



# The Reading Curriculum

## Contextual Information

<b>Subject Leader(s)</b>	Katherine Druce, Jackie Critchley, Angela White and Karla Stevens
<b>External resources or schemes of work used</b>	Accelerated Reader PIXL Big Cat phonics books – letters and sounds
<b>Why these have been chosen</b>	

# Contents

# An Overview of Subject

## Our Palmer Curriculum Intent

We inspire children’s futures through a creative, inclusive and relevant curriculum enabling to use their enquiring mind to inspire their future. We equip them with the skills, knowledge and attitudes they need to become confident, determined and respectful young adults who have exciting and ambitious aspirations for their futures. We teach essential skills for life, such as grit, perseverance, growth mindset and self-regulation. They will leave our school with a rich understanding of the subjects they have been taught.

We will aim to move children’s learning from the short-term to long-term memory, resulting in a deep and connected understanding.

We value the importance of the local community and cultures and recognise the positive impact it has on school life when we work in partnership.

## Our Curriculum Golden Threads are:

Rich Language and Vocabulary (children are able to articulate their learning fluently)	Social and Emotional Awareness (children develop the skills needed to engage in our society)	Powerful People (children have a deep understanding and are inspired by people and events)
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## Our Subject Curriculum Intent

As a result of our reading progression our children are exposed to high-quality texts with rich and varied language which will enhance their vocabulary across the curriculum. They will develop skills to work out meaning of new words and gain the knowledge to apply these words in new contexts.	As a result of our reading progression our children will read a variety of different texts and genres highlighting many moral and social issues. It will allow them to develop their empathetic nature through exploring character’s feelings and motives. We will also use challenging texts which encourage our children to improve their stamina in reading and encourage their resilience to develop.	As a result of our reading progression our children will be able to name and talk about different authors and poets as see them as ‘powerful and influential people. They will be able to identify and explain the differences between different genres both fiction and non fiction. <i>They will be able to talk about literature from different Cultures and suggest reasons for author’s choices.</i>
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## Implementation

What will be the subject specific consistent learning/ experiences in all classrooms? What will be see?

Structured 5 day delivery of reading consistent across Years 1-6 (Year 1 after Christmas)  
 Focused introduction of different reading skills mapped

HOW WE BUILT ON LEARNING AND REVISIT...

## CPD and support for teacher workload

In January 2020 all staff came together to implement a consistent intent for our curriculum  
 How are leaders/subject leaders supporting staff in this subject? [documents, resources, shared planning, staff meetings, specific training, monitoring and coaching, peer-to-peer, planning templates]

## Curriculum Map Content Overview

	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
N						
R						
1	Story time – retrieval	Story time - retrieval	Tiger who came to tea - vocabulary	The Gruffalo – retrieval	Giraffes who can't dance - retrieval	Magic Pencil – Malala- sequence/prediction
2	Claude goes for gold- vocab	Claude goes for gold - retrieval	Flat Stanley - retrieval	Flat Stanley- inference	Sheep pig -sequence	Sheep pig - prediction
3	The Twits - vocabulary	The twits- retrieval	Iron Man- retrieval	Iron Man – inference	Charlie and the Chocolate Factory - summarise	Charlie and the chocolate Factory - summarise
4	Why the whales came - vocabulary	Why the whales came – retrieval	Varjak Paw- inference	Varjak Paw – inference	Charlotte's web - summarise	Charlotte's web – prediction
5	Kensuke's Kingdom- vocabulary	Pig Heart Boy – retrieval	Stig of the dump - inference	Stig of the dump - inference	Wonder- summarise	Wonder -prediction
6	Letters to a lighthouse - vocabulary	Lights to lighthouse - vocabulary	Holes - inference	Holes - inference	London Eye Mysteries - summarise	London Eye Mysteries – prediction

## Phonics Curriculum Map Content Overview

	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
N1	Environmental sounds and words	Environmental sounds and words	Environmental sounds and words	Environmental sounds and words	Environmental sounds and words	Environmental sounds and words
N2	Environmental sounds and words	Environmental sounds and words	Rhythm, rhyme and alliteration	Rhythm, rhyme and alliteration	Oral blending	Phase 2 –s, a, t, p
R	Phase 2	Phase 2	Phase 2	Phase 3	Phase 3	Phase 4
1	Phase 4	Phase 5 a	Phase 5b	Phase 5c	Phase 5a revision	Phae 6
2	Those not passed phonics – to be assessed for gaps and a programme set up.					

## Year Group: EYFS Reception

<p>Curriculum Knowledge:</p> <ul style="list-style-type: none"> <li>• Knows that information can be retrieved from books and computers.</li> </ul> <p><b>Early Learning Goal</b></p> <ul style="list-style-type: none"> <li>• They demonstrate understanding when talking with others about what they have read.</li> </ul> <p>Term 1 – Reading books about different types of families from different background as part of themselves unit. Once upon a time – Term 3 – looking at story language and key words within story reading – recognising common words and phases.</p>	<p>Curriculum Skills:</p> <ul style="list-style-type: none"> <li>• Hears and says the initial sound in words.</li> <li>• Continues a rhyming string.</li> <li>• Can segment the sounds in simple words and blend them together and knows which letters represent some of them</li> <li>• Links sounds to letters, naming and sounding the letters of the alphabet.</li> <li>• Begins to read words and simple sentences.</li> <li>• Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books.</li> <li>• Enjoys an increasing range of books.</li> </ul> <p><b>Early Learning Goal</b></p> <ul style="list-style-type: none"> <li>• They use phonic knowledge to decode regular words and re them aloud accurately.</li> <li>• They also read some common irregular words.</li> </ul>	
<p>Rich language and vocabulary:</p> <p>They will visit stories exploring new vocabulary and language which will be displayed throughout the classroom to support reading and writing.</p> <p>Phonics sessions will involve an element of defining words.</p>	<p>Social and Emotional Awareness:</p> <p>Story time will involve a wide range of story books which include stories from different cultures, backgrounds and abilities which develops emotional and social awareness.</p> <p>When reading in phonics sessions the children will work in mixed ability pairs to become reading buddies to support each other in their fluency which will develop social skills.</p>	<p>PowerfulPeople:</p> <p>Powerful Authors –people to explore and read the books of. Judith Kerr and Michael Rosen.</p>
<p><b>Resources:</b> A wide range of different reading resources, Big Cat phonics letters and sounds books for the children to take home, phonics learning journals</p>	<p><b>Experiences and outdoor learning opportunities :</b> Outdoor book corner, library visits, traditional tales story workshops, book corner with a wide variety of different reading material.</p>	
<p><b>Links made to prior learning:</b></p> <p>The children who go to the TPA nursery will have completed phase 1 of the phonics programme which involves recognising words in the environment and recognising rhyming words. They will also begin in the summer term learning phase 2 phonics and beginning to learn sounds and how to blend which will prepare them for reception learning.</p> <p>The children in the nursery will also have explored and role played with books in book corners. They will also have heard lots of different types of stories and text types from a range of different backgrounds, cultures and times in history. They will have discussed the books together and asked and answered questions about them to prepare them for comprehension lessons.</p>	<p><b>Preparation for future learning:</b></p> <p>The knowledge and application of phases 2 and 3 will prepare children for Year 1 where they will begin with the teaching of phase 4. Phase 4 begins with the children apply their knowledge of sounds to begin to blend clusters. The ability to link the knowledge of the letter to both the name and sound will support the children as they begin spelling in Year One. This will also be supported by their ability to read irregular words. The ability to recognise rhyme and continue a rhyming string will prepare the children for reading and writing poetry in KS1.</p>	
<p><b>Adapting out curriculum:</b></p> <p><i>How is the curriculum adapted for different groups of pupils so that pupils make strong progress?</i></p> <p>Smaller focused groups for phonics when the children are working below the expected standard at a point in time. The children will also receive 1:1 phonics intervention support when working below a certain point when being assessed in phonics. This intervention will involve identifying quickly children’s gaps in their missing sounds and giving the children time to practise these sounds in both reading and writing.</p> <p>Books in book corners and in libraries will involve a wide range of diverse books which will encourage and motivate the children to want to read.</p> <p>In the Early years, the children will be supported and read to if they are not yet engaged in books independently.</p> <p>Higher achieving children will have the opportunity to work through the programme at a quicker rate and take home books which challenge them further.</p>	<p><b>Links to other subjects/just checking:</b></p> <p>Links to writing . Ensure that once a child has learnt to read a sound or a word that they also learn to write them at the same time.</p> <p>They will also have lots of opportunities to read in other curriculum lessons and through their independent learning time.</p>	

# Year Group: 1

<p><b>Objectives taught throughout the year in reading lessons</b></p>	<p><b>Curriculum Knowledge:</b></p> <p><b>The child as a reader</b></p> <ul style="list-style-type: none"> <li>Is increasingly familiar with a wide range of poems, stories, fairy stories and traditional tales</li> <li>Recognises rhymes and some simple poems</li> </ul> <p><b>The child as a reader</b></p> <ul style="list-style-type: none"> <li>Is developing pleasure in reading</li> </ul> <p><b>Explain:</b> Explain what is read in their own words Link what they read or hear to their own experiences</p> <p><b>Fluency</b></p> <ul style="list-style-type: none"> <li>Apply phonic knowledge as a route to decode words</li> <li>Break words into more than one syllable that contain taught GPCs</li> <li>Read words with increasing fluency without overt sounding and blending</li> <li>Recognise and read prefix un and use this to construct meanings of words</li> <li>Recognise an increasing range of punctuation (. CL ! ? ) and use this to add expression and understanding to the text</li> <li>Use the context of the text and pictures to help read unfamiliar words</li> <li>Read words with simple contractions</li> <li>Discuss word meanings, linking new meanings to those they already know</li> </ul>	<p><b>Knowledge outcomes</b></p> <p>Children to be able to name three or more poems, fairy/traditional tales.</p> <p>Children can recite a very simple poem.</p> <p>Children can state a favourite author.</p> <p>Children can tell you about their favourite story. They can link it to their own lives.</p>
	<p><b>All Objectives</b></p>	<p><b>Question Stems</b></p>
<p><b>Term 3</b></p>	<p><b>The tiger who came to tea</b> <b>Vocabulary:</b> word reading, decoding and understanding</p> <ul style="list-style-type: none"> <li>Can use the context of the text and pictures to help read unfamiliar words</li> <li>Can discuss word meanings, linking new meanings to those they already know</li> </ul>	<ul style="list-style-type: none"> <li>The word ..... means ...(could be multi-choice)</li> <li><b>Find and copy</b> one word that means</li> </ul>
<p><b>Term 4</b></p>	<p><b>The Gruffalo</b> <b>Retrieval:</b> Join in with predictable phrases or refrains Recall main points (who, what, where, when, how, why answers)</p>	<ul style="list-style-type: none"> <li>What was/is .....?</li> <li>Where did...take...?</li> <li>Who did...?</li> <li>When did...?</li> <li>Which...is...?</li> </ul>
<p><b>Term 5</b></p>	<p><b>Giraffes who can't dance</b> <b>Inference:</b></p> <ul style="list-style-type: none"> <li>Answer simple 'How' and 'Why' questions from pictures or text</li> <li>Discuss the actions of characters and justify views on the basis of what is being said and done</li> </ul>	<ul style="list-style-type: none"> <li>Why did .....?</li> <li>Why do you think x felt? Why?</li> <li>Why did this person/character do this?</li> <li>The .... did this because... (tick one)</li> </ul>
<p><b>Term 6</b></p>	<p><b>Magic Pencil – Malala</b></p> <p><b>Sequence</b> Identify components of a story - beginning, middle and end.</p> <p><b>Prediction:</b></p>	<p><b>Sequence</b></p> <ul style="list-style-type: none"> <li>Number the sentences to show the order they happened in the story/poem/text...</li> <li>Draw 3 lines to show .....</li> </ul>

