

Bridge Junior School

2022/23

# READING HANDBOOK



## Bridge Junior School Statement of Intent for Reading

At Bridge Junior, we believe that **reading is the gateway to learning**. It is the key to pupils' future academic achievement and well-being. Our aims at Bridge are:

- Develop happy, healthy and curious learners who read confidently and fluently and seek to acquire knowledge independently
- Help our pupils to develop a lifelong enjoyment of reading taking pleasure from what they read
- Give our children the reading skills they need to access all areas of the curriculum
- Enable children to access, understand and begin to manage information
- Help children begin to understand the meaning of what they read and what is read to them
- Support our children to acquire develop and use new vocabulary
- Help children make responses to what they read justifying those responses
- Allow all children to use reading to become immersed in other worlds...both real and imagined!

At Bridge Junior, we build upon the fundamentals of reading taught previously and the stage of development the children are at for reading. By the time they leave us at the end of Year 6, the children are equipped to tackle the more demanding texts they will come across in the next stage of their learning journey.

We encourage our children to be motivated to read and develop a life-long love of reading, to develop their confidence and self-esteem, not just through quality teaching, but through access to a wide range of inclusive high-quality texts which are read by them and to them.

### **Pleasure for reading:**

All children have a class reader book and adults read this book at least three times a week to the children. All classes have their own engaging reading areas which have a wide range of high-quality fiction and non-fiction texts, including poetry books and newspapers for children to immerse themselves in. As well as their class library, each class visits the school library once a week where there is a range of books. All children have the opportunity to take any book from the library home for a week. Books are signed in/out using Junior Librarian. Parents may be asked to pay for lost or damaged books. There are a range of topic books in class from the Leicester Library Service to support learning in class. Year 3 classes visit the local community library every year.

Children at Bridge take part in national initiatives throughout the year eg National Poetry Day, World Book Day and the locally organised Author Week where a 'real-life!' author comes into school and shares thoughts, extracts and inspiration with the children. Some classes take part in "The Best Book" initiatives, which are run by What Ever It Takes Projects as well as taking part in reading challenges, eg Extreme Reading and Summer

Reading Challenge, run by local libraries, as well as organising Scholastic Book Fair and reading workshops for families. Children take at least two books home to read with their families, one matched to their reading level, either a Read Write Inc or a Collins Reading Book as well as a free choice book based on their interest. Lessons, either English or wider curriculum are planned using high-quality engaging texts. Children are encouraged to read regularly and often each week.

### Implementation

Reading at Bridge is taught within the framework of the National Curriculum. Teaching focussing on decoding, fluency, reading skills, vocabulary development, grammar for reading, reading with expression and comprehension. This is taught through weekly shared, guided reading sessions, comprehensions, English sessions, 1-1 reading, paired reading, group and whole class reading. For those children who are at the early stages of reading, we follow the phonics Read, Write, Inc program.

### Shared Reading

Shared reading is a whole-class, teacher-led lesson where children are taught a range of reading strategies set out in the Long-Term Reading plans, which incorporates aims from the Leicester Reading Project. The structure of a shared reading session is as follows:

- 1) The class teacher reads an extract with the class and discusses unfamiliar vocabulary. The extract will come from a text that is familiar to the children and one that is linked to the class topic. This helps children to make connections and further embed their understanding of the context.
- 2) The teacher introduces and models the reading skills that is to be taught (from the LTP), and demonstrates the language of learning through the use of sentence stems. Whatever the strategy, there is an emphasis on returning to the text to reinforce children's understanding of what they are reading rather than seeing the skill in isolation.
- 3) Children have a go with a learning partner while the teacher checks in to assess their understanding.
- 4) Children work independently to apply the skill they have been taught.

### Guided Reading

Guided reading follows on from a shared reading session. Children are grouped with others of a similar reading ability and the teacher works with each group. Children who have phonic interventions, attend their sessions during this time, or they have phonic/reading skill independent activities in class. Staff will choose from a wide range of banded non-scheme books as well as books from our Big Cat reading scheme and reading games. The structure of a guided reading session for those children working with the teacher, is as follows:

- 1) The teacher recaps on the reading strategy taught in the whole-class session (taken from the LTP).
- 2) Any unfamiliar vocabulary is taught before the text is read.
- 3) The teacher models the strategy using an extract from the chosen text.

