

Reading

at Morton Church of England Primary School

Reading Intent

Reading and developing a love of reading, is paramount at Morton C of E Primary School. We believe that a quality curriculum should develop children's love of reading and discussion of books. Our well stocked class reading corners, give our children access to a wide variety of texts which allow children to explore current and relevant topics as provide a window to the wider world and the lives of others.

We teach Whole Class Reading using VIPERS skills across Key Stages 1 and 2, ensuring that our children are equipped with all the necessary skills to become confident, competent readers. We endorse reading for pleasure as a school, believing that joy for reading will help to establish successful readers who can apply their reading skills in everything that they do.



Reading Implementation Statement

At Morton C of E we teach phonics and reading as whole class lessons, so that all children have access to the age-related skills and knowledge outlined in the National Curriculum. We aim to give children exposure to their age-related texts and target those children **who need additional support with adult help**. These sessions take place each morning in all classes.

Reviews post-Covid of children's abilities and preferences in reading indicate that children were not reading challenging books nor on a regular basis. Children were selecting shorter books with many losing interest and changing books frequently if independent readers. Many of those children who were early into their school careers during the pandemic were identified with significant gaps in their phonics.

In order to tackle these issues children have been identified and placed into phonic catch-up groups and interventions.

To encourage children with their independence, reading new books were sourced to cover a range of fiction and a sponsored reading event raised money to source a wealth of non-fiction books. In addition to this reading assemblies and reading ambassadors were established to promote the enjoyment of reading. A phonics review was undertaken, and a new scheme



purchased to ensure effective teaching for phonics in KS1 and support for children transitioning into KS2 with identified gaps.

Phonics: Nursery, Early Years and KS1.

Pupils are taught their phonics lessons as a whole class using the Twinkl phonics scheme. Here the children focus upon individual sounds, groupings of sounds and common exception words within the different phases.

In Year one children will sit the statutory phonics screen. Those children who do not pass this will continue to have targeted support with phonics into Y2.

Whole School Reading Scheme.

In EYFS and Key Stage One-our whole school reading scheme uses books from a variety of different publications to ensure breath and balance of texts and interest topics. The books are organised as those which are phonetically decodable- (children will use these for reading in and out of school to develop their reading skills) and those which are for reading for pleasure. Children will move progressively through the various book levels according to their ability ensuring they are continuously **challenged**.



When children reach a level of competency and fluency in their reading, they will be directed by their class teacher and support staff to select books which give them more freedom of choice meaning they access lengthier books and begin to explore authors.

In Key stage 2 children will participate in daily reading time, where children are encouraged to read for pleasure. A rewards system is in place to encourage reading at home from YR-6.

Those children who are identified as **making less than expected progress** in their reading will be supported in school with additional reading opportunities. This may be either in 1:1 reading sessions with a member of staff or a reading volunteer. Sessions of echo reading and reading fluency will also be undertaken with groups of children to improve their prosody and fluency.

Whole class reading: Y1-6.

Lessons of whole class reading will begin in Y1 term 3 from then on whole class reading will form the main part of the teaching of reading in years 2-6. In these lessons children will explore a rich variety of texts- from quality fiction, digital texts and non-fiction which links to topics across the curriculum. Here children will explore new vocabulary and use the VIPER skills to unpick texts and their features as well as infer and predict events, along with ideas about characters actions and emotions. Comprehension will be taught by supporting children to develop their skills with which to effectively answer text-based questions. This will be



facilitated through teacher modelling and the opportunity to answer a range of question formats.

Skills taught will be progressive- ensuring that children recap and develop those they have already acquired before moving onto new concepts. Questioning will assess children's spaced retrieval skills, certifying that they are able to apply knowledge of text structures and make links between texts.

Children's knowledge and implementation of their reading skills will be regularly monitored via focused questioning, comprehension tasks and quizzes. From Y1-6 formal reading comprehension assessments will be undertaken twice a year to support informing teacher assessments.

