



## Curriculum statement for Reading - English

### Intent

At St. John's, we strive to ensure that all children are given the chance to be fluent, confident readers who are able to comprehend and understand a wide range of texts successfully.

We intend for our children to develop a positive attitude towards, and love of, reading through exposure to a broad range of texts types and authors enabling them to access texts for both information and pleasure.

## Curriculum statement Reading - English



### Implementation

Reading is taught in class by teachers and supported by Learning Assistants (where available). Teaching is delivered using a range of methods including, but not limited to: Whole class reading and comprehension skills focus delivered using VIPERS (Vocabulary, Inference, Predict, Explain, Retrieve, Sequence / Summarise) Visual comprehension, shared reads and 1 to 1 reading where required and discreet phonics.

We use a whole school reading scheme – Pearson’s Bug Club – this encompasses phonics and corresponding decoding books in EYFS and KS1 (and for those children in KS2 who require further development in this area) and levelled reading books for the rest of the school. Children change their books twice a week in KS1 and on an ad-hoc basis in KS2. Books are accessible to the children and they choose their book from the appropriate level selection.

Children are assessed in their reading skills when the class teacher determines a child is ready (on a half termly basis at a minimum); the result informs their level. These books are taken home for home reads with parents. Children record their home reads in a reading record and these are celebrated and children receive a certificate in assembly when they reach certain milestones – 50, 100, 150, 200 & 250 reads.

All children also have a reading for pleasure book, either from the class book corner or the school libraries. These are refreshed regularly using the West Sussex Schools Library Service (who also provide a range of topic related books for each class who requests them) and books purchased by the school and the parents. The libraries and book corners are stocked with a range of age appropriate, quality texts selected to engage the children and enhance their reading experience.

In addition to formal reading lessons, children are read to daily by their class teacher or Learning Assistant, which allows them the opportunity to access texts that they otherwise might not, as well as be engaged in a story, the reading of which is modelled by an adult.

We recognise the role that parents play in developing the reading skills of their child. To support this, we run a parent engagement session where English Leads give an overview of ways in which parents are able to meaningfully support their child at home. They are then able to participate in a reading comprehension at the level of their child’s year group’s Age Related Expectation, before joining their child in class for a reading session lead by the teacher.



Each year we celebrate World Book Day where the children are able to share their love of books and participate in curriculum linked activities to further promote reading across the school.

## EYFS foundations in Reading curriculum

### Literacy

#### Phonics and decoding;

- Read individual letters by saying the sounds for them.
- Blend sounds into words, so that they can read short words made up of letter-sound correspondences.
- Read some letter groups that each represent one sound and say sounds for them.
- Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.

#### Fluency

- Blend sounds into words, so that they can read short words made up of letter-sound correspondences.
- Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.

#### Common Exception Words

- Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment.

### Communication and language

#### Reading Comprehension

- Listen to and talk about stories to build familiarity and understanding.
- Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.
- Listen carefully to rhymes and songs, paying attention to how they sound.
- Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.

#### Words in Context and Authorial Choice

- Learn new vocabulary.
- Use new vocabulary throughout the day.



	<ul style="list-style-type: none"> <li>• Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.</li> <li>• Use new vocabulary in different contexts.</li> <li>• Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</li> </ul> <p><b><u>Poetry and Performance</u></b></p> <ul style="list-style-type: none"> <li>• Engage in story times.</li> <li>• Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.</li> <li>• Learn rhymes, poems and songs</li> </ul> <p><b><u>Non-Fiction</u></b></p> <ul style="list-style-type: none"> <li>• Engage in non-fiction books.</li> <li>• Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary</li> </ul> <p style="text-align: center;"><b><u>Understanding the World</u></b></p> <p><b><u>Comparing, Contrasting and Commenting</u></b></p> <ul style="list-style-type: none"> <li>• Compare and contrast characters from stories, including figures from the past</li> </ul> <p style="text-align: center;"><b><u>Expressive Arts and Design</u></b></p> <p><b><u>Poetry and Performance</u></b></p> <ul style="list-style-type: none"> <li>• Sing in a group or on their own, increasingly matching the pitch and following the melody.</li> <li>• Develop storylines in their pretend play.</li> </ul>
<p><u>Year Group</u></p>	<p style="text-align: center;"><u>National Curriculum Objectives</u></p>
<p>Year 1</p>	<p style="text-align: center;"><b><u>Reading - word reading</u></b></p> <p><b>Pupils should be taught to:</b></p>



