

Malton Primary Academy Reading Spine and Curriculum



'...the chime of fine words...'

At Malton Primary Academy literacy is viewed as the key to success in other curriculum areas. If pupils are to fully access a broad and balanced curriculum, it is essential they master the skills and acquire the knowledge associated with speaking, reading and writing.

Some pupils at our school do not always see the value in literature. This includes reading for pleasure at home, creating writing and presenting what they know with clarity. Others, however, have a desire to immerse themselves in quality texts and yearn to know more. It is due to this context that our literacy curriculum is based on well-written contemporary and classic texts, poetry and our rich literary heritage.

Some pupils, for a variety of reasons, enter our school without age-appropriate vocabulary. Our curriculum is therefore underpinned by a focus on closing the vocabulary gap. This approach also enhances the vocabulary of our most able learners by providing plentiful opportunities for vocabulary immersion and expansion. Phonology, morphology and semantics are key components to literacy progression and have been planned for sequentially.

Pupils are given frequent opportunities to hear examples of well-spoken language and read examples of well-written text and linguistic conventions across the curriculum. This helps familiarise pupils with language patterns of text types. Pupils must read aloud and respond physically to the ebb and flow of well-constructed sentences. This is essential for pupils in our school because some pupils do not have the opportunity to access this elsewhere, for example, where pupils are new to English.

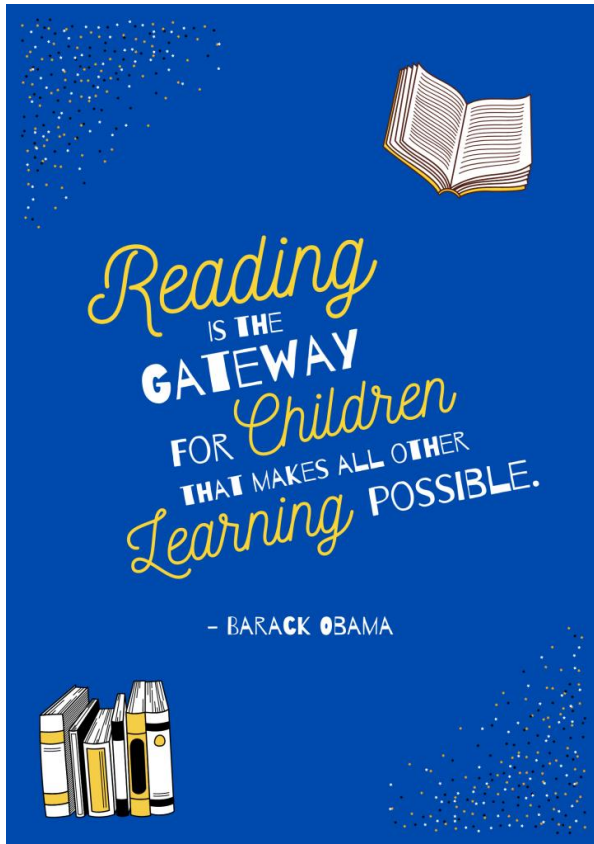
Through literature pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. We have ensured this by carefully considering the texts we expect pupils to hear, read and talk about. Cultural capital is built through regular exposure to topical content, debate and real-life experiences. Pupils are therefore expected to refer to this and draw on knowledge of literature when creating their own pieces of writing.

The school implements a highly structured approach to the teaching of phonics and early literacy. We recognise the importance of decoding and word reading as a foundation to reading and writing for meaning. Almost all pupils entering Year 2 have a secure grounding in word reading and are therefore in a strong position to access the curriculum.

The following key principles underpin our literacy curriculum: Enjoyment is an essential hook to encourage pupils to fully engage with literature; A whole school evidenced-based approach to reading, writing, spelling, handwriting and speaking and listening ensure a consistent and equitable approach for all pupils; Continued professional development is essential to the success of the literacy curriculum and the school invests appropriately in this and encouraging pupils to form positive lifelong learning habits in relation to literacy.

As a result of engagement with our literacy curriculum, we expect pupils in our school to be:

- Effective communicators who can justify their views;
- Confident and fluent speakers, readers and writers, who view these attributes as extraordinarily important;
- In possession of a deep understanding of vocabulary and language;
- Proud authors of their own writing;
- Grounded in literature both contemporary and classic;
- Patient, with a desire to improve their own work and that of others;
- Able to see literature as an opportunity to acquire knowledge.
- Able to understand audience and purpose.



The MORE
that you read,
the MORE things
you will know.
The MORE that you
Learn,
the MORE places you'll go.



Our reading spine is a collection of high-quality texts with a clear rationale for why they have been chosen. Some texts address key contemporary matters and topics such as diversity, protected characteristics and climate change. Others are linked to the wider curriculum or are texts from a different culture. Through this spine and our reading curriculum, the requirements of the National Curriculum are met in full. Each book has been carefully chosen to stretch vocabulary, expose children to different structures and timeframes, encourage critical and analytical thinking and promote a love of reading. Following this reading spine provides equality of opportunity for all children; ensuring all pupils will leave school having had exposure to wide ranging, linguistically varied and intellectually stimulating collection of texts.

The 5 Plagues of the Developing Reader

Exposure to a range of text types of various genres will gradually build children's stamina and familiarity with challenging texts. It develops the skills they will need to dissect more complex texts at secondary school and enhances logic and problem-solving abilities that can be applied in any scenario.

In his book 'Reading Reconsidered', Doug Lemov points out that there are five types of texts that children should have access to in order to successfully navigate reading with confidence. These are complex beyond a lexical level and demand more from the reader than other types of books.

Read his blog article here: <http://teachlikeachampion.com/blog/on-text-complexity-and-reading-part-1-the-five-plagues-of-the-developing-reader/>

Archaic Language The vocabulary, usage, syntax and context for cultural reference of texts over 50 or 100 years old are vastly different and typically more complex than texts written today. Students need to be exposed to and develop proficiency with antiquated forms of expression to be able to read proficiently at secondary school.

Non-Linear Time Sequences In passages written exclusively for students—or more specifically for student assessments—time tends to unfold with consistency. A story is narrated in a given style with a given cadence and that cadence endures and remains consistent, but in the best books, books where every aspect of the narration is nuanced to create an exact image, time moves in fits and start. It doubles back. The only way to master such books is to have read them time and again and to be carefully introduced to them by a thoughtful teacher or parent.

Narratively Complex Books are sometimes narrated by an unreliable narrator-Scout, for example, who doesn't understand and misperceives some of what happened to her. Or the narrator in Edgar Allan Poe's "The Tell-Tale Heart "who is a madman out of touch with reality. Other books have multiple narrators such as Faulkner's As I Lay Dying. Others have non-human narrators such as the horse that tells the story in Black Beauty.

