



Reading

INTENT, IMPLEMENTATION, IMPACT

ESPS	Intent	Implementation	Impact
Reception	<p>We start teaching phonics in Reception and follow the Read, Write, Inc. (RWI) which ensures children build on their growing knowledge of the alphabetic code, mastering phonics to read and spell as they move through school.</p> <p>As a result, all our children are able to tackle any unfamiliar words as they read. We also model the application of the alphabetic code through shared reading and writing, both inside and outside of the phonics lesson and across the curriculum. We have a strong focus on language development for our children because we know that speaking and listening are crucial skills for reading and writing in all subjects.</p>	<p>Daily phonics lessons in Reception</p> <p>We teach phonics for 30 minutes a day. In Reception, we build from 10-minute lessons, with additional daily oral blending games. We review the week's teaching to help children become fluent readers by setting table top activities inside an outside the classroom.</p> <p>Children make a strong start in Reception: teaching begins in Week 2 of the Autumn term.</p> <p>We follow the RWI scheme with fidelity.</p> <p>Children in Reception are taught to read and spell words using Set 1, 2 and 3 GPCs, and words with adjacent consonants (Phase 4) with fluency and accuracy.</p> <p>If a child needs additional practice, a phonics intervention is offered. After the teaching of set 1 has been completed, we stream the children into 5 different groups</p> <p>Guided reading</p> <p>Children who are not yet decoding have daily additional blending practice in small groups, so that they quickly learn to blend and can begin to read books.</p>	<p>Assessment</p> <p>Assessment is used to monitor progress and to identify any child needing additional support as soon as they need it.</p> <p>Assessment for learning is used: Daily within class to identify children needing 'keep-up' support</p> <p>Summative assessment is used: Entry assessment is done when children join reception to know their starting point. Every half term we assess progress, to identify gaps in learning that need to be addressed, to identify any children needing additional support. This also informs what book band children need to be on and group the children for setting. SLT/Phonics Leader scrutinise through RWI assessment tracker, to narrow attainment gaps between different groups of children and so that any additional support for teachers can be put into place.</p>

Home reading

The decodable reading practice book is taken home to ensure success is shared with the family.

Shared reading book go home too; this is for parents to read and ask question about what has been read.

After Christmas, Reception visit the library.

Reading for pleasure books go home for parents to share and read to children.

A phonics talk to parents is presented before children go home with their decodable reading book. Parents have access to the Oxford Owl portal which helps support reading at home.

Children from Reception onwards have a home reading record. The parent/carer records comments to share with the adults in school and the adults will stamp on a regular basis to ensure communication between home and school.

Additional reading support for vulnerable children

All children in Reception are listened reading by an adult. Children who have been identified get listened to on a regular basis.

Ensuring consistency and pace of progress

Every teacher has been trained to teach reading, so we have the same expectations of progress. We all use the same language, routines and resources to teach children to read.

		<p>Lesson plans, prompt cards and ‘how to’ videos ensure teachers all have a consistent approach and structure for each phonics lesson.</p> <p>The Phonics Leader and SLT observe teaching; pupil progress meetings identify children who need additional support and gaps in learning.</p> <p>Ensuring reading for pleasure</p> <p>We value reading for pleasure highly and work hard as a school to grow our Reading for Pleasure pedagogy and promote a love of reading in all children.</p> <p>We read to children every day. We choose these books carefully as we want children to experience a wide range of books, including books that reflect our local community as well as books that open windows into other worlds and cultures. In Reception, children have access to a reading area every day in their free flow time and the books relating to our topic are displayed for children to explore.</p>	
<p>Year 1</p> <p>Decoding / Word Reading</p>	<p>Using age-appropriate, differentiated texts, pupils will learn to:</p> <ul style="list-style-type: none"> • 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 	<p>Key activities in the unit of work are:</p> <p>Phonics lessons:</p> <ul style="list-style-type: none"> • Assessed and grouped on phonics knowledge. • RWInc speed sounds lesson <p>Guided reading:</p> <ul style="list-style-type: none"> -Using RWI guided reading books: -Practise speed sounds -Read green, red and challenge words 	<p>When assessed, pupils will demonstrate the following sticky knowledge:</p> <ul style="list-style-type: none"> • Read books which correspond with the ‘secure’ decoding ability colour band (RWI) • Read books which correspond with the ‘secure’ colour band (RWI) with increasing fluency. • Read all phonics sounds and successfully complete phonics screening check. • Talk about reading for enjoyment

