

Reading

CURRICULUM FRAMEWORK FOR KEY STAGE 1 AND 2

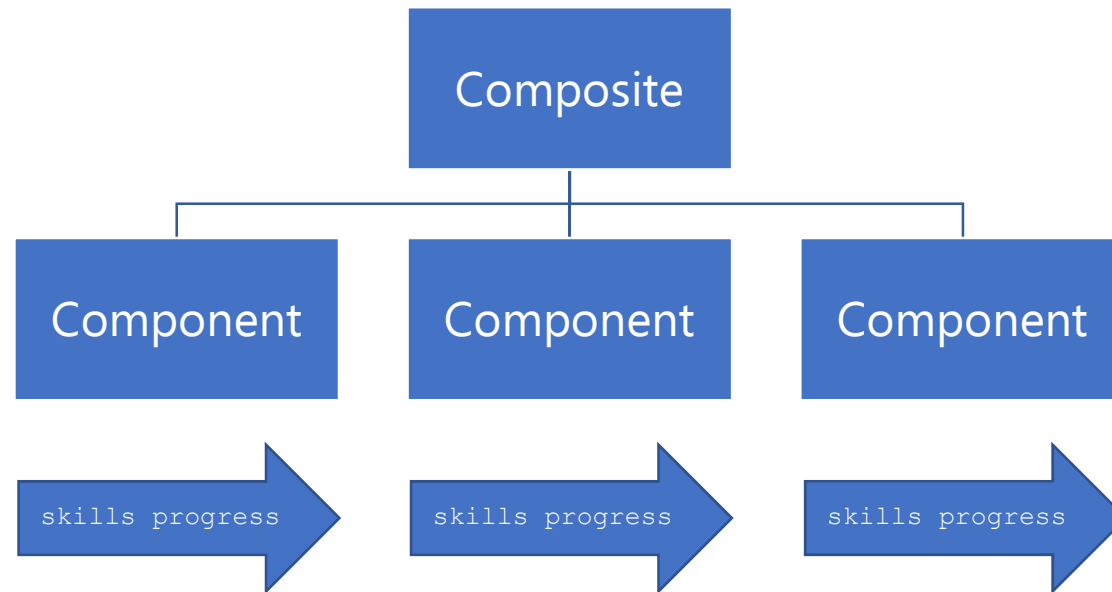
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Subject leaders need to ensure that there is clear progression through each year group towards the national curriculum requirements for their subject. This will ensure that there is a clear year-on-year acquisition of key knowledge as well as skills.

The National Curriculum is the top-level 'composite' outcomes but not the curricular components to get there – the intent. This document shows the subject progress through different components, highlighted in bold. Each component has a skill set that shows progress through each key stage.

The framework document also provides further planning opportunities for planning resources, texts, cross-curricular opportunities and cultural capital opportunities for your individual school.



Reading – Key Stage 1

National Curriculum – Year 1

Word reading - pupils should be taught to:

- apply phonic knowledge and skills as the route to decode words
- respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes
- read accurately by blending sounds in unfamiliar words containing GPCs that have been taught
- read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
- read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings
- read other words of more than one syllable that contain taught GPCs
- read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)
- read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words
- re-read these books to build up their fluency and confidence in word reading

Comprehension - pupils should be taught to:

- develop pleasure in reading, motivation to read, vocabulary and understanding by:
 - listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently
 - being encouraged to link what they read or hear read to their own experiences
 - becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics
 - recognising and joining in with predictable phrases
 - learning to appreciate rhymes and poems, and to recite some by heart
 - discussing word meanings, linking new meanings to those already known
- understand both the books they can already read accurately and fluently and those they listen to by:
 - 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
 - discussing the significance of the title and events
 - making inferences on the basis of what is being said and done
 - predicting what might happen on the basis of what has been read so far
- participate in discussion about what is read to them, taking turns and listening to what others say
- explain clearly their understanding of what is read to them

Reading – Key Stage 1

National Curriculum – Year 2

Word reading - pupils should be taught to:

- continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent
- read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes
- read accurately words of two or more syllables that contain the same graphemes as above
- read words containing common suffixes
- read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
- read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered
- read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation
- re-read these books to build up their fluency and confidence in word reading

Comprehension - pupils should be taught to:

- develop pleasure in reading, motivation to read, vocabulary and understanding by:
 - listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently
 - discussing the sequence of events in books and how items of information are related
 - becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales
 - being introduced to non-fiction books that are structured in different ways
 - recognising simple recurring literary language in stories and poetry
 - discussing and clarifying the meanings of words, linking new meanings to known vocabulary
 - discussing their favourite words and phrases
 - continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear
- understand both the books that they can already read accurately and fluently and those that they listen to by:
 - 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
 - making inferences on the basis of what is being said and done
 - answering and asking questions
 - predicting what might happen on the basis of what has been read so far
- participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say
- explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves

Reading – Key Stage 1			
	Beginning reader	Early reader	Developing reader
Decoding	<ul style="list-style-type: none"> Hear and identify sounds Blend sounds orally Sometimes use taught phonic knowledge to identify sounds Read and understand simple sentences Recognise some common words Know that illustrations can support and enhance understanding Recognise that there are letters and that letters go together to make words Identify the first and last letters in words 	<ul style="list-style-type: none"> Apply phonic knowledge to decode words Recognise a growing number of frequently used words or parts of words automatically Use onset and rime to generate new vocabulary Check that reading makes sense when reading aloud and self-correct 	<ul style="list-style-type: none"> Apply phonic knowledge to decode words Recognise a growing number of frequently used words or parts of words automatically Use onset and rime to generate new vocabulary Check that reading makes sense when reading aloud and self-correct
Comprehension	<ul style="list-style-type: none"> Understand the literal meaning of text read to them Connect reading to own experience Retell stories Make predictions about appropriate stories Know that decoded words have meaning Understand what they have read Join in with stories and poems read aloud and recite some parts by heart 	<ul style="list-style-type: none"> Sequence main events Make connections between texts that have been read Understand the main idea or message in a text Draw inferences about how a character feels based on how they might feel Draw inferences about how a character feels based on information given by the writer and illustrator Use retelling, prediction and questioning to ensure understanding Understand information and recount it Find information in appropriate texts Notice language patterns in stories and poems Begin to understand how a writer's word choices can create atmosphere or humour 	<ul style="list-style-type: none"> Look back at a book or section and understand key ideas, messages or information Use evidence from what has been read to make sensible predictions in narrative and non-narrative books Talk about characters' actions and use clues from the text to support ideas Compare appropriate texts and say why they are similar or different Use the organisational features of non-fiction books to assess their usefulness Understand imagery in appropriate poems Notice the effects of rhyme and rhythm in poetry Say what they like and dislike about poems Understand and discuss picture books in the same way as written text
Response	<ul style="list-style-type: none"> Know that print conveys meaning Understand what they read and what is read aloud Handle books appropriately and use the correct terminology Use book language to which they have been exposed Repeat familiar/patterned language 	<ul style="list-style-type: none"> Retell a story in sequence, using story language Recount facts from reading Give a personal opinion about characters, events, ideas and messages in texts Show empathy with characters in discussion and in drama activities Begin to recognise the features of the text types with which they are familiar Re-read books for pleasure State preferences about favourite characters and books Use digital sources to find information 	<ul style="list-style-type: none"> Give well thought-out opinions about texts Make personal choices based on own reading preferences Understand that characters can be presented in different ways Refer to the text when expressing an opinion Sustain reading Comment on big ideas and messages in books Use different approaches to reading fiction and non-fiction Use non-fiction material to retrieve information Know that a story can be told from a point of view and discuss it Recognise that there can be similar ideas and messages in books even when the settings, context or genre is different Know the difference between fiction and non-fiction

Reading – Key Stage 1

<p>Word Reading – Year 1</p>	<p>Phonics</p> <ul style="list-style-type: none"> • Hear and recognise all 40+ phonemes • Match all 40+ graphemes to their phonemes (Phase 3) • Identify all 40+ graphemes in reading • Know when to use phonic knowledge to decode words • Know which parts of words can be decoded using phonics • Blend sounds in unfamiliar words based on known GPCs • Read common words using phonic knowledge where possible • Read words with familiar endings - s, es, ing, ed, er, est • Read words of more than one syllable that contain taught GPCs 	<p>Contractions</p> <ul style="list-style-type: none"> • Know that words can have omitted letters and that an apostrophe represents the omitted letters • Find contractions in reading • Read words with contractions 	<p>Reading text</p> <ul style="list-style-type: none"> • Read phonically decodable texts • Read phonically decodable texts with confidence
<p>Comprehension – Year 1</p>	<p>Stories</p> <ul style="list-style-type: none"> • Know some key stories • Recognise key story language • Find key story language in stories read aloud or read independently • Retell key stories orally using narrative language • Recognise repeated or patterned language • Identify the key events in a story • Make predictions based on the events in the story • Know that stories can have similar patterns of events • Make links to other stories <p>Characters in a story</p> <ul style="list-style-type: none"> • Identify the characters in a story • Recognise a character’s feelings • Say why a character has a feeling • Give an opinion about a character • Know that stories can have similar characters • Make links with characters in other stories <p>Poetry</p> <ul style="list-style-type: none"> • Recognise poems and rhymes • Recognise rhyming language • Recognise patterned language in poems and rhymes • Know some poems and rhymes by heart 	<p>Using pictures and text</p> <ul style="list-style-type: none"> • Use prior knowledge to understand texts • Use picture clues to support understanding • Use picture clues to deepen understanding • Identify unfamiliar words and ask about meaning • Use the context to make informed guesses about the meaning of unfamiliar words • Discuss the meaning of unfamiliar words <p>Books</p> <ul style="list-style-type: none"> • Know that there are different kinds of books • Know the difference between a story book and an information book • Find the title, author and the illustrator of a book <p>Opinions</p> <ul style="list-style-type: none"> • Say what they like or dislike about a book • Say if it reminds them of another story or something that they have experienced • Listen to others’ ideas about a book • Say whether they agree or disagree with other’s ideas • Say why they agree or disagree with other’s ideas 	<p>Comprehension skills</p> <ul style="list-style-type: none"> • Answer retrieval questions about the book • Use information from the story to support opinion • Understand that a writer can leave gaps for the reader to fill in • Answer questions which fill the gaps in a story (inference)

