

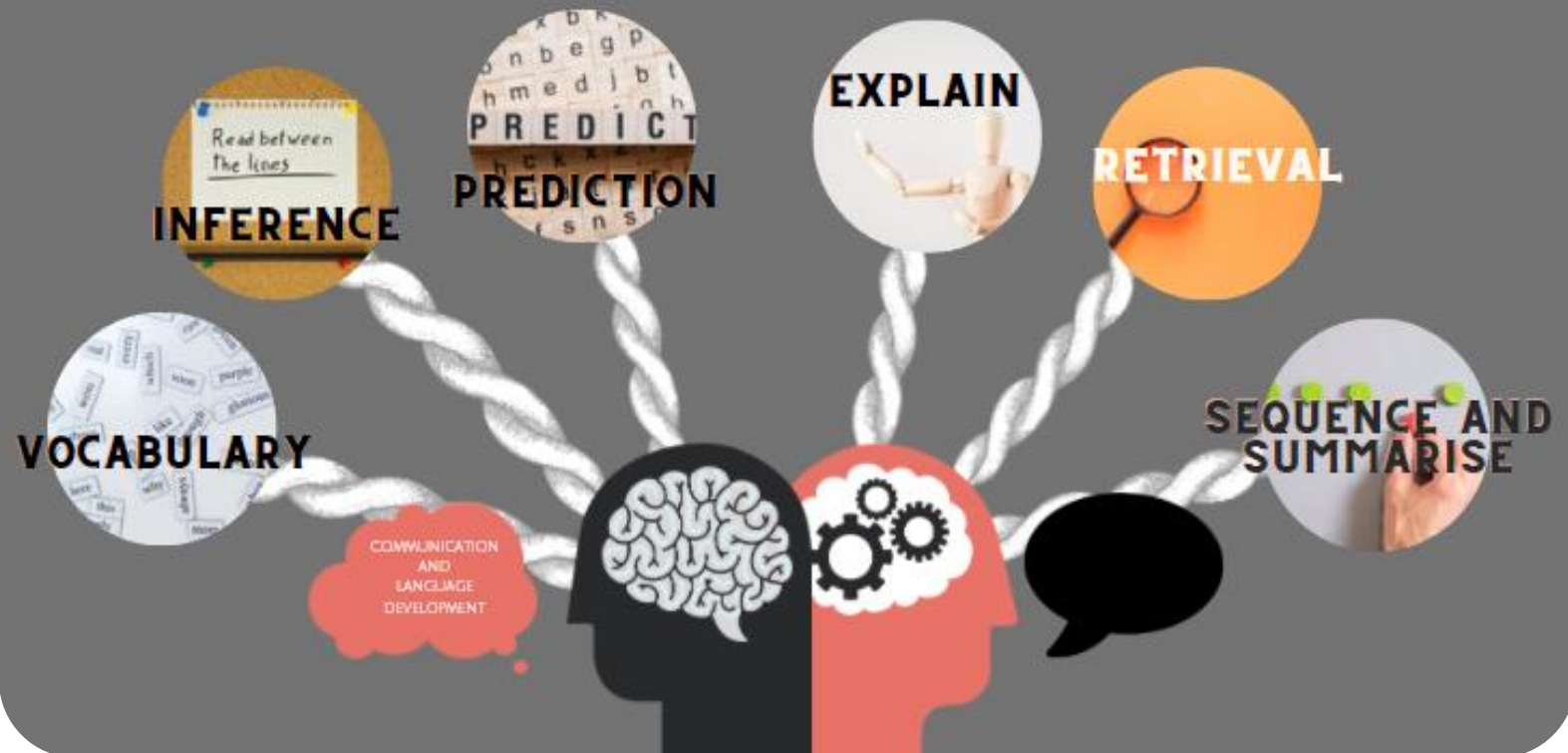


A reading curriculum planned with aspirations for pupils to leave North Wheatley C of E Primary with:

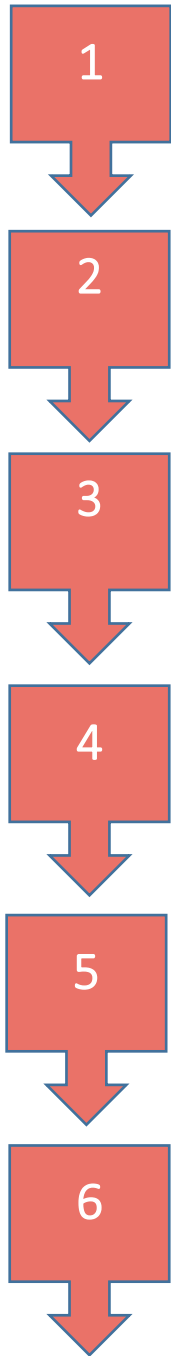
- A life-long enjoyment of reading and books through encouraging pupils to read widely across both fiction and non-fiction.
- The ability to read accurately, fluently and with understanding.
- The knowledge and understanding of structured, synthetic phonics in order to decode unfamiliar words with increasing accuracy and speed.
- The ability to read with expression, clarity and confidence.
- The skills to develop a deep linguistic knowledge of vocabulary and grammar.
- The confidence to effectively read and respond to a wide range of different types of texts demonstrating secure comprehension.
- The skill of developing a deeper level of emotional intelligence and empathy.



READING KNOWLEDGE STRANDS



Subject Progression Framework



- **Pre-Teach** - Teaching potentially tricky vocabulary prior to the reading. Opportunities for children to **explore** and **practice** using this vocabulary. Children can magpie these words.

- **Retrieval**- during this session pupils will be introduced to a new piece of text which will be their focus for the remainder of the week. This will be read aloud to/with the whole class. During this time, children will explore skimming and scanning techniques in order to develop the skills of finding key information from a text.

- **Vocabulary**- during this session pupils will find and explain the meaning of words in context. With support, children to independently identify new and unfamiliar vocabulary. Children will use this session to develop their dictionary and thesaurus skills.

- **Inference**- during this session, pupils will begin to make and justify inference using evidence from the text. Pupils begin to explore what has been said, not only through what is explicitly stated on the page but also through what the writer has implied.

- **Explain**- during this session, pupils will initially explain their preferences, thoughts and opinions about a text before applying what they know using evidence and quotes from the text. In UKS2, pupils will begin to form PEE paragraphs to construct their answers.

- **Summarise** - during this session, pupils will show their understanding of the text by being able to **sequence** key events and summarise the main ideas from more than one paragraph. Pupils will develop the skill of notetaking during this session and use this to help formulate their answers.

Vocabulary

Draw upon knowledge of vocabulary in order to understand the text.

Inference

Make inferences from the text.

Prediction

Predict what you think will happen based on the information that you have been given.

Explanation

Explain your preferences, thoughts and opinions about the text.

Retrieval

Identify and explain the key features of fiction and non-fiction text such as: characters, events, titles, and information.

Sequence or Summarise

Sequence the key events in the story.

CURRICULUM STRANDS	Vocabulary	Inference	Prediction	Explain	Retrieval	Sequence/ summaries
EYFS	See EYFS Tapestry Curriculum for Birth to Early Learning Goal Curriculum. The EYFS Tapestry feeds into the Key Stage One Curriculum.					
CURRICULUM STRANDS	Vocabulary	Inference	Prediction	Explain	Retrieval	Sequence/ summaries
Year 1	<ul style="list-style-type: none"> Discuss word meanings, linking new meanings to those already known Draw upon knowledge of vocabulary in order to understand the text Join in with predictable phrases Use vocabulary given by the teacher Discuss their favourite words and phrases 	<ul style="list-style-type: none"> Children make basic inferences about characters' feelings by using what they say as evidence. Infer basic points with direct reference to the pictures and words in the text Discuss the significance of the title and events Demonstrate simple inference from the text based on what is said and done 	<ul style="list-style-type: none"> Predicting what might happen on the basis of what has been read so far in terms of story, character and plot Make simple predictions based on the story and on their own life experience. Begin to explain these ideas verbally or through pictures. 	<ul style="list-style-type: none"> Give their opinion including likes and dislikes (not necessarily objective). Link what they read or hear to their own experiences Explain clearly their understanding of what has been read to them Express views about events or characters 	<ul style="list-style-type: none"> Answer a question about what has just happened in a story. Develop their knowledge of retrieval through images. Recognise characters, events, titles and information. Recognise differences between fiction and non-fiction texts. Retrieve information by finding a few key words. Contribute ideas and thoughts in discussion 	<ul style="list-style-type: none"> Retell familiar stories orally e.g. fairy stories and traditional tales Sequence the events of a story they are familiar with begin to discuss how events are linked
Communication and Language Development						
Communication and Language development is threaded through the Reading curriculum as part of the VIPERS approach.						
Key Vocabulary	Find Copy Important Describes Important Favourite	Meaning How Illustrations Title Key events	Cover Title Character	Characters	Key events Features Setting Fiction Non-fiction	Order Sequence

