

Corpus Christi Catholic Primary School



READING HANDBOOK

READING CURRICULUM: INTENT: All of our children will have consistent access to a broad, balanced and high quality reading curriculum:

DISCOVERING new ideas and developing a deeper understanding of what we are reading, across a range of contexts.

RESPECTING what we read, both physically and in our opinions and discussions.

ENTHUSIASM for reading across the curriculum and in developing their creative ideas and factual understanding in areas that inspire, excite and interest.

ASPIRATION to be the best we can be, using reading to develop our knowledge and understanding of the world around us and inspire us to be amazing.

MAKING A DIFFERENCE in the social, moral, cultural and spiritual world around us, learning and experiencing new things that help us to understand and accept differences across the world.

The National Curriculum's overarching aims for English is to 'promote high standards of language and literacy by equipping pupils with a strong command' of our language. It also aims to develop the enjoyment of reading and literature by opening up their experiences.

The national curriculum for English aims to ensure that all pupils can do the following:

- Read easily, fluently and with good understanding
- Develop the habit of reading widely and often, for both pleasure and information
- Acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading
- Appreciate our rich and varied literary heritage
- Use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas.

The National Curriculum programmes of study for Reading at Key Stages 1 and 2 consist of two dimensions, word reading and comprehension (both listening and reading).

It is essential that teaching focuses on developing pupils' competence in both dimensions; different kinds of teaching are needed for each.

At Corpus Christi we know that skilled word reading means decoding unfamiliar words at an appropriate speed and word recognition of familiar words, also at speed. The underpinning knowledge of letter recognition and the linking of graphemes and phonemes through phonics is emphasised in the early teaching of reading to beginners when they start school.

We develop good comprehension skills, drawing from linguistic knowledge, knowledge of the world and a deep and varied vocabulary. A wide range of high quality texts and questioning builds the skills needed to make exceptional readers. Pupils are encouraged to read widely across fiction, non-fiction and poetry, developing their knowledge of themselves and the world in which they live, to establish an appreciation and love of reading, and to gain knowledge across the curriculum, increasing their vocabulary as they encounter words they rarely hear or use in everyday speech.

At Corpus Christi, our Mission Statement and the teaching of Jesus is at the centre of all we do.

We intend to show this through our Reading Curriculum:

Through the chance to **DISCOVER** new world, facts and ideas, exploring topics and using our imagination to further develop our understanding and comprehension of the texts we read.

By showing **RESPECT** for the books and materials we read and hold, for the author's work and for the opinions of those we discuss our work with.

Being **ENTHUSIASTIC** about reading, making their own choices about what they read, covering a wide range of text types and genres, developing our vocabulary.

To **ASPIRE** to be like the authors we read, using what we have read to become better writers and build our knowledge and understanding to create a better world.

Using our knowledge to **MAKE A DIFFERENCE** in our lives and the lives of others, learning about social and global injustice and learning about new ways to help our One World family, using our inference skills to develop a better understanding of the world and its people.

At the centre of learning of our **DREAM** Curriculum at Corpus Christi, we aim to create a life-long love of reading and books. It is our belief that every child should be able to access a range of texts, at a high standard, and find joy in reading for pleasure. We firmly believe that reading feeds children's imagination and opens up a world of wonder, imagination and opportunity for curious young minds. We also believe that every child should be given the tools to develop into an enthusiastic and confident reader both at home and at school. We utilise reading to improve language and vocabulary, to inspire creativity and to give everyone an opportunity to develop and foster new interests.

Every child is taught a range of strategies to support their development to become a confident, independent reader. In Early Years and Key Stage 1, Phonics is taught on a daily basis. Children are taught using the Read, Write, Inc programme, which enables them to blend, segment and decode words. Once the children have learnt how to read, they can then learn to comprehend and understand the text they are reading. Children are encouraged to use these strategies independently to understand, enjoy and learn from a range of texts. Through this they will become fluent, expressive readers with the stamina to enjoy challenging texts. Our whole class guided reading sessions help to truly embed the key skills for successful reading and comprehension from for those who have moved beyond the Read Write Inc programme, all the way up to Year 6.

