

Evelyn Street Primary School Reading



CORE VALUES:

CHILDREN FIRST

RESILIENCE

PIONEERING

Intended Curriculum

EYFS

Evelyn Street Primary School- Reading progression through EYFS
Literacy- Reading/ Communication and Language/ Expressive Arts and Design

Playing & Exploring - Engagement	Active Learning - Motivation	Creating & Thinking Critically - Thinking
<ul style="list-style-type: none"> Finding out & exploring Playing with what they know Being willing to 'have a go' 	<ul style="list-style-type: none"> Being involved & concentrating Keep on trying Enjoying achieving what they set out to do 	<ul style="list-style-type: none"> Having their own ideas (creative thinking) Making links (building theories) Working with ideas (critical thinking)

ELG - Comprehension

-Demonstrate understanding of what has been read to them by retelling stories & narratives using their own words & recently introduced vocabulary

-Anticipate, where appropriate, key events in stories

-Use & understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes & poems & during role-play

Word Reading

-Say a sound for each letter in the alphabet & at least 10 digraphs

-Read words consistent with their phonic knowledge by sound-blending

-Read aloud simple sentences & books that are consistent with their phonic knowledge including some common exception words

Focus	Decoding	Range of Reading	Familiarity with text	Poetry and performance	Word Meaning	Understanding and Inference	Predication	Discussing Reading
Nursery Skills	<ul style="list-style-type: none"> Understand print has meaning, can have different purposes, we read English text from left to right & from top to bottom, the names of the different parts of books & page sequencing Count or clap syllables in a word Recognise words with the same initial sound Recognises familiar words and signs such as own name, advertising logos and screen icons 	<ul style="list-style-type: none"> Shows interest in illustrations and words in print and digital books and words in the environment Looks at and enjoys print and digital books independently 	<ul style="list-style-type: none"> Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories Begins to be aware of the way stories are structured, and to tell own stories Be able to talk about familiar stories & tell a long story 	<ul style="list-style-type: none"> Spot & suggest rhymes Sings to self and makes up simple songs Creates sounds, movements, drawings to accompany stories Sing a large repertoire of songs 	<ul style="list-style-type: none"> Engage in extended conversations about stories, learning new vocabulary Builds up vocabulary that reflects the breadth of their experiences 	<ul style="list-style-type: none"> Beginning to understand why and how questions Uses talk to explain what is happening 	<ul style="list-style-type: none"> Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories Talks about events and principal characters in stories and suggests how the story might end 	<ul style="list-style-type: none"> Listens to others in one-to-one or small groups, when conversation interests them Listens to familiar stories with increasing attention and recall Be able to express a point of view & to debate when they disagree

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Guiding Principle: "To deliver a first class education through partnership, innovation, school improvement and accountability."

Nursery Knowledge	Autumn All about me/ Families and Celebrations	Spring Traditional Tales/ Growth and Change	Summer People Who Help Us/ Chester Zoo/Knowsley Safari
	<p>Can point to the words and the pictures in a book. Tracks print with their fingers. Can join in with the repeating refrains in text -'Brown Bear Brown Bear', 'Polar Bear, Polar Bear' and 'Owl Babies' Can sequence a story using visual images. Can continue a rhyme and match rhyming words together Listen to stories and answer simple questions.</p>	<p>Can read their name Can groups words/objects with the same initial sounds Can sequence events from familiar traditional tales Can name the characters and differentiate between good and bad characters Can use the words 'beginning', 'middle' and 'end' to describe story structure. Can answer 'who', 'what' and 'why' questions.</p>	<p>Can predict what might happen next in stories Understands the key part/components of a book- Title, Author, front cover, back cover. Can clap and count syllables in words. Can 'read' an unfamiliar text independently by the use of images. Can read all single set 1 sounds (RWInc)</p>
<p>Children to be exposed to key vocabulary and quality texts within all areas of the provision. Children will become familiar with text structure, characters and key vocabulary through well planned continuous provision all linked to a quality key text. There will be a balance of fiction and non-fictions texts used to support learning. Children will have daily literacy inputs and daily phonics inputs where concepts about print and book handling skills will be modelled. Reading will take high priority across provision.</p>			

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Literacy- Reading/ Communication and Language/ Expressive Arts and Design**