Reading – Key Stage 1						
Year 1	Beginning reader		Early reader		Developing reader	
Software/websites/ texts						
Topic/Curriculum opportunities						
Cultural Capital opportunities						
SMSC	<p>Spiritual English supports spiritual development by engaging children with poetry, fiction and drama. Through English, children can explore and engage with the feelings and values found in a wide range of genres.</p>	<p>Moral English supports moral development by enabling children to look at, discuss and evaluate a range of social and moral issues found in a wide range of genres, including newspapers, non-fiction texts and fiction.</p>	<p>Social English supports social development by helping children to understand how written and spoken language has changed over time. It also covers social attitudes to the use of language.</p>	<p>Cultural English supports cultural development by exposing children to a wide range of written language from a range of cultures. In addition, it supports children to become confident and competent in their own language which is vital to their individual identity.</p>		

Reading – Key Stage 1

Word Reading – Year 2

Decoding

- Understand the importance of decoding words automatically
- Understand that some words cannot be decoded with phonic strategies
- Use the graphemes taught to blend sounds
- Know that phonemes may be represented by different graphemes
- Know that the same grapheme may be read in different ways
- Recognise alternatives and consider which will make meaning
- Apply this knowledge so that reading is fluent
- Know that some words have unusual correspondence between phoneme and grapheme
- Notice these in reading and decode to retain meaning

Sight words

- Understand that some words cannot be decoded with phonic strategies
- Know that familiar words do not need to be sounded out and blended
- Read these familiar words automatically and accurately without sounding or blending
- Know that other strategies can be used to read unfamiliar words
- Use other strategies to support fluent decoding

Syllables

- Recognise syllables in words
- Know that breaking words into syllables helps fluent decoding
- Read words of two or more syllables accurately

Reading text

- Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation
- Read these books fluently and confidently

Reading – Key Stage 1

<p>Comprehension – Year 2</p>	<p>Stories</p> <ul style="list-style-type: none"> • Know that there are different kinds of stories • Listen to or read a range of different kinds of stories • Make choices about books to read • Explain why books or stories are preferred <p>Characters</p> <ul style="list-style-type: none"> • Retell stories with the key events in the correct sequence • Retell a story with the key events and the characters <p>Non-fiction</p> <ul style="list-style-type: none"> • Know that non-fiction books are organised differently from fiction texts • Know how to find information in a non-fiction book • Find the information needed in a non-fiction book • Decide how useful a non-fiction book is to find the information needed <p>Poetry</p> <ul style="list-style-type: none"> • Know the difference between poetry and narrative • Know that there are different kinds of poetry • Listen to different kinds of poetry • Talk about the meaning of different poems • Recognise that a poem can tell a story • Learn a poem by heart • Recite or perform a poem making the meaning clear 	<p>Using pictures and text</p> <ul style="list-style-type: none"> • Use prior knowledge to understand texts • Use picture clues to support understanding • Use picture clues to deepen understanding • Identify unfamiliar words and ask about meaning • Use the context to make informed guesses about the meaning of unfamiliar words • Discuss the meaning of unfamiliar words <p>Books</p> <ul style="list-style-type: none"> • Know that books or texts have a purpose • Identify the purpose of a book or a text • Know that books and stories are set in different places and times • Find the setting or time in books or stories • Discuss the setting or time in books <p>Opinions</p> <ul style="list-style-type: none"> • Talk about books or poems read • Give an opinion on books or poems read <p>Literary language</p> <ul style="list-style-type: none"> • Know that stories and poems can have patterned or recurring literary language • Find patterned or recurring literary language in poems and stories • Find favourite words and phrases • Talk about favourite words and phrases • Know that word choice affects meaning • Explain why a writer has chosen a word to affect meaning 	<p>Meaning</p> <ul style="list-style-type: none"> • Know that the purpose of reading is to make meaning • Know that there is a range of decoding strategies • Check that text read makes sense • Re-read when meaning is lost • Self-correct when meaning is lost • Use prior knowledge and reading experiences to understand text • Use the context to understand texts • Ask questions to clarify understanding <p>Inference</p> <ul style="list-style-type: none"> • Find the answers to retrieval questions about stories, poems or non-fiction texts • Know what inference (reading between the lines) means • Find inferences about characters’ feelings and thoughts • Explain inferences about characters’ feelings and thoughts • Give reasons for characters’ actions or behaviour <p>Key ideas</p> <ul style="list-style-type: none"> • Recognise key ideas in a text • Recognise that a writer can have a message for the reader • Explain a writer’s message <p>Making predictions</p> <ul style="list-style-type: none"> • Make predictions about possible events • Make predictions about how characters might behave
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Reading – Key Stage 1						
Year 2	Beginning reader		Early reader		Developing reader	
Software/websites/ texts						
Topic/Curriculum opportunities						
Cultural Capital opportunities						
SMSC	<p>Spiritual English supports spiritual development by engaging children with poetry, fiction and drama. Through English, children can explore and engage with the feelings and values found in a wide range of genres.</p>	<p>Moral English supports moral development by enabling children to look at, discuss and evaluate a range of social and moral issues found in a wide range of genres, including newspapers, non-fiction texts and fiction.</p>	<p>Social English supports social development by helping children to understand how written and spoken language has changed over time. It also covers social attitudes to the use of language.</p>	<p>Cultural English supports cultural development by exposing children to a wide range of written language from a range of cultures. In addition, it supports children to become confident and competent in their own language which is vital to their individual identity.</p>		

