






Reception	Y1	Y2	Y3	Y4	Y5	Y6
 <p>What sounds can you hear at the beginning/end/within the word?</p> <p>going to use my robot to read a word and I want you to tell me the word. (choose a word from the text).</p> <p>I heard someone read this word as..... (make a mistake) can you say the sounds to correctly read the word?</p> <p>Who can read this high frequency word?</p>	<p>What sounds can you hear in the word ..?</p> <p>What sound can you hear at the start/end of the word ... ?</p> <p>Can you read these words ... ?</p> <p>How can we read a word we don't know how to read?</p>	<p>What sounds can you hear in the word ..?</p> <p>What sound can you hear at the start/end of the word ... ?</p> <p>Can you read these words ... ?</p> <p>How can we read a word we don't know how to read?</p>	<p>Who can read these tricky words? Eg: would, something, laughed</p> <p>Can someone help me read this word?</p>	<p>Can you spot any prefixes? How does this change the meaning of the root word?</p> <p>Can you spot any suffixes? How does this change the meaning of the root word?</p> <p>How can we read a word we don't know how to read?</p>	<p>Looking at the word, can you say what is the root word?</p> <p>Is this word written in past or present tense? How would you change it to future tense?</p>	<p>How would you decode Ichthyosaur?</p> <p>How could we work out how to spell this?</p> <p>What sound is tricky to spell?</p> <p>Identify the different word classes from the root word.</p>
 <p>From this picture, can you explain what (insert verb/noun/adjective) means?</p> <p>Have you heard the word _____ before? Can you put it in a sentence?</p> <p>What does the word _____ mean?</p>	<p>What does the word ... mean?</p> <p>Can you put the word ... into a sentence?</p>	<p>What does the word ... mean?</p> <p>Can you put the word ... into a sentence?</p> <p>Where else have you seen/heard this word?</p> <p>Can you find a synonym?</p>	<p>What does 'gormless' mean?</p> <p>What does 'refused' mean?</p> <p>What does 'absorbed' mean?</p> <p>How did the books transport Matilda into new worlds?</p>	<p>What does the word ... mean?</p> <p>Can you put the word ... into a sentence?</p> <p>Which word means ...?</p>	<p>What does "the fingers came snaking in through the window" mean?</p> <p>What is going on in the photo?</p> <p>What does the word "ridicule" mean?</p>	<p>What does the word "propaganda" mean?</p> <p>Explain what the character is doing.</p> <p>What does mean?</p>

 <p>How many _____ can you Retrieve it....? When?</p>	<p>How many ... ? What colour ... ? Who ... ? Where ... ? What ...? What happened when ... ?</p>	<p>How many ... ? What colour ... ? Who ... ? Where ... ? What ...? What happened when ...</p>	<p>What were the names of the Wormwood's children? What did Mrs Wormwood play? When did she play the game? How many books did Matilda read? What was the 3rd book Matilda read?</p>	<p>Who was doing ... when? What was doing? How does ... say they are feeling?</p>	<p>How tall was the BFG? What colour of the birds could you see in the sky? What type of flowers are in the photo? How tall can a rhino grow?</p>	<p>Find two adjectives that are antonyms of each other. Which words are used to describe the films? Where does the child watch the meteor shower?</p>
 <p>Why has the author used _____ instead of _____? E.g. _____ instead of said. Interpret you ever felt/been or reacted like the character before?</p>	<p>What might ... be feeling? Do you think ... liked/enjoyed/was happy with etc ...? Why did the character ... ? What might happen next?</p>	<p>What might ... be feeling? Do you think ... liked/enjoyed/was happy with etc ...? Why did the character ... ? Can you make a prediction about what might happen next? Can you sequence the events?</p>	<p>Why do you think Matilda's parents failed to notice anything unusual about their daughter? Why do you think Matilda decided to take herself</p>	<p>How is ... feeling? How do you know? Why did do? How do you know? What do you think will happen next? Why?</p>	<p>How can you tell the little birds don't like the big birds? Why don't the rhinos need large eyes? Why was Sophie crouching underneath</p>	<p>Will it be an amazing evening? What makes you think this? How can you tell the man approves of this? What time of day is it?</p>

