LAMBOURN C of E PRIMARY SCHOOL
READING CURRICULUM

Intent

We aim to give our pupils the knowledge and skills that will enable our pupils to read fluently*, expressively and with good understanding. We aim to help them develop a love of learning and literature.

Through a rich and varied diet of books and other reading materials, we encourage our children to develop a wide appreciation of literature and a love for language, so they enjoy reading widely, both for information and pleasure.

Implementation

EYFS

Our curriculum is based on the *Statutory Framework for the Early Years Foundation Stage 2021,* DfE March *2021*, and the supporting guidance: *Development Matters,* DfE revised July 2021. We use *Read, Write Inc.* as our phonics programme for teaching word reading skills.

Communication and language, and literacy skills, including reading, are taught on a daily basis in Foundation One (Nursery) and Foundation Two (Reception), in line with *Development Matters*, July 2021. Teachers develop children's vocabulary through storytelling and story reading, role-play, discussion, questioning and building sentences. Word reading skills are introduced during Foundation One. In Foundation Two, our pupils are taught phonics, tricky words, writing and spelling in small groups led by staff who have received specialised phonic training.

The love of books is also an important part of the EYFS provision. Our pupils learn nursery rhymes, listen to stories and talk about stories on a daily basis. Teachers encourage the pupils to join in with storytelling, participating expressively and enthusiastically. Teachers use resources such as puppets and dressing up which are then incorporated into teacher led activities and continuous provision. Reading and books is a priority and incorporated throughout the EYFS curriculum.

In Foundation One, each pupil has a book to take home. Parents are encouraged to read this book to their child and get them to join in with predictable patterns in the language. From Foundation Two, each pupil has a reading book from the *Read Write Inc* scheme that the pupil takes home to practise reading to their parent(s) / carers. This book is closely matched to the child's reading ability. In addition, each pupil has a library book (fiction or non-fiction). Parents are encouraged to use this book to read to their child every day.

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<u>Y1 – Y6</u>

Our curriculum is based on the *National Curriculum*, 2014. Reading is taught daily. Unless there are special needs / circumstances, we aim for all pupils to meet the phonics threshold by the end of Y1 and be no longer in need of daily phonics lessons by the end of Term 2 in Y2. If any pupil does still need further phonic teaching, this is provided, usually as an additional intervention programme.

Fluency* remains a priority for our teaching from Y2 onwards. In addition, our pupils are taught a wider range of reading skills and reading activities as they learn to read confidently and successfully both for pleasure and information. Our curriculum is planned so that key skills and knowledge are revisited and mastered. Where possible, the subject of the text used in reading lessons is taken from the foundation curriculum, so that concepts from across the curriculum are embedded in different contexts. Care has been taken to use high quality texts. Teachers have identified core texts that they use as their literacy spine, although additional texts can also be used. The core texts have been chosen so that our pupils develop an appreciation of high-quality writing across a variety of writing genres, as part of their cultural capital development. As part of our attention to addressing equality and diversity issues, our literacy spine includes books about different cultures and social / family situations.

When introducing a text, teachers use videos, photographs, other media opportunities and discussion to address gaps in capital cultural and to help pupils relate to the text. Before reading, teachers talk about any vocabulary that are an intrinsic part of the text so that all pupils are able to access the text and focus on further learning.

As part of the main teaching activity, teachers typically model the practice of 'Reading Aloud' and 'Thinking Aloud'**, so pupils see how a proficient reader engages with texts. Over a typical week, the teacher will model ('I do'), carry out shared reading or guided reading ('we do') activities, as well as ask pupils to work independently ('you do').

Support for learning includes focussed support materials such as phonic cues, visible learning intentions and success criteria, working walls with photographs / images, text models, vocabulary, sentence stems and other pertinent support material. We value the use of real books for reading lessons, rather than relying on just paper or whiteboard extracts. An investment has been made into purchasing multiple sets of key texts so pupils can enjoy using actual books for their reading lessons.

During the lesson, the teacher checks on progress, using mini plenaries to secure of extend learning. Teaching assistants are used to support learning, as needed. Teachers, as well as teaching assistant, support SEND pupils or any pupils who need additional help. Pupils are expected to refer to the success criteria in order to focus on the expected learning. At the end of the lesson, the teacher leads the reflection on the learning, helping pupils to consolidate their understanding or learn from mistakes.

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In a typical week, the learning intention and success criteria will focus on a particular skill or concept, that builds from previous learning. This can be based around one text or a range of texts, as appropriate. The aim is to master the learning, in small steps, with deepening learning for those pupils who are quickly securing understanding. Lessons will also incorporate previously learnt work, to ensure previous learning is applied to different situations and embedded.

Once a week, one of the reading lessons is devoted to developing the pupils' engagement and involvement in texts. Pupils are shown how to respond emotionally and cognitively to texts through library work, the sharing of books and book club activities etc. Pupils are introduced to a range of texts / genres and encouraged to develop new interests in books and authors. Each class has a book of the week that is recommended by one of the pupils / the staff. Pupils are taught browsing and library skills, as well as the discipline of sustained reading. This time is used to support and encourage individual pupils, to develop rich, fulfilled reading habits.

Each classroom has a book corner where pupils have access to a variety of genres. Pupil no longer on the *Read, Write, Inc.* phonic scheme have an individual reading book, matched to their reading ability, which they are encouraged to read on a daily basis at home.

Throughout the year, the school engages with reading activities that further support the engagement in books and reading. These include events such as World Book Day, author visits and drama performances (include own productions).

Our vulnerable learners, including SEND, are supported through additional resources such as word mats, pictorial resources, small group interventions and pre-teaching. Teachers and teaching assistants provide additional support outside or within the lesson as needed. Extension opportunities are provided through deepening the learning activities, as well as through the development of individual reading challenges.

Reading skills are applied to other subject areas. For example, the study of the Vikings in history, might result in children summarising the main ideas and key details of a unit of work. This helps to learners to further master and generalise their learning.

Pupils' background knowledge including their vocabulary knowledge, impacts on their ability to comprehend. The use of photographs, videos and diagrams to introduce vocabulary and subject specific concepts are an embedded feature of our foundation subject curriculum, and a way of further developing the children's background knowledge. In addition, pupils in Y1 – Y6 have a vocabulary lesson once a week.

Every day, the teacher reads a class text. This is used to model proficient reading skills to children. Teachers also use this time to introduce new vocabulary and to further practise comprehension skills, as the texts read aloud are accessible to children, whatever their reading ability. However, the main purpose of this is to encourage a love for stories, poems and information texts, so pupils experience an emotional as well as cognitive interaction with books and reading.

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Impact

The impact and measure of our curriculum is the extent our children acquire the skills, knowledge, vocabulary and enthusiasm for reading. We aim for our pupils to show high aspirations and a lifelong engagement with literature and reading.

Teachers use assessment for learning as part of their daily formative assessment. In Y1 and (where needed in Y2), *Read, Write Inc* and / or mock phonic tests take place each term. The Y1 teacher also checks the alphabet knowledge of individual pupils every term. In Y2 – Y6, our children take comprehension tests three times a year.

The above assessment procedures are used to inform our teacher assessments. These are recorded and tracked, used to inform Pupil Progress Meetings during which time the achievement and progress of individuals are discussed, pedagogic practice and procedures reviewed, and additional provision for individual pupils put into place where needed.

SEND progress is also reviewed and discussed with pupils and parents as part of the Assess, Plan, Do and Review cycle (see SEND information on the website).

The English Subject Leader reviews the impact of the English curriculum at least once a term, reporting findings and any recommendations to SLT.

For further information about curriculum procedures and processes, please see our Curriculum Policy.

Appendix
***Fluency = smoothness** (automaticity of word recognition) + **phrasing** ('reading' of punctuation and units of meaning + **prosody** (expression and volume) + **pace**

**Modelled Reading = Read Aloud + Think Aloud

Read Aloud - when the teacher reads a text (or portion of) aloud to students. Fun, engagement and love of reading are at the forefront of 'Read Alouds'.

Think Aloud – when the teacher intentionally verbalizes their thinking while reading a text (or portion of) aloud to students. Explicit demonstration and modelling are at the forefront of 'Think Alouds'.

Why is modelled reading important?
- ✓ It promotes a culture of reading
- ✓ It provides opportunities for pupils to see an engaged, proficient reader and how the reader utilizes strategies and skills to access text
- ✓ It promotes fluency, oral language and shares the joys of reading
- ✓ It makes a variety of texts accessible to all pupils

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EYFS

We teach children to link sounds and letters and to begin to read and write. Children are given access to a wide range of reading materials (books, poems, and other written materials) to help ignite their interest in reading.