Reading – Key Stage 2

National Curriculum – Year 3 and Year 4

Word reading - pupils should be taught to:

- apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet
- read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word

Comprehension - pupils should be taught to:

- develop positive attitudes to reading and understanding of what they read by:
 - to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
 - reading books that are structured in different ways and reading for a range of purposes
 - using dictionaries to check the meaning of words that they have read
 - increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally
 - identifying themes and conventions in a wide range of books
 - preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action
 - discussing words and phrases that capture the reader's interest and imagination
 - recognising some different forms of poetry [for example, free verse, narrative poetry]
- understand what they read, in books they can read independently, by:
 - checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context
 - asking questions to improve their understanding of a text
 - drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
 - predicting what might happen from details stated and implied
 - identifying main ideas drawn from more than one paragraph and summarising these
 - identifying how language, structure, and presentation contribute to meaning
- retrieve and record information from non-fiction
- participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say

Reading – Key Stage 2

National Curriculum – Year 5 and Year 6

Word reading - pupils should be taught to:

- apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet

Comprehension - pupils should be taught to:

- maintain positive attitudes to reading and understanding of what they read by:
 - continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
 - reading books that are structured in different ways and reading for a range of purposes
 - their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions
 - recommending books that they have read to their peers, giving reasons for their choices
 - identifying and discussing themes and conventions in and across a wide range of writing
 - making comparisons within and across books
 - learning a wider range of poetry by heart
 - preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience
- understand what they read by:
 - checking that the book makes sense to them, discussing their understanding
 - and exploring the meaning of words in context
 - asking questions to improve their understanding
 - drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence predicting what might happen from details stated and implied
 - summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas
 - identifying how language, structure and presentation contribute to meaning
- discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
- distinguish between statements of fact and opinion
- retrieve, record and present information from non-fiction
- participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously
- explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary
- provide reasoned justifications for their views

Reading – Key Stage 2			
	Fluent reader	Experienced fluent reader	Independent reader
Skills	<ul style="list-style-type: none"> • Scan texts for familiar words or phrases • Read and evaluate own written texts and those of peers • Use a range of strategies fluently and automatically - sight vocabulary, phonics, contextual and syntactical clues and grammar to read with expression and understanding • Use knowledge of word structures, origins and families to read unfamiliar words • Use self-checking strategies 	<ul style="list-style-type: none"> • Use a wide range of knowledge of word and syntactical structures to read with understanding • Select appropriate strategies to read unfamiliar language and to confirm meaning • Read aloud with accuracy and expression • Consistently monitor for understanding 	<ul style="list-style-type: none"> • Tackle unseen material confidently • Vary pitch, pace and expression for effect when reading aloud
Comprehension	<ul style="list-style-type: none"> • Know that fiction can take the reader into new worlds • Discuss themes and ideas across a text and how character and setting etc. contribute • Understand narrative structures and how they can support the prediction of possible outcomes • Understand the structure of different non-fiction text types • Understand point of view in non-fiction books • Retrieve and collate information from different texts. • Summarise collated information • Explain the effects of figurative language and literary features in poetry 	<ul style="list-style-type: none"> • Draw inference for characters' behaviour and motives based on evidence • Comment on the writers' craft in different texts and how this is linked to the purpose of the text • Find themes in books and poems • Understand how ideas or information are developed within a text • Evaluate and analyse studied texts • Identify how tension is created in a narrative • Explain how different texts appeal to the reader • Compare the effects of figurative language in poetry which has a similar theme 	<ul style="list-style-type: none"> • Relate reading to personal and reading experience • Discuss the writers' craft and intent in creating themes, mood and affecting the feelings and attitude of the reader with evidence from text • Explain and deepen inferred meanings based on evidence from a whole text • Use knowledge of language conventions and organisational features of different texts to support and enhance understanding • Evaluate and make judgements about the effectiveness of purpose, composition and effect • Recognise how literary techniques are used to affect and influence a reader
Response	<ul style="list-style-type: none"> • Explain own preference for texts and content • Discuss how characters may contribute to themes • Select information for oral presentation • Use direct and indirect evidence to support opinion • Recognise that the same information may be presented in different ways to influence a reader • Reflect on and comment on literary techniques used to support the writer's intent • Make connections with own experiences and with texts on the same topic • Discuss the organisation and structure of different texts and how they contribute to effectiveness 	<ul style="list-style-type: none"> • Select books on the basis of own interest and preference as well as challenging, complex texts • Recommend books to others • Prepare a presentation or performance • Locate and summarise evidence from a whole text to support a response • Identify the purpose, viewpoint and impact on a reader • Use a range of sources to find information on a topic • Discuss how the writer's viewpoint may be different from characters • Discuss how social and cultural themes may have changed in books written at different times 	<ul style="list-style-type: none"> • Give a personal response to a range of texts and analyse own response • Discuss the style of writers and the features of different fiction genres • Use information collated to present a balanced view • Deliberately select books which will develop range of reading • Find and identify the difference between explicit and implicit points of view • Discuss the reasons for a writer's choices to impact on a reader • Think critically to evaluate information from different sources with different points of view or bias • Discuss social, cultural or historical elements of texts

