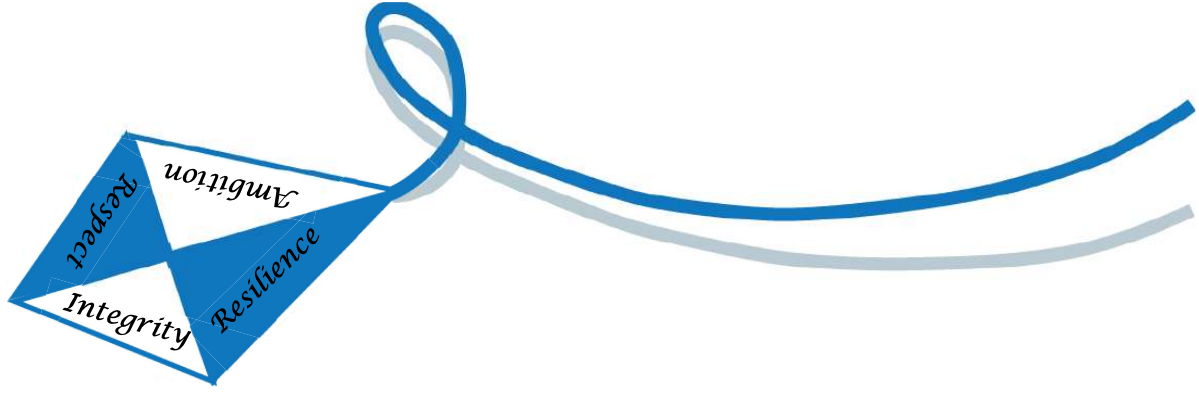




Reading Intent Document



Introduction

This document is the basis for planning and delivery within each year group. It outlines the knowledge that should be taught in reading and includes:

- Progression of reading, including the core content and intended learning for developing the application of phonics, reading for pleasure (including poetry) and reading accurately, aligned to the National Curriculum
- Reading progression statements for each reading content domain for Years 1 to 6. Teachers should draw upon the statements and the class text when planning the reading teaching sequences. It is the embedding of these skills in particular which will have the greatest impact on pupil outcomes and allow them to make sure progress in their reading.

Intent

The Reading curriculum at Windhill aims to equip children with the skills and knowledge needed in order to be confident, competent readers and writers who are ready for the next stage in their learning. We want to foster a lifelong love of reading by ensuring children have access to a wide range of authors and genres so that they can formulate opinions on their preferences. It is essential that children can not only read fluently, with good intonation and expression, but also comprehend what they read so that they can make sense of the world in which they live. We want children to develop their writers voice by making sure that they have meaningful opportunities to write for a range of audiences and purposes. We expect children to take pride in their work and make sure that the pieces they produce are written in a neat, legible handwriting style. Emphasis is placed on the importance of grammatical accuracy and correct application of spelling patterns. We also aim to expose our children to a wide range of vocabulary so that they are able to decipher new words and express their viewpoints when speaking and listening.

Implementation

Implementation	<p>High quality texts The driver of our English programmes of study, which are closely matched to age related expectations using Lexile value.</p>	<p>Phonics The school currently follows letters and sounds programme of study. Daily lessons are fast paced and children are provided with decodable text which match their phonics ability.</p>	<p>Systematic approach to the teaching of reading From Y2 onwards, children engage in daily reading sessions which cover a range of content domains.</p>
	<p>Timely intervention When gaps in reading are identified, children receive wave 2 and 3 intervention as appropriate. Intervention strategies used include TELL (Teaching Early Language and Literacy), Echo reading, reciprocal reading and guided reading.</p>	<p>Raising the profile Whole school events take place regularly throughout the academic year. We celebrate 'World Book Day' annually and engage the school community in other termly events. These bring everyone together to concentrate on one theme. Parental engagement events also take place.</p>	<p>Cross curricular Reading and writing opportunities are closely woven across the curriculum and link with current topics.</p>

Reading for Pleasure

Our curriculum deliberates supports pupils' reading for pleasure and encompasses four practices:

1. Reading Aloud
2. Informal book-talk and recommendations
3. Independent reading time
4. A highly social reading environment

Research tells us that Reading for Pleasure pedagogy must be explicitly planned for and be learner-led, informal, social and supported by 'texts that tempt'.

Reading Fluency

'Fluency is reading with and for meaning, and any instruction that focuses primarily on speed with minimal regard for meaning is wrong.' As explained in the EEF Updated 'Improving Literacy in KS2' guidance report, in the context of literacy, reading fluency is defined as reading with accuracy (reading words correctly), automaticity (reading words at an appropriate speed without great effort) and prosody (appropriate stress and intonation).

At Windhill Primary School we teach reading fluency because it helps pupils to understand how print works, how to develop and consolidate automatic decoding skills, and how to bring a text to life from print to prosody.

All pupils will benefit from an emphasis on the explicit teaching of fluency as part of a multi-faceted approach to teaching reading. Through assessment some pupils may require additional support with reading fluency beyond whole class reading lessons. Reading fluency interventions will be implemented to close these gaps and ensure that pupils have the building blocks to comprehension skills.

Approaches to teach reading used at Windhill Primary School

Reading aloud: Time to read aloud is found every day; staff use this time to offer a model for independent reading and to demonstrate their own enthusiasm for books. Each class has a class reader, which provides more challenge than texts children could access independently. These texts are shared purely for enjoyment and are uninterrupted by frequent questioning. These books are then placed within the class reading area for the children to re-read and enjoy at their leisure. Reading aloud is strongly encouraged at home as well as at school.

Informal book-talk and recommendations: Reading needs to be vocal as well as visible. By encouraging our children to talk to each other about their current reading, we hope to create a culture which will enable spontaneous child-led text talk. We recognise that as educators, it is our responsibility to try and keep up to date with new publications in children's literature so we can provide children with recommendations tailored to their interests, reflecting reader identities within each classroom.