	<ul style="list-style-type: none"> • 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. 	<p>-Listen to the introduction -Read the story -Read the story with fluency and expression -Practise speed words</p> <p>Independent tasks: Scanning (word searches) Sound hunts Thinking Schools activities to maximise reading comprehension (thinking maps and thinking hats).</p> <p>→ Reading with the teacher → Reading with teaching assistant → Reading for pleasure</p> <ul style="list-style-type: none"> • Reading for pleasure <ul style="list-style-type: none"> • colour banded book matched closely with their phonics knowledge (RWI book bag books 10.10.22) • Reading book read 3 times (accurate word reading, fluency, comprehension) • Library books to take home as shared readers <p>Spellings Based on and matched closely to phonics knowledge</p> <p>Intervention groups helped to support children to make progress through phonics programme.</p>	<p>and pleasure, including books and authors which they like.</p> <ul style="list-style-type: none"> • Read unfamiliar words by applying knowledge of corresponding graphemes. • Discuss a variety of fiction and non-fiction texts and their features. • Recognise suffixes -s, –es, –ing, –ed, –er and –est and their root words. • Read contracted words fluently: eg- I'm, I'll, we'll
	<p>Using age-appropriate, texts, pupils will learn to:</p>	<p>Key activities in the unit of work are:</p>	<p>When assessed, pupils will demonstrate the following sticky knowledge:</p>

<p>Retrieval and Sequencing</p>	<ul style="list-style-type: none"> ● become 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 	<ul style="list-style-type: none"> ● Reading lessons <ul style="list-style-type: none"> -sequencing events -flow maps -Character descriptions ● Whole class story <ul style="list-style-type: none"> -Links to other stories -Hot seating -Acting -Reciting repeated language ● Reading for pleasure <ul style="list-style-type: none"> -Mystery Readers 	<ul style="list-style-type: none"> ● Retell familiar stories and poems. ● Recognise common themes and phrases in stories they know and those that are new to them.
<p>Inference, deduction and prediction</p>	<p>Using age-appropriate, texts, pupils will learn to:</p> <ul style="list-style-type: none"> ● be encouraged to link what they read or hear read to their own experiences ● discuss word meanings, linking new meanings to those already known ● draw on what they already know or on background information and vocabulary provided by the teacher ● check that the text makes sense to them as they read and correcting inaccurate reading ● Discuss the significance of the title and events ● make inferences on the basis of what is being said and done ● predict what might happen on the basis of what has been read so far ● explain clearly their understanding of what is read to them. 	<p>Key activities in the unit of work are:</p> <ul style="list-style-type: none"> ● Guided reading <ul style="list-style-type: none"> -RWInc guided reading books -Discuss front cover- make predictions about the story -Discuss vocabulary -Reread the story and discuss questions -Answer questions -Listen to the introduction to link events in book to events to own experiences <p>Independent tasks:</p> <ul style="list-style-type: none"> -Comprehension -Word meaning -Grammar <p>→ Reading with the teacher → Reading with teaching assistant → Reading for pleasure</p> <ul style="list-style-type: none"> ● Whole class reading lessons <ul style="list-style-type: none"> → Identification of question words, e.g. where, when, who, how 	<p>When assessed, pupils will demonstrate the following sticky knowledge:</p> <ul style="list-style-type: none"> ● Use their own experiences to makes links with stories. ● Use words they know to learn the meanings of new words. ● Reread text to ensure they understand the meaning. ● Discuss the key features of a text to predict what might happen. ● Explain what is being read. <p>Key vocabulary: predict, explain, link</p>

		<p>→ Matching activities: matching question words, e.g. who, what, where to possible answers</p> <p>→ Underlining/highlighting key information, e.g. identify a noun....</p> <p>Supported through writing lessons based on key texts.</p> <p>Reading for pleasure</p> <ul style="list-style-type: none"> - Mystery Readers and exploration of library books 	
Structure	<p>Using age-appropriate, texts, pupils will learn to:</p> <ul style="list-style-type: none"> ● recognising and joining in with predictable phrases 	<p>Key activities in the unit of work are:</p> <p>Guided reading and Whole class reading</p> <ul style="list-style-type: none"> -Reciting repeated language <p>Sentence structure:</p> <ul style="list-style-type: none"> -Who, what, where, how <ul style="list-style-type: none"> ● Order events from stories and poems -Sequencing –flow map -Cause and effect map 	<p>When assessed, pupils will demonstrate the following sticky knowledge:</p> <ul style="list-style-type: none"> ●Use repeated language to predict what will come next
Social, historical and cultural context	<p>Using age-appropriate, texts, pupils will learn to:</p> <ul style="list-style-type: none"> ● listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently ● participate in discussion about what is read to them, taking turns and listening to what others say 	<p>Key activities in the unit of work are:</p> <p>Through guided reading and whole class reading:</p> <ul style="list-style-type: none"> ● Discuss stories that have been read and retell them orally ● Similarities and difference activities using pictures, e.g. front covers and text ● Using class readers and circle time to read and discuss books by a variety of different 	<p>When assessed, pupils will demonstrate the following sticky knowledge:</p> <ul style="list-style-type: none"> ●Independently know and discuss a wide range of poems, stories and non-fiction texts by taking turns and listening to others.

