



Farrington Gurney

C of E Primary School

This policy has been written in accordance with our Christian Vision and Values of Fulfilment, Forgiveness, and Foundation

English Policy

Aims of the policy:

At Farrington Gurney Primary, we recognise the central importance of English, as a subject in its own right, and as a way to promote a positive attitude to reading, writing, speaking and listening. We believe that developing as a confident reader is a fundamental entitlement for every individual pupil. Reading is the key that opens up the whole curriculum and is critical to pupils' academic success. Reading also provides powerful cultural capital for pupils to help them to understand the world around them, and to become well-informed and knowledgeable citizens. Making sure that pupils learn to read is the heart of the school's equalities duty and mission as a church school, where all pupils become the best they can be. We recognise the moral imperative to develop pupils as capable readers a foundation for learning and to help them to overcome disadvantage through education:

Our Intent:

- Believe that every child can learn to read and write well – with the right teaching and encouragement
- Place reading, and books, at the heart of our curriculum
- Invest in our staff training so that they gain expertise in teaching pupils to read.
- Build time for all children to read independently, for pleasure and to be read to within the school day.
- Inspire our pupils by enriching the curriculum with author visits, reading competitions and by building their knowledge of a broad range of authors and literature
- Involve parents to encourage our school reading culture to extend to the home environment
- Have developed a clear and sequential whole school strategy for teaching pupils to decode words, understand and enjoy texts.
- Write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- Acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language

Writing

Writing is taught using the Write Stuff methodology which is based on a high quality text. Launch activities and 'WOW' days are often used to engage children with the start of a topic and give them stimulus for writing. Opportunities for grammar and punctuation learning are woven into the literacy lessons, as this provides a context for learning. Further writing opportunities are planned that link to the wider curriculum whilst maintaining a focus on high quality modelling of sentence structure, appropriate voice and vocabulary.

Planning

Medium term planning sheets plot the key objectives being covered; these plans are broken down into daily objectives. In KS1 and KS2, teachers aim to deliver two - three quality extended pieces of writing per term.

Independence is also an important part of the teaching and learning at Farrington Gurney. Teachers work hard to promote an ethos and atmosphere that encourages children to support each other and to use resources independently to support and extend their learning.

Drama and role play is very important to the staff and children at Farrington as it gives children the chance to experience their ideas and think creatively. Speaking and listening opportunities will be planned and where appropriate will involve links with performances / outside theatre groups. In addition, a number of activities will be planned to help children develop the skills and understanding they need. These may include: Circle Time; Show and Tell; drama and role-play; media studies; story time; group reading; quiet reading; diary / journal / news; spelling; learning poetry; handwriting; extended writing; reading partner sessions; DVDs to support language activities and study of texts.

Assessment

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study. Teachers use informal assessment and observation on a daily basis to determine what children can do individually, and therefore what they need to move on to next. They use this information to inform planning and to plug gaps.

Formal assessments and records kept to monitor the progress in English include:

- Early Years Foundation Stage use learning diaries to highlight achievements and are ongoing.
- In KS1 and KS2, use SLN sheets to moderate writing 3 x per year.

In the marking of children's work, feedback should be as close to the point of learning as possible with the sole intention that feedback, and especially written, should be to further children's learning (see Feedback and Marking policy). Teachers will encourage drafting, where appropriate, to improve both content and presentation as identified in the success criteria.

Reading

We have separated the teaching of reading into 3 explicit strands:

Fluency - word reading

Children need the knowledge of letters and sounds they make to access text automatically and fluently. At Farrington Gurney, we use Unlocking Letters and Sounds which is a systematic and rigorous approach to teaching decoding and word recognition skills from the moment a child starts in reception. The teaching of fluency continues into reading aloud from books with speed and accuracy. This vital preparation for understanding texts is the key aspect of our teaching in Early Years and Key Stage 1.

Comprehension

In order to be fluent readers who can truly access and enjoy texts, children must be explicitly taught to comprehend their reading. At Farrington Gurney, we expertly teach comprehension through a progressive series of learning objectives. In our whole class guided reading sessions, we prioritise **preparation** of pupils to think deeply about what they read by helping them to understand the **context of the text** and **explore new vocabulary**. We help them to **explore meaning** and **react** personally as a reader to texts, and to **process** their understanding through answering carefully crafted and tailored questions. In addition, we help pupils to deepen their understanding by helping them to **respond imaginatively** to texts they read, thus deepening their inferential comprehension. We also build pupils' knowledge of **text types, literary devices and features** as prerequisites to finding deeper meanings. Our **progression model** leads to assessment against the EYFS profile, the phonics screening check and the end of KS1 and end of KS2 frameworks. In addition, for other year groups, we have identified key objectives for assessment, which provide performance indicators for all year groups in the school, these help teachers to assess pupils' reading at the expected and deeper standard in each year group. (Appendix 1, our sequence and progression in reading)

Enjoyment - loving reading!

