



RECEPTION

ENGLISH CURRICULUM

KNOW IT!

TEACH IT!

APPLY IT!

KNOW IT: WORD READING

Phonics

Children should be taught to blend to read words containing these structures:

Initial Code

Unit 1	a, i, m, s, t
Unit 2	n, o, p
Unit 3	b, c, g, h
Unit 4	d, e, f, v
Unit 5	k, l, r, u
Unit 6	j, w, z
Unit 7	x, y, ff, ll, ss, zz
Unit 11	sh, ch, th, ck, wh, ng, qu

High Frequency Words - Sounds-Write

Children should be taught to blend to read these words but eventually read them with automaticity.

Initial Code

Unit 2	is, a
Unit 3	the. I
Unit 4	for, of
Unit 5	are
Unit 6	was
Unit 7	all
Unit 8	some, come
Unit 9	to

Decoding & Word Recognition	Comprehension	Vocabulary
<p>Children should be taught to:</p> <ul style="list-style-type: none"> Blend and manipulate sounds with the structure: <ul style="list-style-type: none"> * CVC-map, sit etc * VCC and CVCC- ant, bump etc * CCVC-crab, dress etc * CCVCC and CCCVC-drank, scrap etc Understand that sounds can be represented by spellings with one letter. Understand that some spellings are written with a double consonant e.g. ff, ll, ss, zz Understand that some spellings are written with two different letters e.g. sh, ch, th, ck, wh, ng, qu. Know that <q> and <u> represent the sounds /k/ and /w/. Learn to read the following high frequency words with increasing automaticity: <ul style="list-style-type: none"> * is, a * the, I * for, of * are * was * all * some * come * to 	<p>Children should be taught and given opportunities to:</p> <ul style="list-style-type: none"> Notice rhymes in poems, songs and stories and begin to generate their own. Talk about the books they have read and those that have been read to them. Retell a familiar story using story language as well as their own words. Begin to develop reading preferences. Select books to re-read and enjoy. Talk about what they are reading by linking to other knowledge and experience. Answer questions and comment on the story first in terms of basic recall and then moving beyond this e.g. anticipating and making predictions; inferring information about characters; linking themes, events, setting or characters with their own experiences or aspects of other known texts. 	<p>Children should be taught and given opportunities to:</p> <ul style="list-style-type: none"> Expand their bank of vocabulary through explicit teaching of Tier 2 and Tier 3 vocabulary linked to shared texts and topics. <p>New vocabulary should be taught through:</p> <ul style="list-style-type: none"> * Defining new word meanings using pictures and context to support understanding; * Physicalising what new words mean through actions and gestures; * Reinforcing new words within different contexts; * Linking new words to other known words with similar meanings; * Applying new words through use within their own spoken language.
	<p>Grammar, Structure & Layout</p> <ul style="list-style-type: none"> Listen frequently to a range of fiction, poetry and non-fiction texts and begin to recognise some of the key differences between them e.g. language, layout and structure. 	

Broader Curriculum Objectives

Word Reading & Fluency

- Learn and recite rhymes off by heart.
- Know that letter are symbols that represent sounds;
- Learn the initial code sound/spelling correspondences up to Unit 11.
- Blend sounds to read words including longer words containing the taught sounds.
- Learn to read high frequency words within the Initial Code with increased automaticity.

Response to Text

- Notice rhymes in poems, songs and stories and begin to generate their own.
- Talk about the books they have read and those that have been read to them.
- Begin to develop reading preferences.
- Select books to re-read and enjoy.
- Talk about what they are reading by linking to other knowledge and experience.

NURSERY FOUNDATIONS

- Listen to songs and rhymes being read or sang repeatedly.
- Say and/or sing a wide range of Nursery rhymes.
- Copy a sound pattern.
- Count or clap syllables within spoken words.
- Aurally blend CVC words.
- Recognise that print carries meaning.
- Begin to recognise own name.

NURSERY FOUNDATIONS

- Listen to and maintain interest when short stories or rhymes are read to them.
- Participate in a simple conversation with an adult or another child, about a known story.
- Independently choose to engage with books through the learning environment.
- Fill in the missing words within rhyming phrases.
- Hold a book correctly and, using the pictures, suggest a story.
- Begin to select their own book to look at.

- Understand that letters are symbols that represent sounds.
- Understand that a sound can be represented by two/three letters.
- Know all the initial code sounds.
- Read books containing initial code sounds with increasing fluency.
- Blend sounds within the initial code to read longer words.
- Re-read shared texts and stories to develop fluency and understanding.
- Develop a bank of words that can be read with automaticity including own name, classroom labels and other words in the environment.

- Show pleasure in stories being read to them.
- Enjoy sharing poems and rhyming together.
- Begin to have favourite texts, requesting to have them re-read regularly.
- Pick out a favourite story or character and give a basic reason why.
- Imitate reading behaviour with a familiar book, using some of the known language.
- Know how the pictures relate to the story.
- Point to parts of the text in answer to a question.
- Make comments about what they have heard being read.

Broader Curriculum Objectives

Comprehension

- Retell a familiar story using story language as well as their own words.
- Answer questions and comment on the story first in terms of basic recall and then moving beyond this e.g. anticipating and making predictions; inferring information about characters; linking themes, events, setting or characters with their own experiences or aspects of other known texts.
- Listen frequently to a range of fiction, poetry and non-fiction texts and begin to recognise some of the key differences between them e.g. language, layout and structure.

NURSERY FOUNDATIONS

- Listen to a story and answer simple questions about it.
- Retell a familiar story.
- Understand that print carries meaning.
- Show understanding of what is happening in pictures.
- Perform actions and/or gestures to show understanding.
- Understand characteristics of fairy tale characters and some of the recurring themes within them e.g. an evil/good character; a happy ending

Literal Understanding and Retrieval

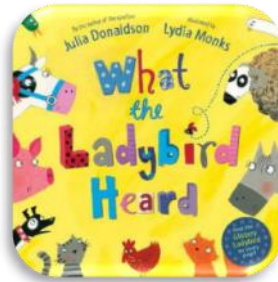
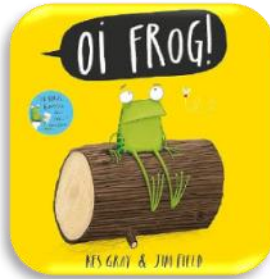
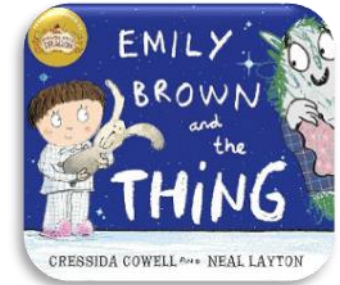
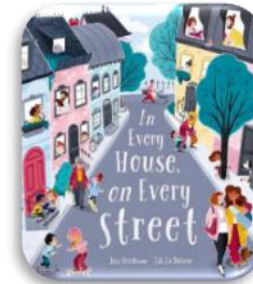
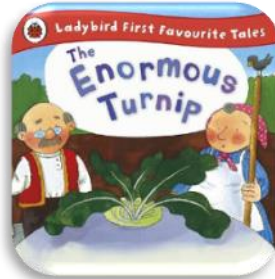
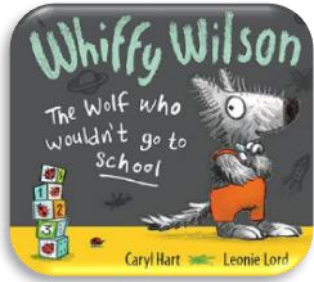
- Retell familiar stories using new and existing vocabulary.
- Recall key facts from a story that has been read to them.
- Find information from picture, point to information on a page, in order to locate an answer that can be found easily.
- Begin to show how they know through simple explanations.
- Make links between events/characters within the stories that they read and their own lives or other know texts.
- Sequence a familiar story using pictures.

Inference

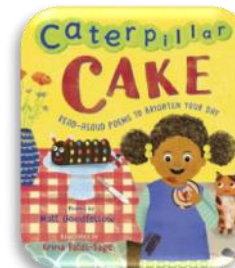
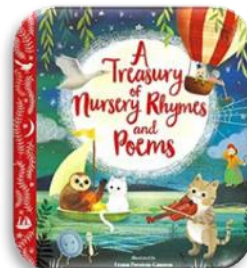
- Understands 'why' questions.
- Begin to answer simple 'why' and 'how' questions e.g. Why did the caterpillar get so fat? How do we know that the boy is lonely?
- Use pictures to support their answers to 'why' and 'how' questions and begin to use some words from the shared text.
- Anticipate/make simple predictions

SHARED READING TEXTS

RECEPTION



POETRY



APPLY IT: PURPOSEFUL LEARNING OPPORTUNITIES

ALL EARLY ENGLISH SKILLS AND KNOWLEDGE SHOULD BE ENHANCED THROUGH THE PROVISION OF CAREFULLY PLANNED ACTIVITIES, ENABLING ENVIRONMENTS IN CONTINUOUS PROVISION AND INTERACTIONS WITH SKILLED PRACTITIONERS.

OPPORTUNITIES TO MAXIMISE READING & WRITING IN THE EARLY YEARS SETTING

Daily Routines & Classroom Organisation

Sing/recite nursery rhymes, songs, poems and the days of the week.

Read and re-read quality texts throughout the day, including titles linked to a theme or topic and ones chosen just for pleasure.

Encourage children to find their own names e.g. cloakroom, tray labels, name cards etc.

Daily handwriting/Sounds-Write sessions.



Display accessible signs, labels and name cards around the classroom containing a mixture of print and writing.

Celebrate children's writing; emergent, guided and independent by discussing it and displaying it in the classroom.

Make books easily available throughout the setting and for children to take home, promoting a love of reading.



Role play and small worlds

Maximise opportunities for narrative in small world and role-play, for example provide resources to re-enact a known story.



Model reading and writing in role play areas e.g. reading and writing an appointment, list or prescription in the clinic.

Finger Gym/Fine Motor Development

Provide construction sets that develop fine motor strength and control.



Provide playdough and other fine motor activities that encourage children's strength and coordination.



Areas in Continuous Provision

Outdoors/Gross Motor Development

Create an outdoor reading space by bringing books outside.

Provide large equipment and model/support activities that encourage upper body strength: crates, tyres, ribbons, ropes etc.

Model how to make marks and signs outdoors e.g. "stop" and "go" for a car track.



Sand and Water

Provide marking making tools such as brushes and wooden sticks for use in dry/wet sand, bubbles or frost.



Mark Making Area

Ensure children have access to a wide range of manipulative resources for their own writing and mark making ideas that they can use in all areas of provision.

Teach the correct names of each resource and model its correct use.

For example: clipboards, pencils, pens, chalk, different sizes and types of paper, booklets, glue, scissors, stampers, pencil grips.



Use technology to support the teaching of reading and writing through appropriate apps and resources.

For example; the Sounds-Write app, voice recording technology and painting programs.





YEAR 1

READING CURRICULUM



YEAR 1 KNOW IT

New Learning

Prior Learning

Common Exception/S-W High Frequency Words

the, a, do, to, today, of, said, says, are, were,
was, is, his, has, I, you, your, they, be, he,
me, she, we, no, go, so, by, my, here, there,
where, love, come, some, one, once, ask,
friend, school, put, push, for, all, these,
their, pull, full, house, what, who, our

Phonics

Our school follows the Sounds-Write programme for the teaching of phonics.

Please refer to 'Phonics - Know It' and the programme teaching materials.

