



West Drayton Academy

Believe • Empower • Achieve



READING CURRICULUM



READING CURRICULUM

INTENT

Reading is an entitlement of every child. We believe teaching every child to read well, making time within the school day to read, and embedding a culture of reading will make a profound difference to children's lives!

Reading is at the heart of our curriculum. Within all subjects, we are committed to promoting a love for reading. Opportunities to read are cherished. Children are confident, fluent readers who develop a broad range of reading skills. Pupils are constantly exposed to new vocabulary to improve articulation and comprehension.

Reading promotes a better understanding of the world. Understanding people, places and events increases knowledge and provides opportunities for children to apply knowledge.

IMPLEMENTATION

At West Drayton Academy, we have a multi-faceted approach to the teaching of reading: daily phonics teaching in EYFS and KS1 ensures that all children learn to read early; decodable books in Reception & Year 1 and Accelerated Reader in Years 2-6 encourage children to read regularly and at the appropriate level to make optimum progress; daily independent reading time ("Read and Shine") and shared reading opportunities ("Read at Three") help to foster a love of books and reading; daily reading comprehension lessons allow children to practise and apply reading skills in a range of contexts and children are encouraged to make connections and explore vocabulary from our wider curriculum, particularly in science, history and geography. Struggling readers are identified early and supported with appropriate intervention to get 'back on track' as quickly as possible.

V I P E R S

stifling

Something stifling makes you feel suffocated, struggle to breathe, stop or smothering you. It is so hot it is hard to breathe.

The air was stifling and the strange smells disturbed him.

Discuss and Model

Gregory is a pig character from the book 'The Boy Who Swam to Africa'. Why has Gregory come to 'stifle'?

How does he feel about being in 'stifle'?

Diagnose and Model Separating Question

There was nothing to play with.

It was a boring day.

Gregory's parents had been talking to him.

Inference

P I think the parents are feeling scared.

E In the text it says 'the scared quick breathing of my parents'.

E This shows they are scared because quick breathing demonstrates that you either out of breath or scared. In the context it shows fear because baby is really ill.

What time will Aphie come back home for school?

1. Tick one

Three o'clock Two o'clock

Twelve o'clock One o'clock

2. What is Edward's preferred season?

winter

3. What animals do you think Aphie feeds towards Edward? Use to support your answer.

She loves the rabbit because she gives him carrots in the house and a goldfish

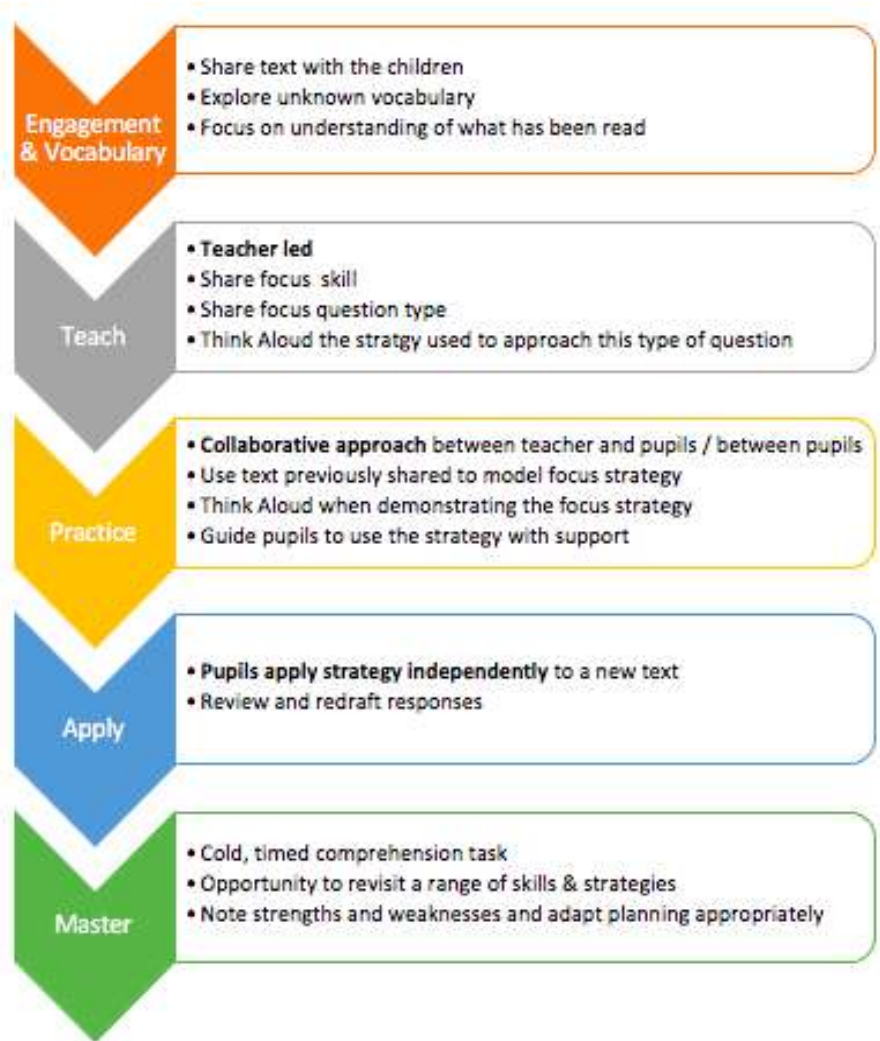
At West Drayton Academy, our Reading Curriculum is driven by reading skills which are fully aligned with the National Curriculum. We combine explicit teaching of reading strategies with carefully selected, high-quality literature to enable children to develop into able, confident readers who have a love for books and reading. Each Reading lesson will focus on a specific reading skill and focus strategy. The structure of observed learning outcomes (SOLO) taxonomy is applied to create meaningful success criteria which supports and guides pupils at different levels of understanding.

