





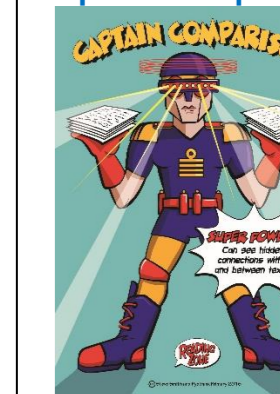
 <p><b>Word Wolf</b></p> <p>Can explain how words and phrases add extra meaning. <b>Reading Domain 2g – Explain how vocabulary links to meaning</b></p>	 <p><b>Dark Decoder</b></p> <p>Can work out what words say and mean to understand text. <b>Reading Domain 1a / 2a – Vocabulary</b></p>	 <p><b>Rocket Retriever</b></p> <p>Can quickly find facts, key details and information. <b>Reading Domain 1b – Identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information.</b> <b>2b – Record and retrieve information</b></p>	 <p><b>Crimson Clue Hunter</b></p> <p>Can find and use evidence in the text to work out and explain what is happening. <b>Reading Domain 1d / 2d – Inference</b></p>	 <p><b>Phantom Predictor</b></p> <p>Can see into the future and say what is going to happen. <b>Reading Domain 1e / 2e – Prediction</b></p>	 <p><b>Summarise &amp; Sequence Shadow</b></p> <p>Can condense text down to a few words and put everything in order. <b>Reading Domain 1c – Sequencing</b> <b>2c – Summarising main ideas</b></p>	 <p><b>The Puzzler</b></p> <p>Can look at all the different parts of a text, say what they do and piece them together. <b>Reading Domains 2f – Explain how content relates to meaning</b></p>	 <p><b>Captain Comparison</b></p> <p>Can see hidden connections within and between texts. <b>Reading Domains 2g – Make comparisons</b></p>
EYFS		<ul style="list-style-type: none"> <li>• Be able to blend sounds together to read words within sentences</li> <li>• Re-read simple sentences for fluency to help them understand what they read</li> <li>• Be able to talk about new vocabulary when discussing stories, poems &amp; rhymes &amp; non-fiction</li> </ul>	<ul style="list-style-type: none"> <li>• Be able to retell a story read to them in their own words and using vocabulary &amp; language structures heard.</li> </ul>	<ul style="list-style-type: none"> <li>• Be able to say how a character is feeling after discussion of key vocabulary and events in a story read to them.</li> </ul>	<ul style="list-style-type: none"> <li>• Be able to anticipate what key event might come next in a story read to them</li> </ul>	<ul style="list-style-type: none"> <li>• Be able to talk about what happened at the beginning, middle &amp; end of a story read to them</li> </ul>		
Year 1		<ul style="list-style-type: none"> <li>• Introduce and discuss key vocabulary, linking meanings of new words to those already known.</li> </ul>	<ul style="list-style-type: none"> <li>• Explain clearly their understanding of what is read to them. Develop and demonstrate their understanding of characters and events through role play and drama, drawing on language from the text. Identify and discuss the main characters in stories. Demonstrate understanding of texts by answering questions related to who, what, where, when, why, how. Locate parts of text that give particular information, e.g. titles, contents page and labelled diagram. Recall specific information in fiction and non-fiction texts. Discuss the title and how it relates to the events in the whole story e.g. Peace at Last by Jill Murphy.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate understanding of texts by answering questions related to who, what, where, when, why, how.</li> <li>• Make basic inferences about what is being said and done.</li> <li>• Give opinions and support with reasons e.g. I like the Little Red Hen because she...</li> </ul>	<ul style="list-style-type: none"> <li>• Predict what might happen on the basis of what has already been read</li> </ul>	<p>Explain clearly their understanding of what is read to them. Identify and discuss the main events in stories. Use patterns and repetition to support oral retelling, e.g. fairy stories, traditional tales and stories by well-known authors. Orally retell familiar stories in a range of contexts e.g. small world, role play, storytelling.</p>		

Year 2		<ul style="list-style-type: none"> <li>• Introduce and discuss words within the context of a text, linking new meanings to known vocabulary.</li> <li>• Use morphology to work out the meaning of unfamiliar words e.g. terror, terrorised.</li> </ul>	<p>Demonstrate understanding of fiction and non-fiction texts by asking and answering who, what, where, when, why, how questions.</p> <p>Explain and discuss their understanding, giving opinions and supporting with reasons e.g. Hansel was clever when he put stones in his pocket because...</p> <p>Develop and demonstrate their understanding of characters and events through role play and drama, drawing on language from the text.</p> <p>Read a range of non-fiction texts which are structured in different ways, including information, explanations, instructions, recounts, reports.</p> <p>Identify how specific information is organised within a non-fiction text e.g. sub-headings, contents, bullet points, glossary, diagrams.