Phonics

Children should be taught to blend to read words containing these structures:

Initial Code		Extended Code			
Unit 1	a, i, m, s, t	Unit 1	ae	Unit 14	u
		Unit 2	ee	Unit 15	ou - spelling
Unit 2	n, o, p	Unit 3	ea - spelling	Unit 16	s
		Unit 4	oe	Unit 17	s - spelling
Unit 3	b, c, g, h	Unit 5	o - spelling	Unit 18	l
		Unit 6	er	Unit 19	or
Unit 4	d, e, f, v	Unit 7	e	Unit 20	air
		Unit 8	ow	Unit 21	ue
Unit 5	k, l, r, u	Unit 9	ow - spelling	Unit 22	ew - spelling
		Unit 10	oo (as in moon)	Unit 23	oy
Unit 6	j, w, z	Unit 11	ie	Unit 24	ar
		Unit 12	oo (as in book)	Unit 25	o
Unit 7	x, y, ff, ll, ss, zz	Unit 13	oo - spelling	Unit 26	a - spelling
Unit 11	sh, ch, th, ck, wh, ng, qu				

Decoding & Word Recognition	Comprehension	Vocabulary
<p>Children should be taught to:</p> <ul style="list-style-type: none"> respond speedily with the correct sound to grapheme for all 40+ phonemes, including alternative sounds. recognise and blend taught graphemes more quickly through practice, in order to read unfamiliar words. read common exception words noting unusual correspondences between spelling and sound e.g. eyes, again, looked etc. (See Know it.) read words with taught endings s, es, ing, ed, er and est. read more polysyllabic words e.g. people, because, thirteen. read words with contractions e.g. I'm, I'll, we'll etc. use their knowledge of root words to read other words containing suffixes e.g. looking, called etc. 	<p>Children should have opportunities to become fluent at word reading, in order to greatly assist comprehension.</p> <p>They should also have opportunities to:</p> <ul style="list-style-type: none"> become familiar with key stories, fairy stories and traditional tales. retell familiar stories and consider particular characteristics. check the text makes sense as they read and correct inaccurate reading. draw upon what they already know, background information and new vocabulary provided by the teacher, to develop understanding. 	<p>Children should be given opportunities to broaden their vocabulary through:</p> <ul style="list-style-type: none"> hearing, sharing and discussing a range of high-quality texts, at a level beyond that at which they can read independently. having the meaning of unfamiliar words they come across through reading, explained to them. discussing word meanings, linking new meanings to those already known. learning how language sounds in order to increase their vocabulary. discussing the effects of different words on the reader.
<ul style="list-style-type: none"> read some polysyllabic words, including compound words. blend and segment longer words with adjacent consonants e.g. swim, clap, jump. read simple captions, sentences and questions. blend taught sounds to make words. 	<p>Retrieval</p> <ul style="list-style-type: none"> Find simple information from a basic text or image to answer questions such as, Where? When? Who? Sequence parts of a story in the correct order. Match events with times to show order of events. Use numbers to order and sequence simple events. Find and copy a word from the text to explain or describe something. <p>Summarising</p> <ul style="list-style-type: none"> Explain clearly their understanding of what is read to them e.g. the main things that have happened so far in a story. Discuss the significance of the title or events. <p>Inference</p> <ul style="list-style-type: none"> Make inferences on the basis of what is said and done e.g. explaining the possible thoughts, feelings or actions of characters. Predict what might happen on the basis of what has been read so far. 	<p>Explore, Teach, Practise</p> <p>Children should be taught to expand their knowledge of words through:</p> <ul style="list-style-type: none"> suggesting the meaning of unknown words using picture/context clues. exploring links with known words and words with similar meanings. seeing new words in isolation and then in context to cement understanding. physicalising new words by showing it, being it or doing it, in order to develop understanding. generating word lists linked to stories, topics, synonyms etc exploring ways to remember new word meanings. learning the meaning of simple root words in order to derive new words. e.g. happy - unhappy.
<p>Grammar, Structure & Layout</p> <p>Grammatical Features</p> <ul style="list-style-type: none"> Listen frequently to stories, poems and non-fiction to understand how written language can be structured, and to increase their awareness of grammatical structures. 		

Broader Curriculum Objectives

Word Reading & Fluency

- Apply phonic knowledge and skills as the route to decode words.
- Read accurately by blending sounds in unfamiliar words containing GPCs taught.
- Read common exception words.
- Read polysyllabic words and contraction words.
- Re-read books to build fluency and confidence in word reading.
- Recognise and join in with predictable phrases.
- Appreciate rhymes and poems and recite some by heart.
- Check that the text makes sense to them as they read and correct inaccurate reading.

Response to Text

- Listen to and discuss a wide range of poems, stories and non-fiction at a level beyond own independent reading.
- Link what is read or heard to own experiences.
- Become very familiar with key stories, fairy stories and traditional tales, retell them and consider their particular characteristics.
- Participate in discussion about what us read to them, taking turns and listening to what others say.

FOUNDATIONS FOR WORD READING & FLUENCY IN RECEPTION

- Understand that letters are symbols that represent sounds.
- Understand that a sound can be represented by two/three letters.
- Know all the sound to spelling correspondence for the initial code.
- Read books containing initial code sounds with increasing fluency.
- Blend sounds within the initial code to read longer words.
- Re-read shared texts and stories to develop fluency and understanding.
- Develop a bank of words that can be read with automaticity including own name, classroom labels, other words in the environment.
- Anticipate and join in with repeated refrains using language from the text.

FOUNDATIONS FOR RESPONSE TO TEXT IN RECEPTION

- Show pleasure in stories being read to them.
- Enjoy sharing poems and rhyming together.
- Begin to have favourite texts, requesting to have them re-read regularly.
- Pick out a favourite story or character and give a basic reason why.
- Imitate reading behaviour with a familiar book, using some of the known language.
- Know how the pictures relate to the story.
- Point to parts of the text in answer to question.
- Make comments about what they have heard being read.

- Recite some familiar complete songs, rhymes and the alphabet by heart.
- Read extended code first spellings up to Unit 25.
- Develop blending skills to read words containing taught phonics code.
- Develop an increasing bank of words that can be read with automaticity including the Year 1 common exception words.
- Apply phonemic knowledge and skills to read words with speed and accuracy, in order to develop fluency.
- Recognise larger units within words to develop fluency.
- Re-read words, sentences and stories both with adults and independently, to develop fluency.
- Read words as a connected text.
- Recognise sentence punctuation within texts read and shared.
- Increase page count in books read to develop reading stamina.

- Listen to, share and discuss a wide range of high-quality texts to develop their love of reading.
- Begin to read more independently and unprompted to develop their love of reading.
- Learn to appreciate poems and rhymes and begin to express reasons for story/poem/ rhyme preferences.
- Give opinions linked to books read to them including likes and dislikes.
- Express views about events or characters.
- Listen to new words read aloud and talk about words that they know and like.
- Draw links between the text and some of their own experiences.
- Discuss the significance of the title or events in a book.
- Look for and find information in non-fiction books.
- Answer and pose literal questions about a text.

Broader Curriculum Objectives

Literal Understanding and Retrieval

- Discuss word meanings, linking new meaning to ones already known.
- Check that the texts makes sense to them as they read.
- Discuss the significance or the title and events.
- Explain clearly their understanding of what is read to them.

Inference

- Make inferences on the basis of what is being said and done.
- Predict what might happen on the basis of what has been read so far.
- Draw on what they already know or on background information or vocabulary provided.

Literal Understanding and Retrieval

FOUNDATIONS FOR LITERAL UNDERSTANDING AND RETRIEVAL - EYFS

- Listen to a shared text and answers simple questions about it.
- Recall key facts from a story that has been read to them.
- Find information from picture, point to information on a page, in order to locate an answer that can be found easily.
- Begin to show how they know through simple explanations.
- Recognise and read their name.
- Recognise, point to, or find and read aloud words and phrases that they have learned.
- Retell familiar stories using new and existing vocabulary.

Inference

FOUNDATIONS FOR INFERENCE - EYFS

- Understands 'why' questions.
- Begin to answer simple 'why' and 'how' questions e.g. Why did the caterpillar get so fat? How do we know that the boy is lonely?
- Use pictures to support their answers to 'why' and 'how' questions and begin to use some words from the shared text.
- Anticipate/make simple predictions
- Make links between events/characters within the stories that they read and their own lives or other know texts.

- Talk about the title and how it relates to events/information in the text.
- Explain key facts about what is read to them from a variety of texts.
- Retrieve answers to simple literal who, what, when, where, which and how questions.
- Discuss characters' appearance, behaviour and the events that happen to them, using detail from the text.
- Develop their knowledge of retrieval through images.
- Use phonic and vocabulary knowledge to recognise words and phrases which locate information found explicitly in a text.
- Sequence the events of a story that they are familiar with.

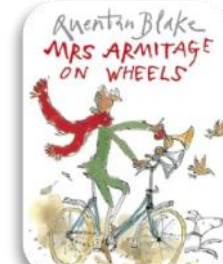
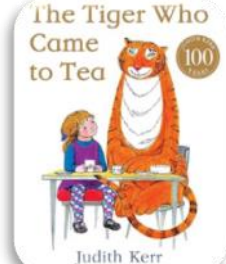
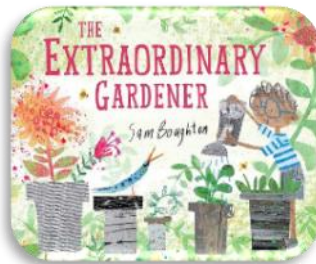
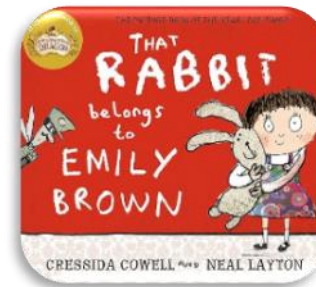
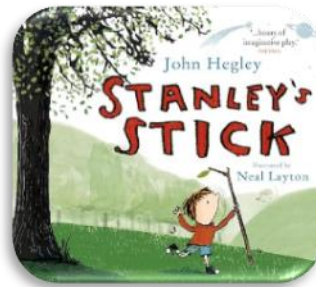
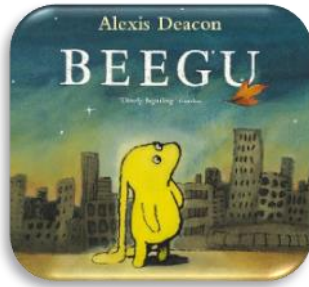
- Discuss the significance of the title and events e.g. why the title 'All Change' might be chosen for a book about Chameleons.
- Make simple inferences when a book is read to them e.g. how a character might feel after a particular event or why a character might be feeling jealous/disappointed etc.
- Infer basic points with direct reference to the pictures and words in a text.
- Predict what might happen next in a sequenced story.
- Make simple predictions based on the story and on their own experiences.
- Begin to explain these ideas verbally or through pictures.

Children should be able to sound out unfamiliar words containing known graphemes without undue hesitation and read many common exception words automatically and accurately, in order to develop fluency and comprehension.

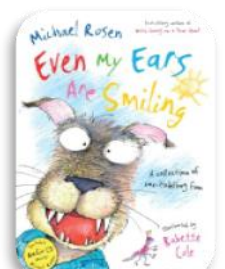
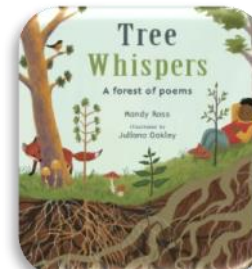
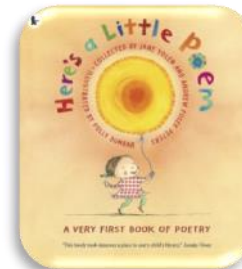
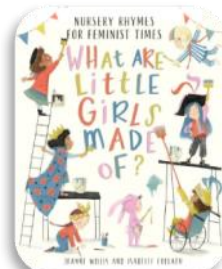
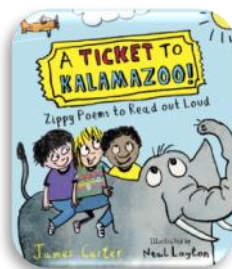
Reading For Purpose	Reading For Pleasure	Reading For/With An Audience
Children should use their developing reading skills to:	Children should develop a love of reading through:	Children should be given opportunity to:
<ul style="list-style-type: none"> listen to and discuss books from across the curriculum to further develop their knowledge and understanding. re-read books to build up fluency and confidence in word reading. learn some of the processes for finding out information. link what they read or hear read to their own experiences. 	<ul style="list-style-type: none"> hearing, sharing and discussing a wide range of high-quality books, including poetry, stories and non-fiction. learning to appreciate rhymes and poems, and to recite some by heart. recognising and joining in with predictable phrases and patterned language within shared texts. 	<ul style="list-style-type: none"> participate in discussion about what is read to them, taking turns and listening to what others say. use story props to create and discuss characters and re-tell known stories. use voice, gesture and movement when re-telling known stories or reading aloud. participate in quality shared reading to learn how to create different effects/moods when reading aloud. discuss punctuation within shared texts and learn how to respond to it.

SHARED READING TEXTS

YEAR 1



POETRY





YEAR 2

READING CURRICULUM



KNOW IT

YEAR 2

New Learning

Prior Learning

Common Exception/S-W High Frequency Words

door, floor, poor, because, find, kind, mind, behind, child, children, wild, climb, most, only, both, old, cold, gold, hold, told, every, everybody, even, great, break, steak, pretty, beautiful, after, fast, last, past, father, class, grass, pass, plant, path, bath, hour, move, prove, improve, sure, sugar, eye, could, should, would, who, whole, any, many, clothes, busy, people, water, again, half, money, Mr, Mrs, parents, Christmas

the, a, do, to, today, of, said, says, are, were, was, is, his, has, I, you, your, they, be, he, me, she, we, no, go, so, by, my, here, there, where, love, come, some, one, once, ask, friend, school, put, push, for, all, these, their, pull, full, house, what, who, our

Phonics

Our school follows the Sounds-Write programme for the teaching of phonics.

