



Reading

VISION:	AIM:	RIGHTS RESPECTING SCHOOLS (RRS)	Behaviour charter
At Tillingbourne we want children to: <ol style="list-style-type: none"> 1. Love Learning 2. Find their strengths and talents 3. Achieve more than they thought possible 	Children are successful at Tillingbourne School because they are: <ul style="list-style-type: none"> • Aspirational • Responsible • Resilient • Curious • Confident • Caring 	FOCUS RIGHTS <ol style="list-style-type: none"> 1. The right to learn 2. The right to be heard 3. The right to be me 	All children must be: <p>Ready Respectful Safe</p>

	EYFS and KS1	Year 3	Year 4	Year 5	Year 6
Decoding					
Phonics (Accuracy)	<p>*Taken from the SFA Scope and Sequence</p> <ul style="list-style-type: none"> • Read words with prefix un • Read nonsense words • Read and spell words with ou / ow • Read and spell words with ie / igh • Read and spell words with ea / ee / e • Read and spell words with oy / oi • Read and spell words with ir / ur / er • Read and spell words with ue / oo • Read and spell words with aw / or / ore / au • Read and spell words with ew / ue / oo • Read endings on split digraph words • Read and spell words with a_e / ay / ai / a / ey / ei / eigh • Read and spell words with e_e / ea / ee / e / ie • Read and spell words with i_e / ie / igh / i • Read and spell words with o_e / oa / o / ou • Read and spell words with u_e / ew / ue / oo / ui / ou • Read and spell words with -y / e_e / ea / ee / ie / e / ey • Read and spell words with -y / i_e / ie / igh / i • Read and spell words with ow / o_e / oa / ou / o • Read words with suffix -ly • Read and spell words with c / s / sc / ce • Read and spell words with g / ge / dge / j • Read and spell words with ire • Read and spell words with are / air / ear / ere 	<p>Can accurately decode using phonological knowledge, root words, prefixes and suffixes</p> <p>Sounds to be taught: /i/ spelled with a 'y' /u/ spelled 'ou' /ai/ sound spelled 'ei', 'eigh' or 'ey'</p> <p>Year 3 and 4 word list separated into 44 phonemes and taught in phonic clusters. See appendix 1</p>	<p>Can accurately decode using phonological knowledge, root words, prefixes and suffixes</p> <p>Sounds to be taught: /k/ sound spelled 'ch' /s/ sound spelled 'c' /sh/ sound spelled 'ch' /s/ sound spelled 'sc'</p> <p>Year 3 and 4 word list separated into 44 phonemes and taught in phonic clusters. See appendix 1</p>	<p>Reads the majority of words in the text automatically, using decoding for new or challenging words.</p> <p>words containing the letter string -ough to be taught.</p> <p>Year 4 and 5 word list separated into 44 phonemes and taught in phonic clusters. See appendix 1</p>	<p>Year 4 and 5 word list separated into 44 phonemes and taught in phonic clusters. See appendix 1</p>

	<ul style="list-style-type: none"> • Read words with suffix -less Read and spell words with tch / ch / t • Read and spell words with oe / o_e / ow / oa / ou / o • Read words with suffix -ment Read and spell words with ph / f • dʒ/ sound spelled as -ge & -dge • /s/ sound spelled 'c' before 'e', 'i' & 'y' • /n/ sound spelled kn- & gn • /r/ sound spelled 'wr' • /ʌ/ sound spelled 'o' • /ɔ:/ sound spelled 'a' before 'l' and 'll' • /i:/ sound spelled -ey • /ɒ/ sound spelled 'a' after 'w' and 'qu' • /ɜ:/ sound spelled 'or' after 'w' • /ɔ:/ sound spelled 'ar' after 'w' • /z/ sound spelled 's' 				
<p>Prefixes and Suffixes</p>	<p>*Taken from the SFA Scope and Sequence:</p> <p>Read CVC words with -s ending /s/ sound</p> <p>Read CVC words with -z ending /z/ sound</p> <p>Read CVC and double-consonant words with -ing endings</p> <p>Read CVC words with -es endings</p> <p>Read CVC words with -ed endings</p> <p>Read nouns and adjectives with -er ending</p> <p>Read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings.</p> <p>Endings: -il , -le, -el, -al, -y, -tion</p> <p>Suffixes: -ed, -ing, -er, -est, -es, -y, -ment, -ness, -ful, -less, -ly</p>	<p>Teach reading of Pre-fixes and suffixes identified for Year 3 using root word recognition.</p> <p>Prefixes: un- dis- mis- re- anti- sub- auto- inter- in- il- im- ir-</p> <p>Suffixes: -ly -ally -ation -sion -tion</p> <p>Adding suffixes Suffixes (vowels)</p>	<p>Teach reading of Pre-fixes and suffixes identified for Year 4 using root word recognition.</p> <p>Endings: -sion & -tion -ssion -ation -cian -ous -ture -sure -gue -que</p> <p>Prefixes: un- dis- mis- re-</p>	<p>Teach reading of Pre-fixes and suffixes identified for Year 5 using root word recognition.</p> <p>Word endings: -ious -cial & -tial -able & -ible -ably & -ibly -ant & -ent -ance & ancy -ence & -ency</p>	<p>Teach reading of Pre-fixes and suffixes identified for Year 6 using root word recognition.</p> <p>Suffixes: the role and use of suffixes adding suffixes to words ending in -fer</p>
<p>Common Exception Words</p>	<p>Read common exception words matched to the SFA phonic programme.</p> <p>Read Year 1 and 2 common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.</p> <p>*Please see attached appendix from the National Curriculum for word lists – Year 1-6.</p>	<p>Teaching of reading and spelling of Year 3 common exception words through spelling lessons.</p>	<p>Teaching of reading and spelling of Year 4 common exception words through spelling lessons.</p>	<p>Teaching of reading and spelling of Year 5 common exception words through spelling lessons.</p>	<p>Teaching of reading and spelling of Year 6 common exception words through spelling lesson.</p>

Fluency

<p>Automaticity</p>	<p>Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p> <p>Read HFW and CEW by sight with increased fluency over time consistent with taught progression.</p> <p>Take more note of full stops in order to support the use of fluency.</p> <p>Read aloud decodable texts grouping a few words together with confidence.</p> <p>Take more note of full stops, questions marks, exclamation marks and bold and enlarged text in order to support the use of fluency.</p> <p>Read with some intonation and expression with more of a focus co-ordinating and subordinating conjunctions.</p> <p>Re-read to enhance phrasing and clarify precise meaning.</p>	<p>Reads the majority of words in the text automatically without the need to decode.</p> <p>Read aloud at a reasonable pace, grouping words into meaningful phrases without overt sounding and blending.</p> <p>Uses punctuation cues and some intonation and expression with a focus on speech. Thinking about the use of synonyms for said and the punctuation inside the speech marks, as well as the narrative in between.</p> <p>Read sentences with full stops, commas in a list, question marks and exclamation marks with correct intonation.</p>	<p>Reads the majority of words in the text automatically without the need to decode</p> <p>Read aloud a text at a flowing pace, pausing to attend to more complex sentences.</p> <p>Uses punctuation cues and clear intonation and expression with a focus on speech. Thinking about the use of synonyms for said and the punctuation inside the speech marks, as well as the narrative in between.</p>	<p>Reads the majority of words in the text automatically, using decoding for new or challenging words.</p> <p>Able to read most words effortlessly and to work out how to pronounce unfamiliar written words with increasing automaticity.</p> <p>Read with some intonation and expression in relation to the use of relative clauses and parenthesis with a focus on the punctuation used (brackets, commas and dashes)</p>	<p>Reads the majority of words in the text automatically, using decoding for new or challenging words.</p> <p>Consistently and automatically integrates pausing, intonation, phrasing and rate.</p> <p>Read dialogue in narratives with appropriate expression to to convey character and advance the action.</p> <p>Read aloud confidently adhering to the use of all punctuation taught at key stage 2 correctly (e.g. semi-colons, dashes, colons, hyphens) and, when necessary, use intonation and expression to convey such punctuation precisely, enhance meaning and avoid ambiguity.</p>
<p>Prosody</p>	<p>Show fluency and confidence whilst re-reading familiar texts.</p> <p>Develop play around favourite stories using props.</p> <p>Modelling expression through use of high-quality texts.</p>	<p>Reads with intonation, stress and rhythm mostly in clause and sentence units, mirroring the sound of natural spoken language.</p> <p>Reads at conversational pace; appropriate rate throughout reading.</p> <p>Read sentences with more than one clause by emphasising coordinating (For, and, nor, yet so) and subordinating (when/if/that/because) conjunctions appropriately.</p> <p>Read with more of a focus on subordinating conjunctions at the start and the middle of a sentence.</p> <p>Read sentences that express time, place and cause appropriately; beginning to place emphasis or change tone of voice to indicate understanding.</p>	<p>Reads with intonation, stress and rhythm mostly in clause and sentence units, mirroring the sound of natural spoken language.</p> <p>Resolves word or sentence structure difficulties quickly, usually through self-correction</p> <p>Read with some intonation and expression in relation to the use of the different types of fronted adverbials and its comma.</p> <p>Uses effective intonation, stress and expression that indicate understanding.</p> <p>Read sentences which include subordinating conjunctions, adverbs and prepositions expressively by carefully placing emphasis or change tone of voice to indicate understanding.</p>	<p>Reads with intonation, stress and rhythm mostly in clause and sentence units, mirroring the sound of natural spoken language.</p> <p>Reads aloud a range of moderately complex texts with fluency and phrasing, adjusting pace, volume, pitch and pronunciation to enhance meaning and expression and according to purpose and audience.</p> <p>Read with intonation and expression in relation to the use of the different types of fronted adverbials and its comma.</p> <p>Read with emphasis on adverbs and modal verbs to indicating degrees of possibility.</p> <p>Read to emphasise the appropriate clause when using subordination, including relative clauses, when varying their position within the sentence</p> <p>Read correct subject and verb agreement when using singular and plural, varying tone of voice and emphasis to distinguishing between the language of speech and writing, choosing the appropriate register.</p>	<p>Reads with intonation, stress and rhythm mostly in clause and sentence units, mirroring the sound of natural spoken language.</p> <p>Read aloud a range of moderately complex and sophisticated texts which include multisyllabic words and complex sentences with fluency and appropriate expression.</p> <p>Reads aloud a range of complex texts with fluency and phrasing, adjusting pace, volume, pitch and pronunciation to enhance meaning and expression and according to purpose and audience.</p> <p>Read aloud with a clear distinction between the language of speech and writing and an appropriate register carefully chosen to convey meaning and genre.</p> <p>When reading aloud, exercise an assured and conscious control over levels of formality, particularly through adhering to grammar and emphasising vocabulary to achieve this.</p>

Vocabulary

	<p>Discuss and clarify the meanings of words; link new meanings to known vocabulary.</p> <p>With the help of the teacher, notice literary effects used by fiction writers and the formal language of different types of non-fiction.</p> <p>Recognise and join in with predictable phrases and simple recurring literary language in literature and poetry.</p> <p>To be able Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>Identify words and phrases chosen for effect on the reader.</p> <p>Discuss their favourite words and phrases as well as their own views about a text.</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p>	<p>Can give/explain the meaning of words in context</p> <p>Find the meaning of new words using substitution within a sentence.</p> <p>Show increased awareness of vocabulary and precise meaning.</p> <p>Explain the meaning of words in context</p> <p>Understand how vocabulary is linked to the purpose of the text (e.g. imperative verbs, technical vocabulary)</p>	<p>Can give/explain the meaning of words in context</p> <p>Use dictionaries to check the meaning of words they have read.</p> <p>Use a thesaurus to find synonyms.</p> <p>Discuss new vocabulary and clarify the meaning of these words.</p> <p>Find the meaning of new words using the context of the sentence.</p> <p>Discuss the meaning of similes and other comparisons they have read.</p>	<p>Can give/explain the meaning of words in context</p> <p>Identify the most appropriate meaning of a word used in a text from alternative definitions given in a dictionary.</p> <p>Use a thesaurus to find synonyms for a larger variety of words and investigate alternative word choices that could be made.</p> <p>Read around the word' and explore its meaning in the broader context of a section or paragraph.</p> <p>Apply growing knowledge of root words, [prefixes and suffixes (etymology and morphology) to understand the meaning of new words.</p>	<p>Can give/explain the meaning of words in context</p> <p>Use dictionaries, glossaries and other alphabetically ordered texts confidently and efficiently in order to locate information about words met in reading.</p> <p>Check the plausibility and accuracy of their understanding, or inference about a word meaning by exploring its meaning in the broader context of the text.</p> <p>Use morphology and etymology, to understand the meaning of new words that they meet.</p> <p>Distinguish between everyday word meanings and their subject specific use, e.g. the specific meaning of force in scientific texts.</p> <p>Identify and discuss figurative language, idiomatic phrases, expressions and comparisons (metaphors, similes and embedded metaphors) met in texts, using an appropriate technical vocabulary.</p>
<p>Authorial technique</p>		<p>Discuss words that capture the readers interest or imagination.</p> <p>Discuss authors' choice of words and phrases that describe and create impact, e.g. adjectives and expressive verbs.</p>	<p>Find and comment on the choice of language to create moods, feelings, attitudes and build tension.</p> <p>Identify the effects of different words and phrases as well as how they help build meaning and capture the readers interest. (e.g. to create humor, images and atmosphere.)</p> <p>Identify where an author uses alternatives and synonyms for common or over used words and speculate about the shades of meaning implied.</p>	<p>Can consider how authors use language to impact on the reader.</p> <p>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader e.g. to persuade, to convey feelings, to entice a reader to continue.</p> <p>Comment on the success of language choices in creating mood and atmosphere in a variety of texts.</p>	<p>Can consider how authors use language to impact on the reader.</p> <p>Consider how authors have introduced and extended ideas about characters, events or topics through the language choices and how this impacts the reader and contributes to meaning or mood.</p> <p>Comment critically on how a writer uses language to imply ideas, attitudes and points of view and explain how writers can use language to influence reader's viewpoint.</p>

Comprehension

<p>Understanding the text</p>	<p>To answer questions about the story using the text and picture prompts.</p> <p>Use sentence stems to answer questions about the story.</p> <p>Comment on the significance of the title of a book and how this relates to the text</p> <p>Begin to understand the purpose of different non-fiction texts (e.g. to tell you about...or to show you how...)</p> <p>Use an understanding of a variety of non-fiction texts to predict content and layout.</p> <p>Look through a variety of books with growing independence to predict content and story development, drawing on experience of reading similar books.</p> <p>Make inferences about characters' feelings using what they say and do focusing on important moments in a text. For example; explain how the way a character speaks reflects their personality.</p> <p>Make predictions using their own knowledge as well as what has happened so far to make logical predictions.</p> <p>Use an understanding of a variety of non-fiction texts to predict content and layout. Express own views and feelings about a book or poem.</p>	<p>Can retrieve information from fiction and non-fiction texts</p> <p>Can make inferences from the text</p> <p>Independently read and answer simple questions about what they have just read.</p> <p>Recall the main events or facts of a text with growing independence</p> <p>Make simple comments on obvious features by referring back to the text, (e.g. main character, beginning, middle and end)</p> <p>Locate pages/sections of interest (e.g. favourite characters, events or pictures).</p> <p>Locate key vocabulary and specific information in fiction text to find answers to simple questions</p> <p>Locate and interpret information in non-fiction, making full use of non-fiction layout</p> <p>Justify inferences by referencing a specific point in the text.</p>	<p>Can retrieve information from fiction and non-fiction texts</p> <p>Can explain and justify inferences with evidence from the text</p> <p>Confidently skim and scan texts to retrieve details,</p> <p>Use relevant quotes to support their answers to questions.</p> <p>Use text marking to support retrieval of information or ideas from texts.</p> <p>Consolidate the skill of justifying inferences using a specific reference point in the text.</p> <p>Combine personal experience and clues from the text to interpret and form opinions.</p>	<p>Can retrieve information from fiction and non-fiction</p> <p>Can explain and justify inferences with evidence from the text</p> <p>Confidently skim and scan, and also use the skill of reading before and after to retrieve information.</p> <p>Use evidence from across larger sections of text</p> <p>Justify opinions by retrieval of information/ quotations from the text</p> <p>Understand what is implied about characters and make judgements about their feelings, motivations and attitudes from the dialogue, action and descriptions.</p> <p>Give more than one piece of evidence to support the point they are making.</p>	<p>Can retrieve information from fiction and non-fiction</p> <p>Can explain and justify inferences with evidence from the text</p> <p>Use evidence from across whole chapters or texts.</p> <p>Use retrieval skills to respond to increasingly abstract question prompts (e.g. what does the passage tell us about the character?)</p> <p>Make inferences about events, feelings, states, thoughts and motives, giving more than one piece of evidence from different places across the text to support each point made.</p>
<p>Predicting</p>	<p>Identify, collect and compare common themes in stories and poems.</p> <p>Make comparisons of characters and events in narratives and give own opinions.</p> <p>Compare the information about different topics in non-fiction texts.</p> <p>Independently read and answer simple questions about what they have just read.</p> <p>Recall the main events or facts of a text with growing independence</p> <p>Make simple comments on obvious features by referring back to the text, (e.g. main character, beginning, middle and end)</p> <p>Locate pages/sections of interest (e.g. favourite characters, events or pictures).</p>	<p>Can predict what might happen from details stated and implied</p> <p>Predict what might happen from: details stated, experience of reading similar books or prior knowledge and justify predictions using evidence from the text.</p>	<p>Can predict what might happen from details stated and implied</p> <p>Support predictions by using relevant evidence from the text.</p> <p>Monitor predictions and compare them with the text as they read on.</p> <p>Make connections between books by comparing characters, themes, plot lines, settings to be able to make informed predictions.</p>	<p>Can predict what might happen from details stated and implied</p> <p>Use relevant prior knowledge as well as details stated and implied in the text to form predictions and to justify them.</p> <p>Discuss how and why they need to modify their predictions as they read on.</p> <p>Give different possible scenarios for events and actions.</p>	<p>Can predict what might happen from details stated and implied</p> <p>Make plausible predictions discussing the reasoning behind them, drawing on their knowledge of the world, from reading other similar texts and what they read earlier in the text.</p> <p>Compare their predictions with the events that occurred and consider why their predictions were accurate, plausible, or off the mark.</p>

<p>Text structure</p>	<p>Locate key vocabulary and specific information in fiction text to find answers to simple questions</p> <p>Locate and interpret information in non-fiction, making full use of non-fiction layout</p> <p>Use contents page and glossary in non-fiction books to locate information in response to simple questions.</p> <p>Identify the sequence of events e.g. Which event happened first? What happened after he fell over?</p>	<p>Use contents page and glossary in non-fiction books to locate information in response to simple</p> <p>Use organisational features to orientate around a text (e.g. contents page, alphabetical order, websites)</p> <p>Identify the features of a wide range of fiction, poetry, plays and non-fiction.</p>	<p>Evaluate the effectiveness of structural, presentational and organisational features to locate information (e.g. paragraphs, sub-headings, indexes).</p> <p>Evaluate how structures in narrative can be used to affect the reader (e.g. chapter breaks, description/dialogue, use of illustration within longer text).</p>	<p>Understand and comment on how the use of different structures and organisation impact on the pace, mood and atmosphere (e.g. sentence/paragraph length).</p> <p>Use knowledge of the language features and structures of a range of non-fiction texts to support understanding.</p>	<p>Comment on how narratives are structured in different ways (e.g. dilemma and resolution, lost and found stories, quests, etc).</p> <p>Comment on how narrative structure can be used to engage and affect the reader (e.g. flashback, cliff hanger, illustration/text relationship).</p> <p>Understand how paragraphs are linked to build knowledge or tension.</p>
<p>Language choices</p>	<p>Become increasingly familiar with and able to retell a wider range of stories using a variety of story language.</p> <p>Begin to identify how events/ items of information are linked</p>	<p>Identify how language, structure, and presentation contribute to meaning</p>	<p>Can identify techniques used by the author to persuade the reader to feel sympathy or dislike</p> <p>Understand how style and vocabulary are linked to the purpose of the text (e.g. exaggerated writing in persuasive text)</p> <p>Begin to distinguish between fact and opinion</p>	<p>Identifies balanced or biased viewpoints and discuss texts which explore more than one perspective.</p> <p>Recognise how language is used to present opinion. Distinguish between fact, opinion and fiction in different texts, e.g. biography, autobiography, argument.</p> <p>Discuss the themes and compare the way that ideas or themes are presented in different texts or in different versions (including film and media) of the same text.</p>	<p>Identifies balanced or biased viewpoints and discuss texts which explore more than one perspective.</p> <p>In autobiography and biographical writing, and in texts written for mixed purposes (e.g. leaflets that are both information giving and persuasive), distinguish between fact, opinion and fiction.</p> <p>Distinguish between implicit and explicit points of view.</p>
<p>Characterisation</p>		<p>Infer characters' feelings, motives, behaviour and relationships based on descriptions and their actions in the text.</p> <p>Identify and describe the main characters and actions/setting /events using direct reference to the text.</p> <p>Explain character reactions to events and their interactions with others.</p> <p>Explain how characters are perceived by other characters using greater shades of meaning (feared, envied)</p> <p>Begin to identify and comment on different points of view in the text.</p> <p>Identify how settings are used to create atmosphere. E.g. What words in this description indicate that bad things might be about to happen in this place</p>	<p>Explain characters reactions to events as well as characters interactions with others.</p> <p>Explain how the author made the reader react to characters.</p> <p>Compare characters' similarities and differences.</p>	<p>Provides evidence of characters changing during a story with possible reasons for change.</p> <p>Explain characters reactions/ actions and how their feelings change throughout the story.</p>	<p>Discuss how characters change and develop through texts by drawing inferences based on indirect clues.</p> <p>Understand what is implied about characters through the way they are presented, including through the use of a narrator or narrative voice, explaining how this influences the readers' view of characters.</p> <p>Comment on how narrative structure can be used to engage and affect the reader (e.g. flashback, cliff hanger, illustration/text relationship).</p>

<p>Comparison and Summarisation</p>		<p>Can identify the main ideas in texts</p> <p>Make comparisons between events in narrative or information texts on the same topic or theme.</p> <p>Compare and contrast writing by the same author.</p> <p>Identify simple morals an author is conveying in a story or poem.</p> <p>Draw on previous experience of authors and types of books to inform choices of themes.</p> <p>Identify main ideas drawn from a key paragraph and summarise these.</p> <p>Begin to distinguish between the important and less important information in a text.</p> <p>Give a brief verbal summary of a text.</p>	<p>Express preferences and make informed recommendations based on a wide range of texts encountered.</p> <p>Collect information to compare and contrast events, characters or ideas.</p> <p>Identify themes in a range of books.</p> <p>Compare and contrast books and poems on similar themes.</p> <p>Identify main ideas drawn from more than one paragraph or a page and summarise these.</p>	<p>Begin to comment on the way that authors' viewpoints can influence the way that information or themes are treated</p> <p>Summarise the main ideas drawn from more than one paragraph, page, chapter or the entire text identifying key details.</p> <p>Quote and adapt information into their own words to show understanding of the text as a whole.</p>	<p>Express preferences for texts by combining an understanding of significant ideas, themes, events and characters and their impact on the reader.</p> <p>Make comparisons and draw contrasts between different elements of a text and across texts including identifying themes.</p> <p>Identify how some writers attempt to challenge conventions in narrative (e.g. "Handsome Hero" and Shrek)</p> <p>Compare and contrast the way that fiction and non-fiction texts treat the same themes (e.g. Iron Age fiction, Stories set in Africa.</p> <p>Summarise information from across an entire text, in addition to chapters or paragraphs and link information by analysing and evaluating ideas between sections of the text.</p> <p>Decide what to include in note taking to gain a precise summary of key points.</p> <p>Make regular, brief summaries of what they've read, linking their summary to previous predictions about the text. Update their ideas about the text in the light of what they've just read</p>
<p>Authorial Techniques</p>		<p>Identify simple morals an author is conveying in a story or poem.</p>	<p>Can identify techniques used by the author to persuade the reader to feel sympathy or dislike</p> <p>Is beginning to identify themes within texts e.g. bullying, loss, friendship</p> <p>Explain how the author made the reader react to characters.</p>	<p>Can consider how authors use language to impact on the reader.</p> <p>Understand and comment on how the use of different structures and organisation impact on the pace, mood and atmosphere (e.g. sentence/paragraph length).</p> <p>Begin to comment on the way that authors' viewpoints can influence the way that information or themes are treated</p>	<p>Can consider how authors use language to impact on the reader.</p>