		authors.	
Year 2	Using age-appropriate, differentiated texts, pupils will learn to:	Key activities in the unit of work are:	When assessed, pupils will demonstrate the following sticky knowledge:
Decoding / Word Reading	<ul style="list-style-type: none"> 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 reread these books to build up their fluency and confidence in word reading 	<p>Phonics lessons:</p> <ul style="list-style-type: none"> Assessed and grouped on phonics knowledge. RWIinc speed sounds lesson <p>Guided reading:</p> <ul style="list-style-type: none"> -Using RWI guided reading books: -Practise speed sounds -Read green, red and challenge words -Listen to the introduction -Read the story -Read the story with fluency and expression -Practise speed words <p>Independent tasks</p> <p>Scanning (word searches)</p> <p>Sound hunts</p> <ul style="list-style-type: none"> → Reading with the teacher → Reading with teaching assistant → Reading for pleasure <ul style="list-style-type: none"> Reading for pleasure <ul style="list-style-type: none"> colour banded book matched closely with their phonics knowledge (RWI book bag books 10.10.22) Reading book read 3 times (accurate word reading, fluency, comprehension) 	<ul style="list-style-type: none"> Read books which correspond with the 'secure' colour band (RWI) Read books which correspond with the 'secure' colour band (RWI) with increasing fluency. Identify and read common exception words. Read all phonics sounds and successfully complete phonics screen (if unsuccessful in previous year) Talk about reading for enjoyment and pleasure, including books and authors which they like. Read unfamiliar words by applying knowledge of corresponding graphemes. Discuss a variety of fiction and non-fiction texts and their features. Recognise common suffixes Read contracted words fluently: eg- I'm, I'll, we'll

		<p>Spellings- based on and matched closely to phonics knowledge</p> <p>Intervention groups</p> <ul style="list-style-type: none"> • Small step precision teaching • Frequent participation 	
<p>Year 2</p> <p>Retrieval and Sequencing</p>	<p>Using age-appropriate texts, pupils will learn to:</p> <ul style="list-style-type: none"> • discuss the sequence of events in books and how items of information are related 	<p>Key activities in the unit of work are:</p> <ul style="list-style-type: none"> • Reading lessons <ul style="list-style-type: none"> -sequencing events -flow maps • Whole class story <ul style="list-style-type: none"> -Links to other stories -Links to similar texts (non-fiction and fiction) -Supported in writing lessons based on key texts • Reading for pleasure 	<p>When assessed, pupils will demonstrate the following sticky knowledge:</p> <ul style="list-style-type: none"> • Retell familiar stories by sequencing events. • Identify common events and how these are linked.
<p>Year 2</p> <p>Inference, deduction and prediction</p>	<p>Using age-appropriate texts, pupils will learn by:</p> <ul style="list-style-type: none"> • discussing and clarifying the meanings of words, linking new meanings to known vocabulary • discussing their favourite words and phrases • 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 	<p>Key activities in the unit of work are:</p> <ul style="list-style-type: none"> • Guided reading <ul style="list-style-type: none"> -RWInc guided reading books -Discuss vocabulary -Reread the story and discuss questions -Answer questions -Listen to the introduction to link events in book to events to own experiences <p>Independent tasks:</p> <ul style="list-style-type: none"> -Comprehension -Word meaning -Grammar <p>→ Reading with the teacher → Reading with teaching assistant → Reading for pleasure</p>	<p>When assessed, pupils will demonstrate the following sticky knowledge:</p> <ul style="list-style-type: none"> • Use their own experiences to makes links with stories. • Use words they know to learn the meanings of new words. • Reread text to ensure they understand the meaning. • Discuss the key features of a text to predict what might happen, including their favourite words and phrases. • Explain what is being read and what they are reading. <p>Key vocabulary: predict, explain, link</p>

	<ul style="list-style-type: none"> • predicting what might happen on the basis of what has been read so far • explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves 	<ul style="list-style-type: none"> • Whole class reading lessons <ul style="list-style-type: none"> → Identification of question words, e.g. where, when, who, how → Predicting sequence of events- links to know stories → Underlining/highlighting key information, e.g. identify a noun.... • Glossary/dictionary look-up <ul style="list-style-type: none"> -activities related to relevant dictionary scavenger hunts • Sorting activities for different types of texts (fiction and non-fiction), word categorising • Intervention groups used to support those children requiring additional support to keep up. 	
<p>Year 2</p> <p>Structure</p>	<p>Using age-appropriate texts, pupils will learn to:</p> <ul style="list-style-type: none"> • be introduced to non-fiction books that are structured in different ways • recognise simple recurring literary language in stories and poetry 	<p>Key activities in the unit of work are:</p> <ul style="list-style-type: none"> • Guided reading and Whole class reading <ul style="list-style-type: none"> -Listen to the introduction to link events in book to events to own experiences -Discuss stories or poems and link to know stories • Sentence structure: <ul style="list-style-type: none"> -Who, what, where, how • Match features of non-fiction texts with their definitions <ul style="list-style-type: none"> - Recognise structural features in non-fiction text examples -Double bubble map 	<p>When assessed, pupils will demonstrate the following sticky knowledge:</p> <ul style="list-style-type: none"> • Identify structure and features of non-fiction texts. • Identify repeated themes and language in stories and poems.

