

English Reading

Subject	Quote to lead subject	Intent	Implementation	Impact
English	"The English language is nobody's special property – it is the property of the imagination- it is the property of the language itself." Derek Walcott	High quality English curriculum that gives children the best possible opportunity to become confident, literate, successful members of society with a deep love and understanding of English language and literature.	Through the effective and rigorous teaching of phonics children learn to read fluently and confidently. This enables them to access the rest of the curriculum through inspirational books and allows them to share their love of reading with others. Teachers place a high emphasis on spoken language and collaboration with peers. In turn they make meaningful connections between reading and writing.	Children will be confident and passionate communicators through spoken and written word.

English	Reading	<p>1.1 Responds speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes</p> <p>1.2 Reads accurately by blending sounds in unfamiliar words</p> <p>1.3 Reads 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>1.4 A child should be able to read many common words containing GPCs taught so far (e.g. shout, hand, stop, or dream) without needing to blend the sounds out loud first.</p> <p>1.5 Develops pleasure in Reading: 1. Listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently.</p> <p>1.6 Develops pleasure in Reading: 2. Become very familiar with key stories, fairy stories and traditional tales. (Recall the main plot and characters)</p> <p>1.7 Understanding books read fluently or listened to: 1. Check that the text makes sense to them as they read.</p> <p>1.8 Understanding books read fluently or listened to: 2. As they read, children can correct inaccurate reading.</p> <p>1.9 Understanding books read fluently or listened to: 3. Discuss the significance of the title and events.</p> <p>1.91 Understanding books read fluently or listened to: 4. Predict what might happen on the basis of what has been read so far.</p> <p>1.92 Discuss meanings of new words and link these with words already known</p> <p>1.93 Retrieve and record information from non-fiction</p> <p>1.94 Recognise and understand terms: Author, title, illustrator and illustration</p> <p>1.95 By the ends of Year 1 a child should be able to read all common graphemes and read unfamiliar words containing these graphemes, accurately and without undue hesitation by sounding them out in books that are matched closely to the level of word reading knowledge</p> <p>1.96 Reading of common exception words (Year 1 List) should be secure meaning a child can read them easily and automatically.</p>	
English	GDS	<p>1. Identify how the writer has used precise word choices for effect to impact on the reader</p> <p>2. Make connections with prior knowledge and experience</p> <p>3. Begin to build on others' ideas and opinions about a text in discussion</p>	

		<p>4. Explain why text types are organised in a certain way</p> <p>5. Identify some text type organisational features, for example, narrative, explanation, persuasion</p> <p>6. Understand that the text, illustration and features combine to give meaning</p>	
English	Reading	<p>2.1 Read accurately by blending the sounds in words that contain the graphemes taught so far especially recognising alternative sounds for graphemes</p> <p>2.2 Read accurately most words of two or more syllables</p> <p>2.3 Read most words containing common suffixes*</p> <p>2.4 For age-appropriate books: 2) Reads aloud books closely matched to their improved phonic knowledge, sounding out most unfamiliar words accurately, without undue hesitation</p> <p>2.5 Re-reads these books to build up their fluency and confidence in word reading</p> <p>2.6 Read most common exception words. *</p> <p>2.7 For age-appropriate books: 1) Read most words accurately without overt sounding and blending, and sufficiently fluently to allow them to focus on their understanding rather than on decoding individual words</p> <p>2.8 Books read fluently: 1) Check it makes sense to them, correcting any inaccurate reading</p> <p>2.9 By the ends of Year 2 a child should be able to read books written at an age –appropriate interest level accurately and at a speed that is sufficient for a child to focus on understanding what is read rather than on decoding individual words</p> <p>2.91 Discuss meanings of new words and link these with words already known</p> <p>2.92 Pleasure in Reading: 1) Listen to, discuss and express views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently</p> <p>2.93 Pleasure in Reading: 3) Become increasingly familiar with a wider range of stories, fairy stories and traditional tales (Recall and discuss themes, plot and characters)</p> <p>2.94 Pleasure in Reading: 4) Retell a range of stories, fairy stories and traditional tales</p> <p>2.95 Pleasure in Reading: 2) Discuss the sequence of events in books and how items of information are related</p>	

