



Reading at Peters Hill

Intent

At Peters Hill Primary School, reading is at the heart of everything we do. It is our intent that children will read regularly for pleasure, information and to enrich their knowledge, whilst recognising bias and misinformation on digital and global platforms. We prioritise phonics and early reading, understanding that reading unlocks the majority of other curriculum subjects for children and enables an independence and curiosity in the world around them. Our reading pathways demonstrate our underlying principles of Ambition, Belief, Compassion, Pride and Respect. It is our determined focus to ensure that children are motivated and challenged to continually extend and expand reading skills, which will broaden their understanding of the world around them.



Research

A SUMMARY OF THE Ofsted English Research Review



Foundational Knowledge

English involves teaching how to speak, read and write as well as using these modalities to learn. It is important to teach children the explicit knowledge required for pupils to effectively use these modalities to learn successfully. Knowledge in one domain, such as vocabulary, can be used across the others.

Spoken Language in EYFS and KS1

Developing spoken language - including and especially vocabulary - is essential for the academic progress of all children. Children with a language gap are 4 times more likely to be struggling readers as adults. Addressing the word gap in EYFS and KS1 can help disadvantaged children develop their vocabulary more quickly.



Literacy in EYFS and KS1

Children should begin learning to read and write words in Reception, as part of their phonics teaching. Decoding and transcription should remain a priority in KS1 and above for older pupils who have not mastered the content of this early stage. Alongside this focus, language can be developed through a language-rich environment e.g. stories, discussions and poems.

Phonics in EYFS and KS1

Daily systematic synthetic phonics, introduced before age 6, leads to a quicker start in early reading and spelling. Direct instruction benefits all children, particularly those from disadvantaged backgrounds and those with reading difficulties. It should be a school priority to intervene with children who are having difficulties. Smaller group and 11 sessions with highly-trained adults can support such children who struggle.



Decodable Books

Decodable books allow children to practise applying their phonics knowledge. They are consistent with the phonics knowledge children currently possess and do not require other strategies to work out how to read words. They are one part of the reading provision; it is important that children hear, share and discuss a wide range of high-quality (non-decodable) books as well, but these will come from being read to.

Fluency in EYFS and KS1

It is a priority for children to achieve fluency in the early stages of learning to read. This means that they can read with sufficient accuracy and speed. Fluency frees up children's working memory which will allow them to focus on comprehension. Repeated practice is an effective way of developing fluency.



Assessment of Early Reading Skills

There should be ongoing assessment of children's phonic knowledge to identify pupils who need intervention. Prompt intervention is the most effective form of intervention as it allows pupils to keep up with their peers and to have full access to the curriculum. A focus on struggling readers' knowledge should be a priority for both primary and secondary schools.

Writing in EYFS and KS1

Writing involves both transcription and composition. Transcription skills include spelling and handwriting. These should be the focus for writing in the early stages of primary. Dictated sentences can be useful for pupils to practise applying these skills so that their working memory doesn't become overloaded by the demands of composition.



Spelling in EYFS and KS1

Spelling and decoding are reversible processes. Children should practise their segmenting skills through spelling words for which they have learned the required grapheme-phoneme correspondences. Children should also learn to spell words from the common exception lists. Learning how to spell words benefits both writing and reading, as both processes call upon the same representation.

Handwriting

Handwriting requires effort and attention, as well as suitable motor skills. Children become better at handwriting through repeated practice of accurate letter formation. Formally teaching handwriting need not begin before Reception but children should know how to hold a pencil - the tripod grip for almost all cases - before the end of EYFS. Unjoined handwriting should be the first step before joins are introduced once fluency has been achieved.



Spoken Language - Oracy

A strong command of spoken language is an important goal of the curriculum. Spoken language skills correlate with academic outcomes, social development and emotional development. There should be clearly planned provision for developing pupils' spoken language across the curriculum progressing into teaching elements of rhetoric as pupils become more sophisticated. Pupils should have frequent opportunity for both 'exploratory' and 'presentational' talk.

Reading - Comprehension

Skilled reading requires accurate, speedy word reading and good language comprehension. All pupils need to be taught a broad and balanced curriculum that will allow them to comprehend increasingly challenging texts. The three factors which underpin comprehension include: knowledge, processes, and general cognitive resources.



Reading - Knowledge

Reading comprehension requires knowledge of vocabulary, context, syntax and narrative structure, as well as the capacity to read fluently. It is difficult to separate the knowledge used in comprehension but teachers can consider what knowledge might be necessary for pupils to understand a given text, in trying to identify the component knowledge they need to teach. The vast range of knowledge and factors which affect comprehension mean that text complexity cannot be measured on semantics and syntax alone.

Reading - Vocabulary

Vocabulary is important for comprehension, and children will encounter most vocabulary through reading. Pupils of all ages will acquire vocabulary through repeated encounters in texts, but some vocabulary is worth teaching explicitly. This 'Tier 2' vocabulary should be taught in simple ways and teachers should consider the usefulness of the words they teach. When teaching vocabulary, it is more effective to focus on examples of usage rather than providing definitions. Teaching about morphology also benefits both spelling and comprehension.



Reading - Contextual Knowledge

Those with a stronger background knowledge of what they read have better comprehension than those who have less knowledge. Weaker readers tend to have less relevant knowledge than their peers. Teaching should provide the relevant contextual knowledge that pupils will need for adequate comprehension. Children also build their contextual knowledge through reading.



Reading - Knowledge of Structures

Children should be taught knowledge of narrative structures as their comprehension is affected by how familiar they are with the type and structure of the text they are reading. This means that an effective curriculum provides a broad range of different text types and structures. People need to understand more than just the definition of terms such as setting and plot for this knowledge to be meaningful.



Reading - Syntax Knowledge

Knowledge of different sentence structures enables pupils to read with accuracy and sufficient speed for fluency. Pupils need to understand whole sentences, and the relationships between sentences, as well as the meaning of individual words within sentences. They should also be taught how to recognise referents. Through reading ambitious texts to pupils, teachers can prepare them to read challenging sentence structures in their independent reading.

Reading - Prosody

Prosody is the reading aloud of a text with an understanding of the possible and intended rhythm, phrasing, expressiveness and stress of sentences. It connects pupils' knowledge of written sounds and words with spoken language, allowing children to read with meaning. Prosody can be used to show how pupils can resolve ambiguity in wording or phrasing.



Teaching Reading Fluency

Exposure to text, including listening to stories, is the most important factor in explaining variation in pupils' fluency. One of the most effective ways of improving fluency is through repeated readings of texts. Reading along to a text being read aloud is an effective way of developing fluency, although it is less effective for comprehension due to demands on working memory. Discussing wording before reading can also support fluency, as can opportunities to perform and read aloud.

Teaching Comprehension

The significant processes involved in comprehension happen automatically. Skilful readers unconsciously apply a range of strategies to find the meaning of texts. Teaching comprehension strategies to pupils can be effective if they use them less readily but such teaching is time-limited. Effective teaching might focus children on developing meaning as they read, and monitoring their comprehension. However, teaching general comprehension 'skills' is unlikely to be effective due to the knowledge affecting comprehension being the most significant factor.



Reading for Pleasure

There is a strong correlation between engagement and attainment in reading. Challenging texts should not be avoided in the effort to promote reading for pleasure. Any initiatives to increase reading for pleasure should not reduce curriculum time and energy away from reading itself. When children experience early success with reading, they are more likely to read for pleasure. Teachers' knowledge of texts and effective pedagogy is important for developing reading for pleasure in schools.

Writing - Transcription

Pupils' working memory can be overloaded if transcription skills are not fluent, which means that sufficient curriculum time should be provided for pupils to practise these components. Failure to achieve fluency in handwriting can affect pupils' ability to complete higher-order processes with writing. Weakness in transcription skills can reduce the impact of interventions addressed at writing overall, and schools should focus on children who would benefit from intervention.



Writing - Spelling

Spelling begins with children learning phonics. Struggling with GPCs affects children's ability to put their ideas in writing. Spelling should be taught explicitly and regularly practised. Assessment of spelling should focus on the difficult parts of words so that pupils can focus on learning these. Low-stake tests can be used for assessment and practice.

Writing - Grammar Knowledge

Secure knowledge of grammar is needed for composition. Pupils benefit from being taught how to construct and combine sentences. The curriculum should be organised so that pupils are taught to use a variety of different sentences. Teacher modelling followed by extensive deliberate practice is an effective pedagogy for teaching grammar.



Writing - Effective Teaching

Knowledge of what to write, as well as how to write, leads to better writing. Teachers should provide frequent modelling, examples and opportunities for practice so that children can develop their writing. Pupils also need to be taught knowledge of the conventions of the writing they are creating, and the tools which can help them achieve their purpose.



Pupils with SEND

The principles for effective curriculum and pedagogy apply equally to children with SEND. Differentiation has not been shown to positively impact outcomes. However, focused target teaching, and more frequent practice might be necessary to help pupils achieve the curriculum goals. It is not necessarily helpful to attribute children struggling with GPCs to dyslexia.



Literature

Literature is not specified in the National Curriculum but it is a part of the goals for both primary and secondary. The literature curriculum should identify the knowledge pupils need to make progress in the subject. Texts should be selected based on their literary merit and be sequenced in such a way that prepares children for the challenges of texts they will encounter in later year groups. This gentle slope of progression allows children to successfully read increasingly challenging texts. Teachers should identify the knowledge required for pupils to access these texts.



Assessment

Formative assessment positively impacts pupils' achievement at all ages and across several subjects, and is best when it provides actionable feedback for narrow curriculum components. Summative assessment is useful for evaluating the impact of the curriculum, but is less useful when used to evaluate individual pieces of work. Success criteria and exam mark schemes should be used with caution as they can often describe performance rather than signal the knowledge necessary to write effectively. Reading requires a different approach and standard assessments can rarely identify the precise components which are causing areas of weakness, and so a tiered approach might be more useful.



Subject Leadership

Senior leaders are ultimately responsible for all children learning to read. Middle leaders - subject leads in primary and department leads in secondary - should be enabled by senior leaders to ensure that outcomes are positive and that teaching and learning are developing. This requires having sufficient autonomy delegated to them and having the expertise required to lead effectively.

CPD

CPD should be focused on developing teachers' content knowledge and pedagogical content knowledge. It is most effective when it is directed towards teachers' existing needs and practice. Regular CPD sessions are more likely to be effective.



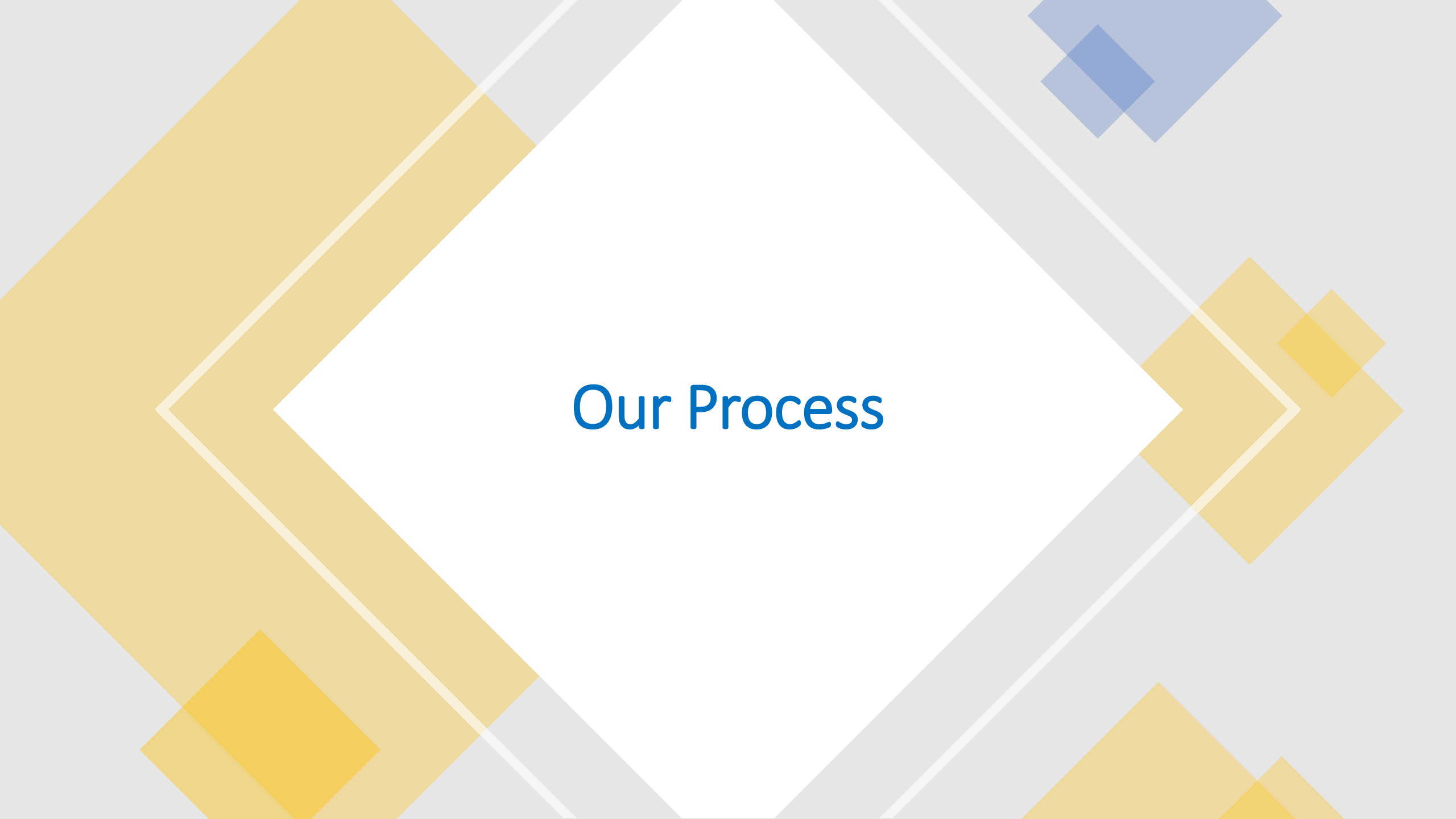
This is a very condensed summary of the research review conducted by Ofsted into high-quality English curriculums. I have provided a more detailed summary on my website which explores these themes in more detail, though I would definitely recommend reading the entire review and accessing some of the materials on Ofsted's YouTube channel. All links are on my website. You can find all summaries of the other subject research reports on my website too.

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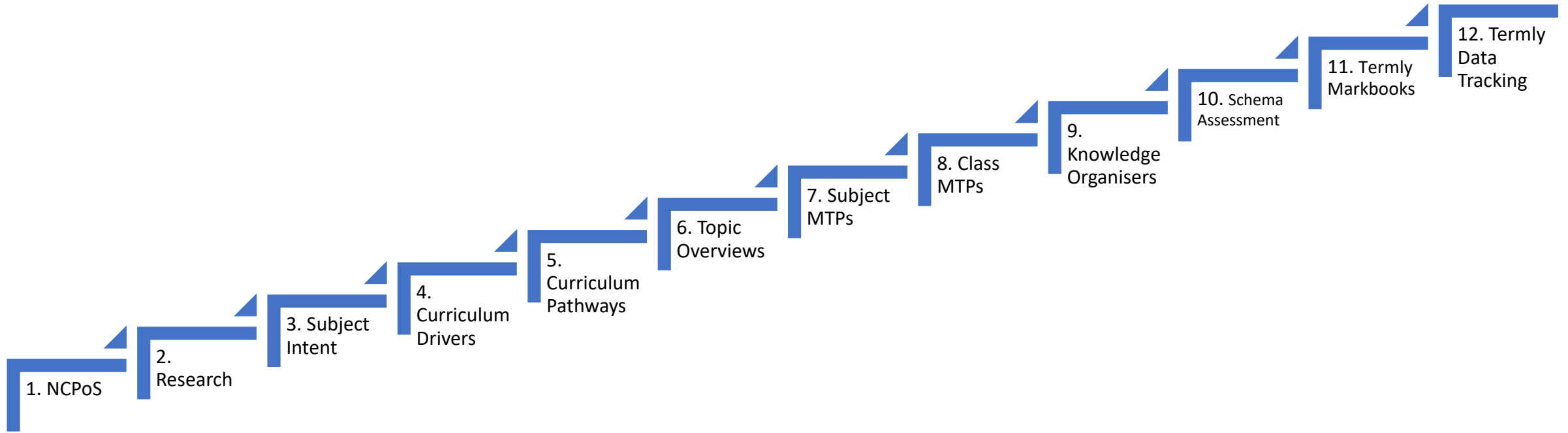


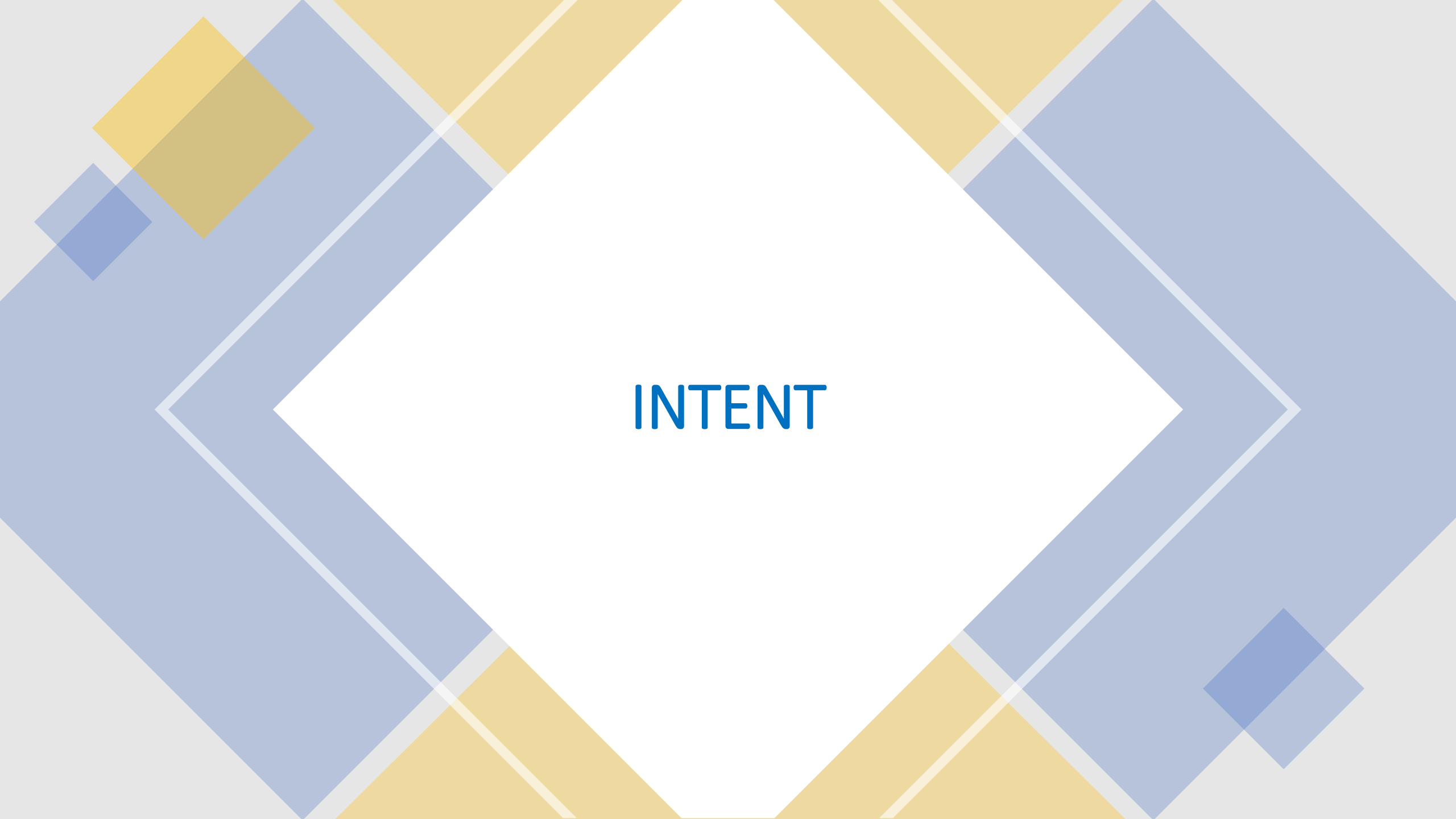


Our Process

The Process at Peters Hill

Our 12 step approach





INTENT

At Peters Hill, our reading curriculum strives towards the following aims:

- For reading to be at the heart of our curriculum, where our children are taught to read, then they independently read to learn.
- For all children to be independent, confident readers with a wealth of strategies to support them.
- To develop a lifelong love for reading across a range of subjects and genres.
- To experience a diverse range of genres and authors across a range of different subjects.
- For all children to read for understanding, linking ideas and making sense of the world around them.
- To form confident opinions based on their reading diet.
- To understand how reading, writing and oracy are linked.

We believe that in reading, all children should:

- Be immersed in fictitious worlds, relating to a range of characters, events and places.
- Be taught through high quality phonic lessons in Early Years and KS1, modelled by the teacher.
- Be able to read easily, fluently and with a good understanding of the text.
- Develop the habit of reading widely and often, for both pleasure and information.
- Be taught, through quality modelling and careful planning, and experience a range of reading domains across a range of genres, using challenging and age-appropriate vocabulary and concepts.

PHONICS

We follow the Little Wandle Letters and Sounds (LWLS) Phonics Programme in EYFS and KS1

LWLS is a complete SSP that has been built around the update (Letters and Sounds improving rates of progress 2021) and draws on our own schools' excellent practice, as well as our work with schools around the country.

Little Wandle Letters and Sounds Revised also draws on the latest research into how children learn best; how to ensure learning stays in children's long term memory and how best to enable children to apply their learning to become highly competent readers.



- Children in EYFS and Year 1 have at least a daily class phonics lesson, plus an English lesson which will be a balance between reading and writing learning outcomes from the National Curriculum.
- We start teaching phonics in Nursery/Reception and follow the Little Wandle Letters and Sounds Revised progression, which ensures children build on their growing knowledge of the alphabetic code, mastering phonics to read and spell as they move through school. All staff in EYFS and KS1 have had training, and following training, staff continue to be supported by a wealth of 'How to' videos on the Little Wandle site, in house coaching and monitoring processes.
- Alongside a daily phonics lesson, each child will also participate in 3 reading practice sessions which are delivered in small groups by the teacher or trained teaching assistant.
- Some children will require additional support, so they will also have a catch up session following the phonics lesson to ensure they maintain the pace and progression set out in the Little Wandle programme. Our philosophy is that no child is left behind.
- Assessments are submitted half termly and the heat map that is produced informs leaders and teachers which children are on-track and which need additional support.
- Children who have a particular SEND need that are supported by one to one staff and specialist agencies, will sometimes use different programs to teach reading as recommended by specialists.



Reception overview

The overview shows the progression of GPCs and tricky words that we teach term-by-term. The progression has been organised so that children are taught from the simple to more complex GPCs, as well as taking into account the frequency of their occurrence in the most commonly encountered words. All the graphemes taught are practised in words, sentences, and later on, in fully decodable books. Children review and revise GPCs and words, daily, weekly and across terms and years, in order to move this knowledge into their long-term memory. Children need to learn to read as quickly as reasonably possible, so they can move from learning to read, to reading to learn, giving them access to the treasure house of reading. Our expectations of progression are aspirational yet achievable if schools maintain pace, practice and participation by all children. Children who are not keeping up with their peers should be given additional practice immediately through keep-up sessions.

Reception

Autumn 1

	Phase 2 graphemes	New tricky words
Week 1	s a t p	
Week 2	i n m d	
Week 3	g o c k	is
Week 4	ck e u r	I
Week 5	h b f l	the

Autumn 2

	Phase 2 graphemes	New tricky words
Week 1	ff ll ss j	put* pull* full* as
Week 2	v w x y	and has his her
Week 3	z zz qu words with –s /s/ added at the end (hats sits) ch	go no to into
Week 4	sh th ng nk	she push* he of
Week 5	• words with –s /s/ added at the end (hats sits) • words ending in s /z/ (his) and with –s /z/ added at the end (bags)	we me be

Reception

Spring 1

	Phase 3 graphemes	New tricky words
Week 1	ai ee igh oa	
Week 2	oo oo ar or	was you they
Week 3	ur ow oi ear	my by all
Week 4	air er words with double letters: dd mm tt bb rr gg pp	are sure pure
Week 5	longer words	

Spring 2

	Phase 3 graphemes	No new tricky words
Week 1	review Phase 3: ai ee igh oa oo ar or ur oo ow oi ear	Review all taught so far Secure spelling
Week 2	review Phase 3: er air words with double letters longer words	
Week 3	words with two or more digraphs	
Week 4	longer words words ending in -ing compound words	
Week 5	longer words words with s /z/ in the middle words with -s /s/ /z/ at the end words with -es /z/ at the end	

Reception

Summer 1

	Phase 4	New tricky words
Week 1	short vowels CVCC	said so have like
Week 2	short vowels CVCC CCVC	some come love do
Week 3	short vowels CCVCC CCCVC CCCVCC	were here little says
Week 4	longer words compound words	there when what one
Week 5	root words ending in: -ing, -ed /t/, -ed /id/ /ed/ -est	out today

Summer 2

	Phase 4 graphemes	No new tricky words
Week 1	long vowel sounds CVCC CCVC	Review all taught so far Secure spelling
Week 2	long vowel sounds CCVC CCCVC CCV CCVCC	
Week 3	Phase 4 words with -s /s/ at the end Phase 4 words with -s /z/ at the end Phase 4 words with -es /z/ at the end longer words	
Week 4	root words ending in: -ing, -ed /t/, -ed /id/ /ed/, -ed /d/	
Week 5	root words ending in: -er, -est longer words	

This programme overview shows the progression of GPCs and tricky words that we teach term-by-term. The progression has been organised so that children are taught from the simple to more complex GPCs, as well as taking into account the frequency of their occurrence in the most commonly encountered words. All the graphemes taught are practised in words, sentences, and later on, in fully decodable books. Children review and revise GPCs and words, daily, weekly and across terms and years, in order to move this knowledge into their long-term memory.

