

# Curriculum Intent: English (Reading)

## **Reading**

We believe that reading is at the centre of learning. We base our reading on well-known authors and children are given the time to immerse themselves in stories.

Our Reading Curriculum Pathway (S Plan) identifies the core texts that are studied in each year group throughout the year. With reading being an important part of our curriculum and an integral part of all of our lessons, we ensure we use a structured approach to it. Our reading sessions are based around the 'reading to learn' approach with age appropriate questions and opportunities for discussion.

We teach reading through: Phonics and Early Reading, Independent Reading, Reading for Pleasure, Whole Class Reading/Echo Reading and Comprehension lessons.

### **Early Reading**

We ensure that early language development is key to opening up a whole new world of vocabulary, provide age-appropriate phonics provision and promote a love of reading by immersing children in books and bring reading to life

Pupils are taught phonics using the Read Write Inc (R.W.I.) programme. Pupils work within ability groups which are defined by their performance on R.W.I. phonic assessments. Pupils are re-assessed every 5 weeks and the groups are reorganised accordingly. Our Reading lead ensures that specific sounds are planned for all staff delivering phonics and by using the teacher's handbooks, attending meetings and having regular check-ins on sessions, set routines are followed which ensure consistency and continuity in learning.

### **Delivery of Phonics**

Initial sounds are taught in a specific order.

Sounds taught are 'pure' ie 'b', not 'buh' as this is central to phonic teaching and ability to recognise sounds in words.

Children are introduced to 'Fred' frog who is used to help children with spelling words. Children are taught that the number of graphemes in a word always corresponds to the number of phonemes. This greatly aids spelling with 'Fred Fingers'.

Set 2 sounds are taught after Set 1 (initial sounds).

Letter names are introduced with Set 3.

### **Assessment and Recording**

Children are assessed throughout every RWI lesson. Every time partner work is used the teacher assesses the progress of the children. The teacher assesses how children: read the grapheme chart, read the green and red word lists, decode the ditty/story and comprehend the story.

Each group leader identifies pupils that need extra reinforcement of a particular element that has been covered and they are supported by 'Pinny time' after the session so that they keep up.

Children read a phonetically decodable book based on their current phonic level which is carefully assessed and monitored by the phonic leader and using AFL by specific group teachers. These books are used for individual reading with an adult and reading at home. The children then progress through the RWI levels.

### **Monitoring and Review of Early Reading**

Our Reading lead organises the assessment and tracking of all pupils accessing phonics and designates pupils to the correct groups, assigns leaders to groups, 'drops in' on R.W.I. groups to give advice and to informally check that pupils are in the correct groups. Where necessary our Reading lead models lessons, directs staff to the appropriate teaching spaces and is responsible for reporting to the governors about the quality of the implementation of R.W.I. and the impact on standards.

### **Bridging the gap**

Once children have read the Grey RWI books (fiction and non-fiction), we ensure their reading fluency (accuracy, automaticity and prosody) is secure before moving onto our Accelerated Reader Programme. Children access a range of books that support reading fluency and build up their reading stamina as appropriate.

### **Accelerated Reader Programme**

Once children have successfully completed the RWI scheme, have accessed a range of books to develop fluency and are achieving Age Expected reading levels, they will be base lined using the Accelerated Reader Programme. This baseline will ensure that each child is given a book that is specific to their level of reading and understanding. Accelerated Reader will also assess reading ages so that this can be closely monitored throughout school.



## **How Accelerated Reader works**

Once the baseline assessment has been completed, the children will be assigned a ZPD code and signposted to the appropriate books for selection. This ensures the children are reading within their correct level for support and challenge. Once each the child has finished reading the book, they will complete an online test that will assess their progress in word recognition, fluency and understanding. If the child achieves 80% or more, they are able to select a new book within their ZPD code or move up if deemed appropriate. Accelerated Reader encourages children to earn points and rewards for completion of these online tests and other interactive comprehension based quizzes.