High quality, carefully chosen texts mean that children enjoy reading lessons and the texts they are exposed to. Our aim is to grow readers who are equipped with a range of strategies to unpick and understand what they are reading. In KS2, we typically use one text per half term, in Key Stage 1, where books are shorter, multiple texts may be used.

Each Reading unit will follow the model outlined below. Each element of the cycle must be taught in each unit. As a guide, one Reading unit should last 1-2 weeks. Teachers should respond to the needs of the children and are granted the flexibility to extend or shorten the unit where appropriate.

Each Reading unit will include:


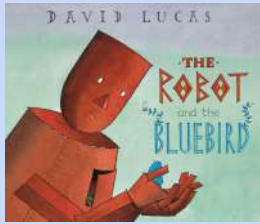
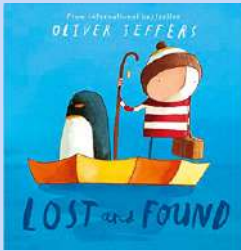




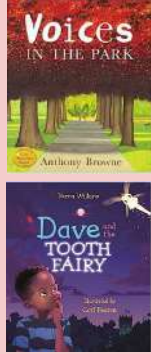

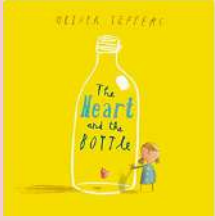







- Rich, challenging, high-quality texts which will engage children and develop their love of books and reading
- A specific reading skill focus (VIPERS)
- Vocabulary taught in context
- A Learning Intention linked to the Reading Skills Progression
- Success Criteria following SOLO Taxonomy which breaks down the learning objective into different strategies to support learners at different levels of understanding
- An anchor chart which is displayed in classroom and frequently referred to
- Carefully sequenced lesson plans allowing regular opportunities for teachers to model reading skills using Think Alouds and for pupils to think, apply and practise key skills
- Exposure to and opportunities to practise test-style questions
- Low stakes, cold comprehension tasks where children will be required to draw upon prior knowledge providing teachers with vital information about what pupils have misunderstood or not yet committed to long term memory to inform next steps



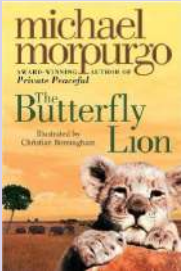


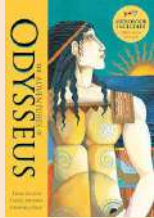



VIPERS is an acronym to aid the recall of the 6 reading domains outlined in the National Curriculum. When teaching the content domains, we use VIPERS. These are the key areas children need to know and understand in order to improve their comprehension of text



READING LONG TERM OVERVIEW

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1						
	<p>The Story Machine by Tom McLaughlin Knuffle bunny by Mo Williams</p>	<p>The Robot and the Bluebird by David Lucas</p>	<p>Lost and Found by Oliver Jeffers</p>	<p>Billy and the Dragon by Nadia Shireen</p>	<p>My Beautiful Voice by Joseph Coelho</p>	<p>The Tale of the Whale by Karen Swann</p>
Year 2						
	<p>RWI Storybooks & Comprehension</p>	<p>Look Up! by Nathan Bryon The Invisible by Tom Percival</p>	<p>Voices in the Park by Anthony Browne Dave and the Tooth Fairy by</p>	<p>The Colour Monster by Anna Llenas</p>	<p>The Heart in the Bottle by Oliver Jeffers</p>	<p>Fantastic Mr Fox by Roald Dahl</p>
Year 3						
	<p>Stone Age Boy Lalani of the Distant Sea by Erin Entrada Kelly</p>	<p>Gregory Cool by Caroline Binch Belonging by Jennie Baker</p>	<p>The Lost Happy Endings by Carol Anne Duffy</p>	<p>Iron Man by Ted Hughes</p>	<p>Charlotte's Web by E.B White</p>	<p>The Great Kapok Tree by Lynne Cherry Nim's Island by Kerry Millard</p>

