

St. John the Baptist C of E Primary School



Life in all its fullness

Resilience, Love, Self-Discipline, Hope, Wisdom, Humility

A creative, inspiring school.

A school that enables us to develop our character.

An inclusive place that nurtures children's individual talents.

An exciting, quality environment.

Reading Policy

(in association with Phonics Policy)

September 2023

Daniel 1:17 'God gave knowledge and understanding of all kinds of literature and learning.
And Daniel could understand visions and dreams of all kinds.'

INTENT

According to the Department of Education (DfE); Children do not just 'become' readers and reading engagement is not possible if children struggle with the basic mechanics of reading. Fluency and enjoyment are the result of careful teaching and frequent practice. Ensuring children become fluent and engaged readers at the very earliest stages also helps avoid the vicious circle of reading difficulty and demotivation that makes later intervention more challenging. (DfE, 2022)

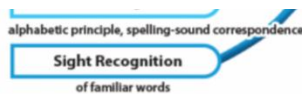
At St John the Baptist Primary School we love reading. We aim to ensure that all children move on to their secondary education as fluent, confident readers with a genuine passion for the benefit that books provide through understanding and a positive 'reading for pleasure culture'. To ensure this, all children are taught the two elements of being a reader: word reading and reading comprehension skills. We provide all children with a complete and robust phonics programme to enable them to read effectively in the early reading development stage; the word reading element. To achieve this, we follow the Read, Write Inc Phonics programme which is explained in the St John the Baptist Phonics and Spelling Policy.

We therefore aim to ensure that all children:

- are given access to read quality age-appropriate books.
- receive quality first teaching and high-quality modelling of all skills required to become a proficient reader, these include:
 - - Listening to and enjoying texts uninterrupted.
 - - To give / explain the meaning of words in context.
 - - To retrieve and record information / identify key details from fiction and non-fiction.
 - - To summarise main ideas from more than one paragraph.
 - - To make inferences from text / explain and justify inferences with evidence from the text.
 - - To predict what might happen from details stated and implied.
 - - To identify / explain how information / narrative content is related and contributes to meaning as a whole.
 - - To identify / explain how meaning is enhanced through choice of words and phrases.
 - - To make comparisons within the text.
 - To be confident in discussing opinions, likes, dislikes and thoughts relating to a text.
- have the opportunity to develop reading accuracy, fluency, and understanding.
- develop the ability to use and manipulate a variety of texts, both fiction and non-fiction.

- are given time to read at school.
- are given extra support with reading at school (when they are not so well supported at home).
- acquire a love of texts and reading.
- develop the independence to apply all of the reading skills taught in school.

The complexity of the acquisition of a skilled reader has been presented by Scarborough, (2001). The reading rope demonstrates how each reading skill is 'woven' together to create a skilled reader. If any of these elements are missing, then children will find it extremely difficult to become a fluent and skilled reader. This visual representation demonstrates why we, at St Johns, consider the Language Comprehension and Word Reading element to be as equally important as each other. The skills taught in each year group has been broken down into Steps related to the components of reading lessons and can be found on our Long-Term Curriculum Skills Map from the Foundation Stage through to Year Six.



*Figure 1.9 Reading Rope
(Scarborough, 2001)*

IMPLEMENTATION

Reading involves many skills which are required for all aspects of life. Therefore, it is essential that reading comprehension and fluency are taught alongside a robust, systematic and synthetic phonics programme.

At St Johns, we have developed a consistent method of teaching comprehension skills which also encourage enthusiasm and appreciation of reading, joy in books, development of fluency, vocabulary and understanding of a variety of high-quality texts.

Individual reading books

All children have a school reading book appropriate to their reading level. These are changed weekly, on a Monday. For children reading longer texts, they will change them once completed. Reading should be recorded in children's organisers and signed by parents and teachers. Children who are able to do so may also record their reading as long as it is signed by a parent. We expect children to read at least 4 times each week and this to be recorded. It is proven that children who read at home will be much more successful readers

than those who do not and monitoring children’s reading ensures that children are reading enough to support their development. For those children who are finding reading difficult we provide extra support and alternative approaches to support them in becoming more effective readers. We do this through the ‘Switched On’ reading intervention as well as any opportunities for children to read to an adult, including parent and Literacy Volunteers and our Chair of Governors.

Children’s phonic or book banded books are aimed to develop their word reading skills. Alongside this, children are encouraged to choose a book of their own choice to encourage reading for pleasure which will help further their comprehension skills.

English/writing Sequence

As reading and writing are intrinsically linked, all English sequences of learning will naturally include the direct teaching of reading. Children cannot be successful writers without being exposed to a breadth of different reading materials. Each sequence of learning will have a text as its main driver to inspire and support the writing process.