	<p>Discuss the significance of the title Make predictions sometimes based on what has been read so far</p>	<p><b>Prediction</b></p> <ul style="list-style-type: none"> <li>• Which of these (tick statements) is the character most likely to say.</li> <li>• What do you think will happen next? Why?</li> </ul>
<p><b>Rich language and vocabulary:</b></p> <p>They will visit stories exploring new vocabulary and language which will be displayed throughout the classroom to support reading and writing.</p> <p>Phonics sessions will involve an element of defining words.</p> <p>Each reading session once a week will involve a vocabulary lesson which involves being introduced to new vocab which they will build upon and use over the week's sessions.</p> <p>The first term of reading will focus on the teaching of vocabulary. This will inform the basis of the children's other reading skills. The strategies for learning vocabulary in Year 3 will involve:</p> <ul style="list-style-type: none"> <li>• Can use the context of the text and pictures to help read unfamiliar words</li> <li>• Can discuss word meanings, linking new meanings to those they already know</li> </ul>	<p><b>Social and Emotional Awareness :</b></p> <p>Empathy: characters/authors etc The children will develop emotional awareness towards characters who overcome adversity and show resilience. The books also focus on characters from different backgrounds, cultures and places in history.</p>	<p><b>Powerful People:</b></p> <p>Powerful Authors –people to explore and read the books of. They will focus on the author's Babette Cole and Julia Donaldson as current authors. They will also explore Astrid Lindgren.</p> <p>Children to be able to name a poem and 2 fairy tales.</p> <p>Children can recite a very simple poem.</p> <p>Children can state a favourite author.</p> <p>Children can tell you about their favourite story. How it links to their own lives</p>
<p><b>Resources:</b> A wide range of different reading resources, library books, Big Cat phonics letters and sounds books for the children to take home, phonics learning journals, class texts, for H.A children they will be able to use the accelerated reading programme and take home AR books from the library.</p>	<p><b>Experiences and outdoor learning opportunities :</b> Outdoor book corner, library visits, author visits, book corner with a wide variety of different reading material.</p>	
<p><b>Links made to prior learning:</b> The children working at the expected standard will have been taught up to phase 4 so will be ready to apply phase 4 clusters to diagraphs and progress onto phase 5. The children in the reception will also have explored and role played with books in book corners. They will also have heard lots of different types of stories and text types from a range of different backgrounds, cultures and times in history. They will have discussed the books together and asked and answered questions about them to prepare them for comprehension lessons. They will also have spent a half term studying 'once upon a time' which will have involved learning about various fairy tales. This will have prepared the children for story writing by gaining a knowledge of story structure, features and language.</p>	<p><b>Preparation for future learning:</b> By the end of year one the children will have finished all parts of the phase 5 and most of phase 6. This will prepare them for fluent reading and writing in year 2. From term three the children will have also been having reading lessons following the same structure as the rest of the school which will help them transition into year 2 reading lessons easily. They will have covered all the same reading skills as year 2 and the strategies for learning these skills will be built upon in Year 2. e.g. in Vocabulary they will use pictures to work out word meaning in Year 2 they will use the context of the text to work out the meaning of words.</p>	
<p><b>Adapting our curriculum:</b> Smaller focused groups for phonics when the children are working below the expected standard at a point in time (bottom 20%). The children will also receive 1:1 phonics intervention support when working below a certain point when being assessed in phonics. This intervention will involve identifying quickly children's gaps in their missing sounds and giving the children time to practise these sounds in both reading and writing. Any children with a reading age which is a year to 18 months behind their actual age will receive 1:1 reading 2-3 times per week to help them catch up and support their reading.</p> <p>Any children with significant SEN will follow the 'different from' reading program. This follows a simpler version of the whole school reading program but goes at a slower pace and has on more focus on the decoding/fluency element to help support the children's reading.</p> <p>Books in book corners and in libraries will involve a wide range of diverse books which will encourage and motivate the children to want to read.</p> <p>Higher achieving children will have the opportunity to work through the programme at a quicker rate. Once they have finished the phonics reading scheme and programme they will move on to the Accelerated reading programme which focuses more on comprehension and developing their knowledge of authors and book types.</p>	<p><b>Links to other subjects/just checking:</b> Links to writing. Ensure that once a child has learnt to read a sound or a word that they also learn to write them at the same time.</p> <p>They will also have lots of opportunities to read in other curriculum lessons.</p>	





## Year Group: 2

<p><b>Objectives taught throughout the year in reading lessons</b></p>	<p><b>Curriculum knowledge:</b></p> <ul style="list-style-type: none"> <li>• Uses appropriate decoding strategies fluently and accurately</li> <li>• Skims texts to get the general idea of the content of a piece</li> <li>• Scans texts to find particular information</li> <li>• Reads aloud with intonation that shows understanding</li> <li>• Constructs visual images</li> <li>• Compares, contrasts and evaluates different texts</li> <li>• Talks about the types of texts they enjoy and that interest them</li> <li>• Perseveres with challenging texts (whole texts, including novels) to read with fluency, understanding and expression</li> </ul> <p><b>Knowledge of books and authors:</b></p> <ul style="list-style-type: none"> <li>• Identify and comment on the presentational features of text</li> <li>• Use text format and text features accurately to determine text type</li> <li>• Comment upon the use and effect of the author's language on the reader</li> <li>• Understand and recognise different forms of poetry, discuss their meaning and impact on the reader</li> <li>• Make links between the themes of different types of texts, e.g. themes in fairy tales</li> <li>•</li> </ul>	<p><b>Knowledge outcomes</b></p> <p>Children can state different strategies for decoding and reading fluently.</p> <p>Children can use intonation and expression to show their understanding of the text.</p> <p>Talk about a genre and text that they enjoy and interest them e.g. non-fiction texts etc</p> <p>Can name an Author and talk about a feature of their writing.</p> <p>To discuss different genres and their features.</p> <p>Make links between different types of texts e.g. fairy tales</p>
<b>All objectives</b>		<b>Question stems</b>
<p><b>Term 1 Focus Objectives</b></p>	<p><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li>• Find words in a text that most closely match the meaning of a given word</li> <li>• Explain what words suggest about a given subject</li> <li>• Talk about a growing repertoire of vocabulary and know how to independently find out what unknown words in text mean</li> <li>• Give/explain the meaning of words in context and show an understanding of the meaning of vocabulary in different contexts</li> <li>• Find and copy one word/groups of words with a particular meaning</li> <li>• Identify/explain how meaning is enhanced through choice of words and phrases</li> <li>• Explain the effect of figurative language upon the reader</li> <li>• Identify what impression a word/words give the reader</li> </ul>	<ul style="list-style-type: none"> <li>• Which word means the same as .....</li> <li>• Look at the paragraph beginning....<b>find</b> and <b>copy</b> a word that means/shows...</li> <li>• Give the meaning of the word...in this sentence.</li> <li>• Read the sentence... this means it...</li> </ul>
<p><b>Term 2 Focus Objectives</b></p>	<p><b>Retrieve</b> and record information/identify key details from fiction and non-fiction:</p> <ul style="list-style-type: none"> <li>• Retrieve key details and quotations to demonstrate understanding of character, events and information</li> <li>• Answer who, what, why, where, when, which, how questions, using direct reference to and quotes from the text</li> <li>• Provide developed explanations for key information, events, character actions and motivations</li> <li>• Identify whether statements from a text are fact or opinion</li> <li>• Decide whether statements about a text are true or false, using direct reference to the text</li> </ul>	<ul style="list-style-type: none"> <li>• Why was .... ....?</li> <li>• Why did ... do...?</li> <li>• What happens when ....?</li> <li>• Give two places where ....</li> <li>• Name two .....</li> <li>• At the beginning/end of the story ... was feeling...? Why?</li> <li>• How did ...?</li> <li>• Explain why .....</li> <li>• Give two things that...?</li> <li>• What are three types of...?</li> <li>• Tick true or false for each statement...</li> <li>• Complete the table with...</li> <li>• Draw lines to match the boxes to describe .....</li> <li>• What made the...?</li> <li>• <b>Find and copy two</b> things .....</li> </ul>
<p><b>Term 3 Focus Objectives</b></p>		
<p><b>Term 4 Focus Objectives</b></p>	<p><b>Infer</b> from the text, explain and justify inferences with evidence from the text:</p> <ul style="list-style-type: none"> <li>• Search for simple clues within the text to support 'reading between the lines'</li> <li>• Make developed inferences drawing on evidence from the text and wider personal experience</li> <li>• Use clues from action, dialogue and description to interpret meaning</li> <li>• Prove or disprove a statement about character or setting by finding evidence in the text</li> </ul>	<ul style="list-style-type: none"> <li>• What is the main difference between ....?</li> <li>• <b>Find and copy</b> two words that...</li> <li>• How is the ... like a ...?</li> <li>• How do you think x felt? Why?</li> <li>• The story shows that ..... (link to characters)</li> <li>• Why did this person/character do this?</li> <li>• Tick one box that tells us why...</li> <li>• The .... did this because... (tick one)</li> <li>• _____ thought ..... why?</li> </ul>