Complexity of plot Some books have multiple intertwined and apparently (for a time) unrelated plot lines. These are far harder to read than books with a single plot line and students need to experience these as well.

Figurative/Symbolic Text Texts which happen on an allegorical or symbolic level. Not reflected in Lexiles; critical forms of text complexity that students must experience.

Resistant Texts Written to deliberately resist easy meaning-making by readers. Perhaps half of the poems ever written fall into this category. You must assemble meaning around nuances, hints, uncertainties and clues.

EYFS Themes and Texts 2022.23

Themes and texts 2022.23						
	Autumn term 1	Autumn term 2	Spring term 1	Spring term 2	Summer term 1	Summer term 2
2 year olds	Leaves and Owls	Gingerbread	Snow and Ice (Penguins)	Easter	Shape and Colour	The Seaside
Key texts	Owl Babies Five Little Pumpkins We're Going on a Leaf Hunt	The Gingerbread Man That's not My Christmas Fairy The Nativity	That's not my Penguin Snow Bears Winter- Busby Winter	That's not my chick That's not my lamb/ Lizzie the Lamb Hop Little Bunnies	Elmer Brown Bear, Brown Bear Jamerry	What the Ladybird Heard at the Seaside A first Book of the Sea That's not my Turtle
Nursery	Seasons (autumn) All about me and my family	People who help us Christmas	Seasons (winter)	Seasons (spring) Gardening and growing	Seasons (summer) Minibeasts and other animals	
Key texts	Only One You Titch	Stick Man Alfie's Christmas- Shirley Hughes	Usborne- What is Snow? Ten Ways to Hear Snow	The Tiny Seed We're Going on an Egg Hunt	The Hungry Caterpillar First Facts Bugs Odd Beasts: Meet Nature's Weirdest Animals The Three Little Pigs	
Reception	Autumn, festivals and cultural celebrations		Winter, science and investigation	Spring, science and investigation	Birds, Butterflies and Bears	
Key texts <i>Shirley Hughes- Out and about- a first book of poems (seasonal)</i>	Lighting a Lamp- A Diwali Story Rama and Sita- The Story of Diwali The Nutcracker The Nativity- The Story of Baby Jesus		Snow- The Science of Winter's Wonders Fox Explores the Night (Light Sources) The Gruffalo's Child	Goldilocks and the Three Bears Ten Seeds	Waiting for Wings A Nest is Noisy Birds Build a Nest (science story book about Forces) We're Going on a Bear Hunt	

	Remembrance	Diversity Focus	Traditional Tale	Colour Mixing (Provision)	Pancakes	Julia Donaldson
2gether	<p>Poppies</p> <p>https://www.youtube.com/watch?v=pv_ub7Be7oA</p>	<p>A range of books in provision with diverse relationships, culture and skin tone.</p>	<p>The Gingerbread Man</p>	<p>The Mixed Up Chameleon</p> <p>First book of colours</p>	<p>The Runaway Pancake</p> <p>Pancakes, Pancakes!</p>	<p>The Gruffalo</p>
Nursery	<p>Hello Poppy (Little Petals)</p>	<p>Handa's Surprise</p> <p>It's OK to be Different</p>	<p>The Three Little Pigs</p>	<p>Mouse Paint</p> <p>A colour of his own</p>	<p>Mr Wolf's Pancakes</p> <p>Rhinos Don't Eat Pancakes</p>	<p>Revisit above and: Stick Man</p>
Reception	<p>Peace Lily</p>	<p>What Happened to you? (Disability)</p> <p>A handful of Buttons (Difference)</p> <p>The Skin you Live in</p>	<p>Goldilocks and the Three Bears</p>	<p>Mix it Up</p> <p>Mixed- a colourful story</p> <p>Sky Colour</p>	<p>Chipati Moon</p> <p>Mama Panya's Pancakes</p> <p>Pancakes! Cook in a Book</p>	<p>Re-visit above and: The Gruffalo's Child</p> <p>The Everywhere Bear</p>

KS1 – Year 1

	Core texts	Supplementary texts
<p>Autumn: stories to be experienced Focus: Formal vocabulary instruction, discussion through book talk and asking and answering questions about the texts. Use of story mountains.</p>	<p>Aesop’s Fables: The Tortoise and the Hare, The Ant and the Grasshopper Rationale: Archaic texts (5 plagues); classic text; consolidating how a story can be plotted onto a story mountain</p> <p>Where the Wild Things Are Rationale: Complexity of plot (5 plagues); classic text Theme: feelings and emotions</p> <p>The Storm Dragon Rationale: Contemporary text; rhyming structure Theme: feelings and emotions</p> <p>Dasher: How a Brave Little Doe Changed Christmas Forever Rationale: Contemporary text; learning how stories and characters can be changed</p>	<p>Non-fiction – various animals</p> <p>The Colour Monster</p> <p>Daisy’s Dragons</p> <p>Twas the Night Before Christmas</p>
<p>Spring: stories to be experienced and two teacher-led reading sessions per week. Focus: Children responding to the texts.</p>	<p>The Very Smart Pea and the Princess to Be Rationale: Contemporary text; complexity of narrator (5 plagues)</p> <p>Grandma Bird Rationale: Contemporary text; complexity of symbol Theme: relationships and families</p> <p>The Pirates Next Door Rationale: Contemporary text Theme: Tolerance and prejudice</p> <p>A dark, dark tale Rationale: Contemporary text; resistant text</p>	<p>The Princess and the Pea</p> <p>The Storm Whale</p> <p>The Night Pirates</p> <p>Not Now Bernard</p>
<p>Summer: stories to be experienced and three or more reading sessions per week based on cohort needs. Focus: Year 1 KPIs</p>	<p>Dogger Rationale: Classic text Theme: Special people and objects; thinking of others</p>	<p>Old Toys and New Toys Shirley Hughes Poetry Ten in a Bed The Morning Rush You’ve got a friend in me</p>

	<p>The Tin Forest Rationale: Contemporary text; rich vocabulary Theme: Faith, ingenuity and hard work</p> <p>The Proudest Blue Rationale: Contemporary text; learning about diversity Theme: New experience, the unbreakable bond between siblings; being proud of who you are</p> <p>Cinnamon Rationale: Contemporary text; stories set in other countries or cultures.</p>	<p>Friends How doth the little crocodile</p> <p>Non-fiction: The Great Big Book of Families</p> <p>Baba's Gift</p>
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KS1 – Year 2