- 4) Children read independently, practising the new skill. The teacher 'listens in' with each child to ensure they have understood and are applying the strategy correctly. Children are taught, and encouraged, to read silently, or together with their learning partners, depending upon the needs to the child.

Whilst the teacher is working with a group, the remainder of the class will independently work on reading activity, this could be a reading, grammar, spelling or comprehension focus.

Shared and guided reading takes place in all year groups and there is some repetition of the strategies taught so that skills are truly embedded. Progression is ensured by an increase in the text difficulty the strands of reading they are being taught.

### **Comprehension**

Children get the opportunity to apply taught strategies through weekly comprehension lessons. Children read an age-appropriate text and answer questions which cover the reading strands from the National Curriculum such as retrieval, inference and explaining the meaning of words in context, using a range of questions. The questions are framed in a similar way to those suggested in the KS2 content domain to further prepare children for the type of questions that will be expected of them at Key Stage 2 and beyond. Those children who are beyond the decoding stage, but who are reading below age-related expectations will practise comprehension skills with a text at their level. There is one comprehension session which is part of an English session and shorter comprehension during guided reading. For children who cannot access written comprehension, staff provide opportunities for oral comprehensions through play and actions.

### **Decoding**

Decoding is a key skill for learning to read that involves **taking apart the sounds in words** (segmenting) and blending sounds together. It requires both knowledge of letter-sound relationships, as well as an ability to apply that knowledge to successfully identify written words and make meaning. Children will have the opportunity to decode in shared and guided reading lessons.

### **Grammar for reading**

At Bridge, we teach children that we do **not read words**, one by one. Meaning is contained not so much in individual words as in collections of words conveying broader or more specific ideas. Readers thus make sense of a sentence by breaking it into meaningful chunks and examining their interrelationships. Children are taught the importance of 'reading' and using punctuation and grammatical rules to develop their fluency and understanding of a text.

### **Responding to a text**

A text response is a **style of writing in which you are sharing your reaction to something** when you read it. It is an opportunity to let others know how you feel about something from what you have read. A text response can also be referred to as a reader response.

## **Reading books**

Every child at Bridge has a reading book from our colour-banded Collins Big Cat or Read Write Inc reading scheme which is also carefully matched with the PM Benchmarking colours. The Collins Big Cat scheme offers a wide variety of fiction and non-fiction texts including poetry and play scripts. An adult will listen to each child read their book on a regular basis, the frequency of which is dependent on their need, and children are expected to take their reading book to share with someone at home. To ensure correct book matching, children are children are PM Benchmark through the year. Children who are on the RWInc program are assessed using RWInc assessments. We encourage children to read as often as they can at home, this is recorded in the Bridge Reading Diaries and they are rewarded each week for completing all their reading each week. Equally children can assess a range of reading books from the Oxford Owl website and Oxford Owl RWInc e-books.

**BJS Reading Band Conversion Chart**

Big Cat Band	Year	Age	RWI Books	RWI/PM Benchmark	Developing Reading Stamina
Lilac/Band 0	R	4-5		Only use RWI	
Pink/Band 1	R	4-5	Red Ditty 1-5 books	Only use RWI	Beginning to blend
Red/Band 2	R	4-5	Red Ditty 6-10 books	Only use RWI	Embedding blending skills
Yellow/Band 3	1	5-6	Green Set 1	Only use RWI	
Blue/Band 4	1	5-6	Purple Set 2	Only use RWI	
Green/Band 5	1	5-6	Pink Set 3	Only Use RWI	
Orange/Band 6	1-2	6-7	Orange Set 4	Only use RWI	Developing fluency
Turquoise/Band 7	2	6-7	Yellow Set 5	Only use RWI	<b>Year 2:</b> -Develop fluency -Begin to read approx 90 words per minute -Embed reading 90 words per minute to develop pace
Purple/Band 8	2	6-7	Blue Set 6	Only use RWI	
Gold/Band 9	2	6-7	Grey Books	<b>PM benchmark does not start before – as RWI is the assessment</b>	
White/Band 10	2/3	6-7	Embed fluency for grey books	Use the last book in white to read	
Lime/Band 11	3	7-8	Free readers Chapter Books	23 plus use last book in lime to read	
Copper/Band 12	3	7-8	Free readers Chapter Books	24, 25 plus use <u>book</u> in copper to read	
Topaz/Band 13	4	7-8	Free readers Chapter Books	Use last book in Topaz	
Ruby/Band 14	4	8-9	Free readers Chapter Books	26/27 plus use last book in Ruby	
Emerald/Band 15	4/5	8-9	Free readers Chapter Books	28 plus use last book in Emerald	
Sapphire/Band 16	5	9-10	Free readers Chapter Books	29,30 plus use last book in Sapphire	End of Year Five- approx 100 words per minute
Diamond/Band 17	6	10-11	Free readers Chapter Books	30+ Use last book in pearl	End of Year Six- embed 100 words per minute
Pearl/Band 18	6	10-11	Free readers Chapter Books		End of Year Six- embed over 100 words per minute