Independent reading time: We build in as many opportunities for reading as possible within our school day, both for purpose and for pleasure. For children to develop as self-reliant readers, they need to be able to select a book and sustain their concentration. With a reported decrease in the time children spend reading at home, it is especially important that children can read for a sustained period at school. Children are encouraged to read a book that they can connect with and enjoy. FS and KS1 children are encouraged to read independently through the provision of attractive and welcoming book corners with a range of texts displayed for children to help themselves too. The children are encouraged to handle books carefully and try to retell familiar stories to their friends or to toys.

Exciting reading environment: Reading displays (and areas) can be powerful and provide a focus for favourite books, reading recommendations and reading behaviours. As well as being aesthetically pleasing, we recognise that reading displays should be purposeful and the children should have some ownership

of them. In our reading areas, books are accessible, appealing, and changed often. Where appropriate, they are organised and labelled by genre or even author. It's important for children to realise that reading is linked to everything, so books may be found within the continuous provision in the Early Years, or to support maths, science or contexts in other classrooms. Reading can happen anywhere! We are working on making our school a reading-rich environment.

Whole Class Shared Reading Approach: Teachers should use this document as a direct reference to support the planning and assessment of reading, building these into the reading sequence. The National Curriculum statements have been fully broken down into small steps to enable coverage to be progressive and thorough. The reading curriculum is taught Windhill progression statements within shared reading. These align with the reading domains and ensure progression and challenge throughout the school.

Planning the Sequence of Shared Reading

- An underlying principle of shared reading is that the text is re-visited through sequential lessons so that pupils gradually take on more responsibility for reading the text.
- Teachers should purposefully plan for these sequential learning experiences to build on the previous day's learning. The focus of instruction may change, depending on whether it is the initial reading of the text or a subsequent reading. Use of reading domains should be incorporated into lessons.
- With multiple instructional foci spread over several consecutive days, compressing the learning into a single shared reading lesson can be avoided.
-

Area of instructional Focus

- Each shared reading lesson must have a clear instructional focus or Learning Objective
- The areas of instructional focus for shared reading are based on the skills and strategies of the reading process, as well as on the assessment of pupil needs
- Comprehension strategies, word solving, and possible text obstacles are among the many areas that may be addressed in shared reading experiences.
- Reading skills are taught and practised using the content domain focus during whole class reading sessions.
- Shared reading will also support the development of reading through modelling fluency
- Fiction and non-fiction are to be covered in the lessons taught.
- Teachers plan key questions based on the content domain focus


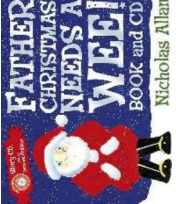
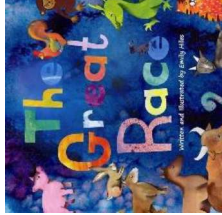
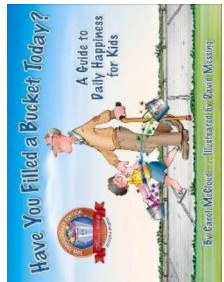
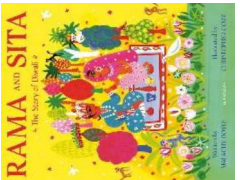

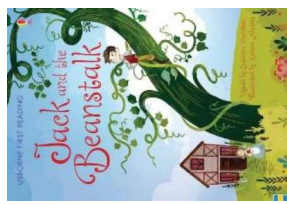
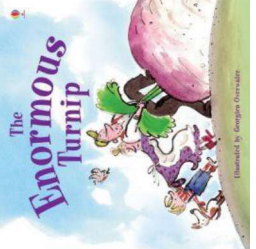
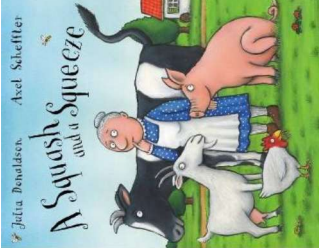
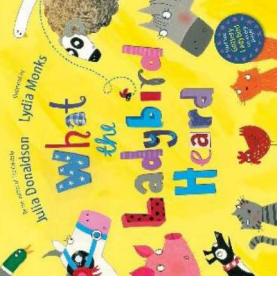

Text Focus

- The selection of appropriate texts is one of the most important aspects of reading instruction. Teachers need to plan ahead to select instructional texts and determine which texts to use for which purposes.
- During shared reading, the text must be large enough to be clearly visible to all students (by using an interactive whiteboard, a poster, individual copies of the text, or other large print text).
- As shared reading is most often a whole class learning experience, the selected text should be challenging to most students in the class (the level of challenge of the text may stem from the complexity of the written text and vocabulary, text features, genre, layout, content and subject matter, and students' confidence and familiarity with the selected strategy or skill.)
- In addition to considering level of engagement, text visibility, and level of difficulty, teachers also need to select a text that supports the teaching of necessary strategies and skills by providing a variety of opportunities for addressing the selected teaching points

