



English Reading

“The more that you read, the more things you will know. The more that you learn, the more places you'll go.”

— Dr. Seuss, *I Can Read With My Eyes Shut!*



At St. Kenelm's, the heart of our reading strategy is our drive to foster a love of reading, enriching children's learning through carefully designed teaching activities that utilise imaginative stories and thought provoking texts. We give our pupils the very best start they can have - balancing learning to read with enjoyment of books and other texts. We are dedicated to enabling our pupils to become lifelong readers and we believe reading is key for success.

We recognise the importance of reading and aim for all of our children to become confident, independent readers with an excellent understanding of what they read. We believe that reading 'opens the door' to learning, enabling children to access a wider curriculum. Children who read a lot will go on to become lifelong learners. We have high expectations of all pupils and we encourage them to challenge themselves, persevere and pursue success.



High quality texts and passages are chosen, appropriate to the expectations of the year group or ability of pupils, and teachers use this to model the application of the agreed reading skills. Pupils are taught to relate the text to themselves, previous reading experiences and the world around them.



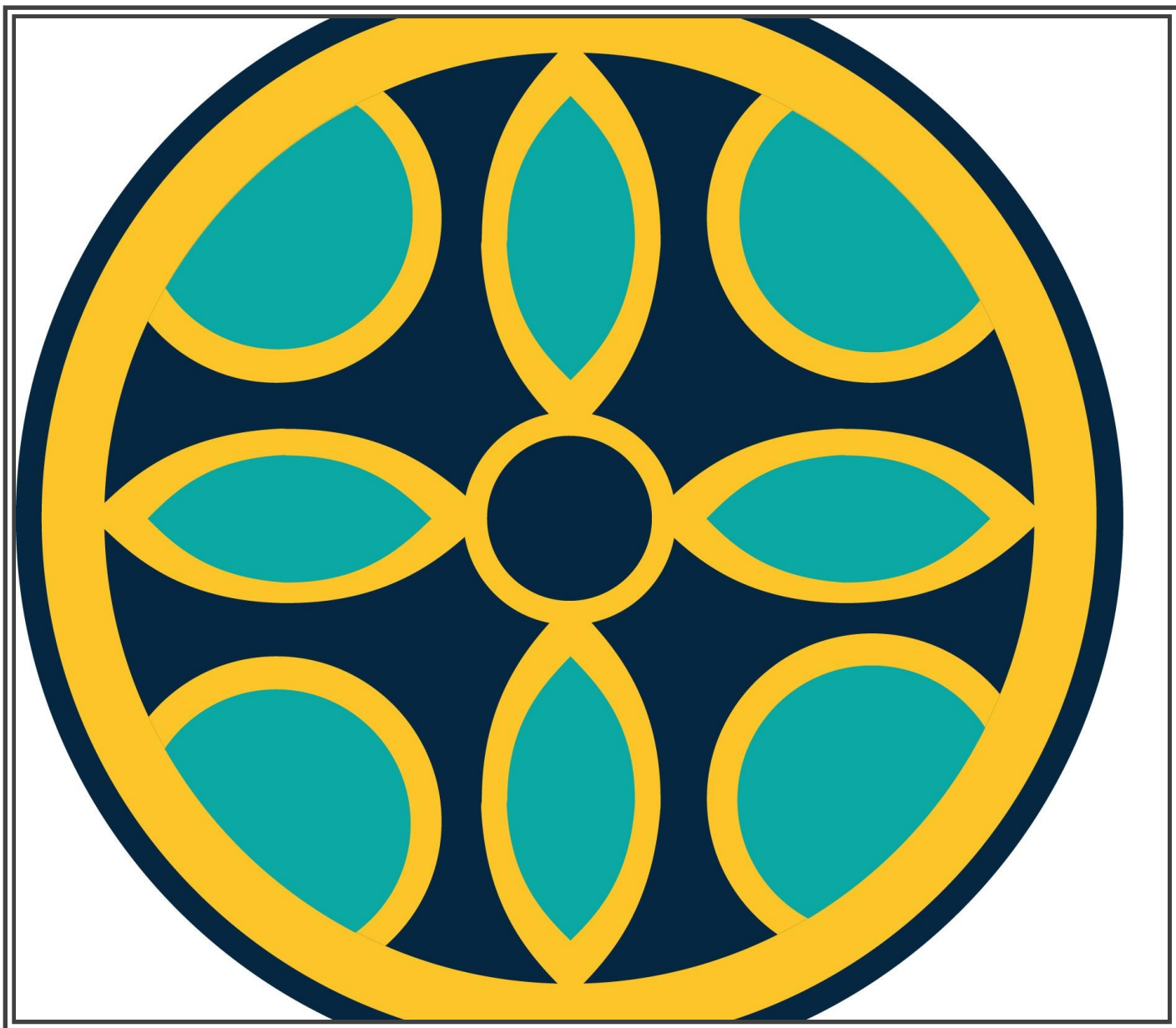
Each classroom has an appropriate selection of books which are directly linked to the class topic. This offers opportunities for pupils to apply their reading skills across the curriculum. Children are read to each day by their class teacher. This can be a book that the teacher recommends to the class or a recommendation from a child. These books will usually link to their topic however they might link to our 'theme days' or school values.

During daily Guided Reading sessions, pupils have the opportunity to read texts with greater independence and apply their skills when responding to the wide range of questions.

At St. Kenelm's, we believe that regular reading at home is an important tool in developing reading skills. Levelled titles are used for home-reading to ensure that children experience a wide breadth of reading opportunities across different genres. Pupils work through the wide variety of books at their own pace. Teachers monitor their progress and determine when best for children to move onto the next series, ensuring that a range of titles have been explored and understood.

