



OUR

Reading

CURRICULUM

SUPPORT • ACHIEVE • CELEBRATE



The teaching of reading at Cherry Lane Primary School is underpinned by the principles of the Cherry Lane Way.



INTENT

Reading is a key tool for life. At Cherry Lane we aim to build a curriculum which has reading at its core across all curriculum areas. Through choosing quality texts, we intend to develop a love of reading and allow children to recognise the pleasure they can get from their reading as well as an understanding that reading allows them to discover new knowledge, revisit prior knowledge and understand more about what they learn, fuelling their imagination for ideas to use in their own work. Reading is at the heart of our curriculum. Pupils are constantly exposed to new vocabulary to improve articulation and comprehension to promote a better understanding of the world. Understanding people, places and events increases knowledge and provides opportunities for children to apply knowledge.

IMPLEMENTATION

At Cherry Lane, we have a multi-faceted approach to the teaching of reading:

Phonics

daily phonics teaching in EYFS and KS1 (using Phonics Bug) with decodable books in EYFS and KS1 and KS2 to encourage children to

read regularly and at the appropriate level to make optimum progress. Staff systematically teach learners the relationship between sounds and the written spelling patterns, or graphemes which represent them. Phonics is delivered in ability groups in Key Stage 1. Interventions are planned for those children who are working below expected levels in KS2.

Reading

At Cherry Lane our Reading Curriculum is driven by reading skills which are fully aligned with the National Curriculum. We combine explicit teaching of reading strategies through Talk for Reading, using high-quality literature to enable children to develop into able, confident readers. Talk for Reading is shared and guided reading using a 2 week cycle. Reading sessions are taught daily and are planned by teachers to teach a range of skills and techniques which enable the children to comprehend the meaning of what they read and develop their understanding of vocabulary used by authors.

At Cherry Lane the school uses a variety of different reading schemes including Oxford Reading Tree, Big Cat Collins, Bug Club and Project X to provide a variety of appropriate texts for children to read covering all genres. All books are book banded in order to ensure progression and challenge for all children.

Individual Readers

At Cherry Lane, all children read individually to an adult weekly. Throughout the school many children will read 1 to 1 with an adult as a form of intervention at least 3 times a week.

Reading Spine

In Cherry Lane, reading is brought to life with a classic read aloud programme, selected by literacy expert Pie Corbett. This reading spine fosters a love of reading with the best-loved books for Nursery to Year 6.

It also deepens comprehension and teaches drama and writing by drawing on the core books.

Reading Areas

In Cherry Lane there are reading areas in all classrooms where pupils have access to a variety of age appropriate books, comics and magazines.

Library

The school library is managed by a Learning Support Assistant and is open to pupils (on a rota basis) during the lunch hour. It is also open to parents and pupils at the end of the school day to choose books for reading at home for pleasure.

Home Reading

At Cherry Lane, it is expected that pupils will read at home at least 3 times a week. This is monitored by all class teachers and the English Lead.

Guided Reading Key Texts Long Term Overview

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	<ul style="list-style-type: none"> The Little Red Hen The Gingerbread Man The Three Billy Goats Gruff 	<ul style="list-style-type: none"> The <u>Gruffalo</u> Lost and Found <u>Knuffle Bunny</u> It's Nearly Christmas A Festive Feast 	<ul style="list-style-type: none"> Banana Split Back to Earth with a Bump 	<ul style="list-style-type: none"> The Three Little Pigs Puss In Boots 	<ul style="list-style-type: none"> The Bear Who Came To Babysit The Runaway Iceberg 	<ul style="list-style-type: none"> The Making of Milton Carrot Club The Zoo Vet
Year 2	<ul style="list-style-type: none"> My Naughty Dog Frogs Friends 	<ul style="list-style-type: none"> Make A Mess Cinderella The Enormous Turnip 	<ul style="list-style-type: none"> Dogs Who Help Us Let There Be Light 	<ul style="list-style-type: none"> My Friend Horace The Great Fire of London I Spy 	<ul style="list-style-type: none"> SATS Practice 	<ul style="list-style-type: none"> Escape The Aztecs My Musical Mouth Days Fly By

Year 3	<ul style="list-style-type: none"> Cats Can Wanted: A Real Dragon The Laughing Snowman 	<ul style="list-style-type: none"> Looking For Information Walls and Towers Perseus is Given the Quest 	<ul style="list-style-type: none"> Dolphins How To Play Charades Planet in Danger 	<ul style="list-style-type: none"> How To Make Chocolate Fudge Sauce How To Find Your Way What Do You Like To Read 	<ul style="list-style-type: none"> The Lion and the Mouse What is a Friend? The Village Dinosaur 	<ul style="list-style-type: none"> Writing about Books Have You Heard? Save the Rainforests
Year 4	<ul style="list-style-type: none"> Wet Breaks How Does Your Heart Work? Let's Find out About Argentina Sock Stealer 	<ul style="list-style-type: none"> <u>Webbo</u> Treasures Island 	<ul style="list-style-type: none"> The Threat Burning Heat The Switcher 	<ul style="list-style-type: none"> Elephants Marathon Marvel Hangs Up Her Running Shoes The Celtic Crusader 	<ul style="list-style-type: none"> Look Closer Various Poetry Forms Charlie and the Chocolate Factory 	<ul style="list-style-type: none"> Animal Boy An Invasion of Navvies One Moment in Summer