The following are some of the main stages of development that form roots for the development of the reading curriculum in Key Stage One and Key Stage Two. Teachers consider each child's stage of development, observing what he / she can do and then consider ways to support the child to strengthen and deepen their current learning and development. In general terms, this can be seen to be the basis of the curriculum in Nursery (birth to 3 years), F1 (3 and 4 year olds) and F2 (Reception) – but as children develop at different rates and times, in practice, the curriculum and teaching is adapted to suit individuals.

Birth to three - babies, toddlers and young children will be learning to:

Enjoy songs and rhymes, tuning in and paying attention.
Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo.
Say some of the words in songs and rhymes.
Copy finger movements and other gestures.
Sing songs and say rhymes independently, for example, singing whilst playing.
Enjoy sharing books with an adult.
Pay attention and respond to the pictures or the words.
Have favourite books and seek them out, to share with an adult, with another child, or to look at alone.
Repeat words and phrases from familiar stories.
Ask questions about the book. Make comments and shares their own ideas.
Develop play around favourite stories using props.
Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo.

3 & 4-year-olds will be learning to:

Understand the five key concepts about print:
- print has meaning
- print can have different purposes
- we read English text from left to right and from top to bottom

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- the names of the different parts of a book
    - page sequencing

Develop their phonological awareness, so that they can:
- spot and suggest rhymes
- count or clap syllables in a word
- recognise words with the same initial sound, such as money and mother

Engage in extended conversations about stories, learning new vocabulary.

Read a few common exception words matched to the school's phonic programme.

Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.

Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment

Children in reception will be learning to:

Read individual letters by saying the sounds for them.

Blend sounds into words, so that they can read short words made up of known letter–sound correspondences

Read some letter groups that each represent one sound and say sounds for them.

Early Learning Goal

Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.

Year One

Literacy Spine
*key texts

Narrative Fiction
Stories with predictable and patterned language
- *Silly Sally* by Audrey Wood
- *We all went on Safari* by Laurie Krebs
- *One Day in the Eucalyptus, Eucalyptus Tree* by Daniel Bernstrom
- *A Hippy Hoppy Toad* by Peggy Archer
- *Tree: Seasons Come, Seasons Go* by Patricia Hegarty
- *Oi Frog* by Kes Gray
- *Oi Duck-Billed Platypus*

Traditional tales
- *The Enormous Turnip** by Katie Daynes
- *The Elves and the Shoemaker** by Alison Edgson
- *Cinderella* by Suzanna Davidson
- *The Ugly Duckling*
- *The Ghanaian Goldilocks* by Tamara Pizzoli
- *The Tiger and the Wise Man* by Andrew Peters

Fairy stories
- *The Princess and the Pea* by Rachel Isadora
- *The Frog Prince** by Jess Stockham

Authors:
Oliver Jeffers
- *Up and Down*
- *The Way Back Home*
- *How to Catch a Star*

Jill Murphy
- *Five Minutes Peace*
- *Peace at Last*
- *A Quiet Night in*
- *Whatever Next!* *

Non-fiction
- *Ready, Steady Grow!* By Royal Horticultural Society
- *From Seed to Plant* by Gail Gibbons
- *Plants (Amazing Science)* by Sally Hewitt
- *Making Puppets* by Claire Llewellyn
- *How to make a Sock puppet* by Steve Lamb
- *How to Wash a Woolly Mammoth* by Michelle Robinson
- *How are you Feeling Today?* by Molly Potter
- *Fundamental Science KS1: My senses* by Ruth Owen
- *My first book of transport* by Collins

Poetry
Simple poems with a strong focus on rhythm and rhyme
- *A little seed** by Mabel Watts
- *Shampoo Sally** by John Foster
- *Where teachers keep their pets** by Paul Cookson
- *Nut tree* by Julia Donaldson
- *What do you do on a nature walk?* by Kate Williams
- *I am the Seed that grew the Tree (a nature poem for every day of the year)* by Fiona Waters

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Fluency and Word Recognition

Pupils are taught to:

- Apply phonic knowledge and skills as the route to decode words.
- Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes.
- Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.
- Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.
- Read words containing taught GPCs and –*s, –es, –ing, –ed, –er* and –*est* endings.
- Read other words of more than one syllable that contain taught GPCs.
- Read words with contractions [for example, *I'm, I'll, we'll*], and understand that the apostrophe represents the omitted letter(s).
- Read aloud accurately books that are consistent with your developing phonic knowledge and that do not require them to use other strategies to work out words.
- Re-read the books to build up your fluency and confidence in word reading
- Read with attention to punctuation and units of meaning; expression and volume; and pace (aiming for 60-90 words per minute when reading age appropriate texts)

Vocabulary: *build, blend, sounds, tricky words, special friends*

Outcome

Fluent reading of age appropriate texts

Enjoyment of Reading / Listening

Pupils are taught to:

Listen to / Read a Range Genres
- Listen to and discuss a wide range of:
  - ➢ Poems
  - ➢ Stories
  - ➢ Non-fiction
  at a level beyond that at which they can read independently

Become Familiar and Retell
- Retell key stories, fairy stories and traditional tales, retelling them, using some of the features of story language.

Themes
- Become very familiar with key stories, fairy stories and traditional tales, considering their particular characteristics

Use of Language
- Recognise and join in with predictable phrases.
- Identify and discuss some key elements of story language.
- Recognise the language used in labels and captions.
- Notice how language is used in instructional writing and recounts.
- Understand the meaning of significant words met in reading, linked to particular topics.
- Explore the effect of patterned language or repeated words and phrases in familiar stories.

Recitation
- Learn to appreciate rhymes and poems, and to recite some by heart, with actions

Vocabulary
- Discuss word meanings, linking new meanings to those already known.
- Increase their vocabulary and awareness of grammatical structures.
- Speculate about the possible meanings of unfamiliar words met in reading. Check whether the suggested meanings make sense in the context of the text.
- Know the alphabet well (to support later dictionary use).

Role play
- Identify and explore characters.

Structure
- Identify and compare basic story elements, e.g. beginnings and endings in different stories.

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- Note some of the features of non-fiction texts, including layout, contents, use of pictures, illustrations and diagrams.
- Recite poems with predictable and repeating patterns, extending and inventing patterns and playing with rhyme.

Library
- Use the front cover and title to identify the theme of a book
- Select a book from the reading corner that matches personal interests. Select books to read and listen to.

Evaluate
- Talk about aspects of the text that they like.
- Select books for personal reading and give reasons for choices.
- Discuss books they like and give reasons for choices.

Comparisons
- Discuss and compare events or topics they have read about or have listened to.

Vocabulary: *traditional tales, poem, instructions, labels, illustration, content, diagram lists, captions, alphabet, title*

Outcome
- Discussion
- Poetry / rhyme recitation
- Role play
- Independent book selection
- Independent reading

Comprehension Skills

Pupils are taught to:

Retrieve
- Discuss characters' appearance and behaviour as well as the events that happen to them, using details from the text to support their opinions.
- Find specific information in simple texts they've read or that has been read to them. Pupils should be shown some of the processes for finding out information.
- Find information in a text about an event, character or topic.

Skim, Scan, Close Read
- Scan the text to locate specific information e.g. title, label.

Inference
- Make inferences on the basis of what is being said and done.
- Speculate about characters from what they say and do, e.g. when role playing parts or reading aloud.
- Discuss what is suggested about a character from the way or how he/ she speaks.

Prediction
- Predict what might happen on the basis of what has been read so far. Make predictions based on clues such as pictures, illustrations, titles. Predict the content of unfamiliar stories and non-fiction texts.

Read for Meaning
- Check that the text makes sense to them as they read, correcting inaccurate reading.

Annotate Texts
- Mark significant incidents in a story or information in a non-fiction text.

Visualise
- Visualise what they have been reading e.g. through drawing or acting out.

Questions
- Ask questions about an aspect of a text they don't understand.
- Ask questions to explore what characters say and do.
- Pose questions and use a text to find answers.

Use Prior Knowledge for Meaning
- Draw on what they already know or on background information and vocabulary provided by the teacher.
- Think about what they know about events or topics prior to reading.

Cause and Effect
- Discuss the significance of the title and events

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Summarise
• Identify the main storyline of a narrative

Recasting
• Match events to characters in narrative and detail and information to objects or topics in non-fiction texts.

Vocabulary: *title, check, turns, explain, captions, skim, title, label*

Outcome Discussion Drawings Drama

Responding to Texts

Pupils are taught to:

Express Understanding
• Discuss reasons why things happen in the texts they read or are read to them. Express their understanding orally, and use words, illustrations and given formats to record their understanding. • Link what they read or hear to their own experiences.