Whole Class Guided Reading

Each year group spends 1-2 weeks (depending upon year group and text foci) exploring high quality, age appropriate texts covering a variety of themes. Explicit skills are taught each day using a learning objective taken from the whole school reading curriculum. Regardless of year group, the structure for each text remains the same. This structure is summarised as follows:

Step 1	Before reading the text; activate and build background knowledge including links to themselves, other texts and the wider world.
Step 2	Uninterrupted read of the text followed by ‘I wonder...’ modelling accurate, fluent reading with appropriate intonation.
Step 3	Returning to the text allowing discussion of new vocabulary and opportunity for children to develop fluency through various strategies such as echo, paired, choral and individual reading.
Step 4	Digging deeper to explore characters, themes and language through drama, discussion, hot seating and summarising.
Step 5	Understanding different types of questions orally and for a known text.
Step 6	Being able to answer different types of questions for an unknown text.

Class Novel/ Storytime

Designated time is timetabled for quality story time each day. To promote a love of reading, children are exposed to vocabulary and experience the pleasure of having a story read aloud. Stories are age appropriate with a focus of listening and enjoyment of authors and imagination. Children in Key Stage One have a book of the week where favourite and well-known stories are shared during class story time.

Reading to a Teacher

Providing time for children to read to an adult is critical in reading development. It develops confidence, fluency and comprehension as well as proving to be an invaluable assessment tool for teaching staff. All children will be heard reading by their class teacher reading their banded book at least once per half term and other adults where possible.

Reading for Pleasure

At St Johns, we are lucky to have a brand new library containing rich, current and varied texts. Children all have their own library card and allocated time slots throughout the week when they can change their books with a librarian or their class teacher. Children's library books are signed out, exchanging the book for the child's library card and then signed back in upon return. Children are taught and encourage to value, respect and look after books as well as having a relaxing, quiet space in which to spend time looking at books and reading. The library area is well presented and appealing with a focus author and straight forward organisation.

In addition to the school library, each class has a reading area with a variety of texts and occasions where parents are invited in to share books with their children in the form of a reading café.

Word Reading

Children following the phonics programme are given a phonic reading book which is at a level which matches their phonic development. Children are assessed each half term following which the colour or stage of their phonic book may change. Children who may not make progress into the next phonic stage of the Read, Write Inc scheme will at times find that they repeat a phonic reading book. This will address those missing phonemes as well as repeating texts supporting children's confidence and fluency.

IMPACT

[Assessing and tracking progress](#)

By the end of Key Stage 1, our pupils are able to read aloud age-appropriate texts accurately and with sufficient speed for comprehension. This means that we can focus on developing their comprehension, preparing them well for transition to Key Stage 2. Their good decoding skills mean that they have a sound strategy for decoding unfamiliar words when they come across them at whatever stage or in any subject, even into secondary school.

Assessments take place each half term using a reading record to ensure children are reading the correct colour band for their ability and development. Support staff are used to facilitate this along with discussions with the class teacher. Individual children may be assessed more frequently. In addition to this, children in Years 1-6 are assessed termly using a written reading assessment which enables teachers to assess a child's application of reading and comprehension skills.

Quality of teaching, learning and assessment

The curriculum map for teaching reading skills ensures that children are taught to read with accuracy and fluency as well as learning skills necessary to understand texts, themes, vocabulary, inference, retrieval, prediction, summarising and authorial choice. Children are taught using reading comprehension 'dogs' who each support the teaching of these skills through a focus text. Children learn to confidently discuss themes and compositions of texts through whole class guided reading as well as the skills necessary to record a written answer to comprehension questions. All classes have the reading dogs displayed in their class for children to refer to and each lesson has a specific learning objective related to each 'step'.

All the pupils are engaged, with a positive impact on their behaviour. They learn to participate fully: we agree with them the rules for working in a group or discussing with a partner.

Every activity is prepared thoroughly and has a clear purpose. The teacher explains this at the beginning so that the pupils understand, during the activity, what they are learning and why.

Additional support for lower-attaining pupils learning to read

Pupils in the 'lowest' attaining group have the widest variety of needs. These children are identified and supported following discussions with the class teacher and reading lead as well as pupil premium support for those children eligible and intervention from support staff.

Feedback and marking

We emphasise constructive feedback. For example, we praise pupils for how hard they work together to ensure that their learning is successful. We have clear systems for marking pupils' work. Pupils know their teacher's expectations for each activity. We mark short activities with the pupils in the lesson. We discuss the outcomes with the group and individuals so that the marking is genuinely used to take forward pupils' learning.

Quality of teaching and pupils' progress

The deputy head teacher and reading leader monitor pupils' progress together until every child can read. No child is left behind to struggle.