</p> <p>Locate information from non-fiction texts using the contents page, index, labelled diagrams and charts.</p>	<ul style="list-style-type: none"> <li>• Demonstrate understanding of fiction and non-fiction texts by asking and answering who, what, where, when, why, how questions.</li> <li>• Make inferences about characters and events using evidence from the text e.g. what is the character thinking, saying and feeling?</li> <li>• Explain and discuss their understanding, giving opinions and supporting with reasons e.g. Hansel was clever when he put stones in his pocket because...</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Predict</b> what might happen on the basis of what has already been read</li> </ul>	<ul style="list-style-type: none"> <li>• Sequence and discuss the main events in stories and recounts.</li> <li>• Orally retell a wider range of stories, fairy tales and traditional tales.</li> </ul>		
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<p>Year 3</p>	<ul style="list-style-type: none"> <li>• Identify, discuss and collect favourite words and phrases which capture the reader's interest and imagination.</li> <li>• Analyse and evaluate texts looking at language, structure and presentation e.g. persuasive letter, diary and calligram.</li> <li>• Recognise some different forms of poetry e.g. narrative, calligrams, shape poems.</li> </ul>	<ul style="list-style-type: none"> <li>• Explain the meaning of unfamiliar words by using the context.</li> <li>• Use dictionaries to check meanings of words they have read.</li> <li>• Use knowledge of root words to understand meanings of words.</li> <li>• Use prefixes to understand meanings e.g. un-, dis-, mis-, re-, pre-, im-, in-.</li> <li>• Use suffixes to understand meanings e.g. -ly, -ous.</li> <li>• Read and understand words from the Year 3 list (selected from the statutory Year 3/4 word list).</li> </ul>	<p>Y3/4 PoS</p> <ul style="list-style-type: none"> <li>• Read books and texts for a range of purposes e.g. enjoyment, research, skills development, reference.</li> <li>• Read a range of non-fiction texts, e.g. information, discussion, explanation, biography and persuasion.</li> <li>• Discuss their understanding of the text.</li> <li>• Raise questions during the reading process to deepen understanding e.g. I wonder why the character.</li> <li>• Justify responses to the text using the PE prompt (Point + Evidence).</li> <li>• Identify a key idea in a paragraph.</li> <li>• Prepare for research by identifying what is already known about the subject and key questions to structure the task.</li> <li>• Evaluate how specific information is organised within a non-fiction text e.g. text boxes, contents, bullet points, glossary, diagrams.</li> <li>• Navigate texts in print and on screen.</li> <li>• Record information from a range of non-fiction texts.</li> </ul>	<ul style="list-style-type: none"> <li>• Raise questions during the reading process to deepen understanding</li> <li>• Draw inferences around characters thoughts, feelings and actions, and justify with evidence from the text. Justify responses to the text using the PE prompt (Point + Evidence).</li> </ul>	<ul style="list-style-type: none"> <li>• Predict what might happen from what is stated and implied</li> <li>• Raise questions using the reading process to support understanding</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss the purpose of paragraphs.</li> <li>• Identify a key idea in a paragraph.</li> <li>• Sequence and discuss the main events in stories.</li> <li>• Orally retell a range of stories, including less familiar fairy stories, fables and folk tales e.g. Grimm's Fairy Tales.</li> <li>• Evaluate how specific information is organised within a non-fiction text e.g. text boxes, contents, bullet points, glossary, diagrams.</li> <li>• Navigate texts in print and on screen.</li> <li>• Record information from a range of non-fiction texts.</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss the purpose of paragraphs.</li> <li>• Identify a key idea in a paragraph.</li> <li>• Navigate texts in print and on screen.</li> <li>• Evaluate how specific information is organised within a non-fiction text e.g. text boxes, contents, bullet points, glossary, diagrams.</li> <li>• Identify and discuss themes e.g. good over evil, weak and strong, wise and foolish, mean and generous, rich and poor.</li> <li>• Identify and discuss conventions e.g. numbers three and seven in fairy tales, magical sentence repeated several times.</li> </ul>	
