

# St John's C of E Primary School



## Curriculum: Reading Policy

### School Vision:

**St John's Gosport Church of England Primary School endeavours to provide a happy, safe, caring community rooted in Christian values; where everyone is valued and grows to their full potential.**

*John 10:10 – I came so that they may have life – life in all its fullness*

### Mission Statement:

**At St John's Gosport Church of England Primary School we aim to achieve our vision by providing a broad balanced curriculum and learning experiences that develop our children in body, mind and spirit; setting high standards for all, confident that we can achieve success. Thus ensuring that when our children leave us they are independent learners, who are well equipped to be responsible citizens of the future and reach their potential.**

**English Leader: Gemma Havey**



## Reading Policy

### **The context of our school**

St John's C of E Primary School is a two-form school with higher-than-average levels of SEND and Pupil Premium. It is essential that our approach to teaching phonics and reading is accessible to all learners, regardless of background and that it promotes and fosters a life-long love of reading from the very beginning of their school journey.

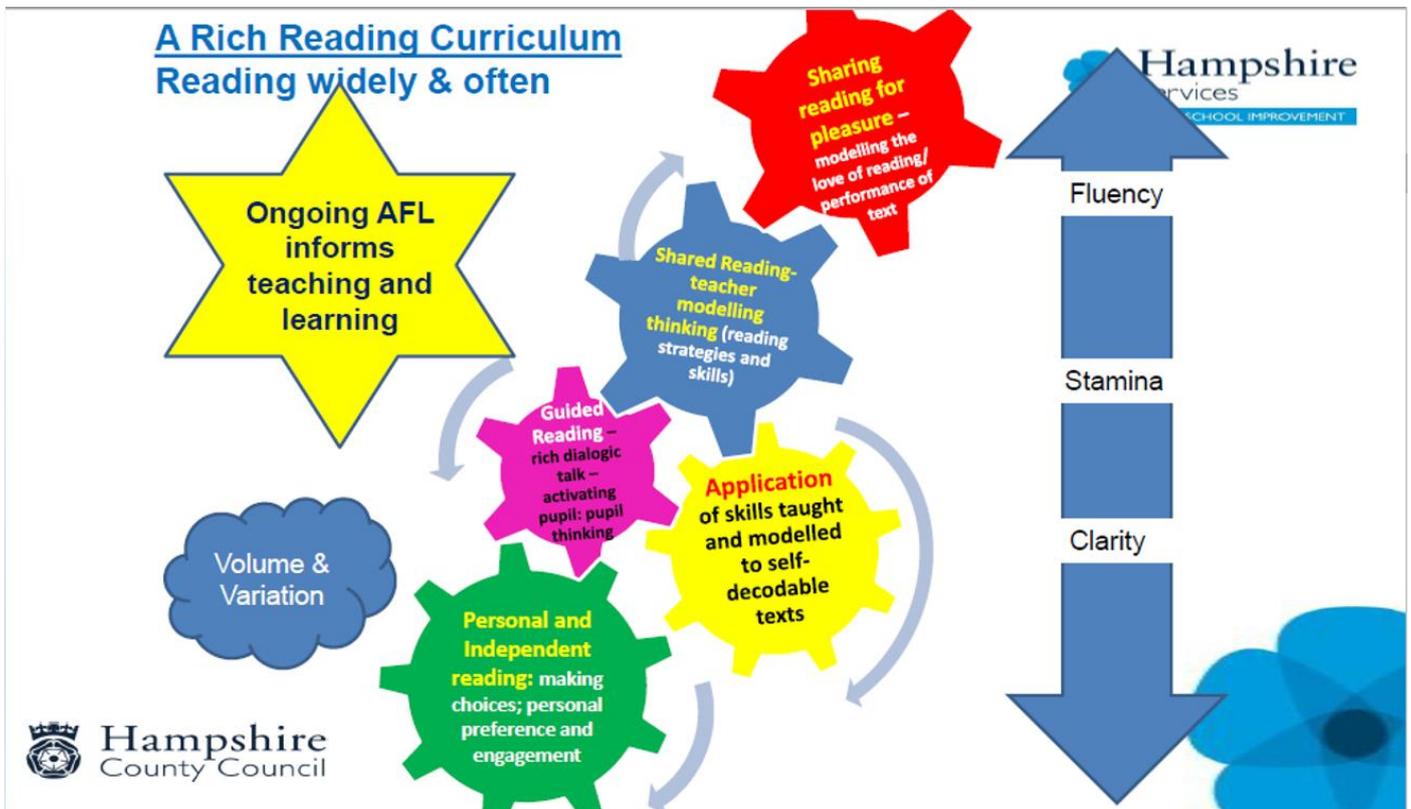
### **Intent**

As a Church of England school, our English curriculum is underpinned by our Christian values of Love, Courage and Respect. These values are used and applied throughout the English curriculum. Our children are learned and wise in the way that they practise and apply English skills in a variety of different contexts and use these skills to read for a real purpose. They show curiosity, attentiveness and active learning through their independence within lessons, following their own learning journey, taking charge of their own learning by using a variety of resources, including their working wall and continuously acting on their 'pink pen' feedback through active marking within each lesson. Our Christian values create a solid moral background for our children and encourage them to become better members of society.