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Year 1

Autumn 1

	Phase 3/4 review + 4 Phase 5 GPCs	Review tricky words
Week 1	review Phase 3 GPCs ai ee igh oa oo ar or ur oo ow oi ear	Phases 2–4: the put* pull* full* push* to into I no go of he she we me be was you they all are my by sure pure said have like so do : ther whc
Week 2	air er /z/ s –s –es words with two or more digraphs e.g. queen thicker	
Week 3	Phase 4: CVCC CCVC CCVCC CCCVC Phase 4 with long vowels	
Week 4	Phase 5 /ai/ ay play /ow/ ou cloud /oi/ oy toy /ee/ ea each	
Week 5	review longer words	

Autumn 2

	Phase 5 graphemes	New tricky words
Week 1	/ur/ ir bird /igh/ ie pie /oo/ /yoo/ ue blue rescue /yoo/ u unicorn	their people oh your
Week 2	/oa/ o go /igh/ i tiger /ai/ a paper /ee/ e he	Mr Mrs Ms ask*
Week 3	/ai/ a-e shake /igh/ i-e time /oa/ o-e home /oo/ /yoo/ u-e rude cute	could would should our
Week 4	/ee/ e-e these /oo/ /yoo/ ew chew new /ee/ ie shield /or/ aw claw	house mouse water want
Week 5	Grow the code: /igh/ ie i i-e /ai/ ay a a-e /oa/ oa o o-e /ee/ e ie e-e ea /oo/ /yoo/ ew u-e u ue	

Year 1

Spring 1

	Phase 5 graphemes	New tricky words
Week 1	/ee/ y funny /e/ ea head /w/ wh wheel /oa/ oe ou toe shoulder	any many again
Week 2	/igh/ y fly /oa/ ow snow /j/ g giant /f/ ph phone	who whole where two
Week 3	/l/ le al apple metal /s/ c ice /v/ ve give	school c
Week 4	/u/ o-e o ou some mother young /z/ se cheese /s/ se ce mouse fence /ee/ ey donkey	thought work
Week 5	Grow the code: /oo/ u ew ue u-e ui ou oo fruit soup /ee/ ea e e-e ie ey y ee /s/ c se ce ss /z/ se s zz /oa/ ow oe ou o-e o oa	

Spring 2

	Phase 5 graphemes	New tricky words
Week 1	/ur/ or word /oo/ u oul awful would /air/ are share /or/ au aur oor al author dinosaur floor walk	once laugh
Week 2	/ch/ tch match /ch/ ture adventure /ar/ al half* /ar/ a father*	because eye
Week 3	/or/ a water schwa in longer words: different /o/ a want /air/ ear ere bear there	
Week 4	/ur/ ear learn /r/ wr wrist /s/ st sc whistle science schwa at the end of words: actor	
Week 5	/c/ ch school /sh/ ch chef /z/ ze freeze	

Year 1

Summer 1

	Review Phase 5 GPCs for phonics screening check	No new tricky words
Week 1	ay play a-e shake ea each e he	
Week 2	ie pie i-e time o go o-e home	
Week 3	ue blue rescue ew chew new u-e rude cute aw claw	
Week 4	ea head ir bird ou cloud oy toy	
Week 5	i tiger a paper ow snow u unicorn	
Week 6	ph phone wh wheel ie shield g giant	

Summer 2

	Phase 5 graphemes	New tricky words
Week 1	/ai/ eigh aigh ey ea eight straight grey break /n/ kn gn knee gnaw /m/ mb thumb /ear/ ere eer here deer	busy beautiful pretty hour
Week 2	/zh/ su si treasure vision /j/ dge bridge /i/ y crystal /j/ ge large	move improve parents shoe
Week 3	/sh/ ti ssi si ci potion mission mansion delicious	
Week 4	/or/ augh our oar ore daughter pour oar more review	
Week 5	review	

Children become proficient readers through a focus on the following learning pathways;

Pathway 1 – Decode

Pathway 2 – Comprehend

Pathway 3 – Detect

Pathway 4 - Language

Pathway 5 – Respond

Pathway 6 – Reader

Curriculum Drivers - How do our whole school values link to the subject?

Ambition (Success)

Children will read accurately and fluently and recognise the value and importance of reading as part of a civilised culture. Children can talk confidently about a number of authors and use their reading to justify their opinions on any number of issues. Children can independently access relevant information to follow a line of enquiry and challenge what they read, recognising bias and prejudice.

Belief (Confidence)

Children are encouraged daily both in school and home through a number of age appropriate initiatives and strategies to read. Reading achievements are routinely celebrated. Pupils are encouraged to see the link between confidence in reading and success in other curriculum areas.

Compassion (Motivation)

Through a varied reading diet children will develop an understanding of a range of local, national and global issues and form opinions based on their knowledge, therefore being able to offer opinions and solutions. Through fictional reading children will develop an emotional intelligence to dilemmas, struggles and achievements of characters that they build an empathy with.

Pride (Knowledge)

Children will take pride in their reading achievements and use their reading skills to become knowledgeable in all other curriculum areas and wider school life. Children will feel a growing independence and freedom in their learning and a confidence with their understanding.

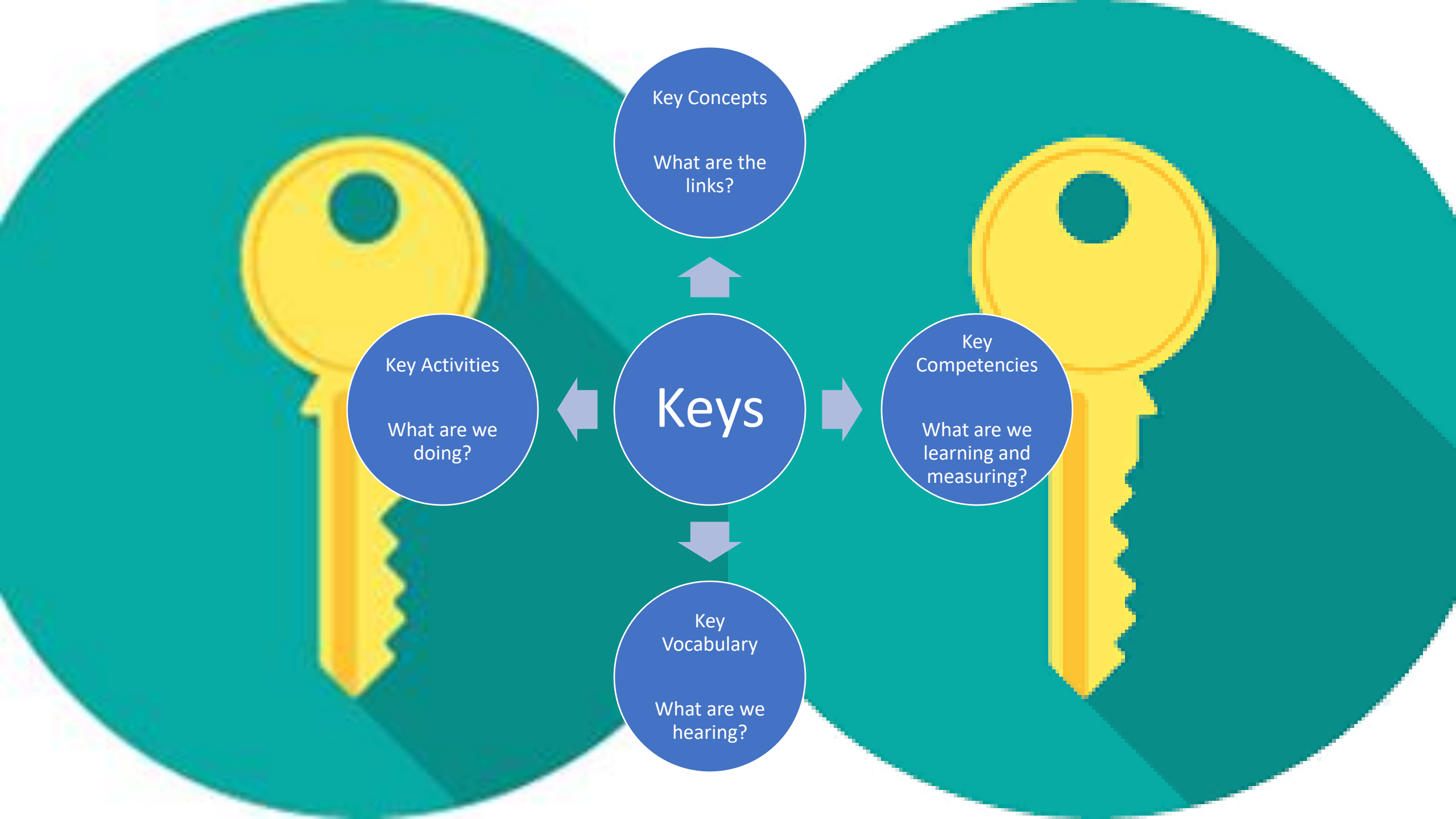
Respect (Responsibility)

Children will be encouraged to develop a language of reading and be able to discuss their reading confidently, using an ever widening range of vocabulary. Children will accept that people will have different opinions to them and embrace varying opinions, without offence or judgement.

Key Competencies

- The following documents set out the key competencies developed across the range of topics in each year group.
- These key competencies are set out as pathways to demonstrate how they link and progress throughout the school.
- These competencies are then planned into each topic through the half termly medium term planning process.
- These competencies combine to make the total schema that teaching staff use to assess the children at the end of the topic. This generates assessment judgements as set out on the following slide and happens three times a year.
- These total judgements average throughout the term. This total will fall between 1 to 5 depending on the outcome of each topic.

Novice	Simple idea	Relational idea	Multiple Links	Expert understanding
1	2	3	4	5
The task is not attacked appropriately; the pupil hasn't really understood the point and uses too simple a way of going about it.	The pupil's response only focuses on one relevant aspect.	The pupil's response focuses on several relevant aspects but they are treated independently and additively. Assessment of this level is primarily quantitative.	The different aspects have become integrated into a coherent whole. This level is what is normally meant by an adequate understanding of some topic.	The previous integrated whole may be conceptualised at a higher level of abstraction and generalised to a new topic or area.
Well below - Has significant difficulties in successfully accessing the competencies	Below - Can access key competencies of the schema but need significant support to do so.	Emerging - Started to unlock key competencies of the schema but not yet secure. Support can be required.	Secure - Securely unlocked the key competencies of the schema. No support is required.	Mastered - Can apply the competencies of the schema with fluency in different contexts.



Key Competency Expectations

Well Below

Working well below the standard. Has significant difficulties in accessing the key competencies.

Below

Working below the standard. Can access key competencies of the schema but needs support to do so.

Emerging

Emerging towards the standard. Started to unlock key competencies of the schema but not yet secure. Support can be required.

Secure

Meeting the standard. Securely unlocked the key competencies of the schema. No support is required.

Mastered

High attaining within the standard. Can apply the competencies of the schema with fluency in different contexts.

Pathway 1	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Decode	I can use common tricky words I can use picture clues to help in reading simple texts I can read words of more than one syllable that include all the graphemes I can read familiar endings to words (-ed -ing -s -es -est -er) I can use phonic knowledge to blend sounds together to read words, including long phonemes	I can read further tricky words, spotting the differences in spellings and sounds. I can read accurately by blending the sounds in words that contain all the graphemes. I can read words containing common suffixes. I can self correct when I have read a sentence incorrectly. I can read familiar words quickly, without needing to sound them out or blend.	I can read out loud confidently, understanding how to use a range of punctuation. I can use knowledge of root words, suffixes and prefixes to read and understand new words. I can use the context of the sentence to help me to read unfamiliar words.	I can recognise and understand an even greater variety of suffixes and prefixes including <u>mis-</u>, <u>dis-</u>, <u>-ous</u>, <u>-sion</u>. I can read, on sight, all the words from the year 3/4 spelling list. I can recognise where words are an exception to the rule. I can explain the meaning of words in context.	I can read aloud with the appropriate intonation, tone and volume so that the meaning is clear for the reader. I can maintain fluency and accuracy when reading complex sentences with subordinate clauses. I can respond to more sophisticated punctuation e.g. () ; : -	I can use connectives as signposts to indicate a change of tone e.g. however. I can cope with different features of language such as abbreviations, <u>colloquialisms</u>, dialect and specialist vocabulary. I can use my knowledge of morphology and etymology to understand the meaning of new words e.g. words derived from roots other languages, parliament.

Key
Competencies

Pathway 2**Comprehend**

Key
Competencies

Year 1

I can recognise the difference between non-fiction and fiction

I can answer straightforward retrieval questions about a story

I can identify the key events or main points in a text

Year 2

I can find the answers to retrieval questions in non-fiction, stories and poems.

I can decide how useful a non-fiction text is for purpose.

I can begin to notice how non-fiction texts are structured in different ways.

I can re-tell a story, referring to most of the key events and characters.

Year 3

I can use alphabetically ordered texts to find information.

I can identify the features of different text types.

I can use a range of organisational features to locate information, such as labels, diagrams and charts.

Year 4

I can compare, contrast and evaluate different fiction and non-fiction texts.

I can identify features of different fiction genres.

I can locate information using skimming, scanning and text marking.

Year 5

I can identify genre-specific phrases.

I can discuss complex narrative plots e.g. identifying problems or complications and how they are resolved.

I can summarise the main ideas drawn from more than one paragraph.

Year 6

I can recognise text types that contain features of more than one text type e.g. persuasive letter.

I can distinguish between statements of fact and opinion.

I can find the answers to questions in more complex non-fiction, stories and poems.

I can retrieve, record and present information from factual research, considering what is known already.

Pathway 3	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Detect	I can recognise why a character is feeling a certain way I can make simple predictions about a character I can express opinions about characters or main events in a story	I can make simple inferences on the basis of what is being said and done. I can recognise key themes and ideas within a text. I can make predictions based on my own experiences and other books.	I can justify inferences with evidence from the text. I can justify predictions with evidence from the text. I can empathise with a character.	I can infer and deduce characters' feelings, thoughts and motives from their actions, dialogue and description. I can make predictions with evidence from text and with knowledge of wider reading.	I can recognise different points of view e.g. characters in fiction and the author in non-fiction. I can discuss moods, feelings and attitudes using inference. I can draw information from different parts of the text to infer meaning.	I can use PEE (Point, Evidence, Explain) to support predictions and inferences. I can use detailed knowledge of text types to make reasoned predictions. I can infer and comment on implicit points of view.

Key
Competencies

Pathway 4	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Language	I can recognise adjectives and adverbs	I can identify and comment on vocabulary and literary features of specific genres and <u>non-fiction</u> texts e.g. fairy tales. I can discuss the meaning of new words, linking new meanings to known words. I can identify how vocabulary choice affects meaning e.g. Crept lets you know that he was trying to be quiet. I can discuss my favourite words and phrases.	I can discuss words and phrases that capture the reader's interest and imagination. I can comment on the choice of language to create moods and build tension e.g. Crept to be quite and also not to be caught.	I can recognise the use and effect of different structures, such as patterned language in text. I know how language and structure are used to create atmosphere in a story. I can find and comment on examples of how authors express different moods, feelings and attitudes.	I can use language features of a range of non-fiction text types and can use them to support understanding. I can identify and comment on expressive, figurative and descriptive language to create effect in poetry and prose. I can identify and describe the styles of individual writers and poets.	I can comment on and explain the writer's use of a language feature e.g. the rhythm and rhyme pattern make it mimetic like the rhythm of a train. I can compare and contrast the styles of individual writers and poets providing examples e.g. use of language. I know how style and vocabulary are linked to the purpose of the text - 'Obviously common sense tells us' in a persuasive text.

Key
Competencies

Pathway 5	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Respond	I can participate in discussions about what is read to me, taking turns and listening to what others say. I can show that I am interested in what I have read, or have listened to, across a wide range of texts - e.g. stories, poems and <u>non fiction</u>.	I can participate in discussions about books, poems and other works that are read to me and those that I can read for myself. I understand why a writer has written a text e.g. She wants you to know how to make a kite. I can make choices about which texts to read, based on prior reading experience.	I understand what the writer might be thinking. I can begin to identify and comment on different points of view in a text. I can evaluate specific texts with reference to text types.	I can identify main ideas from more than one paragraph and can summarise these. I can identify themes and conventions/features in a wide range of fiction and non-fiction texts e.g. key messages. I understand how the author wants the reader to respond.	I can recognise ways in which writers present issues and points of view in fiction and non-fiction texts e.g. he has only mentioned the bad points about air travel! I can talk about the author's techniques for describing characters, settings and actions. I can show awareness of the writer's viewpoint in my responses across a range of texts. I can recommend books that I have read to my peers, giving reasons for my choices.	I can identify techniques used by writers to present issues and points of view in more complex texts. I can analyse and comment critically on the impact of the author's techniques. I can identify and describe the key characteristics about a writer's or a poet's style. I can identify and discuss themes and conventions in and across a wide range of writing.

Key
Competencies

Pathway 6	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Reader	I can recite a simple poem by heart. I can re-tell simple, familiar stories - e.g. fairy tales.	I can relate what I read to my own experiences. I am aware that books are set in different times and places. I can continue to build up a repertoire of poems learnt by heart.	I understand what the writer might be thinking. I can begin to identify and comment on different points of view in a text. I can evaluate specific texts with reference to text types.	I can make comparisons and contrast between the books of a writer or different writers e.g. Michael Morpurgo. I can use my knowledge of wider reading to make connections about where and when books are set. I can recognise some different forms of poetry.	I can participate in discussions about books, building my own and others' ideas and challenging views courteously. I understand that texts reflect the time and culture in which they were written e.g. Hound of the Baskervilles would have been scary for I can participate in discussions about books, building my own and others' ideas and challenging views courteously. I understand that texts reflect the time and culture in which they were written e.g. Hound of the Baskervilles would have been scary for Victorian readers.	I am beginning to evaluate texts by comparing how different writers treat the same information. I understand that texts reflect the time and culture in which they were written e.g. Dickens wanted people to feel bad about the way the poor were treated. I can identify different character types across a range of texts e.g. anti-hero etc.

Key
Competencies



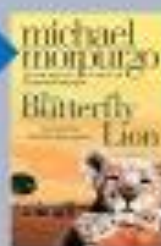
Nursery Key Texts



Reception Key Texts

Key Texts Pathway 21-22

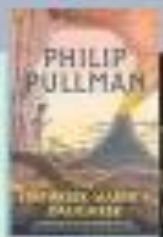
Year 5



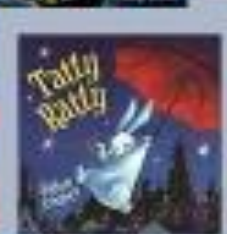
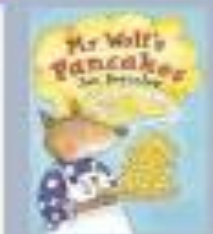
Year 6



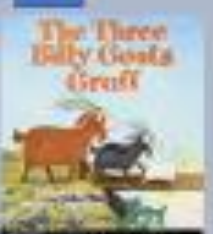
Year 4



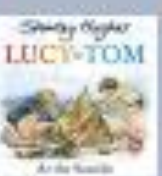
Year 3



Year 2



Year 1



Every Day a Story Day

At Peters Hill our commitment is that every child in Nursery, Reception, Key Stage 1 and Lower Key Stage 2 will have a story time every single day.

First and foremost, this is a chance for the children to enjoy being read to by their teacher.

Secondly, this will enable children to be exposed to, and develop their understanding of, a wide range of ambitious vocabulary. Children will discuss books, authors, illustrators, likes and dislikes, recognize similarities in plots, themes and characters and also embed newly acquired vocabulary into their own speaking, and later, their writing.

The texts covered in each year group can be found on the reading section of the website.



End Points

Reception - Early Learning Goals

ELG Comprehension

Children at the expected level of development will: -

- 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, non-fiction, rhymes and poems and during role-play.

ELG: Word Reading

Children at the expected level of development will: -

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



Year 1 – End Points

I can use common tricky words.

I can use picture clues to help in reading simple texts.

I can read words of more than one syllable.

I can read familiar endings to words (ed –ing –s –es –est –er)

I can use phonic knowledge to blend sounds together to read words, including long phonemes.

I can recognise the difference between fiction and non-fiction.

I can answer retrieval questions about a story.

I can identify the key events or main points in a text.

I can recognise why a character is feeling a certain way.

I can make simple predictions about a character.

I can express opinions about characters or main events in a story.

I can recognise adjectives and adverbs.

I can participate in discussions about what is read to me, taking turns and listening to what others say.

I can recite a poem by heart.

I can retell simple, familiar stories e.g. fairy tales.



Year 2 – End Points

I can read tricky words, spotting the differences in spellings and sounds.

I can read accurately by blending the sounds in words that contain all the graphemes.

I can read words containing common suffixes.

I can self correct when I have read a sentence incorrectly.

I can read familiar words quickly, without needing to sound them out or blend.

I can find the answers to retrieval questions in non-fiction, stories and poems.

I can decide how useful a non-fiction text is for purpose.

I can begin to notice how non-fiction texts are structured in different ways.

I can re-tell a story, referring to most of the key events and characters.

I can make simple inferences on the basis of what is being said and done.

I can recognise key themes and ideas within a text.

I can make predictions based on my own experiences and other books.

I can identify and comment on vocabulary and literary features of specific genres and non-fiction texts e.g. fairy tales

I can discuss the meaning of new words, linking new meanings to known words.

I can identify how vocabulary choice affects meaning.

I can discuss my favourite words and phrases.

I can participate in discussions about books, poems and other works that are read to me and those that I can read to myself.

I understand why a writer has written a text e.g. to know how to make a kite.

I can make choices about which texts to read, based on prior reading experience.

I can relate what I read to my own experiences.

I am aware that books are set in different times and places.

I can continue to learn poems by heart.



Year 3 – End Points

I can read out loud confidently, understanding how to use a range of punctuation.

I can use my knowledge of root words, suffixes and prefixes to read and understand new words.

I can use the context of the sentence to help me read unfamiliar words.

I can use alphabetically ordered texts to find information.

I can identify the features of different text types.

I can use a range of organisational features to locate information such as labels and charts.

I can justify inferences with evidence from the text.

I can justify predictions with evidence from the text.

I can empathise with a character.

I can discuss words and phrases that capture the reader's interest and imagination.

I can comment on the choice of language to create moods and build tension e.g. crept to be quiet.

I understand what the writer might be thinking.

I can begin to identify and comment on different points of view in a text.

I can evaluate specific texts with reference to text types.

I understand what the writer might be thinking.

I can begin to identify and comment on different points of view in a text.

I can evaluate specific texts with reference to text types.



Year 4 – End Points

I can recognise and understand an even greater variety of prefixes and suffixes.

I can read all the words from the 3 and 4 spelling list.

I can recognise where words are an exception to the rule.

I can explain the meaning of words in context.

I can compare, contrast and evaluate different fiction and non-fiction texts.

I can identify features of different fiction genres.

I can locate information using skimming, scanning and text marking.

I can infer and deduce characters' feelings, thoughts and motives from their action, dialogue and description.

I can make predictions with evidence from the text and my knowledge of wider reading.

I can recognise the use and effect of different structures, such as patterned language in text.

I know how language and structure are used to create atmosphere in a story.

I can find and comment on examples of how authors express different moods, feelings and attitudes.

I can identify main ideas from more than one paragraph and summarise these.

I can identify themes and conventions/ features in a wide range of fiction and non-fiction texts.

I understand how the author wants the reader to respond.

I can make comparisons and contrast between the books of a writer or different writers.

I can use my knowledge of wider reading to make connections about when and where books are set.

I can recognise some different forms of poetry.

Year 5 – End Points

I can read aloud with intonation, tone and volume so that the meaning is clear for the reader.

I can maintain fluency and accuracy when reading complex sentences with subordinate clauses.

I can respond to more sophisticated punctuation e.g. () ; : -

I can identify genre specific phrases.

I can discuss complex narrative plots e.g. identifying problems and how they are resolved.

I can summarise the main ideas drawn from more than one paragraph.

I can recognise different points of view e.g. characters in fiction and the author in non-fiction.

I can discuss moods, feelings and attitudes using inference.

I can draw information from different parts of the text to infer meaning.

I can use language features of a range of non-fiction text types and can use them to support my understanding.

I can identify and comment on expressive, figurative and descriptive language to create effect in poetry and prose.

I can identify and describe the styles of individual writers and poets.

I can recognise ways in which writers present issues and points of view in fiction and non-fiction texts.

I can talk about the author's techniques for describing character, settings and actions.

I can show awareness of the writer's viewpoint in my responses across a range of texts.

I can recommend books that I have read to my peers, giving reasons for my choices.

I can participate in discussions about books, building my own and others' ideas and challenging views.

I understand that texts reflect the time and culture in which they were written.



Year 6 – End Points

I can identify connectives as signposts to indicate a change of tone e.g. however

I can notice different features of language such as abbreviations, colloquialisms, dialect and specialist vocabulary.

I can use my knowledge of morphology and etymology to understand the meaning of new words.

I can recognise text types that contain features of more than one text type e.g. persuasive letter

I can distinguish between statements of fact and opinion.

I can find the answers to questions in more complex non-fiction, stories and poems.

I can retrieve, record and present information from factual research, considering what is known already.

I can use PEE (point, evidence and explain) to support predictions and inferences.

I can use detailed knowledge of text types to make reasoned predictions.

I can infer and comment on implicit points of view.

I can comment on and explain the writer's use of a language features.

I can compare and contrast the styles of individual writers and poets providing examples e.g. use of language.

I know how style and vocabulary are linked to the purpose of the text.

I can identify techniques used by writers to present issues and points of view in more complex texts.

I can analyse and comment critically on the impact of the author's techniques.

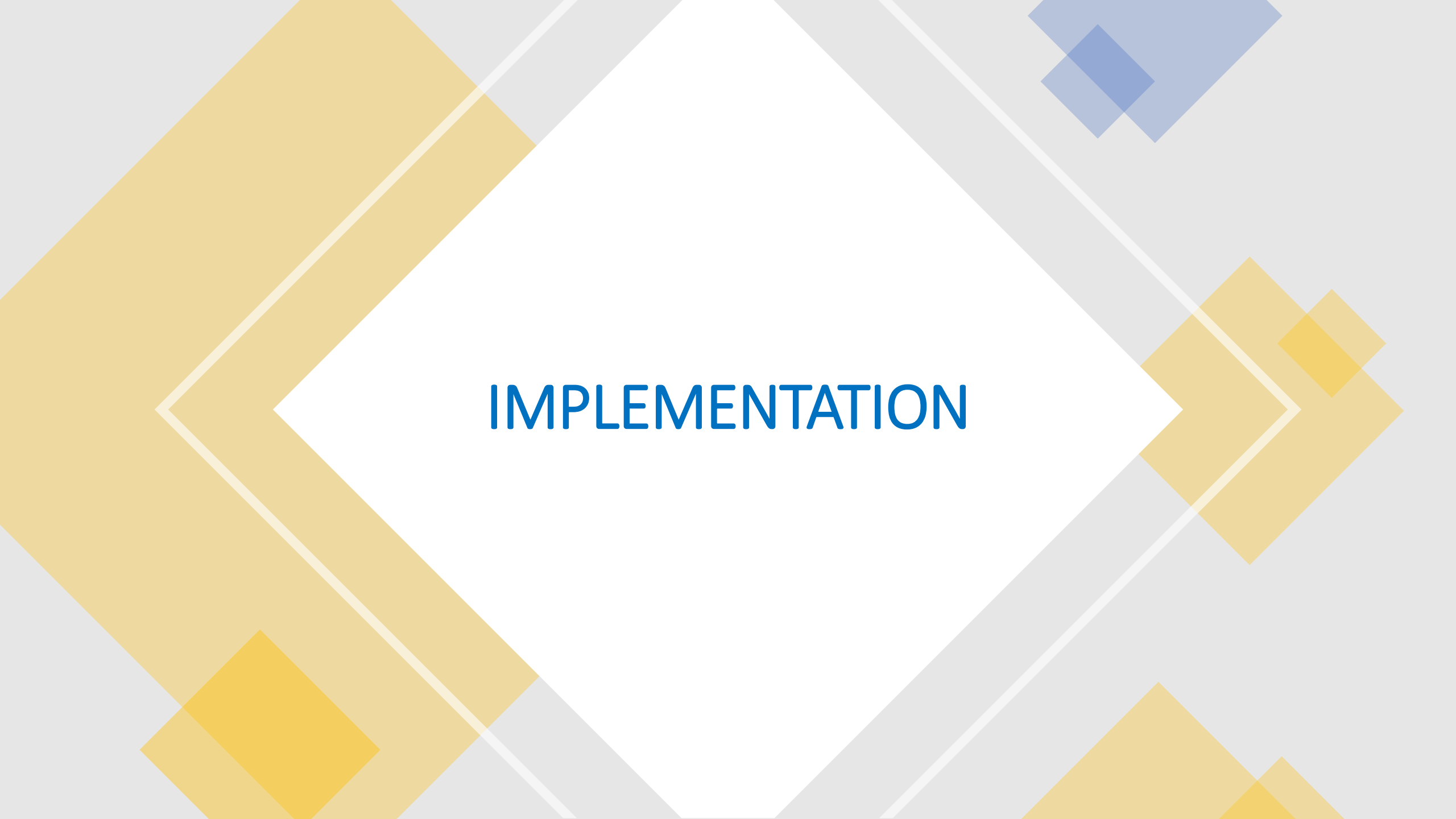
I can identify and describe the key characteristics about a writer or poet's style.