Children have the opportunity to take part in 'Reading Buddies', in which children mix with other children from different year groups and share books together.





We believe that reading is key to all learning. The impact of our reading curriculum goes beyond the results of statutory assessments. Children have the opportunity to enter the wide and varied magical worlds that reading opens up to them. As they develop their own interest in books, a deep love of literature across a range of genres, cultures and styles is enhanced.

Through the teaching of systematic synthetic phonics and reading, our aim is for children to become fluent and confident readers who can apply their knowledge and experience to a range of texts through the Key Stage 2 curriculum.

Phonics

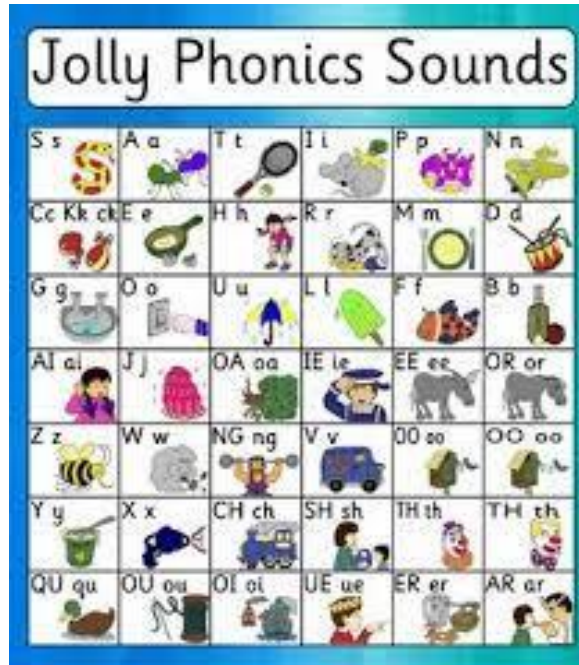


At St Kenelm's, we use the Department for Education validated scheme *Jolly Phonics* for our teaching of phonics.

This allows the phonics teaching and learning to be progressive from Early Years, which marks the start of systematic synthetic phonics work. Phonics activities are practical and fun, to encourage learning.

During Shared and Guided Reading, phonics work is reinforced by class teachers in the context of real texts. Reading skills are developed across the curriculum.

Through fidelity to the scheme, provision is made for children, across the school, who require extra support through differentiated class teaching and carefully planned activities.



Reading





Reading is a **multi-strategy approach** to understanding the written word. It is not simply the decoding of black marks on the page but involves the ability to read with understanding a wide range of different texts, including fiction, non-fiction, real world texts such as labels, captions, lists and environmental print. Competence in reading is the key to independent learning and therefore the teaching of reading is given a high priority by all staff. Success in reading has a direct effect on progress in all areas of the curriculum and is crucial in developing children's self-esteem, confidence and motivation.

Through the teaching of phonics, gradually the 42 letter sounds, the main alternative letter sounds and more frequently occurring tricky words are taught. Once these are secure, children will progress onto segmenting and blending with word boxes, and once confident, will then advance to the Little Word reading books.

At St. Kenelm's, we provide reading books that are entirely decodable through phonics alone. These books provide opportunities to read and enjoy books for pleasure, outside standalone phonics lessons. We also use a book band system for children to work through. By the time children reach Upper Key Stage 2, we would hope the majority of children would be free-readers. A free-reader is able to select their own books based on books for their age range.

Year Group	Book Band
Early Years	Jolly Phonics Little Word Books
	Jolly Phonics Orange Level
	Jolly Phonics Red Level
Year 1	Jolly Phonics Yellow Level
	Jolly Phonics Green Level
	Jolly Phonics Blue Level
	Jolly Phonics Purple Level
Year 2	Turquoise Band 7
	Purple Band 8
	Gold Band 9
	White Band 10
	Lime Band 11
Key Stage 2	KS2 Green Shelf Reading age 6.5-7.5
	KS2 White Shelf 7.6-9.5
	KS2 Blue Shelf 9.6-11.5
	KS2 Orange Shelf 11.6-12.11
	KS2 Free Reader 13+

Guided Reading



At St. Kenelm's, children are explicitly taught the skills of reading through the use of VIPERS which were created by Rob Smith (The Literacy Shed).

What are Vipers?

VIPERS is an acronym to aid the recall of the 6 reading domains as part of the UK's reading curriculum. They are the key areas which we feel children need to know and understand in order to improve their comprehension of texts.

VIPERS stands for

Vocabulary

Inference

Prediction

Explanation

Retrieval

Sequence or **S**ummarise

The 6 domains focus on the comprehension aspect of reading and not the mechanics: decoding, fluency, prosody etc. As such, VIPERS is not a reading scheme but rather a method of ensuring that teachers ask, and students are familiar with, a range of questions.

Reading Vipers

Vocabulary

Infer

Predict

Explain

Retrieve

Sequence or **S**ummarise




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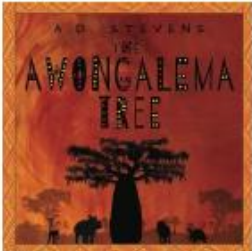
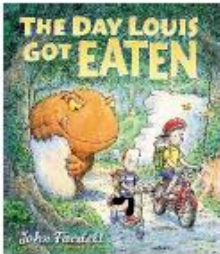