VIPERS questions are used to support children in developing their comprehension skills and understanding of a variety of texts, once their phonics knowledge is secure. We continue to practise phonics skills for all children, learning new words and developing their vocabulary, encouraging blending techniques and Fred Talk, as well as searching for context, to help them to read unfamiliar words.

Weekly Book Study sessions allow children to apply their skills to books, chosen to provide high quality reading opportunities and a wide variety of fiction genres and author styles, whilst practising their VIPERS comprehension skills. Reading opportunities are in place in all classes across all subject areas, supporting children to empathise with characters, share opinions and debate topics.

Strategies

In order to achieve our aims, our school provides the following:

On-site facilities:

- Class reading corners in every room
- A suite of iPads, for research and e-reading
- Wide range of reading resources, including journalistic writing, information texts,
- RWI school, with trained staff and resources
- Age and stage appropriate reading books, including ORT, Project X, Jelly and Bean, TreeTops and Oxford Owl access.

Off-site facilities

- SLA with Schools Library Service
- Access to Rainford Village Library for class visits
- Member of St Helens Teaching Alliance, with access to training and support for Reading co-ordinators.

Curriculum Provision

Reception –Year 6: 5 hours of English lessons – 1 focused on comprehension, 1 focused on Grammar and 3 focused on Writing, all with a reading approach, using high quality texts to build application and understanding.

Year 4- Year 6: 3 half hour Guided Reading sessions for group focus

Year 1, Year 2 and 3: Weekly guided reading sessions alongside phonics.

EYFS: Weekly one to one reading and comprehension, which is then sent home to be continued with parents.

For those still on the programme: 5 40 minute Read Write Inc. Sessions, concentrating on Phonics and blending, using mixed ability groups based on areas of need.

Planning is based around the National Curriculum and EYFS Framework, using resources from a variety of places, adapted to the needs of the school context and children. Children are continuously assessed against clear learning objectives and curriculum statements at an age and stage appropriate level.

Extra-curricular Provision

Each year we celebrate World Book Day, with children spending the day in costume thinking about books, characters and reading.

Continuing Professional Development

Teachers and support staff are encouraged to develop their skills and knowledge to enhance the teaching of English in school.

As part of our membership to the St Helens Teaching School Alliance, the English Subject Lead attends the English Subject Leader Meetings and training sessions, three times a year.

Reading are regular items for staff meeting, whole staff training and Inset days.

All staff are continuously trained so as to ensure that English is taught to a high standard.

This high quality teaching is supported through the appropriate funding, resources, timetables and our whole school environment, which is maintained to a high standard and enhances and promotes our teaching and our children's experiences and learning.

Staff plan and deliver daily high quality English lessons.

Staff meet regularly to review the quality of our provision and to refresh, reposition and change as appropriate.

Staff meet regularly to track and review the progress of our children and this high quality formative assessment contributes good rates of progress and high levels of attainment.

Strong parent partnerships and home/school systems contribute the quality of our provision.

Reporting

- Verbal reports to parents take place twice a year at Parent's Evening.
- Written reports are provided annually.

OUTCOMES

The teaching of all aspects of English are consistently good with some outstanding practice.

All of our children develop their enjoyment, knowledge, understanding and skills in English and use these successfully across all areas of the curriculum.

All of our children make good progress from their starting point in English.

MONITORING EVALUATION REVIEW

The school implements an annual programme of quality assurance which includes the following:

- Scrutiny of planning
- Assessment and work books
- Lesson observations
- Learning walks
- Conversations with children
- Consultation with parents

ENGLISH: CURRICULUM IMPLEMENTATION: PLANNING

Our long term planning ensures coverage of the National English Curriculum and is responsive to the age, stage and interests of the children. In order to widen and deepen pupils' essential skills, understanding and behaviours, our children continuously return to key concepts and skills in order to gain a deeper and more insightful understanding of texts, literature and storytelling.