<p>Year 4</p>						
	<p>The Miraculous Tale of Edward Tulane by Kata Dicamillo</p>	<p>Varjak Paw by SF Said</p>	<p>Milo imagines the world Last Stop on Market Street by Matt De la Pena</p>	<p>The Boy a the back of the class by Onjali Rauf</p>	<p>The Butterfly Lion by Michael Morpurgo</p>	<p>The Red Kite by Shaun Tan Poetry - The Lost Words by Robert Macfarlane</p>
<p>Year 5</p>						
	<p>Skellig by David Almond</p>	<p>The Night Bus by Onjali Rauf</p>	<p>The 1,000 year old boy by Ross Welford</p>	<p>Adventure of Odysseus</p>	<p>There's a boy in the girl's bathroom by Louis Sachar</p>	<p>The Other Side of Truth by Beverley Naidoo</p>
<p>Year 6</p>						
	<p>Street Child by Berlie Doherty</p>	<p>The Last Wild by Piers Torday</p>	<p>Letters from the lighthouse by Emma Carroll</p>	<p>The Girl of the Ink and the Stars</p>	<p>Wonder by R.J. Palacio</p>	<p>A House Without Walls by Elizabeth Laird</p>

CURRICULUM READING SKILLS

EYFS

Pupils should be taught to:

- read and understand simple sentences
- use phonic knowledge to decode regular words and read them aloud accurately
- read some common irregular words
- demonstrate understanding when talking with other about they have read
- Continue a rhyming string
- Hear and say the initial sound in words
- Segment the sounds simple words and blend them together and know which letters represent some of them

YEAR 1

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

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
 - 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

YEAR 2

READING

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
- reread these books to build up their fluency and confidence in word reading

COMPREHENSION

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
 - 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

YEAR 3 & YEAR 4

READING

Pupils should be taught to:

- apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in - see 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

Pupils should be taught to:

- Develop positive attitudes to reading, and an 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)
- 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 1 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

YEAR 5 & YEAR 6

READING

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

Pupils should be taught to:

- maintain positive attitudes to reading and an 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
 - summarising the main ideas drawn from more than 1 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 view

READING CONTENT DOMAINS PROGRESSION

The content domain sets out the relevant elements from the national curriculum programme of study (2014) for English at key stage 1 & key stage 2 that are assessed in the English reading test.

KEY STAGE 1

Content domain reference	
1a	draw on knowledge of vocabulary to understand texts
1b	identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information
1c	identify and explain the sequence of events in texts
1d	make inferences from the text
1e	predict what might happen on the basis of what has been read so far

KEY STAGE 2

Content domain reference	
2a	give / explain the meaning of words in context
2b	retrieve and record information / identify key details from fiction and non-fiction
2c	summarise main ideas from more than one paragraph
2d	make inferences from the text / explain and justify inferences with evidence from the text
2e	predict what might happen from details stated and implied
2f	identify / explain how information / narrative content is related and contributes to meaning as a whole
2g	identify / explain how meaning is enhanced through choice of words and phrases
2h	make comparisons within the text

READING SKILLS PROGRESSION

KEY FOR PROGRESSION CHART:

* = skill not been introduced

I = introduce skill (matched with age appropriate standard)