Year 5	<ul style="list-style-type: none"> • Oliver Twist • Miss Slighcarp • Jim Who Ran Away • 	<ul style="list-style-type: none"> • Looking at Media Reports • Cyber Crime • 	<ul style="list-style-type: none"> • The Roles of Heroes and Heroines • 	<ul style="list-style-type: none"> • How To Use an Online Bookshop • Reading Older Novels • Stories From Around the World 	<ul style="list-style-type: none"> • Dare to Dream 	<ul style="list-style-type: none"> • Tree House Detectives
Year 6	<ul style="list-style-type: none"> • Biographies • Jurassic Park • Frankenstein • Theseus and the Minotaur • Grim Garden 	<ul style="list-style-type: none"> • Poetry • Formal Language • Mock SATS • Journalistic Writing • 	<ul style="list-style-type: none"> • Why the Whale Came • Letters from the Lighthouse 	<ul style="list-style-type: none"> • Text Messaging - Good or Bad? • Revision - using CGP books. 	<ul style="list-style-type: none"> • Joe White • The Prince Who Thinks He's A Rooster • Dodge and the Tornado • Jimmy and the Pharaoh • Evacuation 	<ul style="list-style-type: none"> • Alma • Lego • Boat, Tent or Box • Sweet Dreams •

PROGRESSION OVERVIEW

Reading Skills

EYFS

Pupils should be taught to:

- *Read and understand simple sentences.*
- *Use phonic knowledge to decode regular words and read them aloud accurately.*
- *Read some common irregular words*

- *Demonstrate understanding when talking with others about what they have read*
- *Continue a rhyming string*
- *Hear and say the initial sound in words*
- *Segment the sounds simple words and blend them together and know which letters represent some of them.*

Year 1

Reading

Pupils should be taught to:

- *Apply phonic knowledge and skills as the route to decode words.*
- *Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where, applicable alternative sounds for graphemes read.*
- *Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.*
- *Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.*
- *Read words containing taught GPCs and -, -es, -ing, -ed, -er and -est endings.*
- *Read other words of more than one syllable that contain taught GPCs*
- *Read words with contractions (for, example, I'm, I'll, we'll) and understand that the apostrophe represents the omitted letter(s).*
- *Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words.*
- *Re-read these books to build up their fluency and confidence in word reading.*

Comprehension

Pupils should be taught to:

- *Develop pleasure in reading, motivation to read, vocabulary and understanding by:*
 - *Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently.*
 - *Being encouraged to link what they read or hear read to their own experiences.*
 - *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*
 - *Learning to appreciate rhymes and poems, and to recite some by heart*
 - *discussing word meanings, linking new meanings to those already known (**vocabulary**)*
- *Understand both the books they can already read accurately and fluently and those they listen to by:*
 - *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.*
 - *Discussing the significance of the title and events.*
 - *Making **inferences** on the basis of what is being said and done.*
 - ***Predicting** what might happen on the basis of what has been read so far.*

Year 2

Reading

Pupils should be taught to:

- *Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent.*
- *Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.*
- *Read accurately words of two or more syllables that contain the same graphemes as above.*
- *Read words containing common suffixes.*
- *Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.*
- *Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered.*
- *Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.*
- *Reread these books to build up their fluency and confidence in word reading.*

Comprehension

Pupils should be taught to:

- *Develop pleasure in reading, motivation to read, vocabulary and understanding by:*
 - *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.

- *Discussing the sequence of events in books and how items of information are related.*
 - *Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales.*
 - *Being introduced to non-fiction books that are structured in different ways.*
 - *Recognising simple recurring literacy language in stories and poetry.*
 - *Discussing and clarifying the meanings of words, linking new meanings to known vocabulary.*
 - *Discussing their favourite words and phrases.*
 - *Continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear.*
 - *Understand both the books that they can already read accurately and fluently and those that they listen to by:*
 - *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.*
 - *Make inferences on the basis of what is being said or done.*
 - *Answering and asking questions.*
 - *Predicting what might happen on the basis of what has been read so far.*
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- *Participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say.*
 - *Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.*

Year 3 & Year 4

Reading

Pupils should be taught to:

- *Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed – see English appendix 1, both to read aloud and to understand the meaning of new words they meet.*
- *Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.*

Comprehension

- *Pupils should be taught to:*
- *Develop positive attitudes to reading, and an understanding of what they read, by:*
 - *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 using dictionaries to check the meaning of words that they have read.*
 - *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.*
 - *Preparing poems and playscripts to read aloud and to perform, showing understanding through intonation, tone, volume and action.*

- *Discussing words and phrases that capture the reader's interest and imagination.*
- *Recognising some different forms of poetry (for example free verse, narrative poetry).*
- *Understanding what they read, in books they can read independently, by:*
- *Checking that the text makes sense to them, discussing their understanding, and explaining the meaning of words in context.*
- *Asking questions to improve their understanding of a text.*
- *Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.*
- *Prediction what might happen from details stated and implied.*
- *Identifying main ideas drawn from more than 1 paragraph and summarising these.*
- *Identifying how language, structure and presentation contribute to meaning.*
- *Retrieve and record information from non-fiction.*
- *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.*

Year 5 & Year 6

Reading

Pupils should be taught to:

- *Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed – see English appendix 1, both to read aloud and to understand the meaning of new words they meet.*

Comprehension

Pupils should be taught to:

- *Maintain positive attitudes to reading and an understanding of what they read by:*
 - *Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks*
 - *Reading books that are structured in different ways and reading for a range of purposes*
 - *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*
 - *Recommending books that they have read to their peers, giving reasons for their choices*
 - *Identifying and discussing themes and conventions in and across a wide range of writing*
 - *Making comparisons within and across books*
 - *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*
- *understand what they read by:*
 - *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*
 - *Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence*
 - *Predicting what might happen from details stated and implied*

- *Summarising the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas*
- *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*
- *Distinguish between statements of fact and opinion*
- *Retrieve, record and present information from non-fiction*
- *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*
- *Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary*
- *Provide reasoned justifications for their view.*

Reading Content Domains Progression

The content domain sets out the relevant elements from the national curriculum programme of study (2014) for English at key stage 1 & key stage 2 that are assessed in the English reading test.