Please refer to 'Phonics - Know It' and the programme teaching materials.

Phonics

Children should be taught to blend to read words containing these structures:

Extended Code				Extended Code			
Unit 1	ae	Unit 14	u	Unit 27	ae	Unit 39	g - spelling
Unit 2	ee	Unit 15	ou - spelling	Unit 28	d	Unit 40	f
Unit 3	ea - spelling	Unit 16	s	Unit 29	ee	Unit 41	gh - spelling
Unit 4	oe	Unit 17	s - spelling	Unit 30	i	Unit 42	m
Unit 5	o - spelling	Unit 18	l	Unit 31	y - spelling	Unit 43	or
Unit 6	er	Unit 19	or	Unit 32	oe	Unit 44	h
Unit 7	e	Unit 20	air	Unit 33	n	Unit 45	k
Unit 8	ow	Unit 21	ue	Unit 34	er	Unit 46	r
Unit 9	ow - spelling	Unit 22	ew - spelling	Unit 35	v	Unit 47	t
Unit 10	oo (as in moon)	Unit 23	oy	Unit 36	oo (as in moon)	Unit 48	z
Unit 11	ie	Unit 24	ar	Unit 37	j	Unit 49	eer
Unit 12	oo (as in book)	Unit 25	o	Unit 38	g	Unit 50	a
Unit 13	oo - spelling	Unit 26	a - spelling				

Decoding & Word Recognition

Children should be taught to read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation through:

- Continuing to apply phonic knowledge and skills as the root to decoding words until automatic decoding of words is embedded and reading is fluent.
- Reading accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.
- Reading accurately words of two or more syllables that contain taught graphemes.
- Reading words containing common suffixes.
- Reading further common exception words noting unusual correspondences between spelling and sound e.g. should, people, busy (see Know It).
- Reading known words quickly and accurately.
- Re-reading books to build up their fluency and confidence in word reading.

- Read words with taught endings 's', 'es', 'ing', 'ed', 'er' and 'est'.
- Read more polysyllabic words e.g. people, because.
- Use their knowledge of root words to read other words containing suffixes.

Grammar, Structure & Layout

Grammatical Features

- Increase vocabulary and grammatical awareness to identify the differences between spoken and written language.
- Listen frequently to stories, poems and non-fiction to understand how written language can be structured.

Comprehension

Children should have opportunities to become fluent at word reading, in order to greatly assist comprehension.

They should also have opportunities to:

- Discuss the sequence of events in books and how items of information are related.
- Draw upon what they already know or on background information or vocabulary provided by the teacher.
- Check that the text makes sense to them as they read and correct inaccurate reading. Re-word to match.
- Engage with drama or role-play activities in order to deepen understanding.
- Answer and ask questions.
- **Draw upon what they already know, background information and new vocabulary provided by the teacher, to develop understanding.**

Retrieval

- Develop skimming skills to find important information quickly to answer questions such as, Where? When? Who? What?
- **Sequence parts of a story** or order of events in information texts using numbers, lines etc.
- Retrieve information presented in a range of different ways e.g. longer sections of text, bulleted list, captions, diagrams and cycles.
- **Find and copy a word from the text to explain or describe something.**

Summarising

- Discuss main events across a whole story or part of it.
- Discuss key parts of factual processes linked to learning in other subjects.

Inference

- **Make inferences on the basis of what is being said and done.**
- **Predict what might happen on the basis of what has been read so far.**
- Learn about cause and effect e.g. what has prompted a character to behave in a certain way.

Vocabulary

Children should be given opportunities to broaden their vocabulary through:

- Recognising simple recurring literary language in stories and poetry.
- Discussing and clarifying the meaning of words, linking new meanings to known vocabulary.
- Listening to explanations of new word meanings.
- Using morphology such as prefixes to work out unknown words.
- **Discussing the effects of different words on the reader.**

Explore, Teach, Practise

Children should be taught to expand their knowledge of words through:

- Beginning to use dictionaries and thesauruses to explore and compare definitions and identify synonyms.
- **Suggesting the meaning of unknown words using picture/ context clues.**
- **Exploring links with known words and words with similar meanings.**
- **Seeing new words in isolation and then in context to cement understanding.**
- **Physicalising new words by showing it, being it or doing it, in order to develop understanding.**
- **Generating word lists linked to stories, topics, synonyms etc.**
- **Learning the meaning of simple root words in order to derive new words, e.g. excite-ment.**
- **Exploring ways to remember new word meanings.**

Broader Curriculum Objectives

Word Reading & Fluency

- Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has been embedded and reading is fluent.
- Read accurately by blending sounds in unfamiliar words containing GPCs taught, especially alternatives.
- Read accurately words of two or more syllables containing the same graphemes as above.
- Read words containing suffixes.
- Read further common exception words, noting usual sound-spelling correspondences.
- 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 without undue hesitation.
- Re-read these books to build up fluency and confidence in word reading.
- Continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make meaning clear.

Response to Text

- Listen to, discuss and express 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.
- Become increasing familiar with and retell a wider range of stories, fairy stories and traditional tales.
- Recognise simple recurring literary language in stories and poetry.
- Discuss their favourite words and phrases.
- 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.

PRIOR LEARNING YEAR 1

- Recite some familiar complete songs, rhymes and the alphabet by heart.
- Read extended code first spellings up to Unit 25.
- Develop blending skills to read words containing taught phonics code.
- Develop an increasing bank of words that can be read with automaticity including the Year 1 common exception words.
- Apply phonemic knowledge and skills to read words with speed and accuracy, in order to develop fluency.
- Recognise larger units within words to develop fluency.
- Re-read words, sentences and stories both with adults and independently, to develop fluency.
- Recognise sentence punctuation within texts read and shared.
- Increase page count in books read to develop reading stamina.

PRIOR LEARNING YEAR 1

- Listen to, share and discuss a wide range of high-quality texts to develop their love of reading.
- Begin to read more independently and unprompted to develop their love of reading.
- Learn to appreciate poems and rhymes and begin to express reasons for story/poem/rhyme preferences.
- Give opinions linked to books read to them including likes and dislikes.
- Express views about events or characters.
- Listen to new words read aloud and talk about words that they know and like.
- Draw links between the text and some of their own experiences.
- Discuss the significance of the title or events in a book.
- Look for and find information in non-fiction books.
- Answer and pose literal questions about a text.

- Recite familiar poems by heart.
- Develop knowledge of the extended code up to Unit 50.
- Use blending skills to read words containing all of the taught phonics code.
- Recognise larger units within words to help to decode more effectively and read more fluently.
- Read texts containing more sophisticated and challenging vocabulary including those linked to the wider curriculum.
- Read words frequently encountered with automaticity inc Year 2 common exception words.
- Use expression appropriately to support the meaning of sentences, including those with subordination.
- Develop confidence in tackling new texts independently.
- Show some attention to expression.

- Listen to, discuss and express views about a wide range of texts to develop their love of reading.
- Explain and discuss their understanding of books, poems and other material, both those read independently and those listened to.
- Engage in group discussion about a text; know and use words in discussion that have been encountered in simple texts.
- Express their own views about a book and listen to the opinions of others.
- Clarify the meaning of new words, linking new meanings to known vocabulary.
- Talk about the layout of non-fiction texts and how it helps the reader.
- Talk about how different items of information in non-fiction texts are related.

Broader Curriculum Objectives

Literal Understanding and Retrieval

- Discuss and clarify the meaning of new words, linking new meanings to known vocabulary.
- Discuss the sequence of events in books and how items of information are related.
- Check that the text makes sense to them as they read.
- Answer and ask questions.
- Explain and discuss their understanding of what of books, poems and other material, both those that they listen to and those that they read for themselves.

Inference

- Make inferences on the basis of what is being said and done.
- Predict what might happen on the basis of what has been read so far.
- Draw on what they already know, or on background information and vocabulary provided by the teacher.

PRIOR LEARNING YEAR 1

- Talk about the title and how it relates to events/information in the text.
- Explain key facts about what is read to them from a variety of texts.
- Retrieve answers to simple literal who, what, when, where, which and how questions.
- Discuss characters' appearance, behaviour and the events that happen to them, using detail from the text.
- Develop their knowledge of retrieval through images.
- Use phonic and vocabulary knowledge to recognise words and phrases which locate information found explicitly in a text.
- Sequence the events of a story that they are familiar with.

PRIOR LEARNING YEAR 1

- Discuss the significance of the title and events e.g. why the title 'All Change' might be chosen for a book about Chameleons.
- Make simple inferences when a book is read to them e.g. how a character might feel after a particular event or why a character might be feeling jealous/disappointed etc.
- Infer basic points with direct reference to the pictures and words in a text.
- Predict what might happen next in a sequenced story.
- Make simple predictions based on the story and on their own experiences.
- Begin to explain these ideas verbally or through pictures.

- Scan for key words in the text to locate answers.
- Analyse the wording of a question in order to choose what to look for.
- Begin to find answers where the question word does not match the text word.
- Navigate different paragraphs in information texts to locate the most suitable paragraph.
- Independently read and answer simple questions about what they have just read.
- Recognise simple recurring literary language.
- Draw on vocabulary-knowledge to understand texts and solve problems.
- Discuss the sequence of events in a book, including how they are linked and how items of information are related.
- Locate information using contents, index, sub-heading, page numbers etc
- Identify what is known for certain from both narrative and non-fiction texts.

- Use pictures and words to make support inferences.
- Modify answers to inference questions as a story progresses.
- Make some inferences, answering 'how and why' questions which begin to reach beyond the text.
- Infer the feelings of a character and the most likely reason for these.
- Base answers on their own personal experiences e.g. Why might the Owl be frightened of the dark?
- Make predictions based on what has been read so far in terms of plot, character and language.
- Use their own knowledge and experiences, as well as what they have read, to provide reasons and explanation e.g. explain a moral or message; make a sequence of events; learn about cause and effect-what has prompted a character's behaviour?



APPLY IT

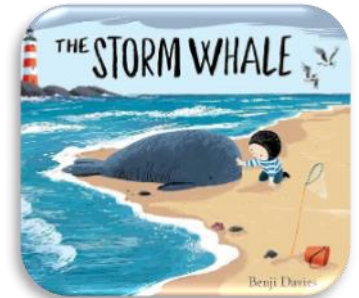
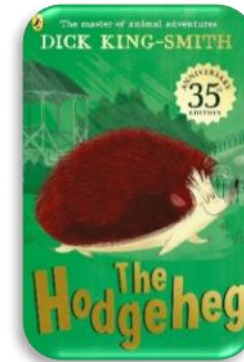
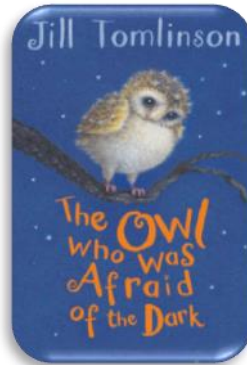
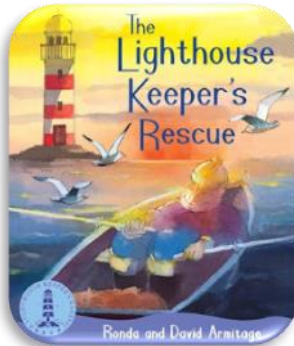
YEAR 2

During Year 2, teaching should continue to focus on establishing pupils' accurate and speedy word-reading skills, in order for them to apply those skills to increase their vocabulary, comprehension and knowledge across the wider curriculum.