I can identify and discuss themes and conventions in and across a wide range of writing.

I am beginning to evaluate texts by comparing how different writers treat the same information.

I understand that texts reflect the time and culture in which they were written.

I can identify different character types across a range of texts.



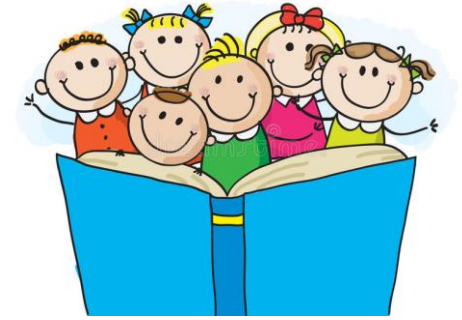
IMPLEMENTATION

Individual Reading



- In Key Stage 1 **all** children will read individually to an adult at least once a week outside of the timetabled English and phonics lessons. Sometimes this can be twice a week and for identified children, they will read to an adult daily.
- In Key Stage 2, children who are working below the age expected level, read individually with an adult at least twice a week and more often with teaching assistants or reading volunteers. Children are assigned an Accelerated Reader book and a Collins 'Big Cat' book and can choose which to read during their individual reading session. During these sessions, the focus is on comprehension and understanding through direct and rigorous questioning.

Guided Reading



- Key Stage 2 pupils are supported by Big Cat Collins books in Guided Reading.
- In year 3, all children have a weekly small group guided reading session with their class teacher. Each session focuses on a different reading domain each week and challenges children to respond to a range of written and verbal questions.
- In year 4, only children working below age expectations, and within the lower expected band, have weekly guided reading sessions with the class teacher. Each session focuses on a different reading domain. Children respond to written, test style questions and enjoy participating in discussions about the book within their group. Children who are working below age expectations also have weekly phonic and comprehension interventions with the teaching assistant in the year group.
- In year 5 and 6, children who are working below age expectations are part of a guided reading group once a week, which is led by their class teacher. Each session is focused on one reading domain or reading learning outcome from the National Curriculum. The focus of each session is varied each week to promote confidence and exposure to all domains and objectives. Texts for these sessions are also varied, some are Collins 'Big Cat' books, some are longer texts and some are excerpts to promote wider genre engagement. Within these sessions, children are expected to respond to questions verbally and in a written form. Some discussions are collaborative, and some responses are independent. At the end of year 5 and throughout year 6, children are exposed to assessment style questions to build confidence for KS2 SAT's. Children who are working below expected age expectations are also part of intervention groups within year 5 and 6 for comprehension and reading fluency.

Accelerated Reader

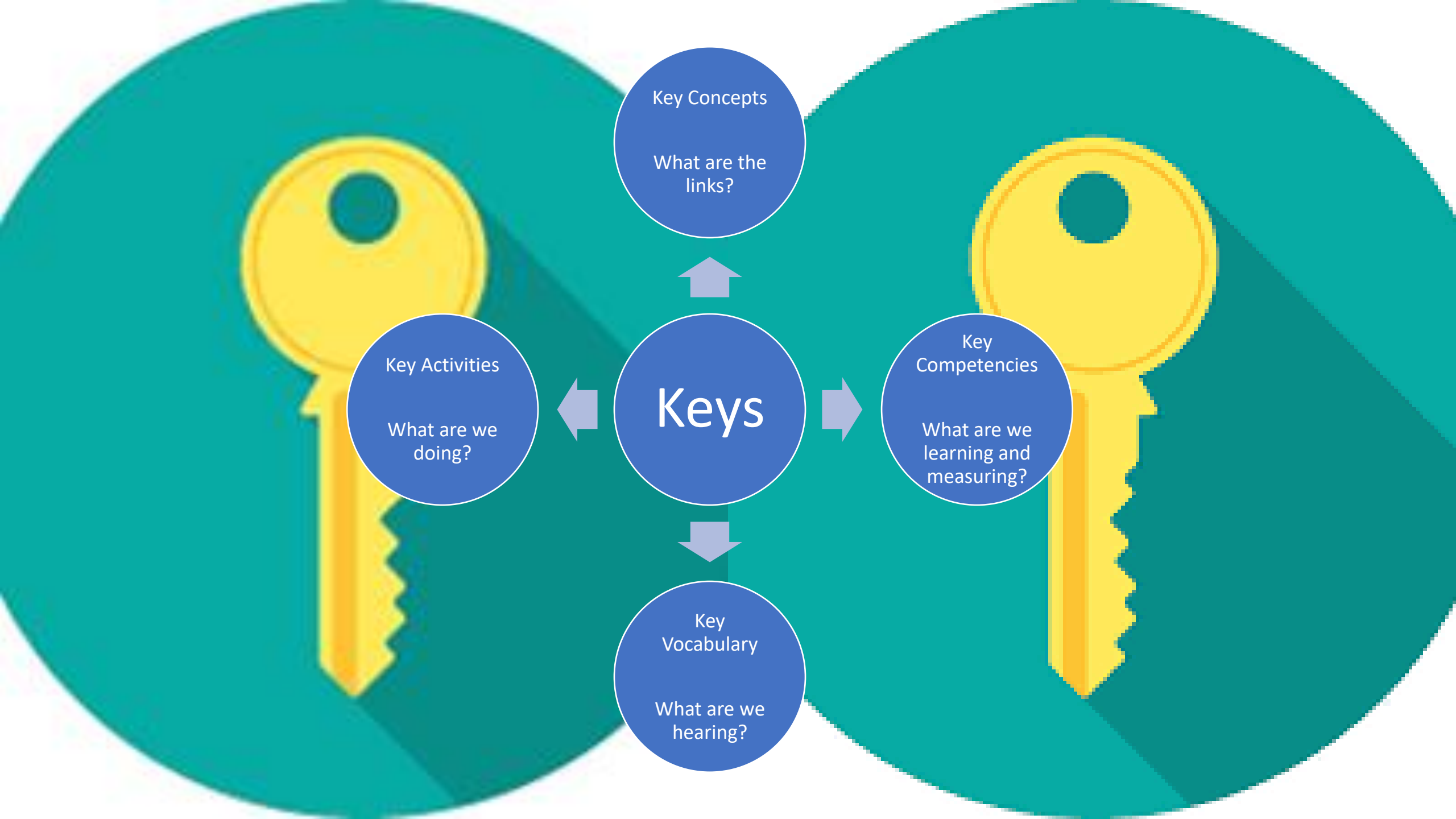
- In Year 2 children start their access to Accelerated Reader. This is a system of accessing appropriate e-books for home reading. As the skill of the child increases the books set are automatically pitched at their level, offering just the right amount of challenge whilst still enabling independence. The teacher can easily monitor this in terms of access and progress by using the diagnostic reports on Accelerated Reader once children have completed a quiz.
- Children are encouraged to quiz on their Accelerated Reader books weekly. Children have timetabled assembly slots to read their AR books, or quiz on books that they have read. After quizzing, children in year 5 and 6 print their TOP's report to take home to parents to show progress towards individual targets and further support needed.
- Y2 – Y6 participation in Accelerated Reader is monitored and tracked. Individuals and classes are recognised and rewarded by SLT monthly. Children receive prizes for achieving their personal target which is based on their ZPD and star assessment, and for reading half a million and one million words. Children in year 5 and 6 keep track of their individual word count and progress towards targets and can identify their next steps independently.



MYON



- In Key Stage 2, children have access to a 'myON' online digital library which contains a wide range of fiction and non-fiction texts. Children can choose a book based on their interest or current topic and have the opportunity to hear the book being read to them or can read independently. Tools which are included in the online library enable independence such as the ability to add notes as they read and hear words read aloud. These books are then linked to Accelerated Reader meaning that children can then quiz on the myON book and earn points towards their personal targets. Class teachers can set books and reading tasks on myON as extra homework and the library provides a broader collection of books and genres for children to read.



Reception

Reading in EYFS

The EYFS framework is structured very differently to the national curriculum as it is organised across seven areas of learning rather than subject areas.

The following slides demonstrate which statements from the 2020 Development Matters are prerequisite skills for reading within the national curriculum and outlines the most relevant statements taken from the Early Learning Goals in the EYFS statutory framework and the Development Matters age ranges for Three and Four-Year-Olds and Reception to match the programme of study for reading.

Reading: Word Reading			
Phonics and Decoding			
Three and Four-Year-Olds	Literacy		Develop their phonological awareness, so that they can; spot and suggest rhymes count or clap syllables in words recognise words with the same initial sound, such as money and mother
Reception	Literacy		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.
ELG	Literacy	Word Reading	Say a sound for each letter in the alphabet and at least 10 digraphs. 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.
Common Exception Words			
Reception	Literacy		Read a few common exception words matched to the school's phonic programme.

Fluency			
Three and Four-Year-Olds	Literacy		• Understand the five key concepts about print: • print has meaning • print can have different purposes • we can read English text from left to right and from top to bottom • the names of different parts of a book • page sequencing • Develop their phonological awareness, so that they can: • spot and suggest rhymes • count or clap syllables in words • recognise words with the same initial sound, such as money and mother
Reception	Literacy		• Blend sounds into words, so that they can read short words made 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.
ELG	Literacy	Reading	• Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

Reading: Comprehension			
Understanding and Correcting Inaccuracies			
Three and Four-Year-Olds	Communication and Language		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.
	Literacy		Engage in extended conversations about stories, learning new vocabulary.
Reception	Communication and Language		Listen to and talk about stories to build familiarity and understanding. Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. Listen carefully to rhymes and songs, paying attention to how they sound. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.
ELG	Literacy	Comprehension	• 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, non-fiction, rhymes and poems and during role play.

Comparing, Contrasting and Commenting			
Communication and Language		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.	
Understanding the World		Compare and contrast characters from stories, including figures from the past.	
Communication and Language	Listening, Attention and Understanding	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.	
	Speaking	Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.	

Words in Context and Authorial Choice			
Communication and Language		Use a wider range of vocabulary.	
Literacy		Engage in extended conversations about stories, learning new vocabulary.	
Communication and Language		- Learn new vocabulary. - Use new vocabulary throughout the day. - 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.	
Communication and Language	Speaking	Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.	
Literacy	Comprehension	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-fiction, rhymes and poems and during role play.	

Inference and Prediction	
Understand ‘why’ questions, like: “Why do you think the caterpillar got so fat?”	
Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.	
Anticipate (where appropriate) key events in stories.	



Year 1

Aut 1 Subject - Reading

NC PoS	Key Concepts	Key Competencies	Key Vocabulary	Key Activities
- Develop pleasure in reading, motivation to read, vocabulary and understanding by: ☑ listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read. - 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	Promote curiosity, enthusiasm and engagement through a range of topics and themes. Develop a strong awareness of prior learning and the links that exist to new knowledge. Develop new learning and understand the impact on ourselves	Decode I can use picture clues to help in reading simple texts I can use phonic knowledge to blend sounds together to read words Comprehend: I can answer straightforward retrieval questions about a story I can identify the key events or main points in a text Detect: I can recognise why a character is feeling a certain way I can express opinions about characters or main events in a story Language: I can recognise adjectives Respond: I can participate in discussions about what is read to me, taking turns and listening to what others say. I can show that I am interested in what I have read, or have listened to, across a wide range of texts – e.g. stories, poems and non fiction. Reader: I can re-tell simple, familiar stories – e.g. fairy tales.	Fiction – literature that describes imaginary events. Non-Fiction – writing that is informative or factual Comprehension – the ability to understand something Decode – understand meaning Grapheme – writing that represents a phoneme Phoneme – phonic sounds using letters Predict – an educated guess at events Discuss – partake and listen to others in conversation Explain – use own understanding to make an idea clear	1. What can I see? Children infer from images and sequences. Discuss, predict and describe events and characters. CVC words building - Phase 2 2. How do they feel? Children infer from images and text about how a character feels and why? Discuss events and take turns to give opinions 3. How can I present my story? Using images the children will sequence events and retell the story in their own words. Paired work – cvc/cvcc word work. Identify main events in the story. 4. What words add detail and description in the story? Children compare descriptions and listen for words that describe characters. Children collect words to use in own writing. 5.What do I think? Children make predictions about characters and use their understanding to give opinions about plot and enjoyments of text. 6. What do I know about the characters? Children work with partners and small groups to identify key parts of the story – sequence events and discuss motives of characters in text. 7. How can I present my story? Using images the children will sequence events and retell the story in their own words. Paired work – cvc/cvcc word work. Identify main events in the story.

Aut 2 Subject - Reading

NC PoS	Key Concepts	Key Competencies	Key Vocabulary	Key Activities
- Develop pleasure in reading, motivation to read, vocabulary and understanding by: ☑ listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read. - 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	Promote curiosity, enthusiasm and engagement Develop a strong awareness of prior learning and the links that exist to new knowledge. Develop new learning and understand the impact on ourselves	Decode I can use common tricky words I can use picture clues to help in reading simple texts I can use phonic knowledge to blend sounds together to read words Comprehend: I can answer straightforward retrieval questions about a story I can identify the key events or main points in a text Detect: I can recognise why a character is feeling a certain way I can make simple predictions about a character I can express opinions about characters or main events in a story Language: I can recognise adjectives a Respond: I can participate in discussions about what is read to me, taking turns and listening to what others say. I can show that I am interested in what I have read, or have listened to, across a wide range of texts – e.g. stories, poems and non fiction. Reader: I can recite a simple poem by heart. I can re-tell simple, familiar stories – e.g. fairy tales.	Fiction – literature that describes imaginary events. Non-Fiction – writing that is informative or factual Comprehension – the ability to understand something Decode – understand meaning Grapheme – writing that represents a phoneme Phoneme – phonic sounds using letters Predict – an educated guess at events Discuss – partake and listen to others in conversation Explain – use own understanding to make an idea clear	1. How are fiction and non-fiction texts different? Children can sort texts into fiction and non fiction. Children are able, with some support to compare genres. 2. How can I share what I have learnt about a text? In a group discussion children can contribute ideas and recall key events in the text. Children can take part in retelling of the story or speak about the important parts of the book. 3. Where do I find the answers to literal questions? In discussion with class teacher or TA children can answer straight forward literal questions. About the text. 4. What evidence is there to show how a character feels? Using picture cues and direct text children can analyse and justify why a main character feel a certain way. 5. What is in the text to support my prediction? Using information from the text children discuss and apply their understanding to write predictions about the end of the story. 6. I can express opinions about characters and events Using their knowledge of the text the children have the opportunity to compare events and characters so that they can explain their opinion

Spring 1

Reading

NC PoS	Key Concepts Link	Key Competencies	Vocabulary	Activity
- Develop pleasure in reading, motivation to read, vocabulary and understanding by: listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read. - Discussing the significance of the title and events & making inferences on the basis of what is being said and done and predicting what might happen on the basis of what has been read so far. - Participate in discussion about what is read to them	Promote curiosity, enthusiasm and engagement Develop a strong awareness of prior learning and the links that exist to new knowledge. Develop new learning and understand the impact on ourselves	Decode: I can use common tricky words I can use picture clues to help in reading simple texts I can read words of more than one syllable that include all the graphemes I can use phonic knowledge to blend sounds together to read words Comprehend: I can recognise the difference between nonfiction and fiction I can answer straightforward retrieval questions about a story I can identify the key events or main points in a text Detect: I can recognise why a character is feeling a certain way I can make simple predictions about a character I can express opinions about characters or main events in a story Language: I can recognise adjectives Respond: I can participate in discussions about what is read to me, taking turns and listening to what others say. I can show that I am interested in what I have read, or have listened to, across a wide range of texts – e.g. stories, poems and non fiction. Reader: I can re-tell simple, familiar stories – e.g. fairy tales	Fiction – literature that describes imaginary events. Non-Fiction – writing that is informative or factual Comprehension – the ability to understand something Literal – something that is true in the pictures or words Grapheme – writing that represents a phoneme Phoneme – phonic sounds using letters Predict – an educated guess at events Discuss – partake and listen to others in conversation Explain – use own understanding to make an idea clear	1. How do we know something is true? Introduce the children to the word 'Literal'. Explore how this can be used in picture books and simple texts. Children record literal statements for an image. Expand – Discuss how important it is to understand what is true and what is made up when researching new topics. Link to computing and finding results online 2. Can questions be literal? Examine and compare the statements made last week – can we turn these into questions? Model how the answer needs to be found in image or text – what question words are literal? Broaden – identify literal questions when presented with a selection about an image 3. How are non-fiction and fiction texts different from each other? Children compare texts and look for similarities and differences. Introduce the features contents page and index. Children practice using these features to find information. Challenge – can the children identify both similarities and differences in fiction/non-fiction? 4. Can I explain the main points of a text? Summarise the main points from a fiction and non fiction text – how can I present this information? Broaden – Can the children explain the main points of an unseen text to a partner? 5. What do adjectives do? Children explore how adjectives describe nouns – can they change the effect of a sentence? How can we prove that? Children should be able to justify why they have chosen specific words. Deepen = explore how changing the adjective affects the noun and this effect of the reader 6. Can I retell a familiar story? Children explore ways to retell stories – drama, animation, photo story etc.. Children are aware of purpose and audience intended. Expand - Can the children use adjectives to describe settings and characters?

Spring 2 Reading

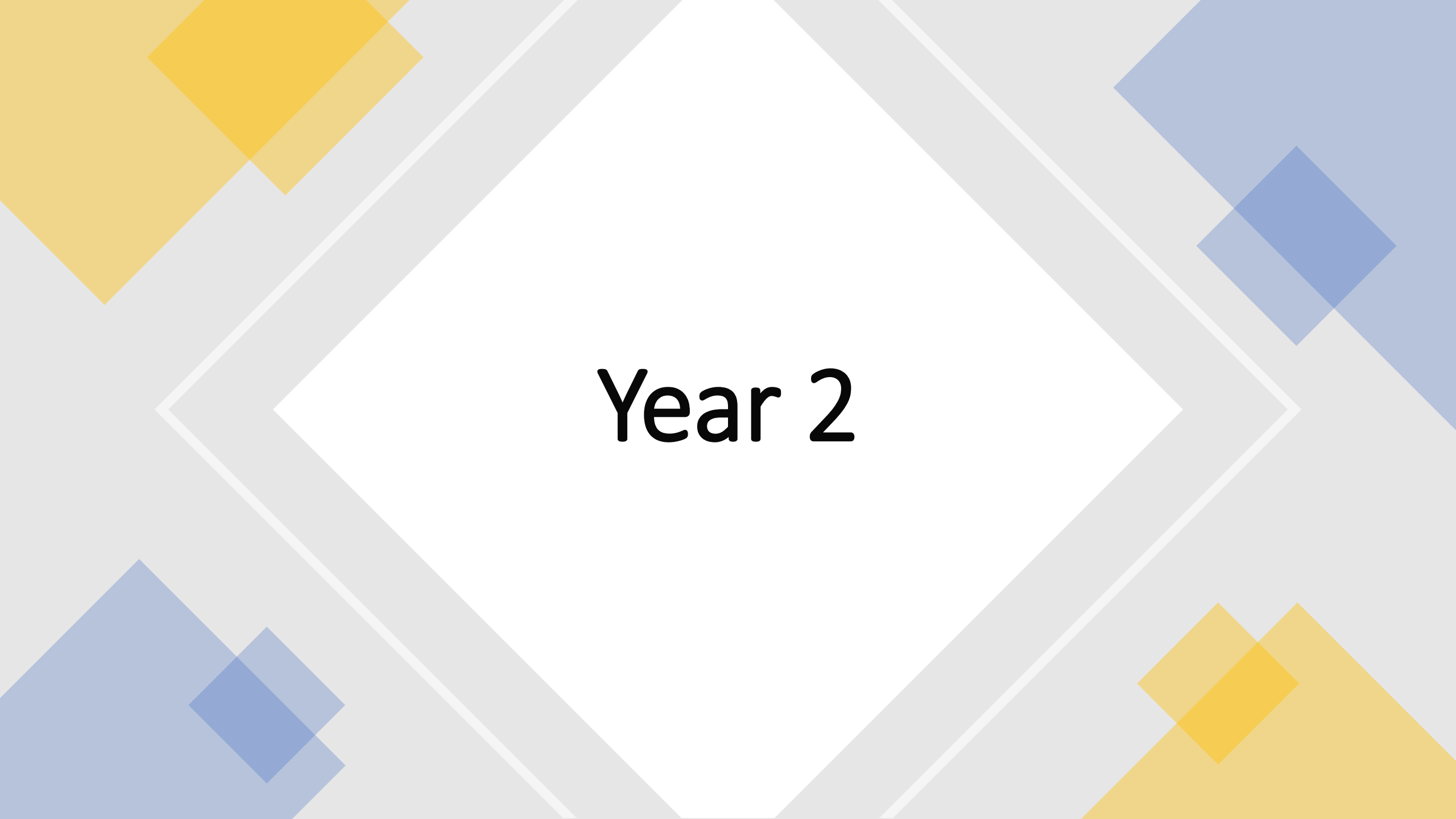
NC PoS	Key Concepts Link	Key Competencies	Vocabulary	Activity
- Develop pleasure in reading, motivation to read, vocabulary and understanding by: - listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read. - Discussing the significance of 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	Promote curiosity, enthusiasm and engagement through a range of topics and themes. Develop Independence and promote responsibility for learning. Develop a strong awareness of prior learning and the links that exist to new knowledge.	Comprehend - I can recognise the difference between nonfiction and fiction I can answer straightforward retrieval questions about a story I can identify the key events or main points in a text I can participate in discussions about what is read to me, taking turns and listening to what others say. I can show that I am interested in what I have read, or have listened to, across a wide range of texts including non-fiction, fiction and poetry. Detect - I can recognise why a character is feeling a certain way I can make simple predictions about a character I can express opinions about characters or main events in a story	Fiction – literature that describes imaginary events. Non-Fiction – writing that is informative or factual Comprehension – the ability to understand something Decode – understand meaning Grapheme – writing that represents a phoneme Phoneme – phonic sounds using letters Predict – an educated guess at events Discuss – partake and listen to others in conversation Explain – use own understanding to make an idea clear	1. What is the difference between fiction and non-fiction? Children will look at a variety of books and group them according to similarities. Discuss features and compare fiction and non-fiction features. Extend – How useful are the non-fiction books I need for my non-chronological report? Do they provide all the information I need? 2. How can I find the answers to literal questions? Children will explore who, what and where question words. With guidance answer straight forward retrieval questions on a non-fiction text. Broaden – Can I answer literal questions for the non-fiction and poetry books that I read? 3. How can I predict a character's behaviour? Children look at both the images and text so far in the story and use these to predict sensibly about what may happen in the story next. Expand – Can I use my own experience and the other books I have read to make predictions. 4. How can I find the answers to literal questions? Children will explore who, what and where question words. With guidance answer straight forward retrieval questions on a non-fiction text. Broaden – Can I answer literal questions for the non-fiction and poetry books that I read? 5. . How can I predict a character's behaviour? Children look at both the images and text so far in the story and use these to predict sensibly about what may happen in the story next. Expand – Can I use my own experience and the other books I have read to make predictions. 6. - How can I let others know my opinion? Children discuss the stories read this half term. They explore their favourites and explain why they have chosen that book – listen to others' opinions and be respectful. Challenge – Can I make choices about the books I want to read based on my prior experience of reading?

Summer 1 Subject - Reading

NC PoS	Key Concepts Link	Key Competencies	Vocabulary	Activity
- Develop pleasure in reading, motivation to read, vocabulary and understanding by: - listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read. - 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	Develop Independence and promote responsibility for learning. Develop a strong awareness of prior learning and the links that exist to new knowledge.	Decode: I can use common tricky words I can read words of more than one syllable that include all the graphemes I can read familiar endings to words (-ed -ing -s -es -est -er) I can use phonic knowledge to blend sounds together to read words Comprehend: I can recognise the difference between nonfiction and fiction I can answer straightforward retrieval questions about a story I can identify the key events or main points in a text Detect: I can recognise why a character is feeling a certain way I can make simple predictions about a character I can express opinions about characters or main events in a story Language: I can recognise adjectives and adverbs Respond: I can participate in discussions about what is read to me, taking turns and listening to what others say. I can show that I am interested in what I have read, or have listened to, across a wide range of texts – e.g. stories, poems and <u>non-fiction</u>. Reader: I can recite a simple poem by heart. I can re-tell simple, familiar stories – e.g. fairy tales	Fiction – literature that describes imaginary events. Comprehension – the ability to understand something Decode – understand meaning Grapheme – writing that represents a phoneme Phoneme – phonic sounds using letters Predict – an educated guess at events Discuss – partake and listen to others in conversation Explain – use own understanding to make an idea clear	1. What is the difference between adjectives and adverbs? Children will explore the difference between simple adjectives and adverbs. Children will read sentences and identify words that describe objects/actions. Apply understanding to written task. Extend – Can I create word banks of adjectives and adverbs I find in the books I read? 2. How can I find the answers to literal questions? Children will explore who, what and where question words. With guidance answer straight forward retrieval questions on a non-fiction text. Broaden – Can I answer literal questions for the non-fiction and poetry books that I read? 3. How can I predict a character's behaviour? Children look at both the images and text so far in the story and use these to predict sensibly about what may happen in the story next. Expand – Can I use my own experience and the other books I have read to make predictions. 4. How can I find the answers to literal questions? Children will explore who, what and where question words. With guidance answer straight forward retrieval questions on a non-fiction text. Broaden – Can I answer literal questions for the non-fiction and poetry books that I read? 5. Can I add actions to a simple poem learnt by heart?– children memorise a simple poem and perform it to their group using actions they have devised themselves. Challenge – Can I teach my actions to another person? 6. - How can I let others know my opinion? Children discuss the stories read this half term. They explore their favourites and explain why they have chosen that book – listen to others' opinions and be respectful. Challenge – Can I make choices about the books I want to read based on my prior experience of reading?

