

ENGLISH - Reading

Purpose of Study:

English has a pre-eminent place in education and in society. A high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others, and through their reading and listening, others can communicate with them. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in this development. Reading enables pupils both to acquire new knowledge and to build on what they already know. All the skills of language are essential to participating fully as a member of society; pupils, therefore, who do not learn to speak, read and write fluently and confidently are effectively disenfranchised.

The overarching aim for English in the national curriculum is to ensure that all pupils:

- achieve high standards of language and literacy by equipping pupils with a strong command of the spoken and written language, and to develop their love of literature through widespread reading for enjoyment.

The national curriculum for English aims to ensure that all pupils:

- 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

KS1 Pupils should be taught:

Word Reading

Pupils should be 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 their developing phonic knowledge and that do not require them to use other strategies to work out words
- re-read these books to build up their fluency and confidence in word reading.

Comprehension

Year 1

Pupils should be taught to:

develop pleasure in reading, motivation to read, vocabulary and understanding by:

- listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently
- being encouraged to link what they read or hear read to their own experiences

KS2 Pupils should be taught:

Word Reading

Years 3 and 4

Pupils should be taught to:

- apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, 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.

Comprehension

Years 3 and 4

Pupils should be taught to:

develop positive attitudes to reading and understanding of what they read by:

- listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- reading books that are structured in different ways and reading for a range of purposes
- using dictionaries to check the meaning of words that they have read
- increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally
- identifying themes and conventions in a wide range of books preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action
- discussing words and phrases that capture the reader's interest and imagination
- recognising some different forms of poetry [for example, free verse, narrative poetry]

- becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics
- recognising and joining in with predictable phrases
- learning to appreciate rhymes and poems, and to recite some by heart
- discussing word meanings, linking new meanings to those already known

understand both the books they can already read accurately and fluently and those they listen to by:

- drawing on what they already know or on background information and vocabulary provided by the teacher
- checking that the text makes sense to them as they read and correcting inaccurate reading
- discussing the significance of the title and events
- making inferences on the basis of what is being said and done
- predicting what might happen on the basis of what has been read so far
- participate in discussion about what is read to them, taking turns and listening to what others say
- explain clearly their understanding of what is read to them.

Word Reading

Year 2

Pupils should be 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
- re-read these books to build up their fluency and confidence in word reading.

Comprehension

Year 2

Pupils should be taught to:

develop pleasure in reading, motivation to read, vocabulary and understanding by:

- listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently
- discussing the sequence of events in books and how items of information are related

understand what they read, in books they can read independently, by:

- checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context
- asking questions to improve their understanding of a text
- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- predicting what might happen from details stated and implied
- identifying main ideas drawn from more than one paragraph and summarising these
- identifying how language, structure, and presentation contribute to meaning
- retrieve and record information from non-fiction
- 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.

Word Reading

Years 5 and 6

Pupils should be 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.

Comprehension

Years 5 and 6

Pupils should be taught to:

maintain positive attitudes to reading and understanding of what they read by:

- continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- reading books that are structured in different ways and reading for a range of purposes
- increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions recommending books that they have read to their peers, giving reasons for their choices
- identifying and discussing themes and conventions in and across a wide range of writing
- making comparisons within and across books
- learning a wider range of poetry by heart
- preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience

understand what they read by:

- checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
- asking questions to improve their understanding
- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- predicting what might happen from details stated and implied

- 👂 becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales
- 👂 being introduced to non-fiction books that are structured in different ways
- 👂 recognising simple recurring literary language in stories and poetry
- 👂 discussing and clarifying the meanings of words, linking new meanings to known vocabulary
- 👂 discussing their favourite words and phrases
- 👂 continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear

understand both the books that they can already read accurately and fluently and those that they listen to by:

- 👂 drawing on what they already know or on background information and vocabulary provided by the teacher
- 👂 checking that the text makes sense to them as they read and correcting inaccurate reading
- 👂 making inferences on the basis of what is being said and done
- 👂 answering and asking questions
- 👂 predicting what might happen on the basis of what has been read so far

- 👂 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
- 👂 explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.

- 👂 summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas identifying how language, structure and presentation contribute to meaning

- 👂 discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
- 👂 distinguish between statements of fact and opinion
- 👂 retrieve, record and present information from non-fiction
- 👂 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
- 👂 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
- 👂 provide reasoned justifications for their views.

