

# ENGLISH AT ROSSMERE PRIMARY SCHOOL

## INTENT

We want all children to develop a love of language for language sake. We aim to develop our children's ability to use spoken and written language to communicate effectively – to listen, speak, read and write both in and for a wide range of contexts, purpose and audiences.

We want our children to read fluently and with confidence in any subject by the time they are ready to move to secondary school. We want our children to love reading and to want to read for themselves.

We want our children to acquire a wide vocabulary, a good understanding of grammar in context and to be able to spell new words by applying the spelling patterns and rules they learn throughout their time in our school.

We want our children to write clearly, accurately and coherently, adapting their language and style as necessary. We believe that all children should be encouraged to take pride in the presentation of their writing and aim to develop a legible, joined handwriting style by the time they move to secondary school. We want our children to understand that all good writers refine and edit their writing before producing a final published copy therefore we want our children to develop independence in being able to identify their own areas for improvement in a piece of writing and edit their work during and after the writing process.

We recognise that each child has their own starting point upon entry to every year group and progress is measured in line with these starting points to ensure that every child can celebrate success.

## IMPLEMENTATION

We follow the National Curriculum 2014 to deliver lessons rich in reading, writing, phonics, spelling, grammar and punctuation through our English scheme following either Read Write Inc (until phonic awareness is secure) or The Write Stuff (Jane Considine) where high-quality texts are used to deliver all aspects of the English Curriculum. Each text has been carefully chosen to match the National Curriculum reading and writing requirements, The Write Stuff progression document and the Maestro topic curriculum for each year group, with history, geography, science and social themes specifically covered. This structure provides the children with a deeper understanding of texts. We think it is important for our children to value the importance of reading to develop and enhance writing and to see a clear purpose and context for writing.

### Speaking & Listening

As soon as children enter Rossmere Primary School, we place a great emphasis on developing their oracy skills. We have a firm belief that if children "can't speak it, they can't write it" therefore children are constantly encouraged to articulate their sentences before beginning to write them down. The focus on oracy continues as children progress through the school.

### Reading

We work on promoting a love of reading in all children and fostering a text rich environment where children understand how language works as well as develop the skills they need to be proficient readers and to interpret texts accurately. Around school, you will see displays which celebrate authors, inspiring reading corners and spaces and a well-stocked and vibrant Library area. In addition to this, throughout the year the importance of reading is enhanced through activities such as termly Book Bingo Tasks, sponsored reading events, World Book Day celebrations, class links with an author and during the first week back at school in September, all classes study the same picture book which enables us to start off the learning for the year with a focus on the importance of reading.

All children read independently, or complete reading activities, or read with an adult from 8.40-9.10 every day. Children who are no longer on the Read Write Inc programme use Accelerated Reader to check comprehension of the text.

We follow the Read, Write, Inc (RWI) approach to teaching Reading and Phonics, supplemented with additional reading materials. Our approach is systematic, consistent and rigorous in order for all children to become readers as quickly as possible. We use the same phonics programme across the school providing continuity and a tool for guaranteed progression

We follow Read Write Inc from entry to nursery, with nursery children focusing on listening to sounds, rhymes and repetition until they are reading for phonics. Children learn how to 'read' the sounds in words and how these sounds can be written down. This is essential for reading but it also helps children learn to spell well. The children also practise reading (and spelling) 'tricky words', such as 'once', 'have', 'said' and 'where'. Once children can blend sounds together to read words, they practise reading books that match the phonics and the 'tricky words' they know. They start to believe they **can** read and this increases their confidence.

Children continue on the Read Write Inc programme, being assessed every 6 weeks, until their phonic knowledge is secure. This will usually be by the end of Year 1, but for some children they may continue with Read Write Inc until Key Stage 2. Once they no longer need Read Write Inc, they are taught in class groups with children of the same age following Jane Considine's The Write Stuff.

Every class will have 'Class Story Time' at 2.45pm every day, where high quality texts will be read aloud by an adult.

### **Writing**

Early writing is taught through early mark making, then when the children begin RWI phonics, they are taught the correct letter formations. This begins with writing CVC words, moving onto short sentences using the sounds they have been taught. EYFS children are encouraged to write independently during continuous provision.

The English curriculum is taught by studying the high-quality text recommended in The Write Stuff every half term, from which various writing opportunities are then derived. Each week, the children are taught to develop an understanding of how the text flows through reading comprehension, exploring key themes, events and plot of the texts being studied. From the text, children are taught the grammar elements of the NC, corresponding to the genres being written as part of the writing process.

We aim to provide our pupils with a 'language rich' environment and within our classrooms, we explore ambitious vocabulary in all lessons and use our Knowledge Organisers and working walls to acquire an understanding of new and unknown words. We follow the NC spelling lists for each year group.

We adopt a cross-curricular approach throughout the school to enable the skills that are learnt through the English curriculum to be applied in all other subjects

## Year 1 Reading Progression

BOOK	Text Type	GENRE
Wombat goes Walkabout – Michael Morpurgo	Fiction	Adventure Story
On Safari – Jane Considine	Non-Fiction	Travel Journal
The Way Back Home – Oliver Jeffers	Non- Fiction	Science fiction
Ice Planet Jane Considine	Non- Fiction	Persuasive Leaflet
Song of the Sea – Studio Canal	Narrative	Irish Myth
Firework Night – Jane Considine	Poem	List Poem
The Queen’s Hat - Steve Anthony	Fiction	Adventure story
The Train Ride – June Crebbin	Fiction	Story
Little Red Riding Hood – Lari Don	Fiction	Traditional Tale
Our Trip to the Woods	Non- Fiction	Recount

### WORD READING

Y1	Phonics & Decoding	Common Exception Words	Fluency
NC 2014	<ul style="list-style-type: none"> <li>▪ Apply phonic knowledge and skills to decode words</li> <li>▪ Speedily read all 40+ letters/groups for 40+ phonemes</li> <li>▪ Read accurately by blending taught GPCs</li> <li>▪ Read common suffixes –s, -es, -ing, -ed, -er and –est endings</li> <li>▪ Read multisyllabic words containing taught GPCs</li> <li>▪ Read words with contractions and understand that the apostrophe represents the omitted letter(s)</li> <li>▪ Read aloud phonically decodable text</li> </ul>	<ul style="list-style-type: none"> <li>▪ Read Y1 common exception words, noting unusual correspondences between spelling and sound and where these occur in the word: the, a, do, to, today, of, said, says, are, were, was, is, his, has, I, you, your, they, be, he, me, she, we, no, go, so, by, my, here, there, where, love, come, some, one, once, ask, friend, school, put, push, pull, full, house, our</li> </ul>	<ul style="list-style-type: none"> <li>○ Read age-appropriate texts at 90+ words per minute</li> <li>○ Read aloud accurately books that are consistent with Y1 developing phonic knowledge and that do not require other strategies to work out words</li> <li>○ Re-read books to build up fluency and confidence in word reading</li> <li>▪ Reading Level(s): RW1 – Green, Purple, Pink, Orange Book Bands – Yellow, Blue, Green, Orange</li> </ul>

### COMPREHENSION

Y1	Pleasure ~ Performance	Retrieval ~ Fluency	Words: Meaning ~ Choices	Infer ~ Interpret ~ Predict	Sequence ~ Summarise	Respond ~ Explain
NC 2014	<ul style="list-style-type: none"> <li>▪ Listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently</li> <li>▪ Be encouraged to link what they read or hear read to their own experiences</li> <li>▪ Become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics</li> <li>▪ Recognise and join in with predictable phrases</li> <li>▪ Appreciate rhymes and poems and recite some simple poems by heart</li> </ul>	<ul style="list-style-type: none"> <li>▪ Draw on what they already know or on background information and vocabulary provided by the teacher</li> <li>▪ Check the text makes sense as they read and self-correct.</li> <li>▪ Develop their knowledge of retrieval through images.</li> <li>▪ Participate in discussions about what is read to them, taking turns and listening to what others say</li> <li>▪ Clearly explain their understanding of what is read to them</li> <li>▪ Discuss features and layout of non-fiction texts</li> </ul>	<ul style="list-style-type: none"> <li>▪ Discuss word meanings, linking new meanings to those already known</li> </ul>	<ul style="list-style-type: none"> <li>▪ Discuss the significance of the title and events</li> <li>▪ Make inferences on the basis of what is being said and done.</li> <li>▪ Develop inference through use of pictures.</li> <li>▪ Predict what might happen on the basis of what has been read so far.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Retell familiar stories orally.</li> <li>▪ Sequence the events of a story they are familiar with.</li> </ul>	