## Early Reading and Phonics catch up

The new EYFS non- statutory Development Matters guidance (revised in July 2021) highlights that *'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'*.

As stated above, by Year 3, the expectation is that children's decoding skills are such that they are able to focus on what they are reading rather than decoding individual words. However, some children still struggle to decode, and require a systematic and rigorous phonics programme so that they can catch up with their peers. Such children include those who are new to learning English and may have arrived part way through Key Stage 1 or 2.

At Bridge, children who require phonics are taught phonics systematically using the Read Write Ink Programme. Effective phonics teaching and learning is essential for reading and writing.

Read Write Ink Aims: The Read Write Ink system will teach children to:

- Apply the skill of blending phonemes to read words
- Segment words in their constituent phonemes
- Learn that blending and segmenting words are reversible processes
- Read high frequency words that do not conform to regular phonics patterns.
- Read texts and words that are within their phonic capabilities as early as possible.
- Be able to spell and segment the sounds to support spellings

On arrival at Bridge, Year 3 children who did not pass the key stage 1 phonics screening check or children who are new to English or below national attainment for reading working below KS2 are assessed via RWInc. Children joining the school at other times of the year, are assessed on their knowledge of phonics and will start learning at the relevant set according to RWInc.

Children who require phonics teaching will be given two reading books: a phonics matched book from Read, Write Inc phonetically decodable books, in addition to children choosing a free interest book of their choice from the library.

## Interventions

Where children are found to have difficulty in their reading, a pupil profile is carried out to try and ascertain what the area of difficulty might be. The child will read a text and through specific questioning, it becomes clear which reading strategies they need to develop.

## Early Words

We acknowledge that there are some children who will not have passed the phonics screening in KS1. For these children, phonics may not be the best method for them to learn to read and they need to focus on whole words. For such children, we offer 'Early Words', which is a one to one intervention where children learn rapid recall of high frequency words.

### Inference training

Inference groups are run by teaching assistants who have been trained in the programme. Children work in a small group to unpick a text in order to gain a deeper understanding of it. Children are asked to read a text and are taught to identify unknown vocabulary, visualise, and draw on their background knowledge in order to show their understanding and answer questions. Inference sessions last 40 minutes and take place twice a week for six weeks. Progress is measured through pre- and post- Hodder reading tests.

### FFT Reading Lightening

This is a national tutoring catch up reading programme, which is targeting children in Upper Key Stage Two.

### Lexia

Lexia is a computer-based program which accelerates the development of literacy skills for children of all abilities. The phonics instruction and gives children independent practice in basic reading skills. It is designed to support skill development in the five areas of reading instruction; phonics, phonemic awareness, vocabulary, fluency, and comprehension.

### Class Readers

At Bridge, we believe that all children, regardless of where they are on their reading journey, should have the opportunity to hear good quality texts. Staff at Bridge always have a book 'on the go', the front cover of which is displayed on the classroom door so that anyone entering the classroom knows what the children are currently reading. Class teachers read to children at least three times each week, and during these 15 minute sessions, children simply enjoying listening to a novel being read to them from start to finish. Books are selected (where appropriate) which complement the topics that are taught in each year group, helping children to make connections and further aid their understanding of the subject matter. These sessions are invaluable as they enable many children to access texts that they would not otherwise be able to read independently. Teachers indicate on their MTP their class reader book.

### One to One reading/small group readers

Year groups will identify children within their classes who may not have the opportunities to read regularly at home. Targeted children are provided with extra 1-1 reading by adults working within the year group to develop children's reading miles. Buddy reading will also be encouraged through the year, sometimes at lunchtimes or an adult enrichment club.

