



## **St Monica's Catholic Primary School**

### **Philosophy**

Every child is a unique gift from God, with his or her own unique gifts.

Our Catholic school, inspired by the teaching of Jesus Christ, will always endeavour to meet the needs of every child within our school.

At St. Monica's, we strive to ensure that all children and staff are offered the opportunity to develop to their full potential in individual, educational, moral, intellectual and spiritual needs.

Our Mission Statement is "Let Trust, Respect and Love live here."

### **What we teach and what your children learn in Reading**

Please see below a summary of our plans (organised by Year Group and Term) for teaching and learning in Reading in our school.

If you want further information on the curriculum, including how it is differentiated for children within classes who are at different stages of learning including your child, please contact your child's teacher or email the school on [stmonicas@st-monicas.co.uk](mailto:stmonicas@st-monicas.co.uk)

## **Our Intent, Implementation and Impact statement for Reading**

### **Intent:**

At St Monica's, Reading is at the core of all teaching and of many curriculum areas. Throughout the school, children are presented with many opportunities to read and to listen to texts being read aloud.

As Reading is a top priority, it is a key driver for our curriculum. Our intention is to ensure every child is able to read fluently and with confidence, developing a love for reading and having the skills necessary to access the secondary and other curricula which may be relevant to them as well as their enjoying reading for pleasure.

### **Implementation:**

At St Monica's, the teaching of reading is progressive throughout the school and is at the core of our curriculum. Our curriculum has been planned by us through a process involving the identification of children's existing knowledge and skills as well pupil voice and their attitudes to learning to be exploited and developed. Having looked at these, staff worked together on progression maps (including knowledge and skills) which are summarised above. These include weekly and long terms plans by year group, including key vocabulary, knowledge and skills, cross curricular links and differentiation. Our plans are differentiated beyond the core knowledge listed above to provide for the learning needs of all learners and to ensure all learners, including SEND, Pupil Premium and high attainers, are challenged, including through cross curricular links. These plans ensure that children can acquire knowledge to know more, remember more and understand more.

Given the learning profiles of our children, including the fact that a large majority speak more than one language, we provide them with a 'vocabulary rich' environment. This includes a wide range of texts available to children, including relating to their wider curriculum and their writing. We work hard to raise the profile of reading, sharing the importance of reading in and out of school. Within our classrooms, we explore ambitious vocabulary across the wider curriculum.

The systematic teaching of phonics through the program 'Read Write Inc' is a high priority through Early Years and Key Stage One in particular. Phonics is taught daily to all Early Years and Key Stage One children and children beyond that who continue to benefit from such provision. Children have phonics lessons and reading books relevant to their phonics stage, which is assessed for each child continuously and formally every six weeks with provision being changed as necessary to ensure the best outcomes for each

child. There is more information on 'Read Write Inc' at <https://st-monicas.co.uk/information/curriculum-subject-area/> Children also learn about words, including common exception words, which require additional knowledge.

With regard to reading books, in EYFS and KS1, we use a range of books related to children's phonic levels so that they are fully decodable and matched to children's learning in class. Children then move onto books which are also levelled by demand, including relating to our Accelerated Reader system, including tests and levels identified for the children. This ensures development and challenge for all children, including through their ongoing knowledge of their reading levels.

Reading sessions, including whole class and in smaller groups, teach a range of skills and techniques in reading.

Early Years and Key Stage One staff listen to individual children read and check their reading records, with a frequency ranging from daily to weekly. This involves confirming that children understand their current books and will continue to read books of relevant challenge and interest. In Key Stage Two, children's reading skills, reading records and their current books are checked, using adults and also our Accelerated Reader program. These also provide formative assessment (with levels recorded and reported to governors each term) for future learning in addition to the informal assessment which has taken place throughout to close gaps, including with regard to previous learning. Children who need additional support receive it. This may include 1:1 reading and reading comprehension intervention groups. Children in our school are motivated by Accelerated Reader, including through the opportunity to meet individual and class targets, including with rewards for meeting them.