Text Overview



EYFS Long Term Overview

	Autumn 1 All about me	Autumn 2 Nocturnal Animals	Spring 1 Look out, Jack frost is about!	Spring 2 People who help us	Summer 1 Traditional tales	Summer 2 Minibeasts and animals
CURRICULUM	<p>Text: Super duper you, Monkey Puzzle, Zim zam zoom poems</p>   	<p>Text: Owl Babies, We're going on a bear hunt and Funnybones</p>   	<p>Text: Jack Frost Poem, Snowflakes and Nick Butterworth stories</p>   	<p>Text: A range of texts based on roles of people who help us, Lost and Found and Supertato.</p>   	<p>Text: Out and about poems, Little Red Hen, The Gingerbread etc...</p>   	<p>Text: Dear Zoo, The Very Hungry Caterpillar and Rosie's walk</p>   
	<p>Outcome: Focus on initial sounds in words, building CVC words and book talks.</p>	<p>Outcome: Focus on making lists, building CVC words and learning facts.</p>	<p>Outcome: Focus on simple word/ caption writing. Writing labels and lists.</p>	<p>Outcome: Focus on role play, writing notes, labels and simple sentences.</p>	<p>Outcome: write simple sentences to retell the story, speech bubbles and key words and phrases.</p>	<p>Outcome: create our own 'dear zoo' books, writing diaries of our caterpillars and about our favourite animal (follow on from farm visit)</p>

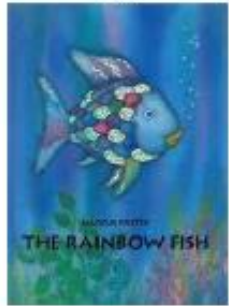
Year 1 Long Term Overview

	Autumn 1 Memory Lane	Autumn 2 Memory Lane	Spring 1 Beyond My Village	Spring 2 Beyond My Village	Summer 1 Dinosaurs	Summer 2 Dinosaurs
WRITING	Learning Journey 1	Learning Journey 1	Learning Journey 1	Learning Journey 1	Learning Journey 1	Learning Journey 1
	<p>Text: <i>The Magic Paintbrush</i></p>  <p>Outcome: Recount Recount – diary entry - Story map</p>	<p>Text: <i>The Cloudspotter</i></p>  <p>Outcome: Storyboard Create a storyboard to retell a story</p>	<p>Text: <i>The Awongalema Tree</i></p>  <p>Outcome: Traditional Tales and Fables Description recycled story.</p>	<p>Text: <i>The Day Louis Got Eaten</i></p>  <p>Outcome: Story Writing Re-writing the story with an alternative ending</p>	<p>Text: <i>Jack and The Beanstalk</i></p>  <p>Outcome: Explanation Text How do beans grow?</p>	<p>Text: <i>Harry and a Bucket Full of Dinosaurs.</i></p>  <p>Outcome: Adventure Story Create an adventure story.</p>
	Learning Journey 2	Learning Journey 2	Learning Journey 2	Learning Journey 2	Learning Journey 2	Learning Journey 2
	<p>Text: <i>Caps for Sale</i></p>  <p>Outcome: Instructions How to make a paper crown.</p>	<p>Text: <i>The Gunpowder Plot</i></p>  <p>Outcome: Safety Poster Creating a safety poster for bonfire night.</p>	<p>Text: <i>The Three Little Pigs</i></p>  <p>Outcome: Repeating Patterns Create own version of The Three Little Pigs.</p>	<p>Text: <i>We're going on a Bear Hunt</i></p>  <p>Outcome: Poetry Create we're going on a _____ hunt.</p>	<p>Text: <i>Stone Girl Bone Girl</i></p>  <p>Outcome: Information Create an information text about Mary Anning.</p>	<p>Text: <i>Dear Greenpeace</i></p>  <p>Outcome: Persuasive Letter Writing Create a letter to make a difference.</p>

CLASS BOOKS

Reading Teaching

Focus Text: *The Rainbow Fish*



Reading Teaching

Focus Text: *Christmas Present*



Reading Teaching

Focus Text: *Fantastic Mr Fox*



Reading Teaching

Focus Text: *Don't Let The Pigeon Stay Up Late*



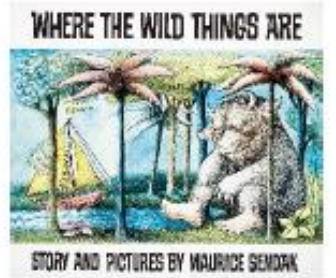
Reading Teaching

Focus Text: *Hotel Flamingo*


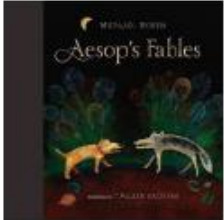

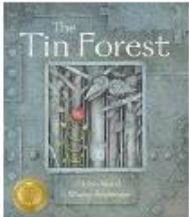

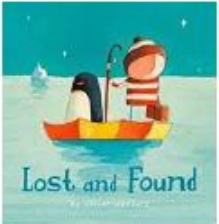
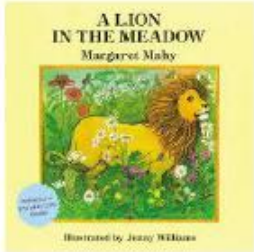
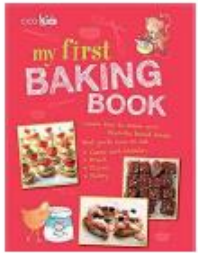
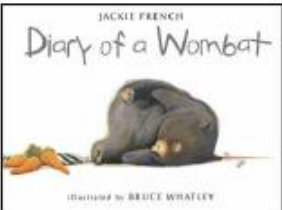
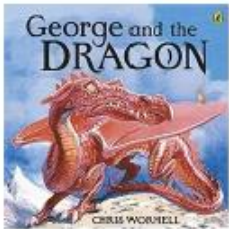
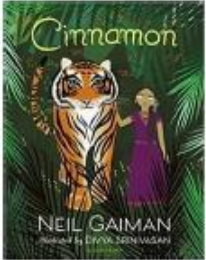
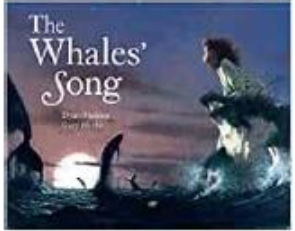