Whole School Systematic Reading Sequence

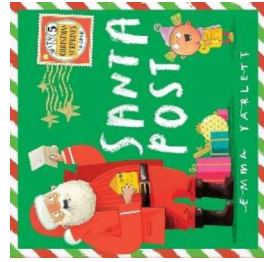
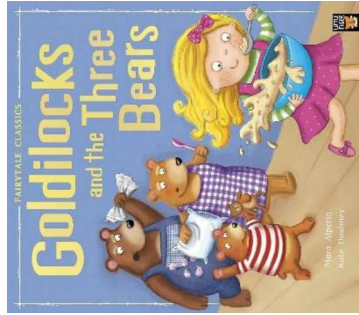
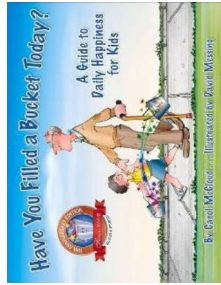
EYFS - Year 1	Year 1 Summer	Year 2	Year 3-4	Year 5 - 6
<p>Daily phonics lesson (ELS)</p> <p>5x 10-15 minute reading session</p> <p>Monday: Read the story. Discuss the problem.</p> <p>Tuesday: Re-read the story. Discuss how the problem was solved.</p> <p>Wednesday: Re-read the story – pick out favourite phrases. Tell the children the meaning of new words. Create actions.</p> <p>Thursday: Re-read and join in with the story (pause before favourite phases). True or false questions including discussing characters.</p> <p>Friday: Re-reading and performing the story. Sequencing activities.</p>	<p>Daily phonic flashcards (15 minutes)</p> <p>5x 20 minute sessions</p> <p>Monday: Introduce the story and share new vocabulary (tell them the meaning). Make predictions about the story and characters. Read the text to the class.</p> <p>Tuesday: Shared reading of the story. Focus on fluency such as Echo Reading.</p> <p>Wednesday: Recap new vocabulary. Re-read the story and discuss the plot and sequence.</p> <p>Thursday: Recap new vocabulary. Re-read the story and discuss the characters.</p> <p>Friday: Teaching (including modelling) of retrieval skills – must have a written element.</p>	<p>5x 30 minute sessions</p> <p>Monday: Shared Reading of the class text. Vocabulary focused activity.</p> <p>Tuesday: Memory recap of the text. Focus on aspect of fluency from the Fluency Rubric.</p> <p>Wednesday: Teaching (including modelling) of reading skills and comprehension style questions linked to a specific focus</p> <p>Thursday: Teaching (including modelling) of reading skills and comprehension style questions linked to a specific focus</p> <p>Friday: Alternative text - Focus on aspect of fluency from the Fluency Rubric.</p>	<p>3x 30 minutes sessions</p> <p>1x 60 minute session</p> <p>Monday: Shared Reading of the class text: Learn new vocabulary.</p> <p>Tuesday: Focus on fluency. Memory recapping of the text, text talk and predicting/ summarising.</p> <p>Wednesday: Shared Reading or recapping of previous chapters. Teaching (including modelling) of reading skills and comprehension style questions linked to a specific focus</p> <p>Friday: an alternative text read as a whole class (with increasing independence as the key stage progresses) focusing on fluency when appropriate – independent application of comprehension questions</p>	<p>3x 30 minutes sessions</p> <p>1x 60 minute session</p> <p>Monday: Shared Reading of the full chapter/ part of the text which will be discussed for the rest of the week (class text). Quick vocabulary activity.</p> <p>Tuesday: Quick vocabulary activity. Focus on the teaching (including modelling) of either retrieval or summarising</p> <p>Wednesday: Focus on the teaching (including modelling) of inference</p> <p>Friday: an alternative text (similar approach to SATs style questions), focusing on the application of skills</p>
<p>Story time to happen daily & during snack time.</p>	<p>Story time to happen daily & during snack time.</p>	<p>Story time to happen daily & during snack time.</p>	<p>Story time to happen daily</p>	<p>Story time to happen daily</p>


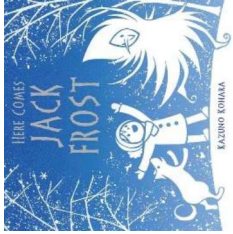

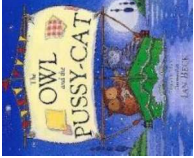
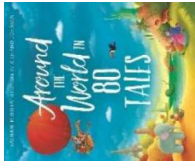





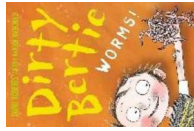

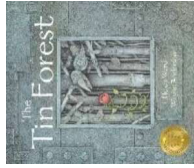
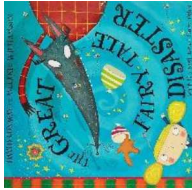



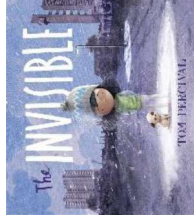
Core Texts – Long Term Plan

Cycle A: Early Years Foundation Stage		
Autumn Term	Spring Term	Summer Term
<p>Topic: All about me and Celebrations</p> <p>Nursery</p>     <p>Reception</p>  	<p>Topic: People who help us and Growing</p> <p>Nursery</p>   <p>Reception</p>  	<p>Topic: On the farm and Under the sea</p> <p>Nursery</p>   <p>Reception</p>  

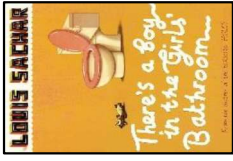
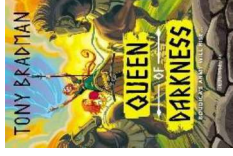
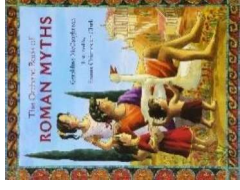
 		
Cycle B: Early Years Foundation Stage		
Autumn Term	Spring Term	Summer Term
Topic: All about me and Changing seasons Nursery	Topic: Dinosaurs and In the garden Nursery and Reception	Topic: On safari and Superheroes Nursery and Reception
   	 	 

Reception










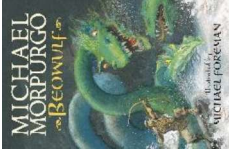
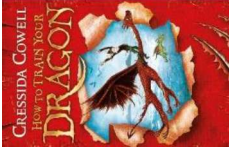
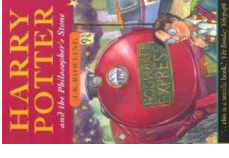
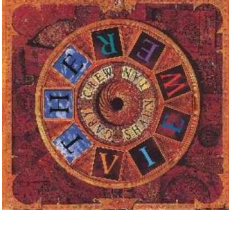
Cycle A: Key Stage One		
Autumn Term	Spring Term	Summer Term
<p>Topic: When Winter Comes</p>  	<p>Topic: Around the World</p>    	<p>Topic: Seaside</p>   
Cycle B: Key Stage One		
Autumn Term	Spring Term	Summer Term
<p>Topic: Castles</p>  	<p>Topic: Our Local Area</p>   	<p>Topic: London</p>    
<p>Topic: Healthy Me</p>		

Cycle A: Lower Key Stage Two (Years 3-4)

Autumn Term		Spring Term		Summer Term	
Topic: Rainforest		Topic: Italy		Topic: Romans	
  	 	 			

Cycle B: Lower Key Stage Two (Years 3-4)

Autumn Term		Spring Term		Summer Term	
Topic: Lost Lands		Topic: Stone Age		Topic: Extreme Planet	
  	  	  			