Active Learning - Motivation	Active Learning - Motivation	Creating & Thinking Critically - Thinking
<ul style="list-style-type: none"> • Being involved & concentrating • Keep on trying • Enjoying achieving what they set out to do 	<ul style="list-style-type: none"> • Being involved & concentrating • Keep on trying • Enjoying achieving what they set out to do 	<ul style="list-style-type: none"> • Having their own ideas (creative thinking) • Making links (building theories) • Working with ideas (critical thinking)

ELG Comprehension

- Demonstrate understanding of what has been read to them by retelling stories & narratives using their own words & recently introduced vocabulary
- Anticipate, where appropriate, key events in stories
- Use & understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes & poems & during role-play

Word Reading

- Say a sound of each letter in the alphabet & at least 10 digraphs
- Read words consistent with their phonic knowledge by sound-blending
- Read aloud simple sentences & books that are consistent with their phonic knowledge including some common exception words

Focus	Decoding	Range of Reading	Familiarity with text	Poetry and performance	Word Meaning	Understanding and Inference	Predication	Discussing Reading
Reception Skills	<ul style="list-style-type: none"> • Read individual letters by saying the sounds for them • Blend sounds into words, so that they can read short words made up of known letter-sound correspondences • Read some letter groups that each represent one sound & say sounds for them • Read simple phrases & sentences made up of words with known letter-sound correspondences & a few exception words 	<ul style="list-style-type: none"> • Enjoys an increasing range of print & digital books, both fiction and non-fiction • Knows that information can be retrieved from books, computers & mobile digital devices 	<ul style="list-style-type: none"> • Describes main story settings, events & principal characters in increasing detail 	<ul style="list-style-type: none"> • Re-enacts and reinvents stories / poems they have heard in their play • Beginning to understand humour, e.g. nonsense rhymes • Uses combinations of art forms, e.g. moving and singing, making and dramatic play 	<ul style="list-style-type: none"> • Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words 	<ul style="list-style-type: none"> • Engages with books & other reading materials at an increasingly deeper level, & their knowledge of language structure, subject knowledge & illustrations to interpret the text • Uses talk to organise, sequence & clarify thinking, ideas, feelings and events • Give explanation of why events happened in a story 	<ul style="list-style-type: none"> • Understands a range of complex sentence structures including negatives, plurals and tense markers 	<ul style="list-style-type: none"> • Is able to recall & discuss stories or information that has been read to them, or they have read themselves • Listens & responds to ideas expressed by others in conversation or discussion • Understands questions such as who; why; when; where and how • Links statements & sticks to a main theme or intention

Reception Knowledge	Autumn	Spring	Summer 1
	Autumn and Seasons/ Celebrations	Animals/Lifecycles	Minibeasts/Occupations
	To be able to read all of the set 1 and set 2 sounds from RWInc Can read CVC words that match their phonetic ability\ Can read a range of HF words matched to phonic ability Can describe a setting and a character within a story. Can re-enact a story using puppets to take on the role. Can give their opinion on a story and make a prediction about what might happen next.	Can find the correct page in a book by following the contents page. Understands the difference between fiction and non-fiction text. Can read simple sentences Can match captions to pictures. Can read an increasing range of HF words Can sequence a story into beginning, middle and end.	Can read a range of nonsense words, matched to phonic sounds. Are secure up to set 3 of RWInc sounds. Can read aloud simple sentences by decoding phonetically regular words and sight ready HF words. Can answer 'who', 'why', 'where' and 'what' questions based on a key text. Can explain the differences between two different stories. Can explain the meaning of new vocabulary in the context in which it was read.

Word Reading			Comprehension
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Children to be exposed to key vocabulary and quality texts within all areas of the provision. Children will become familiar with text structure, characters and key vocabulary through well planned continuous provision all linked to a quality key text. There will be a balance of fiction and non-fictions texts used to support learning. Children will have daily literacy inputs and daily phonics inputs where concepts about print and book handling skills will be modelled. Reading will take high priority across provision.