Reading Teaching

Focus Text: *Where The Wild Things Are*



Year 2 Long Term Overview

	Autumn 1 Planes, Trains and Automobiles	Autumn 2 Planes, Trains and Automobiles	Spring 1 London's Burning	Spring 2 London's Burning	Summer 1 Around the World	Summer 2 Around the World
	Learning Journey 1	Learning Journey 1	Learning Journey 1	Learning Journey 1	Learning Journey 1	Learning Journey 1
WRITING	<p>Text: <i>Not Now, Bernard The Tiger who came to Tea</i></p>  <p>Outcome: Settings</p> <p>Compose and role-play a scene. Learn new vocabulary. Phonic and whole word spelling.</p>	<p>Text: <i>Aesop's Fables</i></p>  <p>Outcome: Short story</p> <p>Planning and writing own version of a well-known fable. New and familiar punctuation.</p>	<p>Text: <i>The Great Fire of London</i></p>  <p>Outcome: Non-fiction</p> <p>Writing about real events. Grammar and punctuation.</p>	<p>Text: <i>The Tin Forest</i></p>  <p>Outcome: Storyboard</p> <p>Write own version as a storyboard. Expanded noun phrases.</p>	<p>Text: <i>Babagaga and the black geese</i></p>  <p>Outcome: Adventure story</p> <p>Write a different ending.</p>	<p>Text: <i>Lost and Found</i></p>  <p>Outcome: Adventure story</p> <p>Character profile. Write a story about the main character.</p>
	Learning Journey 2	Learning Journey 2	Learning Journey 2	Learning Journey 2	Learning Journey 2	Learning Journey 2
	<p>Text: <i>A Lion in the Meadow</i></p>  <p>Outcome: Narration</p> <p>Create your own version of this story.</p>	<p>Text: <i>Non-fiction texts: recipes/ letter writing</i></p>  <p>Outcome: Instructions</p> <p>Features of instruction writing.</p>	<p>Text: <i>Diary of a Wombat</i></p>  <p>Outcome: Recount</p> <p>Write a recount (diary entry).</p>	<p>Text: <i>George and the Dragon</i></p>  <p>Outcome: Narration</p> <p>Character profile.</p>	<p>Text: <i>Cinnamon</i></p>  <p>Outcome: Tale from another culture.</p> <p>Dialogue.</p>	<p>Text: <i>The Whales' Song</i></p>  <p>Outcome: Fantasy</p> <p>Book review.</p>

CLASS BOOKS

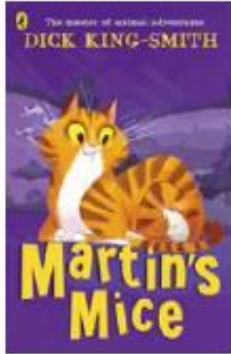
Reading Teaching

Focus Text:
Meet the Twitches



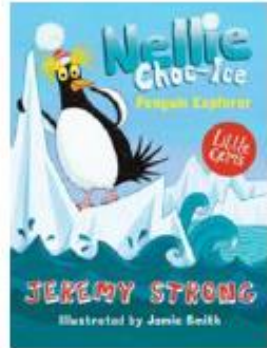
Reading Teaching

Focus Text:
Martin's Mice



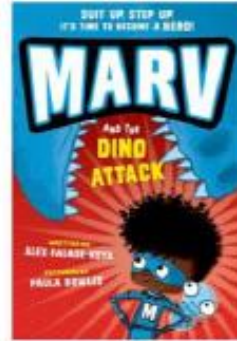
Reading Teaching

Focus Text:
Nellie Choc-Ice



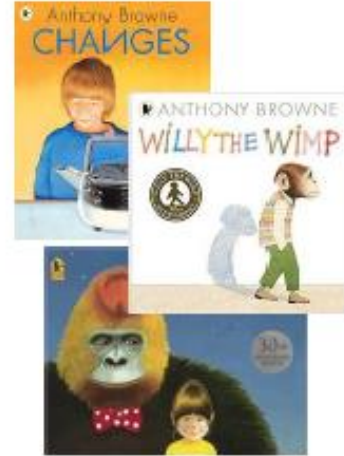
Reading Teaching

Focus Text:
Marv and the Dino Attack



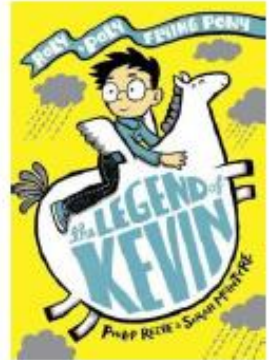
Reading Teaching

Focus Text: *Stories by the same author – Anthony Browne*

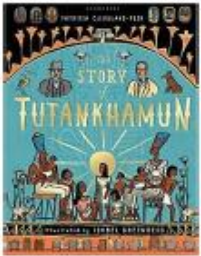
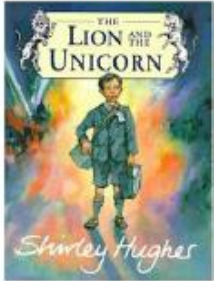
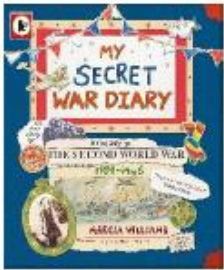