Cycle A: Upper Key Stage Two (Years 5-6)		
Autumn Term	Spring Term	Summer Term
<p>Topic: Natural Disasters</p>  	<p>Topic: Tudors</p>  	<p>Topic: Rivers & Coasts</p> 
Cycle B: Upper Key Stage Two (Years 5-6)		
Autumn Term	Spring Term	Summer Term
<p>Topic: Mexico/ Mayans</p>  	<p>Topic: Invaders & Settlers (Anglo-Saxons & Viking)</p>  	<p>Topic: Digging Deep</p>  

Early Years Foundation Stage

Early Years Class Texts Cycle A		
Autumn Term	Spring Term	Summer Term
<p><u>Core Text:</u> Nursery: This is me- George Webster Reception: Have you filled a bucket today? – Carol McCloud</p> <p><u>Fiction:</u> Nursery: The great race- Emily Hiles Father Christmas needs a wee – Nicholas Allen Reception: Santa post – Emma Yarlett</p> <p><u>Non-fiction:</u> Reception: Rama and Sita – Malachy Doyle</p> <p><u>Poetry:</u> -</p> <p><u>Talk for writing:</u> Nursery: Goldilocks and the three bears – Debbie Pullinger Reception: The three little pigs – Debbie Pullinger</p>	<p><u>Core Text:</u> Jack and the beanstalk – Debbie Pullinger The enormous turnip</p> <p><u>Fiction:</u> Real superheroes – Julia Seal</p> <p><u>Non-fiction:</u> A superhero like me – Dr Ranj</p> <p><u>Poetry:</u> -</p> <p><u>Talk for writing:</u> Jack and the beanstalk – Debbie Pullinger The enormous turnip – Katie Daynes</p>	<p><u>Core Text:</u> Nursery: A squash and a squeeze – Julia Donaldson Reception: What the ladybird heard – Julia Donaldson</p> <p><u>Fiction:</u> -</p> <p><u>Non-fiction:</u> -</p> <p><u>Poetry:</u> Commotion in the ocean – Giles Andreae</p> <p><u>Talk for writing:</u> Commotion in the ocean – Giles Andreae</p>
Early Years Class Texts Cycle B		
Autumn Term	Spring Term	Summer Term
<p><u>Core Text:</u> Nursery: This is me- George Webster Reception: Have you filled a bucket today? – Carol McCloud</p>	<p><u>Core Text:</u> Harry and his bucket full of dinosaurs - Ian Whybrow Mad about minibeasts- Giles Andreae</p>	<p><u>Core Text:</u> Handa's surprise – Eileen Browne Supertato- Sue Hendra</p>

<p><u>Fiction:</u> Nursery: Leaf man – Lois Ehlert Father Christmas needs a wee – Nicholas Allen Reception: Santa post – Emma Yarlett</p> <p><u>Non-fiction:</u></p> <p><u>Poetry:</u></p> <p><u>Talk for writing:</u> Nursery: The three little pigs – Debbie Pullinger Reception: Goldilocks and the three bears – Debbie Pullinger</p>	<p><u>Fiction:</u> Harry and his bucket full of dinosaurs - Ian Whybrow</p> <p><u>Non-fiction:</u></p> <p><u>Poetry:</u> Mad about minibeasts – Giles Andreae</p> <p><u>Talk for writing:</u> Mad about minibeasts – Giles Andreae</p>	<p><u>Fiction:</u> Handa's surprise – Eileen Browne Supertato- Sue Hendra</p> <p><u>Non-fiction:</u></p> <p><u>Poetry:</u></p> <p><u>Talk for writing:</u> Handa's surprise – Eileen Browne</p>
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Key Stage One

Key Stage One Class Texts Cycle A		
Autumn Term	Spring Term	Summer Term
<p><u>Core Text:</u> Robin's Winter Song – Suzanne Barton Here Comes Jack Frost – Kazuno Kohara</p> <p><u>Fiction:</u> Time to move south for winter – Jenny Lovlie The Last Wolf – Mini Grey Secrets of the forest – Alicia Klepeis</p> <p><u>Non-fiction:</u> The story of snow – Mark Cassino</p> <p><u>Poetry:</u> Jack Frost – Cecily E Pike Winter trees – George Szirtes</p>	<p><u>Core Text:</u> Wild Cities – Ben Lerwill Emma Jane's Aeroplane – Katie Howorth Around the World in 80 Tales – Saviour Pirodda The Owl and the Pussy Cat – Edward Lear</p> <p><u>Fiction:</u> Tales from around the world – BB website <u>Non-fiction:</u> Celebrations Around the World – Katy Halford How to survive anywhere – Ben Lerwill</p> <p><u>Poetry:</u></p>	<p><u>Core Text:</u> Protect the Planet – Jess French Clem and Crab – Fiona Lumbers Somebody Swallowed Stanley – Sarah Roberts</p> <p><u>Fiction:</u> Toby & the great fire of London – M. Nash & J. Cope Changing Tides – Julia Moscardo Flotsam – David Wiesner</p> <p><u>Non-fiction:</u> Beside the seaside – Claire Hibbert</p> <p><u>Poetry:</u> Poems from a green and blue planet – Sabrina Mahfouz</p>
Key Stage One Class Texts Cycle B		
Autumn Term	Spring Term	Summer Term
<p><u>Core Text:</u> Into the Forest -Anthony Brown The Pea and the Princess – Mini Gret Dirty Bertie – Alan MacDonald</p> <p><u>Fiction:</u></p> <p><u>Non-fiction:</u></p> <p><u>Poetry:</u></p>	<p><u>Core Text:</u> Giant – Edna Ferber The Great Fairy Tale Disaster – David Conway The Tin Forest – Helen Ward</p> <p><u>Fiction:</u> Health Heroes – Emily Sharratt Flat Stanley</p> <p><u>Non-fiction:</u> Mary Seacole – Naida Redgrave</p> <p><u>Poetry:</u> Revolting Rhymes – Roald Dahl</p>	<p><u>Core Text:</u> Vlad and the great fire of London – Kate Cunningham The Beast – David Walliams The Invisible – Tom Percival</p> <p><u>Fiction:</u></p> <p><u>Non-fiction:</u></p> <p><u>Poetry:</u> Poems to Perform – Julia Donaldson</p>