		<p>2.96 Books read fluently: 3) Explain what has happened so far in what they have read.</p> <p>2.97 Books read fluently: 2) Answer questions and make some inferences</p> <p>2.98 Pleasure in Reading: 5) Be introduced to non-fiction books that are structured in different ways</p> <p>2.99 Participate in discussions 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>	
English	Reading GDS	<p>7. The pupil can, in a book they are reading independently: Make inferences</p> <p>8. The pupil can, in a book they are reading independently: Make a plausible prediction about what might happen on the basis of what has been read so far</p> <p>9. The pupil can, in a book they are reading independently: Make links between the book they are reading and other books they have read.</p> <p>10. The pupil can, in a book they are reading independently: Learn some simple classic poems by heart</p>	
English	Reading	<p>3.1 Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word</p> <p>3.2 Apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words</p> <p>3.3 Attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words</p> <p>3.4 Positive attitude to reading: Experience and discuss a range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p>3.5 Positive attitude to reading: Know that non-fiction books are structured in different ways and be able to use them effectively (Children know the key features of nonfiction texts)</p> <p>3.6 Understand what is read: Ask questions to improve understanding of a text</p> <p>3.7 Understand what is read: Draw inferences such as inferring characters' feelings, thoughts and motives from their actions</p> <p>3.8 Understand what is read: Predict what might happen from details stated</p> <p>3.9 Understand what is read: Identify main idea of a text and summarise the key points</p>	

		<p>3.91 Positive attitude to reading: Begin to understand that narrative books are structured in different ways, (Children explore a range of different stories for example, quest stories and stories with dilemmas)</p> <p>3.92 Understand what is read: Identify how structure, and presentation contribute to the meaning of texts</p> <p>3.93 Understand what is read: Retrieve and record information from non-fiction</p> <p>3.94 Positive attitude to reading: Discuss books, poems and other works that are read aloud and independently, taking turns and listening to others' opinions</p> <p>3.95 Positive attitude to reading: Explain and discuss understanding of books, poems and other material, both those read aloud and those read independently</p> <p>3.96 Positive attitude to reading: Prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action</p> <p>3.97 Understand what is read: Use dictionaries to check the meaning of unfamiliar words</p> <p>3.98 By the end of Year 3 a child should be able to justify their views about books written at an age-appropriate interest level</p> <p>3.99 A child is able to read the book accurately and at speed that is sufficient for them to focus on understanding what they read rather than decoding individual words</p>	
English	Reading GDS	<p>11. Skim materials and note down different views and arguments</p> <p>12. Pause appropriately in response to punctuation and/or meaning</p> <p>13. Justify predictions by referring to the story</p> <p>14. Begin to find meaning beyond the literal, e.g. the way impressions of people are conveyed through choice of detail and language</p> <p>15. Read ahead to determine direction and meaning in a story</p> <p>16. Investigate what is known about the historical setting and events and their importance to the story</p> <p>17. Deduce from the evidence in the text what characters are like</p> <p>18. Explore figurative language and the way it conveys meaning succinctly</p> <p>19. Identify the way a writer sets out to persuade</p> <p>20. Explore the relationship between a poet and the subject of a poem</p>	