We have looked to increase the proportion of non-fiction reading, including through Accelerated Reader monitoring and acquiring more non-fiction texts, including in topic boxes. We have also invested in books of interest to particular groups, including boys and 'high interest, low demand' books. Children visit our well stocked library at least once a week and can borrow books of appropriate interest and demand, informed by their knowledge of their AR levels. The importance of reading is enhanced further through weekly assemblies, World Book Day, author visits, sponsored reading events and book fairs.

### **Impact:**

Children are enthusiastic about Reading and can apply their skills in reading across the curriculum and for pleasure. Children of all abilities and backgrounds progress well in Reading, including in assessments, with gaps in knowledge and skills filled. Children talk enthusiastically about their reading and are eager to further their learning in the next stages of their education. As our Year 6 pupils transition to secondary school, they will be fluent, confident and able readers who will access the curriculum effectively there and beyond.

## Year 1 – What children learn in Reading

### **Decoding**

- apply phonic knowledge to decode words
- speedily read all 40+ letters/groups for 40+ phonemes
- read accurately by blending taught GPC
- read common exception words
- read common suffixes (-s, -es, -ing, -ed, etc.)
- read multi-syllable words containing taught GPCs
- read contractions and understanding use of apostrophe
- read aloud phonically-decodable texts

### **Range of Reading**

- listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently
- being encouraged to link what they read or hear read to their own experiences

### **Familiarity with texts**

- becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics
- recognising and joining in with predictable phrases

### **Poetry & Performance**

- learning to appreciate rhymes and poems, and to recite some by heart

### **Word meanings**

- discussing word meanings, linking new meanings to those already known

### **Understanding**

- drawing on what they already know or on background information and vocabulary provided by the teacher
- checking that the text makes sense to them as they read and correcting inaccurate reading

### **Inference**

- discussing the significance of the title and events
- making inferences on the basis of what is being said and done

### **Prediction**

- predicting what might happen on the basis of what has been read so far

### **Discussing reading**

- participate in discussion about what is read to them, taking turns and listening to what others say
- explain clearly their understanding of what is read to them

Core Tasks and texts	Development of Knowledge and Skills	Vocabulary
<ul style="list-style-type: none"> <li>Using sounds to blend and write simple CVC words and phrases about a big picture for the texts: The Gruffalo, Winnie the Pooh</li> <li>Make links between stories they have read and their own experiences e.g. using the story of Winnie the Pooh's favourite things to compare favourite things of characters in the story to their favourite things</li> <li>Demonstrating comprehension through drawing for the texts</li> <li>Retelling stories using puppets and images for the texts Hansel and Gretel</li> <li>Answer retrieval questions from the texts: Hansel and Gretel. Dinosaurs Love Underpants</li> <li>Answer prediction questions using a real-life stimulus e.g. listening to the story of 'The Little Red Dragon' and using a paper-mache egg to guess what might be in the egg</li> <li>Recall information about stories that have been read to them choosing 3-4 main events in the story to write about</li> <li>Use role play to demonstrate an understanding of the features of stories such as repetition in Stick Man</li> <li>Answer prediction questions using a story and giving reasons for ideas</li> <li>Give reasons for their predictions using evidence from the story they have read</li> <li>Identify the difference between fiction and non-fiction books and discussing which books they prefer to read and why</li> <li>Make comparisons between stories that have been read to them using Harry and the Bucketful of Dinosaurs and the sequel Harry and the Bucketful of Dinosaurs go to School</li> </ul>	<ul style="list-style-type: none"> <li>Apply phonic knowledge to decode words</li> <li>Read aloud phonetically plausible texts</li> <li>Re-read books to develop fluency and confidence</li> <li>Read Year 1 common exception words.</li> <li>Read polysyllabic words and words containing common suffixes</li> <li>Develop some fluency and expression.</li> <li>Listen to and discuss a range of texts such as poetry, stories and non-fiction beyond that at which they can read independently</li> <li>Develop familiarity with key texts, fairy tales and traditional tales, retelling them and considering their features</li> <li>Identify simple and recurring literary language.</li> <li>Understand how to answer retrieval questions</li> <li>Understand that retrieval means to get information from a given text</li> <li>Know what prediction means, make a good prediction and give a good reason for explaining why they think this would happen</li> <li>Learn to recite some rhymes/poems</li> <li>Discuss word meanings and link to words already known</li> <li>Link what they read to their own experiences.</li> <li>Discusses the significance of the title</li> <li>Make inferences on the basis of what is being done</li> <li>Take part in discussions about what is read to them and take turns in conversation</li> <li>Explain their understanding of what has been read to them</li> </ul>	<ul style="list-style-type: none"> <li>blend</li> <li>decode</li> <li>sounds</li> <li>Fred in your head</li> <li>Fred fingers</li> <li>comprehension</li> <li>who, what, why, how.</li> <li>recall</li> <li>sequence</li> <li>events</li> <li>predict/prediction</li> <li>fiction</li> <li>non-fiction</li> <li>poetry</li> <li>rhymes</li> <li>repeated language</li> <li>once upon a time</li> <li>in the end</li> <li>retrieve</li> </ul>
<p>The Gruffalo- Julia Donaldson, Winnie the Pooh- A.A. Milne, Hansel and Gretel, The Little Red Dragon, Knights and Castles (non-fiction texts,) The Knight Who Wouldn't Fight- Helen Docherty. Stickman- Julia Donaldson, The Nativity Story.</p>		

