

Reading

Our curriculum guide: Reading

Date: September 2023 and reviewed on an on-going basis

Introduction

This Curriculum Guide relates to Reading, part of the core subject of English in The National Curriculum (Department for Education, 2014). This document often refers to practice in Key Stage 2; there is a separate document settling out provision for Early Reading and Phonics which relates to Early Years and Key Stage 1. This Curriculum Guide sits alongside similar documents for Early Years, Writing, Maths, Science, Topics and others.

We want Sphere Federation schools to be happy and healthy places to learn. This core aim permeates our schools and their ethos, whether in the classroom or around and about school. (At St James' CE Primary, this is expressed with one additional element: 'happy and healthy place to achieve and believe'.)

The knowledge and skills we are required to teach are set out in The National Curriculum. We set these out in a year-group based sequence of learning (age-related expectations). Alongside these statutory curriculum requirements, there is additional or explicit learning, too.



'English has a pre-eminent place in education and in society... Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know.'

National Curriculum in England: English programmes of study (Department for Education, 2013)

Curriculum structure: skills and attitudes

The programmes of study set out in the National Curriculum focus on two dimensions: word reading and comprehension. We've added a third, a love of reading (page 2), which underpins our teaching of Reading; we want children to think positively of reading and understand the doors it opens up.

word reading	comprehension
<p>Word reading – learning to read – is the foundation of comprehension and therefore reading to learn.</p> <p><i>'Skilled word reading involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Underpinning both is the understanding that the letters on the page represent the sounds in spoken words.'</i></p> <p>National Curriculum in England: English programmes of study (Department for Education, 2013)</p>	<p><i>'Good comprehension draws from linguistic knowledge and on knowledge of the world. Comprehension skills develop through pupils' experience of high-quality discussion with the teacher, as well as from reading and discussing a range of stories, poems and non-fiction.'</i></p> <p>National Curriculum in England: English programmes of study (Department for Education, 2013)</p>

a love of reading

'All pupils must be encouraged to read widely across both fiction and non-fiction to develop their knowledge of themselves and the world they live in, to establish an appreciation and love of reading, and to gain knowledge across the curriculum.'

National Curriculum in England: English programmes of study (Department for Education, 2013)

A love of reading starts with interest and engagement and grows into knowing that you possess a key to understanding the world around you and that you have a passport to the many weird and wonderful worlds contained within books, magazines or websites without ever leaving the room. A reader that loves reading is an independent imaginer, confident converser and link-making learner. On top of all that, reading for pleasure encourages a better understanding of other cultures, better relationships with those who read with them and better attainment in other subject areas such as writing.

We encourage a love of reading by giving children:

- access to a wide range of resources
- ownership of these texts by allowing frequent borrowing and exchanging
- choice – choice and interest are highly correlated
- motivation through intrinsic rewards (for example in Key Stage 2 reading records)
- a support network built up between school, the child and home
- regular use of the library – every class in Key Stage 1 and 2 have a timetabled session every week
- a weekly Book Club

'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)

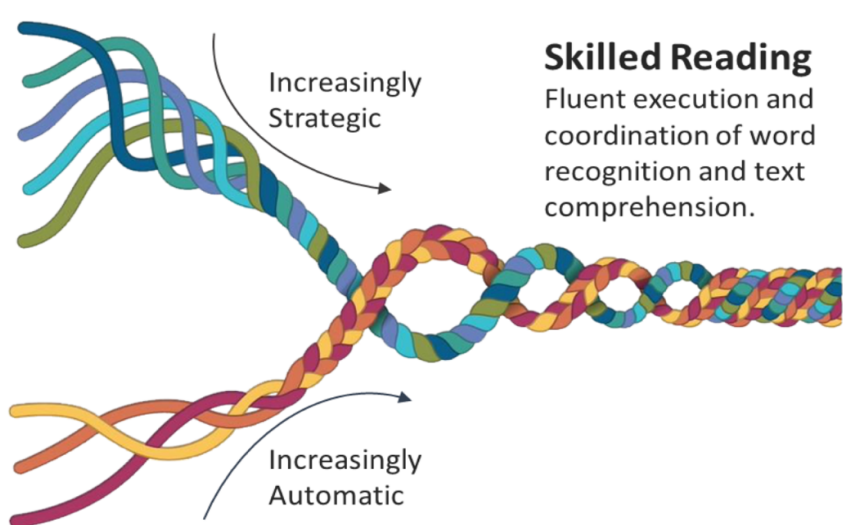
The skills of reading are illustrated well in Scarborough's 'Reading Rope' (2001).

Language Comprehension

- Background Knowledge
- Vocabulary Knowledge
- Language Structures
- Verbal Reasoning
- Literacy Knowledge

Word Recognition

- Phonological Awareness
- Decoding (and Spelling)
- Sight Recognition



Scarborough, H. 2001. Connecting early language and literacy to later reading (dis)abilities: Evidence, theory, and practice. Pp. 97-110 in S. B. Neuman & D. K. Dickinson (Eds.) *Handbook of Early Literacy*. NY: Guilford Press.

Language comprehension	Word recognition
<ul style="list-style-type: none"> ● Background Knowledge – eg facts, concepts ● Vocabulary Knowledge – eg breadth, precision, links ● Language Structures – eg syntax (the arrangement of words and phrases to create well-formed sentences in a language), semantics (the meanings of words, phrases, or texts) ● Verbal Reasoning – eg inference, metaphor ● Literacy Knowledge – eg print concepts, genres, conventions 	<ul style="list-style-type: none"> ● Phonological Awareness – eg syllables, phonemes ● Decoding – alphabetic principle, grapheme-phoneme correspondences ● Sight Recognition – increasing automaticity of familiar words

All the strands in the rope are interconnected and interdependent. If just one strand is weaker, it affects the rope – and the reader – as a whole.

Reading at home

Our teaching focuses on developing readers in all three dimensions: word reading; comprehension; and a love of reading. However, this alone isn't enough: children need to read at home, too, so that they become confident, fluent readers.

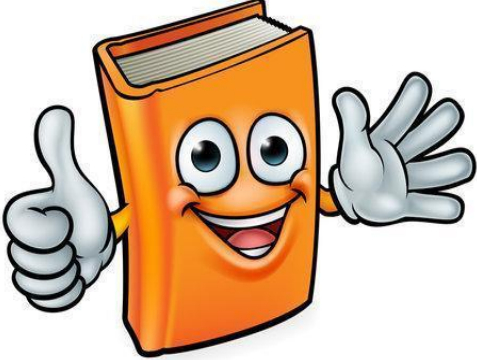
All children are expected to read at home each day. When children are a little older, this might be reading independently sometimes, but it should be with an adult on a regular basis.

To give our children the best chance of becoming readers at home, we ensure that reading at home is celebrated.

We provide children with opportunities to read a variety of rich texts in school and at home, but children should be encouraged to discover books and other texts with family members and by themselves, too. We like the [Book Trust website](#) as a book-finder tool – you can find age-appropriate books that match the reader's interests. We also suggest [Love Reading 4 Kids](#) and [Books for Topics](#). Looking at books that have won awards is also a good idea; for example, Carnegie, Costa, Blue Peter, Waterstones, UKLA and Klaus Flugge.

In Key Stage 2, at school, once children have become independent readers, they're involved in the process of choosing what book they read at home and we place a high emphasis on choice of text. To ensure our children read a wide range of suitable texts, we rotate between 'solo reading' and 'group reading' in Book Club sessions on a half-termly basis:

- solo reading happens in the first half-term of each term: Autumn 1, Spring 1 and Summer 1
- group reading happens in the second half-term: Autumn 2, Spring 2 and Summer 2

What is solo reading?	What is group reading?
<ul style="list-style-type: none"> • Each child takes a library book home to read. • Prior to choosing, teachers spend time modelling how to choose a book effectively. • Each child's book is checked by the teacher to make sure it is appropriate in both content and challenge. To aid this, the library is organised into non-fiction, 'younger' and 'older' fiction. • The child reads the book at home. • The following week, the child liaises with the teacher to change, or keep, their book. • In 'Book Club' sessions, teachers may direct children to an activity to complete alongside their reading for that week. • A signed 'Reading Record' allows parents to communicate with their child's teacher that reading at home has happened regularly which creates a dialogue surrounding the child's reading progress. • In the weekly 'Book Club' session, children discuss their book with their peers and celebrate a love of reading. 	<ul style="list-style-type: none"> • Each child takes a group reading book home to read. • In the first session of the half-term, the teacher presents several options of group book to the class. • Time is spent discussing the books and modelling how to choose a book effectively. • Children choose which group book they want to read – they're now part of a reading group. • The teacher records which child has which copy of the book by using a numbering system (number in a circle in the top right of the first page). • This group is not based on attainment and children do have a choice. However, where necessary, the class teacher will use their professional judgement to guide a child, or group of children, towards a specific book. • If a child doesn't get their first choice of group book, they'll have chance to read this book later in the year. • In collaboration with the teacher, the group sets their own weekly target page. • The following week, in their weekly 'Book Club' session, the group meets to discuss the text – teachers typically meet with each group at least once every two weeks. • If a child chooses to read beyond their target page, that's fine. They may be provided with another book to read at home and will still contribute to the group discussion each week.