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Intended Curriculum

Key Stage 1 & Key Stage 2

YEAR 1	Working Within	Focusing	Securing
<p>WORD RECOGNITION</p>	<ul style="list-style-type: none"> • Building a bank of phoneme/grapheme knowledge and beginning to apply as a route to decode words. • Responds with correct sounds to graphemes for a growing number of phonemes and is becoming aware of alternative sounds for graphemes. • Some awareness of errors in reading and acquiring skills for self-correction. • Beginning to blend sounds in words that are unknown or not read before in reading texts containing GPCs that have been taught. • Growing bank of common exception words read accurately. • Attempting to read words of more than one syllable that contain taught GPCs. • Awareness of a range of punctuation in texts. • Reads books with growing accuracy and fluency matched to their phonic knowledge. • Re-read books to practise growing reading skills, including decoding. 	<ul style="list-style-type: none"> • Beginning to apply phoneme/grapheme knowledge when reading. • Responds with the correct sound to graphemes (letters or groups of letters) for all phonemes taught, including, where applicable, alternative sounds for graphemes. • Some self-corrections made during reading. • Reading accurately by blending sounds in unfamiliar words containing GPCs that have been taught. • Reads many common exception words read accurately and developing awareness of the unusual correspondences between spelling and sound and where they occur in the word. • Beginning to read some words of more than one syllable that contain taught GPCs. • Notices a range of punctuation in texts and awareness of apostrophe in some words, as they appear in texts. • Reads books, with growing accuracy and fluency, which are consistent with their phonic knowledge. • Re-read books to build up fluency and confidence in word reading. 	<ul style="list-style-type: none"> • Applies phoneme/grapheme knowledge when reading. • Decoding has become embedded and reading is becoming fluent. • Responds speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes • Reading accurately by blending sounds in unfamiliar words containing GPCs that have been taught. (Growing awareness of using blending with GPCs not yet taught and recognition of alternative sounds for graphemes) • Self corrects during reading using different strategies. • Reads year 1 common exception words, noting unusual correspondences between spelling and sound and where these occur in the word. • Reads words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings. • Reads other words of more than one syllable that contain taught GPCs. • Reads words with contractions -for example, I’m, I’ll, we’ll, - and understand that the apostrophe represents the omitted letter(s) and other punctuation. • Reads a variety of texts with fluency and

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			confidence (Knowledge of layout/dialogue/simple genre)
LANGUAGE COMPREHENSION	<ul style="list-style-type: none"> Listens to a wide range of poems, stories and non-fiction at a level beyond that which can be read independently. Beginning to relate what they have read or heard to their own experiences. Becoming familiar with key stories, fairy stories and traditional tales, recognising and joining in with predictable phrases. Be able to talk about them using pictures to support. Recognises that additional information may be contained in illustrations and diagrams. Familiar with simple rhymes and poems. Building up a bank of vocabulary and understand their meaning. Knows that information can be retrieved from books and other texts. Awareness of relationships between texts. 	<ul style="list-style-type: none"> Listens to and responds to a wide range of poems, stories and non-fiction at a level beyond that which can be read independently. Able to relate what they have read independently and what they have heard to their own experiences. Familiar with key stories, including traditional tales and learning to appreciate rhymes and poems. Be able to recite some simple poems by heart. Retells stories and developing knowledge of their particular characteristics Discusses word meanings, linking new meanings to those already known. Make simple deductions with help and prompts and makes predictions with more detail. 	<ul style="list-style-type: none"> Listens to, responds and discusses a wide range of poems, stories and non-fiction at a level beyond that which can be read independently. Draws on what they already know(own experiences) or on background information and vocabulary provided by the teacher. Knows about different genres such as traditional tales, fiction and simple non-fiction. Able to recite simple poems out loud. Reads and understands new vocabulary and its meaning. Able to make predictions on what has been read so far and can explain, showing understanding of what is being read or read to them. Make simple deductions with some helps and prompts Developing an opinion on aspects of the texts read, commenting on interesting or enjoyable parts. Beginning to make inferences based on what is said and done.

YEAR 2	Working Within	Focusing	Securing
WORD RECOGNITION	<ul style="list-style-type: none"> Apply phonic knowledge and skills as the route to decode words and uses it to sound out unfamiliar words. Consolidating the GPCs and the common exception words taught in year 1. Read some year 2 common exception words Consolidating reading of words ending in –s, –es, –ing, –ed, –er and –est endings. Read other words of more than one syllable that contain taught GPCs Read words with contractions, and is beginning to understand that the apostrophe 	<ul style="list-style-type: none"> Decoding has become embedded and reading is increasingly fluent, with less overt sounding and blending. Reads words containing common suffixes including -ing, -ed, -est, -ment, -ness, -ful, -ly Reads accurately words of two or more syllables that contain the same graphemes. Read words with contractions, and understands that the apostrophe represents the omitted letter(s) Reads many year 2 common exception words. Self-correcting during reading is independent. 	<ul style="list-style-type: none"> Reads most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered. Able to apply strategies to unknown words. Identifies a growing bank of words with contractions, knows what the apostrophe represents and reads accurately. Able to read fluently and accurately words containing two or more syllables that contain same graphemes. Read year 2 common exception words accurately.