The implementation of tier 2 and 3 vocabulary will be intrinsic to all lessons. Tier 3 vocabulary should be displayed or accessible to children when in use.

Reading Spines

Each class has a reading spine where quality texts are selected and read with the children either as a model text, focus for a unit of work or as a reading for pleasure text. We strive to



include texts which ensure children are offered high-quality books that reflect the diversity of our modern world.

This ambitious curriculum will be a working document which will recurrently be reviewed and adapted to suit the needs of the children in each cohort and allow teachers to include new materials as they are released.

See the Reading spine maps.

Reading Impact Statement

As we believe that reading is key to all learning, the impact of our reading curriculum goes beyond the result of statutory assessments. Children will 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 Key Stage 2 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. We firmly believe that reading is the key to all learning and so the impact of our reading curriculum goes beyond the results of the statutory assessments.

Our curriculum aims to create informed citizens who are able to access information to enable them to function in 'the adult world', whilst nurturing an enjoyment of texts which will create positive memories for a lifetime.

In addition to this:

- Parents and carers will have a good understanding of how they can support reading at home, and contribute regularly to home-school records.



- The % of pupils working at age related expectations and above age related expectations within each year group will be at least in line with national averages and will match the ambitious targets of individual children.

Reading at our school



Live 'meet the author' workshop in Deer Class.



Reading Ambassadors in one of our reading assemblies



Isla Sharing her favourite book





National Curriculum Expectations

EARLY YEARS		
EYFS	Word Reading Pupils should be taught to:	Comprehension Pupils should be taught to:
	<p>Say a sound for each letter in the alphabet and at least 10 digraphs.</p> <ul style="list-style-type: none"> • Read words consistent with their phonic knowledge by sound-blending. • Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. 	<ul style="list-style-type: none"> • Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. • Anticipate (where appropriate) key events in stories. • Use and understand recently introduced vocabulary during discussions about stories, nonfiction, rhymes and poems and during role play.
KEY STAGE ONE		
YEAR ONE	Word Reading Pupils should be taught to:	Comprehension Pupils should be taught to:
	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • develop pleasure in reading, motivation to read, vocabulary and understanding by: <ul style="list-style-type: none"> ▫ 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 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: <ul style="list-style-type: none"> ▫ drawing on what they already know or on background information and vocabulary provided by the teacher



	<ul style="list-style-type: none"> • 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 books aloud, accurately, that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words • reread these books to build up their fluency and confidence in word reading 	<ul style="list-style-type: none"> ▫ 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 TWO	<p>Word reading Pupils should be taught to:</p> <ul style="list-style-type: none"> • 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 	<p>Comprehension Pupils should be taught to:</p> <ul style="list-style-type: none"> • develop pleasure in reading, motivation to read, vocabulary and understanding by: <ul style="list-style-type: none"> ▫ 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: <ul style="list-style-type: none"> ▫ 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



	<p>unfamiliar words accurately, automatically and without undue hesitation</p> <ul style="list-style-type: none"> • reread these books to build up their fluency and confidence in word reading 	<ul style="list-style-type: none"> ▫ 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
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KEY STAGE TWO		
YEAR THREE and FOUR	Word reading	Comprehension
	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • develop positive attitudes to reading, and an understanding of what they read, by: <ul style="list-style-type: none"> ▫ 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: <ul style="list-style-type: none"> ▫ 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



		<ul style="list-style-type: none"> ▫ 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 FIVE and SIX	<p>Word reading</p> <ul style="list-style-type: none"> • 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 	<p>Comprehension</p> <ul style="list-style-type: none"> • maintain positive attitudes to reading and an understanding of what they read by: <ul style="list-style-type: none"> ▫ 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: <ul style="list-style-type: none"> ▫ 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



		<ul style="list-style-type: none">• 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
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Our Reading Curriculum