Every child in Key Stage 1 and 2 has a Reading Record. A parent / carer should sign in this book to evidence that their child has read at home; they might also include a comment that relates to how they got on. In the Key Stage 2 Reading Record book, there are activities – one of these is set by the teacher each week. There are other activities for children to engage with in the Reading Record, too.

Reading in school

Just as with life in general, reading is embedded in everything we do! The way we teach reading matches guidance from the Education Endowment Foundation (EEF) Literacy Guidance documents for KS1 and KS2. The following are some of the key elements of our Reading curriculum.

Phonics

We believe that all our children can become fluent readers. We teach reading through Little Wandle Letters and Sounds Revised, a systematic and synthetic phonics programme. We start teaching phonics in Early Years. Children build on their growing knowledge of the alphabetic code, mastering phonics to read and spell as they move through school. As a result, children are able to tackle any unfamiliar words as they read. We also model the application of the alphabetic code in Reading and Writing sessions and across the curriculum. (See the 'Word Recognition' strands of the Reading Rope, page 2, and the separate Phonics and Early Reading policy.)

Reading materials

Reading a wide variety of texts, children enjoy whole-class reading sessions every day.

Teachers read a class novel (minimum one per term in Key Stage 2, often linked to topic or other learning). This has a number of benefits: promoting love of reading; an exposure to more advanced vocabulary than children would normally get; and an engaging vehicle for other learning. This high-quality text is chosen for its link to a topic or opportunity to develop a child's cultural capital. The class novel might be the stimulus for Reading Skills sessions.

In addition, lots of non-fiction texts which link to topics or Living and Learning are read, either in Reading sessions or Topic sessions.

Extracts of texts or poems are often read, too. These have been chosen for their cultural capital, topic or Living and Learning links or simply because they're good texts or poems that children will enjoy. Children also read picture books because they allow children to more easily explore complete texts in greater depth (and therefore support mastery), including key issues and characters' emotions.

In our Long-Term Plans for Reading, we provide some choice of text. This is so that teachers can be sure to meet the needs and interests of their class (and their own passion for a book, too – so they can read aloud in a way that really promotes a love of reading).

Reading skills

In Reading Skills sessions, we focus on a specific skill(s), such as retrieving information, predicting what might happen from details stated or implied, or making connections between other similar texts, prior knowledge and experience. Teachers refer to age-related expectations deriving from the National Curriculum to plan these lessons.

A typical sequence of reading might look like one of the following:

- teachers choose to use one text (eg an explanation of the water cycle) and use it across a week or longer; they keep the text the same but focus on a variety of learning objectives
- teachers choose one learning objective (eg drawing inferences) and use different texts across the week as vehicles for this learning

Teachers use a balance of both approaches.

Reading fluency

In Key Stage 2, there are short Reading Fluency sessions in addition to our Reading Skills lessons. They are opportunities for children to practise reading a short, age-appropriate text with confidence and prosody by giving them several opportunities to read the same text across the week. In a typical week, teachers model how to read with prosody and explain unfamiliar vocabulary. Children then practise, through a variety of different methods, reading the text aloud. At the end of the week, they're able to read the text fluently. Teachers expose children to a range of texts across the year and these could be chosen to increase a child's cultural capital. In a typical six-week half-term, children read the following:

- 2 x fiction
- 2 x poems
- 1 x topic related text
- 1 x science related

To allow children to develop the skill of reading fluently, these texts are short: typically, between 100 – 150 words in length. A typical text contains 3 or 4 pieces of vocabulary that children are unfamiliar with. These are words that they'll be able to use readily in their spoken and written communication once known.

Book Club

Book Club is a weekly, reading for pleasure session for children in Key Stage 2 to explore what they're reading in creative ways. Book Club gives children the opportunity for extended reading, either with an adult, group, partner or independently. They share and celebrate their weekly Reading Record task or take part in another whole-class activity such as debate, discussion, drama or an oracy game related to their book or class novel. This session promotes reflection, remembering and responsiveness alongside other 8 Rs for learning.

Library

Classes have allocated times within which to access the school library. We encourage children to read a range of different books and take one or two home each week. Adults in school will monitor children's book selections to ensure that they are varied, appropriate and changed regularly. The library not only provides children with additional books to take but is also an opportunity for children to enjoy being in a positive reading environment; to research topic-related subjects; to develop library skills; and to share book recommendations and thoughts with peers.

Cross-curricular links

We want our children to learn to read as quickly as reasonably possible, so they can move from **learning to read**, to **reading to learn**, giving them access to fantastic fiction and non-fiction full of fascinating facts.

Teachers give children opportunities to read about other subject areas to both widen and deepen their learning.

Reading happens right across the curriculum: once children progress from simple decoding, they can start to read for learning in all subjects. For example, in a History lesson, children might read an extract from Samuel Pepys' diary when learning about the Great Fire of London; in Science, children could carry out secondary research during a Space topic. In this way, not only are they reading challenging and inspiring texts, but they're learning more about History and Science, too.

In addition, in Key Stage 2, Reading Fluency sessions (typically four times each week) often include topic-related texts. These are short sessions (around ten minutes) with the same text across the week. The aims of these sessions are:

- to develop fluency in reading
- to build up a wider range of vocabulary, both subject-specific and more general
- to develop oracy, such as voice projection and prosody
- to consolidate and/or extend knowledge across the curriculum, therefore building up cultural capital

We create a language-rich environment for our children. Developing children's vocabulary underpins much of our teaching. Reading widely and often increases pupils' vocabulary because they encounter words they would rarely hear or use in everyday speech. In classrooms, teachers use their 'word wall' to note inspiring, relevant vocabulary that the class comes across when reading. The intention is for children to use this ever-growing bank of words in their spoken and written communication. (See the 'Vocabulary Knowledge' strand of the Reading Rope, page 2).

Revisiting prior learning

We teach reading as part of a spiral curriculum:

'A spiral curriculum is one in which there is an iterative revisiting of topics, subjects or themes throughout the course. A spiral curriculum is not simply the repetition of a topic taught. It requires also the deepening of it, with each successive encounter building on the previous one.'

'What is a spiral curriculum?' (R M Harden, 2009)

In the Reading Rope (page 2), the skills are practised over and over again. Doing so leads to increasingly strategic and increasingly automatic reading. Revisiting skills – using, applying, practising – eventually leads to skilled reading (fluent execution and coordination of word recognition and text comprehension).

Teachers provide regular opportunities for children to revisit reading skills, and therefore practise and develop them. In this way, children can increasingly encounter challenging texts and therefore also develop their knowledge and understanding of the world (which supports the 'Background Knowledge' strand of the Reading Rope).

Adaptive teaching

Adaptive teaching is about being responsive: adjusting teaching to better match pupil need. The extent of adaptation varies depends on individual contexts. Adaptations might include:

- targeted/tailored support
- additional practice
- breaking down content into smaller components
- teaching carefully selected groups
- well-chosen books and other resources
- pre-teaching specific vocabulary
- pre-reading whole texts

All three schools in Sphere Federation are inclusive and are committed to meeting the needs of children with SEND in the most effective way so that they achieve the best possible outcomes:

- to acquire the knowledge and skills they need to reach their full potential
- to be ready for the next stage in their education and
- ultimately, to succeed in life

To do this, we adapt how we implement the Reading curriculum to meet the needs of pupils with SEND. Our Phonics and Early Reading Policy sets out some of the early, additional support that we put in place to ensure every child learns to read. In Key Stage 2, we put in place further and/or additional support that meets the child's needs. The adaptations we make are appropriate and reasonable, and are made in accordance with the Equality Act 2010 and the SEND code of practice.