Reading Teaching

Focus Text:
The Legend of Kevin



Year 3/4 Long Term Overview

	Autumn 1 Magical Mummies	Autumn 2 Magical Mummies	Spring 1 The Home Front	Spring 2 The Home Front	Summer 1 Visiting the Village	Summer 2 Visiting the Village
	Learning Journey 1	Learning Journey 1	Learning Journey 1	Learning Journey 1	Learning Journey 1	Learning Journey 1
WRITING CURRICULUM	<p>Text: <i>Egyptian Cinderella</i></p>  <p>Outcome: Fairytale story</p> <p>Create your own version of the story of Egyptian Cinderella.</p>	<p>Text: <i>The Story of Tutankhamun</i></p>  <p>Outcome: Explanation</p> <p>Write an explanation text based on Howard Carter finding Tutankhamun's tomb.</p>	<p>Text: <i>The Lion and The Unicorn</i></p>  <p>Outcome: Adventure</p> <p>Create setting descriptions, storyboards and re-write the story with an alternative ending.</p>	<p>Text: <i>An Evacuee's Journey</i></p>  <p>Outcome: Letter writing</p> <p>Write a letter home to your family in the view of an evacuee.</p>	<p>Text: <i>The Journey</i></p>  <p>Outcome: Fantasy Story</p> <p>Write their own fantasy story where the character goes on a journey.</p>	<p>Text: <i>Iron Man</i></p>  <p>Outcome: WANTED poster</p> <p>Children will create a wanted poster for the Iron Man</p>
	Learning Journey 2	Learning Journey 2	Learning Journey 2	Learning Journey 2	Learning Journey 2	Learning Journey 2
	<p>Text: <i>Awesome Egyptians</i></p>  <p>Outcome: Instructions</p> <p>Create a set of instructions on how to mummify your dear friend.</p>	<p>Text: <i>Pharaoh's Fate</i></p>  <p>Outcome: Report</p> <p>Write a travel guide to Thebes.</p>	<p>Text: <i>Bombs and Blackberries</i></p>  <p>Outcome: Play Script</p> <p>Drama focus with character descriptions</p>	<p>Text: <i>My Secret War Diary</i></p>  <p>Outcome: Diary Entry</p> <p>Create a diary entry</p>	<p>Text: <i>Street Beneath My Feet</i></p>  <p>Outcome: Explanation text</p> <p>Creating an explanation text about the Street Beneath My Feet.</p>	<p>Text: <i>Iron Man</i></p>  <p>Outcome: Newspaper Report</p> <p>Create a newspaper report based on the Iron Man.</p>

CLASS BOOKS

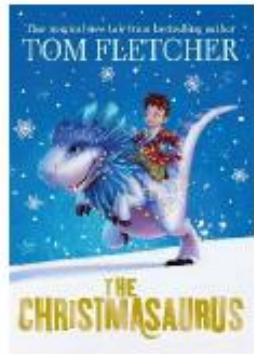
Reading Teaching

Focus Text: *Secrets of a Sun King*



Reading Teaching

Focus Text: *The Christmasaurus*



Reading Teaching

Focus Text: *Friend or Foe*



Reading Teaching

Focus Text: *The Girl Who Stole an Elephant*



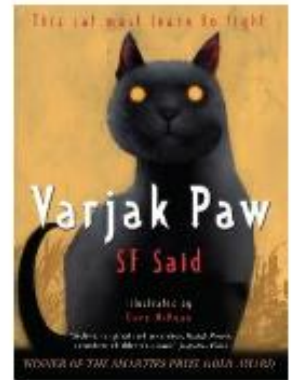
Reading Teaching

Focus Text: *The Boy Who Grew Dragons*

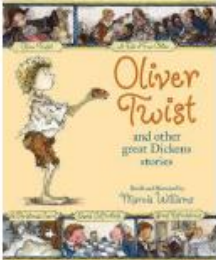



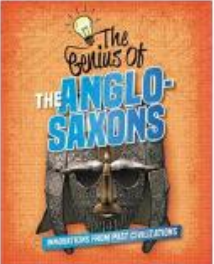
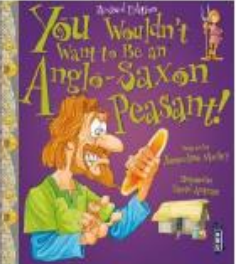

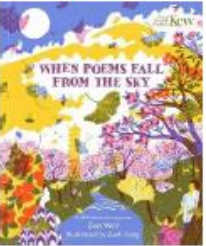
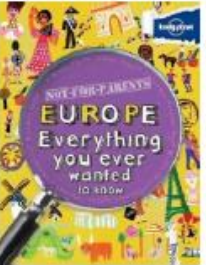
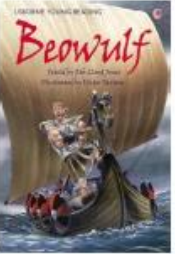



Reading Teaching

Focus Text: *Varjak Paw*



Year 4/5 Long Term Overview

	Autumn 1 Victorious Victorians	Autumn 2 Victorious Victorians	Spring 1 Journey Across Europe	Spring 2 Journey Across Europe	Summer 1 Kenelm's Kingdom	Summer 2 Kenelm's Kingdom
WRITING CURRICULUM	Learning Journey 1	Learning Journey 1	Learning Journey 1	Learning Journey 1	Learning Journey 1	Learning Journey 1
	Text: <i>Oliver Twist</i>	Text: <i>The Bluest of Blues</i>	Text: <i>The Story Orchestra: In the Hall of the Mountain King</i>	Text: <i>The Arrival</i>	Text: <i>The Genius of Anglo-Saxons</i>	Text: <i>You wouldn't want to be an Anglo Saxon peasant.</i>
						