## Year 1 Responses to Reading

Y1	Pleasure ~ Performance	Retrieval ~ Fluency	Words: Meaning ~ Choices	Infer ~ Interpret ~ Predict	Sequence ~ Summarise	Respond ~ Explain
<b>QUESTION STEMS</b>	<ul style="list-style-type: none"> <li>▪ Which ... was your favourite?</li> <li>▪ Have you heard a story like this before?</li> <li>▪ Is the ... like your ...?</li> </ul>	<ul style="list-style-type: none"> <li>▪ Who ...?</li> <li>▪ What did ...?</li> <li>▪ What do / does ... do?</li> <li>▪ When ...</li> <li>▪ Where ...?</li> <li>▪ Where did .../</li> <li>▪ Why was ...?</li> </ul>	<ul style="list-style-type: none"> <li>▪ What does the word ... mean in this sentence?</li> <li>▪ Find and copy a word which means ...</li> <li>▪ Which of the words best describes the character?</li> <li>▪ Which words has the author used to make you feel happy / angry / worried / frightened / nervous?</li> <li>▪ How does the word / phrase ... make you feel?</li> <li>▪ Can you give me another sentence with the word ... in it?</li> </ul>	<ul style="list-style-type: none"> <li>▪ Why was ... feeling ...?</li> <li>▪ How do you know that ... was ...?</li> <li>▪ Why did ... happen?</li> <li>▪ Why did ... say ...?</li> <li>▪ Where do you think ...?</li> <li>▪ Why do you think ...?</li> <li>▪ Which part made you feel ...? Why?</li> <li>▪ Look at the book cover / blurb – what do you think this book will be about?</li> <li>▪ What is happening? What do you think happened before? What do you think will happen after?</li> <li>▪ What do you think will happen next? Why?</li> <li>▪ Draw what you think will happen next.</li> </ul>	<ul style="list-style-type: none"> <li>▪ How does the story start?</li> <li>▪ Who do you meet first?</li> <li>▪ What did you find out first?</li> <li>▪ Where does the story start?</li> <li>▪ What happened in the middle?</li> <li>▪ What happened at the end?</li> <li>▪ Put these pictures in order of when they happened.</li> <li>▪ Put these sentences in the order they happened ...</li> </ul>	<p><b>CHALLENGE:</b></p> <ul style="list-style-type: none"> <li>▪ Who is your favourite character? Why?</li> <li>▪ Why do you think all the main characters are girls in this book?</li> <li>▪ Would you like to live in this setting? Why? Why not?</li> <li>▪ Is there anything you would change about this story?</li> </ul>
<b>ANSWER STEMS</b>	<ul style="list-style-type: none"> <li>▪ I like ... because ...</li> <li>▪ My favourite ... is ... because ...</li> </ul>	<ul style="list-style-type: none"> <li>▪ It is ...</li> <li>▪ The ... is ...</li> </ul>	<ul style="list-style-type: none"> <li>▪ The word means ...</li> <li>▪ It is a good word to use because ...</li> </ul>	<ul style="list-style-type: none"> <li>▪ I think that ...</li> <li>▪ I think that ... because</li> <li>▪ I think the character will ... because ...</li> <li>▪ I think the character will not do ... because ...</li> <li>▪ This sentence tells you that ...</li> <li>▪ The character felt ... because ...</li> <li>▪ I know this because ...</li> </ul>	<ul style="list-style-type: none"> <li>▪ In this story ...</li> <li>▪ This story is about ...</li> <li>▪ The main event is ...</li> <li>▪ The key events are ...</li> </ul>	
<b>POSSIBLE TASKS</b>	<ul style="list-style-type: none"> <li>▪ Join in with the chorus</li> <li>▪ Join in with the whole text</li> </ul>	<ul style="list-style-type: none"> <li>▪ Put ticks in to show which statements are true or false</li> <li>▪ Draw lines to match ...</li> </ul>	<ul style="list-style-type: none"> <li>▪ Find 5 interesting words in the book. Find out what each one means. Now think of a sentence that uses each word.</li> <li>▪ Order these words from the book based on how happy they make you feel.</li> <li>▪ Circle the word that means that same as ...</li> </ul>	<ul style="list-style-type: none"> <li>▪ Write the character's thoughts in a thought bubble.</li> <li>▪ Write a diary entry about an event from the book from a character's point of view.</li> <li>▪ Write down three questions for a character and then write their answers.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Draw a picture to show what happened in the beginning / middle / end.</li> <li>▪ Make a map / poster to show the order things happened in.</li> <li>▪ Draw a cartoon strip of the main events in the story.</li> </ul>	

## Year 2 Reading Progression

BOOK	Text Type	GENRE
The Building Boy – Ros Montgomery and David Litchfield	Fiction	Adventure
Hibernation – Jane Considine	Non- Fiction	Non Chronological Report
If I were in charge of the world – Jane Considine	Poetry	Free Verse Poetry
My Christmas Star - BBC	Fiction	Story
How to Make a Bird Feeder – Jane Considine	Non- Fiction	Instructions
In My Heart: A Book of Feelings – Joe Witek	Non- Fiction	Lyrical Explanation
George and the Dragon – Christopher Wormell	Fiction	Legend
The Owl who was Afraid of the Dark – Frank Tomlinson	Fiction	Adventure
Pirates – Jane Considine	Non- Fiction	Non- Chronological Report
Desk Diddler – Jane Considine	Poetry	Humorous Poetry
The Day the Crayons Quit – Drew Darwell	Non – Fiction	Persuasive Letter
Big Cats – Jane Considine	Non- Fiction	Non Chronological Report

### WORD READING

Y2	Phonics & Decoding	Common Exception Words	Fluency
NC 2014	<ul style="list-style-type: none"> <li>▪ Secure phonic decoding until reading is fluent.</li> <li>▪ Read accurately by blending, including alternative sounds for graphemes.</li> <li>▪ Read multisyllable words containing these graphemes.</li> <li>▪ Read words containing common suffixes</li> </ul>	<ul style="list-style-type: none"> <li>▪ Read Y2 common exception words, noting unusual correspondence between spelling and sound and where these occur in the word: <i>door, floor, poor, because, find, kind, mind, behind, child, children, wild, climb, most, only, both, old, cold, gold, hold, told, every, everybody, even, great, break, steak, pretty, beautiful, after, fast, last, past, father, class, grass, pass, plant, path, bath, hour, move, prove, improve, sure, sugar, eye, could, should, would, who, whole, any, many, clothes, busy, people, water, again, half, money, Mr, Mrs, parents, Christmas</i></li> </ul>	<ul style="list-style-type: none"> <li>▪ Read age-appropriate texts at 90+ words per minute</li> <li>▪ Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered</li> <li>▪ Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation</li> <li>▪ Re-read books to build up their fluency and confidence in word reading</li> <li>▪ Reading Level(s): RWI – Orange, Yellow, Blue, Grey Book Bands – Orange, Turquoise, Purple, Gold, White</li> </ul>

**COMPREHENSION**

Y2	Pleasure ~ Performance	Retrieval ~ Fluency	Words: Meaning ~ Choices	Infer ~ Interpret ~ Predict	Sequence ~ Summarise	Respond ~ Explain
NC 2014	<ul style="list-style-type: none"> <li>▪ Listen to, discuss and express views about a wide range of classic and contemporary poetry, stories and non-fiction at a level beyond that at which they can independently read</li> <li>▪ Become increasingly familiar with and retell a wider range of stories, fairy stories and traditional tales</li> <li>▪ Experience non-fiction books that are structured in different ways</li> <li>▪ Learn further poems by heart, reciting with appropriate intonation to make the meaning clear</li> </ul>	<ul style="list-style-type: none"> <li>▪ Show understanding by drawing on what they already know or on background information and vocabulary provided by the teacher</li> <li>▪ Check that the text makes sense to them as they read and self-correct</li> <li>▪ Ask and answer questions about a text</li> </ul>	<ul style="list-style-type: none"> <li>▪ Recognise simple recurring literary language in stories and poetry</li> <li>▪ Discuss and clarify the meaning of words, linking new meanings to known vocabulary</li> <li>▪ Discuss favourite words and phrases</li> </ul>	<ul style="list-style-type: none"> <li>▪ Make inferences on the basis of what is being said and done</li> <li>▪ Predict what might happen on the basis of what has been read so far</li> </ul>	<ul style="list-style-type: none"> <li>▪ Discuss the sequence of events in books and how items of information are related</li> </ul>	<ul style="list-style-type: none"> <li>▪ Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.</li> </ul>