Key Stage 1

Content domain reference	
1a	draw on knowledge of vocabulary to understand texts
1b	identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information
1c	identify and explain the sequence of events in texts
1d	make inferences from the text
1e	predict what might happen on the basis of what has been read so far

Key Stage 2

Content domain reference	
2a	give / explain the meaning of words in context
2b	retrieve and record information / identify key details from fiction and non-fiction
2c	summarise main ideas from more than one paragraph
2d	make inferences from the text / explain and justify inferences with evidence from the text
2e	predict what might happen from details stated and implied
2f	identify / explain how information / narrative content is related and contributes to meaning as a whole
2g	identify / explain how meaning is enhanced through choice of words and phrases
2h	make comparisons within the text

Word Reading Progression

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Reading Word reading: Fluency	<p>Re-read books to build up their fluency and confidence in word reading</p> <p>Read aloud accurately books consistent with their developing phonic knowledge</p>	<p>Read most familiar words quickly and accurately, without overt blending</p> <p>Re-read familiar books to build up their fluency and confidence in word reading</p>	<p>Continue to build up their fluency, stamina and confidence in word reading</p>	<p>Continue to build up their fluency, stamina and confidence in reading increasingly longer texts</p>	<p>Develop fluency, stamina and confidence in reading a wider range of longer texts</p>	<p>Develop fluency, stamina and confidence in reading a wide variety of longer texts from a range of genres</p>
Reading Word reading: Phonics, etymology and morphology <small>Refer to Part Appendix 1 for detailed information</small>	<p>Apply phonic knowledge and skills as the route to decode words</p> <p>Respond speedily with the correct graphemes for all 40+ phonemes, including graphemes with alternative sounds</p> <p>Read accurately by blending sounds in unfamiliar words containing taught GPCs</p> <p>Read words (incl. polysyllabic words) containing taught GPCs and -c, -ic, -ing, -ed, -er and -est suffixes</p> <p>Compound words</p>	<p>Continue to apply phonics as the route to decode words until automatic decoding has become embedded and reading is fluent</p> <p>Accurately read (by blending sounds) words of two+ syllables containing taught graphemes, recognising alternative sounds for graphemes</p> <p>Read words containing common suffixes</p> <p>Read aloud books matched to their phonic knowledge, blending unfamiliar words automatically</p>	<p>Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet</p>	<p>Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet</p>	<p>Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet</p>	<p>Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet</p>

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Reading Word reading: Non-rule words	<p>Read the following common exception words:</p> <p>the, a, do, to, today, of, said, says, are, were, was, is, his, has, I, you, your, they, be, he, me, she, we, no, go, so, by, my, here, there, where, love, come, some, one, once, ask, friend, school, put, push, pull, full, house, our - and/ or others, according to the programme used</p> <p>Read words with contractions (e.g. I'm, it's, we'll) and understand that the apostrophe represents the omitted letter(s)</p>	<p>Read further common exception words:</p> <p>door, floor, poor, because, find, kind, mind, behind, child, children, with, climb, most, only, both, old, cold, gold, hold, told, every, everybody, even, great, break, steak, pretty, beautiful, after, fast, last, past, father, class, grass, pass, plant, path, bath, hour, move, prize, improve, sure, sugar, eye, could, should, would, who, whole, any, many, clothes, busy, people, water, again, half, money, Mr, Mrs, parents, Christmas</p>	<p>Read further common exception words:</p> <p>accidentally, address, arrive, believe, breathe, build, calendar, centre, certain, complete, continue, decide, different, disappear, earth, enough, experience, extreme, favourite, forwards, grammar, guard, heard, height, imagine, important, island, learn, library, medicine, minute, naughty, occasionally, opposite, particular, perhaps, position, possible, pressure, promise, quarter, recent, reign, sentence, special, strange, suppose, therefore, thought, various, woman/women</p>	<p>Read further common exception words:</p> <p>actually, answer, appear, bicycle, breath, busy/business, caught, century, circle, consider, describe, difficult, early, eight/ eighth, exercise, experiment, famous, February, fruit, group, guide, heart, history, increase, interest, knowledge, length, material, mention, natural, notice, often, ordinary, peculiar, popular, possession, potatoes, probably, purpose, question, regular, remember, separate, straight, strength, surprise, though/although, through, weight</p>	<p>Read further common exception words:</p> <p>accommodate, according, aggressive, ancient, appreciate, available, backward, bruise, cemetery, communicate, competition, conscious, inconvenience, criticize (critic + ise), definite, determined, dictionary, embarrass, equip (-ped, -ment), exaggerate, existence, familiar, forty, government, harass, identify, individual, interrupt, leisure, marvelous, muscle, neighbour, occupy, opportunity, persuade, prejudice, profession, pronunciation, recognise, relevant, rhyme, sacrifice, shoulder, sincerely, stomach, suggest, system, thorough, variety, vehicle</p>	<p>Read further common exception words:</p> <p>accompany, achieve, amateur, apparent, attached, average, bargain, category, committee, community, conscience, controversy, correspond, curiosity, desperate, develop, disastrous, environment, especially, excellent, explanation, foreign, frequently, guarantee, hindrance, immediately, interfere, language, lightning, meticulous, necessary, nuisance, occur, parliament, physical, privilege, programme, queue, recommend, restaurant, rhythm, secretary, signature, soldier, sufficient, symbol, temperature, twelfth, vegetable, yacht</p>