Intent:

At St James' we believe that reading is the key to unlocking the entire curriculum and to flourishing as an individual, and therefore is an essential life skill. As such, we are committed to enabling our children to become confident, fluent and lifelong readers. At the heart of our strategy is our drive to foster a love of reading, enriching children's learning through carefully designed teaching activities that utilise imaginative stories and thought-provoking texts. We recognise the importance of taking a consistent whole school approach to the teaching of reading in order to close any gaps and to target the highest possible number of children attaining the expected standard or higher.

Implementation:

At St James', we use the Little Wandle Letters and Sounds Revised programme to plan and provide daily engaging phonics lessons in Year R and Year 1. This is a rigorous, systematic, synthetic approach to phonics teaching validated by the Department for Education. The children take part in daily phonics lessons and learn to recognise all of the different sounds and combinations that they might see when they are reading or writing. As part of the Little Wandle Letters and Sounds Revised programme, all Reception and Year 1 children take part in regular reading practice sessions each week. We use the Little Wandle Big Cat Collins fully decodable reading texts which are closely matched to each child's secure phonics knowledge. The reading sessions focus on decoding, prosody and comprehension. The children are then encouraged to read these texts at home. In addition to their reading practice book, reading for pleasure and enjoyment is promoted by children choosing a 'sharing' book, which they take home to read with an adult.

Daily 'keep-up' phonics interventions are provided for any children in Year R and Year 1 who are not on track and require extra support. In Year 2, Term 1 is spent revising and consolidating Little Wandle Letters and Sounds Revised Phase 5 to ensure it is secure and reading practice sessions also continue. From Term 2 onwards, phonic 'catch-up' sessions are planned to address specific gaps for any child who needs support. These sessions follow a set Little Wandle model. These interventions will continue for any child in Year 2 and above where necessary.

At St James', all classes follow a structured approach to reading activities. All sessions are interactive and teachers facilitate speaking and listening opportunities, with children working hard individually. We use the Power of Reading programme to involve the children in regular, engaging reading opportunities utilising different genres, appropriate to the expectations of the year group and the ability of the children, creating a more cohesive, purposeful learning experience. High quality texts and passages are chosen, appropriate to the expectations of the year group or ability of children, and teachers use this to model the application of the agreed reading skills. Children are taught to notice breakdown in reading - identifying words/phrases they don't understand and strategies to fix breakdown in meaning. Children are taught to relate the text to themselves, previous reading experiences and the world around them. Further to modelled sessions, children have the opportunity to read texts with greater independence and apply their skills when responding to the wide range of domain questions.

At St James' we believe that regular reading at home is an important tool to further develop reading skills. We use the Accelerated Reader programme in Year 2 and above for home reading to ensure children experience a breadth of reading opportunities across different genres. Children take quizzes after each book they read and teachers monitor their progress.

Our reading scheme ensures children are offered high-quality books that match their reading ability and reflect the diversity of our modern world.

Impact:

As we believe that reading is key to all learning, the impact of our reading curriculum goes beyond the result of statutory assessments. Children have the opportunity to enter the wide and varied magical worlds that reading opens up to them. As they develop their own interest in books, a deep love of literature across a range of genres cultures and styles is enhanced.

Through the teaching of systematic phonics and reading enquiry, our aim is for children to become fluent and confident readers who can apply their knowledge and experience to a range of texts through the St James' curriculum.

As a Year 6 reader, transitioning into secondary school, we aspire that children are fluent, confident and able readers, who can access a range of texts for pleasure and enjoyment, as well as use their reading skills to unlock learning and all areas of the curriculum.

	YR	Y1	Y2	Y3	Y4	Y5	Y6
Autumn Terms 1 & 2	This is Me!	All Creatures Great and Small	Once Upon a Time	Stone Age to Iron Age	Romans (Volcanoes)	Walk Like an Egyptian	War and Peace
Spring Terms 3 & 4	Roar! Abracadabra	Heroes and Villains	Kings and Queens	Ancient Greeks	North to South (biomes) UK + Europe	Extreme Earth	Hola Mexico
Summer Terms 5 & 6	Land Ahoy (Pirates) / Old MacDonal had a farm	Journey to Africa	What a Wonderful World (Rainforests)	Forces of Nature (Rivers; Water Cycle)	Raiders and Traders (Anglo Saxon + Scots)	Vikings and Anglo Saxons	Coasts / Residential
		The Fox and the Star (PoR) The Snail and the Whale (PoR) Dear Zoo Traction Man is Here (PoR)	The Jolly Postman Rapunzel Little Red Riding Hood Little Red Reading Hood When we were Young	What We'll Build (PoR) Stone Age Boy (JC) Poetry - Autumn is Here (Read); I was Born in the Stone Age	My Story Roman Invasion. Tin forest (PoR) The Journal of Illiona (JC) Sicily Holiday Brochure (JC)	Flotsam Secrets of a Sun King (READING VIPERS) Hatshepsut Non-fiction Biography (JC) The Dam	Letters from the Lighthouse Anne Frank's Diary Rose Blanche Kensuke's Kingdom The Arrival