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<p>Year 4</p>	<ul style="list-style-type: none"> <li>• Identify, discuss and collect effective words and phrases which capture the reader's interest and imagination e.g. metaphors, similes.</li> <li>• Analyse and evaluate texts looking at language, structure and presentation and how these contribute to meaning.</li> <li>• Recognise and analyse different forms of poetry e.g. haiku, limericks, kennings.</li> </ul>	<ul style="list-style-type: none"> <li>• Explain the meaning of vocabulary using the context.</li> <li>• Use dictionaries to check meanings of words in the texts that they read.</li> <li>• Use knowledge of root words to understand meanings of words.</li> <li>• Use prefixes to understand meanings e.g. in-, ir-, sub-, inter-, super-, anti-, auto-.</li> <li>• Use suffixes to understand meanings e.g. -ation, -tion, -sion, -cian, -sion.</li> <li>• Read and understand words from the Year 4 list (selected from the statutory Year 3/4 word list).</li> </ul>	<ul style="list-style-type: none"> <li>• Read books and texts that are structured in different ways.</li> <li>• Demonstrate active reading strategies e.g. generating questions, finding answers, refining thinking, modifying questions, constructing images.</li> <li>• Justify responses to the text using the PE prompt (Point + Evidence).</li> <li>• Identify main ideas drawn from more than one paragraph and summarise these e.g. character is evil because... 1/2/3 reasons, Clitheroe Castle is a worthwhile place to visit because 1/2/3 reasons across a text.</li> <li>• Prepare for research by identifying what is already known about the subject and key questions to structure the task.</li> <li>• Navigate texts, e.g. using contents and index pages, in order to locate and retrieve information in print and on screen.</li> <li>• Record information from a range of non-fiction texts.</li> <li>• Scan for dates, numbers and names.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate active reading strategies e.g. generating questions, finding answers, refining thinking, modifying questions, constructing images.</li> <li>• Draw inferences around characters' thoughts, feelings, actions and motives, and justify with evidence from the text using point and evidence.</li> <li>• Justify responses to the text using the PE prompt (Point + Evidence).</li> </ul>	<ul style="list-style-type: none"> <li>• Y4 Demonstrate active reading strategies e.g. <i>generating questions, finding answers, refining thinking, modifying questions, constructing images.</i></li> <li>• Make predictions based on information stated and implied.</li> </ul>	<ul style="list-style-type: none"> <li>• Explain how paragraphs are used and how they build up ideas and how they are linked.</li> <li>• Analyse and evaluate how specific information is organised within a non-fiction text e.g. text boxes, sub-headings, contents, bullet points, glossary, diagrams.</li> <li>• Navigate texts, e.g. using contents and index pages, in order to locate and retrieve information in print and on screen.</li> <li>• Identify main ideas drawn from more than one paragraph and summarise these e.g. character is evil because... 1/2/3 reasons, Clitheroe Castle is a worthwhile place to visit because 1/2/3 reasons across a text.</li> <li>• Prepare for research by identifying what is already known about the subject and key questions to structure the task.</li> <li>• Record information from a range of non-fiction texts.</li> <li>• Scan for dates, numbers and names.</li> <li>• Orally retell a range of stories, including less familiar fairy stories, myths and legends.</li> </ul>	<ul style="list-style-type: none"> <li>• Explain how paragraphs are used to build up ideas, and how they are linked.</li> <li>• Navigate texts, e.g. using contents and index pages, in order to locate and retrieve information in print and on screen.</li> <li>• Analyse and evaluate how specific information is organised within a non-fiction text e.g. text boxes, sub-headings, contents, bullet points, glossary, diagrams.</li> <li>• Identify, analyse and discuss themes e.g. safe and dangerous, just and unjust, origins of the earth, its people and animals.</li> </ul>	
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Year 5	<ul style="list-style-type: none"> <li>Analyse the conventions of different types of writing e.g. use of first person in autobiographies and diaries.</li> <li>Identify how language, structure and presentation contribute to meaning e.g. formal letter, informal diary, persuasive speech.</li> <li>Explore, recognise and use the terms metaphor, simile, imagery.</li> <li>Explain the effect on the reader of the authors' choice of language.</li> </ul>	<ul style="list-style-type: none"> <li>Explain the meaning of words using the context.</li> <li>Explain the meaning of words within the context of the text.</li> <li>Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary.</li> <li>Use a thesaurus.</li> <li>Use knowledge of root words to understand meanings of words.