Comprehension Progression

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Reading Comprehension Reading for pleasure	Listen to and discuss a wide range literature beyond their independent reading ability, linking it to their own experiences	Listen to, discuss and express views about a wide range literature beyond their independent ability, including contemporary and classic poetry, stories and non-fiction, and be familiar with and retell a wide range of stories, fairy stories and traditional tales	Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks and be familiar with and retell a wide range of fairy stories, myths and legends	Listen to, discuss and express views about a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks and be familiar with and retell a wide range of fairy stories, myths and legends	Continue to read and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks Increase familiarity with a wide range of books, including myths, legends and traditional stories. Recommend books to their peers. Make comparisons across books.	Continue to read, discuss and express views about a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. Increase familiarity with a wide range of books, including modern fiction, classic and diverse fiction. Recommend books to their peers, giving reasons. Make comparisons within and across books.
Reading Comprehension Structure	Recognise and join in with predictable phrases	Be introduced to non-fiction books structured in different ways	Read books that are structured in different ways	Read a wider range of books that are structured in different ways and read for a range of purposes	Read books that are structured in different ways and read for a range of purposes	Read books that are structured in different ways and read for a range of purposes
Reading Comprehension Poetry & rhymes	Appreciate and recite some rhymes and poems	Recognise simple recurring literary language Build a further repertoire of poems learnt by heart, reciting with intonation	Prepare poems and play scripts to read aloud and to perform, using intonation Recognise some different forms of poetry (e.g. free verse)	Prepare poems and play scripts to read aloud and perform, using intonation, tone and action. Recognise some different forms of poetry (e.g. narrative poetry)	Learn a range of poetry by heart Prepare poems and plays to read aloud and to perform, using intonation, tone and volume	Learn a wider range of poetry by heart Prepare poems and plays to read aloud and to perform, using intonation, tone and volume
Reading Comprehension Understanding language	Discuss word meanings, linking new meanings to those already known	Discuss and clarify the meanings of words and their favourite words and phrases	Discuss words and phrases that capture the reader's interest Use dictionaries to check the meaning of words that they have read	Discuss words and phrases that capture the reader's interest and imagination Use dictionaries to check the meaning of words that they have read	Discuss and evaluate how authors use language, including figurative language	Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Reading Comprehension Understand	Check that the text makes sense to them as they read and correct inaccurate reading	Check that the text makes sense to them as they read and correct inaccurate reading with increasing automaticity	Check that the text makes sense to them, discuss their understanding and predict the meaning of new words	Check that the text makes sense to them, discuss their understanding and explain the meaning of words in context	Check that the book makes sense to them, discuss their understanding and explore the meaning of words in context Identify how language, structure and presentation contribute to meaning	Check that the book makes sense to them, discuss their understanding and explore the meaning of words in context, using background knowledge to predict the meaning of new words Identify how language, structure and presentation contribute to meaning
Reading Comprehension Identify & retrieve	Draw on what they already know (e.g. they are sad)	Draw on what they already know or on background information and vocabulary	Identify how language and structure contribute to meaning Retrieve and record information from non-fiction	Identify how language, structure, and presentation contribute to meaning Retrieve and record information from non-fiction	Distinguish between statements of fact and opinion Provide reasoned justifications for their views	Distinguish between statements of fact, opinion and lies Provides reasoned justifications for their views
Reading Comprehension Inference	Make simple inferences about characters	Make inferences on the basis of what is being said and done	Draw inferences such as characters' feelings and thoughts from their actions, and justify inferences	Draw inferences such as characters' feelings, thoughts and motives from their actions, and justify inferences with evidence	Draw inferences such as characters' feelings, thoughts and motives from their actions, and justify inferences with evidence and quotations	Draw inferences such as characters' feelings, thoughts and motives from their actions, and justify inferences with evidence, quotations from multiple points in the text
Reading Comprehension Prediction	Predict what might happen based on previous experience	Predict what might happen on the basis of what has been read so far	Predict what might happen from details stated	Predict what might happen from details stated and implied	Predict what might happen from details stated and implied and knowledge of other texts	Predict what might happen from details stated and implied and knowledge of other texts, giving evidence for reasons

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Reading</p> <p>Comprehension Discussion</p>	<p>Discuss the significance of the title and events</p> <p>Participate in discussion about what is read to them, taking turns and listening to what others say</p>	<p>Answer and ask questions</p> <p>Participate in discussion about books, poems and other works, taking turns and listening to what others say</p>	<p>Ask questions to improve their understanding of a text</p> <p>Participate in discussion about books</p>	<p>Ask questions to improve their understanding of a text</p> <p>Participate in discussion about books, taking turns and listening to what others say</p>	<p>Ask questions to improve their understanding</p> <p>Participate in discussions about books, building on their own and others' ideas</p>	<p>Ask questions to improve their understanding</p> <p>Participate in discussions about books, building on their own and others' ideas and challenging views courteously</p>
<p>Reading</p> <p>Comprehension Explanation</p>	<p>Explain clearly their understanding of what is read to them</p>	<p>Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves</p>	<p>Explain and discuss their understanding of what they have read through discussion, and written responses</p>	<p>Explain and discuss their understanding of what they have read through discussion, reading journals and written responses</p>	<p>Explain and discuss their understanding of what they have read, including through presentations and debates</p>	<p>Explain and discuss their understanding of reading, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary</p>
<p>Reading</p> <p>Comprehension Summarising</p>	<p>Be familiar with a wide range of key stories and their characteristics</p>	<p>Discuss the sequence of events in books and how information is related</p>	<p>Identify main ideas and summarise them</p>	<p>Identify main ideas drawn from more than one paragraph and summarise them</p>	<p>Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas</p> <p>Retrieve and record information from non-fiction</p>	<p>Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas</p> <p>Retrieve, record and present information from non-fiction</p>
<p>Reading</p> <p>Comprehension Themes</p>	<p>Discuss the main ideas in stories</p>	<p>Discuss the meaning, main ideas and morals in stories</p>	<p>Identify themes and conventions in some books</p>	<p>Identify themes and conventions in a wide range of books</p>	<p>Identify and discuss themes and conventions in a wider range of books</p>	<p>Identify and discuss themes and conventions across all reading</p>