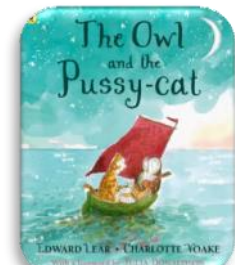
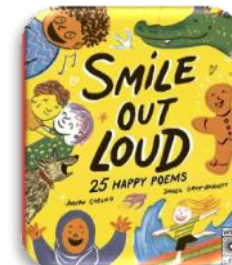
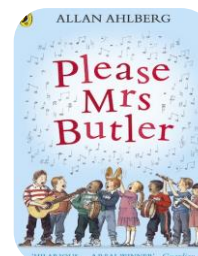
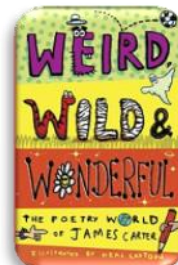
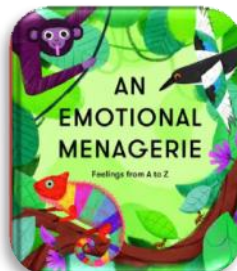
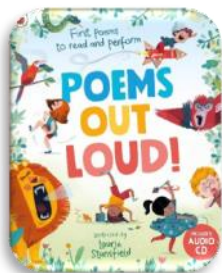
Reading For Purpose	Reading For Pleasure	Reading For/With An Audience
<p>Children should use their developing reading skills to:</p> <ul style="list-style-type: none"> • Explore and use non-fiction books that are structured in different ways. • Read, listen to and discuss books from across the curriculum to further develop their knowledge and understanding. 	<p>Children should develop a love of reading through:</p> <ul style="list-style-type: none"> • Discussing their favourite words and phrases. • Continuing to build up and appreciate a repertoire of poems learned by heart. • 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. 	<p>Children should be given opportunity to:</p> <ul style="list-style-type: none"> • Become increasingly familiar with and re-tell a wide range of stories, fairy stories and traditional tales. • Recite poems with appropriate intonation to make the meaning clear. • Participate in discussion about books, poems and other works that are read to them and those that they can read 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.
<ul style="list-style-type: none"> • Learn some of the processes for finding out information. • Link what they read or hear read to their own experiences. 	<ul style="list-style-type: none"> • Recognise and joining in with predictable phrases and patterned languages within shared texts. 	<ul style="list-style-type: none"> • Discuss punctuation within texts and learn how to respond to it.

CLASS READS

YEAR 2



POETRY





YEAR 3

READING CURRICULUM



YEAR 3/4

KNOW IT!

PREFIXES

dis/in/im	not
mis	wrongly/badly
re	again/back
sub	under
inter	between/among
super	above/over/greater
anti	against
auto	self
trans	across/beyond/through

SUFFIXES

ion	the act of or condition of
ous	full of, the nature of
al	like/having the quality of
ful	to be full of
ment	the act of/state of

New Learning

Prior Learning

ROOTS/ROOT WORDS

cent	one hundred
favour	to show liking something
port	to carry
know	to be sure/understand
possess	to own
vary	to change

LINKS TO Y3/4 WORD LIST

Natural

al - having the quality of
nature - not made by man
natural - having the quality of not being manmade.

Famous

fame - known
ous - the nature of
famous - the nature of being known by many.

Position

posit - to place
ion - act of
position - the act of placing something somewhere.

Disappear

dis - not
appear - to come into sight.
disappear - not to be in sight.

Bicycle

bi - two
cycle - a sequence that follows on.
bicycle - a vehicle with 2 wheels where one follows the other.

Decoding & Word Recognition	Comprehension	Vocabulary
<p>Children should be taught to:</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; apply their growing knowledge of root words, prefixes and suffixes to read aloud; 	<p>Children should be taught to deepen their understanding of texts they read independently through:</p> <ul style="list-style-type: none"> checking that the text makes sense to them and discussing their understanding; asking questions to improve their understanding of the text; identifying themes and conventions in a wide range of books. 	<p>Children should be taught to deepen their understanding of texts they read independently through:</p> <ul style="list-style-type: none"> explaining the meaning of words in context; expanding their vocabulary through applying growing knowledge of root words, prefixes and suffixes to understand the meaning of new words that they meet; discussing words and phrases that capture the reader's interest and imagination.
<ul style="list-style-type: none"> apply phonic knowledge and skills as the route to decode words; Respond with the correct sound to graphemes for all 40+ phonemes, including, alternative sounds for graphemes; Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught. 	<p>Retrieval</p> <ul style="list-style-type: none"> Use skimming and scanning skills to look through the text and locate key words/dates/facts/information/sections. Order events across longer texts within both narrative and non-narrative. Match statements from reading to true or false answers. <p>Summarising</p> <ul style="list-style-type: none"> Summarising the main events or significant ideas from individual paragraphs both orally and in note-form. Discuss key parts of factual processes linked to learning in other subjects. <p>Inference</p> <ul style="list-style-type: none"> Make more detailed predictions about what might happen from details stated and implied. Explain characters' possible feelings, thoughts and motives from their actions. Use evidence from the text to prove or explain their answers. Answer simple questions about what has happened (cause) <u>and</u> why it has happened (effect). <p>Children should be given opportunity to apply inference skills through:</p> <ul style="list-style-type: none"> Giving reasons, explaining how they know, why they think, or what it shows and predicting future events. 	<p>Explore, Teach, Practise</p> <p>Children should be taught to expand their knowledge of words through:</p> <ul style="list-style-type: none"> exploring links with known words through identifying prefixes, suffixes, synonyms, antonyms and root word meanings; looking at words associated with others; generating word lists linked to stories, topics, synonyms etc.; being explicitly taught the meaning and correct pronunciation of new words. <p>For example,</p> <ul style="list-style-type: none"> * seeing how it is used in context * finding clues within the word to define word meaning. * finding clues within the context to infer the word meaning * making connections with word class * discussing examples seen or heard before * using dictionary skills in order to check the meaning.
<p>Grammar, Structure & Layout</p> <p>Children should be taught to deepen their understanding of texts they read independently through:</p> <ul style="list-style-type: none"> identifying how language, structure and presentation contribute to meaning; reading books that are structured in different ways; increase vocabulary and grammatical awareness to identify the differences between spoken and written language. <p>Grammatical Features</p> <ul style="list-style-type: none"> recognise plurals and collective nouns; recognise pronouns and how they are used; identify and discuss how adjectives and verbs bring reading to life; recognise adverbs and how they are used in their reading; identify powerful verbs within reading. 		

Broader Curriculum Objectives

Fluency & Intonation

- Read further exception words.
- Apply their growing knowledge of root words, prefixes and suffixes when reading aloud.
- Decode most new words outside their spoken vocabulary.
- Prepare play scripts and poems to read aloud, showing understanding through intonation, tone, volume and action.

Response to Text

- Develop positive attitudes to reading and understand what they read.
- Listen to and discuss a wide range of texts.
- Identify themes and conventions in a wide range of texts.
- Discuss words and phrases, which capture interest.
- Increase familiarity with a wide range of books.
- Identify how language, structure and presentation contribute to meaning.

PRIOR LEARNING YEAR 2

- Recite familiar poems by heart.
- Develop knowledge of the extended code up to Unit 50.
- Use blending skills to read words containing all of the taught phonics code.
- Recognise larger units within words to help to decode more effectively and read more fluently.
- Read texts containing more sophisticated and challenging vocabulary including those linked to the wider curriculum.
- Read words frequently encountered with automaticity including Year 2 common exception words.
- Use expression appropriately to support the meaning of sentences, including those with subordination.
- Develop confidence in tackling new texts independently.
- Show some attention to expression.

PRIOR LEARNING YEAR 2

- Listen to, discuss and express views about a wide range of texts to develop their love of reading.
- Explain and discuss their understanding of books, poems and other material, both those read independently and those listened to.
- Engage in group discussion about a text; know and use words in discussion that have been encountered in simple texts.
- Express their own views about a book and listen to the opinions of others.
- Clarify the meaning of new words, linking new meanings to known vocabulary.
- Talk about the layout of non-fiction texts and how it helps the reader.
- Talk about how different items of information in non-fiction texts are related.

- Recite poems and songs by heart in groups and alone to build confidence and fluency.
- Revisit the extended code at polysyllabic level reading unfamiliar words by saying sounds to read syllables and saying syllables to read words.
- Read Y2 and some Y3/4 exception words with automaticity.
- Develop reading practice so that word recognition becomes more automatic, rapid and effortless.
- Read age-appropriate texts accurately and at a speed which supports understanding.
- Read new words, beyond spoken vocabulary, making a good attempt at pronunciation.
- Read a loud, speaking audibly and with growing fluency.
- Pause appropriately within and at the ends of sentences.
- Divide texts into meaningful chunks in order to read with expression.
- Use punctuation cues and some intonation and expression.
- Gradually internalise the reading process to begin to read silently.

- Identify and discuss words that capture their own interest or imagination.
- Discuss the features of a wide range of fiction, poetry, plays and non-fiction and reference books and begin to develop text type preferences.
- Recognise and discuss authorial choices and the purpose of these.
- Recognise that texts can present different points of view.
- Develop awareness of the difference between fact and opinion.
- Discuss the visual and organisational effects of a text and evaluate the extent to which it supports and engages the reader.
- Identify and discuss how authors represent the same idea differently by comparing and contrasting texts based on the same topic.
- Recognise and discuss how synonyms are used to enhance a text e.g. transport, carry, transfer etc
- Discuss and identify the meaning of new words using substitution within a sentence.

Broader Curriculum Objectives

Literal Understanding and Retrieval

- Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.
- Ask questions to improve their understanding of the text.
- Retrieve and record information from fiction and non-fiction.
- Identify main ideas drawn from more than one paragraph and summarise these.

Inference

- Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence.
- Predict what might happen from details stated and implied.
- To support their inference skills, use dictionaries to check the meaning of new vocabulary and talk about what new words mean in context.

PRIOR LEARNING YEAR 2

- Scan for key words in the text to locate answers.
- Analyse the wording of a question in order to choose what to look for.
- Begin to find answers where the question word does not match the text word.
- Navigate different paragraphs in information texts to locate the most suitable paragraph.
- Independently read and answer simple questions about what they have just read.
- Recognise simple recurring literary language.
- Draw on vocabulary-knowledge to understand texts and solve problems.
- Discuss the sequence of events in a book, including how they are linked and how items of information are related.
- Locate information using contents, index, sub-heading, page numbers etc
- Identify what is known for certain from both narrative and non-fiction texts.

PRIOR LEARNING YEAR 2

- Use pictures and words to make support inferences.
- Modify answers to inference questions as a story progresses.
- Make some inferences, answering 'how and why' questions which begin to reach beyond the text.
- Infer the feelings of a character and the most likely reason for these.
- Base answers on their own personal experiences e.g. Q: Why might the Owl be frightened of the dark?
- Make predictions based on what has been read so far in terms of plot, character and language.
- Use their own knowledge and experiences, as well as what they have read, to provide reasons and explanation e.g. explain a moral or message; make a sequence of events; learn about cause and effect-what has prompted a character's behaviour?

- Retrieve facts and information where question words and text language vary.
- Use skimming across a whole text to find which section or paragraph an answer is in.
- Scan for alternative words or phrases that are close in meaning in order to retrieve answers that are 'hidden' in the vocabulary used.
- Check their accuracy when answering retrieval questions by reading around the words or phrases that they find.
- Locate the exact quotation with a text that evidences an answer.
- Locate and discuss words or phrases that they find interesting.
- Identify and summarise main ideas from shorter texts or extracts.
- Ask further questions to check and understanding.
- Make simple notes from one source.
- Take information from diagrams, flow charts and forms where it is presented graphically.
- Express and record their understanding of information orally, using simple graphics or in writing.

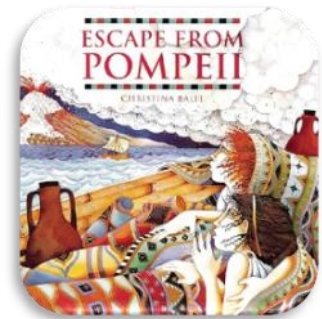
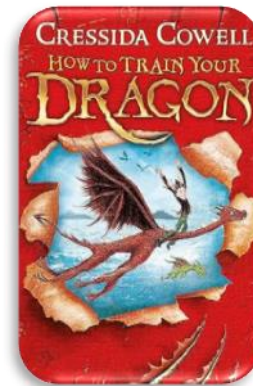
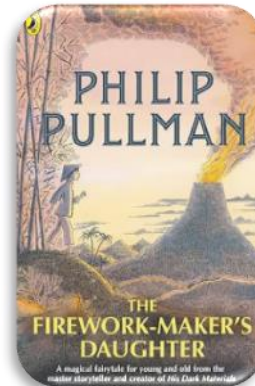
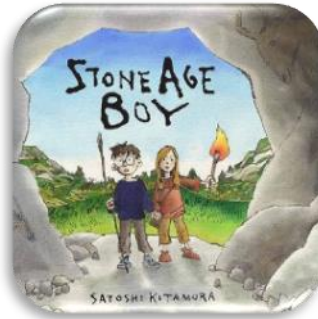
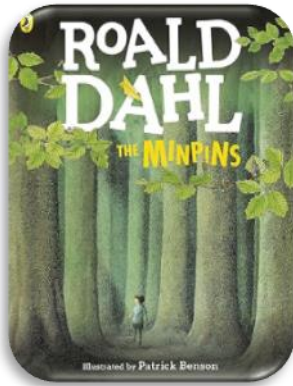
- Begin to identify themes across a text e.g. good over evil in the Ice Palace.
- Draw inferences such as character's feelings, thoughts and motives from their stated actions e.g. Q: Why did Ivan continued on his journey despite all the dangers.
- Justify inferences by making a specific point from the text.
- Begin to consider the effect of different word choices within a text and what they might suggest e.g. Q: Re-read the sentence, '*there came a sound that felt like an icicle in his heart*' what does this suggest about Ivan's feelings at this point?
- Identify specific words and phrases within a text that show how a character is feeling or why they might have acted in a particular way e.g. Q: Find and copy two words that show us that the villagers were angry.
- Predict based on evidence gained from the text.
- Use prior knowledge and own experiences as the basis for some predictions.
- Use details from the text to form further predictions.