- 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 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 –s, –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 books aloud, accurately, that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words
- Reread these books to build up their fluency and confidence in word reading

### 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
  - Link what they read or hear to their own experiences
  - Become 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

#### **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



	<ul style="list-style-type: none"><li>• Checking that the text makes sense to them as they read, and correcting inaccurate reading</li><li>• Discussing the significance of the title and events</li><li>• Making inferences on the basis of what is being said and done</li><li>• Predicting what might happen on the basis of what has been read so far</li><li>• Participate in discussion about what is read to them, taking turns and listening to what others say</li><li>• Explain clearly their understanding of what is read to them</li></ul>
Year 2	<p style="text-align: center;"><b><u>Reading - word reading</u></b></p> <p><b>Pupils should be taught to:</b></p> <ul style="list-style-type: none"><li>• Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent</li><li>• Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes</li><li>• Read accurately words of two or more syllables that contain the same graphemes as above</li><li>• Read words containing common suffixes</li><li>• Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</li><li>• Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered</li><li>• Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation</li><li>• Re-read these books to build up their fluency and confidence in word reading</li></ul>



## Reading - comprehension

### **Pupils should be taught to:**

- Develop pleasure in reading, motivation to read, vocabulary and understanding by:
- Listen to, discuss and express views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently
- Discuss the sequence of events in books and how items of information are related
- Become increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales
- Be introduced to non-fiction books that are structured in different ways
- Recognise simple recurring literary language in stories and poetry
- Discuss and clarifying the meanings of words, linking new meanings to known vocabulary
- Discuss their favourite words and phrases
- Continue 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
- Participating 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
- Explaining and discussing their understanding of books, poems and other material, both those that they listen to and those that they read for themselves



Lower  
KS2

### Reading - word reading

Year 3 & 4

#### **Pupils should be taught to:**

- Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in - 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

### Reading - comprehension

#### **Pupils should be taught to:**

- Develop positive attitudes to reading, and an understanding of what they read, by:
- Listen to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- Read books that are structured in different ways and reading for a range of purposes
- Use dictionaries to check the meaning of words that they have read
- Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally
- Identify themes and conventions in a wide range of books
- Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action
- Discuss words and phrases that capture the reader's interest and imagination
- Recognise some different forms of poetry [for example, free verse, narrative 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





	<ul style="list-style-type: none"> <li>• Drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> <li>• Predicting what might happen from details stated and implied</li> <li>• Identifying main ideas drawn from more than 1 paragraph and summarising these</li> <li>• Identifying how language, structure, and presentation contribute to meaning</li> <li>• Retrieve and record information from non-fiction</li> <li>• 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</li> </ul>
<p>Upper KS2</p> <p>Year 5 &amp; 6</p>	<p style="text-align: center;"><b><u>Reading - word reading</u></b></p> <p><b>Pupils should be taught to:</b></p> <ul style="list-style-type: none"> <li>• Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in <a href="#">English appendix 1</a>, both to read aloud and to understand the meaning of new words that they meet</li> </ul> <p style="text-align: center;"><b><u>Reading - comprehension</u></b></p> <p><b>Pupils should be taught to:</b></p> <ul style="list-style-type: none"> <li>• Maintain positive attitudes to reading and an understanding of what they read by:</li> <li>• Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>• Read books that are structured in different ways and reading for a range of purposes</li> <li>• Increase their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions</li> <li>• Recommend books that they have read to their peers, giving reasons for their choices</li> <li>• Identify and discussing themes and conventions in and across a wide range of writing</li> <li>• Make comparisons within and across books</li> <li>• Learn a wider range of poetry by heart</li> </ul>