## **Independent Reading**

Pupils are tested regularly to assess their reading age, ensuring that pupils are reading the most appropriate books. Reluctant readers, or those pupils who struggle with reading are heard reading every day to ensure that they make expected progress. Each Key Stage within the school focuses on age appropriate skills and uses a range of strategies and interventions to support the pupils. In EYFS, reading is taught through shared reading, using large print books and picture books. Pupils are taught the process of reading; learning that words and pictures have meaning. Through a range of practical activities children learn familiar stories. Using the Read, Write Inc phonics programme our pupils are taught the initial sounds and develop blending skills.

In Key Stage 1, we use Read, Write Inc for our phonics programme. Phonic awareness helps the development of reading by segmenting and blending sounds/Fred talking. As they progress through the RWI scheme, the children then move onto the Accelerated Reader programme until they leave us in Year 6.

Children read with adults (teachers, support staff, SMSA's and parent volunteers) on a regular basis and are supported in their next steps in reading.

## **Reading for pleasure**

Our pupils are encouraged to read for pleasure and to read widely. During this time, pupils explore a book of their choice, developing their reading skills and links to their own experiences. Children are able to change their books regularly. In EYFS and Y1 a love of reading is instilled through shared reading, using large print books and picture books. Pupils learn that words and pictures have meaning through a range of practical activities and familiar stories. Pupils are encouraged to explore sequences in stories and how to make simple predictions. Children also benefit from shared reading sessions with their class teacher each day, during which they hear reading being modelled using lively intonation and expression.

Each classroom has a reading corner and children are able to choose a book from it that they may read for pleasure. Within the reading corner, there are a range of genres to support and enable children to read a range of different texts. The school library is

available for children to use as a reference tool for supporting their learning in the curriculum. D.E.A.R. sessions where children 'Drop Everything And Read' are one way in which our children develop their pleasure in reading and sharing a wide range of texts. Our reading shelters in the KS1/KS2 playgrounds and areas created around shared spaces enhance our love of reading at Brierley.

### **Whole Class Reading**

Reading is taught through a shared echo-reading approach using age appropriate class text carefully selected to enthuse the children and expose them to a sophisticated range of language and vocabulary. Pupils are encouraged to explore vocabulary, prediction, sequencing, making inferences and retrieving information in their independent and core reading texts. During whole class reading we encourage children to orally talk through their answers and ensure it is the best they can give. Each year group has a minimum of 3 core books each academic year, supplemented and enhanced by other text types such as poetry and non-fiction. Children read widely and for pleasure immersing themselves in different authors and text types throughout the year. Children also have the opportunity to explore a wide range of fiction and non-fiction texts in their foundation lessons, which are based around age appropriate texts linked to the topic being studied.

### **Discrete Comprehension Lessons**

Ultimately, our goal of teaching reading is to enable children to comprehend written texts. We teach lessons which focus on developing pupils' level of understanding of the text, through discussion, written and oral tasks; and the exploration of new vocabulary. Pupils are taught to retrieve, infer, predict, summarise, analyse and evaluate a whole class text. We use the VIPERS approach to aid the recall of the 6 reading domains and they are the key areas which we feel children need to know and understand in order to improve their comprehension of texts. The texts that teachers use for comprehension lessons are linked, as much as possible, to the topics being studied in class. For example, Year 1 study My Body in science and comprehension tasks can be linked to the study of the human body to support subject knowledge and reading comprehension skills. To supplement and enhance the reading curriculum, we link both fiction and non-fiction comprehension texts in order to provide a context for children's reading, build subject knowledge and immerse them in a variety of text types. In turn, this supports their understanding of the text and allow them to answer questions with increased independence and skills.

Our children will be able to: read fluently, retrieve, infer, predict, summarise, analyse and evaluate texts from a wide range of genres. By the time our children leave us at Year 6, they will be confident readers ready to move in to secondary school with skills to articulate what they have learnt and how they feel about a text.