Discussion
• Participate in discussion about what is read to them, taking turns and listening to what others say

Explanation
• Explain clearly their understanding of what is read to them

Prompts / sentence stems: • *The story is about . . .* • *I enjoyed the part where . . .* • *I felt . . .*

Outcome Discussion

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Year Two

Literacy Spine

*key texts

Narrative Fiction
- *Where the Wild Things Are* by Maurice Sendak
- *The Diary of a Killer Cat* by Anne Fine
- *The Story of Babar* by Jean de Brunoff
- *The Day the Crayons Quit* by Oliver Jeffers
- *Winnie the Pooh* by AA Milne
- *Charlotte's Web* by EB White
- *Meerkat Mail* by Emily Gravett
- *The Bear and the Piano* by David Litchfield
- *The Tunnel* by Anthony Brown
- *The Dark* by Lemony Snicket
- *The Dot* by Peter H Reynolds
- *The Girl who never made Mistakes* by Mark Pett
- *Mabel and the Mountain* by Kim Hillyard
- *Look Up!* by Nathan Bryon
- *The Proudest Blue* by Ibtihaj Muhammad
- *Gregory Cool* by Caroline Binch
- *We're all Wonders* by RJ Palacio
- *We are Family* by Patricia Hegart
- *The Good Samaritan** (from The Bible)
- *The Paralysed Man* (from The Bible)

Traditional stories
- *George and the Dragon** by Anne Adeney
- *Robin Hood* by Michaela Morgan and Mark Beec

Fairy tales

Anthony Brown:
- *What If...*
- *Through the Magic Mirror*
- *Into the Forest*
- *Little Beauty*
- *Gorilla*
- *Changes*
- *Silly Billy*

Jez Alborough
- *Watch Out! Big Bro's Coming*
- *Some Dogs Do*
- *Where's My Teddy*
- *My Friend Bear*
- *Cuddly Duddly*
- *Hello Beaky*
- *It's the Bear*

Non-fiction
- *The Story of the Wright Brothers* by Annette Whipple
- *Habitats and Food Chains* by Ruth Owen
- *Weather Patterns* by Monica Hughes
- *DK Find Out! Space Travel* by DK
- *From a Tiny Seed to a Mighty Tree* by Fundamental Science

Poetry
- *'Twas the Night Before Christmas** by Clement Clark Moore
- *How Doth the Little Crocodile* by Lewis Carroll
- *Call Me (Kenning #1)* by James Carter
- *The Witches' Spell* by William Shakespeare
- *Twinkle, Twinkle Little Bat** by Lewis Carroll

Play script
The Nativity

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Fluency and Word Recognition

Pupils are taught to:

- Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent.
- Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes
- Read accurately words of two or more syllables that contain the same graphemes as above
- Read words containing common suffixes
- Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
- Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered
- Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation
- Reread these books to build up their fluency and confidence in word reading
- Read with attention to punctuation and units of meaning; expression and volume; and pace (aiming for 90 words per minute when reading age appropriate texts)

Vocabulary: *build, blend, sounds, tricky words, special friends*

Outcome
Fluent reading of age appropriate texts

Enjoyment of Reading / Listening

Pupils are taught to:

Genres
- Listen to, discuss and express views about a wide range of
  a)contemporary and classic
  - ➢ poetry
  - ➢ stories
  - ➢ non-fiction

  at a level beyond that at which they can read independently..

Become Familiar and Retell Texts
- Become increasingly familiar with and retell a wider range of stories, fairy stories and traditional tales.
- Retell stories giving the main points or events in sequence and highlighting significant moments or incidents.
- Retell stories individually and through role play in groups, using dialogue and narrative from the text.

Themes
- Recognise simple recurring literary language in stories and poetry.
- Discuss familiar story themes that they have read or heard.

Use of language
- Discuss favourite words and phrases.
- Speculate about why an author might have chosen a particular word and the effect they were wanting to achieve, e.g. by considering alternative synonyms that might have been used.
- Investigate traditional story language, e.g. story openers and endings, scene openers, language which signals a time shift or magical event.
- Notice some of the language features of non-fiction texts, e.g. direct language, the language of explanation, time connectives etc.
- Speculate about the meaning of unfamiliar words in non-fiction texts and use glossaries effectively to help understanding.

Recitation
- Build a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear, taking account of punctuation.

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Vocabulary
- Discuss and clarify the meanings of words, linking new meanings to known vocabulary. The meaning of new words should be explained to pupils within the context of what they are reading, and they should be encouraged to use morphology (such as prefixes) to work out unknown words.
- Increase pupils' vocabulary and their awareness of grammar so that they continue to understand the differences between spoken and written language.
- Learn how to find the meaning of an unfamiliar word where this is explained in preceding or subsequent sentences or in a glossary.
- Check whether a suggested meaning of an unfamiliar word makes sense in the context of the passage.
- Have instant recall of the alphabet. Play games, based on the order to letters in the alphabet, demonstrating automaticity.

Role Play
- Identify with and explore characters through role play and other drama techniques. In these ways, they extend their understanding of what they read and have opportunities to try out the language they have listened to.

Structure
- Understand non-fiction books are structured in different ways.
- Discuss the sequence of events in books and how items of information are related.
- Identify and discuss story elements such as setting, events, characters, and the way that problems develop and get resolved.
- Explain organisational features of texts, including alphabetical order layout, diagrams, captions, hyperlinks and bullet points.
- Identify and discuss patterns of rhythm, rhyme, and other features which influence the sound of a poem.

Library
- Use the front cover, title and blurb to talk about the possible contents of the book
- Select a book from the reading corner or the library that matches personal interests. Make choices from a selection of texts to hear and read themselves.
- Select a non-fiction book from the library, with guidance

Evaluate
- Explain why they like a particular text.
- Make reasoned choices for personal reading.

Comparisons
- Identify, collect and compare common themes in stories and poems. Make comparisons of characters and events in narratives. Compare the information about different topics in non-fiction texts.

Vocabulary: *traditional tales, blurb, drama, character, dictionary, alphabet, glossary, prefixes suffixes, illustration, diagram, caption, titles, hyperlinks, bullet points, rhyme, rhythm, fiction, non-fiction*

Outcome
- Discussion
- Poetry recitation
- Re-telling
- Role play
- Use of library
- Comprehension
- Independent reading

Comprehension Skills
Pupils will be taught to:

Retrieve
- Identify what is known for certain from the text about characters, places and events in narrative and about different topics in non -fiction.
- Give reasons why things happen where this is directly explained in the text.
- Locate information using contents, index, subheadings, page numbers etc.

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• Express and record their understanding of information orally, using simple graphics or in writing.

Skim, Scan, Close Read
- Speculate about the meaning of the section or page by skim reading title, contents page, illustrations, headings and subheadings.
- Scan pages to find specific information, using key words or phrases and headings.
- Read sections of text more carefully, e.g. to answer a specific question.

Inference
- Make inferences on the basis of what is being said and done.
- Make inferences about characters from what they say and do, focusing on important moments in a text.

Prediction
- Predict what might happen on the basis of what has been read so far.
- Use immediate clues and what they have read already to make predictions about what is going to happen or what they will find out.
- Make plausible predictions showing an understanding of the ideas, events or characters.

Read for Meaning
- Check that the text makes sense to them as they read, and correct inaccurate reading
- Where necessary, re-read to regain understanding.
- Put what they've read or heard into their own words.

Annotate
- Make simple notes on a text, e.g. underlining key words or phrases, adding headings etc.

Visualise
- Use illustrations and simple formats such as flow charts or diagrams to re-present and explain a process or a series of events.

Questions
- Answer and ask questions,
- Ask and answer questions to ensure events or ideas in a text are understood, including questions about: what, where and when.
- Ask questions to understand more about characters and events in narrative or the topic in non-fiction.
- Pose and record questions prior to reading to find something out.
- Ask follow up questions about the topics they've read about.

Use Prior Knowledge for Meaning
- Draw on what they already know or on background information and vocabulary provided by the teacher.
- Link events or topic from a text to own experiences and / or known information.
- Recognise how books are similar to others.

Cause and Effect
- Pupils should learn about cause and effect in both narrative and non-fiction (for example, what has prompted a character's behaviour in a story; why certain dates are commemorated annually).
- Give reasons why things happen or change over the course of a narrative.

Summarise
- Retell a story giving the main events.
- Retell some important information they've found out from a text.
- Draw together information from across a number of sentences to sum up what is known about a character, event or idea.

Recasting
- Retrieve information from a text and re-present it in a variety of forms including by matching and linking information, ordering, tabulating and copying.
- Use different formats (matching, ordering etc.) to answer questions on a text.