- Prepare 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 views

**Progression of Reading Knowledge and Skills**

	EYFS	KS1		KS2			
		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Phonics and Decoding	Develop their phonological awareness, so that they can:	To apply phonic knowledge and skills as the route to decode words.	To continue to apply phonic knowledge and skills as the route	To use their phonic knowledge to decode quickly and accurately (may still need	To read most words fluently and attempt to decode any unfamiliar words with	To read most words fluently and attempt to decode any unfamiliar	To read fluently with full knowledge of all Y5/ Y6 exception

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<p>spot and suggest rhymes count or clap syllables in words.</p> <p>Recognise words with the same initial sound, such as money and mother.</p> <p>Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of letter-sound correspondences.</p> <p>Read some letter groups that each represent one sound and say sounds for them.</p> <p>Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</p>	<p>To blend sounds in unfamiliar words using the GPCs that they have been taught.</p> <p>To respond speedily, giving the correct sound to graphemes for all of the 40+ phonemes.</p> <p>To read words containing taught GPCs.</p> <p>To read words containing -s, -es, -ing, -ed and -est endings.</p> <p>To read words with contractions, e.g. I'm, I'll and we'll.</p>	<p>to decode words until automatic decoding has become embedded and reading is fluent.</p> <p>To read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.</p> <p>To accurately read most words of two or more syllables.</p> <p>To read most words containing common suffixes</p>	<p>support to read longer unknown words).</p> <p>To apply their growing knowledge of root words and prefixes, including in-, im-, il-, ir-, dis-, mis-, un-, re-, sub-, inter-, super-, anti- and auto- to begin to read aloud.</p> <p>To apply their growing knowledge of root words and suffixes/word endings, including -ation, -ly, -ous, -ture, -sure, -sion, -ssion and -cian, to begin to read aloud.*</p>	<p>increasing speed and skill.</p> <p>To apply their knowledge of root words, prefixes and suffixes/word endings to read aloud fluently</p>	<p>words with increasing speed and skill, recognising their meaning through contextual cues.</p> <p>To apply their growing knowledge of root words, prefixes and suffixes/ word endings, including -sion, -tion, -cial, -tial, -ant/-ance/-ancy, -ent/-ence/-ency, -able/-ably and -ible/ibly, to read aloud fluently.</p>	<p>words, root words, prefixes, suffixes/word endings and to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues.</p>
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	<p>Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by sound-blending.</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p>						
Common exception words	<p>Read a few common exception words matched to the school's phonic programme.</p> <p>To read some common irregular words.</p>	To read Y1 common exception words, noting unusual correspondences between spelling and sound and where these occur in words.	To read most Y1 and Y2 common exception words*, noting unusual correspondences between spelling and sound and where these occur in the word.	To begin to read Y3/Y4 exception words.	To read all Y3/Y4 exception words*, discussing the unusual correspondences between spelling and these occur in the word.	To read all Y3/Y4 exception words*, discussing the unusual correspondences between spelling and these occur in the word	To read most Y5/ Y6 exception words, discussing the unusual correspondences between spelling and sound and where these occur in the word.
Fluency	Understand the five key concepts about print: print has meaning the names of different parts of a book	To accurately read texts that are consistent with their developing phonic knowledge, that do not require them to	To read aloud books (closely matched to their improving phonic knowledge), sounding out unfamiliar	At this stage, teaching comprehension skills should be taking precedence over teaching word reading and fluency specifically. Any focus on word reading should support the development of vocabulary.			

