

Staynor Hall Community Primary School- Reading curriculum

Reading for the pupils of Staynor Hall Community Primary School

- We use reading to stimulate learning through immersion into topics and genres.
- We use reading to share the pleasure in stories through our whole- class reads.
- We use reading to generate debate and discussion in guided reading and whole- class reading sessions.
- We use reading to access topic learning for both fiction and non-fiction.

Some reading teaching is discrete whilst other lessons follow the school topics in our Long term plan.

Aims

- Develop a love of reading
- Encourage fluency and reading confidence
- Prepare pupils for their next stage of learning

Knowledge

We have designed a progression of knowledge to allow our pupils to become proficient in:

- Decoding
- Comprehension
- Fluency

Barriers

Stakeholders have identified that our pupils lack confidence and life experiences. Our entire curriculum creates opportunities to address this with reading being a driver of this. We have a current school focus on whole class reading in Y2-6 and on rapid catch up for non-fluent readers in KS1 and KS2.

| Tiny Steps | Nursery | EYFS | Year 1 | Year 2 |
|---|---|--|---|---|
| | <ul style="list-style-type: none"> - Foundation phonics (focus on phonological awareness and oral blending) | <ul style="list-style-type: none"> - Phase 2 - Phase 3 - Phase 4 - Keep up sessions - Picture news time (when applicable) making children aware of current events. - Poetry basket | <ul style="list-style-type: none"> - Review phase 3 and 4 - Phase 5 - Keep up sessions - Lyfta and Picture news time making children aware of current events. | <ul style="list-style-type: none"> - Rapid catch up (if needed) - Phase 5 review - LW Bridge to spelling - LW spelling programme - Whole class reading 1x a week - Lyfta and Picture news time making children aware of current events. |
| <ul style="list-style-type: none"> • Half termly reading buddies | <ul style="list-style-type: none"> • Half termly reading buddies | <ul style="list-style-type: none"> • Half termly reading buddies • Reading shed | <ul style="list-style-type: none"> • Half termly reading buddies • Reading shed | <ul style="list-style-type: none"> • Half termly reading buddies • Reading shed |
| Year 3 | Year 4 | Year 5 | Year 6 | |
| <ul style="list-style-type: none"> - Rapid catch up (if needed) - Whole class reading - Individual Reading for pleasure time - Lyfta and Picture news time making children aware of current events. | <ul style="list-style-type: none"> - Rapid catch up (if needed) - Whole class reading - Individual Reading for pleasure time - Lyfta and Picture news time making children aware of current events. | <ul style="list-style-type: none"> - Rapid catch up (if needed) - Whole class reading - Individual Reading for pleasure time - Lyfta and Picture news time making children aware of current events. | <ul style="list-style-type: none"> - Rapid catch up (if needed) - Whole class reading - Individual Reading for pleasure time - Lyfta and Picture news time making children aware of current events. | |
| <ul style="list-style-type: none"> • Half termly reading buddies • Reading shed | <ul style="list-style-type: none"> • Half termly reading buddies • Reading shed | <ul style="list-style-type: none"> • Half termly reading buddies • Reading shed | <ul style="list-style-type: none"> • Half termly reading buddies • Reading shed | <ul style="list-style-type: none"> • Half termly reading buddies • Reading shed |

Please see link for [EYFS curriculum overview](#) for progression from Tiny Steps to EYFS using development matters.

Class Novel (Linked to topic theme)

30-40 mins daily

Emphasis on verbal contribution and class discussion.

Structure over the week:

- Teachers reading aloud (Daily)
- Children reading aloud (Daily)
- Background knowledge (if needed)
- Vocabulary knowledge using pictures
- Teacher modelling and explanation to develop comprehension.
- High quality discussion and questioning

- Some sessions will involve focused teaching of reading comprehension strategies linked to summarising, building connections and predictions.

Reading aloud Novel

- Daily with the focus on enjoyment of books.
- Reading spine specific to Reading for Pleasure linked to 5 plagues of reading by Doug Lemov.

Text exposure and reading diet

Opportunities for children to explore a wide range of texts therefore increasing knowledge about specific texts.

- Picture news allows for rich discussion around current affairs linking to Protected Characteristics and British Values
- Lyfta time allows for rich discussion where the children are immersed in the lives of real people around the world. It allows them to experience people, places and perspectives. It improves children's background knowledge and gives children the building blocks to access more knowledge within texts.

- 1 session a week focuses on the knowledge of a skill with an unfamiliar text.

This is in addition to the reading spines for Class Novels and Reading for Pleasure novels

| | EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|--------------|------|--|---|--|---|--|---|
| Word reading | - | <ul style="list-style-type: none"> - Apply phonic knowledge and skills as the route to decode words. - Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes - Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught. -Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word. -Read words containing taught GPCs, including: <ul style="list-style-type: none"> -s, -ing -er, -ed, -es , est endings -Read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s). - Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words. -Re-read these books to build up their fluency and confidence in word reading. | <ul style="list-style-type: none"> -Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent. -Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes. -Read accurately words of two or more syllables that contain the same graphemes as above. -Read words containing common suffixes. -Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word. -Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered. -Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation. -Re-read these books to build up their fluency and confidence in word reading. | <ul style="list-style-type: none"> -Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet. -Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. | <p>With some independence:</p> <ul style="list-style-type: none"> -Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet. -Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. | <p>With greater independence:</p> <ul style="list-style-type: none"> -Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet. | <p>With accuracy and independence:</p> <ul style="list-style-type: none"> -Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet. |

| | EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|---------------|------|--|---|--|---|---|---|
| Comprehension | - | <p>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> -Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently. -Being encouraged to link what they read or hear read to their own experiences. -Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics. -Recognising and joining in with predictable phrases. - Learning to appreciate rhymes and poems, and to recite some by heart. <p>Understand both the books that they can already read accurately and fluently and those they have listened to by:</p> <ul style="list-style-type: none"> - Drawing on what they already know or on background information and vocabulary provided by the teacher. -Checking that the text makes sense to them as they read and correcting inaccurate reading. -Making inferences on the basis of what is being said and done. -Predicting what might happen on the basis of what has been read so far. | <p>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> -Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales. -Being introduced to nonfiction books that are structured in different ways. -Recognising simple recurring literary language in stories and poetry. <p>Understand both the books that they can already read accurately and fluently and those they have listened to by:</p> <ul style="list-style-type: none"> -Drawing on what they already know or on background information and vocabulary provided by the teacher. -Checking that the text makes sense to them as they read and correcting inaccurate reading. -Making inferences on the basis of what is being said and done. -Answering and asking questions. -Predicting what might happen on the basis of what has been read so far. | <p>Develop positive attitudes to reading and understanding of what they read by:</p> <ul style="list-style-type: none"> - Opportunities to discuss language to check the meaning of words that they have read. -Identifying themes and conventions in a wide range of books. <p>Understand what they read, in books they can read, by:</p> <ul style="list-style-type: none"> -Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context. -Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. -Predicting what might happen from details stated and implied. -Identifying main ideas drawn from more than one paragraph and summarising these. - Identifying how language, structure, and presentation contribute to meaning. -Retrieve and record information from nonfiction | <p>Develop positive attitudes to reading and understanding of what they read by:</p> <ul style="list-style-type: none"> - Opportunities to discuss language to check the meaning of words that they have read. -Identifying themes and conventions in a wide range of books. <p>Understand what they read, in books they can read independently, by:</p> <ul style="list-style-type: none"> -Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context. -Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. -Predicting what might happen from details stated and implied. -Identifying main ideas drawn from more than one paragraph and summarising these. -Identifying how language, structure, and presentation contribute to meaning. -Retrieve and record information from nonfiction | <p>Maintain positive attitudes to reading and understanding of what they read by:</p> <ul style="list-style-type: none"> -Identifying and discussing themes and conventions in and across a wide range of writing. -Making comparisons within and across books. -Ask relevant questions to improve their understanding. -Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader. <p>Understand what they read by:</p> <ul style="list-style-type: none"> -Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context. -Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. -Predicting what might happen from details stated and implied. -Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas. -Identifying how language, structure and presentation contribute to meaning. -Distinguish between statements of fact and opinion. -Retrieve, record and present information from non-fiction. -Provide reasoned justifications for their views. | <p>With greater independence and with a more mature text: Maintain positive attitudes to reading and understanding of what they read by:</p> <ul style="list-style-type: none"> -Identifying and discussing themes and conventions in and across a wide range of writing. -Making comparisons within and across books. -Ask relevant questions to improve their understanding. -Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader. Understand what they read by: -Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context. -Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. -Predicting what might happen from details stated and implied. -Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas. -Identifying how language, structure and presentation contribute to meaning. -Distinguish between statements of fact and opinion. -Retrieve, record and present information from non-fiction. -Provide reasoned justifications for their views. |

| | EYFS | Year 1 | Year 2 |
|---|------|--|---|
| Language acquisition- Speaking and listening | | <p>NC statements apply to Y1-Y6, plus statements taken from Y1 programme of study:</p> <ul style="list-style-type: none"> -Listen and respond appropriately to adults and their peers. -Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments. -Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously. E.g. I agree because... -Use relevant strategies to build their vocabulary. -Participate in discussions, about what is read to them, taking turns and listening to what others say. -Explain and discuss their understanding of what is read to them. -Discussing the significance of the title and events. -Discussing word meanings, linking new meanings to those already known. | <p>NC statements apply to Y1-Y6, plus statements taken from Y5 & Y6 programme of study:</p> <ul style="list-style-type: none"> -Listen and respond appropriately to adults and their peers. -Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments. -Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously. E.g. I agree because... -Use relevant strategies to build their vocabulary. - Participate in discussions, presentations, performances, role-play, improvisations and debates. -Explain and discuss their understanding of what they have read, maintaining a focus on the topic and using notes where necessary. -Gain, maintain and monitor the interest of the listener(s). -Preparing poems and plays to read aloud & perform, showing understanding through intonation, tone and volume. -Speak audibly and fluently with an increasing command of Standard English. -Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings. -Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas. -Select and use appropriate registers for effective communication. -Articulate and justify answers, arguments and opinions. -Consider and evaluate different viewpoints, attending to and building on the contributions of others. |

| | Year 3 | Year 4 | Year 5 | Year 6 |
|---|--|--|---|--|
| Language acquisition - Speaking and listening | <p>NC statements apply to Y1-Y6, plus statements taken from Y5 & Y6 programme of study:</p> <ul style="list-style-type: none"> - Listen and respond appropriately to adults and their peers. -Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments. -Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously. E.g. I agree because... - Use relevant strategies to build their vocabulary. - Participate in discussions, presentations, performances, role-play, improvisations and debates. -Explain and discuss their understanding of what they have read, maintaining a focus on the topic and using notes where necessary. <p>With greater independence:</p> <ul style="list-style-type: none"> - Gain, maintain and monitor the interest of the listener(s). -Preparing poems and plays to read aloud & perform, showing understanding through intonation, tone and volume. -Speak audibly and fluently with an increasing command of Standard English. -Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings. -Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas. -Select and use appropriate registers for effective communication. -Articulate and justify answers, arguments and opinions. -Consider and evaluate different viewpoints, attending to and building on the contributions of others. | <p>NC statements apply to Y1- Y6, plus statements taken from Y5 & Y6 programme of study:</p> <ul style="list-style-type: none"> -Listen and respond appropriately to adults and their peers. -Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments. -Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously. E.g. I agree because... -Use relevant strategies to build their vocabulary. • Participate in discussions, presentations, performances, roleplay, improvisations and debates. -Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary. <p>With greater independence:</p> <ul style="list-style-type: none"> - Gain, maintain and monitor the interest of the listener(s). -Preparing poems and plays to read aloud & perform, showing understanding through intonation, tone and volume. -Speak audibly and fluently with an increasing command of Standard English. -Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings. -Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas. -Select and use appropriate registers for effective communication. -Articulate and justify answers, arguments and opinions. -Consider and evaluate different viewpoints, attending to and building on the contributions of others. | <p>NC statements apply to Y1-Y6, plus statements taken from Y5 & Y6 programme of study:</p> <ul style="list-style-type: none"> - Listen and respond appropriately to adults and their peers. -Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments. -Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously. E.g. I agree because... -Use relevant strategies to build their vocabulary. -Participate in discussions, presentations, performances, role-play, improvisations and debates. -Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary. <p>With greater independence:</p> <ul style="list-style-type: none"> -Gain, maintain and monitor the interest of the listener(s). -Preparing poems and plays to read aloud & perform, showing understanding through intonation, tone and volume. -Speak audibly and fluently with an increasing command of Standard English. -Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings. -Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas. -Select and use appropriate registers for effective communication. -Articulate and justify answers, arguments and opinions. -Consider and evaluate different viewpoints, attending to and building on the contributions of others. | <p>NC statements apply to Y1-Y6, plus statements taken from Y5 & Y6 programme of study:</p> <ul style="list-style-type: none"> -Listen and respond appropriately to adults and their peers. -Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments. -Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously. E.g. I agree because... -Use relevant strategies to build their vocabulary. -Participate in discussions, presentations, performances, role-play, improvisations and debates. -Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary. <p>With greater independence:</p> <ul style="list-style-type: none"> -Gain, maintain and monitor the interest of the listener(s). -Preparing poems and plays to read aloud & perform, showing understanding through intonation, tone and volume. -Speak audibly and fluently with an increasing command of Standard English. -Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings. -Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas. -Select and use appropriate registers for effective communication. -Articulate and justify answers, arguments and opinions. -Consider and evaluate different viewpoints, attending to and building on the contributions of others. |

| | EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|-------------------|------|--------|--------|---|---|--|---|
| Exposure to genre | | | | <p>Children should be exposed to a range of genres by:</p> <ul style="list-style-type: none"> -Listening 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 reading for a range of purposes. - Increasing their familiarity with a wide range of books, including fairy stories, myths and legends. -Retelling some of these orally including fairy tales, myths & legends. -Recognising some different forms of poetry, e.g. free verse, narrative poetry | <p>Children should be exposed to a range of Y4 genres by:</p> <ul style="list-style-type: none"> -Listening 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 reading for a range of purposes. -Increasing their familiarity with a wide range of books, including fairy stories, myths and legends. - Retelling some of these orally including fairy tales, myths & legends. -Recognising some different forms of poetry, e.g. free verse, narrative poetry | <p>Children should be exposed to a range of genres by:</p> <ul style="list-style-type: none"> -Recommending books that they have read to their peers, giving reasons for their choices. - Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, nonfiction and reference books or textbooks. -Reading books that are structured in different ways and reading for a range of purposes. - Increasing their familiarity with a wide range of books, including myths, legends and traditional stories. -Increase familiarity with modern fiction, fiction from our literary heritage, and books from other cultures and traditions. - Learning a wider range of poetry by heart. | <p>Children should be exposed to a range of genres by:</p> <ul style="list-style-type: none"> -Recommending books that they have read to their peers, giving reasons for their choices. -Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, nonfiction and reference books or textbooks. -Reading books that are structured in different ways and reading for a range of purposes. - Increasing their familiarity with a wide range of books, including myths, legends and traditional stories. -Increase familiarity with modern fiction, fiction from our literary heritage, and books from other cultures and traditions. -Learning a wider range of poetry by heart |

Year 1

| Year 1 Year A | What happened in the Great fire of London? | Where does our food come from? | Where do we live? | How has Britain changed since 1960? | What was life when Queen Victoria ruled? |
|--|---|--------------------------------|---|-------------------------------------|--|
| Knowledge acquisition featured in the unit (N.C) | <ul style="list-style-type: none"> -Daily catch up -Phase 3 Intervention -Individual Phase 2 (where required) | | <ul style="list-style-type: none"> -Daily catch up -Phase 4 Intervention -Individual Phase 3 (where required) | | <ul style="list-style-type: none"> -Daily catch up -Phase 4 Intervention -Individual Phase 3 (where required) |
| Word reading | <ul style="list-style-type: none"> -Apply phonic knowledge and skills as the route to decode words. -Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes. -Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught. | | <ul style="list-style-type: none"> -Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word. -Read words containing taught GPCs, including: –s, -ing –er, –ed, –es , est endings -Read other words of more than one syllable that contain taught GPCs. - Read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s). -Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words. -Re-read these books to build up their fluency and confidence in word reading. | | <ul style="list-style-type: none"> -Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word. - Read words containing taught GPCs, including: –s, -ing –er, –ed, –es , est endings Read other words of more than one syllable that contain taught GPCs. -Read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s). -Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words. -Re-read these books to build up their fluency and confidence in word reading. |
| Comprehension | <p>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> -Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently. -Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics. -Recognising and joining in with predictable phrases. -Learning to appreciate rhymes and poems, and to recite some by heart. <p>Understand both the books that they can already read accurately and fluently and those they have listened to by:</p> <ul style="list-style-type: none"> -Drawing on what they already know or on background information and vocabulary provided by the teacher. | | <p>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> - Listening to and discussing a wide range of poems, stories and nonfiction at a level beyond that at which they can read independently. -Being encouraged to link what they read or hear read to their own experiences. -Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics. -Recognising and joining in with predictable phrases. -Learning to appreciate rhymes and poems, and to recite some by heart. <p>Understand both the books that they can already read accurately and fluently and those they have listened to by:</p> <ul style="list-style-type: none"> -Drawing on what they already know or on background information and vocabulary provided by the teacher. - Checking that the text makes sense to them as they read and correcting inaccurate reading. - Making inferences on the basis of what is being said and done. -Predicting what might happen on the basis of what has been read so far | | <p>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently. -Being encouraged to link what they read or hear read to their own experiences. -Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics. -Recognising and joining in with predictable phrases. -Learning to appreciate rhymes and poems, and to recite some by heart. <p>Understand both the books that they can already read accurately and fluently and those they have listened to by:</p> <ul style="list-style-type: none"> -Drawing on what they already know or on background information and vocabulary provided by the teacher. -Checking that the text makes sense to them as they read and correcting inaccurate reading. -Making inferences on the basis of what is being said and done. -Predicting what might happen on the basis of what has been read so far |

