

At Barnacre Road Primary school, our vision is to provide for our children a broad and balanced curriculum which is ambitious for all learners. We aim to ensure that children leave our school equipped with the knowledge, skills, cultural capital and qualities to succeed in the next stage of their education and to make a positive contribution to their local community and society as a whole.

We believe that it is our duty to make learning fun, engaging, memorable, accessible and ambitious for all children, instilling in them a love of learning.

We take seriously our duty to teach children about the fundamental British values of mutual respect and tolerance, democracy, the rule of law and individual liberty. These values are woven through our curriculum so that our learners leave us prepared for life in modern Britain.

Intent

At Barnacre Road, we believe that the teaching of reading is vital to children's understanding and appreciation of the world around them; a window that allows our children to see beyond what they know, share in cultural experiences and develop the vocabulary they need to effectively express themselves. Our reading curriculum fosters a lifelong love of reading and covers all of the Early Years Foundation Stage goals related to reading and National Curriculum for Reading. We encourage the behaviours that they will need to be discerning readers as they read frequently and widely using self-regulation strategies and discuss what they read. This curriculum is delivered through synthetic phonics (Read, Write Inc), shared and guided reading, home reading, reading across the curriculum, regular opportunities for independent reading and hearing quality texts read aloud every day. All of these are essential components as they offer the range of opportunities needed to develop fluent, enthusiastic and critical readers.

It is important that children are motivated to read at home regularly; when their reading opportunities increase, so does their fluency and stamina which in turn increases their enjoyment of reading. Therefore, the link between children's motivation to read and reading for pleasure is reciprocal. Furthermore, we know that reading for pleasure is beneficial not only for reading outcomes, but for wider learning enjoyment and mental wellbeing.

Therefore, we work hard to foster a love of independent reading and build communities of engaged readers. We understand the significance of parents and carers in supporting their children to develop both word reading and comprehension skills so we endeavour to build a home-school partnership which enables parents and carers to have the confidence to support their children with reading at home. From the early days of reception, children will take home a scheme reading book as well as having the opportunity to borrow books to enjoy and share at home from the school library. Children are also encouraged to make use of our reading shed during break and lunchtimes.

Given the importance of reading as a vehicle for learning, we are committed to providing opportunities for reading in the wider curriculum.

EYFS

In Early Years, reading is taught via the Read Write Inc systematic synthetic phonics programme and through story and rhyme times, helping children to progress towards the Early Learning Goals linked to the specific areas comprehension and word reading. Much of this learning occurs through adult intervention when the children are in continuous provision although formal phonics lessons begin at the start of reception class. Learning is organised into themes and books are selected to enable a progressive approach to reading.

By the end of Early Years, the children should be able to:

- Say a sound for each letter in the alphabet and at least 10 digraphs.
- Read words consistent with their phonic knowledge by sound-blending.
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.
- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.
- Anticipate – where appropriate – key events in stories.
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.

Our early years curriculum aims to expose children to a range of stories and rhymes, which can be seen in the implementation section of this document.

Key Stage One and Two

In key stage one, reading is taught within Read Write Inc phonics lessons (until approximately Spring term of year two), English (writing) lessons and, after completion of the *Read Write Inc* programme, in guided reading lessons. In key stage two, reading is taught in guided reading lessons and English (writing) lessons. In both key stages, there are opportunities for reading across the curriculum and for reading for pleasure in day-to-day school life. The tables on the following page show what children should know and be able to do by the end of each year group in key stages one and two.

Year Group	Word Reading	Comprehension
1	<ul style="list-style-type: none"> • Apply phonic knowledge and skills as the route to decode words • Respond speedily with the correct sound to graphemes for all 40+ phonemes, including alternative sounds for graphemes • 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 GPVs and -s, -es, -ing, -ed, -er and -est endings • Read other words of more than one syllable that contain taught GPCs • Read words with contractions • 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 	<p>Develop pleasure in reading, motivation to read and understanding by:</p> <ul style="list-style-type: none"> • 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 <p>Understand both the books they can already read accurately and fluently and those they listen to by:</p> <ul style="list-style-type: none"> • 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 • 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

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- 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 correspondence between spelling and sound and where these occur in the word
- Read most words quickly and accurately, without overtly 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
- Re-read these books to build up their fluency and confidence in word reading

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 literary 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
- making inferences on the basis of what is being said and done
- answering and asking questions
- predicting what might happen on the basis of what has been read so far
- 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.