At the heart of our English curriculum is our core skills, evident in our termly learning journeys. These skills are progressive and are built on year after year from EYFS all the way through to Year 6. These learning journeys enable our pupils to be ready to access the next stages in their education, culminating in them being well-equipped in their English education for secondary school. Our children come from a wide range of backgrounds and many are not equipped with the English skills and experiences they need to become the best readers that they can be. We have worked together to create our main outcomes that we want for our children. In English, we want to instil curiosity and a love of learning through immersion in high quality texts. Real-life experiences provide children with purposeful contexts for their reading. Our class/lesson set-up and marking policy promotes independence, resilience and high aspirations. Our gospel values, core skills and key outcomes will raise aspirations and ensure that our children are more than ready for the next stages in their English journey.

### **Implementation**

At St John's C of E Primary School, reading learning journeys focus on a spiral curriculum model where previous skills and knowledge are revisited and built upon. Reading is prioritised and catch-up for those who fall behind happens quickly and effectively. Our rigorous and sequential approach to reading develops fluency, confidence and enjoyment at all stages. Assessments are used well to ensure children progress.



## EYFS

As part of Development Matters (2021), Reading is taught in relation to the strand 'Literacy', with some sessions linking to the 'Communication and Language' strand. Children in EYFS are taught the mechanics of reading and have whole class reading sessions in addition to being read with. The children in EYFS are exposed to a class text each week and will answer questions in this during their adult-led input and activity. These questions link to the 'Comprehension' sub-strand of the 'Literacy' strand. Children are taught to recognise graphemes, segmenting and blending through phonics sessions as well as their mechanics of reading session linking to the sub-strand 'Word Reading' (please see Phonics and Early Reading Policy 2023-2024). Children in EYFS also have stories read to them each day to promote a passion for reading.

### 1. Year R – I Little Wandle Phonics Programme

As outlined in our Phonics and Early Reading Policy, all children in Years R and I will have daily taught phonics sessions as part of the Little Wandle Programme. Children who progress to Year 2 not secure in their phonics will continue the catch-up programme. If needed, this continues into KS2.

### 2. Individual Reading and Group Modelled Reading

- At the learning to read stage, teachers and support staff may listen to children read individually or as part of a group of similar ability children, if the child requires more focused support in applying their phonics.

- Texts are chosen from the school's phonics book bands- Little Wandle- and are at the instructional level for each child

### **Individual and group modelled reading will be used to:**

- Provide a context for the teacher to teach common exception words, decoding skills, use of picture clues and use of context to support prediction;
- Provide an opportunity for child to consolidate his/her early decoding skills;
- Monitor the application of reading skills of the child.

Focus on developing fluency in reading

Enable teachers to model the skills and strategies used by effective readers.

Ensure that the mechanics of reading are being taught explicitly to the children (A combination of phonemic awareness, word analysis, phonics and sight words are key principles that make the reading process both meaningful and manageable for young children.)

### **3. Whole Class Reading**

- Shared reading takes place in various forms across all ages:

EYFS – Reading is a whole-class learning experience based on a shared text. These texts provide the theme for continuous provision and the adult-led activities. Through these experiences children develop their understanding of language, characters, settings and simple story structures, which may include repetition.

KS1 and KS2– Reading takes place within the Whole Class Reading session, using their focus text for that half term. Children access the text through copies or sections of the text and the use of the interactive whiteboard. The children's reading has a purpose, such as exploring characters, plot, making simple predictions and developing vocabulary further. The texts used in shared reading are linked to writing activities.

WCR across all stages will be used to:

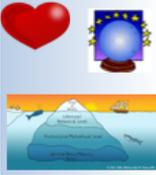
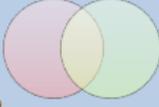
- Demonstrate how to read a wide variety of different genres and text types.
- Demonstrate that reading is a pleasurable experience;
- Give access to challenging texts for all pupils;
- Focus on developing the comprehension skills of the children
- Focus on language development through oracy

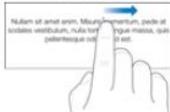
At St John's we use the Hampshire model for teaching and assessing objectives linked to the National Curriculum. It ensure skills are taught progressively, allowing for a deeper understanding and confidence in reading. Children are taught skills to read as a reader.

