

BEING AN AUTHOR (Reader) AT THE WEALD

A space to learn; a space to grow.

At The Weald, we support all members of our school community – our children, our staff and our families—to make and keep this pledge so that our children learn, grow and achieve their very best.

Our curriculum:

- Puts the mental and physical wellbeing of our children at the heart of all that we do;
- Connects our learners as local citizens of today with the ideas, knowledge and skills they will need as the global citizens of the future;
- Applies National Curriculum content through real world contexts;
- Encourages our learners to be curious, ask probing questions and be brave in finding solutions;
- Enacts the core Christian values of our school '*Respect, Responsibility, Love, Trust and Forgiveness*', which promote respect for others, responsibility for ourselves and mutual trust.
- Promotes diversity and inclusion;
- Is enriched by well-planned, outdoor learning opportunities, off-site experience days and immersive workshops.

At The Weald, our intention is to create a culture of enquiry, curiosity and challenge that runs through our whole curriculum. Our school is developing a local, bespoke version of the Curious-city™ framework which supports our teachers to create contextually relevant, enquiry-led experiences. This enquiry-led approach is enabling The Weald to create a bespoke, locally focused curriculum for our learners that goes beyond the current National Curriculum.

How is the curriculum taught at The Weald?

Our enquiry-led curriculum supports our pupils to explore subjects through a sequence of 'key questions' which build up children's knowledge and skills over time. Through our curriculum, our children see themselves as different states of being, for example, as Authors, Mathematicians and Artists – rather than simply learning about English, Mathematics or Art. Author (English) and Mathematicians (Maths) lessons are explicitly taught daily. Enquiries are planned to ensure a broad and balanced range of learning across each phase. The curriculum is enhanced by locally rich and relevant experiences, which weaves in faith, community, and culture.

We support learners to master both the *know of* and *know-how* of a subject, not just remember it. For instance, we want our learners to be Scientists, not just learn about science. It is also important to make logical links between subjects. We want our learners to discover for themselves that they can be an Author, Scientist, Geographer and Philosopher at the same time and that some adults combine these states to become Archaeologists, for instance. You will see these around our school buildings, on visual timetables, on school displays and our online learning platform. It is important that the children see the connection between the subjects they are learning and how this knowledge can be applied.

At The Weald our excellent outdoor environment and the local community are an opportunity for active learning for all our pupils. The school grounds are evolving to enrich different curriculum areas, and outdoor learning is actively promoted and planned for. We ensure in-school learning is enhanced by relevant educational visits and visitors, overnight residential visits which take place in Year 4 and 6, assemblies, charity days and responding to events in the news. A range of clubs and enrichment activities such as concerts, sports matches, gardening competitions, arts assemblies, music, and dance festivals are a regular occurrence in our school. These are a vital part of the children's development as lifelong learners and ensure individual talents are nurtured and celebrated.

How is the impact of our curriculum measured?

The impact of our enquiry curriculum can be seen and heard as well as represented in outcomes. Real learning can be seen through the children's books, displays and the challenges that the children produce. In classrooms, working walls demonstrate the learning journey; States of Being characters feature in books, classroom displays and visual timetables as well as on our website and newsletters.

