

Progression Map

Reading





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I's: Intent, Implementation, Impact

Intent

At Northfield, reading is regarded as a crucial life skill and is at the heart of everything we do. By focusing on the five pillars of reading (phonemic awareness, phonic knowledge, fluency, vocabulary and comprehension) we aim to provide our pupils with the necessary tools to read for pleasure, to read independently, to read for meaning and for information.

All stakeholders recognise the challenges posed for many of the children from our community who are from different socio-economic backgrounds and may enter the school significantly below the expected standards for their age. Our intent is to provide an adaptive, inclusive reading curriculum that is designed to help all pupils, including disadvantaged and SEND, make progress.

We offer our pupils a wide range of books covering diverse themes to capture their interest, developing their knowledge of the world and increasing their cultural capital. We want our pupils to develop a love of literature and a resilience and stamina in reading that will equip them for reading as they progress into secondary school and beyond.

Implementation

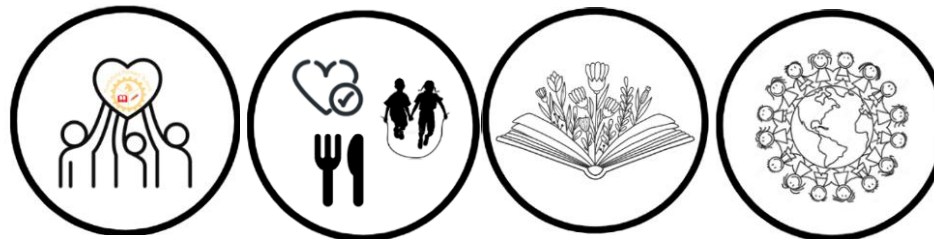
Reading is fundamental to education. We will teach our pupils to learn to read so that they become proficient at reading to learn.

In F1, F2 and KS1, children are taught phonemic awareness and phonic knowledge through a daily, validated, systematic, synthetic phonics programme (Rocket Phonics). This scheme focuses on only two phonemes per week to help embed learning and support pupils in keeping up, rather than catching up. Targeted phonics interventions take place for pupils across KS2 who have not met the requirements from the phonics screening test in KS1. All pupils who are accessing phonics lessons will be provided with a phonetically decodable reading book that matches their phonics phase, which they will take home to practise their reading skills.

Whole class, daily, guided reading lessons begin in the Spring of year 1 through to the end of year 6. Here, lessons are designed to help children practise their fluency, expand their understanding of vocabulary, increase their background knowledge and develop their comprehension skills. Adaptive teaching methods are used to support disadvantaged and SEND pupils.

Pupils regularly practise their reading one-to-one in school using an appropriate phonics phase or colour banded reading stage book. Staff provide suitable support for their reads depending on each child's ability and record targets in their reading diaries for parents and carers to help support their child at home too. In addition to banded reading books, all pupils take home a book of their choice to read purely for pleasure to help foster a community of readers.

Impact



At Northfield Primary, reading attainment and progress will be monitored by the subject leader, and the senior leadership team, throughout all year groups using a variety of strategies such as: guided read book scrutinies, learning walks, curriculum conversations with staff and pupil interviews. Evidence from this monitoring should indicate:

- Every child is learning to read so that they are able to read to learn.
- Our children become proficient in reading, writing and spoken language.
- Our children will know and care that reading matters with the study of reading based on two dimensions: language comprehension and word reading.
- Pupils will be highly engaged in reading by the end of their primary education, knowing that reading is a product of decoding and comprehension.
- All staff choose texts which support all children to thrive, whatever their background.

Attainment in reading is measured using the statutory assessments at the end of key stages one and two. Attainment in phonics is measured by the Phonics Screening test at the end of Year 1. Phonics is also assessed in Foundation, Year 1 and Year 2 using a phonics tracker. Each year group regularly assesses children in reading using NFER materials, book banding and using the year group curriculum objectives. However, the impact of our reading curriculum goes beyond the results of statutory and non-statutory assessments. With Northfield's whole curriculum approach to reading, and in collaboration with the co-ordinators for history, geography, science and other subjects, our pupils will read about and develop knowledge of people and places in the world. By making sure that as many children are able to read, developing a joy of reading as soon as possible, we ensure that they are not disconnected from the world.