We record lesson observations and any subsequent coaching alongside the 'teacher tracker' so that we can see if there is a correlation between the quality of the teaching and the progress pupils make.

1. The purpose of each activity is clear to both teachers and pupils.
2. Teaching is monitored thoroughly (see Leadership and Management).

Personal development, behaviour and welfare

Pupils have very positive attitudes to the programme. Various themes which support children's personal and emotional development are explored and discussed. Children's views are monitored through monitoring, including pupil voice.

Pupils are taught the manners and behaviour that are necessary to work with adults and other pupils. Adults are expected to demonstrate positive attitudes and good manners, and to act as role models for pupils.

Praise for hard work and good behaviour is fundamental to pupils' progress. The values of courtesy, consideration and kindness are at the heart of every lesson, taught through the programme and embedded in other lessons. All the staff use the same positive strategies for behaviour management across the school. Working well together, as part of a team, is at the core of the school's work – for staff and pupils.

Attendance

The programmes are intensive and cumulative, so poor attendance severely disrupts the progress of any pupils who are absent, for however short a time. Our school Attendance Officer will support families with minimal absence from school.

Effectiveness of leadership and management

Shared vision

The school's shared vision is that every pupil learns to read quickly and continues to read – widely and often. The reading leader works with all the staff to ensure that this happens.

The role of the reading leader is critical. Alongside the deputy head teacher and head teacher, the reading leader drives the teaching of the teaching of reading skills, including phonics and the five-step reading comprehension process.

The reading leader's roles include:

- ensuring that our teaching of reading is of the highest quality and that all our pupils make progress.
- ensuring pupils in the 'lower progress' group are making good progress and organising one-to-one tutoring for the pupils who need extra support.
- providing further training (through masterclasses, coaching/ observation and face-to-face feedback).
- ensuring that our teaching of reading is of the highest quality and that all our pupils make good progress.

Professional development

Staff Meetings offer information, research and professional development in reading to support the school and continue to drive it forward in reading. Staff understand that reading underpins all other areas of life and learning and how important remaining up to date with pedagogy supports practice.

Through monitoring, the Reading Lead will support and advise teachers on good practise and development.

Parents and carers

Parents and Carers are a critical part of a child's reading success. They provide encouragement, reinforcement and role models for children. At St Johns, we expect children to read at home at least four times each week and for parents to record reading in children's organisers.

We encourage adults to come into school to listen to children read and take part in reading based events such as Book Fairs and Book days as well as parental information sessions. Adults interested in coming in to listen to children read should approach their child's teacher and complete a DBS check which can be completed through the office.

Adults who listen to children read may not hear their own child each time but offer an important support system for children in the class.

Parents who would value support with helping their children to read at home can speak to the reading lead who will offer help for at home and within school. Children who read at home perform significantly better throughout life than those who do not. Therefore, at St Johns we value our parents support greatly.

Date written/reviewed: September 2023

Next review date: September 2025

St John the Baptist C of E Primary School

Tips for Helping your child to Read

Children who read at least 5-10 minutes at least 4 times each week are proven to become more successful readers with a wider vocabulary than those who do not. We expect children to read at least 4 times each week at St Johns. Sometimes this may be a child's favourite story book. Children should also have books read to them, including those that they may not be able to read themselves yet. This helps children to develop passion and enthusiasm for reading for pleasure.

Supporting children with phonic books

- Look through the book before your child reads it and 'spot' which sounds are in the book. With reading books with the sounds in the front, children read the sounds and focus words first.
- Allow children to sound out each sound and blend the words together. For children at the early stages of reading, you could write the sounds on small pieces of paper to make the word for them to sound out and blend.
- Encourage children to spot special friends, then sound out (fred talk) and then blend.
- When children become confident with their book, encourage them to 'Fred in their head' (sound out in their head) and read the word without sounding out loud. Children should re-read their book at least once.
- Discuss any tricky words.
- Ask questions at the back of the book.
- Praise and prompt (see over the page).

All other reading books

- If there is a blurb read it out.
- 'Walk through the book'. **Look** through the book together and talk about it (before reading it).
- Look at interesting vocabulary/ tricky words you found earlier and discuss what they mean.
- Allow your child to now read the book without pointing to the words. It is really important not to interrupt children as they read. If they are stuck on a word, tell them what it is to keep the pace fast and fluent. If they make a mistake then please let them make it because after the story you will go back and talk through the mistakes to enable children to understand that what they read needs to make sense.
- Do not always feel that your child needs to read the whole book (approx. 5-10 mins). You can finish it so that you can model fluent and expressive reading.
- Once finished a book, give a 'praise' – what did they do really well? And a 'prompt' – what could they do better next time?
- Ask questions about the book

After reading with your child

- It is important for children to read a book more than once to build up confidence and fluency so please encourage your child to re-read their book (up to purple book band).