## **Reading Attainment**

Attainment in reading is measured using the statutory assessments at the end of Key Stage One and Two. These results are measured against the reading attainment of children nationally. Attainment in phonics is measured by the Phonics Screening Test at the end of Year 1. Teachers read with children, hearing them read individually, in pairs or groups and discussing answers. Children are assessed based on National Curriculum expectations and how they are performing relating to the specific content domain.

RWI and Accelerated Reader assessments take place regularly to monitor the progress within each Key Stage. Baseline assessments including the Salford reading test, will take place in the first week of term, or as soon as a child starts at Brierley. Each term, classes will carry out formative assessment - NFER Tests – Years 1, 3, 4 and 5. SATs will be taken in Year 2 and 6 on a half termly basis.

Formative assessment is ongoing throughout each lesson. It judges progress and enables the teacher to make flexible adaptations to their planned teaching.

Effective formative assessment, daily marking and feedback and adult interaction within lessons is firmly embedded into our approach to teaching and learning of reading. All children are supported to develop, progress and move their learning forward through support, questioning and feedback. Children demonstrate the impact this has on improving their learning through editing and response. Reading is assessed by teachers who use Insight for their year groups to allocate a level for each child.

Reading Curriculum Year 1 – Year 6			
Year Group	Autumn	Spring	Summer
Year 1	<p><b>Autumn 1</b> <b>Reading</b> Uses picture clues to deepen understanding. Uses picture clues to support understanding Recognises and joins in with predictable phrases. Participate in discussion about what is read to them, taking turns and listening to what others say.</p> <p><b>Early Reading and Phonics</b> Applies phonic knowledge and skills as the route to decode words.</p> <p>ay, ee, igh, ow, oo, oo, ar, or, air, ir, ay: spray play day way may say ee: see three been green seen sleep ow: blow snow slow know flow glow oo: too zoo mood pool stool moon spoon oo: took look shook cook foot book ar: car bar star park smart start sharp spark or: sort short worn horse sport snort fork air: fair stair hair lair chair ir: girl bird third whirl twirl dirt all, my, the, like, I've, want, you, call, we, be, no, her, are, of, me, said, he, she, to, washing, some, be, there, so</p> <p><b>Autumn 2</b> <b>Reading</b> Discusses the significance of the title and events. Identifies the characters in a story. Can say why a character has a feeling. Recognises the characters feelings. Becomes very familiar with key stories, fairy tales and traditional tales.</p> <p><b>Early Reading and Phonics</b></p>	<p><b>Spring 1</b> <b>Reading</b> Drawing on what they already know or on background information and vocabulary provided by the teacher. Uses the context to make informed guesses about the meaning of unfamiliar words. Identifies and discusses the meaning of unfamiliar words with others. Explain clearly their understanding of what is read to them.</p> <p><b>Early Reading and Phonics</b> Reads words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings. Read other words of more than one syllable that contain taught GPCs.</p> <p>ur, er, ow, ai, oa, ow, ew, ire, ear, ur: burn turn burp hurl slurp hurt er: over better never after supper letter ai: paid snail tail drain chain train oa: oak toad road toast loaf coat ow: howl down gown brown town ew: new flew crew drew blew grew ire: fire hire wire bonfire inspire ear: ear hear dear fear year near what, they, do, said, you, the, me, be, want, my, go, he, no, old, are, we, so, was, be, of, all, she, her</p> <p><b>Spring 2</b> <b>Reading</b> Makes predictions based on the events in the story. Knows that stories can have similar characters. Gives an opinion about a character. Predicts what might happen on the basis of what has been read so far.</p> <p><b>Early Reading and Phonics</b></p>	<p><b>Summer 1</b> <b>Reading</b> Discussing word meanings, linking new meanings to those already known. Knows that stories can have similar patterns or events. Makes links with other stories. Make links with characters in other stories. Answers retrieval questions about a book. Learns to appreciate rhymes and poems, and to recite some by heart.</p> <p><b>Early Reading and Phonics</b> Responds speedily with the correct sound to the graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes. Read words with contractions (for example, I'm, I'll, we'll) and understand that the apostrophe represents the omitted letter(s). Re-read books to build up their fluency and confidence in word reading.</p> <p>Continue to segment and blend sounds to read/write words from Set 1, Set 2 and Set 3. one, saw, her, to, go, the, all, was, some, she, be, he, they, watch, watches, me, said, my, want, you, school, are, of, small, do, by, wall, there, what, no, so, your, who, tall, call, brother, I'm, I've, their, any, fall, were</p> <p><b>Summer 2</b> <b>Reading</b> They make links to what they read or hear read to their own experiences, other stories and characters. Children can say whether or not they like a story, who their favourite character is and explain why. Making inferences on the basis of what is being said and done.</p>