Year 1 expectations

Key Area/ Objective	
Reading for Pleasure	<p>Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently. Being encouraged to link what they read or heard read to their own experiences.</p> <p>Becoming very familiar with key stories, fairy tales and traditional tales, retelling them and considering their particular characteristics.</p> <p>Recognising and joining in with predictable phrases. – Learning to appreciate rhymes and poems and to recite by heart.</p>
Word Reading (decoding)	<p>Respond with the correct sound to graphemes (letters or groups of letters) for all phonemes, including, where applicable alternative sounds for graphemes</p> <p>Read accurately by blending the sounds in most words that contain the graphemes from phase 2 and phase 3: <i>s, a, t, p, i, n, m, d, g, o, o, c, k, e, u, r, h, b, f, ff, l, ll, ss</i> <i>j, v, w, y, z, zz, qu, ch, sh, th, ng, ai, ee, igh, oa, oo, ar, or, ur, ow, oi, ear, air, ure, or</i></p> <p>Read accurately by blending the sounds in most words containing the graphemes from phase 2 and 3 that contain adjacent consonants (<i>e.g. strap, spots, tents, stairs, fright, class, brain, throw, brush, float, greet, press, chart</i>)</p> <p>Read accurately many words containing the alternative graphemes (Phase 5) for phonemes taught (<i>e.g. day, play, boy, toy, sea, meat, bird, girl, out, blue, threw, stripes, tied, shapes</i>)</p> <p>Read most common exception words (year 1 list)</p> <p>Read most words correctly with the /v/ sound at the end of words (<i>e.g. have, give, live, love</i>) (Spelling objective)</p> <p>Read many words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings</p> <p>Read many words correctly of more than one syllable that contain taught GPCs (<i>e.g. deckchair, bedroom, upstairs, downstairs</i>)</p> <p>Read many words with contractions and understand that the apostrophe represents the omitted letter (<i>e.g. I'll, we'll, I'm</i>)</p>
Fluency	<p>Read aloud many words quickly and accurately without overt sounding and blending</p> <p>Sound out many unfamiliar words accurately, re-reading to build up fluency and confidence</p> <p>Join in with many predictable phrases</p> <p>Join in with rhymes and poems and recite some by heart</p> <p>Check the text makes sense to them and correct themselves most of the time</p>
Retrieval	<p>Answer questions to show their understanding of a text that is read to them (1b)</p> <p>Recognise characters, events, titles and information</p> <p>Recognise the differences between fiction and non-fiction</p> <p>Retrieve information by finding a few key words</p>
Inference	<p>Make inferences on the basis of what is being said and done in a text that is read to them</p>

	Make links to what has been read to them to their own experiences
	Make basic inferences about characters' feelings by using what they say as evidence
	Infer basic points with direct reference to the pictures and words in the text
Vocabulary	Discuss word meanings and talk about meanings of new words (1a)
Predicting	Make predictions as to what might happen based on what has been read so far.
Sequencing	Retell key stories, fairy stories and traditional tales, considering their particular characteristics
	Sequence the events of a story they are familiar with and being to discuss how events are linked.
Activities to support with reading in Year 1	
	<ul style="list-style-type: none"> - Model and demonstrate directionality and correct book handling - Relate spoken words to written words in context - Encourage children to act out parts of the story and retell the story in their own words - Transcribe the children's oral responses into written ones - Jump in – Encourage children to continue the story to the end of the punctuation in a known story - Choral response – Encourage children to read as a group or popcorn ideas to share - MITYT – Allow children to discuss in partners or read together.

Year 2 expectations

Key Area/ Objective	Year 2 expectations
Reading for Pleasure	<p>Listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and nonfiction at a level beyond that at which they can read independently</p> <p>Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales</p> <p>Being introduced to non-fiction books that are structured in different ways.</p> <p>Recognising simple recurring literacy language in stories and poetry</p> <p>Continuing to build up a repertoire of poems learnt by heart appreciating these and reciting some, with appropriate intonation to make the meaning clear</p>
Word Reading (decoding/ fluency)	<p>Read accurately most words of two or more syllables</p> <p>Read most words containing common suffixes*</p> <p>Read most common exception words*</p> <p>Read most words accurately without overt sounding and blending, and sufficiently fluently to allow them to focus on their understanding rather than on decoding individual words²</p> <p>Sound out most unfamiliar words accurately, without undue hesitation</p>
Retrieval	<p>Independently read and answer simple questions about what they have read</p>
Inference	<p>Ask and answer retrieval questions drawing on previously taught knowledge of events and key information within a text they have read</p> <p>Make inferences about characters' feelings using what they say and do</p> <p>Infer basic points and with support, being to pick up on subtle differences</p> <p>Answer and ask questions as the story progresses</p> <p>Use pictures of words to make inferences</p>
Vocabulary	<p>Discuss and clarify the meanings of words and link new meanings to known words</p> <p>Discuss their favourite words and phrases</p> <p>Recognise some reoccurring languages in stories and poems</p>
Predicting	<p>Predict what might happen based on what has been read to them – plot, character and language</p> <p>Make predictions using own knowledge as well as what has happened so far, giving explanations for them</p>
Sequencing	<p>Explain what has happened so far in what they have read</p> <p>Discuss the sequence of events in books and how items of information are related</p> <p>Retell using a wider range of story language</p>

Order events from the text

Begin to discuss how events are linked focusing on the main content of the story

Activities to support with reading in Year 2

- Relate spoken words to written words in context
- Encourage children to retell parts of the story from memory
- Transcribe the children's oral responses into written ones and model structures for answering question
- Always ask the children to explain their responses to questions – How do you know?
- Jump in – Encourage children to continue the story to the end of the punctuation in a known story -
Choral response – Encourage children to read as a group or popcorn ideas to questions asking for deeper responses when needed
- MITYT – Allow children to discuss in partners or read together
- Ask children to become Reading Detectives and search for clues within texts
- Model reading strategies – re-reading for clarity and understanding