		<ul style="list-style-type: none"> ● Sorting activities for different types Of texts (fiction and non-fiction) 	
<p>Year 2</p> <p>Social, historical and cultural context</p>	<p>Using age-appropriate texts, pupils will learn to:</p> <ul style="list-style-type: none"> ● becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales ● continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear ● 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 ● 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 	<p>Key activities in the unit of work are:</p> <p>Through guided reading and whole class reading:</p> <ul style="list-style-type: none"> ● Discuss stories that have been read and retell them orally <p>-Acting -Hot seating -Reciting -Singing</p>	<p>When assessed, pupils will demonstrate the following sticky knowledge:</p> <ul style="list-style-type: none"> ● Become increasingly confident at retelling stories using appropriate intonation ● Independently know and discuss a wide range of poems, stories and non-fiction texts by taking turns and listening to others. ● Express independent views of a wide range of texts
<p>Year 3 and 4</p> <p>Decoding / Word Reading</p>	<p>Using age-appropriate texts, pupils will learn to:</p> <ul style="list-style-type: none"> ● Read books which are structured in different ways and read for a range of purposes ● Read further exception words, noting the unusual correspondence between spelling and sound, and where these occur in the word 	<p>Key activities in the unit of work are (through English lessons and whole class guided reading lessons):</p> <ul style="list-style-type: none"> ● Reading suitable colour banded books based on ZPDs ● Exposure to a variety of high-quality texts, including picture books, graphic novels, poetry and non-fiction ● Carefully chosen class reading books 	<p>When assessed, pupils will demonstrate the following sticky knowledge:</p> <ul style="list-style-type: none"> ● Read books which correspond with the 'secure' colour band ● Read age-appropriate books aloud with fluency and confidence, paying attention to punctuation ● Talk about reading for enjoyment and pleasure, including books and

	<ul style="list-style-type: none"> ● Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) both to read aloud and to understand the meaning of new words they meet 	<ul style="list-style-type: none"> ● Whole class guided reading lessons (3 times per week) ● ‘Grey RWI readers’ one small group session per week ● Interventions (comprehension club, reading group, 1:1 reading and parent readers) ● Spelling and grammar lessons (discrete and embedded) 	<p>authors which they like</p> <ul style="list-style-type: none"> ● Read unfamiliar words by applying knowledge of unusual graphemes ● Discuss a variety of fiction and non-fiction texts and their features ● Recognise prefixes un-, dis-, mis-, re- and sub- and explain how they alter the meaning of a root word ● Recognise and read root words which have had suffixes such as -ing, -er, -en, -ed, -ation, -sion and -ly added <p>Key vocabulary: prefix, suffix, root word, genre, fiction, non-fiction</p>
<p>Year 3 and 4</p> <p>Retrieval</p>	<p>Using age-appropriate texts, pupils will learn to:</p> <ul style="list-style-type: none"> ● Retrieve and record information from non-fiction (and other genres) <p>Pupils will be given the opportunity to develop the following skills:</p> <ul style="list-style-type: none"> ● Scanning a text/paragraphs (being able to read information quickly to find specific details) ● Skimming texts/paragraphs (being able to read quickly to obtain an overall gist/understanding of what a text/paragraph is about) ● Text marking and using a highlighter where necessary 	<p>Key activities in the unit of work are (through English lessons and whole class guided reading lessons):</p> <ul style="list-style-type: none"> → Identification of question words, e.g. where, when, who → Underlining/highlighting key information, e.g. find the words which tell you when.... → Scanning activities, e.g. word searches and fastest finger first → Skimming activities, e.g. blacking out information in a paragraph except the subheading 	<p>When assessed, pupils will demonstrate the following sticky knowledge:</p> <ul style="list-style-type: none"> ● Recognise direct retrieval questions ● Find and copy word(s) from a text ● Use one word/one phrase answers <p>Key vocabulary: scan/scanning, skim/skimming, retrieve/retrieval, copying</p>
<p>Year 3 and 4</p> <p>Inference, deduction and prediction</p>	<p>Using age-appropriate texts, pupils will learn to:</p> <ul style="list-style-type: none"> ● Draw inferences such as inferring characters’ feelings, thoughts and 	<p>Key activities in the unit of work are (through English lessons and whole class guided reading lessons):</p> <p><u>Inference & deduction</u></p>	<p>When assessed, pupils will demonstrate the following sticky knowledge:</p> <ul style="list-style-type: none"> ● Identify that inferring means combining evidence and background knowledge to form a conclusion