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- apply their growing knowledge of root words, prefixes and suffixes (see appendix one of National Curriculum) 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

Develop positive attitudes to reading and understanding of what they read by:

- listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or text books
- 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 play scripts 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 or poetry

Understand 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
- predicting what might happen from details stated and implied
- identifying main ideas drawn from more than one 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

5-6

- Apply their growing knowledge of root words, prefixes and suffixes (see National Curriculum appendix one), both to read aloud and understand the meaning of new words that they meet

Maintain positive attitudes to reading and 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 the 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 one 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

		<p>Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously</p> <p>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</p> <p>Provide reasoned justifications for their views</p>
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Our Reading progression documents, which form the basis of assessment in our school, can be found in appendix one.

Implementation

Early Reading and Phonics in EYFS and Key Stage 1

Ensuring that every child learns to read as quickly as possible is our priority. For this reason, we start teaching phonics during the first week of reception, following the Read Write Inc scheme which ensures that children quickly build their knowledge of grapheme-phoneme correspondences and the skills of blending for reading and segmenting for spelling. Decodeable reading books, matched to children's increasing phonics knowledge are sent home when children can confidently read the sounds contained within them. The Read Write Inc programme also teaches children 'red words' - words which cannot be read by blending because they do not follow the regular phonetic pattern and children are taught to read these as sight words.

Phonics and reading activities are taught in groups based on prior attainment. This approach ensures that teaching meets the exact needs of each group. Half termly assessments are undertaken to monitor children's progress and ensure that they are working in the correct group. Phonics lessons take place for approximately 45 minutes per day.

Reading skills related to comprehension, fluency and 'book talk' are taught in early years through exposure to a range of stories, non-fiction texts and nursery rhymes. These can be

Guided Reading in Years 2-6

Once children have completed the *Read Write Inc* phonics programme and have become confident and fluent readers (typically around Spring term of year 2), we begin our programme of whole class guided reading, focusing on building both fluency and comprehension.

At Barnacre Road, we have opted for a whole-class approach to guided reading, making reading a fundamental part of the school day where everyone, including the teacher, is a reader. We know that listening to, and reading with, the teacher and taking the opportunity to read texts more than once helps our learners to gain fluency and automaticity in word reading and that fluency and speed develop comprehension. Our whole class guided reading model exposes children to diverse, high quality literature and non-fiction which they might not have otherwise chosen themselves. Ensuring that the whole class accesses the same level of challenging texts and teacher talk ensures that every child has the best opportunity to reach their potential.

Our guided reading texts are carefully selected to ensure that they are age-appropriate and diverse in terms of author background, setting, genre and time period.

The following page shows our whole class guided reading core texts, which are complemented by a range of non-fiction and poetry.

Guided Reading Core Texts

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 2	Guided Reading taught within phonics groups following Read Write Inc. See Phonics policy for more information.			Town Mouse, Country Mouse by Libby Walden & Richard Jones (fables)	Marv and the Mega-Robot by Alex Falase-Koya (action)	Genie and Teeny Make a Wish by Steven Lenten (fantasy)
Year 3	Stone Age Boy by Satoshi Kimatura Billy and the Minpins by Roald Dahl	The Sheep-Pig by Dick King Smith	Malala's Magic Pencil by Malala Yousafzai	The Man Who Walked Between The Towers by Mordicai Gerstein (biography)	Baller Boys by Vanessa Taylor	The Iron Woman (Ted Hughes)
Year 4	I Was A Rat by Phillip Pulman (mystery)	Operation Gadgetman by Malorie Blackman	The Secret of Platform 13 by Eva Ibbotson (fantasy)	The Butterfly Lion by Michael Morpurgo	The Accidental Prime Minister by Tom Laghlin (humour)	The Fish in the Bathtub by Eoin Colfer (history)
Year 5	Danny the Champion of the World by Roald Dahl	The Silver Sword by Ian Serrailier	The Infinite Lives of Maisy Day	Always Clementine by Carlie Sorosiak	Fly Me Home by Polly Ho-Yen (fantasy)	The Boy at The Back of The Class by Onjali Rauf
Year 6	Holes by Louis Sachar	The Nowhere Emporium by Ross MacKenzie	War Horse by Michael Morpurgo	The Final Year by Matt Goodfellow (a story told in verse)	Can You See Me? By Libby Scott (a book on the theme of autism)	Stella by Starlight by Sharon Draper (a multicultural story set in South American apartheid)