Therefore, as readers, children will develop their own love of genres and authors and learn to review their books objectively. This enhances a deep love of literature across a range of genres, cultures and styles, which could be of fundamental importance to their future academic achievement, wellbeing and success in life.

National Curriculum

National Curriculum Aims



The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment. The national curriculum for English aims to ensure that all pupils:

- read easily, fluently and with good understanding,
- develop the habit of reading widely and often, for both pleasure and information,
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language,
- appreciate our rich and varied literary heritage,
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences,
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas,
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

EYFS

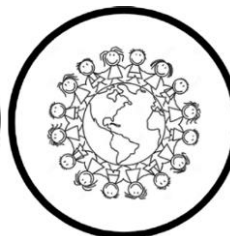
It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words.

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.

Key Stage 1 and 2

The programmes of study for reading at key stages 1 and 2 consist of two dimensions:

- word reading,
- comprehension (both listening and reading).

It is essential that teaching focuses on developing pupils' competence in both dimensions; different kinds of teaching are needed for each. Skilled word reading involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Underpinning both is the understanding that the letters on the page represent the sounds in spoken words. This is why phonics should be emphasised in the early teaching of reading to beginners (i.e. unskilled readers) when they start school. Good comprehension draws from linguistic knowledge (in particular of vocabulary and grammar) and on knowledge of the world. Comprehension skills develop through pupils' experience of high-quality discussion with the teacher, as well as from reading and discussing a range of stories, poems and non-fiction. All pupils must be encouraged to read widely across both fiction and non-fiction to develop their knowledge of themselves and the world in which they live, to establish an appreciation and love of reading, and to gain knowledge across the curriculum. Reading widely and often increases pupils' vocabulary because they encounter words they would rarely hear or use in everyday speech. Reading also feeds pupils' imagination and opens up a treasure-house of wonder and joy for curious young minds. It is essential that, by the end of their primary education, all pupils are able to read fluently, and with confidence, in any subject in their forthcoming secondary education.



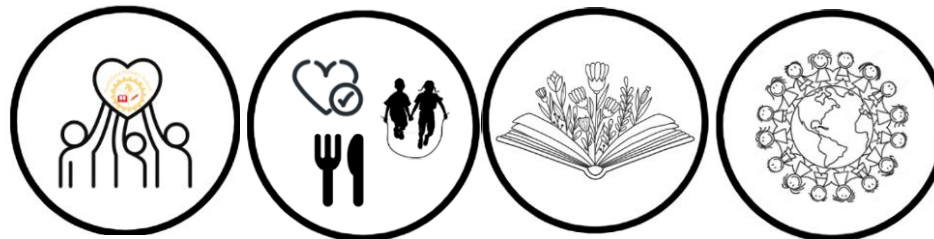
Reading – Phonemic Awareness and Phonics (see phonics progression maps for further details)

Breadth of Study: Phonics and Decoding

EYFS 1	<ul style="list-style-type: none"> • Develop their phonological awareness, so that they can: <ul style="list-style-type: none"> - spot and suggest rhymes, - count or clap syllables in words, - recognise words with the same initial sound, such as money and mother.
EYFS 2	<ul style="list-style-type: none"> • Read individual letters by saying the sounds for them. • Blend sounds into words, so that they can read short words made up of 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. • 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	<ul style="list-style-type: none"> • To apply phonic knowledge and skills as the route to decode words. • To blend sounds in unfamiliar words using the GPCs that they have been taught. • To respond speedily, giving the correct sound to graphemes for all of the 40+ phonemes. • To read words containing taught GPCs. • To read words containing -s, -es, -ing, -ed and -est endings. • To read words with contractions.