Reading – Key Stage 2

Word Reading – Year 3

Decoding

- Know that phonics is one strategy to read unfamiliar words
- Know when phonic strategies will help to read a word and when they will not

Root words

- Know what a root word is
- Understand how to use a root word to help read unfamiliar words
- Use root words to help read unfamiliar words
- Use root words to help understand the meaning of unfamiliar words

Prefixes and suffixes

- Know what prefixes and suffixes are
- Understand how they can change the meaning of a word
- Use prefixes and suffixes to read unfamiliar word
- Use prefixes and suffixes to understand the meaning of unfamiliar words

Unfamiliar words

- Apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words
- Know that some words may have a similar pronunciation but may be written differently
- Know that some of these are unusual
- Use knowledge of unusual phoneme/grapheme correspondences to read unfamiliar words
- Know that unfamiliar words can be read by using knowledge of known similar words (analogy)
- Use analogy drawing on the pronunciation of similar known words to read others

Reading – Key Stage 2

<p>Comprehension – Year 3</p>	<p>Stories</p> <ul style="list-style-type: none"> • Know that there are different kinds of narrative stories • Discuss a range of narrative stories and their similarities and differences • Make connections between similar books and books by same writer • Re-tell some of these stories by heart <p>Plot</p> <ul style="list-style-type: none"> • Understand that a sequence of events in a narrative is called the plot • Identify the plot in a narrative • Understand that narratives can have differently structured plots • Talk about the different plot structures in genres read <p>Characters</p> <ul style="list-style-type: none"> • Know that characters’ actions can tell the reader about their thoughts, feelings and motives • Infer characters’ feelings, thoughts and motives from their actions • Explain how characters’ actions can tell the reader about their thoughts, feelings and motives <p>Narrative language</p> <ul style="list-style-type: none"> • Know that different kinds of narratives are written with different language • Recognise the literary language typical of narrative genres read • Recognise words and language that show the setting of a book - historical, cultural or social • Know that writers choose words and language to create an effect on the reader • Explain why a writer makes choices about words and language used • Find effective words and language in reading that writers have used to create effects • Discuss the meaning of words identified • Use a dictionary to check or find the meaning of new words • Explain why a writer has chosen specific words and language • Record words and language from reading to use in own writing 	<p>Non-fiction</p> <ul style="list-style-type: none"> • Know that there are different kinds of non-fiction books • Know that non-fiction books are structured in different ways • Know how to use a non-fiction book to find identified information • Choose books for specific purposes • Identify any words that are unfamiliar • Discuss the meaning of words identified • Use dictionaries to check or find the meaning of unfamiliar words • Know how to find key words or information in a non-fiction text • Record key words or information found in a non-fiction text <p>Poetry</p> <ul style="list-style-type: none"> • Know that there are different forms of poetry • Recognise and name different types of poems which have been introduced • Know that words and language in poems create effects • Discuss the meaning of words and language in poems • Understand that there can be more than one interpretation of a poem • Understand that the meaning of poems can be enhanced through performance • Watch performances of poems • Discuss how the meaning is enhanced through performance • Identify that intonation, tone, volume and action can be used to enhance meaning • Prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action <p>Books</p> <ul style="list-style-type: none"> • Understand that any book read must be meaningful • Check understanding in any book or text read • Ask questions to ensure understanding of a text • Ask questions to deepen understanding of a text • Know that the organisation and layout of a book helps the reader to understand it • Understand that the organisation and layout may be different according to the purpose of the book • Identify the organisation and layout in books • Explain how the organisation and layout helps the reader to understand the book <p>Opinions</p> <ul style="list-style-type: none"> • Give a personal response to a text • Explain a personal response • Use evidence from the text to support response • Listen to others’ personal responses to a text • Adapt own response in the light of others’ responses 	<p>Meaning</p> <ul style="list-style-type: none"> • Know that there will be unfamiliar words in a text • Use the context of unfamiliar words to explain their meaning • Check the meaning of any unfamiliar words through questioning, discussion or use of dictionaries <p>Key ideas</p> <ul style="list-style-type: none"> • Know that texts have a main idea • Identify the main idea of a text • Know that the main idea in a narrative may also have a message for the reader • Explain the message for the reader • Know that the message in a book is called the theme • Recognise that books may have similar themes <p>Making predictions</p> <ul style="list-style-type: none"> • Use clues from the text to predict what might happen next • Give reasons for predictions
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Reading – Key Stage 2					
Year 3	Fluent reader		Experienced fluent reader		Independent reader
Software/websites/ texts					
Topic/Curriculum opportunities					
Cultural Capital opportunities					
SMSC	<p>Spiritual English supports spiritual development by engaging children with poetry, fiction and drama. Through English, children can explore and engage with the feelings and values found in a wide range of genres.</p>	<p>Moral English supports moral development by enabling children to look at, discuss and evaluate a range of social and moral issues found in a wide range of genres, including newspapers, non-fiction texts and fiction.</p>	<p>Social English supports social development by helping children to understand how written and spoken language has changed over time. It also covers social attitudes to the use of language.</p>	<p>Cultural English supports cultural development by exposing children to a wide range of written language from a range of cultures. In addition, it supports children to become confident and competent in their own language which is vital to their individual identity.</p>	