	<ul style="list-style-type: none"> <li>Explain and justify inferences, providing evidence from the text to support reasoning</li> <li>Empathise with different characters' points of view</li> <li>Makes comparisons about how a character changes e.g. their opinion, how they are different after a certain event</li> </ul>				
<b>Term 5 Focus Objectives</b>	<p><b>Sequence</b> main ideas from more than one paragraph:</p> <ul style="list-style-type: none"> <li>Identify/explain how the sequence of events in narrative fiction contributes to meaning as a whole</li> <li>Accurately and selectively summarise main ideas, events, characters and information from fiction</li> <li>Accurately and selectively summarise main ideas, events, and information from non-fiction</li> <li>Identify key details and use quotes for illustration</li> <li>Accurately order summaries of different paragraphs within a text</li> <li>Identify the main message in a poem/story</li> <li>Use information from the whole text to answer questions e.g. true or false</li> </ul>	<ul style="list-style-type: none"> <li>Number the sentences to show the order they happened in the story/poem/text...</li> <li>Draw 3 lines to show .....</li> </ul> <p><b>Also revision of inference in this half term</b></p>			
<b>Term 6 Focus Objectives</b>	<p><b>Predict</b> what might happen from details stated and implied:</p> <ul style="list-style-type: none"> <li>Make developed predictions that are securely rooted in the text</li> <li>Explain their prediction choices fully, using evidence from the text</li> <li>Make predictions about characters including how their behaviour may/may not change and how they may/may not appeal to the reader, justifying answers with reference to the text</li> </ul>	<ul style="list-style-type: none"> <li>Which of these (tick statements) is the character most likely to say.</li> <li>What do you think will happen next? Why?</li> <li>What do you think...would do about...?</li> <li>Do you think that ... will change his/her/their behaviour in the future... Why?</li> </ul>			
<table border="1"> <tr> <td style="background-color: #fff9c4;"> <p><b>Rich language and vocabulary:</b></p> <p>Each reading session once a week will involve a vocabulary lesson which involves being introduced to new vocab which they will build upon and use over the week's sessions.</p> <p>The books chosen are high quality and engaging by respected authors both classic and modern. The language within the stories will challenge the children and extend their vocabulary.</p> <p>The first term of reading will focus on the teaching of vocabulary. This will inform the basis of the children's other reading skills. The strategies for learning vocabulary in Year 3 will involve:</p> <ul style="list-style-type: none"> <li>Find words in a text that most closely match the meaning of a given word</li> <li>Explain what words suggest about a given subject</li> <li>Talk about a growing repertoire of vocabulary and know how to independently find out what unknown words in text mean</li> <li>Give/explain the meaning of words in context and show an understanding of the meaning of vocabulary in different contexts</li> <li>Find and copy one word/groups of words with a particular meaning</li> <li>Identify/explain how meaning is enhanced through choice of words and phrases</li> <li>Explain the effect of figurative language upon the reader</li> <li>Identify what impression a word/words give the reader</li> </ul> </td> <td style="background-color: #c8e6c9;"> <p><b>Social and Emotional Awareness:</b></p> <p>Reading a wide range of different stories with different social and emotional issues. The stories have characters demonstrating resilience and overcoming adversity to achieve a goal.</p> <p>The children will also be peer reading buddies for each other and read together as partners supporting each other in their reading progress.</p> <p>The books also focus on characters from different backgrounds, cultures and places in history.</p> </td> <td style="background-color: #00bcd4;"> <p><b>Powerful People:</b></p> <p>Janet and Allan Ahlberg. Nick Butterworth Jane Austen</p> <p>Can name three of their favourite authors. Can name a favourite poet. Can name a favourite type of genre and recall features of those genres.</p> </td> </tr> </table>			<p><b>Rich language and vocabulary:</b></p> <p>Each reading session once a week will involve a vocabulary lesson which involves being introduced to new vocab which they will build upon and use over the week's sessions.</p> <p>The books chosen are high quality and engaging by respected authors both classic and modern. The language within the stories will challenge the children and extend their vocabulary.</p> <p>The first term of reading will focus on the teaching of vocabulary. This will inform the basis of the children's other reading skills. The strategies for learning vocabulary in Year 3 will involve:</p> <ul style="list-style-type: none"> <li>Find words in a text that most closely match the meaning of a given word</li> <li>Explain what words suggest about a given subject</li> <li>Talk about a growing repertoire of vocabulary and know how to independently find out what unknown words in text mean</li> <li>Give/explain the meaning of words in context and show an understanding of the meaning of vocabulary in different contexts</li> <li>Find and copy one word/groups of words with a particular meaning</li> <li>Identify/explain how meaning is enhanced through choice of words and phrases</li> <li>Explain the effect of figurative language upon the reader</li> <li>Identify what impression a word/words give the reader</li> </ul>	<p><b>Social and Emotional Awareness:</b></p> <p>Reading a wide range of different stories with different social and emotional issues. The stories have characters demonstrating resilience and overcoming adversity to achieve a goal.</p> <p>The children will also be peer reading buddies for each other and read together as partners supporting each other in their reading progress.</p> <p>The books also focus on characters from different backgrounds, cultures and places in history.</p>	<p><b>Powerful People:</b></p> <p>Janet and Allan Ahlberg. Nick Butterworth Jane Austen</p> <p>Can name three of their favourite authors. Can name a favourite poet. Can name a favourite type of genre and recall features of those genres.</p>
<p><b>Rich language and vocabulary:</b></p> <p>Each reading session once a week will involve a vocabulary lesson which involves being introduced to new vocab which they will build upon and use over the week's sessions.</p> <p>The books chosen are high quality and engaging by respected authors both classic and modern. The language within the stories will challenge the children and extend their vocabulary.</p> <p>The first term of reading will focus on the teaching of vocabulary. This will inform the basis of the children's other reading skills. The strategies for learning vocabulary in Year 3 will involve:</p> <ul style="list-style-type: none"> <li>Find words in a text that most closely match the meaning of a given word</li> <li>Explain what words suggest about a given subject</li> <li>Talk about a growing repertoire of vocabulary and know how to independently find out what unknown words in text mean</li> <li>Give/explain the meaning of words in context and show an understanding of the meaning of vocabulary in different contexts</li> <li>Find and copy one word/groups of words with a particular meaning</li> <li>Identify/explain how meaning is enhanced through choice of words and phrases</li> <li>Explain the effect of figurative language upon the reader</li> <li>Identify what impression a word/words give the reader</li> </ul>	<p><b>Social and Emotional Awareness:</b></p> <p>Reading a wide range of different stories with different social and emotional issues. The stories have characters demonstrating resilience and overcoming adversity to achieve a goal.</p> <p>The children will also be peer reading buddies for each other and read together as partners supporting each other in their reading progress.</p> <p>The books also focus on characters from different backgrounds, cultures and places in history.</p>	<p><b>Powerful People:</b></p> <p>Janet and Allan Ahlberg. Nick Butterworth Jane Austen</p> <p>Can name three of their favourite authors. Can name a favourite poet. Can name a favourite type of genre and recall features of those genres.</p>			
<p><b>Resources:</b></p> <p>A wide range of different reading resources, library books, Big Cat phonics letters and sounds books for the children to take home (for children still working on phonics), phonics learning journals, class texts, the accelerated reader programme – reading scheme for year 2.</p>		<p><b>How we promote reading for pleasure (experiences and outdoor learning opportunities)</b></p> <p>Outdoor book corner, library visits, author visits, book corner with a wide variety of different reading material and visits to the retirement village.</p>			
<p><b>Links made to prior learning:</b></p>		<p><b>Preparation for future learning:</b></p>			

<p>The children working at the expected standard will have been taught up to phase 6 so will be ready to apply their phonics knowledge to reading fluently.</p> <p>The children in year one's reading sessions focusing on key skills. The strategies for developing these skills will be built upon in year two.</p> <p>They will also have read picture books which have increased in amount of words so they are ready to start reading Claude (a chapter picture) book at the beginning of Year 2.</p>	<p>By the end of year two the children to reach the expected standard will be reading fluently and at a speed of around 90 words in a minute.</p> <p>The children's reading lessons will have been following the same structure as the rest of the school which will help them transition into year 3 reading lessons easily.</p> <p>They will have covered all the same reading skills as year 3 and the strategies for learning these skills will be built upon in Year 3.</p> <p>e.g. in retrieval in year 2 they will answer 'who, what, when, where, why questions' with direct quotes from the text in year 3 they will do the same but will use evidence they have gathered from the text.</p>
<p><b>Adapting out curriculum:</b>  <i>How is the curriculum adapted for different groups of pupils so that pupils make strong progress?</i></p> <p>Smaller focused groups for phonics when the children are working below the expected standard at a point in time (bottom 20%). The children will also receive 1:1 phonics intervention support when working below a certain point when being assessed in phonics. This intervention will involve identifying quickly children's gaps in their missing sounds and giving the children time to practise these sounds in both reading and writing. Any children with a reading age which is a year to 18 months behind their actual age will receive 1:1 reading 2-3 times per week to help them catch up and support their reading.</p> <p>Any children with significant SEN will follow the 'different from' reading program. This follows a simpler version of the whole school reading program but goes at a slower pace and has on more focus on the decoding/fluency element to help support the children's reading.</p> <p>Books in book corners and in libraries will involve a wide range of diverse books which will encourage and motivate the children to want to read.</p>	<p><b>Links to other subjects/just checking:</b>  How are we ensuring the retention is there?</p> <p>Writing lessons will also involve lots of book talk, exploration of authors and discussions about vocabulary.</p> <p>They will also have lots of opportunities to read in other curriculum lessons.</p>

## Year Group: 3

<p><b>Objectives taught throughout the year in reading lessons</b></p>	<p><b>Curriculum knowledge:</b></p> <p><b>Fluency</b></p> <ul style="list-style-type: none"> <li>• Can decode unknown words rapidly and without undue hesitation</li> <li>• Can recognise, read and identify the full range of vowel graphemes</li> <li>• Can recognise, read and identify the full range of consonant graphemes</li> <li>• Can break words into syllables</li> </ul> <ul style="list-style-type: none"> <li>• Can read 200 words at expected level in 5 minutes</li> <li>• Can recognise and read a range of prefixes and use these to construct the meaning of words in context e.g. re..., de..., pre..., non..., mis..., ex..., co..., anti...</li> <li>• Can recognise and read a range of suffixes and use these to construct the meaning of words in context e.g. ...tion, ...ive, ...ic</li> <li>• Can recognise an increasing range of punctuation (. CL ! ? " , ' ) and use this to add expression and understanding to the text, including the apostrophe for omission</li> <li>• Can use the context of the sentence to help read unfamiliar words</li> </ul> <p><b>Knowledge of books and authors:</b></p> <ul style="list-style-type: none"> <li>• Increase their familiarity with a wide range of books (including fairy tales, myths and legends) and retell some.</li> <li>• Can read for enjoyment and chooses to read.</li> <li>• Can recognise some different forms of poetry.</li> <li>• Can read books that are structured in different ways and comment on their structure.</li> <li>• Can use a dictionary to check the meaning of the words they have read.</li> <li>• Can read for a range of purposes.</li> <li>• Can make simple connections between books by the same author e.g. 'Dick King Smith often writes about animals'</li> <li>• Can recognise some features of the text that relate to its historical setting or its social or cultural background e.g. 'The girls had on red flannel petticoats because that is what they wore then' or 'Grandpa Chatterji wears a dohti because he comes from India.'</li> </ul>	<p><b>Knowledge outcomes</b></p> <p>I can name six different books and authors</p> <p>I can retell some of my favourite stories using my summarising skills.</p> <p>I can name a myth and a legend story</p> <p>I can name two different types of poetry.</p> <p>I can explain two different structures used in books.</p> <p>I can talk about an author and make comments upon their style.</p> <p>I can read and talk about a book from a historical period of time.</p>
	<p><b>All objectives</b></p>	<p><b>Question stems</b></p>
<p><b>Term 1 Focus Objectives</b></p>	<p><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li>• Can discuss word meanings, linking new meanings to those they already know</li> <li>• Can recognise adjectives, adverbs/simple adverbial phrases and similes</li> <li>• Can identify how vocabulary choices affect meaning e.g. 'Crept lets you know that he is trying to be quiet but also that he was going slowly because he did not want to be caught'</li> <li>• Can comment on the author's choice of language to create mood and build suspense e.g. suddenly is used to show that something surprising is coming next</li> <li>• <b>Can collect words from their reading to use in their own writing</b></li> <li>• Can explain how simple and complex sentences influence meaning</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Find and copy</b> one word meaning...</li> <li>• Look at the paragraph beginning...<b>Find and copy</b> one word meaning...</li> <li>• Give the meaning of the word...in this sentence.</li> <li>• What does...mean? (can be multiple choice)</li> <li>• <b>Find and copy</b>...different words that show...</li> </ul>