We aim to create a culture where books are valued, treasured and loved. We also aim to expose pupils to a broad body of literature and a knowledge of authors which will help them to make informed choices and to select books which challenge and inspire them. We aim to broaden pupils' cultural capital through reading, opening up a range of contexts, locations, characters, themes and emotions which contribute to their knowledge of the world and their personal development. Teachers model a love of reading and read aloud to their pupils every day. We promote a love of reading through whole school events such as author visits, World Book day celebrations and having guest readers.

Home-School Partnership

We recognise that a strong home-school partnership is pivotal to the success of pupils as readers. We ask parents to support our reading aims and vision by reading, talking about and enjoying books with their child, at least three times a week.

Reading in Reception:

Fluency:

Children develop their phonics skills from the beginning of reception through a systematic and rigorous daily phonics programme called 'Unlocking Letters and Sounds'. Phase 2 includes teaching of letter names and the sounds that they make as well as blending sounds to read words. In Phase 3 children will learn vowels and consonants, what digraph is and the rules for using these. In Phase 4, pupils learn adjacent consonants such as st in 'stop'. They also learn about syllables and how these can help them segment to spell and blend for reading. We expect the vast majority of pupils to be secure in phase 4 of letters and sounds by the end of reception (see phonics progression document for more detail).

Books are closely matched to each child's phonics stage and these books are changed weekly in school. In addition, children have logins to Reading Eggs and are expected to use this each week to support their reading.

Teachers assess and track each child's progress in phonics, initially after the teaching of Phase 2 phonics (end of term 1) and, where a child is identified as falling behind, personalised intervention is put in place to enable those who risk falling behind child to catch up. Those who need to catch up and keep up receive ongoing assessment during their catch up sessions. Additional sessions match the teaching methods for the main teaching session, and children repeat and revise learning in small steps to address gaps in their understanding.

Comprehension

Through class texts, and daily story time texts, teachers will develop comprehension skills through book talk and expert questioning. During 1:1 or group reading sessions, the children will also develop their comprehension skills including being able to retell and make predictions. We have identified books which we wish pupils to learn by heart, developing their vocabulary and understanding of grammatical structures. Children have the opportunity to immerse themselves in texts through role play, dressing up and retelling of stories in a group.

Assessment

Teachers regularly monitor a child's reading progress through phonics and reading sessions. Each child will have termly assessment where the class teacher assesses the child's phonics progression. The lowest 20% will also have a Phonics Assessment Student Record to assess and track their progress to a deeper level. Book bands are checked weekly. Comprehension is assessed through oral questioning and responses, either in whole class reading sessions, small group reading or during 1:1 reading.

Enjoyment:

Daily story time also provides an opportunity for children to experience a wide range of high quality fiction, poetry and non-fiction texts. We have identified books which we wish pupils to learn by heart, developing their vocabulary and understanding of grammatical structures. We encourage pupils to take these books home and enjoy them with their parents.

Reading in Year 1:

Fluency

Children continue to develop their phonics skills through teaching of Phase 5 of Unlocking Letters and Sounds. Teachers regularly assess and track each child's progress in phonics and, where a child is identified as falling behind, personalised intervention is put in place to enable every child to catch up. The statutory phonics screening test is administered in Term 6.

Daily group guided reading sessions have a targeted phonic and word recognition focus. As the children become more expert at decoding and word recognition, the emphasis of the reading session will shift to application of these skills in a more fluent manner and the development of pupils' reading comprehension.

Comprehension

Through class texts, and daily story time texts, teachers will develop comprehension skills through book talk and expert questioning. In guided reading sessions, children are gradually and explicitly taught how to answer "Looking" questions, "I wonder why" questions and "text detective" questions to develop their understanding of what they read. Listening and understanding sessions during guided reading support pupils' understanding of books.

Assessment

Teachers regularly monitor a child's reading progress through phonics and reading sessions. Each child will have termly assessment where the class teacher assesses the child's phonics progression. The lowest 20% will also have a Phonics Assessment Student Record to assess and track their progress to a deeper level. Book bands are checked weekly to ensure children are reading their book with 90% accuracy. Comprehension is assessed against our milestones for assessment through oral questioning and responses, either in whole class reading sessions, small group reading or during 1:1 reading.

Enjoyment

Exciting and engaging books are chosen as a stimulus for learning across the curriculum. Daily story time also provides an opportunity for children to experience a wide range of high quality fiction, poetry and non-fiction texts. We have identified books which we wish pupils to learn by heart, developing their vocabulary and understanding of grammatical structures. We encourage pupils to take these books home and enjoy them with their parents.