# Reading domains: Hampshire assessment model

Making meaning is the guide and the goal

Higher cognitive demand, but it is possible to train these thinking muscles at all ages

Word reading	Comprehension (knowledge and experience of the world brought to bear alongside strategies)				Inference	Language for effect	Themes and conventions
Cracking the code: piecing together the cues to make a word make sense in context	Clarify	Monitor and summarise	Select and retrieve	Respond and explain	Empathise Predict See layers of meaning	How part relates to whole: writer's choices in relation to intention	Categorisation: similarities and differences between like texts/ other texts I have read
	Noticing the bits that don't make sense	Developing a mental map of the text	Seeking the specific...	What you think and feel			
							

<b>Read on/Read ahead</b> 	<b>Make connections to background/prior knowledge</b> 	<b>Scan</b> 	<b>Summarise/re-tell/précis</b> 
<b>Re-read</b> 	<b>Visualise</b> 	<b>Self-correct</b> 	<b>Form opinions</b> 
<b>Sound it out</b> 	<b>Use pictures</b> 	<b>Select/sift important points/words/phrases</b> 	<b>Hypothesise</b> 
<b>Use context clues</b> 	<b>Skim</b> 	<b>Refer to text</b> 	<b>Infer</b> 
<b>Predict</b> 	<b>Draw conclusions</b> 	<b>Ask questions</b> 	<b>Watch out for meaning breakdown</b> 

Another strategy to teach reading skills through the 6 reading domains is the use of VIPERS which will be used in some lessons.

VIPERS is an acronym to aid the recall of the 6 reading domains as part of the UK's reading curriculum. They are the key areas which we feel children need to know and understand in order to improve their comprehension of texts.

VIPERS stands for

**V**ocabulary

**I**nference

**P**rediction

**E**xplanation

**R**etrieval

**S**equence or **S**ummarise

The 6 domains focus on the comprehension aspect of reading and not the mechanics: decoding, fluency, prosody etc. As such, VIPERS is not a reading scheme but rather a method of ensuring that teachers ask, and students are familiar with, a range of questions. They allow the teacher to track the type of questions asked and the children's responses to these which allows for targeted questioning afterwards.

#### **4. Reading For Pleasure Time**

As pupils reach the 'reading to learn' stage and are confidently decoding and answering simple comprehension questions, then they will also be encouraged to read independently. In KS2, this reading takes place after lunch.

Independent reading will be used to:

- Promote enjoyment of reading;
- Promote the development of independent learning strategies;
- Provide a context for the application of skills and knowledge about reading.

In WCR, work is recorded in an exercise book and marked in line with the marking policy.

#### **5. Fluency Reading Lessons**

Improving Literacy in KS2 Guidance Report, EEF, noted that 'Actively teaching fluency is important for all pupils and those judged to be struggling are likely to benefit from targeted support'. At St John's pupils will have focussed fluency lessons – one per week- to support their fluency in reading in whatever stage they are at. Teachers will use the fluency rubric to make assessments and use a range of texts to rehearse reading fluently. Fluency teaching will be delivered in three steps:

- Modelled expressive teaching
- Echo reading to build fluency
- Individual or paired reading- repeated re-reading

NAME \_\_\_\_\_

## FLUENCY RUBRIC

	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>Expression and Volume</b>	Reads in a quiet voice as if to get words out. The reading does not sound natural like talking to a friend.	Reads in a quiet voice. The reading sounds natural in part of the text, but the reader does not always sound like they are talking to a friend.	Reads with volume and expression. However, sometimes the reader slips into expressionless reading and does not sound like they are talking to a friend.	Reads with varied volume and expression. The reader sounds like they are talking to a friend with their voice matching the interpretation of the passage.
<b>Phrasing</b>	Reads word-by-word in a monotone voice.	Reads in two or three word phrases, not adhering to punctuation, stress and intonation.	Reads with a mixture of run-ons, mid sentence pauses for breath, and some choppiness. There is reasonable stress and intonation.	Reads with good phrasing; adhering to punctuation, stress and intonation.
<b>Smoothness</b>	Frequently hesitates while reading, sounds out words, and repeats words or phrases. The reader makes multiple attempts to read the same passage.	Reads with extended pauses or hesitations. The reader has many "rough spots."	Reads with occasional breaks in rhythm. The reader has difficulty with specific words and/or sentence structures.	Reads smoothly with some breaks, but self-corrects with difficult words and/ or sentence structures.
<b>Pace</b>	Reads slowly and laboriously.	Reads moderately slowly.	Reads fast and slow throughout reading.	Reads at a conversational pace throughout the reading.

Scores of 10 or more indicate that the student is making good progress in fluency.

Score \_\_\_\_\_

Scores below 10 indicate that the student needs additional instruction in fluency.

### Home reading

- The decodable reading practice book is taken home or accessible in e-book format to ensure success is shared with the family.
- Love to Read books also go home for parents to share and read to children.
- We use the *Little Wandle Letters and Sounds Revised* parents' resources to engage our families and share information about phonics, the benefits of sharing books, how children learn to blend and other aspects of our provision, both online and through workshops.
- Children also take home a library book of their choice- all children visit our school library once a week.
- Termly visits are planned to our local library
- Children in Reception and Year 1 who are receiving additional phonics Keep-up sessions read their reading practice book to an adult daily.
- Letters are sent out at the start of each year to remind parents about our reading challenge and also the current reading level children are on.