English	Reading	<p>4.1 Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word</p> <p>4.2 Apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words</p> <p>4.3 Attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words</p> <p>4.4 Understand what is read: Explain the meaning of words in context</p> <p>4.5 Understand what is read: Ask questions to improve understanding of a text</p> <p>4.6 Understand what is read: Infer meanings and begin to justify them with evidence from the text</p> <p>4.7 Understand what is read: Predict what might happen from details stated and deduced information</p> <p>4.8 Positive attitude to Reading: Discuss and record words and phrases that writers use to engage and impact on the reader</p> <p>4.9 Positive attitude to Reading: Identify how the writer has used precise word choices for effect to impact on the reader</p> <p>4.91 Positive attitude to Reading: Identify some text type organisational features, for example, narrative, explanation, persuasion</p> <p>4.92 Positive attitude to Reading: Begin to build on others' ideas and opinions about a text in discussion</p> <p>4.93 Understand what is read: Retrieve and record information from non-fiction</p> <p>4.94 Understand what is read: Summarise a text using key points</p> <p>4.95 Positive attitude to Reading: Explain why text types are organised in a certain way</p> <p>4.96 Understand what is read: Use dictionaries to check the meaning of unfamiliar words</p> <p>4.97 Positive attitude to Reading: Know and recognise a range of text types covered in Year 4</p> <p>4.98 Positive attitude to Reading: Begin to understand simple themes across a range of five books</p> <p>4.99 Positive attitude to Reading: Prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action</p>	
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English	Reading GDS	<p>21. Locate and use information from a range of sources, both fiction and non-fiction</p> <p>22. Compare fictional accounts in historical novels with the factual account</p> <p>23. Appreciate the bias in persuasive writing, including articles and advertisements</p> <p>24. Talk widely about different authors, giving some information about their backgrounds and the type of literature they produce</p> <p>25. Use inference and deduction to work out the characteristics of different people from a story</p> <p>26. Compare the language in older texts with modern Standard English (spelling, punctuation and vocabulary)</p> <p>27. Skim, scan and organise non-fiction information under different headings</p> <p>28. Refer to the text to support predictions and opinions</p> <p>29. Recognise complex sentences</p> <p>30. Show awareness of the listener through the use of pauses, giving emphasis and keeping an appropriate pace so as to entertain and maintain interest</p>	
English	Reading	<p>5.1 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>5.2 Positive attitude to Reading: Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p>5.3 Understand what is read: Ask questions to improve their understanding</p> <p>5.4 Understand what is read: Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p> <p>5.5 Understand what is read: Predict what might happen from details stated and implied</p>	

		<p>5.6 Understand what is read: Summarise the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas</p> <p>5.7 Understand what is read: Identify how language, structure and presentation contribute to meaning</p> <p>5.8 Understand what is read: Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</p> <p>5.9 Understand what is read: Distinguish between statements of fact and opinion</p> <p>5.91 Understand what is read: Answer questions drawing on information from several places in the text</p> <p>5.92 Positive attitude to Reading: Read books that are structured in different ways and reading for a range of purposes</p> <p>5.93 Positive attitude to Reading: 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>5.94 Positive attitude to Reading: Recommend books that they have read to their peers, giving reasons for their choices</p> <p>5.95 Positive attitude to Reading: Identify and discuss themes in and across a wide range of writing</p> <p>5.96 Positive attitude to Reading: Make comparisons within and across books</p> <p>5.97 Positive attitude to Reading: Learn a wider range of poetry by heart</p> <p>5.98 Positive attitude to Reading: 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>5.99 Understand what is read: Check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</p> <p>5.991 Understand what is read: Retrieve, record and present information from non-fiction</p> <p>5.992 Understand what is read: Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously and provide reasoned justifications for their views</p>	
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English	Reading GDS	31. Express opinions about a text, using evidence from the text, giving reasons and explanations/ Point, evidence, explanation (PEE) 32. Adapt own opinion in the light of further reading or other's ideas 33. Identify formal and informal language 34. Know the features of different narrative text types, for example adventure, fantasy, myths. 35. Compare texts by the same writer 36. Compare texts by different writers on the same topic 37. Summarise key information from different texts 38. Empathise with different character's points of view 39. Infer meaning using evidence from the text and wider reading and personal experience 40. Explain how a writer's use of language and grammatical features have been used to create effects and impact on the reader 41. Explain how punctuation marks the grammatical boundaries of sentences and gives meaning 42. Know how the way a text is organised supports the purpose of the writing	
English	Reading	6.1 Increasing familiarity with a wide range of books, including myths, legends, and traditional stories, modern fiction, fiction from literary heritage, and books from other cultures and traditions 6.2 Read age-appropriate books with confidence and fluency (including whole novels) 6.3 Applies a growing knowledge of roots words, prefixes and suffixes (morphology and etymology) – as listed in English appendix 1 of the National Curriculum document – both to read aloud and to understand the meaning of new words that are met 6.4 Read aloud with intonation that shows understanding 6.5 Work out the meaning of words from the context 6.6 Explain and discuss their understanding of what they have read, 6.7 Predict what might happen from details stated and implied	