## Year 2 – What children learn in Reading

### **Decoding**

- secure phonic decoding until reading is fluent
- read accurately by blending, including alternative sounds for graphemes
- read multi-syllable words containing these graphemes
- read common suffixes
- read exception words, noting unusual correspondences
- read most words quickly and accurately without overt sounding and blending

### **Range of Reading**

- 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

### **Familiarity with texts**

- becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales
- recognising simple recurring literary language in stories and poetry

### **Poetry & Performance**

- continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear

### **Word meanings**

- discussing and clarifying the meanings of words, linking new meanings to known vocabulary
- discussing their favourite words and phrases

### **Understanding**

- discussing the sequence of events in books and how items of information are related
- drawing on what they already know or on background information and vocabulary provided by the teacher
- checking that the text makes sense to them as they read and correcting inaccurate reading

### **Inference**

- making inferences on the basis of what is being said and done
- answering and asking questions

### **Prediction**

- predicting what might happen on the basis of what has been read so far

### **Non-fiction**

- being introduced to non-fiction books that are structured in different ways

### **Discussing reading**

- participate in discussion about books, poems and other works that are read to them & those that they can read for themselves, taking turns and listening to what others say
- explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves

Core Tasks and texts	Development of Knowledge and Skills	Vocabulary
<ul style="list-style-type: none"> <li>• Answer RIC (Retrieval, Inference and Choice) style questions about texts</li> <li>• Answer Retrieval questions from the texts: Supertato, Rex Retriever, Florence Nightingale, All about Chocolate, Charlie and the Chocolate Factory, Aladdin and Walt Disney e.g. who can find the answer? Prove it/justify your answer. Pick out the 'most important word in the questions and scan the text for that word</li> <li>• Answer Inference questions with Inference Iggy</li> <li>• Answer Choice questions from Supehero texts, Charlie and the Chocolate Factory and I am Walt Disney</li> <li>• Extend vocabulary from the texts: Lunchbox – the Story of your food, the Great Fire of London and Dumboe.g. find and copy words that show that people were scared and can you give me synonym for that word?</li> <li>• Answer Sequence question from the text: Traction Man, The Story of Chocolate and Cinderella</li> <li>• Answer Prediction questions, including predicting what will happen in a book by looking at the blurb, including using Predicting Pip</li> <li>• Identify question types before answering the question e.g. is it a Choice question or an Inference question?</li> <li>• Children to have a text extract and given a question to answer on each taught question type e.g. Sea Spray Swimming Pool, The Fox and the Boastful Brave</li> </ul>	<ul style="list-style-type: none"> <li>• Understand how to answer retrieval, inference and choice ('RIC') questions. Understand and explain what each question type is and how to answer the question.