## Year 2 Responses to Reading

Y2	Pleasure ~ Performance	Retrieval ~ Fluency	Words: Meaning ~ Choices	Infer ~ Interpret ~ Predict	Sequence ~ Summarise	Respond ~ Explain
<b>QUESTION STEMS</b>	<ul style="list-style-type: none"> <li>▪ Do you like this story / poem / book? Why? Why not?</li> <li>▪ Which is your favourite part of this story? Why?</li> <li>▪ Can you re-tell ... part of the story?</li> <li>▪ Which ... do you prefer? Why?</li> </ul>	<ul style="list-style-type: none"> <li>▪ Who ...?</li> <li>▪ What ...?</li> <li>▪ What happened when ...?</li> <li>▪ What do / does ... do?</li> <li>▪ When ...?</li> <li>▪ Where ...?</li> <li>▪ How?</li> <li>▪ How did ...?</li> <li>▪ Where/when is the story set?</li> <li>▪ Who is the main character in the story?</li> <li>▪ Where in the story would you find ...?</li> <li>▪ Is there a good/bad character? How can you tell?</li> <li>▪ Who is telling the story?</li> <li>▪ Is there a problem in this story? What is it?</li> <li>▪ How is the problem resolved?</li> <li>▪ Which is your favourite / worst / funniest / scariest part of the story?</li> <li>▪ Which part of the text should I use to find ...?</li> <li>▪ Why is ... a good name for ...?</li> </ul>	<ul style="list-style-type: none"> <li>▪ Why did the author use the word ... to describe ...?</li> <li>▪ Which word in the text describes ...?</li> <li>▪ What does this word tell you about the character / setting / mood?</li> <li>▪ Can you think of another way of saying ...?</li> <li>▪ What other words could the author could have used to describe ...?</li> <li>▪ What effect has the author created by repeating the word / phrase ...?</li> <li>▪ Highlight a key phrase or line. By using this word, what effect had the author created?</li> <li>▪ Can you find a noun phrase used to describe ...?</li> <li>▪ Can you find an adjective used to describe ...?</li> <li>▪ Can you find an adverb to describe how ... was done?</li> <li>▪ In the story ... is mentioned a lot. Why?</li> <li>▪ "Quote" ... this means ...?</li> </ul>	<ul style="list-style-type: none"> <li>▪ How do you know that ... is ...?</li> <li>▪ What do you think the author meant when they said ...?</li> <li>▪ What do you think ... is saying / thinking / feeling at this point?</li> <li>▪ What would ... say if ...?</li> <li>▪ What happened to make ... feel ...?</li> <li>▪ Can you explain why ...?</li> <li>▪ How does ... make you feel?</li> <li>▪ What do you think this book will be about?</li> <li>▪ Where do you think ... will go next?</li> <li>▪ What do you think ... will say / do next?</li> <li>▪ What might ... do if ...?</li> <li>▪ What will happen to ... next?</li> <li>▪ How do you think the character will react?</li> <li>▪ What sentence or phrase do you think will come next?</li> <li>▪ How does the choice of character or setting affect what will happen next?</li> </ul>	<ul style="list-style-type: none"> <li>▪ Write a sentence to show what happened at the beginning / middle / end</li> <li>▪ Can you number the sentences 1-5 to show the order they happen in the story?</li> <li>▪ What happened after ...?</li> <li>▪ Can you summarise in a sentence the opening / middle / end of the story?</li> <li>▪ In what order do these chapter headings come in the story?</li> <li>▪ Can you sequence the key events in the story?</li> <li>▪ Can you use ... words to sum up this story or non-fiction text.</li> <li>▪ Draw three lines to show where ...</li> </ul>	<p><b>CHALLENGE:</b></p> <ul style="list-style-type: none"> <li>▪ Why do you think the main characters are all animals in this book?</li> <li>▪ What one thing would you change about this story? Why?</li> <li>▪ Do you like this text? What do you like the most about it?</li> <li>▪ Can you think of any other stories that start like this?</li> <li>▪ What features might you expect to see in this sort of text?</li> </ul>
<b>ANSWER STEMS</b>	<ul style="list-style-type: none"> <li>▪ I like ... because ...</li> <li>▪ My favourite ... is ... because ...</li> </ul>	<ul style="list-style-type: none"> <li>▪ It is ...</li> <li>▪ The ... is ...</li> </ul>	<ul style="list-style-type: none"> <li>▪ The word means ...</li> <li>▪ It is a good word to use because ...</li> </ul>	<ul style="list-style-type: none"> <li>▪ I think that ...</li> <li>▪ I think that ... because</li> <li>▪ I think the character will ... because ...</li> <li>▪ I think the character will not do ... because ...</li> <li>▪ This sentence tells you that</li> <li>▪ The character felt ... because</li> <li>▪ I know this because ...</li> </ul>	<ul style="list-style-type: none"> <li>▪ In this story ...</li> <li>▪ This story is about ...</li> <li>▪ The main event is ...</li> <li>▪ The key events are ...</li> </ul>	
<b>POSSIBLE TASKS</b>	<ul style="list-style-type: none"> <li>▪ Book Review</li> <li>▪ Writing answers in thought bubbles</li> <li>▪ Amazon book reviews</li> <li>▪ Write a letter to the author</li> </ul>	<ul style="list-style-type: none"> <li>▪ Find and copy two things that ...</li> <li>▪ Tick the statement which is true</li> <li>▪ Put ticks in the table to show which sentences are true and which are false ...</li> <li>▪ Draw four lines to match these ... to ...</li> </ul>	<ul style="list-style-type: none"> <li>▪ Find and copy one word that makes the ...</li> <li>▪ Find 5 adjectives in your book. Now try to use them in your own sentences.</li> <li>▪ Make a list of words from your book that you find hard to spell. Highlight the tricky part in each word.</li> <li>▪ Circle two words that show</li> </ul>	<ul style="list-style-type: none"> <li>▪ Write a diary entry from the point of view of a character who isn't the main character.</li> <li>▪ Create a 'Gingerbread' for a character.</li> <li>▪ Pick one character from the story and write a list of things they would like / dislike.</li> <li>▪ Write three alternative titles for the book.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Make a timeline of events from the story.</li> <li>▪ Make a table / flow chart to show the order things happened in.</li> <li>▪ Re-write the story in your own words.</li> <li>▪ Put the pictures from the story in order.</li> <li>▪ You've got ... words. Sum up this story.</li> </ul>	

## Year 3 Reading Progression

Book	Genre	Text Type
Stone Age Boy – Satoshi Kitamura	Fiction	Story
Skara Brae – Jane Considine	Non- Fiction	Holiday Brochure
Autumn is Here – Jane Considine	Poetry	Poetry
How a Robot Dog Works – Jane Considine	Non- Fiction	Explanation
Iron Man Ted	Fiction	Science Fiction
The Secret of Black Rock – Joe Todd Stranton	Fiction	Adventure
The Street Beneath My Feet – Charlotte Guillain and Yuval Zommer	Non - Fiction	Explanation
Theseus and the Minotaur – Hugh Lupton and Daniel Morden	Fiction	Myth
The Journal of Illiona A young Slave – Jane Considine	Non Fiction	Diary
Skeletons and muscles – An anthology of Intriguing Animals – Ben Hoare	Non-- Fiction	Non Chronological Report
Wolves in the Walls – Neil Gaiman	Fiction	Suspense
Flood – Alvaro F. Villa	Fiction	Tragedy
I asked the little boy who couldn't see – Jane Considine	Poetry	Poetry

### WORD READING

Y3	Phonics & Decoding	Common Exception Words	Fluency
NC 2014	<ul style="list-style-type: none"> <li>▪ Use phonic knowledge to decode quickly and accurately (may still need support to read longer unknown words)</li> <li>▪ Apply growing knowledge of root words and prefixes both to read aloud and understand the meaning of new words they meet: <i>un-, dis-, mis-, sub-, tele-, super-, auto-</i></li> <li>▪ Apply growing knowledge of root words and suffixes both to read aloud and understand the meaning of new words they meet: <i>-ness, -ful, -less, -ly, -ing, -er, -ed</i></li> </ul>	<ul style="list-style-type: none"> <li>▪ Accurately read the words on the NC Y3/4 word list: <i>appear, arrive, breath(e), busy, business, century, certain, circle, complete, decide, describe, different, difficult, disappear, early, earth, extreme, famous, February, forward(s), fruit, grammar, group, heard, heart, history, important, interest, learn, length, minute, natural, notice, often, opposite, perhaps, popular, possible, potatoes, pressure, promise, purpose, question, sentence, special, straight, strange, therefore, woman, women</i></li> </ul>	<ul style="list-style-type: none"> <li>▪ Read age-appropriate (Gold Level) texts at 90+ words per minute</li> <li>▪ Use phonic knowledge to decode quickly and accurately (may still need support to read longer unknown words)</li> <li>▪ Begin to use appropriate intonation and volume when reading aloud</li> <li>▪ Reading Level(s): RWI - Grey Book Bands - Gold, White</li> </ul> <p style="color: blue; text-decoration: underline;">Fluency is developed by choral reading and echo reading</p>

## COMPREHENSION

Y3	Pleasure ~ Performance	Retrieval ~ Fluency	Words: Meaning ~ Choices	Infer ~ Interpret ~ Predict	Sequence ~ Summarise	Respond ~ Explain
NC 2014	<ul style="list-style-type: none"> <li>▪ Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>▪ Reading books that are structured in different ways and reading for a range of purposes</li> <li>▪ Increase familiarity with a wide range of books and retell some of these orally</li> <li>▪ Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</li> <li>▪ Recognise different forms of poetry</li> </ul>	<ul style="list-style-type: none"> <li>▪ Check that the text makes sense to them, discussing their understanding</li> <li>▪ Ask questions to improve their understanding of a text</li> <li>▪ Retrieve and record information from non-fiction</li> <li>▪ Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what other say</li> <li>▪ Use appropriate terminology when discussing texts <i>e.g. plot, character, setting</i></li> <li>▪ Learn the skill of 'skim and scan' to retrieve details</li> <li>▪ Generate a variety of literal and inferential questions to help them understand the text further</li> </ul>	<ul style="list-style-type: none"> <li>▪ Use dictionaries to check the meaning of word they have not read</li> <li>▪ Discuss words and phrases that capture the reader's interest and imagination</li> <li>▪ Explain the meaning of words in context</li> <li>▪ Begin to find the meaning of new words using substitution within a sentence</li> </ul>	<ul style="list-style-type: none"> <li>▪ Draw inferences such as inferring character's feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> <li>▪ Predict what might happen from details stated and implied in the text</li> <li>▪ Use relevant prior knowledge to make predictions</li> <li>▪ Use details from the text to form further predictions</li> <li>▪ Begin to use quotations from the text to support opinions and ideas</li> </ul>	<ul style="list-style-type: none"> <li>▪ Identify main ideas drawn from more than one paragraph and summarise these</li> <li>▪ Begin to distinguish between the important and less important information in a text</li> <li>▪ Give a brief verbal summary of what they have read</li> <li>▪ Teachers begin to model how to record summary writing</li> </ul>	<ul style="list-style-type: none"> <li>▪ Identify themes and conventions in a wide range of books</li> <li>▪ Identify how language, structure and presentation contribute to meaning</li> <li>▪ Introduce the idea of story 'themes' <i>e.g. Learning a lesson, friendship, trust</i></li> </ul>