	Core texts – whole class reading lessons	Supplementary texts – story time and curriculum subjects
Autumn 1	<p>Weeks 1-3 Little Red Riding Hood Rationale: Classic text and traditional tale; consolidating how a story can be plotted onto a story mountain Little Red The Last Wolf Rationale: Contemporary versions of traditional tales; learning how stories and characters can be changed Non-fiction All about wolves Woodland and Forest Fact Cards</p> <p>Week 4 The Owl and the Pussycat The Further Adventures of the Owl and the Pussycat Rationale: Classic and contemporary poetry; learning what a poem is and how this differs to a story Archaic text (5 plagues) Non-fiction All about wolves Woodland and Forest Fact Cards What is poetry? Information sheet</p> <p>Weeks 5-7 The Owl who was afraid of the dark Rationale: Classic text Non-fiction Barn Owls Non-Chronological report</p>	<p>Goldilocks and Just One Bear</p> <p>Billy and the Beast</p> <p>There once is a Queen</p> <p>The Queen’s Hat</p>
Autumn 2	<p>Weeks 1-2 Voices in the Park Rationale: Non-linear time sequence and complexity of narrator (5 plagues)</p> <p>Weeks 3-4 The Adventures of Mouse Deer Rationale: Traditional tales from other cultures; curriculum links; learning about the different countries of the world Non-fiction Mouse Deer News Report Indonesia Fact File</p>	<p>Gorilla</p> <p>The Snow Dragon</p> <p>The Curse of the School Rabbit</p>

	<p>Weeks 5-7 The Tear Thief Rationale: Contemporary text Theme: Feelings and emotions Non-fiction TBC Winter Poems</p>	
Spring 1	<p>Weeks 1-3 Meerkat Mail Rationale: Contemporary text; curriculum links; learning about the different countries of the world Non-fiction Usbourne Meerkats Meerkat Fact File Deserts and Savannahs</p> <p>Weeks 4-5 Mama Panya's Pancakes Rationale: Tales from other cultures; identifying similarities and differences between cultures; links to Shrove Tuesday; learning about the different countries of the world Non-fiction Pancake Day Fact File Kenya Fact File/Reading Comprehension</p>	African Animal Tales
Spring 2	<p>Weeks 1-3 The Hodgeheg Rationale: Classic text; curriculum links; road safety; impact of humans on nature Non-fiction TBC</p> <p>Weeks 4-5 The Minpins Rationale: Classic text; rich vocabulary; learning about how to describe a setting effectively</p>	Amazing Grace
Summer 1	<p>Weeks 1-3 The Queen's Token Rationale: Contemporary text; curriculum links Non-fiction TBC</p> <p>Weeks 4-5 Lost and Found Rationale: Contemporary text; resistant text (5 plagues) The Great Paper Caper Rationale: Contemporary text; complexity of plot/symbol (5 plagues)</p>	The Queen's Spy

<p>Summer 2</p>	<p>Weeks 1-4 The Magic Faraway Tree: A New Adventure The Magic Faraway Tree: The Enchanted Wood Rationale: Classic and Contemporary texts; rich vocabulary; <i>archaic text (5 plagues)</i></p> <p>Weeks 5-6 The Lorax Rationale: Classic text; contemporary issues of environmental awareness Thinker: My Puppy Poet and Me Rationale: Poetry from another culture; poems to learn and perform</p>	<p>The Day the Crayons Quit <i>Complexity of narrator (5 plagues)</i></p>
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Curriculum objectives and half termly focus.

	Applying Phonics	Reading Accurately with Fluency and Understanding	Vocabulary
Autumn 1	<ul style="list-style-type: none"> -Understand the importance of decoding words automatically (<i>Fred in your Head/Speedy Reading</i>) and that some words cannot be decoded with phonic strategies (<i>red words</i>). -Use the graphemes taught to blend sounds (<i>Set 1, 2 and 3 sounds</i>). -Know that phonemes may be represented by different graphemes. 	<ul style="list-style-type: none"> -Know that the purpose of reading is to make meaning. 	<ul style="list-style-type: none"> -Know that there is a range of decoding strategies.
Autumn 2	<ul style="list-style-type: none"> -Know that familiar words do not need to be sounded out and blended (<i>Speedy Reading</i>). -Read these words automatically and accurately without sounding or blending. -Read words with common suffixes: <i>ed, ing, er, est</i>. 	<ul style="list-style-type: none"> -Check that the text makes sense and re-read when meaning is lost. 	<ul style="list-style-type: none"> -Use a range of decoding strategies to read unfamiliar words.
Spring 1	<ul style="list-style-type: none"> -Know that the same grapheme may be read in different ways. -Recognise alternatives and consider which will make more sense. -Recognise syllables in words and know that breaking words into syllables helps fluent decoding. -Read words with common suffixes: <i>ment, ness, ful, less, ly</i>. 	<ul style="list-style-type: none"> -Self-correct when the meaning is lost. -Explain what has happened so far in what has been read. 	<ul style="list-style-type: none"> -Use prior knowledge and reading experiences to understand texts and the meaning of unfamiliar words.
Spring 2	<ul style="list-style-type: none"> -Know that other strategies can be used to read unfamiliar words. -Use other strategies to support fluent decoding. - Read most common exception words. 	<ul style="list-style-type: none"> -Find the answers to retrieval questions about stories, poems and non-fiction texts. -Recognise that the writer can have a message for the reader. -Make predictions about possible events. 	<ul style="list-style-type: none"> -Use the context to understand texts and the meaning of unfamiliar words.
Summer 1	<ul style="list-style-type: none"> -Read words of two or more syllables accurately. - Read aloud books closely matched to phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation. 	<ul style="list-style-type: none"> -Know what the inference - 'reading between the lines' - means. -Find and explain inferences about characters' thoughts and feelings. -Give reasons for characters' actions or behaviour. 	<ul style="list-style-type: none"> -Ask questions to clarify understanding.
Summer 2	<ul style="list-style-type: none"> -Read books closely matched to phonic knowledge fluently and confidently. 	<ul style="list-style-type: none"> -Recognise key ideas in a text. -Explain a writer's message. -Make predictions about how a character might behave. 	<ul style="list-style-type: none"> -Consolidate all prior taught knowledge and skills.