	<p>represents the omitted letter(s)</p> <ul style="list-style-type: none"> • 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. • Re-read these books to build up their fluency and confidence in word reading. • Self-correcting evident in reading. 		<ul style="list-style-type: none"> • Reads further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word. • Self-correcting and re-reading to confirm meaning used independently in reading.
LANGUAGE COMPREHENSION	<ul style="list-style-type: none"> • Answers and asks questions about the texts that they listen to and those they read independently. • Participates in discussion about books, poems and other works that are read to them and those that they can read for themselves. Listening to what others say. • Able to identify the difference between fiction and non-fiction texts. • Is able to discuss 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. • Discusses favourite words and phrases (after identifying them in texts) • Beginning to understand the meaning and use of new vocabulary. • Able to recite simple poems out loud. • Makes simple inferences and predictions. • Beginning to make links between the texts that are read. 	<ul style="list-style-type: none"> • Introduced to non-fiction books that are structured in different ways and growing awareness of the different formats. • Discusses how items of information and the sequence of events in books are related. • Recognises simple recurring literary language in stories and poetry. • Discusses and clarifies the meanings of words, linking new meanings to known vocabulary • Continues to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear. • Understands both the books that they can already read accurately and fluently and those that they listen to. • Answer questions and makes some inferences. • Make a plausible prediction about what might happen on the basis of what has been read so far. • Check their reading makes sense to them, correcting any inaccurate reading. • Making links between the texts being read and listened to. 	<ul style="list-style-type: none"> • Listens to, discusses and expresses 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 • Has knowledge of non-fiction texts and how they can be read and used to obtain information. • Knows that the sequence of events and information in texts are related and is able to discuss them. • Discusses and clarifies the meanings of words, linking new meanings to known vocabulary • Has a repertoire of poems learnt by heart, (appropriate to their age) appreciating these and reciting some, with appropriate intonation to make the meaning clear. • Understands both the books that they can already read accurately and fluently and those that they listen to. • Can ask and answer questions and makes inferences on the basis of what is being said and done. • Make predictions about what might happen on the basis of what has been read so far. • Checks that the text makes sense to them as they read and can correct inaccurate reading. Can draw on what they already know or on background information/vocabulary provided by teacher. • Makes links with the texts being read.

YEAR 3	Working Within	Focusing	Securing
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<p>WORD RECOGNITION</p>	<ul style="list-style-type: none"> • Can read words comprising the year 2 GPCs accurately and speedily. • Reads with reasonable fluency and accuracy but may be hesitant around more complex words. • Able to self-monitor reading and self-correct errors they are aware of. • Developing knowledge of root words, prefixes and suffixes both to read aloud and to understanding the meaning of new words that they meet. • Understands syllable boundaries and how to read each syllable separately before combining them to read the word. • Can read silently most of the time. • Intonation and expression is being used more confidently.(story telling voice) 	<ul style="list-style-type: none"> • Reading is fluent and attempts complex words with growing knowledge of strategies. • When reading texts, pays attention to a wide range of punctuation evident in texts. • Self-monitoring reading and self-correcting as they read, if needed. • Applies growing knowledge of root words, prefixes and suffixes both to read aloud and to understand the meaning of new words they meet. • Tries out different pronunciations of longer words and identifies correct pronunciation in context of their reading. • Reads many common exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. • Reads silently and engages with the text appropriately, using strategies to establish meaning. • Story telling voice established when reading 	<ul style="list-style-type: none"> • Reading is fluent and accurate on a wide range of texts. • Able to identify punctuation and read correctly, paying attention to its use. • Self-correcting embedded during reading. • Able to read root words, prefixes and suffixes to read aloud and to understand the meaning of new words they meet. • Reads all year 3 common exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. • Chooses and uses a widening range of text types appropriately • Reads independently and silently, monitoring precise meaning and adjusting speed of reading to suit material. • Chooses to read silently in independent reading sessions and is absorbed in the text. • Expression used confidently in reading and use of appropriate voices for characters and emotions.
<p>LANGUAGE COMPREHENSION</p>	<ul style="list-style-type: none"> • Developing a positive attitude to reading, and a growing understanding of what they read, by listening a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. • Beginning to read for different purposes. • Can recognise the main differences between fiction and non-fiction texts. • Developing understanding of how to use dictionaries to check meaning of new vocabulary that they have read. • Uses non-fiction text to retrieve information. • Explains some likes and dislikes, beginning to refer to elements in the text. • Can comment on links with own life experiences. • Beginning to ask questions independently to improve understanding. • Listens to and reads simple poems. Being introduced to different types of poetry. 	<ul style="list-style-type: none"> • Has a positive attitude to reading, and an understanding of what they read, by listening to and responding to a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. • Uses experience of reading a variety of material to recognise text type or texts structured in different ways. • Growing confidence when reading texts that are structured in different ways. • Beginning to read for a range of purposes. • Knows the difference between fiction and non-fiction texts and the different features they have. • Checks that texts make sense to them, discussing their understanding and explaining the meaning of words in context. • Can use a dictionary to check the meaning of new vocabulary that they have read. • Can use non-fiction texts to retrieve and record information. • Can identify and use the basic features of a non-fiction text, including indexes and 	<ul style="list-style-type: none"> • Has a positive attitude to reading, and an understanding of what they read, by listening to, responding to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. • Reads books confidently that are structured in different ways and is aware of the differences between different text types. • Reads for a range of purposes. • Is able to identify fiction and non-fiction texts and can identify the similarities and differences between the texts. • Can extract information from non-fiction using the features of non-fiction texts, including blurbs, indexes, glossaries and chapters. Knows that information also comes from illustrations and diagrams. • Recalls main elements of text content accurately in response to questions – sometimes including evidence from the text. • Able to develop further understanding of texts by asking questions about contents of texts. • Makes predictions from details stated and