		Grace Darling (JC) Zeraffa Giraffa (PoR) Grace and Family/Anna Hibiscus (PoR)	Winnie the Pooh Rabbit and Bear The Hodgeheg The Jolly Christmas Postman Kings and Queens The Cat and The King The Sandcastle Poems to Perform The magic Finger Leaf The Kapok Tree 10 Things That I can do to Help My World Out and About -poetry	Skara Brae and Stonehenge (JC) How the Stars Came to Be (PoR) Greek Myths – Theseus and the Minotaur (JC); Pandora’s Box Twisted Tales: The True Story of the Three Little Pigs Poetry – Goldilocks on CCTV Performance Poetry A River The Rhythm of the Rain (PoR NF)	Newspaper report. Pugs of the Frozen North (PoR)	(CLPE) Dreadful Menace (LS+) (Poetry) Shackleton (CLPE) ‘The Present’ Fiction (JC) Bloom (TES) Arthur and the Golden Rope (CLPE/LS+) Anglo Saxon Battle (JC)	(Shaun Tan) Floodland Alma (Literacy Shed) Macbeth
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Literal Understanding and Retrieval
 ‘Retrieval questions are literal (‘looking’) questions. Retrieval is often the first comprehension skill pupils secure as it has the lowest cognitive domain; the answers are there in the text for pupils to find. There are varying degrees of literal when it comes to retrieval questions. For example, if a question asks: *‘What is the girl’s name?’* and in the text it says: *‘The girl’s name is Fiza.’*, this is a completely literal retrieval question as the answer is stated directly in the text. However, only a few retrieval questions are as literal as this. Pupils usually have to think carefully to find and search for the right piece of information to answer retrieval questions.’
 Skills to support successful retrieval: Scanning; Skimming; Text marking; Find and copy; Use of evidence

Literal Understanding and Retrieval Comprehend, locate and retrieve: vocabulary characters settings events	To recall key facts from a story which has been read to them. To find information from a picture	To use their growing phonic knowledge and vocabulary knowledge to recognise words and phrases which locate information found explicitly in the text	To begin to scan for key words in the text to locate answers. To begin to analyse the wording of a question in order to choose what to look for.	To develop scanning by looking for key words or phrases. To begin to look for alternative synonyms or phrases.	To continue to develop their reading retrieval skills, working across a wider range and length of text types with growing familiarity. To scan rapidly through a text until they find	To continue to scan texts for key words and phrases. To read surrounding material to check it conveys the correct information.	To discuss texts, using notes when necessary. To independently locate information and provide reasoned justifications for their views.
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<p>information justify using text</p>	<p>To recognise, point to, or find and read aloud words and phrases</p> <p>To point to information on the page in order to locate the answer which can be found easily in the text</p>	<p>To talk about the title and how it relates to the events in the text</p> <p>To explain key facts about what is read to them from a variety of texts, including poems, non-fiction and stories e.g. key characters, places and events</p> <p>To retrieve answers to simple literal <i>who, what, where, when, which, who</i> and <i>how</i> questions.</p> <p>To check the text makes sense as they read.</p>	<p>To begin to find answers where the question word does not match the text word.</p> <p>To begin to navigate different paragraphs of information texts, locating the most suitable paragraph e.g. by reading subheadings, bullet points or numbered lists.</p> <p>To recognise simple recurring literary language.</p> <p>To locate and discuss favourite words and phrases.</p> <p>To read a repertoire of poems, including classical poetry.</p> <p>To begin to recite poems.</p> <p>To draw on vocabulary-knowledge to understand texts and find answers.</p> <p>To continue to check the text makes sense as they read.</p>	<p>To continue to retrieve facts and information where question words and text language vary (i.e. where the literal answer is somewhat 'hidden' in the vocabulary used).</p> <p>To check the accuracy of what they are retrieving by reading around the words or phrases they find.</p> <p>To locate and discuss words and phrases they find interesting.</p> <p>To ask questions which improve their own understanding.</p>	<p>the key word or phrase they want.</p> <p>To retrieve information across the whole text, as well as at a local level.</p> <p>To begin to skim a whole text by reading only the subheadings or titles of paragraphs.</p> <p>To begin text marking.</p> <p>To scan a section of text to locate answers.</p> <p>To scan a paragraph to retrieve the information they need.</p> <p>To use the text to support their answer where necessary.</p> <p>To continue to ask questions which improve their own understanding.</p>	<p>To continue to skim texts, reading sentences in paragraphs, or first and last paragraphs, to retrieve key details.</p> <p>To continue to develop text marking to find information quickly.</p> <p>To begin to find quotations from a whole text.</p> <p>To locate the author or poet's viewpoint, either where it is explicitly stated, or when it can be retrieved through using similar words and phrases.</p> <p>To discuss and understand some challenging vocabulary and its meaning within context, sometimes supported by using a dictionary or thesaurus.</p> <p>To ask questions which develop their understanding.</p>	<p>To routinely find accurate quotations from a whole text.</p> <p>To retrieve and summarise details to support opinions and predictions.</p> <p>To use skimming, scanning and text marking to support answers to questions which require analysis e.g. of mood /setting /characters and to support own viewpoint.</p>
	YR	Y1	Y2	Y3	Y4	Y5	Y6
<p>Inferential Reading Skills</p>	<p>To begin to understand the feelings of characters in texts they listen to when the text</p>	<p>To discuss the significance of the title and events</p>	<p>To make some inferences, answering 'how' and 'why'</p>	<p>To begin to identify themes across the text. To draw inferences such as characters'</p>	<p>To identify themes across the text.</p>	<p>To identify and discuss themes across a wider range of texts (fiction,</p>	<p>To continue to identify and discuss themes across a wide range of texts.</p>