## Parental Involvement

Parental involvement, co-operation and support from parents is paramount if a child is to become a successful and competent reader. At Bridge, we strive to develop and encourage a strong partnership between home and school. It is our policy to send reading books home regularly and to encourage parents and carers to contribute to their child's reading development, welcoming comments in individual reading record books. Parents are invited into school to learn about how reading is taught and developed. Parents will continue to be invited into school to be consulted about any changes with regard to reading.

## Impact

As we believe that reading is the key to all learning, the impact of our reading goes beyond the results of statutory assessments. Children have the opportunity to enter the wide and varied magical worlds that reading opens up to them. As children develop their own interests in books, a love and enjoyment literature across a range of genres cultures and styles is enhanced. Children make progress from their starting points across the year.

Children's learning is regularly assessed through observations, discussions, scrutiny of work and evaluating outcomes.

Children sit the Rising Stars PIRA assessment three times each year and a standardised score is obtained. Each child has reading journal where their comprehension lesson is recorded as well as learning completed during shared and guided reading sessions. Judgements are also secured using the Leicester City Reading Standard descriptions as well as the progression map in this document. Teachers and other adults make comments whilst children are reading to also inform their TA assessments either in class guided reading record or children's reading records folder. Children regularly have opportunities to talk about their reading. Termly Pupil Progress meeting map children attainment and progress. Phonics checked through Read Write Inc assessment every 6-8weeks.

We believe that every child should have the opportunity to develop their confidence through a curriculum that develops reading skills to promotes self-belief and high aspirations for all learners. As a Year 6 reader, transitioning into secondary school, we aspire that children are fluent, confident and able readers, who can access a range of texts for pleasure and enjoyment, as well as use their reading skills to unlock learning and all areas of the curriculum.

Progression of Reading Skills – children who are working below FS2 use Development Matters and Bell Foundation Tracker.

## Word Reading

FS2	Y1	Y2	Y3	Y4	Y5	Y6
I can orally blend and segment a word.  I use my phonic knowledge to decode CVC words.	I use phonic knowledge to help me to decode words	I use phonic knowledge to decode new text from automatically and fluently	I use phonic knowledge to decode new text from automatically and fluently			
I <u>respond</u> with the correct sound for graphemes for at least 36 phonemes including alternative sounds for graphemes	I respond speedily with the correct sound for graphemes for all 40+ phonemes including alternative sounds for graphemes	I sound out new words quickly in my head including words with alternative phonemes for graphemes				
I sound out and read many words within my graphemic knowledge.	I read many words within my graphemic knowledge without needing to sound them out	I read most words except new or unfamiliar words without having to sound and blend out loud.				
I read exception / tricky words from phase 2 to phase 3 and spot unusual letter sound correspondences.	I read exception / tricky words from phase 2 to phase 5 and spot unusual letter sound correspondences.	I read a range of common exception / tricky words I say which part of the word is tricky	I read a wider range of common exception / tricky words	I read a wider range of common exception / tricky words and I can see what makes them tricky.		
	I read words containing graphemes I know that have endings -s, -es, -ing, -ed, -ed, -er, and -est	I read words with common suffixes ed, ing, est, er, ful	I use my developing understanding about root words, prefixes and suffixes to help me to read aloud with increasing fluency and understanding.	I use what I know about root words, prefixes and suffixes to help me to read aloud with fluency, understanding and expression	I often apply my knowledge of root words, prefixes and suffixes to help me to read fluently and understand the meaning of new words.	I apply my knowledge of root words, prefixes and suffixes to help me to read fluently and understand the meaning of new words.
I am beginning to read words that have more than one syllable and am developing strategies to 'break them down'.	I read words with more than one syllable that contain graphemes I know	I read words of two or more syllables using a range of graphemes	I break words into syllables to decode unknown words speedily using good graphemic knowledge.	I break words into different sized chunks, including syllables, to decode unknown words	<i>I break long polysyllabic words into syllables with speed and read across the entire word.</i>	<i>I break long polysyllabic words into syllables with speed and read across the entire word.</i>
	I recognise words with missing letters and understand the apostrophe shows there is a missing letter e.g. I'm, I'll, we'll	I read and understand words with missing letters e.g. I'm, I'll, we'll				