Praise Examples:

- well done, you read that with your clever eyes
- great, you sounded out those words carefully
- excellent, you used the pictures to help you
- brilliant, you went back to re-read that because it didn't make sense
- fantastic, you remembered to look at those tricky words we spoke about to help you read
- well done, you read fast today
- wow, you used some expression

Prompt Examples:

- look at the picture to help you
- look at the first sound of the word
- spot the special friends and sound the word out carefully
- re-read to make sure that your word/sentence makes sense
- remember to use the tricky words we spoke about at the beginning

Question Examples (if there are no questions at the back):

- Did you like the book? Why?
- What might happen next?
- Is there anything you didn't like about the book?
- What was your favourite part of the book?
- Can you remember who was in the book?
- What did that word mean? Could any other word have been used?

Appendix 2

Reading Focus/ Correlating Step	EYFS 3-4 years Reception ELG	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Topic	Let's Explore Once Upon a Time Starry Night Dangerous Dinosaurs Sunshine and Sunflowers On the Beach	Childhood Bright Lights, Big City School Days	Movers and Shakers Coastline Magnificent Monarchs	Through the Ages Rocks, Relics and Rumbles Emperors and Empires	Invasion Misty Mountains, Winding Rivers Ancient Civilisations	Dynamic Dynasties Sow, Grow and Farm Ground Breaking Greeks	Maafa Frozen Kingdoms Britain at War
Core Texts	Where the Wild Things are What to do with a box There is no Dragon in this Story Little Glow The Way Back Home The Big Freeze The Girl and the Dinosaur Pudding The Little Gardener Little Echo The Sea-Saw Up and Down/What makes me a me?	Wilfred Gordon McDonald Partridge – Mem Fox Topsy and Tim Visit London – Jean and Gareth Adamson Whiffy Wilson: The Wolf who couldn't go to school – Caryl Hart	Rosa Park (Little People, Big Dreams) – Lisbeth Kaiser Katie Morag and the New Pier – Mairi Hedderwick Queen Victoria's Bathing Machine – Gloria Whelan	Stig of the Dump – Clive King The Firework Makers Daughter – Phillip Pullman Roman Tales: The Goose Guards – Terry Deary	The Saga of Erik the Viking – Terry Jones King of the Cloud Forests – Michael Morpurgo Secrets of a Sun King – Emma Carroll	Bronze and Sunflower – Cao Wenxuan The Secret Garden – Frances Hodgson Burnett Who Let the Gods Out? – Maz Evans	Freedom – Catherine Johnson The Wolf Wilder – Katherine Rundell The Wolf Wilder – Katherine Rundell Goodnight Mister Tom – Michelle Magorian

English Genres		Stories with Repeating Patterns (Julia Donaldson) Instructions Recount Letter Acrostics Traditional Tales Science Recount Non-Chronological Calligrams Stories with Repeating Patterns Contemporary Fiction Instructions Explanations Non-Chronological Report (Seasons) Riddle	Narrative Traditional Tales Recount/Diary Instructions Non-Chronological Report Setting Description Narrative Persuasion Recount/Postcard Haiku Extended narrative with dialogue Biography Explanation Free verse	Setting Description Recount – Letter Explanation Clerihew Character Description Biography – Roald Dahl Instructions Limericks Playscripts Extended narrative- fairy tale Persuasion Free Verse	Extended story-Viking Report Explanation Kennings Playscript Settings-Arctic Recount Tetracyts Character Description Persuasion Discussion Free Vers	Stories from other Cultures Persuasion Non-Chronological Report Senryu Adventure Story Newspaper report Discussion Renga Historical Fiction Explantion Instructions Narrative Poetry	Short Fiction Recount Diary Instructional Historical Poetry Setting Description Stories from other Cultures Persuasion Explanation Poetry. Extended story writing Newspaper report- Non-Chronological Biography Free Verse
Step 2 & Individual Reading Decoding	To develop their phonological awareness, so that they can: <ul style="list-style-type: none"> spot and suggest rhymes count or clap syllables in words recognise words with the same initial sound, such as money and mother 	To apply phonic knowledge and skills as the route to decode words. To blend sounds in unfamiliar words using the GPCs that they have been taught. To respond speedily, giving the correct sound to graphemes for all of the 40+ phonemes.	To continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent. To read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.	To use their phonic knowledge to decode quickly and accurately (may still need support to read longer unknown words). To apply growing knowledge of root words and prefixes, including in-, im-, il-, ir-, dis-, mis-,	To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill. To apply their knowledge of root words, prefixes and suffixes/word endings to read aloud fluently.*	To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues. To apply their growing knowledge of root words, prefixes and suffixes/ word endings, including	To read fluently with full knowledge of all Y5/ Y6 exception words, root words, prefixes, suffixes/word endings* and to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues.