CURRICULUM STRANDS	Vocabulary	Inference	Prediction	Explain	Retrieval	Sequence/ summaries
<p>Year 2</p> <p>Communication and Language Development</p> <p>Communication and Language development is threaded through the Reading curriculum as part of the VIPERS approach.</p>	<ul style="list-style-type: none"> Discuss and clarify the meanings of words; link new meanings to known vocabulary Discuss their favourite words and phrases Recognise some recurring language in stories and poem 	<ul style="list-style-type: none"> Make inferences about characters' feelings using what they say and do. Infer basic points and begin, with support, to pick up on subtler references. Answer and ask questions and modify answers as the story progresses use pictures or words to make inferences 	<ul style="list-style-type: none"> Predicting what might happen on the basis of what has been read in terms of plot, character and language so far Make predictions using their own knowledge as well as what has happened so far to make logical predictions and give explanations of them 	<ul style="list-style-type: none"> Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves Express my own views about a book or poem Discuss some similarities between books Listen to the opinion of others 	<ul style="list-style-type: none"> Independently read and answer simple questions about what they have just read Ask and answer retrieval questions Draw on previously taught knowledge Remember significant events and key information about the text that they have read Monitor their reading, checking words that they have decoded, to ensure that they fit within the text they have already read 	<ul style="list-style-type: none"> Discuss the sequence of events in books and how items of information are related Retell using a wider variety of story language Order events from the text Begin to discuss how events are linked focusing on the main content of the story.
Key Vocabulary	Noun Adjective Verb Author	Meaning Feelings Illustrations	Plot Character Language Ending	Similarities Differences	Main characters Setting Text type	Opening Dilemma Resolution

CURRICULUM STRANDS	Vocabulary	Inference	Prediction	Explain	Retrieval	Sequence/ summaries
Year 3	<ul style="list-style-type: none"> Use dictionaries to check the meaning of words that they have read Discuss words that capture the readers interest or imagination Identify how language choices help build meaning Find the meaning of new words using substitution within a sentence.. 	<ul style="list-style-type: none"> children can infer characters' feelings, thoughts and motives from their stated actions. Justify inferences by referencing a specific point in the text. Ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives. Make inferences about actions or events 	<ul style="list-style-type: none"> Justify predictions using evidence from the text. Use relevant prior knowledge to make predictions and justify them. Use details from the text to form further predictions. 	<ul style="list-style-type: none"> Discuss the features of a wide range of fiction, poetry, plays, non-fiction and reference books Identifying how language, structure, and presentation contribute to meaning of both fiction and non-fiction texts Recognise authorial choices and the purpose of these 	<ul style="list-style-type: none"> Use contents page and subheadings to locate information Learn the skill of 'skim and scan' to retrieve details. Begin to use quotations from the text. Retrieve and record information from a fiction text. Retrieve information from a non-fiction text 	<ul style="list-style-type: none"> identifying main ideas drawn from a key paragraph or page and summarising these Begin to distinguish between the important and less important information in a text. Give a brief verbal summary of a story. Teachers begin to model how to record summary writing. Identify themes from a wide range of books Make simple notes from one source of writing.
Communication and Language Development						
Communication and Language development is threaded through the Reading curriculum as part of the VIPERS approach.						
Key Vocabulary	Dictionary Phrases Effect	Inferences Evidence Description	Character Language Theme	Similarities Differences Reactions Text order Purpose Author's viewpoint	Characters Skimming Scanning Perspective	Main point Theme