Reading Expectations

Age Related Year 1	Working Towards		Expected	Greater Depth
	Blue	Green	Orange	Turquoise
Word Reading	<ul style="list-style-type: none"> ♣ Read the alphabet quickly and accurately ♣ Order the alphabet ♣ Respond speedily with the correct sound to grapheme for the 44 phonemes (Phase 2 and 3) ♣ To be able to chop and blend <u>cvc</u> words (Phase 2 and Phase3) ♣ Apply phonic knowledge for reading ♣ Begin to do 'grown up reading' to develop fluency, accuracy and confidence ♣ Read <u>cvc</u> words containing each of the phonemes already taught ♣ Know the names of capital letters ♣ Read 35 % of the common exception words ♣ To read 35+ of the 100 HFW list ♣ Be able to read back words they have spelt 		<ul style="list-style-type: none"> ♣ To be able to chop and blend <u>cvcc</u> and <u>ccvc</u> words (Phase 4 and Phase 5) ♣ Read 60 % of the common exception words. ♣ To read 60+ of the 100 HFW list ♣ Read words with contractions e.g. I'm, I'll, we'll ♣ Read aloud accurately books that are consistent with their developing phonic knowledge ♣ Develop fluency, accuracy and confidence by re-reading books ♣ Read words containing -s, -es, -ing, -ed, -er, -est endings ♣ Split two and three syllable words into the separate syllables to support blending for reading ♣ Recognise and use the different ways of pronouncing the same grapheme; e.g. ow in snow and cow ♣ Recognise the different ways of producing long and short vowel phonemes. e.g. <u>ea</u> bread and meat. 	<ul style="list-style-type: none"> Read accurately by blending sounds in unfamiliar words ♣ Read 85 % of the common exception words ♣ To read 85% of the 100 HFW list ♣ Respond speedily with the correct sound to grapheme for the Phase 5 graphemes ♣ Read words with contractions e.g. I'm, I'll, we'll and understand that the apostrophe represents the omitted letter ♣ Read aloud accurately books that are consistent with their developing phonic knowledge ♣ Read more challenging texts using phonics and high frequency word recognition.
Comprehension				
<p>Enjoyment of Reading: Develop pleasure in reading, motivation to read, vocabulary and understanding by:</p>	<ul style="list-style-type: none"> ♣ Identifying and discuss the main characters in stories (good and villain) ♣ Use patterns and repetition to support oral retelling ♣ <u>Recognising</u> and join in with language patterns and repetition. ♣ Reciting rhymes by heart ♣ Re telling familiar stories in a range of contexts e.g. small world, role play, storytelling ♣ Making predictions based on what has been read so far 		<ul style="list-style-type: none"> ♣ Identifying and discuss the main events in stories ♣ <u>Recognising</u> and join in with language patterns and repetition. ♣ Relating texts to own experiences. ♣ Make personal reading choices and explain reasons for choices ♣ Make basic inferences about what is being said and done ♣ Discussing the title and how it relates to the events in the whole story e.g. Peace at Last by Jill Murphy. 	<ul style="list-style-type: none"> ♣ Recalling specific information in texts. ♣ Listening to a range of texts at a level beyond that at which they can read independently including stories, non-fiction and poems. ♣ Reciting poems by heart ♣ Make basic inferences about what is being said and done ♣ discuss word choices.

<p>Discuss texts/group discussion: Participating in discussion about what is read to them, taking turns and listening to what others say:</p>	<ul style="list-style-type: none"> ♣ Listening to a story ♣ Making relevant contributions ♣ Giving opinions about a story ♣ Demonstrating understanding of texts by answering questions related to who, and where 	<ul style="list-style-type: none"> ♣ Listening to what others say ♣ Taking turns in a group ♣ Explaining clearly their understanding of what is read to them with support ♣ Demonstrating understanding of texts by answering questions related to who, what, where, when 	<p>Giving opinions and supporting with reasons e.g. Hansel was clever when he put stones in his pocket</p> <ul style="list-style-type: none"> ♣ Explaining clearly their understanding of what is read to them ♣ Demonstrating understanding of texts by answering questions related to who, what, where, when, why, how
<p>Understanding Texts</p>	<ul style="list-style-type: none"> ♣ Discussing key characters and settings ♣ Spotting adjectives used to describe ♣ Retell parts of the story ♣ Discuss key facts that have been learnt ♣ Complete book/poem review 	<ul style="list-style-type: none"> ♣ Introducing and discuss key vocabulary ♣ Discuss key features of stories ♣ Skim and scan texts to revisit information ♣ Activating prior knowledge e.g. what do you know about <u>minibeasts</u>? ♣ Record information – word banks, poster 	<ul style="list-style-type: none"> ♣ Checking that texts make sense while reading and self-correct ♣ Discuss and compare key features of stories and information texts ♣ Investigate unfamiliar words – use glossary, index

Age Related Year 2	Working Towards Purple	Expected Gold	Greater Depth White/Lime
Word Reading As Y1 and: Phase 6 phonics	Read accurately by blending the sounds in words, especially recognising alternative sounds for graphemes ♣ Read frequently encountered words quickly and accurately without overt sounding and blending	Read accurately words of two or more syllables that contain alternative sounds for grapheme e.g. shoulder, roundabout, grouping. ♣ Read words containing common suffixes e.g. -ness, -ment, -ful, -ly. ♣ Read further common exception words, noting tricky parts (see bottom ♣ Uses tone and intonation when reading aloud.	♣ Apply phonic knowledge and skills to read words until automatic decoding has become embedded and reading is fluent ♣ Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation. ♣ Re-read these books to build up their fluency and confidence in word reading. ♣ Read longer and less familiar texts independently.
Comprehension			
Enjoyment of Reading: Develop pleasure in reading, motivation to read, vocabulary and understanding by:	Listening to a range of texts at a level beyond that at which they can read independently including stories, non-fiction, and contemporary and classic poetry. ♣ Sequencing and discussing the main events in stories ♣ Read a range of non-fiction texts including, instructions, recounts, including stories, non-fiction, and contemporary and classic poetry. ♣ Read a range of non-fiction texts including information, explanations, instructions, recounts, reports.	♣ Listening to a range of texts at a level beyond that at which they can read independently including stories, non-fiction, and contemporary and classic poetry. ♣ Retelling a wider range of stories, fairy tales and traditional tales ♣ Learning and reciting a range of poems using appropriate intonation. ♣ Read a range of non-fiction texts including information, explanations, instructions, recounts,	♣ Listening to a range of texts at a level beyond that at which they can read independently including stories, non-fiction, and contemporary and classic poetry. ♣ Read a range of non-fiction texts including information, explanations, instructions, recounts, ,
Discuss texts/group discussion: Participating in discussion about what is	♣ Making contributions in whole class and group discussion. ♣ Recognising use of repetitive language within a text or poem e.g. run, run as fast as you can	... ♣ Listening and responding to contributions from others. ♣ Identifying, discussing and collecting favourite words and phrases.	♣ Giving opinions and supporting with reasons e.g. <i>Was Goldilocks a good or bad character?</i>