Year 2	<ul style="list-style-type: none"> • To continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent. • To read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes. • To accurately read most words of two or more syllables. • To read most words containing common suffixes. <i>(These are detailed in the word lists within the spelling appendix to the national curriculum - English Appendix 1).</i>
Year 3	<ul style="list-style-type: none"> • To use their phonic knowledge to decode quickly and accurately (may still need support to read longer unknown words). • To apply their growing knowledge of root words and prefixes, including in-, im-, il-, ir-, dis-, mis-, un-, re-, sub-, inter-, super-, anti- and auto- to begin to read aloud. <i>(These are detailed in the word lists within the spelling appendix to the national curriculum - English Appendix 1).</i> • To apply their growing knowledge of root words and suffixes/word endings, including -ation, -ly, -ous, -ture, -sure, -sion, -tion, -ssion and -cian, to begin to read aloud. <i>(These are detailed in the word lists within the spelling appendix to the national curriculum - English Appendix 1).</i>
Year 4	<ul style="list-style-type: none"> • To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill. • To apply their knowledge of root words, prefixes and suffixes/word endings to read aloud fluently. <i>(These are detailed in the word lists within the spelling appendix to the national curriculum - English Appendix 1).</i>
Year 5	<ul style="list-style-type: none"> • To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues. • To apply their growing knowledge of root words, prefixes and suffixes/word endings, including -sion, -tion, -cial, -tial, -ant/-ance/-ancy, -ent/-ence/-ency, -able/-ably and -ible/ibly, to read aloud fluently. <i>(These are detailed in the word lists within the spelling appendix to the national curriculum - English Appendix 1).</i>



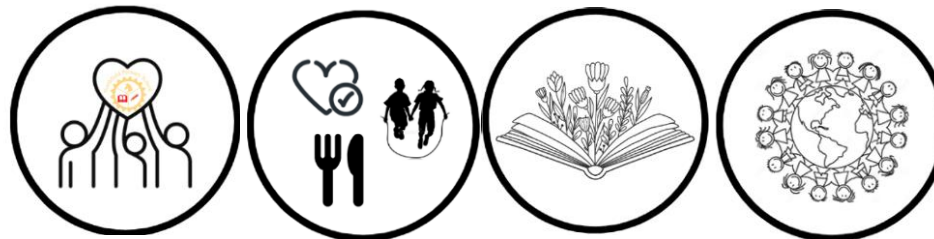
Year 6	<ul style="list-style-type: none"> To read fluently with full knowledge of all Y5/Y6 exception words, root words, prefixes, suffixes/word endings (<i>These are detailed in the word lists within the spelling appendix to the national curriculum - English Appendix 1</i>) and to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues.
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Reading – Phonemic Awareness and Phonics	
Breadth of Study: Common Exception Words	
EYFS 1	
EYFS 2	<ul style="list-style-type: none"> Read a few common exception words matched to the school’s phonic programme. To read some common irregular words.
Year 1	<ul style="list-style-type: none"> To read Y1 common exception words, noting unusual correspondences between spelling and sound and where these occur in words.
Year 2	<ul style="list-style-type: none"> To read most Y1 and Y2 common exception words (<i>These are detailed in the word lists within the spelling appendix to the national curriculum English Appendix 1</i>), noting unusual correspondences between spelling and sound and where these occur in the word.
Year 3	<ul style="list-style-type: none"> To begin to read Y3/Y4 exception words. (<i>These are detailed in the word lists within the spelling appendix to the national curriculum - English Appendix 1</i>).
Year 4	<ul style="list-style-type: none"> To read all Y3/Y4 exception words (<i>These are detailed in the word lists within the spelling appendix to the national curriculum - English Appendix 1</i>), discussing the unusual correspondences between spelling and where these occur in the word.



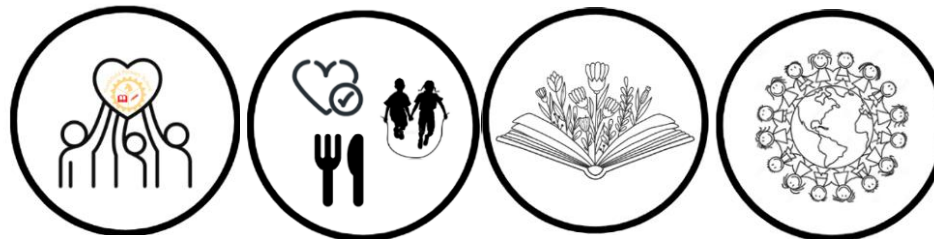
Year 5	<ul style="list-style-type: none"> To read most Y5/Y6 exception words, discussing the unusual correspondences between spelling and sound and where these occur in the word.
Year 6	<ul style="list-style-type: none"> To read all Y5/Y6 exception words, discussing the unusual correspondences between spelling and sound and where these occur in the word.