### Year 3 Responses to Reading

Y3	Pleasure ~ Performance	Retrieval ~ Fluency	Words: Meaning ~ Choices	Infer ~ Interpret ~ Predict	Sequence ~ Summarise	Respond ~ Explain
<b>QUESTION STEMS</b>	<ul style="list-style-type: none"> <li>▪ What is your favourite book?</li> <li>▪ Who is your favourite author?</li> <li>▪ Which character would you most like to meet? Why?</li> <li>▪ What would you say to ... if you met them?</li> <li>▪ How does the structure of this book differ to the other books you've read?</li> <li>▪ Why has the author chosen these chapter headings?</li> <li>▪ Which words do you like best in this book? Why?</li> </ul>	<ul style="list-style-type: none"> <li>▪ Who is ...?</li> <li>▪ What did ...?</li> <li>▪ When did ...?</li> <li>▪ Where does ...?</li> <li>▪ How did ...?</li> <li>▪ How would you describe this story / text?</li> <li>▪ What genre is this text? How do you know?</li> <li>▪ Where does the story take place?</li> <li>▪ What does the main character look like?</li> <li>▪ Where does the main character live?</li> <li>▪ How does the main character behave?</li> <li>▪ When is the story set?</li> <li>▪ What can you learn about ... from this section?</li> </ul>	<ul style="list-style-type: none"> <li>▪ Can you find one word in the text which means ...?</li> <li>▪ Which word most closely matches the meaning of the word ...</li> <li>▪ Which of these words is a synonym for ...?</li> <li>▪ What does the word ... tell you about ...?</li> <li>▪ Can you find and copy one word meaning ...?</li> <li>▪ Can you find and highlight the word that is closest in meaning to ...?</li> <li>▪ Can you find a word or phrase which shows / suggests that ...?</li> <li>▪ Can you circle the correct option to complete this sentence ...?</li> <li>▪ Which words do you think are the most important? Why?</li> </ul>	<ul style="list-style-type: none"> <li>▪ What makes you think ...? Give evidence.</li> <li>▪ What impression do you get of ...? Why?</li> <li>▪ Why did ... behave like this?</li> <li>▪ How can you tell that ...?</li> <li>▪ What was ... thinking when ...?</li> <li>▪ How was ... different after ...?</li> <li>▪ What do you think the text is going to be about?</li> <li>▪ Do you think ... will happen? Yes, no or maybe? Explain your answer using evidence from the text.</li> <li>▪ How do you think the story will develop next?</li> <li>▪ Do you think the character will change their behaviour in the future? Why?</li> </ul>	<ul style="list-style-type: none"> <li>▪ What's the main point in this paragraph?</li> <li>▪ Can you summarise in a sentence the opening / middle / end of the story?</li> <li>▪ Can you number these events 1-5 in the order that they happened?</li> <li>▪ What was the first thing that happened in the story?</li> <li>▪ What happened after ...?</li> <li>▪ In what order do these chapter headings occur?</li> </ul>	<ul style="list-style-type: none"> <li>▪ Whose point of view is the story told from?</li> <li>▪ In what way is ... like ...?</li> <li>▪ What are the clues that a character is liked / disliked / feared etc?</li> <li>▪ What is similar / different about the characters ... and ...?</li> <li>▪ How has the character changed during the story?</li> <li>▪ Who has the author written this text for?</li> <li>▪ When might someone choose to read this book?</li> <li>▪ Why has the author used chapter headings?</li> <li>▪ How does the title or chapter heading make you want to read on?</li> <li>▪ Which section was the most interesting / exciting part?</li> </ul>
<b>ANSWER STEMS</b>	<ul style="list-style-type: none"> <li>▪ I would say ...</li> <li>▪ My favourite ... is ... due to the fact that ...</li> <li>▪ In my opinion ...</li> <li>▪ This is my preferred choice as ...</li> <li>▪ I would recommend ... to ... because ...</li> </ul>	<ul style="list-style-type: none"> <li>▪ The answer is ...</li> <li>▪ This tells me ...</li> <li>▪ It is important because ...</li> <li>▪ The story is ...</li> <li>▪ He/she is ...</li> <li>▪ It was ...</li> </ul>	<ul style="list-style-type: none"> <li>▪ This word suggests that ...</li> <li>▪ This word tells you that ...</li> <li>▪ This sentence means ...</li> <li>▪ This phrase means ...</li> <li>▪ This description shows me that ...</li> </ul>	<ul style="list-style-type: none"> <li>▪ I think ... because ...</li> <li>▪ This suggests ...</li> <li>▪ I know this because ...</li> <li>▪ I can tell that ... due to ...</li> <li>▪ The impression I get is ... as it says ...</li> <li>▪ In the text it says ... which makes me think ...</li> <li>▪ The evidence suggests that ...</li> </ul>	<ul style="list-style-type: none"> <li>▪ In this text ...</li> <li>▪ This text is about ...</li> <li>▪ The main event is ...</li> <li>▪ This story involves ...</li> </ul>	<ul style="list-style-type: none"> <li>▪ I believe that ...</li> <li>▪ In my opinion ...</li> <li>▪ Using evidence from the text, I would suggest that ...</li> <li>▪ It would appear that ...</li> <li>▪ The impression I get is ... because ...</li> </ul>
<b>POSSIBLE TASKS</b>	<ul style="list-style-type: none"> <li>▪ Book Review</li> <li>▪ Writing answers in thought bubbles</li> <li>▪ Amazon book reviews</li> <li>▪ Write a letter to the author</li> <li>▪ Drawing favourite book cover</li> </ul>	<ul style="list-style-type: none"> <li>▪ Draw a picture of a character / setting and label it with words from the text.</li> <li>▪ Show me, tell me</li> <li>▪ Write down three things you are told about the character / setting.</li> <li>▪ Multiple choice questions.</li> <li>▪ Circle the right answer.</li> <li>▪ Tick the box with the correct word / phrase in it.</li> <li>▪ Write down 5 facts you've learnt</li> </ul>	<ul style="list-style-type: none"> <li>▪ Make a list of words and phrases the author uses to describe the setting.</li> <li>▪ Substitute the highlighted words from the text with synonyms.</li> <li>▪ Draw and label a picture of a setting from the story.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Write a diary entry about an event from the book as one of the characters.</li> <li>▪ Write a character's thoughts in a thought bubble.</li> <li>▪ Make a list of things the character would like / dislike.</li> <li>▪ Create a 'Gingerbread' for one of the characters.</li> <li>▪ Draw a picture to show the next setting / event of the story</li> <li>▪ Using the clues to infer meaning - chart</li> </ul>	<ul style="list-style-type: none"> <li>▪ Write a blurb for the book.</li> <li>▪ Draw a story mountain or story map to show the events in the story.</li> <li>▪ Draw a cartoon strip of the main events in the story.</li> <li>▪ Summarise the story in 5 bullet points.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Draw and label a picture of the main character at the start, middle and end of the story.</li> <li>▪ Label the different parts of the text.</li> <li>▪ Write an author 'thought bubble' stating who they wrote for and why.</li> <li>▪ List 5 people who should read this book, with reasons.</li> </ul>

## Year 4 Reading Progression

BOOK	Genre	Text Type
Digestive Explanation based on Gut Garden – A journey into the wonderful world of your microbiome - Jane Considine	Non- Fiction	Explanation
Charlie and the Chocolate Factory _ Roald Dahl	Fiction	Adventure Story
Sicily Holiday Brochure - Jane Considine	Non - Fiction	Holiday Brochure
Still I Rise – Maya Angelou	Poetry	Poetry
Journey – Aaron Becker	Fiction	Adventure Story
The River – Valerie Blook	Poetry	Poetry
The Creature – Jane Considine	Non- Fiction	Newspaper Report
The Whale – Ethan And Vita Murrow	Fiction	Mystery Story
Bike Boy – Jane Considine	Fiction	Adventure Story
The Wizards of Once – Cressida Cowell	Non- Fiction	Newspaper Report
Once Upon A Raindrop - James Carter	Non- Fiction	Script for a factual tour
Aladdin and the Enchanted Lamp – Phillip Pullman	Fiction	Traditional Tale