Curriculum Maps

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery A	<p>Each Peach Pear Plum Autumn rhymes and songs Vocab around different nursery rhymes and songs ncy wincey spider Humpty dumpty Twinkle, twinkle, little star 1,2,3,4,5 Old McDonald Hickory dickory dock 5 current buns Archaic texts Communicating to others</p>	<p>Mouse paint Elmer One blue boat The big red bus</p>	<p>Look out My 5 senses My 5 senses – twinkl 5 senses – Leon Read Non fiction texts Questioning vocabulary You choose</p>	<p>Non fiction texts Questioning vocabulary Mrs wishy washy Old McDonald had a farm Farmer duck Noisy farm Farm hullabaloo</p>	<p>I can only draw worms Snail trail – in search of a modern masterpiece Flip, flap minibeasts Twist and hop, minibeast hop Swirl by swirl Humphery the uncommon garden snail Wilber worm has lost his wiggle</p>	<p>The Storm Whale by Benji Davies Billy’s Bucket by Kes Gray Commotion in the Ocean by Giles Andreae Flotsam by David Weisner (no words) The Magic Beach by Ailson Lester Seaside Poems by Nick Sharratt Row your boat One is a snail A hole at the bottom of the sea – Jessica Law</p>
Nursery B	<p>Nursery rhyme books and songs Incy wincey spider Humpty dumpty Twinkle, twinkle, little star 1,2,3,4,5 Old McDonald Hickory dickory dock 5 current buns Archaic texts Each peach pear plum</p>	<p>The foggy foggy forest Night monkey, day monkey Funnybones Shark in the dark Wow said the owl</p>	<p>The Gingerbread Man Jack and the Beanstalk The Ugly Duckling The 3 billy goats gruff Archaic texts</p>	<p>Happy series books Non-fiction firefighter, police dr books</p>	<p>Harry and his bucketful of dinosaurs Dinosaur Roar Dinosaurs love underpants 10 little dinosaurs Dinosaur bones The dinosaur that Popped a planet Night monkey, day monkey</p>	<p>The Storm Whale by Benji Davies Billy’s Bucket by Kes Gray Commotion in the Ocean by Giles Andreae Flotsam by David Weisner (no words) The Magic Beach by Ailson Lester Seaside Poems by Nick Sharratt Row your boat</p>



					Duck in the Truck Mr Gumpy's outing Dear zoo	
Reception	My Many Coloured Days by Dr Seuss The Colours of us by Karen Katz Autumn – Leaf Man by Lois Ehlert Picasso's Trousers Families The Dot	Room on the Broom by Julia Donaldson Rama and Sita Diwali non-fiction The Three Little Pigs Elves and the Shoemaker The Nativity Festivals around the World	The Train Ride Tip Tip Dig Dig Tap Tap Bang Bang Plinka Plinka Shake Shake Vehicles past and present Tony Mitton Vehicle books The Magic Paintbrush – Julia Donaldson Chinese New Year Non-Fiction	Mr Wolf's Pancakes We're Going on a Bear Hunt by Michael Rosen Eric Carle's Bear Books The Rainbow Bear We're all Going on a Lion Hunt Peace at Last by Jill Murphy Easter Story	Bog Baby Where the Wild Things Are - Archaic text. The Pirates Next Door What is a map? Google maps, globe, British Isles map and world maps.	Argh Spider Spiders non-fiction (digital text) The Very Hungry Caterpillar Butterflies non-fiction Minibeasts non-fiction Why do we need bees? Sunflowers
Year 1	Squirrels don't Squabble. After the Fall (paper planes-science) Oi frog The Scarecrows Wedding. Leaf. In Every house on Every Street. A New alphabet for Humanity.	The Colour Monster – Resistant The day the crayons came home complexity of narrator The crayons Christmas – complexity of narrator * The night before Christmas – archaic language	Space poems-Space Tortoise My Pet Star * Sulwe Counting on Katherine – How Katherine Johnson Put Astronauts on the moon * You choose space One Giant Leap – Neil Armstrong The dinosaur that pooped a planet	Billy and the Beast. Book with no Pictures – resistant The trouble with trolls – non-linear time sequence * The Troll Big Book of Birds Proudest Blue	Three Little Wolves & the Big Bad Pig – complexity of narrator Bloom Ruby's Worries Big Book of Blooms King and King Fauja Singh keeps going	Commotion in Ocean Dear Mermaid Rainbow Fish Tiddler Big book of Blue How long is a whale? Seahorse, shyest fish in the Sea Somebody Swallowed Stanley Seaside Poems How much does a ladybird weigh? Lifesize