Vocabulary: *check, turns, explain, contents, index, subheadings, page numbers, illustration, flow-chart, diagram*

Outcome
Discussion
Comprehension

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Drawings
Drama

<table>
<tr><td colspan="1"><div align="center">**Responding to Texts**</div></td></tr>
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Pupils are taught to:
Express Understanding
• Discuss themes, plots, events and characters, comparing stories by the same and different authors.   • Compare the information given about topics in non- fiction texts.   • Link what they read or hear to their own experiences.   • Stop and think about what they have read.
Discussion
• Participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say
Explanation
• Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves
Justifications
• Answer simple retrieval and inference questions by making a point and supporting it with 'evidence' from a text.
Prompts / sentence stems: • This story is about . . .   • I enjoyed the part where . . .   • I remember when I . . ..   • I wonder if . . .   • I wonder why .. .   • I felt . . .   • I can picture . . .   • I was surprised . . .   • I didn't understand . . .
Outcome
Discussion

'Let your light shine'

Year Three

<table>
<tr><td colspan="3" style="text-align:center">Literacy Spine
*key texts</td></tr>
<tr><td>

<u>Narrative Fiction</u>
- *Escape from Pompeii* by Christina Balit
- *Stig of the Dump* by Clive King
- *The Dog that Saved Christmas* by Nicola Davies
- *Rama and Sita: The Story of Diwali* by Malachy Doyle
- *Wangari's Trees of Peace: A True Story from Africa* by Jeanette Winter
- *Charlie and the Chocolate Factory* by Roald Dahl
- *The Hodgeheg* by Dick-King Smith
- *Aristotle* by Dick King-Smith

Short Stories:
- *Gorilla* by Anthony Browne
- *The Tunnel* by Anthony Browne
- *Stone Age Boy* by Satoshi Kitamura

Contemporary Stories:
- *The Beaver Towers Collection* by Nigel Hinton
- *The Boy Who Grew Dragons* by Andrew Shepherd

Fairy Tales:
- *Thumbelina* by Hans Christen Anderson

Key authors:
Dick King-Smith
Roald Dahl
Anthony Browne

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<u>Non-fiction</u>
- *It Starts with a Seed* by Laura Knowles
- *The Pyramids of Ancient Egypt*- online publication
- *Meet the Ancient Egyptians* by James Davies
- *Magnetism (Science in Action)* by Joanna Brundle
- *Secrets of Stonehenge* by Mick Manning

<u>Publications:</u>
Various resources from Picture News

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<u>Poetry</u>

Free verse
- *Chocolate Cake** by Michael Rosen
- *Magic Box* by Kit Wright

Poems on a theme
- *The Lost Words* by Robert Macfarlane
- *The Life Cycle of a Flower**
- *The Majesty of Spring*
- *My Shadow* by Robert Louis Stevenson
- *From a Railway Carriage* by Rober Louis Stevenson

<u>Play Script</u>
- *Babushka* by Catherine Flores

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Fluency and Word Recognition

- Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in - see English appendix 1 (NC), both to read aloud and to understand the meaning of new words they meet
- Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word
- Read fluently, with automaticity; attention to punctuation and units of meaning; expression and volume; and pace (aiming for 90-140 words per minute when reading age appropriate texts)

Vocabulary: *root words, prefixes, suffixes, etymology, dictionary, Greek, Latin, Anglo-Saxon*

Outcome

Morphology and etymology activities.
Fluent reading of age appropriate texts

Enjoyment of Reading / Listening

Pupils are taught to:

Genres

- Listen to and discuss a wide range of:
  - ➤ Fiction
  - ➤ Poetry
  - ➤ Plays
  - ➤ non-fiction
  - ➤ reference books or textbooks
- Recognise some different forms of poetry [for example, free verse, narrative poetry]

Become Familiar with Texts and Retell

- Increase familiarity with a wide range of books, including fairy stories, myths and legends, and retell some of these orally
- Present stories, showing awareness of the different voices by dramatizing readings, showing differences between the narrator and characters.

Themes

- Identify themes (e.g. good over evil or magical devices in fairy stories) and conventions in a wide range of writing (for example, the greeting in letters, a diary written in the first person or the use of presentational devices such as numbering and headings in instructions).

Use of Language

- Discuss words and phrases that capture the reader's interest and imagination.
- Discuss authors' choice of words and phrases that describe and create impact, e.g. adjectives and expressive verbs.
- Discuss the language used to create significant aspects of a text, e.g. opening, build up, atmosphere, and how a writer implies as well as tells.
- Begin to identify some of the language differences between fiction and non-fiction texts.
- Develop their understanding of key words met in reading non-fiction texts.

Recitation

- Prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action.

Vocabulary

- Use dictionaries to check the meaning of words that they have read.
- Practise re-reading a sentence and reading on in order to locate or infer the meaning of unfamiliar words.
- Discuss unfamiliar words and their possible meaning to clarify their understanding of a sentence or passage.
- Identify where an author uses alternatives and synonyms for common or over used words and speculate about the shades of meaning implied.
- Locate words in a dictionary by the first two letters.
- Know the quartiles of the dictionary.

Role Play

- Prepare play scripts to read aloud and to perform, showing understanding through

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intonation, tone, volume and action

- Use drama approaches to understand how to perform plays and poems to support their understanding of the meaning. These activities also provide them with an incentive to find out what expression is required, so feeding into comprehension.

Structure
- Read books that are structured in different ways.
- Investigate the features of traditional stories – openings and endings, how events and new characters are introduced, how problems are resolved.
- Explain how the organisational features of non-fiction texts support the reader in finding information or researching a topic.
- Distinguish between rhyming and non-rhyming poetry and comment on the impact of the poem's layout.

Library
- Use strategies such as reading the title, blurb and a small section of the text, to justify choice
- Independently use the fiction section of the library to select an appropriate book
- Use the library system to borrow and return books appropriately
- Use the classification system of the library to identify an appropriate non-fiction book
- Abide by the rules of library etiquette
- Read for a range of purposes
- Read for a sustained period of time, for enjoyment and research.

- Extend the range of books by browsing and selecting texts, including poetry, to read independently.

Evaluate
- Say why they prefer one text to another, giving reasons.
- Begin to identify why one non- fiction text is more useful than another, according to their purpose.

Comparisons
- Make comparisons between events in narrative or information texts on the same topic or theme.
- Compare and contrast writing by the same author.

Vocabulary: *themes, free verse, narrative poetry, dictionary, thesaurus, quartile, diary, play script, vocabulary, phrases, myth, legend, fairy story, instructions, fiction, non-fiction, classify, etiquette, rhyming, non-rhyming, synonym, character, narrator*

Outcomes
- Discussion
- Poetry recitation
- Re-telling
- Short play performances
- Drama activities
- Use of library
- Comprehension
- Sustained, independent reading
- Use of dictionary and thesaurus

Comprehension Skills

Pupils are taught to:

Retrieve
- When using non-fiction, know what information they need to look for before they begin and be clear about the task. Use contents pages and indexes to locate information.
- Retrieve and record information from non-fiction
- Locate, retrieve and collect information from texts about significant or important elements or aspects (e.g. characters, events, topics).
- Take information from diagrams, flow charts and forms where it is presented graphically.
- Express and record understanding of information, using simple graphics or in writing.

Skim, Scan, Close Read
- Skim opening sentences of each paragraph to get an overview of a page or section of text.

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• Scan contents, indexes and pages to locate specific information accurately.
• Identify sections of a text that need to read carefully in order to find specific information or answer a question.

Inference
- Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.
- Understand how what a character says or does impacts on other characters, or on the events described in the narrative.
- Infer characters' feelings in fiction.

Prediction
- Predict what might happen from details stated and implied.
- Update and modify predictions about the events, characters or ideas in a text on a regular basis throughout their reading.
- Predict how incidents, events, ideas or topics will develop or be concluded.

Read for meaning
- Check that the text makes sense; discuss understanding and explain the meaning of words in context.
- Put their understanding of what they have read into their own words.

Annotate
- Mark a text to identify unfamiliar words and ideas to be clarified or explored in discussion and subsequent re-reading.
- Read and identify the main points or gist of the text, e.g. underlining or highlighting key words or phrases, listing key points, or marking important information.

Visualise
- Re-present information gathered from a text as a picture or graphic, labelling it with material from the text.

Questions
- Ask questions to improve their understanding of a text. Pupils should have guidance about the kinds of questions that are expected from them.
- Clarify their understanding of events, ideas and topics by asking questions about them.
- Ask questions to develop understanding of characters' feelings and actions, or to understand significant details about a topic.
- Prepare and list questions as the basis for enquiry and decide which are the most important to follow up.

Use Prior Knowledge for Meaning
- Link events or topic from a text to own experiences and / or information gathered. Begin to make links to similar books.

Cause and Effect
- Identifying how language, structure, and presentation contribute to meaning.
- Discuss how characters' feelings, behaviour and relationships change over a text.

Summarise
- Identify main ideas drawn from more than one paragraph and summarise these.
- Retell main points of a story in sequence.
- Identify a few key points from across a non- fiction passage.

Recasting
- Use different formats to retrieve, record and explain information about what they have read in both fiction and non-fiction texts, e.g. flow charts, for and against columns, matrices and charts of significant information.
- Record their understanding of a text in different ways, using a range of formats.