<p>read to them, taking turns and listening to what others say:</p>	<p>and across texts e.g. long, long ago in a land far away</p>	<p>♣ Discussing how specific information is organised within a non-fiction text e.g. text boxes, sub-headings, contents, bullet points, glossary, diagrams.</p>	<p>♣ Considering other points of view ♣ Make personal reading choices and explain reasons for choices</p>
<p>Understanding Texts Understand both the books they can already read accurately and fluently and those that they listen to by: Explaining clearly their understanding of what they read themselves and what is read to them:</p>	<p>♣ Checking that texts make sense while reading and self-correct. ♣ Making predictions using evidence from the text. ♣ Introducing and discussing key vocabulary within the context of a text. Demonstrating understanding of texts by asking and answering questions related to who, what, where, when, why, how. Begin</p>	<p>♣ Activating prior knowledge and raising questions e.g. What do we know? What do we want to know? What have we learned? Demonstrating understanding of texts by asking and answering questions related to who, what, where, when, why, how. Some</p>	<p>♣ Making inferences about characters and events using evidence from the text e.g. what is a character thinking, saying and feeling? ♣ Use morphology to work out the meaning of unfamiliar words e.g. terror, terrorised. Demonstrating understanding of texts by asking and answering questions related to who, what, where, when, why, how. Can</p>

Age Related Year 3	Working Towards White and below	Expected Lime	Greater Depth Brown
Word Reading	<ul style="list-style-type: none"> ♣ Use knowledge of root words to understand meanings of words. ♣ Take note of punctuation when reading aloud. 	<ul style="list-style-type: none"> ♣ Read and understand meaning of words on Y3/4 word list – see bottom. ♣ Use intonation, tone and volume when reading aloud. 	<ul style="list-style-type: none"> ♣ Use prefixes to understand meanings e.g. un-, dis-, mis-, re-. ♣ Use suffixes to understand meanings e.g. -ation, -ous
Comprehension			
Enjoyment of Reading: Develop pleasure in reading, motivation to read, vocabulary and understanding by:	Listening to and discussing a range of fiction, poetry, plays, non-fiction. <ul style="list-style-type: none"> ♣ Regularly listening to whole novels read aloud by the teacher. ♣ Reading a range of non-fiction texts including information, explanations, instructions, recounts, reports, persuasion. ♣ Sequencing and discussing the main events in stories. ♣ Reading books and texts for a range of purposes e.g. enjoyment, research, skills development, reference. seven in fairy tales, magical sentence repeated several times. ♣ Recognising some different forms of poetry e.g. narrative, free verse. 	<ul style="list-style-type: none"> ♣ Preparing poems/playscripts to read aloud, showing understanding through intonation, tone, volume and action. ♣ Using dictionaries to check meanings of words they have read. ♣ Retelling a range of stories, including less familiar fairy stories, fables and folk tales e.g. Grimm’s Fairy Tales, Rudyard Kipling Just So Stories. ♣ Identifying, discussing and collecting favourite words and phrases which capture the reader’s interest and imagination. 	<ul style="list-style-type: none"> ♣ Analysing and evaluate texts looking at language, structure and presentation e.g. newspaper reports, recipes, etc. ♣ Identifying and discussing themes e.g. good over evil, weak and strong, wise and foolish, mean and generous, rich and poor. ♣ Identifying and discussing conventions e.g. numbers three and seven in fairy tale, magical sentence repeated several times. ♣ Recognising some different forms of poetry eg narrative, free verse.
Discuss texts/group discussion: Participating in discussion about what is read to them, taking turns and listening to what others say:	<ul style="list-style-type: none"> ♣ Explaining the meaning of unfamiliar words by using the context ♣ Making predictions based on details stated 	<ul style="list-style-type: none"> ♣ Discussing the purpose of paragraphs. ♣ Identifying a key idea in a paragraph. ♣ Discussing their understanding of the text 	<ul style="list-style-type: none"> ♣ Raising questions during the reading process to deepen understanding e.g. I wonder why the character. ♣ Drawing inferences around characters thoughts, feelings and actions, and justify with evidence from the text ♣ Using point and evidence to structure and justify responses.
Retrieve and Record Information.	<ul style="list-style-type: none"> ♣ Navigating texts in print and on screen. 	<ul style="list-style-type: none"> ♣ Evaluating how specific information is organised within a non-fiction text e.g. text 	<ul style="list-style-type: none"> ♣ Quickly appraising a text to evaluate usefulness.