Summer 2 Subject - Reading

NC PoS	Key Concepts Link	Key Competencies	Vocabulary	Activity
- Develop pleasure in reading, motivation to read, vocabulary and understanding by: - listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read. - 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	Promote curiosity, enthusiasm and engagement through a range of topics and themes. Develop Independence and promote responsibility for learning. Grow an awareness of civic responsibility and global citizenship.	Decode: I can use common tricky words I can read words of more than one syllable that include all the graphemes I can read familiar endings to words (-ed -ing -s -es -est -er) I can use phonic knowledge to blend sounds together to read words Comprehend: I can recognise the difference between nonfiction and fiction I can answer straightforward retrieval questions about a story I can identify the key events or main points in a text Detect: I can recognise why a character is feeling a certain way I can make simple predictions about a character I can express opinions about characters or main events in a story Language: I can recognise adjectives and adverbs Respond: I can participate in discussions about what is read to me, taking turns and listening to what others say. I can show that I am interested in what I have read, or have listened to, across a wide range of texts – e.g. stories, poems and <u>non-fiction</u>. Reader: I can recite a simple poem by heart. I can re-tell simple, familiar stories – e.g. fairy tales	Fiction – literature that describes imaginary events. Comprehension – the ability to understand something Decode – understand meaning Grapheme – writing that represents a phoneme Phoneme – phonic sounds using letters Predict – an educated guess at events Discuss – partake and listen to others in conversation Explain – use own understanding to make an idea clear	1. What is an adverb? Children <u>will explore the difference</u> between simple adjectives and adverbs. Children will read sentences and identify words that describe objects/actions. Apply understanding to written task. Extend – Can I create word banks of adjectives and adverbs I find in the books I read? 2. How can I find the answers to literal questions? Children will explore who, what and where question words. With guidance answer straight forward retrieval questions on a non-fiction text. Broaden – Can I answer literal questions for the non-fiction and poetry books that I read? 3. How does the writer show how the characters feel? Children look at both the images and text so far in the story to see how description and word choice help the reader know how the characters are feeling Extend - Which words have the biggest impact on the reader's opinion of the character? 4. How can I find the answers to literal questions? Children will explore who, what and where question words. With guidance answer straight forward retrieval questions on a non-fiction text. Broaden – Can I answer literal questions for the non-fiction and poetry books that I read? 5. Can I add actions to a simple poem learnt by heart?– children memorise a simple poem and perform it to their group using actions they have devised themselves. Challenge – Can I teach my actions to another person? 6. - How can I share my ideas about the books we read? Children discuss the stories read this half term. They explore their favourites and explain why they have chosen that book – listen to others' opinions and be respectful. Challenge – Can I make choices about the books I want to read based on my prior experience of reading?



Year 2

Aut 1 Subject – Reading

NC PoS	Key Concepts	Key Competencies	Key Vocabulary	Key Activities
Word Reading -apply phonics knowledge and skills to decode words until automatic decoding is embedded and reading is fluent -read accurately-blending sounds and words containing suffixes, two or more syllables, common exception words Comprehension -develop pleasure in reading by: -listening to stories at a level beyond they can read indep. -discuss sequence of books, retell stories in their own words -introduced to non-fiction texts -discuss the meaning of words and phrases and build up a repertoire of poems -check the text makes sense and self-correcting -making inferences -predicting	The Reading Curriculum aims to promote a lifelong love of reading. Children are taught how to read. Children will be actively encouraged to read widely and deeply a range of texts from a diverse group of authors to further their understanding and satisfy their curiosity about the world around them through their reading. Children will share their opinions and thoughts of what they read. Children are taught to interrogate and challenge, through discussion, what they read and use their knowledge to add weight to their opinions. Reading is at the heart of our curriculum.	1 – DecodeTo read and identify tricky words, I can recall phonics sounds to read accurately blending sounds in words. To recognise how to self-correct and read familiar words quickly (begin to apply this in my reading). 2 – Comprehend I can find an answer to a retrieval question in a text I can list the key events in a story I can list the things I can see in an illustration and explain my reasoning I can continue to retell a story (from a given point) 3 – Detect To make an inference and describe how characters feel. To predict what will happen next in a story. To explain my prediction (using my own experiences and other books to justify my opinion. To invent an alternative ending 4 – Language To explain the meaning of new words, linking meaning to new words. To explain my favourite words. To compare word choice and the effect. 5 – Respond To explain my choices about what I read. To analyse what a writer has written a text. 6 – Reader-To relate what is read to own experiences.	Blend, segment, phoneme, grapheme, digraph, trigraph suffix Reread, check, common exception words, tricky words Retrieve, literal, look, find, search, highlight, answer, evidence Events, characters,, fiction, non-fiction, structure. Detect, infer, inference, feels, illustrations, words, themes, ideas, predict, predictions, experience, books Language, meaning, discuss, share, favourite, words sentence, phrase Purpose, structure, like, dislike, choice, reading, discuss, share Remind, set, experience, memory, think.	Pathways and Weekly Reading Opportunities in Year 2 • 1-Decode through Phonics. High quality, daily phonics sessions Phase 5 phonics teaching, including two intervention groups per class. Suffixes taught in Phonics. • 5 and 6 Responding and Reading Independent Choice -Caught Reading-Evidence to capture children's incidental reading opportunities (E.g.-IWB screens, commenting on independent book choices). • 2 and 3-Guiding Reading Children will focus on developing comprehension skills, covering all key pathways during these sessions. Teach children the skills needed to find answers from a text effectively. Explicitly teach chn how to answer reading questions-skimming, scanning, retrieval. • 4. Language-Every Day a story-develop and build on children's vocab adding words to the word collector display. • 6. ERIC time (everybody reading in class) At least three weekly sessions of ERIC time, to develop love of reading, catch reading books of own choice independently in a relaxed environment. Promote independent reading with GDS children-can they make links with other texts? Post-it note evidence. 1. Decode. High quality phonics sessions Whole Class Reading Sessions The Secret Sky Garden by Linda Sarah and Fiona Lumbers Who, what where, literally right there. Using pictures from the text as clues. Make simple inferences Tatty Ratty-Inference work using illustrations-how does the character feel. Plot on an emotion graph. The Queen's Hat by Steve Antony Making a prediction. Teaching children, the skills they need to find answers to questions in a text, to make deductions and inferences. Discussing and using new, ambitious vocabulary. Create alternative ending to stories, sequence key events and retell in own words. Venn-diagram-sorting and comparing the story of the Queen's What is fact and fiction? How can we tell the difference? Create a class toolkit. Information texts about the Great Fire of London Retrieving information, how do we know about the Great Fire of London? Features of information repots. Look at Samuel Pepys diary-what are diaries used for and why?

Aut 2 Subject – Reading

NC PoS	Key Concepts	Key Competencies	Key Vocabulary	Key Activities
Word Reading -apply phonics knowledge and skills to decode words until automatic decoding is embedded and reading is fluent -read accurately-blending sounds and words containing suffixes, two or more syllables, common exception words Comprehension -develop pleasure in reading by: -listening to stories at a level beyond they can read indep. -discuss sequence of books, retell stories in their own words -introduced to non-fiction texts -discuss the meaning of words and phrases and build up a repertoire of poems -check the text makes sense and self-correcting -making inferences -predicting	To promote a lifelong love of reading. Children are taught how to read. Children will be actively encouraged to read widely and deeply a range of texts from a diverse group of authors to further their understanding and satisfy their curiosity about the world around them through their reading. Children will share their opinions and thoughts of what they read. Children are taught to interrogate and challenge, through discussion, what they read and use their knowledge to add weight to their opinions. Reading is at the heart of our curriculum.	1 – Decode To read and identify tricky words I can find and recall phonics sounds to read accurately. I can read words containing common suffixes I can self-correct and read familiar words quickly (begin to apply this in my reading) 2 – Comprehend I can find an answer to a retrieval question in a text (non-fiction, stories and poems) I can identify and list the key events in a story I can begin to notice how non-fiction texts are structured in different ways I can retell a story (from a given point) To compare and contrast two texts 3 – Detect I can recognise and explain key ideas in a text. To make an inference and describe how characters feel. I can explain my reasoning using clues from the text To predict what will happen next in a story and explain my thoughts (using my own experiences and other books to justify my opinion.) 4 – Language To explain the meaning of new words, linking meaning to new words. To explain my favourite words. To compare word choice and the effect. To invent an alternative ending 5 – Respond To explain my choices about what I read. To analyse what a writer has written a text. To compare two texts and identify similarities and differences. 6 – Reader-To relate what I read to own experiences. To understand books are set in different times and places. To recite a poem off by heart and create my own spoken words.	Blend, segment, phoneme, digraph, trigraph suffix Reread, check, common exception words, tricky words Retrieve, literal, look, find, search, highlight, answer, evidence Events, characters,, fiction, non-fiction, structure. Detect, infer, inference, feels, illustrations, words, themes, ideas, predict, predictions, experience, books Language, meaning, discuss, share, favourite, words sentence, phrase Purpose, structure, like, dislike, choice, reading, discuss, share Remind, set, experience, memory, think.	Pathways and Weekly Reading Opportunities in Year 2 1-Decode through Phonics. High quality, daily phonics sessions Phase 5 phonics teaching. 5 and 6 Responding and Reading Independent Choice -Caught Reading-Evidence to capture children's incidental reading opportunities. 2 and 3-Guiding Reading-Each group is to be heard once a week. Children will focus on developing comprehension skills, covering all key pathways during these sessions. Teach children the skills needed to find answers from a text effectively. 4. Language-Every Day a story-develop and build on children's vocab adding words to the word collector display. 6. ERIC time (everybody reading in class) At least three weekly sessions of ERIC time, to develop love of reading, catch reading books of own choice independently in a relaxed environment. <u>Whole Class Reading Sessions in English Lessons</u> Week 1 Firework Poetry: Listen, read, perform, recite poetry to develop repertoire of poetry. Children to talk about likes, dislikes. Use Enid Blyton poem Firework Night. Who is talking in this poem? What clues can we find? On Bonfire Night Celebration day, children will have the opportunity to create, perform and record their own poems. Week 2 and 3, 4 Zog and The Dragon Machine Inference, how does the dragon feel at key moments in the text. Use of vocab bank with flaps, to develop children's understanding of unknown vocabulary (e.g. valley, monstrous, fiery etc). Children to make a prediction before reading the texts, create an alternative ending. Dragon-ologists investigation-using clues from the text. Children to look at key vocab from blurb and illustrations to make predictions and inferences-explaining their opinons. Children begin to explain their ideas. Week 5 and 6 The Day the Crayon's Quit and The Crayon's Christmas. Identifying key moments in story. Drama sessions and thought bubble work-inference, how the crayons feel. Children to write in role as a character to explore feelings further. Venn diagram story comparing both texts. Children to create a book review. Week 7 Arthur Christmas Comprehension activities based around Letter to Father Christmas Unit (see Read, Write Perform unit. Focus on fluency for meaning. Christmas Letter.pdf (sharepoint.com)

Spring 1 Subject – Reading

NC PoS	Key Concepts	Key Competencies What are we learning and measuring?	Key Vocabulary	Key Activities What are we doing?
Word Reading -apply phonics knowledge and skills to decode words until automatic decoding is embedded and reading is fluent -read accurately-blending sounds and words containing suffixes, two or more syllables, common exception words Comprehension -develop pleasure in reading by: -listening to stories at a level beyond they can read indep. -discuss sequence of books, retell stories in their own words -introduced to non-fiction texts -discuss the meaning of words and phrases and build up a repertoire of poems -check the text makes sense and self-correcting -making inferences -predicting	The Reading Curriculum aims to promote a lifelong love of reading. Children are taught how to read. Children will be actively encouraged to read widely and deeply a range of texts from a diverse group of authors to further their understanding and satisfy their curiosity about the world around them through their reading. Children will share their opinions and thoughts of what they read. Children are taught to interrogate and challenge, through discussion, what they read and use their knowledge to add weight to their opinions. Reading is at the heart of our curriculum. <i>Decoding work, evidence captured in reading records and guided reading sessions.</i>	The Comet • To use illustrations to make inferences • To describe how a character feels, explaining why The Tiger Who Came to Tea • To discuss the meaning of new vocabulary • To answer retrieval questions, identifying key words in the text • To retell a story, referring to most of the key events and characters. • To compare and contrast key moments in a text • To make simple inferences based on what is being said and done. • To predict what will happen next in a story • To understand what a writer has written a text (purpose) Emily Brown and the Thing • To make a plausible prediction • To summarise what has happened so far in a story • To identify how vocabulary choice affects meaning. • To relate what is read to own experiences. To be aware that books are set in different	Blend, segment, Retrieve, literal, look, find, search, highlight, answer, evidence Events, characters, fiction, non-fiction, structure. Detect, infer, inference, feels, illustrations, words, themes, ideas, predict, predictions, experience, books Language, meaning, discuss, share, favourite, words sentence, phrase Purpose, structure, like, dislike, choice, reading, discuss, share Remind, set, experience, memory, think.	<u>Whole Class Reading Sessions in English Lessons</u> based around key Spring 1 texts: The Comet by Joe Todd-Stanton: • Children to explore the illustrations, can they find clues in the text to see how main character feels at different points, explaining their reasoning. • Extension-writing in role to describe how a character feels using evidence from the text. The Tiger Who Came to Tea by Judith Kerr. • Interrogate the text, pausing at the content vocabulary to ensure children understand new words such as greengrocers, milkman, supper. Create word shower and children play games with partner, using new vocab accurately in sentences. • Children to answer retrieval questions, practicing skimming and scanning techniques after clear modelling and direct instruction from class teacher. • Children to make predictions-what will happen next in the story and explain why, with plausible answers. • Ask children how the characters are feeling at certain points of the story. Children to create thought bubbles. Ask the children to decide whether they think the tiger is a polite or a rude character? Create lists to justify their choices using evidence from the text. • Look at non-fiction text all about tigers. How is this structured differently to a narrative? Compare and contrast using Venn diagram and annotations. • Compare and contrast with 'There's a tiger in the garden' There's a Tiger in the Garden Centre for Literacy in Primary Education (cipe.org.uk) Emily Brown and the Thing by Cressida Cowell • Prediction lesson-using clues from the front cover and blurb to predict what the book is about. Can children justify their reasoning-e.g-how do we know what time of the day it is? Encourage children to ask questions about text. • Summarise-10 word challenge, what has happened so far in the text? Can you use ten words or less to summarise this? • Look at vocab such as 'wept'-how does this affect the meaning of the sentences? Children given different examples to examine with a partner. • Analyse the section of text where the Thing cannot sleep-can children relate to this? What advice could they give to the Thing to ensure he has a good night's sleep? • Children to independently identify the different settings that appear in the book. Children to create their own journey map.

Spring 2 Subject – Reading

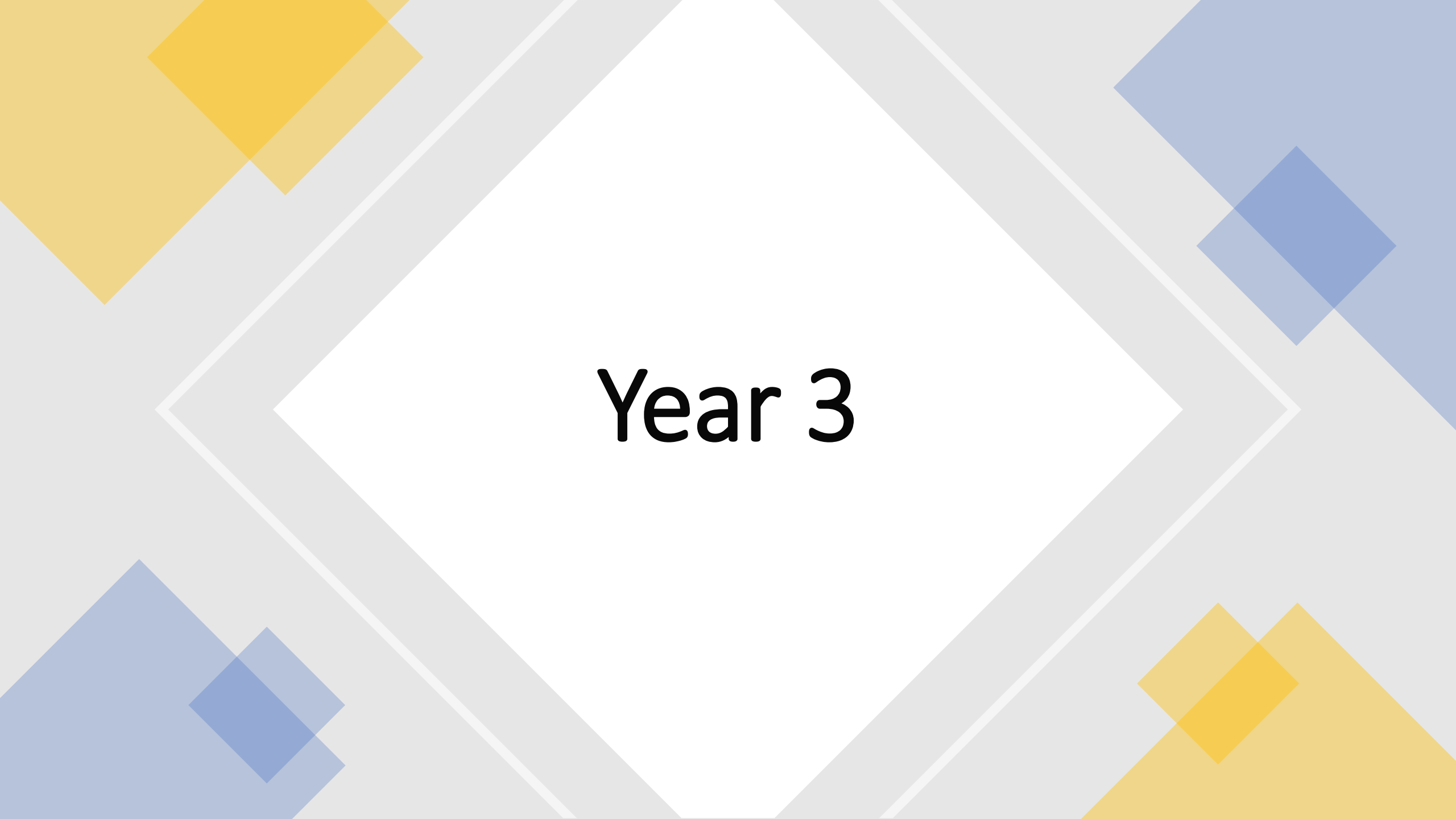
NC PoS	Key Concepts Link	Key Competencies	Vocabulary	Activity Key stage 1 tests: 2019 English reading test materials - GOV.UK (www.gov.uk)
Word Reading -apply phonics knowledge and skills to decode words until automatic decoding is embedded and reading is fluent -read accurately-blending sounds and words containing suffixes, two or more syllables, common exception words Comprehension -develop pleasure in reading by: -listening to stories at a level beyond they can read indep. -discuss sequence of books, retell stories in their own words -introduced to non-fiction texts -discuss the meaning of words and phrases and build up a repertoire of poems -check the text makes sense and self-correcting -making inferences -predicting	The Reading Curriculum aims to promote a lifelong love of reading. Children are taught how to read. Children will be actively encouraged to read widely and deeply a range of texts from a diverse group of authors to further their understanding and satisfy their curiosity about the world around them through their reading. Children will share their opinions and thoughts of what they read. Children are taught to interrogate and challenge, through discussion, what they read and use their knowledge to add weight to their opinions. Reading is at the heart of our curriculum.	1 – Decode To read tricky words and accurately blend sounds in words. To read words containing common suffixes. To self-correct and read familiar words quickly. 2 – Comprehend To answer retrieval questions. To retell a story, referring to most of the key events and characters. To notice how non-fiction texts are structured in different ways. 3 – Detect To make simple inferences based on what is being said and done. To recognise key themes and ideas within a text. To make predictions based on own experience and other books. 4 – Language To discuss the meaning of new word. To discuss favourite words and phrases. To identify how vocab choice affects meaning. 5 – Respond To participate in discussion about books and other words. To understand what a writer has written a text (purpose) . To make choices about which texts to read, based on prior reading experience. 6 – Reader To relate what is read to own experiences. To be aware that books are set in different times and places.	Blend, segment, phoneme, grapheme, digraph, trigraph suffix Reread, check, common exception words, tricky words Retrieve, literal, look, find, search, highlight, answer, evidence Events, characters,, fiction, non-fiction, structure. Detect, infer, inference, feels, illustrations, words, themes, ideas, predict, predictions, experience, books Language, meaning, discuss, share, favourite, words sentence, phrase Purpose, structure, like, dislike, choice, reading, discuss, share Remind, set, experience, memory, think.	Pathways and Weekly Reading Opportunities in Year 2 1-Decode through Phonics. High quality, daily phonics sessions Phase 5 phonics teaching, including two intervention groups per class. Suffixes taught in Phonics. 5 and 6 Responding and Reading Independent Choice -Caught Reading-Evidence to capture children's incidental reading opportunities (E.g.-IWB screens, commenting on independent book choices). 2 and 3-Guiding Reading-Each group is to be heard once a week. Children will focus on developing comprehension skills, covering all key pathways during these sessions. Teach children the skills needed to find answers from a text effectively. Explicitly teach chg how to answer reading questions-skimming, scanning, retrieval. 4. Language-Every Day a story-develop and build on children's vocab adding words to the word collector display. 6. ERIC time (everybody reading in class) At least three weekly sessions of ERIC time, to develop love of reading, catch reading books of own choice independently in a relaxed environment. Promote independent reading with GDS children-can they make links with other texts? Post-it note evidence. World Book Day Activities- Blind Date with a Book – children to wrap up their favourite book with clues written on the wrapping paper. Friends to guess what the book is and complete a shared, paired, reading exercise. Sharing and talking about favourite books, creating book nooks in the classroom. Reading buddy exercise with Year 5. Whole Class Reading Sessions in English Lessons based around key Spring 1 texts: - Sequencing key events-similar to SATS style questions, can children number key events and summarise the text in their own words. - SATS testing-All children to take part in informal SATS testing papers to get them used to the papers. Key stage 1 tests: 2019 English reading test materials - GOV.UK (www.gov.uk) - Comparisons of texts using venn diagrams. - Tell me grid to promote book talk 'things I like, dislike, connections' . - Use of pictures in text to develop inference skillsUse of thought and speech bubbles. ENRICH – To make inferences EXTEND – To make a plausible prediction about what might happen on the basis of what has been read so far. BROADEN – To make links between two books e.g. characters, settings, problem etc

Summer 1 Subject – Reading

NC PoS	Key Concepts Link	Key Knowledge and Pathway	Vocabulary	Activity SATs Reading Paper 1 and 2
Word Reading -apply phonics knowledge and skills to decode words until automatic decoding is embedded and reading is fluent -read accurately-blending sounds and words containing suffixes, two or more syllables, common exception words Comprehension -develop pleasure in reading by: -listening to stories at a level beyond they can read indep. -discuss sequence of books, retell stories in their own words -introduced to non-fiction texts -discuss the meaning of words and phrases and build up a repertoire of poems -check the text makes sense and self-correcting -making inferences -predicting	The Reading Curriculum aims to promote a lifelong love of reading. Children are taught how to read. Children will be actively encouraged to read widely and deeply a range of texts from a diverse group of authors to further their understanding and satisfy their curiosity about the world around them through their reading. Children will share their opinions and thoughts of what they read. Children are taught to interrogate and challenge, through discussion, what they read and use their knowledge to add weight to their opinions. Reading is at the heart of our curriculum.	1 – Decode To read tricky words and accurately blend sounds in words. To read words containing common suffixes. To self-correct and read familiar words quickly. 2 – Comprehend To answer retrieval questions. To retell a story, referring to most of the key events and characters. To notice how non-fiction texts are structured in different ways. 3 – Detect To make simple inferences based on what is being said and done. To recognise key themes and ideas within a text. To make predictions based on own experience and other books. 4 – Language To discuss the meaning of new word. To discuss favourite words and phrases. To identify how vocab choice affects meaning. 5 – Respond To participate in discussion about books and other words. To understand what a writer has written a text (purpose) . To make choices about which texts to read, based on prior reading experience. 6 – Reader To relate what is read to own experiences. To be aware that books are set in different times and places.	Blend, segment, phoneme, grapheme, digraph, trigraph suffix Reread, check, common exception words, tricky words Retrieve, literal, look, find, search, highlight, answer, evidence Events, characters,, fiction, non-fiction, structure. Detect, infer, inference, feels, illustrations, words, themes, ideas, predict, predictions, experience, books Language, meaning, discuss, share, favourite, words sentence, phrase Purpose, structure, like, dislike, choice, reading, discuss, share Remind, set, experience, memory, think.	Grandad's Island -To make a prediction and inference on the text and explain answers – first impressions of Grandad. E.g- I think he is interesting because he has lots of artefacts in his attic-using evidence from the text to explain. Pathways and Weekly Reading Opportunities in Year 2 • 1-Decode through Phonics. High quality, daily phonics sessions Phase 5 phonics teaching, including two intervention groups per class. Suffixes taught in Phonics. • 5 and 6 Responding and Reading Independent Choice -Caught Reading- Evidence to capture children's incidental reading opportunities (E.g.- IWB screens, commenting on independent book choices). • 2 and 3-Guiding Reading-Each group is to be heard once a week. Children will focus on developing comprehension skills, covering all key pathways during these sessions. Teach children the skills needed to find answers from a text effectively. Explicitly teach <u>chn</u> how to answer reading questions- skimming, scanning, retrieval. • 4. Language-Every Day a story-develop and build on children's vocab adding words to the word collector display. • 6. ERIC time (everybody reading in class) At least three weekly sessions of ERIC time, to develop love of reading, catch reading books of own choice independently in a relaxed environment. Promote independent reading with GDS children-can they make links with other texts? Post-it note evidence. • Whole Class Reading Sessions in English Lessons based around key Spring 1 texts: • Sequencing key events-similar to SATS style questions, can children number key events and summarise the text in their own words. • SATS testing-All children to take part in informal SATS testing papers to get them used to the papers. Key stage 1 tests: 2019 English reading test materials - GOV.UK (www.gov.uk) • Comparisons of texts using <u>xenn</u> diagrams. • Tell me grid to promote book talk 'things I like, dislike, connections' . • ENRICH – To make inferences • EXTEND – To make a plausible prediction about what might happen on the basis of what has been read so far. • BROADEN – To make links between two books e.g. characters, settings, problems etc

Summer 2 Subject – Reading

NC PoS	Key Concepts Link	Key Knowledge and Pathway	Vocabulary	Activity
Word Reading -apply phonics knowledge and skills to decode words until automatic decoding is embedded and reading is fluent -read accurately-blending sounds and words containing suffixes, two or more syllables, common exception words Comprehension -develop pleasure in reading by: -listening to stories at a level beyond they can read indep. -discuss sequence of books, retell stories in their own words -introduced to non-fiction texts -discuss the meaning of words and phrases and build up a repertoire of poems -check the text makes sense and self-correcting -making inferences -predicting	The Reading Curriculum aims to promote a lifelong love of reading. Children are taught how to read. Children will be actively encouraged to read widely and deeply a range of texts from a diverse group of authors to further their understanding and satisfy their curiosity about the world around them through their reading. Children will share their opinions and thoughts of what they read. Children are taught to interrogate and challenge, through discussion, what they read and use their knowledge to add weight to their opinions. Reading is at the heart of our curriculum.	1 – Decode To read tricky words and accurately blend sounds in words. To read words containing common suffixes. To self-correct and read familiar words quickly-checking it makes sense to them, correcting any inaccurate reading 2 – Comprehend - To answer questions and make some inferences - To retell a story, referring to most of the key events and characters. To notice how non-fiction texts are structured in different ways. explain what has happened so far in what they have read. 3 – Detect To make simple inferences based on what is being said and done. To recognise key themes and ideas within a text. To make predictions based on own experience and other books. 4 – Language To discuss the meaning of new word. To discuss favourite words and phrases. To identify how vocab choice affects meaning. 5 – Respond To participate in discussion about books and other words. To understand what a writer has written a text (purpose) . To make choices about which texts to read, based on prior reading experience. 6 – Reader-To relate what is read to own experiences. To be aware that books are set in different times and places.	Blend, segment, phoneme, grapheme, digraph, trigraph suffix Reread, check, common exception words, tricky words Retrieve, literal, look, find, search, highlight, answer, evidence Events, characters,, fiction, non-fiction, structure. Detect, infer, inference, feels, illustrations, words, themes, ideas, predict, predictions, experience, books Language, meaning, discuss, share, favourite, words sentence, phrase Purpose, structure, like, dislike, choice, reading, discuss, share Remind, set, experience, memory, think.	Pathways and Weekly Reading Opportunities in Year 2 1-Decode through Phonics. High quality, daily phonics sessions Phase 5 phonics teaching, including two intervention groups per class. Suffixes taught in Phonics. 5 and 6 Responding and Reading Independent Choice -Caught Reading- Evidence to capture children's incidental reading opportunities (E.g.- IWB screens, commenting on independent book choices). 2 and 3-Guiding Reading Children will focus on developing comprehension skills, covering all key pathways during these sessions. Teach children the skills needed to find answers from a text effectively. Explicitly teach chn how to answer reading questions-skimming, scanning, retrieval. 4. Language-Every Day a story-develop and build on children's vocab adding words to the word collector display. 6. ERIC time (everybody reading in class) At least three weekly sessions of ERIC time, to develop love of reading, catch reading books of own choice independently in a relaxed environment. Promote independent reading with GDS children-can they make links with other texts? Post-it note evidence. Whole Class Reading Sessions in English Lessons - Story language – Jack and the Beanstalk and Giant of Jum EXTEND- How does the language compare to Grandad's Island? -Prediction-what will happen next in the story if it were to continue? Inference work in small groups and recap and revision of new vocabulary. Use pictures for clues. What can we tell from the pictures? - Do characters/people sometimes think or show different facial expressions and body language-explore this through the use of thought and speech bubbles. What might be the giant be thinking? BROADEN- Comparison of texts activity with Giant of Jum. Can children make links between both books? Identify similarities and differences. Children to make a prediction with new text. Complete a Venn diagram to sort similarities and differences. Can the children identify things that are the same and different? CHALLENGE: Vocab wall in class- can you add new, ambitious vocabulary from texts-encourage and challenge children to use them verbally and in their writing.