R = revisit/review previously taught reading standard

2a - Give/explain the meaning of words in context 1a - Draw on knowledge of vocabulary to understand texts				
Skill (vocabulary)	Y1	Y2	LKS2	UKS2
Match word to visual image	I	R	R	
discuss word meaning	I	R	R	R
Link new meaning to words already known	I	R	R	R
use synonyms and antonyms	*	I	R	R
locate word/phrase with similar meanings (find/copy word and phrase)	*	I	R	R
use roots and affixes to determine the meaning of new words	*	*	I	R
recognise words have different shades of meaning based on context	*	*	*	I
2b - Retrieve and record information/identify key details from fiction and non-fiction				
Skill (determining importance)	Y1	Y2	LKS2	UKS2
Find a word in a sentence	I	R	R	R
Identify characters and setting	I	R	R	R
to be able to ask and answer question types (who, what, when, where)	I	R	R	R
match character to action	I	R	R	R
skim and scan across a piece of text in search of information (sentence)	I	R	R	R
to be able to ask and answer question types (why, how)	*	I	R	R
find and copy (word/phrase)	*	I	R	R
skim and scan across a piece of text in search of information (paragraph)	*	I	R	R
skim and scan across a piece of text in search of information (multiple paragraphs/chapter/section)	*	*	I	R
use knowledge of contextual vocabulary to retrieve information (synonyms)	*	*	*	I
2c - Summarise main ideas from more than one paragraph 1c - identify and explain the sequence of events in texts				
Skill (summarising)	Y1	Y2	LKS2	UKS2
sequence images of beginning, middle and end of a text	I	R	R	R
sequence using transitional words (First, next, etc)	I	R	R	R
sequence using text specific vocabulary	*	I	R	R
making links/synthesising information between events in a text	*	I	R	R
identify key events/points and determine what's important (within a sentence)	*	I	R	R
identify key events/points and determine what's important (within a paragraph and across paragraphs)	*	*	I	R
identify key events/points and determine what's important (within a chapter or section of text)	*	*	I	R
identify key events/points and determine what's important (text as a whole)	*	*	I	R
summarise a text using own language and text specific vocabulary	*	*	I	R
identify themes across a text and collection of texts	*	*	*	I

2d - Make inferences from the text/explain and justify inferences with evidence from the text 1d - make inferences from the text

Skill (Inferences)	Y1	Y2	LKS2	UKS2
use prior knowledge and clues from the picture in order to draw a conclusion; visualise what's been read	I	R	R	R
make inferences on the basis of character actions	I	R	R	R
use prior knowledge and clues from the text in order to draw a conclusion; visualise what's been read	*	I	R	R
make inferences on the basis of what characters say	*	I	R	R
make inferences on the basis of character thoughts and feelings	*	*	I	R
make inferences on the basis of character motives	*	*	I	R
justify inferences with evidence	*	*	I	R
explain impression author is giving reader/author's intention/purpose	*	*	*	I

2e - predict what might happen from details stated and implied 1e - predict what might happen on the basis of what has been read so far

Skill (predictions)	Y1	Y2	LKS2	UKS2
make a prediction based on the picture	I	R	R	R
use proof/evidence when making a prediction from a picture	I	R	R	R
make a prediction based a piece of text	I	R	R	R
use evidence when making a prediction from text	*	I	R	R
predict from implied information	*	*	I	R
make multiple predictions with evidence across a text	*	*	I	R
revise prediction based on new information	*	*	I	R
explain/justify predictions made using evidence from the text	*	*	I	R

2f - identify/explain how information/narrative content is related and contributes to meaning as a whole 1f - identify/explain key aspect of fiction and non-fiction texts, such as character, events, titles and information

Skill (author intent)	Y1	Y2	LKS2	UKS2
identify differences between fiction and non-fiction	I	R	R	R
identify story elements in fiction text	I	R	R	R
identify features of non-fiction text in age appropriate text	I	R	R	R
synthesise different pieces of information in order to draw a conclusion	*	*	I	R
explain why author has used a particular text feature	*	*	I	R
analyse changes in characters/settings linked to events	*	*	*	I

2g - identify/explain how meaning is enhanced through choice of words and phrases

Skill (author intent)	Y1	Y2	LKS2	UKS2
discuss words and phrases that capture the readers imagination	I	R	R	R
identify impact words and phrases have on the reader drawing on prior experiences (feelings)	*	*	I	R
describe how the choice of language and other information contribute to the author's purpose	*	*	I	R
identify literary devices (figurative language, idioms, hyperbole, etc)	*	*	I	R
consider impact of literary devices (figurative language, idioms, hyperbole, etc)	*	*	*	I

2h - make comparisons within the text

Skill (making connections)	Y1	Y2	LKS2	UKS2
make link/connections between text and self (own experiences)	I	R	R	R
make link/connections between text and the world	I	R	R	R
make links/connections within texts (change in setting)	I	R	R	R
make links/connections within texts (change /development of character)	*	I	R	R
make links/connections within texts(language/vocabulary/dialect)	*	*	I	R
make links/connections within texts (mood/atmosphere)	*	*	I	R
make links/connections within texts (introduction and conclusion)	*	*	I	R
make links/connections within texts (ideas/theme development)	*	*	*	I