	<p>To read individual letters by saying the sounds for them.</p> <p>To blend sounds into words, so that they can read short words made up of letter-sound correspondences.</p> <p>To read some letter groups that each represent one sound and say sounds for them.</p> <p>To read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</p> <p>To say a sound for each letter in the alphabet and at least 10 digraphs.</p> <p>Read words consistent with their phonic knowledge by sound-blending.</p> <p>To read aloud simple sentences</p>	<p>To read words containing taught GPCs.</p> <p>To read words of more than one syllable that contain taught GPC's.</p> <p>To read words containing -s, -es, -ing, -ed and -est endings.</p> <p>To read words with contractions, e.g. I'm, I'll and we'll.</p>	<p>To accurately read most words of two or more syllables.</p> <p>To read most words containing common suffixes.*</p>	<p>un-, re-, sub-, inter-, super-, anti- and auto- to begin to read aloud.*</p> <p>To apply their growing knowledge of root words and suffixes/word endings, including -ation, -ly, -ous, -ture, -sure, -sion, -tion, -ssion and -cian, to begin to read aloud.*</p>		<p>-sion, -tion, -cial, -tial, -ant/-ance/-ancy, -ent/-ence/-ency, -able/-ably and -ible/ibly,</p> <p>To read aloud fluently.*</p>	<p>To apply their growing knowledge of root words, prefixes and suffixes/ word endings, including -sion, -tion, -cial, -tial, -ant/-ance/-ancy, -ent/-ence/-ency, -able/-ably and -ible/ibly,</p> <p>To read aloud fluently.*</p>
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	and books that are consistent with their phonic knowledge.						
Common Exception Words	To read a few common exception words matched to the school's phonic programme. To read some common irregular words.	To read Year 1 common exception words, noting unusual correspondences between spelling and sound where these occur in words.	To read Year 1 and Year 2 common exception words, noting unusual correspondences between spelling and sound where these occur in words.	To begin to read Year 3/Year 4 common exception (Statutory) word lists.	To read all Year 3/Year 4 exception words, discussing the unusual correspondences between spelling and where these occur in the word.	To read most Year 5/Year 6 exception words, discussing the unusual correspondences between spelling and where these occur in the word.	To read all Year 5/Year 6 exception words, discussing the unusual correspondences between spelling and where these occur in the word.
Step 1 Activate and Build Background Knowledge	Various exciting and stimulating activities to launch the text. Eg. What's in the box? Walk, game, circle time, jigsaw, clip, food tasting etc						
Step 2 Range of reading	To engage in story-times. To read sentences made up of words with taught sounds and common exception words. (LIT) To listen to, talk about and respond to stories (rhymes and songs) with actions, relevant comments, questions; recalling key events and innovating. (C&L)	To listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently	To listen to, discuss and express views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently.	To listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks read books that are structured in different ways. To read for a range of purposes.	To listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. To read books that are structured in different ways. To read for a range of purposes	To continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. To read books that are structured in different ways. To read for a range of purposes. To make comparisons within and across books.	To continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. To read books that are structured in different ways. To read for a range of purposes. To make comparisons within and across books.

	To use non-fiction books to develop new knowledge and vocabulary (C&L)						
Step 3 Fluency	<p>To understand the five key concepts about print:</p> <ul style="list-style-type: none"> • print has meaning • the names of different parts of a book • print can have different purposes • page sequencing • we read English text from left to right and from top to bottom <p>To blend sounds into words, so that they can read short words made up of letter-sound correspondences.</p> <p>To read simple phrases and sentences made up of words with known letter-sound correspondences</p>	<p>To accurately read texts that are consistent with their developing phonic knowledge, that do not require them to use other strategies to work out words.</p> <p>To re-read texts to build up fluency and confidence in word reading.</p>	<p>To read aloud books (closely matched to their improving phonic knowledge), sounding out unfamiliar words accurately, automatically and without undue hesitation.</p> <p>To reread these books to build up fluency and confidence in word reading.</p> <p>To read words accurately and fluently without overt sounding out and blending (e.g. at over 90 words per minute in age appropriate texts).</p>	<p>At this stage, teaching comprehension skills should be taking precedence over teaching word reading and fluency specifically.</p> <p>Any focus on word reading should support the development of vocabulary.</p> <p>Children requiring fluency development will be receiving it through Phonic support and Switched on reading.</p>			