<p>Inferential understanding: prediction sequencing events summary nuanced vocabulary</p>	<p>does not explicitly say so</p> <p>To use pictures in texts which give clues</p> <p>To feel the mood of a setting.</p> <p>To guess what could happen next.</p>	<p>To make simple inferences when a book is read to them e.g. how each of the bears feel when they discover Goldilocks, or why Jack is called 'lazy'; why the title 'Upside Down' might be suitable for an information text about bats; why the ugly sisters might feel jealous.</p> <p>To predict what might happen next in a sequenced story, based on what has been read so far.</p> <p>To begin to explain their understanding of what is read to them, beyond that which is explicitly stated.</p> <p>To discuss word meanings, linking new meanings to those already known or to background information and vocabulary provided.</p>	<p>questions which may reach beyond the text.</p> <p>To guess feelings of characters and the reasons for these feelings, particularly when based on the child's personal experiences.</p> <p>To predict what might happen next, on the basis of what has been read so far.</p> <p>To explain their understanding of what is read to them, beyond that which is explicitly stated e.g. make a sequence of events, or explain a moral or message</p> <p>To learn about cause and effect e.g. what has prompted a character's behaviour.</p> <p>To continue to discuss word meanings, linking new meanings to those already known or to background information and vocabulary provided.</p>	<p>feelings, thoughts and motives for their actions and begin to justify their inferences by locating textual evidence.</p> <p>To begin to predict what might happen from implied details or from other stories they know.</p> <p>To begin to use dictionaries to check meanings of new vocabulary and talk about what words mean in context.</p>	<p>To draw inferences such as inferring characters' feelings, thoughts and motives for their actions and justify their inferences with textual evidence.</p> <p>To predict what might happen from implied details.</p> <p>To use dictionaries with growing independence, to define new vocabulary.</p> <p>To discuss and explain words and phrases to explore meanings in context.</p>	<p>non-narrative and poetry).</p> <p>To draw inferences independently, often justifying with textual evidence.</p> <p>To make predictions from implied details, both before and after events.</p> <p>To summarise main ideas.</p> <p>To make comparisons within and across texts, referring to both reference points.</p> <p>To discuss and explore the precise meaning of words and phrases in context.</p>	<p>To draw hidden inferences, justifying with textual evidence, including quotations which illustrate.</p> <p>To make reasoned predictions from implied details.</p> <p>To summarise main ideas across a whole text and note developments.</p> <p>To make comparisons within and across texts, using evaluative skills.</p> <p>To work out the nuanced meanings of words and phrases in context.</p>
	YR	Y1	Y2	Y3	Y4	Y5	Y6
<p>Fluency and phrasing: Reading with an accuracy rate of at least 90% without overt segmenting and blending</p>	<p>Reception *25 wpm</p> <p>To recognise and read their name automatically.</p>	<p>Year 1 * 70 wpm</p> <p>To recite some familiar complete rhymes and songs by heart.</p>	<p>Year 2 *90 wpm</p> <p>To continue to apply their phonic knowledge to decode unfamiliar words.</p>	<p>Year 3 *110wpm</p> <p>To recite some poems (or songs) by heart, in groups and sometimes alone.</p>	<p>Year 4 *140 wpm</p> <p>To read words speedily by recognising familiar words and working out the pronunciation of</p>	<p>Year 5 * 150 wpm</p> <p>To read aloud a wider range of age-appropriate texts and poetry with accuracy</p>	<p>Year 6 *150-200+ wpm</p> <p>To read age-appropriate texts</p>