### Ensuring reading for pleasure

*'Reading for pleasure is the single most important indicator of a child's success.'* (OECD 2002)

*'The will influences the skill and vice versa.'* (OECD 2010)

We value reading for pleasure highly and work hard as a school to grow our Reading for Pleasure pedagogy.

- We read to children every day. We choose these books carefully as we want children to experience a wide range of books, including books that reflect the children at St John's C of E Primary and our local community as well as books that open windows into other worlds and cultures.
- Every classroom has an inviting book corner that encourages a love for reading. We curate these books and talk about them to entice children to read a wide range of books. We also have an extensive shared library of books for pupils to access once they have become 'free readers' and no longer require a levelled progression of books. When children reach brown and black on the colour banded books, they are considered to be 'free readers'. Adults will support them in making good choices in order to challenge themselves.
- In Reception, children have access to the reading corner every day in their free flow time and the books are continually refreshed.
- Children from Reception onwards have a home reading record. The parent/carer records comments to share with the adults in school and the adults will write in this on a regular basis to ensure communication between home and school. Children earn certificates for every 25 reads and prizes for 100, 200 and 300 reads.
- As the children progress through the school, they are encouraged to write their own comments and keep a list of the books/authors that they have read.
- The school library is available for classes to use when they need to change their books. Children across the school have regular opportunities to engage with a wide range of Reading for Pleasure events (book fairs, author visits and workshops, national events etc).
- Regular reading events will run through the year including World Book Day

### **Adjustments for Pupils with SEND**

Cognition and Learning	Communication and Language	SEMH	Physical and Sensory
<ul style="list-style-type: none"> <li>• Alternative methods of recording (talking tins, laptops, creative tasks)</li> <li>• Differentiated tasks - sometimes from the previous year group objectives</li> <li>• Visual supports</li> <li>• Word banks/phonic maps</li> <li>• Split teaching</li> </ul>	<ul style="list-style-type: none"> <li>• Talking tins</li> <li>• Pre-teaching language</li> <li>• Visuals to support</li> <li>• Social stories</li> <li>• Now/Next</li> <li>• Increased focus on Oracy and developing talk opportunities</li> <li>• Thinking time</li> <li>• Explicit instructions</li> <li>• Makaton signs</li> </ul>	<ul style="list-style-type: none"> <li>• Brain and movement breaks</li> <li>• CalmBrain</li> <li>• Reward time</li> <li>• Reflection areas (weighted blankets)</li> <li>• Sensory/fidget toys</li> <li>• Sit near to the teacher</li> <li>• Steps to success (one task at a time)</li> <li>• Peer buddies</li> </ul>	<ul style="list-style-type: none"> <li>• Own learning space (workstation)</li> <li>• Brain/Sensory breaks</li> <li>• Appropriate seating</li> <li>• Fidget toys</li> <li>• Adapted resources (scissors, rulers etc)</li> <li>• Sloping board</li> <li>• Alternative methods of recording</li> <li>• Wobble cushions</li> </ul>

<ul style="list-style-type: none"> <li>• Pre-teaching of vocabulary</li> <li>• Teaching of key skills</li> <li>• Coloured overlays</li> <li>• Timers and chunked activities</li> <li>• Use of practical apparatus</li> <li>• Sit close to the board</li> <li>• Mark target spellings only</li> <li>• Allow extra time</li> </ul>	<ul style="list-style-type: none"> <li>• Steps to success (one task at a time)</li> </ul>		<ul style="list-style-type: none"> <li>• Use of a sensory areas (tent)</li> <li>• Chew buddies</li> <li>• Pencil grips/sloping boards</li> </ul>
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**Weekly session examples:**

**Monday** – WCR Introduction to the text **Tuesday** – Domain focus (Inference guided), **Wednesday**- Domain focus (Inference independent) **Thursday** – fluency lesson, **Friday**- mixed comprehension questions (designed to build stamina for reading).

**Reading Objective Stickers:**

Reading journals will include a date, learning objective and the main task for lesson. These are colour coded by domain.

<b><u>Language and Effect</u></b> <i>(date)</i>
<b>LO</b>
<i>Task</i>

<b><u>Word Reading</u></b> <i>(date)</i>
<b>LO</b>
<i>Task</i>

## **Impact**

Children at St John's will leave ready to access their secondary curriculum through reading. They will have a love of reading and will feel confident in accessing the wider curriculum.

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate

## **Assessments**

Assessments will be carried out using the HAM assessment model at 4 points in the year. Teachers will use formative assessments based on their day-to-day teaching which will be recorded on INSIGHT.