</li> <li>Use suffixes to understand meanings e.g. -ant, -ance, -ancy, -ent, -ence, -ency, -ible, -able, -ibly, -ably.</li> <li>Read and understand words from the Year 5 list (selected from the statutory Year 5/6 word list).</li> </ul>	<ul style="list-style-type: none"> <li>Read a range of books and texts that are structured in different ways for a range of purposes.</li> <li>Demonstrate active reading strategies e.g. generating questions to refine thinking, noting thoughts in a reading journal.</li> <li>Through close reading of the text, re-read and read ahead to locate clues to support understanding.</li> <li>Distinguish between statements of fact and opinion within a text.</li> <li>Scan for key words and text mark to locate key information.</li> <li>Summarise main ideas drawn from more than one paragraph and identify key details which support this.</li> <li>Justify opinions and elaborate by referring to the text, e.g. using the PEE prompt - Point + Evidence + Explanation.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate active reading strategies.e.g. generating questions to refine thinking, noting thoughts in a reading journal.</li> <li>Infer characters' feelings, thoughts and motives from their actions and justify inferences with evidence.</li> <li>Through close reading of the text, re-read and read ahead to locate clues to support understanding.</li> <li>Justify opinions and elaborate by referring to the text, e.g. using the PEE prompt - Point + Evidence + Explanation.</li> </ul>	<ul style="list-style-type: none"> <li>Predict what might happen from what is stated and implied</li> </ul>	<ul style="list-style-type: none"> <li>Analyse the conventions of different types of writing e.g. use of first person in autobiographies and diaries.</li> <li>Identify how language, structure and presentation contribute to meaning e.g. formal letter, informal diary, persuasive speech.</li> <li>Scan for key words and text mark to locate key information.</li> <li>Summarise main ideas drawn from more than one paragraph and identify key details which support this.</li> </ul>	<ul style="list-style-type: none"> <li>Analyse the conventions of different types of writing e.g. use of first person in autobiographies and diaries.</li> <li>Identify how language, structure and presentation contribute to meaning e.g. formal letter, informal diary, persuasive speech.</li> <li>Identify how language, structure and presentation contribute to meaning e.g. formal letter, informal diary, persuasive speech.</li> <li>Explore themes within and across texts e.g. loss, heroism, friendship.</li> </ul>	<ul style="list-style-type: none"> <li>Make <b>comparisons</b> within a text e.g. the characters' viewpoints about the same event</li> </ul>
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<p>Year 6</p>	<ul style="list-style-type: none"> <li>• Explore, recognise and use the terms personification, analogy, style and effect.</li> <li>• Explain the effect on the reader of the author's choice of language and reasons why the author may have selected these words, phrases and techniques.</li> </ul>	<ul style="list-style-type: none"> <li>• Explain the meaning of new vocabulary using the context of the text.</li> <li>• Work out unfamiliar words by focusing on all letters in the word, e.g. not reading invitation for imitation.</li> <li>• Use knowledge of root words, prefixes and suffixes to investigate how the meanings of words change, e.g. un+happy+ness, dis+repute+able, dis+respect+ful, re+engage+ment.</li> <li>• Use suffixes to understand meanings e.g. -cious, -tious, -tial, - cial.</li> <li>• Read and understand words from the Year 6 list (selected from the statutory Year 5/6 word list).</li> <li>• Use etymology to help the pronunciation of new words e.g. chef, chalet, machine, brochure – French in origin.</li> </ul>	<ul style="list-style-type: none"> <li>• Independently read longer texts with sustained stamina and interest.</li> <li>• Demonstrate active reading strategies e.g. challenging peers with questions, justifying opinions, responding to different viewpoints within a group.</li> <li>• Provide reasoned justifications for their views.</li> <li>• Justify opinions and elaborate by referring to the text e.g. using the PEE prompt – Point+Evidence+Explanation.</li> <li>• Through close reading, re-read and read ahead to locate clues to support understanding and justify with evidence from the text.</li> <li>• Distinguish between statements of fact and opinion across a range of texts e.g. first-hand account of an event compared with a reported example such as Samuel Pepys' diary and a history textbook.</li> <li>• Skim for gist.</li> <li>• Scan for key information e.g. identify words and phrases which tell you the character is frustrated, or find words/phrases which suggest that a theme park is exciting.