidate finding key vocabulary as evidence and looking at meanings of words in context. Spot effect of using <i>simile and metaphor</i> and explain in own words</p> <p>wk 1-3</p> <p>Introduce <i>imagery, style, effect</i>. Spot the conventions of different text types. Vary questioning. Keep improving discussions about reading and develop rules for effective discussion.</p> <p>wk4-6</p> <p>NN - Decoding and word recognition</p> <p>*Use knowledge of word derivations and word formation, to construe meanings of words in context.</p> <p>NN - Decoding and word recognition</p> <p>*Apply growing knowledge of root words to read aloud and understand meanings of new words they meet.</p> <p>NN – Language for effect</p> <p>*Identify and describe effect of language and presentation choices.</p> <p>NN – How texts are linked</p> <p>*Identify features common to different texts or versions of the same text, with simple comment. Eg: <i>Characters, settings, presentational features.</i></p> <p>NN – Language for effect</p> <p>*Explore the meaning of words in context.</p> <p>NN – Making Inferences</p> <p>*Generate questions while reading.</p>	<p><u>Build up longer sustained reading. Pick up any weak areas and plan.</u></p> <p>Focus on use of language such as <i>imagery, style, effect, simile, metaphor, analyse.</i></p> <p>wk1-3</p> <p>Consolidate finding evidence that requires making connections and finding key vocabulary summarising and synthesising.</p> <p>wk4-5</p> <p>Introduce 5 question type sheets and use from now on.</p> <p>wk 6-7</p> <p>NN – How texts are linked</p> <p>*Comments clearly identify similarities and differences between texts, or versions, with the same explanation.</p> <p>NN – Making Inferences</p> <p>*Predict what might happen from details stated.</p> <p>*Draw inferences such as inferring characters’ feelings, thoughts and motives from their actions.</p> <p>NN - Themes and conventions</p> <p>*Main purpose is clearly identified.</p> <p>*Simple comments on the overall effect on the reader.</p> <p>NN - Comprehension - Independently read texts</p> <p>*Ask pertinent questions to improve their understanding of what they read.</p> <p>*Retrieve, record and present information from non-fiction.</p>	<p><u>Monitor and improve sustained reading of longer texts and discussion.</u></p> <p>Build confidence when answering questions and giving evidence. Consolidate use of question language such as <i>imagery, style, effect, simile, metaphor, analyse, imply, state, compare, theme, convention contrast, opinion</i> etc.</p> <p>Wk1-5</p> <p>NN – Language for effect</p> <p>*Discuss and evaluate how authors use language, considering the impact on the reader. Eg: <i>Make simple comments on writer’s word choice and style.</i></p> <p>NN – Making Inferences</p> <p>*Justify inferences with evidence from text in written explanations.</p> <p>*Predict what might happen from details implied.</p> <p>NN – Text layout</p> <p>*Understand how paragraphs are linked.</p> <p>NN - Themes and conventions</p> <p>*Comments show some awareness of writer’s viewpoint.</p> <p>*Discuss similar themes across stories and express preferences.</p> <p>NN – Range of texts</p> <p>Continue to read and discuss a wide range of fiction, poetry, plays, non-fiction, reference books or text books.</p>	<p><u>Monitor and improve sustained reading of longer texts and discussion.</u></p> <p>Continue to work on vocabulary in different question types as last term.</p> <p>wk 1-2</p> <p>Focus on how to manage longer texts and sustain understanding by monitoring it and taking quicker notes (annotating). Model using scan and skim to answer questions more quickly and effectively.</p> <p>Wk3-5</p> <p>NN – Making Inferences</p> <p>*Can infer or deduce, based on evidence from several different points in the text.</p> <p>NN-Themes and conventions</p> <p>*Increase their familiarity with a wide range of books including myths, legends and traditional stories, modern fiction, fiction from our literary heritage and books from other cultures and traditions.</p> <p>NN – Range of texts</p> <p>*Recommend books to peers and give reasons for choices.</p> <p>NN - Comprehension - Independently read texts</p> <p>*Distinguish between statements of fact and opinion.</p> <p>*Check that the book makes sense to them, discuss their understanding and explore the meaning of words in context.</p> <p>NN – Scan and skim</p> <p>*Can scan and skim a longer text to find relevant points becoming more efficient.</p>	<p><u>Monitor and improve sustained reading of longer texts and discussion.</u></p> <p>Consolidate longer texts and scan skim when answering particular questions.</p> <p>wk 1-3</p> <p>Consolidate different wording of questions and how to answer them. Use and recognise all new terms taught this year such as <i>imply, state, compare, contrast, opinion, analyse, theme, convention, imagery, style, effect, simile, metaphor</i> etc.</p> <p>Wk4-7</p> <p>NN – Range of texts</p> <p>*Prepare poems and play-scripts to be read aloud and perform.</p> <p>NN – Range of texts</p> <p>*Read books that are structured in different ways and read for a range of purposes.</p> <p>NN – Scan and skim</p> <p>*Comments supported by generally relevant textual references or quotations, even when point made is not entirely accurate.</p> <p>NN – Text layout</p> <p>*Recognise texts that use features from more than one genre. Eg: <i>persuasive play-scripts.</i></p> <p>NN - Comprehension - Independently read texts</p> <p>*Summarise the main ideas drawn from more than one paragraph; identify key details to support the main ideas.</p> <p>*Simple comment on the effect that the reader’s or writer’s context has on the meaning of the text. Eg <i>historical context, place, social relationships</i> etc.</p>



Concept words	Retrieve justify dialogue sustained reading decode listen picture character grammar prediction written text strategies meaning break down repair key words evidence	Imagery effect style Identify Information image prediction organisation visual text structure instruction visualisation scan skim	Motive synthesis Analyse statement implication expression responding illustration presentation comprehension meaning connections	comments viewpoint choices Purpose comparison contrast similarity difference literal fact opinion	Context theme	