		<p>glossaries. Knows that information can come from diagrams and illustrations.</p> <ul style="list-style-type: none"> • Asks questions independently to develop their understanding of texts they are reading. • Can make sensible predictions and can simply infer from details stated and implied in texts. • Can listen to, read and identify different types of poetry. Growing confidence when performing poems out loud to an audience. 	<p>implied and can infer from text read (Identifies evidence in text to support inferences and predictions)</p> <ul style="list-style-type: none"> • Reads and recites different types of poetry and can perform them showing some understanding through intonation and tone.
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YEAR 4	Working Within	Focusing	Securing
WORD RECOGNITION	<ul style="list-style-type: none"> • Reads some year 4 common exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. • Beginning to use knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in the curriculum, both to read aloud and to understand the meaning of new words met. • Reads with increasing accuracy and fluency, though may still hesitate over unfamiliar words. Reading uses phrasing and intonation and a growing understanding of the grammatical complex sentences and punctuation used in reading. • Awareness of the listener, when reading aloud and is using pace, emphasis and pauses to entertain the reader. • Knows how to work out the pronunciation of homophones using the context of the sentence. • Concentrates on reading for longer periods and can persevere with longer texts. 	<ul style="list-style-type: none"> • Reads many year 4 common expectation words, identifying the correspondence between spelling and sound, and where these occur in the word. • Uses knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in the curriculum, both to read aloud and to understand the meaning of new words met. • Reads with some phrasing and intonation by using grammatical knowledge of complex sentences and a range of punctuation. • When reading aloud knows purpose for reading and the needs of the audience. • Reads books that are structured in different ways and reading for a range of purposes. 	<ul style="list-style-type: none"> • Reads all year 4 common exception words fluently. Knows the unusual sound and letter correspondence. • Reads with appropriate phrasing and intonation by using grammatical knowledge of complex sentences and a range of punctuation. • Reading is accurate and fluent. • Confidently uses knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in the curriculum, both to read aloud and to understand the meaning of new words met. • Reads a wide range of text types, including books structured in different ways and for different purposes. Sustained concentration with longer texts.
LANGUAGE COMPREHENSION	<ul style="list-style-type: none"> • Listens to a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. • Checks that the text makes sense to them, discussing their understanding of the meaning of words in context. • Beginning to use a dictionary to check meaning of words. • Understanding of texts increased by asking 	<ul style="list-style-type: none"> • Listens to a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks and can join in with discussions about books they have read independently and those that have are read to them. • Checks that the text makes sense to them, discussing their understanding of words in context. • Uses dictionaries to check meaning of new vocabulary and phrases. • Asks questions to improve their understanding of a 	<ul style="list-style-type: none"> • Checks that the text makes sense to them, discussing their understanding and explaining the meaning of words in context. • Uses dictionaries and thesauruses to check meaning of new vocabulary and phrases. • Will ask a range of questions to further develop understanding of texts being read or listened to. • Recognises a variety of forms of poetry.