<b>Term 2 Focus Objectives</b>	<p><b>Retrieve</b> and record information/identify key details from fiction and non-fiction:</p> <ul style="list-style-type: none"> <li>Shows understanding of main points with reference to the text (who, what, where, when, how, why)</li> <li>Can read closely to obtain specific information e.g. what type of clothes someone was wearing</li> <li>Can identify, select and highlight key words in a sentence to answer recall questions</li> <li>Is beginning to scan for a specific purpose e.g. looking for specific information: names of characters etc</li> <li>Is beginning to skim e.g. to search for adjectives which describe a character</li> <li>Can recognise and talk about the main differences between fiction and non-fiction texts</li> <li>Can identify the key features of different text types</li> <li>Can understand and talk about the purpose of a specific paragraph e.g. it groups information together about...</li> <li>Can understand and talk about the features of page layout in non-fiction texts e.g. titles, subheadings, labels, diagrams and charts</li> </ul>	<ul style="list-style-type: none"> <li>Write down one/two/three things that you are told about the...</li> <li>Using information from the text indicate whether the following statements are true or false</li> <li>Look at the paragraph/text box. Complete the table below...</li> <li>Tick true or false in the following table...</li> <li>In what year did...</li> <li>How long did...</li> <li>Who/What/Where/Why/How/When...</li> </ul>
<b>Term 3 Focus Objectives</b>	<p><b>Retrieve</b> and record information/identify key details from fiction and non-fiction:</p> <ul style="list-style-type: none"> <li>Shows understanding of main points with reference to the text (who, what, where, when, how, why)</li> <li>Can read closely to obtain specific information e.g. what type of clothes someone was wearing</li> <li>Can identify, select and highlight key words in a sentence to answer recall questions</li> <li>Is beginning to scan for a specific purpose e.g. looking for specific information: names of characters etc</li> <li>Is beginning to skim e.g. to search for adjectives which describe a character</li> <li>Can recognise and talk about the main differences between fiction and non-fiction texts</li> <li>Can identify the key features of different text types</li> <li>Can understand and talk about the purpose of a specific paragraph e.g. it groups information together about...</li> <li>Can understand and talk about the features of page layout in non-fiction texts e.g. titles, subheadings, labels, diagrams and charts</li> </ul>	<ul style="list-style-type: none"> <li>Write down one/two/three things that you are told about the...</li> <li>Using information from the text indicate whether the following statements are true or false</li> <li>Look at the paragraph/text box. Complete the table below...</li> <li>Tick true or false in the following table...</li> <li>In what year did...</li> <li>How long did...</li> <li>Who/What/Where/Why/How/When...</li> </ul>
<b>Term 4 Focus Objectives</b>	<p><b>Infer</b> from the text, explain and justify inferences with evidence from the text:</p> <ul style="list-style-type: none"> <li>Can discuss the actions of the main characters and justify views using evidence from the text</li> <li>Can summarise the main points from a passage or a text</li> <li>Can make inferences about characters' actions in a story based upon evidence from the text</li> <li>Can identify and discuss characters, speculating how they might behave and giving reasons linked to the text</li> <li>Can empathise with a character's motives and behaviour</li> <li>Can identify the language used to create mood</li> </ul>	<ul style="list-style-type: none"> <li>∅ How can you tell that...was keen to get to the... ?</li> <li>∅ Why did ... feel ...?</li> <li>∅ How do you think ... felt when (or about) ...?</li> <li>∅ What do you think...was thinking?</li> <li>∅ Explain how...felt about...</li> <li>∅ How does the first paragraph suggest that the characters are... ?</li> </ul>
<b>Term 5 Focus Objectives</b>	<p><b>Summarise</b> main ideas from more than one paragraph:</p> <ul style="list-style-type: none"> <li>Can identify the key features of different text types</li> <li>Can understand and talk about the purpose of a specific paragraph e.g. it groups information together about...</li> <li>Can summarise the main points from a passage or a text</li> <li>Can understand and talk about the features of page layout in non-fiction texts e.g. titles, subheadings, labels, diagrams and charts</li> </ul>	<ul style="list-style-type: none"> <li>∅ Below are some summaries of different paragraphs from the text, number them to show the order in which they appear in the text.</li> <li>∅ Using information from the whole text, tick one box in each row to show whether each statement is true or false.</li> </ul>
<b>Term 6 Focus Objectives</b>	<p><b>Explain</b></p> <ul style="list-style-type: none"> <li>Is beginning to identify the author's main purpose for writing - 'He doesn't want any more turtles to be killed'</li> <li>Is beginning to identify main ideas drawn from more than one paragraph</li> <li>Can explain how they think the author wants the reader to respond</li> <li>Can explain what the writer might be thinking - 'He thinks they are being mean'</li> <li>Is beginning to identify and comment on different points of view in the text</li> <li>Can simply evaluate specific texts with reference to text type e.g. these are good instructions because...</li> </ul> <p><b>Predict</b></p> <ul style="list-style-type: none"> <li>Can make plausible predictions based on knowledge of the text (or of books on similar themes or by the same author)</li> </ul>	<p><b>Predict</b></p> <ul style="list-style-type: none"> <li>∅ Based on what you have read, what does the last paragraph suggest might happen next/to the...? Use evidence from this paragraph/the text to support your prediction</li> </ul> <p><b>Explain</b></p> <ul style="list-style-type: none"> <li>∅ Explain why the word...has been used</li> <li>∅ What adjectives/similes/personification/noun phrases has the author used to describe...? What effect does this have on the reader?</li> <li>∅ Why did the author use/choose this word?</li> </ul>
<p><b>Rich language and vocabulary:</b>      <b>Social and Emotional Awareness:</b>      <b>Powerful People:</b></p>		

<p>Each reading session once a week will involve a vocabulary lesson which involves being introduced to new vocab which they will build upon and use over the week's sessions.</p> <p>The books chosen are high quality and engaging by respected authors both classic and modern. The language within the stories will challenge the children and extend their vocabulary.</p> <p>The first term of reading will focus on the teaching of vocabulary. This will inform the basis of the children's other reading skills. The strategies for learning vocabulary in Year 3 will involve:</p> <ul style="list-style-type: none"> <li>• Can discuss word meanings, linking new meanings to those they already know</li> <li>• Can recognise adjectives, adverbs/simple adverbial phrases and similes</li> <li>• Can identify how vocabulary choices affect meaning e.g. 'Crept lets you know that he is trying to be quiet but also that he was going slowly because he did not want to be caught'</li> <li>• Can comment on the author's choice of language to create mood and build suspense e.g. suddenly is used to show that something surprising is coming next</li> <li>• Can collect words from their reading to use in their own writing</li> <li>• Can explain how simple and complex sentences influence meaning</li> </ul>	<p>Reading a wide range of different stories with different social and emotional issues. The stories have characters demonstrating resilience and overcoming adversity to achieve a goal.</p> <p>The children will also be peer reading buddies for each other and read together as partners supporting each other in their reading progress.</p> <p>The books also focus on characters from different backgrounds, cultures and places in history.</p>	<p>Focus on these three significant authors and their book styles.          Florella Benjamin          Dick King Smith          Agatha Christie</p> <p>I can name six different books and authors</p> <p>I can retell some of my favourite stories using my summarising skills.</p> <p>I can name a myth and a legend story</p> <p>I can name two different types of poetry.</p> <p>I can explain two different structures used in books.</p> <p>I can talk about an author and make comments upon their style.</p> <p>I can read and talk about a book from a historical period.</p>
<p><b>Resources:</b>          A wide range of different reading resources, library books, Big Cat phonics letters and sounds books or the children to take home (for children still working on phonics) ,class texts, the accelerated reader programme – reading scheme for year 3.</p>	<p><b>How we promote reading for pleasure (experiences and outdoor learning opportunities)</b>          Outdoor book corner, library visits, author visits, book corner with a wide variety of different reading material.</p>	
<p><b>Links made to prior learning:</b>          The children working at the expected standard will have been taught to read fluently and at a speed of 90 words per minute which will help them as they progress through KS2 and must read at an increasing speed.          The children in year two's reading sessions focus on the same key skills covered in Year 3. The strategies for developing these skills will be built upon in year three.          By the end of Year 2 the children will have read sheep pig by Dick King Smith which is a focus author in Year 3. It is also a chapter book without pictures which will prepare the children to read the first class text in Year 3- the twits.</p>	<p><b>Preparation for future learning:</b>  <i>Why has content been chosen?</i></p> <p>By the end of year three the children will be able to decode rapidly and read around 200 words in 5 minutes which will support their reading fluency and pace as they progress through KS2.          The children's reading lessons will have been following the same structure as the rest of the school which will help them transition into year 4 reading lessons easily.          They will have covered all the same reading skills as year 4 and the strategies for learning these skills will be built upon in Year 4.          e.g. in inference in year 3 the children can discuss the actions of the main characters and justify views using evidence from the text whilst in year 4 the children can describe the actions of characters in a text and begin to explain them, in the context of the narrative.</p>	
<p><b>Adapting out curriculum:</b>  <i>How is the curriculum adapted for different groups of pupils so that pupils make strong progress?</i></p> <p>Any children with a reading age which is a year to 18 months behind their actual age will receive 1:1 reading 2-3 times per week to help them catch up and support their reading.</p> <p>Any children with significant SEN will follow the 'different from' reading program. This follows a simpler version of the whole school reading program but goes at a slower pace and has on more focus on the decoding/fluency element to help support the children's reading.</p> <p>Books in book corners and in libraries will involve a wide range of diverse books which will encourage and motivate the children to want to read.</p>	<p><b>Links to other subjects/just checking:</b>          How are we ensuring the retention is there?</p> <p>Writing lessons will also involve lots of book talk, exploration of authors and discussions about vocabulary.          They will also have lots of opportunities to read in other curriculum lessons.</p>	