Similarly, teachers provide opportunities for challenge and deeper learning. Pupils benefit from this: whoever needs it, in whatever lesson. Challenge may be seen in pupils' exercise books: for example, teacher feedback which provides an additional task or thought-provoking question, or an open-ended activity that promotes deeper reasoning or justifications. However, often the challenge may not be evident in books; for example, challenge might be provided by less support during the teacher input; an additional, practical task that isn't recorded; and teacher questioning which is targeted to meet the needs of different pupils.

Occasionally, teachers may also adapt teaching by deviating from the plans set out here. An example would be changing a planned text to meet children's questions, needs and interests more closely.

Monitoring and evaluating

We continually review the Reading curriculum, evaluating its impact on children's learning over time.

We measure pupil achievement – the acquisition of knowledge and skills – and progress using a number of strategies, including:

- on-going teacher assessments, based on questioning in class, observations and pupil outcomes (which includes their learning in books)
- in-year and end of year assessments (for Reading, these are a combination of teacher assessments and external tests, including Key Stage 1 and Key Stage 2 National Curriculum tests – 'SATs' and the Y1 phonics screening check)

Evaluation of progress in books, often alongside teachers, and learning conversations with children are additional ways to assess impact. We explore how successful our children have been in acquiring the skills of reading. In conversations with children, teachers and school leaders ask questions relating directly to age-related expectations and to times when they might have needed more support or when they experienced greater challenge. Lesson visits support our evaluation of impact.

We also evaluate impact through pupil attitudes using a number of strategies, including learning conversations and in pupil and parent / carer surveys; attitudes and behaviour in lessons across the curriculum; and the quality of the learning pupils produce, including taking pride in presentation.

Whole school areas for development and/or possible improvements to the curriculum may be identified as a result of evaluating the impact of what we do.

Long-term plans for Reading – Years 1 and 2

bold: stimuli for writing (CC): cultural capital L&L: Living & Learning CV: StJ value	Cycle A 'odd years': 2023-24, 2025-26...			Cycle B 'even': 2024-25, 2026-27...		
	Autumn	Spring	Summer	Autumn	Spring	Summer
Topics	Geography: <i>Where in the world am I?</i> (British geography and fieldwork)	History: <i>Shopping</i> (Changes within living memory; with reference to local history)	Geography: <i>Explorers</i> (Contrasting locations: UK and non-Europe)	History: <i>Great Fire of London</i> (Events beyond living memory; with reference to local history)	Geography: <i>Environment / Natural disasters</i> 'The streets around our school' primary focus: environmental issues	History: <i>Heroes</i> (Lives of significant individuals – civil rights; including Leonora Cohen, local suffragette)
	Art <i>drawing</i> <i>painting</i> <i>printing</i>	Computing primary focus: programming	Design & Technology primary focus: textiles	Art <i>drawing</i> <i>painting</i> <i>sculpture</i>	Computing primary focus: programming	Design & Technology primary focus: construction
Class novel read one	<i>Yours Sincerely, Giraffe</i> by Megumi Iwasa CV: compassion <i>Flat Stanley</i> by Jeff Brown CV: courage <i>Katie and the Mona Lisa</i> by James Mayhew CV: compassion	Naughty Bus by Jan Oke CV: honesty Chicken Clicking by Jeanne Willis CV: honesty	<i>Africa, Amazing Africa</i> by Atinuke CV: compassion Where The Wild Things Are by Maurice Sendak CV: courage <i>Extra Yarn</i> by Mac Barnett CV: compassion	<i>The Great Fire of London</i> by Liz Gogerly CV: perseverance <i>Vlad and the Great Fire of London</i> by Kate Cunningham CV: courage <i>Katie and the Impressionists</i> by James Mayhew CV: compassion	<i>Here We Are</i> by Oliver Jeffers CV: compassion <i>The Weed</i> by Quentin Blake CV: compassion <i>Clean Up</i> by Nathan Bryon CV: compassion	<i>Fantastically Great Women Who Changed the World</i> by Kate Pankhurst CV: courage <i>Rise Up: Ordinary Kids with Extraordinary Stories</i> by Amanda Li CV: courage <i>Rosie Revere: Engineer</i> by Andrea Beaty CV: perseverance
Poetry read two or more	<i>The Night Before Christmas</i> by Clement Clarke Moore (CC) CV: peace <i>Frost</i> by Valerie Bloom (seasonal) CV: peace	<i>Seasons of Trees</i> by Julie Holder CV: peace <i>Growing</i> by Tony Mitton (topic) CV: perseverance	<i>The Owl and the Pussycat</i> by Edward Lear (CC) CV: peace <i>Tree</i> by James Carter CV: compassion <i>Lost It, Found It</i> by Mandy Coe CV: compassion	The Great Fire of London by Paul Perro CV: courage <i>Aliens Stole my Underpants</i> by Brian Moses CV: honesty	<i>Ning Nang Nong</i> by Spike Milligan (CC) <i>The Three Little Kittens</i> by Eliza Lee Follen (CC) CV: forgiveness	<i>Bed in Summer</i> by Robert Lewis Stevenson (CC) CV: peace <i>Great-Grannie Mammie's Sunday Food</i> by John Lyons (L&L) CV: compassion
Extracts read all (and use one instead of a class novel, if preferred)	<i>The Enchanted Wood</i> by Enid Blyton (CC) CV: courage	<i>The Bog Baby</i> by Jeanne Willis CV: forgiveness	<i>Worst Witch</i> by Jill Murphy (CC) CV: courage	<i>Winnie the Pooh</i> by A A Milne (CC) CV: compassion	<i>The Tale of Peter Rabbit</i> by Beatrix Potter (CC) CV: forgiveness <i>Aesop's Fables</i> (CC) CV: honesty <i>The Lorax</i> by Dr Seuss CV: compassion	<i>Amazing Grace</i> by Mary Hoffman (CC) CV: courage
Picture books read one or more	Hermelin: The Detective Mouse by Mini Grey CV: courage Not Now Bernard by David McKee (CC) CV: compassion <i>The Dot</i> by Peter Reynolds CV: courage <i>Ruby's Worry</i> by Tom Percival CV: compassion <i>Something Else</i> by Kathryn Cave CV: compassion	<i>The Day the Crayons Quit</i> by Drew Daywalt and Oliver Jeffers CV: compassion <i>The Tiger Who Came to Tea</i> by Judith Kerr (CC) CV: compassion <i>The Shopping Basket</i> by Jude Burningham CV: courage <i>Tree: Seasons Come, Seasons Go</i> by Patricia Hegarty CV: peace	<i>Meet the Oceans</i> by Caryl Hart CV: compassion <i>Lila and the Secret of Rain</i> by David Conway CV: compassion <i>Grandad's Island</i> by Benji Davies CV: compassion <i>It Isn't Rude to be Nude</i> by Rosie Haine CV: honesty <i>Respect</i> by Rachel Brian CV: compassion	<i>The Three Little Wolves and the Big Bad Pig</i> by Eugene Trivizas CV: peace <i>The True Story of the Three Little Pigs</i> by John Scieszka CV: honesty <i>Little Red</i> by Bethan Woolvin CV: courage	<i>Ollie's Magic Bunny</i> by Nicola Killen CV: courage <i>Nothing</i> by Nick Inkpen CV: compassion <i>Tough Guys Have Feelings Too</i> by Keith Negley CV: honesty <i>The Pirates Next Door</i> by Jonny Duddle CV: compassion	<i>And the Dish Ran Away with the Spoon</i> by Janet Stevens (CC) CV: perseverance <i>Grandad Mandela</i> by Zindzi Mandela CV: forgiveness
Non-fiction	Range of non-fiction books that we access from the Schools Library Service, our own library, classrooms, online, extracts.			Range of non-fiction books that we access from the Schools Library Service, our own library, classrooms, online, extracts.		