Reading – Vocabulary	
Breadth of Study: Developing vocabulary	
EYFS 1	<ul style="list-style-type: none"> To engage in conversations about the things they are doing, learning new vocabulary. To use a wider range of vocabulary.
EYFS 2	<ul style="list-style-type: none"> To engage in extended conversations about the stories, learning new vocabulary. To know that the text contains words the reader may not understand. To retell the story once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. To use new vocabulary in different contexts.
Year 1	<ul style="list-style-type: none"> To discuss word meaning and link new meanings to those already known. To know that some words or phrases will need clarifying if they are not understood in text that is heard or read.
Year 2	<ul style="list-style-type: none"> To discuss and clarify the meanings of words, linking new meanings to known vocabulary. To know that words and phrases can have more than one meaning but will make sense in the context of the text.



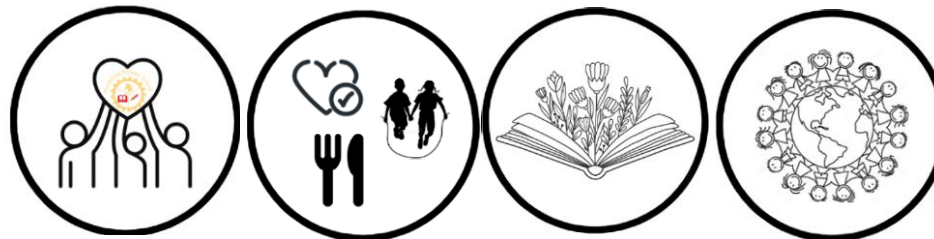
Year 3	<ul style="list-style-type: none"> To check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context. To know that the context of the text can be used to infer the meaning of unfamiliar words and phrases.
Year 4	<ul style="list-style-type: none"> To check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context. To know that morphology and etymology help the reader understand unfamiliar words and phrases.
Year 5	<ul style="list-style-type: none"> To check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context. To know that reading more widely develops the reader's ability to use a range of strategies to clarify unfamiliar words and understand text.
Year 6	<ul style="list-style-type: none"> To check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context. To know that building a wide vocabulary and deep understanding of literary language helps the reader understand and enjoy a wide range of challenging text.

Reading – Vocabulary	
Breadth of Study: Authorial Choice	
EYFS 1	
EYFS 2	<ul style="list-style-type: none"> Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.

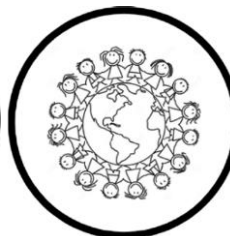
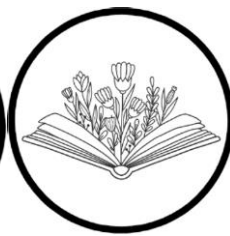


Year 1	<ul style="list-style-type: none"> • Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.
Year 2	<ul style="list-style-type: none"> • To discuss their favourite words and phrases.
Year 3	<ul style="list-style-type: none"> • To discuss authors' choice of words and phrases for effect.
Year 4	<ul style="list-style-type: none"> • Discuss vocabulary used to capture readers' interest and imagination.
Year 5	<ul style="list-style-type: none"> • To discuss vocabulary used by the author to create effect including figurative language. • To evaluate the use of authors' language and explain how it has created an impact on the reader.
Year 6	<ul style="list-style-type: none"> • To analyse and evaluate the use of language, including figurative language and how it is used for effect, using technical terminology such as metaphor, simile, analogy, imagery, style and effect.

Reading – Fluency	
Breadth of Study: Fluency	
EYFS 1	<ul style="list-style-type: none"> • Understand the five key concepts about print: <ul style="list-style-type: none"> - print has meaning, - the names of different parts of a book, - print can have different purposes, - page sequencing, - we read English text from left to right and from top to bottom. • To know that written text can be read to sound like spoken language.