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	<p>print can have different purposes page sequencing we read English text from left to right and from top to bottom.</p> <p>Blend sounds into words, so that they can read short words made up of letter-sound correspondences.</p> <p>Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</p> <p>Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Read aloud simple sentences and books that are consistent with their phonic knowledge, including</p>	<p>use other strategies to work out words.</p> <p>To reread texts to build up fluency and confidence in word reading.</p>	<p>words accurately, automatically and without undue hesitation.</p> <p>To reread these books to build up fluency and confidence in word reading.</p> <p>To read words accurately and fluently without overt sounding and blending, e.g. at over 90 words per minute, in age-appropriate texts.</p>	
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	some common exception words.						
Understanding and correcting inaccuracies	<p>Enjoy listening to longer stories and can remember much of what happens.</p> <p>Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"</p> <p>Be able to express a point of view and debate when they disagree with an adult or a friend, using words as well as actions</p> <p>. Listen to and talk about stories to build familiarity and understanding.</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p> <p>Demonstrate understanding of what has been read to them by retelling</p>	To check that a text makes sense to them as they read and to self- correct.	<p>To show understanding by drawing on what they already know or on background information and vocabulary provided by the teacher.</p> <p>To check that the text makes sense to them as they read and to correct inaccurate reading</p>				

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	stories and narratives using their own words and recently introduced vocabulary.						
Comparing, Contrasting and commenting	<p>Be able to express a point of view and debate when they disagree with an adult or a friend, using words as well as actions.</p> <p>Compare and contrast characters from stories, including figures from the past.</p> <p>Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.</p> <p>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during</p>	<p>To listen to and discuss a wide range of fiction, non-fiction and poetry at a level beyond that at which they can read independently.</p> <p>To link what they have read or have read to them to their own experiences.</p> <p>To retell familiar stories in increasing detail.</p> <p>To join in with discussions about a text, taking turns and listening to what others say.</p> <p>To discuss the significance of titles and events.</p>	<p>To participate in discussion about books, poems and other works that are read to them (at a level beyond at which they can read independently) and those that they can read for themselves, explaining their understanding and expressing their views.</p> <p>To become increasingly familiar with and to retell a wide range of stories, fairy stories and traditional tales.</p> <p>To discuss the sequence of events in books and how items of</p>	<p>To recognise, listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</p> <p>To use appropriate terminology when discussing texts (plot, character, setting).</p>	<p>To discuss and compare texts from a wide variety of genres and writers.</p> <p>To read for a range of purposes.</p> <p>To identify themes and conventions in a wide range of books.</p> <p>To refer to authorial style, overall themes (e.g. triumph of good over evil) and features (e.g. greeting in letters, a diary written in the first person or the use of presentational</p>	<p>To read a wide range of genres, identifying the characteristics of text types (such as the use of the first person in writing diaries and autobiographies ) and differences between text types.</p> <p>To participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging</p>	<p>To read for pleasure, discussing, comparing and evaluating in depth across a wide range of genres, including myths, legends, traditional stories, modern fiction, fiction from our literary heritage and books from other cultures and traditions.</p> <p>To recognise more complex themes in what they read (such as loss or heroism).</p> <p>To explain and discuss their understanding of what they have read, including through formal presentations and</p>

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	<p>whole class discussions and small group interactions.</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>Anticipate (where appropriate) key events in stories. Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p>		<p>information are related.</p> <p>To recognise simple recurring literary language in stories and poetry.</p> <p>To ask and answer questions about a text.</p> <p>To make links between the text they are reading and other texts they have read (in texts that they can read independently).</p>		<p>devices such as numbering and headings).</p> <p>To identify how language, structure and presentation contribute to meaning.</p> <p>To identify main ideas drawn from more than one paragraph and summarise these.</p>	<p>views courteously.</p> <p>To identify main ideas drawn from more than one paragraph and to summarise these.</p> <p>To recommend texts to peers based on personal choice.</p>	<p>debates, maintaining a focus on the topic and using notes where necessary.</p> <p>To listen to guidance and feedback on the quality of their explanations and contributions to discussions and to make improvements when participating in discussions.</p> <p>To draw out key information and to summarise the main ideas in a text.</p> <p>To distinguish independently between statements of fact and opinion, providing reasoned justifications for their views.</p>
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							To compare characters, settings and themes within a text and across more than one text.
Words in context and authorial choice	<p>Use a wider range of vocabulary.</p> <p>Engage in extended conversations about stories, learning new vocabulary.</p> <p>Learn new vocabulary.</p> <p>Use new vocabulary throughout the day.</p> <p>Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.</p> <p>Use new vocabulary in different contexts. Listen to and talk about selected non-fiction to develop a deep familiarity with</p>	To discuss word meaning and link new meanings to those already known.	To discuss and clarify the meanings of words, linking new meanings to known vocabulary. To discuss their favourite words and phrases.	<p>To check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.</p> <p>To discuss authors' choice of words and phrases for effect.</p>	Discuss vocabulary used to capture readers' interest and imagination.	<p>To discuss vocabulary used by the author to create effect including figurative language.</p> <p>To evaluate the use of authors' language and explain how it has created an impact on the reader.</p>	To analyse and evaluate the use of language, including figurative language and how it is used for effect, using technical terminology such as metaphor, simile, analogy, imagery, style and effect.