Retrieve and record information from non-fiction.		boxes, sub-headings, contents, bullet points, glossary, diagrams.	
Group Discussion Participating in discussion about what is read to them and books they have read independently, taking turns and listening to what others say	Making and responding to contributions in a variety of group situations e.g. whole class, pairs, guided groups, book circles.		Developing and agreeing on rules for effective discussion

Age Related Year 4	Working Towards Brown and under	Expected Grey	Greater Depth KS2 Blue
Word Reading	<ul style="list-style-type: none"> ♣ Use knowledge of root words to understand meanings of words. ♣ Use punctuation to determine intonation and expression when reading aloud to a range of audiences. 	<ul style="list-style-type: none"> ♣ Read and understand meaning of words on Y3/4 word. 	<ul style="list-style-type: none"> ♣ Use prefixes to understand meanings e.g. sub-,iner-,anti-,suto-,. . ♣ Use suffixes to understand meanings e.g. -ation,-ous-tion,-sion,-ssion,-cian.
Comprehension			
Enjoyment of Reading:	<p>Regularly listening to whole novels read aloud by the teacher.</p> <ul style="list-style-type: none"> ♣ Reading books and texts for a range of purposes and responding in a variety of ways. ♣ Preparing poems and playscripts to read aloud, showing understanding through intonation, tone, volume and action. 	<ul style="list-style-type: none"> ♣ Learning a range of poems by heart and rehearsing for performance. ♣ Identifying, analysing and discussing themes e.g. safe and dangerous, just and unjust, origins of the earth, its people and animals. ♣ Identifying, discussing and collecting effective words and phrases which capture the reader's interest and imagination e.g. metaphors, similes. ♣ Analysing and comparing a range of plot structures. 	<ul style="list-style-type: none"> ♣ Analysing and evaluate texts looking at language, structure and presentation. ♣ Analysing different forms of poetry e.g. haiku, limericks, kennings. ♣ Listening to, reading and discussing a range of fiction, poetry, plays and non-fiction in different forms e.g. advertisements, formal speeches, leaflets, magazines, electronic texts. ♣ Retelling a range of stories, including less familiar fairy stories, myths and legends
Discuss texts/group discussion:	<p>Explaining the meaning of key vocabulary within the context of the text.</p> <ul style="list-style-type: none"> ♣ Making predictions based on information stated and implied. feelings, actions and motives, and justify with evidence from the text using point and evidence. 	<ul style="list-style-type: none"> ♣ Identifying main ideas drawn from more than one paragraph and summarising these e.g. character is evil because...1/2/3 reasons, Clitheroe Castle is a worthwhile place to visit because 1/2/3 reasons across a text. 	<ul style="list-style-type: none"> ♣ Demonstrating active reading strategies e.g. generating questions, finding answers, refining thinking, modifying questions, constructing images. ♣ Drawing inferences around characters' thoughts,
Retrieve and Record Information.	<ul style="list-style-type: none"> ♣ Scanning for dates, numbers and names. ♣ Explaining how paragraphs are used to order or build up ideas, and how they are linked. 	<ul style="list-style-type: none"> ♣ Navigating texts to locate and retrieve information in print and on screen. 	<ul style="list-style-type: none"> ♣ Analysing and evaluating how specific information is organised within a non-fiction text e.g. text boxes, subheadings, contents, bullet points, glossary, diagrams.

Group Discussion	Making and responding to contributions in a variety of group situations e.g. whole class, pairs, guided groups, book circles.		Develop, agree on and evaluate rules for effective discussion
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Age Related Year 5	Working Towards Brown and under	Expected Grey	Greater Depth KS2 Blue
Word Reading	<ul style="list-style-type: none"> ♣ Use knowledge of root words to understand meanings of words. ♣ Use punctuation to determine intonation and expression when reading aloud to a range of audiences. 	<ul style="list-style-type: none"> ♣ Read and understand meaning of words on Y5/6 word list – some 	<ul style="list-style-type: none"> ♣ Use prefixes to understand meaning of new words. ♣ Use suffixes to understand meanings e.g. ant, -ance, -ancy, -ent, ence, -ency, -ible, -ibly, -ably.
Comprehension			
Enjoyment of Reading: Maintain positive attitudes to reading and understanding what they read by:	<p>Regularly listening to whole novels read aloud by the teacher from an increasing range of authors.</p> <ul style="list-style-type: none"> ♣ Reading books and texts that are structured in different ways for a range of purposes. ♣ Preparing poems and playscripts to read aloud, showing understanding through intonation, tone, volume and action so the meaning is clear to an audience. ♣ Recommending books to their peers with reasons for choices. 	<ul style="list-style-type: none"> ♣ Learning a wider range of poems by heart. ♣ Exploring themes within and across texts e.g. loss, heroism, friendship. ♣ Making comparisons within a text e.g. characters' viewpoints of same events. 	<ul style="list-style-type: none"> ♣ Analysing the conventions of different types of writing e.g. use of first person in autobiographies and diaries. ♣ Listening to and discussing a range of fiction/poetry/non-fiction which they might not choose to read themselves. ♣ Expressing preferences about a wider range of books including modern fiction/traditional stories/myths/legends.
Discuss texts/group discussion:	<p>Exploring meaning of words in context.</p> <ul style="list-style-type: none"> ♣ Predicting what might happen from information stated and implied. ♣ Checking that the book makes sense to them and demonstrating understanding e.g. through discussion, use of reading journals. ♣ Distinguish between statements of fact or opinion within a text. Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary. 	<ul style="list-style-type: none"> ♣ Summarising main ideas drawn from more than one paragraph and identifying key details which support this. ♣ Re-read and reads ahead to locate clues to support understanding. ♣ Scanning for key words and text marking to locate key information. ♣ Inferring characters feelings, thoughts and motives from their actions and justifying inferences with evidence. informal diary, persuasive speech Provide reasoned justifications for their views by: Justifying 	<ul style="list-style-type: none"> ♣ Demonstrating active reading strategies e.g. generating questions to refine thinking, noting thoughts in a reading journal. ♣ Identifying how language, structure and presentation contribute to meaning e.g. formal letter,

		opinions and elaborating by referring to the text. (Point + Evidence + Explanation).	
Author's Choice of Language.	♣ Explaining the effect on the reader of the authors' choice of language.	♣ Exploring, recognising and using the terms metaphor, simile, imagery.	♣ Discuss and evaluate how authors use language including figurative language, considering the impact on the reader
Group Discussion	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.	♣ Preparing formal presentations individually or in groups. ♣ Using notes to support presentation of information.	♣ Responding to questions generated by a presentation. ♣ Participating in debates on an issue related to reading (fiction or non-fiction).