Reading in Year 2:

Fluency:

Children will continue to master their phonic and word recognition skills and learn up to phase 6 of Letters and Sounds. They are also taught to read more challenging words containing a range of different prefixes and suffixes. Through daily guided reading sessions, children will receive targeted fluency teaching where there will be a focus on reading with automaticity, pace and expression. Children are challenged to read at an appropriate pace, aiming for at least 90 words per minute by the end of KS1.

Where a child has not met the expected phonics standard at the end of year 1, they will receive daily phonics intervention and targeted guided reading throughout year 2.

Comprehension:

Through daily guided reading, and daily story time texts, teachers will develop comprehension. In guided reading sessions, pupils continue to answer “Looking” questions, “I wonder why” questions and “text detective” questions to develop their understanding of what they read based on VIPERS questions. As pupils’ understanding increases, the level of challenge is raised through the length and complexity of the texts, including group reading of chapter books. Pupils are taught common literary devices and features identified in our reading sequence and progression document (Appendix 1).

Alongside this, there will be a more formal and structured weekly comprehension session where the children will apply their understanding to written comprehension questions. The comprehension in these sessions may be based around a whole picture book, a short extract or a follow up activity based on the book from a guided reading session. This formal recording is preparation for the end of KS1 statutory assessments.

Assessment:

Each child will have a termly assessment where the class teacher assesses the child’s phonics progression. The lowest 20% will also have a Phonics Assessment Student Record to assess and track their progress to a deeper level. Children are also regularly assessed in lessons and intervention is provided immediately using Precision Teaching or a small group phonics intervention. Comprehension is assessed through oral questioning and responses in guided groups. It is also assessed through more formal written responses to questions in comprehension sessions or written responses during the class comprehension session. Statutory reading assessment takes place in Term 5.

Enjoyment:

Daily story time also provides an opportunity for children to experience a wide range of high quality fiction, poetry and non-fiction texts. Children will be exposed to longer chapter books and will be encouraged to develop their stamina for listening to, and reading, longer texts. Children complete book reviews and recommend books to their peers.

Reading in Years 3, 4, 5 and 6

Fluency:

Every child will receive a targeted guided reading session where there will be a focus on reading fluency. Those who enter Year 3 below the standard expected by the end of Year 2, they will receive weekly additional teaching to focus on reading fluency and understanding.

Comprehension:

From Year 3, whole class guided reading structure begins. This ensures that all pupils are exposed to a rich range of vocabulary, build cultural capital and take part in discussion about a wide range of literature. Each week, teachers cover the requirements of the reading curriculum through modelling reading. They follow the VIPERS structure to support children to become competent, independent readers that can access texts on a deeper level. Comprehension is completed either verbally or in written form.

VIPERS: These strategies help develop pupils' comprehension and form the basis for teachers' comprehension questions.

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| Vocabulary | Give/explain the meaning of words in context |
| Inference | Make inference from the text/explain and justify using evidence from the text. |
| Prediction | Predict what might happen from the details stated and implied. |
| Explanation | Identify/explain how meaning is enhanced through choice of words and phrases. Make comparisons within the text |
| Retrieval | Retrieve and record key information/key details from fiction and non-fiction |
| Summarise or Sequence | Summarise main ideas from more than one paragraph |

These questions remain consistent, but the level of challenge increases during and across each year as the complexity of the text increases.

Assessment:

Teachers regularly monitor a child's reading fluency progress through guided reading sessions. Every child who is still reading below the expected standard, will have at least one 1:1 session a term where the class teacher assesses the child's reading level for a colour band for home reading and monitors phonic progress the Phonics Assessment Student Record. Where a child is still using phonics as a prime approach to reading, they will still receive specific phonics/word recognition provision and their progress will be tracked.

In KS2, children will also have access to Accelerated Reader which ensures children are reading a variety of texts all pitched exactly at their level. Children sit a STAR test every short term to ensure their level is correct. Teachers regularly monitor their quiz and STAR test level to ensure children are making appropriate progress.

Comprehension is assessed using Accelerated Reader and through oral questioning and responses, either in whole class reading sessions when working with guided groups. It is also assessed through more formal written responses to questions in comprehension sessions or written responses during guided reading time.

NFER testing is used to support teacher judgement when assessing attainment and progress over the year. Year 6 use previous SATs papers as a means for assessment.

Enjoyment:

Exciting and engaging books are chosen as a stimulus for learning across the curriculum. Each curriculum topic has an associated text to be explored and read. Children are exposed to increasingly challenging chapter books and a range of genres to broaden their reading experiences. Every day, teachers read aloud a range of engaging literature to their classes. Parents or children should record home reading in their reading records at least three times a week and reading records are checked by class teachers.