Guided reading takes place daily and involves all children. Lessons last 30-40 minutes and are based predominantly around a novel (4 sessions per week), supplemented with poetry or non-fiction (1 session per week). Lessons offer a daily opportunity for the teacher to model reading aloud fluently, for children to practise reading aloud and for the teacher to model 'thinking like a reader.'

Guided reading sessions do not use narrow or tightly-focused learning objectives based around a single reading domain from the National Curriculum, but rather focus on developing children holistically as readers, incorporating vocabulary, inference, prediction, explanation, retrieval and summary into the reading experience.

Teachers plan our guided reading sessions using the five parts of the lesson: prepare, read, react, explore and process, taken from the North Yorkshire planning tool (see appendix 2).

1. Prepare- The teacher prepares the children for reading. This may involve exploring technical or unfamiliar words and their meaning or pre-teaching the cultural, historical or geographical context.
2. Read- The children will have an engaging encounter with the text itself, either listening to it or reading it for themselves.
3. React- The children will be given the opportunity to react to the text personally, as readers.
4. Explore- The children participate in paired, group and class discussions and read closely for comprehension or to analyse language, meanings and effects.
5. Process- After discussion, the children will process and record their responses and understandings through writing, talk drama, drawing etc.

NB: Not all lessons will include all five of aspects above; it is possible that a class will work through the above aspects over a series of lessons. Likewise, a particular chapter might be read only briefly and not explored in great depth.

Children with Special Educational Needs and Disabilities in Whole Class Guided Reading

It is our aim that all children access whole class guided reading in order to develop age-appropriate comprehension skills. We recognise that for some children, gaps in phonic knowledge may make decoding age-appropriate texts challenging. For this reason, children in year two only begin whole class guided reading when they have completed the Read Write Inc phonics programme and children in year three and above for whom decoding is not yet fluent continue to access additional phonics interventions as well as whole class guided reading.

During the guided reading planning process, teachers consider the individual needs of all children and use pupil passports (see SEND policy) to inform adaptation and scaffolding. Pre-reading, pre-teaching of vocabulary and additional time, as well as alternative ways of recording learning, may be used to support children to access whole class reading. Working with the teacher daily ensure that any child who is behind or at risk of falling behind is identified quickly. Any such child will receive regular intervention and additional reading opportunities with an adult.

More able children in Whole Class Guided Reading

We identify more able readers through in-lesson formative assessment and termly summative assessments. Although all children access the same text, we challenge more able readers through questioning opportunities which require higher order thinking skills.

Most able readers may be identified by their:

- Strong inference skills and high levels of empathy and understanding of characters and situations
- Ability to select carefully from their own vocabulary when speaking or writing to help achieve their purpose and engage readers or listeners
- Appreciation of how writers have achieved the intended effect on readers through use of language
- Understanding of the nature of language, showing awareness of rhyme, intonation, accent etc.
- Ability to synthesise information from a range of sources

Reading in English Lessons, The Wider Curriculum and The School Day

Reading forms a fundamental part of our writing (English lessons) curriculum. All writing units, whether fiction or non-fiction, begin with a reading phase. The range of texts explored in our writing curriculum can be found on the next page.

Across the curriculum, we seek to offer children as many opportunities as possible to read for learning.