Expected Year 2 Assessment Criteria 1. Well below 2. Below but entering skill/concept 3. AT ARE – secure in skill /concept 4. Above ARE –mastery of skill/concept	On track to be on at least Gold book banding by the end of the year 2.
Word Reading	
Read accurately words of two more or more syllables	
Apply phonic knowledge and skills as the main route to decoding unfamiliar words.	
Read most words containing common suffixes	
Read at least 90% of common exception words	
Fluency	
Read books at Gold level or above with at least 95% accuracy. https://youtu.be/-v3XOsTF33Y	
Read most words accurately and fluently without overt sounding and blending to allow them to focus on their understanding of the text (at approximately 90 words per minute)	
Sound out most unfamiliar words accurately.	
Comprehension	
Check that the text makes sense to them, correcting any inaccurate reading.	
Explain what has happened so far in what they have read.	
Answer questions about what they have read in both fiction and non-fiction (1b)	
Retrieve simple information from fiction and non-fiction (1b)	
Discuss the sequence of events and how they are related. (1c)	
Sequence key events in the order in which they happened (1-4) 1c	
Make some simple, accurate inferences about characters based upon what has been said and done. (1d)	
Make simple predictions based on what they have read so far (1e)	

As Year 2 Teachers, we will endeavour to:

- Develop children with a positive attitude and love of Reading so that they see themselves as ‘readers’
- Nurture the love and enjoyment of reading for pleasure by being good role models.
- Enable pupils to listen to, discuss and express views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently.
- Provide a rich diet of fiction, non-fiction and poetry – which children can absorb, recite, share and enthuse about.
- Retell lots of stories including fairy stories and traditional tales.
- Allow pupils to take part in group and individual retelling, role-play and discussion about books they have read.
- Develop pupils’ love and interest in new vocabulary that they meet in their reading and allow pupils to discuss their favourite words and phrases.

KS2 – Year 3

	Core texts	Rationale
Autumn 1	Weeks 1-2 Stone Age Boy Non-fiction History Detective Investigates Stone Age to Iron Age	Contemporary text; Curriculum links
	Weeks 3-5 The Iron Man (750I) Non-fiction TBC	Classic text; complexity of plot/symbol (5 plagues)
	Weeks 6-7 Poetry The Cat's Protection League by Roger McGough Wide Open by Rachel Rooney	Narrative poetry Free verse poetry
Autumn 2	Weeks 1-3 The Wild Robot (740I)	Contemporary text; contemporary issues of technology and climate change.
	Weeks 4-5 Poetry Gingerbread Man by Joseph Coelho Words are ours by Michael Rosen	Performance poetry; protected characteristics; resistant text (5 plagues) Performance poetry
Spring 1	Weeks 1-5 Flat Stanley and the Great Egyptian Grave Robbery Egyptian Myths and Legends Non-fiction Ancient Egypt – various texts.	Classic text; curriculum links Archaic text (5 plagues)
Spring 2	Weeks 1-5 This Morning I Met a Whale	Curriculum links; contemporary issues of human impact on nature
Summer 1	Weeks 1-5 Stig of the Dump (850I) Non-fiction	Curriculum links; rich vocabulary; non-linear time sequence (5 plagues)
Summer 2	Weeks 1-3 Planet Omar Accidental Trouble Magnet (820I)	Contemporary text; curriculum links; diversity
	Weeks 3-6 The Abominables (1010I)	Rich vocabulary; themes of addressing cruelty and injustice

Curriculum objectives and half termly focus.

	Applying Phonics	Reading Accurately with Fluency and Understanding	Vocabulary
Autumn 1	<ul style="list-style-type: none"> -Know that phonics is one strategy to read words: '<i>fred talk</i>'. -Know when phonic strategies will help to read a word and when they will not: '<i>green and red words</i>'. -Know what a root word is. -Understand how to use root words to help to read unfamiliar words. 	<ul style="list-style-type: none"> -Check understanding in any text that is read. -Know that texts will have a main idea. -Identify the main idea in a text. 	<ul style="list-style-type: none"> -Know that there will be unfamiliar words in a text. -Identify any words that are unfamiliar. -Use root words to help to read and understand familiar words.
Autumn 2	<ul style="list-style-type: none"> -Know what prefixes and suffixes are. -Understand how prefixes and suffixes can change the meaning of a word: <i>pre, dis, mis, re</i>. 	<ul style="list-style-type: none"> -Ask questions to ensure and deepen understanding in a text – <i>fiction and poetry</i> -Give a personal response to a text and give evidence to support this - <i>poetry</i> 	<ul style="list-style-type: none"> -Use a dictionary to check or find the meaning of new words. -Use prefixes and suffixes to read and understand the meaning of unfamiliar words.
Spring 1	<ul style="list-style-type: none"> -Apply knowledge of root words, prefixes and suffixes to read aloud unfamiliar words. -Know that some words may have a similar pronunciation but may be written differently. -Know that some of these are unusual. 	<ul style="list-style-type: none"> -Know that the organisation and layout of a book helps me to understand it – <i>non-fiction</i> -Know how to find key words and or information in a non-fiction text and record this. 	<ul style="list-style-type: none"> -Apply knowledge of root words, prefixes and suffixes to understand the meaning of unfamiliar words. -Discuss the meaning of unfamiliar words identified.
Spring 2	<ul style="list-style-type: none"> -Use knowledge of unusual phoneme/grapheme correspondences to help to read unfamiliar words. -Know that unfamiliar words can be read by using knowledge of similar words (analogy). 	<ul style="list-style-type: none"> -Know that the main idea in a narrative may also have a message for the reader and that this is called a theme. -Recognise that books may have a similar theme. 	<ul style="list-style-type: none"> -Use the context of unfamiliar words to explain their meaning.
Summer 1	<ul style="list-style-type: none"> -Understand how prefixes and suffixes can change the meaning of a word: <i>sub, tele, super, auto, less</i>. -Use prefixes and suffixes to read and understand the meaning of unfamiliar words. 	<ul style="list-style-type: none"> -Use clues from the text to predict what might happen next and give reasons for this. -Understand that the organisation and layout may be different according to the purpose of the book – <i>non-fiction</i> 	<ul style="list-style-type: none"> -Check the meaning of any unfamiliar words through questioning, discussion and use of dictionaries.
Summer 2	<ul style="list-style-type: none"> -Understand how prefixes and suffixes can change the meaning of a word: <i>ly</i>. -Use prefixes and suffixes to read and understand the meaning of unfamiliar words. -Use analogy, drawing on pronunciation of similar known words to read others. 	<ul style="list-style-type: none"> -Explain a personal response and listen to others' personal responses to a text. -Adapt own response in the light of others' responses. -Know that characters' actions can tell the reader about their thoughts, feelings and motives. Infer characters' feelings thoughts and motives for their actions. 	<ul style="list-style-type: none"> -Discuss the meaning of specific or unusual words used by authors to create effects. -Record words and language from reading to use in writing. -Identify how language, structure and presentation contribute to meaning.