# Year Group: 4

<p><b>Objectives taught throughout the year in reading lessons</b></p>	<p><b>Curriculum knowledge:</b></p> <p><b>Fluency</b></p> <ul style="list-style-type: none"> <li>• Can read age appropriate texts with a good level of fluency and stamina</li> <li>• Can use a range of strategies to decode unfamiliar words</li> <li>• Can read and understand the meaning of words with prefixes from the Year 3/4 curriculum</li> <li>• Can read and understand the meaning of words with suffixes from the Year 3/4 curriculum</li> <li>• Uses a range of punctuation to add meaning to what they are reading</li> <li>• Gives meaning to new language using the context in which it appears</li> </ul> <p><b>Knowledge of books and authors:</b></p> <ul style="list-style-type: none"> <li>• Can read age appropriate texts with a good level of fluency and stamina</li> <li>• Can use a range of strategies to decode unfamiliar words</li> <li>• Can read and understand the meaning of words with prefixes from the Year 3/4 curriculum</li> <li>• Can read and understand the meaning of words with suffixes from the Year 3/4 curriculum</li> <li>• Uses a range of punctuation to add meaning to what they are reading</li> <li>• Gives meaning to new language using the context in which it appears</li> <li>• Uses their broad reading experiences to compare books by the same author or on a similar theme</li> <li>• Begins to recognise the importance of cultural or historical settings on how a text is composed</li> </ul>	<p><b>Knowledge outcomes</b></p> <p>I can name 8 different books and authors.</p> <p>I can read a range of books that are about a similar theme and make comparisons about them.</p> <p>I can make comments about the historical or social context a book is based around.</p>
<b>All objectives</b>		<b>Question stems</b>
<p><b>Term 1 Focus Objectives</b></p>	<p><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li>• Can discuss word meanings, linking new meanings to those they already know</li> <li>• Can recognise adjectives, adverbs/simple adverbial phrases and similes</li> <li>• Can identify how vocabulary choices affect meaning e.g. 'Crept lets you know that he is trying to be quiet but also that he was going slowly because he did not want to be caught'</li> <li>• Can comment on the author's choice of language to create mood and build suspense e.g. suddenly is used to show that something surprising is coming next</li> <li>• Can collect words from their reading to use in their own writing</li> <li>• Can explain how simple and complex sentences influence meaning</li> </ul>	<ul style="list-style-type: none"> <li>• Circle the correct option to complete the/each sentence below</li> <li>• <b>Find and copy</b> one word/group of words that tells you...</li> <li>• What does the word...suggest about</li> <li>• <b>Find and copy</b>...different words that show...</li> </ul>
<p><b>Term 2 Focus Objectives</b></p>	<p><b>Retrieve</b> and record information/identify key details from fiction and non-fiction:</p> <ul style="list-style-type: none"> <li>• Understands and explains the main points from what they have read, with direct reference to the text</li> <li>• Identify explicit details from the text, showing the section of the text they found the information</li> <li>• Can skim short passages to answer recall questions</li> <li>• Can scan short passages to answer recall questions</li> <li>• Can talk about key differences between text types, including texts of the same type but written by different authors</li> <li>• Can explain how paragraphs have been used to organise a text</li> <li>• Can explain how the format and presentation of a text impacts on the reader</li> </ul>	<ul style="list-style-type: none"> <li>• Write down one/two/three things that you are told about the...</li> <li>• Which one of these drawings best represents...</li> <li>• Using information from the text indicate whether the following statements are true or false...</li> <li>• Circle the correct option to complete the/each sentence below...</li> <li>• Why were...not always...?</li> <li>• How would you get from...to...?</li> <li>• What event made...want to/do...?</li> <li>• What hardship did...face? How did they deal with it?</li> </ul>
<p><b>Term 3 Focus Objectives Inference</b></p>	<p><b>Infer</b> from the text, explain and justify inferences with evidence from the text:</p>	<ul style="list-style-type: none"> <li>• How can you tell that...was keen to get to the... ?</li> <li>• Look at the paragraph beginning... why did ...find it difficult to ... ?</li> </ul>



<p><b>Term 4 Focus Objectives Inference</b></p>	<ul style="list-style-type: none"> <li>• Can describe the actions of characters in a text and begin to explain them, in the context of the narrative</li> <li>• Can summarise the main points from a section of text</li> <li>• Can make inferences about characters' actions in a story based on evidence from the text</li> <li>• Can empathise with a character's motives and behaviours</li> </ul>	<ul style="list-style-type: none"> <li>• Look at the paragraph beginning...how do you know that... wanted to keep...a secret?</li> <li>• What evidence in the text is there that....can be dangerous? Give two examples.</li> <li>• Why did ... feel ...?</li> <li>• How do you think ... felt when (or about) ...?</li> <li>• What do you think...was thinking?</li> <li>• What kind of person do you think...was? Use evidence from the text to support your answer.</li> <li>• Explain how...felt about...</li> <li>• How do these words make the reader feel about... ?</li> <li>• How does the first paragraph suggest that the characters are... ?</li> <li>• Put a tick in the correct box to show whether each of the following statements is a <b>fact</b> or an <b>opinion</b>.</li> <li>• Choose the best words to match the description. Circle both of your choices.</li> <li>• How is the...made to seem...?</li> <li>• What does this paragraph tell you about...character?</li> </ul>
<p><b>Term 5 Focus Objectives</b></p>	<p><b>Summarise and Prediction</b> main ideas from more than one paragraph:</p> <p><b>Summarise</b></p> <ul style="list-style-type: none"> <li>• Can summarise the main points from a passage or a text</li> </ul> <p><b>Prediction</b></p> <ul style="list-style-type: none"> <li>• Can make predictions based on knowledge of the text or similar reading experiences, giving clear reasons for their ideas</li> </ul>	<p><b>Summarise</b></p> <ul style="list-style-type: none"> <li>• Below are some summaries of different paragraphs from the text, number them to show the order in which they appear in the text.</li> <li>• What is the main message of the poem/story?</li> <li>• Using information from the whole text, tick one box in each row to show whether each statement is true or false.</li> </ul> <p><b>Prediction</b></p> <ul style="list-style-type: none"> <li>• Do you think that ... will change his/her/their behaviour in the future... Explain why using evidence from the text.</li> <li>• Based on what you have read, what does the last paragraph suggest might happen next/to the...? Use evidence from this paragraph/the text to support your prediction</li> </ul>
<p><b>Term 6 Focus Objectives</b></p>	<p><b>Explain</b></p> <ul style="list-style-type: none"> <li>• Identifies the main purpose of a text</li> <li>• Discusses ideas from throughout a text e.g. how a conclusion may be linked to an opening</li> <li>• Can identify intended impact of a text and explain whether they feel the text has had the desired effect</li> <li>• Discusses viewpoints in a text, where appropriate of more than one character</li> <li>• Can evaluate the overall quality of a text, as well as the inclusion of specific features</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Explain</b></li> <li>• Draw lines to match each part of the story with the correct quotation from the text. Setting/past events/action/lesson/suspense/character etc.</li> <li>• <b>Find and copy</b> a group of words where ... mood changes.</li> <li>• What impact does ... change in mood/feeling have on the text as a whole?</li> <li>• Why did the author use/choose this word?</li> <li>• Explain why the word...has been used</li> <li>• Why does the writer compare....to....?</li> <li>• Why did the author use this simile?</li> <li>• What adjectives/similes/personification/noun phrases has the author used to describe...? What effect does this have on the reader?</li> </ul>
<p><b>Rich language and vocabulary:</b></p> <p>Each reading session once a week will involve a vocabulary lesson which involves being introduced to new vocab which they will build upon and use over the week's sessions.</p> <p>The books chosen are high quality and engaging by respected authors both classic and modern. The language within the stories will challenge the children and extend their vocabulary.</p> <p>The first term of reading will focus on the teaching of vocabulary. This will inform the basis of the children's other reading skills. The strategies for learning vocabulary in Year 3 will involve:</p>	<ul style="list-style-type: none"> <li>• <b>Social and Emotional Awareness:</b></li> <li>• Reading a wide range of different stories with different social and emotional issues. The stories have characters demonstrating resilience and overcoming adversity to achieve a goal.</li> <li>• The children will also be peer reading buddies for each other and read together as partners supporting each other in their reading progress.</li> <li>• The books also focus on characters from different backgrounds, cultures and places in history.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Powerful People:</b></li> </ul> <p>Powerful authors to learn about and focus on.</p> <ul style="list-style-type: none"> <li>• Caroline Binch</li> <li>• Phillip Pullman</li> <li>• Maya Angelou</li> </ul> <p>I can name 8 different books and authors.</p> <p>I can read a range of books that are about a similar theme and make comparisons about them.</p> <p>I can make comments about the historical or social context a book is based around.</p>