Year 3

Aut 1 Subject – Reading – Voices in the Park by Anthony Browne

NC PoS	Key Concepts	Key Competencies	Key Vocabulary	Key Activities
- develop positive attitudes to reading and understanding of what they read by: - listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks - reading books that are structured in different ways and reading for a range of purposes - drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence	Promote curiosity, enthusiasm and engagement through a range of topics and themes. Develop a strong awareness of prior learning and the links that exist to new knowledge.	Year 2 revision To identify how vocab choice affects meaning. Decode 1. I can answer questions using a text. Comprehend 1. I can empathise with a character. 4. I can empathise with a character and use the pictures and text to explain my answer. 4. I can use the context of the sentence to choose the correct vocabulary. Language 2. I can identify the difference between first person and third person. 2. 5. I can comment on the choice of language to create moods and build tension. Detect 1. I can justify inferences with evidence from the text. Reader 3. 4. I can retell stories I am familiar with. 5. I can make simple connections between books by Anthony Browne. 6. I can perform a poem. 6. I can evaluate poems commenting on the use of language.	Decode, inference, skim and scan, empathise, Language, Rhyme, repetition, verbs, adjectives	How can we make an accurate prediction? Children will identify clues from the front cover, title, blurb to make predictions about a story. How do we know how a character feels? Children will listen to the story Voices in the park/Gorilla. They will use picture and texts to explain and compare the main characters from the story. Discuss the use of clues in a character's body language and objects that are In the text to help the reader and empathise with a character. Children will use sentence stems to support them in explaining why a character might be feeling a certain way. Children will compare pictures and phrases from the beginning and the end of the story to compare how the character has changed during the story. Do authors write books that are similar? Pupils will look at a selection of books by Anthoney Browne. They will compare the characters language, illustrations etc from the books and look for things that are similar or different. Pupils will explain which book was the favourite and use evidence from the text to explain their reasoning. We will also learn about the author and investigate other books we could share as a class. What are the features of a poem? Do all poems have the same features? Children will be introduced to rage of celebrities reading a range of poems. What do they notice about how the poems are read? Which are their favourite poems? Why? Children will work with a partner to look at a poem learn about and identify its features before deciding how they would like to perform it.

Aut 2 Subject – Reading – The Stone Age Boy

NC PoS	Key Concepts	Key Competencies	Key Vocabulary	Key Activities
- develop positive attitudes to reading and understanding of what they read by: - listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks - reading books that are structured in different ways and reading for a range of purposes - drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying	Promote curiosity, enthusiasm and engagement through a range of topics and themes. Develop a strong awareness of prior learning and the links that exist to new knowledge.	Decode I can use the context of the sentence to help me to read unfamiliar words. I can read out loud confidently, understanding how to use a range of punctuation. Comprehend I can use evidence in the text to justify inferences. know the organisation reflects the purpose of the writing. I can use a range of organisational features to locate information. I can use a range of organisational features to answer questions about a text. Language I can comment on the choice of language to create moods and build tension e.g. Crept to be quiet and also not to be caught. I can use evidence from a text to explain how a character feels. Detect I can begin to recognise features of a text that relate it to its historical setting. Reader I can retell stories I am familiar with. I can begin to recognise features of a text that relate it to its historical setting.	Narrative First Next Evidence Inference Heading Subheading Caption Technical vocabulary Diagram Setting Adjective	What are the main events in the story? Children listen to the story The Stone Age Boy. Children will have illustrations from the story to sequence and use as a guide to retell the story. How do the characters feel? Children to have images from key points in the story The Stone Age boy. Freeze frames to be used to identify and compare how the main characters are feeling at different points in the story. How can we create a picture in the readers mind? Children will have sentences and compare the impact of word choices to improve the sentence. Children will make own word choices to complete sentences. Where is the story set? Children to be given a range of texts with a historical setting. Children to read the text and match the text to its historical setting. Children to explain using evidence from the text the period in history the book is set in. What can we see? Children to read simple sentences and identify clues to identify what is happening. Children to use clues from the text to infer. How is a report organised? Children will learn about and identify the features of a non-chronological report. Children will compare different reports and explain how reports can be improved Children to answer questions about a text in the format of a non-chronological report and will use the organisation to help.

Spring 1 - Subject – Reading

Context - The Kapok Tree by Lynne Cherry

NC PoS	Key Concepts	Key Competencies	Key Vocabulary	Key Activities
- develop positive attitudes to reading and understanding of what they read by: - listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks - reading books that are structured in different ways and reading for a range of purposes - drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence	Promote curiosity, enthusiasm and engagement through a range of topics and themes. Develop a strong awareness of prior learning and the links that exist to new knowledge.	Decode I can use knowledge of root words suffixes and prefixes to read and understand new words. (auto/ anti, sub/super, ly, ation) Comprehend I can identify the features of a non - chronological report. I can use a range of organisational features to locate information. Detect I can make inferences with evidence from the text. I can justify inferences using evidence from the text. Language I can explain the meaning of words in context. Respond I can begin to comment on different points of view in a text. Read I can retell stories I am familiar with. I can identify and explain the meaning of the story.	Decode, inference, skim and scan, empathise, Language, Rhyme, repetition, verbs, adjectives	Children to look at extract from the Kapok Tree highlight and look at words and phrases of interest and discuss why. Explain what these words tell us about where the story is set. Children to answer differentiated questions from extract from Kapok Tree. Read the Kapok tree. Discuss main events in story and create a story map. Children to use story map to retell story adding in interesting words for prompts. Discuss key meaning of the story and identify why the writer may have written it. Identify the different points of view in the text (man and animals) children to be split in half and create a debate about who is right using the text to reinforce their argument. Children to create a story map changing the animals in the story identifying appropriate prepositions and verbs/adverbs. Share a good example of non chronological report with the children. Identify the features and children to highlight and label the features they have found. Children to explain why it is a good example and how it could be improved. Children to complete a range of questions from a nonfiction piece of writing using headings and key words.

Spring 2 - Subject – Reading – The River Ran Wild by Lynne Cherry

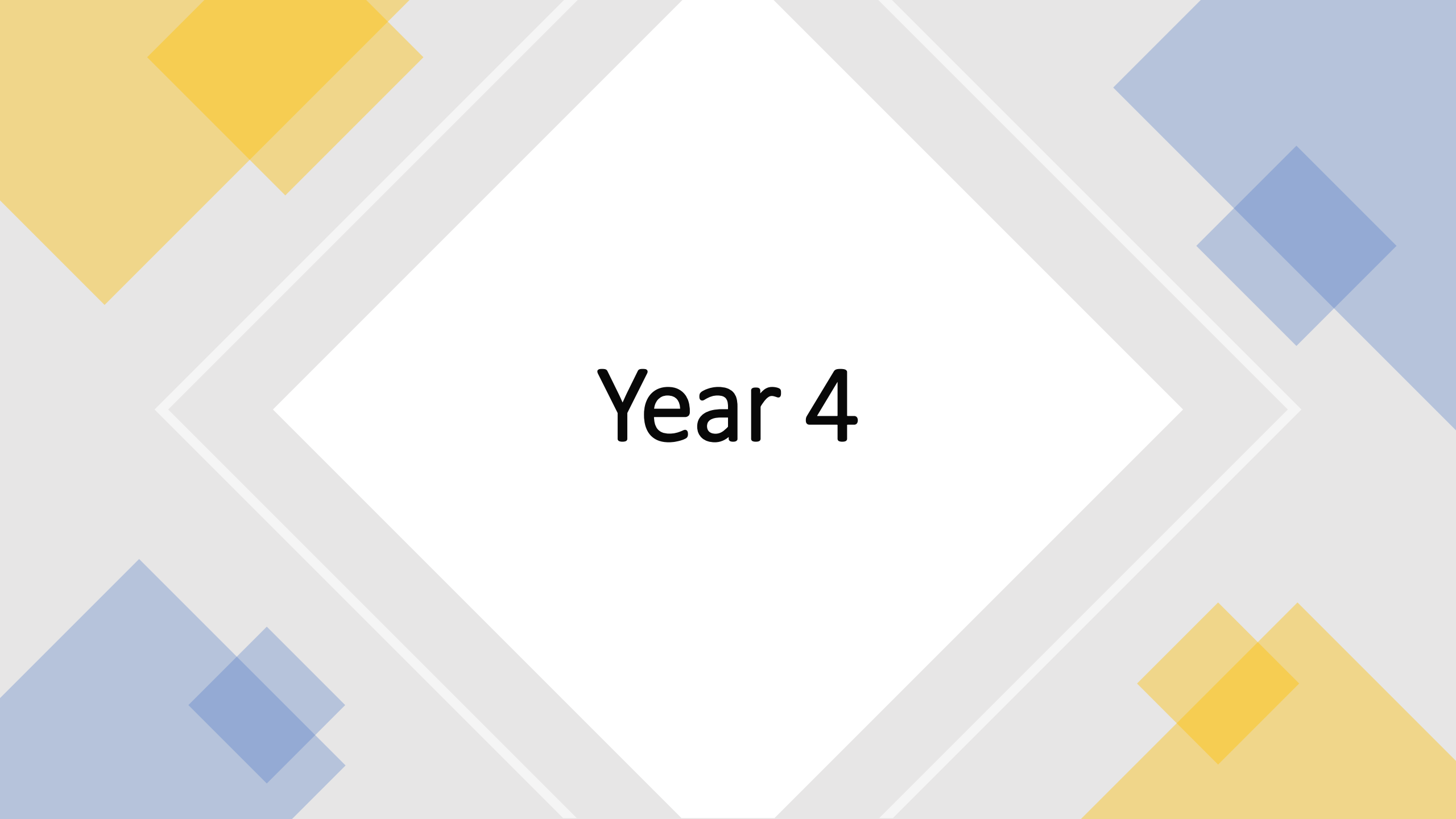
NC PoS	Key Concepts Link	Key Knowledge and Pathway	Vocabulary	Activity
- develop positive attitudes to reading and understanding of what they read by: - listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks - reading books that are structured in different ways and reading for a range of purposes - drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence	Promote curiosity, enthusiasm and engagement through a range of topics and themes. Develop a strong awareness of prior learning and the links that exist to new knowledge.	Decode Comprehend I can identify the features of a letter. I can begin to comment on different points of view. I can understand the key features of myths and legends. I can retrieve information and explain the meaning of words. Language I can empathise with a character using drama to show actions and thoughts. I can explain words and phrases that capture a reader's interest. Detect I can make inferences with evidence from the text. I can justify inferences using evidence from the text. Reader I can retell stories I am familiar with orally.	Decode, inference, skim and scan, empathise, Language, Rhyme, repetition, verbs, adjectives adverbs Letter Myth Legend Chatty language Formal informal	Children will look at pictures to identify inferences about characters and settings in the pictures. They will then go on to develop this skill using text to answer questions making inferences. Extend – Write 3 of your own inference questions based on the text. Children will learn about the key features of a letter. They will then label and identify these features in an example letter. Broaden – Explain the purpose of the features of a letter. Children will have the new class text shared with them. As they are listening to the story, they will jot down words which are new to them and will use an online dictionary to find the meaning of the new words. Children will create a story map and add key words to help them orally retell the story. Develop – use the new words in a sentence of your own. Children will be given extracts from the story as a group and must explain what is happening and characters thoughts. Children will use their notes to create freeze frames to show a character's feelings from the story and will act out parts of the story for others to guess the feelings and thoughts of some of the main characters at key plot points. Challenge – Why are the characters feeling this way? Children will learn what a myth is and what a legend is. They will collect the key features of each. They will then be given a mix of myths and legends and must use the features to identify which text is a myth and which is a legend. Children must explain their reasoning. Broaden – Explain the purpose of the features of a myth

Summer 1 - Subject – Reading – When I met a Whale Michael Morpurgo

NC PoS	Key Concepts	Key Competencies	Key Vocabulary	Key Activities
- develop positive attitudes to reading and understanding of what they read by: - listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks - reading books that are structured in different ways and reading for a range of purposes - drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence	Promote curiosity, enthusiasm and engagement through a range of topics and themes. Develop a strong awareness of prior learning and the links that exist to new knowledge.	I can use the features of a text to locate information. I can understand a characters feelings and use this to make predictions about their actions. I can infer about a characters thoughts and feelings. I can retrieve information and explain the meaning of words I can retrieve and record information from a text. I can discuss words and phrases that capture the readers interest and imagination. I can justify inferences using evidence from the text.	Decode, inference, skim and scan, empathise, Language, Rhyme, repetition, verbs, adjectives	Children will recap the features of a non- chronological report. Broaden – Explain the purpose of the features of a non- chronological report. Children will discuss using the subheadings to locate information and answer questions about a text. Develop – How do the sub –headings help you answer the questions?. Children will look at a selection of pictures and extracts from the text. They will identify how the main character is feeling and use these clues to make predictions about what will happen next. Develop – Explain how your prediction is going to affect the characters feelings. Children to use freeze frame and hot seating to take on the role and show how the characters are feeling at key points in the story. Challenge – Why are the characters feeling this way? Children to use the class text to answer questions. Identify and underline key words in the text and question. Extend – Write 3 of your own questions based on the text. Children will identify words and phrases that interest them or that they do not know the meaning of. These words will be collected on the class working wall and children will use an online dictionary to find out the meaning of the words e.g. thrash Develop – use the new words in a sentence of your own. Children will read a text and use clues in the text to infer how a character might respond to different situations and what they might say. Challenge – Why are the characters feeling this way?

Summer 2 - Subject – Reading – When I met a Whale Michael Morpurgo continued summer 1

NC PoS	Key Concepts Link	Key Knowledge and Pathway	Vocabulary	Activity
- develop positive attitudes to reading and understanding of what they read by: - listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks - reading books that are structured in different ways and reading for a range of purposes - drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence	Promote curiosity, enthusiasm and engagement through a range of topics and themes. Develop a strong awareness of prior learning and the links that exist to new knowledge.	I can use the features of a text to locate information. I can understand a characters feelings and use this to make predictions about their actions. I can infer about a characters thoughts and feelings. I can retrieve information and explain the meaning of words I can retrieve and record information from a text. I can discuss words and phrases that capture the readers interest and imagination. I can justify inferences using evidence from the text. I can skim the text to retrieve information.	Decode, inference, skim and scan, empathise, Language, Rhyme, repetition, verbs, adjectives	Children will recap the features of a non- chronological report. Children will discuss using the subheadings to locate information and answer questions about a text. Broaden – Explain the purpose of the features of a non- chronological report. Children will look at a selection of pictures and extracts from the text. They will identify how the main character is feeling and use these clues to make predictions about what will happen next. Challenge – Why are the characters feeling this way? Children to use freeze frame and hot seating to take on the role and show how the characters are feeling at key points in the story. Challenge – Why are the characters feeling this way? Children to use the class text to answer questions. Identify and underline key words in the text and question. Extend – Write 3 of your own questions based on the text. Children will identify words and phrases that interest them or that they do not know the meaning of. These words will be collected on the class working wall and children will use an online dictionary to find out the meaning of the words e.g. thrash Develop – use the new words in a sentence of your own. Children will read a text and use clues in the text to infer how a character might respond to different situations and what they might say. Challenge – Why are the characters feeling this way?



Year 4

Aut 1 Subject – Reading

Street Child by Berlie Doherty

NC PoS	Key Concepts	Key Competencies	Key Vocabulary	Key Activities
Pupils should be taught to apply their growing knowledge of root words, prefixes and suffixes 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. Reading a wide range of fiction, poetry, plays and non-fiction. Reading books that are structured in different ways. Using dictionaries to check the meaning of words. Identifying themes and conventions.	Pathway 1 – Decode Pathway 2 – Comprehend Pathway 3 – Detect Pathway 4 - Language Pathway 5 – Respond Pathway 6 – Reader Genre focus: Diary Recount Persuasive Writing	LO: I can make predictions about a text using evidence. LO: I can infer about a character using evidence from the text. LO: I can deduce about a character’s feelings with evidence from the text. LO: I can explain the meaning of new words based on the context they are in. LO: I can explain how authors express different moods, feelings and attitudes. LO: I can make comparisons within a text. LO: I can analyse how language and structure are used to create atmosphere in a text LO: I can locate information using skimming and scanning. LO: I can compare, contrast and evaluate different fiction and non-fiction texts.	Recall Retrieve Skim Scan Predict Suggest Compare Contrast Similarities Differences Attitude Mood Atmosphere Author, intent Workhouse Conditions Poverty Destitute Forlorn Ragged Orphan	Look at front cover, blurb and front page of <i>Street Child</i>. What do we know already and what do we think will happen in the story? Does it remind you of any other stories you have read in year 2/3? E.g. Oliver Twist. What type of character might Jim be? Introduction to Jim’s life and surroundings. Using key extracts, collect information about Jim, what sort of character is he? How do we know? When and where is story taking place? What would life have been like as a Victorian using evidence from the text? Collect evidence first (literal statements) and turn these into inferences. Create a freeze frame to portray what is happening in the scene, explore the words Doherty uses to portray Mr Spink e.g. barked, peered, wheezing. What would happen if we replaced those words? What effect did she want to create? Has she achieved it? How does it make you feel? Comparing two characters– Rosie and Mrs Jarvis. Explore how the author wants us to feel when we read her descriptions of each character. How are they similar? Different? What words or phrases show this? Collect and retrieve information about the workhouse for their advert using webpages, library books and technology. Use video diary from inside the workhouse. Historical link – what sort of place is it? How is Doherty’s description similar or different to the non-fiction texts? Poetry day

Aut 2 Subject – Reading

Street Child by Berlie Doherty

NC PoS	Key Concepts	Key Competencies	Key Vocabulary	Key Activities
Pupils should be taught to apply their growing knowledge of root words, prefixes and suffixes 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. Reading a wide range of fiction, poetry, plays and non-fiction. Reading books that are structured in different ways. Using dictionaries to check the meaning of words. Identifying themes and conventions.	Genre focus: Narrative Biographies Children are immersed in fictitious worlds, relating to characters, events and places. Satisfy their curiosity about the world around them through their reading. Through fictional reading children will develop an emotional intelligence to dilemmas, struggles and achievements of characters that they build an empathy with.	Pathway 1 – Decode Pathway 2 – Comprehend Pathway 3 – Detect Pathway 4 - Language Pathway 5 – Respond Pathway 6 – Reader LO: I can compare, contrast and evaluate different fiction and non-fiction texts. LO: I can make predictions based on wider reading and evidence from the text LO: I can identify and explain the features of a biography LO: I can make inferences using evidence from the text LO: I can retrieve information using skimming and scanning. LO: I can explain the meaning of new words in context LO: I can identify the main themes in a paragraph and summarise these LO: I can make comparisons within a text. LO: I can explain how presentation	Subheading Connectives Embedded clauses Introduction Conclusion Summary Key dates Fact Early life Inspiration 3rd person Pronouns Past tense Quotes	Using the evidence from Street Child, make predictions about Jim's escape from the workhouse. Debate and predict whether his escape will be unsuccessful or successful. Children to complete a conscience alley to debate their ideas. Read a range of texts where writers build suspense and evaluate different beginnings, middles and endings. Explore the language features of ellipses, short sentences and powerful adjectives and how this affects the reader. Use this to then plan their own narrative based on Street Child. Identify language choices and how this affects the meaning of a text. Read a range of new words and explain the meaning of each one based on the sentences they are in. Teach children how to use a dictionary and thesaurus for meaning. Explore a range of biographical texts and pick apart the features together. What are the common themes/features in each one? Is one more successful than the other? Research using skimming, scanning and text marking to retrieve information about Dr Barnardo ready to create their own biography about him. Compare and contrast a range of fiction and non-fiction texts,

Spring 1 - Subject – Reading Escape from Pompeii- Christina Ballit

NC PoS	Key Concepts Link	Key Competencies	Key Vocabulary	Key Activity
Pupils should be taught to apply their growing knowledge of root words, prefixes and suffixes 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. Reading a wide range of fiction, poetry, plays and non-fiction. Reading books that are structured in different ways. Using dictionaries to check the meaning of words. Identifying themes and conventions.	Children reading for pleasure; immersed in fictious worlds, relating to characters, events and places. Children reading for understanding; linking ideas Through fictional reading children will develop an emotional intelligence to dilemmas, struggles and achievements of characters that they build an empathy with.	Pathway 1 – Decode Pathway 2 – Comprehend Pathway 3 – Detect Pathway 4 - Language Pathway 5 – Respond Pathway 6 – Reader 1. LO: I can make predictions about a text based on wider reading. 2. LO: I can explain how the author uses language to create a certain atmosphere. 3. LO: I can make inferences and deductions about a character’s feelings using literal statements from a text. 4. LO: I can evaluate how authors express different moods, feelings and attitudes. 5. LO: I can identify and explain the features, purpose and structure of a newspaper report. 6. LO: I can compare two different texts identifying the similarities and differences. 7. LO: I can retrieve information from fiction and non-fiction texts using skimming and scanning and text marking.	<u>Genre specific:</u> Mirage Ebony Colossal Eruption Desperate Bustling Haggling Tradesmen Meandering Majestic Unsuspecting Calming Hazy Enraged Suffocating Pastel Despondent Barren Harrowing	1. Introduce text <i>Escape from Pompeii</i> and use clues to make predictions about the plot and characters. Children to back up their predictions using evidence from the front cover and from a specific passage of text. What is a prediction? Is this just a guess? 2. Look at the language used in the text - what type of atmosphere is created here? Does this change throughout? Using a thesaurus chn to identify and use synonyms to describe the eruption of Vesuvius. A story is more successful if it only has one atmosphere, do you agree? 3. Read the conversations had between Tranio and Livia, are they related? Friends? How do you know? Use drama to role play the conversation between Tranio and Livia at the moment of the eruption. Being scared is a more powerful emotion than being happy, do you agree? 4. Look at 3 different pictures and texts taken from the book. Identify powerful language choices and describe the effect of this on the reader. What effect would be created if we changed the word choice? Does it still have the same impact? 5. Using a range of newspaper reports and cuttings, children to create their own success criteria-what features must be included in a report? How do we measure success in a newspaper report? 6. Read through Pliny the Younger’s account of the eruption. Does this have similarities to our class text? Which might be more factually correct? Chn should compare this new knowledge to what they already knew from the book escape from Pompeii. An eyewitness account is a more trustworthy source, do you agree? 7. Model how to skim and scan a text using highlighting and marking to answer retrieval questions. Why is skimming and scanning an important skill in reading? When do we use this?