Lower Key Stage Two

Lower Key Stage Two Class Texts Cycle A		
Autumn Term	Spring Term	Summer Term
<p><u>Core Text:</u></p> <ul style="list-style-type: none"> - The Explorer – Katherine Rundell - The Lion, The Witch and the wardrobe – C.S Lewis <p><u>Fiction:</u> See above.</p> <p><u>Non-fiction:</u> Explore Fair Trade</p> <p><u>Poetry:</u> Tyger, Tyger - William Blake</p>	<p><u>Core Text:</u></p> <ul style="list-style-type: none"> - There's a Boy in the Girl's Bathroom – Louis Sachar - Escape from Pompeii – Christina Balti <p><u>Fiction:</u> See above.</p> <p><u>Non-fiction:</u> Italy fiction books.</p> <p><u>Poetry:</u> -</p>	<p><u>Core Text:</u></p> <ul style="list-style-type: none"> - Queen of Darkness – Tony Bradman - Romulus and Remus part of the Roman myth collection. <p><u>Fiction:</u> see above.</p> <p><u>Non-fiction:</u> Roman fiction books.</p> <p><u>Poetry:</u> -</p>
Lower Key Stage Two Class Texts Cycle B		
Autumn Term	Spring Term	Summer Term
<p><u>Core Text:</u></p> <ul style="list-style-type: none"> - Marcy and the riddle of the sphinx – Joe Todd-Stanton. - Secrets of a Sun King – Emma Carroll - Percy Jackson – Rick Riordan - Usborne Greek Myths <p><u>Fiction:</u> See above.</p> <p><u>Non-fiction:</u> Books linked to Tutankhamun, ancient Egypt and ancient Greece</p> <p><u>Poetry:</u> The Lost Worlds – Jackie Morris</p>	<p><u>Core Text:</u></p> <ul style="list-style-type: none"> - Stone Age Boy - Satoshi Kitimura - The Wild Way Home - The Iron Man – Ted Hughes <p><u>Fiction:</u></p> <ul style="list-style-type: none"> - Stig of the Dump – Clive King - Ug – Raymond Briggs <p><u>Non-fiction:</u> The Stone Age – Marcia Williams</p> <p><u>Poetry:</u> I was born in the Stone Age – Michael Rosen</p>	<p><u>Core Text:</u></p> <ul style="list-style-type: none"> - Shackleton's Journey – William Grill - The Last Bear – Hannah Gold - The Race to the Frozen North – Catherine Johnson. <p><u>Fiction:</u> See above.</p> <p><u>Non-fiction:</u></p> <ul style="list-style-type: none"> - How to survive anywhere - Ben Lerwill - Extreme earth – Jon Richards <p><u>Poetry:</u> -</p>

Year 3 expectations

Key Area/ Objective	
Reading for Pleasure	<p>Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books to textbooks.</p> <p>Reading books that are structured in different ways and reading for a range of purposes.</p> <p>Using dictionaries to check the meaning of words that they have read.</p> <p>Increasing their familiarity with a wide range of books, including fairy tales, myths and legends and retelling some of these orally. -</p> <p>Identify themes and conventions in a wide range of books English.</p> <p>Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action.</p> <p>Recognising some different forms of poetry (for example free verse, narrative poetry).</p>
Word Reading (fluency)	<p>Decode some new words outside their spoken vocabulary</p> <p>Pronounce some unfamiliar words correctly</p> <p>Read most words quickly and accurately (<i>e.g. at over 90 words per minute</i>)</p> <p>Read aloud with some intonation, tone, volume and action</p> <p>Check the text makes sense to them and correct themselves</p>
Retrieval	<p>Answer some questions to show their understanding of key details in a fiction text (2b)</p> <p>Answer some questions to show their understanding of key details in a non-fiction text (2b)</p> <p>Use 'contents page' and 'subheadings' to locate information; learn the skills of 'skim ^ scan' to retrieve details</p> <p>Begin to use quotations from the text. Retrieve and record information from a fiction text, and from a non-fiction text.</p>
Inference	<p>Make some inferences about characters' feelings, thought or motives from their actions (2d)</p> <p>Justify inferences by referencing a specific point in the text</p> <p>With support, justify their views about what they have read</p> <p>Ask and answer questions, including some simple inference questions based on characters' feelings, thought and motives</p> <p>Make inferences about actions or events</p>
Vocabulary	<p>Work out some meanings of new words in context (2a)</p> <p>Show some understanding of the meaning of new words, using their knowledge of root words, prefixes and suffixes (appendix 1)</p> <p>Begin to use a dictionary to check the meaning of unfamiliar words that they have read</p> <p>Discuss word that capture the readers interest or imagination</p> <p>Recognise authorial choices and the purpose of these</p>
Predicting	<p>Make some predictions on what might happen, using details stated (2e)</p>

	Use relevant prior knowledge to make predictions and justify
Summarising	Retell some books they read orally – give a brief summary
	Identify main ideas from a paragraph (2c) and begin to distinguish between the important and less important information in a text
	Identify some themes in books they read and that are read to them
Activities to support with reading in Year 3	
<ul style="list-style-type: none"> - Transcribe the children’s oral responses into written ones and model structures for answering question Always ask the children to explain their responses to questions <ul style="list-style-type: none"> – How do you know? - Model creating story maps of events and speech bubbles to demonstrate characters actions, thoughts and feelings Relate the text type back to the writing the children have completed - Model how to construct a summary of a text - Jump in – Encourage children to continue the story to the end of the punctuation in a known story - Choral response – Encourage children to read as a group or popcorn ideas to questions asking for deeper responses after initial responses - MITYT – Allow children to discuss in partners or read together - Ask children to become Reading Detectives and search for clues within texts - Model reading strategies – re-reading for clarity and understanding. 	