	<p>Outcome: Setting Description</p> <p>Create your own version of the Oliver Twist</p>	<p>Outcome: Explanation</p> <p>Write an explanation text based on Victorian inventions.</p>	<p>Outcome: Fantasy Story</p> <p>Write their own fantasy story where the character goes on a journey.</p>	<p>Outcome: Letter writing</p> <p>Write a letter home</p>	<p>Outcome: Descriptive Writing</p> <p>Persuasive leaflet to join the Vikings</p>	<p>Outcome: Instructions</p> <p>Instructions on how to be an Anglo-Saxon</p>
Learning Journey 2	Learning Journey 2	Learning Journey 2	Learning Journey 2	Learning Journey 2	Learning Journey 2	Learning Journey 2
Text: <i>Queen Victoria</i>	Text: <i>Victorian information books</i>	Text: <i>When Poems Fall From The Sky</i>	Text: <i>Europe-Everything you ever wanted to know</i>	Text: <i>Beowulf</i>	Text: <i>Anglo Saxon Boy</i>	
						
<p>Outcome: Biography</p> <p>Create a biography based on Queen Victoria.</p>	<p>Outcome: Information text</p> <p>Create an information text about Victorian life.</p>	<p>Outcome: Poetry</p> <p>Create a Haiku based on the world around us.</p>	<p>Outcome: Play script</p> <p>Create a documentary about Europe</p>	<p>Outcome: Poetry- Kennings</p> <p>Write kennings linked to Beowulf.</p>	<p>Outcome: Biography</p> <p>Write a biography</p>	

CLASS BOOKS

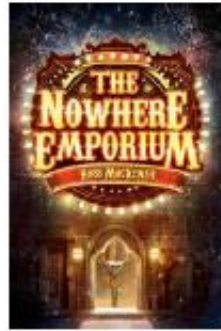
Reading Teaching

Focus Text: *Street Child*



Reading Teaching

Focus Text: *The Nowhere Emporium*



Reading Teaching

Focus Text: *Wonder*



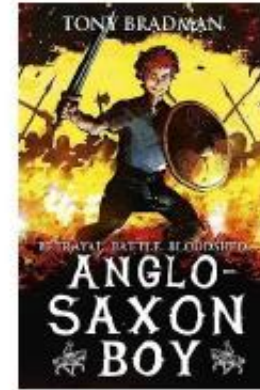
Reading Teaching

Focus Text: *Dragon Mountain*



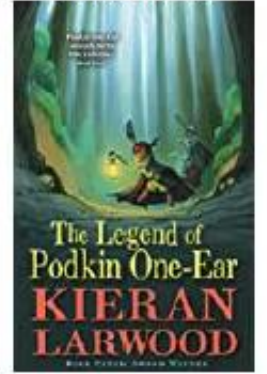
Reading Teaching

Focus Text: *Anglo Saxon Boy*




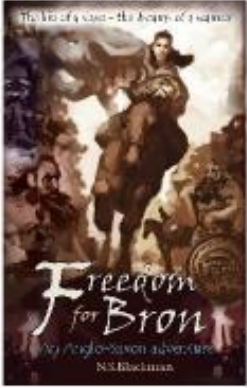
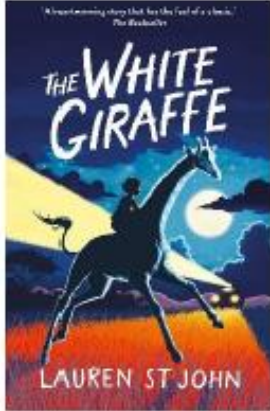
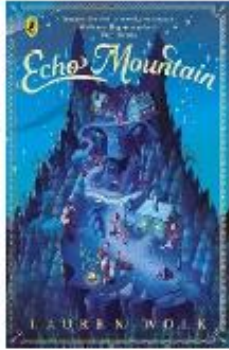
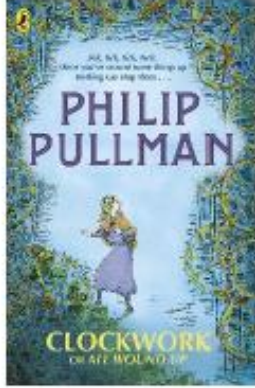

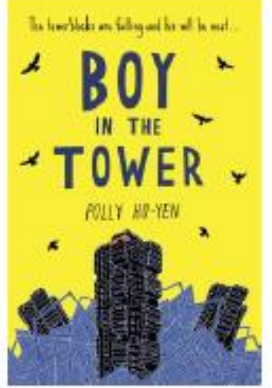
Reading Teaching

Focus Text: *The Legend of Podkin One-Ear*



Year 5/6 Long Term Overview

	Autumn 1 Quest for the Kingdom	Autumn 2 Quest for the Kingdom	Spring 1 An Italian Escapade	Spring 2 An Italian Escapade	Summer 1 Off with their heads!	Summer 2 Off with their heads!
WRITING CURRICULUM	Learning Journey 1	Learning Journey 1	Learning Journey 1	Learning Journey 1	Learning Journey 1	Learning Journey 1
	Text: <i>How to be a Viking</i>	Text: <i>Beowulf</i>	Text: <i>Echo Mountain</i>	Text: <i>Secrets of the mountain</i>	Text: <i>Tudor information books</i>	Text: <i>Leila and the fox</i>
						
	Outcome: Instructions Create instructions to be an Anglo-Saxon.	Outcome: Poetry- Kennings Write kennings linked to Beowulf.	Outcome: Adventure Create an adventure story.	Outcome: Description Create a setting description.	Outcome: Information text Create an information text about Tudor life.	Outcome: Letter Writing Write a letter
Learning Journey 2	Learning Journey 2	Learning Journey 2	Learning Journey 2	Learning Journey 2	Learning Journey 2	
Text: <i>Freedom for Bron</i>	Text: <i>Beowulf</i>	Text: <i>Pop Up Volcano</i>	Text: Mountains and Everest	Text: <i>A Midsummer Night's Dream/ What's So Special About Shakespeare?</i>	Text: <i>You Wouldn't Want To Be Ill In Tudor Times.</i>	
						
Outcome: Diary Write a diary entry.	Outcome: Biography Write a biography about Beowulf.	Outcome: Explanation Write an explanation about volcanoes.	Outcome: Persuasive leaflet Write a tourism brochure about a holiday in the Rocky's in America	Outcome: Play script Continue your own play script	Outcome: Comparison Create a comparison text.	