We encourage children to read for pleasure both at school and at home. Story time takes place regularly in classrooms, with the teacher reading aloud to the children for ten minutes at least three times per week. Children have the opportunity to visit the school library each week to borrow books for their own enjoyment, as well as being able to access the reading sheds during break and lunchtimes. Our school takes part in celebrations of reading, such as World Book Day and invites visitors from the local library to school to promote Summer holiday reading schemes annually.

Reading aloud to adults

Our guided reading curriculum, coupled with reading across the curriculum, offers regular opportunities for children to be heard reading aloud. In addition, we aim for all children to be heard reading one to one by an adult (the class teacher, learning support assistant or a trained reading volunteer) weekly. For children falling behind, or at risk of falling behind, one to one reading takes place at least three times per week.

Working with parents

We pride ourselves on close working relationships with parents. We invite parents to meet the teacher sessions at the beginning of every academic year in which parents can learn about how to support their children's reading development and how reading is taught and assessed in school. Information sessions relating to phonics and the phonics screening check are provided annually, as well signposting parents to useful resources and websites via Seesaw and the school website. Reading books are sent home weekly and reading records used to enable parent-teacher communication about what children have read.

Impact

Children's progress in reading is continually reviewed through ongoing formative assessment of children's performance in phonics, reading and English lessons (both verbal and written responses). Summative assessments are carried out at half termly and termly intervals as detailed in the table below, with assessments recorded on the school's internal tracker, Insight. Our regular assessments allow us to identify any children at risk of falling behind and support them with intervention.

Year group	Assessment	Frequency
Reception	Progress towards the Early Learning Goals in literacy, communication and language.	Half termly
From entry in reception to completion of <i>Read Write Inc</i> phonics programme (typically Spring term of year 2)	Read Write Inc phonics assessment	Half termly
1-6	Attainment against the school's key learning in reading document (based on the National Curriculum objectives above)	Termly

We use termly NFER reading assessments to support teachers in making assessment judgements and both internal and external moderation is utilised to quality assure the

accuracy of our assessment judgements. Pupil progress meetings take place internally after every data point to identify children who may need additional support in reading.

Statutory assessments are also carried out as detailed below.

Year Group	Assessment type
Reception (end of the year)	Early Year Foundation Stage Profile
Year 1	Phonics screening check
Year 2	Key stage one assessments, based on the Key Stage One Teacher Assessment Framework
Year 6	Key stage two SATs tests

More information about assessment of reading can be found in our assessment policy.

The quality of our reading curriculum is monitored by our English leader, senior leadership team and curriculum and assessment leader. Monitoring includes:

- Lesson observations
- Children's work scrutinies
- Pupil discussions

Appendix One: Progression in Reading at Barnacre Road

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Word reading	<ul style="list-style-type: none"> Say a sound for each letter in the alphabet and at least 10 digraphs Read words consistent with their phonic knowledge by sound-blending. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. 	<ul style="list-style-type: none"> Read aloud accurately books which are consistent with their developing phonic knowledge. Apply phonic knowledge and skills as the route to decode words. Respond speedily with the correct sound to grapheme for the 44 phonemes. Recognise and use the different ways of pronouncing the same grapheme; e.g. <i>ow</i> in <i>snow</i> and <i>cow</i>. Read accurately by blending sounds in unfamiliar words. Read common exception words, noting tricky parts Read words containing <i>-s</i> endings. Read words containing <i>-es</i> endings. Read words containing <i>-ing</i> endings Read words containing <i>-ed</i> endings Read words containing <i>-er</i> endings Read words containing <i>-est</i> endings Split two and three syllable words into the separate syllables to support blending for reading. Read words with contractions e.g. <i>I'm, I'll, we'll</i> and understand that the apostrophe represents the omitted letter. 	<ul style="list-style-type: none"> Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation. Read frequently encountered words quickly and accurately without overt sounding and blending. Read accurately by blending the sounds in words, especially recognising alternative sounds for graphemes. Read accurately words of two or more syllables that contain alternative sounds for grapheme e.g. <i>shoulder, roundabout, grouping</i>. Read longer and less familiar texts independently. Apply phonic knowledge and skills to read words until automatic decoding has become embedded and reading is fluent. Work out unfamiliar words by focusing on all letters in the word, e.g. not reading <i>place</i> for <i>palace</i>. Read words containing common suffixes e.g. <i>-ness, -ment, -ful, -less -ly, -ing, -ed, -er, -est, -y</i>. Read further common exception words, noting tricky parts 	<ul style="list-style-type: none"> Read books at an age appropriate interest level. Use knowledge of root words to understand meanings of words. Use prefixes to understand meanings e.g. <i>un-, dis-, mis-, re-, pre-, im-, in-</i>. Use suffixes to understand meanings e.g. <i>-ly, -ous</i>. Read and understand words from the Year 3 list (selected from the statutory Year 3/4 word list) 	<ul style="list-style-type: none"> Read books at an age appropriate interest level. Use knowledge of root words to understand meanings of words. Use prefixes to understand meanings e.g. <i>in-, ir-, sub-, inter-super-, anti-, auto-, -dis-</i> Use suffixes to understand meanings e.g. <i>-ation, -tion, -ssion, -cian, -sion, -able</i> Read and understand words from the Year 3/4 list 	<ul style="list-style-type: none"> Read books at an age appropriate interest level. Use knowledge of root words to understand meanings of words. Use suffixes to understand meanings e.g. <i>-ant, -ance, -ancy, -ent, -ence, -ency, -ible, -able, -ibly, -ably</i>. Read and understand words from the Year 5 list (selected from the statutory Year 5/6 word list) 	<ul style="list-style-type: none"> Read books at an age appropriate interest level. Work out unfamiliar words by focusing on all letters in the word, e.g. not reading <i>invitation</i> for <i>imitation</i>. Use knowledge of root words, prefixes and suffixes to investigate how the meanings of words change e.g. <i>un+happy+ness, dis+repute+able, dis+respect+ful, re+engage+ment</i>. Use suffixes to understand meanings e.g. <i>-cious, -tious, -tial, -cial</i>. Read and understand words from the Year 6 list (selected from the statutory Year 5/6 word list) Use etymology to help the pronunciation of new words e.g. <i>chef, chalet, machine, brochure – French in origin</i>.