	<p>Reads accurately for blending sounds in unfamiliar words containing GPCs that have been taught. Reads common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.</p> <p>ou, oy, ea, oi, a-e, i-e, o-e, u-e, aw, are, ou: out shout loud mouth round found oy: toy boy enjoy joy loyal ea: tea clean dream seat scream please oi: join coin choice voice noise a-e: cake make bake name same late date i-e: line nice smile wide hide like mine o-e: home hope ose spoke note rope stole u-e: tune rude June huge dude mule</p>	<p>Reads aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words.</p> <p>ure, tion, tious/cious, e ure: picture mixture creature future adventure tion: celebration conversation tradition attention congratulation tious/cious: delicious suspicious vicious precious scrumptious ferocious e: he, me, we, she,</p>	<p>Retells key stories, fairy tales and traditional tales, and considers their particular characteristics.</p>
Year 2	<p><b>Autumn 1</b> <b>Reading</b> Drawing on what they already know or on background information and vocabulary provided by the teacher. Knows that there is a range of decoding strategies. Children listen to, discuss and express views about a wide range of poetry, stories and non-fiction at a level beyond that at which they can read independently. They use pictures to help support this skill. Discusses their favourite words and phrases. Children begin to find the meaning of new words using the context of the sentence. Understands what he/she reads independently by checking that the text makes sense to him/her, discussing his/her understanding of words. Explains what has happened so far in what he/she has read.</p> <p><b>Early Reading and Phonics</b> Continue to apply phonic knowledge and skills as the route to decode until automatic decoding has become embedded and reading is fluent.</p> <p>should, were, there, call, want, come, one, through, many, could, are, other, was, two, who, you, said, your, what,</p>	<p><b>Spring 1</b> <b>Reading</b> Children can find and copy words and phrases to describe characters, setting and mood. Discusses the sequence of events in books and how items of information are related. Answers and asks questions. Being introduced to non-fiction books that are structured in different ways. Discusses and clarifying the meanings of words, linking new meanings to known vocabulary. Understands what he/she reads independently by identifying how language, structure, and presentation contribute to meaning to include paragraphs, headings, sub-headings, inverted commas to punctuate speech.</p> <p><b>Early Reading and Phonics</b> On-going throughout the year - All Y2 common exception words for reading and spelling Read words containing common suffixes. Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.</p>	<p><b>Summer 1</b> <b>Reading</b> Continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear. Children make inferences about characters' feelings using what they say and do to infer basic points and begin, with support to pick up on more subtle references.</p> <p><b>Early Reading and Phonics</b> On-going throughout the year - All Y2 common exception words for reading and spelling</p>