| Year 1 Year B | Did my grown ups play with the same toys as me? | How do we look after our world and how does our world look after us? | Was Humpty Dumpty real? | Is China similar to where I live? | How did we get into space? |
|--|--|--|--|-----------------------------------|--|
| Knowledge acquisition featured in the unit (N.C) | -Daily catch up -Phase 3 Intervention -Individual Phase 2 (where required) | | -Daily catch up -Phase 4 Intervention -Individual Phase 3 (where required) | | -Daily catch up -Phase 4 Intervention -Individual Phase 3 (where required) |
| Word reading | -Apply phonic knowledge and skills as the route to decode words. -Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes. -Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught. | | -Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word. -Read words containing taught GPCs, including: –s, -ing –er, –ed, –es , est endings -Read other words of more than one syllable that contain taught GPCs. - Read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s). -Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words. -Re-read these books to build up their fluency and confidence in word reading. | | -Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word. - Read words containing taught GPCs, including: –s, -ing –er, –ed, –es , est endings Read other words of more than one syllable that contain taught GPCs. -Read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s). -Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words. -Re-read these books to build up their fluency and confidence in word reading. |
| Comprehension | <p>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> -Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently. -Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics. -Recognising and joining in with predictable phrases. -Learning to appreciate rhymes and poems, and to recite some by heart. <p>Understand both the books that they can already read accurately and fluently and those they have listened to by:</p> -Drawing on what they already know or on background information and vocabulary provided by the teacher. | | <p>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> - Listening to and discussing a wide range of poems, stories and nonfiction at a level beyond that at which they can read independently. -Being encouraged to link what they read or hear read to their own experiences. -Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics. -Recognising and joining in with predictable phrases. -Learning to appreciate rhymes and poems, and to recite some by heart. <p>Understand both the books that they can already read accurately and fluently and those they have listened to by:</p> -Drawing on what they already know or on background information and vocabulary provided by the teacher. - Checking that the text makes sense to them as they read and correcting inaccurate reading. - Making inferences on the basis of what is being said and done. -Predicting what might happen on the basis of what has been read so far | | <p>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently. -Being encouraged to link what they read or hear read to their own experiences. -Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics. -Recognising and joining in with predictable phrases. -Learning to appreciate rhymes and poems, and to recite some by heart. <p>Understand both the books that they can already read accurately and fluently and those they have listened to by: -Drawing on what they already know or on background information and vocabulary provided by the teacher. -Checking that the text makes sense to them as they read and correcting inaccurate reading. -Making inferences on the basis of what is being said and done. -Predicting what might happen on the basis of what has been read so far</p> |

Year 2

| Year 2 Year A | What happened in the Great fire of London? | Where does our food come from? | Where do we live? | How has Britain changed since 1960? | What was life when Queen Victoria ruled? |
|--|---|--------------------------------|--|--|--|
| Knowledge acquisition featured in the unit (N.C) | <ul style="list-style-type: none"> -Phase 5 -Daily catch up -Rapid catch up | | <ul style="list-style-type: none"> -Phase 5 - Phase 6 -Daily catch up -Rapid catch up | <ul style="list-style-type: none"> -Phase 5 - Phase 6 -Daily catch up -Rapid catch up | |
| Word reading | <ul style="list-style-type: none"> - Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent. - Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes. - Read accurately words of two or more syllables that contain the same graphemes as above. - Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation. -Re-read these books to build up their fluency and confidence in word reading. | | <ul style="list-style-type: none"> -Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent. -Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes. -Read words containing common suffixes. | <ul style="list-style-type: none"> -Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word. -Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered. | |
| Comprehension | <p>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> -Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales. -Being introduced to non-fiction books that are structured in different ways. - Recognising simple recurring literary language in stories and poetry. <p>Understand both the books that they can already read accurately and fluently and those they have listened to by:</p> <ul style="list-style-type: none"> -Drawing on what they already know or on background information and vocabulary provided by the teacher. -Answering and asking questions. - Predicting what might happen on the basis of what has been read so far. (opinion) | | <p>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> -Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales. -Being introduced to non-fiction books that are structured in different ways. <p>Understand both the books that they can already read accurately and fluently and those they have listened to by:</p> <ul style="list-style-type: none"> -Drawing on what they already know or on background information and vocabulary provided by the teacher. -Checking that the text makes sense to them as they read and correcting inaccurate reading. -Making inferences on the basis of what is being said and done. -Answering and asking questions. -Predicting what might happen on the basis of what has been read so far. (opinion and evidence) | <p>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <p>Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales.</p> <ul style="list-style-type: none"> -Being introduced to non-fiction books that are structured in different ways. <p>Understand both the books that they can already read accurately and fluently and those they have listened to by:</p> <ul style="list-style-type: none"> - Drawing on what they already know or on background information and vocabulary provided by the teacher. - Checking that the text makes sense to them as they read and correcting inaccurate reading. -Making inferences on the basis of what is being said and done. -Answering and asking questions. -Predicting what might happen on the basis of what has been read so far. | |

| Year 2 Year B | Did my grown ups play with the same toys as me? | How do we look after our world and how does our world look after us? | Was Humpty Dumpty real? | Is China similar to where I live? | How did we get into space? |
|--|---|--|---|---|----------------------------|
| Knowledge acquisition featured in the unit (N.C) | <ul style="list-style-type: none"> -Phase 5 -Daily catch up -Rapid catch up | <ul style="list-style-type: none"> -Phase 5 -Phase 6 -Daily catch up -Rapid catch up -Whole class reading | <ul style="list-style-type: none"> -Phase 5 -Phase 6 -Daily catch up -Rapid catch up -Whole class reading | <ul style="list-style-type: none"> -Phase 5 -Phase 6 -Daily catch up -Rapid catch up -Whole class reading | |
| Word reading | <ul style="list-style-type: none"> - Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent. - Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes. - Read accurately words of two or more syllables that contain the same graphemes as above. - Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation. -Re-read these books to build up their fluency and confidence in word reading. | <ul style="list-style-type: none"> -Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent. -Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes. -Read words containing common suffixes. | <ul style="list-style-type: none"> -Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent. -Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes. -Read words containing common suffixes. | <ul style="list-style-type: none"> -Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word. -Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered. | |
| Comprehension | <p>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> -Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales. -Being introduced to non-fiction books that are structured in different ways. - Recognising simple recurring literary language in stories and poetry. <p>Understand both the books that they can already read accurately and fluently and those they have listened to by:</p> <ul style="list-style-type: none"> -Drawing on what they already know or on background information and vocabulary provided by the teacher. -Answering and asking questions. - Predicting what might happen on the basis of what has been read so far. (opinion) | <p>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> -Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales. -Being introduced to non-fiction books that are structured in different ways. <p>Understand both the books that they can already read accurately and fluently and those they have listened to by:</p> <ul style="list-style-type: none"> -Drawing on what they already know or on background information and vocabulary provided by the teacher. -Checking that the text makes sense to them as they read and correcting inaccurate reading. -Making inferences on the basis of what is being said and done. -Answering and asking questions. -Predicting what might happen on the basis of what has been read so far. (opinion and evidence) | <p>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> -Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales. -Being introduced to non-fiction books that are structured in different ways. <p>Understand both the books that they can already read accurately and fluently and those they have listened to by:</p> <ul style="list-style-type: none"> - Drawing on what they already know or on background information and vocabulary provided by the teacher. - Checking that the text makes sense to them as they read and correcting inaccurate reading. -Making inferences on the basis of what is being said and done. -Answering and asking questions. -Predicting what might happen on the basis of what has been read so far. | <p>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> -Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales. -Being introduced to non-fiction books that are structured in different ways. <p>Understand both the books that they can already read accurately and fluently and those they have listened to by:</p> <ul style="list-style-type: none"> - Drawing on what they already know or on background information and vocabulary provided by the teacher. - Checking that the text makes sense to them as they read and correcting inaccurate reading. -Making inferences on the basis of what is being said and done. -Answering and asking questions. -Predicting what might happen on the basis of what has been read so far. | |