	Autumn			Spring			Summer		
	Book Study	RWI/Vipers Theme	Reading for Enjoyment	Book Study	RWI/Vipers Theme	Reading for Enjoyment	Book Study	RWI/Vipers Theme	Reading for Enjoyment
EYFS	RWI Phonics sessions Traditional Tales – The Three Little Pigs Goldilocks, Little Red Riding Hood Meg and Mog The Gunpowder Plot The Snowman The Nativity Recipes Sequencing Character Description			RWI Phonics sessions The Tiny Seed Jasper's Beanstalk Supertato Superworm The Very Hungry Caterpillar Whatever Next The Man on the Moon The Way Back Home Traction Man The Superhero Hotel My Mum is a Supermum Burglar Bill Life Cycles and Labels			RWI Phonics sessions The Naughty Bus The Hundred Decker Bus Lost and Found Pirates Love Underpants The Pirate Next Door Portside Pirates The Beach Picnic The Sunflower Sword Stanley's Stick Under the Sea Mister Sea Horse The Fish who could Wish Commotion in the Ocean Bright Stanley Information Texts		
Year 1	Alan's Big Teeth Harry and the Dinosaurs Ten Little Pirates	RWI Phonics sessions	Traditional Tales	Storm Whale The Day the Crayons Quit The Smartest Giant in Town	RWI Phonics sessions	Julia Donaldson	The Magic Finger Grandad's Secret Giant Mrs Mole, I'm Home	RWI Phonics sessions	Hairy Maclary books
Year 2	Elliot and the Midnight Superhero	RWI Phonics sessions Fairy Tales Christmas	Charlie and the Chocolate Factory	SATs Revision	RWI Phonics sessions Homes Pirates	Gangster Granny	SuperDad's Day off	RWI Phonics sessions Emergency Services Castles	The Enchanted Wood by Enid Blyton

Year 3	Zombirella	Robots Christmas (RWI Phonics Sessions for those who still need it - ongoing)	While the Whales Came	Flat Stanley	The Legend of Robin Hood Heroes of Villains	Charlie Changes into a Chicken	The Worst Witch	Food Chains Habitat Angry Earth	The Boy who grew dragons
Year 4	How to Train Your Dragon	States of Matter Plastic Pollution	Matilda	Alice in Wonderland	Stories with a Past British Inventions	The Great Chocoplot	The Butterfly Lion	The Human Body Volcanoes	Grandpa Frank's Great Big Bucket List
Year 5	Boy at the Back of the Class	Magic and Mystery Ancient Greek Myths Christmas	There's a Pharoah in My Bath	Cosmic	Space Mountains	Eddie Albert and the Amazing Animal Gang	Kensuke's Kingdom	Living Things Animals Persuasive Texts	Malamander
Year 6	Wonder	Football History	The Storm Keeper's Island	Cogheart	Switched Fairy Tales	Orphans of the Tides	The Goldfish Boy	The Victorians Conservation	Mystery of the Night Watchers

Reading Curriculum Implementation: Progression

We have a clear understanding of the progression we aspire for all of our children to make in all areas of Reading.

EYFS (Please see our Phonics Handbook for further details)