	<p><b><u>Autumn 2</u></b> <b><u>Reading</u></b> With support, children explain their reasons for story and character preferences and make suggestions for improving a text. Children can explain their understanding of simple questions about what they have just read. Children retell and order events from the text. Knows what the inference - 'reading between the lines' – means. Makes inferences on the basis of what is being said and done. Discusses the sequence of events in books and how items of information are related. Understands and recognises simple recurring literary language in stories and poetry. Discusses and clarifying the meanings of words, linking new meanings to known vocabulary. Children make plausible predictions about what might happen on the basis of what has been read so far.</p> <p><b><u>Early Reading and Phonics</u></b> Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes. Read accurately words of two or more syllables that contain the same graphemes as above. Read aloud books closely matched to their improving phonic knowledge.</p> <p>school, mother, to, they, father, watch, anyone, whole, water, great, brother, above, where, here, someone, another, walk, what, small, any, here, son, would</p>	<p><b><u>Spring 2</u></b> <b><u>Reading</u></b> Children independently find the meaning of new words using substitution within a sentence. Children make predictions using their own knowledge as well as what has happened so far to make logical predictions and give explanations of them. Children are able to use their growing vocabulary to suggest synonyms for words. Children begin to learn the skill of 'skim and scan' to retrieve details.</p> <p><b><u>Early Reading and Phonics</u></b> On-going throughout the year - All Y2 common exception words for reading and spelling 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 their fluency and confidence in word reading.</p>	<p><b><u>Summer 2</u></b> <b><u>Reading</u></b> Children generate literacy recall questions of their own, which go with the text they are reading before, during and after reading. Children can use their own question words and begin to be able to change their questions as they progress through the text. Children can begin to make links to their own experiences, other stories and characters.</p> <p><b><u>Early Reading and Phonics</u></b> On-going throughout the year - All Y2 common exception words for reading and spelling</p>
Year 3	<p><b><u>Autumn 1</u></b> <b><u>Reading</u></b></p>	<p><b><u>Spring 1</u></b> <b><u>Reading</u></b></p>	<p><b><u>Summer 1</u></b> <b><u>Reading</u></b></p>