Vocabulary: *infer, predict, summarise, free verse, narrative, justify, fiction, non-fiction, contents, index, skim, scan, flow-charts, graphs, columns, matrices*

Outcomes
Discussion
Comprehension
Drawings
Drama

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Responding to Texts

Pupils are taught to:

Express Understanding
- Express ideas and give opinions about stories and poems, identifying specific words and phrases to support their ideas.
- Use simple graphics or illustrations to record and explain their understanding of information.

Discussion
- Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say
- Pupils should help to develop, agree on, and evaluate rules for effective discussion. The expectation should be that all pupils take part.

Explanations
- Pupils should have guidance about the kinds of explanations that are expected from them.

Justifications
- Re-read sections of texts carefully to find 'evidence' to support their ideas about a text.
- Answer simple retrieval and inference questions by making a point and supporting it with 'evidence' from a text.

Vocabulary: *opinion, discussion, explain, evidence, justify*

Outcomes
Discussion
Comprehension

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Year Four

<table>
<tr>
<td colspan="3">Literacy Spine
*key texts</td>
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<u>Narrative Fiction</u>
- *The Great Chocoplot* by Chris Callaghan
- *Wind in the Willows* by Kenneth Grahame
- *The Barnabus Project* by the Fan Brothers
- *How to Live Forever* by Colin Thompson
- *Chik Chak Shabat* by Mara Rockliff
- *I Talk Like a River* by Jordan Scott

Myths
- *Pandora's Box* by Rose Impey
- *Theseus and the Minotaur* by Hugh Lupton

Legends
- *The Lost City of Atlantis*
- *Robin Hood*
- *Beowulf* by Rob Lloyd Jones

Authors: Malorie Blackman and Rob Lloyd Jones

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<u>Non-fiction</u>
- *DK Find out! Human Body* by DK
- *DK Find out! Energy* by DK
- *Wild City* by Ben Hoare
- *DK Ancient Greece* by DK
- Eyewitness Series

<u>Publications</u>
- *Eco Kids Planet*

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<u>Poetry</u>
- *The River** by Valerie Bloom
- *Daydreams and Jellybeans* by Alex Wharton
- *The Lost Words* by Robert Macfarlane

Verse forms
- *Cloud Busting* by Malorie Blackman

Classic poetry (pre 20th century)
- *The Pied Piper of Hamelin* by Robert Browning
- *Summer Sun** by Robert Louis Stevens

<u>Playscript</u>
- *Princess and the Pea*

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<tr>
<td colspan="1">Fluency and Word Recognition
Pupils are taught to:</td>
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- Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in - see <u>English appendix 1</u> (NC), both to read aloud and to understand the meaning of new words they meet
- Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word
- Read fluently, with automaticity; attention to punctuation and units of meaning; expression and volume; and pace (aiming for 100-150 words per minute when reading age appropriate texts)

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<tr>
<td>Vocabulary: *root words, prefixes, suffixes, etymology, dictionary, Greek, Latin, Ango-Saxon*</td>
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<u>Outcome</u>
Morphology and etymology activities
Fluent reading at an age appropriate level

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<tr>
<td>Enjoyment of Reading / Listening
Pupils are taught to:</td>
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<td><u>Genres</u></td>
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• Listen to and discuss a wide range of:
    ➢ Fiction
    ➢ Poetry
    ➢ Plays
    ➢ non-fiction
    ➢ reference books or textbooks
• Recognising some different forms of poetry [for example, free verse, narrative poetry]

Become Familiar with Texts and Retell
- Become increasing familiar with a wide range of books, including myths and legends; retell some of these orally.
- Choose and prepare stories for performance, identifying appropriate expression, tone, volume and use of voices and other sounds.
- Rehearse and improve their performance when reading texts aloud, in order to demonstrate their understanding.

Themes
- Identify themes (e.g. good over evil or magical devices in fairy stories) and conventions in a wide range of writing (for example, the greeting in letters, a diary written in the first person or the use of presentational devices such as numbering and headings in instructions).
- Identify social, moral or cultural issues or themes in stories, e.g. the dilemmas faced and dealt with by characters or the moral of the story. Explain how ideas are developed in non-fiction texts.

Use of Language
- Discuss words and phrases that capture the reader's interest and imagination.
- Understand how writers use expressive language to create images and atmosphere, e.g. to create moods, arouse expectations, build tension, describe attitudes or emotions.
- Discuss the meaning of similes and other comparisons they have read.
- Investigate the language features of different sorts of non-fiction texts.
- Investigate the meaning of technical or subject specific words, e.g. by reading the text explanation or using a glossary or dictionary.

Recitation
- Prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action.
- Rehearse and improve their performance when reading texts aloud, in order to demonstrate their understanding.

Vocabulary
- Use dictionaries to check the meaning of words that they have read.
- Identify unfamiliar vocabulary in a text and adopt appropriate strategies to locate or infer the meaning. (E.g.re-reading surrounding sentences and/ or paragraphs to identify an explanation or develop a sensible inference, by identifying root words and derivatives, using the context and syntax, or using aids such as glossaries or dictionaries.)
- Identify where unfamiliar words are not explained in the text and where a dictionary needs to be used to understand them.
- Consider a writer's use of specific and precise nouns, adjectives, verbs and adverbs and discuss the meanings conveyed.
- Investigate the meaning of technical or subject specific words they meet in their reading.
- Locate words in a dictionary by the third and fourth place letters. Use the quartiles of the dictionary efficiently to locate words quickly.

Role Play
- Prepare play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action
- Use drama approaches to understand how to perform plays, to support meaning / understanding. These activities also provide pupils with an incentive to find out what expression is required, so feeding into comprehension.
- Rehearse and improve performance when reading texts aloud, in order to demonstrate their understanding.

Structure
- Read books that are structured in different ways.

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- Explore narrative order (introduction, build up, crisis, resolution, and conclusion) and how scenes are built up and concluded through description, action and dialogue.
- Identify the main features of non-fiction texts (both print and computer based) including headings, captions, lists, bullet points and understand how these support the reader in gaining information efficiently.
- Identify different patterns of rhyme and verse in poetry, e.g. choruses, rhyming couplets, alternate line rhymes and read these aloud effectively.

Library
- Independently use strategies such as reading the title, blurb and a small section of the text, to select books.
- Use the fiction section of the library to not only engage further with established personal interests but also widen reading interests.
- Independently use the library system to borrow and return books appropriately.
- Use the classification system of the library to select the most appropriate non-fiction book for an enquiry. Justify.
- Share choices with others. Follow the recommendations of others in order to widen own reading.
- Understand and abide by the rules of library etiquette.
- Read for a range of purposes
- Read independently complete short texts and sections from information books.
- Develop reading stamina for longer texts.

Evaluate
- Identify aspects or features that make a text entertaining, informative or useful.
- Describe and review own reading habits

Comparisons
- Collect information to compare and contrast events, characters or ideas.
- Compare and contrast books and poems on similar themes.

Vocabulary: *diary, recount, formal, informal, explanation, investigation, persuasion, argument, classic poetry, performance poetry, glossary*

Outcomes
- Widening repertoire of genres, types of poems and authors
- Discussion
- Poetry recitation
- Re-telling
- Short play performances
- Drama activities
- Use of library
- Comprehension
- Sustained, independent reading
- Use of dictionary and thesaurus

Comprehension Skills

Pupils are taught to:

Retrieve
- Know what information to look for, when using non-fiction; be clear about the task.
- Use contents pages and indexes to locate information.
- Retrieve and record information from non-fiction
- Identify and discuss key sentences and words in texts which convey important information about characters, places, events, objects or ideas.
- Pick out key sentences and phrases that convey important information.
- Take information from diagrams, flow charts and forms where it is presented graphically.

Skim, Scan, Close Read
- Skim read a text to get an overview of it; scan for key words, phrases and headings.
- Decide which sections of text to read more carefully to fulfil a particular purpose, e.g. to summarise a text.
- Adapt reading strategies to the different sorts of text read, including IT texts, and different purposes for reading.

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Inference
- Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.
- Deduce the reasons for the way that characters behave from scenes across a short story

Prediction
- Predict what might happen from details stated and implied.
- Make predictions about a text based on prior knowledge of the topic, event or type of text. Modify predictions as they read on.

Read for Meaning
- Self-monitor that the text makes sense to them.
- Independently take steps to retrieve meaning if comprehension is lost.
- Discuss understanding and explain the meaning of words in context.

Annotate
- Mark texts to identify vocabulary and ideas which they need to clarify.
- Mark a text by highlighting or adding headings, underlining or noting words or sentences, and adding notes where helpful.

Visualise
- Visualise information e.g. by mapping, illustrating, representing information graphically, and acting out.
- Use information from the text to justify their visual representations.