		Reception			Nursery			
Reading		Elements of Reading						
		Reread books to build up confidence and fluency Recall of more tricky words SU1 SU2	Segment and blend words in reading book Read simple words and sentences with known letter sounds SP1 SP2	Reading letter groups (Digraphs) to represent one sound. Read a few common exception words A1 A2	Reading initial sounds individual letters Blending sounds into words Oral blending SU1 SuU2	Understands that print has meaning Knows the names of different parts of a book SP1 SP2	Knows that we read from left to right and top to bottom Knows that pages have sequences. A1 A2	
		Know at least 10 digraphs Read aloud books containing phase 2 and 3 sounds SP2 SU1 SU2	Read words containing blends CVCC CCVC CCVCC A1 A2 SP1		Read words containing blends CVCC CCVC CCVCC SU1 SU2	Can spot and suggest rhymes Can count or clap syllables in words A1 A2 SP1 Sp2		
		Use and recognition of Read Write Inc sounds						
		Read Write Inc Set 2 sounds Ay, ee, igh, ow, oo, oo, ar, or, air, ir, ou, oy SP2 SU1 SU2	Read Write Inc Set 1 sounds M, a, s, d,t, l, n, p, g, o, c, k, u, b, f, e, l h, sh, r, j, v, y, w, th, z, ch, qu, x, ng, nk A1 A2 SP1			Read Write Inc Set 1 sounds M, a, s, d,t, l, n, p, g, o, c, k, u, b, f, e, l h, sh, r, j, v, y, w, th, z, ch, qu, x, ng, nk SU1 SU2		
		Use and recognition of tricky words						
	said have like	he she we	I the to					

		so do some some little one were there what went out SU1 SU2	me be was you are her all they me SP1 SP2	no go into A1 A2			
	Book bands						
	Yellow Blue	High Red SU1 SU2	Low Red SP1 SP2	High Pink A1 A2	Low Pink Jelly and Bean SU1 SU2	Lilac SP1 SP2	

Word reading-Decoding

EYFS	KS1		KS2			
Nursery and Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>To enjoy rhyming and rhythmic activities.</p> <p>To show an awareness of rhyme and alliteration.</p> <p>To recognise rhythm in spoken words.</p> <p>To continue a rhyming string.</p> <p>To hear and say the initial sound in words.</p> <p>To segment the sounds in simple words and blend them together and know which letter represents some of them.</p> <p>To link sounds to letters, naming and sounding the letters of the alphabet.</p> <p>To use phonic knowledge to decode regular words and read them aloud accurately.</p>	<p>To apply phonic knowledge and skills as the route to decode words.</p> <p>To blend sounds in unfamiliar words using the GPCs that they have been taught.</p> <p>To respond speedily, giving the correct sound to graphemes for all of the 40+ phonemes.</p> <p>To read words containing taught GPCs.</p> <p>To read words containing -s, -es, -ing, -ed and -est endings.</p> <p>To read words with contractions, e.g. I'm, I'll and we'll.</p>	<p>To continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent.</p> <p>To read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.</p> <p>To accurately read most words of two or more syllables.</p> <p>To read most words containing common suffixes.*</p>	<p>To use their phonic knowledge to decode quickly and accurately (may still need support to read longer unknown words).</p> <p>To apply their growing knowledge of root words and prefixes, including in-, im-, il-, ir-, dis-, mis-, un-, re-, sub-, inter-, super-, anti- and auto- to begin to read aloud.*</p> <p>To apply their growing knowledge of root words and suffixes/word endings, including -ation, -ly, -ous, -ture, -sure, -sion, -tion, -ssion and -cian, to begin to read aloud.*</p>	<p>To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill.</p> <p>To apply their knowledge of root words, prefixes and suffixes/word endings to read aloud fluently.*</p>	<p>To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues.</p> <p>To apply their growing knowledge of root words, prefixes and suffixes/word endings, including -sion, -tion, -cial, -tial, -ant/-ance/-ancy, -ent/-ence/-ency, -able/-ably and -ible/ibly, to read aloud fluently.*</p>	<p>To read fluently with full knowledge of all Y5/ Y6 exception words, root words, prefixes, suffixes/word endings* and to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues.</p>

Word reading-Common Exception Words

<p>To read some common irregular words.</p>	<p>To read Y1 common exception words, noting unusual correspondences between spelling and sound and where these occur in words.</p>	<p>To read most Y1 and Y2 common exception words*, noting unusual correspondences between spelling and sound and where these occur in the word.</p>	<p>To begin to read Y3/Y4 exception words.*</p>	<p>To read all Y3/Y4 exception words*, discussing the unusual correspondences between spelling and these occur in the word.</p>	<p>To read most Y5/ Y6 exception words, discussing the unusual correspondences between spelling and sound and where these occur in the word.</p>	<p>To read Y5/ Y6 exception words, discussing the unusual correspondences between spelling and sound and where these occur in the word.</p>
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Word reading-Fluency

