English Reading

Intent

Our English curriculum is based around the National Curriculum. We believe that a quality English curriculum should develop children's love of reading, writing and discussion. We aim to instil in the children the importance of reading and inspire a habit and passion for reading widely and often. We recognise the importance of nurturing a culture where children take pride in their writing, can write clearly and accurately and adapt their language and style for a range of contexts. We want children to have an understanding that writing has a real purpose and that word choice and style can bring about change. We want to inspire all children to be confident in the art of speaking and listening. We believe that children need to develop a secure knowledge-base in English, which follows a clear pathway of progression as they advance from nursery to year 6. We believe that a secure basis in English skills is crucial to a high-quality education and will give our children the tools they need to thrive in Key Stage 3 and beyond.

Rationale

We believe that teaching the children to read proficiently, fluently, exercise choice and to have a positive attitude to reading and have a love of reading is one of our most important duties as a school. We aim to grow a love of reading for pleasure in our children (both in and out of school) as we recognise the importance of reading to their independent learning, further success and well-being. Our reading curriculum will be accessible for all regardless of gender, race or religion; accessible for all learners including children with additional needs. There will be a range of tools and techniques used to support and enhance the teaching of reading, including the use of IT, drama and debate. From year 2 upwards, whilst our approach is around using one core whole class text, some pupils may not be able to access this and will require differentiated texts to ensure full engagement. Our consistent whole school approach to the teaching of reading will ensure that we close any gaps and enable the highest possible number of children to attain well.

Criteria for resources

The texts we choose are selected to ensure that we have coverage across a full range of genres and themes within fiction, non-fiction and poetry. Texts fully represent the world we live in and the community we serve. We ensure there is diversity across the text range, which includes author, characters, setting and context. Where possible, we choose whole books and sometimes text extracts from high calibre authors, preferably with other texts that the children can then connect with.

Teaching of Reading (Y2-Y6)

Reading is fun. Reading lessons will be accurately pitched and highly engaging. Through outstanding text choice and a strong range of response activities, children will immerse into the text and understand both style and content. Across the course of each unit a variety of different immersion activities will allow children to fully engage with the text. Teachers will ensure that the reading of the text is both a learning and teaching opportunity and will make discerning choices as to how the text is read in each lesson: teacher modelling, individual carousel of readers, paired or small group, whole class etc Teachers will have a really clear understanding when planning what high quality outcomes look like for each ability level. Teacher enthusiasm and purposeful use of the classroom environment will enhance the unit outcomes.

Key questions VIPERS

Question Stems are as follows:

Vocabulary -Draw upon knowledge of vocabulary in order to understand the text.

Infer -Make inferences from the text.

Predict - Predict what you think will happen based on the information that you have been given.

Explain -Explain your preferences, thoughts and opinions about the text.

Retrieve - Identify and explain the key features of fiction and nonfiction texts such as: characters, events, titles and information.

Sequence - Sequence the key events in the story (KS1)   Summarise - Summarise the main ideas from more than one paragraph (KS2)

Reading Curriculum

Year 1	Knowledge	
	V	I know how to read aloud accurately books that are consistent with my developing phonic knowledge and that do not require them to use other strategies to work out words
	I	I know how to begin making inferences from the text based on what is said and done in the book.
	P	
	E	I know a range of text structures and story patterns from texts that I have listened to and that I have read. **I know a wide range of high-quality books which I have read or had read to me which have helped to engender a love of reading.**
	R	I know the difference between fiction and non-fiction books. I know how to find the information I need from a range of texts.
	S	
	Phonics	I know how to respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes I know how to read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word I know how to read other words of more than one syllable that contain taught GPCs. I know how to read accurately by blending sounds in unfamiliar words containing GPCs that have been taught (–s, –es, –ing, –ed, –er and –est endings) including words with more than one syllable
	Skills	
	V	I can check that the text makes sense as I read and self-correct my mistakes.
	I	I can make inferences from the text based on what is said and done in the book.
	P	I can predict what might happen from what has been read so far.
	E	I can share my opinion about a variety of texts I have read and heard read. I can Link my own experiences to help me understand the texts that I read. I can explain my thoughts about a range of books and listen appropriately to others. **I can use role play to understanding more deeply, the context, character, setting and plot of a text.**
	R	I can discuss the significance of the title and events.
	S	I can sequence the main events of a story.
	Phonics	I can apply phonic knowledge and skills as the route to decode words I can re-read books to build up fluency and confidence in word reading. I can read some words with suffixes by being helped to build on the root words that I can read already. I can read aloud, fluently, accurately and independently books that are consistent with my developing phonic knowledge. I can read some words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s) I can discuss the meaning of words and link new meanings to words I already know. I can read aloud fluently using appropriate expression.