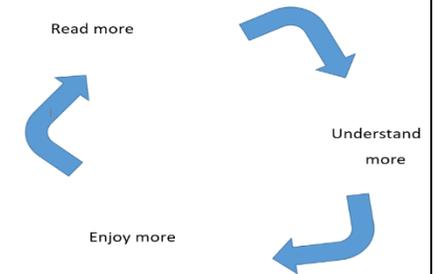


Being an Author (Reader) at the at The Weald

Intent: Our Vision

"A child that loves reading has everything within their reach." – William Godwin

At The Weald we endeavour to instil in children a passion for reading. We wish to teach children to be enthusiastic readers who read fluently and widely. A reader at The Weald uses and develops their phonological knowledge to read words with increased fluency. They have good understanding of texts they read and take an active approach to reading. They can visualise, ask questions, repair any break down of meaning and use different strategies to infer. We recognise that children need to develop decoding and fluency skills in order that they can read confidently. At the same time, we will develop a love of the written word and understand that reading and writing skills go hand in hand. We want children to read for pleasure and enjoy listening to stories, accessing a wide range of text types, genres and authors, allowing them to make informed opinions about their favourites. We recognise that confident reading is an essential skill for everyone, enabling you to continue life-long learning in all subjects and in walks of life, as shown in the 'Reading Cycle'.



Implementation: How we plan for being an Author (Reader)

Implementation (what we are focusing on improving most this year):

At The Weald the focus of being a reader this year is to investigate new vocabulary to aid understanding of a variety of texts. Children will be able to name the skills used in VIPERS to clarify meaning of a text. They will be able to explain the different types of comprehension questions.

Developing Reading (decoding to fluency): Our 'Developing Reader' strategy explains how we develop fluency and comprehension skills in children once they have mastered basic phonic decoding. This strategy is used by all children when they have not mastered basic phonic decoding. As children enter year 3 from local infant schools there is an expectation that they have moved from decoding words through blending aloud to automatically blending mentally and developing an increasingly large sight vocabulary. This is based on the fact that by the end of year 2 children should be able to read 90 words per minute.

Where this fits in: For those children who have not mastered the building blocks of phonics as they enter year 3, we will undertake diagnostic assessment focusing on synthetic phonics and blending sounds to make words. At The Weald we use Letters and Sounds supported by Phonics Play to close the Phonics gap. Most children in year 3 will be learning about how to comprehend a text as part of whole class reading sessions. Some children will continue daily to receive high quality, small group phonics teaching based on the phase they need to consolidate. They will receive extra support to learn the phonemes. We will also send home phonemes which the child needs extra support with, so that they can practise at home. For children, who continue to be working on their phonics, they will be given a reading book linked to the specific phase and phoneme(s) that the child is being taught.

How we ensure children develop fluency: When teachers model reading during the guided reading lesson, teachers will focus more specifically on how we identify unknown words (words which are decodable but which a child may not know the meaning of). Teachers will also teach vocabulary through books and specific subjects.

Children will first read a text or short extract to familiarise themselves with the vocabulary. The teacher will also explicitly teach the meaning of unfamiliar words and words with multiple meanings.

Children who are in danger of not mastering fluency: Children are identified termly who are not becoming fluent readers at the same rate as their peers. The English Lead and SENDCO undertake this, in consultation with the class teacher following Pupil Progress Meetings between teachers and leaders. Children receiving support are given specific targets e.g. developing vocabulary or context skills and will work with a reading intervention teacher three times a week on this (either 1-to-1 or in small groups). Inference Training is used where appropriate for these children, along with bespoke programmes which focus on their greatest area of need. This is reviewed three times per year.

Closing the Gap strategies: For the lowest 20% of readers across the school, they will also access 'Reading Rockets'. This is a specific program aimed at ensuring children who have not mastered phonics close the reading gap. We also have a dedicated Reading Intervention Teacher who works with children who are not becoming fluent readers at the same rate as their peers. These children are identified termly by the English Lead, SENDCO and class teachers, after consultation at Pupil Progress Meetings between all professionals.

Securing Reading: Our 'securing reading' strategy is designed to make our, already fluent, Year 5 and Year 6 readers into readers who can understand more complex themes and features of a text. It prepares children to analyse and summarise these themes ready for Secondary school.

Where this fits in: By the end of Year 4 children should be fluent and accurate readers, who read for meaning. When reading, a child should check for sense at regular intervals and take steps to retrieve the meaning if comprehension has been lost. Children should use their background knowledge to link what they have already read in a text to their understanding of the world, their experience of others and their experience of reading other texts. Children will have begun to identify unfamiliar words and adopt different strategies to locate or infer their meaning (re-reading surrounding words and sentence, identifying root words and derivatives, using context and syntax, using dictionaries or glossaries). See our 'Developing Reader Strategy' for more information.