<p>To show interest in illustrations and print in books and print in the environment.</p> <p>To recognise familiar words and signs such as own name and advertising logos.</p> <p>To look and handle books independently (holds books the correct way up and turns pages).</p> <p>To ascribe meanings to marks that they see in different places.</p> <p>To begin to break the flow of speech into words.</p> <p>To begin to read words and simple sentences.</p> <p>To read and understand simple sentences.</p>	<p>To accurately read texts that are consistent with their developing phonic knowledge, that do not require them to use other strategies to work out words.</p> <p>To reread texts to build up fluency and confidence in word reading.</p>	<p>To read aloud books (closely matched to their improving phonic knowledge), sounding out unfamiliar words accurately, automatically and without undue hesitation.</p> <p>To reread these books to build up fluency and confidence in word reading.</p> <p>To read words accurately and fluently without overt sounding and blending, e.g. at over 90 words per minute, in age-appropriate texts.</p>	<p>At this stage, teaching comprehension skills should be taking precedence over teaching word reading and fluency specifically. Any focus on word reading should support the development of vocabulary.</p>
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Reading Comprehension – Vocabulary

<p>To build up vocabulary that reflects the breadth of their experiences.</p> <p>To extend vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.</p> <p>To use vocabulary and forms of speech that are increasingly influenced by their experiences of books.</p>	<p>To discuss word meaning and link new meanings to those already known.</p> <p>To check that a text makes sense to them as they read and to self-correct.</p>	<p>To discuss and clarify the meanings of words, linking new meanings to known vocabulary.</p> <p>To discuss their favourite words and phrases.</p> <p>To recognise simple recurring literary language in stories and poetry.</p> <p>To show understanding by drawing on what they already know or on background information and vocabulary provided by the teacher.</p> <p>To check that the text makes sense to them as they read and to correct inaccurate reading.</p>	<p>To check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.</p> <p>To discuss authors' choice of words and phrases for effect.</p>	<p>Discuss vocabulary used to capture readers' interest and imagination.</p> <p>To use dictionaries to check the meaning of words that they have read.</p>	<p>To discuss vocabulary used by the author to create effect including figurative language.</p> <p>To evaluate the use of authors' language and explain how it has created an impact on the reader.</p>	<p>To analyse and evaluate the use of language, including figurative language and how it is used for effect, using technical terminology such as metaphor, simile, analogy, imagery, style and effect.</p>
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Reading Comprehension – Inference

<p>To begin to understand 'why' and 'how' questions.</p> <p>To answer 'how' and 'why' questions about their experiences and in response to stories or events.</p>	<p>To begin to make simple inferences.</p>	<p>To make inferences on the basis of what is being said and done.</p>	<p>To ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives.</p>	<p>To draw inferences from characters' feelings, thoughts and motives that justifies their actions, supporting their views with evidence from the text.</p>	<p>To draw inferences from characters' feelings, thoughts and motives.</p>	<p>To consider different accounts of the same event and to discuss viewpoints (both of authors and of fictional characters).</p> <p>To discuss how characters change and develop through texts by drawing inferences based on indirect clues.</p>
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Reading Comprehension – Prediction

<p>To suggest how a story might end.</p>	<p>To predict what might happen on the basis of what has been read so far.</p>	<p>To predict what might happen on the basis of what has been read so far in a text.</p>	<p>To justify predictions using evidence from the text.</p>	<p>To justify predictions from details stated and implied</p>	<p>To make predictions based on details stated and implied, justifying them in detail with evidence from the text.</p>	<p>To make wider predictions for a range of topics, based on details stated and implied, justifying them in detail with evidence from the text.</p>
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Reading Comprehension – Explain