Appendix 1, Reading Progression and Sequence

Through reading pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know. All the skills of language are essential to participating fully as a member of society; pupils, therefore, who do not learn to speak, read and write fluently and confidently are effectively disenfranchised. The national curriculum for English aims to ensure that all pupils:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage

| | KS1 | | KS2 | | | |
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| | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| <p>NC</p> <p>Breath of study</p> <p>(books, texts, poems to be studied in reading lessons)</p> | <p>Listen to traditional tales.</p> <ul style="list-style-type: none"> • Listen to a range of texts. • Learn some poems by heart. • Become familiar with a wide range of texts of different lengths. • Discuss books. • Build up a repertoire of poems to recite. • Use the class and school libraries. • Listen to short novels over time. | <p>Listen to traditional tales.</p> <ul style="list-style-type: none"> • Listen to a range of texts. • Learn some poems by heart. • Become familiar with a wide range of texts of different lengths. • Discuss books. • Build up a repertoire of poems to recite. • Use the class and school libraries. • Listen to short novels over time. | <p>Read and listen to a wide range of styles of text, including fairy stories, myths and Legends.</p> <ul style="list-style-type: none"> • Listen to and discuss a wide range of texts. • Learn poetry by heart. • Increase familiarity with a wide range of books, including myths and legends, <p>traditional stories, modern fiction, classic British fiction and books from other cultures.</p> <ul style="list-style-type: none"> • Take part in conversations about books. • Learn a wide range of poetry by heart. • Use the school and community libraries. • Look at classification systems. • Look at books with a different alphabet to English. • Read and listen to whole books. | <p>Read and listen to a wide range of styles of text, including fairy stories, myths and legends.</p> <ul style="list-style-type: none"> • Listen to and discuss a wide range of texts. • Learn poetry by heart. • Increase familiarity with a wide range of books, including myths and legends, <p>traditional stories, modern fiction, classic British fiction and books from other cultures.</p> <ul style="list-style-type: none"> • Take part in conversations about books. • Learn a wide range of poetry by heart. • Use the school and community libraries. • Look at classification systems. • Look at books with a different alphabet to English. • Read and listen to whole books. | <p>Read and listen to a wide range of styles of text, including fairy stories, myths and legends.</p> <ul style="list-style-type: none"> • Listen to and discuss a wide range of texts. • Learn poetry by heart. • Increase familiarity with a wide range of books, including myths and legends, <p>traditional stories, modern fiction, classic British fiction and books from other cultures.</p> <ul style="list-style-type: none"> • Take part in conversations about books. • Learn a wide range of poetry by heart. • Use the school and community libraries. • Look at classification systems. • Look at books with a different alphabet to English. • Read and listen to whole books. | <p>Read and listen to a wide range of styles of text, including fairy stories, myths and legends.</p> <ul style="list-style-type: none"> • Listen to and discuss a wide range of texts. • Learn poetry by heart. • Increase familiarity with a wide range of books, including myths and legends, <p>traditional stories, modern fiction, classic British fiction and books from other cultures.</p> <ul style="list-style-type: none"> • Take part in conversations about books. • Learn a wide range of poetry by heart. • Use the school and community libraries. • Look at classification systems. • Look at books with a different alphabet to English. • Read and listen to whole books. |

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| <p>NC statutory standards -word reading</p> | <p>apply phonic knowledge and skills as the route to decode words</p> <p>⇒ respond speedily with the correct sound to graphemes (letters or groups of letters)</p> <p>for all 40+ phonemes, including, where applicable, alternative sounds for graphemes</p> <p>⇒ read accurately by blending sounds in unfamiliar words containing GPCs that have been taught</p> <p>⇒ read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</p> <p>⇒ read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings</p> <p>⇒ read other words of more than one syllable that contain taught GPCs</p> <p>⇒ read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)</p> <p>⇒ read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words</p> <p>⇒ re-read these books to build up their fluency and confidence in word reading</p> | <p>continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent</p> <p>read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes</p> <p>⇒ read accurately words of two or more syllables that contain the same graphemes as above. Read words containing common suffixes</p> <p>⇒ read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</p> <p>⇒ read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered</p> <p>⇒ read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation</p> <p>⇒ re-read these books to build up their fluency and confidence in word reading.</p> | <p>⇒ apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet</p> <p>⇒ read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</p> | <p>⇒ apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet</p> <p>⇒ read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</p> | <p>apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet.</p> | <p>apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet.</p> |
| <p>NC statutory standards- comprehension</p> | <p>develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <p>⇒ listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently</p> | <p>⇒ develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <p>⇒ listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently</p> | <p>Pupils should be taught to:</p> <p>⇒ develop positive attitudes to reading and understanding of what they read by:</p> <p>⇒ listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> | <p>. Pupils should be taught to:</p> <p>⇒ develop positive attitudes to reading and understanding of what they read by:</p> <p>⇒ listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> | <p>Pupils should be taught to:</p> <p>⇒ maintain positive attitudes to reading and understanding of what they read by:</p> <p>⇒ continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> | <p>Pupils should be taught to:</p> <p>⇒ maintain positive attitudes to reading and understanding of what they read by:</p> <p>⇒ continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> |