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YEAR 6 READING OVERVIEW 2021-2022 Active Reading and **assessment using Non-Negotiables**

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Year 6	<p><u>Build up expressive and sustained reading and discussion.</u> Consolidate all skills and use of language such as <i>imply, state, compare, theme, convention contrast, opinion</i> etc. wk1-3 Consolidate use of language such as <i>analogy, imagery, style, effect, simile, metaphor, analyse.</i> Consolidate summarising. Introduce Y6 strategies such as flip the questions etc. wk4-7</p> <p>NN Scan & Skim *Explore text to support and justify predictions and opinions. Point-evidence-explanation-evaluation. NN - Scan & Skim *Most relevant points are clearly identified. *Comments are generally supported by relevant textual reference or quotation, even when points made are not always accurate.</p> <p>NN – Scan & Skim *Can use scan and skim skills well. *Re-reading and text marking to locate information or key ideas accurately.</p> <p>NN - Making Inferences *Predict what might happen from details stated. *Provide reasoned justifications orally for their views.</p> <p>NN – Decoding and word recognition Apply their growing knowledge of prefixes and suffixes (morphology and etymology) to read aloud.</p>	<p><u>Build up expressive and sustained reading and discussion.</u> Begin to look at question papers and analyse types of questions that use question language taught. Model how a simple matching or cloze question may be more complex. Spotting when to justify, infer, give opinions etc. wk1-3 Consolidate backing up own thoughts and opinions (synthesis) questions using evidence from a text. wk4-6</p> <p>NN – Language for effect *Discuss and evaluate how authors use language, <i>including figurative language</i>, considering the impact on the reader. <i>Eg: Can compare, contrast and explore style of writers.</i></p> <p>NN – Decoding and word recognition *Confidently decode unknown words and construe the meaning of words in context.</p> <p>NN – Language for effect *Identify and describe effect of language, <i>structure</i> and presentation choices.</p> <p>NN – Decoding and word recognition *Apply growing knowledge of root words to read aloud and understand meanings of new words they meet.</p> <p>NN – Language for effect * Explore the meaning of words in context and give alternatives.</p>	<p><u>Build up expressive and sustained reading and discussion.</u> Practise spotting question types by writing own based on texts read.</p> <p>Practise papers that use all of the reading skills covered. Wk 1-6</p> <p>NN – Making inferences *Can discuss messages, mood, feelings and attitudes using inference and deduction skills. *Justify inferences with evidence from text in clearly written explanations. *Predict what might happen from details implied.</p> <p>NN – Text Layout *Retrieve, record and present information from non-fiction.</p> <p>NN-Independent reading *Distinguish between statements of fact and opinion.</p>	<p><u>Build up expressive and sustained reading and discussion.</u> Practise spotting question types by writing own based on texts read.</p> <p>Practise papers that use all of the reading skills covered. wk1-7</p> <p>NN – Making inferences *Question what they read critically. <i>Eg do they agree with what is inferred or are they persuaded etc?</i> *Comments develop explanation of inferred meanings and deductions and draw on evidence.</p> <p>NN – Text Layout *Various features relating to organisation at text level, including form, are clearly identified with some explanation.</p> <p>NN – Independent Reading *Summarise the main ideas drawn from more than one paragraph. Identify key details to support the main ideas.</p> <p>NN – Themes & conventions * Main purpose is clearly identified, often through a general overview.</p> <p>NN - How texts are linked *Make reasoned comparisons within and across books</p>	<p><u>Build up longer sustained reading and discussion.</u> Practise papers that use all of the skills covered. wk1-2 Consolidation wk3 SATs Post SATs consolidation. NN – Text Layout *Comments on structural choices show some general awareness of author’s craft.</p> <p>NN – Independent Reading *Some explanation of how the contexts in which texts are written and read contribute to meaning.</p> <p>NN – Themes & conventions * General awareness of effect on reader with some explanation. *Viewpoint in texts clearly identified, with some explanation.</p> <p>NN – Themes & conventions *Increase their familiarity with a wide range of books</p> <p>NN - How texts are linked *Comments clearly identify similarities and differences between texts, or versions, with the same explanation.</p>	<p><u>Maintain longer sustained reading and discussion.</u> Non-fiction vocabulary and transition work using KS3 materials for comprehension. Maintain reading miles.</p> <p>NN - How texts are linked *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>NN - Range of texts *Prepare poems and play-scripts to be read aloud and performed, using appropriate intonation and volume so that meaning is clear.</p> <p>NN - Range of texts *Read books that are structured in different ways and read for a range of purposes.</p> <p>NN - Range of texts *Recommend books to peers and give reasons for choices. *Continue to read and discuss a wide range of fiction, poetry, plays, non-fiction, reference books or text books.</p>
Concept words	Relevance reference quotation retrieve justify dialogue sustained reading decode listen picture character grammar prediction written text strategies meaning break down repair key words evidence	Technique evaluate debate perspective research Presentation Imagery effect style Identify Information image prediction organisation visual text structure instruction visualisation scan skim	Motive synthesis analyse statement implication expression responding illustration presentation comprehension meaning connections	Form comments viewpoint choices Purpose comparison contrast similarity difference literal fact opinion	Context theme	reasoning order summarise voice