Year 3

| Year 3 Year A | How did our homes end up where they are? | Is everybody the same? | How did the Romans change Britain? | What's life like in Poland? | Who were the Mayans? |
|--|---|------------------------|---|-----------------------------|---|
| Knowledge acquisition featured in the unit (N.C) | <ul style="list-style-type: none"> -Rapid catch up if needed -Whole class reading -1:1 reading | | <ul style="list-style-type: none"> -Rapid catch up if needed -Whole class reading -1:1 reading | | <ul style="list-style-type: none"> -Rapid catch up if needed -Whole class reading -1:1 reading |
| Word reading | <ul style="list-style-type: none"> -Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet. <u>(focus on word lists from Spelling shed Autumn term)</u> -Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. | | <ul style="list-style-type: none"> -Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet. <u>(focus on word lists from Spelling shed Spring term)</u> -Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. | | <ul style="list-style-type: none"> -Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet. <u>(focus on word lists from Spelling shed Summer term)</u> -Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. |
| Comprehension | <p>Develop positive attitudes to reading and understanding of what they read by:</p> <ul style="list-style-type: none"> - Identifying themes and conventions in a wide range of books. <p>Understand what they read, in books they can read, by:</p> <ul style="list-style-type: none"> -Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context. -Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. -Predicting what might happen from details stated and implied. - Identifying main ideas drawn from more than one paragraph and summarising these. <p>Identifying how language, structure, and presentation contribute to meaning. Retrieve and record information from non-fiction</p> | | <p>Develop positive attitudes to reading and understanding of what they read by:</p> <ul style="list-style-type: none"> -Using dictionaries to check the meaning of words that they have read. Incl. class discussions and pre teaching Identifying themes and conventions in a wide range of books. <p>Understand what they read, in books they can read, by:</p> <ul style="list-style-type: none"> -Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context. -Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. -Predicting what might happen from details stated and implied. - Identifying main ideas drawn from more than one paragraph and summarising these. - Identifying how language, structure, and presentation contribute to meaning. -Retrieve and record information from non-fiction | | <p>Develop positive attitudes to reading and understanding of what they read by:</p> <ul style="list-style-type: none"> -Using dictionaries to check the meaning of words that they have read. Incl. class discussions and pre teaching <p>Identifying themes and conventions in a wide range of books.</p> <p>Understand what they read, in books they can read, by:</p> <ul style="list-style-type: none"> -Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context. -Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. -Predicting what might happen from details stated and implied. -Identifying main ideas drawn from more than one paragraph and summarising these. - Identifying how language, structure, and presentation contribute to meaning. -Retrieve and record information from non-fiction |
| Exposure to genre | <p>Children should be exposed to a range of genres by:</p> <ul style="list-style-type: none"> -Listening 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 reading for a range of purposes. - Increasing their familiarity with a wide range of books, including myths and legends, -Retelling some of these orally including, myths & legends. | | <p>Children should be exposed to a range of genres by:</p> <ul style="list-style-type: none"> - Listening 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 reading for a range of purposes. - Increasing their familiarity with a wide range of books, including fairy stories, -Retelling some of these orally including fairy tales, -Recognising some different forms of poetry, e.g. haiku, acrostic, shape | | <p>Children should be exposed to a range of genres by:</p> <ul style="list-style-type: none"> - Listening to and discussing a wide range of fiction, poetry, plays, nonfiction and reference books or textbooks. -Reading books that are structured in different ways and reading for a range of purposes. -Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, - Retelling some of these orally including fairy tales, myths & legends. -Recognising some different forms of poetry, e.g. free verse, narrative poetry |

| Year 3 Year B | What was prehistoric Britain like? | Can the community be your team? | When is Mother Earth not kind? | How has Selby Abbey changed through the years? | Were the Anglo-Saxons better farmers or warriors? |
|--|---|---------------------------------|---|--|---|
| Knowledge acquisition featured in the unit (N.C) | -Rapid catch up if needed -Whole class reading -1:1 reading | | -Rapid catch up if needed -Whole class reading -1:1 reading | | -Rapid catch up if needed -Whole class reading -1:1 reading |
| Word reading | -Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet. (focus on word lists from Spelling shed Autumn term) -Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. | | -Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet. (focus on word lists from Spelling shed Spring term) -Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. | | -Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet. (focus on word lists from Spelling shed Summer term) -Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. |
| Comprehension | <p>Develop positive attitudes to reading and understanding of what they read by:</p> <ul style="list-style-type: none"> - Identifying themes and conventions in a wide range of books. <p>Understand what they read, in books they can read, by:</p> <ul style="list-style-type: none"> -Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context. -Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. -Predicting what might happen from details stated and implied. - Identifying main ideas drawn from more than one paragraph and summarising these. <p>Identifying how language, structure, and presentation contribute to meaning. Retrieve and record information from non-fiction</p> | | <p>Develop positive attitudes to reading and understanding of what they read by:</p> <ul style="list-style-type: none"> -Using dictionaries to check the meaning of words that they have read. Incl. class discussions and pre teaching Identifying themes and conventions in a wide range of books. <p>Understand what they read, in books they can read, by:</p> <ul style="list-style-type: none"> -Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context. -Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. -Predicting what might happen from details stated and implied. - Identifying main ideas drawn from more than one paragraph and summarising these. - Identifying how language, structure, and presentation contribute to meaning. <p>-Retrieve and record information from non-fiction</p> | | <p>Develop positive attitudes to reading and understanding of what they read by:</p> <ul style="list-style-type: none"> -Using dictionaries to check the meaning of words that they have read. Incl. class discussions and pre teaching <p>Identifying themes and conventions in a wide range of books.</p> <p>Understand what they read, in books they can read, by:</p> <ul style="list-style-type: none"> -Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context. -Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. -Predicting what might happen from details stated and implied. -Identifying main ideas drawn from more than one paragraph and summarising these. - Identifying how language, structure, and presentation contribute to meaning. <p>-Retrieve and record information from non-fiction</p> |
| Exposure to genre | <p>Children should be exposed to a range of genres by:</p> <ul style="list-style-type: none"> -Listening 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 reading for a range of purposes. - Increasing their familiarity with a wide range of books, including myths and legends, -Retelling some of these orally including, myths & legends. | | <p>Children should be exposed to a range of genres by:</p> <ul style="list-style-type: none"> - Listening 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 reading for a range of purposes. - Increasing their familiarity with a wide range of books, including fairy stories, -Retelling some of these orally including fairy tales, -Recognising some different forms of poetry, e.g. haiku, acrostic, shape | | <p>Children should be exposed to a range of genres by:</p> <ul style="list-style-type: none"> - Listening to and discussing a wide range of fiction, poetry, plays, nonfiction and reference books or textbooks. -Reading books that are structured in different ways and reading for a range of purposes. -Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, - Retelling some of these orally including fairy tales, myths & legends. <p>-Recognising some different forms of poetry, e.g. free verse, narrative poetry</p> |

Year 4

| Year 4 Year A | How did our homes end up where they are? | Is everybody the same? | How did the Romans change Britain? | What's life like in Poland? | Who were the Mayans? | | |
|--|--|---|---|-----------------------------|---|---|--|
| Knowledge acquisition featured in the unit (N.C) | -Rapid catch up if needed -Whole class reading -1:1 reading | -Rapid catch up if needed -Whole class reading -1:1 reading | -Rapid catch up if needed -Whole class reading -1:1 reading | Word reading | With some independence: -Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet. (Y4 spelling shed list AUT) -Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. | With some independence: -Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet. (Y4 spelling shed list SPR) -Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. | With some independence: - Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet. (Y4 spelling shed list SUM) -Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. |
| Comprehension | <p>Develop positive attitudes to reading and understanding of what they read by:</p> <ul style="list-style-type: none"> - Opportunities to discuss language to check the meaning of words that they have read. -Identifying themes and conventions in a wide range of books. <p>Understand what they read, in books they can read, by:</p> <ul style="list-style-type: none"> -Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context. - Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. -Predicting what might happen from details stated and implied. | <p>Develop positive attitudes to reading and understanding of what they read by:</p> <ul style="list-style-type: none"> - Opportunities to discuss language to check the meaning of words that they have read. -Identifying themes and conventions in a wide range of books. <p>Understand what they read, in books they can read, by:</p> <ul style="list-style-type: none"> -Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context. -Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. -Predicting what might happen from details stated and implied. - Identifying main ideas drawn from more than one paragraph and summarising these. | <p>Develop positive attitudes to reading and understanding of what they read by:</p> <ul style="list-style-type: none"> - Opportunities to discuss language to check the meaning of words that they have read. -Identifying themes and conventions in a wide range of books. <p>Understand what they read, in books they can read, by:</p> <ul style="list-style-type: none"> -Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context. -Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. - Predicting what might happen from details stated and implied. - Identifying main ideas drawn from more than one paragraph and summarising these. - Identifying how language, structure, and presentation contribute to meaning. -Retrieve and record information from non-fiction | | | | |
| Exposure to genre | <p>Children should be exposed to a range of Y4 genres by:</p> <ul style="list-style-type: none"> -Listening 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 reading for a range of purposes. -Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, -Retelling some of these orally including fairy tales, myths & legends. -Recognising some different forms of poetry, e.g. free verse, narrative poetry | <p>Children should be exposed to a range of Y4 genres by:</p> <ul style="list-style-type: none"> -Listening 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 reading for a range of purposes. -Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, -Retelling some of these orally including fairy tales, myths & legends. -Recognising some different forms of poetry, e.g. free verse, narrative poetry | <p>Children should be exposed to a range of Y4 genres by:</p> <ul style="list-style-type: none"> -Listening 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 reading for a range of purposes. -Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, -Retelling some of these orally including fairy tales, myths & legends. -Recognising some different forms of poetry, e.g. free verse, narrative poetry | | | | |

| Year 4 Year B | What was prehistoric Britain like? | Can the community be your team? | When is Mother Earth not kind? | How has Selby Abbey changed through the years? | Were the Anglo-Saxons better farmers or warriors? |
|--|---|---------------------------------|--|--|--|
| Knowledge acquisition featured in the unit (N.C) | -Rapid catch up if needed -Whole class reading -1:1 reading | | -Rapid catch up if needed -Whole class reading -1:1 reading | | -Rapid catch up if needed -Whole class reading -1:1 reading |
| Word reading | With some independence: -Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet. (<u>Y4 spelling shed list AUT</u>) -Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. | | With some independence: -Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet. (<u>Y4 spelling shed list SPR</u>) -Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. | | With some independence: - Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet. (<u>Y4 spelling shed list SUM</u>) -Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. |
| Comprehension | Develop positive attitudes to reading and understanding of what they read by: - Opportunities to discuss language to check the meaning of words that they have read. -Identifying themes and conventions in a wide range of books. Understand what they read, in books they can read, by: -Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context. - Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. -Predicting what might happen from details stated and implied. | | Develop positive attitudes to reading and understanding of what they read by: - Opportunities to discuss language to check the meaning of words that they have read. -Identifying themes and conventions in a wide range of books. Understand what they read, in books they can read, by: -Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context. -Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. -Predicting what might happen from details stated and implied. - Identifying main ideas drawn from more than one paragraph and summarising these. | | Develop positive attitudes to reading and understanding of what they read by: - Opportunities to discuss language to check the meaning of words that they have read. -Identifying themes and conventions in a wide range of books. Understand what they read, in books they can read, by: -Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context. -Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. - Predicting what might happen from details stated and implied. - Identifying main ideas drawn from more than one paragraph and summarising these. - Identifying how language, structure, and presentation contribute to meaning. -Retrieve and record information from non-fiction |
| Exposure to genre | Children should be exposed to a range of Y4 genres by: -Listening 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 reading for a range of purposes. -Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, -Retelling some of these orally including fairy tales, myths & legends. -Recognising some different forms of poetry, e.g. free verse, narrative poetry | | Children should be exposed to a range of Y4 genres by: -Listening 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 reading for a range of purposes. -Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, -Retelling some of these orally including fairy tales, myths & legends. -Recognising some different forms of poetry, e.g. free verse, narrative poetry | | Children should be exposed to a range of Y4 genres by: -Listening 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 reading for a range of purposes. -Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, -Retelling some of these orally including fairy tales, myths & legends. -Recognising some different forms of poetry, e.g. free verse, narrative poetry |