During Year 3, children should be encouraged to read widely and often with fluency and comprehension.

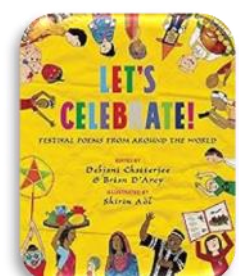
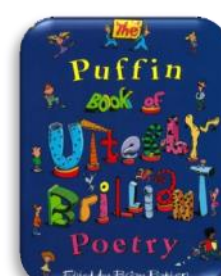
Reading For Purpose	Reading For Pleasure	Reading for/With and Audience
Children should use their reading skills to:	Children should develop a love of reading through:	Children should be given opportunity to:
<ul style="list-style-type: none"> • read for a range of purposes; • read books that are structured in different ways; • research and extend their knowledge across all areas of the curriculum; • retrieve and record information from non-fiction; • begin to take simple notes from what they have read; • locate information effectively in non-fiction using contents and indexes; • Develop their knowledge of different text types and their purposes, in order to support their writing. 	<ul style="list-style-type: none"> • developing an enjoyment of reading and understanding what they have read; • listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference and textbooks; • listening to whole books by authors they may not choose themselves; • exercising choice in selecting books and being taught how to do so; • increasing familiarity with a wide range of books, including fairy stories, myths and legends, and retell some of these orally; • recognising some different forms of poetry. 	<ul style="list-style-type: none"> • confidently attempt reading aloud in different contexts; • hear and understand how commas are used to give reading more meaning; • use appropriate voices for characters and adopt a story-telling voice when needed; • identify how apostrophes are used to show possession in reading; • prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action; • participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.

CLASS READS

YEAR 3



POETRY





YEAR 4

^E READING CURRICULUM

KNOW IT!

TEACH IT!

APPLY IT!

YEAR 3/4

KNOW IT!

PREFIXES

dis/in/im	not
mis	wrongly/badly
re	again/back
sub	under
inter	between/among
super	above/over/greater
anti	against
auto	self
trans	across/beyond/through

SUFFIXES

ion	the act of or condition of
ous	full of, the nature of
al	like/having the quality of
ful	to be full of
ment	the act of/state of

New Learning

Prior Learning

ROOTS/ROOT WORDS

cent	one hundred
favour	to show liking something
port	to carry
know	to be sure/understand
possess	to own
vary	to change

LINKS TO Y3/4 WORD LIST

Natural

al - having the quality of
nature - not made by man
natural - having the quality of not being

Famous

fame - known
ous - the nature of
famous - the nature of being known by many.

Position

posit - to place
ion - act of
position - the act of placing something somewhere.

Disappear

dis - not
appear - to come into sight.
disappear - not to be in sight.

Bicycle

bi - two
cycle - a sequence that follows on.
bicycle - a vehicle with 2 wheels where one follows

Decoding & Word Recognition	Comprehension	Vocabulary
<p>Children should be taught to:</p> <ul style="list-style-type: none"> be fluent at word reading, in order to further develop their comprehension skills and knowledge of vocabulary; read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word; apply their growing knowledge of root words, prefixes and suffixes to read aloud. 	<p>Children should be taught to deepen their understanding of texts they read independently through:</p> <ul style="list-style-type: none"> checking that the text makes sense to them and discussing their understanding; asking questions to improve their understanding of the text; identifying themes and conventions in a wide range of books. 	<p>Children should be taught to deepen their understanding of texts they read independently through:</p> <ul style="list-style-type: none"> identify and discuss how an author's use of language affects a reader; identifying different types of language within a text e.g. subject-specific vocabulary, archaic language, vernacular language etc.; explaining the meaning of words in context; expanding their vocabulary through applying growing knowledge of root words, prefixes and suffixes to understand the meaning of new words that they meet; discussing words and phrases that capture the reader's interest and imagination.
<p>Grammar, Structure & Layout</p> <p>Children should be taught to deepen their understanding of texts they read independently through:</p> <ul style="list-style-type: none"> identifying how language, structure and presentation contribute to meaning; reading books that are structured in different ways. 	<p>Retrieval</p> <ul style="list-style-type: none"> Consolidate and secure skimming and scanning skills to look through the text and locate key words/dates/facts/information/ sections. Sequence increasing amount of text e.g. across several pages or a chapter. Recognise fact from opinion. <p>Summarising</p> <ul style="list-style-type: none"> Summarising the main events or significant ideas from individual paragraphs both orally and in note-form. Discuss key parts of factual processes linked to learning in other subjects. <p>Inference</p> <ul style="list-style-type: none"> Answer questions related to cause and effect. Make increasing use of evidence in the text Make more detailed prediction about what might happen from details stated and implied. Explain characters possible feelings, thoughts and motives from their actions. <p>Children should be given opportunity to apply inference skills through:</p> <ul style="list-style-type: none"> giving reasons, explaining how they know, why they think, or what it shows and predicting future events. 	<p>Explore, Teach, Practise</p> <p>Children should be taught to expand their knowledge of words through:</p> <ul style="list-style-type: none"> exploring links with known words through identifying prefixes, suffixes, synonyms, antonyms and root word meanings; looking at words associated with others; generating word lists linked to stories, topics, synonyms, etc.; being explicitly taught the meaning and correct pronunciation of new words. <p>For example,</p> <ul style="list-style-type: none"> seeing how it is used in context finding clues within the word to define word meaning. finding clues within the context to infer the word meaning making connections with word class discussing examples seen or heard before using dictionary skills in order to check the meaning.
<p>Grammatical Features</p> <ul style="list-style-type: none"> Explain how tense relates to text and structure. Identify, through reading, how grammar can be adapted to match context, audience and purpose and begin to discuss the effect this has on the text as a whole and on the reader. <p>For example, varying verb tense:</p> <ul style="list-style-type: none"> use of progressive tense to build tension in a suspense story use of perfect tense to achieve a more formal tone use of present tense in non-narrative to ensure the text remains relevant. <ul style="list-style-type: none"> Recognise plurals and collective nouns, as well as pronouns and their purpose. 		

Broader Curriculum Objectives

Fluency & Intonation

- Read further exception words.
- Apply their growing knowledge of root words, prefixes and suffixes when reading aloud.
- Decode most new words outside their spoken vocabulary.
- Prepare play scripts and poems to read aloud, showing understanding through intonation, tone, volume and action.

Response to Text

- Develop positive attitudes to reading and understand what they read.
- Listen to and discuss a wide range of texts.
- Identify themes and conventions in a wide range of texts.
- Discuss words and phrases which capture interest.
- Increase familiarity with a wide range of books.
- Identify how language, structure and presentation contribute to meaning

PRIOR LEARNING YEAR 3

- Recite poems and songs by heart in groups and alone to build confidence and fluency.
- Revisit the extended code at polysyllabic level reading unfamiliar words by saying sounds to read syllables and saying syllables to read words.
- Read Y2 and some Y3/4 exception words with automaticity.
- Develop reading practice so that word recognition becomes more automatic, rapid and effortless.
- Read age-appropriate texts accurately and at a speed which supports understanding.
- Read new words, beyond spoken vocabulary, making a good attempt at pronunciation.
- Read a loud, speaking audibly and with growing fluency.
- Pause appropriately within and at the ends of sentences.
- Divide texts into meaningful chunks in order to read with expression.
- Use punctuation cues and some intonation and expression.
- Gradually internalise the reading process to begin to read silently.

PRIOR LEARNING YEAR 3

- Identify and discuss words that capture their own interest or imagination.
- Discuss the features of a wide range of fiction, poetry, plays and non-fiction and reference books and begin to develop text type preferences.
- Recognise and discuss authorial choices and the purpose of these.
- Recognise that texts can present different points of view.
- Develop awareness of the difference between fact and opinion.
- Discuss the visual and organisational effects of a text and evaluate the extent to which it supports and engages the reader.
- Identify and discuss how authors represent the same idea differently by comparing and contrasting texts based on the same topic.
- Recognise and discuss how synonyms are used to enhance a text e.g. transport, carry, transfer etc
- Discuss and identify the meaning of new words using substitution within a sentence.

- Recite whole poems with growing awareness of the listener.
- Sight read automatically a wide range of exception words.
- Read most words within age-appropriate texts, accurately and with speedy recognition.
- Read unfamiliar words by saying syllables and using knowledge of prefixes, roots and suffixes.
- Read a range of age-appropriate texts independently and with ease.
- Develop stamina as a reader, reading for longer periods of time and coping with more demanding texts.
- Read aloud a familiar text at a flowing pace, pausing to attend to more complex punctuation, including where commas create phrasing within sentences.
- Use punctuation to support meaning including, multi-clause sentences.
- Use effective intonation, stress and expression that indicate comprehension.
- Show awareness of when to change emphasis and tone.
- Read both silently and aloud to others.

- Develop confidence and gather experience from a wider range of texts through listening, reading and discussing, in order to build positives attitudes towards reading.
- Identify and discuss how language, paragraph structure and layout contribute to meaning.
- Discuss and identify authors' perspective.
- Evaluate the accuracy of texts on the same topic or texts that present differing points of view or information.
- Discuss why words have been chosen and the effect these have on the reader.
- Discuss how the use of antonyms, synonyms and common idiomatic language enhances meaning and interest within texts.
- Recognise the presentation of fact and opinion within texts and discuss the effect this has on the reader.
- Discuss the term bias and develop awareness of when author's may present a bias view or information.

Broader Curriculum Objectives

Literal Understanding and Retrieval

- Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.
- Ask questions to improve their understanding of the text.
- Retrieve and record information from fiction and non-fiction.
- Identify main ideas drawn from more than one paragraph and summarise these.

Inference

- Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence.
- Predict what might happen from details stated and implied.
- To support their inference skills, use dictionaries to check the meaning of new vocabulary and talk about what new words mean in context.

PRIOR LEARNING YEAR 3

- Retrieve facts and information where question words and text language vary.
- Use skimming across a whole text to find which section or paragraph an answer is in.
- Scan for alternative words or phrases that are close in meaning in order to retrieve answers that are 'hidden' in the vocabulary used.
- Check their accuracy when answering retrieval questions by reading around the words or phrases that they find.
- Locate the exact quotation with a text that evidences an answer.
- Locate and discuss words or phrases that they find interesting.
- Identify and summarise main ideas from shorter texts or extracts.
- Ask further questions to check and understanding.
- Make simple notes from one source.
- Take information from diagrams, flow charts and forms where it is presented graphically.
- Express and record their understanding of information orally, using simple graphics or in writing.

PRIOR LEARNING YEAR 3

- Begin to identify themes across a text e.g. good over evil in the Ice Palace.
- Draw inferences such as character's feelings, thoughts and motives from their stated actions e.g. **Q:** Why Ivan continued on his journey despite all the dangers.
- Justify inferences by making a specific point from the text.
- Begin to consider the effect of different word choices within a text and what they might suggest e.g. **Q:** Re-read the sentence, '*there came a sound that felt like an icicle in his heart*' what does this suggest about Ivan's feelings at this point?
- Identify specific words and phrases within a text that show how a character is feeling or why they might have acted in a particular way e.g. **Q:** Find and copy two words that show us that the villagers were angry.
- Predict based on evidence gained from the text.
- Use prior knowledge and own experiences as the basis for some predictions.
- Use details from the text to form further predictions.