READING YEAR GROUP PROGRESSION

Content Domains	1a/2a Skill: vocabulary	1b/2b Skill: determining importance	1c/2c Skill: summarising	1d/2d Skill: Inferences	1e/2e Skill: predictions	2f Skill: authors intent	2g Skill: authors intent	2h Skill: making connections
Year 1	<p>1a check the book makes sense to me, correcting any inaccurate reading</p> <p>1a Match word to visual image</p> <p>1a discuss word meaning</p> <p>1a Link new meaning to words already known</p>	<p>1b I can skim and scan across a simple text to search for information</p> <p>1b Find a word in a sentence</p> <p>1b Identify characters and setting</p> <p>1b to be able to ask and answer question types (who, what, when, where)</p> <p>1b Match character to actions</p> <p>1b skim and scan across a piece of text in search of information (sentence)</p>	<p>1c I can explain what has happened so far</p> <p>1c sequence images of beginning, middle and end of a text</p> <p>1c sequence using transitional words (First, next, etc)</p>	<p>1d I can answer questions and make some simple inferences on the basis of what is being said and done in <i>books shared</i></p> <p>1b use prior knowledge and clues from the <u>picture</u> in order to draw a conclusion; visualise what's been read</p> <p>1b make inferences on the basis of character actions</p>	<p>1e I can predict what might happen next using pictures</p> <p>1e make a prediction based on the picture</p> <p>1e use proof/evidence when making a prediction from a picture</p> <p>1e make a prediction based on a piece of text</p>	<p>identify differences between fiction and non-fiction</p> <p>identify story elements in fiction text</p> <p>identify features of non-fiction text in age appropriate text</p>	<p>discuss words and phrases that capture the readers imagination</p>	<p>make link/connections between text and self (own experiences)</p> <p>make link/connections between text and the world</p> <p>make links/connections within texts (change in setting)</p>
Year 2	<p>1a I can check the book makes sense to me, correcting any inaccurate reading</p> <p>1a use synonyms and antonyms</p> <p>1a locate word/phrase with similar meanings (find/copy word and phrase)</p>	<p>1b skim and scan across a piece of text in search of information (paragraph)</p> <p>1b to be able to ask and answer question types (why, how)</p> <p>1b find and copy (word /phrase)</p>	<p>1c I can explain what has happened so far in what I have read.</p> <p>1c sequence using text specific vocabulary</p> <p>1c making links/synthesising information between events in a text</p> <p>1c identify key events/points and determine what's important (within a sentence)</p>	<p>1d I can answer questions and make some inferences on the basis of what is being said and done.</p> <p>1d b use prior knowledge and clues from the <u>text</u> in order to draw a conclusion; visualise what's been read</p> <p>1d make inferences on the basis of what characters say</p>	<p>1e I can predict what might happen on the basis of what has been read so far.</p> <p>1e use evidence when making a prediction from text</p>			<p>make links/connections within texts (change /development of character)</p>

Content Domains	1a/2a Skill: vocabulary	1b/2b Skill: determining importance	1c/2c Skill: summarising	1d/2d Skill: Inferences	1e/2e Skill: predictions	2f Skill: authors intent	2g Skill: authors intent	2h Skill: making connections
Year 3	<p>2a I can work out the meaning of words from the context</p> <p>2a use roots and affixes to determine the meaning of new words</p>	<p>2b skim and scan across a piece of text in search of information (multiple paragraphs/ chapter/ section)</p>	<p>2c I can summarise main ideas, identifying key details from more than one paragraph</p> <p>2c identify key events/points and determine what's important within a paragraph and across paragraphs, within a chapter or section of text and text as a whole</p> <p>2c summarise a text using own language and text specific vocabulary</p>	<p>2d I can make inferences on the basis of what is said and done and using evidence to say why.</p> <p>1d make inferences on the basis of characters thoughts and feelings</p> <p>1d make inferences on the basis of characters motives</p> <p>1d justify inferences with evidence</p>	<p>2e I can predict what might happen from details stated</p> <p>2e predict from implied information</p> <p>2e make multiple predictions with evidence across a text</p> <p>2e revise prediction based on new information</p> <p>2e explain/ justify predictions made using evidence from the text</p>	<p>2f I can identify how language and the layout of the text contributes to the meaning</p> <p>2f synthesise different pieces of information in order to draw a conclusion</p> <p>2f explain why author has used a particular text feature</p>	<p>2g I can identify how authors use language, including figurative language, considering the impact on the reader</p> <p>2g identify impact words and phrases have on the reader drawing on prior experiences (feelings)</p> <p>2g describe how the choice of language and other information contribute to the author's purpose</p> <p>2g identify literary devices (figurative language, idioms, hyperbole, etc)</p>	<p>2h I can make links between books that are structured in different ways</p> <p>2h I can make comparisons within books making links with my own experiences</p> <p>2h make links/connections within texts(language /vocabulary/ dialect)</p> <p>2h make links/connections within texts (mood/atmosphere)</p> <p>2h make links/connections within texts (introduction and conclusion)</p>
Year 4								