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| <p>⇒ being encouraged to link what they read or hear read to their own experiences</p> <p>⇒ becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics</p> <p>⇒ recognising and joining in with predictable phrases</p> <p>⇒ learning to appreciate rhymes and poems, and to recite some by heart</p> <p>⇒ discussing word meanings, linking new meanings to those already known</p> <p>⇒ understand both the books they can already read accurately and fluently and those they listen to by:</p> <p>⇒ drawing on what they already know or on background information and vocabulary provided by the teacher</p> <p>⇒ checking that the text makes sense to them as they read and correcting inaccurate reading</p> <p>⇒ discussing the significance of the title and events</p> <p>⇒ making inferences on the basis of what is being said and done</p> <p>⇒ predicting what might happen on the basis of what has been read so far</p> <p>⇒ participate in discussion about what is read to them, taking turns and listening to what others say</p> <p>⇒ explain clearly their understanding of what is read to them</p> | <p>⇒ discussing the sequence of events in books and how items of information are related</p> <p>⇒ becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales</p> <p>⇒ being introduced to non-fiction books that are structured in different ways</p> <p>⇒ recognising simple recurring literary language in stories and poetry</p> <p>⇒ discussing and clarifying the meanings of words, linking new meanings to known vocabulary</p> <p>⇒ discussing their favourite words and phrases</p> <p>⇒ continuing 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>⇒ understand both the books that they can already read accurately and fluently and those that they listen to by:</p> <p>⇒ drawing on what they already know or on background information and vocabulary provided by the teacher</p> <p>⇒ checking that the text makes sense to them as they read and correcting inaccurate reading</p> <p>⇒ making inferences on the basis of what is being said and done</p> <p>⇒ answering and asking questions</p> <p>⇒ predicting what might happen on the basis of what has been read so far</p> <p>⇒ participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say</p> <p>⇒ explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.</p> | <p>⇒ reading books that are structured in different ways and reading for a range of purposes</p> <p>⇒ using dictionaries to check the meaning of words that they have read</p> <p>⇒ increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</p> <p>⇒ identifying themes and conventions in a wide range of books</p> <p>English – key stages 1 and 2</p> <p>⇒ preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</p> <p>⇒ discussing words and phrases that capture the reader’s interest and imagination</p> <p>⇒ recognising some different forms of poetry [for example, free verse, narrative poetry]</p> <p>⇒ understand what they read, in books they can read independently, by:</p> <p>⇒ checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</p> <p>⇒ asking questions to improve their understanding of a text</p> <p>⇒ drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence</p> <p>⇒ predicting what might happen from details stated and implied</p> <p>⇒ identifying main ideas drawn from more than one paragraph and summarising these</p> <p>⇒ identifying how language, structure, and presentation contribute to meaning</p> <p>⇒ retrieve and record information from non-fiction</p> | <p>⇒ reading books that are structured in different ways and reading for a range of purposes</p> <p>⇒ using dictionaries to check the meaning of words that they have read</p> <p>⇒ increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</p> <p>⇒ identifying themes and conventions in a wide range of books</p> <p>English – key stages 1 and 2</p> <p>⇒ preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</p> <p>⇒ discussing words and phrases that capture the reader’s interest and imagination</p> <p>⇒ recognising some different forms of poetry [for example, free verse, narrative poetry]</p> <p>⇒ understand what they read, in books they can read independently, by:</p> <p>⇒ checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</p> <p>⇒ asking questions to improve their understanding of a text</p> <p>⇒ drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence</p> <p>⇒ predicting what might happen from details stated and implied</p> <p>⇒ identifying main ideas drawn from more than one paragraph and summarising these</p> <p>⇒ identifying how language, structure, and presentation contribute to meaning</p> <p>⇒ retrieve and record information from non-fiction</p> | <p>⇒ reading books that are structured in different ways and reading for a range of purposes</p> <p>⇒ increasing their 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>English – key stages 1 and 2</p> <p>⇒ recommending books that they have read to their peers, giving reasons for their choices</p> <p>⇒ identifying and discussing themes and conventions in and across a wide range of writing</p> <p>⇒ making comparisons within and across books</p> <p>⇒ learning a wider range of poetry by heart</p> <p>⇒ preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience</p> <p>⇒ understand what they read by:</p> <p>⇒ checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</p> <p>⇒ asking questions to improve their understanding</p> <p>⇒ drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence</p> <p>⇒ predicting what might happen from details stated and implied</p> <p>⇒ summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas</p> <p>⇒ identifying how language, structure and presentation contribute to meaning</p> | <p>⇒ reading books that are structured in different ways and reading for a range of purposes</p> <p>⇒ increasing their 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>English – key stages 1 and 2</p> <p>34</p> <p>Statutory requirements</p> <p>⇒ recommending books that they have read to their peers, giving reasons for their choices</p> <p>⇒ identifying and discussing themes and conventions in and across a wide range of writing</p> <p>⇒ making comparisons within and across books</p> <p>⇒ learning a wider range of poetry by heart</p> <p>⇒ preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an 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ideas</p> |
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| <p style="text-align: center;">Essential Component Knowledge</p> | <p>Phase 5 of letters and sounds</p> <p>Understand regular plural noun suffixes –s or –es [for example, dog, dogs; wish, wishes], including the effects of these suffixes on the meaning of the noun</p> <p>How the prefix un– changes the meaning of verbs and adjectives</p> <p>[negation, for example, unkind, or undoing: untie the boat]</p> <p>Reading of all words through sounding and blending</p> <p>Reading of common exception words</p> <p>Knowledge of rhymes and grammatical structures in rhyming stories</p> <p>Grammatical structures in hear stories: questions, exclamations,</p> <p>Familiarity with traditional tales, key stories and fairy stories</p> <p>Knowledge of fiction and non-fiction</p> <p>Retrieving information from information texts</p> <p>Simple narrative features, beginnings, endings, build ups, surprise endings.