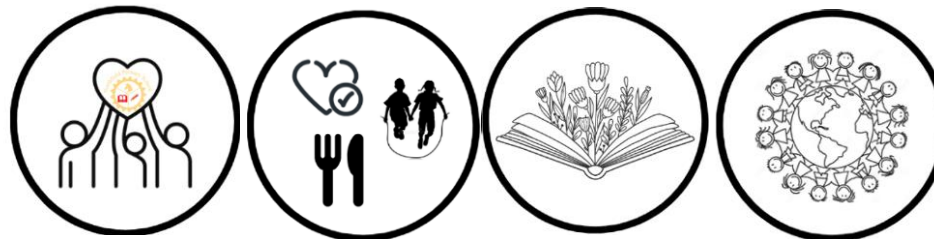


EYFS 2	<ul style="list-style-type: none"> • Blend sounds into words, so that they can read short words made up of letter-sound correspondences. • Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. • Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. • Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.
Year 1	<ul style="list-style-type: none"> • To accurately read texts that are consistent with their developing phonic knowledge, that do not require them to use other strategies to work out words. • To reread texts to build up fluency and confidence in word reading. • To know that reading words at a glance and using punctuation to read in phrases, leads to fluent reading.
Year 2	<ul style="list-style-type: none"> • To read aloud books (closely matched to their improving phonic knowledge), sounding out unfamiliar words accurately, automatically and without undue hesitation. • To reread these books to build up fluency and confidence in word reading. • To read words accurately and fluently without overt sounding and blending, e.g. at over 90 words per minute, in age-appropriate texts. • Know that recognising a wider range of punctuation and reading with appropriate pace, intonation and expression supports understanding.
Year 3	<ul style="list-style-type: none"> • To know that expression and intonation can be altered to suit the audience or purpose for reading. • To read words accurately and fluently without overt sounding and blending, e.g. at over 90 words per minute, in age-appropriate texts. • To demonstrate an understanding of the text just read.



Year 4	<ul style="list-style-type: none"> To know that by controlling tone, pitch, pace and volume the reader can create an atmosphere. To read words accurately and fluently without overt sounding and blending, e.g. at over 90 words per minute, in age-appropriate texts. To demonstrate an understanding of the text just read.
Year 5	<ul style="list-style-type: none"> To read words with accuracy, automaticity and prosody. To demonstrate an understanding of the text just read.
Year 6	<ul style="list-style-type: none"> To read words with accuracy, automaticity and prosody. To demonstrate an understanding of the text just read.

Reading – Comprehension and Background Knowledge	
Breadth of Study: Understanding and Correcting Inaccuracies	
EYFS 1	<ul style="list-style-type: none"> Enjoy listening to longer stories and 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.
EYFS 2	<ul style="list-style-type: none"> Listen to and talk about stories to build familiarity and understanding. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.



Year 1	<ul style="list-style-type: none"> To check that a text makes sense to them as they read and to self- correct.
Year 2	<ul style="list-style-type: none"> To show understanding by drawing on what they already know or on background information and vocabulary provided by the teacher. To check that the text makes sense to them as they read and to correct inaccurate reading.
Year 3	<ul style="list-style-type: none"> To read with increasing accuracy using previously taught strategies.
Year 4	<ul style="list-style-type: none"> To read with increasing accuracy using previously taught strategies.
Year 5	<ul style="list-style-type: none"> To read with increasing accuracy using previously taught strategies.
Year 6	<ul style="list-style-type: none"> To read with increasing accuracy using previously taught strategies.

Reading – Comprehension and Background Knowledge	
Breadth of Study: Comparing, Contrasting and Commenting	
EYFS 1	<ul style="list-style-type: none"> 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.
EYFS 2	<ul style="list-style-type: none"> Compare and contrast characters from stories, including figures from the past. Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. 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.



	<ul style="list-style-type: none"> • 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. • Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.
Year 1	<ul style="list-style-type: none"> • To listen to and discuss a wide range of fiction, non-fiction and poetry at a level beyond that at which they can read independently. • To link what they have read or have read to them to their own experiences. • To retell familiar stories in increasing detail. • To join in with discussions about a text, taking turns and listening to what others say. • To discuss the significance of titles and events.
Year 2	<ul style="list-style-type: none"> • To participate in discussion about books, poems and other works that are read to them (at a level beyond at which they can read independently) and those that they can read for themselves, explaining their understanding and expressing their views. • To become increasingly familiar with and to retell a wide range of stories, fairy stories and traditional tales. • To discuss the sequence of events in books and how items of information are related.
Year 3	<ul style="list-style-type: none"> • To recognise, listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. • To use appropriate terminology when discussing texts (plot, character, setting).
Year 4	<ul style="list-style-type: none"> • To discuss and compare texts from a wide variety of genres and writers. • To read for a range of purposes. • To identify themes and conventions in a wide range of books.