### WORD READING

Y4	Phonics & Decoding	Common Exception Words	Fluency
NC 2014	<ul style="list-style-type: none"> <li>▪ Read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill</li> <li>▪ Apply growing knowledge of root words and prefixes both to read aloud and understand the meaning of new words they meet: <i>in-, -im, -ir-, il-, un-, dis-, mis-, ex-, non-, anti-, inter-</i></li> <li>▪ Apply growing knowledge of root words and suffixes/word endings both to read aloud and understand the meaning of new words they meet: <i>-ing, -er, -en, -ed, -ly, -ation, -ous, -sure, -ture, -sion, -ssion, -tion, -cian</i></li> </ul>	<ul style="list-style-type: none"> <li>▪ Accurately read the words on the NC Y3/4 word list: <i>accident(ally), actual(ly), address, answer, believe, bicycle, build, calendar, caught, centre, consider, continue, eight, eighth, enough, exercise, experience, experiment, favourite, guard, guide, height, imagine, increase, island, knowledge, library, material, medicine, mention, naughty, occasion(ally), ordinary, particular, peculiar, position, possess(ion), probably, quarter, regular, reign, remember, separate, strength, suppose, though, although, thought, through, various, weight</i></li> </ul>	<ul style="list-style-type: none"> <li>▪ Read age-appropriate (Lime) texts at 90+ words per minute</li> <li>▪ Begin to use appropriate intonation and volume when reading aloud</li> <li>▪ Reading Level(s): Book Bands – Lime, Brown</li> </ul> <p style="color: blue;">Fluency is developed using echo reading, cloze reading, paired reading</p>

## COMPREHENSION

Y4	Pleasure ~ Performance	Retrieval ~ Fluency	Words: Meaning ~ Choices	Infer ~ Interpret ~ Predict	Sequence ~ Summarise	Respond ~ Explain
Z C	<ul style="list-style-type: none"> <li>▪ Listen to and discuss a widerange of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>▪ Reading books that are structured in different waysand reading for a range of purposes</li> <li>▪ Increase familiarity with awide range of books and retell some of these orally</li> <li>▪ Prepare poems and play scripts to read aloud and toperform, showing understanding through intonation, tone, volume and action</li> <li>▪ Recognise different forms ofpoetry</li> </ul>	<ul style="list-style-type: none"> <li>▪ Check that the text makes sense to them, discussing their understanding</li> <li>▪ Ask questions to improve their understanding of a text</li> <li>▪ Retrieve and record information from non-fiction</li> <li>▪ Participate in discussion about both books that are read to them and those theycan read for themselves, taking turns and listening to what other say</li> <li>▪ <i>Confidently skim and scantexts to locate key words and phrases.</i></li> <li>▪ <i>Generate a variety of literalquestions.</i></li> </ul>	<ul style="list-style-type: none"> <li>▪ Use dictionaries to check the meaning of word theyhave not read</li> <li>▪ Discuss words and phrases that capture the reader's interest and imagination</li> <li>▪ Explain the meaning of words in context</li> <li>▪ <i>Find the meaning of new words using the context ofnew sentences.</i></li> <li>▪ <i>Link new words to other words they already know.</i></li> </ul>	<ul style="list-style-type: none"> <li>▪ Draw inferences such as inferring character's feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> <li>▪ Predict what might happen from details stated and implied in the text</li> <li>▪ <i>Use relevant prior knowledge/details from the text to form inferences and predictions and justify them.</i></li> <li>▪ Consolidate the skill of justifying predictions using aspecific reference point in the text.</li> <li>▪ <i>Learn how to monitor predictions and compare them with the text as they read on. Generate a varietyof inferential questions about the deeper meaning of a text.</i></li> </ul>	<ul style="list-style-type: none"> <li>▪ Identify main ideas drawn from more than one paragraph and summarise these</li> <li>▪ <i>Write a brief summary of themain points, identifying and using important information.</i></li> </ul>	<ul style="list-style-type: none"> <li>▪ Identify themes and conventions in a wide rangeof books</li> <li>▪ Identify how language, structure and presentationcontribute to meaning</li> <li>▪ Refer to authorial style, overall themes and features</li> <li>▪ <i>Further develop the idea ofstory 'themes' e.g. loneliness, friendship, family, fear,</i></li> </ul>

## Year 4 Responses to Reading

Y4	Pleasure ~ Performance	Retrieval ~ Fluency	Words: Meaning ~ Choices	Infer ~ Interpret ~ Predict	Sequence ~ Summarise	Respond ~ Explain
<b>QUESTION STEMS</b>	<ul style="list-style-type: none"> <li>▪ What is your favourite book?</li> <li>▪ Who is your favourite author?</li> <li>▪ Which character would you most like to meet? Why?</li> <li>▪ What would you say to ... if you met them?</li> <li>▪ How does the structure of this book differ to the other books you've read?</li> <li>▪ Why has the author chosen these chapter headings?</li> <li>▪ Which words do you like best in this book? Why?</li> </ul>	<ul style="list-style-type: none"> <li>▪ Who had ...?</li> <li>▪ Who did ...?</li> <li>▪ What happened to ...?</li> <li>▪ What does ... do?</li> <li>▪ When was ...?</li> <li>▪ When ... happened, what did ...?</li> <li>▪ Where was ... when ...?</li> <li>▪ How often ...?</li> <li>▪ How ... is ...?</li> <li>▪ Who are the key characters in the story?</li> <li>▪ What is happening at this point in the story?</li> <li>▪ Through whose eyes is the story told?</li> <li>▪ Where in the book would you find ...?</li> <li>▪ Where does the story take place?</li> </ul>	<ul style="list-style-type: none"> <li>▪ Can you find and highlight the word that is closest in meaning to ...?</li> <li>▪ What is the meaning of the word ... in this sentence?</li> <li>▪ Can you circle a word that means the same as ...?</li> <li>▪ What other words could the author have used?</li> <li>▪ Which word is a synonym / antonym of ...?</li> <li>▪ What does this phrase ... mean?</li> <li>▪ Which words give us the impression that the main character is ...?</li> <li>▪ Which words give us the impression that the setting is ...?</li> <li>▪ Which words give us the impression that the mood is ...?</li> <li>▪ Why did the author use the word ... to describe ...?</li> <li>▪ How do these words make the reader feel ...?</li> </ul>	<ul style="list-style-type: none"> <li>▪ Which words give you the impression that ...?</li> <li>▪ How does this paragraph suggest ...?</li> <li>▪ How do the descriptions of ... show ...?</li> <li>▪ How can you tell that ...? How do you think ... feels about ...?</li> <li>▪ What can you tell about ... from their appearance?</li> <li>▪ Why do you think the author chose this setting?</li> <li>▪ How does the front cover give us clues about the text?</li> <li>▪ What does this paragraph suggest will happen next? What makes you think this?</li> <li>▪ How do you think ... will react to this situation?</li> <li>▪ What do we need to know in order to ...?</li> <li>▪ What do you think is likely to happen when ...?</li> </ul>	<ul style="list-style-type: none"> <li>▪ What is the main point in this paragraph?</li> <li>▪ Can you describe what happened in this chapter?</li> <li>▪ Can you describe what happened in three sentences?</li> <li>▪ Is there anything you know now that you didn't know before?</li> <li>▪ What moment do you remember most from ...?</li> <li>▪ Which of the following would be the most suitable summary of the whole text?</li> <li>▪ Based on what you have read, what does the last paragraph suggest might happen next?</li> </ul>	<ul style="list-style-type: none"> <li>▪ The mood of the character changes throughout the text. Find and copy the phrases which show this.</li> <li>▪ What is the theme underneath the story? Does this story have a moral / message?</li> <li>▪ Which is the most important part of the story? Justify your choice.</li> <li>▪ Compare how the characters are reacting to this problem. Who deals best with the situation?</li> <li>▪ What does the author want you to feel after reading this story?</li> <li>▪ What is the author's point of view?</li> <li>▪ How does the author engage the reader?</li> <li>▪ How has the author organised the text? Why?</li> <li>▪ How does the structure of this text help us?</li> <li>▪ In what ways do diagrams, photographs or illustrations help us to enjoy/understand the text</li> </ul>
<b>ANSWER STEMS</b>	<ul style="list-style-type: none"> <li>▪ I would say ...</li> <li>▪ My favourite ... is ... due to the fact that ...</li> <li>▪ In my opinion ...</li> <li>▪ This is my preferred choice as ...</li> <li>▪ I would recommend ... to ... because ...</li> </ul>	<ul style="list-style-type: none"> <li>▪ The answer is ...</li> <li>▪ This tells me ...</li> <li>▪ It is important because ...</li> <li>▪ The story is ...</li> <li>▪ He/she is ...</li> <li>▪ It was ...</li> </ul>	<ul style="list-style-type: none"> <li>▪ This word suggests that ..</li> <li>▪ This word tells you that ...</li> <li>▪ This sentence means ...</li> <li>▪ This phrase means ...</li> <li>▪ This description shows me that ...</li> </ul>	<ul style="list-style-type: none"> <li>▪ I think ... because ...</li> <li>▪ This suggests ...</li> <li>▪ I know this because ...</li> <li>▪ I can tell that ... due to ...</li> <li>▪ The impression I get is ... as it says ...</li> <li>▪ In the text it says ... which makes me think ...</li> <li>▪ The evidence suggests that ...</li> </ul>	<ul style="list-style-type: none"> <li>▪ In this text ...</li> <li>▪ This text is about ...</li> <li>▪ The main event is ...</li> <li>▪ This story involves ...</li> </ul>	<ul style="list-style-type: none"> <li>▪ I believe that ...</li> <li>▪ In my opinion ...</li> <li>▪ Using evidence from the text, I would suggest that ...</li> <li>▪ It would appear that ...</li> <li>▪ The impression I get is ... because ...</li> </ul>
<b>POSSIBLE TASKS</b>	<ul style="list-style-type: none"> <li>▪ Book Review</li> <li>▪ Writing answers in thought bubbles</li> <li>▪ Amazon book reviews</li> <li>▪ Write a letter to the author</li> <li>▪ Drawing favourite book cover</li> </ul>	<ul style="list-style-type: none"> <li>▪ Write 3 facts about a character / setting.</li> <li>▪ Complete the table of facts / events</li> <li>▪ Create / answer a 'True or False' grid about the book</li> <li>▪ Write 5 quiz questions to ask someone about the book.</li> <li>▪ Match the picture to the description</li> </ul>	<ul style="list-style-type: none"> <li>▪ Order the synonyms based on the strength of the emotion that the word evokes</li> <li>▪ Substitute the highlighted words from the text with synonyms/antonyms</li> <li>▪ Copy an adverb from the text and list actions that can be done in this way.</li> <li>▪ Annotate a drawing from the story with words and phrases it depicts.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Reader thought bubble showing how an event makes the reader feel</li> <li>▪ Tick the choice of words to finish a character's sentence</li> <li>▪ Write three alternative titles for the story - explain why you have chosen them.</li> <li>▪ Complete a 'show not tell' grid for a character.</li> <li>▪ Character feelings wheel.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Multiple choice questions to select the main topic / theme / point of a paragraph.</li> <li>▪ Number of boxes to write in to sum up a paragraph or whole story (e.g. 20 boxes = 20 words)</li> <li>▪ Photograph template to record the moment remembered the most with reasons why</li> </ul>	<ul style="list-style-type: none"> <li>▪ List events of the story in pyramid from top to bottom (first choice to last choice)</li> <li>▪ Scroll template to record what the moral or message of the story is</li> <li>▪ Organisational features matching game.</li> <li>▪ Annotate an example of the text type to show the organisational features.</li> </ul>