	Reading Teaching	Reading Teaching	Reading Teaching	Reading Teaching	Reading Teaching	Reading Teaching
CLASS BOOKS	<p>Focus Text: <i>Freedom for Bron</i></p> 	<p>Focus Text: <i>The White Giraffe</i></p> 	<p>Focus Text: <i>Echo Mountain</i></p> 	<p>Focus Text: <i>Clockwork</i></p> 	<p>Focus Text: <i>Leila and the Blue Fox</i></p> 	<p>Focus Text: <i>The Boy in the Tower</i></p> 

Progression of skills



Decoding

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<ul style="list-style-type: none"> -Say a sound for each letter in the alphabet and at least 16 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. 	<ul style="list-style-type: none"> -Apply phonic knowledge to decode words. -Speedily read all 40+ letters/groups for 40+ phonemes. -Read accurately by blending taught GPCs. -Read common exception words. -Read common suffixes (-s, -es, -ing, -ed, etc.). -Read multisyllable words containing taught GPCs. -Read contractions and understanding use of apostrophe. -Read aloud phonically decodable texts. 	<ul style="list-style-type: none"> -Secure phonic decoding until reading is fluent -Read accurately by blending, including alternative sounds for graphemes. -Read multi-syllable words containing these graphemes. -Read common suffixes - Read exception words, noting unusual correspondences. -Read most words quickly & accurately without overt sounding and blending. 	<ul style="list-style-type: none"> -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. 	<ul style="list-style-type: none"> -Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet. 		

Range of Reading		<ul style="list-style-type: none"> -Listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently. -Being encouraged to link what they read or have heard to their own experiences. 	<ul style="list-style-type: none"> -Listen to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently. 	<ul style="list-style-type: none"> -Listen to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. -Read books that are structured in different ways and reading for a range of purposes. 	<ul style="list-style-type: none"> -Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. -Read books that are structured in different ways and reading for a range of purposes. -Make comparisons within and across books.
Familiarity with texts	<ul style="list-style-type: none"> -Engage in story time 	<ul style="list-style-type: none"> -Become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics. -Recognise and joining in with predictable phrases. 	<ul style="list-style-type: none"> -Become increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales. -Recognise simple recurring literary language in stories and poetry. 	<ul style="list-style-type: none"> -Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally. -Identifying themes and conventions in a wide range of books. 	<ul style="list-style-type: none"> -Increase their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions. -Identifying and discussing themes and conventions in and across a wide range of writing.
Poetry performance	<ul style="list-style-type: none"> -Learn rhymes, poems and songs. 	<ul style="list-style-type: none"> -Learning to appreciate rhymes and poems, and to recite some by heart. 	<ul style="list-style-type: none"> -Continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear. 	<ul style="list-style-type: none"> -Prepare poems and playscripts to read aloud and to perform, showing understanding through intonation, tone, volume and action. -Recognising some different forms of poetry. 	<ul style="list-style-type: none"> -Learn a wider range of poetry by heart preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.

Word meanings	<ul style="list-style-type: none"> -Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. -Vocabulary is highlighted through the Book of the Week and shared with parents to reinforce this at home. 	<ul style="list-style-type: none"> -Discuss word meanings, linking new meanings to those already known. 	<ul style="list-style-type: none"> -Discuss and clarifying the meanings of words, linking new meanings to known vocabulary. -Discussing their favourite words and phrases. 	<ul style="list-style-type: none"> -Use dictionaries to check the meaning of words that they have read. 	<ul style="list-style-type: none"> -Use dictionaries to check the meaning of words that they have read.
Understanding	<ul style="list-style-type: none"> -Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. 	<ul style="list-style-type: none"> -Draw on what they already know or on background information and vocabulary provided by the teacher. -Check that the text makes sense to them as they read and correcting inaccurate reading. 	<ul style="list-style-type: none"> -Discuss the sequence of events in books and how items of information are related. -Draw on what they already know or on background information and vocabulary provided by the teacher. -Check that the text makes sense to them as they read and correcting inaccurate reading. 	<ul style="list-style-type: none"> -Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context. -Ask questions to improve their understanding of a text Identify main ideas drawn from more than one paragraph and summarising these. 	<ul style="list-style-type: none"> -Check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context. -Ask questions to improve their understanding. -Summarising the main ideas drawn from more than one paragraph, identifying key details to support the main ideas.
Inference		<ul style="list-style-type: none"> -Discuss the significance of the title and events. -Making inferences on the basis of what is being said and done. 	<ul style="list-style-type: none"> -Make inferences on the basis of what is being said and done. -Answering and asking questions. 	<ul style="list-style-type: none"> -Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. 	<ul style="list-style-type: none"> -Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.
Prediction	<ul style="list-style-type: none"> -Anticipate – where appropriate – key events in stories: explain what might happen. 	<ul style="list-style-type: none"> -Predict what might happen on the basis of what has been read so far. 	<ul style="list-style-type: none"> -Predict what might happen on the basis of what has been read so far. 	<ul style="list-style-type: none"> -Predict what might happen from details stated and implied. 	<ul style="list-style-type: none"> -Predict what might happen from details stated and implied.