	<p>Understands what he/she reads independently by checking that the text makes sense to him/her, discussing his/her understanding of words.</p> <p>Understands what he/she reads independently by asking questions to improve his/her understanding of a text.</p> <p>Identifies how language, structure and presentation contribute to meaning.</p> <p>Retrieve and record information from non-fiction.</p> <p>Discusses words and phrases that capture the reader's interests and imagination.</p> <p>Identifies main ideas drawn from more than one paragraph and summarising these.</p> <p><b><u>Autumn 2 Reading</u></b></p> <p>Children use relevant prior knowledge to make predictions and justify them.</p> <p>Children are able to describe which section of the text was the most interesting/exciting and explain their choice making links to prior reading.</p> <p>Children use the skill of 'skim and scan' to retrieve details quickly.</p> <p>Children begin to distinguish between the important and less important information in a text.</p> <p>They are able to give a brief verbal summary of texts that they are familiar with.</p> <p>Children can infer characters' feelings, thoughts and motives from their stated actions.</p> <p>Understands what he/she reads independently by identifying how language, structure, and presentation contribute to meaning to include paragraphs, headings, sub-headings, inverted commas to punctuate speech.</p> <p>Children begin to find the meaning of new words using substitution within a sentence.</p>	<p>Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.</p> <p>Identifies themes and conventions in a wide range of books.</p> <p>Listens to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</p> <p>Applies their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet.</p> <p>Reads further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</p> <p>Asks questions to improve their understanding of a text drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</p> <p><b><u>Spring 2 Reading</u></b></p> <p>Children are able to use their growing vocabulary to suggest synonyms for words.</p> <p>Children are taught the skill of using details from the text to form further predictions.</p> <p>Children can find and copy words and phrases to describe characters, setting and mood.</p> <p>Children begin to use quotations from the text.</p> <p>Reads books that are structured in different ways and reading for a range of purposes.</p> <p>Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally.</p> <p>Children begin to justify their opinion by referencing a specific point in the text.</p>	<p>Uses dictionaries to check the meaning of words that they have read.</p> <p>Participate in discussion about both books that are read to them and those that they can read for themselves, taking turns and listening to what others say.</p> <p>Adapt own responses in the light of others' responses.</p> <p>Know that characters' actions can tell the reader about their thoughts, feelings and motives.</p> <p>Children generate a variety of questions – recall and inferential to help them understand the text further.</p> <p>Understand what he/she reads independently by drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</p> <p><b><u>Summer 2 Reading</u></b></p> <p>Understands what he/she reads independently by predicting what might happen from details stated and implied.</p> <p>Understands what he/she reads independently by identifying main ideas drawn from within one paragraph and summarise these.</p> <p>Children generate a variety of questions – recall and inferential to help them understand the text further.</p> <p>Recognising some different forms of poetry (for example, free verse, narrative poetry).</p> <p>Prepares poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action.</p>
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<p><b>Year 4</b></p>	<p><b><u>Autumn 1</u></b> <b><u>Reading</u></b> Identifies main ideas drawn from more than one paragraph and summarising these. Identifies themes and conventions in a wide range of books. <b>Identifies how language, structure and presentation contribute to meaning.</b> <b>Retrieve and record</b> Participates in discussion about both books that are read to them and those that they can read for themselves, taking turns and listening to what others say. Understands what he/she reads independently by checking that the text makes sense to him/her, discussing his/her understanding and explaining the meaning of words in context.</p> <p>Children link new words to other words they already know.</p> <p>Discusses words and phrases that capture the reader's interests and imagination.</p> <p><b><u>Autumn 2</u></b> <b><u>Reading</u></b> Children find the meaning of new words using the context of the sentence. Children can infer characters' feelings, thoughts and motives from their stated actions.</p> <p>Understand what he/she reads independently by predicting what might happen from details stated and implied.</p> <p>Children are able to write a brief summary of main points, identifying and using important information.</p> <p>Listens to and discusses a wide range of fiction, poetry, plays, non-fiction and</p>	<p><b><u>Spring 1</u></b> <b><u>Reading</u></b> Children generate questions – recall and inferential and questions about the deeper meaning of a text to help them understand the text further. Uses dictionaries to check the meaning of words that they have read. Reads books that are structured in different ways and reading for a range of purposes.</p> <p>Asks questions to improve their understanding of a text drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</p> <p>Increases their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally.</p> <p>Maintains positive attitudes to reading and understanding of what he/she reads by using dictionaries to check the meaning of words.</p> <p>Applies their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet.</p> <p>Understands and explains that a writer wants the reader to respond in a certain way.</p> <p><b>Checks that the text makes sense to them, discussing their understanding and explaining the meaning of words in context and by discussing words and phrases that capture the reader's interest and imagination.</b></p> <p><b><u>Spring 2</u></b> <b><u>Reading</u></b> They are beginning to understand the author's use of setting to influence the mood of a text.</p> <p>Children can identify changes in mood across a text.</p>	<p><b><u>Summer 1</u></b> <b><u>Reading</u></b> Retrieves and record information from non-fiction over a wide range of subjects</p> <p>Recognises some different forms of poetry (for example, free verse, narrative poetry).</p> <p>Understands what he/she reads independently by identifying how language, structure, and presentation contribute to meaning, to include: paragraphs, use of pronouns for cohesion, inverted commas for speech, apostrophes to mark possession, fronted adverbials.</p> <p><b>Infer meaning using evidence from events, description and dialogue.</b></p> <p><b><u>Summer 2</u></b> <b><u>Reading</u></b> Children can the recognise structure and purpose and explain why a text is arranged in a particular way.</p> <p>Prepares poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action.</p> <p><b>Children generate a variety of questions – recall and inferential and questions about the deeper meaning of a text to help them understand the text further.</b></p>
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	<p>reference books or textbooks</p> <p>Retrieve and record information from non-fiction</p> <p>Children begin to recognise the author's use of language affects the readers understanding of character, setting, and mood.</p> <p>Children confidently skim and scan texts to record details, using relevant quotes to support their answers to questions.</p>	<p>Understands what he/she reads independently by identifying main ideas drawn from more than one paragraph and summarise these.</p> <p>Reads further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</p> <p>Understands what he/she reads independently by drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence clearly taken from the text.</p>	
<b>Year 5</b>	<p><b><u>Autumn 1 Reading</u></b></p> <p>Summarises key information in sentences. Understand the difference between fact and opinion.</p> <p>Distinguish between statements of fact and opinion.</p> <p>Find examples of fact and opinion in texts and explain why one is fact and the other opinion.</p> <p>Understands what he/she reads by drawing inferences such as inferring characters' feelings, thoughts and motives from their actions at different points in the text.</p> <p>Maintains positive attitudes to reading and understanding of what he/she reads by making comparisons within a book.</p> <p>Understands what he/she reads by checking that the book makes sense to him/her, discussing his/her understanding and exploring the meaning of words in context.</p> <p>Asks questions to improve their understanding.</p> <p>Checks that the book makes sense to them, discussing their understanding and exploring the meaning of words in context.</p> <p>Reading books that are structured in different ways and reading for a range of purposes.</p>	<p><b><u>Spring 1 Reading</u></b></p> <p>Use skimming and scanning to find the information needed.</p> <p>Make notes on the information needed.</p> <p>Organise notes and present information.</p> <p>Summarises key information from different parts of the text.</p> <p>Present an oral overview or summary of a text.</p> <p>Understand that a narrative can be told from different points of view-narrator, character.</p> <p>Identify the point of view in a narrative.</p> <p>Understand that the writer may have a viewpoint.</p> <p>Use meaning-seeking strategies to explore the meaning of words in context.</p> <p>Understands that inferences can be drawn from different parts of the text.</p> <p>Justifies inferences with evidence from the text.</p> <p>Understands what he/she reads in increasingly complex texts by predicting what might happen from details stated and implied.</p> <p>Summarises the main ideas drawn from a text.</p> <p>Understands what he/she reads by asking questions to improve his/her understanding of complex texts</p> <p>Identifies how language, structure and presentation contribute to meaning.</p>	<p><b><u>Summer 1 Reading</u></b></p> <p>Explore how events are viewed from another perspective</p> <p>Explain the writer's viewpoint with evidence from the text.</p> <p>Identify the writer's viewpoint, for example, how different characters are presented.</p> <p>Use meaning-seeking strategies to explore the meaning of idiomatic figurative language.</p> <p>Understand that inferences can be made by reading between and beyond the lines.</p> <p>Know that the context in which it was written can affect a text. For example, a classic text reflects how an audience of that time will react.</p> <p>Explain how the context of a text reflects the reaction of the audience it was written for.</p> <p>Prepares poems and plays to read aloud and to perform, showing understanding through intonation, tone, volume so that the meaning is clear to an audience.</p>