Expected Year 3 Assessment Criteria 1. Well below 2. Below but entering skill/concept 3. AT ARE – secure in skill /concept 4. Above ARE –mastery of skill/concept	On track to be on Brown or equivalent book banding by the end of the year 3.
Word Reading	
Read multisyllabic words found in age appropriate texts.	
Read words that contain common prefixes and suffixes	
Apply phonics skills previously taught as the main route to tackle new vocabulary.	
Fluency	
Read books at brown level or above with at least 95% accuracy.	
Read accurately and fluently, a range of age related texts, which include unfamiliar words.	
Comprehension	
Understand how common prefixes and suffixes change the meaning of the root word (2a)	
Retrieve and record information from fiction and non-fiction texts (2b)	
Identify and summarise the main idea from one paragraph. (2c)	
Sequence events in the order in which they happened (1-5) (2c)	
Make accurate inferences about characters feelings, thoughts and motives using evidence from the text. (2d)	
Make sensible predictions about what might happen referring to details in the text (2e)	
Identify some conventions of different types of texts e.g. greetings in a letter (2f)	
Identify the main theme or idea of texts (2f)	
Identify the language the author uses to create effects (2g)	
As Year 3 Teachers we will endeavour to:	

- Develop children with a positive attitude and love of Reading so that they see themselves as ‘readers’.
- Nurture the love and enjoyment of reading for pleasure by being good role models.
- Allow ample opportunities for pupils to listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- Develop pupils’ confidence, by allowing them to perform readings to an audience with expression, tone and intonation.
- Facilitate group and individual retelling, role-play and discussion about books the children have read.
- Develop pupils’ love and interest in new vocabulary that they meet in their
- Encourage children to discuss their reading and ask questions to develop their understanding.

KS2 – Year 4

	Core texts	Rationale
Autumn 1	Weeks 1-3 Swimming Against the Storm (630I) Non-fiction	Contemporary text; contemporary issues of climate change and the natural world; learning about lives in different countries and cultures.
	Weeks 4-6 The Girl Who Stole an Elephant (630I) Non-fiction TBC	Contemporary text; theme of friendship; learning about lives in different countries and cultures.
	Weeks 6-7 Poetry The Jabberwocky by Lewis Carroll	Classic text; performance poetry; resistant text (5 plagues)
Autumn 2	Weeks 1-3 Roman Myths and Legends including Romulus and Remus Non-fiction Various texts on Ancient Rome	Classic texts; curriculum links.
	Weeks 4-7 The Time Travel Diaries (630I)	Contemporary texts; curriculum links
Spring 1	Weeks 1-2 Greek Myths and Legends including Jason and the Argonauts Non-fiction Various texts on Ancient Greece.	Classic texts; curriculum links.
	Week 3-5 Who Let the Gods Out (800I)	Contemporary text; curriculum links.
Spring 2	Week 1-2 Who Let the Gods Out (cont) Weeks 3-5 A Midsummer Night's Dream	Classic text; archaic text (5 plagues) ; playscript; rich vocabulary; curriculum links.
Summer 1	Weeks 1-5 The Firework Maker's Daughter (870I) Clockwork	Non-linear time sequence (5 plagues) ; rich vocabulary; classic text. Complexity of narrator (5 plagues) ; rich vocabulary; classic text.
Summer 2	Weeks 1-6 The Lion, the Witch and the Wardrobe (940I) Poetry	Classic text, complexity of plot/symbol (5 plagues)
	Life doesn't frighten me at all by Maya Angelou	Patterned poetry; poems from other cultures.

Curriculum objectives and half termly focus

	Applying Phonics	Knowledge of texts	Reading for understanding	Vocabulary
Autumn 1	<ul style="list-style-type: none"> -Know that phonics is one strategy to read words: '<i>fred talk</i>'. -Know when phonic strategies will help to read a word and when they will not: '<i>green and red words</i>'. -Use knowledge of root words to help to read unfamiliar words. 	<ul style="list-style-type: none"> -Know that there is a range of narrative stories. -Discuss the range of narrative stories studied in Year 3 and consider similarities and differences. -Understand that these stories have different plot patterns. -Know that plot develops in different ways according to the plot pattern. 	<ul style="list-style-type: none"> -Identify the main ideas of a text. -Know that the main idea can be summarised in a sentence. -Make predictions based on the text and from knowledge from other books. 	<ul style="list-style-type: none"> -Use root words to help to understand the meaning of unfamiliar words. -Use a dictionary to check or find the meaning of new words.
Autumn 2	<ul style="list-style-type: none"> -Use knowledge of learned prefixes and suffixes to help to read unfamiliar words: <i>in, il, im, ir, ing, er, en, ed</i>. 	<ul style="list-style-type: none"> -Understand that the meaning of poems can be enhanced through performance. -Discuss how meaning is enhanced through performance. -Identify that intonation, tone, volume and action can be used to enhance meaning. -Prepare poems to read aloud and perform, showing understanding through intonation, tone, volume, and action. 	<ul style="list-style-type: none"> -Know that many books have themes. -Discuss the themes in books. -Know that the organisation and layout of books may vary according to their purpose – <i>non-fiction</i>. 	<ul style="list-style-type: none"> -Use prefixes or suffixes to help to understand the meaning of unfamiliar words.
Spring 1	<ul style="list-style-type: none"> -Apply knowledge of root words, prefixes, and suffixes to help to read aloud unfamiliar words: <i>anti, inter, ation</i>. 	<ul style="list-style-type: none"> Identify words and language that show the setting of a book – historical, cultural or social. -Know where to find the specific information needed in non-fiction texts. -Know how to use a non-fiction text to find identified information. 	<ul style="list-style-type: none"> -Understand that the reader needs to interact with a text to fully understand it. -Check understanding in any book or text read. -Ask questions to ensure understanding of a text. -Use the organisation and layout of a book to find specific information and record this – <i>non-fiction</i>. 	<ul style="list-style-type: none"> -Apply knowledge of root words, suffixes and prefixes to help to understand the meaning of unfamiliar words. -Discuss the meaning of unfamiliar words.
Spring 2	<ul style="list-style-type: none"> -Know that some words may have a similar pronunciation but may be written differently. -Know that some of these are unusual. -Use knowledge of unusual phoneme/grapheme correspondences to help to read unfamiliar words. -Know that unfamiliar words can be read by using knowledge of similar words (analogy). 	<ul style="list-style-type: none"> -Understand that writers open stories in different ways and make comparisons. -Choose non-fiction texts for a specific purpose. 	<ul style="list-style-type: none"> -Find evidence which shows what the theme is in a book. -Explain why the evidence shows what the theme is. -Compare with others' personal responses to a text. -Understand why a character acted, responded or felt in a certain way. -Identify the main idea in paragraphs in a text. 	<ul style="list-style-type: none"> -Apply knowledge of root words, suffixes and prefixes to help to understand the meaning of unfamiliar words. -Discuss the meaning of unfamiliar words.