	<p>motives from their actions, and justifying inferences with evidence</p> <ul style="list-style-type: none"> ● Predict what might happen from details stated or implied ● Ask questions to improve their understanding of a text 	<p>→ Using pictures and text to do matching activities:</p> <ul style="list-style-type: none"> - E.g. matching behaviour to emotions, e.g. face going red means they are angry - E.g. matching features to events, e.g. gloves, hat, scarf, coat means the weather is cold - E.g. matching behaviour to outcomes, e.g. players celebrating means they have scored a goal or someone mopping the floor means something was spilt <p>→ Synonym investigations:</p> <ul style="list-style-type: none"> - E.g. finding synonyms for and defining common verbs, e.g. crept means to move quietly or bellowed synonyms = shouted, yelled, roared etc. <p>→ Linking description of a character (e.g. verbs, adjectives and adverbs) to behaviour e.g. crept means they don't want to be seen or bellowed means they were angry</p> <p><u>Prediction</u></p> <ul style="list-style-type: none"> → Circling/underlining clues in texts → Using sentence stems to support justifications 	<ul style="list-style-type: none"> ● Explain that clues are also known as evidence ● Explain that evidence proves your opinion ● Find evidence in a text <p>Key vocabulary: infer/inference, clues, evidence, predict/prediction</p>
<p>Year 3 and 4</p> <p>Structure</p>	<p>Using age appropriate texts, pupils will learn to:</p> <ul style="list-style-type: none"> ● Identify themes and conventions across a wide range of texts <p>Pupils will be given the opportunity to develop the following skills:</p> <ul style="list-style-type: none"> ● Sequencing ● Dictionary skills 	<p>Key activities in the unit of work are (through English lessons and whole class guided reading lessons):</p> <ul style="list-style-type: none"> ● Match features of non-fiction texts with their definitions ● Recognise structural features in non-fiction text examples ● Order events from stories and poems 	<p>When assessed, pupils will demonstrate the following sticky knowledge:</p> <ul style="list-style-type: none"> ● Recall features of stories, poems and information texts ● Explain why words are in bold/italics and how they relate to the glossary in a non-fiction text <p>Key vocabulary: non-fiction, feature, glossary, bold, italic, layout, structural</p>

<p>Year 3 and 4</p> <p>Define</p>	<p>Using age appropriate texts, pupils will learn to:</p> <ul style="list-style-type: none"> ● Check the text makes sense to them, discussing their understanding and explaining the meaning of words in context ● Use dictionaries to check the meaning of words they have read 	<p>Key activities in the unit of work are (through English lessons and whole class guided reading lessons):</p> <ul style="list-style-type: none"> ● Context clues – hints within a text to help understand new or unfamiliar words ● Substitution – substituting unfamiliar words with synonyms to check meaning ● Etymology - understand the origin of words ● Glossary/dictionary look-up activities related to relevant non-fiction texts, e.g. alphabet games, dictionary scavenger hunts etc. 	<p>When assessed, pupils will demonstrate the following sticky knowledge:</p> <ul style="list-style-type: none"> ● Explain the meaning of words in context ● Choose a word or phrase that is most similar in meaning ● With support, use a dictionary to find unfamiliar words <p>Key vocabulary: define/definition, dictionary, context, meaning</p>
<p>Year 3 and 4</p> <p>Author's use of word choice</p>	<p>Using age appropriate texts, pupils will learn to:</p> <ul style="list-style-type: none"> ● Discuss words and phrases that capture the reader's interest and imagination 	<p>Key activities in the unit of work are (through English lessons and whole class guided reading lessons):</p> <ul style="list-style-type: none"> ● Spot the difference activities, e.g. show the children paragraphs with basic vocabulary and a paragraph with vocab which enhances meaning ● Synonym activities, e.g. words which mean the same as shouted are bellowed, yelled etc. 	<p>When assessed, pupils will demonstrate the following sticky knowledge:</p> <ul style="list-style-type: none"> ● Find words which enhance meaning in a text ● Explain how those words enhance the meaning of the text <p>Key vocabulary: justify/justification, synonym, enhance</p>
<p>Year 3 and 4</p> <p>Writer's purpose and point of view</p>	<p>Using age appropriate texts, pupils will learn to:</p> <ul style="list-style-type: none"> ● Identify main ideas drawn from more than one paragraph and summarising these ● Identify how language, structure and presentation contribute to meaning <p>Pupils will be given the opportunity to develop the following skills:</p>	<p>Key activities in the unit of work are (through English lessons and whole class guided reading lessons):</p> <p>Summarising -</p> <ul style="list-style-type: none"> ● Highlighting activities, e.g. limiting the children to highlighting 5 words to sum up the main idea of the text or paragraph ● Whole class/partner discussions to summarise main ideas, made more 	<p>When assessed, pupils will demonstrate the following sticky knowledge:</p> <ul style="list-style-type: none"> ● Explain what summarising means ● Gather main ideas from a text or paragraph <p>Key vocabulary: summarise, purpose</p>