Content Domains	1a/2a Skill: vocabulary	1b/2b Skill: determining importance	1c/2c Skill: summarising	1d/2d Skill: Inferences	1e/2e Skill: predictions	2f Skill: authors intent	2g Skill: authors intent	2h Skill: making connections
Year 5	<p>2a I can work out the meaning of words from the context of the text and my increasing knowledge of root words.</p> <p>2a recognise words have different shades of meaning based on context</p>	<p>2b use knowledge of contextual vocabulary to retrieve information (synonyms)</p>	<p>2c I can summarise main ideas, identifying key details and using quotations for illustration</p> <p>2c identify themes across a text and collection of texts</p>	<p>2d I can explain and discuss their understanding of what they have read, drawing inferences and justifying these with evidence</p> <p>2d explain impression author is giving reader/ author's intention/ purpose</p>	<p>2e I can predict what might happen from details stated and implied and explain my responses</p>	<p>2f Discuss how the structural and presentational choices impact on meaning, theme and purpose.</p> <p>2f analyse changes in characters/ settings linked to events</p>	<p>2g I can evaluate how authors use language, including figurative language, considering the impact on the reader - idioms, hyperboles</p> <p>2g consider impact of literary devices (figurative language, idioms, hyperbole, etc)</p>	<p>2h I can make comparisons within and across books , identifying themes</p> <p>2h make links/connections within texts (ideas/theme development)</p>
Year 6								

READING EXPECTATIONS

Year Group	<u>Working Towards (WTS)</u>	<u>Expected (EXS)</u>	<u>Greater Depth (GDS)</u>
EYFS	<p>Understand the five key concepts about print</p> <ul style="list-style-type: none"> • I know print has meaning • I know that print can have different purposes • I understand that English text is read from left to right and from top to bottom • I can name different parts of a book • I can turn pages in sequence <p>Develop phonological awareness</p> <ul style="list-style-type: none"> • I can spot and suggest rhymes • I can count or clap syllables in a word • I can recognise words with the same initial sound, such as money and mother • I can engage in extended conversations about stories, learning new vocabulary 	<p>Comprehension</p> <ul style="list-style-type: none"> • I can demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary • I can anticipate (where appropriate) key events in stories • I can use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play <p>Word Reading</p> <ul style="list-style-type: none"> • I can say a sound for each letter in the alphabet and at least 10 digraphs; • I can read words consistent with their phonic knowledge by sound-blending • I can read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words 	
Year 1	<ul style="list-style-type: none"> • I can recognise many phonemes (letter sounds) up to phase 5. • I can recognise many graphemes (letter names). • I can read many common exception words. • I can segment (sound out) words. • I can blend to read CVC words. • I can answer questions about a book I have heard (closed questions). 	<ul style="list-style-type: none"> • I can recognise most phonemes (letter sounds) up to phase 5. • I can recognise most graphemes (letter names). • I can read most common exception words. • I can read most familiar words accurately. • I can read most unfamiliar words accurately by segmenting and blending. • I can check the book makes sense to me, correcting any inaccurate reading. (1a) • I can skim and scan across a simple text to search for information (1b) • I can answer questions and make some simple inferences on the basis of what is being said and done on books shared with me. (1d) • I can explain what has happened so far. (1c) 	<ul style="list-style-type: none"> • I can answer questions and make inferences in books that I have independently read. • I can predict what might happen next. (1e) • I can make links between the book I am reading and my own experiences.

Year Group	<u>Working Towards</u> (WTS)	<u>Expected</u> (EXS)	<u>Greater Depth</u> (GDS)
Year 2	<ul style="list-style-type: none"> • I can read accurately by blending the sounds in words that contain the common graphemes for all 40+ phonemes. • I can read accurately some words of two or more syllables that contain the same grapheme phoneme correspondences (GPCs) • I can read many common exception words. • I can read aloud many words quickly and accurately without overt sounding and blending. • I can sound out many unfamiliar words accurately. • I can answer questions in discussion with the teacher and make simple inferences. 	<ul style="list-style-type: none"> • I can read accurately most words of two or more syllables. • I can read most words containing common suffixes. • I can read most common exception words. • I can read most words accurately without overt sounding and blending, and sufficiently fluently to allow them to focus on their understanding rather than on decoding individual words. • I can sound out most unfamiliar words accurately, without undue hesitation. • I can check the book makes sense to me, correcting any inaccurate reading. (1a) • I can skim and scan across a paragraph search for information (1b) • I can find and copy words or phrase (1b) • I can answer questions and make some inferences on the basis of what is being said and done. (1d) • I can explain what has happened so far in what I have read. (1c) 	<ul style="list-style-type: none"> • I can make inferences on the basis of what is said and done. (1d) • I can predict what might happen on the basis of what has been read so far. (1e) • I can make links between the book I am reading and other books that I have read.