		Mixed	Aliens love underpants Toys in Space Goodnight Spaceman On the Moon			Leo & the octopus* Octopus Stew*
Year 2	The Queen's Hat, Katie in London, A Walk in London London Landmarks. A Bear Called Paddington- Archaic text London for Children.	Firework poetry, The Great Fire of London How to Make a Gingerbread Man. Vlad and the Great Fire of London	Lila and the Secret of Rain. Bringing the Rain to Kapiti PLain, Handa's Hen Handa's Surprise Handa's Noisy Night,The Ugly Five. The Butterfly Lion-Non- linear sequence. Mama Panya's Pancakes Mama Miti	Little Red Riding Hood Into the Forest Revolting rhymes- complexity of plot/symbol. Black Dog The Owl who was Afraid of the Dark Barn Owl information text The Hawk – poem. The Wolf's Story	Oliver's Fruit Salad Additional Supertato books.	Traction Man Is Here! A Superhero like you. By Dr. Ranj Singh. Even Superheroes Have Bad Days by Shelley Beckett.
Year 3	Journey-Aaron Becker. Picture book. Grandfather's pencil- Michael Foreman. The Min-Pins- Roald Dahl Featherlight-PeterBunzl.	Winter's Child- Casandra Parkin. The Lion the Witch and the Wardrobe- Archaic text. The Boy Who grew Dragons-Andy Sheperd.	The Dark Lemony Snicket. Krindlekrax-Philip Ridley. The Frozen Man Poem- Kit Wright. The Palace- Robert Swindells.	The Iron Man-Ted Hughes. Complexity of plot. Authur and the Golden Rope- Joe Todd Stanton. The Magic Box Poem- Kit Wright. The wild Robot-Peter Brown.	The Legend of Podkin One Ear. K.Larwood (complexity of narration) Where Ocean Meets Sky – Terry & Eric Fan Something told the wild Geese – Rachel Field (Poem resistant text) Resistant Text Voices in the Park- Anthony Browne	The Butterfly Lion – Michael Morpurgo Non-Linear time Sequences Mufaro's Beautiful Daughters – John Steptoe The Snow-Walker's Son – Catherine Fisher She watches the world – James Carter (Poem)