</p> <p>Understanding of prediction and making predictions</p> <p>Poems and their features, rhyme, rhythm</p> <p>Knowledge of traditional literary characters, good and evil, magical, mysterious, Funny</p> <p>Understanding of how characters might be thinking and feeling through role play</p> | <p>Phase 5 and 6 of letters and sounds and all common exception words</p> <p>The formation of nouns using suffixes such as –ness, –er and by compounding [for example, whiteboard, superman]</p> <p>Formation of adjectives using suffixes such as –ful, –less and their meaning</p> <p>Use of the suffixes –er, –est in adjectives and the use of –ly to turn adjectives to adverbs in Standard English to turn adjectives into adverbs</p> <p>Common word roots to make meaning of new words</p> <p>Cause and effect in narrative and simple inference</p> <p>Cause and effect in non-fiction and simple inference</p> <p>A favourite poem learnt by heart</p> <p>The difference between spoken and written language</p> <p>Structural features of non-fiction texts: headings, subheadings, glossaries.</p> <p>Extending knowledge of features of traditional tales, fairy and fantasy stories previously encountered in Y1</p> <p>Knowledge of a range of literary characters, good, evil, wise, foolish, adventurous, funny and why they speak and behave as they do.</p> <p>Knowledge of settings, and how they engage the reader and add to the mood of the story</p> <p>Knowledge of a range of fiction genres, adventure, mystery, fantasy,</p> <p>Knowledge of the concept of themes and some simple themes: good over evil, wise over foolish,</p> <p>Knowledge of literary language of character, setting and mood and how these differ in different texts</p> | <p>Formation of nouns using a range of prefixes and their meanings [for example super–,anti–, auto–]</p> <p>Word families based on common words, showing how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble]</p> <p>Understanding of a range of themes in stories and novels, good over evil, friendship, loss, overcoming adversity</p> <p>Understanding of narrative voice (1st and 3rd person) narrative structure and tenses and how they are used.</p> <p>The conventions of different types of writing: letters, diaries, headings, numbers, contents pages, indexes</p> <p>Cause and effect in narrative and non-fiction and using these to infer meanings</p> <p>Extend the range of literary features known: simile and metaphor, short impact sentence, ellipses, imagery using the senses, alliteration and onomatopoeia</p> <p>Extend the range of genres, including historical, science fiction, adventure, quest, and their key features</p> <p>Extend knowledge of a range of literary characters, heroes and heroines, wise and foolish characters, lazy, spoilt, resourceful etc.</p> <p>Extend knowledge of settings and their impact in narratives</p> | <p>Formation of nouns using a range of prefixes and their meanings [for example super–,anti–, auto–]</p> <p>Word families based on common words, showing how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble]</p> <p>Understanding of a range of themes in stories and novels, good over evil, friendship, loss, overcoming adversity</p> <p>Understanding of narrative voice (1st and 3rd person) and tense and their effect.</p> <p>The conventions of different types of writing: letters, diaries, headings, numbers, contents pages, indexes</p> <p>How to locate information in reference books using indexes</p> <p>The conventions of play scripts and of a range of poems</p> <p>Cause and effect in narrative and non-fiction and using these to infer meanings</p> <p>Extend the range of literary features known: simile and metaphor, personification, short impact sentence, ellipses, imagery using the senses, alliteration and onomatopoeia</p> <p>Extend the range of genres, including historical, science fiction, adventure, and quest. And their key features and effects</p> <p>Extend knowledge of a range of literary characters, heroes and heroines, wise and foolish characters, lazy, spoilt, resourceful etc. and their effect in narratives</p> <p>Extend knowledge of settings and their effect in narratives</p> | <p>Knowledge of how converting nouns or adjectives into verbs using suffixes [for example, –ate; –ise; –ify] and using verb prefixes [for example, dis–, de–, mis–, over– and re–] affects meaning.</p> <p>Understanding of a range of themes in stories and novels, good over evil, friendship, loss, heroism overcoming adversity, issues and dilemmas</p> <p>Extend knowledge of characterisation in novels and how this achieved</p> <p>Extend the range of genres known, including historical, science fiction, comedy, adventure, quest, mystery, their key features and effects</p> <p>Understanding of narrative voice and point of view (both of author and fictional character) and the effect of varied tenses in narrative</p> <p>Understand more complex narrative structures, flashbacks, timeslips, dual narrative</p> <p>Understand more complex literary features and their effects: imagery, analogy, simile metaphor, personification, style</p> <p>Knowledge of presentational devices of information texts including websites and how to use them to locate and sort information.</p> | <p>The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, find out – discover; ask for – request; go in – enter]</p> <p>How words are related by meaning as synonyms and antonyms (see Eng NC appendix 1)</p> <p>Understanding of a range of themes in stories and novels, good over evil, friendship, loss, heroism overcoming adversity, issues and dilemmas</p> <p>Extend knowledge of characterisation in novels and how this achieved</p> <p>Extend the range of genres known, including historical, science fiction, adventure, quest, mystery, their key features and effects</p> <p>Understanding of narrative voice and point of view (both of author and fictional character) and the effect of varied tenses in narrative</p> <p>Understand more complex narrative structures, flashbacks, timeslips, dual narrative</p> <p>Understand more complex literary features and their effects: imagery, analogy, simile metaphor, personification, style</p> <p>Knowledge of presentational devices of information texts including websites and how to use them to locate and sort information</p> |
| <p style="text-align: center;">Conceptual Vocabulary</p> <p style="text-align: center;">(cumulative)</p> | <p>sound, phoneme, digraph, digraph, split digraph, grapheme</p> <p>punctuation, full stop, question mark, exclamation mark, rhythm</p> | <p>noun, noun phrase</p> <p>statement, question, exclamation, command</p> <p>compound, suffix</p> | <p>word family, prefix, plot theme, style, narrator, narrative voice, point of view 1st person, 3rd person, simile, metaphor, character, motive, ellipsis, imagery, alliteration, inference, prediction, deduction, onomatopoeia, historical fiction, science fiction, quest, fantasy, hero, heroine, past tense, present tense,</p> | <p>word family, prefix, plot theme, style, narrator, narrative voice, point of view, 1st person, 3rd person, simile, metaphor, personification, character, motive, inference, [prediction, deduction, ellipsis, imagery, alliteration, onomatopoeia, historical fiction, science fiction, quest, fantasy, hero, heroine, past tense, present</p> | <p>Characterisation, theme, narrative structure, imagery, style, analogy, effect, simile, metaphor, personification, literal language, figurative language, flashback, timeslip, tension, suspense, dialogue, viewpoint, mood, feeling, attitude, themes, features, intonation, tone</p> | <p>Characterisation, theme, narrative structure, imagery, style, analogy, effect, simile, metaphor, personification, literal language, figurative language, flashback, timeslip, tension, suspense, dialogue, viewpoint, mood, feeling, attitude, themes, features, intonation, tone</p> |