</li> <li>• Understand that retrieval means to get information from a given text.</li> <li>• Understand what sequence questions are and how to answer them</li> <li>• Know what prediction means, make a good prediction and give a good reason for explaining why they think this would happen</li> <li>• Understand how to look for different types of vocabulary in a text and using this to help them understand the piece of text more</li> <li>• Use decoding skills to read a text in order to answer those questions</li> <li>• Show enjoyment in reading and start to discuss themes between the books they are reading and books they have already read</li> <li>• Children will be confident to answer SATs style questions independently.</li> </ul>	<p>who, what, where, why, when find copy retrieve/retrieval infer/inference choose/choice understanding clues opinion vocabulary synonym meaning sequence identify explain order chronological first last matching predict/prediction see the future likely</p>
<b>Books used</b>		
<p><u>Autumn Term</u> Charlie and the Chocolate Factory – Roald Dahl, Smart about chocolate – Sandra Markle, Chocolate, from Bean to Bar – Anita Ganeri, I know that! Chocolate - Claire Llewellyn, Journey of a bar of chocolate – John Malam, Chocolate – Liz Gogerly, Big Business, Cadbury – Cath Senker, Santa Trap – J Emmett</p>		
<p><u>Spring Term</u> Supertato , Fox in Sox – Dr Seuss, Day the Crayon Quit – Drew Daywalt, The Great Fire of London - Emma Adams, You wouldn't want to be in The Great Fire of London - Jim Pipe, The Baker's Boy and the Great Fire of London - Tom Bradman, Vlad and The Great Fire of London - Kate Cunningham, The Great Fire of London (Beginning History) by Liz Gogerly, Who Was..? Samuel Pepys by Paul Harrison, Ways into history: The Sugarlump and the Unicorn - Julia Donaldson, Traction Man – Mini Grey, Great Fire of London - Sally Hewitt, Why do we remember The Great Fire of London? - Izzi Howell</p>		
<p><u>Summer Term</u> Aladdin, Peter Pan, Pocahontas. Finding Nemo, Cinderella, The Lion King</p>		

## Year 3 – What children learn in Reading

### **Decoding**

- apply their growing knowledge of root words, prefixes and suffixes, 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

### **Range of Reading**

- listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- reading books that are structured in different ways and reading for a range of purposes

### **Familiarity with texts**

- increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally
- identifying themes and conventions in a wide range of books

### **Poetry & Performance**

- preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action
- recognising some different forms of poetry

### **Word meanings**

- using dictionaries to check the meaning of words that they have read

### **Understanding**

- checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context
- asking questions to improve their understanding of a text
- identifying main ideas drawn from more than one paragraph and summarising these

### **Inference**

- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence

### **Prediction**

- predicting what might happen from details stated and implied

### **Author's intent**

- discussing words and phrases that capture the reader's interest and imagination
- identifying how language, structure, and presentation contribute to meaning