Questions
- Ask questions to improve understanding of a text. Pupils should have guidance about the kinds of questions that are expected from them.
- Generate a variety of questions, including retrieval, inferential and questions about the deeper meaning or themes of a text to help them understand further.
- Identify elements of a text which they do not understand and ask questions about it.
- Ask questions to clarify understanding of what is implied about main ideas, themes and events in texts they have read.
- Prepare for and carry out factual research by reviewing what is known, what needs to be found out, what resources are available and where to search.

Use Prior Knowledge for Meaning
- Link what has been reading in a text to prior knowledge, own experiences and the experiences of others, as well as similar texts.

Cause and Effect
- Identify how language, structure, and presentation contribute to meaning.
- Link cause and effect in narratives and recounts.

Summarise
- Identify main ideas drawn from more than one paragraph and summarise these.
- Summarise a sentence or paragraphs by identifying the most important elements.
- Make brief summaries at regular intervals when reading, picking up clues and hints as well as what is directly stated.

Recasting
- Retrieve and collect information from different sources and re-present it in different forms, e.g. chart, poster, diagram.
- Answer questions on a text using different formats (matching, ordering, tabulating, etc.).

Vocabulary: *infer, predict, summarise, free verse, narrative, justify, fiction, non-fiction, contents, Index, skim, scan, flow-charts, graphs, columns, matrices*

Outcomes
- Discussion
- Comprehension
- Illustrations
- Drama

Responding to Texts

Pupils are taught to:

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<u>Express Understanding</u>
   • Understand and comment on ideas introduced in a passage or section they've read, drawing on evidence from the text to do so.
   • Compare and contrast stories, justifying their preferences and opinions.

<u>Discussion</u>
   • Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say
 	
   • Help to develop, agree on, and evaluate rules for effective discussion. The expectation should be that all pupils take part.

<u>Explanations</u>   • Pupils should have guidance about the kinds of explanations that are expected from them.

<u>Justifications</u>
   • Support their ideas about a text by quoting or by paraphrasing from it.
   • Answer retrieval and inferential questions both orally and in writing, by making a point, and explaining it.

Vocabulary: *opinion, discussion, explain, evidence, justify, compare, quote, paraphrase*
<u>Outcomes</u> Discussion Comprehension

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Year Five

Literacy Spine

Narrative fiction.

Modern fiction
- *Cosmic* by Cottrell-Boyce
- *Danny Champion of the World* by Roald Dahl
- *Shadow* by Michael Morpurgo
- *The Nowhere Emporium* by Ross Mckenzie
- *How to train your Dragon* by Cressida Cowell

Other Cultures
- *The Wheel of Surya* by Jamila Gavin

Myths, Legends and Traditional Tales:
- *Tales from Japan (Oxford Myths and Legends)* by Helen and William Mcalpine and Rosamund Fowler

Authors: Michael Morpurgo, Ross McKenzie, Frank Cottrell-Boyce, Roald Dahl.

Non-narrative
- *Viking DK Eyewitness* by DK
- *Aztec, Inca, & Maya* by Elizabeth Baquedano and Michel Zabe
- Queen Elizabeth's letter to Eisenhower on how to make drop scones

Publications:
- National Geographic Kids / National
- Geographic Infopedia

Poetry
- *The Highwayman* by Alfred Noyes
- *The Charge of the light Brigade* by Tennyson
- *The last of the Light Brigade* by Kipling
- *The man from Snowy River* by AJ Patterson
- Witch scene* (Macbeth) by W Shakespeare
- 'Once more into the breach'* by W. Shakespeare.
- I*carus* by Kate Tempest
- *Sick** by Shel Silverstien
- Jabberrwocky* by Lewis Carroll
- Poetry with a defined structure including haikus/tanka

*recitation poems

Playscripts
Peacechild by David Woollcombe

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Fluency and Word Recognition

Pupils are taught to:

- Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English appendix 1, both to read aloud and to understand the meaning of new words that they meet
- Read fluently, with automaticity; attention to punctuation and units of meaning; expression and volume; and pace (aiming for 110-160 words per minute when reading age appropriate texts)

Vocabulary: *root words, prefixes, suffixes, etymology, dictionary, Greek, Latin, Anglo-Saxon*

Outcome

Morphology and etymology activities

Fluent reading at an age appropriate level

Enjoyment of Reading / Listening

Pupils are taught to:

Genres

- Read and discuss an increasingly wide range of:
  - ➢ Fiction
  - ➢ Poetry
  - ➢ Plays
  - ➢ non-fiction
  - ➢ reference books or textbooks

Become Familiar with Texts

- Increase familiarity with a wide range of books, including:
  - ➢ myths
  - ➢ legends and traditional stories
  - ➢ modern fiction
  - ➢ fiction from our literary heritage,
  - ➢ books from other cultures and traditions

Themes

- Identify and discuss themes (e.g. loss or heroism) and conventions in and across a wide range of writing (such as the use of the first person in diaries and autobiographies)
- Distinguish between plot events/ details and the main themes
- Identify how ideas and themes are explored and developed over a text, e.g. how a story opening can link to its ending or how characters change over a narrative.
- Explain how a detailed picture can emerge from a non-fiction text by examining different aspects of the topic.

Use of Language

- Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.
- Discuss the meaning of figurative language (metaphors and similes) and idiomatic words and phrases used in a text, beginning to explain the purpose and impact of such choices.
- Investigate how writers use words and phrases for effect, e.g. to persuade, to convey feelings, to entice a reader to continue.
- Consider the language used in a text and pick up the implications and associations being made by the writer.
- Investigate the use of language in different types of information text, e.g. words and phrases which signal a point of view in persuasive texts, how encyclopaedia convey authority.
- Compare the explanations or definitions given for technical or subject specific words and phrases in non-fiction texts.

Recitation

- Learn a wider range of poetry by heart.
- Prepare poems to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.

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- Read, rehearse, evaluate and modify a performance of a poem to convey meaning and emotion.

Vocabulary
- Identify when they do not understand the vocabulary used in a text and need to clarify the meaning.
- Give increasingly precise explanations of word meanings that fit with the context of the text they are reading.
- Check the plausibility and accuracy of their explanation or inference of the word meaning.
- Distinguish between everyday word meanings and their subject specific use, e.g. the specific meaning of *force* in scientific texts.
- Use dictionaries effectively to locate word meanings and other information about words, e.g. by using alphabetical order, understanding abbreviations, determining which definition is the most relevant to the context.
- Use a dictionary to check a suggested meaning.

Role Play
- Prepare plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.
- Read, rehearse, evaluate and modify a performance of a play script to convey meaning and emotion.

Structure
- Read books that are structured in different ways.
- Compare the structure of different stories to discover how they differ in pace, build up, sequence, complication and resolution.
- Identify the features of different non-fiction text, including content, structure, vocabulary, style, layout and purpose, e.g. recounts, instructions, explanations, persuasive writing and argument.
- Discuss the way that writers of non-fiction texts match text structure to their intentions.
- Read poems by significant poets and identify what is distinctive about the style or presentation of their poems.

Library
- Use the fiction and non-fiction sections of the library to not only engage further with established personal interests but also widen reading interests.
- Independently use the library system to borrow and return books.
- Use the classification system of the library, and learnt browsing strategies, to select the most appropriate book for an enquiry. Justify, using tier 3 vocabulary.
- Engage with book club activities.
- Independently abide by the rules of library etiquette.
- Read for a range of purposes. The skills of information retrieval that are taught should be applied, for example in reading history, geography and science textbooks, and in contexts where pupils are genuinely motivated to find out information [for example, reading information leaflets before a gallery or museum visit or reading a theatre programme or review]. Teachers should consider making use of any library services and expertise to support this.
- Read favourite authors and choose books to read on the recommendation of others.
- Plan personal goals which reflect interests and extend their range

Evaluate
- Analyse the features of engaging or useful texts e.g. effective openings or endings, the presentation and resolution of problems (in narratives), clarity and enthusiasm for a topic in non-fiction.
- Talk about books, referring to details and examples in the text.
- Recommend books that they have read to their peers, giving reasons for their choices

Comparisons
- Make comparisons within and across books. Pupils should have opportunities to compare characters, consider different accounts of the same event and discuss viewpoints (both of authors and of fictional characters), within a text and across more than 1 text. Pupils should be shown how to compare characters, settings, themes and other aspects of what they read.