<p>Year 4</p>	<p>The Egyptian Cinderella by Shirley Climbo. Cinderella and the glass slipper by brothers Grimm. Archaic text Traditional Tales. George’s Marvelous Medicine and James and the Giant Peach (playscript extract) By Roald Dahl. Classic Fiction Guess Who’s Coming to Dinner by Cathy Tinknell Picture book- Mystery tale/ unpicking the plot. Little Leaders- Bold Women in Black History by Vishti Harrison. A long Walk to Freedom-By Nelson Mandela (picture book) Extract of Macbeth- Witches scene. Playscript. Shakespeare. Archaic text</p>	<p>The firework makers daughter by Phillip Pullman. Non-linear time sequence The Night before Christmas. Poetry- Archaic language The Night I met Father Christmas by Ben Miller. Non-Linear time Sequences Complexity of the plot A Christmas Carol- by Charles Dickens extracts. Archaic Text</p>	<p>Charlotte’s Web by E.B.White Archaic Text. The night Animals by Sarah Juckes. Ballad of Nessie Digital text- themed to Scotland. The Weather Weaver by Tamsin Mori</p>	<p>Alma- Digital text by Poem and advert- Rang Tan in my bedroom. Palm oil Plight non-fiction text. My Friend Walter by Michael Morpurgo. Author focus-(World Book day) Einstein the Penguin extract by Iona Raneley. Talk like a River by Picture book (Disabilities) River Poem</p>	<p>Non fiction- Tudors themed The Hatmakers extract by Tamzin Merchant. The Miraculous Journey of Edward Tulane by Cate DiCamillo Complexity of the plot. Poetry- Saved by The Tyger by William Blake. Archaic text</p>	<p>Diver’s daughter by Patrice Lawrence. Refugee by Benjamin Zep(Refugee week) Pip the Guide dog (Digital text)- overcoming adversity Deafblind week) Time Travel theme unit-extracts from. Harry Potter, Tom’s Midnight Garden and the Accidental Time Traveller. Portal devices. Non-linear time sequence. The Great Chocoplot by Chris Callihan.</p>
<p>Year 5</p>	<p>Titanium (Digital text) David Guetta Alive (digital text) Sia Coral Reefs—NF Edward Tulane (ch 4 only) Complexity of plot</p>	<p>Story World, Tales From the Haunted House Katherine Johnson biography The Star - Alasdair Gray</p>	<p>Diary of a Soldier (WW1 extract) Mysteries of Harris Burdick Street Child</p>	<p>Guardians of Magic— Chris Riddell The Highwayman- Archaic text The Jabberwocky – Resistant text</p>	<p>Nowhere Emporium Complexity of narrator/ non-linear time sequence.</p>	



	The Lost Whale (picture)	Sir David Attenborough— biography War Illustrated—WW1 frontline magazine	Victorian history (digital text)	Alice in Wonderland- By Lewis Carroll- Archaic text Jane Goodall— biography The Monster Tree— Terry Jones	Thousand Year Old Boy –Ross Welford- Complexity of narrator/ non-linear time sequence. A Letter from an Immigrant Ellis Island Info Video—An Island of Hope, An Island of Tears	
Year 6	Once by Morris Gleitzman- complexity of narrator Moth by Isabel Thomas and Daniel Egnueus Darwin’s Dragons by Lindsay Galvin. Non-fiction texts related to science.	A Monster Calls by Patrick Ness- complexity of plot Hillaire Beloc- poems Goldfish Boy by Lisa Thompson. Cogheart Series by Peter Bunzl-Complexity of Narrator Non- fiction various persuasive texts.	The Island by Armin Greder (Picture Book) Refugee Blues by W.H.Auden (poem) The Island at the End of Everything by Kiran Millward Hargrave The Boy at the Back of the Class by Onjali Q. Rauf. Letter from a Slave. Jourdan Anderson- Non-fiction.	Varmits by Helen Ward Picture book. Beowulf (poem) Floodland by Marcus Sedgewick Orphans of the Tide by Struan Murray Newspaper reports- non-fiction texts.	The True Story of the Three Little Pigs by Jon Scieszka William Wordsworth- figurative language poems. Archaic text Black Powder by Ally Sherrick The Savage Girl by Katherine Rundell Science related texts- non-fiction.	Holes by Louis Sachar-Non Linear time sequence. Invictus by William Ernest Henley (poem) Wonder by R.J. Palacio- Complexity of narrator Freak the Mighty by Rodman Philbrick Non-fiction texts (autobiography/ biography)