	<p>Recommending books that they have read to their peers, giving reasons for their choices.</p> <p><b><u>Autumn 2 Reading</u></b> Children ‘read around the word’ and explore its meaning in the broader context of a section or paragraph.</p> <p>Children can infer characters’ feelings, thoughts and motives, giving one or two pieces of evidence to support the point they are making.</p> <p>Predictions are supported by relevant evidence from the text.</p> <p>Children begin to explain how content is related and contributes to the meaning as a whole.</p> <p>Children are beginning to describe how the author’s use of language affects the readers understanding of character, setting, and mood.</p> <p>Children confidently skim and scan, and use the skill of reading before and after to retrieve information. Retrieves, records and presents information from non-fiction.</p> <p>Continues to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</p> <p>Recommends books that they have read to their peers, giving reasons for their choices.</p> <p>Applies their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet.</p>	<p>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.</p> <p><b><u>Spring 2 Reading</u></b> Children are beginning to describe and justify the author’s choice of vocabulary and explain how it enhances meaning.</p> <p>Children use evidence from across larger sections of text. Identifying and discussing themes and conventions in and across a wide range of writing.</p> <p>Children begin to make connections between information across the text and include this information in their written summaries.</p> <p>Summarises main ideas from more than one paragraph, identifying key details that support the main ideas.</p> <p>Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage and books from other cultures and traditions.</p> <p>Learns a wider range of poetry by heart.</p>	<p><b><u>Summer 2 Reading</u></b> Children are beginning to explain how information links and contributes to the overall experience of reading a text.</p> <p>Children actively generate a variety of questions to focus the reading and adjust questions in light of evidence from the text.</p> <p>Adults model the use of critical thinking skills that take the discussion deeper and beyond the text.</p> <p>Explains and discusses their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary.</p> <p>Participates 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.</p> <p>Children actively generate a variety of questions to focus the reading and adjust questions in light of evidence from the text.</p>
<b>Year 6</b>	<b><u>Autumn 1 Reading</u></b>	<b><u>Spring 1 Reading</u></b> Understand that a narrative can be told from different points of view-narrator, character.	<b><u>Summer 1 Reading</u></b> Know that points of view can also be implied.