Authorial Intent				<ul style="list-style-type: none"> -Discuss words and phrases that capture the reader’s interest and imagination. -Identify how language, structure, and presentation contribute to meaning. 	<ul style="list-style-type: none"> -Identify how language, structure and presentation contribute to meaning. -Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.
Non-fiction	<ul style="list-style-type: none"> -Engage in non-fiction books. -Use and understand recently introduced vocabulary during discussions about non-fiction. 	<ul style="list-style-type: none"> -Begin to understand how written language can be structured in order to present facts in non-fiction. -Listen to and discuss information books and other non-fiction establishing foundations for learning in other subjects. 	<ul style="list-style-type: none"> -Being introduced to non-fiction books that are structured in different ways. 	<ul style="list-style-type: none"> -Retrieve and record information from non-fiction. 	<ul style="list-style-type: none"> -Distinguish between statements of fact and opinion. -Retrieve, record and present information from non-fiction.
Discussing reading		<ul style="list-style-type: none"> -Participate in discussion about what is read to them, taking turns and listening to what others say Explain clearly their understanding of what is read to them. 	<ul style="list-style-type: none"> -Participate in discussion about books, poems & other works that are read to them & those that they can read for themselves, taking turns and listening to what others say. -Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves. 	<ul style="list-style-type: none"> -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. 	<ul style="list-style-type: none"> -Recommend books that they have read to their peers, giving reasons for their choices. -Participate in discussions about books, building on their own and others’ ideas and challenging views courteously. -Explain and discuss their understanding of what they have read, including through formal presentations and debates, provide reasoned justifications for their views.

Progression of skills in Reading Comprehension



EYFS Early Learning Goals:

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.

Make comments about what they have heard and ask questions to clarify their understanding.

Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary

Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate

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

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.

	Year 1	Year 2	Year 3 - 4	Year 5 - 6
	Develop pleasure in reading, motivation to read, vocabulary and understanding by:		Develop positive attitudes to reading and understanding of what they read by:	Maintain positive attitudes to reading and understanding of what they read by:
Listen to and discuss texts	<ul style="list-style-type: none"> listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently 	<ul style="list-style-type: none"> listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently 	<ul style="list-style-type: none"> listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks 	<ul style="list-style-type: none"> continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
Read for Pleasure	<ul style="list-style-type: none"> being encouraged to link what they read or hear read to their own experiences 			
Key stories from our literary heritage and from other cultures. Oral retelling	<ul style="list-style-type: none"> becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics recognising and joining in with predictable phrases 	<ul style="list-style-type: none"> becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales 	<ul style="list-style-type: none"> increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally recognising simple recurring literary language in stories and poetry 	<ul style="list-style-type: none"> increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions
Poetry and playscripts Reciting by heart Performing	<ul style="list-style-type: none"> learning to appreciate rhymes and poems, and to recite some by heart 	<ul style="list-style-type: none"> continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear 	<ul style="list-style-type: none"> preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action 	<ul style="list-style-type: none"> learning a wider range of poetry by heart preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience
Developing vocabulary				
Interest in language	<ul style="list-style-type: none"> discussing word meanings, linking new meanings to those already known 	<ul style="list-style-type: none"> discussing and clarifying the meanings of words, linking new meanings to known vocabulary discussing their favourite words and phrases 	<ul style="list-style-type: none"> using dictionaries to check the meaning of words that they have read discussing words and phrases that capture the reader's interest and imagination 	<ul style="list-style-type: none"> discuss and evaluate how authors use language, including figurative language, considering the impact on the reader

Genres			<ul style="list-style-type: none"> reading books that are structured in different ways and for a range of purposes recognising some different forms of poetry 	<ul style="list-style-type: none"> reading books that are structured in different ways and reading for a range of purposes
Themes			<ul style="list-style-type: none"> identifying themes and conventions in a wide range of books 	<ul style="list-style-type: none"> identifying and discussing themes/conventions in and across a wide range of writing making comparisons within and across books recommending books that they have read to their peers, giving reasons for their choices
	Understand both the books they can already read accurately and fluently and those they listen to by:		Understand what they read, in books they can read independently, by:	Understand what they read by:
Engaging with meaning and thinking about text.	<ul style="list-style-type: none"> drawing on what they already know or on background information and vocabulary provided by the teacher checking that the text makes sense to them as they read and correcting inaccurate reading 	<ul style="list-style-type: none"> drawing on what they already know or on background information and vocabulary provided by the teacher checking that the text makes sense to them as they read and self-correct 	<ul style="list-style-type: none"> checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context 	<ul style="list-style-type: none"> checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
Structure and organisation, summarising and deduction	<ul style="list-style-type: none"> discussing the significance of the title and events 	<ul style="list-style-type: none"> discussing the sequence of events in books and how items of information are related being introduced to non-fiction books that are structured in different ways 	<ul style="list-style-type: none"> identifying main ideas drawn from more than one paragraph and summarising these identifying how language, structure, and presentation contribute to meaning 	<ul style="list-style-type: none"> summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas identifying how language, structure and presentation contribute to meaning
Inference, prediction and enquiry	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> making inferences on the basis of what is being said and done answering and asking questions predicting what might happen on the basis of what has been read so far 	<ul style="list-style-type: none"> drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence asking questions to improve their understanding of a text 	<ul style="list-style-type: none"> drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence asking questions to improve their understanding
	Pupils should be taught to:	Pupils should be taught to:	Pupils should be taught to:	Pupils should be taught to:
Rules for discussion Explanation	<ul style="list-style-type: none"> participate in discussion about what is read to them, taking turns and listening to what others say explain clearly their understanding of what is read to them 	<ul style="list-style-type: none"> participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary provide reasoned justifications for their views.
Non-fiction			<ul style="list-style-type: none"> retrieve and record information from non-fiction 	<ul style="list-style-type: none"> retrieve, record and present information distinguish between statements of fact and opinion