

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.

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 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Foundation Stage	Year A	Traditional Tales (variety – The Three Little Pigs, Goldilocks, Little Red Riding Hood)) <i>Elements of story writing – B-M-E</i>	Meg and Mog, The Gunpowder Plot, The Snowman, The Nativity <i>Recipes, sequencing, character description</i>	The Tiny Seed, Jasper's Beanstalk. Supertato, Superworm, The Very Hungry Caterpillar <i>Life cycles, rhyming words</i>	Space Theme – Whatever Next, The Man on the Moon, The Way Back Home <i>Creative Writing skills</i>	Transport Theme – The Naughty Bus, The Hundred Decker Bus, Lost and Found <i>Description and explanation features</i>	Holiday theme – The Beach, Picnic, The Sunflower Sword, Stanley's Stick <i>Description, elements of a story, information text</i>
	Year B				Superhero Theme -Traction Man, The Superhero Hotel, My Mum is a Supermum, Burglar Bill <i>Creative Writing</i>	Pirate Theme- Pirates love underpants, The Pirates Next Door, Portside Pirates <i>Rhyming, description, music</i>	Holiday theme – Under the Sea, Mister Sea Horse, The Fish who could wish, Commotion in the Ocean, Bright Stanley <i>Information Texts, rhyming</i>
Year 1	Guided Reading Theme	The Arctic	Christmas	Dinosaurs	Gardens and Plants	Emergency Services	Animals
	Class Text	Roar! Diplodocus Dan Stegosaurus Stan How to Trap a Dragon Tyrannosaurus Drip Dinosaur Fact Files <i>Phonetic spelling patterns</i> <i>Rhyming words and couplets</i> <i>Good examples of genre styles</i> <i>Setting descriptions</i>	The Gingerbread Man Hansel & Gretel Jack and the Beanstalk Goldilocks and the Three Bears <i>Phonetic spelling patterns</i> <i>Repetitive language</i> <i>Character descriptions</i> <i>Beginning/Middle/End structures</i> <i>Traditional Tales</i>	10 Dancing Dinosaurs A Squash and a Squeeze <i>Phonetic spelling patterns</i> <i>High quality examples</i> <i>Time language</i> <i>Author study</i> <i>Repetitive language effects</i>	The Gruffalo Tiddler The Hungry Caterpillar The Moose Belongs to Me <i>Phonetic spelling patterns</i> <i>Use of suspense</i> <i>Character development and application</i> <i>Spelling patterns</i>	I am Hungry <i>Phonetic spelling patterns</i> <i>Use of rhyming words</i> <i>Phonetic spelling patterns</i>	The Day the Crayons Quit <i>Phonetic spelling patterns</i> <i>Story Structure</i> <i>Persuasive Language</i> <i>Structure of letter writing.</i>

					<i>Exemplars for writing</i>		
Year 2	Guided Reading Theme	Pirates	Christmas	Traditional Tales from around the World	Homes	Fairy Tales	British Monarchy
	Class Text	The Lighthouse Keeper's Lunch – Ronda and David Armitage <i>Setting</i> <i>Use of adjectives</i> <i>Character description</i> <i>Sequencing</i> <i>Instructional writing</i> <i>Diary writing</i> <i>O-P-S-E story writing</i> <i>Links to other Design Technology</i>	The Jolly Christmas Postman – Allan Ahlberg <i>Traditional Tales</i> <i>Character descriptions</i> <i>Sequencing</i> <i>Informal writing styles</i> <i>Links to other subjects</i>	The Poetry of Spike Milligan Aesop's Fables <i>Use of language and vocabulary</i>	The Story Machine by Tom McLaughlin <i>Instructional writing</i> <i>Sequencing</i> <i>Imperative verb choices</i> Mr Bunny's Chocolate Factory by Elys Dolan <i>Settings descriptions</i> <i>Character descriptions</i> <i>Letter writing – formal voice</i> <i>Diary writing</i> <i>Explanation texts</i>	Katie Morag Delivers the Mail/Katie Morag and her two Grandmothers by Mairi Hedderwick <i>Setting descriptions</i> <i>Character descriptions, including comparisons</i> <i>Sequencing</i> <i>Diary writing – informal tone</i> <i>Style of the writer</i>	Monkey Puzzle by Julia Donaldson Ronald the Rhino <i>Sequencing</i> <i>Persuasive writing techniques</i> <i>Character descriptions</i> The Messy Magpie <i>Setting descriptions</i> <i>Sequencing</i> <i>Adverts – persuasive writing</i>
Year 3	Guided Reading Theme	Robots	Christmas	The Legend of Robin Hood	Heroes and Villains	Food Chains	Angry Earth
	Class Text	George's Marvellous Medicine by Roald Dahl <i>Writing stimulus for instructions</i> <i>Setting description</i> <i>Prediction skills</i> <i>Inferences</i> <i>Verbs, time connectives</i>	The Iron Man by Ted Hughes <i>Paragraph dissection</i> <i>Looking for themes</i> <i>Adjectives, nouns, appropriate tense</i>	The Sword in the Stone and The Legends of Camelot <i>Characterisation</i> <i>Prediction skills</i> <i>Themed paragraphs</i> <i>Prepositional phrases</i>	Alien Short Stories <i>Suspense writing</i> <i>Atmosphere building</i> <i>Authorial choices with vocabulary</i> The Twits by Roald Dahl <i>Character development</i> <i>Use of humour</i> <i>Prediction skills</i> <i>Intonation for reading out loud</i>	Charlie and the Chocolate Factory by Roald Dahl <i>Questioning skills</i> <i>Inferring character emotions and motives</i> <i>Direct speech</i>	The BFG by Roald Dahl <i>Vocabulary for action</i> <i>Character development</i> <i>Descriptive language</i> <i>Imaginative language</i> <i>Use of speech and vernacular</i>