			<p>to the library?</p> <p>How did Mrs Phelps show her excitement over Matilda's enthusiasm for reading?</p> <p>Why did Matilda have a small box that she kept in the outhouse?</p>		<p>her blanket?</p> <p>Looking at the photo, what is the occasion? How do you know?</p>	<p>Do you think the house is empty?</p>
<p>Why has the author....? Why has the illustrator...? How has the illustrator shown...? What word has the author chosen to show...?</p> 	<p>How has the author shown the character is feeling ... ? How do the colours show they feel happy/sad/scared etc? How does the author/illustrator make us feel ... ? Why did the author choose this animal/setting/character/object etc?</p>	<p>How has the author shown the character is feeling ... ? How do the colours show they feel happy/sad/scared etc? How does the author/illustrator make us feel ... ? Why did the author choose this animal/setting/character/object etc?</p>	<p>How is the author trying to portray Mr and Mrs Wormwood?</p> <p>Why did Matilda want to read a book?</p> <p>What do you think Mrs Phelps thought when Matilda told her that her</p>	<p>Why do you think the author used ...? simile/metaphor/alliteration / word choice? What is the effect?</p> <p>Why do you think the director chose this music? What is the effect?</p> <p>Why did the director choose to tell the story without words? What have they used instead?</p>	<p>Why do you think the director chose to end the film in this way?</p> <p>Looking at the photo, is it a hot day? How do you know?</p> <p>How has the text been presented? Why is this</p>	<p>Why do you think the painter decided to use sepia tones?</p> <p>Why does the author put needed in inverted commas?</p> <p>Do you think this photo was taken in the U.K? Justify your answer.</p> <p>How is the creator of this</p>

			<p>parents do not encourage the reading of books?</p> <p>What does the author want the reader to think when he says 'she travelled all over the world while sitting in her little room in an English village'?</p>		<p>the best way?</p> <p>Why has the author used a fantastic fact box in this text?</p>	<p>advert having a joke with the audience?</p>
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Word Reading				
Reception	Year 1	Year 2	Year 3 and Year 4	Year 5 and Year 6
<ul style="list-style-type: none"> Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. Read some letter groups that each represent one sound and say sounds for them. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> apply phonic knowledge and skills as the route to decode words respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent read accurately by blending the sounds in words that contain the 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in national curriculum English Appendix 1, both to read aloud and to understand the

<ul style="list-style-type: none"> • Read a few common exception words matched to the school's phonic programme. • Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. • Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. 	<p>applicable, alternative sounds for graphemes</p> <ul style="list-style-type: none"> • read accurately by blending sounds in unfamiliar words containing GPCs that have been taught • read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word • read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings • read other words of more than one syllable that contain taught GPCs • read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s) <ul style="list-style-type: none"> • read aloud accurately books that are consistent with their developing phonic 	<p>graphemes taught so far, especially recognising alternative sounds for graphemes</p> <ul style="list-style-type: none"> • read accurately words of two or more syllables that contain the same graphemes as above • read words containing common suffixes • read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word • read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered • read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and 	<p>English Appendix 1, both to read aloud and to understand the meaning of new words they meet</p> <ul style="list-style-type: none"> • read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. 	<p>meaning of new words that they meet.</p>
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	<p>knowledge and that do not require them to use other strategies to work out words</p> <ul style="list-style-type: none"> re-read these books to build up their fluency and confidence in word reading. 	<p>without undue hesitation</p> <ul style="list-style-type: none"> re-read these books to build up their fluency and confidence in word reading. 		
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Comprehension				
Reception	Year 1	Year 2	Year 3 and Year 4	Year 5 and Year 6
<ul style="list-style-type: none"> Understand how to listen carefully and why listening is important. Learn new vocabulary. Use new vocabulary through the day. Ask questions to find out more and to check they understand what has been said to them. Articulate their ideas and thoughts in well-formed sentences. Connect one idea or action to another using a range of connectives. Describe events in some detail. 	<p>Pupils should be taught to: develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently being encouraged to link what they read or hear read to their own experiences becoming very familiar with key stories, fairy stories and traditional tales, retelling them 	<p>Pupils should be taught to: develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently discussing the sequence of events in books and how items of information are related becoming increasingly familiar with and 	<p>Pupils should be taught to: develop positive attitudes to reading and understanding of what they read by:</p> <ul style="list-style-type: none"> listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks reading books that are structured in different ways and reading for 	<p>Pupils should be taught to: maintain positive attitudes to reading and understanding of what they read by:</p> <ul style="list-style-type: none"> continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks reading books that are structured in different ways