			-Summarise the main ideas of a text in a sentence.	
Summer 1	-Apply knowledge of root words, prefixes and suffixes to help to read unfamiliar words: <i>ous, ly</i> .	<ul style="list-style-type: none"> -Know that writers choose words and language to show atmosphere, mood or feelings. -Find words and language to show atmosphere, mood or feelings. -Explain how the words and language used show atmosphere, mood or feelings and explain why a writer has made specific choices. -Explain how a writer has used words and language to show the setting of a book. -Record words and language from reading to use in writing. -Find similarities in the use of language and openings in books experienced. 	<ul style="list-style-type: none"> -Understand that a writer wants the reader to respond in a certain way. -Explain how the writer made sure of the reader's response, using evidence from the text. 	<ul style="list-style-type: none"> -Actively seek the meaning of any words or language not understood. -Check the meaning of any unfamiliar words through questioning, discussion or use of dictionaries.
Summer 2	-Use analogy, drawing on pronunciation of similar known words to read others.	<ul style="list-style-type: none"> -Know that there are different forms of poetry, recognising and naming those previously taught. -Know that words and language in poems create effects. -Explain the effect created by the poet's choice of words and language. -Know that poems may have patterned language and find examples. -Explain the effect of patterned language in poems and why a poet might use it. 	<ul style="list-style-type: none"> -Ask questions to deepen understanding of a text – between and beyond the lines. -Find where the writer has written to make the reader respond in a certain way. -Adapt personal responses in light of others' responses. -Understand why a writer wanted a character to respond in a certain way. -Infer meaning using evidence from events, description and dialogue. -Make connections with books with similar themes. -Skim to find specific information on a page or in a paragraph. -Scan a page or paragraph to find key words or information. 	<ul style="list-style-type: none"> -Actively seek the meaning of any words or language not understood. -Check the meaning of any unfamiliar words through questioning, discussion or use of dictionaries.

Expected Year 4 Assessment Criteria 1. Well below 2. Below but entering skill/concept 3. AT ARE – secure in skill /concept 4. Above ARE –mastery of skill/concept	On track to be on grey or equivalent book banding by the end of the year 4.
Word Reading	
Read multisyllabic words taken from age appropriate texts.	
Read passages of longer texts mostly accurately and fluently.	
Fluency	
Read books at grey level or above with at least 95% accuracy.	
Read accurately and fluently, a range of age related texts which include unfamiliar words	
Comprehension	
Apply their knowledge of prefixes/suffixes to understand and explain the meaning of new words (2a)	
Retrieve and record information from both fiction and non-fiction (2b)	
Identify and summarise the main ideas across more than one paragraph (2c)	
Sequence events in the order in which they happened across more than one paragraph (1-5) (2c)	
Make accurate inferences, drawing upon relevant evidence from the text to support their ideas e.g. Feelings, thoughts and motives (2d)	
Make sensible predictions about what might happen referring to key details stated in the text and by drawing their own inferences (2e)	
Identify how structure and presentation contribute to the meaning of a text i.e. diary in 1st person, nonsense poetry (2f)	
Identify recurring themes and ideas in a wider range of texts (2f)	
Comment on the choice of language the author uses to engage the reader i.e. identify precise words chosen for effect (2g)	

As Year 4 Teachers, we will endeavour to:

- Develop children with a positive attitude and love of Reading so that they see themselves as ‘readers’.
- Nurture the love and enjoyment of reading for pleasure by being good role models.
- listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- Provide a rich diet of fiction, non-fiction and poetry – which children can absorb, recite, share and enthuse about.
- With increasing confidence, perform readings to an audience with expression, tone and intonation.
- Take part in group and individual retelling, role-play and discussion about books they have read.
- Develop pupils’ love and interest in new vocabulary that they meet in their reading.
- Encourage children to discuss their reading and ask questions to develop their understanding.

KS2 – Year 5

	Core texts	Rationale
Autumn 1	Weeks 1-7 The Gauntlet (700I) Non-fiction Bangladesh Fact File New York City information pack	Contemporary text; narrative from another culture; complexity of plot (5 plagues) ; rich vocabulary
Autumn 2	Weeks 1-2 The Rainmaker Danced by John Agard Non-fiction Caribbean Poets	Performance poetry; contemporary text; resistant text (5 plagues)
	Weeks 3-7 Wonder by R.J. Palacio	Contemporary texts; diversity; narrative from another culture; complexity of narrator (5 plagues)
Spring 1	Weeks 1-5 Oliver Twist (810I) Street Child (1010-1200I)	Classic texts; curriculum links; archaic texts (5 plagues)
Spring 2	The Vanishing Trick (810I) 12 minutes to midnight (1010-1200I) Non-fiction TBC	Contemporary texts; curriculum links; mental health and changing attitudes over time.
Summer 1	Weeks 1-5 The Explorer (600I) Traditional stories from the Amazon	Contemporary text; curriculum links. Classic texts; myths and legends
Summer 2	Weeks 1-3 Kensuke’s Kingdom (730I) Weeks 3-6 Tom’s Midnight Garden (860I)	Complexity of narrator (5 plagues) ; rich vocabulary Classic text; relationships, growing up and the passage of time; archaic text and non-linear time sequence (5 plagues)