Year Group	<u>Working Towards (WTS)</u>	<u>Expected (EXS)</u>	<u>Greater Depth (GDS)</u>
Year 3	<ul style="list-style-type: none"> I can read accurately most words of two or more syllables. I can read most words containing common suffixes. I can read most common exception words. I can read most words accurately without overt sounding and blending, and sufficiently fluently to allow them to focus on their understanding rather than on decoding individual words. I can sound out most unfamiliar words accurately, without undue hesitation. I can check the book makes sense to me, correcting any inaccurate reading. I can answer questions and make some inferences on the basis of what is being said and done. I can explain what has happened so far in what I have read. I can read accurately most words of two or more syllables. 	<ul style="list-style-type: none"> I can read age-appropriate books with confidence and fluency (applying knowledge of root words, prefixes and suffixes). I can read aloud with intonation that shows understanding I can work out the meaning of words from the context (2a) I can make inferences on the basis of what is said and done and using evidence to say why. (2d) I can predict what might happen from details stated in the text. (2e) I can skim and scan across a paragraph and retrieve relevant information to answer a question (2b) I can summarise main ideas from more than one paragraph. (2c) I can identify how language and the layout of the text contributes to the meaning. (2f) I can identify how authors use language, including figurative language, considering the impact on the reader I can make links between books that are structured in different ways (2h) 	<ul style="list-style-type: none"> I can confidently achieve all of the expected criteria across a wide range of texts and genres. I can answer questions explaining the inferences that I have made. I can identify use of figurative language, beginning to consider the impact on the reader.
Year 4	<ul style="list-style-type: none"> I can read some books with confidence and fluency. I can read aloud with expression and acknowledge punctuation. I can work out the meaning of some words from the context (with support). I can explain and discuss my understanding of what I have read, drawing simple inferences. I can make some predictions about what might happen from details stated and implied. I can retrieve some information from non-fiction. I can summarise the main ideas. I can identify where authors use language, including figurative language, and begin to understand the impact on the reader. I can make some comparisons within and across books (making links from my own experiences). 	<ul style="list-style-type: none"> I can read age-appropriate books with confidence and fluency (applying knowledge of root words, prefixes and suffixes). I can read aloud with intonation that shows understanding I can work out the meaning of words from the context (2a) I can explain and discuss their understanding of what they have read, drawing inferences and justifying these with evidence (2d) I can predict what might happen from details stated and implied. (2e) I can skim and scan across a paragraph and retrieve relevant information to answer a question (2b) I can summarise main ideas, identifying key details from more than one paragraph. (2c) I can identify how authors use language, including figurative language, considering the impact on the reader (2g) I can make comparisons within and across books 	<ul style="list-style-type: none"> I can confidently achieve all of the expected criteria across a wide range of texts and genres. I can answer questions explaining the inferences that I have made. I can use my understanding of language to work out the meaning of new words.

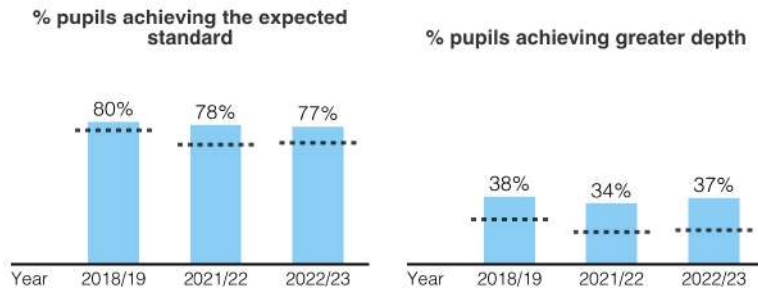
Year Group	<u>Working Towards (WTS)</u>	<u>Expected (EXS)</u>	<u>Greater Depth (GDS)</u>
Year 5	<ul style="list-style-type: none"> ● I can read some books with confidence and fluency. ● I can read aloud with expression and acknowledge punctuation. ● I can work out the meaning of some words from the context (with support). ● I can explain and discuss my understanding of what I have read, drawing simple inferences. ● I can make some predictions about what might happen from details stated and implied. ● I can retrieve some information from non-fiction. ● I can summarise the main ideas. ● I can identify where authors use language, including figurative language, and begin to understand the impact on the reader. ● I can make some comparisons within and across books (making links from my own experiences). 	<ul style="list-style-type: none"> ● I can read age-appropriate books with confidence and fluency. ● I can read aloud with intonation that shows understanding ● I can work out the meaning of words from the context of the text and my wider knowledge of root words. (2a) ● I can explain and discuss their understanding of what they have read, drawing inferences and justifying these with evidence (2d) ● I can predict what might happen from details stated and implied and explain my responses(2e) ● I can skim and scan across multiple paragraph and retrieve relevant information to answer a question (2b) ● I can summarise main ideas, identifying key details and using quotations for illustration (2c) ● I can evaluate how authors use language, including figurative language, considering the impact on the reader- idioms and hyperboles(2g) ● I can make comparisons within and across books (2h) 	<ul style="list-style-type: none"> ● I can confidently achieve all of the expected criteria across a wide range of texts and genres. ● I can answer questions explaining the inferences that I have made. ● I can use my understanding of language to work out the meaning of new words.
Year 6	<ul style="list-style-type: none"> ● I can read some books with confidence and fluency. ● I can read aloud with expression and acknowledge punctuation. ● I can work out the meaning of some words from the context (with support). ● I can explain and discuss my understanding of what I have read, drawing simple inferences. ● I can make some predictions about what might happen from details stated and implied. ● I can retrieve some information from non-fiction. ● I can summarise the main ideas. ● I can identify where authors use language, including figurative language, and begin to understand the impact on the reader. ● I can make some comparisons within and across books (making links from my own experiences). 	<ul style="list-style-type: none"> ● I can read age-appropriate books with confidence and fluency. ● I can read aloud with intonation that shows understanding ● I can work out the meaning of words from the context of the text and my wider knowledge of root words. (2a) ● I can explain and discuss their understanding of what they have read, drawing inferences and justifying these with evidence and explain and justify my responses (2d) ● I can predict what might happen from details stated and implied (2e) ● I can skim and scan across chapters and retrieve relevant information to answer a question (2b) ● I can summarise main ideas, identifying key details and using quotations for illustration (2c) ● I can evaluate how authors use language, including figurative language, considering the impact on the reader- idioms and hyperboles (2g) ● make comparisons within and across books, identifying themes and conventions (2h) 	<ul style="list-style-type: none"> ● I can confidently achieve all of the expected criteria across a wide range of texts and genres. ● I can answer questions explaining the inferences that I have made. ● I can use my understanding of language to work out the meaning of new words.