	EYFS	Year 1	Year 2
Comprehension	<ul style="list-style-type: none"> • Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. • Anticipate (where appropriate) key events in stories. • Use and understand recently introduced vocabulary during discussions about stories, nonfiction, rhymes and poems and during role play. 	<p>Developing pleasure in reading and motivation to read</p> <ul style="list-style-type: none"> ▪ Listen to and discuss a range of texts at a level beyond that at which they can read independently, including stories, non-fiction and poems. ▪ Recognise and join in with language patterns and repetition. ▪ Use patterns and repetition to support oral retelling, e.g. fairy stories, traditional tales and stories by well-known authors. ▪ Orally retell familiar stories in a range of contexts e.g. <i>small world, role play, storytelling</i>. ▪ Enjoy and recite rhymes and poems by heart. ▪ Make personal reading choices ▪ explain reasons for personal choices. <p>Understanding books which they can read themselves</p> <p>Understanding books which are read to them</p> <ul style="list-style-type: none"> ▪ Introduce and discuss key vocabulary, linking meanings of new words to those already known. ▪ Check that texts make sense while reading and self-correct. ▪ Develop and demonstrate their understanding of characters and events through role play and drama, drawing on language from the text. ▪ Give opinions and support with reasons e.g. <i>I like the Little Red Hen because she...</i> ▪ Demonstrate understanding of texts by answering questions related to who, what, where, when, why, how. ▪ Identify and discuss the main events in stories. ▪ Identify and discuss the main characters in stories. ▪ Recall specific information in fiction texts ▪ Recall specific information in non-fiction texts ▪ Locate parts of text that give particular information, e.g. <i>titles, contents page and labelled diagram</i>. ▪ Discuss the title and how it relates to the events in the whole story e.g. <i>Peace at Last by Jill Murphy</i>. ▪ Make basic inferences about what is being said and done. ▪ Make predictions based on what has been read so far. 	<p>Developing pleasure in reading and motivation to read</p> <ul style="list-style-type: none"> ▪ Listen, discuss and express views about a range of texts at a level beyond that at which they can read independently, including stories, non-fiction, and contemporary and classic poetry. ▪ Orally retell a wider range of stories, fairy tales and traditional tales. ▪ Sequence and discuss the main events in stories and recounts. ▪ Read a range of non-fiction texts which are structured in different ways, including information, explanations, instructions, recounts, reports. ▪ Recognise the use of repetitive language within a text or poem (e.g. <i>run, run as fast as you can</i>) and across texts (e.g. <i>long, long ago in a land far away...</i>). ▪ Learn and recite a range of poems using appropriate intonation. ▪ Make personal reading choices and explain reasons for choices. <p>Understanding books which they can read themselves and those which are read to them</p> <ul style="list-style-type: none"> ▪ Identify, discuss and collect favourite words and phrases. ▪ Introduce and discuss words within the context of a text, linking new meanings to known vocabulary. ▪ Use morphology to work out the meaning of unfamiliar words e.g. <i>terror, terrorised</i>. ▪ Uses tone and intonation when reading aloud. ▪ Check that texts make sense while reading and self-correct. ▪ Demonstrate understanding of fiction texts by asking and answering <i>who, what, where, when, why, how</i> questions. ▪ Demonstrate understanding of non-fiction texts by asking and answering <i>who, what, where, when, why, how</i> questions. ▪ Explain and discuss their understanding, giving opinions and supporting with reasons e.g. <i>Hansel was clever when he put stones in his pocket because...</i> ▪ Develop and demonstrate their understanding of characters and events through role play and drama, drawing on language from the text. ▪ Make inferences about characters and events using evidence from the text e.g. <i>what is the character thinking?</i> ▪ Make inferences about characters and events using evidence from the text eg. <i>What is the character saying?</i> ▪ Make inferences about characters and events using evidence from the text eg <i>what is the character feeling?</i> ▪ Make predictions based on what has been read so far. ▪ Identify how specific information is organised within a non-fiction text e.g. <i>sub-headings, contents, bullet points, glossary, diagrams</i>. ▪ Locate information from non-fiction texts using the contents page, index, labelled diagrams and charts.