### **Non-fiction**

- retrieve and record information from non-fiction

### **Discussing reading**

- participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say



Core Tasks and texts	Development of Knowledge and Skills	Vocabulary
<ul style="list-style-type: none"> <li>• Read texts and answer the questions by retrieval and highlighting the relevant part of the text</li> <li>• Use Googles slides and talk partners to complete a task explaining a character's experience in a text, including how they felt at the beginning and the end, any change in the character and their motives</li> <li>• Read the lyrics of the song and listen to it before writing a review</li> <li>• Discuss meaning of and create class display of new vocabulary</li> <li>• Read a text and complete close activities based on information found</li> <li>• Predict what a story will be about and what will happen next in a story, including writing the next paragraph</li> <li>• Summarise the events in a text</li> <li>• Read text and underline words which indicate why the subject is important</li> <li>• Highlight technical vocabulary, use a dictionary to check the meaning and put that meaning into context.</li> <li>• Identify main ideas/facts in a text and summarise them</li> <li>• Read a blog to gain information to summarise differences</li> <li>• Identify the features of an explanation text, including how those features (including layout) benefit the reader's understanding</li> <li>• Begin to justify their answers using texts</li> <li>• Compare events in the life of a character to their own life</li> <li>• Look at rhyming patterns, rhythm and verses in a poem</li> <li>• Use percussion in performing a poem, identifying how intonation and volume can change a poem's delivery</li> <li>• Read aloud from a playscript</li> </ul>	<ul style="list-style-type: none"> <li>• Develop and evidence understanding of the text by answering questions, including using retrieval</li> <li>• Use the language, structure, and presentation of a picture book to help understand the story.</li> <li>• Understand the lyrics and infer the message of a song</li> <li>• Understand the meaning of Deduction and explain how characters' feelings change in a story</li> <li>• Understand that retrieval means to get information from a given text</li> <li>• Use inference to gain information to summarise a character and their motives</li> <li>• Start to identify how language, structure, and presentation contribute to meaning of a text</li> <li>• Use retrieval to help interpret the meaning of new vocabulary</li> <li>• Search for information in a text</li> <li>• Use inference to predict what a text will be about and what will happen next</li> <li>• Identify how language contributes to meaning</li> <li>• Identify text type features for recounts and explanation texts</li> <li>• To identify the rhyming pattern in a poem and read aloud using the beat</li> <li>• Identify and summarise the stories in a poem/playscript, including answering listening questions</li> </ul>	<p>fiction non-fiction traditional story highlight information key information text character experience lyrics message (of a song) summarise infer/inference deduction retrieve/retrieval predict/prediction structure language presentation vocabulary technical vocabulary dictionary context explanation text</p>
<b>Books used</b>		
<p><u>Autumn Term</u> Stone age boy - Satoshi Igamura, How to wash a woolly Mammoth – Michelle Robinson, The Dark - Daniel Handler, Fantastic Mr Fox - Roald Dahl, Esio Trot- Roald Dahl, Sir Isaac Newton and the Apple - Kjartan Poskitt, Try Everything (song from Zootropolis), Brilliant World of Tom Gates – Liz Pichon</p> <p><u>Spring Term</u> Flat Stanley – Jeff Brown, Milton the Mighty - Emma Read, The Tunnel - Anthony Brown, Why Are Tomatoes A Fruit? - Ian Olio, A Seed Is Sleepy - Dianna Hutts Aston, How far I'll go (song from Moana),</p> <p><u>Summer Term</u> Icarus - Saviour Pirota, Odysseus and the Trojan Horse – Damian Harvey, The Pebble In My Pocket - Meredith Hooper, The United Kingdom – Kate Ruttie, When I grow up (song from Matilda)</p>		

## Year 4 – What children learn in Reading

### **Decoding**

- apply their growing knowledge of root words, prefixes and suffixes, 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

### **Range of Reading**

- listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- reading books that are structured in different ways and reading for a range of purposes

### **Familiarity with texts**

- increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally
- identifying themes and conventions in a wide range of books

### **Poetry & Performance**

- preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action
- recognising some different forms of poetry

### **Word meanings**

- using dictionaries to check the meaning of words that they have read

### **Understanding**

- checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context
- asking questions to improve their understanding of a text
- identifying main ideas drawn from more than one paragraph and summarising these

### **Inference**

- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence

### **Prediction**

- predicting what might happen from details stated and implied

### **Author's intent**

- discussing words and phrases that capture the reader's interest and imagination
- identifying how language, structure, and presentation contribute to meaning