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Vocabulary: *diary, recount, formal, informal, explanation, investigation, persuasion, argument, classic poetry, performance poetry, abbreviation, themes, tone, volume, expression, simile, metaphor, idiom, myths, legends*

Outcomes

- Widening repertoire of genres, types of poems and authors
- Discussion
- Poetry recitation
- Re-telling
- Short play performances
- Drama activities
- Use of library
- Comprehension
- Sustained, independent reading
- Use of dictionary and thesaurus

Comprehension Skills

Pupils are taught to:

Retrieve

- Know what information to look for when using non-fiction texts and be clear about the task.
- Use contents pages and indexes to locate information.
- Establish what is known about characters, events and ideas in narrative and non-fiction texts, retrieving details and examples from the text to back up their understanding or argument.
- Locate information confidently and efficiently, using the full range of features of the information text being read, including information presented graphically.
- Recognise different types of comprehension questions (retrieval/ inferential) and know whether the information required to answer will be explicitly stated or implied in the text.

Skim, Scan, Close Read

- Locate information accurately through skimming to gain an overall sense of the text.
- Scan a text to gain specific information.
- Use the skills of skimming and scanning to identify sections of text to read more carefully and re-read/ read on as appropriate.
- Vary the reading strategies they use to answer questions, depending on the different types asked.
- Apply the range of reading strategies to different reading tasks or circumstances, e.g. skimming a text to gain an overview, slow careful reading and re-reading to grapple with the meaning of a poem, presentation skills in order to perform it.

Inference

- Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.
- Understand what is implied about characters and make judgements about their motivations and attitudes from the dialogue and descriptions.
- Infer characters' feelings, thoughts and motives, giving one or two pieces of evidence to support each point made, beginning to draw evidence from different places across the text.

Prediction

- Predict what might happen from details stated and implied.
- Make regular and increasingly plausible predictions as they read, modifying their ideas as they read the next part of the text.
- Learn to anticipate events based on their own experience, what has been read so far and knowledge of other similar texts.
- Discuss the plausibility of their predictions and the reason for them.

Read for Meaning

- Check that the book makes sense; discuss understanding, exploring the meaning of words in context.
- Develop an active attitude towards reading: seeking answers, anticipating events, empathising with characters and imagining events that are described.

Annotate

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- Annotate a text to identify key information or identify elements they don't understand or want to revisit or explore further.
- Note key points of what has been read, using simple abbreviations, diagrams or other simple marking system. Use these as the basis of follow up and discussion if appropriate.

Visualise
- Re-present information from a text graphically.
- Comment on the illustrations and graphic representations they encounter in texts, linking their comments back to the text itself.

Questions
- Ask questions to improve understanding.
- Ask questions to clarify understanding of words, phrases, events and ideas in different texts.
- Recognise where they don't understand why something happens in a text and ask questions to clarify their understanding.
- Begin to use critical thinking questions that take the discussion deeper and beyond the text.
- Research a topic to find out more.
- Prepare for research by identifying what they already know and what they need to find out. Plan their inquiry or research in the light of these questions. Adapt their questions as they read.

Use Prior Knowledge for Meaning
- Use background knowledge or information about a topic or text to establish expectations about a text. Compare what is read to what was expected.

Cause and effect
- Identify how language, structure, and presentation contribute to meaning

Summarise
- Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.
- Make regular, brief summaries of what they've read, identifying the key points.
- Summarise a complete short text or substantial section of a text.
- Summarise what is known about a character, event or topic, explain any inferences and opinions by reference to the text.

Recasting
- Use different formats to capture, record and explain information about what they have read, e.g. flow charts, for and against columns, matrices and charts of significant information.
- Answer questions by explaining their ideas orally and in writing, including questions requiring open- ended responses.

Vocabulary: *infer, predict, summarise, free verse, narrative, justify, fiction, non-fiction, contents, index, skim, scan, column, matrix, chart, flow-charts*

Outcomes
Discussion
Comprehension
Drawings
Drama

Responding to Texts

Pupils are taught to:

Presentations
- Retrieve and record information to support a presentation.
- Make notes

Express Understanding

- Contribute to a discussion where a group explore their understanding of a topic raised through reading.
- Discuss and comment on texts, and present their ideas in appropriate and helpful formats, including graphically.

Discussion

- 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. Pupils

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should have guidance about and feedback on the quality of their contributions to discussions.
- Know technical and other terms needed for discussing what they hear and read, such as metaphor, simile, analogy, imagery, style and effect.

Explanation
- 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. Pupils should have guidance about and feedback on the quality of their explanations.

Justifications
- Provide reasoned justifications for their views

- Evaluate a book or section of it, referring to details and examples in a text to back up their judgement and support their reasoning.
- Identify and summarise evidence from a text to support a hypothesis.
- Use the structure of APE to provide a written and oral justification.

http://www.mrspteach.com/2016/10/going-ape-replacing-pee.html

Fact and Opinion
- Distinguish between statements of fact and opinion.
- In persuasive writing and other texts investigate how language is used to present opinion.
- Distinguish between fact, opinion and fiction in different texts, e.g. biography, autobiography, argument.

Vocabulary: *courteous, metaphor, simile, analogy, imagery, style, effect, explain, evidence, justify, compare, quote, paraphrase evaluate, summarise, fact, opinion, biography, autobiography, argument.*

Outcomes
Discussion
Comprehension

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Year Six

<table>
<tr><td colspan="3" align="center">**Literacy Spine**</td></tr>
<tr>
<td valign="top">

Narrative Fiction

Modern Fiction
- *A Monster Calls* by Patrick Ness
- *Bombs Over Britain* by Daniel Wrinn
- *Goodnight Mister Tom* by Michelle Magorian
- *Letters From the Lighthouse* by Emma Carroll
- *Kensuke's Kingdom* by Michael Morpurgo
- *Friend or Foe* by Michael Morpurgo
- *The Machine Gunners* by Robert Westall
- *The Firework Makers Daughter* by Philip Pullman
- *His Dark Materials* by Phillip Pullman

Fiction from our Literacy Heritage
- *A Christmas Carol* by Charles Dickens
- *The Railway Children* by Edith Nesbit

Authors:- Philip Pullman, E Nesbitt, Robert Westall

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Non-Fiction
- *Voices of The Battle of Britain 80th Anniversary 1940 – 2020* by Mike Lepine
- *Skyward The story of female pilots in WW11* by Sally Deng
- *The Few: Preparation for the Battle of Britain* by Phillip Kaplin
- *DK Find Out WWII*
- *Exploring History: Modern Weapons and Warfare*

- *The Boy who Bit Picasso* by Anthony Penrose

- *DK Find Out Habitats and Ecosystems*
- *DK Find Out Electricity*
- *DK Find Out Circuits*
- *DK Find Out Symbols Symbols*
- *Wild Boy* by Rob Lloyd-Jones
- *The Journey of a Cucumber Sandwich* by Peter Rowan
- *The Marvellous Adventure of Being Human: Your Amazing Body and How to Live in it* by Dr. Max Pemberton
- *Illuminatlas - Animals Including HumansOn the Origin of the Species* by Sabina Redeva
- *Inside The Beagle with Charles Darwin* by Fiona McDonald
- *Picturing Christianity* Picture resource pack – RE Today

Publications:
First News

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Poetry
- *If* * by Rudyard Kipling
- *Shaping the World (40 Historical Heroes) in verse* – by Liz Brownlee
- *What Has Happened to Lulu?* * by Charles Causley
- *Windrush Child* by John Agard
- *Battle of Britain* by William Walker

*recitation poems

Play scripts
- Macbeth: 1(Easy Read Shakespeare) Illustrated – Neill Giggins

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Fluency and Word Recognition

Pupils are taught to:

- Apply growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English appendix 1, both to read aloud and to understand the meaning of new words that they meet

- Read fluently, with automaticity; attention to punctuation and units of meaning; expression and volume; and pace (aiming for 110-160 words per minute when reading age appropriate texts)

Vocabulary: *root words, prefixes, suffixes, etymology, dictionary, Greek, Latin, Anglo-Saxon*

Outcome
Morphology and etymology activities
Fluent reading, at an age appropriate level

Enjoyment of Reading / Listening

Pupils are taught to:

Genres
- Read and discuss an increasingly wide range of:
  - ➢ Fiction
  - ➢ Poetry
  - ➢ Plays
  - ➢ non-fiction
  - ➢ reference books or textbooks

Become Familiar with Texts
- Increase familiarity with a wide range of books, including:
  - ➢ myths
  - ➢ legends and traditional stories
  - ➢ modern fiction
  - ➢ fiction from our literary heritage
  - ➢ books from other cultures and traditions

Themes
- Identify and discuss themes (e.g. loss or heroism) and conventions in and across a wide range of writing (such as the use of the first person in diaries and autobiographies).
- Understand how a writer develops themes, ideas or points of view over a text.
- Identify how the narrative or author's voice influences the reader's point of view and frames their understanding. Discuss how this can change over the course of a text.
- In non- fiction texts distinguish between explicit and implicit points of view and discuss how the sense of the writer can develop over a text, e.g. in autobiographies.