	<p>and, where necessary, a few exception words.</p> <p>To re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p> <p>To read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p>						
<p><u>Step 3</u> Word meanings</p>	<p>To talk about elements of a topic using newly introduced vocabulary (C&L)</p>	<p>To discuss word meanings and link new meanings to words already known.</p>	<p>To discuss and clarify the meanings of words and link new meanings to known vocabulary.</p> <p>To discuss their favourite words and phrases.</p>	<p>To use dictionaries to check the meaning of words that they have read.</p>	<p>To use dictionaries to check the meaning of words that they have read.</p>	<p>To use dictionaries to check the meaning of words that they have read.</p>	<p>To use dictionaries to check the meaning of words that they have read.</p>
<p>Step 3 Understanding and Correcting Inaccuracies</p>	<p>To enjoy listening to longer stories and can remember much of what happens.</p> <p>To understand 'why' questions, like: "Why do you</p>	<p>To draw on what they already know or on background information and vocabulary provided by the teacher.</p> <p>To be encouraged to link what they read or hear read to</p>	<p>To show understanding by drawing on what they already know or on background information and vocabulary provided by the teacher.</p> <p>To discuss the sequence of events in books and</p>	<p>To check that the text makes sense to them.</p> <p>To discuss their understanding and explain the meaning of words in context.</p>	<p>To check that the text makes sense to them.</p> <p>To discuss their understanding and explain the meaning of words in context.</p> <p>To ask questions to improve their</p>	<p>To check that the book makes sense to them.</p> <p>To discuss their understanding and explore the meaning of words in context.</p>	<p>To check that the book makes sense to them.</p> <p>To discuss their understanding and explore the meaning of words in context.</p>

	<p>think the caterpillar got so fat?"</p> <p>To be able to express a point of view and debate when they disagree with an adult or a friend, using words as well as actions .</p> <p>To listen to and talk about stories to build familiarity and understanding.</p> <p>To listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p> <p>To demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p>	<p>their own experiences.</p> <p>To check that the text makes sense to them as they read and self-correct.</p>	<p>how items of information are related.</p> <p>To draw on what they already know or on background information and vocabulary provided by the teacher.</p> <p>To make links between a current book and those already read</p> <p>To check that the text makes sense to them as they read and correct inaccurate reading</p>	<p>To ask questions to improve their understanding of a text.</p> <p>To identify main ideas drawn from more than one paragraph and summarise these.</p> <p>To identify morals and messages in a story.</p>	<p>understanding of a text.</p> <p>To identify main ideas drawn from more than one paragraph and summarise these.</p> <p>To identify morals and messages in a story</p>	<p>To ask questions to improve their understanding.</p> <p>To summarise the main ideas drawn from more than one paragraph, identifying key details to support the main ideas.</p>	<p>To ask questions to improve their understanding.</p> <p>To summarise the main ideas drawn from more than one paragraph, identifying key details to support the main ideas.</p>
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<p>Step 3/ Step 4 Familiarity with texts</p>	<p>To talk about and respond to stories, rhymes and poetry; recalling, sequencing and anticipating key events some as exact repetition and some in their own words. (LIT)</p> <p>To begin to interpret stories, rhymes and poetry; making suggestions for actions and events (images and text). (LIT)</p> <p>To talk about and respond with questions to non-fiction books; recalling some facts with increasing explanation and vocabulary in response to questions. (LIT)</p>	<p>To recognise and join in with predictable phrases.</p> <p>To become very familiar with key stories, fairy stories and traditional tales,</p> <p>To retell familiar stories and consider their particular characteristics.</p>	<p>To become increasingly familiar with and retell a wider range of stories, fairy stories and traditional tales.</p> <p>To recognise simple recurring literary language in stories and poetry.</p>	<p>To increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retell some of these orally.</p> <p>To identify themes and conventions in a wide range of books.</p> <p>To participate in discussion about both books that are read to them and those that they can read for themselves, taking turns to listen to what others say.</p> <p>To read books that are structures in different ways.</p> <p>To read for a range of purposes.</p>	<p>To increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retell some of these orally.</p> <p>To identify themes and conventions in a wide range of books.</p> <p>To participate in discussion about both books that are read to them and those that they can read for themselves, taking turns to listen to what others say.</p> <p>To read books that are structures in different ways.</p> <p>To read for a range of purposes.</p>	<p>To increase 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>To identify and discuss themes and conventions in and across a wide range of writing.</p>	<p>To increase 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>To identify and discuss themes and conventions in and across a wide range of writing.</p>
<p>Step 3 Non-fiction</p>	<p>To engage in non-fiction books. To listen to and talk about selected non-fiction to develop</p>	<p>To listen to and discuss a wide range of non-fiction at a level beyond that at which they</p>	<p>To recognise that non-fiction books are often structures in different ways.</p>	<p>To retrieve and record information from non-fiction texts</p>	<p>To use all of the organisational features available within a non-fiction text to retrieve,</p>	<p>To distinguish between statements of fact and opinion.</p> <p>To retrieve, record and present</p>	<p>To distinguish between statements of fact and opinion.</p> <p>To retrieve, record and present</p>