NE 105	Key Concepts	Key Competencies	Key Vocabulary	Key Activity
Pupils should be taught to apply their growing knowledge of root words, prefixes and suffixes 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. Reading a wide range of fiction, poetry, plays and 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.	The Reading Curriculum aims to promote a lifelong love of reading. We actively encourage children to read widely and deeply a range of texts from a diverse group of authors to further their understanding and satisfy their curiosity about the world around them through their reading. As reading skills develop, children are encouraged to share their opinions and thoughts of what they read. Children are taught to interrogate and challenge, through discussion, what they read and use their knowledge to add weight to their opinions. Reading is at the heart of our curriculum. Our children are taught to read, then they independently read to learn. Genre focus: Narrative – stories from another culture. Informal letters - from Lila	Pathway 1 – Decode Pathway 2 – Comprehend Pathway 3 – Detect Pathway 4 - Language Pathway 5 – Respond Pathway 6 – Reader LO: I can infer about a character using the evidence from the text. LO: I can make predictions about a text using evidence. LO: I can identify how language, structure and presentation contribute to meaning as a whole. LO: I can identify and explain the features of an informal letter. LO: I can identify the features of narrative, and explain how the writer uses language to build suspense. LO: I can compare the work of different writers. LO: I can identify the main themes in a text and summarise these.	<u>Genre specific:</u> Asia Lalchand Lila Chulak Merapi Cavern Barren Moonlit Glimmer Sacred Idle Sulphur Pestilential Velvet Emerald Perish Melancholy Swarmed Smothered Merriment Parched Illusion Gratitude Relief	Introduce our new story and our new main character, Lila. Explore her character, why is she so intriguing? How does she compare with other main characters we have read about? Is she a typical young girl? Extend – compare her character with Jim Jarvis from Street Child, how are the stories similar or different? Where in the world might this be set? What clues are there in the text that tell us this? How does it compare with our world? Enrich – how does Lila’s childhood compare with ours? Read chapter 5 and inside the grotto. Explore how Pullman uses language devices to create a powerful image of fire, pain and fear inside that chapter. What effect would be created if other words or phrases were used instead? Expand – how are examples of metaphors and personification used to describe the grotto? Why is this more effective? Analyse the features found in a narrative and identify how Pullman creates suspense throughout the story. Describe the themes from this story and compare with other stories they have read. How can we create our own version of the story, using the same themes and conventions? Broaden – how does Pullman compare with Morpurgo and Doherty? Are they similar? Review the story in detail, giving children an opportunity to share their ideas with others and

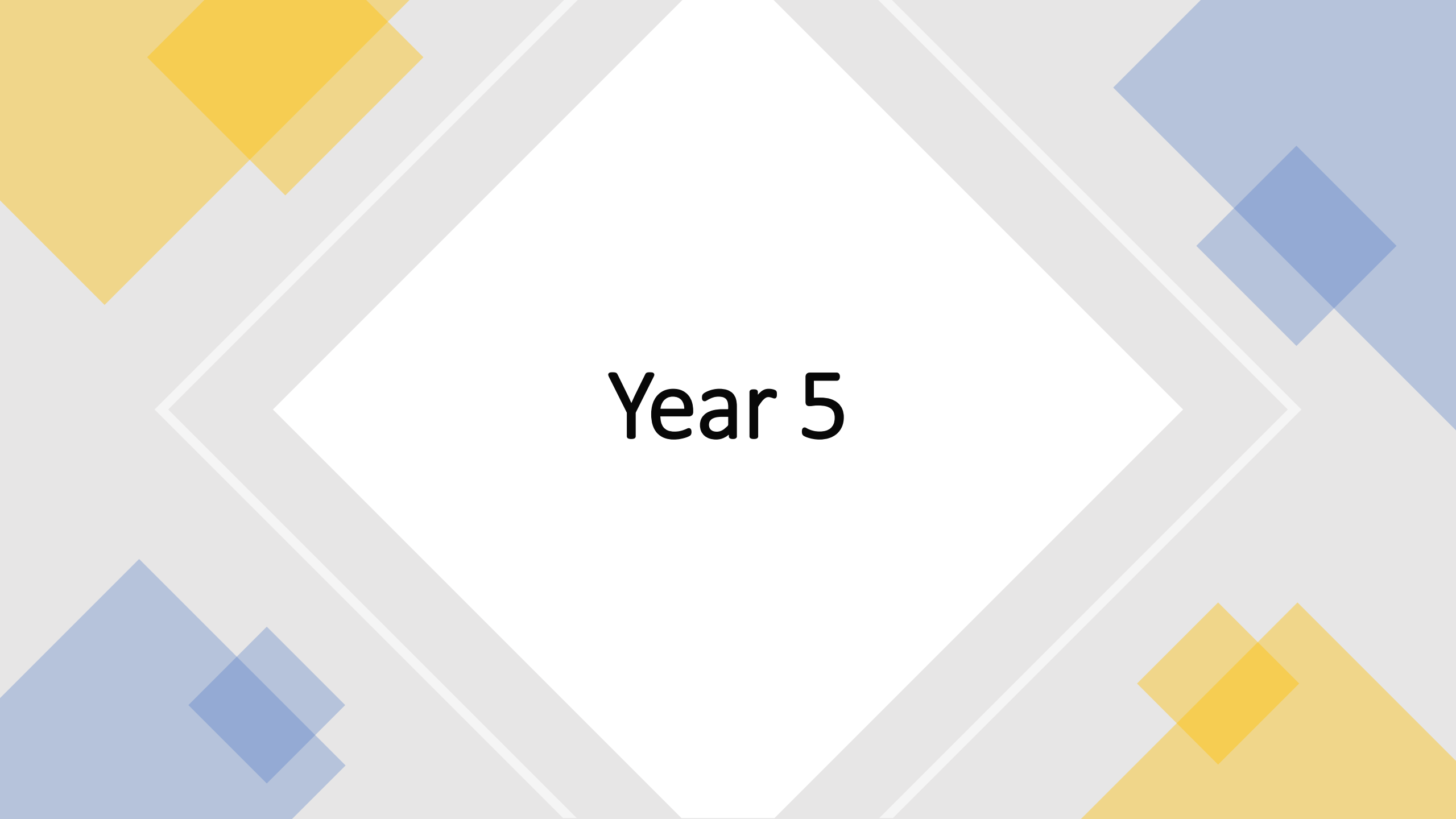
Summer 1 - Subject – Reading.

Emil and the Detectives by Eric Kastner

NC PoS	Key Concepts	Key Competencies	Key Vocabulary	Key Activity
Pupils should be taught to apply their growing knowledge of root words, prefixes and suffixes 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. Reading a wide range of fiction, poetry, plays and 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.	Children reading for pleasure; immersed in fictitious worlds, relating to characters, events and places. Children reading for understanding; linking ideas Through fictional reading children will develop an emotional intelligence to dilemmas, struggles and achievements of characters that they build an empathy with. <u>Genre focus:</u> Diary - in role as the main character from the story Narrative – recreating own dilemma story	Pathway 1 – Decode Pathway 2 – Comprehend Pathway 3 – Detect Pathway 4 - Language Pathway 5 – Respond Pathway 6 – Reader LO: I can identify the features of different fiction genres. LO: I know how the author uses language to create a certain atmosphere. LO: I can identify the features of narrative, and explain how the writer uses language to build suspense. LO: I can compare the work of different writers. LO: I can use my knowledge of wider reading to make connections about when and where books are set. LO: I can make sensible predictions using evidence from the text. LO: I can answer retrieval questions about a text. LO: I can make simple inferences about a character. LO: I can understand the features of a diary entry LO: I can compare and contrast different fictional texts LO: I can identify the main themes in a text and summarise these.	Pronouns Personal pronoun Adverbials of time Recount Time connectives Paragraphing Colloquial language Contractions Emotive language Ellipses Expanded nouns Setting Climax Resolution	Inference – using images and objects of Emil’s character in 1920 Berlin, children to make predictions and inferences about his life using evidence. Broaden – what does Sunday suit tell us about his life? Make comparisons between the play and the story – how are they similar? Different? Which do you prefer and why? Extend – how does a play build a picture in the reader’s mind? Are stage directions necessary? Compare the different scenes in the story where Kastner describes Mr Snow as a villain, what phrases does he use? Design their own villain and pitch to the class, why should we pick your villain over someone else’s? challenge - What devices does the author use to make us feel on edge? Explore features of a narrative and using a Pie Corbett model of Emil and the Detectives, children to create their own version changing their villain and setting.

Summer 2 Subject – Reading *The place of the prickly pear cactus myth and The Great Chocoplot*

NC PoS	Key Concepts Link	Key Knowledge and Pathway	Vocabulary	Activity
Pupils should be taught to apply their growing knowledge of root words, prefixes and suffixes 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. Reading a wide range of fiction, poetry, plays and 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.	Children reading for pleasure; immersed in fictitious worlds, relating to characters, events and places. Children reading for understanding; linking ideas Through fictional reading children will develop an emotional intelligence to dilemmas, struggles and achievements of characters that they build an empathy with. <u>Genre focus:</u> Narrative – recreating own mythical story Explanation text Poetry	Pathway 1 – Decode Pathway 2 – Comprehend Pathway 3 – Detect Pathway 4 - Language Pathway 5 – Respond Pathway 6 – Reader LO: I can identify the features of a myth. LO: I can retell a mythical story recognising language and features. LO: I can compare features of different fiction texts. LO: I can identify and explain the features of an explanation text. LO: I can explain the importance of a lively introduction and create my own. LO: I can summarise information using skimming and scanning. LO: I can use retrieval to obtain information about chocolate and the process from bean to bar. LO: I can summarise the main ideas from a text when writing a	Resolution Conflict Suspense Tension Moral Quest Mythical Legend Explanation Subheading Paragraphing Skimming and scanning Retrieve Summarise Generalisers Determiners	Examine features of myths and how they resolve a problem/offer an explanation to how something is. Children will explore the Aztec myth explaining how they found their home. Challenge – what is a fable/myth/legend? Enrich – why are they called myths and how are they different to narrative stories? Look at examples of explanations and why we need them in our lives today. Kagan round robin: create features list/toolbox. Change elements of the model explanation text, does it have the same effect on the reader? Challenge – how is an explanation similar or different to an instruction text? Retell example explanation text using Pie Corbett model and deconstruct each element of the text. PSHE and History link – children to explain the process of bean to bar and how chocolate is made, linking to The Great Chocoplot story. Broaden – how will you ensure your explanation is coherent and succinct? Compare and contrast The Great



Year 5

English sequence- George’s secret key to the Universe. Aut 1- Reading to inform writing.

Week 1- 12.09.22 Assessed piece and questions about book. Week 2 <i>Context: Questions, initial ideas about the book and what do we know about characters.</i> Assessed piece of writing- story involving the Solar System LO: to debate opinions about a book, asking questions and making predictions. LO: to draw inferences about a character’s feelings using evidence in a text. LO: to compare and contrast two characters in a book.	Week 3 <i>Context: Setting description of ‘Next Door’s Garden’.</i> LO: to analyse an author's techniques when describing settings. LO: to analyse how figurative and descriptive language is used to create effect. LO: to generate relevant and ambitious word choices for effect when describing a setting. LO: to edit my work for spelling and punctuation errors and suggest improvements. Reading comprehension lesson.
Week 4 <i>Context: Characters feelings and points of view using drama. Act out scenarios and scenes using only the dialogue. Points of view of characters- letters and debate.</i> LO: to compare different points of view of characters in a story. LO: to demonstrate a character’s point of view using persuasive features. LO: to debate a character’s dilemma and to challenge views of others. LO: to blend dialogue with action and description to convey character.	Week 5 <i>Context: To plan and write a new version of The George’s secret key to the universe.</i> LO: to plan a new version of a story (The George’s secret key to the universe) LO: to retrieve facts from non-fiction texts. LO: to draft and edit my writing to check for grammar, spelling and punctuation. Reading comprehension lesson.
Week 6 (continue story over two lessons and edit over two lessons) <i>Context: To plan and write a new version of The George’s secret key to the universe.</i> Assessed piece of writing: chapter from The George’s secret key to the universe. LO: to evaluate the effectiveness of my writing against the original criteria. Reading comprehension lesson. ----- Context: To write a biography on the author- Stephen Hawking LO: to retrieve and record information from non-fiction. (2 lessons) LO: to develop ideas around the main topic within a paragraph and edit my writing for punctuation and grammar errors.	

Aut 1 Subject – Reading

Context- George’s secret key to the universe

NC PoS	Key Concepts	Key Competencies	Key Vocabulary	Key Activities
Decode	I can identify genre-specific phrases. I can discuss complex narrative plots e.g. identifying problems or complications and how they are resolved. I can summarise the main ideas drawn from more than one paragraph. I can use language features of a range of non-fiction text types and can use them to support understanding. I can talk about the author's techniques for describing characters, settings and actions. I can identify techniques used by writers to present issues and points of view in more complex texts. I can analyse and comment critically on the impact of the author's techniques. I can identify and describe the key characteristics about a writer's or a poet's style. e.g. stories, poems and non fiction. I can show awareness of the writer's viewpoint in my responses across a range of texts	LO: to debate opinions about a book, asking questions and making predictions. LO: to draw inferences about a character’s feelings using evidence in a text. LO: to compare and contrast two characters in a book. LO: to compare different points of view of characters in a story. LO: to debate a character’s dilemma and to challenge views of others. LO: to retrieve facts from non-fiction texts	Debate Opinion Inference Evidence Compare Contrast Point of view Retrieve Dilemma Non-fiction	Research Stephen Hawking, read blurb, write questions about the blurb and chapter one. Make predictions about the story using this information, put predictions in envelopes to read at a later date. Record what we know and what we think on grid. Make inferences about each character and what we know about the characters so far. Compare George with his mom/dad and then any of the characters with Annie and her dad. Then contrast and analyse the differences. Create a piece of drama- showing the different points of view and dilemmas- decision for George about whether to go through the fence to next door. Children to decide and write short script and then act out as a group. Identify George’s dilemma, should he go next door to find the pig or not? Class debate. One reading comprehension lesson per week- Range of reading comprehension questions covering a range of reading domains.
Comprehend				
Detect				
Respond				
Reader				

Aut 2 Subject – Reading Writing

Context- George’s secret key to the universe

NC PoS	Key Concepts	Key Competencies	Key Vocabulary	Key Activities
Reading	Reading: I can identify genre-specific phrases. I can discuss complex narrative plots e.g. identifying problems or complications and how they are resolved. I can summarise the main ideas drawn from more than one paragraph. I can use language features of a range of non-fiction text types and can use them to support understanding. I can talk about the author's techniques for describing characters, settings and actions. I can identify techniques used by writers to present issues and points of view in more complex texts. I can analyse and comment critically on the impact of the author's techniques. I can identify and describe the key characteristics about a writer's or a poet's style. e.g. stories, poems and non fiction. I can show awareness of the writer's viewpoint in my responses across a range of texts. Writing: I can use devices to engage the reader - e.g. repetition for effect, rhetorical question, etc. I can write in a given style successfully. I can manipulate sentence structures for effect, to suit the purpose. I can ensure the consistent and correct use of tense throughout a piece of writing. I can edit for spelling, punctuation and grammar errors and suggest improvements to my own and others' writing.	<u>W1- Stephen Hawking biography</u> LO: to ask questions about an author to improve my understanding of their work. LO: to retrieve and record information from non-fiction sources. LO: to develop ideas around the main topic within a paragraph - Assessed piece. LO: to edit my writing for punctuation and grammar errors. Reading lesson linked to domains.	Biography	Week 1- Children to research, plan and write a biography about Stephen Hawking. Children to find out about his achievements, life and notable events before writing a biography about his life. Stephen Hawking chosen as author of our class text- George’s secret key to the universe. Assessed piece- biography. Week 2- Children to focus on one main event in the GSKTU book- when George goes to space. Children to firstly summarise the main events in that section of the book. Children to then look at existing newspaper articles (first news) and determine the features and layout and how this links to the meaning. Focus on quotes and eyewitness accounts. Look at sentence structures within a newspaper and discuss why there is a variety used. Week 3- Children to plan and write their newspaper article about the events in the book. Children to apply knowledge from last week about the layout and purpose of newspapers and the summary of the main events and eyewitness accounts. Children to write assessed newspaper and then edit their newspapers to make improvements. Assessed piece: Newspaper article.
Spelling		<u>W2- Newspaper about events in book</u> LO: to summarise the main events in a chapter. LO: to analyse devices to engage in a newspaper article. LO: to analyse the use of a range of sentence structures - short, compound and complex. LO: to develop techniques to present issues and points of view. Reading lesson linked to domains.	Retrieve	
Organisation			Edit	
Purpose			Non fiction	
Word			Engage	
Grammar		<u>W3- Newspaper about events in book</u> LO: to plan an article using devices to engage. LO: to write in a given style successfully (newspaper article) -Assessed piece. LO: to edit my writing for grammar, punctuation and spelling errors. Reading lesson linked to domains.	Devices	
			Rhetorical	
			Style	
			Purpose	
			Headline	
			Byline	
			Paragraphs	
			Non chronological	
			Chronological	
			Poetry	
			Prose	
			Theme	
			Stanza	

Aut 2 Subject – Reading Writing

Context- George’s secret key to the universe

NC PoS	Key Concepts	Key Competencies	Key Vocabulary	Key Activities
Reading	Reading: I can identify genre-specific phrases. I can discuss complex narrative plots e.g. identifying problems or complications and how they are resolved. I can summarise the main ideas drawn from more than one paragraph. I can use language features of a range of non-fiction text types and can use them to support understanding. I can talk about the author's techniques for describing characters, settings and actions. I can identify techniques used by writers to present issues and points of view in more complex texts. I can analyse and comment critically on the impact of the author's techniques. I can identify and describe the key characteristics about a writer's or a poet's style. e.g. stories, poems and non fiction. I can show awareness of the writer's viewpoint in my responses across a range of texts. Writing: I can use devices to engage the reader - e.g. repetition for effect, rhetorical question, etc. I can write in a given style successfully. I can manipulate sentence structures for effect, to suit the purpose. I can ensure the consistent and correct use of tense throughout a piece of writing. I can edit for spelling, punctuation and grammar errors and suggest improvements to my own and others' writing.	<u>W4- Non chronological reports.</u> LO: to retrieve information from non fiction texts. LO: to analyse the features of non chronological reports. LO: to analyse techniques used to engage a reader. Reading lesson linked to domains.	Non fiction	Week 4- Discuss that in the GSKTU book, non fiction reports about planets are interspersed with fiction events in the story. Explain that now we have been learning about the solar system in science, the children are going to write their own non chronological report. Children to decide on whole of solar system or particular planets to write about. Children to look at features of non chronological reports and find facts using non fiction sources.
Spelling		<u>W5- Non chronological reports.</u> LO: to plan paragraphs around a theme. LO: to write in a given style successfully (non chronological report)- Assessed piece LO: to suggest improvements to my own and others’ writing. Reading lesson linked to domains.	Engage	
Organisation		<u>W6- Poetry</u> LO: to participate in discussions about poetry. LO: to analyse the audience and purpose of writing. LO: to discuss and evaluate how authors use language in poetry. LO: to consider the impact of figurative language on the reader. Reading lesson linked to domains.	Devices	
Purpose		<u>W7-Poetry</u> LO: to plan poetry by developing ideas around a theme. LO: to make ambitious vocabulary choices to enhance meaning. Assessed piece LO: to prepare poems to read aloud, using appropriate tone, expression and volume. LO: to evaluate the effectiveness of vocabulary choices within poems and how it enhances meaning. Reading lesson linked to domains.	Style	
Word			Purpose	Week 5- Children to plan their paragraphs around topics e.g. one paragraph for each planet, and then plan and write their non chronological reports. Assessed piece- non chronological report and then edit and make improvements. Week 6-Children to look at examples of poems written specifically for celebrations. Children to analyse the form and use of language in the poems. Week 7- Children to write their own versions of celebration poetry and edit and improve. Assessed piece- poem.
Gramm ar			Paragraphs	
			Non chronological	
			Chronological	
			Poetry	
			Prose	
			Theme	
			Stanza	

NC PoS	Key Concepts	Key Competencies	Key Vocabulary	Key Activities
Reading – word reading 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. Reading – comprehension Maintain positive attitudes to reading and an understanding of what they read.	To promote a lifelong love of reading. To encourage children to read widely and deeply, a range of texts from a diverse group of authors. To encourage children to share opinions and thoughts about what they read. To teach children to interrogate and challenge what they read. Our children are primarily taught to read, then to read to learn.	LO: to ask questions and join in discussions about the Wreck of the Zanzibar. LO: to summarise the main events in each chapter of the Wreck of the Zanzibar. LO: to research the setting from the Wreck of the Zanzibar. LO: to draw information from different parts of the text to infer meaning about a character's feelings. LO: to understand narrative order and chronology, tracking the passage of time in stories. LO: to identify problems and complications in the plot and explain how they are resolved. LO: to recognise different points of view of characters in fiction. LO: to work out the meaning of words from their context. LO: to investigate an author's techniques for describing settings LO: to recognise how expanded noun phrases convey relevant information concisely. Reading focus lessons (weekly) • 2a give / explain the meaning of words in context • 2b retrieve and record information • 2d make inferences from the text / explain and justify inferences with evidence from the text • 2g identify / explain how meaning is enhanced through choice of words and phrases • 2h make comparisons within the text	summarise Inference Narrative order Complications resolved Feelings Attitudes Chronology Passage Evaluate	• Children have a chapter each to summarise and share with the rest of the class. • They research the setting of the Isles of Scilly to find out more about the setting that is so important to the book. • They will use quotations and evidence from the book to draw information about how a character feels and use evidence in their own responses. • Children create a timeline of the events in the story (dates of diary entries) and track how much time has passed and why this is. • List all of the problems in the book- mini and main problems and how they are resolved. • Recognise the different points of view of Billy and his dad and Laura and Billy. • Use this to inform writing of diary entries. • Identify authors techniques for setting descriptions such as expanded noun phrases (2g domain) and discuss which techniques are the most effective and why. • Reading focus lessons- to focus on different domains from the list within a series of different questions.

SP1 Subject – English

Context- Wreck of the Zanzibar

Reading

Writing

SPAG

NC PoS	Key Concepts	Key Competencies	Key Vocabulary	Key Activities
Reading – word reading Apply their growing knowledge of root words, prefixes and suffixe (morphology and etymology), as listed in English appendix 1, both to read aloud and to understand the meaning of new words that they meet. Reading – comprehension Maintain positive attitudes to reading and an understanding of what they read.	To promote a lifelong love of reading. To encourage children to read widely and deeply, a range of texts from a diverse group of authors. To encourage children to share opinions and thoughts about what they read. To teach children to interrogate and challenge what they read. Our children are primarily taught to read, then to read to learn.	Grammar: Suffixes: converting nouns or adjectives into verbs using “-ate”, “-ise” or “-ify” LO: to ask questions and join in discussions about the Wreck of the Zanzibar. LO: to summarise the main events in each chapter of the Wreck of the Zanzibar. LO: to research the setting from the Wreck of the Zanzibar. LO: to draw information from different parts of the text to infer meaning about a character’s feelings. Grammar: Verb prefixes: “dis-”, “de-”, “mis-”, “over-” and “re-” LO: to understand narrative order and chronology, tracking the passage of time in stories. LO: to identify problems and complications in the plot and explain how they are resolved. LO: to recognise different points of view of characters in fiction. LO: to convey moods, feelings and attitudes using inference in a letter. Assessed piece of writing: informal letter LO: to evaluate the effectiveness of my own and others’ writing	Suffix Inference Narrative order Complications Moods Feelings Attitudes Chronology Passage Evaluate	- Give each table a chapter each and make predictions about what might happen next. Mind map the main events and write a summary of each chapter so far. Talk about the settings in the story and list them. - Record what we know and what we think on tell me grids. Write questions on the working wall. Re-focus on the settings and explain why are they important to the story line? Explain that the setting of the Isles of Scilly is a real place. Give children a map and label the important settings to the story. Research the setting using travel brochures and iPads. Children to create a travel brochure for the setting use maps, images and information. - Give children images and ask them to order the events in the story so far using images and key word clues. analyse how the author describes the characters in the text. Look at the different characters and analyse their points of view, are they similar or different? Look at different parts of the story, particularly the diary entries and record what the characters are thinking/feeling. - Children to write letters from each of the characters. Analyse how characters feel at different points of the story- look at extracts of each part of the story and write how the character feels during that time. - Letter- children to write a letter as either Laura or Billy using inference and feelings.

SP1 Subject – English

Context- Wreck of the Zanzibar

Reading

Writing

SPAG

NC PoS	Key Concepts	Key Competencies	Key Vocabulary	Key Activities
Writing – transcript ion Spelling strategies. Handwriting strategies. Use dictionaries and thesaurus. Writing composition - Plan Draft and write Edit and evaluate Writing vocabulary, grammar and punctuation variety of grammatical features. Include a range of punctuation devices effectively	To promote a lifelong love of writing. To encourage children to write successfully in a range of genres and styles. To encourage children to share opinions and thoughts about what they write. To teach children to interrogate and challenge what they and others have written.	Grammar: Indicating degrees of possibility using modal verbs: might, should, will, must LO: to work out the meaning of words from their context. LO: to investigate an author's techniques for describing settings LO: to recognise how expanded noun phrases convey relevant information concisely. LO: to use expanded noun phrases to concisely describe a setting. Assessed piece of writing- setting description LO: to develop my ideas around the main topic of that paragraph. LO: to proofread my writing for punctuation and spelling. Grammar: Brackets for parenthesis. LO: to investigate how sentence structure fits the genre and purpose of my writing, eg. short, compound, complex. LO: to use a variety of sentence structures in my writing to suit the genre of diary entries. LO: to explain the purpose of a range of devices, appropriate to the genre, to engage the reader LO: to use the correct tense throughout my writing. Assessed piece of writing- final diary entry.	Parenthesis Context Expanded noun Proofread Genre Structure Complex Compound Short Rhetorical Repetition	- Read the description of the setting and analyse techniques used to describe the setting. Look for how the author uses figurative language and description to describe the setting. Teach how to use expanded noun phrases accurately. Give children a chance to write a setting description using some of the features of this week. Use the travel brochures and research from earlier in the unit. - Children to write a setting description of Bryher during the storm using ambitious vocabulary, figurative language and expanded noun phrases. - Show children some example diary entries and focus on devices specific to that genre. Decide whether the examples are effective or could be improved. What would make the diaries better? Spend time improving the diaries. Recap the different types of sentence structures from last half term. Write a series of sentences using different structures. At the end of the week write an extract from their diary entry and evaluate before writing the final one next week.