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	<p>questions</p> <ul style="list-style-type: none"> • Reads different types of poetry and can perform them showing some understanding through intonation and tone. • Can perform poems with increasing confidence • Can retrieve and record information from non-fiction texts, using the features of the text, such as indexes, glossaries and subheadings to assist. • When reading will make comments about words/phrases that capture interest and imagination. • Identifies main ideas drawn from more than one paragraph and is developing concise summarising skills. • Can draw simple inferences about characters feelings and thoughts in texts. • Beginning to understand more about thoughts and motives of characters from the text. • Makes predictions from details stated and implied. 	<p>text</p> <ul style="list-style-type: none"> • Recognises some different forms of poetry. • Performs poems with intonation and phrasing and demonstrates understanding of poems read. • Participates and able to read play-scripts. • Retrieves and records information from non-fiction texts using the features of non-fiction texts and makes links with learning. • Knows that information can come from a variety of sources such as charts, diagrams and illustrations. • Participates in discussion about books that are read to them and those they can read for themselves. • Discusses words and phrases that capture the reader's interest and imagination and beginning to use them independently. • More confident in identifying themes and conventions in a wide range of books. • Can draw inferences such as inferring characters' feelings, thoughts and motives from their actions and support with evidence. • Can make predictions from details stated and implied. Can support predictions with information from texts. • Identifies information from more than one paragraph and can summarise these. 	<ul style="list-style-type: none"> • Performs poems with intonation, pauses and phrasing and demonstrates understanding of poems read. • Participates and able to read/perform play-scripts. • Retrieves and records information from non-fiction texts using the features of non-fiction texts and makes links with learning and prior knowledge. • Knows that information can come from a variety of sources such as charts, diagrams and illustrations and can interpret these sources. • Discusses words and phrases that capture the reader's interest and imagination and beginning to use them independently. Evidence of these can be seen in independent work. • Confidently able to identify different themes and conventions in a variety of texts that are read. • Can draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and can justify these inferences with evidence from the texts read. • Can make predictions from details stated and implied. Can support predictions with information from texts and justify opinions. • Able to summarise ideas from more than one paragraph (longer/complex texts) • Identifies how language, structure, and presentation contribute to meaning
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YEAR 5	Working Within	Focusing	Securing
WORD RECOGNITION	<ul style="list-style-type: none"> • Reading is generally accurate and fluent. • Uses voice and language to engage the reader and aware of their audience • Tackles challenging texts with increasing accuracy and increasing confidence. • Has an understanding of grammatical 	<ul style="list-style-type: none"> • Reading is accurate and fluent and with appropriate expression, especially when using direct speech. Voice is used appropriately to give full meaning to the text. • Awareness of audience when reading aloud and the purpose of reading. 	<ul style="list-style-type: none"> • Reading is confident, fluent and accurate. • Reads aloud using intonation, pace, tone and expression appropriately. • Aware of different audiences and the purposes for reading. • Understands different sentence structures and