	Year 3	Year 4
Comprehension	<ul style="list-style-type: none"> ▪ Listen to and discuss a range of fiction texts ▪ Listen to and discuss a range of poetry, ▪ Listen to and discuss a range of non-fiction texts ▪ Regularly listen to whole novels read aloud by the teacher. ▪ Read a range of non-fiction texts, e.g. <i>information, discussion, explanation, biography and persuasion.</i> ▪ Read books and texts for a range of purposes e.g. <i>enjoyment, research, skills development, reference.</i> ▪ Recognise some different forms of poetry e.g. <i>narrative, calligrams, shape poems.</i> ▪ Sequence and discuss the main events in stories. ▪ Orally retell a range of stories, including less familiar fairy stories, fables and folk tales e.g. <i>Grimm's Fairy Tales.</i> ▪ Identify and discuss themes e.g. <i>good over evil, weak and strong, wise and foolish, mean and generous, rich and poor.</i> ▪ Identify and discuss conventions e.g. <i>numbers three and seven in fairy tales, magical sentence repeated several times.</i> ▪ Prepare poems and play scripts to read aloud, showing understanding through intonation, tone, volume and action. ▪ Identify, discuss and collect favourite words and phrases which capture the reader's interest and imagination. ▪ Explain the meaning of unfamiliar words by using the context. ▪ Use dictionaries to check meanings of words they have read. ▪ Use intonation, tone and volume when reading aloud. ▪ Take note of punctuation when reading aloud. ▪ Raise questions during the reading process to deepen understanding e.g. <i>I wonder why the character.</i> ▪ Draw inferences around characters thoughts and justify with evidence from the text ▪ Draw inference around character feelings and justify with evidence from the text. ▪ Draw inferences around character actions and justify with evidence from the text ▪ Make predictions based on details stated. ▪ Justify responses to the text using the PE prompt (Point + Evidence). ▪ Discuss the purpose of paragraphs. ▪ Identify a key idea in a paragraph. ▪ Analyse and evaluate texts looking at language, structure and presentation e.g. <i>persuasive letter, diary and calligram etc.</i> ▪ Evaluate how specific information is organised within a non-fiction text e.g. <i>text boxes, contents, bullet points, glossary, diagrams.</i> ▪ Navigate texts in print and on screen. ▪ Record information from a range of non-fiction texts. ▪ Participate in discussion about what is read to them and books they have read independently. <p>Make and respond to contributions in a variety of group situations, taking turns e.g. <i>whole class, pairs, guided groups, book circles.</i></p>	<ul style="list-style-type: none"> ▪ Listen to, read and discuss a range of fiction, poetry, plays and non-fiction in different forms e.g. <i>fairy tales, folk tales, classic poetry, kennings, advertisements, formal speeches, magazines, electronic texts.</i> ▪ Regularly listen to whole novels read aloud by the teacher. ▪ Read books and texts, which are structured in different ways, for a range of purposes and respond in a variety of ways. ▪ Learn a range of poems by heart and rehearse for performance. ▪ Prepare poems and play scripts to read aloud, showing understanding through intonation, tone, volume and action. ▪ Orally retell a range of stories, including less familiar fairy stories, myths and legends. ▪ Identify, discuss and collect effective words and phrases which capture the reader's interest and imagination e.g. <i>metaphors, similes.</i> ▪ Explain the meaning of key vocabulary within the context of the text. ▪ Use dictionaries to check meanings of words in the texts that they read. ▪ Use punctuation to determine intonation and expression when reading aloud to a range of audiences. ▪ Make predictions based on information stated and implied. ▪ Demonstrate active reading strategies e.g. generating questions, finding answers, refining thinking, modifying questions, constructing images. ▪ Justify responses to the text using the PE prompt (Point + Evidence). ▪ Identify, analyse and discuss themes e.g. <i>safe and dangerous, just and unjust, origins of the earth, its people and animals.</i> ▪ Draw inferences around characters' thoughts, feelings, actions and motives, and justify with evidence from the text using point and evidence. ▪ Identify main ideas drawn from more than one paragraph and summarise these e.g. <i>character is evil because... 1/2/3 reasons, Clitheroe Castle is a worthwhile place to visit because 1/2/3 reasons across a text.</i> ▪ Analyse and evaluate texts looking at language and how this contributes to meaning. ▪ Analyse and evaluate texts looking at structure and presentation and how these contribute to meaning ▪ Recognise and analyse different forms of poetry e.g. <i>haiku, limericks, kennings.</i> ▪ Navigate texts, e.g. using contents and index pages, in order to locate and retrieve information in print and on screen. ▪ Record information from a range of non-fiction texts. ▪ Scan for dates, numbers and names. ▪ Analyse and evaluate how specific information is organised within a non-fiction text e.g. <i>text boxes, sub-headings, contents, bullet points, glossary, diagrams.</i> ▪ Explain how paragraphs are used to order or build up ideas, and how they are linked. ▪ Participate 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. <i>whole class, independent reading groups, book circles.</i>