## Year 5 Reading Progression

BOOK	Genre	Text Type
Egypt Hatshepsut – Jane Considine	Non Fiction	Biography
Secrets of a Sun King – Emma Cowell	Fiction	Diary
Mars Transmission – Jane Considine	Non- Fiction	Journal
One Small Step – Taiko Studios	Fiction	Adventure Story
The Highwayman – Alfred Noyes	Poetry	Narrative Poem
Zoo – Anthony Browne	Fiction	Fantasy Story
You wouldn't want to be a Victorian Miner – John Mallam	Non- Fiction	Non Chronological Report
Pit Boy – Gordon Otterwell	Fiction	Story
The Present – Jacob Frey	Fiction	Story
Screen Use – Jane Considine	Non- Fiction	Balanced Argument
Plastic Pollution – Jane Considine	Non Fiction	Speech
The River – Valerie Bloom (Year 4)	Poetry	Poetry

### WORD READING

Y5	Phonics & Decoding	Common Exception Words	Fluency
NC 2014	<ul style="list-style-type: none"> <li>▪ Read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual clues</li> <li>▪ Apply growing knowledge of root words, prefixes and suffixes both to read aloud and understand the meaning of new words they meet: <i>-ate, -ise, -ify, -able, -ible, -ably, -ibly</i></li> </ul>	<ul style="list-style-type: none"> <li>▪ Accurately read the words on the NC Y5/6 word list: <i>accompany, according, achieve, aggressive, ancient, appreciate, attached, available, average, bargain, bruise, community, competition, criticise, curiosity, definite, desperate, develop, dictionary, equip(ped), equipment, especially, excellent, explanation, forty, frequently, identity, immediate, immediately, individual, interrupt, lightning, occupy, occur, opportunity, persuade, programme, queue, recognise, recommend, rhyme, rhythm, sacrifice, shoulder, soldier, stomach, suggest, symbol, system, variety, vegetable</i></li> </ul>	<ul style="list-style-type: none"> <li>▪ Read age-appropriate (Brown) texts at 90+ words per minute</li> <li>▪ Read silently, recognise words automatically and group words quickly to help them gain meaning from what they read</li> <li>▪ Read aloud effortlessly and with expression</li> <li>▪ Reading sounds natural – as if they are speaking</li> <li>▪ Reading Level(s):</li> <li>▪ Book Bands – Brown, Black</li> </ul> <p style="color: blue; font-size: small;">Fluency is developed using echo reading, cloze reading, paired reading, independent timed reading</p>

### COMPREHENSION

Y5	Pleasure ~ Performance	Retrieval ~ Fluency	Words: Meaning ~ Choices	Infer ~ Interpret ~ Predict	Sequence ~ Summarise	Respond ~ Explain
NC	<ul style="list-style-type: none"> <li>▪ Read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks, identifying the characteristics of text types</li> <li>▪ Read books that are structured in different ways and reading for a range of purposes</li> <li>▪ Increase familiarity with myths, legends, modern fiction, fiction from literary heritage and books from other cultures</li> <li>▪ Recommend books to peers, giving reasons for their choices</li> <li>▪ Learning a wider range of poetry by heart</li> <li>▪ 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</li> </ul>	<ul style="list-style-type: none"> <li>▪ Check that the book makes sense to them, discuss their understanding</li> <li>▪ Ask questions to improve their understanding</li> <li>▪ Distinguish between statements of fact and opinion</li> <li>▪ Retrieve, record and present information from non-fiction</li> <li>▪ 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</li> <li>▪ Explain and discuss their understanding of what they have read, including through formal presentations and debates</li> <li>▪ <span style="color: blue;">Confidently skim and scan and read before and after to retrieve information</span></li> </ul>	<ul style="list-style-type: none"> <li>▪ Explore the meaning of words in context</li> <li>▪ Discuss vocabulary used by the author to create effect, including figurative language</li> <li>▪ Discuss and evaluate how authors use language, including figurative language, considering their impact on the reader</li> <li>▪ <span style="color: blue;">Read 'around the word' and explore its meaning in the broader context of a section or paragraph</span></li> </ul>	<ul style="list-style-type: none"> <li>▪ Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence stated and implied</li> <li>▪ Predict what might happen from details stated and implied</li> <li>▪ Provide reasoned justifications for their views</li> <li>▪ <span style="color: blue;">Predictions supported by relevant evidence from the text</span></li> <li>▪ <span style="color: blue;">Confirm and modify predictions as they read on</span></li> <li>▪ <span style="color: blue;">Give one or two pieces of evidence to support the point they are making</span></li> <li>▪ <span style="color: blue;">Begin to draw evidence from more than one place across a text</span></li> <li>▪ <span style="color: blue;">Use evidence from across larger sections of text</span></li> <li>▪ <span style="color: blue;">Actively generate a variety of questions and adjust questions in light of evidence from the text.</span></li> </ul>	<ul style="list-style-type: none"> <li>▪ Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas</li> <li>▪ <span style="color: blue;">Begin to make connections between information across the text and include this information in their written summaries</span></li> </ul>	<ul style="list-style-type: none"> <li>▪ Identify and discuss themes and conventions in and across a wide range of writing</li> <li>▪ Make comparisons within and across books</li> <li>▪ Identify how language, structure and presentation contribute to meaning</li> <li>▪ <span style="color: blue;">Adults model use of critical thinking skills that take the discussion deeper and beyond the text</span></li> </ul>