Summative assessments include:

- Year 1 phonics screening check (Year 2 retake if needed)
- Year 2 optional SATs paper
- Year 6 end of key stage reading assessments

In the Summer Term, Years 3,4 and 5 will complete NFER tests and the information will be used to plan for gaps in the last half term onwards. Children who are on the SEND register will also complete Salford reading assessments to monitor their reading age. Some children will also be assessed using YARC.

# Hampshire Assessment Model:

READING								
Year 1	Word Reading	Comprehension Clarify	Comprehension Summarise	Comprehension Select and Retrieve	Comprehension Respond and Explain	Inference	Language for Effect	Themes and Conventions
Phase 1	<ul style="list-style-type: none"> <li>Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes <b>that have been taught</b>.</li> <li>Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.</li> <li>Read common exception words <b>that have been taught</b>, noting unusual correspondences between spelling and sound and where these occur in the word.</li> <li>Read 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.</li> </ul>	<ul style="list-style-type: none"> <li>Understand both the books they can already read accurately and fluently, and those they listen to.</li> <li>Check that the text makes sense to them as they read and correcting inaccurate reading.</li> </ul>	<ul style="list-style-type: none"> <li>Recall the <b>main points of a narrative in the correct sequence</b>.</li> </ul>	<ul style="list-style-type: none"> <li>Participate in discussion about what is read to them, taking turns and listening to what others say.</li> </ul>	<ul style="list-style-type: none"> <li>Develop pleasure in reading, motivation to read, vocabulary and understanding by being encouraged to link what they read or hear read to their own experiences.</li> <li><b>Ask questions and express opinions about main events and characters in stories.</b></li> </ul>	<ul style="list-style-type: none"> <li>Predict what might happen on the basis of what has been read so far.</li> </ul>	<ul style="list-style-type: none"> <li>Recognise and join in with predictable phrases.</li> </ul>	<ul style="list-style-type: none"> <li>Become very familiar with key stories, fairy stories and traditional tales.</li> <li>Begin to appreciate rhymes and poems, and to recite some by heart.</li> <li>Discuss the significance of the title and events.</li> <li><b>Understand and use terms such as story, fairy story, rhyme, poem, cover, title, author.</b></li> </ul>
Phase 2	<ul style="list-style-type: none"> <li>Re-read books to build up their fluency and confidence in word reading.</li> <li>Read other words of more than one syllable that contain taught GPCs.</li> <li>Read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings.</li> </ul>	<ul style="list-style-type: none"> <li>Develop understanding... by drawing on what they already know or on background information and vocabulary provided by the teacher.</li> </ul>	<ul style="list-style-type: none"> <li>Recall the <b>main points of a narrative in the correct sequence</b>.</li> </ul>	<ul style="list-style-type: none"> <li>Participate in discussion about what is read to them, taking turns and listening to what others say.</li> </ul>	<ul style="list-style-type: none"> <li>Develop pleasure in reading, motivation to read, vocabulary and understanding by being encouraged to link what they read or hear read to their own experiences.</li> <li><b>Ask questions and express opinions about main events and characters in stories.</b></li> </ul>	<ul style="list-style-type: none"> <li>Make inferences on the basis of what is being said and done.</li> </ul>	<ul style="list-style-type: none"> <li>Identify <b>how repetitive patterns, words and phrases aid their enjoyment of the text</b>.</li> </ul>	<ul style="list-style-type: none"> <li>Become very familiar with key stories, fairy stories and traditional tales, retelling them.</li> <li><b>Understand the difference between fiction and non-fiction.</b></li> <li><b>Can seek out books around a simple theme or topic.</b></li> </ul>
Phase 3	<ul style="list-style-type: none"> <li>Read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s).</li> </ul>	<ul style="list-style-type: none"> <li>Discuss word meanings, linking new meanings to those already known.</li> </ul>	<ul style="list-style-type: none"> <li>Recall the <b>main points of a narrative in the correct sequence</b>.</li> </ul>	<ul style="list-style-type: none"> <li>Participate in discussion about what is read to them, taking turns and listening to what others say.</li> </ul>	<ul style="list-style-type: none"> <li>Develop pleasure in reading, motivation to read, vocabulary and understanding by being encouraged to link what they read or hear read to their own experiences.</li> <li><b>Ask questions and express opinions about main events and characters in stories.</b></li> </ul>	<ul style="list-style-type: none"> <li>Make inferences on the basis of what is being said and done.</li> </ul>	<ul style="list-style-type: none"> <li>Identify <b>how repetitive patterns, words and phrases aid their enjoyment of the text</b>.</li> </ul>	<ul style="list-style-type: none"> <li>Become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics.</li> </ul>