What is a secure reader? A secure reader has a good understanding of the texts they read and takes an active approach to reading. They can visualise, ask questions, repair any break down in meaning and use different strategies to infer the meaning of unfamiliar words. These children think about their background knowledge of a topic before and during reading and frequently check their own understanding of

the text through making predictions, linking to other texts, asking questions to clarify and constantly visualising and making brief summaries of what they have read. Secure readers do not read on if they do not understand instead they re-read for sense, infer meaning of new vocabulary or read on to clarify meaning.

Children who are in danger of not mastering the skills of a secure reader: Children across the school have access to a dedicated Reading Intervention Teacher who work with children who are not becoming fluent readers at the same rate as their peers. The English Lead, SENDCO and class teachers identify these children termly, after consultation at Pupil Progress Meetings between all professionals. Children receiving support are assessed and given specific targets to support their individual needs e.g. developing vocabulary, context skills, self-correction, reading for meaning and will work with a Reading Intervention Teacher three times a week on this (either 1-to-1 or in small groups). Inference Training is used where appropriate for these children, along with bespoke programmes which focus on their greatest area of need. This is reviewed three times per year.

Supporting children in developing comprehension: As learners progress through KS2, children need to master more complex comprehension and read for meaning. Children in these 'developing reader' years are taught to identify the meaning of texts by modelling and practicing key strategies regularly.

Reading skills are taught through guided reading lessons. Children will participate in whole class/group guided reading lessons where the Vipers reading skills are modelled and applied:

Vocabulary

Infer

Predict

Explain

Retrieve

Summarise/ sequence

Two 'book talk' style guided reading sessions are taught each week with the emphasis in the lesson being whole class discussion. One lesson is then taught later in the week which give children the opportunity to unpick, discuss and practise questions.

During all these lessons, teachers will demonstrate the five Weald Way principles of: vocabulary discussion; modelling; using questioning to develop active participation; use of scaffolds and extension to ensure all children can achieve and assessment for learning.

At the Weald we are passionate about developing a love of reading and so many activities each week are in place to promote this:

- Boys and Girls Reading Club
- Guided Reading text linked to enquiry
- Reading Challenge
- Allocated library time each week
- Author visits
- Reading Buddies
- PAT dog reading (with a selective few every half term, could be children 'below' or needing more confidence)
- Reading laptop software

Reading across the curriculum at The Weald: At The Weald, we recognise that reading is a key skill for learning and therefore it is transferable across the curriculum.

In the daily reading lesson: Children practice the key skills of decoding and comprehension in the daily phonics or reading lessons. They use a range of quality texts which may be linked to the curriculum enquiry or may have been selected for the themes which they explore.

In the daily writing lesson: In the daily writing lesson, children read a text which has been selected to support the learning not just as a model for writing, but also to expand their knowledge of themes and subjects being taught in the enquiry curriculum (see 'Texts used to support writing' below). We teach children that to become a good author, you must first become a good reader.

In enquiry lessons: Teaching across the wider curriculum, but particularly in enquiries which are led by Science, History or Geography, children are encouraged to read about a subject, concept or theme. This might be reading and interpreting maps, charts or information in a good-quality atlas, reading about an event in history or reading information or instructions about a scientific process or experiment.

Key reading strategies across Key Stage 2:

These strategies are taught more simply and explicitly than in Years 5 and 6 and with shorter pieces of text (typically a paragraph or less in a lesson).