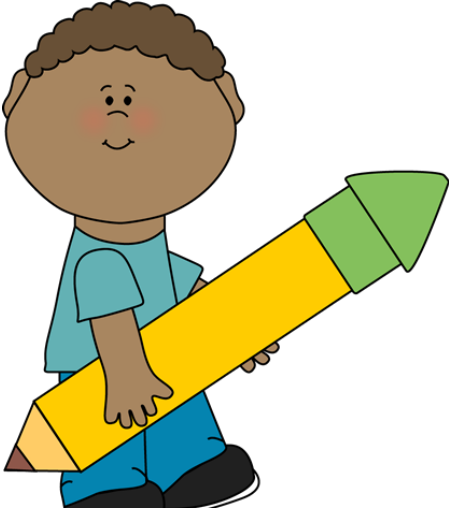
Long-term plans for Reading – Years 3 and 4

	Cycle A 'odd years': 2023-24, 2025-26...			Cycle B 'even': 2024-25, 2026-27...		
	Autumn	Spring	Summer	Autumn	Spring	Summer
bold: stimuli for writing (CC): cultural capital L&L: Living & Learning CV: StJ value	Geography: <i>Where in the world am I?</i> (British geography and fieldwork)	History: <i>Romans</i> Anglo-Saxons	Geography: <i>Explorers</i> (Contrasting locations: UK and Europe)	History: <i>Ancient Greece</i>	Geography: <i>Environment / Natural disasters</i> primary focus: volcanoes and/or earthquakes	History: <i>Local history</i>
	Art <i>painting collage</i>	Computing primary focus: programming	Design & Technology primary focus: textiles	Art <i>drawing digital art</i>	Computing primary focus: programming	Design & Technology primary focus: construction
Class novel read one	Podkin One Ear by Kieran Larwood CV: courage Maps of the United Kingdom <i>by Rachel Dixon</i>	<i>Queen of Darkness by Tony Bradman</i> CV: courage or <i>Anglo-Saxon Boy by Tony Bradman</i> CV: courage <i>Ant Clancy Games Detective by Ruth Morgan</i> CV: honesty	The Miraculous Journey of Edward Tulane by Kate DiCamillo CV: compassion <i>The Mask of Aribella by Anna Hoghton</i> CV: courage	<i>Greek Myths by Marcia Williams</i> CV: courage <i>Orchard Greek Myths by Geraldine McGaughrean</i> CV: honesty	<i>Firework Maker's Daughter by Philip Pullman</i> CV: courage <i>Lightning Mary by Anthea Simmons</i> CV: perseverance	<i>Loidis Ledes Leeds by Tom Palmer</i> CV: compassion <i>Coming to England by Floella Benjamin</i> CV: courage <i>Who Built That? Bridges by Didier Cornille</i> (dip into alongside class novel) CV: perseverance
Poetry read two or more	<i>Revolting Rhymes by Roald Dahl</i> (CC) CV: honesty <i>Let No One Steal Your Dreams by Paul Cookson</i> (L&L) CV: perseverance	<i>Dream Variations by Langston Hughes</i> (L&L) CV: peace <i>The Romans in Britain by Judith Nichols</i> (topic) CV: peace <i>Emotional Menagerie by The School of Life</i> (L&L) CV: compassion	<i>Something Told the Wild Geese by Rachel Field</i> (CC) CV: peace <i>The Magic Box by Kit Wright</i> CV: compassion	<i>The Dragon Who Ate Our School by Nick Toczek</i> CV: courage <i>Pandora's Box by Paul Perro</i> (topic) CV: honesty	<i>Catch a Little Rhyme by Eve Mirriam</i> (CC) CV: peace <i>The Sound Collector by Roger McGough</i> CV: peace	Chocolate Cake by Michael Rosen (CC) CV: honesty <i>I Opened a Book by Julia Donaldson</i> (CC) CV: peace
Extracts read all (and use one instead of a class novel, if preferred)	<i>Varjak Paw by SF Said</i> CV: courage <i>Famous Five by Enid Blyton</i> (CC) CV: perseverance	<i>James and the Giant Peach by Roald Dahl</i> (CC) CV: courage <i>How I Taught My Grandmother to Read and other Stories by Sudha Murty</i> CV: compassion <i>How to be an Anglo-Saxon in 13 Easy Stages or How to be a Roman in 21 Easy Stages by Scoular Anderson</i>	<i>Around the World in 80 Days by Jules Verne</i> (CC) CV: perseverance <i>Peter Pan by J M Barrie</i> (CC) CV: courage	<i>The Lion, the Witch and the Wardrobe by C S Lewis</i> (CC) CV: forgiveness <i>Who Let the Gods Out by Maz Evans</i> CV: courage	<i>Charlotte's Web by E B White</i> (CC) CV: compassion <i>Bill's New Frock by Anne Fine</i> (CC) CV: compassion	<i>Wind and the Willows by Kenneth Grahame</i> (CC) CV: courage <i>Respect: The Walter Tull Story by Michaela Morgan</i> (topic) CV: courage
Picture books read one or more	<i>Where Ocean Meets Sky by The Fan Brothers</i> (topic) CV: compassion <i>The Lost Happy Endings by Carol Ann Duffy</i> (CC: link to Y1/2 trad. tales reading) CV: courage <i>Santa Trap by Jonathan Emmett</i> (seasonal) CV: forgiveness	<i>Can I Build Another Me? by Shinsuke Yoshitake</i> (L&L) CV: honesty <i>Unplugged by Steve Antony</i> (topic) CV: peace	<i>A World of Cities by Lily Murray</i> (topic) CV: compassion <i>Respect by Rachel Brian</i> CV: compassion	<i>The Lost Thing by Shaun Tan</i> (L&L) CV: compassion FARTHER by Grahame Baker-Smith (topic: links to Daedalus and Icarus) CV: perseverance <i>The World is not a Rectangle: A Portrait of Architect of Zaha Hadid by Jeanette Winter</i> CV: perseverance	<i>Leon and the Space Between by Angela McAllister</i> CV: courage <i>Black Dog by Levi Pinfold</i> CV: courage <i>Escape from Pompeii by Christina Balit</i> CV: courage	<i>The Boy, The Mole, The Fox and The Horse by Charles Mackesy</i> CV: compassion <i>Orion and the Dark by Emma Yarlett</i> CV: courage
Non-fiction	<i>Range of non-fiction books that we access from the Schools Library Service, our own library, classrooms, online, extracts.</i>					
			eg <i>Amazing Expeditions – Journeys that Changed the World by Anita Ganeri & Michael Mullan</i> <i>Usborne Outdoor Book by Alice James and Emily Bone</i>			