	<p>sentences and punctuation when reading and how they must be used in reading.</p> <ul style="list-style-type: none"> Starts to apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1. Will attempt to independently solve and self correct unfamiliar words that they met in reading. Re-reads to confirm meaning. 	<ul style="list-style-type: none"> Tackles unfamiliar and challenging texts with accuracy and confidence. Good understanding of sentence structures and range of punctuation when reading and knows how they affect reading. Applies 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. Self corrects whilst reading and rereads to confirm meaning and accuracy. 	<p>range of punctuation when reading and knows how they affect reading.</p> <ul style="list-style-type: none"> Reads more challenging, unfamiliar and complex texts confidently. Confidently and consistently applies 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. Self corrects rapidly whilst reading and rereads to confirm meaning and accuracy.
<p>LANGUAGE COMPREHENSION</p>	<ul style="list-style-type: none"> Continuing to read and discuss a range of fiction, poetry, plays, non-fiction and reference books or textbooks. Becoming increasingly familiar with a variety of books including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions. Awareness that books are structured in different ways and is able to select texts and read for a variety of purposes. Starts to make recommendations about a book that they have read. Can make comparisons within books. Can practise poems and plays to read aloud and to perform, demonstrating some understanding of their meaning. When talking about texts can use their own words. Can draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and can justify these inferences with evidence from the texts read. Can make predictions from details stated and implied. Can support predictions with information from texts and justify any opinions. 	<ul style="list-style-type: none"> Continues to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks Is familiar with a variety of books including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions. Knows books are structured in different ways and is able to select texts and read for a variety of purposes. Will make a recommendation about a book that they have read and can give reasons for their choices. Is able to make comparisons within books and beginning to make comparisons across different books. Preparing poems and plays to read aloud and to perform, demonstrating understanding through intonation, tone and volume. Begins to respond with empathy to elements of fiction and poetry Beginning to recognise that there may be a deeper meaning, or theme, underlying the plot of a text that they have read. Is able to express understanding of texts in own words rather than just repeating the text. i. Can draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. Is beginning to use quotes from the texts to support information. Makes predictions of what might happen from details stated and those that are implied. Is able to summarise concisely the main ideas drawn from more than 1 paragraph. Is becoming more aware of how authorial style and the 	<ul style="list-style-type: none"> Continues to read, discuss and understand an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks Has knowledge of different types of books including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions. Knows that books are structured in different ways and can select texts based on this and read for different purposes. Readily makes recommendations about a book that they have read and can give reasons for their choices. Can confidently make comparisons within books and across different books. Preparing poems and plays to read aloud and to perform, demonstrating understanding through intonation, tone and volume so that the meaning is clear to an audience. Able to check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context. Able to independently use resources to confirm meaning of any unfamiliar words. i. Will ask questions to improve their understanding. i. Able to answer questions about texts, with increasing and relevant detail. v. Can draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. Can quote from the texts. Confidently articulates predictions of what might happen from details stated and those that are implied and inferred. Is able to summarise concisely the main ideas

		<p>language used in texts can affect the reading and understanding of a text.</p> <ul style="list-style-type: none"> • Can give an opinion on a text and explain why they have given this opinion. • Uses non-fiction to retrieve, record and present information. • Participates 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>drawn from more than 1 paragraph and longer texts that are read.</p> <ul style="list-style-type: none"> • Can discuss and explain how authors have used language, including figurative language to create effects on the reader and they can consider/understand the impact on the reader. • Is able to distinguish between statements of fact and opinion. • Uses non-fiction to retrieve, record and present information. • Can present their understanding of texts they have read through formal presentations and debates, always maintaining a focus on the topic. They can use notes to support their presentations.
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YEAR 6	Working Within	Focusing	Securing
WORD RECOGNITION	<ul style="list-style-type: none"> • Reading is confident, fluent and accurate. • Reads aloud using intonation, pace, tone and expression appropriately. • Aware of different audiences and the purposes for reading. • Understands different sentence structures and range of punctuation when reading and knows how they affect reading. • Beginning to read more challenging, unfamiliar and complex texts confidently. • Independently self corrects rapidly whilst reading and rereads to confirm meaning and accuracy. • Demonstrates enthusiasm and engagement in reading. 	<ul style="list-style-type: none"> • Reading is confident, fluent, accurate and automatic. • Reads aloud using intonation, pace, tone and expression appropriately. Uses voice and language to engage the reader/audience. • Knowledgeable about audiences and the purposes for reading. • Uses appropriate phrasing and intonation by applying grammatical knowledge of complex sentences, punctuation, and other grammatical forms in texts. • Has an enthusiasm for reading and reads for pleasure • Will attempt challenging/unfamiliar texts with increasing confidence. • Uses reading to inform speaking and writing vocabulary. 	<ul style="list-style-type: none"> • Reading is confident, fluent and accurate and effortless. • Knowledgeable about the purposes of reading and different audiences and can easily adapt reading to suit need and audience. • Has a enthusiasm for reading and readily attempts and tackles unfamiliar/challenging texts confidently. • Conscious use of reading to inform and further extend vocabulary. • Demonstrates a sense of involvement and personal response (which they can discuss) to texts when reading independently, aloud or silently.
LANGUAGE COMPREHENSION	<ul style="list-style-type: none"> • Reads and discusses an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. • Has knowledge of different types of books including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions. • Knows that books are structured in different 	<ul style="list-style-type: none"> • Reads, discusses and compares a wide range of genres including myths, legends, traditional stories, modern fiction, fiction from our literary heritage and books from other cultures and traditions. Knowledgeable about the different text types. • Informed recommendations made to peers and others about a variety of different texts. 	<ul style="list-style-type: none"> • Reads, discusses, compares and evaluates a wide range of genres including myths, legends, traditional stories, modern fiction, fiction from our literary heritage and books from other cultures and traditions. Will select a variety of books to read for pleasure. • Knowledgeable about different text types and can select from a range of texts to read for