Reading a text aloud with developing readers:

1. Teachers will be explicit as to which reading skill is being taught that day/ week and how the learning contributes to this.
2. Teachers will start by looking in detail at the book cover/ page image:
 - This keys children into the text and starts to activate prior knowledge.
3. Model reading the text [I do]:
 - Slow and clear **intonation**.
 - **Model decoding** and understanding unfamiliar words (either through practice in different contexts or using basic etymology to understand the meaning).
 - Teacher will tell children why they are using emphasis/ intonation.
 - **Think Aloud:** Teacher models what they are thinking when they are reading a text and why they think this.
 - **Echo reading:** Teacher reads a sentence with correct fluency and intonation [I do] then the children read the sentence back in unison showing correct fluency and intonation [you do].
 - **Shared reading:** Teacher will read up to a certain point in the text with correct fluency and intonation [I do] at a specific point the children will take over the reading from the teacher correct fluency and intonation [you do].
4. Line by line reading (when appropriate):
 - Teacher reveals and reads only a line at a time [I do].
 - Teacher discusses understanding each sentence before moving on to the next [pre-planned open questioning].
5. Text Mark Up:
 - Teacher and/or learner models annotating the text with words and symbols to highlight important ideas and themes.
6. Predicting, hypothesising and using evidence:
 - Teacher [I do...] models predicting what will happen next/ themes/ motives etc. (based on available information).
 - Children practice [you do...] predicting what will happen next/ themes/ motives (based on available information).
 - As they read on the teacher and children discuss how and why they may need to modify their predictions based on the extra information they have read.
 - Children are encouraged to make regular, brief summaries of what they have read, linking their summaries to previous predictions and updating their ideas about the text considering what they have read.
7. Skimming and scanning:
 - Teacher to model skimming opening sections of each paragraph to get an overview of a page or a section [I do].
 - Teacher to identify sections of the text that they need to read more carefully in order to find specific information or answer a question [I do].
 - Children to practice reading and listening to each other read in pairs for key phrases, words and heading. Decide which sections of the text to read more carefully to find specific information or answer a question.
8. Developing and expressing understanding:
 - Teacher to discuss with children the themes, plots, events and characters in different stories or short texts they have read.
 - Children to express their ideas and give opinions about stories and poems, identifying specific words or phrases to support their ideas (In Year 4 children will begin to draw evidence from the text to support and justify their ideas and opinions).
 - Led by the teacher, children constructively contribute in a discussion to explore their understanding of a topic raised through reading. They respond to and build on the views of others through evidence from the text.
9. Exploring key themes:
 - Simple, directed freeze-frame, timeline or sequencing activities which allow the children to develop a deeper understanding of key themes.
10. Modelling effective responses:
 - Teacher [I do...] will model using sentence stems which help to frame the children's thinking.
 - Children [you do...] orally discuss in pairs and as a class their responses using the sentence stems.
 - Children use sentence stems to complete written responses

Impact: How we evaluate our learning as Authors (Readers)

The school formally assesses fluency three times per year across all classes, using the school's own colour banding system (For specific children this may need to be assessed more frequently). This is done by hearing a child read a 100-word extract from a book which is a level above the band they are currently reading within. The child will need to read with 95% accuracy (roughly 95/100 words) and with sufficient pace to maintain meaning. Below 95% accuracy, a child will not be in a position to comprehend the text. Children will also be expected to pass a comprehension exercise (80% correctly) to move on to the next band.

Teachers or Learning Support Assistants will hear all children read as part of their reading lessons, but will also hear individual children read three times per week if they are behind their peers and at risk of not becoming fluent readers. We would expect children to be using other taught fluency skills in addition to decoding e.g. self-correction, contextual clues etc.

Teachers make assessment judgements during every reading lesson to gauge how pupils are accessing their learning. They then amend lessons accordingly to ensure children progress through the Reading Curriculum.

In addition to benchmarking, children are assessed three times a year using NFER/ SATS papers. We triangulate this assessment data with the benchmarking and class teacher assessment, based upon one-to-one reading and how the child is working within whole class guided reading sessions to provide an end of term judgement towards the child meeting the end of year expectations.