	Year 5	Year 6
Comprehension	<ul style="list-style-type: none"> ▪ Listen to and discuss a range of fiction, poetry and non-fiction which they might not choose to read themselves. ▪ Regularly listen to whole novels read aloud by the teacher from an increasing range of authors. ▪ Recommend books to their peers with reasons for choices. ▪ Read books and texts that are structured in different ways for a range of purposes. ▪ Express preferences about a wider range of books including modern fiction, traditional stories, myths and legends. ▪ Learn a wider range of poems by heart. ▪ Prepare poems and play scripts to read aloud and perform, showing understanding through intonation, tone, volume and action so the meaning is clear to an audience. ▪ Explain the meaning of words within the context of the text. ▪ Use punctuation to determine intonation and expression when reading aloud to a range of audiences. ▪ Check that the book makes sense to them and demonstrate understanding e.g. <i>through discussion, use of reading journals</i>. ▪ Demonstrate active reading strategies e.g. <i>generating questions to refine thinking, noting thoughts in a reading journal</i>. ▪ Infer characters' feelings, thoughts and motives from their actions and justify inferences with evidence. ▪ Predict what might happen from information stated and implied. ▪ Through close reading of the text, re-read and read ahead to locate clues to support understanding. ▪ Explore themes within and across texts e.g. <i>loss, heroism, friendship</i>. ▪ Make comparisons within a text e.g. characters' viewpoints of same events. ▪ Distinguish between statements of fact and opinion within a text. ▪ Scan for key words and text mark to locate key information. ▪ Summarise main ideas drawn from more than one paragraph and identify key details which support this. ▪ Justify opinions and elaborate by referring to the text, e.g. using the PEE prompt - ▪ Analyse the conventions of different types of writing e.g. <i>use of first person in autobiographies and diaries</i>. ▪ Identify how language, structure and presentation contribute to meaning e.g. <i>formal letter, informal diary, persuasive speech</i>. ▪ Explore, recognise and use the terms metaphor, simile, imagery. ▪ Explain the effect on the reader of the authors' choice of language. ▪ 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. ▪ Prepare formal presentations individually or in groups. ▪ Use notes to support presentation of information. ▪ Respond to questions generated by a presentation. ▪ Participate in debates on an issue related to reading (fiction or non-fiction). 	<ul style="list-style-type: none"> ▪ Listen to, read and discuss an increasingly wide range of fiction, poetry, plays and non-fiction. ▪ Regularly listen to novels read aloud by the teacher from an increasing range of authors, which they may not choose themselves. ▪ Independently read longer texts with sustained stamina and interest. ▪ Recommend books to their peers with detailed reasons for their opinions. ▪ Express preferences about a wider range of books including modern fiction, traditional stories, fiction from our literary heritage and books from other cultures. ▪ Learn a wider range of poems by heart. ▪ Prepare poems and play scripts to read aloud and perform using dramatic effects. ▪ Explain the meaning of new vocabulary within the context of the text. ▪ Demonstrate active reading strategies e.g. <i>challenging peers with questions, justifying opinions, responding to different viewpoints within a group</i>. ▪ Explore texts in groups and deepen comprehension through discussion. ▪ Provide reasoned justifications for their views. ▪ Justify opinions and elaborate by referring to the text e.g. using the PEE prompt – ▪ Infer characters' feelings, thoughts and motives from their actions, justifying inferences with evidence ▪ Predict what might happen from information stated and implied. ▪ Through close reading, re-read and read ahead to locate clues to support understanding and justify with evidence from the text. ▪ Make comparisons within and across texts ▪ Compare characters within and across texts. ▪ Compare texts written in different periods. ▪ Recognise themes within and across texts e.g. <i>hope, peace, fortune, survival</i>. ▪ Distinguish between statements of fact and opinion across a range of texts ▪ Skim for gist. ▪ Scan for key information e.g. <i>identify words and phrases which tell you the character is frustrated, or find words/phrases which suggest that a theme park is exciting</i>. ▪ Use a combination of skimming, scanning and close reading across a text to locate specific detail. ▪ Retrieve, record, make notes and present information from non-fiction, including texts used in other subjects. ▪ Analyse the conventions of different types of writing e.g. <i>use of dialogue to indicate geographical and/or historical settings for a story</i>. ▪ Identify how language, structure and presentation contribute to meaning e.g. <i>persuasive leaflet, balanced argument</i>. ▪ Explore, recognise and use the terms personification, analogy, style and effect. ▪ Explain the effect on the reader of the author's choice of language and reasons why the author may have selected these words, phrases and techniques. ▪ Participate in discussions about books, explaining and discussing their understanding of what they have read, including through formal presentations and debates. ▪ Prepare formal presentations individually or in groups. ▪ Use notes to support presentation of information.

Appendix Two: The North Yorkshire Planning Tool

Planning a whole-class reading session: some guiding questions