### **Non-fiction**

- retrieve and record information from non-fiction

### **Discussing reading**

- participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say

Core Tasks and texts	Development of Knowledge and Skills	Vocabulary
<ul style="list-style-type: none"> <li>• Answer retrieval questions based on a text and summarise the content</li> <li>• Identify and talk about language from a text which makes it more exciting and will grab the reader's interest and imagination</li> <li>• Create a quiz based on information they have read, including retrieval and inference questions</li> <li>• Reword information from a text to create a top ten facts file</li> <li>• Play 'Pass on the story' – next person starts retelling when a time conjunction is used</li> <li>• Explain how a character might be feeling in a chapter and find evidence in the text to support this. Act this through role play</li> <li>• Work with a partner to find the definition of words in a dictionary</li> <li>• Put the words into own sentences to show understanding of meaning</li> <li>• Whilst reading a text, record questions about the text</li> <li>• Storyboard what they have predicted will happen in a text and justify predictions</li> <li>• Summarise what the paragraph is about</li> <li>• Create notes to support the retelling of a story</li> <li>• Answer vocabulary questions using a range of strategies to find the meaning and suggest synonyms.</li> <li>• Read a poem aloud in keeping with the rhythm</li> <li>• Understand and explain what a narrative poem is and that not all rhyme</li> <li>• Rehearse acting out a scene using the stage directions and content of lines to add actions and intonation to their performance</li> </ul>	<ul style="list-style-type: none"> <li>• Retrieve, record and summarise information from both fiction and non-fiction texts</li> <li>• Use a range of reading skills including retrieval, inference and identifying and finding definitions of new vocabulary, including suggesting synonyms</li> <li>• Infer a character's feelings from a text</li> <li>• Predict based on details stated and implied</li> <li>• Identify words they do not understand and begin to develop a range of strategies for finding their meaning</li> <li>• Use a dictionary to explore the meaning of new words</li> <li>• Ask questions to improve their understanding of a text and then answer these using evidence from the text</li> <li>• Skim and scan a known text confidently</li> <li>• Find answers to retrieval questions in a non-chronological report by locating information from headings and subheadings.</li> <li>• Offer opinions about what they have read.</li> <li>• Retell known stories, including lots of key information and some additional detail</li> <li>• Summarise main ideas from a text ensuring they pick the key information and use this to support oral retelling of a story</li> <li>• Listen to and discuss plays and how they are structured</li> <li>• Perform play scripts using actions and varying intonation</li> <li>• Recognise and perform a nonsense poem</li> <li>• Recognise some different poetic forms and perform them to a class with rhythm where necessary</li> <li>• Form an opinion based on known poems and provide some justification for opinions, using lines from the poem to support</li> </ul>	<ul style="list-style-type: none"> <li>retrieve/retrieval</li> <li>predict/prediction</li> <li>infer/Inference</li> <li>retrieve/retrieval</li> <li>definition</li> <li>story map</li> <li>summary</li> <li>orally</li> <li>retell</li> <li>summarise</li> <li>themes</li> <li>events</li> <li>narrator</li> <li>cast</li> <li>stage directions</li> <li>tone</li> <li>mood</li> <li>rhythm</li> <li>rhyme</li> <li>expression</li> <li>volume</li> <li>performance</li> </ul>

**Books and texts used**

Autumn Term Marcy and the Riddle of the Sphinx - Joe Todd Stanton, The Firework Maker's Daughter - Philip Pullman  
Aoktapodi, Journey to the centre of your body, The Skeleton, Your Brain and You, Isis and Osiris Leila and the City of the Cat Goddess  
Spring Term Cinderella Revolting Rhymes – Roald Dahl, Little Red Riding Hood (Twisted Fairytale version)  
The Maya, Hero Twins, The Gods, Sacrifice, Maya Cities, Pigeon Impossible  
On the ning, nang, nong - Spike Milligan. Chocolate Cake - Michael Rosen Wind on the Hill - A.A. Milne  
Summer Term Butterfly Lion - Michael Morpurgo, Terrible Tudors – Horrible Histories, Henry VIII, The Lighthouse