The Weald Reading Progression of Skills

| | Decoding & fluency skills | Engagement with reading | Vocabulary | Understanding of texts, (including inference, prediction and summarising) | Structure of texts, genre and grammar |
|--------------------------|---|--|---|--|---|
| Skills for Year 1 | <p>I can blend sounds in words using the GPCs I have been taught</p> <p>I can respond speedily, giving the correct sound to graphemes for all 40+ phonemes</p> <p>I can read most YR1 common exceptions words, noting the unusual correspondences between spelling and sound.</p> <p>I can read words containing taught GPCs</p> <p>I can read words containing –s, -es, -ing, -ed and –est endings</p> <p>I can read words with contractions (e.g. I'll, I'm etc)</p> <p>I can read other words of more than one syllable that contain taught GPCs</p> <p>I can read texts that are consistent with my developing phonic knowledge accurately and that do not require me to use other strategies to work out words.</p> <p>I can re-read texts to build up fluency and confidence in word reading</p> | <p>I can demonstrate a pleasure in reading and a motivation to read.</p> <p>I can say what I like and don't like about stories</p> <p>I can look at a title and a front cover and decide if the book interests me</p> <p>I know some key stories really well, e.g. fairy stories and traditional tales, retelling them and considering their particular characteristics</p> <p>I can learn to appreciate rhymes and poems, and to recite some by heart</p> <p>I can join in with discussions about a text, taking turns and listening to what others say</p> | <p>I discuss the meaning of a word with others.</p> <p>I can think about what has already happened in the story to work out what a word means.</p> <p>I can recognise and join in with predictable phrases and language e.g. I'll huff and I'll puff...</p> | <p>I can look at picture clues to help me understand.</p> <p>I can read and understand simple sentences.</p> <p>I can listen and explain my understanding of texts that are pitched beyond the level</p> <p>I can presently read independently.</p> <p>I can check that a familiar book that I can already read, makes sense.</p> <p>I can observe punctuation and use this to help me understand.</p> <p>I can predict what might happen on the basis of what has been read so far</p> <p>I can link what I have read to my own experiences.</p> <p>I can say what a character is feeling.</p> <p>I can say why a character has a feeling.</p> <p>I can say what I think about a character.</p> <p>I can think what has already happened and suggest what might happen next.</p> <p>I can use information from the story to support my opinion.</p> <p>I understand that sometimes the author leaves gaps in the story for us to work out.</p> <p>I can answer questions which will fill gaps in the story.</p> | <p>I can identify complete sentences.</p> <p>I can recognise rhyme.</p> <p>I recognise repeated or patterned language.</p> <p>I know there are different kinds of books.</p> <p>I can discuss the significance of the title.</p> <p>I know that there are fiction and non-fiction texts.</p> <p>I understand that there is a range of non-fiction texts eg. instructions, fact-files, information books etc</p> <p>I can identify how non-fiction texts are organised.eg contents, index, captions etc</p> <p>I can find the title, author and illustrator in a book.</p> <p>I can begin to understand how written language can be structured differently according to genre, e.g. once upon a time</p> <p>I can identify the beginning, middle and end of stories.</p> <p>I know that stories can have similar characters and patterns of events.</p> <p>I can make links to other stories.</p> <p>I can use the terminology outlined in the Vocabulary, Grammar and Punctuation appendix of the</p> |