<p>automaticity phrasing appropriate to meaning</p> <p>*Reading speeds are approximate guides to average words per minute; pace of reading is only one indicator of fluency.</p>	<p>To recognise and join in with a refrain during group recitation.</p> <p>To recite some familiar rhymes and songs by heart.</p> <p>To recite rhymes to a given rhythm, perhaps marching or clapping to the beat.</p> <p>To say or sing the alphabet with support.</p> <p>To begin to read words and simple sentences, showing understanding by the way they say it.</p> <p>To sight-read familiar labels and words in the environment.</p> <p>To recognise and read tricky words as set out in the Little Wandle Letters and Sounds Programme Progression for Year R.</p>	<p>To recite rhymes to a given rhythm using body percussion or instruments to hold the beat.</p> <p>To recognise and join in with predictable phrases.</p> <p>To recognise and read on sight the tricky words as set out in the Little Wandle Letters and Sounds Programme Progression for Year 1.</p> <p>To say or sing the alphabet in sequence.</p> <p>To sound and blend unfamiliar printed words using their phonics knowledge</p> <p>To read aloud, checking that it 'sounds right' and that the text makes sense to them.</p> <p>To notice sentence punctuation.</p> <p>To use expression to support the meaning of sentences.</p>	<p>To read most known words without overt segmenting and blending.</p> <p>To read books that are matched closely to word reading knowledge.</p> <p>To recite familiar poems by heart.</p> <p>To recognise and read the common exception words (tricky words) in the Y2 POS.</p> <p>To read most words without overt segmenting and blending, when those words have been frequently encountered until automatic decoding has become embedded and reading is accurate and fluent</p> <p>To check that the text makes sense to them as they read, and correct inaccurate reading</p> <p>To use expression appropriately to support the meaning of sentences, including those which use subordination.</p>	<p>To read age-appropriate books accurately and at a speed that is sufficient for them to focus on understanding, rather than on decoding individual words.</p> <p>To read new words outside their spoken vocabulary, making a good guess at pronunciation.</p> <p>To read on sight all Y2 common exception words and some exception words for Y3-4.</p> <p>To begin to read silently.</p>	<p>unfamiliar printed words.</p> <p>To sight-read the exception words in the Y3 and 4 list.</p> <p>To notice where commas create phrasing within sentences</p> <p>To read with expression, using the punctuation to support meaning, including multi-clause sentences.</p> <p>To recite whole poems with growing awareness of the listener.</p>	<p>and at a reasonable speaking pace.</p> <p>To read most words effortlessly and work out how to pronounce unfamiliar written words with increasing automaticity.</p> <p>To prepare readings using appropriate intonation to show their understanding.</p> <p>To notice more sophisticated punctuation e.g. of parenthesis, and use expression accordingly.</p> <p>To read silently and then discuss what they have read.</p> <p>To sight-read all Y3-4 exception words and some Y5-6 words (and similar) with automaticity.</p>	<p>fluently and with confidence.</p> <p>To learn and recite a wider range of poetry, sometimes by heart.</p> <p>To read aloud and perform poems and plays, showing understanding through intonation, tone and volume so that the meaning is clear to the audience.</p> <p>To notice and respond to punctuation and phrasing when reading aloud.</p> <p>To gain, maintain and monitor the interest of the listener.</p> <p>To automatically read a wide range of exception words, including the Y5-6 list and similar words which occur in texts.</p>
	YR	Y1	Y2	Y3	Y4	Y5	Y6