- Retrieve information from texts of increasing length.
- Identify and discuss key sentences and words in texts which convey important information about characters, places, events, objects or ideas.
- Skim a whole text to select which paragraph/section is most likely to contain the answer.
- Scan the paragraph/section to retrieve the information needed.
- Find and copy specific words or phrases from a text to answer retrieval questions accurately.
- Use the text to support answers including finding relevant quotes.
- Identify and summarise the main ideas drawn from whole paragraphs, chapters or texts.
- Ask questions to develop understanding.
- Take information from diagrams, flow charts and forms where it is presented graphically
- Identify key information from within a text; make notes using organisational devices, in order to carry out research linked to the wider curriculum.

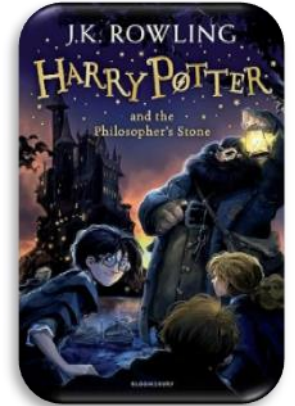
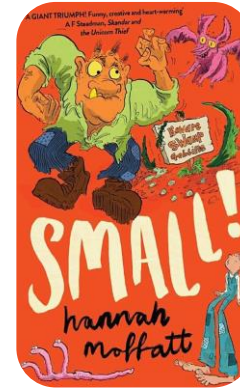
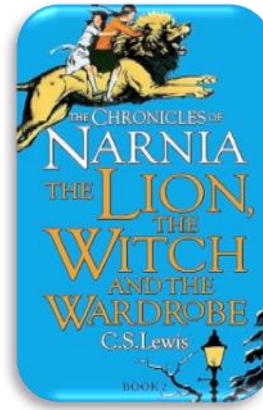
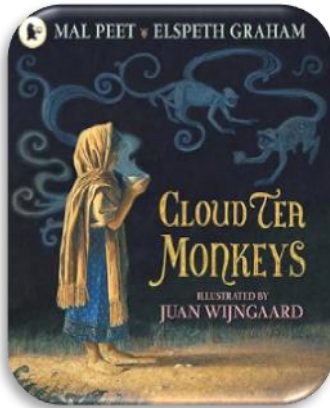
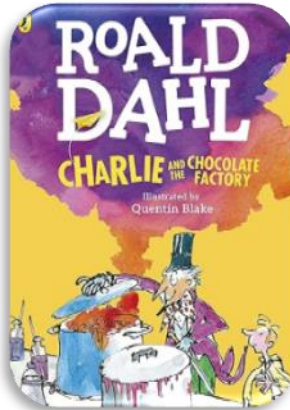
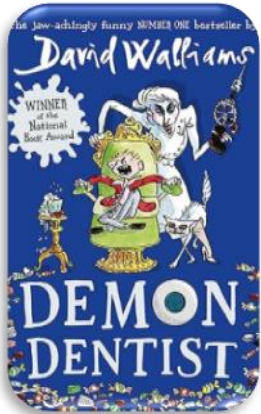
- Identify themes within a text, as well as across different texts read e.g. Can you think of another text with a similar theme? How do their plots differ?
- Ask and answer questions to infer a character's feelings, thoughts or motives from their stated actions e.g. **Q:** How did the crowd feel about the girl's behaviour? How do you know that they found it annoying?
- Begin to consider the possible meaning of words, phrases and sentences within a text e.g. **Q:** *Mr Bunn wondered if there might be more to life than his beloved bakery.* What does this tell us? (Multiple choice options can scaffold learning at this point).
- Identify words and phrases within longer paragraphs that show similar meaning or effect e.g. **Q:** Copy one phrase within the paragraph that shows that the zoo is open all year round-*our gates are never closed.* **Q:** Find and copy two words that give the effect that the garden was magical.
- Use detail from the text, as well as relevant prior knowledge, to form predictions and justify them.
- Evaluate the accuracy/relevance or predictions based on what is read next.

During Year 4, teaching should be directed towards developing the breadth and depth of pupils' reading, making sure that they become independent, fluent and enthusiastic readers who read widely and frequently.

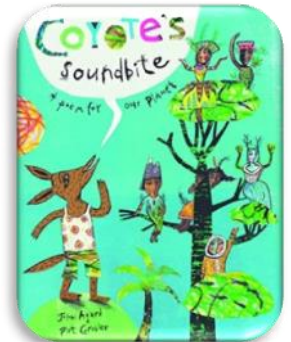
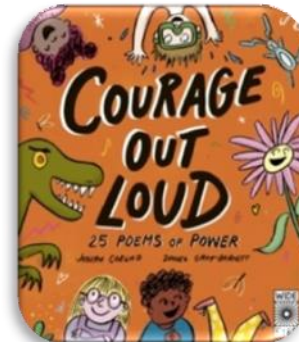
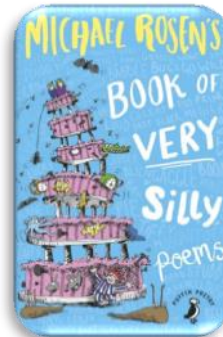
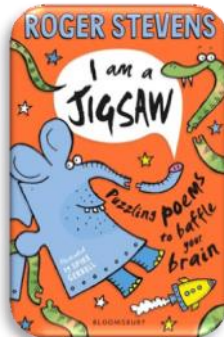
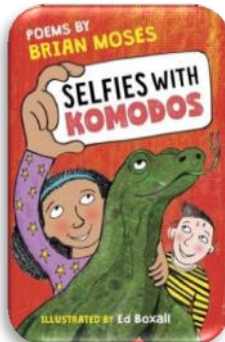
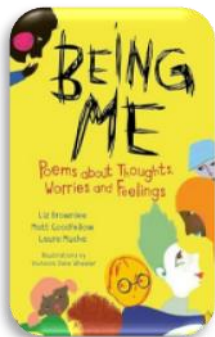
Reading For Purpose	Reading For Pleasure	Reading For/With An Audience
Children should use their reading skills to:	Children should develop a love of reading through:	Children should be given opportunity to:
<ul style="list-style-type: none"> further develop knowledge and skills in reading non-fiction about a wide range of subjects; retrieve and record information from non-fiction; begin to take simple notes from what they have read; locate information effectively in non-fiction using contents and indexes; read for a range of purposes; read books that are structured in different ways; develop their knowledge of different text types and their purpose, in order to support their writing. 	<ul style="list-style-type: none"> developing an understanding and enjoyment of stories, poetry, plays and non-fiction, reading them silently; listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference and text books; listening to whole books by authors they may not choose themselves; exercising choice in selecting books and being taught how to do so; increasing familiarity with a wide range of books, including fairy stories, myths and legends, and retell some of these orally. Recognising some different forms of poetry. 	<ul style="list-style-type: none"> confidently attempt reading aloud in different contexts; hear and understand how commas are used to give reading more meaning; use appropriate voices for characters and adopt a story-telling voice when needed; identify how apostrophes are used to show possession in reading; prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action; participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.

CLASS READS

YEAR 4



POETRY





YEAR 5

^E READING CURRICULUM



YEAR 5/6 KNOW IT!

PREFIXES	
bi	two
aqua	water
tele	far off
aero	involving air
micro	small
photo	using light
tri	three
pre	before
post	after
de	opposite of
co	joint
pro	ahead
Y3/4	Please refer to Y3/4 'Know It' for prior learning.

ROOTS/ROOT WORDS	
dict	to say
convene	come or bring together
response	a reaction to something
determine	make a strong decision
commend	to praise
sign	to mark
exist	to live
vary	to change

New Learning	Prior Learning
SUFFIXES	
ology	study of
er	belonging
able/ible	able to
ship	character/skill
ance/ancy	the action of
ence/ency	the quality of
ify	to make
ate	the process of
ive	the nature of
cian	the skill of
ist	one who does
Y3/4	Please refer to Y3/4 'Know It' for prior learning.

available	existence	aggressive	photograph	microscope
avail-of use able-able to available -able to be of use	exist-to live ence-the quality of existence -the quality of living	aggress-to attack ive-nature of aggressive -an attacking nature	photo-using light graph-to write photograph -to write with light	micro-small scope-range microscope -an instrument to view a small range.

Decoding & Word Recognition

Children should be taught to:

- apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and understand the meaning of new words that they meet;
- be fluent at word reading, in order to further develop their comprehension skills and knowledge of vocabulary.

Grammar, Structure & Layout

Children should be taught to deepen their understanding of texts they read independently through:

- identifying how language, structure and presentation contribute to meaning;
- reading books that are structured in different ways.

Grammatical Features

- Identify, through reading, how grammar can be adapted to match context, audience and purpose and begin to discuss the effect this has on the text as a whole and on the reader.

For example, varying verb tense:

- * use of progressive tense to build tension in a suspense story;
- * use of perfect tense to achieve a more formal tone;
- * use of present tense in non-narrative to ensure the text remains relevant.

or verb choices:

- * use of modals to suggest possibility or probability;
- * use of imperatives for emphasis.

- Explain how tense relates to text and structure.

Comprehension

Children should be taught to deepen their understanding of texts they read independently through:

- making comparisons within and across books for example, being shown how to compare characters, settings, themes and other aspects of what they have read;
- checking that the text makes sense to them and discussing their understanding;
- asking questions to improve their understanding of the text;
- identifying themes and conventions in a wide range of writing.

Children should be taught how to frame their written responses to a range of comprehension question including finding evidence from different points in the text to include in their answer. The use of PEE (Point; Explain; Evidence) is one example of this.

Retrieval

- Distinguish between statements of fact and opinion.
- Consolidate and secure skimming and scanning skills to look through longer pieces of text and locate key words/dates/facts/ information/sections.
- Sequence increasing amounts of text e.g. across several pages or a chapter.

Summarising

- Summarising the main events or significant ideas from more than one paragraph both orally and in note-form.

Inference

- Justify inferences with evidence including their own views.
- Answer questions related to cause and effect.
- Make more detailed prediction about what might happen from details stated and implied.
- Explain characters possible feelings, thoughts and motives from their actions.

Vocabulary

Children should be taught to deepen their understanding of texts they read independently through:

- discussing and evaluating how authors use language, including figurative language, considering the impact on the reader;
- identifying different types of language within a text e.g. subject-specific, archaic, vernacular, emotive, persuasive etc., discussing its use and impact on the text as a whole, as well as the reader;
- explaining the meaning of words in context;
- expanding their vocabulary through applying growing knowledge of root words, prefixes and suffixes to understand the meaning of new words that they meet.

Explore, Teach, Practise

Children should be taught to expand their vocabulary through:

- exploring the finer meanings of words through looking at words associated with others (not synonyms) to show different connotations depending on context;
- exploring links with known words through identifying prefixes, suffixes, synonyms, antonyms and root word meanings;
- generating word lists linked to stories, topics, synonyms etc.;
- being explicitly taught the meaning and correct pronunciation of new words.

For example,

- * seeing how it is used in context
- * finding clues within the word to define word meaning.
- * finding clues within the context to infer the word meaning
- * discussing examples seen or heard before
- * making connections with word class.
- * using dictionary skills in order to check the meaning.

Broader Curriculum Objectives

Fluency & Intonation

- Apply their growing knowledge of root words, prefixes and suffixes to read loud new words that they meet.
- Learn a wider range of poetry by heart.
- Prepare play scripts and poems to read aloud and perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.

Response to Text

- Identify how language, structure and presentation contribute to meaning.
- Recommend books that they have read, giving reasons for their choices.
- Continue to read and discuss an increasingly wide range of texts.
- Discuss and evaluate how authors use language and the impact it has on the reader.
- Distinguish between fact and opinion.
- Explain and discuss their understanding of what has been read, maintaining focus and using notes where necessary.
- Participate in discussions about texts, building on their own and others' ideas and challenging views courteously. Provide reasoned justification for views.

PRIOR LEARNING YEAR 4

- Recite whole poems with growing awareness of the listener.
- Sight read automatically a wide range of exception words.
- Read most words within age-appropriate texts, accurately and with speedy recognition.
- Read unfamiliar words by saying syllables and using knowledge of prefixes, roots and suffixes.
- Read a range of age-appropriate texts independently and with ease.
- Develop stamina as a reader, reading for longer periods of time and coping with more demanding texts.
- Read aloud a familiar text at a flowing pace, pausing to attend to more complex punctuation, including where commas create phrasing within sentences.
- Use punctuation to support meaning including, multi-clause sentences.
- Use effective intonation, stress and expression that indicate comprehension.
- Show awareness of when to change emphasis and tone.
- Read both silently and aloud to others.