Year 4	Guided Reading Theme	The Romans	Christmas	Stories with a Past	Modern Myths	The Human Body	Volcanoes
	Class Text	Aladdin and the Enchanted Lamp <i>Making predictions</i> <i>Comprehension skills</i> <i>Developing characters through actions</i> <i>Onomatopoeia</i> <i>First person narrative</i> <i>Organisational devices</i> <i>Fact retrieval</i> <i>Paragraphing</i>	Butterfly Lion by Michael Morpurgo <i>Developing vocabulary</i> <i>Summarising of key events</i> <i>Inverted commas</i> <i>Developing description through expanded noun phrases</i> <i>Paragraphing and cohesive openers</i> <i>Dialogue</i> <i>Letter writing – showing character development</i>	My Brother is a Superhero by David Solomons <i>Developing descriptions through expanded noun phrases</i> <i>Paragraphing and cohesion between sections</i> <i>Dialogue</i> <i>Planning and drafting</i> <i>Organisational devices for non-fiction texts</i> <i>Cause and effect techniques</i> <i>Building suspense</i> <i>Textual organisation</i> <i>B-M-E – story mountain</i> <i>Reported and direct speech</i>			How to Train Your Dragon by Cressida Cowell <i>Focus on formal/informal language styles</i> <i>Description writing – setting and character</i> <i>Use of tense</i> <i>Adding detail through illustrations and annotations</i> <i>Key vocabulary</i> <i>Dialogue</i> <i>Key Vocabulary</i> <i>Paragraphing</i> <i>Fact and opinion</i> <i>Points of views</i>
Year 5	Guided Reading Theme	Magic and Wonder	Natural Resources Christmas	Space	Ancient Greece	World War II	Narratives Based on Famous Poems
	Class Text	The Boy at the Back of the Class <i>Setting description</i> <i>Suspense and tension</i> <i>Vocabulary</i> <i>Factual and informational writing</i>	The Accidental Series – Tom McLaughlin <i>Humour</i> <i>Use of dialogue</i> <i>Informal language</i>	The Demon HeadMaster – Gillian Cross <i>Character</i> <i>Description</i> <i>Dialogue</i>	Kensuke's Kingdom – Michael Morpurgo <i>Character development</i> <i>First person writing</i> <i>Diary/log writing</i> <i>Vocabulary</i> <i>Conveying different emotions through actions (show not tell)</i> <i>Suspense and tension</i>	Letters from the LightHouse – Emma Carroll <i>Historical setting linked to History work</i> <i>Setting description</i> <i>Suspense and tension</i> <i>Vocabulary</i> <i>Factual and informational writing</i>	MacBeth –William Shakespeare <i>Classical text</i> <i>Wide range of vocabulary</i> <i>Story scruture – plot devices</i> <i>Character arc and changes in personality</i>
Year 6	Guided Reading Theme	Football History	Christmas	Evolution	Myths and Legends	Switched Fairy Tales	The Victorians

	Class Text	Wonder by RJ Palacio <i>Character descriptions</i> <i>Dialogue</i> <i>Inference</i> <i>Action description</i>	The Giant's Necklace by Michael Morpurgo <i>Emotive writing</i> <i>Diary writing</i>	Inside the Villains by Clotilde Perrin <i>Character descriptions</i> <i>Character development through inner monologue</i>	The Day the Crayons Quit by Drew Daywalt <i>Informal language</i> <i>Formal letter writing</i> Thornhill by Pam Smy	BarrowQuest <i>Adventure Story</i> <i>Character development</i> <i>Dialogue</i> <i>Story progression</i> The Land of Neverbelieve by Norman Messenger	Journey by Aaron Becker <i>Dialogue</i> <i>Conveying character</i> <i>Moving the story on</i> <i>Purpose for writing</i>
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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.

Word reading-Decoding

EYFS (30 - 50mths to ELGs)	KS1		KS2			
30 – 50 months 40 – 60 months Early Learning Goals	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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