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| | | | | | Programme of Study when discussing my reading: letter (Reception ARE), capital letter, word (Reception ARE), singular, plural, sentence, punctuation, full stop, question mark, exclamation mark. |
|--|--|--|--|--|--|

| | Decoding & fluency skills | Engagement with reading | Vocabulary | Understanding of texts (including inference, prediction and summarising) | Structure of texts, genre and grammar |
|--------------------------|--|---|---|--|---|
| Skills for Year 2 | <p>I can continue to apply phonic knowledge and skills to help me read</p> <p>I can read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.</p> <p>I can read accurately words of two or more syllables that contain the same graphemes as above.</p> <p>I can read words containing common suffixes.</p> <p>I know when to sound out and when to draw on other reading strategies.</p> <p>I can read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</p> <p>I can read most words quickly and accurately, without overt sounding and blending</p> <p>I can read aloud books closely matched to my improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.</p> <p>I can reread these books to build up my fluency and confidence in word reading (approx. 60 words per min)</p> | <p>I can develop pleasure in reading and motivation to read.</p> <p>I know there are different kinds of stories and texts.</p> <p>I can make informed decisions about what I choose to read by looking at the title, front cover and blurb.</p> <p>I can explain why I prefer certain kinds of books or stories.</p> <p>I can listen to, discuss and express views about different kinds of stories and texts.</p> <p>I can become increasingly familiar with and retell a wider range of stories, fairy stories and traditional tales.</p> <p>I can continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear.</p> <p>I can participate in discussion about books, poems and other works that are read to me and those that I can read for myself, taking turns and listening to what others say</p> | <p>I can recognise simple recurring literary language in stories and poetry.</p> <p>I can discuss and clarify the meanings of words, linking new meanings to known vocabulary.</p> <p>I can discuss my favourite words and phrases.</p> <p>I can explain why a writer has chosen a word to affect meaning</p> | <p>I can self-correct when reading if I realise it doesn't make sense.</p> <p>I know that different kinds of texts have different purposes.</p> <p>I can identify the purpose of a text.</p> <p>I know that books and stories are set in different places and times.</p> <p>I can draw on what I already know or on background information and vocabulary provided by my teacher.</p> <p>I can check that the text makes sense to me as I read, and correct inaccurate reading.</p> <p>I can make inferences on the basis of what is being said and done.</p> <p>I can give reasons for character's actions or behaviour.</p> <p>I can answer and ask questions about books that I read and those that are read to me.</p> <p>I can retell stories in the correct order.</p> <p>I can retell stories with the correct characters and key events.</p> <p>I can predict what might happen on the basis of what has been read so far.</p> | <p>I know that non-fiction texts are organised differently to fiction texts.</p> <p>I can look at and become familiar with non-fiction books that are structured in different ways.</p> <p>I can find information in a non-fiction book.</p> <p>I can decide which non-fiction book will be most useful to me.</p> <p>I know the difference between poetry and narrative.</p> <p>I can identify features of different types of poetry and know they can have patterned or recurring language.</p> <p>I can discuss the sequence of events in books and how items of information are related.</p> <p>I can use the terminology outlined in the Vocabulary, Grammar and Punctuation appendix of the Programme of Study when discussing my reading: Letter (Reception ARE), capital letter, word (Reception ARE), singular, plural, sentence, punctuation, full stop, question mark, exclamation mark.</p> <p>I can read and begin to identify the features of different genres and texts.</p> |