The knowledge and skills that pupils need in order to comprehend are very similar at different ages. This is why the programmes of study for comprehension in years 3 and 4 and years 5 and 6 are similar: the complexity of the writing increases the level of challenge... Pupils should be taught to use the skills they have learnt earlier and continue to apply these skills to read for different reasons, including for pleasure, or to find out information and the meaning of new words. – National Curriculum (2014), p.37

READING									
Year 2	Word Reading	Comprehension Clarify	Comprehension Summarise	Comprehension Select and Retrieve	Comprehension Respond and Explain	Inference	Language for Effect	Themes and Conventions	
Phase 1	<ul style="list-style-type: none"> <li>Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes</li> <li>Read accurately words of two or more syllables that contain the graphemes taught so far</li> <li>Read words containing common suffixes</li> <li>Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation</li> </ul>	<ul style="list-style-type: none"> <li>Understand both the books they can already read accurately and fluently, and those they listen to</li> <li>Draw on what they already know or on background information and vocabulary, provided by the teacher</li> <li>Discuss and clarify the meanings of words, linking new meanings to known vocabulary</li> <li>Check that the text makes sense to them as they read and correct inaccurate reading</li> </ul>	<ul style="list-style-type: none"> <li>Identify and discuss the main events or key points in a text</li> <li>Retell a story clearly and with appropriate detail</li> </ul>	<ul style="list-style-type: none"> <li>Answer questions</li> <li>Ask questions</li> <li>Extract information from the text and discuss orally with reference to the text</li> </ul>	<ul style="list-style-type: none"> <li>Participate in discussions 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</li> </ul>	<ul style="list-style-type: none"> <li>Predict what might happen on the basis of what has been read so far and their own experience</li> <li>Make inferences on the basis of what is being said and done</li> </ul>	<ul style="list-style-type: none"> <li>Recognise simple recurring literary language in stories and poetry</li> <li>Read aloud what they have written with appropriate intonation to make the meaning clear (Year 2 writing National Curriculum)</li> </ul>	<ul style="list-style-type: none"> <li>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</li> <li>Become increasingly familiar with and retell a wider range of stories, fairy stories and traditional tales</li> </ul>	
	Phase 2	<ul style="list-style-type: none"> <li>Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</li> <li>Re-read books to build up their fluency and confidence in word reading</li> </ul>	<ul style="list-style-type: none"> <li>Use the context/ grammar of the sentence to decipher new or unfamiliar words</li> </ul>	<ul style="list-style-type: none"> <li>Discuss the sequence of events in books and how items of information are related</li> </ul>	<ul style="list-style-type: none"> <li>Understand how to use alphabetically ordered texts to retrieve information</li> </ul>	<ul style="list-style-type: none"> <li>Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves</li> </ul>	<ul style="list-style-type: none"> <li>Make simple inferences about characters' thoughts and feelings and reasons for actions</li> </ul>	<ul style="list-style-type: none"> <li>Discuss favourite words and phrases</li> <li>Identify how vocabulary choice affects meaning</li> </ul>	<ul style="list-style-type: none"> <li>Read non-fiction books that are structured in different ways</li> </ul>
Phase 3	<ul style="list-style-type: none"> <li>Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered</li> </ul>	<ul style="list-style-type: none"> <li>Identify or provide own synonyms for specific words within the text</li> </ul>							<ul style="list-style-type: none"> <li>Make comparisons between books, noting similarities, differences and preferences between e.g. layout, features and setting</li> </ul>

READING								
Year 3	Word Reading	Comprehension Clarify	Comprehension Summarise	Comprehension Select and Retrieve	Comprehension Respond and Explain	Inference	Language for Effect	Themes and Conventions
Phase 1	<ul style="list-style-type: none"> <li>Apply 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</li> <li>Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word</li> </ul>	<ul style="list-style-type: none"> <li>Ask questions to improve their understanding of a text</li> <li>Use dictionaries to check the meaning of words that they have read</li> <li>Use a range of known strategies appropriately to establish meaning in books that can be read independently</li> </ul>	<ul style="list-style-type: none"> <li>Show understanding of the main points drawn from one paragraph</li> </ul>	<ul style="list-style-type: none"> <li>Uses text features to locate information e.g. contents, indices, subheadings</li> <li>Locate and retrieve information using skimming, scanning and text marking</li> </ul>	<ul style="list-style-type: none"> <li>Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books and textbooks</li> <li>Discuss words and phrases that capture the reader's interest and imagination</li> </ul>	<ul style="list-style-type: none"> <li>Predict what might happen from details stated and implied</li> <li>Draw plausible inferences, often supported through reference to the text</li> </ul>	<ul style="list-style-type: none"> <li>Identify how language, structure and presentation contribute to meaning</li> <li>Discuss the effect of specific language on the reader</li> </ul>	<ul style="list-style-type: none"> <li>Read books that are structured in different ways and show some awareness of the various purposes for reading</li> <li>Identify themes and conventions in a wide range of books e.g. recognising simple links to known texts or personal experience; recognising conventions such as the triumph of good over evil and magical devices in fairy stories/ folk tales</li> <li>Identify and name presentational devices in non-fiction</li> </ul>
	Phase 2		<ul style="list-style-type: none"> <li>Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</li> </ul>	<ul style="list-style-type: none"> <li>Show understanding of the main points drawn from more than one paragraph</li> </ul>	<ul style="list-style-type: none"> <li>Begin to recognise fact and opinion</li> </ul>	<ul style="list-style-type: none"> <li>Begin to use vocabulary from the text to support responses and explanations</li> </ul>	<ul style="list-style-type: none"> <li>Draw inferences such as inferring feelings, thoughts and motives of main characters from their actions</li> <li>Justify inferences with evidence</li> </ul>	<ul style="list-style-type: none"> <li>Identify specific techniques, e.g. simile, alliteration and repetition and say why they interest them</li> </ul>
Phase 3				<ul style="list-style-type: none"> <li>Retrieve and record information from non-fiction</li> <li>Extract information and make notes</li> </ul>	<ul style="list-style-type: none"> <li>Use specific vocabulary and ideas expressed in the text to support own views</li> </ul>		<ul style="list-style-type: none"> <li>Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear (Year 3 /4 writing National Curriculum)</li> </ul>	