</li> <li>• Use a combination of skimming, scanning and close reading across a text to locate specific detail.</li> <li>• Retrieve, record, make notes and present information from non-fiction, including texts used in other subjects.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate active reading strategies e.g. challenging peers with questions, justifying opinions, responding to different viewpoints within a group.</li> <li>• Infer characters' feelings, thoughts and motives from their actions, justifying inferences with evidence e.g. Point+Evidence+Explanation.</li> <li>• Through close reading, re-read and read ahead to locate clues to support understanding and justify with evidence from the text.</li> <li>• Justify opinions and elaborate by referring to the text e.g. using the PEE prompt – Point+Evidence+Explanation.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Predict</b> what might happen from what is stated and implied</li> </ul>	<ul style="list-style-type: none"> <li>• Analyse the conventions of different types of writing.</li> <li>• Skim for gist.</li> <li>• Scan for key information e.g. identify words and phrases which tell you the character is frustrated, or find words/phrases which suggest that a theme park is exciting.</li> <li>• Use a combination of skimming, scanning and close reading across a text to locate specific detail.</li> <li>• Retrieve, record, make notes and present information from non-fiction, including texts used in other subjects.</li> </ul>	<ul style="list-style-type: none"> <li>• Analyse the conventions of different types of writing e.g. use of dialogue to indicate geographical and/or historical settings for a story.</li> <li>• Identify how language, structure and presentation contribute to meaning e.g. persuasive leaflet, balanced argument.</li> <li>• Recognise themes within and across texts e.g. hope, peace, fortune, survival.</li> </ul>	<ul style="list-style-type: none"> <li>• Compare characters within and across texts</li> <li>• Compare texts within different periods.</li> <li>• Make comparisons within and across texts e.g. similar events in different books such as being an evacuee in Carrie's War and Goodnight Mr Tom.</li> </ul>
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<p><b>accident(ally)</b> century February length popular strange  <b>actual(ly)</b> circle forward(s) library <b>potatoes thought</b>                  address decide fruit <b>minute</b> promise through answer                  describe <b>heard</b> naughty purpose <b>weight</b>                  arrive early heart <b>notice</b> quarter <b>woman/women</b> believe                  earth height occasion(ally) question bicycle <b>eight/eighth</b>                  history often <b>reign</b> centre enough learn perhaps sentence</p>	<p>appear continue grammar material possible suppose breadth                  different group medicine pressure surprise breathe difficult guard  <b>mention</b> probably therefore build disappear guide natural recent                  though/although                  busy/business exercise imagine opposite regular calendar                  experience important ordinary remember caught experiment                  increase particular separate certain extreme interest peculiar                  special complete famous island <b>position</b> straight consider                  favourite knowledge <b>possess(ion)</b> strength</p>	<p><b>apparent cemetery</b> determined explanation interfere occupy                  rhythm amateur communicate develop familiar language                  occur <b>secretary</b> ancient community <b>dictionary foreign</b>                  leisure persuade shoulder <b>available conscience*</b>                  environment forty lightning <b>physical</b> soldier <b>average</b>  <b>convenience</b> equip (-ped, -ment) <b>government</b> muscle                  programme stomach bargain curiosity excellent <b>hindrance</b>                  neighbour queue <b>temperature</b> bruise <b>desperate existence</b>                  individual <b>nuisance</b> recognise twelfth rhyme <b>vegetable</b></p>	<p>accommodate <b>category</b> disastrous <b>immediate(ly)</b> privilege                  sincere(ly)                  accompany committee embarrass interrupt <b>profession</b>                  sufficient <b>according competition especially</b> marvellous                  pronunciation suggest achieve <b>conscious*</b> exaggerate  <b>mischievous</b> recommend symbol aggressive controversy  <b>frequently necessary</b> relevant system appreciate                  correspond guarantee opportunity restaurant thorough  <b>attached criticize (critic + ise)</b> harass parliament sacrifice                  variety awkward <b>definite</b> identity prejudice <b>signature</b> vehicle                  yacht</p>
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