<p>To listen to stories with increasing attention and recall.</p> <p>To anticipate key events and phrases in rhymes and stories.</p> <p>To begin to be aware of the way stories are structured.</p> <p>To describe main story settings, events and principal characters.</p> <p>To enjoy an increasing range of books.</p> <p>To follow a story without pictures or props.</p> <p>To listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions.</p> <p>To demonstrate understanding when talking with others about what they have read.</p>	<p>To listen to and discuss a wide range of fiction, non-fiction and poetry at a level beyond that at which they can read independently.</p> <p>To link what they have read or have read to them to their own experiences.</p> <p>To join in with discussions about a text, taking turns and listening to what others say.</p> <p>To discuss the significance of titles and events.</p> <p>To check that a text makes sense to them as they read and to self-correct.</p>	<p>To participate in discussion about books, poems and other works that are read to them (at a level beyond at which they can read independently) and those that they can read for themselves, explaining their understanding and expressing their views.</p> <p>To become increasingly familiar with and to retell a wide range of stories, fairy stories and traditional tales. To make links between the text they are reading and other texts they have read (in texts that they can read independently).</p> <p>To show understanding by drawing on what they already know or on background information and vocabulary provided by the teacher.</p> <p>To check that the text makes sense to them as they read and to correct inaccurate reading.</p>	<p>To recognise, listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</p> <p>To use appropriate terminology when discussing texts (plot, character, setting).</p>	<p>To discuss and compare texts from a wide variety of genres and writers.</p> <p>To identify themes and conventions in a wide range of books.</p> <p>To refer to authorial style, overall themes (e.g. triumph of good over evil) and features (e.g. greeting in letters, a diary written in the first person or the use of presentational devices such as numbering and headings).</p> <p>To identify how language, structure and presentation contribute to meaning.</p>	<p>To participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously.</p> <p>To recommend texts to peers based on personal choice.</p>	<p>To recognise more complex themes in what they read (such as loss or heroism).</p> <p>To 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>To listen to guidance and feedback on the quality of their explanations and contributions to discussions and to make improvements when participating in discussions.</p> <p>To compare characters, settings and themes within a text and across more than one text.</p> <p>To distinguish independently between statements of fact and opinion, providing reasoned justifications for their views.</p>
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Reading Comprehension – Retrieval

<p>To know that information can be relayed in the form of print.</p> <p>To know that information can be retrieved from books and computers.</p>	<p>To answer questions about a text.</p>	<p>To ask and answer questions about a text.</p> <p>To recognise that non-fiction books are often structured in different ways.</p>	<p>To retrieve and record information from fiction and non-fiction texts.</p>	<p>To use all of the organisational devices available within a non-fiction text to retrieve, record and discuss information.</p>	<p>To use knowledge of texts and organisation devices to retrieve, record and discuss information from fiction and non-fiction texts.</p>	<p>To retrieve, record and present information from fiction and non-fiction texts.</p> <p>To use non-fiction materials for purposeful information retrieval (e.g. in reading history, geography and science textbooks) and in contexts where pupils are genuinely motivated to find out information (e.g. reading information leaflets before a gallery or museum visit or reading a theatre programme or review).</p>
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Reading Comprehension – Sequence (Key Stage 1)/Summarise (Key Stage 2)

	<p>To retell familiar stories in increasing detail.</p>	<p>To discuss the sequence of events in books and how items of information are related.</p>	<p>To identify the main ideas of a piece of text, using any headings, sub headings or titles to help.</p>	<p>To identify main ideas drawn from more than one paragraph and summarise these.</p>	<p>To identify main ideas drawn from more than one paragraph and to summarise these writing a precis.</p>	<p>To draw out key information and to summarise the main ideas in a text.</p>
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Reading for enjoyment