READING								
Year 4	Word Reading	Comprehension Clarify	Comprehension Summarise	Comprehension Select and Retrieve	Comprehension Respond and Explain	Inference	Language for Effect	Themes and Conventions
Phase 1	<ul style="list-style-type: none"> <li>Apply 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</li> <li>Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word</li> </ul>	<ul style="list-style-type: none"> <li>Ask questions to improve their understanding of a text</li> <li>Use dictionaries to check the meaning of words that they have read</li> <li>Discuss understanding as it develops and explain the meaning of words in context</li> </ul>	<ul style="list-style-type: none"> <li>Identify main ideas drawn from more than one paragraph and summarising these</li> </ul>	<ul style="list-style-type: none"> <li>Retrieve and record information from non-fiction</li> <li>Recognise and distinguish between fact and opinion</li> </ul>	<ul style="list-style-type: none"> <li>Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>Discuss words and phrases that capture the reader's interest and imagination</li> </ul>	<ul style="list-style-type: none"> <li>Predict what might happen from details stated and implied</li> <li>Draw sound inferences, supported through reference to the text</li> </ul>	<ul style="list-style-type: none"> <li>Identify how language, structure, and presentation contribute to meaning</li> <li>Identify specific techniques, e.g. simile, metaphor, repetition and exaggeration; explaining the effect on them as a reader</li> </ul>	<ul style="list-style-type: none"> <li>Identify themes and conventions in a wide range of books</li> <li>e.g. make RELEVANT links to known texts and personal experience, recognise themes such as bullying, recognise conventions such as the 'power of 3' (3 wishes, 3 characters)</li> <li>Identify how a range of presentational devices guide the reader in non-fiction</li> </ul>
	Phase 2	<ul style="list-style-type: none"> <li>Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</li> </ul>	<ul style="list-style-type: none"> <li>Summarise the main details from more than one paragraph in a few sentences, using vocabulary from the text</li> </ul>		<ul style="list-style-type: none"> <li>Draw inferences such as inferring characters' feelings, thoughts and motives of main characters from their actions, and justifying inferences with evidence</li> </ul>	<ul style="list-style-type: none"> <li>Show understanding through intonation, tone, volume and action when performing poems and playscripts</li> </ul>	<ul style="list-style-type: none"> <li>Identify features that characterise books set in different cultures or historical settings</li> <li>Recognise some different forms of poetry [for example, free verse, narrative poetry]</li> </ul>	<ul style="list-style-type: none"> <li>Make links between texts and to the wider world</li> </ul>
Phase 3			<ul style="list-style-type: none"> <li>Use specific vocabulary, and ideas expressed in the text, to support own responses</li> </ul>	<ul style="list-style-type: none"> <li>Infer underlying themes and ideas</li> </ul>	<ul style="list-style-type: none"> <li>Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear (Yr 4 writing National curriculum)</li> </ul>			