	<p>ways and can select texts based on this and read for different purposes.</p> <ul style="list-style-type: none"> • Starts to make recommendations about a book that they have read and can give reasons for their choices. • Can make comparisons within books and across different books. • Knows about different forms of poetry and knows some poems by heart, which they can read aloud. • Able to check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context. • Will ask questions to improve their understanding of a range of different texts. • Able to answer questions about texts, with increasing and relevant detail included in answers. • Can draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. Can quote directly from the texts. • Makes predictions of what might happen from details stated and those that are implied. • Is able to summarise concisely the main ideas drawn from more than 1 paragraph and longer texts that are read. • Can identify key details that support the main ideas. • Is able to use skimming and scanning techniques to obtain information/detail from texts. • Can discuss and explain how authors have used language, including figurative language to create effects on the reader and they can consider/understand the impact on the reader. • Is able to distinguish between statements of fact and opinion. • Can give an opinion and use evidence to support and justify their opinion. • Uses non-fiction to retrieve, record and present information. • Participates confidently 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 	<ul style="list-style-type: none"> • Knows about different authors and genre of their books and can give recommendations based on their own reading and preferences. • Knows about different forms of poetry and knows an increasing range of poems by heart, which they can read aloud. • Able to check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context. Able to use resources to confirm meaning of any unfamiliar words. • Will ask and answer questions to further develop a deeper understanding of texts. • Able to draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. Can use indirect clues and quote directly from the texts. • Makes informed predictions of what might happen from details stated and those that are implied. Can make predictions on different elements of text, such as information about the character, plot and settings. • Can summarise/paraphrase evidence accurately from whole texts and information sources. Uses skimming and scanning confidently to obtain information/relevant details from texts and support answers. • Can discuss, identify and explain how authors have used language, including figurative language to create effects on the reader and they can understand the impact on the reader and reasons for choice. • Can give detailed and well justified opinions and can support their opinions confidently with evidence. • Uses non-fiction for purposeful information retrieval. Can make informal notes or formal presentations about the information retrieved. • Can present information in different formats for different audiences. • Can present their understanding of texts they have read through formal presentations and debates, always maintaining a focus on the topic. • Participates confidently in and can lead 	<p>pleasure.</p> <ul style="list-style-type: none"> • Has Knowledge of authors and genres and can recommend based on their reading, experiences and preferences. Able to make links between different authors and types of books. • Knows about different forms of poetry and knows an increasing range of poems by heart, which they can read aloud. • Able to check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context. Able to use resources to confirm meaning of any unfamiliar words. • Will ask and answer more complex questions about texts. Concise information included in answers. • Able to draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. Can use/combine relevant words and phrases from one than one text/source of information to support answers. • Makes informed predictions of what might happened from details stated and those that are implied. Is able to categorise predictions as likely or unlikely based on what has been read or discussed so far. • Can summarise/paraphrase evidence accurately from whole texts/ information sources and a range of texts. • Can summarise in different ways for different audiences and purposes. • Appropriately/confidently selects and applies skimming and scanning skills to obtain information/relevant details from different texts across the curriculum. • Knows the difference between statements of fact and opinion. Has an awareness of how these can be used by writers to influence/effect the reader. • Can give detailed and well justified opinions and can support their opinions confidently with evidence. Can offer both praise and criticism appropriately. • Uses non-fiction for purposeful information retrieval. Can make informal notes or formal
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CORE VALUES:

CHILDREN FIRST

RESILIENCE

PIONEERING

	<p>courteously.</p> <ul style="list-style-type: none"> • Can present their understanding of texts they have read through formal presentations and debates, always maintaining a focus on the topic. They can use notes to support their presentations 	<p>discussions about books that are read to them and those they can read for themselves.</p>	<p>presentations about the information retrieved.</p> <ul style="list-style-type: none"> • Can identify different structural organisers and make comparisons across different texts. Uses these to present information in different formats for different audiences. • Can present their understanding of texts they have read through formal presentations and debates, always maintaining a focus on the topic. • Participates confidently in and can lead 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.
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