	<p>a deep familiarity with new knowledge and vocabulary.</p> <p>To offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>To use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</p>	can read independently			<p>record and discuss information.</p> <p>To use dictionaries to check the meaning of words.</p>	information from non-fiction texts.	<p>information from non-fiction texts.</p> <p>To use non-fiction for purposeful information retrieval (e.g. for Step 1, in reading history, geography and science text books).</p> <p>To use non-fiction materials in contexts where pupils are genuinely motivated to find out information (e.g. reading information leaflets before a gallery or museum visit or reading a theatre programme or review).</p>
<p><u>Step 4</u> Authorial choice and intent</p>	<p>To use a wider range of vocabulary.</p> <p>To engage in extended conversations about stories, learning new vocabulary.</p> <p>To learn new vocabulary.</p>	To discuss word meaning and link new meanings to words already known.	<p>To discuss and clarify meanings of words, linking new meanings to known vocabulary.</p> <p>To discuss their favourite words and phrases.</p>	<p>To check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.</p> <p>To discuss words and phrases that capture the</p>	<p>To discuss words and phrases that capture the reader's interest and imagination</p> <p>To identify how language, structure, and presentation contribute to meaning.</p>	<p>To discuss vocabulary used by the author to create effect including figurative language.</p> <p>To evaluate the use of authors' language and explain how it has created an</p>	<p>To analyse and evaluate the use of language, including figurative language and how it is used for effect, using technical terminology such as metaphor, simile, analogy, imagery style and effect.</p>

	<p>To use new vocabulary throughout the day.</p> <p>To retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.</p> <p>To use new vocabulary in different contexts.</p> <p>To listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p> <p>To offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p>			<p>reader's interest and imagination.</p> <p>To identify how language, structure, and presentation contribute to meaning and effect.</p>		<p>impact on the reader.</p> <p>To identify how language, structure, and presentation contribute to meaning.</p>	<p>To consider the impact of authorial choice on the reader.</p> <p>To identify how language, structure, and presentation contribute to meaning.</p>
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	<p>To demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>To use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</p>						
<p><u>Step 4</u> Poetry and performance</p>	<p>To sing a large repertoire of songs. To know many rhymes, be able to talk about familiar books, and be able to tell a long story. To take part in simple pretend play, using an object to represent something else</p>	<p>To learn to appreciate rhymes and poems, and to recite some by heart.</p>	<p>To continue to build up a repertoire of poems learnt by heart, appreciate these and recite some, with appropriate intonation to make the meaning clear.</p>	<p>To prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action.</p> <p>To recognise some different forms of poetry.</p> <p>To begin to use appropriate intonation and</p>	<p>To prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action.</p> <p>To recognise some different forms of poetry.</p>	<p>To learn a wider range of poetry by heart, 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>To learn a wider range of poetry by heart, 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>even though they are not similar.</p> <p>To begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc.</p> <p>To remember and sing entire songs.</p> <p>To sing the melodic shape (moving melody, such as up and down and down and up) of familiar songs.</p> <p>To create their own songs, or improvise a song around one they know.</p> <p>To engage in story times.</p> <p>To retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.</p> <p>To learn rhymes, poems and songs.</p>			volume when reading aloud.			
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	<p>To sing in a group or on their own, increasingly matching the pitch and following the melody.</p> <p>To develop storylines in their pretend play.</p> <p>To demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>To make use of props and materials when role playing characters in narratives and stories.</p> <p>To invent, adapt and recount narratives and stories with their peers and their teacher.</p> <p>To perform songs, rhymes, poems and</p>						
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	stories with others, and (when appropriate) try to move in time to music.						
Step 4 Discussing reading (comparing, contrasting and commenting)	<p>To be able to express a point of view and debate when they disagree with an adult or a friend, using words as well as actions.</p> <p>To compare and contrast characters from stories, including figures from the past.</p> <p>To retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.</p> <p>To listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class</p>	<p>To listen to and discuss a wide range of fiction, non-fiction and poetry at a level beyond that at which they can read independently.</p> <p>To link what they have read or have read to them to their own experiences.</p> <p>To retell familiar stories in increasing detail.</p> <p>To join in with discussions about a text, taking turns and listening to what others say.</p> <p>To discuss the significance of titles and events.</p>	<p>To participate in discussion about books, poems and other works that are read to them (at a level beyond at which they can read independently) and those that they can read for themselves, explaining their understanding and expressing their views.</p> <p>To become increasingly familiar with and to retell a wide range of stories, fairy stories and traditional tales.</p> <p>To discuss the sequence of events in books and how items of information are related.</p> <p>To recognise simple recurring literary language in stories and poetry.</p> <p>To ask and answer questions about a text.</p>	<p>To recognise, listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</p> <p>To use appropriate terminology when discussing texts (plot, character, setting).</p>	<p>To recognise, listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</p> <p>To use appropriate terminology when discussing texts (plot, character, setting).</p> <p>To identify how language, structure and presentation contribute to meaning.</p> <p>To identify main ideas drawn from more than one paragraph and summarise these.</p>	<p>To read a wide range of genres, identifying the characteristics of text types (such as the use of the first person in writing diaries and autobiographies) and differences between text types.</p> <p>To participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously.</p> <p>To make comparisons within and across books.</p> <p>To identify main ideas drawn from</p>	<p>To read for pleasure, discussing, comparing and evaluating in depth across a wide range of genres, including myths, legends, traditional stories, modern fiction, fiction from our literary heritage and books from other cultures and traditions.</p> <p>To make comparisons within and across books.</p> <p>To recognise more complex themes in what they read (such as loss or heroism).</p> <p>To explain and discuss their understanding of what they have read, including through formal presentations and</p>