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| | | <p>adjective, adverb, verb, syllable</p> <p>tense (past, present)</p> <p>apostrophe, comma</p> <p>fiction, non-fiction, character, setting, adventure, mystery, fantasy, glossary, index, narrator, hero, villain</p> | <p>dilemma, resolution, cliff-hanger, heading, subheading, glossary, index</p> | <p>tense, dilemma, resolution, cliff-hanger, heading, subheading, effect, stage direction, intonation, tone</p> | | |
| Books and text to be read aloud | | | | | | |
| <p>Key Objectives for assessment</p> <p>(Performance Indicators)</p> | <ul style="list-style-type: none"> Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes. Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught. Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word. Read other words of more than one syllable that contain taught GPCs. Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words. Develop pleasure in reading, motivation to read, vocabulary and understanding by listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently. Develop pleasure in reading, motivation to read, vocabulary and understanding by becoming very familiar with key stories, fairy stories and traditional tales, retelling them and | <ul style="list-style-type: none"> Sound out most unfamiliar words accurately, without undue hesitation. Read accurately most words of two or more syllables. Read most words containing common suffixes. Read most common exception words. Read most words accurately, without overt sounding and blending, and sufficiently fluently to allow them to focus on their understanding rather than decoding individual words, e.g. at over 90 words per minute. Re-read books to build up their fluency and confidence in word reading. In a book that they can already read fluently, the pupil can check it makes sense to them, correcting any inaccurate reading. In a book that they can already read fluently, the pupil can answer questions and make some inferences. <ul style="list-style-type: none"> In a book that they can already read fluently, the pupil can explain what has happened so far in what they have read. Develop positive attitudes to reading and understanding of what they read by listening to and discussing a range of fiction, poetry, plays, non-fiction and reference books or textbooks. Develop positive attitudes to reading and understanding of what they read by beginning to use dictionaries to check the meaning of words that they have read. Develop positive attitudes to reading and understanding of what they read by identifying themes and conventions in a range of books. Understand what they read, in books they can read independently, by drawing simple inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. | <ul style="list-style-type: none"> improving knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet. Beginning to read further exception words, noting the unusual correspondence between spelling and sound, and where these occur in the word. Develop positive attitudes to reading and understanding of what they read by listening to and discussing a range of fiction, poetry, plays, non-fiction and reference books or textbooks. Develop positive attitudes to reading and understanding of what they read by beginning to use dictionaries to check the meaning of words that they have read. Develop positive attitudes to reading and understanding of what they read by identifying themes and conventions in a wide range of books. Understand what they read, in books they can read independently, by checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context. | <ul style="list-style-type: none"> Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet. Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. Develop positive attitudes to reading and understanding of what they read by listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. Develop positive attitudes to reading and understanding of what they read by using dictionaries to check the meaning of words that they have read. Develop positive attitudes to reading and understanding of what they read by identifying key details that support the main ideas. Understand what they read, in books they can read independently, by checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context. | <ul style="list-style-type: none"> Apply their initial knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet. Maintain positive attitudes to reading and understanding of what they read by increasing their familiarity with a range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions. Understand what they read by checking that a text makes sense to them, discussing their understanding and exploring the meaning of words in context. Understand what they read by beginning to make simple summaries of the main ideas drawn from more than one paragraph, identifying key details that support the main ideas. Beginning to retrieve, record and present information from non-fiction. Begin to participate in discussions about books that are read to them and those they can read for themselves, building | <ul style="list-style-type: none"> Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet. Maintain positive attitudes to reading and understanding of what they read by continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. Maintain positive attitudes to reading and understanding of what they read by reading books that are structured in different ways and reading for a range of purposes. Maintain positive attitudes to reading and understanding of what they read by increasing their 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. Maintain positive attitudes to reading and understanding of what they read by making comparisons within and across books. |