<p>To know that print carries meaning and, in English, is read from left to right and top to bottom.</p> <p>To understand humour, e.g. nonsense rhymes, jokes.</p>	<p>To make their own decisions about books they want to read.</p>	<p>To make their own decisions about books they want to read, giving reasons for their choices.</p>	<p>To read a range of fiction and non-fiction texts.</p>	<p>To read for a range of purposes.</p>	<p>To read a wide range of genres, identifying the characteristics of text types (such as the use of the first person in writing diaries and autobiographies) and differences between text types.</p>	<p>To read for pleasure, discussing, comparing and evaluating in depth across a wide range of genres, including myths, legends, traditional stories, modern fiction, fiction from our literary heritage and books from other cultures and traditions.</p>
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Poetry and Performance

<p>To listen to and join in with stories and poems, one-to-one and also in small groups.</p> <p>To join in with repeated refrains in rhymes and stories.</p> <p>To use intonation, rhythm and phrasing to make the meaning clear to others.</p> <p>To develop preference for forms of expression.</p> <p>To play cooperatively as part of a group to develop and act out a narrative.</p> <p>To express themselves effectively, showing awareness of listeners' needs.</p>	<p>To recite simple poems by heart.</p>	<p>To continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some with appropriate intonation to make the meaning clear.</p>	<p>To prepare and perform poems and play scripts that show some awareness of the audience when reading aloud.</p> <p>To begin to use appropriate intonation and volume when reading aloud.</p>	<p>To recognise and discuss some different forms of poetry (e.g. free verse or narrative poetry).</p> <p>To prepare and perform poems and play scripts with appropriate techniques (intonation, tone, volume and action) to show awareness of the audience when reading aloud.</p>	<p>To continually show an awareness of audience when reading out loud using intonation, tone, volume and action.</p>	<p>To confidently perform texts (including poems learnt by heart) using a wide range of devices to engage the audience and for effect.</p>
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Reading Curriculum Implementation: Assessment

We have clear expectation with regards to the significant mile stones for our children. These include an expectation that a significant percentage of our children will exceed the end of year expectations in Reading.

EYFS	KS1	LKS2	UKS2
<p>To read and understand simple sentences.</p> <p>To use phonic knowledge to decode regular words and read them aloud accurately.</p> <p>To read some common irregular words.</p> <p>To demonstrate understanding when talking with others about what they have read.</p>	<ul style="list-style-type: none"> • Speedily read all 40+ letters/groups for 40+ phonemes • Read accurately by blending taught GPC • Read common exception words • Read common suffixes • Read multi-syllable words containing taught GPCs • Read contractions and understand use of apostrophe 	<ul style="list-style-type: none"> • Read aloud and understand words based on knowledge of root words, prefixes and suffixes; • Read further exception words, including those with unusual spelling/sound links • Retell some fairy tales or traditionally tales orally • Perform plays and poetry aloud using intonation, tone, volume and action 	<ul style="list-style-type: none"> • Use knowledge of morphology and etymology to read aloud and understand new words • Make comparisons within and across books • Read a range of modern fiction, fiction from literary heritage and books from other cultures and traditions • Identify and discuss themes and conventions across a wide range of texts