<ul style="list-style-type: none"> <li>• Can discuss word meanings, linking new meanings to those they already know</li> <li>• Can recognise adjectives, adverbs/simple adverbial phrases and similes</li> <li>• Can identify how vocabulary choices affect meaning e.g. 'Crept lets you know that he is trying to be quiet but also that he was going slowly because he did not want to be caught'</li> <li>• Can comment on the author's choice of language to create mood and build suspense e.g. suddenly is used to show that something surprising is coming next</li> <li>• Can collect words from their reading to use in their own writing</li> <li>• Can explain how simple and complex sentences influence meaning</li> </ul>		
<p><b>Resources:</b></p> <p>A wide range of different reading resources, library books, Big Cat phonics letters and sounds books or the children to take home (for children still working on phonics), class texts, the accelerated reader programme – reading scheme for year 4.</p>	<p><b>How we promote reading for pleasure (experiences and outdoor learning opportunities)</b></p> <p>Outdoor book corner, library visits, author visits, book corner with a wide variety of different reading material.</p>	
<p><b>Links made to prior learning:</b></p> <p>The children working at the expected standard will have been taught to read fluently and at a speed of 200 words in 5 minutes which will help them as they progress through KS2 and must read at an increasing speed. The children in year three's reading sessions focus on the same key skills covered in Year 4. The strategies for developing these skills will be built upon in year three.</p> <p>By the end of Year 3 the children will have read Charlie and the chocolate factory will prepare for them for the challenging text of Michael Morpurgo 'Why the whales came'.</p>	<p><b>Preparation for future learning:</b></p> <p>By the end of year four the children will have a good level of fluency and stamina which will support their pace as they progress through KS2. The children's reading lessons will have been following the same structure as the rest of the school which will help them transition into year 5 reading lessons easily.</p> <p>They will have covered all the same reading skills as year 5 and the strategies for learning these skills will be built upon in Year 5.</p> <ul style="list-style-type: none"> <li>• e.g. in prediction in year 4 the children can predict whether they think that ... will change his/her/their behaviour in the future... whilst in Year 5 they will begin to find evidence from the text to justify their predictions.</li> </ul>	
<p><b>Adapting out curriculum:</b></p> <p><i>How is the curriculum adapted for different groups of pupils so that pupils make strong progress?</i></p> <p>Any children with a reading age which is a year to 18 months behind their actual age will receive 1:1 reading 2-3 times per week to help them catch up and support their reading.</p> <p>Any children with significant SEN will follow the 'different from' reading program. This follows a simpler version of the whole school reading program but goes at a slower pace and has on more focus on the decoding/fluency element to help support the children's reading.</p> <p>Books in book corners and in libraries will involve a wide range of diverse books which will encourage and motivate the children to want to read.</p>	<p><b>Links to other subjects/just checking:</b></p> <p>Writing lessons will also involve lots of book talk, exploration of authors and discussions about vocabulary.</p> <p>They will also have lots of opportunities to read in other curriculum lessons.</p>	

# Year Group: 5

<p><b>Objectives taught throughout the year in reading lessons</b></p>	<p><b>Curriculum knowledge:</b></p> <p><b>Fluency</b></p> <ul style="list-style-type: none"> <li>• Reads with fluency and stamina</li> <li>• Can use a range of strategies to decode unfamiliar words without impacting on overall fluency</li> <li>• Can read and understand the meaning of words with prefixes from the Year 5/6 curriculum</li> <li>• Can read and understand the meaning of words with suffixes from the Year 5/6 curriculum</li> <li>• Explains how punctuation and sentence construction is used to enhance meaning</li> <li>• Uses knowledge of vocabulary and context to give meaning to new language</li> </ul> <p><b>Knowledge of books and authors:</b></p> <ul style="list-style-type: none"> <li>• Gives developed detail in discussion about a range of texts, including opinion</li> <li>• Explains different reasons for reading, including for enjoyment</li> <li>• Perseveres with challenging texts</li> <li>• Can read and discuss the construction and meaning of different types of poetry</li> <li>• Can compare and evaluate different texts against their intended purpose</li> </ul>	<p><b>Knowledge outcomes</b></p> <ul style="list-style-type: none"> <li>• I can discuss and give my opinions about a book and the themes it covers.</li> <li>• I can name 10 different books and authors.</li> <li>• I can explain the reasons we read.</li> <li>• I can read a text which challenges my reading skills.</li> <li>• I can give the meaning behind three different types of poetry.</li> <li>• I can compare and evaluate how different books/texts have achieved a purpose.</li> </ul>
<b>All objectives</b>		<b>Question stems</b>
<p><b>Term 1 Focus Objectives</b></p>	<p><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li>• Explains clearly how vocabulary choices affect meaning in a range of text types</li> <li>• Recognises a range of descriptive devices including figurative language</li> <li>• Comments upon language choices/structures of different authors (particularly in poetry)</li> <li>• Confidently uses new language from their own reading experiences in their written and spoken work</li> <li>• Explains the use of sentence structures according to desired effect on the reader</li> </ul>	<ul style="list-style-type: none"> <li>• Circle the correct option to complete the/each sentence below</li> <li>• <b>Find and copy</b> one word/group of words that tells you...</li> <li>• What does the word...suggest about</li> <li>• <b>Find and copy</b>...different words that show...</li> <li>• In the sentence/paragraph which word most closely matches the meaning of the word... (can be multiple choice)-</li> <li>• <b>Find and copy</b> a word/group of words that suggest that...-</li> <li>• Give the meaning of the word...in this sentence.-</li> <li>• Choose the best words to match the description above. Circle your choice.</li> </ul>
<p><b>Term 2 Focus Objectives</b></p>	<p><b>Retrieve</b> and record information/identify key details from fiction and non-fiction:</p> <ul style="list-style-type: none"> <li>• Retrieves key details and some quotations from the text to demonstrate understanding of key details/information in a text</li> <li>• Identify explicit details from the text, showing exactly where in the text they found the information</li> <li>• Can skim whole texts to answer recall questions</li> <li>• Can scan whole texts to answer recall questions</li> <li>• Can identify the text type according to key features</li> <li>• Recognises common themes/styles in texts written by the same author</li> <li>• Comments on the impact of organisational and presentational features of a text</li> </ul>	<ul style="list-style-type: none"> <li>• Write down one/two/three things that you are told about the...</li> <li>• Which one of these drawings best represents...</li> <li>• Using information from the text indicate whether the following statements are true or false...</li> <li>• Circle the correct option to complete the/each sentence below...</li> <li>• Why were...not always...?</li> <li>• How would you get from...to...?</li> <li>• What event made...want to/do...?</li> <li>• What hardship did...face? How did they deal with it?</li> <li>• Look at the paragraph beginning...give one/two reasons why...</li> <li>• Why were...not always...?</li> <li>• What does the... do to frighten the...?</li> <li>• How does the ... behave when...?</li> <li>• What conclusion does...draw from this/...?</li> <li>• What event made...want to/do...?</li> </ul>
<p><b>Term 3 Focus Objectives Inference</b></p>	<p><b>Infer</b> from the text, explain and justify inferences with evidence from the text:</p>	<ul style="list-style-type: none"> <li>• How can you tell that...was keen to get to the... ?</li> <li>• Look at the paragraph beginning... why did ...find it difficult to ... ?</li> </ul>

<p><b>Term 4 Focus Objectives Inference</b></p>	<ul style="list-style-type: none"> <li>● Gives feasible, reasoned predictions based on evidence</li> <li>● Explains isolated events from a text, in the context of the whole narrative</li> <li>● Can summarise the main points from a whole text</li> <li>● Can prove or disprove simple statements about a character by finding evidence in a text</li> <li>● Begins to use evidence from description, dialogue and action to support their ideas</li> <li>● Can empathise with a character's motives and behaviours</li> </ul>	<ul style="list-style-type: none"> <li>● Look at the paragraph beginning...how do you know that... wanted to keep...a secret?</li> <li>● What evidence in the text is there that....can be dangerous? Give two examples.</li> <li>● Why did ... feel ...?</li> <li>● How do you think ... felt when (or about) ...?</li> <li>● What do you think...was thinking?</li> <li>● What kind of person do you think...was? Use evidence from the text to support your answer.</li> <li>● Explain how...felt about...</li> <li>● How do these words make the reader feel about... ?</li> <li>● How does the first paragraph suggest that the characters are... ?</li> <li>● Put a tick in the correct box to show whether each of the following statements is a <b>fact</b> or an <b>opinion</b>.</li> <li>● Choose the best words to match the description. Circle both of your choices.</li> <li>● How is the...made to seem...?</li> <li>● What does this paragraph tell you about...character?</li> <li>● What evidence is there of ... being determined/stubborn/defiant in the way he/she/they behaved towards...</li> <li>● In what ways might...character appeal to many readers? Explain fully referring to the text in your answer.</li> <li>● How do these words make the reader feel about... ?</li> <li>● How does the first paragraph suggest that the characters are... ?</li> <li>● What was unusual for....on ...?</li> <li>● How is the...made to seem...?</li> <li>● What does this paragraph tell you about...character?</li> </ul>
<p><b>Term 5 Focus Objectives</b></p>	<p><b>Summarise and Prediction</b> main ideas from more than one paragraph:</p> <p><b>Summarise</b></p> <ul style="list-style-type: none"> <li>● Explains isolated events from a text, in the context of the whole narrative</li> <li>● Can summarise the main points from a whole text</li> </ul> <p><b>Prediction</b></p> <ul style="list-style-type: none"> <li>● Gives feasible, reasoned predictions based on evidence</li> </ul>	<p><b>Summarise</b></p> <ul style="list-style-type: none"> <li>● Below are some summaries of different paragraphs from the text, number them to show the order in which they appear in the text.</li> <li>● What is the main message of the poem/story?</li> <li>● Using information from the whole text, tick one box in each row to show whether each statement is true or false.</li> <li>● Which of the following would be the most suitable summary of the whole text?</li> </ul> <p><b>Prediction</b></p> <ul style="list-style-type: none"> <li>● Do you think that ... will change his/her/their behaviour in the future... Explain why using evidence from the text.</li> <li>● Based on what you have read, what does the last paragraph suggest might happen next/to the...? Use evidence from this paragraph/the text to support your prediction</li> <li>● What do you think...would say to... about? Use evidence from the text to support your answer.</li> </ul>
<p><b>Term 6 Focus Objectives</b></p>	<p><b>Explain</b></p> <ul style="list-style-type: none"> <li>● Explains the inclusion of different sections of a text i.e. tables in NF, flashbacks in narrative etc</li> <li>● Selects information from across a text to explain or illustrate their ideas</li> <li>● Compares the behaviour and feelings of different characters in a text</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Explain</b></li> <li>● Draw lines to match each part of the story with the correct quotation from the text. Setting/past events/action/lesson/suspense/character etc.</li> <li>● <b>Find and copy</b> a group of words where ... mood changes.</li> <li>● What impact does ... change in mood/feeling have on the text as a whole?</li> <li>● Why did the author use/choose this word?</li> <li>● Explain why the word...has been used</li> <li>● Why does the writer compare....to....?</li> <li>● Why did the author use this simile?</li> <li>● What adjectives/similes/personification/noun phrases has the author used to describe...? What effect does this have on the reader?</li> <li>● How does...help you to understand...?</li> </ul>