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| | <p>considering their particular characteristics.</p> <p>•Develop pleasure in reading, motivation to read, vocabulary and understanding by recognising and joining in with predictable phrases.</p> <p>•Understand both the books they can already read accurately and fluently and those they listen to by checking that the text makes sense to them as they read and correcting inaccurate reading.</p> <p>•Understand both the books they can already read accurately and fluently and those they listen to by discussing the significance of the title and events.</p> <p>•Understand both the books they can already read accurately and fluently and those they listen to by predicting what might happen on the basis of what has been read so far</p> | | <ul style="list-style-type: none"> • Understand what they read, in books they can read independently, by beginning to predict what might happen from details stated and implied [based on content, simple themes or text types]. • Retrieve and record simple information from non-fiction | <ul style="list-style-type: none"> • Understand what they read, in books they can read independently, by drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. • Understand what they read, in books they can read independently, by predicting what might happen from details stated and implied [based on content, simple themes or text types]. • Understand what they read, in books they can read independently, by identifying main ideas drawn from more than one paragraph and summarising these. • Retrieve and record information from non-fiction. | <ul style="list-style-type: none"> • on their own and others' ideas and challenging views courteously. • Beginning to provide reasoned justifications for their views | <ul style="list-style-type: none"> • Maintain positive attitudes to reading and understanding of what they read by preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience. • Understand what they read by checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context. • Understand what they read by drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. • Understand what they read by predicting what might happen from details stated and implied [based on more challenging texts, themes, conventions and knowledge about the author or genres]. • Understand what they read by summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas. • Understand what they read by identifying how language, structure and presentation contribute to meaning. • Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader. • Retrieve, record and present information from non-fiction. • Provide reasoned justifications for their views. |
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