	<ul style="list-style-type: none"> • Retell familiar stories and traditional tales • Recognise and join in with predictable phrases • Recite some poetry by heart • Understand texts based on prior knowledge or provided information • Correct inaccurate reading by checking for sense • Discuss the significance of title and events • Make inferences on the basis of what is said and done • Make predictions based on reading so far • Clear understanding of what is read to them • Read fluently using decoding skills • Read accurately by blending, including alternative sounds for graphemes • Read common suffixes • Read exception words • Read most words quickly and accurately without overt sounding and blending • Discuss and express views on a wide range of poetry, stories and non-fiction • Recognise simple recurring literary language in stories and poetry • Perform poetry learnt by heart with appropriate intonation • Discuss and clarify the meanings of words 	<ul style="list-style-type: none"> • Recognise some different forms of poetry • Use dictionaries to check the meanings of words • Check that the text makes sense, including explaining the meaning of words in context • Identify and summarise the main ideas drawn from more than one paragraph • Draw inferences about feelings, thoughts and motives • Use evidence to justify inferences • Discuss words and phrases which capture the reader's interest • Identify how language contributes to meaning • Identify how structure and presentation contribute to meaning • Retrieve and record information from non-fiction texts 	<ul style="list-style-type: none"> • Summarise ideas drawn from more than one paragraph, identifying key details • Predict future events from details stated and implied • Identify how language, structure and presentation contribute to meaning • Discuss how authors use language, including figurative language to affect the reader • Make book recommendations, giving reasons for choices • Participate in discussions about books, building on and challenging ideas • Explain and discuss understanding of reading • Participate in formal presentations and debates about reading • Explain and discuss understanding of reading • Participate in formal presentations and debates about reading • Provide reasoned justifications for views
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	<ul style="list-style-type: none"> • Discuss the sequences of events in books • Make inferences on the basis of what is being said and done • Ask and answer questions about a text • Predict what might happen based on reading so far • Explain and discuss understanding of a range of reading 		
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READING CURRICULUM IMPLEMENTATION: SPIRITUAL, MORAL, SOCIAL AND CULTURAL DEVELOPMENT

<u>Spiritual Development</u>	<u>Moral Development</u>	<u>Social Development</u>	<u>Cultural Development</u>
Discover Respect Enthusiasm Aspiration Making a Difference <ul style="list-style-type: none"> • Respect for self and others • Increasing ability to reflect • Empathy, concern and compassion • Expressive and creative development • Awareness and understanding of their own and others beliefs • Ability to think in terms of the whole, rather than the one • Readiness to challenge all that would constrain the human spirit: poverty of aspiration, lack of self-confidence and belief, indifference, force, aggression, 	Discover Respect Enthusiasm Aspiration Making a Difference <ul style="list-style-type: none"> • Ability to distinguish right from wrong • Confidence to act consistently in accordance with their own principles • Respect for others' needs, interests and feelings as well as their own • Desire to explore their own and others' views • A commitment to personal values in areas which are considered right by some and wrong by others 	Discover Respect Enthusiasm Aspiration Making a Difference <ul style="list-style-type: none"> • Works successfully as a member of a group or team • Appreciates the rights and responsibilities of individuals within the wider social setting • Takes advice offered by those in authority or counselling roles • Participates in activities relevant to the community • Exercises responsibility • Resolves conflict • Adjusts to a range of social contexts by appropriate and sensitive behaviour 	Discover Respect Enthusiasm Aspiration Making a Difference <ul style="list-style-type: none"> • Appreciation of the diversity and interdependence of cultures • Ability to appreciate cultural diversity and accord dignity and respect to other people's values and beliefs, thereby challenging racism and valuing race equality • Ability to recognise and understand their own cultural assumptions and values • Understanding of the influences which have

<p>injustice, self-interest, sexism and racism</p> <ul style="list-style-type: none"> • Courage and persistence in the defence of their aims, values, principles and beliefs • Appreciation of the intangible • Understanding of feelings and emotions and their likely impact • Respect for insight as well as knowledge and reason 	<ul style="list-style-type: none"> • Ability to make responsible and reasoned judgements on moral dilemmas • Ability to think through consequences of their own and others' actions • Have a considerate style of life • Understanding of the need to review and reassess their values, codes and principles in the light of experience. 	<ul style="list-style-type: none"> • Challenges, when necessary, and in appropriate ways, the values of a group or wider community • Understands how societies function and are organised in structures such as the family, the school and the local and wider communities • Shares values and opinions with others and works towards consensus. • Reflects on their own contribution to society • Relates well to other peoples' social skills and personal qualities • Understands the notion of interdependence in an increasingly complex society 	<p>shaped their own cultural heritage</p> <ul style="list-style-type: none"> • Understanding of the dynamic, evolutionary nature of cultures • Sense of personal enrichment through encounter with cultural media and tradition from a range of cultures • Regard for the rights of human achievement in all cultures and societies • Openness to new ideas and a willingness to modify cultural values in the light of experience
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