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	<p>new knowledge and vocabulary.</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</p>						
Inference and prediction	Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"	To begin to make simple inferences. To predict what might happen on the	To make inferences on the basis of what is being said and done.	To ask and answer questions appropriately, including some simple inference	To draw inferences from characters' feelings, thoughts and	To draw inferences from characters' feelings,	To consider different accounts of the same event and to discuss viewpoints (both of

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	<p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>Anticipate (where appropriate) key events in stories.</p>	<p>basis of what has been read so far.</p>	<p>To predict what might happen on the basis of what has been read so far in a text.</p>	<p>questions based on characters' feelings, thoughts and motives. To justify predictions using evidence from the text.</p>	<p>motives that justifies their actions, supporting their views with evidence from the text. To justify predictions from details stated and implied</p>	<p>thoughts and motives. To make predictions based on details stated and implied, justifying them in detail with evidence from the text</p>	<p>authors and of fictional characters). To discuss how characters change and develop through texts by drawing inferences based on indirect clues.</p>
<p>Poetry and Performance</p>	<p>Sing a large repertoire of songs.</p> <p>Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</p> <p>Take part in simple pretend play, using an object to represent something else even though they are not similar.</p> <p>Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc.</p>	<p>To recite simple poems by heart.</p>	<p>To continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some with appropriate intonation to make the meaning clear.</p>	<p>To prepare and perform poems and play scripts that show some awareness of the audience when reading aloud.  To begin to use appropriate intonation and volume when reading aloud.</p>	<p>To recognise and discuss some different forms of poetry (e.g. free verse or narrative poetry).  To prepare and perform poems and play scripts with appropriate techniques (intonation, tone, volume and action) to show awareness of the audience when reading aloud.</p>	<p>To continually show an awareness of audience when reading out loud using intonation, tone, volume and action.</p>	<p>To confidently perform texts (including poems learnt by heart) using a wide range of devices to engage the audience and for effect.</p>

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<p>Remember and sing entire songs.</p> <p>Sing the melodic shape (moving melody, such as up and down and down and up) of familiar songs.</p> <p>Create their own songs, or improvise a song around one they know. Engage in story times. Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.</p> <p>Learn rhymes, poems and songs.</p> <p>Sing in a group or on their own, increasingly matching the pitch and following the melody.</p> <p>Develop storylines in their pretend play.</p> <p>Demonstrate understanding of what has been read to them by retelling stories and</p>						
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# Curriculum statement Reading - English



	<p>narratives using their own words and recently introduced vocabulary.</p> <p>Make use of props and materials when role playing characters in narratives and stories. Invent, adapt and recount narratives and stories with their peers and their teacher.</p> <p>Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time to music.</p>						
Non- Fiction	<p>Engage in non-fiction books.</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from</p>		<p>To recognise that non- fiction books are often structured in different ways.</p>	<p>To retrieve and record information from non- fiction texts.</p>	<p>To use all of the organisational devices available within a non- fiction text to retrieve, record and discuss information. To use dictionaries to check the meaning of words that they have.</p>	<p>To use knowledge of texts and organisation devices to retrieve, record and discuss information from fiction and non-fiction texts.</p>	<p>To retrieve, record and present information from non-fiction texts. To use non-fiction materials for purposeful information retrieval (e.g. in reading history, geography and science textbooks) and in contexts where pupils are genuinely motivated to find</p>