PRIOR LEARNING YEAR 4

- Develop confidence and gather experience from a wider range of texts through listening, reading and discussing, in order to build positives attitudes towards reading.
- Identify and discuss how language, paragraph structure and layout contribute to meaning.
- Discuss and identify authors' perspective.
- Evaluate the accuracy of texts on the same topic or texts that present differing points of view or information.
- Discuss why words have been chosen and the effect these have on the reader.
- Discuss how the use of antonyms, synonyms and common idiomatic language enhances meaning and interest within texts.
- Recognise the presentation of fact and opinion within texts and discuss the effect this has on the reader.
- Discuss the term bias and develop awareness of when authors may present a bias view or information.

- Read a loud a wider range of age-appropriate poetry with accuracy and at a reasonable speaking pace.
- Read some Y5/6 exception words with automaticity.
- Read unfamiliar words by saying syllables and using knowledge of prefixes, roots and suffixes.
- Read most words in age-appropriate books effortlessly and work out how to pronounce unfamiliar written words with increased automaticity.
- Prepare readings using appropriate intonation to show understanding.
- Know when to change emphasis and tone when reading aloud.
- Vary pace according to purpose, audience and authorial intent.
- Notice more sophisticated punctuation e.g. of parenthesis and use expression accordingly.
- Read a loud a range of moderately complex texts with fluency and phrasing, adjusting pace, volume, pitch and pronunciation to enhance meaning and expression.
- Read silently and then discuss what they have read.

- Extend their familiarity with texts to modern fiction and fiction from our literary heritages; continue to read a range of texts from different cultures.
- Evaluate a text for relevance to purpose and audience.
- Discuss how language in texts serves different purpose e.g. the different ways that descriptive language is used in informative texts compared with persuasive texts.
- Discuss and evaluate how authors use language, talking readily about the effect of words and phrases on the reader.
- Show further understanding of a wider range of figurative language features e.g. metaphor and personification.
- Recommend books for peers in detail.
- Explain how authors use evidence and supporting detail in text.

Broader Curriculum Objectives

Literal Understanding and Retrieval

- Apply their growing knowledge of root words, prefixes and suffixes to understand the meaning of new words they meet.
- Check that the book makes sense to them; discuss their understanding and the meaning of new words in context.
- Ask questions to improve understanding.
- Retrieve and record information from fiction and non-fiction.
- Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.

Inference

- Identify and discuss themes and conventions in and across a wide range of writing.
- Make comparisons within and across books.
- Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence.
- Predict what might happen from details stated and implied. .

PRIOR LEARNING YEAR 4

- Retrieve information from texts of increasing length.
- Identify and discuss key sentences and words in texts which convey important information about characters, places, events, objects or ideas.
- Skim a whole text to select which paragraph/section is most likely to contain the answer.
- Scan the paragraph/section to retrieve the information needed.
- Find and copy specific words or phrases from a text to answer retrieval questions accurately.
- Use the text to support answers including finding relevant quotes.
- Identify and summarise the main ideas drawn from whole paragraphs, chapters or texts.
- Ask questions to develop understanding.
- Take information from diagrams, flow charts and forms where it is presented graphically.
- Identify key information from within a text; make notes using organisational devices, in order to carry out research linked to the wider curriculum.

PRIOR LEARNING YEAR 4

- Identify themes within a text, as well as across different texts read e.g. Can you think of another text with a similar theme? How do their plots differ?
- Ask and answer questions to infer a character's feelings, thoughts or motives from their stated actions e.g. **Q:** How did the crowd feel about the girl's behaviour? How do you know that they found it annoying?
- Begin to consider the possible meaning of words, phrases and sentences within a text e.g. **Q:** *Mr Bunn wondered if there might be more to life than his beloved bakery.* What does this tell us? (Multiple choice options can scaffold learning at this point).
- Identify words and phrases within longer paragraphs that show similar meaning or effect e.g. **Q:** Copy one phrase within the paragraph that shows that the zoo is open all year round-*our gates are never closed.* **Q:** Find and copy two words that give the effect that the garden was magical.
- Use detail from the text, as well as relevant prior knowledge, to form predictions and justify them.
- Evaluate the accuracy/relevance or predictions based on what is read next.

- Retrieve key details and specific/precise words or phrases to accurately answer questions.
- Skim, scan and read before and after to retrieve information.
- Discuss understanding and explore the meaning of increasingly challenging vocabulary, within the context of the text.
- Summarise and make connections between main ideas or themes from across paragraphs, chapters or an entire text.
- Establish what is known about characters, events and ideas in narrative and non-fiction texts, retrieving details and examples from the text to back up their understanding or argument.
- Begin to find quotations from across a whole text to support answers.
- Ask specific and relevant questions which develop and deepen understanding.
- Locate information confidently and efficiently, using the full range of features of the information text being read, including information presented graphically.
- Retrieve, record and present information from a range of non-fiction texts, to support wider curriculum research.

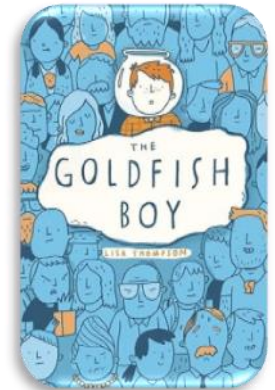
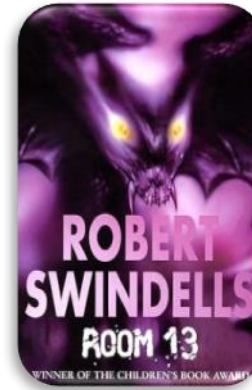
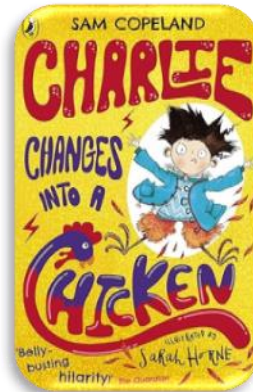
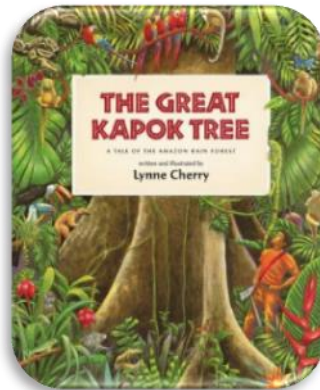
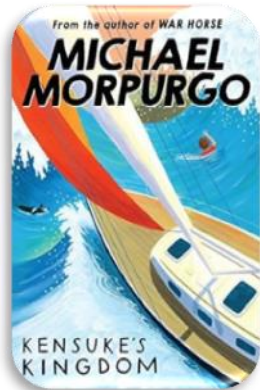
- Identify themes within and across books, summarise the main ideas and make comparisons using references from both points e.g. *In the 'Wreck of the Zanzibar', Billy left home in a selfish way, because he wanted an adventure, whereas in the Who Let the Gods Out, Elliott had to leave home and free the prisoner, as he felt it was the only way to help Virgo and his mum.*
- Draw inferences more independently, both as they read and after completion of a chapter, section of text or book using textual evidence as a familiar exercise e.g. **Q:** How would you describe the character of Macbeth at the end of the first chapter? How would you describe his character by the end of the book? How has he changed? **Q:** Using evidence from the text, explain why the Strait of Malacca was often used as a hideout.
- Understand what is implied about characters and make judgements about their motivations and attitudes from dialogue and description.
- Consider the possible meanings of words, phrases and sentences within a text, including where there is more than one possibility e.g. **Q:** *'the warmth in Dad's hand'* This description can have two meanings. What are they?
- Identify specific words and phrases from within and across paragraphs that show particular meaning or effect **Q:** The boys feelings change a particularly points in the text, find and copy one phrase from each paragraph that show his feelings have altered.
- Use figurative as well as literal language to infer meaning.
- Support predictions with relevant explanation and evidence from the text.

Pupils should be able to apply their knowledge of language, gained from stories, plays, poetry, non-fiction and textbooks, to support their increasing fluency as readers, their ability as writers, and their comprehension.

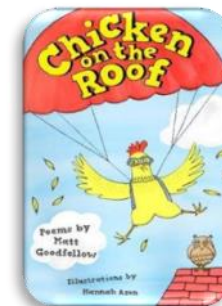
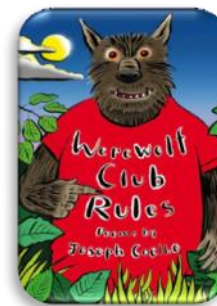
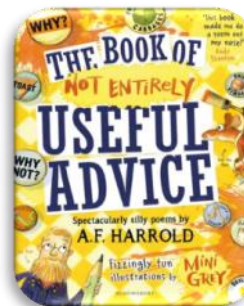
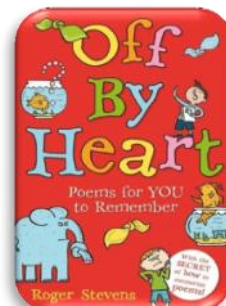
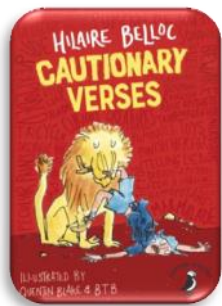
Reading For Purpose	Reading For Pleasure	Reading For/With An Audience
Children should use their reading skills to:	Children should develop a love of reading through:	Children should be given opportunity to:
<ul style="list-style-type: none"> familiarise themselves with a range of different text types including their specific use of grammar, language and structure, in order to apply this within their own writing; retrieve, record and present information from non-fiction, and including note form; select relevant information in reference books including the use of contents and index to locate information; research topics of interest to develop their knowledge and/or in preparation for class experiences; read for a range of purposes; further develop knowledge and skills in reading non-fiction about a wide range of subjects. 	<ul style="list-style-type: none"> increasing familiarity with a wide range of books, including myths, legends, traditional stories, modern fiction, fiction from our literary heritage and books from other cultures and traditions; reading and discussing an increasingly wide range of fiction, poetry, plays, non-fictions and reference books; recommending books that they have read to their peers, giving reasons for their choices; learning a wider range of poetry by heart; exploring different types of figurative language e.g. similes, metaphors and personification; listening to whole books by authors they may not choose themselves. 	<ul style="list-style-type: none"> prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action so that the meaning is clear to an audience; 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 focus on the topic and using notes where necessary; discuss viewpoints (both of authors and of fictional characters), within a text and across more than one text.

CLASS READS

YEAR 5



POETRY





YEAR 6

^E READING CURRICULUM



YEAR 5/6 KNOW IT!

PREFIXES

bi	two
aqua	water
tele	far off
aero	involving air
micro	small
photo	using light
tri	three
pre	before
post	after
de	opposite of
co	joint
pro	ahead
Y3/4	Please refer to Y3/4 'Know It' for prior learning.

ROOTS/ROOT WORDS

dict	to say
convene	come or bring together
response	a reaction to something
determine	make a strong decision
commend	to praise
sign	to mark
exist	to live
vary	to change

New Learning

Prior Learning

SUFFIXES

ology	study of
er	belonging
able/ible	able to
ship	character/skill
ance/ancy	the action of
ence/ency	the quality of
ify	to make
ate	the process of
ive	the nature of
cian	the skill of
ist	one who does
Y3/4	Please refer to Y3/4 'Know It' for prior learning.