NC PoS	Key Concepts	Key Competencies	Key Vocabulary	Key Activities
Reading – word reading 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. Reading – comprehension Maintain positive attitudes to reading and an understanding of what they read.	To promote a lifelong love of reading. To encourage children to read widely and deeply, a range of texts from a diverse group of authors. To encourage children to share opinions and thoughts about what they read. To teach children to interrogate and challenge what they read. Our children are primarily taught to read, then to read to learn.	LO: to ask questions about a book and make predictions. LO: to draw inferences about how a character feels from their actions. World book day activities LO: to outline the chronology of events in a story. LO: to use inference to determine a character's thoughts and feelings. LO: to identify a character's point of view. LO: to compare and contrast the points of view of two characters. LO: to debate different points of view of characters in a story. LO: to draw information about characters from different parts of the text to infer meaning. LO: to retrieve information from non-fiction sources. Reading focus lessons (weekly) • 2c- summarise main ideas from more than one paragraph • 2b retrieve and record information • 2d make inferences from the text / explain and justify inferences with evidence from the text • 2f identify / explain how information / narrative content is related and contributes to meaning as a whole • 2h make comparisons within the text	summarise Inference Narrative order Complications resolved Feelings Attitudes Chronology Passage Evaluate	• Get to know book- Ask questions, study blurb, make predictions • Inferences- focus on when David is being evacuated at the start of the book. How do we know how he is feeling. E.g. when he doesn't eat the apple- nervous. • Chronology- Order the pictures of events in the book and make notes about what happens at each stage. • Inference- thoughts and feelings role on the wall how David is acting and how he is feeling and the difference between the two. • Identify David and Tucky's point of view about the German airman. • Compare and contrast David and Tucky's point of view with Mr Reynolds. • Debate the points of view as a class and see whether any opinions change. • Find evidence in book using post it notes from different chapters and parts of the text to explain what they know about a character. E.g. Mr Reynolds is caring- page ... where it says.... And page ... where it says • Retrieve information- children to research World War Two- time period from Friend or Foe (children to choose their research area e.g. evacuation, battles, air raid shelters etc) Children to research their chosen areas using non fiction sources and note take the information. • Reading focus lessons- to focus on different domains from the list within a series of different questions.

SP2 Subject – English Context- Friend or foe

NC PoS	Key Concepts	Key Competencies	Key Vocabulary	Key Activities
Writing – transcription Spelling strategies. Handwriting strategies. Use dictionaries and thesauruses. Writing composition- Plan Draft and write Edit and evaluate.	To promote a lifelong love of writing. To encourage children to write successfully in a range of genres and styles. To encourage children to share opinions and thoughts about what they write. To teach children to interrogate and challenge what they and others have written.	LO: to ask questions about a book and make predictions. LO: to draw inferences about how a character feels from their actions. World book day activities LO: to outline the chronology of events in a story. LO: to summarise the events in a chapter using more than one paragraph. LO: to use inference to determine a character's thoughts and feelings. LO: to identify specific genre features of an informal letter. LO: to apply inference and my understanding of character to my own writing. Assessed piece- informal letter. LO: to identify a character's point of view. LO: to compare and contrast the points of view of two characters. LO: to debate different points of view of characters in a story. LO: to draw information about characters from different parts of the text to infer meaning.	Inference chronology chronological order inference points of view higher order questions summarise summary Infer Genre	• Get to know book- Ask questions, study blurb, make predictions • Inferences- focus on when David is being evacuated at the start of the book. How do we know how he is feeling. E.g. when he doesn't eat the apple- nervous. • Chronology- Order the pictures of events in the book and make notes about what happens at each stage. • Summarise- Make a visual representation of each chapter (each table to have a different section/chapter) summarise in paragraphs. • Inference- thoughts and feelings role on the wall how David is acting and how he is feeling and the difference between the two. • Genre features- annotate features of an informal letter • Informal letter- children to show understanding of character inference through a letter from David/Tucky to their parents. • Identify David and Tucky's point of view about the German airman. • Compare and contrast David and Tucky's point of view with Mr Reynolds. • Debate the points of view as a class and see whether any opinions change. • Find evidence in book using post it notes from different chapters and parts of the text to explain what they know about a character. E.g. Mr Reynolds is caring- page ... where it says.... And page ... where it says

SP2 Subject – English Context- Friend or foe

NC PoS	Key Concepts	Key Competencies	Key Vocabulary	Key Activities
Writing – transcription Spelling strategies. Handwriting strategies. Use dictionaries and thesaurus. Writing composition- Plan Draft and write Edit and evaluate Writing – vocabulary, grammar and punctuation Variety of grammar features. Include a range of punctuation devices effectively	To promote a lifelong love of writing. To encourage children to write successfully in a range of genres and styles. To encourage children to share opinions and thoughts about what they write. To teach children to interrogate and challenge what they and others have written.	LO: to identify the genre features of a non chronological report. LO: to identify techniques used to engage a reader in a non chronological report. LO: to retrieve information from non-fiction sources. LO: to plan paragraphs around a theme. LO: to write in a given style successfully (non chronological report)- Assessed piece LO: to suggest improvements to my own and others' writing.	Genre Non chronological Chronological Retrieve Annotate Techniques Features Theme	- Features- identify the features of non chronological reports specific to the genre. - Techniques- which techniques are used to engage in a non chronological report, annotate and label existing examples. - Retrieve information- children to research World War Two- time period from Friend or Foe (children to choose their research area e.g. evacuation, battles, air raid shelters etc) Children to research their chosen areas using non fiction sources and note take the information. - Paragraphs- children to plan their paragraphs based around the facts that they have gained from their research. - Non chronological report- children to write their non chronological report using their paragraph plan and facts from previous lesson. - Editing- children to edit and improve their reports and peer assess others. - Children to write their new draft with improvements.

SU 1 Subject – Reading

Context- The wind in the willows

NC PoS	Key Concepts	Key Competencies	Key Vocabulary	Key Activities
Reading – word reading 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. Reading – comprehension Maintain positive attitudes to reading and an understanding of what they read.	To promote a lifelong love of reading. To encourage children to read widely and deeply, a range of texts from a diverse group of authors. To encourage children to share opinions and thoughts about what they read. To teach children to interrogate and challenge what they read. Our children are primarily taught to read, then to read to learn.	LO: to use inference to explain a character's point of view. LO: to compare and contrast the points of view of two characters. LO: to debate different points of view of characters in a story. LO: to draw information about characters from different parts of the text to infer meaning. LO: to recognise ways in which writers present issues and points of view in fiction. LO: to explain how language is used for effect in formal writing.	Contrast Compare Language Formal Points of view Inference Issues	- Listen to the abridgements of the wind in the willows on https://www.bbc.co.uk/teach/school-radio/english-ks2-the-wind-in-the-willows-index/znngf4j Read the episode summaries and discuss who the main characters are and what questions we have. - Discuss what we know about the story from the first chapter, who do we learn about and what do we discover? Record questions on working wall and in thought bubble in books. Develop higher order questioning using question stems. - Make a 'what do we know' grid about the characters so far in the book. What do we know about techniques used by the author? - Compare and contrast the point of view of badger vs toad. Debate their points of view and why they feel like this. Choose a judge to decide Toad's fate. - Issues- children to set up a court room scenario about Toad being arrested. Some children to be given Toad and some given other characters to be in role in court.

SU1 Subject – English Context- The wind in the willows

NC PoS	Key Concepts	Key Competencies	Key Vocabulary	Key Activities
Reading Writing Drama- speaking and listening.	I can read aloud with the appropriate intonation, tone and volume so that the meaning is clear for the reader. I can discuss complex narrative plots e.g. identifying problems or complications and how they are resolved. I can summarise the main ideas drawn from more than one paragraph. I can recognise different points of view e.g. characters in fiction and the author in non-fiction. I can discuss moods, feelings and attitudes using inference. I can draw information from different parts of the text to infer meaning. I can talk about the author's techniques for describing characters, settings and actions. I can participate in discussions about books, building my own and others' ideas and challenging views courteously. I know and use the 'I before e' rule following a c. In narrative, I can shape a story using paragraphs to show shifts in time, place and action. I can use devices to engage the reader - e.g. repetition for effect, rhetorical question, etc. I can use expanded noun phrases to convey relevant information concisely.	LO: to use inference to explain a character's point of view. LO: to compare and contrast the points of view of two characters. LO: to debate different points of view of characters in a story. LO: to draw information about characters from different parts of the text to infer meaning. LO: to recognise ways in which writers present issues and points of view in fiction. Assessed piece- Character description	analyse debate chronology chronological order inference points of view higher order questions summarise summary infer	- Listen to the abridgements of the wind in the willows on https://www.bbc.co.uk/teach/school-radio/english-ks2-the-wind-in-the-willows-index/znnf4j Read the episode summaries and discuss who the main characters are and what questions we have. - Discuss what we know about the story from the first chapter, who do we learn about and what do we discover? Record questions on working wall and in thought bubble in books. Develop higher order questioning using question stems. - Make a 'what do we know' grid about the characters so far in the book. What do we know about techniques used by the author? - Write a diary entry from the point of view of the main character, using information from the text to support this. Write a diary entry as Toad explaining how he feels about the day he saw the motorcar for the first time or mole about how he feels when he saw the world outside his house for the first time. - Create a character description of Toad, including a wanted poster for him stealing the car. Use vivid vocabulary to describe his personality and his crimes. - Compare and contrast the point of view of badger vs toad. Debate their points of view and why they feel like this. Choose a judge to decide Toad's fate. - Issues- children to set up a court room scenario about Toad being arrested. Some children to be given Toad and some given other characters to be in role in court.

SU1 Subject – English Context- The wind in the willows

NC PoS	Key Concepts	Key Competencies	Key Vocabulary	Key Activities
Reading Writing Drama- speaking and listening.	I can read aloud with the appropriate intonation, tone and volume so that the meaning is clear for the reader. I can discuss complex narrative plots e.g. identifying problems or complications and how they are resolved. I can summarise the main ideas drawn from more than one paragraph. I can recognise different points of view e.g. characters in fiction and the author in non-fiction. I can discuss moods, feelings and attitudes using inference. I can draw information from different parts of the text to infer meaning. I can talk about the author's techniques for describing characters, settings and actions. I can participate in discussions about books, building my own and others' ideas and challenging views courteously. I know and use the 'I before e' rule following a c. In narrative, I can shape a story using paragraphs to show shifts in time, place and action. I can use devices to engage the reader - e.g. repetition for effect, rhetorical question, etc. I can use expanded noun phrases to convey relevant information concisely.	LO: to generate effective vocabulary to create vivid images LO: to plan an effective setting description LO: to apply effective vocabulary to create mood in a setting description LO: to edit and evaluate my punctuation, vocabulary and spelling. Assessed piece: Narrative chapter (section of story with setting description from earlier in week) LO: to understand how the structure and presentation of newspaper articles link to the meaning. LO: to analyse how language is used for effect in newspaper articles. LO: to identify how reported and direct speech are used in newspapers. LO: to write in a given style successfully (newspaper) Assessed piece: Newspaper article. LO: to edit and improve my writing, making changes to vocabulary, grammar and punctuation.	analyse debate chronology chronological order inference points of view higher order questions summarise summary infer	1. Immerse in setting descriptions about forests and woodlands. Re-read the section of the book about the wild wood and highlight key information and how vivid images are presented. 2. Children to watch videos and use figurative language to describe the wild woods in their own setting description. 3. Assessed piece- children to write their own chapter of Wind in the willows for when the characters get lost in the woods and include their setting description from this week. 4. Newspapers- children to analyse newspapers, their features and purpose. They will then write a newspaper article about the day that Toad gets arrested for stealing the car and then goes missing.

SU1 Subject – English

Context- The wind in the willows

NC PoS	Key Concepts	Key Competencies	Key Vocabulary	Key Activities
Purpose	I can use devices to engage the reader - e.g. repetition for effect, rhetorical question, etc.	LO: to explain how language is used for effect in formal writing.	Persuasion	- Children are to analyse persuasive texts e.g. adverts, letters, competitions etc and identify the key features and language used. They are then to focus on the vocabulary used in a persuasive text. Children to analyse the effectiveness of a persuasive letter and make improvements to the vocabulary and structure using what they have learnt previously. - Children to plan their own persuasive text trying to persuade Toad to change his ways. Children to use the knowledge from what makes an effective letter and then include paragraphs, correct tense and persuasive devices in their letter.
Organisation	I can write in a given style successfully.	LO: to analyse a range of persuasive devices within a text.	Persuasive Devices	
Word	I can manipulate sentence structures for effect, to suit the purpose.	LO: to make improvements to a persuasive text, including devices to engage the reader.	Structure	
	I can use connectives, within a paragraph, to link the sentences - e.g. in addition, finally, therefore. Within paragraphs, I can sustain and develop my ideas around a topic sentence.	LO: to plan how to organise my ideas into balanced paragraphs, linked by connective phrases.	Bias	
	I can use a thesaurus independently to choose words for deliberate effect.	LO: to edit and improve my writing, linking back to the original criteria.	Opinion	
	My vocabulary choices are more thoughtful and enhance meaning	Cross curricular- formal letter in Geography lessons. Cross curricular- Cooking instructional writing –write up recipes.	Balanced Criteria	
			Engage Organisation	

SU2 Subject – English Context- The wind in the willows

NC PoS	Key Concepts	Key Competencies	Key Vocabulary	Key Activities
Reading Writing Drama-speaking and listening.	I can read aloud with the appropriate intonation, tone and volume so that the meaning is clear for the reader. I can discuss complex narrative plots e.g. identifying problems or complications and how they are resolved. I can summarise the main ideas drawn from more than one paragraph. I can recognise different points of view e.g. characters in fiction and the author in non-fiction. I can discuss moods, feelings and attitudes using inference. I can draw information from different parts of the text to infer meaning. I can talk about the author's techniques for describing characters, settings and actions. I can participate in discussions about books, building my own and others' ideas and challenging views courteously. I know and use the 'I before e' rule following a c. In narrative, I can shape a story using paragraphs to show shifts in time, place and action. I can use devices to engage the reader - e.g. repetition for effect, rhetorical question, etc. I can use expanded noun phrases to convey relevant information concisely.	SPAG: To spell words with the letter string –ough To know and use the I before e rule except after c LO: to use colons and semi colons when making lists LO: to plan a story using paragraphs to show shifts in time, place and action LO: to use connectives within a paragraph to link sentences LO: to blend dialogue with action and description to convey character to move the story forward LO: to ensure that vocabulary choices are more thoughtful and enhance meaning Assessed piece: Narrative chapter Reading domain lesson 2 weeks LO: to understand how the structure and presentation of newspaper articles link to the meaning. LO: to analyse how language is used for effect in newspaper articles. LO: to identify how reported and direct speech are used in newspapers. LO: to sustain and develop my ideas around a topic sentence LO: to write in a given style successfully (newspaper) Assessed piece: Newspaper article. LO: to edit and improve my writing, making changes to vocabulary, grammar and punctuation. 1 week	Action Narrative description Dialogue Connectives Structure Reported Direct	- Plan own version of The Wind in the Willows. Children can change the characters or the plot or setting. - Dialogue- start with two illustrations from the book and write what is happening (action) and what is being said (dialogue) children then build this together to create a scene which conveys character. - Use connectives to link sentences within a paragraph using more complex connectives. - Assessed piece- children to write their own chapter of Wind in the willows for when the characters get lost in the woods and include their setting description from this week using thoughtful vocabulary. Add setting description from su1 and character description. - Newspapers- children to analyse newspapers, their features and purpose. They will then write a newspaper article about the day that Toad gets arrested for stealing the car and then goes missing. - Children to include the features that they have learnt earlier in the unit about the features of newspapers. - Reported and direct speech- children to gather reported and direct speech from 'key witnesses' who are there when Toad is arrested. - Edit and improve newspaper article to include changes to grammar, vocabulary and punctuation.

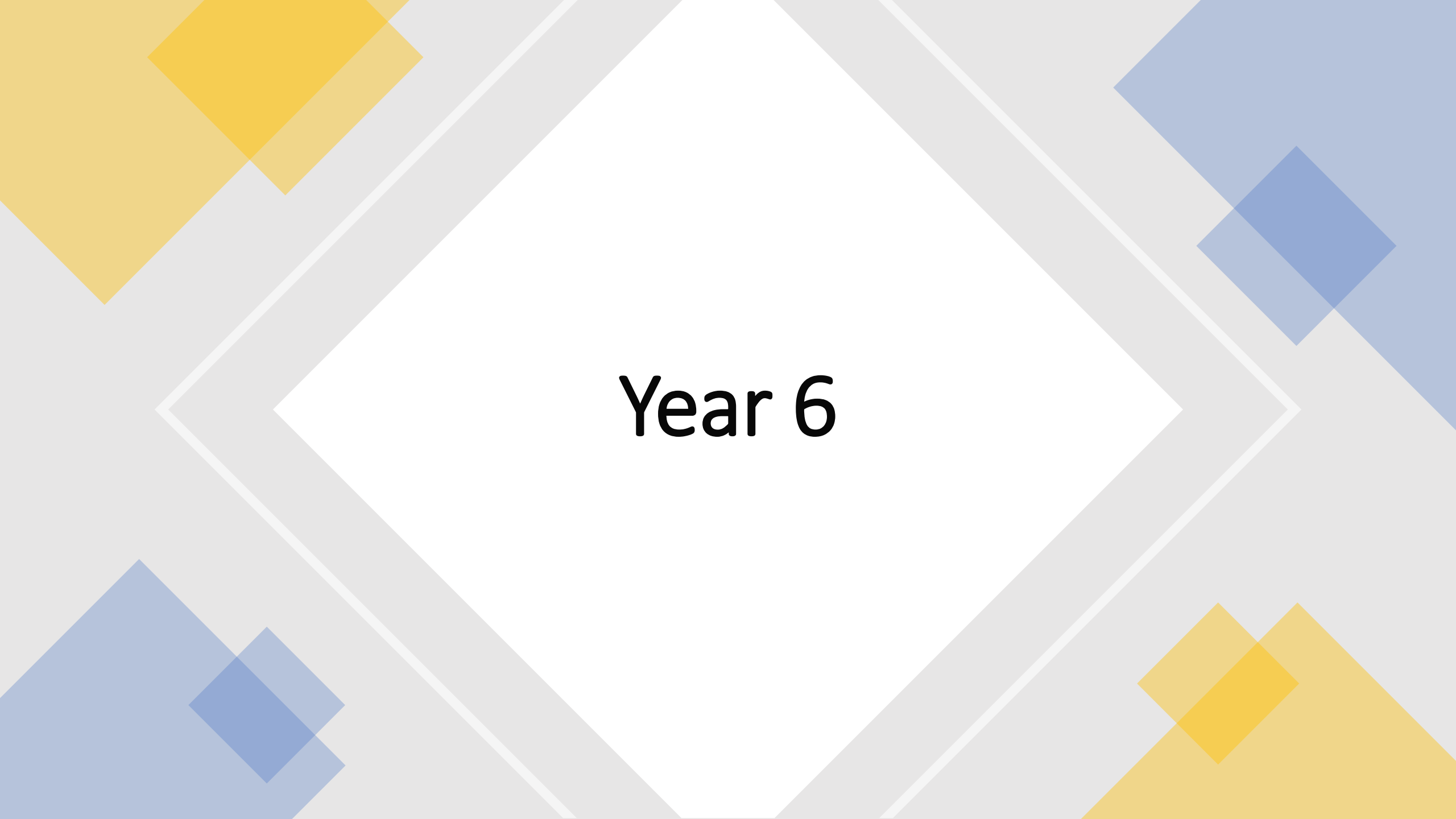
SU2 Subject – English Context- The wind in the willows

NC PoS	Key Concepts	Key Competencies	Key Vocabulary	Key Activities
Reading Writing Drama- speaking and listening.	I can read aloud with the appropriate intonation, tone and volume so that the meaning is clear for the reader. I can discuss complex narrative plots e.g. identifying problems or complications and how they are resolved. I can summarise the main ideas drawn from more than one paragraph. I can recognise different points of view e.g. characters in fiction and the author in non-fiction. I can discuss moods, feelings and attitudes using inference. I can draw information from different parts of the text to infer meaning. I can talk about the author's techniques for describing characters, settings and actions. I can participate in discussions about books, building my own and others' ideas and challenging views courteously. I know and use the 'I before e' rule following a c. In narrative, I can shape a story using paragraphs to show shifts in time, place and action. I can use devices to engage the reader - e.g. repetition for effect, rhetorical question, etc. I can use expanded noun phrases to convey relevant information concisely.	LO: to identify the features of a given style (playscript) LO: to manipulate sentence structures for effect to suit the purpose (playscript) plan and draft Assessed piece: Playscript. LO: to edit for spelling, comma, punctuation and grammar errors and suggest improvements to my own and others writing. LO: to perform a playscript with correct intonation and expression. Reading lesson. 1 week LO: to identify and comment on expressive, figurative and descriptive language to create effect in poetry and prose LO: to identify and describe the style of individual writers and poets LO: to plan and write in a given style successfully (poetry) Assessed piece: Poetry 1 week Reading lesson.	Playscript Manipulate Structure Intonation Expression Expressive Figurative	1. Playscript- look at examples playscripts and identify the features that are genre specific. 2. Look at some examples and identify where the sentence structures vary. Write some example sentences in this format. 3. Children to write their own version of The Wind in the Willows as a playscript using the genre features from earlier in the week. 4. Edit their playscript to make improvements. 5. Perform playscript (on playground stage weather dependant) 6. Poetry- look at some narrative poems and identify the figurative language examples. 7. Focus on the work of two poets and compare their style, how do you know that it is the work of that particular poet, what is their individual style? 8. Plan and write their own poem based on their choice of topic using the features from this week.

SU2 Subject – Reading

Context- Reading

NC PoS	Key Concepts	Key Competencies	Key Vocabulary	Key Activities
Reading – word reading 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. Reading – comprehension Maintain positive attitudes to reading and an understanding of what they read.	To promote a lifelong love of reading. To encourage children to read widely and deeply, a range of texts from a diverse group of authors. To encourage children to share opinions and thoughts about what they read. To teach children to interrogate and challenge what they read. Our children are primarily taught to read, then to read to learn.	LO: to participate in discussion about books, building my own and others ideas (debate) LO: to understand that texts reflect the time and culture in which they were written LO: to draw information about characters from different parts of the text to infer meaning. LO: to recognise ways in which writers present issues and points of view in fiction and non-fiction. LO: to identify genre specific phrases.	Culture Inference Issues Genre specific Participate meaning	- Children to write their own book review about their favourite book and then share this with the rest of the class to share their opinions and debate what is the best book and why. - Culture- Wind in the willows- compare 1908 (when first published) with today's life how is it similar/different and how does this affect the storyline e.g. Toad's obsession with new motor cars would not be relevant in today's society. - Inference- post it note evidence across the book to back up inferences. Use different parts of the text to back this up. E.g. The animal's despair of Toad's behaviour (page ? And ? Where it states ?) - Look for key issues within the book e.g. Toad's obsession, Toad's arrest, Toad's escape. How does the writer present these issues, which side is he on and how do you know? - Identify genre specific phrases in the non-chronological reports about moles, toads, rats and badgers. How do you know they are subject specific and how do you know?



Year 6

Aut I English – Reading

NC PoS	Key Concepts	Key Competencies	Key Vocabulary	Key Activities
To maintain positive attitudes to reading and an understanding of what they read by: continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks Identifying and discussing themes and conventions in and across a wide range of writing 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 To discuss and evaluate how authors use language, including figurative language, considering the impact on the reader To retrieve, record and present information from non-fiction	Pathway 1 – Decode Pathway 2 – Comprehend Pathway 3 – Detect Pathway 4 - Language Pathway 5 – Respond Pathway 6 – Reader	L.O: I can apply my reading skills to ask and answer literal questions about a text. L.O: I can locate evidence in a text to answer inference questions L.O: I can hypothesise what has happened from what is stated and implied L.O: I can apply knowledge to ask and answer literal questions about a text L.O: I can apply PEE (Point, Evidence, Explain) to support predictions and justify my inferences. L.O: I can justify my inferences from a characters' feelings, thoughts and motives from their actions using supporting evidence. L.O: I can detect examples of literal and inferential intention within a text, and explain the difference between them L.O: I can debate and evaluate how the authors' use of language impacts on the reader L.O: I can apply my knowledge of poetry to answer questions in more complex poems. L.O: I can select suitable evidence to compose detailed answers following PEE about a narrative text L.O: I can deduce and infer how a character is feeling about a character. L.O: I can create predictions using evidence from the text to justify my decisions. L.O: I can compare and contrast an authors use of language used to describe characters L.O: I can compare and contrast how characters are feeling using evidence from the text. L.O: I can use and apply PEE (Point, Evidence, Explain) sentences to support my inferences.	Genre Narrative Decode Retrieval Analyse Evaluate Author Character Literal Inference Justify	<u>Suggested activities:</u> Quick Fix Year 6 book to work on Literal and inference differentiation to begin. Chn to distinguish between question stems and highlight these within given questions and those they generate themselves. Make use of concrete information available in the text to then create questions for others and then extend to look at WHY questions and how they can locate key information to use as evidence in PEE type answers. <u>Rooftoppers text focus this half term</u> Introduce text for half term in classes = Rooftoppers. Read Blurb and chn can re-create their own front-page justifying reasons as to why they have drawn certain things. Predictive skills and discussion starter. Quick Fix text activities- whole class reading with class – optional. Could complete first full week with class. <u>Suggested activities:</u> Identification of literal & inference points within texts. Use of Quick Fix Year 6 book material to introduce and teach literal and inference techniques. Differentiate as needed using more advanced questioning and outcome using resource. <u>Suggested activities include:</u> Role on the wall Hot seating Q & A practise linked to 2 & 3 mark SATs style questions. <u>Guided Reading slots:</u> Suggested activity Quick Fix Year 6 book page 38-39 Montmorency Studying how Sophie/ Charles/ Miss Elliott are portrayed by use of language. Can chn make comparisons between them and find evidence to justify views. Written answers to be modelled and practised. Table tasks including quotations from the book of what has been said and what we infer/ implied. Looking at imagery used and personification using examples from the chapter. <u>The Eagle text:</u> Page 30 Reading Explorers Chapter 4 and 5 questions available More advanced 3 mark style questions can be used to help plan/ structure SATs style answers using evidence effectively. Chn complete zone of relevance task and note making for their writing. Focus to be upon what Sophie thinks of Charles- use to nominate him in planning – see writing task <u>Chapter 6</u> Got thoughts about descriptions of the train station and what it would be like there. How does the author set the scene? What effective techniques and vocabulary have been used? Support question stem sheets where necessary. Cloze activities to prompt discussion activities and begin sentences. PEE structure examples to magpie and model examples of extended 3 mark responses.