	<ul style="list-style-type: none"> ● Highlighting ● Matching ● Summarising 	<p>challenging by limiting how many words they are allowed to use to sum up a paragraph/text</p> <ul style="list-style-type: none"> ● Ask children to give chapters/paragraph a title 	
<p>Year 3 and 4 Social, historical and cultural context</p>	<p>Using age appropriate texts, pupils will learn to:</p> <ul style="list-style-type: none"> ● Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally ● Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or text books ● Participate in discussions about books that are read to them and those they can read for themselves, taking turns and listening to what others say ● Prepare poems and playscripts to read aloud and perform, showing understanding through intonation, tone, volume and action <p>Pupils will be given the opportunity to develop the following skills:</p> <ul style="list-style-type: none"> ● Finding similarities and differences 	<p>Key activities in the unit of work are (through English lessons and whole class guided reading lessons):</p> <ul style="list-style-type: none"> ● Discuss stories that have been read and retell them orally ● Discuss similarities and differences between texts that have been read, using class readers to read and discuss books by a variety of different authors 	<p>When assessed, pupils will demonstrate the following sticky knowledge:</p> <ul style="list-style-type: none"> ● Explain similarities and differences between texts ● Recall texts which they have read and explain what they are about <p>Key vocabulary: context, similarities, differences</p>
<p>Year 5 and 6 Decoding / Word Reading</p>	<p>Using age appropriate texts, pupils will learn to:</p> <ul style="list-style-type: none"> ● Read books which are structured in different ways and read for a range of purposes ● Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) both to read aloud and to understand the meaning of new words they meet 	<p>Key activities in the unit of work are (through English lessons and whole class guided reading lessons):</p> <ul style="list-style-type: none"> ● Reading suitable colour banded books based on ZPDs ● Exposure to a variety of high-quality texts, including picture books, graphic novels, poetry and non-fiction ● Carefully chosen class reading books ● Whole class reading lessons 	<p>When assessed, pupils will demonstrate the following sticky knowledge:</p> <ul style="list-style-type: none"> ● Read age appropriate books aloud with fluency and confidence, paying attention to punctuation ● Talk about reading for enjoyment and pleasure, including books and authors which they like ● Read unfamiliar words by applying knowledge of unusual graphemes ● Discuss a variety of fiction and

		<ul style="list-style-type: none"> ● Spelling and grammar lessons (discrete and embedded) <p>- Practising solving the meaning of unknown words in a sentence:</p> <ul style="list-style-type: none"> → Underlining unknown words in a sentence → Reading the sentence before and the sentence after → Looking for prefix, root or suffix clues in the unknown word → Replacing the word with a plausible synonym and judging if the sentence makes sense 	<p>non-fiction texts and their features</p> <ul style="list-style-type: none"> ● Recognise prefixes un-, dis-, mis-, il-, im- and ir- and explain how they alter the meaning of a root word. ● Recognise and read root words which have had suffixes added, such as: -ant/-ance/ancy, -ent/-ence/-ency, -able/-ably, -ible/-ibly, and -er <p>Key vocabulary: prefix, suffix, root word, genre, fiction, non-fiction</p>
<p>Year 5 and 6 Retrieval</p>	<p>Using age appropriate texts, pupils will learn to:</p> <ul style="list-style-type: none"> ● Retrieve and record information from non-fiction (and other genres) <p>Pupils will be given the opportunity to develop the following skills:</p> <ul style="list-style-type: none"> ● Scanning a text/paragraphs (being able to read information quickly to find specific details) ● Skimming texts/paragraphs (being able to read quickly to obtain an overall gist/understanding of what a text/paragraph is about) ● Text marking and using a highlighter where necessary 	<p>Key activities in the unit of work are (through English lessons and whole class guided reading lessons):</p> <ul style="list-style-type: none"> → Identification of question words, e.g. where, when, who → Underlining/highlighting key information, e.g. find the words which tell you when... → Scanning activities, e.g. word searches and highlighter relays → Skimming activities, e.g. finding specific information from a text, races → White hat thinking → Circle maps to define in context <p>Practise answering retrieval questions which are presented in different ways, e.g.</p> <ul style="list-style-type: none"> → Give two reasons why ... → Find and copy ... → Are the following true or false? → According to the writer, why does... 	<p>When assessed, pupils will demonstrate the following sticky knowledge:</p> <ul style="list-style-type: none"> ● Can summarise a part of a text ● Recognise direct retrieval questions ● Find and copy word(s) from a text ● Use one word/one phrase answers <p>Key vocabulary: scan/scanning, skim/skimming, retrieve/retrieval, copying</p>