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	<p>stories, non-fiction, rhymes and poems when appropriate.</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</p>						<p>out information (e.g. reading information leaflets before a gallery or museum visit or reading a theatre programme or review).</p>
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## Quality texts across the school

	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
EYFS						
Year 1	Bug club big books Whole class book share	Bug club big books Whole class book share	Bug club big books Whole class book share	Old Bear – Jane Hissey I can Only Draw Worms - Will Mabbitt	Dinasours in the supermarket – Timothy Knapman	Cinnamon – Neil Gaiman  Mrs Armitage on Wheels – Quentin Blake
Year 2	Ruby’s Worry – Tom Percival  Wilfred Gordon McDonald Partridge- Mem Fox	How to Hide a Lion - Helen Stephens	Fantastic Mr Fox – Roald Dahl	Voices in the Park, Gorrilla, The Tunnel - Anthony Browne	Meerkat Mail – Emily Gravett	Dougal’s Deep Sea Diary -Simon Bartram
Year 3	Ancient Egypt Ed Shed Vipers	Morey and the riddle of the sphinx - Joe Todd-Stanton	The land of roar - Jenny McLachlan	The Wild way home - Sophie Kirtlely	River boy – Tim Bowler	The night train – Matilda Woods
Year 4	Georges Marvellous Medicine – Roald Dahl  Rumble with the Romans – Gary Northfield	The miraculous Journey of Edward Tulane - Kate DiCamillo	The last Bear – Hannah Gold  Rumble Star – Abi Elphinstone	Arthur and the Golden Rope - Joe Todd Stanton  Rumble Star – Abi Elphinstone	The Iron Man – Ian Hughes  Hidden Figures – Margot Shetterley	The Wild Robot – Peter Brown  The Boy at the Back of the Class - Onjali Q. Raúf

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		The sound collector – Roger McGough				
Year 5	Who let the Gods out – Maz Evans  Ancient Greece Ed shed – Vipers	Cosmic - Frank Cottrell Boyce	The explorer – Katherine Rundell	Holes – Louis Sachar	The Night Bus Hero – Onjali Q. Raúf	Beowolf – Michael Morpurgo
Year 6	Clockwork – Phillip Pullman  Nowhere Emporium Ross MacKenzie	Nowhere Emporium – Ross MacKenzie	Rose Blance – Ian McEwan	The Island – Armin Greder  The Arrival – Shaun Tan	Macbeth – William Shakespeare	The lost Diary of Sami Star - Karen McCombie





<p><b>Impact</b></p>	<p>By the end of Key Stage 2, our children will be confident, fluent readers who can apply their reading skills to a wide range of text types. Through a variety of opportunities, our children will be aware of different genres of text and will have had exposure to age appropriate examples of many of these. Using a variety of teaching methods, our children will experience texts as a reader and as an author, and will have a clear understanding of the process of writing as a reader and reading as a writer. In addition, they will have been encouraged throughout their time at St John's to foster a love of reading through independent reading, teacher-led class reads and guided reading lessons.</p> <p>Reading is assessed in a variety of ways:</p> <p>EYFS are assessed using the EYSF framework - Early Learning Goals. Pearson Bug Club phonics.</p> <p>KS1 and KS2 are assessed by on-going teacher assessment, in guided reading lessons and whole class reads; Pearson Bug Club phonics in KS1 and children with a specific need in KS; Pearson Bug Club comprehension assessments (children must achieve 85% or above to move to the next level); termly PIRA (Progress in Reading Assessment). This data is then input to Target Tracker. Children in Year 2 and Year 6 are also assessed in the end of Key Stage Statutory Tests (SATs) and past papers are used to inform teachers prior to the tests. The lowest 20% of readers in each year group are heard in a one to one or small group setting several times a week.</p>
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