	Retrieving information from text	Knowledge of texts	Justification for views	Vocabulary and comprehension
Autumn 1	<ul style="list-style-type: none"> -Identify key information from a text. -Summarise key information in sentences. -Find key information from different parts of a text. 	<ul style="list-style-type: none"> -Know that there is a range of narrative genres, which includes classic and traditional stories, myths and legends, poems and playscripts. -Know that these are structured in different ways. -Summarise the main ideas from a text. -Know that non-fiction texts are structured to guide the reader to find specific information. 	<ul style="list-style-type: none"> -Give a personal point of view about a text. -Explain the reasons for a viewpoint, using evidence from the text. -Listen to others' ideas and opinions about a text. 	<ul style="list-style-type: none"> -Understand that there will be unfamiliar words in texts read.
Autumn 2	<ul style="list-style-type: none"> -Understand the difference between fact and opinion. -Find examples of fact and opinion in texts and explain why one is fact and the other is opinion. 	<ul style="list-style-type: none"> -Learn a wider range of poetry by heart. -Prepare poems to read aloud and to perform, showing understanding through intonation, tone, and volume so that the meaning is clear to the audience. -Find words and language for effect. -Explain how the words and language create a precise effect. -Understand that a writer moves events forward through a balance of action, description, and dialogue. -Draw inferences including thoughts, feelings and motives for actions at different points in a text. -Explain how the structure guides the reader to find specific information in non-fiction texts. 	<ul style="list-style-type: none"> -Make connections between other similar texts, prior knowledge and experience. -Explain why there are connections, using evidence. 	<ul style="list-style-type: none"> -Use dictionaries to check the meaning of unfamiliar words.
Spring 1	<ul style="list-style-type: none"> -Use skimming and scanning to find information needed. -Make notes on the information needed. -Organise notes and present information. 	<ul style="list-style-type: none"> -Discuss how and why different books have different structures. -Explain why a text is enjoyable and who might enjoy it. -Understand that inferences can be drawn from different parts of the text. -Justify inferences with evidence from the text. 	<ul style="list-style-type: none"> -Compare books with similar themes. -Compare different versions of texts, explaining similarities and differences. -Evaluate the effectiveness of different versions of texts. 	<ul style="list-style-type: none"> -Ask questions to improve understanding.
Spring 2	<ul style="list-style-type: none"> -Understand that a narrative can be told from different points of view – narrator, character. -Identify the point of view in a narrative. 	<ul style="list-style-type: none"> -Understand that writers use language for precise effect. -Understand that a writer uses different sentence structures and techniques to create effects. 	<ul style="list-style-type: none"> -Build on others' ideas and opinions about a text in discussion. -Question others' ideas about a text. 	<ul style="list-style-type: none"> -Re-read to check that the text is meaningful.

		<ul style="list-style-type: none"> -Explore the structures and techniques used. -Make predictions from evidence found and implied. -Evaluate the effectiveness of a non-fiction book to research questions raised. 		
Summer 1	<ul style="list-style-type: none"> -Understand that the writer may have a viewpoint. -Identify the writer's viewpoint, for example, how different characters are presented. 	<ul style="list-style-type: none"> -Record examples of effective structures and techniques from reading to use in writing. -Record effective words and language from reading to use in writing. -Know that the context in which it was written can affect a text. -Explain how the context of a text reflects the reaction of the audience it was written for. 	<ul style="list-style-type: none"> -Explain how books written in different contexts can have similar themes. 	<ul style="list-style-type: none"> -Use meaning-seeking strategies to explore the meaning of words in context.
Summer 2	<ul style="list-style-type: none"> -Explore how events are viewed from another perspective. -Explain the writer's viewpoint with evidence from the text. 	<ul style="list-style-type: none"> -Explore how dialogue is used to develop character. -Explore how actions are added to dialogue to move events forward. -Understand that inferences can be made by reading between and beyond the lines. 	<ul style="list-style-type: none"> -Compare books with similar themes from different contexts. 	<ul style="list-style-type: none"> -Use meaning-seeking strategies to explore the meaning of idiomatic and figurative language.

<p>Expected Year 5 Assessment Criteria</p> <ol style="list-style-type: none"> 1. Well below 2. Below but entering skill/concept 3. AT ARE – secure in skill /concept 4. Above ARE –mastery of skill/concept 	<p>On track to be on dark blue or equivalent book banding by the end of the year 5.</p>
<p>Word Reading and Fluency</p>	
<p>Read books at dark blue level or above with at least 95% accuracy.</p>	
<p>Read age appropriate books with confidence and fluency including whole novels</p>	
<p>Read aloud with appropriate speed and intonation that shows understanding.</p>	
<p>Comprehension</p>	
<p>Demonstrate the ability to work out the meaning of new words using the context and the proficient use of a dictionary 2a</p>	
<p>Can make comparisons within and across texts i.e. comparing how characters change over time. 2h</p>	
<p>Can identify some grammatical and language features and evaluate how these have impact on the reader. 2f, 2g</p>	
<p>Recognise the difference between fact and opinion</p>	
<p>Make sensible predictions about what may happen from the details stated and implied and justify these with evidence from the text and their own inferences (2e)</p>	
<p>Retrieve implicit information from fiction and non-fiction texts (2b)</p>	
<p>Identify and summarise the main ideas across more than one paragraph using quotations as evidence (2c)</p>	
<p>Can sequence events from across a lengthier text (2c)</p>	
<p>Infer meaning from details stated and justify these with direct evidence from the text (2d)</p>	

As Year 5 Teachers, we will endeavour to:

- Develop children with a positive attitude and love of Reading.
- Provide a rich diet of fiction, non-fiction and poetry – which children can absorb, recite, share and enthuse about.
- Allow children opportunities to listen to quality texts, which they are encouraged to give opinions about.
- Provide opportunities for children to read aloud prepare and perform readings to an audience.
- Increase pupils’ familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions
- Challenge children to read unfamiliar words and texts which allow them to try out their skills as a reader (using knowledge of suffixes/prefixes, root words, and word derivations)
- Encourage children to ask questions whilst they read to improve their understanding
- Allow pupils to participate in rich discussions about books that are read to them and those they can read for themselves, building on their own and others’ ideas and challenging views courteously.
- Encourage pupils to explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary.

KS2 – Year 6

	Core texts	Rationale
Autumn 1	<p>Weeks 1-5 Goodnight Mr Tom (410I-600I)</p> <p>Weeks 6-7 The Valley of Lost Secrets (610I-800I)</p>	<p>Classic text; high demand decoding, vocabulary, sentences and patterns; curriculum links; non-linear time sequence (5 plagues).</p> <p>Contemporary text; curriculum links; high demand sentences and patterns.</p>
Autumn 2	<p>Weeks 1-3 The Valley of Lost Secrets (continued)</p> <p>Weeks 4-7 The Secret Lake (610-800I) The Secret Garden (1200-1400I)</p>	<p>Contemporary text; rich vocabulary; high instances of rare words. Classic text; archaic text; rich vocabulary; high demand sentences and instances of rare words.</p>
Spring 1	<p>Weeks 1-5 The Girl of Ink and Stars (710I) Swiss Family Robinson (810I-1000I)</p>	<p>Contemporary text; modern myths and legends; complexity of plot (5 plagues)</p> <p>Classic text; high demand text; archaic text.</p>
Spring 2	<p>Weeks 1-4 Floodland (530I)</p> <p>Weeks 4-5 Odd and the Frost Giants (820I) Various Viking Myths and Legends</p>	<p>Contemporary text; rich vocabulary; high demand decoding and sentences; contemporary issues of climate change and human impact on nature.</p> <p>Contemporary text; myths and legends Classic texts; myths and legends</p>
Summer 1	<p>Weeks 1-2 Odd and the Frost Giants Various Viking Myths and Legends (continued)</p> <p>Weeks 3-5 Othello</p>	<p>Classic text; playscript; rich vocabulary; diversity and racism; complexity of narrator (5 plagues).</p>
Summer 2	<p>Weeks 1-6 Zo and the Forest of Secrets (810I-1000I)</p>	<p>Contemporary text; stories from another culture; learning about different countries and cultures; diversity; high demand text.</p>