Year 4 expectations

Key Area/ Objective	
Reading for Pleasure	<p>Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books to textbooks.</p> <p>Reading books that are structured in different ways and reading for a range of purposes.</p> <p>Using dictionaries to check the meaning of words that they have read.</p> <p>Increasing their familiarity with a wide range of books, including fairy tales, myths and legends and retelling some of these orally.</p> <p>Identify themes and conventions in a wide range of books English.</p> <p>Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action.</p>
Word Reading (fluency)	<p>Recognising some different forms of poetry (for example free verse, narrative poetry).</p> <p>Decode most new words outside their spoken vocabulary</p> <p>Pronounce many unfamiliar words correctly</p> <p>Read most words quickly and accurately (<i>e.g. at over 100 words per minute</i>)</p> <p>Read aloud with intonation, tone, volume and action, that shows understanding</p> <p>Check the text makes sense to them and correct themselves</p> <p>Work out meanings of many new words in context</p>
Retrieval	<p>Answer many questions correctly to show their understanding of key details in a fiction text</p> <p>Answer many questions correctly to show their understanding of key details in a non-fiction text</p> <p>Confidently skim and scan text to record detail, using relevant quotes to support their answers to questions</p>
Inference	<p>Make inferences about characters' feelings, thought or motives from their actions, with some evidence from the text to justify</p> <p>Ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thought or motives</p> <p>Consolidate the skill of justifying them using a specific reference</p> <p>Use more than one piece of evidence to justify their answer</p>
Vocabulary	<p>Show understanding of the meaning of many new words, using their knowledge of root words, prefixes and suffixes to clarify meaning</p> <p>Use a dictionary to check the meaning of unfamiliar words that they have read</p> <p>Identify some use language and the impact on the reader (effect on the reader)</p> <p>Use a thesaurus to find synonyms</p> <p>Explain how words can capture the interest of the reader</p>
Predicting	<p>Make predictions on what might happen, using details stated and implied</p>

	Use relevant prior knowledge as well as details from the text to form predictions and justify them
	Monitor predictions and compare them with the text as they read on
Summarising/ sequencing	Retell a range of books they read orally
	Begin to identify main ideas from more than one paragraph and summarise these
	Identify themes and conventions in a range of books they read and that are read to them.
	Identify some use of the structure of texts and the impact on the reader
	Identify some use of the presentation used in texts and the impact on the reader
Activities to support with reading in Year 4	
<ul style="list-style-type: none"> - Transcribe the children's oral responses into written ones and model structures for answering question Always ask the children to explain their responses to questions <ul style="list-style-type: none"> – How do you know? - Model creating story maps of events and speech bubbles to demonstrate characters actions, thoughts and feelings Relate the text type back to the writing the children have completed. - Model how to construct a summary of a text. - Jump in – Encourage children to continue the story to the end of the punctuation in a known story. - Choral response – Encourage children to read as a group or popcorn ideas to questions asking for deeper responses after initial responses. - MITYT – Allow children to discuss in partners or read together. - Ask children to become Reading Detectives and search for clues within texts. - Model reading strategies – re-reading for clarity and understanding. 	

Upper Key Stage Two

Upper Key Stage Two Class Texts Cycle A		
Autumn Term	Spring Term	Summer Term
<p><u>Core Text:</u> The Nowhere Emporium – Ross Mackenzie Between the Sea and Sky – Nicola Penfold</p> <p><u>Fiction:</u></p> <ul style="list-style-type: none"> - The Elsewhere Emporium - Harry Potter extracts <p><u>Non-fiction:</u></p> <ul style="list-style-type: none"> - Survivors: Extraordinary tales from the wild and beyond – David Long <p><u>Poetry:</u></p> <ul style="list-style-type: none"> - To be discussed 	<p><u>Core Text:</u> Holes – Louis Sachar Macbeth – Shakespeare Stories</p> <p><u>Fiction:</u> Other Shakespeare stories:</p> <ul style="list-style-type: none"> - Romeo and Juliet - Twelfth Night <p><u>Non-fiction:</u></p> <ul style="list-style-type: none"> - Horrible Histories linked to The Tudors - Newspaper articles – Mary Queen of Scots. <p><u>Poetry:</u></p> <ul style="list-style-type: none"> - To be discussed. 	<p><u>Core Text:</u> Pig Heart Boy – Malorie Blackman</p> <p><u>Fiction:</u></p> <ul style="list-style-type: none"> - Where the World Turns Wild – Nicola Penfold <p><u>Non-fiction:</u></p> <ul style="list-style-type: none"> - Titanic focus <p><u>Poetry:</u></p> <ul style="list-style-type: none"> - Hopscotch in the Sky – Lucinda Jacob
Upper Key Stage Two Class Texts Cycle B		
Autumn Term	Spring Term	Summer Term
<p><u>Core Text:</u> Wonder – R J Palacio Goldfish Boy – Lisa Thompson</p> <p><u>Fiction:</u></p> <ul style="list-style-type: none"> - The Tale of the Three Brothers. - The Chocolate Tree – Linda Lowery - We're all Wonders R J Palacio <p><u>Non-fiction:</u></p> <ul style="list-style-type: none"> - Look what came from Mexico – Miles Harvey 	<p><u>Core Text:</u> Beowulf – Michael Morpurgo How to train your Dragon – Cressida Cowell</p> <p><u>Fiction:</u></p> <ul style="list-style-type: none"> - The 1000 Year Old Boy by Ross Welford - Viking Boy by Tony Bradman - The Saga of Erik the Viking <p><u>Non-fiction:</u></p> <ul style="list-style-type: none"> - School reading list – Vikings - Viking Voyagers 	<p><u>Core Text:</u> Harry Potter – JK Rowling The Viewer – Gary Crew</p> <p><u>Fiction:</u></p> <ul style="list-style-type: none"> - JK Rowling Fantastic Beasts and Where to Find Them - Town is by the Sea by Joanne Schwartz <p><u>Non-fiction:</u></p> <ul style="list-style-type: none"> - The Industrial Revolution - Down the mines