		<p>6.8 Draw inferences (such as inferring characters' feelings, thoughts and motives from their actions) and justifying them with evidence drawn from the text</p> <p>6.9 Retrieve information from non-fiction</p> <p>6.91 Summarise main ideas, identifying key details and using quotations for illustration</p> <p>6.92 Evaluate how authors use language, including figurative language, considering the impact on the reader</p> <p>6.93 Make comparisons within and across books.</p> <p>6.94 Explain why text types are organised in a certain way</p> <p>6.95 Participates in discussions about books that are read to the individual and those that can be read independently</p> <p>6.96 Provides reasoned justifications for their views about a book</p> <p>6.97 By the ends of Year 6 a child's reading should be fluent and effortless across all subjects, not just in English</p> <p>6.98 A child understands the majority of terms needed for discussing what they hear and read such as metaphor, simile, analogy, imagery, style and effect</p> <p>6.99 A child applies the skills of information retrieval e.g. In reading history, geography and science textbooks, and in contexts where they are genuinely motivated to find information, such as reading information leaflets before a gallery or museum visit or reading a theatre programme or review.</p>	
English	Reading GDS	<p>43. Explain the structural devices used to organise a text.</p> <p>44. Comment on the structural devices used to organise the text. Compare fictional accounts in historical novels with the factual account</p> <p>45. Read several texts on the same topic to find and compare information.</p> <p>46. Explain the main purpose of a text and summarise it succinctly.</p> <p>47. Draw inferences from subtle clues across a complete text</p> <p>48. Recognise the impact of the social, historical, cultural on the themes in a text.</p> <p>49. Comment on the development of themes in longer novels.</p> <p>50. Compare and contrast the styles of different writers with evidence and explanation.</p> <p>51. Evaluate the styles of different writers with evidence and explanation.</p>	

		<p>52. Prepare poems and plays to read aloud and to perform, using body language, tone, pitch and volume to engage the audience.</p> <p>53. Compare and contrast the language used in two different texts.</p> <p>54. Identify the grammatical features/techniques used to create mood, atmosphere, key messages, and attitudes.</p> <p>55. Evaluate the impact of the grammatical features/techniques used to create mood, atmosphere, key messages, and attitudes.</p> <p>56. Identify how writers manipulate grammatical features for effect.</p> <p>57. Analyse why writers make specific vocabulary choices.</p> <p>58. Give a personal response to a range of literature and nonfiction texts, stating preferences and justifying them.</p> <p>59. Explain how and why a text has impact on a reader.</p> <p>60. Identify how characters change during the events of a longer novel.</p> <p>61. Explain the key features, themes and characters across a text.</p> <p>62. Compare and contrast characters, themes and structure in texts by the same and different writers.</p> <p>63. Explain the author's viewpoint in a text and present an alternative point of view.</p> <p>64. Explain an opinion, referring to the text to justify it; Point, Evidence and Explanation (PEE).</p> <p>65. Present a counter-argument in response to others' points of view using evidence from the text and explanation (PEE).</p> <p>66. Re-present collated information.</p>	
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