



Reading at Suffolks

Suggested Literacy Units						
	KS1		KS2			
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Narrative	Traditional tales Stories with repetitive patterns structures Stories by same author e.g. Julia Donaldson or Anthony Browne Stories from other cultures Fantasy	Stories set in schools (or other familiar settings) Stories by same author Traditional tales with a twist Animal adventure stories Story as a theme	Fables Fairy tales/folk tales Mystery Novel as a theme Playscripts	Fairy tales/folk tales Fantasy Myths Novels as a theme Issues and dilemmas Film and play script	Novels as a theme Legends Stories from other cultures Historical narrative Older literature e.g. Shakespeare Film and Playscript	Detective/Crime Science Fiction Classic Fiction Flashbacks/Time Novel as a theme
Non-Fiction	Instructions e.g. recipe Recounts of familiar events Non-chronological report Other non-fiction texts e.g. labels, lists, captions, menus, invitations, postcards, wanted poster, glossary	Instructions Recounts: Letters Non-chronological report Explanation text Persuasive advert	Recount:Diary Non-Chronological report Persuasive letter Explanation text Recount: Biography Discussion: For and Against	Recounts: Newspapers Information booklet with collection of non-fiction text types Non-Chronological report Explanation text Persuasion -sales pitch/article Discussion :debate/report	Magazine articles Information booklet with range of text types Reports including formal reports Persuasion: Radio or TV broadcast Discussion: formal debate	Persuasion Explanation text Discussion Biography and autobiography Information text hybrid
Poetry	Poems on a theme Poems for learning by heart Traditional rhymes including innovation e.g. This is the house that Jack built	Poems on a theme Poems with a structure e.g. riddles Classic poetry e.g. The Owl and the Pussycat	Poems on a theme Poems with a structure e.g. shape, calligrams, rhyming couplets Classic poetry for performance	Poems on a theme Poems e.g. kennings, cinquain Classic poetry	Poems with a structure e.g. haiku, limericks Poems with figurative language Classic narrative poetry	Poems: Free verse Classic narrative poetry Poems with imagery



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Progression of skills		
	Word Reading	Comprehension
Year 1	<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 applicable, alternative sounds for graphemes. ● 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 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). ● read aloud accurately books that are consistent with my developing phonic knowledge and that do not require me to use other strategies to work out words. ● re-read books to build up my fluency and confidence in word reading. ● Read age appropriate books with confidence and fluency. 	<ul style="list-style-type: none"> ● Identify and discuss the main events in stories ● Identify and discuss the main characters in stories ● Recall specific information about texts ● Relate texts to own experiences ● Make personal reading choices and explain reasons for choices ● Check that texts make sense while reading and self-correct ● Make predictions based on what has been read so far ● Make basic inferences about what is being said and done and give opinions and support with reasons e.g. Hansel was clever when he put the stone in his pocket ● Discuss the title of the story and how it relates to the events in the whole story e.g. Peace at Last by Jill Murphy ● Demonstrate understanding of texts by answering questions related to who, what, where, when, why and how ● Participate in discussion about what is read to me, taking turns and listening to what others say.