<ul style="list-style-type: none"> - The Day of the Dead (Literacy Shed) - Chichen Itza - Barnes and Noble- Mexico books: Literacy Shed Plus <p><u>Poetry:</u></p> <ul style="list-style-type: none"> - To This Day 	<p><u>Poetry:</u></p> <ul style="list-style-type: none"> - To be discussed 	<ul style="list-style-type: none"> - Natural Resources <p><u>Poetry:</u></p> <ul style="list-style-type: none"> - To be discussed
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Year 5 expectations	
Key Area/ Objective	
Reading for Pleasure	Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, and non-fiction -fiction
Word Reading (fluency)	Pronounce most new words outside their spoken vocabulary correctly
	Read most words effortlessly (e.g. at over 120 words per minute)
	Read silently, with good understanding
	Recite some poems they have learnt by heart
Retrieval	Prepare and read aloud poems and plays, showing understanding through intonation, tone and volume for clarity to their audience
	Answer most questions correctly to show their understanding of key details in a non-fiction text
	Answer most questions correctly to show their understanding of key details in a fiction text
	Confidently skim and scan, and use the skill of reading before and after to retrieve information
Inference	Use evidence from across a larger section of text
	Retrieve, record and present information from non-fiction texts
	Make inferences about characters' feelings, thought or motives from their actions, giving evidence from the text to justify
	Draw inferences such as inferring characters' feelings, thought or motives from their actions, giving evidence from the text to justify
	Begin to infer fact and opinion from within texts
	Ask meaningful questions to improve their understanding
	Use figurative language to infer meaning
	Give one or two pieces of evidence to support the point they are making
	Begin to draw evidence from more than one place across a text
	Show understanding of the meaning of many new words, using their knowledge of root words, prefixes and suffixes (appendix 1)
	Infer meanings of many new words in context
	Identify and begin to evaluate the authors use of language, including figurative language, and the impact on the reader
Vocabulary	Evaluate the authors use of language
	Use a thesaurus to find synonyms for a larger variety of words
	Re-write passages using alternative word choices
	Begin to look at figurative language
Predicting	Make predictions on what might happen, using details stated and implied

	Support predictions with relevant evidence from the text
	Confirm and modify predictions as they read on
Summarising/ sequencing	Summarise and present familiar stories in their own words
	Identify and discuss in some depth the themes and conventions in piece of writing and across a range of writing, making some comparisons
	Identify main ideas from more than one paragraph and summarise these
	Identify and begin to evaluate the structures and the presentation of a variety of texts and explain how this supports the reader
	Make some comparisons within a text and across books (e.g. comparing characters and settings), considering different accounts of the same events and discuss viewpoints)
Activities to support with reading in Year 5	
<ul style="list-style-type: none"> - Transcribe the children's oral responses into written ones and model structures for answering question. - Ensure that a full answer is modelled to the children (3 marks Qs) - Always ask the children to justify their responses to questions – How do you know? - Ask children to keep a running response in their reading journal. - Create comparison grids for different fiction and non-fiction texts - Create semantic grids of texts to help to categorise key information - Write information gained from the text into a different context - Change part of the text from fiction to non-fiction and vice-versa. - Fully develop skimming and scanning techniques – faster finger first – to find particular parts of the text - Relate the text type back to the writing the children have completed - Model how to construct a summary of a text - Jump in – Encourage children to continue the story to the end of the punctuation in a known story - Choral response – Encourage children to read as a group or popcorn ideas to questions asking for deeper responses after the initial response - MITYT – Allow children to discuss in partners or read together - Ask children to become Reading Detectives and search for clues within text - Create Venn diagrams to demonstrate similarities and differences between plots, characters, settings etc. 	

Year 6 expectations

Key Area/ Objective	
Reading for Pleasure	Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, and non-fiction -fiction
Word Reading (fluency)	<p>Apply growing knowledge of root words, prefixes and suffixes, both to read aloud, and to understand the meaning of new words that they meet</p> <p>Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered</p> <p>Prepare readings with appropriate intonation to show their understanding</p> <p>Read silently and discuss what they have read</p> <p>Attempt to match what they decode to words they have already heard but may not have seen in print</p>
Retrieval	<p>Confidently skim and scan, use the skills of reading before and after to retrieve information. Use evidence from across whole chapters or texts</p> <p>Distinguish between fact, opinion and bias explaining how they know this</p> <p>Read a broader range of texts including myths, legends, stories from other cultures, modern fiction, plays, poetry and archaic texts</p> <p>Retrieve, record and present information from a wide variety of non-fiction texts</p> <p>Ask own questions and follow a line of enquiry</p>
Inference	<p>Draw inferences such as inferring character's feelings, thoughts and motives from their actions, and justify inferences with evidence</p> <p>Discuss how characters change and develop through texts by drawing inferences based on indirect clues</p> <p>Make inferences about feelings, events and back these up with evidence</p> <p>Infer character's feelings, thoughts and motives, giving more than one piece of evidence to support each point made. Draw evidence from different places across the text</p>
Vocabulary	<p>Evaluate how the authors' use of language impacts upon the reader</p> <p>Find examples of figurative language and how this impacts the reader and contributes to meaning or mood</p> <p>Discuss how presentation and structure contributes to meaning</p> <p>Explore the meaning of words in context by 'reading around the word' and independently explore its meaning in the broader context of a section or paragraph</p>
Predicting	<p>Predict what might happen from details stated and implied</p> <p>Support predictions by using relevant evidence from the text</p> <p>Confirm and modify predictions considering new information</p>

Summarising/ sequencing	Summarise information from across a text and link information by analysing and evaluating ideas between sections of the text
	Summarising the main ideas drawn from more than one paragraph, identifying key details to support the main ideas
	Make comparisons across different books
	Summarise entire texts, in addition to chapters or paragraphs, using a limited number of words of paragraphs
Activities to support with reading in Year 6	
<ul style="list-style-type: none"> - Transcribe the children's oral responses into written ones and model structures for answering question. - Ensure that a full answer is modelled to the children (3 marks Qs) - Always ask the children to justify their responses to questions – How do you know? - Ask children to keep a running response in their reading journal. - Create comparison grids for different fiction and non-fiction texts - Create semantic grids of texts to help to categorise key information - Write information gained from the text into a different context - Change part of the text from fiction to non-fiction and vice-versa. - Fully develop skimming and scanning techniques – faster finger first – to find particular parts of the text - Relate the text type back to the writing the children have completed - Model how to construct a summary of a text - Jump in – Encourage children to continue the story to the end of the punctuation in a known story - Choral response – Encourage children to read as a group or popcorn ideas to questions asking for deeper responses after the initial response - MITYT – Allow children to discuss in partners or read together - Ask children to become Reading Detectives and search for clues within text - Create Venn diagrams to demonstrate similarities and differences between plots, characters, settings etc 	