## Wider decoding skills

FS2	Y1	Y2	Y3	Y4	Y5	Y6
<p>I understand how words come together to make captions and sentences.</p> <p>I am beginning to read captions and sentences with confidence and fluency.</p> <p>I re-read sentences if I have stopped to work out a word.</p>	<p>I am beginning to read as if I am talking</p> <p>I re-read sentences and books to build up fluency and confidence in word reading</p>	<p>I re-read books with fluency, expression and intonation</p>	<p>I read with developing fluency by seeing the words that go together in phrases in sentences by being able to scan ahead.</p>	<p>I read with developing fluency by seeing the words that go together in phrases in sentences <u>and scan</u> ahead while reading to see what is coming.</p>	<p><i>I read fluently with intonation, expression, appropriate pace and use of pauses to entertain and maintain interest</i></p>	<p><i>I read fluently with intonation and expression, pauses, pace and emphasis to interest and entertain the audience.</i></p>
<p>I check that what I say matches the expected letters and graphemes across the word (within my graphemic knowledge).</p>	<p>I check that what I say matches the expected letters and graphemes across the word.</p> <p>I use pictures to check my decoding is correct and try to correct myself when it doesn't.</p> <p>I repeat words or phrases to check / confirm or problem - solve</p>	<p>I check that the text makes sense to me as I read, thinking does it look right and make sense and I correct my mistakes.</p> <p>I notice when a small mistake I make doesn't fit with the meaning.</p>	<p>I notice mistakes I make in my reading using meaning, language structures and visual information and correct myself as a result</p>	<p>I notice mistakes I make in my reading and correct them because the text doesn't make sense using meaning, language structure and visual information</p>	<p><i>I notice mistakes in my reading when reading higher level texts and correct them because the text doesn't make sense.</i></p> <p><i>I use a wider range of breakdown strategies to do this.</i></p>	<p><i>I notice mistakes in my reading when reading higher level texts and correct them because the text doesn't make sense.</i></p> <p><i>I use a range of breakdown strategies to do this.</i></p>
<p>I look at label and pictures to scan for information</p>	<p>I scan labels and pictures to find something / information I need.</p> <p>I <u>locate pages</u> / sections of interest.</p>	<p>I scan the information in the classroom to find what I need.</p> <p>I scan text to find answers to questions or specific words.</p>	<p>I scan text to find key words and phrases and retrieve information.</p>	<p><i>I scan text to find key words and phrases.</i></p> <p>I am <u>starting to</u> skim read in order to get a sense for a piece of text.</p>	<p>I scan text to find key words and phrases.</p> <p>I am developing my skim reading skills and can piece information together to give the gist of a paragraph.</p>	<p><i>I scan text quickly to find key words and phrases and skim read text to get the gist of a passage.</i></p>
<p>I am beginning to self-correct when I am reading.</p>	<p>I try to correct myself "on the run"</p>	<p>I re-read sentences from the beginning if I stopped to decode a difficult word</p>	<p>I re-read sentences from the beginning if I stop to decode a difficult word to maintain the sense and my understanding of it</p>	<p>I re-read sentences from the beginning if I stopped to decode a difficult word to maintain fluency, sense and understanding.</p>	<p><i>I know that I sometimes need to reread text carefully to understand it fully.</i></p>	<p><i>I reread text carefully to understand it fully.</i></p>
		<p>I am developing my skills to read quietly to myself.</p> <p>I know that to read in my head I need to hear a voice in my head.</p>	<p>I read silently some of the time and am developing better pace in reading.</p> <p>I am beginning to sustain interest in longer texts, returning to them easily after a break</p>	<p>I can read in my head</p>	<p><i>I read longer texts with increasing pace and stamina in my head.</i></p>	<p>I read effectively in my head with pace and stamina</p>