Progression in Reading skills

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Phonics and decoding	<p>. Develop their phonological awareness, so that they can:</p> <ul style="list-style-type: none"> spot and suggest rhymes count or clap syllables in words recognise words with the same initial sound, such as money and mother <p>Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of letter-sound correspondences. Read some letter groups that each represent one sound and say sounds for them. Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</p>	<p>To apply phonic knowledge and skills as the route to decode words. To blend sounds in unfamiliar words using the GPCs that they have been taught. To respond speedily, giving the correct sound to graphemes for all of the 40+ phonemes. To read words containing taught GPCs. To read words containing -s, -es, -ing, -ed and -est endings. To read words with contractions, e.g. I'm, I'll and we'll.</p>	<p>To continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent. To read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes. To accurately read most words of two or more syllables. To read most words containing common suffixes.*</p>	<p>To use their phonic knowledge to decode quickly and accurately (may still need support to read longer unknown words). To apply their growing knowledge of root words and prefixes, including in-, im-, il-, ir-, dis-, mis-, un-, re-, sub-, inter-, super-, anti- and auto- to begin to read aloud.* To apply their growing knowledge of root words and suffixes/word endings, including -ation, -ly, -ous, -ture, -sure, -sion,</p>	<p>To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill. To apply their knowledge of root words, prefixes and suffixes/word endings to read aloud fluently.*</p>	<p>To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues. To apply their growing knowledge of root words, prefixes and suffixes/word endings, including -sion, -tion, -cial, -tial, -ant/-ance/-ancy, -ent/-ence/-ency, -able/-ably and -ible/ibly, to read aloud fluently.*</p>	<p>To read fluently with full knowledge of all Y5/ Y6 exception words, root words, prefixes, suffixes/word endings* and to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues</p>



	<p>Say a sound for each letter in the alphabet and at least 10 digraphs.</p> <p>Read words consistent with their phonic knowledge by sound-blending.</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p>			-tion, -ssion and -cian, to begin to read aloud.*			
Common exception words	<p>Read a few common exception words matched to the school's phonic programme.</p> <p>To read some common irregular words.</p>	To read Y1 common exception words, noting unusual correspondences between spelling and sound and where these occur in words.	To read most Y1 and Y2 common exception words*, noting unusual correspondences between spelling and sound and where these occur in the word.	To begin to read Y3/Y4 exception words.*	To read all Y3/Y4 exception words*, discussing the unusual correspondences between spelling and these occur in the word.	To read most Y5/Y6 exception words, discussing the unusual correspondences between spelling and sound and where these occur in the word.	
Fluency	<p>Understand the five key concepts about print: print has meaning</p> <ul style="list-style-type: none"> the names of different parts of a book print can have different purposes page sequencing we read English text from left to right and from top to bottom <p>Blend sounds into words, so that they can read short words made</p>	To accurately read texts that are consistent with their developing phonic knowledge, that do not require them to use other strategies to work out words. To reread texts to build up fluency and confidence in word reading.	To read aloud books (closely matched to their improving phonic knowledge), sounding out unfamiliar words accurately, automatically and without undue hesitation. To reread these books to build up fluency and confidence in word reading.	At this stage, teaching comprehension skills should be taking precedence over teaching word reading and fluency specifically. Any focus on word reading should support the development of vocabulary.			



	<p>up of letter-sound correspondences. Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p>		<p>To read words accurately and fluently without overt sounding and blending, e.g. at over 90 words per minute, in age-appropriate texts.</p>				
<p>Understanding and Correcting Inaccuracies</p>	<p>Enjoy listening to longer stories and can remember much of what happens. Understand 'why' questions, like: "Why do you think the caterpillar got so fat?" Be able to express a point of view and debate when they disagree with an adult or a friend, using words as well as actions . Listen to and talk about stories to build familiarity and understanding. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p>	<p>To check that a text makes sense to them as they read and to self-correct.</p>	<p>To show understanding by drawing on what they already know or on background information and vocabulary provided by the teacher. To check that the text makes sense to them as they read and to correct inaccurate reading.</p>				



	Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.						
Comparing, Contrasting and Commenting	<p>Be able to express a point of view and debate when they disagree with an adult or a friend, using words as well as actions.</p> <p>Compare and contrast characters from stories, including figures from the past. Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.</p> <p>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>Anticipate (where appropriate) key events in stories.</p>	<p>To listen to and discuss a wide range of fiction, non-fiction and poetry at a level beyond that at which they can read independently.</p> <p>To link what they have read or have read to them to their own experiences.</p> <p>To retell familiar stories in increasing detail.</p> <p>To join in with discussions about a text, taking turns and listening to what others say.</p> <p>To discuss the significance of titles and events.</p>	<p>To participate in discussion about books, poems and other works that are read to them (at a level beyond at which they can read independently) and those that they can read for themselves, explaining their understanding and expressing their views.</p> <p>To become increasingly familiar with and to retell a wide range of stories, fairy stories and traditional tales.</p> <p>To discuss the sequence of events in books and how items of information are related.</p> <p>To recognise simple recurring literary language in stories and poetry.</p>	<p>To recognise, listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</p> <p>To use appropriate terminology when discussing texts (plot, character, setting).</p>	<p>To discuss and compare texts from a wide variety of genres and writers.</p> <p>To read for a range of purposes.</p> <p>To identify themes and conventions in a wide range of books.</p> <p>To refer to authorial style, overall themes (e.g. triumph of good over evil) and features (e.g. greeting in letters, a diary written in the first person or the use of presentational devices such as numbering and headings).</p> <p>To identify how language,</p>	<p>To read a wide range of genres, identifying the characteristics of text types (such as the use of the first person in writing diaries and autobiographies) and differences between text types.</p> <p>To participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously.</p> <p>To identify main ideas drawn from more than one paragraph and to summarise these.</p>	<p>To read for pleasure, discussing, comparing and evaluating in depth across a wide range of genres, including myths, legends, traditional stories, modern fiction from our literary heritage and books from other cultures and traditions.</p> <p>To recognise more complex themes in what they read (such as loss or heroism).</p> <p>To explain and discuss their understanding of what they have read, including through formal presentations and debates,</p>



	<p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p>		<p>To ask and answer questions about a text. To make links between the text they are reading and other texts they have read (in texts that they can read independently).</p>		<p>structure and presentation contribute to meaning. To identify main ideas drawn from more than one paragraph and summarise these.</p>	<p>To recommend texts to peers based on personal choice.</p>	<p>maintaining a focus on the topic and using notes where necessary. To listen to guidance and feedback on the quality of their explanations and contributions to discussions and to make improvements when participating in discussions. To draw out key information and to summarise the main ideas in a text. To distinguish independently between statements of fact and opinion, providing reasoned justifications for their views.</p>
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							To compare characters, settings and themes within a text and across more than one text.
Words in Context and Authorial Choice	<p>Use a wider range of vocabulary. Engage in extended conversations about stories, learning new vocabulary. Learn new vocabulary. Use new vocabulary throughout the day.</p> <p>Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. Use new vocabulary in different contexts. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Use and understand recently introduced vocabulary during discussions about stories, non-</p>	To discuss word meaning and link new meanings to those already known.	To discuss and clarify the meanings of words, linking new meanings to known vocabulary. To discuss their favourite words and phrases.	To check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context. To discuss authors' choice of words and phrases for effect.	Discuss vocabulary used to capture readers' interest and imagination.	To discuss vocabulary used by the author to create effect including figurative language. To evaluate the use of authors' language and explain how it has created an impact on the reader.	To analyse and evaluate the use of language, including figurative language and how it is used for effect, using technical terminology such as metaphor, simile, analogy, imagery, style and effect.