READING								
Year 5	Word Reading	Comprehension Clarify	Comprehension Summarise	Comprehension Select and Retrieve	Comprehension Respond and Explain	Inference	Language for Effect	Themes and Conventions
Phase 1	<ul style="list-style-type: none"> <li>Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet</li> </ul>	<ul style="list-style-type: none"> <li>Ask questions to improve their understanding of a text</li> <li>Check the book makes sense to them by discussing their understanding and exploring the meaning of words in context</li> </ul>		<ul style="list-style-type: none"> <li>Retrieve, record and present information from non-fiction</li> <li>Skim and scan efficiently for vocabulary, key ideas and facts on both the printed page and screen</li> <li>Distinguish between statements of fact and opinion and understand why this is important to interpreting the text</li> </ul>	<ul style="list-style-type: none"> <li>Recommend books that they have read, giving reasons for their choices</li> <li>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</li> <li>Provide reasoned justifications for their views</li> </ul>	<ul style="list-style-type: none"> <li>Predict what might happen from details stated and implied</li> <li>Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> </ul>	<ul style="list-style-type: none"> <li>Identify how language, structure and presentation contribute to meaning</li> <li>Show understanding through intonation, tone and volume so that meaning is clear to an audience</li> </ul>	<ul style="list-style-type: none"> <li>Identify and discuss themes and conventions in a wide range of writing e.g. 'heroism' or 'loss'</li> <li>Read books that are structured in different ways and read for a range of purposes</li> </ul>
Phase 2			<ul style="list-style-type: none"> <li>Identify main ideas drawn from more than one paragraph identifying the key details that support the main ideas</li> </ul>	<ul style="list-style-type: none"> <li>Extract information and make notes using quotations and reference to the text</li> </ul>	<ul style="list-style-type: none"> <li>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</li> <li>Identify and explain the author's point of view with reference to the text</li> </ul>	<ul style="list-style-type: none"> <li>Make links between the authors' use of language and the inferences drawn</li> </ul>	<ul style="list-style-type: none"> <li>Discuss and evaluate the intended impact of the language used with reference to the text</li> <li>Identify how presentational and organisational choices vary according to the form and purpose of the writing</li> </ul>	<ul style="list-style-type: none"> <li>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</li> <li>Identify how presentational and organisational choices vary according to the form and purpose of the writing</li> </ul>
Phase 3							<ul style="list-style-type: none"> <li>Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear (KS 5/6 National Curriculum writing)</li> </ul>	<ul style="list-style-type: none"> <li>Make simple links between texts, their audience, purpose, time and culture, drawing on a good knowledge of authors</li> <li>Make comparisons within and across books</li> </ul>

# READING

Year 6	Word Reading	Comprehension Clarify	Comprehension Summarise	Comprehension Select and Retrieve	Comprehension Respond and Explain	Inference	Language for Effect	Themes and Conventions
Phase 1	<ul style="list-style-type: none"> <li>Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet</li> </ul>	<ul style="list-style-type: none"> <li>Check the book makes sense to them by discussing their understanding and exploring the meaning of words in context</li> <li>Ask questions to improve their understanding of a text</li> </ul>	<ul style="list-style-type: none"> <li>Summarise main ideas drawn from more than one paragraph identifying the key details that support the main ideas</li> </ul>	<ul style="list-style-type: none"> <li>Retrieve, record and present information from non-fiction</li> <li>Skim and scan efficiently to extract information and make well organised notes of the main ideas using quotation and reference to the text using own words</li> <li>Distinguish between statements of fact and opinion and recognise them in the language used by authors to influence readers</li> </ul>	<ul style="list-style-type: none"> <li>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</li> <li>Provide reasoned justifications for their views</li> <li>Evaluate how successfully the organisation of a text supports the writer's purpose</li> </ul>	<ul style="list-style-type: none"> <li>Predict what might happen from details stated and implied</li> <li>Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> </ul>	<ul style="list-style-type: none"> <li>Identify how language, structure, and presentation contribute to meaning</li> <li>Show understanding through intonation, tone and volume so that meaning is clear to an audience</li> <li>Evaluate how authors use language, including figurative language, considering the impact on the reader</li> </ul>	<ul style="list-style-type: none"> <li>Identify and discuss themes and conventions in a wide range of writing e.g. isolation or flashback</li> <li>Read books that are structured in different ways and read for a range of purposes</li> <li>Identify and comment on genre-specific language features used e.g. shades of meaning between similar words</li> <li>Make comparisons within and across books</li> </ul>
Phase 2			<ul style="list-style-type: none"> <li>Produce a succinct summary, paraphrasing the main ideas from across the text or a range of sources</li> </ul>	<ul style="list-style-type: none"> <li>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</li> </ul>	<ul style="list-style-type: none"> <li>Refer to the text to support predictions and opinions (expanding responses to provide Evidence + Explanation)</li> </ul>	<ul style="list-style-type: none"> <li>Compare and discuss accounts of the same event through different character viewpoints</li> <li>Explore a similar theme or topic written in a different genre</li> </ul>	<ul style="list-style-type: none"> <li>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</li> <li>Recognise texts that contain features from more than one genre, or demonstrate shifts in formality</li> </ul>	
Phase 3					<ul style="list-style-type: none"> <li>Begin to see how inferences draw on the connotations of words, their use in context and that they can be cumulative</li> </ul>	<ul style="list-style-type: none"> <li>Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear (Yc 5/6 National Curriculum writing)</li> </ul>	<ul style="list-style-type: none"> <li>Explain and justify how texts relate to audience, purpose, time and culture, and refer to specific aspects of a text that exemplify this</li> </ul>	