Long-term plans for Reading – Years 5 and 6

bold: stimuli for writing (CC): cultural capital L&L: Living & Learning CV: StJ value	Cycle A 'odd years': 2023-24, 2025-26...			Cycle B 'even': 2024-25, 2026-27...		
	Autumn	Spring	Summer	Autumn	Spring	Summer
Topics	Geography: <i>Where in the world am I?</i> (British geography and fieldwork)	History: <i>Vikings</i> <i>The Islamic Golden Age</i> (Early non-European civilisation)	Geography: <i>Explorers</i> (Contrasting locations: UK and the Americas)	History: <i>Stone Age to Iron Age and Ancient Egypt</i>	Geography: <i>Environment / Natural disasters</i> primary focus: seas and oceans	History: <i>World War II inc evacuees and refugees</i> (Study of an aspect or theme)
	Art <i>painting</i> <i>sculpture</i>	Computing primary focus: programming	Design & Technology primary focus: textiles	Art <i>drawing</i> <i>printing</i>	Computing primary focus: programming	Design & Technology primary focus: construction
Class novel read one	<i>Wonder</i> by RJ Palacio (L&L) CV: compassion <i>Survivors</i> by David Long and Kerry Hyndman CV: perseverance	<i>The Golden Horseman of Baghdad</i> by Saviour Pirotta CV: perseverance <i>Viking Boy</i> by Tony Bradman CV: perseverance	<i>The Explorer</i> by Katherine Rundell CV: perseverance <i>Journey to the River Sea</i> by Eva Ibbotson CV: courage <i>Forest of Doom</i> by Ian Livingston (or another Fighting Fantasy book) CV: courage	<i>Wolf Brother</i> by Michelle Paver CV: perseverance <i>Secrets of a Sun King</i> by Emma Carroll CV: honesty	<i>The Jamie Drake Equation</i> by Christopher Edge CV: courage <i>Nowhere Emporium</i> by Ross Mackenzie CV: courage <i>Floodland</i> by Marcus Segwick	<i>When Hitler Stole Pink Rabbit</i> by Judith Kerr CV: compassion <i>Letters from the Lighthouse</i> by Emma Carroll CV: peace <i>Who Built That? Skyscrapers</i> by Didier Cornille (dip into)
Poetry read two or more	<i>In Flanders Fields</i> by John McCrae (CC) CV: peace <i>The Spider and the Fly</i> by Mary Howitt (CC) CV: honesty <i>Daffodils</i> by William Wordsworth (CC) CV: peace	<i>Jabberwocky</i> by Lewis Carroll (CC) CV: courage <i>Railway Carriage</i> by Robert Louis Stevenson (CC) CV: peace (Kennings are also used heavily in the original Beowulf)	<i>The Highwayman</i> by Alfred Noyes (CC) CV: courage <i>Wings, Owl or City Jungle</i> by Pie Corbett CV: peace	<i>Matilda, who told Lies, and was Burned to Death</i> by Hilaire Belloc (CC) CV: honesty <i>Macavity: The Mystery Cat</i> by T S Elliot (CC) CV: honesty	<i>The Lost Words</i> by Robert Macfarlane & Jackie Morris CV: compassion <i>If</i> by Rudyard Kipling (CC) CV: perseverance	<i>Photograph</i> by Roger Stevens (topic) CV: compassion <i>Refugees</i> by Brian Bilston (topic) CV: compassion <i>The British Poem</i> by Benjamin Zephaniah CV: compassion
Extracts read all (and use one instead of a class novel, if preferred)	<i>Holes</i> by Louis Sachar CV: perseverance <i>Pig Heart Boy</i> by Malorie Blackman (CC) CV: courage <i>Journey to Jo'burg</i> by Beverley Naidoo CV: compassion <i>How You Can Save the Planet</i> by Hendrikus Van Hensbergen (topic) CV: compassion	<i>Sinbad the Sailor</i> by Marcia Williams (topic) CV: compassion <i>Odd and the Frost Giants</i> by Neil Gaiman CV: courage <i>Water Wings</i> by Morris Gleitzman (L&L) CV: compassion <i>Hugo Cabret</i> by Brian Selznick CV: perseverance	<i>Robinson Crusoe</i> by Daniel Defoe (CC) CV: courage <i>Treasure Island</i> by Robert Louis Stevenson (CC) CV: courage <i>Survivors</i> by David Long and Kerry Hyndman <i>Julian Koepcke, (The Girl Who Fell from the Sky)</i> CV: perseverance	<i>The Hobbit</i> by JRR Tolkien (CC) CV: courage <i>A Christmas Carol</i> by Charles Dickens (CC) – Chapter 1, up to Marley's Ghost CV: compassion	<i>Sky Song</i> by Abi Elphinstone CV: courage <i>Iron Man</i> by Ted Hughes (CC) CV: peace <i>Tin Tin: Destination Moon or Explorers on the Moon</i> by Hergé (CC) CV: courage <i>Water Wings</i> by Morris Gleitzman (if not read in Cycle A) (L&L) CV: compassion	<i>The Missing</i> by Michael Rosen (topic) CV: compassion <i>Goodnight Mr Tom</i> by Michelle Magorian (topic) (CC) CV: compassion <i>Windrush Child</i> by Benjamin Zephaniah CV: compassion
Picture books read one or more	<i>The Water-Tower</i> by Gary Crew and Steven Woolman (CC) CV: courage <i>Flood</i> by Alvaro F Villa CV: compassion	<i>Small Things</i> by Mel Tregunning (L&L) CV: compassion <i>Arthur and the Golden Rope</i> by Joe Todd Stanton (topic) CV: courage	<i>Archipelago: An Atlas of Imagined Islands</i> by Huw Lewis-Jones (topic) CV: peace <i>Respect</i> by Rachel Brian (L&L) CV: compassion <i>And Tango Makes Three</i> by Justin Richardson and Peter Parnell (L&L) CV: compassion	<i>Ancient Egypt: Tales of Gods and Pharaohs</i> by Marcia Williams CV: courage <i>Secrets of Stonehenge</i> by Mick Manning and Brita Granstrom CV: perseverance <i>Marcy and the Riddle of the Sphinx</i> by Joe Todd Stanton (topic) CV: courage	<i>Voices in the Park</i> by Anthony Browne CV: compassion <i>Flotsam</i> by David Wiesner (topic) CV: compassion <i>Curiosity: The Story of a Mars Rover</i> by April Eberhardt (science) CV: perseverance	<i>The Journey</i> by Francesca Sanna (topic) CV: courage <i>The Arrival</i> by Shaun Tan (topic) CV: compassion <i>And Tango Makes Three</i> by Justin Richardson and Peter Parnell CV: compassion
Non-fiction	Range of non-fiction books that we access from the Schools Library Service, our own library, classrooms, online, extracts.					
		eg Daily Life in the Islamic Golden Age by Don Nardo (topic)	eg Shackleton's Journey by William Grill (topic)		eg How Does a Lighthouse Work? by Roman Belyaev (topic)	eg Own Your Period by Chella Quint


Age-related expectations: Reading in Early Years

Nursery (expectations for the end of the year)	Reception (expectations for the end of the year)
<p>Nursery and Reception learning experiences are taken from Development Matters: Non-statutory curriculum guidance for the Early Years Foundation Stage</p>	
<p>N1 Understand the five key concepts about print:</p> <ul style="list-style-type: none"> • print has meaning • print can have different purposes • we read English text from left to right and from top to bottom. • the names of the different parts of a book. • page sequencing <p>N2 Develop their phonological awareness, so that they can:</p> <ul style="list-style-type: none"> • spot and suggest rhymes • count or clap syllables in a word • recognise words with the same initial sound, such as money and mother <p>N3 Engage in extended conversations about stories, learning new vocabulary.</p>	<p>R1 Read individual letters by saying the sounds for them.</p> <p>R2 Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.</p> <p>R3 Read some letter groups that each represent one sound and say sounds for them.</p> <p>R4 Read a few common exception words matched to the school's phonic programme.</p> <p>R5 Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</p> <p>R6 Re-read books (consistent with developing phonic knowledge) to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p>
<p>These learning expectations have been developed by us to ensure children reach their full potential and are ready to progress into Key Stages 1 and 2.</p>	
<p>Reading: fluency / word reading N1+ I am beginning to recognise repetition of words and rhymes when listening to stories.</p> <p>Reading: retrieve / comprehension N2+ I can talk about the title and the events. N3+ I can re-tell main events in a familiar story.</p> <p>Reading: interpret N4+ I can link what they hear read to their own experiences.</p> <p>Reading: explore and evaluate N5+ I know that there are both fiction and non-fiction books. N6+ I take pleasure in listening to stories and finding out facts in books. N7+ I can talk about a story in a group.</p> <p>Reading: range N8+ I am familiar with key stories, including traditional and fairy tales. N9+ I experience poems and rhymes. N10+ I know at least two nursery rhymes by heart. N11+ I can use prior knowledge to understand texts.</p> <p>Reading: vocabulary / comprehension N12+ I learn new words based on what has been read to me, and begin to use these words orally ('wow words').</p> 	<p>Reading: fluency / word reading <i>(Refer to the sequence of learning set out in Little Wandle Letters and Sounds Revised programme.)</i> R1+ I can recognise and use the repetition of words and rhymes to aid reading. R2+ I re-read to build up fluency. R3+ I can check that the text makes sense as I read.</p> <p>Reading: retrieve / comprehension R4+ I can re-tell main events, making appropriate comments.</p> <p>Reading: interpret R5+ I can link what I read or hear read to my own experiences.</p> <p>Reading: choice R6+ I can answer some simple questions about the writer's or illustrator's choice (eg Why do you think the illustrator drew the children skipping and jumping on the cover of 'We're going on a bear hunt'?).</p> <p>Reading: explore and evaluate R7+ I know simple differences between fiction and non-fiction. R8+ I take pleasure in reading. R9+ I can say what I like or dislike about a text. R10+ I can talk in a group about what I've read. R11+ I can listen to and discuss ideas about a text – narrative, non-fiction and poems – including at a level beyond that at which I can read independently.</p> <p>Reading: range R12+ I am very familiar with key stories, including traditional and fairy tales. R13+ I experience poems and rhymes. R14+ I know at least five nursery rhymes by heart. R15+ I can use context and vocabulary provided to understand texts. R16+ I understand and can talk about the main characteristics of the key stories known eg 'Once upon a time...'. R17+ I can use prior knowledge to understand texts.</p> <p>Reading: vocabulary / comprehension R18+ I learn new words based on what has been read to me, and begin to use these words orally and in writing.</p> <p>Reading: writing R19+ I am beginning to use full stops to pause when reading aloud. R20+ I can retell key stories orally using narrative language.</p>