## Year 5 Responses to Reading

Y5	Pleasure ~ Performance	Retrieval ~ Fluency	Words: Meaning ~ Choices	Infer ~ Interpret ~ Predict	Sequence ~ Summarise	Respond ~ Explain
<b>QUESTION STEMS</b>	<ul style="list-style-type: none"> <li>▪ Which book do you prefer out of ...?</li> <li>▪ Put these books in order of preference ...</li> <li>▪ Which book would you recommend to your friend? Why?</li> <li>▪ Which character would you least like to meet? Why?</li> <li>▪ Who is the most interesting character you have ever come across?</li> <li>▪ How has the author set this book out differently to other books you have read?</li> <li>▪ Why do you think the author has chosen this layout?</li> <li>▪ Why is the poem easy / hard to remember?</li> </ul>	<ul style="list-style-type: none"> <li>▪ Who ...?</li> <li>▪ What ...?</li> <li>▪ When ...?</li> <li>▪ Where ...?</li> <li>▪ Why ...?</li> <li>▪ How ...?</li> <li>▪ Write down three things you are told about ...?</li> <li>▪ What was revealed at the beginning / middle / end of the text?</li> <li>▪ Which paragraph tells us about ...?</li> <li>▪ Can you give two different reasons why ...?</li> <li>▪ Which part of the story best describes the setting?</li> <li>▪ Where in your local area is similar to the setting of this story?</li> </ul>	<ul style="list-style-type: none"> <li>▪ What do the words ... and ... imply about the character / setting / mood?</li> <li>▪ Which word tells you ...?</li> <li>▪ Which key word tells you the most about the character / setting / mood?</li> <li>▪ Why did the author use ... instead of ...?</li> <li>▪ The author describes the main character as ... What other word could have been used instead?</li> <li>▪ What words does the author use to make the reader feel ... in this part of the story?</li> <li>▪ What do phrases such as ... tell you about ...?</li> <li>▪ How has the writer made you feel happy / sad / angry / frustrated etc?</li> <li>▪ Which words in this paragraph do you think are the most important? Why?</li> <li>▪ What was the effect of the simile in this section of the story?</li> </ul>	<ul style="list-style-type: none"> <li>▪ Who is telling the story?</li> <li>▪ Explain what ... suggests about ...</li> <li>▪ How can you tell that ...?</li> <li>▪ Why did ... happen?</li> <li>▪ What evidence is there that ...?</li> <li>▪ Find and copy a group of words which show that ...</li> <li>▪ Why do you think that ... felt the way they did?</li> <li>▪ What does the description tell you about the object?</li> <li>▪ Why did ... choose to ...?</li> <li>▪ What conclusions did ... come to?</li> <li>▪ How do these words make the reader feel ...?</li> <li>▪ How does this paragraph suggest ...?</li> <li>▪ How do the descriptions of ... show that they are ...?</li> <li>▪ What voice might these characters use?</li> <li>▪ How is ... like someone you know? Do you think they will react in the same way?</li> </ul>	<ul style="list-style-type: none"> <li>▪ Can you number these events 1-6 in the order that they happened?</li> <li>▪ Sort the information in these paragraphs. Do any of them deal with the same information?</li> <li>▪ Which section of the text is written to inform readers that ...</li> <li>▪ Which is the most important part in these paragraphs? How many times is it mentioned?</li> <li>▪ What sticks most in your mind about ...?</li> <li>▪ Can you write a sub-heading for each paragraph?</li> </ul>	<ul style="list-style-type: none"> <li>▪ Find and copy a phrase that implies that the character / setting / atmosphere is ...</li> <li>▪ How can you tell that this character would / wouldn't be a character in the story ...?</li> <li>▪ Find and copy an example of a simile used in the text.</li> <li>▪ How does the simile ... add meaning?</li> <li>▪ Do you think the author chose the best chapter headings? What could they have chosen instead?</li> <li>▪ What alternative sub-headings could you use in this text?</li> <li>▪ Why has the writer organised the text in this way?</li> <li>▪ What is the purpose of this text feature?</li> <li>▪ Is the use of ... effective?</li> <li>▪ What effect does ... have on the audience?</li> <li>▪ How are these sections linked?</li> </ul>
<b>ANSWER STEMS</b>	<ul style="list-style-type: none"> <li>▪ I would say ...</li> <li>▪ My favourite ... is ... due to the fact that ...</li> <li>▪ In my opinion ...</li> <li>▪ This is my preferred choice as ...</li> <li>▪ I would recommend ... to ... because ...</li> </ul>	<ul style="list-style-type: none"> <li>▪ The answer is ...</li> <li>▪ This tells me ...</li> <li>▪ It is important because ...</li> <li>▪ The story is ...</li> <li>▪ He/she is ...</li> <li>▪ It was ...</li> </ul>	<ul style="list-style-type: none"> <li>▪ This word suggests that ...</li> <li>▪ This word tells you that ...</li> <li>▪ This sentence means ...</li> <li>▪ This phrase means ...</li> <li>▪ This description shows me that ...</li> </ul>	<ul style="list-style-type: none"> <li>▪ I think ... because ...</li> <li>▪ This suggests ...</li> <li>▪ I know this because ...</li> <li>▪ I can tell that ... due to ...</li> <li>▪ The impression I get is ... as it says ...</li> <li>▪ In the text it says ... which makes me think ...</li> <li>▪ The evidence suggests that ...</li> </ul>	<ul style="list-style-type: none"> <li>▪ In this text ...</li> <li>▪ This text is about ...</li> <li>▪ The main event is ...</li> <li>▪ This story involves ...</li> </ul>	<ul style="list-style-type: none"> <li>▪ I believe that ...</li> <li>▪ In my opinion ...</li> <li>▪ Using evidence from the text, I would suggest that ...</li> <li>▪ It would appear that ...</li> <li>▪ The impression I get is ... because ...</li> </ul>
<b>POSSIBLE TASKS</b>	<ul style="list-style-type: none"> <li>▪ Book Review</li> <li>▪ Writing answers in thought bubbles</li> <li>▪ Amazon book reviews</li> <li>▪ Write a letter to the author</li> <li>▪ Recommendations to a friend</li> <li>▪ Drawing favourite book cover</li> <li>▪ Postcard to a teacher</li> <li>▪ Poster for the Library</li> </ul>	<ul style="list-style-type: none"> <li>▪ Draw a timeline of the events in the character's life. Did the events take place in the order in which we're told them?</li> <li>▪ Create a list of key words from the story to make a glossary for the book</li> <li>▪ Write instructions for how to do an activity.</li> <li>▪ Tick each row to say if it is fact or opinion.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Create a calligram of the mood of the paragraph using synonyms of the words written</li> <li>▪ Use a thesaurus to find alternative words to the ones used by the author to create atmosphere</li> <li>▪ Explain what the specific choice of adverb tells us about a character</li> </ul>	<ul style="list-style-type: none"> <li>▪ Write a telephone conversation between two characters from the story.</li> <li>▪ Write a letter from one character in the story to another</li> <li>▪ Draw a bar chart to show the character's emotion in each chapter</li> <li>▪ Draw a picture to show the turning point in the main character's life</li> </ul>	<ul style="list-style-type: none"> <li>▪ Make a table / chart to show the information in these paragraphs.</li> <li>▪ Write a fact file containing the main ideas from the book.</li> <li>▪ Re-write the story in your own words.</li> <li>▪ Summarise the whole book in 100 words or less</li> </ul>	<ul style="list-style-type: none"> <li>▪ Label each part of a non-fiction text. What would happen if ... was missing?</li> <li>▪ Draw the photo / diagram to go with a non-fiction text.</li> <li>▪ Rank the text features in order of importance – diamond nine.</li> <li>▪ Create a quiz about the book using different organisational features.</li> </ul>

## Year 6 Reading Progression

BOOK	Genre	Text Type
Holes – Louis Sachar	Fiction	Letter, Persuasive Leaflet
Skellig – David Almond	Fiction	Story
Moth – Isabel Thomas	Non- Fiction	
Room 13 – Robert Swindle	Fiction	Story
Shackleton’s Journey – William Grill	Non- Fiction	Diary
Brightstorm – Vashti Hardy	Non – Fiction	Newspaper Report
Letters to the Lighthouse – Emma Carroll	Non- Fiction	Recount
Pig Heart Boy – Malorie Blackman	Fiction	

### WORD READING

Y6	Phonics & Decoding	Common Exception Words	Fluency
NC 2014	<ul style="list-style-type: none"> <li>▪ Read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual clues</li> <li>▪ Apply growing knowledge of root words, prefixes and suffixes both to read aloud and understand the meaning of new words they meet:                             <ul style="list-style-type: none"> <li>▪ -cious, -tious, -cial, -tial, -ant, -ance, -ancy, -ent, -ence, -ency, -able, -ible, -ably, -ibly</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>▪ Accurately read the words on the NC Y5/6 word list: <i>accommodate, amateur, apparent, awkward, category, cemetery, committee, communicate, conscience, conscious, controversy, convenience, correspond, determined, disastrous, embarrass, environment, exaggerate, existence, familiar, foreign, government, guarantee, harass, hindrance, interfere, language, leisure, marvellous, mischievous, muscle, necessary, neighbour, nuisance, parliament, physical, prejudice, privilege, profession, pronunciation, relevant, restaurant, secretary, signature, sincere(ly), sufficient, temperature, thorough, twelfth, vehicle, yacht</i></li> </ul>	<ul style="list-style-type: none"> <li>▪ Read age-appropriate (Black) texts at 90+ words per minute</li> <li>▪ Read silently, recognise words automatically and group words quickly to help them gain meaning from what they read</li> <li>▪ Read aloud effortlessly and with expression</li> <li>▪ Reading sounds natural – as if they are speaking</li> <li>▪ Reading Level(s):</li> <li>▪ Book Bands – Black</li> </ul> <p style="color: blue; font-size: small;">Fluency is developed using echo reading, cloze reading, paired reading, independent timed reading</p>