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Year 2	<ul style="list-style-type: none">● Read accurately by blending the sounds in words, especially recognising alternative sounds for graphemes.● Read accurately words of two or more syllables that contain alternative sounds for grapheme e.g. shoulder, roundabout, grouping● Read words containing common suffixes e.g. -ness, -ment, -ful, -ly and use morphology to read and work out the meaning of unfamiliar words e.g. terror, terrorised● Read frequently encountered words quickly and accurately without overt sounding and blending● Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation● Uses tone and intonation when reading aloud● Read age appropriate books with confidence and fluency	<ul style="list-style-type: none">● Make personal reading choices and explain reasons for choices● Identify the meaning of vocabulary in context● Identify and explain the sequence of events● Make predictions using evidence from the text● Make inferences about characters and events using evidence from the text e.g. what is a character thinking, saying and feeling?● Give opinions and support with reasons e.g. Was Goldilocks a good or bad character?● Explain clearly their understanding of what they read themselves and what is read to them.● Demonstrate understanding of texts by asking and answering questions related to who, what, where, when, why, how● Discuss how specific information is organised within a non-fiction text e.g. text boxes, sub-headings, contents, bullet points, glossary, diagrams
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Year 3	<ul style="list-style-type: none">● Apply growing knowledge of root words, prefixes and suffixes (etymology and morphology), both to read aloud and to understand the meaning of new words.● Use intonation, tone and volume and take note of punctuation when reading aloud.● Read and understand the meaning of words on the Y3/4 word list.● Read age appropriate books with confidence and fluency.	<ul style="list-style-type: none">● Use dictionaries to check the meaning of words● Discuss their understanding of the text and identify themes e.g. good over evil, weak and strong, wise and foolish, mean and generous, rich and poor● Sequence and discuss the main events in stories● Explain the meaning of unfamiliar words by using the context● Make predictions based on details stated● Draw inferences around characters thoughts, feelings and actions, and justify with evidence from the text and raise questions during the reading process to deepen understanding e.g. I wonder why the character ...● Use point and evidence to structure and justify responses● Know the purpose of paragraphs and identify key idea in a paragraph● Navigate texts in print and on screen
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Year 4	<ul style="list-style-type: none">● Apply growing knowledge of root words, prefixes and suffixes (etymology and morphology), both to read aloud and to understand the meaning of new words.● Read and understand meaning of words on Y3/4 word list● Use punctuation to determine intonation and expression when reading aloud to a range of audiences● Read age appropriate books with confidence and fluency.	<ul style="list-style-type: none">● Explain the meaning of key vocabulary within the context of the text by discussing effective words and phrases which capture the reader's interest and imagination e.g. metaphors, similes● Make predictions based on information stated and implied● Demonstrate active reading strategies e.g. generating questions, finding answers, refining thinking, modifying questions, constructing images● Draw inferences around characters' thoughts, feelings, actions and motives, and justify with evidence from the text using point and evidence● Analyse and evaluate how specific information is organised within a non-fiction text e.g. text boxes, sub-headings, contents, bullet points, glossary, diagrams● Scan for dates, numbers, names and key words● Navigate texts to locate and retrieve information in print and on screen● Use point and evidence to structure and justify responses● Know the purpose of paragraphs and identify key idea in a paragraph
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Year 5	<ul style="list-style-type: none">● Use knowledge of root words, prefixes and suffixes to understand meanings of words e.g. -ant, -ance, -ancy, -ent, ence, -ency, -ible, -able, -ibly, -ably.● Read and understand the meaning of words on the Y5/6 word list.● Use punctuation to determine intonation and expression when reading aloud to a range of audiences.● Read age appropriate books with confidence and fluency.	<ul style="list-style-type: none">● Check that the book makes sense to them and demonstrating understanding e.g. through discussion, use of reading journals● Infer characters feelings, thoughts and motives from their actions and justifying inferences with evidence● Predict what might happen from information stated and implied● Re-read and read ahead to locate clues to support understanding● Scan for key words and text marking to locate key information● Summarise main ideas drawn from more than one paragraph and identifying key details which support this● Identify how language, structure and presentation contribute to meaning e.g. formal letter, informal diary, persuasive speech and explore meaning of words in context● Discuss and evaluate how authors use language including figurative language, considering the impact on the reader and explore, recognise and use the terms metaphor, simile, imagery● Distinguish between statements of fact or opinion within a text● Justify opinions and elaborate by referring to the text. (Point + Evidence + Explanation)
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Year 6	<ul style="list-style-type: none">● Use knowledge of root words, prefixes and suffixes to investigate the meanings of words and how the meanings of words change e.g. un+happy+ness, dis+repute+able, dis+respect+ful, re+engage+ment● Read and understand the meaning of words on the Y5/6 word list.● Read age appropriate books with confidence and fluency.● Employ expression and dramatic effect to engage listeners whilst reading aloud.	<ul style="list-style-type: none">● Demonstrate active reading strategies e.g. challenging peers with questions, justifying opinions, responding to different viewpoints within a group● Infer characters feelings, thoughts and motives from their actions, justifying inferences with evidence e.g. Point + Evidence + Explanation● Predict what might happen from information stated and implied● Scan for key information e.g. looking for descriptive words associated with a setting● Skim for gist of the text/paragraph● Explore meaning of vocabulary in context and recognise and use the terms personification, analogy, style and effect● Explain the effect on the reader of the authors' choice of language and reasons why the author may have selected these and how they contribute to meaning of the text● Summarise main ideas from more than one paragraph, identifying key details and make comparisons within the text● Justify opinions and elaborate by referring to the text e.g. Point + Evidence + Explanation
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