## Year 5– What children learn in Reading

### **Decoding**

- apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet

### **Range of Reading**

- continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- reading books that are structured in different ways and reading for a range of purposes
- making comparisons within and across books

### **Familiarity with texts**

- 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
- identifying and discussing themes and conventions in and across a wide range of writing

### **Poetry & Performance**

- learning 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

### **Understanding**

- checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
- asking questions to improve their understanding
- summarising the main ideas drawn from more than one paragraph, identifying key details to support the main ideas

### **Inference**

- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence

### **Prediction**

- predicting what might happen from details stated and implied

### **Author's intent**

- 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

### **Non-fiction**

- distinguish between statements of fact and opinion
- retrieve, record and present information from non-fiction

### **Discussing reading**

- recommending books that they have read to their peers, giving reasons for their choices
- participate in discussions about books, building on their own and others' ideas and challenging views courteously
- explain and discuss their understanding of what they have read, including through formal presentations and debates
- provide reasoned justifications for their views

Core Tasks and texts	Development of Knowledge and Skills	Vocabulary
<ul style="list-style-type: none"> <li>• Create an Observe, Wonder, and Predict Grid based on the book cover</li> <li>• Answer prediction questions based on a rhyme and prologue</li> <li>• Identify words which describe the setting and say why the author has chosen those words</li> <li>• Identify vocabulary choices of an author, including selecting phrases from the text</li> <li>• Answer retrieval questions and select vocabulary from the text as evidence of characters' emotions</li> <li>• Deduce and infer from words, actions and thoughts how a character is feeling about events</li> <li>• Put events in chronological order and identify how a character has changed as a result of the events</li> <li>• Ask questions based on pictures in a text, including of a setting</li> <li>• Complete a book review</li> <li>• Distinguish between fact and opinion Identify which words or phrases are chosen by the author to show contrast between before and after an event</li> <li>• Summarise and put events from a story in order</li> <li>• Use context to identify the meaning of words</li> <li>• Know and use technical vocabulary related to poetry, including Alliteration, Assonance, Couplet, Onomatopoeia, Prose, Repetition,</li> <li>• Syllables, Personification, Rhyme, Oxymoron</li> <li>• Write a poem based on personification</li> <li>• Use alliteration in their writing</li> <li>• Identify features of e.g. newspaper reports, non-chronological reports and explanation texts</li> <li>• Use ICT to look up technical vocabulary relating to The Vikings</li> </ul>	<ul style="list-style-type: none"> <li>• Predict the events of the story based on the cover and blurb of the story</li> <li>• Understand how the author uses vocabulary to compare and contrast two different settings e.g. the choices made by the author</li> <li>• Retrieve information from non-fiction texts through searching for key words and skim reading</li> <li>• Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</li> <li>• Understand inference and apply it to reporting clauses e.g. knowing how to use evidence to justify answers</li> <li>• Create questions which help them understand a text</li> <li>• Summarise and give reasons for their thoughts and opinions about a book</li> <li>• Read aloud and understand how to improve their fluency</li> <li>• Know how to discuss themes in books and the reasons for these themes</li> <li>• Understand that questioning is part of reading and consider events of the story from different character's points of views</li> <li>• Understand the meaning of technical vocabulary and why authors choose to use these words in a text</li> <li>• Know the difference between fact and opinion and be able to locate these in different non-fiction texts (thinking about how opinions are still important in nonfiction texts)</li> <li>• Know how to summarise questions and how to answer them</li> <li>• Know the features of a variety of non-fiction texts</li> </ul>	<p>observe  predict/prediction  infer/inference  deduce/deduction  prior  effect  skim-reading  evidence  recommend  peers  highlights  impact  choice  structure  summarising  character profile  justify  reasons  preference  fact  opinion  point of view  evidence  skim read  context</p>
<b>Books and texts used</b>		
<p><u>Autumn Term</u> Who let the Gods out? – Maz Evans, What the World Was Like: Greek Myths and Legends - Usborne Illustrated Guide, The Creakers – Tom Fletcher  <u>Spring Term</u> The Iron Man – Ted Hughes, The Highwayman – Alfred Noyes, Alien Landing - Pie Corbett, Budapest – Billy Collins The Planets  <u>Summer Term</u> Norse Myths, Beowulf, Reports about Vikings, Teacher Pleaser Machine.</p>		