Age-related expectations: Reading, Year 1


<p>Fluency</p> <ol style="list-style-type: none"> 1. Apply phonic knowledge and skills to decode words by responding speedily, matching all 40+ graphemes to their phonemes (Phase 3); where applicable, alternative sounds for graphemes (Phase 5). 2. Apply phonic knowledge and skills to decode words by reading common words using phonic knowledge accurately, blending sounds in unfamiliar words based on known grapheme-phoneme correspondences. 3. Read phonetically decodable texts with confidence and accuracy. 4. Read common exception words ('tricky words'). 5. Read words of more than one syllable which contain taught grapheme-phoneme correspondences. 6. Read words containing taught grapheme-phoneme correspondences and the following endings: s, es, ing, ed, er, est. 7. Read words with contractions (eg I'm, we'll); understand apostrophe. 8. Apply phonic knowledge and skills to decode words by responding speedily, matching all 40+ graphemes to their phonemes (Phase 3); where applicable, alternative sounds for graphemes (Phase 5). 9. Recognise and use the repetition of words and rhymes to aid reading. 10. Re-read to build up fluency. 11. Read accurately and confidently words of 2 or more syllables. 12. Understand books (and other texts) they can already read accurately and fluently, and those they listen to. 13. Check that the text makes sense to them as they read and correct miscues, re-reading if necessary. 	<p>Explore and evaluate</p> <ol style="list-style-type: none"> 19. Understand the difference between fiction and non-fiction. 20. Develop pleasure in reading, motivation to read, vocabulary and understanding. 21. Say what they like or dislike about a text. 22. Talk about their responses in a group. 23. Listen to and discuss ideas about a text – narrative, non-fiction and poems – including at a level beyond that at which they can read independently. <p>Range</p> <ol style="list-style-type: none"> 24. Be very familiar with some key stories, including traditional and fairy tales. 25. Experience poems and rhymes. 26. Learn some poems and rhymes by heart. 27. Use context and vocabulary provided to understand texts. 28. Understand and talk about the main characteristics of the key stories known. 29. Use prior knowledge to understand texts. <div data-bbox="906 860 1385 1368" data-label="Image"> <p>A cartoon illustration of two children sitting on the floor and reading a large purple book together. The child on the left is a boy with brown hair, wearing a yellow shirt and green pants. The child on the right is a girl with blonde hair in pigtails, wearing a blue shirt and pink pants. Both children are smiling and looking at the book.</p> </div>
<p>Retrieve</p> <ol style="list-style-type: none"> 12. Talk about the title and the events. 13. Re-tell main events. 	<p>Vocabulary</p> <ol style="list-style-type: none"> 30. Discuss and clarify word definitions, linking new meanings to known vocabulary.
<p>Interpret</p> <ol style="list-style-type: none"> 14. Make predictions based on the events in the text. 15. Begin to draw inferences from the text and / or the illustrations. 16. Explain what they understand about a text. 17. Link what they read or hear read to their own experiences to support inference and empathy, for example. 	<p>Writing</p> <ol style="list-style-type: none"> 31. Begin to use punctuation to vary pace and expression when reading aloud eg pauses at full stops, asks questions with different intonation. 32. Identify narrative language. 33. Retell key stories orally using narrative language.
<p>Choice</p> <ol style="list-style-type: none"> 18. Answer and ask appropriate questions about writer's choice (eg Why has the author used the word 'heave'?) 	

Age-related expectations: Reading, Year 2

<p>Fluency</p> <ol style="list-style-type: none"> 1. Apply phonic knowledge and skills to decode words by blending the sounds in words that contain the graphemes taught. 2. Apply phonic knowledge and skills to decode words by recognising and reading alternative sounds for graphemes. 3. Apply phonic knowledge and skills to decode words by reading accurately words of two or more syllables that contain the same GPCs as above. 4. Decode automatically and fluently: read most (93% - 95%+) words quickly and accurately when they have been frequently encountered without overt sounding and blending. 5. Read words containing common suffixes. 6. Read further common exception words. 7. Read and notice unusual correspondence between grapheme and phoneme (eg wash, jealous). 8. Read aloud books (and other texts) closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation. 9. Read these books (and other texts) fluently and confidently, possibly by re-reading to build up this skill. 10. Understand both the books / texts that they can read accurately and fluently and those they listen to. 11. Read for meaning, checking that the text makes sense and correcting inaccurate reading. 	<p>Explore and evaluate</p> <ol style="list-style-type: none"> 20. Explain and discuss understanding of books, poems and other material, both those read aloud and those read independently. 21. Be aware that non-fiction books (and other texts) are structured in different ways. 22. Develop pleasure in reading, motivation to read, vocabulary and understanding. 23. Discuss books, poems and other works that are read aloud and independently, expressing opinions and listening to others' opinions (eg plot, settings, characters). 24. Listen and respond to (by discussing and expressing views) a wide range of poetry (including contemporary and classic), stories and non-fiction at a level beyond that at which they can read independently. 25. Use prior knowledge, context and vocabulary explored to understand texts. 26. Talk about favourite words and phrases. <p>Range</p> <ol style="list-style-type: none"> 27. Increase repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear 28. Become increasingly familiar with a wider range of stories, fairy stories, traditional tales and non-fiction. 
<p>Retrieve</p> <ol style="list-style-type: none"> 12. Locate information using contents and index. 13. Recounts main themes and events by showing understanding of the main points of the text. 14. Answer appropriate questions about events and characters. 	<p>Vocabulary</p> <ol style="list-style-type: none"> 29. Discuss and clarify word definitions, linking new meanings to known vocabulary.
<p>Interpret</p> <ol style="list-style-type: none"> 15. Ask appropriate questions about events, inferred events and characters. 16. Draw simple inferences from illustrations and text on the basis of events, character's actions and speech. 17. Make predictions on the basis of what has been read so far. 18. Answer appropriate questions about inferred events and characters. 	<p>Writing</p> <ol style="list-style-type: none"> 30. Discuss the sequence of events in books (and other texts) and how items of information are related. 31. Make links between spellings, punctuation and grammar that has been taught 32. Use punctuation to vary pace (eg pauses appropriately at full stops and commas). 33. Retell orally key stories (a range, including fairy stories and traditional tales) using narrative language. 34. Begin to use punctuation to vary expression (eg questions with different intonation or character voices). 35. Know and recognise simple recurring literary language in stories and poetry.
<p>Choice</p> <ol style="list-style-type: none"> 19. Answer and ask appropriate questions about writer's choice (eg Why has the author used the word 'heave'?) 	


Age-related expectations: Reading, Year 3

bold text = core reading domains; bold numbers = non-core reading domains; other aspects of the Reading curriculum

Fluency	Explore and evaluate
<p>1. Can fluently read a set text appropriate for their age.</p> <p>2. Apply phonic knowledge and skills to read unfamiliar words.</p> <p>3. Apply knowledge of root words, prefixes and suffixes to read aloud and to understand meaning of unfamiliar words.</p> <p>4. Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</p> <p>5. Attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words.</p> <p>6. Read aloud with intonation, tone, volume to show awareness of characters' speech and punctuation.</p>	<p>14. Understand what they read in books (and other texts) independently, checking that the text is meaningful.</p> <p>15. Ask questions to improve understanding of a text.</p> <p>16. Identify how structure and presentation contribute to the meaning of texts</p> <p>17. Begin to understand that narrative books are structured in different ways (eg quest stories and stories with dilemmas).</p> <p>18. Make links between spellings, punctuation and grammar that has been taught.</p> <p>19. Explain and discuss books, poems and other works that are read aloud and independently, taking turns and listening to others' opinions.</p> <p>20. Begin to express opinions about how narrative books can be structured (eg quest stories and stories with dilemmas).</p> <p>21. Develop pleasure in reading, motivation to read, vocabulary and understanding.</p> <p>22. Begin to recognise themes / ideas in text types covered.</p>
Retrieve	Range
<p>7. Retrieve and record information from fiction and non-fiction.</p> <div style="text-align: center;">  </div>	<p>23. Experience and discuss a range of fiction, poetry, plays, non-fiction and reference books or textbooks.</p> <p>24. Know a wider range of stories, including fairy stories and legends.</p> <p>25. Begin to recognise some different forms of poetry – list poems, shape poems, free verse etc.</p> <p>26. Prepare poems and scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</p> <p>27. Use dictionaries to check the meaning of unfamiliar words.</p> <p>28. Choose books (and other texts) for specific purposes.</p> <p>29. Explain and discuss understanding of books, poems and other material, both those read aloud and independently.</p>
Interpret	Vocabulary
<p>8. Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, beginning to justify these inferences with evidence (eg how characters relate to each other).</p> <p>9. Predict what might happen from details stated and implied.</p> <p>10. Know which words are essential to retain meaning in order to begin to summarise.</p> <p>11. Show an awareness of figurative language.</p>	<p>30. Explain the meaning of words in context.</p>
Choice	Writing
<p>12. Discuss and record words and phrases that writers use to engage and impact on the reader (eg What choice of verb has been used?).</p> <p>13. Begin to realise that literary conventions in text types can influence a writer's choice / style.</p>	<p>31. Begin to recognise some of the literary conventions in text types covered.</p> <p>32. Know that non-fiction books / other texts are structured in different ways and be able to use them effectively.</p> <p>33. Orally re-tell some known stories.</p> <p>34. Prepare poems and scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action.</p>