available

existence

aggressive

photograph

microscope

avail-of use

able-able to

available-able to be of

exist-to live

ence-the quality of

existence-the quality of

aggress-to attack

ive-nature of

aggressive-an attacking

photo-using light

graph-to write

photograph-to write with

micro-small

scope-range

microscope-an instrument

Decoding & Word Recognition	Comprehension	Vocabulary
<p>Children should be taught to:</p> <ul style="list-style-type: none"> • apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and understand the meaning of new words that they meet; • be fluent at word reading, in order to further develop their comprehension skills and knowledge of vocabulary. 	<p>Children should be taught to deepen their understanding of texts they read independently through:</p> <ul style="list-style-type: none"> • making accurate and appropriate comparisons within and across books for example, being shown how to compare characters, settings, themes and other aspects of what they have read; • checking that the text makes sense to them and discussing their understanding; • asking questions to improve their understanding of the text; • identifying themes and conventions in a wide range of writing. 	<p>Children should be taught to deepen their understanding of texts they read independently through:</p> <ul style="list-style-type: none"> • identifying, discussing and evaluating the effect of language, including figurative, e.g. impact of a word or phrase on the reader; the suitability of a chosen simile; use of personification; • expanding their vocabulary through applying growing knowledge of root words, prefixes and suffixes to understand the meaning of new words that they meet; • identifying different types of language within a text e.g. subject-specific, archaic, vernacular, emotive, persuasive etc. Discussing its use and impact on the text as a whole as well as the reader.
<p>Grammar, Structure & Layout</p> <p>Children should be taught to deepen their understanding of texts they read independently through:</p> <ul style="list-style-type: none"> • identifying how language, structure and presentation contribute to meaning; • reading books that are structured in different ways. 	<p>Children should be taught how to frame their written responses to a range of comprehension question including finding evidence from different points in the text to include in their answer. The use of PEE (Point; Explain; Evidence) is one example of this.</p> <p>Retrieval</p> <ul style="list-style-type: none"> • Secure skimming and scanning skills to look through longer pieces of text and locate key words/dates/facts/information/ sections. • Sequence increasing amounts of text e.g. across several pages or a chapter. • Distinguish between statements of fact and opinion. • Answer questions related to cause and effect. <p>Summarising</p> <ul style="list-style-type: none"> • Summarising the main events or significant ideas from more than one paragraph both orally and in note-form. <p>Inference</p> <ul style="list-style-type: none"> • Make developed inferences e.g. characters' thoughts and motives, or identify an inferred atmosphere; explain and justify with textual evidence to support reasoning; make predictions which are securely rooted in the text. • Make more detailed prediction about what might happen from details stated and implied. 	<p>Explore, Teach, Practise</p> <p>Children should be taught to expand their vocabulary through:</p> <ul style="list-style-type: none"> • exploring links with known words through identifying prefixes, suffixes, synonyms, antonyms and root word meanings; • exploring the finer meanings of words through looking at words associated with others (not synonyms) to show different connotations depending on context; • being explicitly taught the meaning and correct pronunciation of new words. <p>For example,</p> <ul style="list-style-type: none"> * seeing how it is used in context * finding clues within the word to define word meaning. * finding clues within the context to infer the word meaning * discussing examples seen or heard before * making connections with word class. * using dictionary skills in order to check the meaning.
<p>Grammatical Features</p> <ul style="list-style-type: none"> • Identify, through reading, how grammar can be adapted to match context, audience and purpose and begin to discuss the effect this has on the text as a whole and on the reader. <p>For example, varying verb tense:</p> <ul style="list-style-type: none"> * use of progressive tense to build tension in a suspense story; * use of perfect tense to achieve a more formal tone; * use of present tense in non-narrative to ensure the text remains relevant. <p>or verb choices:</p> <ul style="list-style-type: none"> * use of modals to suggest possibility or probability; * use of imperatives for emphasis. <p>or sentence structures:</p> <ul style="list-style-type: none"> * Shorter fragments of sentences for emphasis; * Use of rhetorical questions to engage reader; * Repetitive use of same sentence structure for emphasis; * use of passive voice to shift emphasis/achieve formality. 		

Broader Curriculum Objectives

Fluency & Intonation

- Apply their growing knowledge of root words, prefixes and suffixes to read loud new words that they meet.
- Learn a wider range of poetry by heart.
- Prepare play scripts and poems to read aloud and perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.

Response to Text

- Identify how language, structure and presentation contribute to meaning.
- Recommend books that they have read, giving reasons for their choices.
- Continue to read and discuss an increasingly wide range of texts.
- Discuss and evaluate how authors use language and the impact it has on the reader.
- Distinguish between fact and opinion.
- Explain and discuss their understanding of what has been read, maintaining focus and using notes where necessary.
- Participate in discussions about texts, building on their own and others' ideas and challenging views courteously.

PRIOR LEARNING YEAR 5

- Read a loud a wider range of age-appropriate poetry with accuracy and at a reasonable speaking pace.
- Read some Y5/6 exception words with automaticity.
- Read unfamiliar words by saying syllables and using knowledge of prefixes, roots and suffixes.
- Read most words in age-appropriate books effortlessly and work out how to pronounce unfamiliar written words with increased automaticity.
- Prepare readings using appropriate intonation to show understanding.
- Know when to change emphasis and tone when reading aloud.
- Vary pace according to purpose, audience and authorial intent.
- Notice more sophisticated punctuation e.g. of parenthesis and use expression accordingly.
- Read a loud a range of moderately complex texts with fluency and phrasing, adjusting pace, volume, pitch and pronunciation to enhance meaning and expression.
- Read silently and then discuss what they have read.

PRIOR LEARNING YEAR 5

- Extend their familiarity with texts to modern fiction and fiction from our literary heritages; continue to read a range of texts from different cultures.
- Evaluate a text for relevance to purpose and audience.
- Discuss how language in texts serves different purpose e.g. the different ways that descriptive language is used in informative texts compared with persuasive texts.
- Discuss and evaluate how authors use language, talking readily about the effect of words and phrases on the reader.
- Show further understanding of a wider range of figurative language features e.g. metaphor and personification.
- Recommend books for peers in detail.
- Explain how authors use evidence and supporting detail in text.

- Learn and recite a wider range of poems.
- Read age-appropriate texts fluently and with confidence.
- Read unfamiliar words by saying syllables and using knowledge of prefixes, roots and suffixes.
- Read aloud and perform poems and plays, showing understanding through intonation, tone and volume so that the meaning is clear to the audience.
- Notice and respond to punctuation and phrasing when reading aloud.
- Gain, maintain and monitor the interest of the listener.
- Read a wide range of exception words and similar words that appear in texts with automaticity.
- Integrate pausing, intonation, phrasing and rate, consistently and automatically.

- Listen to texts read to them for longer periods of time and sustain their reading of longer more challenging texts.
- Discuss their personal reading with others and articulate their personal response to their reading, identifying how and why a text affects the reader.
- Comment on what they have read and compare this to what they expected to read e.g. in relation to events, ideas etc.
- As they read, identify, mark and annotate extracts which they think are significant.
- Contribute constructively to discussion about reading, responding to and building on the views of others.
- Comment critically, orally, in writing and using graphics where necessary to support them, on the impact of books they have read.

Broader Curriculum Objectives

Literal Understanding and Retrieval

- Apply their growing knowledge of root words, prefixes and suffixes to understand the meaning of new words they meet.
- Check that the book makes sense to them; discuss their understanding and the meaning of new words in context.
- Ask questions to improve understanding.
- Retrieve and record information from fiction and non-fiction.
- Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.
- Provide reasoned justification for views.

Inference

- Identify and discuss themes and conventions in and across a wide range of writing.
- Make comparisons within and across books.
- Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence.
- Predict what might happen from details stated and implied.

PRIOR LEARNING YEAR 5

- Retrieve key details and specific/precise words or phrases to accurately answer questions.
- Skim, scan and read before and after to retrieve information.
- Discuss understanding and explore the meaning of increasingly challenging vocabulary, within the context of the text.
- Summarise and make connections between main ideas or themes from across paragraphs, chapters or an entire text.
- Establish what is known about characters, events and ideas in narrative and non-fiction texts, retrieving details and examples from the text to back up their understanding or argument.
- Begin to find quotations from across a whole text to support answers.
- Ask specific and relevant questions which develop and deepen understanding.
- Locate information confidently and efficiently, using the full range of features of the information text being read, including information presented graphically.
- Retrieve, record and present information from a range of non-fiction texts, to support wider curriculum research.

PRIOR LEARNING YEAR 5

- Identify themes within and across books, summarise the main ideas and make comparisons using references from both points.
- Draw inferences more independently, both as they read and after completion of a chapter, section of text or book using textual evidence as a familiar exercise e
- Understand what is implied about characters and make judgements about their motivations and attitudes from dialogue and description.
- Consider the possible meanings of words, phrases and sentences within a text, including where there is more than one possibility.
- Identify specific words and phrases from within and across paragraphs that show particular meaning or effect
- Use figurative as well as literal language to infer meaning.
- Support predictions with relevant explanation and evidence from the text.

- Independently locate information and provide reasoned justifications for views.
- Retrieve and summarise details to support opinions and predictions.
- Develop accuracy when answering 'find and copy' questions through having clarity about what is to be copied and the exact amount; scanning the text for the question language/ synonyms or pronouns and reading around the word or groups of words, to ensure that the correct information is copied.
- Routinely find accurate quotations/evidence from a whole text.
- Use skimming, scanning, reading around the text and text marking to support answers to questions, which require analysis.
- Generate own questions to follow a line of enquiry and make appropriate notes when researching.
- Summarise information from across a text, linking information by analysing and evaluating ideas between sections of the text.
- Make comparisons across different books in terms of key themes, characters or plot developments.
- Retrieve information from texts and evaluate its reliability and usefulness.

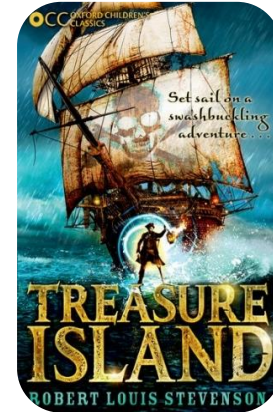
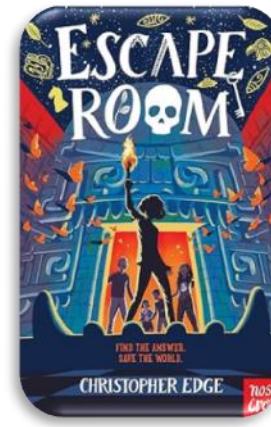
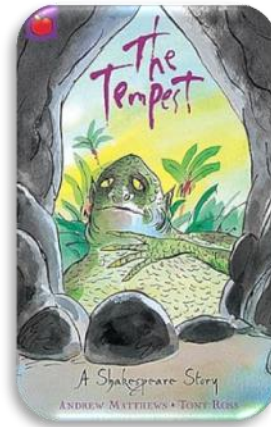
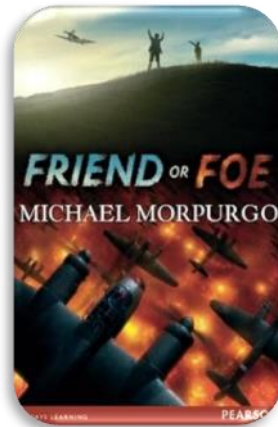
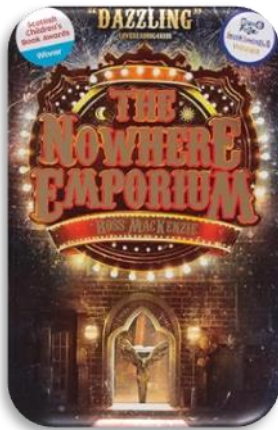
- Understand how a writer develops themes, ideas or points of view over a text.
- Make comparisons and draw contrasts between different elements of a text and across texts.
- Comment critically on how a writer uses language to simply ideas, attitudes and points of view.
- Understand what is implied about characters through the way they are presented, including through the use of a narrative voice, explaining how this influences the readers' view of characters.
- Discuss how characters change and develop through text by drawing inferences based on indirect clues.
- Make predictions, discussing the reason behind them, drawing on their knowledge of the world, from reading other similar texts and what they read earlier in the text.
- Confirm and modify predictions in light of new information.
- Identify the hints and suggestions that writers make through their words and phrases and the associations that these evoke.
- Ask questions to clarify and explore their understanding of what is implied in the text.
- Find examples of figurative language and how this impacts the reader and contributes to meaning

Pupils should be able to apply their knowledge of language, gained from stories, plays, poetry, non-fiction and textbooks, to support their increasing fluency as readers, their ability as writers, and their comprehension.

Reading For Purpose	Reading For Pleasure	Reading For/With An Audience
Children should use their reading skills to:	Children should develop a love of reading through:	Children should be given opportunity to:
<ul style="list-style-type: none"> • Read for a range of purposes, learning a range of subject-specific vocabulary. • Familiarise themselves with a range of different text types including their specific use of grammar, language and structure, in order to apply this within their own writing; • Retrieve, record and present information from non-fiction, including note form; • Select relevant information in reference books including the use of contents and index to locate information; • Research topics of interest to develop their knowledge and/or in preparation for class experiences; • further develop knowledge and skills in reading non-fiction about a wide range of subjects. 	<ul style="list-style-type: none"> • Frequently reading a wide range of texts both fiction and non-fiction; • Increasing familiarity with a wide range of books, including myths, legends, traditional stories, modern fiction, fiction from our literary heritage and books from other cultures and traditions; • Reading and discussing an increasingly wide range of fiction, poetry, plays, non-fictions and reference books; • Listening to whole books by authors they may not choose themselves; • Recommending books that they have read to their peers, giving reasons for their choices; • Learning a wider range of poetry by heart; • Exploring different types of figurative language e.g. similes, metaphors and personification. 	<ul style="list-style-type: none"> • prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action so that the meaning is clear to an audience; • 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 focus on the topic and using notes where necessary; • discuss viewpoints (both of authors and of fictional characters), within a text and across more than one text.

CLASS READS

YEAR 6



POETRY