		<ul style="list-style-type: none"> <li>• How do the words create a feeling of...?</li> <li>• What do phrases like...tell us?</li> <li>• What impression of the... does this word/phrase give us?</li> <li>• <a href="#">What does this description tell us about...</a></li> <li>•</li> </ul>
<p><b>Rich language and vocabulary:</b></p> <p>Each reading session once a week will involve a vocabulary lesson which involves being introduced to new vocab which they will build upon and use over the week's sessions.</p> <p>The books chosen are high quality and engaging by respected authors both classic and modern. The language within the stories will challenge the children and extend their vocabulary.</p> <p>The first term of reading will focus on the teaching of vocabulary. This will inform the basis of the children's other reading skills. The strategies for learning vocabulary in Year 3 will involve:</p> <ul style="list-style-type: none"> <li>• Explains clearly how vocabulary choices affect meaning in a range of text types</li> <li>• Recognises a range of descriptive devices including figurative language</li> <li>• Comments upon language choices/structures of different authors (particularly in poetry)</li> <li>• Confidently uses new language from their own reading experiences in their written and spoken work</li> <li>• Explains the use of sentence structures according to desired effect on the reader</li> </ul>	<p><b>Social and Emotional Awareness:</b></p> <ul style="list-style-type: none"> <li>• Reading a wide range of different stories with different social and emotional issues. The stories have characters demonstrating resilience and overcoming adversity to achieve a goal.</li> <li>• The children will also be peer reading buddies for each other and read together as partners supporting each other in their reading progress.</li> <li>• The books also focus on characters from different backgrounds, cultures and places in history.</li> </ul>	<p><b>Powerful People:</b></p> <p>Powerful people to learn about and focus on</p> <ul style="list-style-type: none"> <li>• Michael Morpurgo</li> <li>• Ted Hughes</li> <li>• Mary Shelby</li> <li>• I can discuss and give my opinions about a book and the themes it covers.</li> <li>• I can name 10 different books and authors.</li> <li>• I can explain the reasons we read.</li> <li>• I can read a text which challenges my reading skills.</li> <li>• I can give the meaning behind three different types of poetry.</li> <li>• I can compare and evaluate how different books/texts have achieved a purpose.</li> </ul>
<p><b>Resources:</b></p> <p>A wide range of different reading resources, library books, Big Cat phonics letters and sounds books or the children to take home (for children still working on phonics), class texts, the accelerated reader programme – reading scheme for year 4.</p>	<p><b>How we promote reading for pleasure (experiences and outdoor learning opportunities)</b></p> <p>Outdoor book corner, library visits, author visits, book corner with a wide variety of different reading material.</p>	
<p><b>Links made to prior learning:</b></p> <p>The children will have been taught to read with fluency and stamina when reading age appropriate texts so as they enter year 5 their fluency and stamina will be ready to apply to more challenging texts.</p> <p>The children in year 4's reading sessions focus on the same key skills covered in Year 5. The strategies for developing these skills will be built upon in year three.</p>	<p><b>Preparation for future learning:</b></p> <p>By the end of year five children will have a good level of fluency and stamina which will prepare them for more challenging texts in Year 6. The children's reading lessons will have been following the same structure as the rest of the school which will help them transition into year 6 reading lessons easily. By the end of year 5 the children will have been exposed and taught all of the questions stems needed for KS2 so year 6 will be a process of revision of these questions.</p>	
<p><b>Adapting our curriculum:</b></p> <p>Any children with a reading age which is a year to 18 months behind their actual age will receive 1:1 reading 2-3 times per week to help them catch up and support their reading.</p> <p>Any children with significant SEN will follow the 'different from' reading program. This follows a simpler version of the whole school reading program but goes at a slower pace and has on more focus on the decoding/fluency element to help support the children's reading.</p> <p>Books in book corners and in libraries will involve a wide range of diverse books which will encourage and motivate the children to want to read.</p>	<p><b>Links to other subjects/just checking:</b></p> <p>How are we ensuring the retention is there?</p> <p>Writing lessons will also involve lots of book talk, exploration of authors and discussions about vocabulary.</p> <p>They will also have lots of opportunities to read in other curriculum lessons.</p>	



## Year Group: 6

<p><b>Objectives taught throughout the year in reading lessons</b></p>	<p><b>Curriculum knowledge:</b></p> <p><b>Fluency</b></p> <ul style="list-style-type: none"> <li>• Can use appropriate decoding strategies fluently and accurately</li> <li>• Can skim texts to get the general idea of the content of a piece</li> <li>• Can scan texts to find particular information</li> <li>• Can read aloud with intonation that shows understanding</li> <li>• Can construct visual images</li> </ul> <p><b>Knowledge of books and authors:</b></p> <ul style="list-style-type: none"> <li>• Can compare, contrast and evaluate different texts</li> <li>• Can talk about the types of texts they enjoy and that interest them</li> <li>• Can persevere with challenging texts (whole texts, including novels) to read with fluency, understanding and expression</li> </ul>	<p><b>Knowledge outcomes</b></p> <p>I can explain the differences and similarities between different types of texts and books.</p> <p>I can state which types of texts I enjoy and explain why I do with reasons relating to style and features.</p> <p>I can name 12 different books and authors.</p> <p>I can read a text which challenges my reading skills.</p>
<b>All objectives</b>		<b>Question stems</b>
<p><b>Term 1 Focus Objectives</b></p>	<p><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li>• Can show an understanding of the meaning of vocabulary in different contexts</li> <li>• Can find and copy one word/groups of words with a particular meaning</li> <li>• Can find words in a text that most closely match the meaning of a given word</li> <li>• Can explain what words suggest about a given subject</li> <li>• Can talk about a growing repertoire of vocabulary and know how to independently find out what unknown words in text mean</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Find and copy</b> one word meaning...</li> <li>• Look at the paragraph beginning...<b>Find and copy</b> one word meaning...</li> <li>• In the sentence/paragraph which word most closely matches the meaning of the word... (can be multiple choice)</li> <li>• <b>Find and copy</b> a word/group of words that suggest that</li> <li>• Circle the correct option to complete the/each sentence below</li> <li>• Look at the paragraph... what does the word...suggest about...</li> <li>• <b>Find and copy</b> one word/group of words that tells you...</li> <li>• What does the word...suggest about...</li> <li>• Give the meaning of the word...in this sentence.</li> <li>• What does...mean? (can be multiple choice)</li> <li>• What does the word... tell you about...</li> <li>• <b>Find and copy</b>...different words that show...</li> <li>• Choose the best words to match the description above. Circle your choice</li> </ul>
<p><b>Term 2 Focus Objectives</b></p>	<p><b>Retrieve</b> and record information/identify key details from fiction and non-fiction:</p> <ul style="list-style-type: none"> <li>• Can retrieve key details and quotations to demonstrate understanding of character, events and information</li> <li>• Can answer who, what, why, where, when, which, how questions, using direct reference to and quotes from the text</li> <li>• Can provide developed explanations for key information, events, character actions and motivations</li> <li>• Can provide straightforward explanations for the purpose of the language, structure and presentation of texts</li> <li>• Can identify whether statements from a text are fact or opinion</li> <li>• Can decide whether statements about a text are true or false, using direct reference to the text</li> </ul>	<ul style="list-style-type: none"> <li>• Write down one/two/three things that you are told about the...</li> <li>• Which one of these drawings best represents...</li> <li>• What did...have to do in order to...</li> <li>• What was revealed at the end of the poem/story? (can be multiple choice)</li> <li>• Using information from the text indicate whether the following statements are true or false...</li> <li>• Circle the correct option to complete the/each sentence below...</li> <li>• What helped...to get...?</li> <li>• Look at the paragraph beginning...give one/two reasons why...</li> <li>• Why were...not always...?</li> <li>• How would you get from...to...?</li> <li>• According to the text what could you do on... ? Give two examples.</li> </ul>

		<ul style="list-style-type: none"> <li>• Look at the paragraph/text box. Complete the table below...</li> <li>• Tick true or false in the following table...</li> <li>• What does the... do to frighten the...?</li> <li>• How does the ... behave when...?</li> <li>• What conclusion does...draw from this/...?</li> <li>• What event made...want to/do...?</li> <li>• What hardship did...face? How did they deal with it?</li> <li>• In what year did...</li> <li>• How long did...</li> <li>• Who/What/Where/Why/How/When...</li> </ul>
<b>Term 3 Focus Objectives Inference</b>	<b>Infer</b> from the text, explain and justify inferences with evidence from the text: <ul style="list-style-type: none"> <li>• Can search for simple clues within the text to support 'reading between the lines'</li> </ul>	<ul style="list-style-type: none"> <li>• How can you tell that...was keen to get to the... ?</li> <li>• Look at the paragraph beginning... why did ...find it difficult to ... ?</li> <li>• Look at the paragraph beginning...how do you know that... wanted to keep...a secret?</li> <li>• What evidence in the text is there that....can be dangerous? Give two examples.</li> <li>• Why did ... feel ...?</li> <li>• How do you think ... felt when (or about) ...?</li> <li>• What do you think...was thinking?</li> <li>• What kind of person do you think...was? Use evidence from the text to support your answer.</li> <li>• Explain how...felt about...</li> <li>• How do these words make the reader feel about... ?</li> <li>• How does the first paragraph suggest that the characters are... ?</li> <li>• Put a tick in the correct box to show whether each of the following statements is a <b>fact</b> or an <b>opinion</b>.</li> <li>• Choose the best words to match the description. Circle both of your choices.</li> <li>• How is the...made to seem...?</li> <li>• What does this paragraph tell you about...character?</li> <li>• What evidence is there of ... being determined/stubborn/defiant in the way he/she/they behaved towards...</li> <li>• In what ways might...character appeal to many readers? Explain fully referring to the text in your answer.</li> <li>• How do these words make the reader feel about... ?</li> <li>• How does the first paragraph suggest that the characters are... ?</li> <li>• What was unusual for....on ...?</li> <li>• How is the...made to seem...?</li> <li>• What does this paragraph tell you about...character?</li> </ul>
<b>Term 4 Focus Objectives Inference</b>	<ul style="list-style-type: none"> <li>• Can make developed inferences drawing on evidence from the text and wider personal experience</li> <li>• Can use clues from action, dialogue and description to interpret meaning</li> <li>• Can prove or disprove a statement about character or setting by finding evidence in the text</li> <li>• Can explain and justify inferences, providing evidence from the text to support reasoning</li> <li>• Can empathise with different characters' points of view</li> </ul>	<ul style="list-style-type: none"> <li>• How can you tell that...was keen to get to the... ?</li> <li>• Look at the paragraph beginning... why did ...find it difficult to ... ?</li> <li>• Look at the paragraph beginning...how do you know that... wanted to keep...a secret?</li> <li>• What evidence in the text is there that....can be dangerous? Give two examples.</li> <li>• Why did ... feel ...?</li> <li>• How do you think ... felt when (or about) ...?</li> <li>• What do you think...was thinking?</li> <li>• What kind of person do you think...was? Use evidence from the text to support your answer.</li> <li>• Explain how...felt about...</li> <li>• How do these words make the reader feel about... ?</li> <li>• How does the first paragraph suggest that the characters are... ?</li> <li>• Put a tick in the correct box to show whether each of the following statements is a <b>fact</b> or an <b>opinion</b>.</li> <li>• Choose the best words to match the description. Circle both of your choices.</li> <li>• How is the...made to seem...?</li> <li>• What does this paragraph tell you about...character?</li> <li>• What evidence is there of ... being determined/stubborn/defiant in the way he/she/they behaved towards...</li> <li>• In what ways might...character appeal to many readers? Explain fully referring to the text in your answer.</li> <li>• How do these words make the reader feel about... ?</li> <li>• How does the first paragraph suggest that the characters are... ?</li> <li>• What was unusual for....on ...?</li> <li>• How is the...made to seem...?</li> <li>• What does this paragraph tell you about...character?</li> </ul>
<b>Term 5 Focus Objectives</b>	<b>Summarise and Prediction</b> main ideas from more than one paragraph: <p><b>Summarise</b></p> <ul style="list-style-type: none"> <li>• Can accurately and selectively summarise main ideas, events, characters and information from fiction</li> <li>• Can accurately and selectively summarise main ideas, events, and information from non-fiction</li> <li>• Can identify key details and use quotes for illustration</li> <li>• Can accurately order summaries of different paragraphs within a text</li> <li>• Can identify the main message in a poem/story</li> <li>• Can use information from the whole text to answer questions e.g. true or false</li> </ul> <p><b>Prediction</b></p> <ul style="list-style-type: none"> <li>• Can make developed predictions that are securely rooted in the text</li> <li>• Can explain their prediction choices fully, using evidence from the text</li> </ul>	<p><b>Summarise</b></p> <ul style="list-style-type: none"> <li>• Below are some summaries of different paragraphs from the text, number them to show the order in which they appear in the text.</li> <li>• What is the main message of the poem/story?</li> <li>• Using information from the whole text, tick one box in each row to show whether each statement is true or false.</li> <li>• Which of the following would be the most suitable summary of the whole text?</li> </ul> <p><b>Prediction</b></p> <ul style="list-style-type: none"> <li>• Do you think that ... will change his/her/their behaviour in the future... Explain why using evidence from the text.</li> <li>• Based on what you have read, what does the last paragraph suggest might happen next/to the...? Use evidence from this paragraph/the text to support your prediction</li> </ul>