Use of Language
- Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
- Identify and discuss idiomatic phrases, expressions and comparisons (metaphors, similes and embedded metaphors) met in texts, using an appropriate technical vocabulary.
- Consider how authors have introduced and extended ideas about characters, events or topics through the language choices and the way they have developed them.
- Discuss the way that writers of non-fiction match language and text structure to their intentions - to amuse, persuade etc.
- Explain and use accurately the subject specific vocabulary used in different non-fiction texts.
- Comment critically on how a writer uses language to imply ideas, attitudes and points of view, identifying the hints and suggestions that writers make through their choices of words and phrases and the associations these evoke, e.g. about characters, events or ideas.

Recitation
- Learn a wider range of poetry by heart.
- Prepare poems to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.

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• Read aloud to interpret poems where meanings are conveyed directly and implied, varying the performance to convey meaning to an audience.

Vocabulary
- Check the plausibility and accuracy of their explanation of or inference about a word meaning.
- Identify when they do not understand the vocabulary used in a text and apply appropriate strategies (re – reading, reading on, using the context, knowledge of syntax or word roots) to clarify the meaning
- Collect unfamiliar vocabulary from texts they have read, define meanings and use the vocabulary when recording ideas about the text.
- Use dictionaries, glossaries and other alphabetically ordered texts confidently and efficiently in order to locate information about words met in reading.
- Identify the most appropriate meaning of a word used in a text from alternative definitions given in a dictionary.

Role Play
- Prepare plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience

Structure
- Read books that are structured in different ways.
- Understand aspects of narrative structure, e.g. how paragraphs build up a narrative, how chapters or paragraphs are linked together.
- Understand how writers use the features and structure of information texts to help convey their ideas or information.
- Analyse how the structure or organisation of a poem supports the expression of moods, feelings and attitudes.
- Understand and explain how different conventions and presentational features are used across a range of information or non-narrative texts.
- Compare different types of information texts, including texts which are a mix of text types or were written for a number of purposes simultaneously, and identify differences in the way that they are structured.

Library
- Use the fiction and non-fiction sections of the library to not only further develop own personal interests but also widen reading interests.
- Independently use the library system to borrow and return books.
- Use the classification system of the library, and learnt browsing strategies, to select the most appropriate book for an enquiry. Justify, using tier 3 vocabulary.
- Actively contribute to book club activities.
- Independently abide by the rules of library etiquette.
- Read for a range of purposes. The skills of information retrieval that are taught should be applied, for example in reading history, geography and science textbooks, and in contexts where pupils are genuinely motivated to find out information [for example, reading information leaflets before a gallery or museum visit or reading a theatre programme or review]. Teachers should consider making use of any library services and expertise to support this.
- Read longer and more challenging texts for over periods of time.
- Develop reading stamina and complete the independent reading of some longer texts.

Evaluate
- Identify the features that make some texts more effective than others.
- Discuss their personal reading with others and articulate their personal responses to reading, identifying how and why a text affects the reader.
- Recommend books that they have read to their peers, giving reasons for their choices.
- Appraise a text quickly, deciding on its value, quality or usefulness.

Comparisons
- Make comparisons within and across books. Pupils should have opportunities to compare characters, consider different accounts of the same event and discuss viewpoints (both of authors and of fictional characters), within a text and across more than 1 text. Pupils should be shown how to compare characters, settings, themes and other aspects of what they read.

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• Compare and contrast the work of a single author.
• Investigate different versions of the same story or different books on the same topic, identifying similarities and differences.

Vocabulary: *fantasy, biography, journalist, newspaper, autobiography, recommend, legend, cultures, myth, explicit, implicit, hints*

Outcomes
- Widening repertoire of genres, types of poems and authors
- Discussion
- Poetry recitation
- Re-telling
- Short play performances
- Drama activities
- Use of library
- Comprehension
- Sustained, independent reading
- Use of dictionary, glossary and thesaurus

Comprehension Skills

Pupils are taught to:

Retrieve

- Know what information they need to look for before when reading non-fiction and be clear about the task.
- Use contents pages and indexes to locate information.
- Use evidence from across a text to explain events or ideas.
- Identify similarities and differences between characters, places, events, objects and ideas in texts.
- Retrieve information from texts and evaluate its reliability and usefulness.
- Recognise different types of comprehension questions (retrieval/ inferential) and know whether the information required for the answer will be explicitly stated or implied in the text.

Skim, Scan, Close Read
- Evaluate the value of a text for an identified purpose, drawing on information acquired by skimming and scanning.
- Read carefully sections of texts to research information and to answer questions.
- Vary the reading strategies they use and mode of answering according to what is expected of them by the question.
- Make sensible decisions in order to read most effectively for a specific purpose, e.g. knowing when it is useful to gain an overview of a text and how best to do it, or identify which part of the text needs to be read more carefully to find particular information.

Inference

- Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.
- Understand what is implied about characters through the way they are presented, including through the use of a narrator or narrative voice, explaining how this influences the readers' view of characters.
- Infer characters' feelings, thoughts and motives, giving more than one piece of evidence to support each point made, drawing evidence from different places across the text.

Prediction
- Predict what might happen from details stated and implied.
- Make plausible predictions and explain what they are basing them on. Discuss how and why they need to modify their predictions as they read on.
- Make predictions, discussing the reasoning behind them, drawing on their knowledge of the world, from reading other similar texts and what they read earlier in the text.
- Compare their predictions with the events that occurred and consider why their predictions were accurate, plausible, or off the mark.

Read for Meaning
- Check that the book makes sense; discuss understanding and exploring the meaning of

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	words in context

- Link parts of a text together in order to understand how details or specific sections support a main idea or point. Understand why an author might be deliberately obscuring meaning.

Annotate

- Identify and mark aspects of a text which are unclear in order to discuss or revisit on a second reading.
- As they read, identify, mark and annotate extracts which they think are significant to understanding characters, events or ideas or an author's point of view or use of language, adding a commentary where this is helpful.

Visualise

- Re-present information from a text graphically.
- Comment on the illustrations and graphic representations they encounter in texts, linking their comments back to the text itself.

Questions

- Ask questions to improve understanding
- Ask effective questions and research skills to clarify / develop understanding.
- Ask questions to clarify understanding of words, phrases, events and ideas in different texts.
- Ask questions to clarify and explore their understanding of what is implied in the text.
- Use critical thinking questions that take the discussion deeper and beyond the text.
- Locate resources for a specific research task, identifying key questions to be investigated, the usefulness of the information source, and deciding how best to record and present the information.
- Refine research questions in the light of initial findings.

Use Prior Knowledge for Meaning

- Comment of what has been read and compare with what was expected prior to reading e.g. in relation to events, ideas etc. Make comparisons between texts.

Cause and effect

- Identify how language, structure, and presentation contribute to meaning

Summarise

- Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.
- Make regular, brief summaries of what they've read, linking their summary to previous predictions about the text. Update their ideas about the text in the light of what they've just read.
- Summarise 'evidence' from across a text to explain events or ideas.
- Summarise their current understanding about a text at regular intervals.

Re-casting

- Record details retrieved from the text about characters, events and ideas using a different format, e.g. by making a comparisons table, true or false grid etc.
- Use confidently the different formats (matching, ordering etc.) to answer questions on a text.
- Answer questions by explaining their ideas orally and in writing.

Vocabulary: *infer, predict, summarise, contents, index*

Outcomes
Discussion
Comprehension
Graphic representations
Drama

Responding to Texts

Pupils are taught to:

Presentations

- Retrieve information from non-fiction, record for presentations to different audiences.
- Make a set of notes for a presentation.

Express Understanding

- Contribute constructively to a discussion about reading, responding to and building on the views of others.

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• Comment critically, orally, in writing and using graphics where necessary to support them, on the impact of books they have read.
Discussion
• 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. Pupils should have guidance about and feedback on the quality of their contributions to discussions. • Know the technical and other terms needed for discussing what they hear and read, such as metaphor, simile, analogy, imagery, style and effect.
Explanation
• Explain and discuss understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary   • Pupils should have guidance about and feedback on the quality of their explanations.
Justifications

• Provide reasoned justifications for their views
    • Identify material from texts to support an argument, know when it is useful to quote directly, paraphrase or adapt.
    • Identify and summarise evidence from a text to support a hypothesis.
    • Use the structure of APE to provide a written and oral justification.

Fact and Opinion

• Distinguish between statements of fact and opinion
    • In autobiography and biographical writing, and in texts written for mixed purposes (e.g. leaflets that are both information giving and persuasive), distinguish between fact, opinion and fiction.
    • In non-fiction texts distinguish between explicit and implicit points of view.

Vocabulary: *courteous, metaphor, simile, analogy, imagery, style, effect, explain, evidence, justify, compare, quote, paraphrase evaluate, summarise, fact, opinion, implicit, explicit, APE*
Outcomes Discussion Comprehension

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