	<p>discussions and small group interactions.</p> <p>To offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>To anticipate (where appropriate) key events in stories.</p> <p>To demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p>		<p>To make links between the text they are reading and other texts they have read (in texts that they can read independently).</p>			<p>more than one paragraph and to summarise these.</p> <p>To recommend texts to peers based on personal choice.</p>	<p>debates, maintaining a focus on the topic and using notes where necessary.</p> <p>To listen to guidance and feedback on the quality of their explanations and contributions to discussions and to make improvements when participating in discussions.</p> <p>To draw out key information and to summarise the main ideas in a text.</p> <p>To distinguish independently between statements of fact and opinion, providing reasoned justifications for their views.</p> <p>To compare characters, settings and themes within a text and across more than one text.</p>
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<u>Step 4</u> Sequencing	To be able to sequence pictures from a story or with familiar events	To be able to sequence pictures for the beginning, middle and end of a story read	To be able to sequence events from a story, explaining reasons for choices	To be able to sequence pictures or texts from a story or non-fiction text read justifying reasons for choices	To show understanding of the text by sequencing a selection of unknown text so that they make sense as a whole, justifying reasons for choices.	To sequence sections/ outlines of unknown texts based upon knowledge of genre features	To be able to manipulate sections of stories to create and explore more complex narratives e.g. dual narration, flash back
<u>Step 4</u> Re-telling	To retell a story with actions and / or picture prompts as part of a group - Use story language when acting out a narrative	To retell story read or heard, parts of a story using props e.g. puppets/ small world/ series of pictures	To orally retelling a wider range of stories using actions and visual cues from the story	To retell a wide range of stories orally using actions and visual cues	To retell a wide range of texts orally which is balanced and clear	See sequencing boxes	
<u>Step 5/ Step 6</u> Inference	Understand 'why' questions, like: "Why do you think the caterpillar got so fat?" Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.	Discuss the significance of the title and events make inferences on the basis of what has been read so far. To answer simple retrieval questions about a text and find evidence to support answers. To explain clearly, their understanding of what is read to them.	Make inferences on the basis of what is being said and done. To answer and ask questions.	Draw inferences such as inferring characters' feelings, thoughts and motives from their actions. To justify inferences with evidence from the text.	Draw inferences such as inferring characters' feelings, thoughts and motives from their actions. To justify inferences with evidence from the text.	Draw inferences such as inferring characters' feelings, thoughts and motives from their actions. To justify inferences with evidence.	Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence. To consider different accounts of the same event and to discuss viewpoints (both of authors and of fictional characters).
<u>Step 5/ Step 6</u> Prediction	To talk about and respond to stories, rhymes and poetry;	To predict what might happen on the basis of what	To predict what might happen on the basis of	To ask and answer questions appropriately,	Predict what might happen from details stated and implied.	Predict what might happen from details stated and implied.	Predict what might happen from details stated and implied.

	recalling, sequencing and anticipating key events some as exact repetition and some in their own words (C&L)	has been read so far	what has been read so far	including some simple inference questions based on characters' thoughts, feelings and motives. To justify predictions using evidence from the text.	To justify predictions using evidence from the text.	To justify predictions in detail, using evidence from the text.	To justify predictions in detail, using evidence from the text.
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