Year 5

| Year 5 Year A | Were they really human? | What makes a home? | How is the world connected? | Who were the original olympians? | Is it always a wonderful world of work? |
|--|--|--------------------|--|----------------------------------|---|
| Knowledge acquisition featured in the unit (N.C) | -Rapid catch up if needed -Whole class reading -1:1 reading | | -Rapid catch up if needed -Whole class reading -1:1 reading | | -Rapid catch up if needed -Whole class reading -1:1 reading |
| Word reading | With greater independence: -Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet. <u>Y5 Spelling Shed word list Autumn Term.</u> | | With greater independence: -Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet. <u>Y5 Spelling Shed word list Spring Term.</u> | | With greater independence: -Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet. <u>Y5 Spelling Shed word list Summer Term.</u> |
| Comprehension | <p>Develop positive attitudes to reading and understanding of what they read by:</p> <ul style="list-style-type: none"> -Identifying and discussing themes and conventions in and across a wide range of writing. <p>Understand what they read, in books they can read, by:</p> <ul style="list-style-type: none"> -Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context. -Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. - Predicting what might happen from details stated and implied. -Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas. -Identifying how language, structure and presentation contribute to meaning. - Distinguish between statements of fact and opinion. | | <p>Develop positive attitudes to reading and understanding of what they read by:</p> <ul style="list-style-type: none"> -Identifying and discussing themes and conventions in and across a wide range of writing. -Making comparisons within and across books. - Ask relevant questions to improve their understanding. -Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader. <p>Understand what they read, in books they can read, by:</p> <ul style="list-style-type: none"> Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context. -Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. -Predicting what might happen from details stated and implied. -Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas. - Identifying how language, structure and presentation contribute to meaning. -Retrieve, record and present information from non-fiction. -Provide reasoned justifications for their views. | | <p>Develop positive attitudes to reading and understanding of what they read by:</p> <ul style="list-style-type: none"> Identifying and discussing themes and conventions in and across a wide range of writing. Making comparisons within and across books. -Ask relevant questions to improve their understanding. -Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader. <p>Understand what they read, in books they can read, by:</p> <ul style="list-style-type: none"> -Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context. -Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. -Predicting what might happen from details stated and implied. -Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas. -Identifying how language, structure and presentation contribute to meaning. -Retrieve, record and present information from non-fiction. - Provide reasoned justifications for their views. |
| Exposure to genre | <p>Children should be exposed to a range of genres by:</p> <ul style="list-style-type: none"> -Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. -Reading books that are structured in different ways -Increasing their familiarity with a wide range of books, including myths, legends and traditional stories. - Increase familiarity with modern fiction, fiction from our literary heritage, and books from other cultures and traditions. -Learning a wider range of poetry by heart. | | <p>Children should be exposed to a range of genres by:</p> <ul style="list-style-type: none"> -Recommending books that they have read to their peers, giving reasons for their choices. -Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. -Reading books that are structured in different ways and reading for a range of purposes. -Increase familiarity with modern fiction, fiction from our literary heritage, and books from other cultures and traditions. | | <p>Children should be exposed to a range of genres by:</p> <ul style="list-style-type: none"> -Recommending books that they have read to their peers, giving reasons for their choices. -Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. -Reading books that are structured in different ways and reading for a range of purposes. -Increasing their familiarity with a wide range of books, including myths, legends and traditional stories. -Increase familiarity with modern fiction, fiction from our literary heritage, and books from other cultures and traditions. -Learning a wider range of poetry by heart. |

| Year 5 Year B | Who suffered in World War 2? | Why is the view from our window changing? | Were the Vikings really violent? | What is life like in Brazil? | When is Mother Earth not kind? |
|--|--|---|--|------------------------------|---|
| Knowledge acquisition featured in the unit (N.C) | -Rapid catch up if needed -Whole class reading -1:1 reading | | -Rapid catch up if needed -Whole class reading -1:1 reading | | -Rapid catch up if needed -Whole class reading -1:1 reading |
| Word reading | With greater independence: -Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet. <u>Y5 Spelling Shed word list Autumn Term.</u> | | With greater independence: -Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet. <u>Y5 Spelling Shed word list Spring Term.</u> | | With greater independence: -Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet. <u>Y5 Spelling Shed word list Summer Term.</u> |
| Comprehension | <p>Develop positive attitudes to reading and understanding of what they read by:</p> <ul style="list-style-type: none"> -Identifying and discussing themes and conventions in and across a wide range of writing. <p>Understand what they read, in books they can read, by:</p> <ul style="list-style-type: none"> -Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context. -Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. - Predicting what might happen from details stated and implied. -Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas. -Identifying how language, structure and presentation contribute to meaning. - Distinguish between statements of fact and opinion. | | <p>Develop positive attitudes to reading and understanding of what they read by:</p> <ul style="list-style-type: none"> -Identifying and discussing themes and conventions in and across a wide range of writing. -Making comparisons within and across books. - Ask relevant questions to improve their understanding. -Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader. <p>Understand what they read, in books they can read, by:</p> <ul style="list-style-type: none"> Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context. -Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. -Predicting what might happen from details stated and implied. -Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas. - Identifying how language, structure and presentation contribute to meaning. -Retrieve, record and present information from non-fiction. -Provide reasoned justifications for their views. | | <p>Develop positive attitudes to reading and understanding of what they read by:</p> <ul style="list-style-type: none"> Identifying and discussing themes and conventions in and across a wide range of writing. Making comparisons within and across books. -Ask relevant questions to improve their understanding. -Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader. <p>Understand what they read, in books they can read, by:</p> <ul style="list-style-type: none"> -Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context. -Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. -Predicting what might happen from details stated and implied. -Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas. -Identifying how language, structure and presentation contribute to meaning. -Retrieve, record and present information from non-fiction. - Provide reasoned justifications for their views. |
| Exposure to genre | <p>Children should be exposed to a range of genres by:</p> <ul style="list-style-type: none"> -Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. -Reading books that are structured in different ways -Increasing their familiarity with a wide range of books, including myths, legends and traditional stories. - Increase familiarity with modern fiction, fiction from our literary heritage, and books from other cultures and traditions. -Learning a wider range of poetry by heart. | | <p>Children should be exposed to a range of genres by:</p> <ul style="list-style-type: none"> -Recommending books that they have read to their peers, giving reasons for their choices. -Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. -Reading books that are structured in different ways and reading for a range of purposes. -Increase familiarity with modern fiction, fiction from our literary heritage, and books from other cultures and traditions. | | <p>Children should be exposed to a range of genres by:</p> <ul style="list-style-type: none"> -Recommending books that they have read to their peers, giving reasons for their choices. -Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. -Reading books that are structured in different ways and reading for a range of purposes. -Increasing their familiarity with a wide range of books, including myths, legends and traditional stories. -Increase familiarity with modern fiction, fiction from our literary heritage, and books from other cultures and traditions. -Learning a wider range of poetry by heart. |

Year 6

| Year 6, Year A | Were they really human? | What makes a home? | How is the world connected? | Who were the original olympians? | Is it always a wonderful world of work? |
|--|--|--------------------|--|----------------------------------|---|
| Knowledge acquisition featured in the unit (N.C) | -Rapid catch up if needed -Whole class reading -1:1 reading | | -Rapid catch up if needed -Whole class reading -1:1 reading | | -Rapid catch up if needed -Whole class reading -1:1 reading |
| Word reading | With greater independence: -Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet. <u>Y6 Spelling Shed word list Autumn Term.</u> | | With independence: - Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet. <u>Y6 Spelling Shed word list Spring Term.</u> | | Independently: -Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet. <u>Y6 Spelling Shed word list Summer Term.</u> |
| Comprehension | <p>Maintain positive attitudes to reading and understanding of what they read by:</p> <ul style="list-style-type: none"> -Identifying and discussing themes and conventions in and across a wide range of writing. <p>Understand what they read by:</p> <ul style="list-style-type: none"> -Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context. - Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. -Predicting what might happen from details stated and implied. -Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas. - Identifying how language, structure and presentation contribute to meaning. -Distinguish between statements of fact and opinion. | | <p>Maintain positive attitudes to reading and understanding of what they read by:</p> <ul style="list-style-type: none"> - Identifying and discussing themes and conventions in and across a wide range of writing. -Making comparisons within and across books. -Ask relevant questions to improve their understanding. Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader. <p>Understand what they read by:</p> <ul style="list-style-type: none"> -Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context. - Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. -Predicting what might happen from details stated and implied. -Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas. - Identifying how language, structure and presentation contribute to meaning. -Retrieve, record and present information from non-fiction. Provide reasoned justifications for their views. | | <p>Maintain positive attitudes to reading and understanding of what they read by:</p> <ul style="list-style-type: none"> -Identifying and discussing themes and conventions in and across a wide range of writing. -Making comparisons within and across books. -Ask relevant questions to improve their understanding. -Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader. <p>Understand what they read by:</p> <ul style="list-style-type: none"> -Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context. -Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. -Predicting what might happen from details stated and implied. -Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas. - Identifying how language, structure and presentation contribute to meaning. - Retrieve, record and present information from non-fiction. -Provide reasoned justifications for their views. 3 mark questions. |
| Exposure to genre | <p>Children should be exposed to a range of genres by:</p> <ul style="list-style-type: none"> -Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. - Reading books that are structured in different ways Increasing their familiarity with a wide range of books, including myths, legends and traditional stories. - Increase familiarity with modern fiction, fiction from our literary heritage, and books from other cultures and traditions. | | <p>Children should be exposed to a range of genres by:</p> <ul style="list-style-type: none"> -Recommending books that they have read to their peers, giving reasons for their choices. - Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. -Reading books that are structured in different ways and reading for a range of purposes. -Increase familiarity with modern fiction, fiction from our literary heritage, and books from other cultures and traditions. | | <p>Children should be exposed to a range of genres by:</p> <ul style="list-style-type: none"> -Recommending books that they have read to their peers, giving reasons for their choices. -Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. -Reading books that are structured in different ways and reading for a range of purposes. - Increasing their familiarity with a wide range of books, including myths, legends and traditional stories. - Increase familiarity with modern fiction, fiction from our literary heritage, and books from other cultures and traditions. -Learning a wider range of poetry by heart. |

| Year 6 Year B | Who suffered in World War 2? | Why is the view from our window changing? | Were the Vikings really violent? | What is life like in Brazil? | When is Mother Earth not kind? |
|--|--|---|--|------------------------------|---|
| Knowledge acquisition featured in the unit (N.C) | -Rapid catch up if needed -Whole class reading -1:1 reading | | -Rapid catch up if needed -Whole class reading -1:1 reading | | -Rapid catch up if needed -Whole class reading -1:1 reading |
| Word reading | With greater independence: -Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet. <u>Y6 Spelling Shed word list Autumn Term.</u> | | With independence: - Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet. <u>Y6 Spelling Shed word list Spring Term.</u> | | Independently: -Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet. <u>Y6 Spelling Shed word list Summer Term.</u> |
| Comprehension | <p>Maintain positive attitudes to reading and understanding of what they read by:</p> <ul style="list-style-type: none"> -Identifying and discussing themes and conventions in and across a wide range of writing. <p>Understand what they read by:</p> <ul style="list-style-type: none"> -Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context. - Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. -Predicting what might happen from details stated and implied. -Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas. - Identifying how language, structure and presentation contribute to meaning. -Distinguish between statements of fact and opinion. | | <p>Maintain positive attitudes to reading and understanding of what they read by:</p> <ul style="list-style-type: none"> - Identifying and discussing themes and conventions in and across a wide range of writing. -Making comparisons within and across books. -Ask relevant questions to improve their understanding. Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader. <p>Understand what they read by:</p> <ul style="list-style-type: none"> -Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context. - Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. -Predicting what might happen from details stated and implied. -Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas. - Identifying how language, structure and presentation contribute to meaning. -Retrieve, record and present information from non-fiction. Provide reasoned justifications for their views. | | <p>Maintain positive attitudes to reading and understanding of what they read by:</p> <ul style="list-style-type: none"> -Identifying and discussing themes and conventions in and across a wide range of writing. -Making comparisons within and across books. -Ask relevant questions to improve their understanding. -Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader. <p>Understand what they read by:</p> <ul style="list-style-type: none"> -Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context. -Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. -Predicting what might happen from details stated and implied. -Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas. - Identifying how language, structure and presentation contribute to meaning. - Retrieve, record and present information from non-fiction. -Provide reasoned justifications for their views. 3 mark questions. |
| Exposure to genre | <p>Children should be exposed to a range of genres by:</p> <ul style="list-style-type: none"> -Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. - Reading books that are structured in different ways Increasing their familiarity with a wide range of books, including myths, legends and traditional stories. - Increase familiarity with modern fiction, fiction from our literary heritage, and books from other cultures and traditions. | | <p>Children should be exposed to a range of genres by:</p> <ul style="list-style-type: none"> -Recommending books that they have read to their peers, giving reasons for their choices. - Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. -Reading books that are structured in different ways and reading for a range of purposes. -Increase familiarity with modern fiction, fiction from our literary heritage, and books from other cultures and traditions. | | <p>Children should be exposed to a range of genres by:</p> <ul style="list-style-type: none"> -Recommending books that they have read to their peers, giving reasons for their choices. -Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. -Reading books that are structured in different ways and reading for a range of purposes. - Increasing their familiarity with a wide range of books, including myths, legends and traditional stories. - Increase familiarity with modern fiction, fiction from our literary heritage, and books from other cultures and traditions. -Learning a wider range of poetry by heart. |