Reading for Pleasure

<p>Enjoy sharing books with an adult.</p> <p>Sing a large repertoire of songs.</p> <p>A variety of fiction and non-fiction books available at all times.</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>Learn rhymes, poems and songs.</p> <p>Engage in non-fiction books.</p>	<p>Can be inquisitive and explore texts.</p> <p>Can consider and articulate our reading preferences</p> <p>Use of a variety of texts in the classroom (fiction, non-fiction, newspaper, magazines, poetry etc.)</p> <p>Book corner with books displayed for the topic (front facing).</p> <p>Class reader as often as possible.</p> <p>Given a choice of class reader – vote.</p> <p>Engaging Reading texts for writing units matched to reading level.</p> <p>Own choice/ reading for pleasure reading weeks planned in each term.</p> <p>Text based writing unit on fairy tales and a topic link – eg plants, Romans</p> <p>One poetry unit, including performance, rap and free verse.</p> <p>Reading texts chosen to encourage learning links and celebrate diversity.</p> <p>Library visits weekly led by the librarian.</p> <p>Author visits and workshops</p> <p>Story club led by UKS2 children.</p> <p>Year 6 Reading champions paired read with chosen children 3 times a week.</p> <p>Reading Ambassadors promote reading</p>	<p>Can be inquisitive and explore texts.</p> <p>Can consider and articulate our reading preferences</p> <p>Use of a variety of texts in the classroom (fiction, non-fiction, newspaper, magazines, poetry etc.)</p> <p>Book corner with books displayed for the topic (front facing)</p> <p>Class reader as often as possible.</p> <p>Given a choice of class reader – vote.</p> <p>Engaging Reading texts for writing units matched to reading level.</p> <p>Own choice/ reading for pleasure reading weeks planned in each term.</p> <p>One poetry unit, to include learning poems by heart and performing.</p> <p>Text based writing unit on a legend and a topic link eg Vikings, rainforests.</p> <p>Reading texts chosen to encourage learning links and celebrate diversity.</p> <p>Library visits weekly led by the librarian.</p> <p>Author visits and workshops</p> <p>Reading Ambassadors promote reading</p>	<p>Can be inquisitive and explore texts.</p> <p>Can consider and articulate our reading preferences</p> <p>Use of a variety of texts in the classroom (fiction, non-fiction, newspaper, magazines, poetry etc.)</p> <p>Book corner with books displayed for the topic (front facing)</p> <p>Class reader as often as possible.</p> <p>Engaging texts for writing units matched to reading level.</p> <p>Own choice/ reading for pleasure reading weeks planned in each term.</p> <p>One poetry unit, to include learning poems by heart and performing.</p> <p>Text based writing unit on a Myth and a topic link eg Victorians, rivers.</p> <p>Reading texts chosen to encourage learning links and celebrate diversity.</p> <p>Library visits weekly led by the librarian.</p> <p>Author visits and workshops</p> <p>Reading Ambassadors promote reading</p>	<p>Reads a wide range of texts that are structured in different ways</p> <p>Can be inquisitive and explore texts.</p> <p>Can consider and articulate our reading preferences</p> <p>Use of a variety of texts in the classroom (fiction, non-fiction, newspaper, magazines, poetry etc.)</p> <p>Book corner with books displayed for the topic (front facing)</p> <p>Class reader as often as possible.</p> <p>Vote for class reader.</p> <p>Engaging texts for writing units matched to reading level</p> <p>Own choice/ reading for pleasure reading weeks planned in each term.</p> <p>One poetry unit, to include learning poems by heart and performing.</p> <p>Text based writing unit Shakespeare text and topic links eg Windrush.</p> <p>McBeth performance workshops and production.</p> <p>Reading texts chosen to encourage learning links and celebrate diversity.</p> <p>Library visits weekly led by the librarian.</p> <p>Author visits and workshops</p> <p>Year 6 reading champions read with a Year 3 child 3 times a week.</p> <p>Reading Ambassadors promote reading</p>
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