		→ What phase from the text is used to ...	
<p>Year 5 and 6 Inference, deduction and prediction</p>	<p>Using age appropriate texts, pupils will learn to:</p> <ul style="list-style-type: none"> ● Draw inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence ● Predict what might happen from details stated or implied ● Ask questions to improve their understanding of a text ● Distinguish between statements of fact and opinion <p>Pupils will be given the opportunity to develop the following skills:</p> <ul style="list-style-type: none"> ● Using quotation marks ● Copying evidence from a text ● Justifying and explaining 	<p>Key activities in the unit of work are (through English lessons and whole class guided reading lessons):</p> <p>Inference & deduction</p> <p>→ Using thinking hats and hot seating for character investigations</p> <p>→ Bridge maps for finding evidence for inferences that are made e.g. I know they are X because they are wearing X</p> <p>→ Cause and effect thinking map</p> <p>→ Using pictures and text to do matching activities:</p> <ul style="list-style-type: none"> - E.g. matching behaviour to emotions, e.g. face going red means they are angry - E.g. matching features to events, e.g. gloves, hat, scarf, coat means the weather is cold - E.g. matching behaviour to outcomes, e.g. players celebrating means they have scored a goal or someone mopping the floor means something was spilt <p>→ Synonym investigations:</p> <ul style="list-style-type: none"> - E.g. finding synonyms for and defining common verbs, e.g. crept means to move quietly or bellowed synonyms = shouted, yelled, roared etc. <p>→ Linking description of character (e.g. verbs, adjectives and adverbs) to behaviour e.g. crept means they don’t want to be seen or bellowed means they were angry</p> <p>→ Thesaurus and editing work in English lessons</p>	<p>When assessed, pupils will demonstrate the following sticky knowledge:</p> <ul style="list-style-type: none"> ● Identify that inferring means you are looking for clues ● Explain that clues are also known as evidence ● Explain that evidence proves your opinion ● Find evidence in a text ● Explain that facts can be proven or disproven and opinions are what people think ● Give examples of facts and opinions <p>Key vocabulary: infer/inference, clues, evidence, predict/prediction, fact, opinion, justify</p>

		<p>Prediction</p> <ul style="list-style-type: none"> → Circling/underlining/highlighting clues in texts → Using green and blue hat thinking <p>Facts and opinion</p> <ul style="list-style-type: none"> → Sorting activities: differentiating between facts and opinions relevant to the text being studied → Underlining facts and opinions in a text → Justifying why information is fact or opinion using sentence stems <p>Practise answering inference questions which are presented in different ways, e.g.</p> <ul style="list-style-type: none"> → Why do you think that? → How can you tell that? → What impression of _____ do you get? → Why did X happen? → How do you think _____ felt? Explain your answer. → How does the mood of character change? Why does this happen? <p>Practise answering prediction questions which are presented in different ways, e.g.</p> <ul style="list-style-type: none"> → Why do you think that? → How do you think the story will develop? → What will happen next? What would you do? 	
<p>Year 5 and 6 Structure</p>	<p>Using age appropriate texts, pupils will learn to:</p> <ul style="list-style-type: none"> ● Identify themes and conventions across a wide range of texts 	<p>Key activities in the unit of work are (through English lessons and whole class guided reading lessons):</p>	<p>When assessed, pupils will demonstrate the following sticky knowledge:</p> <ul style="list-style-type: none"> ● Recall features of stories, leaflets, poems, information texts

	<ul style="list-style-type: none"> ● Make comparisons within and across books <p>Pupils will be given the opportunity to develop the following skills:</p> <ul style="list-style-type: none"> ● Sequencing ● Dictionary skills 	<ul style="list-style-type: none"> ● Match features of non-fiction texts with their definitions ● Recognise structural features in non-fiction text examples ● Order events from stories and poems using flow maps ● Glossary/dictionary look-up activities related to relevant non-fiction texts, e.g. alphabet games, dictionary scavenger hunts etc. ● Compare books/key texts in English and class readers once read 	<ul style="list-style-type: none"> ● Explain why words are in bold/italics and how they relate to the glossary in a non-fiction text ● Recall different types of poems and how they differ <p>Key vocabulary: non-fiction, feature, glossary, bold, italic, layout, structural</p>
<p>Year 5 and 6</p> <p>Define</p>	<p>Using age appropriate texts, pupils will learn to:</p> <ul style="list-style-type: none"> ● Check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context ● Use dictionaries to check the meaning of words they have read 	<p>Key activities in the unit of work are (through English lessons and whole class guided reading lessons):</p> <p>Context clues – hints within a text to help understand new or unfamiliar words</p> <ul style="list-style-type: none"> ● Substitution – substituting unfamiliar words with synonyms to check meaning ● Etymology - understand the origin of words ● Glossary/dictionary look-up activities related to relevant non-fiction texts, e.g. alphabet games, dictionary scavenger hunts etc. <p>- Practise answering vocabulary questions which are presented in different ways, e.g.</p> <p>→ Find and copy a word which means/means the same as...</p> <p>→ Find and copy a word which shows...</p> <p>→ Explain what the word 'reassure' means in this sentence</p> <p>→ Tick the word which is closest is meaning to... (list of 4 options)</p>	<p>When assessed, pupils will demonstrate the following sticky knowledge:</p> <ul style="list-style-type: none"> ● Explain the meaning of words in context ● Choose a word or phrase that is most similar in meaning ● Use a dictionary to find unfamiliar words <p>Key vocabulary: define/definition, dictionary, context, meaning</p>