## Year 6 – What children learn in Reading

### **Decoding**

- apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet

### **Range of Reading**

- continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- reading books that are structured in different ways and reading for a range of purposes
- making comparisons within and across books

### **Familiarity with texts**

- 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
- identifying and discussing themes and conventions in and across a wide range of writing

### **Poetry & Performance**

- learning 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

### **Understanding**

- checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
- asking questions to improve their understanding
- summarising the main ideas drawn from more than one paragraph, identifying key details to support the main ideas

### **Inference**

- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence

### **Prediction**

- predicting what might happen from details stated and implied

### **Author's intent**

- 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

### **Non-fiction**

- distinguish between statements of fact and opinion
- retrieve, record and present information from non-fiction

### **Discussing reading**

- recommending books that they have read to their peers, giving reasons for their choices
- participate in discussions about books, building on their own and others' ideas and challenging views courteously
- explain and discuss their understanding of what they have read, including through formal presentations and debates
- provide reasoned justifications for their views

Core Tasks and texts	Development of Knowledge and Skills	Vocabulary
<ul style="list-style-type: none"> <li>• Make comparisons between extracts, explaining how each is similar or different, based on genre, language, plot and characters</li> <li>• List the features of a genre and then find evidence from the text that shows it is from that genre</li> <li>• Write own definitions of job roles</li> <li>• Use a dictionary and other text sources that use words in context to discover the meaning and then write a definition of the words</li> <li>• Summarise the events in chapters</li> <li>• Describe in writing and debate one of the characters, including author's choices of vocabulary and how they affect the reader</li> <li>• Identify which words they have used to inform a prediction</li> <li>• Annotate and underline words relating to a character's personality</li> <li>• Find and summarise evidence from a text to support a statement</li> <li>• Select evidence used to identify the genre of a text</li> <li>• Discuss ways the author communicates directly with the reader through the story and how they feel about that connection</li> <li>• Prepare ideas for both sides of an argument</li> <li>• Pick pictures which may relate to events predicted by them to occur in a plot</li> <li>• Explore a particular theme within a text e.g. the theme of 'perseverance', using evidence from the text to support their answers</li> <li>• Discuss author's use of flashbacks</li> </ul>	<ul style="list-style-type: none"> <li>• Make comparisons within and across books</li> <li>• Discuss vocabulary and exploring meaning in context</li> <li>• Summarise main ideas from more than one paragraph and identify key details to support ideas</li> <li>• Make inferences based on evidence</li> <li>• Explore the author's use of language and choices and their impact</li> <li>• Take part in a debate based on a character</li> <li>• Predict based on details stated and own experiences</li> <li>• Retrieve information from a text to describe a character</li> <li>• Infer and deduce from evidence selected from a text to support an interpretation on character</li> <li>• To pick out evidence related to the genre of a text</li> <li>• Identify how language contributes to meaning and the impact it has on the reader's emotions</li> <li>• Identify how language, structure and presentation contribute to meaning</li> <li>• Identify and discuss themes and conventions in and across a range of writing</li> <li>• use evidence from a text to support their views</li> <li>• reading books that are structured in different ways</li> <li>• recommend books that they have read to their peers, giving reasons for their choices</li> </ul>	<p>genre Infer/inference compare comparison author's choice debate definition impact roles character traits empathy repetition author's voice aside storyboard dilemma summarise figuratively literally structure theme evidence flashback recommend</p>
<b>Books and texts used</b>		
Street Child – Berlie Doherty, Deep Water – Ann Turnball, The Eighteenth Emergency by Betsy Byars 'Virtual Friend' Mary Hoffman, A Series of Unfortunate Events – Lemony Snicket, Holes – Louis Sacher		