CURRICULUM STRANDS	<ul style="list-style-type: none"> Vocabulary 	<ul style="list-style-type: none"> Inference 	<ul style="list-style-type: none"> Prediction 	<ul style="list-style-type: none"> Explain 	<ul style="list-style-type: none"> Retrieval 	<ul style="list-style-type: none"> Sequence/ summaries
Year 4	<ul style="list-style-type: none"> Using dictionaries to check the meaning of words that they have read Use a thesaurus to find synonyms Discuss why words have been chosen and the effect these have on the reader Explain how words can capture the interest of the reader Discuss new and unusual vocabulary and clarify the meaning of these Find the meaning of new words using the context of the sentence. 	<ul style="list-style-type: none"> Ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives (I know this because questions) Infer characters' feelings, thoughts and motives from their stated actions. Consolidate the skill of justifying them using a specific reference point in the text Use more than one piece of evidence to justify their answer 	<ul style="list-style-type: none"> Justify predictions using evidence from the text. Use relevant prior knowledge as well as details from the text to form predictions and to justify them. Monitor these predictions and compare them with the text as they read on 	<ul style="list-style-type: none"> discussing words and phrases that capture the reader's interest and imagination Identifying how language, structure, and presentation contribute to meaning Recognise authorial choices and the purpose of these 	<ul style="list-style-type: none"> confidently skim and scan texts to record details, Using relevant quotes to support their answers to questions. Retrieve and record information from a fiction or non-fiction text. 	<ul style="list-style-type: none"> Use skills developed in year 3 in order to write a brief summary of main points, Identifying and using important information. Identifying main ideas drawn from more than one paragraph. Identify themes from a wide range of books Summarise whole paragraphs, chapters or texts Highlight key information and record it in bullet points, diagrams, maps etc
Communication and Language Development						
Communication and Language development is threaded through the Reading curriculum as part of the VIPERS approach.						
Key Vocabulary	Dictionary Thesaurus Character Mood Closest in meaning to	Agree Disagree Explain Evidence Find and copy Group of words Impression	Plot Similar Different Opening Influence Suggest	Intend Reactions Organised Purpose Audience Engage	Subheading Perspective	Record Paragraph Important

CURRICULUM STRANDS	Vocabulary	Inference	Prediction	Explain	Retrieval	Sequence/ summaries
Year 5	<ul style="list-style-type: none"> Explore the meaning of words in context, confidently using a dictionary Discuss how the author's choice of language impacts the reader 	<ul style="list-style-type: none"> Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. 	<ul style="list-style-type: none"> Predict what might happen from details stated and implied Support predictions with relevant evidence from the text. 	<ul style="list-style-type: none"> Provide increasingly reasoned justification for their views Recommend books for peers in detail 	<ul style="list-style-type: none"> Confidently skim and scan, and also use the skill of reading before and after to retrieve information. 	<ul style="list-style-type: none"> summarising the main ideas drawn from more than one paragraph, page, chapter or the entire text identifying key details to support the main ideas.
Communication and Language Development	<ul style="list-style-type: none"> Evaluate the authors use of language Investigate alternative word choices that could be made 	<ul style="list-style-type: none"> Make inferences about actions, feelings, events or states 	<ul style="list-style-type: none"> Confirm and modify predictions as they read on. 	<ul style="list-style-type: none"> Begin to challenge points of view Begin to distinguish between fact and opinion 	<ul style="list-style-type: none"> Use evidence from across larger sections of text 	<ul style="list-style-type: none"> make connections between information across the text and include this is an answer.
Communication and Language development is threaded through the Reading curriculum as part of the VIPERS approach.	<ul style="list-style-type: none"> Begin to look at the use of figurative language Use a thesaurus to find synonyms for a larger variety of words Re-write passages using alternative word choices Read around the word' and explore its meaning in the broader context of a section or paragraph. 	<ul style="list-style-type: none"> Use figurative language to infer meaning Give one or two pieces of evidence to support the point they are making. Begin to draw evidence from more than one place across a text. 		<ul style="list-style-type: none"> 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 Explain and discuss their understanding of what they have read, including through formal presentations and debates.. 	<ul style="list-style-type: none"> Read a broader range of texts including myths, legends, stories from other cultures, modern fiction and archaic texts. Retrieve, record and present information from non-fiction texts. Ask their own questions and follow a line of enquiry.. 	<ul style="list-style-type: none"> Discuss the themes or conventions from a chapter or text Identify themes across a wide range of writing
Key Vocabulary	Author's language Impact Thesaurus	Viewpoint Reliability	Content	Overarching theme Contributes Presentation Fact Opinion	Selectively Precisely	Techniques Refine