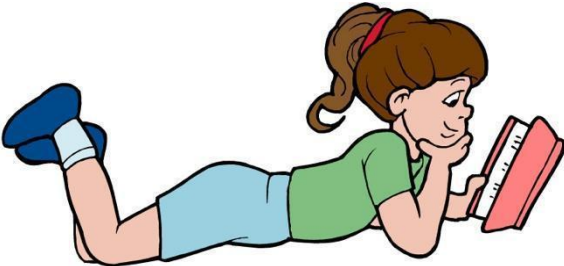
Age-related expectations: Reading, Year 4

bold text = core reading domains; bold numbers = non-core reading domains; other aspects of the Reading curriculum

Fluency	Explore and evaluate
<p>1. Can fluently read a set text appropriate for their age.</p> <p>2. Apply phonic knowledge and skills to read unfamiliar words.</p> <p>3. Apply knowledge of root words, prefixes and suffixes (see National Curriculum, Appendix 1, Y3,4 list) to read aloud and to understand the meaning of unfamiliar words.</p> <p>4. Apply knowledge of morphology and etymology to read and understand words.</p> <p>5. Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</p> <p>6. Attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words.</p> <p>7. Read aloud with intonation, tone, volume to show awareness of characters' speech, punctuation and some grammatical features (eg an embedded subordinate clause).</p> <p>8. Check the text is meaningful.</p>	<p>15. Identify and summarise main ideas / theme of a text (more than one paragraph).</p> <p>16. Ask questions to improve understanding of a text.</p> <p>17. Know non-fiction books / texts are structured in different ways and be able to use them effectively.</p> <p>18. Know and recognise some of the literary conventions in text types covered.</p> <p>19. Know and recognise themes in text types covered.</p> <p>20. Discuss texts that are read aloud and independently, explaining and listening to ideas and opinions, giving reasons.</p> <p>21. Develop pleasure in reading, motivation to read, vocabulary and understanding.</p> <p>22. Begin to build on others' ideas and opinions about a text in discussion.</p> <p>23. Make connections between other similar texts, prior knowledge and experience.</p>
Retrieve	Range
<p>9. Retrieve and record information from non-fiction by beginning to skim and scan.</p> <div style="text-align: center;">  </div>	<p>24. Use dictionaries to check the meaning of unfamiliar words.</p> <p>25. Know which books (and other texts) to select for specific purposes, especially in relation to science, history and geography learning.</p> <p>26. Experience and discuss a range of fiction, poetry, plays, non-fiction and reference / textbooks.</p> <p>27. Know a wider range of stories, including fairy stories, traditional tales and myths.</p> <p>28. Recognise some different forms of poetry – list poems, free verse, rhyming verse, etc.</p> <p>29. Read aloud and perform poems and scripts, showing understanding through intonation, tone, volume and action.</p>
Interpret	Vocabulary
<p>10. Infer meanings and justify them with evidence from the text eg inferring characters' feelings, thoughts and motives from their actions.</p> <p>11. Begins to explain the (non-literal) meaning of words in context (eg 'My heart raced'), including figurative language.</p> <p>12. Predict what might happen from details stated and implied (deduced information).</p>	<p>30. Explain the meaning of words in context.</p>
Choice	Writing
<p>13. Discuss and record words and phrases that writers use to engage and impact on the reader, explaining the effect they have.</p> <p>14. Show understanding that literary conventions in text types can influence a writer's choice / style.</p>	<p>31. Identify some text type language features eg narrative, explanation, persuasion.</p> <p>32. Know non-fiction books / texts are structured in different ways, identifying and using these organisational features effectively.</p> <p>33. Know and recognise some of the literary conventions in text types covered.</p> <p>34. Orally re-tell some known stories.</p> <p>35. Identify how a sentence type can be changed by altering word order, tense and punctuation, or by adding or deleting words.</p>


Age-related expectations: Reading, Year 5

bold text = core reading domains; bold numbers = non-core reading domains; other aspects of the Reading curriculum

Fluency	Explore and evaluate
<p>1. Can fluently read a set text appropriate for their age.</p> <p>2. Apply phonic knowledge and skills to read unfamiliar words.</p> <p>3. Apply growing knowledge of root words, prefixes and suffixes (see National Curriculum, Appendix 1, Y5,6 list) to read aloud and to understand the meaning of unfamiliar words.</p> <p>4. Apply knowledge of morphology and etymology to read and understand words.</p> <p>5. Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</p> <p>6. Attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words.</p> <p>7. Read and re-read ahead to check for meaning</p>	<p>19. Understand books (and other texts) read independently, checking that text is meaningful and discuss what has been understood.</p> <p>20. Identify significant ideas, events and characters and discuss their significance.</p> <p>21. Raise queries about texts and ask questions to improve understanding.</p> <p>22. Participate in discussions about books (and other texts) that are read to them and those they can read for themselves.</p> <p>23. Explain a personal point of view, giving reasons for their view.</p> <p>24. Recommend books (and other texts) to peers, giving reasons for their choices.</p> <p>25. Identify the effect of the context on a text (eg historical or other cultures).</p> <p>26. Make connections and comparisons between different versions of the same text, other texts, prior knowledge and experience.</p> <p>27. 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.</p> <p>28. Identify and discuss themes and conventions in and across a wide range of writing.</p>
	
Retrieve	Range
<p>8. Use scanning to find and identify key information.</p> <p>9. Retrieve, record and present information from more than one source of non-fiction (eg when carrying out research).</p>	<p>29. Read for a range of purposes, discussing an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</p> <p>30. Increase familiarity with a range of books from our literary heritage and books from other cultures and traditions.</p> <p>31. Read aloud and perform poems and plays, showing understanding through intonation, tone, volume and action.</p> <p>32. Learn poems by heart eg narrative verse, haiku.</p>
Interpret	Vocabulary
<p>10. Summarise the main points / ideas drawn from a text (more than one paragraph), identifying key details that support the main ideas, orally and in writing.</p> <p>11. Distinguish between statements of fact and opinion.</p> <p>12. Draw inferences such as inferring characters' feelings, thoughts and motives from their actions.</p> <p>13. Justify inferences with evidence from the text.</p> <p>14. Make predictions from details stated and implied information.</p> <p>15. Present the author's viewpoint of a text.</p>	<p>33. Explore the meaning of increasingly complex words in context, eg by using meaning-seeking strategies.</p> <p>34. Use meaning – seeking strategies to explore the meaning of idiomatic and figurative language.</p>
Choice	Writing
<p>16. Read non-fiction texts and identify purpose, presentation and structures and evaluate how effective they are (eg how much they contribute to the meaning of a text).</p> <p>17. Identify purpose and comment on word choice and grammatical features of a text.</p> <p>18. Discuss and comment on the writer's use of language for effect, including figurative language, considering impact (eg precisely chosen adjectives, similes and personification).</p>	<p>35. Read non-fiction texts and identify purpose, presentation and structures and evaluate how effective they are eg how much they contribute to the meaning of a text.</p> <p>36. Use knowledge of structure of text type to find key information.</p> <p>37. Read books (and other texts) that are structured in different ways.</p> <p>38. Identify formal and informal language.</p>

Age-related expectations: Reading, Year 6

bold text = core reading domains; bold numbers = non-core reading domains; other aspects of the Reading curriculum