	<ul style="list-style-type: none"> <li>• Can make predictions about characters including how their behaviour may/may not change and how they may/may not appeal to the reader, justifying answers with reference to the text</li> </ul>	<ul style="list-style-type: none"> <li>• What do you think...would say to... about? Use evidence from the text to support your answer.</li> </ul>
<b>Term 6 Focus Objectives</b>	<p><b>Explain</b></p> <ul style="list-style-type: none"> <li>• Can identify/explain how the sequence of events in narrative fiction contributes to meaning as a whole</li> <li>• Can find and discuss evidence of themes and conventions in different genres and forms of text</li> <li>• Can identify and comment on the grammatical features of text</li> <li>• Can identify key features such as setting, action, past events</li> <li>• Can identify and comment on the presentational features of text</li> <li>• Can use text format and text features accurately to determine text type</li> <li>• Can identify a range of figurative language e.g. metaphor, simile, alliteration, idioms, euphemism, personification etc.</li> <li>• Can comment upon the use and effect of the author's language on the reader</li> <li>• Can explain the effect of figurative language upon the reader</li> <li>• Can identify what impression a word/words give the reader</li> <li>• Can understand and recognise different forms of poetry, discuss their meaning and impact on the reader</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Explain</b></li> <li>• Draw lines to match each part of the story with the correct quotation from the text. Setting/past events/action/lesson/suspense/character etc.</li> <li>• <b>Find and copy</b> a group of words where ... mood changes.</li> <li>• What impact does ... change in mood/feeling have on the text as a whole?</li> <li>• Why did the author use/choose this word?</li> <li>• Explain why the word...has been used</li> <li>• Why does the writer compare....to....?</li> <li>• Why did the author use this simile?</li> <li>• What adjectives/similes/personification/noun phrases has the author used to describe...? What effect does this have on the reader?</li> <li>• How does...help you to understand...?</li> <li>• How do the words create a feeling of...?</li> <li>• What do phrases like...tell us?</li> <li>• What impression of the... does this word/phrase give us?</li> <li>• What does this description tell us about...</li> </ul>
<p><b>Rich language and vocabulary:</b></p> <p>Each reading session once a week will involve a vocabulary lesson which involves being introduced to new vocab which they will build upon and use over the week's sessions.</p> <p>The books chosen are high quality and engaging by respected authors both classic and modern. The language within the stories will challenge the children and extend their vocabulary.</p> <p>The first term of reading will focus on the teaching of vocabulary. This will inform the basis of the children's other reading skills. The strategies for learning vocabulary in Year 3 will involve:</p> <ul style="list-style-type: none"> <li>• Can show an understanding of the meaning of vocabulary in different contexts</li> <li>• Can find and copy one word/groups of words with a particular meaning</li> <li>• Can find words in a text that most closely match the meaning of a given word</li> <li>• Can explain what words suggest about a given subject</li> <li>• Can talk about a growing repertoire of vocabulary and know how to independently find out what unknown words in text mean</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Social and Emotional Awareness:</b></li> <li>• Reading a wide range of different stories with different social and emotional issues. The stories have characters demonstrating resilience and overcoming adversity to achieve a goal.</li> <li>• The children will also be peer reading buddies for each other and read together as partners supporting each other in their reading progress.</li> <li>• The books also focus on characters from different backgrounds, cultures and places in history.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Powerful People:</b></li> <li>• C.S Lewis</li> <li>• Anthony Horowitz</li> <li>• Anne Frank</li> </ul> <p>I can explain the differences and similarities between different types of texts and books.</p> <p>I can state which types of texts I enjoy and explain why I do with reasons relating to style and features.</p> <p>I can name 12 different books and authors.</p> <p>I can read a text which challenges my reading skills.</p>
<p><b>Resources:</b></p> <p>A wide range of different reading resources, library books, Big Cat phonics letters and sounds books or the children to take home (for children still working on phonics), class texts, the accelerated reader programme – reading scheme for year 4.</p>	<p><b>How we promote reading for pleasure (experiences and outdoor learning opportunities)</b></p> <p>Outdoor book corner, library visits, author visits, book corner with a wide variety of different reading material.</p>	

<p><b>Links made to prior learning:</b></p> <p>By the end of year five children will have a good level of fluency and stamina which will prepare them for more challenging texts in Year 6. The children's reading lessons will have been following the same structure as the rest of the school which will help them transition into year 6 reading lessons easily. By the end of year 5 the children will have been exposed and taught all of the questions stems needed for KS2 so year 6 will be a process of revision of these questions.</p>	<p><b>Preparation for future learning:</b></p> <p>The final term of KS2 for year 6 in reading will involve looking at reading questions stems more appropriate for the beginning of KS2</p>
<p><b>Adapting our curriculum:</b></p> <p>Any children with a reading age which is a year to 18 months behind their actual age will receive 1:1 reading 2-3 times per week to help them catch up and support their reading.</p> <p>Any children with significant SEN will follow the 'different from' reading program. This follows a simpler version of the whole school reading program but goes at a slower pace and has on more focus on the decoding/fluency element to help support the children's reading.</p> <p>Books in book corners and in libraries will involve a wide range of diverse books which will encourage and motivate the children to want to read.</p>	<p><b>Links to other subjects/just checking:</b></p> <p>How are we ensuring the retention is there?</p> <p>Writing lessons will also involve lots of book talk, exploration of authors and discussions about vocabulary.</p> <p>They will also have lots of opportunities to read in other curriculum lessons.</p>

## Recovery Curriculum 2020-21

### Reading

Which objectives and topics have been missed?

	<u>Spring 2 and Summer 1</u>	<u>Summer 2</u>
<u>Nursery</u>	Rhyming words Environmental sounds	Phase 2 phonics
<u>Reception</u>	<u>Phase 3 and 4</u>	<u>Phase 3 and 4</u>
<u>Year One</u>	<u>Retrieval</u>	<u>Prediction and Sequence</u>
<u>Year Two</u>	<u>Inference/Prediction</u>	<u>Sequence</u>
<u>Year Three</u>	<u>Inference</u>	<u>Summarise</u>
<u>Year Four</u>	<u>Summarise</u>	<u>Prediction</u>
<u>Year Five</u>	<u>Summarise</u>	<u>Prediction</u>

What whole school initiatives will we need to address the gaps?

- World book day – full focus on authors and knowledge objectives
- 1:1 readers to address the gap for the children whose reading age is 18 months behind their actual age
- In the first week of teaching a new skill, the teacher will focus on the previous year group's question stems.
- Poetry Day – focusing on the missing poetry objectives

Which objectives should be taught as part of starters to new units of work?

	<u>Objectives to be included this year</u>	<u>Why?</u>
<u>Nursery</u>		
<u>Reception</u>		
<u>Year One</u>		
<u>Year Two</u>	Reading contractions	It can be part of the children's reading lessons and discretely taught as a starter in writing.
<u>Year Three</u>	Differences between non fiction and fiction books	Taught discretely when teaching a new text on Thursday's lesson with a different genre.
<u>Year Four</u>		
<u>Year Five</u>		
<u>Year Six</u>	Making comparisons between different texts. Identify and discuss themes and conventions in and across a wide of writing.	

Which objectives needed to be taught as a whole lesson? Where will they fit in the current curriculum?

	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
N						
R						
1	Story time – retrieval	Story time - retrieval	Tiger who came to tea - vocabulary	The Gruffalo – retrieval	Giraffes who can't dance - retrieval	Magic Pencil – Malala-sequence/prediction
2	Claude goes for gold-vocab	Claude goes for gold - retrieval	Flat Stanley – retrieval Use Year 1 question stems for first week.	Flat Stanley- inference	Sheep pig -sequence- Use Year 1 question stems for first week.	Sheep pig – prediction- Use Year 1 question stems for first week.
3	The Twits - vocabulary	The twits- retrieval	Iron Man- retrieval	Iron Man – inference Use Year 2 question stems for first week.	Charlie and the Chocolate Factory – summarise- Use Year 2 question stems for first week.	Charlie and the chocolate Factory – summarise/prediction- Use Year 2 question stems for first week.
4	Why the whales came - vocabulary	Why the whales came – retrieval	Varjak Paw- inference Use Year 3 question stems for first week.	Varjak Paw – inference- Use Year 3 question stems for first week.	Charlotte's web – summarise- Use Year 3 question stems for first week.	Charlotte's web – prediction

5	Kensuke's Kingdom- vocabulary	Pig Heart Boy – retrieval	Stig of the dump - inference	Stig of the dump - inference	Wonder- summarise Use Year 4 question stems for first week.	Wonder -prediction- Use Year 4 question stems for first week.
6	Letters to a lighthouse - vocabulary	Lights to lighthouse - vocabulary	Holes - inference	Holes - inference	London Eye Mysteries – summarise- Use Year 5 question stems for first week.	London Eye Mysteries – prediction- Use Year 5 question stems for first week.