Year 2		
	Knowledge	
	Phonics	*I know how to read syllable boundaries and how to read each syllable separately. *I know all 40+ phonemes, including, where applicable, alternative sounds for graphemes *I know how to read accurately words of two or more syllables that contain the same graphemes taught. *I know how to read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s) I know how to 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.
	V	I know how to link new meanings to words I already know. I know how to self-correcting and checking for meaning. I know that I should monitor what I read, checking that the word I have decoded fits in with what else I have read and makes sense in the context of what I already know about the topic.
	I	I know how to Identify punctuation in reading and I understand the purpose. I Use commas, question marks and exclamation marks to vary expression.
	P	
	E	
	R	I know 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). I know the features of a wide range of text including non-fiction books and discuss and clarify the meanings of words linking new meanings to known vocabulary.
	S	
	Skills	
	Phonics	*I can read words with suffixes by being helped to build on the root words that they can read already *I can continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent I can read all the words in a sentence accurately, so that the understanding is not hindered by imprecise decoding. I can read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word. I can segment spoken words into individual phonemes and then how to represent the phonemes by the appropriate grapheme(s). I can respond speedily with the correct sound to graphemes without hesitating (letters or groups of letters) I can read most words quickly and fluently without overt sounding/blending accurately eg. over 90 words a minute. I can read many common words containing GPC's and common exception words without blending or hesitating. *I can read words containing common suffixes –s, –es, –ing, –ed, –er and –est endings. I can reread these books to build up their fluency and confidence in word reading
	V	I can make and use a word log to improve my writing. I can comment on specific vocabulary and how it relates to the theme of the text.
	I	I can make inferences from the text based on what is said and done in the book. I can ask and answer questions about the text using a range of strategies.
	P	I can predict what might happen from what has been read so far.
	E	I can link my own experiences to my reading and use these to help me understand the text. I can discuss favourite words and phrases and explaining impact and why they like them. I can recite some poems and rhymes by heart
	R	
	S	I can comment on the structure of the text and discuss the sequence of events in a book and how events are related.

Year 3 / 4	Knowledge	
	V	I know root words, prefixes and suffixes (English appendix1) I can apply this knowledge of root words (prefixes and suffixes) to understand the meaning of some new words that I meet I know how words and phrases can capture the reader's interest and imagination and how this vocabulary contributes to meaning
	I	I know that information and understanding from the text can be literal or implied
	P	I know that key information in the text can enable me to predict what may happen next
	E	I know about themes and conventions in and across a wide range of writing (features of a particular genre) I know that a contents page and index help me to locate information I know how dramatic approaches to performing plays and reading poems using expression and intonation can support understanding of meaning.
	R	I know a variety of different question types to retrieve information
	S	I know that a summary gives me the main gist of a text I can retell some key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics. listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently.
	Skills	
	V	I can read further exception words, noting the unusual correspondence between spelling and sound, and where these occur in the word. I can check that the book makes sense and explore the meaning of vocabulary in context I can use the text to find specific vocabulary to support point of view. I can identify and analyse technical vocabulary found in non-fiction texts. I can use a dictionary to check word meanings to expand my vocabulary I can understand both the books I read independently and those I listen to drawing on what I already know or on background information and vocabulary provided by my teacher.
	I	I can draw inferences from reading and justify with evidence from the text I can draw inferences such as inferring characters' feelings from their actions, and justifying inferences with evidence
	P	I can predict what might happen from details stated and implied
	E	I can explain how language structure and presentation contribute to meaning I can understand and explain what I read and read independently I can show showing understanding through in extracts learnt by heart intonation, tone, volume and action so that the meaning is clear to an audience when performing I can explain how language, structure, and presentation contribute to meaning.
	R	I can use efficient comprehension techniques such as locating key vocabulary I can retrieve, record and present information from non-fiction texts I can retrieve information quickly and efficiently through skim reading. I can ask questions to improve my understanding
	S	I can identify the main ideas drawn from more than one paragraph and summarise these

Year 5/6		**Knowledge**
	V	**I know age appropriate root words and their suffixes and prefixes** I know that some words do not conform to normal spelling rules and am confident when I encounter these exception words
	I	
	P	
	E	I know a wide range of poetry and playscripts by heart and can perform them using intonation, volume, tone and expression to convey meaning I know there are 7 story archetypes: Overcoming the Monster; Rags to Riches; The Quest; Voyage and Return; Comedy; Tragedy; Rebirth and a range of genres and these contain themes such as loss or heroism. I know the technical and other terms needed for discussing what I hear and read, such as metaphor, simile, analogy, imagery, style and effect. I know that successful authors use a range of tools and techniques in their work. I know and how, when and why to apply this knowledge. I know the conventions of different types of writing, such as the use of the first person in writing diaries and autobiographies. I know how to compare characters, settings, themes and other aspects of what they read.
	R	I use previous learning to improve my efficiency using reference books, including using contents pages and indexes to locate information in a range of text types - for example leaflets before a gallery or museum visit or reading a theatre programme or review – in order to support my opinion
	S	
		Skills
	V	I can explore the meaning of unfamiliar words and words that have a variety of different meanings. I can make comparisons within and across books (e.g. comparing characters or books by the same author) **I can decode unknown words efficiently and with good accuracy (V)**
	I	I can draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence **I can read independently, using inference where needed, and discuss what I have read.(I)**
	P	I can predict what might happen from details stated and implied I can find direct examples from the text to support predictions.
	E	I can distinguish between statements of fact and opinion I can ask questions to improve their understanding of what is read – understanding being recorded in a range of forms. I can discuss and evaluate how authors use language (including figurative language), word choice, structure, sentence type etc considering the impact on the reader and how it contributes to meaning, including examining words in context. E.g. homonyms. I can identify and discuss themes and conventions in and across a wide range of writing (features of a particular genre) I can 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 one text. I can recommend books that I have read to my peers, giving reasons for their choices. (E) I can read a range of texts accurately and expressively demonstrating understanding through intonation. (E)
	R	I can retrieve, record and present information from non-fiction. I can find direct examples from the text to support opinions I can participate in discussions about books, explaining my understanding of what I have read and providing reasoned justifications for my views. (Possibly in presentations and debates, using notes where necessary.) I can use efficient comprehension techniques such as locating key vocabulary and using the structure of the text to source information (evidence from the text. And can use these skills to retrieve information in wider reading, for example in reading history, geography and science textbooks, and in different contexts
	S	I can find, recall and summarise information quickly and efficiently through skim reading, note taking, locating key vocabulary and using the structure of the text to source information (evidence from the text.) I can summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas (précising longer passages) I can summarise familiar stories in my own words (S)