	<p>Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context.</p> <p>Discusses and evaluates how authors use language, including figurative language, considering the impact on the reader.</p> <p>Distinguishes between statements of fact and opinion, retrieve, record and present information from non-fiction.</p> <p>Participates 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.</p> <p>Summarises key information in sentences. Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.</p> <p>Use point, evidence and explanation (PEE) or answer it, prove it, explain it (APE) to respond to questions about texts.</p> <p>Children can infer characters' feelings, thoughts and motives, giving one or two pieces of evidence to support the point they are making. Children use evidence from across whole chapters or texts.</p> <p>Children summarise information from across a text and link information by analysing and evaluating ideas between sections of the text. Recommending books that they have read to their peers, giving reasons for their choices.</p> <p><b>Autumn 2 Reading</b></p> <p>Children are able to draw on the understanding of the morphology and etymology of language to support their understanding.</p> <p>Drawing such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</p>	<p>Identify the point of view in a narrative.</p> <p>Explore how events are viewed from another perspective.</p> <p>Identify the techniques used to create feelings, atmosphere, mood or messages.</p> <p>Can comment on how the writer's intent affects the reader.</p> <p>Asks questions to improve and deepen understanding.</p> <p>Know that the texts have different layers of meaning-between the lines and beyond the lines.</p> <p>Reading books that are structured in different ways and reading for a range of purposes.</p> <p>Identifies how language, structure and presentation contribute to meaning.</p> <p>Identifies and discusses themes and conventions in and across a wide range of writing.</p> <p>Makes comparisons within and across books.</p> <p>Understands what he/she reads by summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas and using quotations for illustration.</p> <p><b>Spring 2 Reading</b></p> <p>Children are able to describe how the author's use of language affects the readers understanding of character, setting, and mood. They can describe and justify the author's choice of vocabulary and explain how it enhances meaning.</p> <p>Children use evidence from across whole chapters or texts.</p>	<p>Identify implied points of view.</p> <p>Explain implied points of view, using evidence.</p> <p>Understand that the writer may have a viewpoint. Identify the writer's viewpoint, for example, how different characters are presented.</p> <p>Can explain the writer's viewpoint with evidence from the text and can explain the effect of the writer's viewpoint on the reader.</p> <p>Prepares poems and plays to read aloud and to perform, showing understanding through intonation, tone, volume so that the meaning is clear to an audience.</p> <p>Continue to increase their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage and books from other cultures and traditions.</p> <p><b>Summer 2 Reading</b></p> <p>Children are able to explain how the themes and patterns develop across a text.</p> <p>Children can explain how content is related and contributes to the meaning as a whole.</p> <p>Children can explain how information links and contributes to the overall experience of reading a text.</p> <p>Children actively generate a variety of questions to focus the reading and adjust questions in light of evidence</p>
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	<p>Predictions are supported by relevant evidence from the text. Predicts what might happen from details stated and implied.</p> <p>Children confirm and modify predictions as they read on.</p> <p>Children can explain how content is related and contributes to the meaning as a whole.</p> <p>Children confidently skim and scan, and use the skill of reading before and after to retrieve information.</p> <p>Continues to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</p> <p>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. Provide reasoned justifications for their views.</p> <p>Applies their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet.</p>	<p>Children summarise information from across a text and link information by analysing and evaluating ideas between sections of the text.</p> <p>Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage and books from other cultures and traditions.</p> <p>Learns a wider range of poetry by heart.</p>	<p>from the text. They ask their own critical thinking questions that take the discussion beyond the text.</p>
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