Fluency	Explore and evaluate
<p>1. Can fluently read a set text appropriate for their age.</p> <p>2. Apply phonic knowledge and skills to read unfamiliar words.</p> <p>3. Apply knowledge of root words, prefixes and suffixes (see National Curriculum, Appendix 1, Y5,6 list) to read aloud (attempting pronunciation) and to understand the meaning of unfamiliar words.</p> <p>4. Use combined knowledge of phonemes and word derivations to pronounce words correctly (eg arachnophobia, audience)</p> <p>5. Read fluently, using punctuation to inform meaning.</p> <p>6. Apply knowledge of morphology and etymology to read and understand words.</p> <p>7. Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</p>	<p>17. Understand books (and other texts) read independently, ensuring that the book is meaningful and discuss what has been understood.</p> <p>18. Explain the main purpose of a text.</p> <p>19. Raise queries about texts to extend understanding.</p> <p>20. Explain and comment on explicit and implicit points of view.</p> <p>21. Express a personal point of view about a text (eg about organisation, presentation, writers' choice), giving reasons linked to evidence from texts.</p> <p>22. Build on or present counter-arguments to others' ideas and opinions about a text in discussion.</p> <p>23. Recommend books (and other texts) to peers, giving reasons for their choices.</p> <p>24. Compare and contrast books (and other texts): within and across texts (including by different authors who may have different views and comparison of different versions).</p> <p>25. Identify and explain the effect of the context on a text (eg historical or geographical).</p> <p>26. Make connections between reading and prior knowledge and experience; explain the links.</p> <p>27. 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.</p>
	
Retrieve	Range
<p>8. Retrieve relevant information by skimming and scanning, taking notes / highlighting to record key points.</p>	<p>28. Read books (and other texts) that are structured in different ways.</p> <p>29. Read and discuss non-fiction texts (eg to support other curriculum areas).</p> <p>30. Read and discuss a range of texts, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage and books from other cultures and traditions.</p> <p>31. Read aloud and perform poems and plays, showing understanding through intonation, tone, volume and action.</p> <p>32. Learn poems by heart eg narrative verse, sonnet.</p>
Interpret	Vocabulary
<p>9. Summarise the main ideas drawn from a text (more than one paragraph), identifying key details that support the main ideas.</p> <p>10. Distinguish between statements of fact and opinion.</p> <p>11. Draw inferences (eg inferring characters' feelings, thoughts and motives from their actions).</p> <p>12. Develop explanations to justify inferences using evidence from the text.</p> <p>13. Predict what might happen from details stated and implied from across a text.</p> <p>14. Present and explain the author's viewpoint in a text.</p> <p>15. Present an oral overview or summary of a text.</p>	<p>33. Explore the meaning of increasingly complex unfamiliar words in context, eg by using meaning-seeking strategies.</p> <p>34. Explore meanings of idiomatic and figurative language (eg by using meaning-seeking strategies).</p>
Choice	Writing
<p>16. Identify, comment (with consideration of impact) and back up views on how the following contribute to the meaning and effectiveness of a text:</p> <ul style="list-style-type: none"> ● language, structure and presentation (eg is it clear, attractive, easy to fact-find?) ● writer's choice of vocabulary ● writer's craft, including figurative language, grammatical features, text structure (eg the use of short sentences to build tension) 	<p>35. Collate and organise information / points / evidence appropriately.</p> <p>36. Recognise texts that contain features from more than one text type.</p> <p>37. Identify and discuss the conventions of different text types.</p> <p>38. Identify formal and informal language.</p>

Appendix: Our reading diet

This Reading 'diet' shows the variety of ways we teach Reading (left column), with notes on when and how Reading is typically taught. Some Key Stage 1 activities continue into Key Stage 2 when additional support for individuals is needed.

Reading Activity and its key purpose	Nursery (Scholes (Elmet) Primary and St James' CE Primary)	Reception	Key Stage 1 (Y1 – Y2)	Key Stage 2 (Y3 – Y6)
Story Time / Class Novel to promote a love of reading	<p>story time book (different daily story chosen by adult or child, read in key worker groups / an area of provision)</p> <p>theme book (a fiction or non-fiction book linked to the Early Years theme; read three times across a week with a rough focus as below: 1. simple read 2. explain words and phrases 3. asides, voices and actions)</p>	<p>story time book (voted for by children; daily)</p> <p>theme book (a fiction or non-fiction book linked to the Early Years theme; read three times across a week with a rough focus as below: 1. simple read 2. explain words and phrases 3. asides, voices and actions)</p>	<p>class novel</p> <p>10 mins, daily (supplemented with other stories or non-fiction)</p>	<p>class novel</p> <p>(around three 20 min sessions every week; see Appendix: Reading long term plan; can include explore discussion sessions and drama)</p>
Book Club to promote a love of reading	(love to reading promoted through other aspects of reading diet)	(love to reading promoted through other aspects of reading diet)	(love to reading promoted through other aspects of reading diet)	<p>dedicated weekly session, 30-45 mins</p> <p>(must include hearing readers, library visit, checking Reading Records; books alternate between solo and group reading; can include explore sessions, drama etc)</p>
Phonics to develop decoding skills and fluency	<p>5 mins, daily, increasing over the year to 10 mins, daily</p> <p>(taught in key worker groups; using the Little Wandle systematic synthetic phonics scheme; phase 1 phonics eg environmental sounds, body percussion etc is developed through areas of provision)</p>	<p>15 mins, daily, increasing over the year to 30 mins, daily</p> <p>(using the Little Wandle systematic synthetic phonics scheme)</p>	<p>30 mins, daily</p> <p>(using the Little Wandle systematic synthetic phonics scheme; In Y2, children learn more about spelling patterns and rules)</p>	<p>(aspects of phonics continue as part of spelling lessons; and phonics interventions continue into Key Stage 2 when additional support for individuals is needed)</p>

Reading Practice to practise decoding skills and fluency		15-20 mins, four times every week (fifth day is a library visit)	15-20 mins, four times every week (fifth day is a library visit)	('replaced' by Fluency)
Daily Poem to promote a love of reading and an awareness of language	5 mins, daily (nursery rhyme; same rhyme all week)	5 mins, daily (same poem all week)	5 mins, daily (same poem all week)	(feature in Reading Skills, Fluency)
Fluency to develop fluency		(see Reading Practice)	(see Reading Practice)	10 mins, three times every week short: typically between 100-150 words in length 3 or 4 unfamiliar words a variety of texts across a half term (2 x fiction, 2 x poems, 1 x topic related text, 1 x science related)
Reading Skills to develop specific reading skills	five concepts of print are taught when reading the story time book and theme book: print has meaning print has different purposes read print from left-right, top-bottom book parts (title, author, front cover, back cover, blurb, pages) page sequence		40 minutes, three or four times per writing unit teaching age-related expectations not covered by reading practice sessions; provides a basis for writing lessons by becoming familiar with a text; either a general stimulus (a book eg The Naughty Bus) or a WAGOLL (a set of instructions) no dedicated Reading exercise book; instead a Reading and Writing exercise book	40-45 mins, four times every week teaching age-related expectations; may be LO-driven: same learning objective which comes from ARE grids, or text-themed: same text to practise and consolidate a mix of learning objectives
RIC to develop specific reading skills			three or four times each half term	once a week in reading skills, one per half term in topic, one per term in science and maths and one per half term in RE (Wetherby St James') Retrieval, Interpret, Choice (see Appendix: RIC) stimuli may include a short text, video, diagram, chart, poem

Library to promote a love of reading		once a week commences once settled into classroom routines	once a week
Writing to act as a model for writing, building up awareness of purpose, audience, key language and the impact on the reader		(teachers model writing sentences as a basis for reading and writing)	every week texts are used as models, typically at the start of the writing process and referred to throughout a writing sequence of learning
Topic to read to learn and to 'Read as a...' from a particular perspective	theme book (a book linked to the Early Years theme; three times every week; fiction or non-fiction)		every week this may be in a Fluency session (see above) or in a Topic lesson (five-ten minutes); may link with the 'Read as a...' guidance
One to One to develop fluency and skills	individual specific provision where needed eg to recognise own name	for children who are at risk of falling behind and/or who remain at the early stages of reading: if children fall behind 'words per minute', 3 x weekly; timings vary mainly used as intervention	

We use a variety of reading materials during the above sessions:

- story props (mainly Early Years)
- class novel
- newspapers, magazines, comics eg First News
- visits
- website extracts
- individual books
- group books
- poems
- topic texts
- other cross-curricular reading

Additional opportunities to promote reading include the following, although these may not happen in each of the Sphere Federation schools:

- older children read alongside younger children