<p>Response to Text</p>	<p>Response to Texts is an important element in the child's repertoire of reading skills. This is less about comprehension of the words on the page, and more about the child's reactions and responses to the text and author.</p> <ul style="list-style-type: none"> • How does this text make you feel? • What do you think of this character? • Which part do you prefer? Can you explain why? • How does the way this is set out on the page help us to find information? • Do you think this letter has been structured in a way that is helpful to the reader? • Can you see how the author has achieved that? • Do you like the phrase this author has chosen? • Can you think of another text which compares with this one? How is it different? <p>Response to texts, therefore, involves the more discursive aspects of reading, when we join together with others and discuss what we think of the characters or events in the texts, or when we form a view about how successful the author has been. Terms such as 'fact' and 'opinion' therefore come into play, as do 'impact' and 'effect' or 'impression'. We are asking the reader to have a viewpoint and express an opinion. This is therefore mainly an evaluative reading skill, and one which is both enjoyable and important to develop.</p>						
<p>Response to text: evaluation response to author authorial effect and intent effect of vocabulary</p>	<p>To show pleasure in stories being read to them.</p> <p>To enjoy sharing poems and rhymes together.</p> <p>To sometimes look at a book out of choice, rather than something else.</p> <p>To begin to have favourite texts which they ask for repeatedly.</p> <p>To begin to choose a favourite character.</p> <p>To begin to say why.</p> <p>To sometimes read a familiar text aloud to themselves, remembering the words they have heard.</p>	<p>To listen to, share and discuss a wide range of high-quality books (poetry / picture books / stories / <i>information texts</i>) which are beyond those they can read by themselves.</p> <p>To listen to new words in texts read aloud to them, which broaden their vocabulary.</p> <p>To talk about words they know or like.</p> <p>To participate in discussion about the texts that are read to them by taking turns and listening to others.</p> <p>To draw links between the text and some of their own experiences.</p> <p>To begin to find information in non-fiction texts.</p>	<p>To develop their pleasure in reading by listening to, discussing and expressing views about a wide range of texts, including contemporary and classic poetry, stories and non-fiction at a level beyond their independent reading ability.</p> <p>To participate in discussion about texts that are read to them and those they read for themselves, taking turns and listening to others.</p> <p>To discuss the sequence of events in stories and retell these events orally, once the story has become familiar.</p> <p>To talk about how different items of</p>	<p>To develop positive attitudes to reading and understanding of what they read, by listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference/text books.</p> <p>To participate in discussion about texts, listening to others.</p> <p>To increase their familiarity with texts including fairy stories, myths and legends and retell some of these orally.</p> <p>To discuss words and phrases which capture their interest.</p> <p>To begin to identify how language, structure and presentation contribute to meaning.</p>	<p>With growing confidence, and gathering experience from a wider range of texts, build positive attitudes to reading, by listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference/text books.</p> <p>To listen to others in discussions about texts.</p> <p>To develop their familiarity with texts including myths and legends and retell some of these orally.</p> <p>With increasing awareness of authorial choice, to discuss words and phrases which capture their interest.</p>	<p>To extend their familiarity with texts to include modern fiction, fiction from our literary heritage, and books from other cultures.</p> <p>During discussions, build on their own and others' ideas.</p> <p>To maintain positive attitudes to reading texts structured in different ways for a range of purposes.</p> <p>During supported discussion, make comparisons within and across texts.</p> <p>With guidance, distinguish between fact and opinion.</p> <p>To discuss and evaluate how authors use language,</p>	<p>With confidence and familiarity, to participate in discussion about books and build on their own and others' ideas and challenge others' views courteously.</p> <p>To discuss and evaluate how authors use language, talking readily about the effect of words and phrases on the reader</p> <p>To identify and talk about figurative language and its impact.</p> <p>To distinguish between fact and opinion.</p> <p>To explain and discuss their understanding of what they have read, expressing their point of view.</p>

	<p>To know how the pictures relate to the story.</p> <p>To point to parts of the text in answer to questions.</p>	<p>To discuss the significance of the title or events.</p> <p>To begin to express reasons for preferences.</p>	<p>information in non-fiction texts are related.</p> <p>To recognise simple recurring literary language e.g. once, long ago; far, far away; we shall have snow.</p> <p>To clarify the meaning of words, linking new meanings to known vocabulary.</p> <p>To discuss favourite words/ phrases.</p>	<p>To express preferences for text type.</p>	<p>To identify how language, paragraph structure and layout contribute to meaning.</p>	<p>considering the impact on the reader.</p> <p>To begin to understand figurative language e.g. metaphor, personification.</p>	<p>To provide reasoned justification for views.</p>
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