Reading – Key Stage 2

Word Reading – Year 4

Decoding

- Know that phonics is one strategy to read unfamiliar words
- Know when phonic strategies will help to read a word and when they will not

Root words

- Use knowledge of root words to help read unfamiliar words
- Use root words to help understand the meaning of unfamiliar words

Prefixes and suffixes

- Use knowledge of learned prefixes and suffixes to read unfamiliar words
- Use prefixes and suffixes to understand the meaning of unfamiliar words

Unfamiliar words

- Apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words
- Know that many words may have a similar pronunciation but may be written differently
- Know that some of these are unusual
- Use knowledge of unusual phoneme/grapheme correspondences to read unfamiliar words
- Know that unfamiliar words can be read by using knowledge of known similar words (analogy)
- Use analogy drawing on the pronunciation of similar known words to read others

Reading – Key Stage 2

<p>Comprehension – Year 4</p>	<p>Plot</p> <ul style="list-style-type: none"> • Know that there is a range of narrative stories • Discuss the range of narrative stories introduced so far and consider differences and similarities • Understand that these have different plot patterns • Know that the plot develops in different ways according to the plot pattern <p>Characters</p> <ul style="list-style-type: none"> • Empathise with a character • Understand why a character acted, responded or felt in a certain way • Understand why the writer wanted the character to respond in a certain way <p>Openings</p> <ul style="list-style-type: none"> • Understand that writers open stories in different ways • Identify different openings in different books • Compare different story openings • Find similarities in the use of language and openings in books experienced <p>Setting</p> <ul style="list-style-type: none"> • Identify words and language that show the setting of a book – historical, cultural or social • Explain how the writer has used words and language to show the setting of a book <p>Narrative language</p> <ul style="list-style-type: none"> • Understand that a writer can use patterned language for effect • Find examples of patterned language for effect • Explain the effect of patterned language • Know that writers choose words and language to show atmosphere, mood or feelings • Find words and language in reading that writers have used to show atmosphere, mood or feelings • Explain how the words and language used shows atmosphere, mood or feelings • Use a dictionary to check or find the meaning of new words • Explain why a writer has chosen specific words and language to create mood, atmosphere or feelings • Record words and language from reading to use in own writing 	<p>Non-fiction</p> <ul style="list-style-type: none"> • Choose a specific non-fiction book for a specific purpose • Know where to find the specific information needed in the book • Know how to use a non-fiction book to find identified information <p>Poetry</p> <ul style="list-style-type: none"> • Know that there are different forms of poetry • Recognise and name different types of poems which have been introduced • Know that words and language in poems create effects • Explain the effect created by the poet’s choice of words and language • Know that poems may have patterned language • Find examples of patterned language in poems read • Explain the effect of patterned language in poems and why a poet might use it • Understand that the meaning of poems can be enhanced through performance • Watch performances of poems • Discuss how the meaning is enhanced through performance • Identify that intonation, tone, volume and action can be used to enhance meaning • Prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action <p>Books</p> <ul style="list-style-type: none"> • Find similarities in books read • Identify any words that are unfamiliar • Discuss the meaning of words identified • Use dictionaries to check or find the meaning of unfamiliar words • Know that many books have themes • Discuss the possible theme(s) in books • Identify a theme in a book • Find evidence which shows what the theme is in a book • Explain why the evidence shows what the theme is • Make connections with books with similar themes 	<p>Meaning</p> <ul style="list-style-type: none"> • Understand that a reader needs to interact with a text to understand it fully • Check understanding in any book or text read • Actively seek the meaning of any words or language not understood • Ask questions to ensure understanding of a text • Ask questions to deepen understanding of a text - between and beyond the lines • Check the meaning of any unfamiliar words through questioning, discussion or use of dictionaries <p>Key ideas</p> <ul style="list-style-type: none"> • Identify the main idea(s) of a text • Identify the main idea in paragraphs in a text • Know that the main idea of a text can be summarised in a sentence • Summarise the main idea of a text in a sentence <p>Making predictions</p> <ul style="list-style-type: none"> • Make predictions based on the text and from knowledge from other books • Infer meaning using evidence from events, description and dialogue <p>Skimming and scanning</p> <ul style="list-style-type: none"> • Know that the organisation and layout of books vary according to the purpose of book • Use the organisation and layout of a book to find specific information • Skim to find specific information on a page or in a paragraph • Scan page or paragraph to find key words or information • Record key words or information found <p>Response to a text</p> <ul style="list-style-type: none"> • Understand that a writer wants the reader to respond in a certain way • Find where the writer has written to make the reader respond in a certain way • Explain how the writer made sure of the reader’s response, using evidence from the text • Compare with own personal response • Compare with others’ personal responses to a text • Adapt own response in the light of others’ responses
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Reading – Key Stage 2					
Year 4	Fluent reader		Experienced fluent reader		Independent reader
Software/websites/ texts					
Topic/Curriculum opportunities					
Cultural Capital opportunities					
SMSC	<p>Spiritual English supports spiritual development by engaging children with poetry, fiction and drama. Through English, children can explore and engage with the feelings and values found in a wide range of genres.</p>	<p>Moral English supports moral development by enabling children to look at, discuss and evaluate a range of social and moral issues found in a wide range of genres, including newspapers, non-fiction texts and fiction.</p>	<p>Social English supports social development by helping children to understand how written and spoken language has changed over time. It also covers social attitudes to the use of language.</p>	<p>Cultural English supports cultural development by exposing children to a wide range of written language from a range of cultures. In addition, it supports children to become confident and competent in their own language which is vital to their individual identity.</p>	

