

Key Areas of learning for Reading
Decoding Text - GPC knowledge and word reading & Fluency
Comprehending Text - Rereading, Background knowledge, Asking questions, Predicting, Vocabulary, Inference & Summarising
Responding To Text - Preference – choice, Book talk/ discussion, Drama/interaction & Retrieval
Analysing Text

Shared Reading Text Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	Nothing to See Here Hotel	Secrets of a Sun King	Charlotte’s Web	The Firework Makers Daughter	Stig of the Dump	
Year 4	The Great Chocoplot	A Place Called Perfect		The Explorer		
Year 5	Cosmic Kid Curiosity	Infinite Lives of Maise-Day	Shackleton’s Journey	House of 100 Clocks	Boy at the Back of the Class	Harry Potter and the Philosopher’s Stone
Year 6	The Light Jar	Mohinder’s War	The One and Only Ivan	Rooftoppers	Lost	Pig Heart Boy

Decoding Text					
	Year 2	Year 3	Year 4	Year 5	Year 6
GPC knowledge and word reading	Know that the more a reader quickly recognises parts of a word, e.g. syllables, prefixes, the more independent and fluent they can be as a reader.	Know that the reader can use what is known about familiar words to read unfamiliar words more fluently.	Know that the reader can use morphology and etymology to read unfamiliar words more fluently.		
Fluency	Know that recognising a wider range of punctuation and reading with appropriate pace, intonation and expression supports understanding.	Know that expression and intonation can be altered to suit the audience or purpose for reading.	Know that by controlling tone, pitch, pace and volume the reader can create an atmosphere.		

Comprehending Text					
	Year 2	Year 3	Year 4	Year 5	Year 6
Rereading	Know that accurate decoding does not always result in understanding and it is sometimes important to re-read parts of text.	Know that re-reading to clarify words or phrases increases understanding of text.	Know that re-reading to improve pace, expression and intonation increases understanding of text.	Know that re-reading to explore literary language increases understanding of text.	Know that rereading helps the reader find evidence to support their views and opinions.
Background knowledge	Know that comparing similar characters and events in a range of different texts increases understanding.	Know that drawing on a range of familiar texts and experiences helps the reader identify themes, such as the triumph of good over evil.	Know that stories can include a range of themes and that the reader will relate to some of these because of what they have experienced or read in other books.	Know that building knowledge of a topic/theme helps the reader understand text that is outside of their experience.	Know that reading widely develops the reader's general knowledge and supports deeper understanding of text.
Asking questions	Know that wondering and asking questions can help the reader develop a deeper understanding of characters and events.	Know that wondering and asking questions about information that is inferred, can help the reader understand themes.	Know that asking questions about text helps the reader explore different perspectives of characters, authors, and readers.	Know that asking questions helps the reader understand how the author is presenting a view of the world including how they depict values, age, gender and cultural groups.	Know that asking questions about a text can help the reader explore their developing opinions, values and view of the world.
Predicting	Know that some of the things the reader knows about characters or events even though they are not written down can help them predict what might happen.	Know that predicting requires the reader to link salient points as they read to confirm or reject ideas.	Know that predicting is an ongoing process that helps the reader monitor and adjust their understanding of text.		
Vocabulary	Know that words and phrases can have more than one meaning but one will make sense in the context of the text.	Know that the context of the text can be used to infer the meaning of unfamiliar words and phrases.	Know that morphology and etymology help the reader understand unfamiliar words and phrases.	Know that reading more widely develops the reader's ability to use a range of strategies to clarify unfamiliar words and understand text.	Know that building a wide vocabulary and deep understanding of literary language helps the reader understand and enjoy a wide range of challenging text.
Inference	Know that the reader can use ideas from the text and their own experience to explain why things happen and why a character might behave or feel a certain way, even though it is not written down.	Know that the reader can use ideas from the text that are inferred to understand concepts and themes.	Know that there is more than one reason why events happen or why a character might feel or behave in a certain way and using parts of the text can help the reader justify what they have inferred.	Know that inference supports the reader to understand literary language and explore vocabulary more deeply.	Know that inference supports the reader to explore how authors provide information, values, and ideas to present the world in different ways.
Summarising	Know that linking the key points across text helps the reader to understand.	Know that making regular, brief summaries of what has been read increases understanding.	Know that identifying details that support the key points increases understanding.	Know that the key points of a summary may change as the reader reads on.	Know that effective summarising helps the reader identify the most pertinent points to use in discussion and presentation.

Responding To Text					
	Year 2	Year 3	Year 4	Year 5	Year 6
Preference - choice	Know that readers have favourite authors and genres.	Know that sharing recommendations helps readers to expand their preferences.	Know that reading widely helps readers to expand their preferences.	Know that reading books beyond the reader's preferences helps to develop their understanding of other people's experiences and views of the world.	Know that reading books beyond the reader's preferences helps them to explore their developing opinions, values, and view of the world.
Book talk/ discussion	Know that discussing texts that are read or heard increases understanding and enjoyment.	Know that considering the comments others make about a text may change the reader's opinion.	Know that evidence from the text can be used in discussion to help the reader build and challenge their own and others' ideas.	Know that discussing text helps the reader to develop their understanding of other people's experiences and views of the world.	Know that discussing text helps the reader to explore their developing opinions, values, and view of the world.
Drama/inter action	Know that drama helps the reader develop a deeper understanding of characters and events.	Know that drama helps the reader explore and understand themes in text.	Know that drama helps the reader develop empathy and to see events from different perspectives.	Know that drama helps the reader to extend their vocabulary by using literary language in context.	Know that drama helps the reader to look beyond the text and explore their developing opinions, values, and view of the world.
Retrieval	Know that readers need to identify what the question is asking for and retrieve evidence from the text when answering literal and inferential questions.	Know that readers use organisational features (e.g. title, headings, index, captions) in text to locate pertinent information.	Know that readers skim and scan text to retrieve pertinent information.	Know that readers can use information they have retrieved in a variety of ways (e.g. to participate in debates and create formal presentations).	Know that readers need to evaluate the credibility of the information retrieved from a variety of texts/sources.

Analysing Text					
	Year 2	Year 3	Year 4	Year 5	Year 6
Analysing Text	Know that language in text can have an emotional impact on the reader.	Know that the author makes deliberate choices about language and presentation to have an impact on the reader.	Know that the author's choice of language and presentation directs how the reader perceives characters, settings, topics and themes.	Know that the author's use of language and presentation can be interpreted in different ways and that the reader needs to be able to justify their interpretation.	Know that the author's choice of language and presentation can create bias and the reader needs to consider how this influences their developing opinions, values, and view of the world.