	Explaining and discussing own understanding	Knowledge of texts	Justification for views	Vocabulary and comprehension
Autumn 1	<ul style="list-style-type: none"> -Identify key information from a text and summarise in sentences. -Find key information from different parts of a text and summarise. -Present an oral and written overview or summary of a text. 	<ul style="list-style-type: none"> -Be familiar with a range of narrative genres, which includes classic and traditional stories, myths and legends, poems and playscripts. -Know that texts can have elements of more than one text type. -Identify elements included in a text type. -Draw more complex inferences including feelings, thoughts and motives for their actions at different points in the text. 	<ul style="list-style-type: none"> -Give a personal point of view about a text. -Explain the reasons for a viewpoint, using evidence from the text. -Listen to others' ideas and opinions about a text. -Explain the similarities and differences between different versions of a text. 	<ul style="list-style-type: none"> -Understand that there will be unfamiliar words in texts read. -Use dictionaries to check the meaning of unfamiliar words.
Autumn 2	<ul style="list-style-type: none"> -Use point, evidence and explanation (PEE) to respond to questions about texts. 	<ul style="list-style-type: none"> -Explain why a text is enjoyable and who might also enjoy it. -Evaluate the usefulness of a non-fiction book to research questions raised. -Identify the characteristics of a writer's style and explain. -Answer more complex retrieval questions where the information is not obviously stated. 	<ul style="list-style-type: none"> -Build on others' ideas and opinions about a text in discussion. -Question others' ideas about a text. 	<ul style="list-style-type: none"> -Use meaning-seeking strategies to explore the meaning of words in context. -Use meaning-seeking strategies to explore the meaning of idiomatic and figurative language.
Spring 1	<ul style="list-style-type: none"> -Identify the point of view in a narrative. -Explore how events can be viewed from another perspective. 	<ul style="list-style-type: none"> -Explain how the choices a writer made about the structure of a text support its purpose. -Know that word and language choices support the writer's purpose and explain how, using evidence. -Make predictions using knowledge of the conventions of different genres and text types. -Give impressions of characters, relationships and settings with evidence. 	<ul style="list-style-type: none"> -Make connections between texts which may not initially seem similar. -Explain why there are connections, using evidence. 	<ul style="list-style-type: none"> -Ask questions to improve and deepen understanding. -Re-read to check that the text is meaningful. -Know that a text may need to be read slowly or re-read to deepen understanding.
Spring 2	<ul style="list-style-type: none"> -Identify the techniques used to create feelings, atmosphere, mood or messages and explain how. -Comment on how the writer's intent affects the reader. 	<ul style="list-style-type: none"> -Know that non-fiction may include a creative, fictional element. -Understand that non-fiction texts may present the same information with different viewpoints. -Evaluate the effectiveness of different non-fiction texts by comparing how 	<ul style="list-style-type: none"> -Identify themes in books which have different cultural, social or historical contexts. 	<ul style="list-style-type: none"> -Know that texts have different layers of meaning – between the lines and beyond the lines. -Summarise the main ideas drawn from the text. -Make predictions from evidence found and implied.

		<p>different writers present the same information.</p> <p>-Explain 'how you know' and 'how you can tell'.</p>		
Summer 1	<p>-Know that points of view can be implied and identify these.</p> <p>-Explain implied points of view, using evidence.</p>	<p>-Know that style and vocabulary are linked to the purpose of a text and explain how, using evidence.</p> <p>-Explain how the techniques and structures used support the writer's purpose, using evidence.</p>	<p>-Compare and contrast themes in a range of books.</p>	<p>-Find the different layers of meaning in a text and explain how they contribute to the reader's understanding of the overall meaning, characters and themes.</p>
Summer 2	<p>-Identify the writer's point of view and explain with evidence.</p> <p>-Explain the effect of the writer's viewpoint on the reader.</p> <p>-Explain how the techniques used create feelings, atmosphere, mood or messages.</p>	<p>-Comment on the effectiveness of the writer's use of language structures and techniques.</p>	<p>-Explain how there are common themes in different books, using evidence from reading.</p>	<p>-Know that the context in which it was written can affect a text.</p> <p>-Explain how the context of a text reflects the reaction of the audience it was written for.</p>

Expected Year 6 Assessment Criteria 1. Well below 2. Below but entering skill/concept 3. AT ARE – secure in skill /concept 4. Above ARE –mastery of skill/concept	On track to be on dark red or equivalent book banding by the end of the year 6.		
Word Reading and Fluency			
Read age appropriate books with confidence and fluency including whole novels. https://www.youtube.com/watch?v=fU0jRe5cnMw			
Read aloud with appropriate speed and intonation that shows understanding.			
To work out the meaning of unfamiliar words using the context (2a)			
Retrieve information from Fiction and Non Fiction texts (2b)			
Summarise main ideas, identifying key details and using quotations as evidence (2c)			
Can sequence events from across a lengthier text (1-5) (2c)			
Can explain and discuss their understanding of what they have read drawing on inference and justifying these with evidence (2d)			
Recognise the difference between fact and opinion (2b, 2d)			
Predict what might happen from details stated and implied, justifying these with evidence from the text and their own inferences. (2e)			
Make comparisons within and across books e.g. how characters change over time (2h)			
Evaluate how authors use language, including figurative language, considering the impact on the reader (2g)			

As Year 6 Teachers, we will endeavour to:

- Develop children with a positive attitude and love of Reading
- Provide a rich diet of fiction, non- fiction and poetry – which children can absorb, recite, share and enthuse about.
- Allow children opportunities to listen to quality texts, which they are encouraged to give opinions about.
- Increase pupils’ familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions
- Provide opportunities for children to read aloud prepare and perform readings to an audience.
- Challenge children to read unfamiliar words and texts which allow them to try out their skills as a reader (using knowledge of suffixes/prefixes, root words, and word derivations)
- Asking questions to improve their understanding
- Allow pupils to participate in discussions about books that are read to them and those they can read for themselves, building on their own and others’ ideas and challenging views courteously.
- Encourage pupils to explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary.