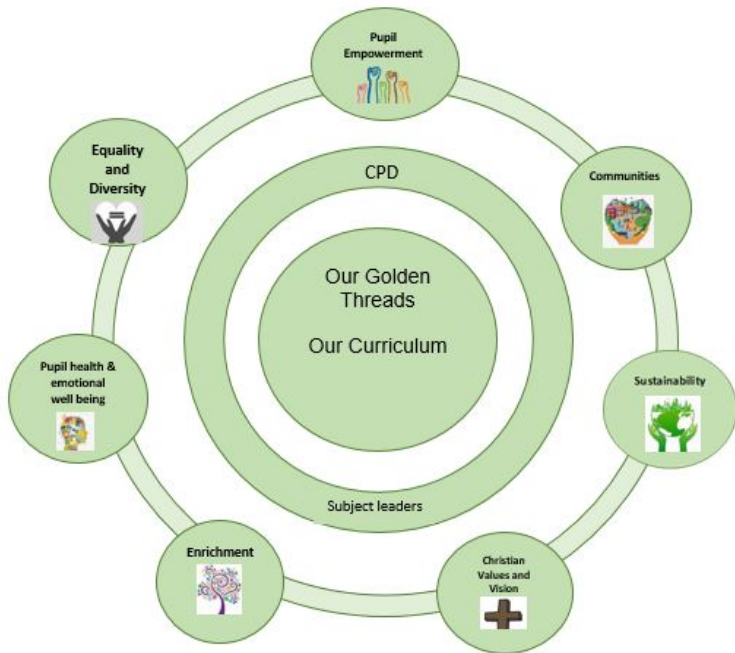# Kenn C of E Primary

Curriculum Design for Reading

Intent

At Kenn Primary, our intent is that every child will become a reader in our school. The teaching and learning of reading is at the heart of everything the children do. Whether reading for pleasure or across the curriculum, children learn to decode, comprehend, summarise, infer and predict texts, giving them access to the world of information around them. Reading will enable learning in all other areas of our curriculum, and vice versa. All children will leave our school with a love of reading, and the necessary skills to help them to flourish in their secondary education and in life. We work to develop confident, fluent readers who enjoy a variety of literature and who can critically evaluate a range of texts, both fiction and non-fiction as they prepare for transition into Key Stage 3.

We further aim to enrich reading across the school by participating in a variety of opportunities including national events such as World Book Day and National Poetry Day; writing directly to authors that the children have read in class to give their writing a purpose; immersing children in online poetry performances and readings of high quality texts from authors as well as inviting parents into school to read with their children. In Key Stage 1, cosy nook reading areas and puppet theatres enable the youngest children to embrace their imagination and retell stories in an explorative manner. Alongside this, we create an ethos of excitement about reading across the school by utilising reading ambassadors in Key Stage 2 which involves older children reading with younger children and sharing their love and enjoyment of reading.

Our teaching of Reading will contribute towards our Christian vision: *'Sowing the seeds of Kindness, Courage and Faith in God's Good Ground'.* We will achieve this by creating successful, courageous, fluent readers where reading can transport children to another world and provide great enjoyment and excitement. Furthermore, pupils are exposed to a rich and varied reading curriculum which helps them develop culturally, emotionally, intellectually, socially and spiritually, empowering them with kindness to better understanding of the world in which they live.

Meeting the needs of all children

Everyone a reader.

Targeted interventions are tailored to support pupils' needs. We will always assess a child's starting point and unpick what intervention is needed to move that child's reading forward. This may be a phonics based resource in a small group or 1:1 session, or a daily additional reading session with an adult to address a particular need. Pupils may work in small groups on fluency and reading with prosody to support understanding of a text or comprehension tasks to develop understanding. We will look for ways to engage reluctant readers such as purchasing specific texts, such as a magazine of their choice, which will motivate them to read. We believe in using pupil voice to find out what the children think about reading and we use pupil surveys to adapt and improve our reading offer. Termly we ask children to give us a list of books they would like to see in the library and we aim to purchase new books on a regular basis to ensure we have books that will appeal to every learner.

Implementation

Reading is a fundamental element of our curriculum and we want children to leave our school as confident, fluent and enthusiastic readers.

In EYFS and KS1:

- In the Foundation Stage, the Read Write Inc pathway is explicitly taught with daily teaching of phonics. They learn all the letters and sounds that make up our language and begin to decode words and read.

- They have phonics books which are read in school in small groups and practised at home. These directly match the sounds they are learning or already know.

- In our EYFS settings we aim to provide a literacy-rich environment through exposure to a wide variety of written language and oral language, as well as creating opportunities for children to explore books through carefully constructed play opportunities, role play and the Arts.

- Children listen to a wide range of fiction and non-fiction books on a daily basis and this focus on reading equips them with cultural capital and preparation for future success.

- Children in our school learn to read in conjunction with all other areas of the curriculum

- All children are read to by an adult every day. Texts are carefully chosen to match the children's abilities, age and interests and it is a time for everyone to enjoy.

- English lessons are taught in a sequence which always begins with a high quality fiction or non- fiction text or video that children get to know and understand very well, teaching them new vocabulary, how to engage a reader and key comprehension skills.

- Daily phonics teaching continues into KS1 as children work towards a phonics screening at the end of Year One, which tests their understanding of decoding words – using their knowledge of sounds to read real and nonsense words.

- Children have opportunities to learn to read individually, in small groups and with the whole class and books are decodable and phonetically matched to the Read Write Inc programme. Children are also encouraged to select a 'book to love' from the school library or their own classroom in KS1 and EYFS, which they can share independently and with an adult and read multiple times for enjoyment, changing daily if required. In Year 2, children work towards SATs and there is a shift in focus in lesson time to learning comprehension skills and vocabulary development.

In Key Stage 2:

- When a child is ready (on occasion as early as Y2), pupils follow the Accelerated Reading Programme with the aim of ensuring children have books that are matched to their reading level and maturity, ensuring challenge, interest and progress. In addition, children are taught reading skills in whole class sessions and guided reading groups which require them to summarise, infer and predict as well as understand the meaning of new vocabulary.

    Teachers use VIPERS as an acronym to aid the recall of the 6 reading domains that focus on the comprehension aspect of reading. It is a method to ensure teachers ask, and students are familiar with, a range of questions. This allows teachers to track the type of questions asked and the children's responses to these which allows for targeted questioning afterwards. VIPERS stands for Vocabulary Inference Prediction Explanation Retrieval Sequence or Summarise
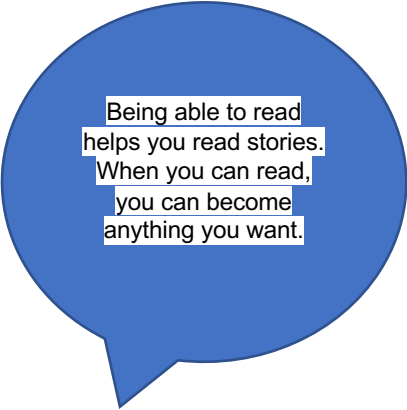
In other areas of the curriculum, reading comprehension, vocabulary knowledge and understanding, communication skills and understanding different text types are all taught within the context of the curriculum theme that children are learning and key texts are used as a springboard for other curriculum areas. This contextual learning allows for deeper understanding and greater application skills. Furthermore, whole school and cross curricular theme weeks based around high quality texts encourage the love of reading and the opportunity to immerse the children in reading a text alongside exploring art, drama and other curriculum areas.
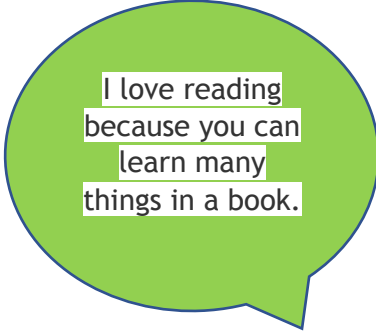
Impact

By the time children leave Kenn Primary School, our aim is for all children to be competent readers reading at least at the expected level. We hope to have inspired a love of reading and given them endless opportunities to read for pleasure. We want our readers to have experienced a wide range of genres, a wide range of poetry and to have read across the curriculum to broaden their own knowledge of subject areas. We want our children to be able to participate in discussions about books and recognise themes and conventions in narratives. Developing reading is so much more than a tick box and we want our pupils to be life-long lovers of books who read for a range of purposes and gain immense pleasure from losing themselves in a great story. Reading is the key that unlocks learning potential and our curriculum aims to embed reading across the entire curriculum for all children.

Pupil Voice

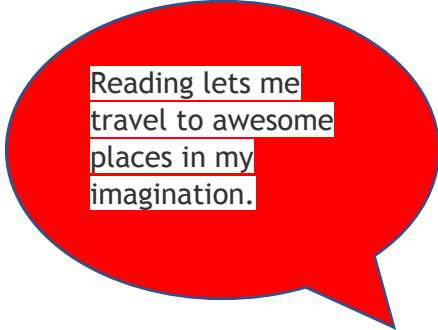(Quotes from children in Year 6

And Year 2 in April 2023)

I love reading because you can learn many things in a book.

Reading lets me travel to awesome places in my imagination.

Being able to read helps you read stories. When you can read, you can become anything you want.
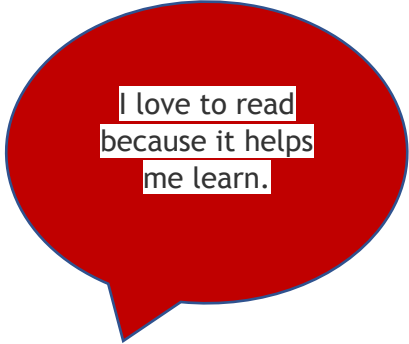
The more I read, the faster and better I can read

I like to read because there are new adventures all the time.

I love to read because it helps me learn.

Reading At Home

We know that support from parents with their child's reading plays a vital role in his or her progress. Our expectation is that children read or share books daily with an adult at home. Upper Key Stage Two children, who are reading independently, are expected to read daily to themselves and to an adult at least once a week. Children are rewarded in a variety of ways for regular home reading. In all reading diaries an insert in the front cover gives suggestions to parents on how to help your child make progress.

Library

We have an extensive library, which is continually updated and improved. We use the Junior Librarian system and children enjoy choosing their books and scanning them in and out. Encouraging them to respect and use the library correctly is preparing them for becoming life-long readers and future users of the local library. We have librarians who run the library and ensures it is well-organised and an engaging space for the children to explore a range of books.

Reading for Pleasure

Each class has a class book that is read by the teacher purely for pleasure and enjoyment. Quality time sharing a book is so important as it allows children to develop their imaginations, gives them an understanding of the world and develops empathy for others. It is through hearing stories that children are exposed to a wide range of words, meet various character types and learn the nuances of storytelling. We also have a selection of books in each classroom which the children also have access to, these always include a selection of genres. Making books easily accessible promotes the culture of Pennac's 'Rights of a Reader', the right to 'dip into a book', the right to 'read anything' and the right to 'read anywhere'. Although we encourage children to read and complete books it is equally important to know we read for a variety of purposes and we all read in different ways.

Phonics Progression

	Development Matters 2020	RWI	Speed Sounds
Pre-school	**Communication and Language** **3 & 4 – year olds** -Sing a large repertoire of songs. -Know many rhymes, be able to talk about familiar books, and be able to tell a long story. **Literacy** -Develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother.	In the last term of Nursery, children are taught to say the sounds of letters with the help of mnemonics, to blend the sounds into words and read simple 'blending books'.	**Set 1** m,a,s,d,g,o,c,k,l,h,sh,r,u, b,f,e,t,l,n,p,j,v,y,w,z,q,x
Reception	**Communication and Language** **Children in reception** -Listen carefully to rhymes and songs, paying attention to how they sound. -Learn rhymes, poems and songs. **Literacy** -Read individual letters by saying the sounds for them. -Blend sounds into words, so that they can read short words made up of known letter– sound correspondences -Read some letter groups that each represent one sound and say sounds for them	<u>Autumn Term:</u> **Set 1 Speed sounds – word time** A) Teaching single letter sounds and assisting children to blend (using magnetic letters) in order to read CVC words. B) Children know most single letter sounds and now need to learn to blend orally. C) Children know most single letter sounds and are able to blend orally. The gaps in single letter sounds are taught and further vocabulary containing 'Special Friends'. **Ditties** Children know all Set 1 single letter sounds speedily and can blend sounds into words orally.	**Set 1** m,a,s,d,g,o,c,k,l,h,sh,r,u, b,f,e,t,l,n,p,j,v,y,w,z,q,x **Set 1** sounds with the focus on the Special

	-Read a few common exception words matched to the school's phonic programme.		

	-Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words. -Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.	They are able to Fred Talk most words. Continue to teach and review Set 1 In addition the children learn to read the sounds and words needed to read a simple Ditty sheet each day. **Spring Term:** **Red** The children know all Set 1 sounds speedily. They are able to Fred Talk most words and are now able to use the same skills to read alien/nonsense words. Reviewing Set 1 Sounds and vocabulary. They also learn to read more words containing Special Friends and words that contain 4+ sounds. **Green** The children are able to Fred Talk real and alien words and also read a range of real words speedily (no Fred Talk) Reviewing Set 1 Sounds and vocabulary containing 4+ sounds. The Story Book lesson runs over three days. The children practise the Speed Sounds and Green Words related to the Story. They also practise reading Green and Red Words (common exception) speedily. -They read the story three times with the focus on building intonation and fluency.	Friends **sh ch th qu ng nk qu** **Set 2** – **ay, ee, igh, ow, oo, oo, ar, or, air, ir, ou, oy**

		Summer Term **Pink** The children are able to read ay ee igh ow oo oo speedily. They are able to Fred Talk real and alien words and also read a range of real words speedily (no Fred Talk)	
Year 1		**Autumn Term:** **Orange/ Yellow** The children are able to read *ar or air ir ou oy* speedily. They are able to Fred Talk real and alien words and also read a range of real words speedily (no Fred Talk) Lessons continue to review Set 1 and 2 sounds. Set 3 sounds are now taught, the focus is on reading at this stage. **Spring Term:** **Blue** The children are able to read alien words and real words containing Set 1 and 2 Sounds speedily (no Fred Talk) The Speed Sound Lesson reviews Set 1, 2 and 3 Sounds and now includes writing words containing Set 3 Sounds. The Story Book Lesson <u>extends to five days.</u> The children are able to read *a-e ea i-e o-e u-e* oi speedily and alien words containing other Set 3 Sounds. They can read a text at 70+ words per minute The Speed Sound Lesson reviews Set 2 and 3 Sounds	**Set 3** -ea, oi, a-e, i-e, o-e, u-e, aw, are, ur,er, ow, ai, oa, ew, ire, ear, ure, tion, tious/cious

		Summer Term: **Grey** The children are able to read ai oa ew oi ire ear er aw ow ure are ur speedily and alien words containing these and other Set 3 Sounds They can read a text at 80+ words per minute	
Year 2		Those children who are working below blue books will continue on the program with additional 1:1 support.	

Fred talk: Fred is a toy frog and he can *only* say the sounds in a word and needs help to read the word. Fred will say the sounds and children will work out the word. For example, Fred will say the sounds **c–a–t**, and children will say the word *cat*. This is Fred Talk: sounding out the word.

Special Friends: two letters that make one sound
Each sound has a rhyme to help the children remember the sounds. The sounds are taught in a specific order, shown below, starting at the top from left to right. The children begin by learning the sound each individual letter of the alphabet makes. They then move on to learning how combinations of 2 or 3 letters can make one sound.

Set 1 sounds

m mmmmmountain	a a-a-a apple	s Sssssssnake	d d-d-d- dinosaur	t t-t-t-tower
i i-i-i-insect	n Nnnnet	p p-p-p- pirate	g g-g-g- girl	k k-k-k- kangaroo

u u-u-u- umbrella	b b-b- boot	f ffflower	e e-e- egg	l llleg
H h-h- horse	Sh sh says the horse	r rrrobot	J j-j-jack in a box	V vvvulture
y y-y- yak	w w-w- worm	th th thank you	z zzzip	ch ch-ch- choo
qu qu-qu- queen	x xxx exercise	nk nk I think I stink	ng ng thing on a string	

Red Words at Set 1

Red words are what we call words the children cannot sound out as they do not follow the phonics language patterns. Their letters make uncommon sounds. The only way to learn these words is from memory, so they need lots of practise! These words are taught alongside new sounds, once the children can read some simple 3 sound words e.g. c-a-t.

These are the red words children should know while working at the set 1 sound level.

I	the	my	you	said
your	are	be	of	no
what	all	was	we	so
to	me	call	her	there
want	go	old	he	she

Set 2 sounds

These are sounds which are made up of 2 or 3 letters This is a list of the set 2 sounds and the matching phrases:

ay: may I play
ee: what can you see?

igh: fly high
ow: blow the snow
oo: poo at the zoo
oo: look at a book
ar: start the car
or: shut the door
air: that's not fair
ir: whirl and twirl
ou: shout it out
oy: toy for a boy

Set 3 sounds

ea: cup of tea
oi: spoil the boy
a-e: make a cake
i-e: nice smile
o-e: phone home
u-e: huge brute
aw: yawn at dawn

are: care and share
ur: nurse with a purse
er: better letter
ow: brown cow
ai: snail in the rain
oa: goat in a boat
ew: chew the stew
ire: fire fire
ear: hear with your ear
ure: sure its pure
tion:
tious/cious

Red Words at Set 2/3

some	does	tall	come	watch	who	were	brother	any
there	where	too	small	love	many	here	once	buy
worse	thought	talk	could	anyone	would	great	son	water
should	they	half	going	over	laugh	because	can't	one

people	another	through	baby	told	even	mother	brother	why
friend	eye	only	key	put				

Reading Progression EYFS and KS1

	EYFS(30 months to ELGs)	Year 1	Year 2
Reading for Pleasure/ Love of reading.	● Choose books from the classroom or library to look at independently, with a friend or with an adult at home or school every day. ● Enjoy the class book corner and school library. ● Listen to audiobooks in the classroom. ● Participate in STAR (Stop and read) once a week. ● Share books with parents and record home learning in a reading diary. ● Listen to a book read by a class teacher or adult in school every day. ● Perform simple stories and poems.	● Choose books from the classroom or library to look at independently, with a friend or with an adult at home or school. ● Enjoy the class book corner and school library. ● Listen to audiobooks in the classroom. ● Participate in STAR (Stop and read) once a week. ● Share books with parents and record home reading in a reading diary. ● Listen to a book read by a class teacher or adult in school every day. ● Write simple book reviews. ● Perform stories, poems and plays. ● Choose books from the library to read for pleasure at least once a week.	● Choose books from the classroom or library to read or share independently, with a friend or with an adult at home or ● school. Enjoy the class book corner and ● school library. ● Listen to audiobooks in the classroom. Participate in STAR ● (Stop and read) once a week. Share books with parents and ● record home reading in a reading diary. Listen to a book ● read by a class teacher or adult in school every day. Write a book review with more ● detail to share with others, at ● least once per half term. Perform stories, poems and plays. Choose books from the library to read for pleasure at least once a week.

Decoding	Use letters and sounds Phase 1-3 ● Enjoy rhyming and rhythmic activities. ● Show an awareness of rhyme and alliteration. ● Recognise rhythm in spoken words. ● Continue a rhyming string. ● Hear and say the initial sound in words. ● Segment the sounds in simple words and blend them together. Know which letter represents some of them.	Use letters and sounds Phase 3-5 ● Apply phonic knowledge and skills as the route to decode words. ● Blend sounds in unfamiliar words using the GPCs that have been taught. ● Respond speedily, giving the correct sound to graphemes for all the 40+ phonemes. ● Read words taught using GPCs. ● Read words containing -s,-es,-ing,-ed and est endings. ● Read words with contractions, e.g. I'm, I'll and we'll. ● Accurately read texts that are consistent with their developing phonic knowledge,	● 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 alternate sounds for graphemes. ● Accurately read most words of two or more syllables. ● Read most words containing common suffixes.(see spelling appendix in the NC) Read words accurately and fluently without overt sounding and blending.

	● Link sounds to letters, naming and sounding the letters of the alphabet. ● Use phonic knowledge to decode regular words and read them aloud accurately. ● Begin to read words and simple sentences.	that do not require them to use other strategies to work out words. Reread texts to build up fluency and confidence in word reading.	e.g. at over 90 words per minute in age appropriate texts.
Range of Reading	● Listen to a wide range of picture books, poems, rhymes and nonfiction.	● Listen to a wide range of picture books, poems, rhymes and non-fiction.	● Listen to and begin to discuss a wide range of fiction, poetry, plays, nonfiction and reference books or textbooks.

Familiarity with texts	• Introduce children to a wide range of books, including picture books, poems, fairy tales and rhymes. Repeat patterns and rhymes.	• Increase their familiarity with a wide range of books, including fairy stories, myths and legends. Re-tell some of these orally.	• Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retell some of these orally.
Poetry & Performance	• Listen to and join in with stories and poems, one to one and in small groups. • Join in with repeated refrains in rhymes and stories. Use intonation, rhythm and phrasing to make the meaning clear to others. • Develop preference for forms of expression. Play cooperatively as part of a group to develop and act out a narrative. Express themselves effectively, showing awareness of listeners' needs.	• Continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some with appropriate intonation to make the meaning clear.	• With support, prepare poems and play scripts to read aloud and to perform, beginning to show some awareness of the audience and using appropriate intonation and volume when reading aloud. Recognise that there are different forms of poetry.
Word meanings/ Vocabulary.	• Build vocabulary that reflects the breadth of their experiences. Extend vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.	• Discuss word meanings and begin to classify them using the 3 tiered approach. • Link word meanings to those already known. • Use vocabulary and forms of speech that are greatly influenced by their experiences of books.	• Discuss word meanings and begin to classify them using the 3 tiered approach. • Use dictionaries to check the meaning of words that they have read. Use known strategies appropriately to establish

			meaning, in books that can be read independently.

	● Use vocabulary and forms of speech that are greatly influenced by their experiences of books.		● Self-correct misread words when reading age-appropriate texts and discuss the meaning of new words in context. ● Discuss favourite words and phrases.
Comprehension Understanding	● Know that print carries meaning and, in English, is read from left to right and top to bottom. ● Understand humour, E.g. nonsense rhymes, jokes. ● Listen to stories with increasing attention and recall. ● Begin to be aware of the way stories are structured. ● Enjoy an increasing range of books. ● Follow a story without pictures or props. ● Demonstrate understanding when talking to others about what they have read.	● Check that a text makes sense to them as they read and to self- ● correct. Listen to and discuss a wide range of fiction, non-fiction and poetry at a level beyond that at which they can read independently. ● Link what they have read to own experiences. ● Retell familiar stories in increasing detail. Join in with discussions about a text, taking turns and listening to what others say.	● Show understanding by drawing on what they already know or on background information and vocabulary provided by the teacher. ● Check that the text makes sense to them as they read and correct inaccurate reading. ● 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 they read themselves, explaining their understanding and expressing their views.

			Become increasingly familiar with and retell a wide range of stories, fairy tales and traditional stories.
			- Ask questions to improve their understanding of a text. - Identify main ideas drawn from more than one paragraph and summarise these with support. - Begin to use vocabulary from the text to support responses and explanations
Inference	- Listen to stories and respond to what they hear with relevant comments, questions or actions, - Begin to understand and answer 'How' and 'Why' questions.	- Begin to make simple inferences. - Listen to stories and respond to what they hear with relevant comments, questions or actions,	- Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify these with evidence -with support in Guided and Whole Class reading before individually. - Discuss the actions of characters.

Prediction	• Anticipate key events and phrases in rhymes and stories. • Suggest how a story might end.	• Anticipate key events and phrases in rhymes and stories read by and to the child. • Predict what might happen on the basis of what has been read so far.	• Predict what might happen from details stated in books read to and by the child. Make plausible predictions based on knowledge of the text.
Authorial Intent	• Describe main story settings, events and principal characters.	• Describe main story settings, events and principal characters. • Begin to discuss words and phrases that capture their imagination.	• Discuss words and phrases that capture the reader's interest and imagination With support, identify specific words and phrases which contribute to the development of meaning. • With support, discuss the effect specific language has on the reader.
Non-fiction	• Know that information can be relayed in the form of print. Know that information can be retrieved from books and computers.	Recognise that non-fiction books are often structured in different ways. Know that information can be retrieved from books and computers.	• Retrieve and record information from non-fiction • Uses text features to locate information e.g. contents, indices, subheadings
Discussing reading	• Participate in teacher led discussions about books that are read to them, taking turns and listening to what others say.	• Participate in teacher led discussions in small or whole class groups about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.	• Participate in teacher led discussions in small or whole class groups about both books that are read to them and those they can read for themselves, taking turns and listening to what others say. • Make RELEVANT links to other known texts or personal experience

			● Discuss words and phrases that capture the reader's interest and imagination ● Make links between texts and to the wider world

Reading Progression KS2

	Year 3	Year 4	Year 5	Year 6
Reading for Pleasure/ Love of reading.	• Choose books from the classroom or library to read independently, with a friend or with an adult at home or school. Enjoy the class book corner and school library. • Listen to audiobooks in the classroom. • Participate in STAR (Stop and read) once a week. Share books with parents and record home reading in a reading diary, earning certificates and rewards. Listen to a book read by a class teacher or adult in school every day. • Write an increasingly detailed book review to share with others, at least once per half term. Perform stories, poems and plays.	• Choose books from the classroom or library to read independently, with a friend or with an adult at home or school. • Enjoy the class book corner and school library. • Listen to audiobooks in the classroom. • Participate in STAR (Stop and read) once a week. • Share books with parents and record home reading in a reading diary, earning certificates and rewards. • Listen to a book read by a class teacher or adult in school every day. • Write an increasingly detailed book review to share with others, at least once per half term. • Perform stories, poems and plays.	• Participate in STAR (Stop and read) once a week. • Read books independently and to parents and record home reading in a reading diary, earning certificates and rewards. • Listen to a book read by a class teacher or adult in school every day. • Write detailed book reviews in different forms to share with others, at least once per half term. • Perform stories, poems and plays. • Choose books from the library to read for pleasure, as well as an AR book, at least once a week	• Participate in STAR (Stop and read) once a week. • Read books independently and to parents and record home reading in a reading diary, earning certificates and rewards. • Listen to a book read by a class teacher or adult in school every day. • Write detailed book reviews, to share with others, at least once per half term. • Perform stories, poems and plays. • Choose books from the library to read for pleasure, as well as an AR book.

	Choose books from the library to read for pleasure, as well as an AR book, at least once a week.	• Choose books from the library to read for pleasure, as well as an AR book at least once a week		
Decoding	• Read words with contractions Read • accurately by blending sounds in • words Read accurately words of	• Apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to	• Apply their growing knowledge of root words, prefixes and suffixes (morphology and	• Apply their growing knowledge of root words, prefixes and suffixes (morphology and

	more than two syllables	understand the meaning of new words they meet (to	etymology), both to read aloud and to understand	etymology), both to read aloud and to understand

	- Read words containing common - suffixes apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new - words they meet (to include 'dis-', 'mis-', 'in-', 'il-', 'im-', 'ir-', '-ly') Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word	include 're-', 'sub-', 'inter-', 'super-', 'anti-', 'auto-', 'ation', '-ous') Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word	the meaning of new words that they meet to the expectations of year 5 spellings	the meaning of new words that they meet to the expectations of year 6 spellings

Range of Reading	• Listen to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks • Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally.	• Listen to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks • Reading books that are structured in different ways and read for a range of purposes.	• Continue to read and discuss an increasingly 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. • Make comparisons within and across books.	• Continue to read and discuss an increasingly 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 • Make comparisons within and across books.
Familiarity with texts	• Increase familiarity with a wide range of books, including fairy stories, myths and legends, and retell some of these orally. • Recognise themes in age appropriate texts, such as the triumph of good over evil. • Recognise conventions in age-appropriate texts e.g. the use of magical devices in fairy stories and folk	• Increase 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. Explore underlying themes and ideas. Recognise conventions in age appropriate texts, such as the use of 'the power of 3' (wishes, characters, e.g. the king's 3 sons	• Increase 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. Identify and discuss themes and conventions in and across a wide range of writing 'heroism' or 'loss', across a range of age appropriate texts,	• Increase 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. Identify and discuss themes and conventions in and across a wide range of writing.

	• tales, or the use of first person in diaries. Begin to discuss how language, structure and presentation help the reader to understand the text. Identify themes and conventions in a wide range of books.	etc.) in fairy stories and folk tales. Recognise themes in age appropriate texts, such as bullying. • Identify similarities in themes and conventions across a range of books. • Identify specific techniques, e.g. simile, metaphor, repetition, exaggeration and explain the effect on them as a reader.	• explaining the theme in the context of the writing. Discuss how the organisation of a text supports its purpose, e.g. persuading, explaining, informing etc. Identify and comment on genre-specific language features used in age appropriate texts, e.g. related language to convey information in a non-fiction text. • Understand and begin to use technical terms to discuss language effects, e.g. simile, metaphor, personification, with reference to the text.	
Poetry & Performance	• Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, • tone, volume and action.	• Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action.	• Learn a wider range of poetry by heart • Prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so	• Learn a wider range of poetry by heart • Prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so

	Recognise some different forms of poetry	Recognise some different forms of poetry [Haiku, nonsense, List poems Kennings]	that the meaning is clear to an audience	that the meaning is clear to an audience
Word meanings/ Vocabulary	● Use dictionaries to check the meaning of words that they ● have read. Use known strategies appropriately to establish meaning, ● in books that can be read independently. Self-correct misread words when reading age appropriate texts and discuss the meaning of new words in context.	● Use dictionaries to check the meaning of words that they ● have read. Use known strategies appropriately to ● establish meaning. Self-correct misread words when reading age-appropriate texts and suggest the meaning of new words in context.	● Use contextual and genre knowledge to determine alternate meanings of known words.	● Identify and comment on genre specific language features used in age appropriate texts, e.g. shades of meaning between similar words.

		● Discuss understanding as it develops and explain the meaning of words in context.		

| Comprehension/ Understanding | Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context. Show understanding of the main points drawn from more than one paragraph. Ask questions to improve their understanding of a text. Extract information from the text and make notes using reference to the text. Identify main ideas drawn from more than one paragraph and summarise these. Begin to use vocabulary from the text to support responses and explanations. Summarise the main details from more than one paragraph in a few | Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context Ask questions to improve their understanding of a text. Identify main ideas drawn from more than one paragraph and summarise these. Summarise main details from more than one paragraph in a few sentences accurately and succinctly using vocabulary from the text. Understand how paragraphs are used to order and build up ideas and can be used by readers to monitor and summarise. Use specific vocabulary and ideas expressed in the text to support own responses, | Check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context. Ask questions to improve their understanding Summarise the main ideas drawn from more than one paragraph, identifying key details to support the main ideas. Ask pertinent and helpful questions to improve their understanding of a text. 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. | Check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context. Ask questions to improve their understanding. Summarise the main ideas drawn from more than one paragraph, identifying key details to support the main ideas. Produce a succinct summary, paraphrasing the main ideas from across the text or a range of sources. |

	sentences, using vocabulary from the text.	explanations and own views.		

Inference	• Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence. • Discuss the actions of characters.	• Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence. • Draw generally accurate inferences including inferring a character's motives from their	• Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence. • Begin to make links between the authors' use of language and the inferences drawn.	• Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence. • Refer to the text to support predictions and opinions (expanding responses to provide Evidence + Explanation)

	• Draw generally accurate inferences such as inferring character's feelings from their thoughts and actions, sometimes, but not always, fully supported through reference to the text.	thoughts and actions, sometimes supported through reference to the text. • Discuss how speech can show a character's emotions. • Infer underlying themes and ideas.	• Refer accurately to elements from across the text to support predictions and opinions.	• Begin to see how inferences draw on the connotations of words, their use in context and that they can be cumulative, as clues are picked up through a text, e.g. action and dialogue (as well as descriptive language) enable inferences to be developed.
Prediction	• Predict what might happen from details stated. Make • plausible predictions based on knowledge of the text.	• Predict what might happen from details stated and implied.	• Make predictions and express opinions, explaining and justifying these with reference to the text	• Make predictions and express opinions, explaining and justifying

		• Make plausible predictions based on knowledge of the text. • Predict from details implied.		these with reference to the text
Authorial Intent	Discuss words and • phrases that capture the reader's interest and imagination. • Identify specific language which contributes to the • development of meaning. Discuss the effect specific language has on the reader.	• Discuss words and phrases that capture the reader's interest and imagination. • Identifying how language, structure, and presentation contribute to meaning. • Discuss how language used has an effect on the reader. • Notice and discuss the author's choice and order of content linked to purpose. For example *Why has the author started the story in the middle of the events? Why has the author included that the Vikings created beautiful jewellery?*	• Identify how language, structure and presentation • contribute to meaning. Discuss and evaluate how authors use language, including figurative language, • considering the impact on the reader. • Identify and explain the author's point of view with reference to the text. Consider the similarities and differences in approaches taken and viewpoints of authors and of fictional characters.	• Identify how language, structure and presentation contribute to meaning. • Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.

Non-fiction	• Can retrieve and record information from nonfiction. Uses text features to • locate information e.g. contents, indices, subheadings. Begin to recognise fact and opinion in non-fiction texts.	• Can retrieve and record information from nonfiction texts. • can identify a range of presentational devices used to guide the reader in non-fiction, e.g. appropriate subheadings. • Recognise and distinguish between fact and opinion in nonfiction texts.	• Can distinguish between statements of fact and opinion and understand why • this is important to interpreting the text. Can retrieve, • record and present information from non-fiction. Retrieve and record information from non-fiction by using features to locate information	• Can distinguish between statements of fact and opinion and recognise in the language used by authors to influence readers. • Retrieve, record and present information from non-fiction.

	• Locate information using skimming, scanning and text marking.	• Use features to locate information e.g. contents, • indices, subheadings. Locate information using skimming, • scanning and text marking. Can retrieve and record information from non-fiction, extracting information from age-appropriate texts and make notes using quotation and reference to the text.	e.g. contents, indices, subheadings. • Skim and scan efficiently for vocabulary, key ideas and facts on both the printed page and screen. • Retrieve, record and present information from non-fiction extracting information from age appropriate texts and make notes using quotation and reference to the text.	• Skim and scan efficiently to extract information from age appropriate texts and make well organised notes of the main ideas using quotation and reference to the text using their own words.

Discussing reading				
	• Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say. Make simple links to other known texts or personal experience. • Identify specific techniques, e.g. simile, metaphor, repetition, exaggeration, and say why they interest them. • Use specific vocabulary and ideas expressed in the text to support their own views.	• 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. • Make RELEVANT links to other known texts or personal experience. • Discuss words and phrases that capture the reader's interest and imagination. • Identify features that characterise books set in different cultures or historical settings. • Make links between texts and to the wider world. Give examples to illustrate how language, structure and presentation help the reader to understand the text.	• Recommend books that they have read to their peers, giving reasons for their choices. • Participate in discussions about books, building on their own and others' ideas and challenging views courteously. • Explain and discuss their understanding of what they have read, including through formal presentations and debates. • Provide reasoned justifications for their views. • Make comparisons within and across books by comparing information, characters or events within and between age appropriate texts. • Identify how presentational and organisational choices vary according to the	• Recommend books that they have read to their peers, giving reasons for their choices. • Participate in discussions about books, building on their own and others' ideas and challenging views courteously. • Explain and discuss their understanding of what they have read, including through formal presentations and debates, • Provide reasoned justifications for their views. • Identify and comment on genre-specific language features used in age appropriate texts, e.g. shades of meaning between similar words. • Understand and begin to use technical terms to discuss language

			form and purpose of the writing.	effects, e.g. symbol, imagery, analogy.
			● Make simple links between age-appropriate texts and their audience, purpose, time and culture drawing on a good knowledge of authors.	● Explain and justify how texts relate to the audience, purpose, time and culture, and refer to specific aspects of a text. which exemplify this ● Compare and discuss accounts of the same event or characters or settings or viewpoints in texts, exploring a similar theme or topic, or written in a similar genre.

Pre and Post Primary Objectives

Because children begin school at very different starting points, and with very different life experiences, we feel it important to include Nursery objectives in our Curriculum Document to ensure that if there are big gaps in a child's understanding, the school can quickly address these gaps and ensure barriers to learning are minimised.

Likewise, throughout a child's time in at Kenn, they may experience a vast range of learning opportunities in Science outside of school with their families. To ensure that a broader and deeper understanding in Science is catered for, we refer to the Key Stage 3 Science objectives to allow teachers to challenge learners and ensure pupils continue to progress.

Nursery Objectives

The statutory framework for early years foundation stage set out the standards for learning, development and care for children from birth to five.

It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing)

Key Stage 3 Objectives

Reading at key stage 3 should be wide, varied and challenging. Pupils should be expected to read whole books, to read in depth and to read for pleasure and information.

Subject content

Reading

Pupils should be taught to:

- develop an appreciation and love of reading, and read increasingly challenging material independently through:
  -reading a wide range of fiction and non-fiction, including in particular whole books, short stories, poems and plays with a wide coverage of genres, historical periods, forms and authors. The range will include high-quality works from:
  -English literature, both pre-1914 and contemporary, including prose, poetry and drama
  -Shakespeare (two plays)
  -seminal world literature
- choosing and reading books independently for challenge, interest and enjoyment.
- re-reading books encountered earlier to increase familiarity with them and provide a basis for making comparisons.
- understand increasingly challenging texts through:
  -learning new vocabulary, relating it explicitly to known vocabulary and understanding it with the help of context and dictionaries
  - making inferences and referring to evidence in the text
  -knowing the purpose, audience for and context of the writing and drawing on this knowledge to support comprehension
  - checking their understanding to make sure that what they have read makes sense.
- read critically through:
  - knowing how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, presents meaning
- recognising a range of poetic conventions and understanding how these have been used
- studying setting, plot, and characterisation, and the effects of these
- understanding how the work of dramatists is communicated effectively through performance and how alternative staging allows for different interpretations of a play
- making critical comparisons across texts
- studying a range of authors, including at least two authors in depth each year.