| | Decoding & fluency skills | Engagement with reading | Vocabulary | Understanding of texts (including inference, prediction and summarising) | Structure of texts, genre and grammar |
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| Skills for Year 3/4 | <p>NB by this stage, pupils should be reading fluently at approx. 90 words per minute. If this is not the case, the pupil may need extra phonics or reading intervention, in addition/ to replace some class lessons</p> <p>I use knowledge of unusual phoneme/grapheme correspondences to help me read unfamiliar words.</p> <p>I know that unfamiliar words can be read by using my knowledge of similar words (analogy)</p> <p>I know when phonic strategies will help me to read a word and when they will not.</p> <p>I can apply my growing knowledge of root words to help me read</p> <p>I can apply my growing knowledge of prefixes to help me read</p> <p>I can apply my growing knowledge of suffixes to help me read</p> <p>I can read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word</p> <p>I know that some words may have similar pronunciation but are spelt differently.</p> | <p>I can develop a positive attitude to reading.</p> <p>I can listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</p> <p>I can read books that are structured in different ways and read for a range of purposes.</p> <p>I can increase my familiarity with a wide range of books, including fairy stories, myths and legends, and retell some of these orally.</p> <p>I know that different kinds of texts have different purposes and I can choose appropriately.</p> <p>I can retell some stories by the same author by heart.</p> <p>I can identify themes and conventions in a wide range of books.</p> <p>I can prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action.</p> <p>I can participate in discussion about both books that are read to me and those I can read myself, taking turns and listening to what others say</p> <p>I can give a personal response to a text and use evidence from the text to support my response.</p> <p>I can change my viewpoint in response to other's opinions and evidence.</p> | <p>I can discuss and clarify the meanings of words, linking new meanings to known vocabulary.</p> <p>I can apply my growing knowledge of root words to help me understand the meaning of new words</p> <p>I can apply my growing knowledge of prefixes to help me understand the meaning of new words.</p> <p>I can apply my growing knowledge of suffixes to help me understand the meaning of new words</p> <p>I can discuss words and phrases that capture the reader's interest and imagination.</p> <p>I know that writers choose words and language to create an effect on the reader.</p> <p>I can talk about the words a writer has used and suggest why they were chosen.</p> <p>I recognise the language typical of different genres.</p> <p>I recognise language that shows the setting of a book (historical, cultural and social).</p> <p>I can explain how the writer has chosen specific words to create mood, atmosphere or feelings (Year 4)</p> <p>I can record words and language used so that I can use it in my own writing.</p> <p>I can use a dictionary to check the meaning of words that I have read</p> | <p>I can check that the text makes sense to me, discussing my understanding, and explaining the meaning of words in context.</p> <p>I can quickly scan a page to find key words or information.</p> <p>I can identify the main idea of a text. -And summarise it in a sentence (Year 4)</p> <p>I can identify main ideas drawn from more than 1 paragraph and summarise these</p> <p>I know the message in a book is called the theme and that books may have similar themes.</p> <p>I can identify a plot in stories.</p> <p>I can ask questions to improve my understanding of a text.</p> <p>I can draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</p> <p>I can predict what might happen from details stated and implied</p> <p>I can identify how language, structure, and presentation contribute to meaning.</p> <p>I can discuss arrange of narrative stories and their similarities and differences.</p> <p>I understand that there can be more than one interpretation of a poem.</p> <p>I know where to find specific information in my book (Year 4)</p> <p>I can retrieve and record information from non-fiction</p> <p>I can record key words or information found in a text.</p> | <p>I know that the organisation and layout may be different according to the purpose of the book.</p> <p>I know there are different kinds of narrative story.</p> <p>I know what a plot is in narrative stories.</p> <p>I know that different narratives can have differently structured plots.</p> <p>I can recognise some different forms of poetry [for example, free verse, narrative poetry]</p> <p>I know there are different kinds of non-fiction books.</p> <p>I know that non-fiction books are structured in different ways.</p> <p>I can read and identify the features of different genres and texts eg letters, instructions, narrative.</p> <p>I can identify paragraphs, inverted commas and other Year 3 and 4 grammar in my reading and understand why the author has used them.</p> |