IMPACT

The impact of our reading curriculum is measured in a variety of ways:

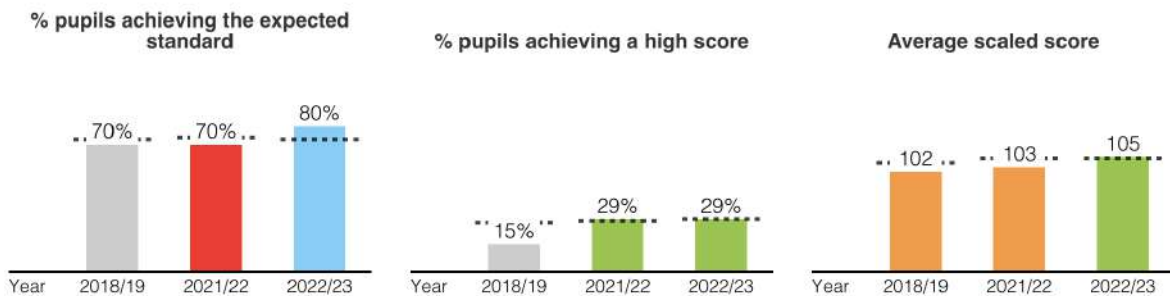
- Attainment is measured using the end of key stage statutory assessments in reading. These results are measured against national standards of attainment.

Key Stage 1 – Reading



Key Stage 2 – Reading

Scores range from 80 to 120. A score of 100 or more achieves the expected standard. A high-score is 110 or more.



- Summative assessments in reading are completed 3x per year using NTS/SATS tests. These tests enable teachers to both benchmark performance and track progress over time. A thorough gaps analysis of these assessments inform Medium Term Plans for the following half term. Intervention is implemented for struggling readers.
- Half termly (more frequently when required) reading assessments ensure children are reading books at the correct level to support optimum progress. STAR Assessments and PM Benchmarking ensures all children are reading at the right level for them.
- Children practise comprehension skills fortnightly. Results enable teachers to amend planning to meet the needs of children in their class whilst offering children exposure to test taking skills such as managing time pressures.
- Effective AFL strategies used within reading lessons ensure that teachers know where each child is with their learning and what they need to do next to make progress.
- Solo Taxonomy Learning intentions for each reading lesson ensures that children know what they need to do in order to make progress within a lesson (or series of lessons). This also enables teachers to assess and children to reflect on and self-assess their learning.
- Regular Accelerated Reading Star Quizzes to assess reading ability and engagement in reading.
- The English Team monitor the quality of teaching and learning in reading across the school including lesson observations, learning meets, planning reviews, pupil voice and book sampling exercises to measure impact and further improve outcomes.
- A celebration assembly each term champions reading with a range of prizes to be won incentivising children of all ages to engage with reading.