	<ul style="list-style-type: none"> • To refer to authorial style, overall themes (e.g. triumph of good over evil) and features (e.g. greeting in letters, a diary written in the first person or the use of presentational devices such as numbering and headings). • To identify how language, structure and presentation contribute to meaning. • To identify main ideas drawn from more than one paragraph and summarise these.
Year 5	<ul style="list-style-type: none"> • To read a wide range of genres, identifying the characteristics of text types (such as the use of the first person in writing diaries and autobiographies) and differences between text types. • To participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously. • To identify main ideas drawn from more than one paragraph and to summarise these. • To recommend texts to peers based on personal choice.
Year 6	<ul style="list-style-type: none"> • To read for pleasure, discussing, comparing and evaluating in depth across a wide range of genres, including myths, legends, traditional stories, modern fiction, fiction from our literary heritage and books from other cultures and traditions. • To recognize more complex themes in what they read (such as loss or heroism). • To 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. • To listen to guidance and feedback on the quality of their explanations and contributions to discussions and to make improvements when participating in discussions. • To draw out key information and to summarise the main ideas in a text. • To distinguish independently between statements of fact and opinion, providing reasoned justifications for their views. • To compare characters, settings and themes within a text and across more than one text.



Reading – Comprehension and Background Knowledge

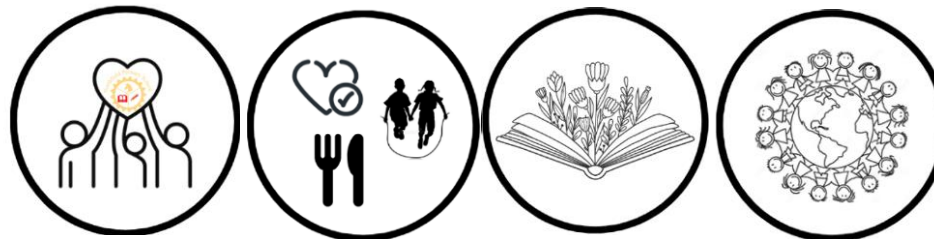
Breadth of Study: Inference and Prediction

EYFS 1	<ul style="list-style-type: none"> Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"
EYFS 2	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> To begin to make simple inferences. To predict what might happen on the basis of what has been read so far in a text.
Year 2	<ul style="list-style-type: none"> To make inferences on the basis of what is being said and done. To use prior knowledge, as well as information in the text, to help them make sensible predictions about what might happen.
Year 3	<ul style="list-style-type: none"> To ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives. To justify predictions using evidence from the text.
Year 4	<ul style="list-style-type: none"> To draw inferences from characters' feelings, thoughts and motives that justifies their actions, supporting their views with evidence from the text. To justify predictions from details stated and implied.
Year 5	<ul style="list-style-type: none"> To draw inferences from characters' feelings, thoughts and motives. To make predictions based on details stated and implied, justifying them in detail with evidence from the text.



Year 6	<ul style="list-style-type: none"> To consider different accounts of the same event and to discuss viewpoints (both of authors and of fictional characters). To discuss how characters change and develop through texts by drawing inferences based on indirect clues.
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Reading – Comprehension and Background Knowledge	
Breadth of Study: Summarising	
EYFS 1	
EYFS 2	<ul style="list-style-type: none"> Know that text has key points.
Year 1	<ul style="list-style-type: none"> Know that remembering key points from what has been read helps the reader understand a text. Retell familiar stories orally.
Year 2	<ul style="list-style-type: none"> Know that linking the key points across text helps the reader to understand. Identify the components of a story – beginning, middle and end.
Year 3	<ul style="list-style-type: none"> Know that making regular, brief summaries of what has been read increases understanding. Can summarise the main points from a passage or a short text.
Year 4	<ul style="list-style-type: none"> Know that identifying details that support the key points increases understanding. Can summarise the main points from a section of text.
Year 5	<ul style="list-style-type: none"> Know that the key points of a summary may change as the reader reads on. Can summarise the main points from a whole text.



Year 6	<ul style="list-style-type: none"> • Know that effective summarising helps the reader identify the most pertinent points to use in discussion and presentation. • Can accurately and selectively summarise main ideas, events, characters and information from fiction and non-fiction texts. • Can identify the main message in a poem or story.
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Reading – Comprehension and Background Knowledge	
Breadth of Study: Retrieval	
EYFS 1	
EYFS 2	<ul style="list-style-type: none"> • Know that readers can answer questions and have opinions about text.
Year 1	<ul style="list-style-type: none"> • Answer a question about what has just happened in a story. • Recognise characters, events, titles and information. • Recognise differences between fiction and non-fiction books. • Contribute ideas and thoughts in discussion.
Year 2	<ul style="list-style-type: none"> • Recall main points with reference to the text (who, what, where, when, how, why questions). • Read closely to obtain specific information e.g. what type of clothes someone was wearing. • Identify, select and highlight key words in a sentence to answer recall questions. • Recognise and talk about the main differences between fiction and non-fiction.
Year 3	<ul style="list-style-type: none"> • Show understanding of the main points with reference to the text (who, what, where, when, how, why). • Can read closely to obtain specific information. • Can identify, select and highlight key words in a sentence to answer recall questions.