Age Related Year 6	Working Towards KS2 Blue and under	Expected KS2 Red	Greater Depth Free Reader
Word Reading	Read and understand meaning of words on Y5/6 word list.	<ul style="list-style-type: none"> ♣ Use knowledge of root words, prefixes and suffixes to investigate how the meanings of words change e.g. un+happy+ness, dis+repute+able, dis+respect+ful, re+engage+ment. ♣ Use suffixes to understand meanings e.g. – cious, -tious, -tial, -cial 	<ul style="list-style-type: none"> ♣ Use etymology to help the pronunciation of new words e.g. chef, chalet, machine, brochure – French in origin
Comprehension			
Enjoyment of Reading:	<p>Employ dramatic effect to engage listeners whilst reading aloud.</p> <ul style="list-style-type: none"> ♣ Listening to, reading and discussing an increasingly wide range of fiction, poetry, plays and non-fiction. ♣ Regularly listening to novels read aloud by the teacher from an increasing range of authors, which they may not choose themselves. ♣ Using a reading journal to record on-going reflections and responses to personal reading. 	<ul style="list-style-type: none"> ♣ Read extensively for pleasure. ♣ Expressing preferences about a wider range of books including modern fiction, traditional stories, fiction from our literary heritage and books from other cultures and traditions. <ul style="list-style-type: none"> ♣ Preparing poems and playscripts to read aloud and perform using dramatic effects. ♣ Demonstrating active reading strategies e.g. challenging peers with questions, justifying opinions, responding to different viewpoints within a group. 	<ul style="list-style-type: none"> ♣ Independently read longer texts with sustained stamina and interest. ♣ Recommending books to their peers with detailed reasons for their opinions. ♣ Learning a wider range of poems by heart.
Reading Skills	<p>Scanning for key information e.g. looking for descriptive words associated with a setting.</p> <ul style="list-style-type: none"> ♣ Skimming for gist. 	<ul style="list-style-type: none"> ♣ Making comparisons within and across texts e.g. similar events in different books, such as being an evacuee in Carrie’s War and Goodnight Mr Tom. ♣ Predicting what might happen from information stated and implied. ♣ Using a combination of skimming, scanning and close reading across a text to locate specific detail. 	<ul style="list-style-type: none"> ♣ Inferring characters feelings, thoughts and motives from their actions, justifying inferences with evidence e.g. Point;Evidence;Explanation. ♣ Re-read and reads ahead to locate clues to support understanding and justifying with evidence from the text. ♣ Justifying opinions and elaborating by referring to the text e.g. Point;Evidence;Explanation

<p>Understanding Language and features.</p>	<ul style="list-style-type: none"> ♣ Recognising themes within and across texts e.g. hope, peace, fortune, survival. ♣ Comparing texts written in different periods. ♣ Exploring new vocabulary in context. <ul style="list-style-type: none"> ♣ Evaluate texts quickly in order to determine their usefulness or appeal. ♣ Understand underlying themes, causes and consequences within whole texts. ♣ Understand the structures writers use to achieve coherence; (headings; links within and between paragraphs; connectives). 	<ul style="list-style-type: none"> ♣ Identifying how language, structure and presentation contribute to meaning e.g. persuasive leaflet, balanced argument. ♣ Explaining the effect on the reader of the authors' choice of language and reasons why the author may have selected these. 	<ul style="list-style-type: none"> ♣ Analysing the conventions of different types of writing e.g. use of dialogue to indicate geographical and/or historical settings for a story. ♣ Exploring, recognising and using the terms personification, analogy, style and effect. ♣ Recognise authors' techniques to influence and manipulate the reader
<p>Group Discussion</p>	<p>Participate in discussions about books building on their own and others' ideas and challenging views courteously.</p>	<p>Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary by:</p> <ul style="list-style-type: none"> ♣ Preparing formal presentations individually or in groups. ♣ Using notes to support presentation of information. ♣ Responding to questions generated by a presentation. ♣ Participating in debates on issues related to reading (fiction/non-fiction). 	

INCLUSION

Children will engage in many types of tasks to involve critical reflection, practical activities, creative development and reading. Where necessary, activities and resources may be differentiated to account of all individual needs. Children who are identified as G&T in reading are given the opportunity to take part in 'Reading Gladiators' which takes place weekly in Years 2, 4 and 6. This gives these children the chance to deepen their learning and exposes them to a variety of challenges, texts and genres.

Equal Opportunities

Reading will be taught to all pupils, irrespective of race, culture, religious diversity, gender or disability. All pupils will have access to a broad and balanced curriculum and appropriate time will be provided to meet the National Curriculum requirements.

IMPACT

At Cherry lane we recognise the fact that reading is a life enhancing skill that can open up a world of learning and opportunity for our pupils. Our regular assessment and feedback to pupils focusses on the extent to which:

- *Pupils understand that reading provides opportunities to: discover new knowledge, further their learning, ignite their imagination, and understand more about different people, cultures and the world around them.*

- *Pupils become confident readers who can read fluently across a variety of genres. They have a growth mindset and are excited about reading. They are proud of their reading achievements.*
- *Pupils can comprehend a range of different text types using strategies taught in class as well as drawing on their preferred meta cognitive strategies*
- *Pupils are familiar with vocabulary, inference, prediction, explanation, retrieval and summarising skills to answer comprehension questions*
- *Pupils can justify ideas and opinions using higher level thinking and referring to the text as evidence*
- *Our children enjoy learning and using a wide range of vocabulary, excited about learning synonyms and antonyms for new vocabulary*

The impact of our Reading Curriculum is measured in a variety of ways:

- *Attainment is measured using the EYFS profile, Year 1 phonics assessment, End of KS1 SATS and end of Key Stage 2 Statutory assessments in reading. These results are measured against National Standards of attainment.*
- *Pupils in Key Stages 1 and 2 complete regular comprehension assessments which contribute to termly summative teacher assessments.*
- *Progress across the school is monitored by the subject leader and senior leadership team through: book looks, lesson observations, sharing best practise, pupil voice interviews, learning walks and data analysis.*