Reading – Key Stage 2

Word Reading – Year 5

Unfamiliar words

- Apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words
- Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word
- Attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words
- Understand that there will be unfamiliar words in texts read
- Use dictionaries to check or find the meaning of unfamiliar words
- Use meaning-seeking strategies to explore the meaning of words in context
- Use meaning-seeking strategies to explore the meaning of idiomatic and figurative language
- Ask questions to improve understanding
- Re-read to check that text is meaningful

Reading – Key Stage 2

<p>Comprehension – Year 5</p>	<p>Theme</p> <ul style="list-style-type: none"> Find the theme in a book Compare books with similar themes Explain how books written in different contexts can have similar themes <p>Narrative viewpoint</p> <ul style="list-style-type: none"> Understand that a narrative can be told from different points of view - narrator, character Identify the point of view in a narrative Explore how events are viewed from another perspective Understand that the writer may have a viewpoint Identify the writer’s viewpoint. For example, how different characters are presented Explain the writer’s viewpoint with evidence from the text <p>Narrative language</p> <ul style="list-style-type: none"> Understand that a writer moves events forward through a balance of dialogue, action and description Explore how dialogue is used to develop character Explore how actions are added to dialogue to move events forward Explore how a writer uses show and not tell techniques to introduce or develop a character Understand that writers use language for precise effect Understand that this may include precise nouns, precisely chosen adjectives, well developed noun phrases, similes, metaphors, personification etc. Find words and language used for effect Explain how the words and language create a precise effect Record effective words and language from reading to use in own writing Understand that a writer uses different sentence structures and techniques to create effects Explore the structures and techniques used - short sentences, rhetorical questions, ellipsis, flashbacks Find examples of structures and techniques used Explain the effect of the use of structure or technique Record examples of effective techniques and structures from reading to use in writing <p>Context</p> <ul style="list-style-type: none"> Know that the context in which it was written can affect a text. For example, a classic text reflects how an audience of that time will react Explain how the context of a text reflects the reaction of the audience it was written for 	<p>Non-fiction</p> <ul style="list-style-type: none"> Understand the difference between fact and opinion Find examples of fact and opinion in texts Explain why one example is fact and another is opinion <p>Opinion</p> <ul style="list-style-type: none"> Give a personal point of view about a text Explain the reasons for a viewpoint, using evidence from the text Listen to others’ ideas and opinions about a text Build on others’ ideas and opinions about a text in discussion Question others’ ideas about a text Make connections between other similar texts, prior knowledge and experience Explain why there are connections, using evidence Compare different versions of texts Explain the similarities and differences between different versions of texts Evaluate the effectiveness of different versions of texts 	<p>Inference</p> <ul style="list-style-type: none"> Understand that inferences can be drawn from different parts of the text Understand that inferences can be made by reading between and beyond the lines Draw inferences such as inferring characters’ feelings, thoughts and motives from their actions at different points in the text Justify inferences with evidence from the text <p>Key ideas</p> <ul style="list-style-type: none"> Identify key information from a text Summarise key information in sentences Find key information from different parts of the text Summarise key information from different parts of the text Present an oral overview or summary of a text <p>Making predictions</p> <ul style="list-style-type: none"> Make predictions from evidence found and implied information Summarise the main ideas drawn from a text <p>Skimming and scanning</p> <ul style="list-style-type: none"> Use skimming and scanning to find information needed Make notes on needed information Organise notes Present information <p>Response to a text</p> <ul style="list-style-type: none"> Know that there is a range of narrative genres which includes classic and traditional stories, myths and legends, poems and play scripts Know that these are structured in different ways Discuss and explain how and why they have different structures Know that non-fiction texts are structured to guide the reader to information Explain how the structure guides the reader to find specific information Explain why they enjoyed a book or poem and who might also enjoy it Evaluate the usefulness of a non-fiction book to research questions raised
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Reading – Key Stage 2					
Year 5	Fluent reader		Experienced fluent reader		Independent reader
Software/websites/ texts					
Topic/Curriculum opportunities					
Cultural Capital opportunities					
SMSC	<p>Spiritual English supports spiritual development by engaging children with poetry, fiction and drama. Through English, children can explore and engage with the feelings and values found in a wide range of genres.</p>	<p>Moral English supports moral development by enabling children to look at, discuss and evaluate a range of social and moral issues found in a wide range of genres, including newspapers, non-fiction texts and fiction.</p>	<p>Social English supports social development by helping children to understand how written and spoken language has changed over time. It also covers social attitudes to the use of language.</p>	<p>Cultural English supports cultural development by exposing children to a wide range of written language from a range of cultures. In addition, it supports children to become confident and competent in their own language which is vital to their individual identity.</p>	