<p>Year 5 and 6 Author's use of word choice</p>	<p>Using age appropriate texts, pupils will learn to:</p> <ul style="list-style-type: none"> ● Check the book makes sense to them, discussing their understanding and exploring the meaning of words in context ● Discuss and evaluate how authors use of language, including figurative language, considering the impact on the reader <p>Pupils will be given the opportunity to develop the following skills:</p> <ul style="list-style-type: none"> ● Skimming sentences to understand what they are about ● Suggesting appropriate synonyms to replace unknown words 	<p>Key activities in the unit of work are (through English lessons and whole class guided reading lessons):</p> <ul style="list-style-type: none"> ● Vocabulary activities: <ul style="list-style-type: none"> - Vocabulary races - Circle maps to define words in context - Thinking hat activities - Bubble maps to describe - Comparison activities of how vocabulary changes/enhances the meaning of a sentence - Exploring synonyms and antonyms of sophisticated vocabulary - Exploring figurative language with words and pictures - Investigating root words, prefixes and suffixes to identify and work out the meaning of unknown words, e.g. sub means under and marine links to water = submarine - Practise answering vocabulary questions which are presented in different ways, e.g. <ul style="list-style-type: none"> → find and copy a word which means/means the same as... → Find and copy a word which shows... → Explain what the word 'reassure' means in this sentence → Tick the word which is closest is meaning to... (list of 4 options) 	<p>When assessed, pupils will demonstrate the following sticky knowledge:</p> <ul style="list-style-type: none"> ● Find words which enhance meaning in a text ● Explain how those words enhance the meaning of the text ● Identify and evaluate the use of different literary devices e.g. figurative language <p>Key vocabulary: synonym, antonym, skim/skimming</p>
<p>Year 5 and 6 Writer's purpose and point of view</p>	<p>Using age appropriate texts, pupils will learn to:</p> <ul style="list-style-type: none"> ● Summarise the main ideas drawn from more than one paragraph, identifying key details that support main ideas ● Identify how language, structure and presentation contribute to meaning 	<p>Key activities in the unit of work are (through English lessons and whole class guided reading lessons):</p> <p>Summarising</p>	<p>When assessed, pupils will demonstrate the following sticky knowledge:</p> <ul style="list-style-type: none"> ● Explain what summarising means ● Gather main ideas from a text or paragraph ● Match parts of a text to their purpose

	<ul style="list-style-type: none"> ● Provide reasoned justifications for their views <p>Pupils will be given the opportunity to develop the following skills:</p> <ul style="list-style-type: none"> ● Summarising 	<ul style="list-style-type: none"> ● Highlighting activities, e.g. limiting the children to highlighting 5 words to sum up the main idea of the text or paragraph ● Whole class/partner discussions to summarise main ideas, made more challenging by limiting how many words they are allowed to use to sum up a paragraph/text ● Ask children to give chapters/paragraph a title ● Using flow maps and/or freeze frames to sum up the main points of a text ● Use of cause and effect maps ● Using white hat thinking <p>Language and structure</p> <ul style="list-style-type: none"> ● Matching activities, e.g. matching sections of text to what their purpose/content is about. E.g. Who are the royal family? = summarises the royal family ● Black and yellow hat thinking <p>- Practise answering summarising/sequencing questions which are presented in different ways, e.g.</p> <ul style="list-style-type: none"> → What is the main theme/argument in X? → Describe what happens in X? → Using less than 20 words, write a blurb for X → Using less than a number of characters to recount the main events of X 	<p>Key vocabulary: summarise, purpose</p>
<p>Year 5 and 6 Social, historical and cultural context</p>	<p>Using age appropriate texts, pupils will learn to:</p> <ul style="list-style-type: none"> ● Make comparisons within and across books 	<p>Key activities in the unit of work are (through English lessons and whole class guided reading lessons):</p> <ul style="list-style-type: none"> ● Discuss stories that have been read and retell them orally 	<p>When assessed, pupils will demonstrate the following sticky knowledge:</p> <ul style="list-style-type: none"> ● Explain similarities and differences between texts ● Recall texts which they have read

	<ul style="list-style-type: none"> ● Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously ● Recommend books that they have read to their peers, giving reasons for their choices ● Continue to read and discuss an increasingly wide range of fictions, poetry, plays, non-fiction and reference books or text books ● Increase their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literacy heritage, and books from other cultures and traditions ● Learn a wider range of poetry by heart ● Prepare poems, plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience ● Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining focus on the topic and using notes where necessary <p>Pupils will be given the opportunity to develop the following skills:</p> <ul style="list-style-type: none"> ● Finding similarities and differences 	<ul style="list-style-type: none"> ● Similarities and difference activities using pictures, e.g. front covers and text ● Using class readers and story time to read and discuss books by a variety of different authors ● Double bubble maps to compare and contrast ● Red hat thinking ● Black and yellow hat thinking ● Library display of recommended books ● Debates ● Poetry lessons 	<p>and explain what they are about</p> <p>Key Vocabulary: context, similarities, differences</p>
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