<ul style="list-style-type: none"> • Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen. • Develop social phrases. • Engage in story times. • Listen to and talk about stories to build familiarity and understanding. • Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. • Use new vocabulary in different contexts. • Listen carefully to rhymes and songs, paying attention to how they sound. • Learn rhymes, poems and songs. • Engage in non-fiction books. • Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. 	<p>and considering their particular characteristics</p> <ul style="list-style-type: none"> • recognising and joining in with predictable phrases • learning to appreciate rhymes and poems, and to recite some by heart • discussing word meanings, linking new meanings to those already known • understand both the books they can already read accurately and fluently and those they listen to by: • drawing on what they already know or on background information and vocabulary provided by the teacher • checking that the text makes sense to them as they read and correcting inaccurate reading • discussing the significance of the title and events 	<p>retelling a wider range of stories, fairy stories and traditional tales</p> <ul style="list-style-type: none"> • being introduced to non-fiction books that are structured in different ways • recognising simple recurring literary language in stories and poetry • discussing and clarifying the meanings of words, linking new meanings to known vocabulary • discussing their favourite words and phrases • continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear <p>Understand both the books that they can already read accurately and fluently and those that they listen to by:</p> <ul style="list-style-type: none"> • drawing on what they already know or on background information 	<p>a range of purposes</p> <ul style="list-style-type: none"> • using dictionaries to check the meaning of words that they have read • increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally • identifying themes and conventions in a wide range of books English – key stages 1 and 2 26 Statutory requirements • preparing poems and play scripts to read aloud and to perform, showing understanding through 	<p>and reading for a range of purposes</p> <ul style="list-style-type: none"> • increasing 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 English – key stages 1 and 2 34 Statutory requirements • recommending books that they have read to their peers, giving reasons for their choices • identifying and discussing themes and conventions in and across a wide range of writing
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	<ul style="list-style-type: none"> • making inferences on the basis of what is being said and done • predicting what might happen on the basis of what has been read so far • participate in discussion about what is read to them, taking turns and listening to what others say • explain clearly their understanding of what is read to them. 	<p>and vocabulary provided by the teacher</p> <ul style="list-style-type: none"> • checking that the text makes sense to them as they read and correcting inaccurate reading • making inferences on the basis of what is being said and done • answering and asking questions • predicting what might happen on the basis of what has been read so far • participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say • explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves. 	<p>intonation, tone, volume and action</p> <ul style="list-style-type: none"> • discussing words and phrases that capture the reader's interest and imagination • recognising some different forms of poetry [for example, free verse, narrative poetry] <p>Understand what they read, in books they can read independently, by:</p> <ul style="list-style-type: none"> • checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context • asking questions to improve their understanding of a text • drawing inferences such as inferring 	<ul style="list-style-type: none"> • making comparisons within and across books • learning a wider range of poetry by heart • preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience <p>Understand what they read by:</p> <ul style="list-style-type: none"> • checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context • asking questions to improve their understanding • drawing inferences such
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			<p>characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p> <ul style="list-style-type: none"> • predicting what might happen from details stated and implied • identifying main ideas drawn from more than one paragraph and summarising these • identifying how language, structure, and presentation contribute to meaning • retrieve and record information from non-fiction • participate in discussion about both books that 	<p>as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p> <ul style="list-style-type: none"> • predicting what might happen from details stated and implied • summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas • identifying how language, structure and presentation contribute to meaning • discuss and evaluate how authors use language, including figurative
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			are read to them and those they can read for themselves, taking turns and listening to what others say.	language, considering the impact on the reader <ul style="list-style-type: none">• distinguish between statements of fact and opinion• retrieve, record and present information from non-fiction• participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously• explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a
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				<p>focus on the topic and using notes where necessary</p> <ul style="list-style-type: none">• provide reasoned justifications for their views.
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