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| | | | | <p>I understand that greater meaning can be gained from performance</p> <p>I understand that intonation, tone, volume and action can enhance understanding in performance (Year 4)</p> | |
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| | Decoding & fluency skills | Engagement with reading | Vocabulary | Understanding of texts (including inference, prediction and summarising) | Structure of texts, genre and grammar |
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| Skills for Year 5/6 | <p>NB by this stage, pupils should be reading fluently with little need to pause to decode when reading. If this is not the case, the pupil may need extra reading intervention, in addition to class lessons.</p> <p>I use knowledge of unusual phoneme/grapheme correspondences to help me read unfamiliar words.</p> <p>I know that unfamiliar words can be read by using my knowledge of similar words (analogy)</p> <p>I can apply my knowledge of root words to help me read</p> <p>I can apply my knowledge of prefixes to help me read</p> <p>I can apply my knowledge of suffixes to help me read</p> <p>I can read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word</p> | <p>I can maintain positive attitudes to reading.</p> <p>I can continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</p> <p>I can read books that are structured in different ways and read for a range of purposes.</p> <p>I can increase my 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.</p> <p>I can recommend books that I have read to my peers, giving reasons for my choices</p> <p>I can make comparisons within and across books</p> <p>I can learn a wider range of poetry by heart</p> <p>I can prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.</p> <p>I can explain and discuss my understanding of what I have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary</p> <p>I can participate in discussions about books that are read to me and those I can read myself, building on my own and</p> | <p>I can discuss and clarify the meanings of words, linking new meanings to known vocabulary.</p> <p>I can apply my knowledge of root words to help me understand the meaning of new words</p> <p>I can apply my knowledge of prefixes to help me understand the meaning of new words.</p> <p>I can apply my knowledge of suffixes to help me understand the meaning of new words</p> <p>I can discuss and evaluate the authors use language, including figurative language, considering the impact on the reader and give evidence.</p> <p>I can record words and language used so that I can use it in my own writing.</p> <p>I can confidently use dictionaries to check the meaning of words that they have read.</p> | <p>I can check that the book makes sense to me, discussing my understanding and exploring the meaning of words in context.</p> <p>I can ask questions to improve my understanding.</p> <p>I can draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</p> <p>I can predict what might happen from details stated and implied.</p> <p>I can predict what might happen next drawing on the conventions of that genre.</p> <p>I can identify how language, structure and presentation contribute to meaning.</p> <p>I understand that narrative can be told from different viewpoints.</p> <p>I can identify that viewpoint.</p> <p>I can explore other viewpoints in a narrative.</p> <p>I realise that sometimes viewpoints can be implied.</p> <p>I understand that sometimes writers may have their own viewpoint and I can explain this giving evidence.</p> <p>I can explain how this viewpoint might affect the reader.</p> <p>I can find different layers of meaning in a text.</p> | <p>I can identify and discuss themes and conventions in and across a wide range of writing.</p> <p>I can explain how style and vocabulary are linked to the purpose of the text, giving evidence.</p> <p>I can make connections between texts which may not initially seem similar.</p> <p>I can explain why there are connections using evidence.</p> <p>I can explain similarities/ differences between different versions of the same text</p> <p>I can identify themes in books which have different cultural, social or historical contexts.</p> <p>I know that texts can have elements of more than one text type</p> <p>I can identify the elements included in a text type.</p> <p>I can explain the characteristics of a writer's style, using evidence.</p> <p>I can comment on the effectiveness of the writer's use of language structures and techniques.</p> <p>I can record examples of techniques and structures from reading to use in my own writing.</p> <p>I can use technical and other terms needed for discussing what I hear and read, such as metaphor, simile, analogy, imagery, style and effect.</p> |



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| | | <p>others' ideas and challenging views courteously</p> <p>I can provide reasoned justifications for my views</p> <p>I can change my viewpoint in response to other's opinions and evidence</p> | | <p>I know that the context in which something was written can affect the text eg classic text written for audience at that time.</p> <p>I can explain how the context of a text can affect the reaction of an audience it was written for.</p> <p>I can distinguish between statements of fact and opinion and find examples.</p> <p>I can identify key information from a text.</p> <p>I can find key information from different parts of a text.</p> <p>I can retrieve, record and present information from non-fiction.</p> <p>I can use point, evidence and explanation (PEE).</p> <p>I can summarise the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas.</p> <p>I can evaluate the usefulness of a non-fiction book to research questions raised.</p> <p>I know that some non-fiction books may include a creative, fictional element.</p> <p>I can use contents pages and indexes confidently and efficiently.</p> | |
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