Aut 2 English – Reading

NC PoS	Key Concepts	Key Competencies	Key Vocabulary	Key Activities
To maintain positive attitudes to reading and an understanding of what they read by: continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks Identifying and discussing themes and conventions in and across a wide range of writing 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 To discuss and evaluate how authors use language, including figurative language, considering the impact on the reader To retrieve, record and present information from non-fiction	Pathway 1 – Decode Pathway 2 – Comprehend Pathway 3 – Detect Pathway 4 - Language Pathway 5 – Respond Pathway 6 – Reader	L.O: I can apply my reading skills to ask and answer literal questions about a text. L.O: I can locate evidence in a text to answer inference questions L.O: I can hypothesise what has happened from what is stated and implied L.O: I can apply knowledge to ask and answer literal questions about a text L.O: I can apply PEE (Point, Evidence, Explain) to support predictions and justify my inferences. L.O: I can justify my inferences from a characters' feelings, thoughts and motives from their actions using supporting evidence. L.O: I can detect examples of literal and inferential intention within a text, and explain the difference between them L.O: I can debate and evaluate how the authors' use of language impacts on the reader L.O: I can apply my knowledge of poetry to answer questions in more complex poems. L.O: I can select suitable evidence to compose detailed answers following PEE about a narrative text L.O: I can deduce and infer how a character is feeling about a character. L.O: I can create predictions using evidence from the text to justify my decisions. L.O: I can compare and contrast an authors use of language used to describe characters L.O: I can compare and contrast how characters are feeling using evidence from the text. L.O: I can use and apply PEE (Point, Evidence, Explain) sentences to support my inferences.	Genre Narrative Decode Retrieval Analyse Evaluate Author Character Literal Inference Justify	<u>Suggested activities:</u> Quick Fix Year 6 book to work on Literal and inference differentiation to begin. Chn to distinguish between question stems and highlight these within given questions and those they generate themselves. Make use of concrete information available in the text to then create questions for others and then extend to look at WHY questions and how they can locate key information to use as evidence in PEE type answers. <u>Rooftoppers text focus this half term</u> Introduce text for half term in classes = Rooftoppers. Read Blurb and chn can re-create their own front-page justifying reasons as to why they have drawn certain things. Predictive skills and discussion starter. Quick Fix text activities- whole class reading with class – optional. Could complete first full week with class. <u>Suggested activities:</u> Identification of literal & inference points within texts. Use of Quick Fix Year 6 book material to introduce and teach literal and inference techniques. Differentiate as needed using more advanced questioning and outcome using resource. <u>Suggested activities include:</u> Role on the wall Hot seating Q & A practise linked to 2 & 3 mark SATs style questions. <u>Guided Reading slots:</u> Suggested activity Quick Fix Year 6 book page 38-39 Montmorency Studying how Sophie/ Charles/ Miss Elliott are portrayed by use of language. Can chn make comparisons between them and find evidence to justify views. Written answers to be modelled and practised. Table tasks including quotations from the book of what has been said and what we infer/ implied. Looking at imagery used and personification using examples from the chapter. <u>The Eagle text:</u> Page 30 Reading Explorers Chapter 4 and 5 questions available More advanced 3 mark style questions can be used to help plan/ structure SATs style answers using evidence effectively. Chn complete zone of relevance task and note making for their writing. Focus to be upon what Sophie thinks of Charles- use to nominate him in planning – see writing task <u>Chapter 6</u> Got thoughts about descriptions of the train station and what it would be like there. How does the author set the scene? What effective techniques and vocabulary have been used? Support question stem sheets where necessary. Cloze activities to prompt discussion activities and begin sentences. PEE structure examples to magpie and model examples of extended 3 mark responses.

SPI Subject –English - Reading



NC PoS	Key Concepts	Key Competencies	Key Vocabulary	Key Activities
maintain positive attitudes to reading and an understanding of what they read by: continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks identifying and discussing themes and conventions in and across a wide range of writing 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 discuss and evaluate how authors use language, including figurative language, considering the impact on the reader retrieve, record and present information from non-fiction	For children to be immersed in reading and able to relate to characters, events and places. For children to comprehend the key concepts behind the text. Children have an understanding of what the author intends and why the author has chosen specific language – what is the author implying <u>Genre focus:</u> Focus upon text 'The Great Plague 1664–1666' 'Plague Remedies' 'Ring a Ring o Roses' poem. <u>Class text:</u> 'Rooftopper's by Katherine Rundell	Pathway 1 – Decode Pathway 2 – Comprehend Pathway 3 – Detect Pathway 4 - Language Pathway 5 – Respond Pathway 6 – Reader <u>The Great Plague</u> L.O: I can summarise the main ideas from more than one paragraph. L.O: I can generate an inferences by inferring from what is stated and implied L.O: I can retrieve answers to questions in non-fiction L.O: I can answer literal questions in a non fiction text L.O: I can generate questions to improve understanding. <u>Rooftopper text</u> L.O: I can predict what may happen from details stated and implied. L.O: I can identify key characters and plot of text L.O: I can apply inference and deduction skills based on implicit information drawn from the text. L.O: I can retrieve, record and present information from fiction text. L.O: I can evaluate a text (poems) explaining the meaning behind L.O: I can compare and contrast within and across books L.O: I can identify and discuss themes across a range of text types	Genre Narrative Decode Retrieval Analyse Evaluate Author Character Literat Inference Evidence Identify Explanation Description Informal letter	<u>Activity 1 – Predictions</u> Pupils given image of the 'Plague doctor' to generate own hypothesis of who it is, why they may be dressed like they are, what period in history they are from. Pupils read and discuss the 'Great Plague' extract, summarising the main ideas from the text. Pupils then annotate the text, highlighting any structures or features that give a clue to its genre. Provide model hypothesis for LA to edit and add their own evidence to. <u>Activity 2 – Inference</u> Children to recap the features of inference questions and the PEE skills needed to answer inference based comprehension questions in detail. Read and discuss, 'Plague remedies' highlighting any information with a partner that can help pupils infer thoughts or feelings. Pupils to analyse the text. Then children to complete inference based questions on the extract using PEE technique. Discuss model and then complete 3 mark inference comprehension questions, supporting answers with as much detail and evidence as possible. Mark scheme provided for chn to self-assess their answers and see where improvements/ marks can be made/ given. <u>Activity 3 – Literal</u> – recap the features of literal questions, as well as the skill and techniques needed to answer them accurately. Focus on key words that these question types begin with and techniques to underline key words. Recap text 1 in 'The Great Plague' booklet, modelling how to highlight significant information and key words. Pupils to independently analyse and apply reading skills to complete literal questions by using skimming/scanning skills to find answers within a non-fiction text. <u>Activity 4</u>– Reading class reader text – Rooftoppers by Katherine Rundell. Use post-it-notes for pupils to jot down new vocabulary and chn answer a collection of literal and inference questions about the chapter. PEE structure modelled and encouraged for their answers. <u>Activity 5 –Comprehend</u> begin by setting the scene – video introduction to London town. Read and identify literal points in text 2 – 'At the sign of the sugared plum'. annotating an image of London streets with key scene setting facts from the text. Analyse the image of the main character Hannah, annotating the picture with inferences as to how she may be feeling on her way through London in contrast with after she met her friend. Justify inferences with evidence. Predict what will happen next in the story using details stated within the text. <u>Activity 6 – Inference</u> recap the features of inference questions and the PEE skills needed to answer inference based comprehension questions in detail. Re-read and discuss 'At the sign of the sugared plum', ' highlighting any information with a partner that can help pupils infer thoughts or feelings. Pupils to apply inference inference based questions on the extract using PEE technique. Discuss model and then complete 3 mark inference comprehension questions, supporting answers with as much detail and evidence as possible. <u>Activity 7 – Literal</u> recap the features of literal questions, as well as the skill and techniques needed to answer them accurately. Focus on key words that these question types begin with and techniques to underline key words. Recap text 2 in 'The Great Plague' booklet, modelling how to highlight significant information and key words. Pupils to independently apply skills to complete literal questions by using skimming/scanning skills to find answers within a non-fiction text. Mark scheme used with chn to see other possible answers and to edit/ improve their own where needed. <u>Activity 8 – Poetry</u> Read and identify the main themes in the final text – 'Ring a Ring o Roses'. Annotate the poem – highlighting and evaluating how each line possibly refers and links to the Plague. Discuss vocabulary choices and meanings of words. Chrome book research – what else can you discover about this popular poem? Children to explain the theme of the text. Can they summarise what the purpose of this poem was and intentions behind it? Chn complete their answer in a "rose" template. <u>Activity 9 – Comprehend</u> recap how to answer literal/inference style comprehension techniques. Paired partner task – how many tips can you recall? Children to apply skills to answer range of literal/inference questions based on the poem, giving reasons to support answers. Mark scheme used to explain where marks are given. Chn can review their learning by identifying whether the questions are literal or inference types infer the deeper meaning of the poem – relate to the context of when it was written.

SPI English – Whole class Guided Reading 2x per week (ERIC)



NC PoS	Key Concepts	Key Competencies	Key Vocabulary	Key Activities
To maintain positive attitudes to reading and an understanding of what they read by: continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks Identifying and discussing themes and conventions in and across a wide range of writing 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 To discuss and evaluate how authors use language, including figurative language, considering the impact on the reader To retrieve, record and present information from non-fiction	For children to be immersed in reading and able to relate to characters, events and places. For children to comprehend the key concepts behind the text. Children have an understanding of what the author intends and why the author has chosen specific language – what is the author implying <u>Resource:</u> Headstart Primary English Reading comprehension text	Pathway 1 – Decode Pathway 2 – Comprehend Pathway 3 – Detect Pathway 4 – Language Pathway 5 – Respond Pathway 6 L.O: I can skim and scan a text to summarise a text and answer questions L.O: I can justify my inferences with text evidence L.O: I can answer literal and inference questions about a fiction text L.O: I can summarise the main ideas drawn from a text L.O: I can explain the meaning of words in context L.O: I can answer test style questions L.O: I can find answers to questions in poems L.O: I can use inference and deduction to answer questions L.O: I can retrieve and record information from non-fiction L.O: I can distinguish between statements of fact and opinion <u>Reading journal tasks:</u> - Write a letter to the author telling them why you did or didn't like their book. - Write a summary of the favourite part of your story and explain why - Pick a character or two from the story and draw them. - Create a new opening paragraph for you book - Choose a page of the book and identify all of the punctuation and verb/ adjectives used New guided reading groups based on reading data outcomes. Individuals children < 2.4 progress tracker. Groups with key chn working 2.5-2.9 progress tracker.	Genre Skim/ scan deduce Decode Retrieval Analyse Evaluate Justify Evidence Author Character Literal Inference PEE	<u>Text 1</u> Pre-word work task I. Chn complete synonym work focusing on the language used in the text. Chn read extract and highlight the text, using text questions as a guide to help them identify key words. Skimming and scanning techniques modelled by the teacher (PPTI). Literal questions completed independently and self marked. Encourage use of highlighter pen to identify key words from question in the text and vice versa. <u>Text 2: pg 47 Head start text</u> Pre-word work task QI – Synonym work – following same format as previous text. Chn complete retrieval task to see what the children already know about the vocabulary included in the text. Chn order the main events in the text, create sub-headings for a given passage and summarise what each section of the text includes in 'Whats the point?' task. Chn answer the questions independently. <u>Text 3:</u> Pre-word task. Check understanding of the key vocabulary and chn locate the words within the text. Discuss the main points in the text and collectively produce a numbered flow chart of the key events and select a relevant quotation for each one to support. Chn write a summary of the text using < 15 words. Answer questions independently and self-mark. <u>Text 4:</u> Pre-word task to discuss and explore subject-specific vocabulary used. Read the text (chn read independently). Identify similes used and have chn highlight them. Chn explore answering literal questions highlighted by the teacher in a given time to work on test technique. Then model inference style to recap strategies used previously and make them aware of the marks for each question and the importance to the detail/ evidence used. <u>Text 5 Wyvern Winter 2x sessions</u> Chn read the narrative text and identify any new vocabulary. Give time to explore definitions of these words and use within the context. Model expectations for SATs style questions with multiple choice answers. Chn circle the correct answers and self-mark. Provide timed conditions. <u>Text 6</u> <u>Text:</u> Read the poem and have chn highlight/ annotate the features used. Rhetorical question, punctuation features, rhyming words, descriptive language. Model answering test questions and structure of 2/3 mark questions. Provide example of the mark scheme for chn to see what is required to gain the marks. <u>Text 7</u> <u>Text:</u> Chn read through non-fiction text and highlight key language. Identify key question words and skimming/ scanning the text for the key information needed to answer the questions. <u>Text 8</u> Read through text, Pluto and New Horizons. Re-cap the meaning of formal and informal meaning, chn identify whether each statement falls into. Extract 2 highlight thought text identifying facts and opinions and completing tick box challenge with statements.

SP2 Subject –English - Reading SATs



NC PoS	Key Concepts	Key Competencies	Key Vocabulary	Key Activities
maintain positive attitudes to reading and an understanding of what they read by: continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks identifying and discussing themes and conventions in and across a wide range of writing 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 discuss and evaluate how authors use language, including figurative language, considering the impact on the reader retrieve, record and present information from non-fiction	Pathway 1 – Decode Pathway 2 – Comprehend Pathway 3 – Detect Pathway 4 - Language Pathway 5 – Respond Pathway 6 – Reader	Non-fiction focus Rain and Shine & Pandas L.O: I can analyse and answer questions in non-fiction L.O: I can use detailed knowledge of text types to make reasoned predictions. L.O: I can answer literal SATs questions and understand words in context Space Tourism L.O: I can apply my reading skills to answer literal questions in a non-fiction text L.O: I can apply reading skills to ask and explain questions to improve understanding. L.O: I can draw on inferences from what characters do and say to work out their thoughts and feelings. White Fang L.O: I can apply inference and deduction skills based on implicit information drawn from the text. L.O: I can retrieve, record and present information from fiction text. L.O: I can evaluate a text explaining the meaning behind L.O: I can compare and contrast within and across books L.O: I can identify and discuss themes across a range of text types	Genre Narrative Decode Retrieval Analyse Evaluate Author Character Literal Inference Evidence Identify	Rain and Shine Share the text with the class and discuss the theme/ predictions about what it may be about. Children to make predictions about what the text may about. Children then to apply reading skills to skim and scan and pull out main information and key parts of the text. Children then to apply reading skills to share and discuss answers to each text type - non-fiction (Weather report) Space Tourism Pupils given image of the 'Space Tourism to generate own hypothesis of the theme of the booklet. Pupils read and discuss the first extract, summarising the main ideas from the text. Pupils then annotate the text, highlighting any structures or features that give a clue to its genre. Children to recap the features of inference questions and the PEE skills needed to answer inference based comprehension questions in detail. Pupils to analyse the text. Then children to complete inference and literal based questions on the extract using PEE technique. Discuss model and then complete 3 mark inference comprehension questions, supporting answers with as much detail and evidence as possible. Pupils to independently analyse and apply reading skills to complete literal questions by using skimming/scanning skills to find answers within a non-fiction text.. White Fang Lesson 1 Read and identify the main themes in the final texts' Make hypothesis about what they may be about and the theme. Annotate the first text – highlighting and evaluating how each section relates to the theme. Discuss vocabulary choices and meanings of words. Recap how to answer literal/inference style comprehension techniques. Paired partner task – how many tips can you recall? Children to apply skills to answer range of literal/inference questions based on the poem, giving reasons to support answers. Roogtoppers – guided reading continued Reading class reader text – Roogtoppers by Katherine Rundell. Use post it-notes for pupils to jot down new vocabulary and questions about the chapter. Question booklets to complete in whole class ERIC time daily.

SP2 Subject –English - Reading – Text: Holes



NC PoS	Key Concepts	Key Competencies	Key Vocabulary	Key Activities
maintain positive attitudes to reading and an understanding of what they read by: continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks identifying and discussing themes and conventions in and across a wide range of writing 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 discuss and evaluate how authors use language, including figurative language, considering the impact on the reader retrieve, record and present information from non-fiction	Pathway 1 – Decode Pathway 2 – Comprehend Pathway 3 – Detect Pathway 4 – Language Pathway 5 – Respond Pathway 6 – Reader Genre focus: Persuasive adverts	Launch text – Chapters 1-5 L1 <u>L0: To make reasoned predictions using inference skills</u> L2 <u>L0: I can analyse a text making inferences and identifying literal points</u> L3 <u>L0: I can analyse the features of persuasive writing</u> L4 <u>L0: I can create assertive use of the characteristic language and of the chosen text type – persuasive</u> L5 <u>L0: To independently plan and write a persuasive advert for an intended purpose</u> Week 2 <u>L0: To edit my writing based on specific success criteria</u> <u>L0: To compare and contrast two characters in a text – chapter 5 (and chapter 6)</u> <u>L0: To answer inference questions – chapter 7 (long chapter)</u> <u>L0: To make notes on an extract from the text Chapters 8 and 9 (up to page 46, before Stanley writes the letter home)</u>	Genre Narrative Decode Retrieval Analyse Evaluate Author Character Literal Inference Evidence Identify Prediction Advert Persuade Convince Dialogue Dire/ indirect speech	<u>L1-5 activities</u> Look at front cover and blurb of the book. Discuss and make predictions about what they think the book is going to be about, who the characters are and the themes. Study chapter 1 and analyse sections of the chapter making inferences about the settings, characters and plot. They can use these to then make their own supported prediction about what they think might happen. Read page 7 and make a prediction as to why Stanley is arrested based on what we know so far (evidence to support). Read up to chapter 5, collecting vocabulary. Explain to children that they will be writing a persuasive advert convincing people to visit Camp Green Lake, making it sound appealing, rather than its horrible reality. Look at models and uplevel examples before planning at the end of the week. <u>L6-10 activities</u> Children write their persuasive adverts for Camp Green Lake on Monday. Based on assessment, children will edit their work the following day with a specific success criteria. Read chapter 5 and compare the characters of Mr. Sir and Mr. Pendanski so far. Read chapters 6 and 7, answering SATs style questions, and up to page 46.

SU1 Subject –English - Reading SATs



NC PoS	Key Concepts	Key Competencies	Key Vocabulary	Key Activities
maintain positive attitudes to reading and an understanding of what they read by: continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks identifying and discussing themes and conventions in and across a wide range of writing 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 discuss and evaluate how authors use language, including figurative language, considering the impact on the reader retrieve, record and present information from non-fiction	Pathway 1 – Decode Pathway 2 – Comprehend Pathway 3 – Detect Pathway 4 - Language Pathway 5 – Respond Pathway 6 – Reader	Fiction focus No Place Like Home L.O: I can analyse and answer questions in fiction L.O: I can use detailed knowledge of text types to make reasoned predictions. L.O: I can apply my inference skills to answer SATs questions L Heartbeat SATS paper non-fiction focus - Autobiography/ biography - Non chronological report L.O: I can apply my reading skills to answer literal questions in a non fiction text L.O: I can apply reading skills to ask and explain questions to improve understanding. L.O: I can draw on inferences from what characters do and say ,to work out their thoughts and feelings.	Genre Narrative Decode Retrieval Analyse Evaluate Author Character Literal Inference Evidence Identify	No Place Like Home Share the text with the class and discuss the theme/ predictions about what it may be about. Children to make predictions about what the text may about. Children then to apply reading skills to skim and scan and pull out main information and key parts of the text. Children then to apply reading skills to share and discuss answers to each text type - non-fiction (insert on home of the future). Talk about the sustainability of these types of homes and what this means. Chn can then discuss how they intend to promote this in the future. Heart Beat Pupils given image of the front cover and have to justify what they think it might be about. Can they explain the difference between a biography and an autobiographical text? Pupils read and discuss the first extract, summarising the main ideas from the text. Pupils then annotate the text, highlighting any structures or features that give a clue to its genre. Children to recap the features of inference questions and the PEE skills needed to answer inference based comprehension questions in detail. Pupils to analyse the text. Then children to complete inference and literal based questions on the extract using PEE technique. Discuss model and then complete 3 mark inference comprehension questions, supporting answers with as much detail and evidence as possible. Pupils to independently analyse and apply reading skills to complete literal questions by using skimming/scanning skills to find answers within a non-fiction text.. Rooftoppers – guided reading continued Reading class reader text – Rooftoppers by Katherine Rundell. Use post it-notes for pupils to jot down new vocabulary and questions about the chapter. Question booklets to complete in whole class ERIC time daily.

SU1 Subject –English - Reading – Text: Holes



NC PoS	Key Concepts	Key Competencies	Key Vocabulary	Key Activities
maintain positive attitudes to reading and an understanding of what they read by: continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks identifying and discussing themes and conventions in and across a wide range of writing 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 discuss and evaluate how authors use language, including figurative language, considering the impact on the reader retrieve, record and present information from non-fiction	Pathway 1 – Decode Pathway 2 – Comprehend Pathway 3 – Detect Pathway 4 – Language Pathway 5 – Respond Pathway 6 – Reader Genre focus: Persuasive adverts	Launch text – Chapters 1-5 L1 <u>L0: To make reasoned predictions using inference skills</u> L2 <u>L0: I can analyse a text making inferences and identifying literal points</u> L3 <u>L0: I can analyse the features of persuasive writing</u> L4 <u>L0: I can create assertive use of the characteristic language and of the chosen text type – persuasive</u> L5 <u>L0: To independently plan and write a persuasive advert for an intended purpose</u> Week 2 <u>L0: To edit my writing based on specific success criteria</u> <u>L0: To compare and contrast two characters in a text – chapter 5 (and chapter 6)</u> <u>L0: To answer inference questions – chapter 7 (long chapter)</u> <u>L0: To make notes on an extract from the text Chapters 8 and 9 (up to page 46, before Stanley writes the letter home)</u>	Genre Narrative Decode Retrieval Analyse Evaluate Author Character Literal Inference Evidence Identify Prediction Advert Persuade Convince Dialogue Dire/ indirect speech	<u>L1-5 activities</u> Look at front cover and blurb of the book. Discuss and make predictions about what they think the book is going to be about, who the characters are and the themes. Study chapter 1 and analyse sections of the chapter making inferences about the settings, characters and plot. They can use these to then make their own supported prediction about what they think might happen. Read page 7 and make a prediction as to why Stanley is arrested based on what we know so far (evidence to support). Read up to chapter 5, collecting vocabulary. Explain to children that they will be writing a persuasive advert convincing people to visit Camp Green Lake, making it sound appealing, rather than its horrible reality. Look at models and uplevel examples before planning at the end of the week. <u>L6-10 activities</u> Children write their persuasive adverts for Camp Green Lake on Monday. Based on assessment, children will edit their work the following day with a specific success criteria. Read chapter 5 and compare the characters of Mr. Sir and Mr. Pendanski so far. Read chapters 6 and 7, answering SATs style questions, and up to page 46.

SU2 Subject –English - Reading – Text: Holes

NC PoS	Key Concepts	Key Competencies	Key Vocabulary	Key Activities
maintain positive attitudes to reading and an understanding of what they read by: continuing to read and discuss an increasingly wide range of: fiction, poetry, plays, non-fiction and reference books or textbooks identifying and discussing themes and conventions in and across a wide range of writing 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 discuss and evaluate how authors use language, including figurative language, considering the impact on the reader retrieve, record and present information from non-fiction	Pathway 1 – Decode Pathway 2 – Comprehend Pathway 3 – Detect Pathway 4 - Language Pathway 5 – Respond Pathway 6 – Reader Genre focus: Persuasive adverts	READING Launch text – Chapters 5 – 10 <u>L0: I can justify my inferences with evidence from the text</u> <u>L0: I can compare and contrast two characters in a text – chapter 5 (and chapter 6)</u> <u>L0: I can answer inference questions – chapter 7 (long chapter)</u> <u>L0: I can makes notes on an extract from the text Chapters 8 and 9 (up to page 46, before Stanley writes the letter home)</u> WRITING TASK <u>L0: I can summarise main ideas from more than one paragraph Chapters 10 & 11</u> <u>L0: I can answer complex SATs style questions Chapters 12 & 13</u> <u>L0: I can make and evaluate predictions about a character Chapter 14 and 15</u> <u>L0: I can explain the meaning of words and comment on an author's choice of language Chapters 16, 17 and 18</u> <u>L0: I can generate predictions based on details stated and implied Chapter 19</u>	Genre Narrative Decode Retrieval Analyse Evaluate Author Character Literal Inference Evidence Identify Prediction Advert Persuade Convince Dialogue Dire/ indirect speech	Activity 1: Read chapters 5 and 6 and create a short 'blurb-like' summary for both chapters. Children answer reading style questions based on chapters 5 and 6. Activity 2: Children will continue to read chapter 5 and compare the characters of Mr. Sir and Mr. Pendanski so far. Read chapters 6 and 7, answering reading style questions, and up to page 46. Discuss features of an informal letter (link to Spag work) and write a letter from Stanley's perspective to his parents telling them how great Camp Green Lake is. Activity 3: Read chapters 10 and 11 and create a short 'blurb-like' summary for both chapters. Children answer reading questions based on chapters 12 and 13. Challenge – Point, Evidence, Explain, LINK. In the last section, you link your explanation back to the point. Activity 4: Children predict The Warden's appearance and character before reading on. Read chapters 14 and 15, which introduce The Warden into the story. Evaluate predictions afterwards. Broaden – evaluate from a different point of view. Activity 5: Children answer questions based on chapters 16 – 18. Read up to a certain point in chapter 20. Reveal the end of the chapter (Mr. Sir in agony) and children to write the whole chapter themselves, considering author's techniques and attempting to emulate their style. Extend – extend knowledge of authors techniques from the characters point of view. Activity 6: Children to edit their narrative pieces (heavy focus on dialogue). Read up to chapter 27 over the week, answers questions, creating predictions and summarising the story of the book so far. Children complete a mid-point review of the book based on their opinions so far. Challenge – children to create and alternative ending to the chapter.

Partnerships



EYFS and Key Stage 1

Each week in EYFS and Year 1 children have access to a Little Wandle phonics reading book via eCollins that they have been working on in lessons that week. This book will be 95% decodable to the child as this is the book they have been learning to read in school. Children will also take home a library book of their choice to share with parents. Parents are encouraged to feedback on their child's reading via a home school reading diary. Parents are invited to reading workshops and have access to a range of resources on our website, to equip them in being able to support their child with reading at home. Prizes include certificates, bookmarks, pencils and a new book for 40 home reads. Children have their name displayed on the class reading race chart in the classroom.

Lower Key Stage 2

As children enter Key Stage 2 and become more independent with their reading, they have a wider choice of home reading books. Every child will have a book taken from the Collins 'Big Cat' scheme, a free choice library book and an Accelerated Reader book, alongside the online MyOn Library at home. Reading homework in year 3 and 4 is set at least once every other week.

Children are encouraged to read at least three times a week with an adult at home, earning stickers and rewards for their home reading. As in Key Stage 1, prizes include certificates, bookmarks, pencils and a new book for 40 home reads. Children have their name displayed on the class reading race chart in the classroom.

Upper Key Stage 2

Children read a range of books for different purposes and are encouraged to read for pleasure and complete reading activities linked to their books. In year 5 and 6 there is a wider choice of books for home reading with access to the year group library of Accelerated Reader books, whole class readers, Collins 'Big Cat' book, non-fiction texts and 'First News' newspapers every week. Children also have access to MyOn at home which they can then complete an Accelerated Reader quiz on in school. Accelerated reader books are stored in ZPD (zone of proximal development) levels and children choose a book in their ZPD in order to challenge and engage them as they read.

As in LKS2, children are encouraged to read at least three times a week at home with an adult and continue to be rewarded for moving up the class reading race in the classroom. Children earn rewards for moving up the reading race and children show evidence of this reading through their home reading records. Prizes include bookmarks, rulers, pencils and erasers, working their way up to a brand new book when they read 40 books.

Reading homework in year 5 and 6 is set at least once every other week.

Home reading challenges are set in all year groups over holidays such as Easter Book Bingo and Summer Reading Challenges. Children are rewarded with carrot points and prizes when back in school. Reading is celebrated in classroom book corners, on class blogs and on the school reading blog when children have achieved prizes or recognition for reading.