Reading – Key Stage 2

Word Reading – Year 6

Unfamiliar words

- Apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words
- Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word
- Attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words
- Understand that there will be unfamiliar words in texts read
- Use dictionaries to check or find the meaning of unfamiliar words
- Use meaning-seeking strategies to explore the meaning of words in context
- Use meaning-seeking strategies to explore the meaning of idiomatic and figurative language
- Ask questions to improve and deepen understanding
- Re-read to check that text is meaningful

Reading – Key Stage 2

<p>Comprehension – Year 6</p>	<p>Narrative viewpoint</p> <ul style="list-style-type: none"> • Understand that a narrative can be told from different points of view – narrator, character. • Identify the point of view in a narrative • Explore how events are viewed from another perspective • Know that points of view can also be implied • Identify implied points of view • Explain implied points of view, using evidence • Understand that the writer may have a viewpoint • Identify the writer’s viewpoint. For example, how different characters are presented • Explain the writer’s viewpoint with evidence from the text • Explain the effect of the writer’s viewpoint on the reader <p>Narrative language</p> <ul style="list-style-type: none"> • Identify the characteristics of a writer’s style • Explain the characteristics of a writer’s style, using evidence • Know that the word and language choices support the writer’s purpose • Explain how the word and language choices support the writer’s purpose, using evidence • Record examples of words and language from reading to use in own writing • Know that the techniques and structures used support the writer’s purpose • Explain how the techniques and structures used support the writer’s purpose, using evidence • Record examples of techniques and structures from reading to use in own writing • Comment on the effectiveness of the writer’s use of language structures and techniques <p>Author techniques</p> <ul style="list-style-type: none"> • Identify the techniques used to create feelings, atmosphere, mood or messages • Explain how the techniques used create feelings, atmosphere, mood or messages • Comment on how the writer’s intent affects the reader 	<p>Non-fiction</p> <ul style="list-style-type: none"> • Evaluate the usefulness of a non-fiction book to research questions raised • Understand that non-fiction texts may present the same information with different view points • Evaluate the usefulness of different non-fiction texts by comparing how different writer’s present the same information • Understand the difference between fact and opinion • Find examples of fact and opinion in texts • Explain why one example is fact and another is opinion <p>Opinion</p> <ul style="list-style-type: none"> • Give a personal point of view about a text • Explain the reasons for a viewpoint, using evidence from the text • Listen to others’ ideas and opinions about a text • Build on others’ ideas and opinions about a text in discussion • Question others’ ideas about a text • Make connections between texts which may not initially seem similar • Explain why there are connections, using evidence • Explain the similarities and differences between different versions of texts • Identify themes in books which have different cultural, social or historical contexts • Compare and contrast themes in a range of books • Explain how there are common themes in different books, using evidence from reading • Explain why they enjoyed a book or poem and who might also enjoy it <p>Content</p> <ul style="list-style-type: none"> • Be familiar with a range of narrative genres which includes classic and traditional stories, myths and legends, poems and play scripts • Know that texts can have elements of more than one text type • Identify the elements included in a text type • Know that non-fiction texts may include a creative, fictional element • Explain how the choices a writer has made about the structure of a text support its purpose • Know that style and vocabulary are linked to the purpose of the text • Explain how the style and vocabulary are linked to the purpose of the text, using evidence 	<p>Key ideas</p> <ul style="list-style-type: none"> • Identify key information from a text • Summarise key information in sentences • Find key information from different parts of the text • Summarise key information from different parts of the text • Present an oral overview or summary of a text • Use points, evidence and explanation to respond to questions about texts • Find identified key information in longer and more complex texts • Collate key information and evaluate its relevance <p>Making predictions</p> <ul style="list-style-type: none"> • Make predictions from evidence found and implied information • Summarise the main ideas drawn from a text • Know that the context in which it was written can affect a text. For example, a classic text reflects how an audience of that time will react • Explain how the context of a text reflects the reaction of the audience it was written for • Make predictions using knowledge of the conventions of different genres and text types <p>Meaning</p> <ul style="list-style-type: none"> • Know that a text may need to be read slowly or re-read to deepen understanding • Know that texts have different layers of meaning – between the lines and beyond the lines • Find the different layers of meaning in a text • Explain how they contribute to the reader’s understanding of the overall meaning, characters and themes
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Reading – Key Stage 2					
Year 6	Fluent reader		Experienced fluent reader		Independent reader
Software/websites/ texts					
Topic/Curriculum opportunities					
Cultural Capital opportunities					
SMSC	<p>Spiritual English supports spiritual development by engaging children with poetry, fiction and drama. Through English, children can explore and engage with the feelings and values found in a wide range of genres.</p>	<p>Moral English supports moral development by enabling children to look at, discuss and evaluate a range of social and moral issues found in a wide range of genres, including newspapers, non-fiction texts and fiction.</p>	<p>Social English supports social development by helping children to understand how written and spoken language has changed over time. It also covers social attitudes to the use of language.</p>	<p>Cultural English supports cultural development by exposing children to a wide range of written language from a range of cultures. In addition, it supports children to become confident and competent in their own language which is vital to their individual identity.</p>	