CURRICULUM STRANDS	Vocabulary	Inference	Prediction	Explain	Retrieval	Sequence/ summaries
Year 6	<ul style="list-style-type: none"> evaluate how the authors' use of language impacts upon the reader 	<ul style="list-style-type: none"> Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. 	<ul style="list-style-type: none"> Predicting what might happen from details stated and implied 	<ul style="list-style-type: none"> Provide increasingly reasoned justification for their views 	<ul style="list-style-type: none"> Children confidently skim and scan, and also use the skill of reading before and after to retrieve information. *They use evidence from across whole chapters or texts 	<ul style="list-style-type: none"> summarise information from across a text and link information by analysing and evaluating ideas between sections of the text.
Communication and Language Development	<ul style="list-style-type: none"> Find examples of figurative language and how this impacts the reader and contributes to meaning or mood. 	<ul style="list-style-type: none"> Discuss how characters change and develop through texts by drawing inferences based on indirect clues. 	<ul style="list-style-type: none"> Support predictions by using relevant evidence from the text 	<ul style="list-style-type: none"> Recommend books for peers in detail 	<ul style="list-style-type: none"> Read a broader range of texts including myths, legends, stories from other cultures, modern fiction, plays, poetry and archaic texts. 	<ul style="list-style-type: none"> Summarising the main ideas drawn from more than one paragraph, identifying key details to support the main ideas
Communication and Language development is threaded through the Reading curriculum as part of the VIPERS approach.	<ul style="list-style-type: none"> Discuss how presentation and structure contribute to meaning. Explore the meaning of words in context by 'reading around the word' and independently explore its meaning in the broader context of a section or paragraph. 	<ul style="list-style-type: none"> Make inferences about events, feelings, states backing these up with evidence. Infer characters' feelings, thoughts and motives, giving more than one piece of evidence to support each point made. Children can draw evidence from different places across the text 	<ul style="list-style-type: none"> Confirm and modify predictions in light of new information. 	<ul style="list-style-type: none"> Begin to challenge points of view Begin to distinguish between fact and opinion 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 Explain and discuss their understanding of what they have read, including through formal presentations and debates. Distinguish between fact, opinion and bias explaining how they know this 	<ul style="list-style-type: none"> Retrieve, record and present information from a wide variety of non-fiction texts. Ask my own questions and follow a line of enquiry. 	<ul style="list-style-type: none"> Make comparisons across different books. Summarise entire texts, in addition to chapters or paragraphs, using a limited amount of words or paragraphs.
Key Vocabulary	Mood Effect Intended Hyperbole Personification Simile Metaphor Organised Feeling	Author's choice Agree	Differing plot Openings	Moral Bias Fact Opinion	Skim Genre	Sum up Theme

Cohort attainment and progress tracker

(Entering=E, Beginning=B, Developing=D, Meeting=M, Exceeding=Exc, Greater Depth Standard=GDS)

		E	B	D	M	Exc	GDS
Year 1	Autumn						
	Spring						
	Summer						
Year 2	Autumn						
	Spring						
	Summer						
Year 3	Autumn						
	Spring						
	Summer						
Year 4	Autumn						
	Spring						
	Summer						
Year 5	Autumn						
	Spring						
	Summer						
Year 6	Autumn						
	Spring						
	Summer						

Continuous dialogue reflecting yearly progress of learning and notes to feedforward for future planning.

Year 1		
Year 2		
Year 3		
Year 4		
Year 5		
Year 6		