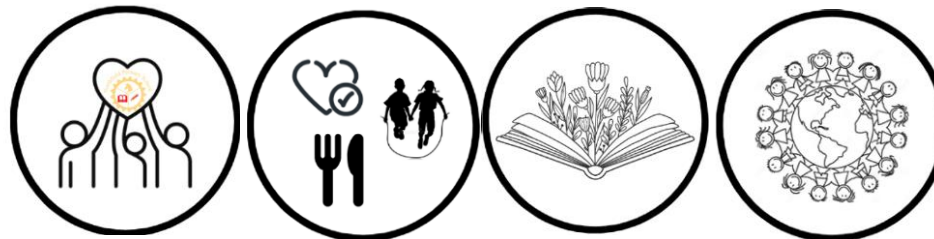
	<ul style="list-style-type: none"> • Is beginning to scan for a specific purpose e.g. looking for specific information, names of characters etc. • Is beginning to skim e.g. to search for adjectives which describe a character. • Can recognise and talk about the main differences between fiction and non-fiction texts. • Can understand and talk about the purpose of a specific paragraph e.g. it groups information together about... • Can understand and talk about the features of page layout in non-fiction texts e.g. titles, subheadings, labels and diagrams.
Year 4	<ul style="list-style-type: none"> • Know that readers skim and scan text to retrieve pertinent information. • Understand and explain the main points from what they have read, with direct reference to the text. • Can talk about key differences between text types, including texts of the same type but written by different authors. • Is able to explain how paragraphs have been used to organize a text e.g. explain how the format and presentation of a text impacts on the reader.
Year 5	<ul style="list-style-type: none"> • Know that readers can use information they have retrieved in a variety of ways (e.g. to participate in debates and create formal presentations). • Skim and scan whole texts to answer recall questions. • Identify the text type according to key features. • Comment on the impact of organizational and presentational features of a text.
Year 6	<ul style="list-style-type: none"> • Know that readers need to evaluate the credibility of the information retrieved from a variety of texts/sources. • Can retrieve key details and quotations to demonstrate understanding of character, events and information. • Can answer who, what, why, where, when, which, how questions using direct reference to and quotes from the text. • Can provide developed explanations for key information, events, character actions and motivations. • Can provide straightforward explanations for the purpose of the language, structure and presentation of texts. • Can identify whether statements from a text are fact or opinion.



Reading – Comprehension and Background Knowledge

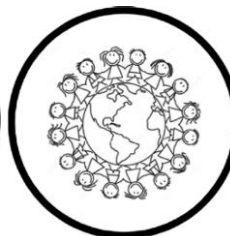
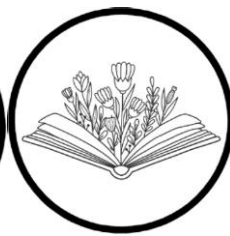
Breadth of Study: Background Knowledge

EYFS 1	
EYFS 2	<ul style="list-style-type: none"> • Know that characters in stories sometimes do and feel the same things as the reader. • Know that reading or listening to stories raises questions in the reader's mind.
Year 1	<ul style="list-style-type: none"> • Know that the reader's experiences help them to understand events and characters in text. • Know that wondering and asking questions about a text increases understanding and enjoyment.
Year 2	<ul style="list-style-type: none"> • Know that comparing similar characters and events in a range of different texts increases understanding. • Know that wondering and asking questions can help the reader develop a deeper understanding of characters and events.
Year 3	<ul style="list-style-type: none"> • Know that drawing on a range of familiar texts and experiences helps the reader identify themes, such as the triumph of good over evil. • Know that wondering and asking questions about information that is inferred, can help the reader understand themes.
Year 4	<ul style="list-style-type: none"> • Know that stories can include a range of themes and that the reader will relate to some of these because of what they have experienced or read in other books. • Know that asking questions about text helps the reader explore different perspectives of characters, authors, and readers.
Year 5	<ul style="list-style-type: none"> • Know that building knowledge of a topic/theme helps the reader understand text that is outside of their experience. • Know that asking questions helps the reader understand how the author is presenting a view of the world including how they depict values, age, gender and cultural groups.