### COMPREHENSION

Y6	Pleasure ~ Performance	Retrieval ~ Fluency	Words: Meaning ~ Choices	Infer ~ Interpret ~ Predict	Sequence ~ Summarise	Respond ~ Explain
NC 201	<ul style="list-style-type: none"> <li>▪ Read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks, identifying characteristics of text types</li> <li>▪ Read books that are structured in different ways and reading for a range of purposes</li> <li>▪ Increase familiarity with myths, legends, modern fiction, fiction from literary heritage and books from other cultures</li> <li>▪ Recommend books to peers, giving reasons for their choices</li> <li>▪ Learning a wider range of poetry by heart</li> <li>▪ 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</li> </ul>	<ul style="list-style-type: none"> <li>▪ Check that the book makes sense to them, discuss their understanding</li> <li>▪ Ask questions to improve their understanding</li> <li>▪ Distinguish between statements of fact and opinion</li> <li>▪ Retrieve, record and present information from non-fiction</li> <li>▪ 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</li> <li>▪ 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</li> </ul>	<ul style="list-style-type: none"> <li>▪ Explore the meaning of words in context</li> <li>▪ Discuss vocabulary used by the author to create effect, including figurative language</li> <li>▪ Discuss and evaluate how authors use language, including figurative language, considering their impact on the reader</li> <li>▪ Read ‘around the word’ and independently explore its meaning in the broader context of a section or paragraph</li> </ul>	<ul style="list-style-type: none"> <li>▪ Draw inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> <li>▪ Predict what might happen from details stated and implied</li> <li>▪ Provide reasoned justifications for their views</li> <li>▪ Confirm and modify predictions in light of new information</li> <li>▪ Give more than one piece of evidence to support each point they make</li> <li>▪ Draw evidence from different places across the text</li> <li>▪ Draw inferences based on indirect clues</li> </ul>	<ul style="list-style-type: none"> <li>▪ Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas</li> <li>▪ Summarise information from across a text and link information by analysing and evaluating ideas between sections of the text</li> </ul>	<ul style="list-style-type: none"> <li>▪ Identify and discuss themes and conventions in and across a wide range of writing</li> <li>▪ Make comparisons within and across books</li> <li>▪ Identify how language, structure and presentation contribute to meaning</li> <li>▪ Ask their own critical thinking questions that take the discussion beyond the text</li> </ul>

## Year 6 Responses to Reading

Y6	Pleasure ~ Performance	Retrieval ~ Fluency	Words: Meaning ~ Choices	Infer ~ Interpret ~ Predict	Sequence ~ Summarise	Respond ~ Explain
<b>QUESTION STEMS</b>	<ul style="list-style-type: none"> <li>▪ Which book do you prefer out of ...?</li> <li>▪ Put these books in order of preference ...</li> <li>▪ Which book would you recommend to your friend? Why?</li> <li>▪ Which character would you least like to meet? Why?</li> <li>▪ Who is the most interesting character you have ever come across?</li> <li>▪ How has the author set this book out differently to other books you have read?</li> <li>▪ Why do you think the author has chosen this layout?</li> <li>▪ Why is the poem easy / hard to remember?</li> </ul>	<ul style="list-style-type: none"> <li>▪ Who ...?</li> <li>▪ What ...?</li> <li>▪ When ...?</li> <li>▪ Where ...?</li> <li>▪ Why ...?</li> <li>▪ How ...?</li>   <li>▪ Whose perspective is the story told from?</li> <li>▪ What was revealed at ... in the story?</li> <li>▪ Why did ... feel they had to ...?</li> <li>▪ Which of these drawings best represents the ...?</li> <li>▪ What did ... have to do in order to ...?</li> <li>▪ What helped ... to ...?</li> <li>▪ Look at the paragraph beginning ... What conclusion does ... draw from this?</li> <li>▪ Where in the book would you find?</li> <li>▪ What can you learn about ... from this section?</li> <li>▪ Give one example of ...</li> </ul>	<ul style="list-style-type: none"> <li>▪ Find and copy a word that suggests ...</li> <li>▪ Can you suggest and adverb to show how the main character did ...?</li> <li>▪ How has the author's choice of words created the feeling ...?</li> <li>▪ What do you think the writer is saying when they ...?</li> <li>▪ What does that imply / suggest / indicate about ...?</li> <li>▪ Find two or three ways that the writer tells you the ... is ...</li> <li>▪ By writing a line in this way, what effect has the author created?</li> <li>▪ In the story, why does the author mention ... a lot?</li> <li>▪ What do you think the writer meant by ...?</li> <li>▪ Why do you think the author chose the words ...? "Quote". Give two impressions this gives you of ...</li> <li>▪ Has the writer been successful in their purpose or use of language?</li> </ul>	<ul style="list-style-type: none"> <li>▪ Would the story be different if it was told from ... point of view? How?</li> <li>▪ According to the evidence in text, how did ... happen?</li> <li>▪ What are three ways that ... shows ...?</li> <li>▪ How is ... portrayed ...?</li> <li>▪ What does this paragraph tell you about the character of ...?</li> <li>▪ The character did not seem to be ... How can you tell this from their actions?</li> <li>▪ "Quote" This tells us that at the end / beginning of the story, ... felt that ...</li> <li>▪ Do you think the choice of setting will influence how the plot develops?</li> <li>▪ Can you think of another story that has a similar theme / issue? Do you think this story will go the same way?</li> <li>▪ Which stories have openings like this? Do you think this one will develop in the same way?</li> </ul>	<ul style="list-style-type: none"> <li>▪ Number the paragraph summaries 1-6 to show the order in which they appear in the text.</li> <li>▪ Write a brief summary at the end of each chapter; include the main events and new insights into characters and the plot.</li> <li>▪ Summarise the main things you have learned from this book.</li> <li>▪ Imagine you are a magazine reporter. Summarise what this book is about for your magazine. You could write this as a blog post or article for the school website.</li> <li>▪ Re-write a section of the book as a play script or a text for younger children.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Is the author trying to get you to agree with their point of view? How do you know?</li> <li>▪ Why is ... a crucial character in the story?</li> <li>▪ Compare two settings in the story. Why are they both significant?</li> <li>▪ Find and copy and example of a metaphor / personification used in the text.</li> <li>▪ How does the metaphor ... add meaning to the text?</li> <li>▪ How does the personification ... add meaning?</li> <li>▪ Why did the author choose to use a question / bullet point / sub heading / table etc to present the information?</li> <li>▪ In what ways do the illustrations support the instructions?</li> <li>▪ How could this text be improved?</li> <li>▪ Who do you think this information is for?</li> <li>▪ In which text type would you normally find a ...?</li> </ul>
<b>ANSWER STEMS</b>	<ul style="list-style-type: none"> <li>▪ I would say ...</li> <li>▪ My favourite ... is ... due to the fact that ...</li> <li>▪ In my opinion ...</li> <li>▪ This is my preferred choice as ...</li> <li>▪ I would recommend ... to ... because ...</li> </ul>	<ul style="list-style-type: none"> <li>▪ The answer is ...</li> <li>▪ This tells me ...</li> <li>▪ It is important because ...</li> <li>▪ The story is ...</li> <li>▪ He/she is ...</li> <li>▪ It was ...</li> </ul>	<ul style="list-style-type: none"> <li>▪ This word suggests that ..</li> <li>▪ This word tells you that ...</li> <li>▪ This sentence means ...</li> <li>▪ This phrase means ...</li> <li>▪ This description shows me that ...</li> </ul>	<ul style="list-style-type: none"> <li>▪ I think ... because ...</li> <li>▪ This suggests ...</li> <li>▪ I know this because ...</li> <li>▪ I can tell that ... due to ...</li> <li>▪ The impression I get is ... as it says ...</li> <li>▪ In the text it says ... which makes me think ...</li> <li>▪ The evidence suggests that ...</li> </ul>	<ul style="list-style-type: none"> <li>▪ In this text ...</li> <li>▪ This text is about ...</li> <li>▪ The main event is ...</li> <li>▪ This story involves ...</li> </ul>	<ul style="list-style-type: none"> <li>▪ I believe that ...</li> <li>▪ In my opinion ...</li> <li>▪ Using evidence from the text, I would suggest that ...</li> <li>▪ It would appear that ...</li> <li>▪ The impression I get is ... because ...</li> </ul>
<b>POSSIBLE TASKS</b>	<ul style="list-style-type: none"> <li>▪ Book Review</li> <li>▪ Writing answers in thought bubbles</li> <li>▪ Amazon book reviews</li> <li>▪ Write a letter to the author</li> <li>▪ Recommendations to a friend</li> <li>▪ Drawing favourite book cover</li> <li>▪ Postcard to a teacher</li> <li>▪ Poster for the Library</li> </ul>	<ul style="list-style-type: none"> <li>▪ Speedometer summary.</li> <li>▪ Complete the chart matching the details / events.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Compare two texts and explain which one is best.</li> <li>▪ Continue the description in the style of the author.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Write an internal monologue from the perspective of the main character.</li> <li>▪ Create an emotions mind map for the main character</li> <li>▪ Create some character Top Trump cards</li> </ul>		<ul style="list-style-type: none"> <li>▪ Text analysis and annotation.</li> <li>▪ Tick the box to show what it is being compared to.</li> </ul>