## Grammar for Reading

FS2	Y1	Y2	Y3	Y4	Y5	Y6
I show awareness of capital letters and full stop.	I show awareness of a range of punctuation marks.	I use punctuation to help me to read with expression and to keep track of information in longer sentences.	I use the range of punctuation accurately at the end of the sentence and commas within sentences to help to read with expression and understanding	I use the range of punctuation accurately both at the end of the sentence and within the sentence to help expression, pace, fluency and understanding. I can scan ahead to spot punctuation that I am coming to.	<i>I understand how the meaning of sentences is shaped by punctuation, word order and linking words and phrases (including pronouns) and use the punctuation to help to understand this.</i>	<i>I read longer complex sentences using commas, brackets, semi colons, colons and dashes accurately to help me and others to understand.</i>
		I can track simple pronouns to help me to understand text.	I understand clearly the common pronoun references.	I can track pronouns in reading to help me to understand the text.	<i>I can work out the references to characters and <u>places in a text</u> using a range of pronouns, determiners and alternative noun references</i>	<i>I can work out the references to characters, places and specific events in text using a range of pronouns, determiners and alternative noun references.</i>
		I understand the information in expanded noun phrases and use this to help me to understand.	I can identify simple expanded noun phrases within a text and I am starting to use this to add detail to the picture in my head.	I can identify expanded noun phrases within a text and I can use this to add detail to the picture in my head.	I can identify more complex noun phrases within a text and I can use this to add detail to the picture in my head.	I can identify complex noun phrases within a text and I use this information to make inferences and deductions about the noun.
					<i>I can identify different conjunctions and I am starting to understand the impact they have on my understanding of the text.</i>	<i>I understand and can explain what different conjunctions mean and how they impact on my understanding of the text.</i>

## Reading comprehension strategies

FS2	Y1	Y2	Y3	Y4	Y5	Y6
I use the pictures to help me to understand what a word means.	I talk about word meanings and I link new meanings to these I can use pictures to help me to understand what a word means as opposed to using pictures to help to read words.	I talk about and clarify the meanings of words, linking new meanings to what I already know If I don't know the meaning of a word, I read the whole sentence to try to work it out. I can think of alternative words for specific words in the text.	I use my developing knowledge about root words, prefixes and suffixes to help me to understand the meaning of new vocabulary. I explain the meaning of words in context I identify and ask about words I don't understand.	I use what I know about root words, prefixes and suffixes to help me to understand the meaning of new vocabulary. I can replace a word with a different word to help me to understand it. If I don't understand a word, I read the sentences around it to help me.  I explain the meaning of words in context I ask about the meanings of words I don't understand I use dictionaries to check the meaning of words I have read.	I explore the meaning of words in context and I ask about the meanings of words I don't <u>understand</u> . I try to use a range of strategies to use to help me understand a word I don't understand including rot words / prefixes / suffixes / background knowledge / understanding the context of the text / visualisation / inference.	I explore the meaning of words in context and I ask about the meanings of words I don't understand I use a range of strategies to use to help me understand a word I don't understand including rot words / prefixes / suffixes / background knowledge / understanding the context of the text / visualisation / inference.
I understand that I might not understand a word or things might not make sense when I read.	I recognise when I don't understand a word. I check the sentence makes sense to me as I read and I self-correct when I make mistakes.	I recognise when I don't understand a word. I check that each sentence makes sense to me.	I identify and ask about words I don't understand. I check the text makes sense to me	I check the text makes sense to me	I check books make sense to me and can talk about my understanding of significant ideas, events and characters.	I monitor my reading for sense and can talk in detail about my understanding including giving the gist.
I understand what I read and retell at least three key events.	I understand what I read and can retell it in sequence	I recall specific information from my reading or look back at the text to find information	I identify main ideas taken from a paragraph and summarise these	I identify main ideas taken from more than one paragraph and summarise these in own words	I summarise the key points of a paragraph and the main ideas drawn from more than one paragraph	I summarise succinctly the key point of a paragraph
		I discuss the sequence of events in books and how information is related	I can retell the gist of what I have read in my own words	I can retell the gist of what I have read in my own words, showing understanding of inferences	I can give the gist of what I have read in my own words including what I have inferred	I summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.
I am beginning to <u>make</u> pictures in my head when someone reads to me.	I can make simple pictures in my head as I move beyond reading picture books	I can make simple pictures in my head as I move beyond reading picture books	I can picture characters, settings and events to help me understand a text.	I can visualise based on noun phrases, verbs and adjectives to build a moving picture.	I can use a range of grammatical information in a text to create a picture in my head accurately	I can visualise a text based on using the full range of word classes and the figurative language
I use story maps and sequence pictures to help me visualise the <u>story</u> .	I understand the link between key words in texts and what they represent.	I can visualise settings and characters and recognise when they change. With support, I recognise when the picture in my head may be wrong.	I recognise when the picture in my head may be wrong.	I can picture characters, settings and events to help me understand a text I recognise when the picture in my head may be wrong.	I recognise that my ideas and visualised images can and do change during the course of reading and I am able to change my mind if I have made a mistake.	I recognise that my ideas and visualised images can and do change during the course of reading and I am able to change my mind if I have made a mistake.
I predict what might happen next using the pictures clues to help.	I predict what might happen based on the front cover and on some pictures.	I predict what might happen on the basis of what I have read so far	I predict what might happen from details that are stated and implied	I make sensible predictions about what might happen from details that are stated and implied and change my	I make sensible predictions about what might happen from details that are stated and implied and can justify my	I predict what might happen from details stated and implied and can justify my predictions by reference to

				predictions in the light of new information.	prediction by referring to the story	both the text and my background knowledge.
I can make comments linking stories to my own experiences.	I am beginning to link what I read or hear read to my own experiences	I know I need to use knowledge I already have to help me to understand text.	I use my background knowledge from what I know or have read about to help me to understand.	I use past experiences, what I have previously read and what I know about to support my understanding	I use background knowledge to help me to understand all aspects of a text	I can relate a text to my background knowledge and use this to empathise with characters' thoughts and feelings.
I make comments, ask questions and answer who, what, why and how questions about what I hear or read.	I answer questions about what I read.	I answer and ask questions about what I read	I ask questions and wonder to improve my understanding of a text	I ask questions and wonder to improve my understanding of a text	I ask questions ( <i>and wander</i> ) <u>to</u> improve my understanding.	I ask questions ( <i>and wander</i> ) <u>to</u> improve my understanding <i>actively looking for answers to these</i>
<u>I know</u> some simple difference between non-fiction and fiction.	I know some simple differences between non-fiction and fiction.	I know how non-fiction text is presented differently to fiction text.	I know how non-fiction text is presented differently to fiction text.	I identify how language, structure and presentation contribute to meaning and can recognise the different features of non-fiction text types.	I understand how the language, structure and presentation contribute to meaning and that these features vary depending on the audience and purpose of a text.	I understand how the language, structure and presentation contribute to meaning and that these features vary depending on the audience and purpose of a text.
I can make simple inferences about pictures and text that is read to me.	I make simple inferences on the basis of what is being done.	I make simple inferences on the basis of what is being said and done	I make inferences such as inferring characters' feelings and thoughts from their actions or from what they say.	I find evidence from the text to help me to support inferences. I make inferences such as inferring characters' feelings, thoughts and motives from their actions	I make inferences such as inferring characters' feelings, thoughts and motives from their actions and I can sometimes find evidence to support this.	I make inferences such as inferring characters' feelings, thoughts and motives from their actions and justify these with evidence.
		I can <u>say the</u> information in a sentence in my own words using my working memory.	I make simple connections within a text between one sentence and the next	I make connections across different sentences I read and say them back in my own words using working memory.	<i>I connect the information that I read within paragraphs, across texts and to other books</i>	<i>I make comparisons within and across books commenting on similarities and differences.</i>

## Response to text

FS2	Y1	Y2	Y3	Y4	Y5	Y6
I enjoy listening to a range of stories, poem and non-fiction text. I am starting to talk about what I hear.	I listen to and discuss a wide range of poems, stories and non-fiction	I listen to and can talk about different poetry, stories and information text including what I like and don't like	I listen to and can discuss a range of fiction, poetry, non-fiction and plays and make recommendations to others.	I listen to and can discuss a wide range of fiction, poetry, non-fiction and plays and make recommendations to others.	I read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction building on my own and others' ideas, beginning to use this to influence my further reading and that of others.	I read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction building on my own and others' ideas, using this to influence my further reading and that of others.
I am familiar with key stories and traditional tales and I can retell them using puppets, props and pictures.	I am becoming very familiar with key <u>stories</u> , fairy stories and traditional tales and I can retell them.	I understand what I read in books and can comment <u>on</u> <u>characters</u> and events	I understand what I read in books and can discuss this including expressing opinions about what I have read.	I understand what I read in books and can discuss this, expressing opinions and giving evidence for this.	I sometimes give reasoned justifications for my views based on evidence from the text.	I give reasoned justifications for my views based on precise evidence from the text including quotations.
			I am beginning to find evidence from the text to help me to show my understanding	I can find evidence from the text to help me to show my understanding	I can use evidence to explain or justify my understanding.	I can use a range of evidence to explain or justify my understanding.
I know some simple difference between non- <u>fiction</u> and fiction.  I can identify features of simple non-fiction- e.g. title and content page, front cover.	I know some differences between fiction and non-fiction. I can identify features of simple non-fiction. (font styles, labels, titles, captions)	<u>I talk</u> about how non-fiction books are structured e.g. contents, index, glossary, titles, sub title	I find and record information from non-fiction texts I use the different organisational features in non-fiction texts to help me navigate my way around a page.	I find and record information from non-fiction texts and use the different organisational features to help me navigate my way around a page efficiently.	I can find, record and present information from non-fiction texts I am beginning to understand the difference between fact and opinion I navigate different types of non-fiction in different ways.	I find, record and present information from non-fiction texts efficiently. I know the difference between fact and opinion <i>and can identify this in a text</i>
I know stories have a beginning, middle and end.	I identify simple features of structure in stories and poems.	I identify structural features of some stories and poems.	I recognise different forms of poetry and stories	I recognise different forms of poetry and stories.	I read and understand fictional texts (paper based and digital) that are structured in different ways and read for a range of purposes and can explain the main purpose of these.	I read and understand fictional texts (paper based and digital) that are structured in different ways and can explain the main purpose of these
I make comments on what I hear and see when sharing a book with an adult, which shows my understanding	I can explain clearly what I understand when someone reads to me.	I explain and discuss my understanding of books, poems and other writing that I read for myself. I identify parts of the text that make me respond in different ways and link this to other texts	I identify themes from a given range in stories, poems and books.	I identify themes, structures and some purposes in a wide range of books.	I identify and discuss themes and conventions in a range of writing.	I know that texts have a range of themes and can identify prominent and lesser themes and can make connections between these and others I have read.
I recognise rhyming words in stories and join in with repeated refrains in familiar tales.	I identify simple features of language in key stories and poems	I recognise simple recurring literary language in stories and poems I talk about my favourite words and phrases and identify familiar patterns in language	I identify and discuss words and phrases that make the reader interested.	<i>I am beginning to understand why authors have chosen particular words and phrases over alternative options.</i>	<i>I understand why authors have chosen particular words and phrases over alternative options.</i>	I comment on how and why a writer has used certain language, including figurative language (e.g. simile, metaphor, personification) <i>and the effect this has on the reader.</i>
I enjoy listening to stories, poems and rhymes. I can	I am learning to appreciate stories, rhymes and poems	I know and can recite stories and poems with appropriate	I read aloud and perform poems and play scripts	I read aloud and perform poems and play scripts	I read, recite and performs poems and plays, showing	I read, recite and perform poems and plays showing

recite simple poems and rhymes by heart.	and I can recite some by heart.	intonation to make the meaning clear.	showing my understanding through intonation, volume and actions.	showing my understanding through intonation, tone, volume and actions.	understanding through intonation, tone and volume so that the meaning is clear to an audience.	understanding through intonation, tone and volume so that prompt an emotional response from the audience.
I talk about what I like and don't like in stories and texts	I talk about what I like and don't like in stories and texts and am developing knowledge of favourite titles and authors.	I talk about what I like and don't like in stories and texts and am can talk about favourite titles and authors.	I am beginning to develop knowledge of more authors and books and can identify favourites and why.	<u>I have</u> knowledge of more authors and books and can identify favourite genres and why.	I know what types of books and authors I enjoy but also challenge myself to read a wider range of genres.	I discuss preferences confidently about different texts and genres and can explain my preferences.

## Reading Content Domains at KS1 and KS2

The content domains set out the relevant elements from the National Curriculum programme of study for English at key stages 1 and 2

### KS1 Content domain reference;

- draw on knowledge of vocabulary to understand texts
- identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information
- identify and explain the sequence of events in texts
- make inferences from the text
- predict what might happen on the basis of what has been read so far

### KS2 Content domain reference;

- give / explain the meaning of words in context
- retrieve and record information / identify key details from fiction and non-fiction
- summarise main ideas from more than one paragraph
- make inferences from the text / explain and justify inferences with evidence from the text
- predict what might happen from details stated and implied
- identify / explain how information / narrative content is related and contributes to meaning as a whole
- identify / explain how meaning is enhanced through choice of words and phrases
- make comparisons within the text

### Reference materials;

Progression in Reading Map; Jo Puttick, Parks Primary School, Leicester

Development Matters (July 2021) Early Reading Framework (Ofsted)

EEF Improving Literacy Phonological awareness and phonemic awareness