	fiction, rhymes and poems and during role play.						
Inference and Prediction	<p>Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>Anticipate (where appropriate) key events in stories.</p>	<p>To begin to make simple inferences.</p> <p>To predict what might happen on the basis of what has been read so far.</p>	<p>To make inferences on the basis of what is being said and done.</p> <p>To predict what might happen on the basis of what has been read so far in a text.</p>	<p>To ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives.</p> <p>To justify predictions using evidence from the text.</p>	<p>To draw inferences from characters' feelings, thoughts and motives that justifies their actions, supporting their views with evidence from the text.</p> <p>To justify predictions from details stated and implied.</p>	<p>To draw inferences from characters' feelings, thoughts and motives.</p> <p>To make predictions based on details stated and implied, justifying them in detail with evidence from the text.</p>	<p>To consider different accounts of the same event and to discuss viewpoints (both of authors and of fictional characters).</p> <p>To discuss how characters change and develop through texts by drawing inferences based on indirect clues.</p>
Poetry and Performance	<p>Sing a large repertoire of songs.</p> <p>Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</p> <p>Take part in simple pretend play, using an object to represent something else even though they are not similar.</p> <p>Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc.</p> <p>Remember and sing entire songs.</p> <p>Sing the melodic shape (moving melody, such as up and down</p>	<p>To recite simple poems by heart.</p>	<p>To continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some with appropriate intonation to make the meaning clear.</p>	<p>To prepare and perform poems and play scripts that show some awareness of the audience when reading aloud.</p> <p>To begin to use appropriate intonation and volume when reading aloud.</p>	<p>To recognise and discuss some different forms of poetry (e.g. free verse or narrative poetry).</p> <p>To prepare and perform poems and play scripts with appropriate techniques (intonation, tone, volume and action) to show awareness</p>	<p>To continually show an awareness of audience when reading out loud using intonation, tone, volume and action.</p>	<p>To confidently perform texts (including poems learnt by heart) using a wide range of devices to engage the audience and for effect.</p>



	<p>and down and up) of familiar songs.</p> <p>Create their own songs, or improvise a song around one they know.</p> <p>Engage in story times.</p> <p>Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.</p> <p>Learn rhymes, poems and songs.</p> <p>Sing in a group or on their own, increasingly matching the pitch and following the melody.</p> <p>Develop storylines in their pretend play.</p> <p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>Make use of props and materials when role playing characters in narratives and stories.</p> <p>Invent, adapt and recount narratives and stories with their peers and their teacher.</p> <p>Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time to music.</p>				of the audience when reading aloud.		
Non-Fiction	<p>Engage in non-fiction books.</p> <p>Listen to and talk about selected non-fiction to develop a deep</p>		To recognise that non-fiction books are	To retrieve and record information	To use all of the organisational devices available	To use knowledge of texts and organisation	To retrieve, record and present



	<p>familiarity with new knowledge and vocabulary.</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</p>		<p>often structured in different ways.</p>	<p>from non-fiction texts.</p>	<p>within a non-fiction text to retrieve, record and discuss information.</p> <p>To use dictionaries to check the meaning of words that they have read.</p>	<p>devices to retrieve, record and discuss information from fiction and non-fiction texts.</p>	<p>information from non-fiction texts.</p> <p>To use non-fiction materials for purposeful information retrieval (e.g. in reading history, geography and science textbooks) and in contexts where pupils are genuinely motivated to find out information (e.g. reading information leaflets before a gallery or museum visit or reading a theatre programme or review).</p>
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Vocabulary

	<h3>Key Vocabulary</h3>
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EYFS	Decode Digraph Fairy Story Fiction Fluent	Grapheme Non-Fiction Phoneme Poetry Retell	Retell Segment Sense Split digraph Story Suffix	Traditional Tale Trigraph
Year 1	Blend Explain	Inference Intonation Fiction Non-Fiction Prediction	Sequence	Setting Vocabulary
Year 2	Character	Retrieve	Predict Setting	
Year 3	Comprehension Compare	Playscript Plot Features Feelings	Record Summarise	Volume Thoughts
Year 4	Audience Authorial technique	Free verse Implied Justify	Motive Narrative poetry Presentation	Structure Style Themes
Year 5	Context Cues	Figurative Genre	Metaphor Prediction	Simile Stated



	Contrast	Impact Implied	Retrieval	Tone
Year 6	Account Analogy Deduction	Effect Imagery Inference		Viewpoint