Year 6	<ul style="list-style-type: none"> • Know that reading widely develops the reader’s general knowledge and supports deeper understanding of text. • Know that asking questions about a text can help the reader explore their developing opinions, values and view of the world.
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Reading – Comprehension and Background Knowledge	
Breadth of Study: Poetry and Performance	
EYFS 1	<ul style="list-style-type: none"> • Sing a large repertoire of songs. • Know many rhymes, be able to talk about familiar books, and be able to tell a long story. • Take part in simple pretend play, using an object to represent something else even though they are not similar. • Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc. • Remember and sing entire songs. • Sing the melodic shape (moving melody, such as up and down and down and up) of familiar songs. • Create their own songs, or improvise a song around one they know.
EYFS 2	<ul style="list-style-type: none"> • Engage in story times. • Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. • Learn rhymes, poems and songs. • Sing in a group or on their own, increasingly matching the pitch and following the melody. • Develop storylines in their pretend play. • Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. • Make use of props and materials when role playing characters in narratives and stories. • Invent, adapt and recount narratives and stories with their peers and their teacher. • Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time to music.

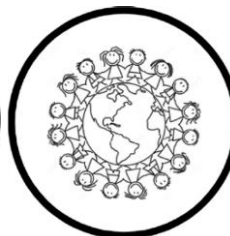
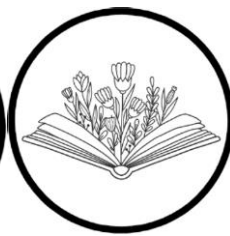


Year 1	<ul style="list-style-type: none"> To recite simple poems by heart.
Year 2	<ul style="list-style-type: none"> To continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some with appropriate intonation to make the meaning clear.
Year 3	<ul style="list-style-type: none"> To prepare and perform poems and play scripts that show some awareness of the audience when reading aloud. To begin to use appropriate intonation and volume when reading aloud.
Year 4	<ul style="list-style-type: none"> To recognise and discuss some different forms of poetry (e.g. free verse or narrative poetry). To prepare and perform poems and play scripts with appropriate techniques (intonation, tone, volume and action) to show awareness of the audience when reading aloud.
Year 5	<ul style="list-style-type: none"> To continually show an awareness of audience when reading out loud using intonation, tone, volume and action.
Year 6	<ul style="list-style-type: none"> To confidently perform texts (including poems learnt by heart) using a wide range of devices to engage the audience and for effect.

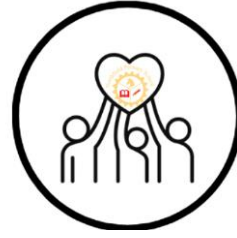
Reading – Comprehension and Background Knowledge

Breadth of Study: Non-Fiction

EYFS 1	<ul style="list-style-type: none"> Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.
EYFS 2	<ul style="list-style-type: none"> Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.



Year 1	<ul style="list-style-type: none"> • Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. • Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.
Year 2	<ul style="list-style-type: none"> • To recognise that non-fiction books are often structured in different ways.
Year 3	<ul style="list-style-type: none"> • To retrieve and record information from non-fiction texts.
Year 4	<ul style="list-style-type: none"> • To use all of the organisational devices available within a non-fiction text to retrieve, record and discuss information. • To use dictionaries to check the meaning of words that they have read.
Year 5	<ul style="list-style-type: none"> • To use knowledge of texts and organisation devices to retrieve, record and discuss information from fiction and non-fiction texts.
Year 6	<ul style="list-style-type: none"> • To retrieve, record and present information from non-fiction texts. • To use non-fiction materials for purposeful information retrieval (e.g. in reading history, geography and science textbooks) and in contexts where pupils are genuinely motivated to find out information (e.g. reading information leaflets before a gallery or museum visit or reading a theatre programme or review).



Reading at the heart of the curriculum

A selection of texts that can be read for pleasure across Key Stage 1 and 2. We also have access to other books in our classroom book corners to develop our knowledge of English and reading for pleasure.

