





[Reading@Chacewater School](#)

|                       |  |
|-----------------------|--|
| <b>Intent</b>         | It is our intent at Chacewater to provide all pupils with a high-quality reading provision, which will enable our children to be well equipped to access all other learning on offer. We envisage that our pupils are able to read fluently and confidently in all subjects, across a range of genres, by the end of their primary school journey. This will be essential in developing a real love of reading and leave our pupils prepared for the next chapter of their education. <a href="#">Seven Aspects of Reading</a>   |
| <b>Implementation</b> | <div data-bbox="477 379 577 475"></div> <p data-bbox="577 451 898 480"><b>Reading Aloud to Children</b></p> <p data-bbox="477 488 1995 592">To develop an enjoyment for reading: adults in school read aloud to children in daily dedicated 15-minute sessions; texts are carefully selected, using the Chacewater Reading Tree, which are beyond what the children could read themselves: and authors that they might not choose to read themselves.</p> <div data-bbox="477 619 600 715"></div> <p data-bbox="600 699 842 727"><b>Reading Instruction</b></p> <p data-bbox="477 735 2007 871">Word Reading: Phonics is taught daily, in EYFS and KS1, following the <a href="#">Read Write Inc</a> (RWI) progression of sounds to ensure a systematic approach. Pupils who are struggling with decoding skills (preventing them from accessing reading material) have targeted interventions or are part of a smaller reading group. Targeted intervention follows the RWI scheme and the Fresh Start Scheme in UKS2: staff implementing this are fully trained.</p> <p data-bbox="477 879 1995 983">Once children have completed the RWI phonics, they move onto <a href="#">Accelerated Reader</a>. The Accelerated Reader (AR) programme, ensures that children continue their reading journey in a structured way. Three 30-minute sessions per week are dedicated to independent reading, AR, where children are: supported in choosing books; read silently; read to adults; quiz.</p> <p data-bbox="477 991 2018 1094">Comprehension: The comprehension aspect of reading is taught through whole class and group sessions: using Read Write Inc Comprehension and Re-Think Reading. The knowledge and skills that pupils need in order to comprehend are very similar at different ages. This is why the Chacewater Reading tree ensures that the complexity of texts read increases the level of challenge.</p> |
| <b>Impact</b>         | <p data-bbox="477 1126 1951 1190">The impact of the teaching of phonics can be seen in daily formative assessment and in summative assessment through half-termly RWI and phonics screening at the end of year 1.</p> <p data-bbox="477 1198 2018 1302">The impact of the teaching of reading can be seen by daily formative assessment; teachers focus their questioning on the National Curriculum reading domains. To support the children's understanding, dual-coding through 'The Pawsome Gang' is used. Summative assessment through: half-termly AR quizzes; termly NFER; and KS2 SATS.</p>  |

## 'L E A P' Into Reading at Chacewater

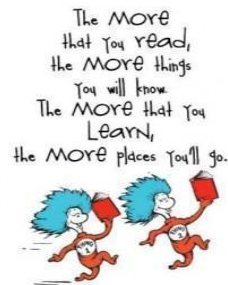
**L**ocal - We provide a range of texts that are set in Cornwall or written by Cornish authors. For example: Soggy the Bear series by Michael Foreman; Storm Lion of Penzance by Troon Harrison; Dead Man's Cove by Lauren St John; Ingo by Helen Dunmore.

**E**ngaging - We want all our children to be passionate about reading. Every class has a dedicated reading zone, which includes a range of class favourites and cross-curricular books that are changed termly through the Education Library Service. We also encourage children to read throughout the day, providing access to reading material at break and lunchtimes. As a whole school we take part in National Events, such as: Roald Dahl's birthday celebrations and World Book Day. We provide a range of opportunities: visits to Truro library and the Education Library van, which visits annually: Invite visitors into school; authors; storytellers and performers. Attend the Hall For Cornwall to see productions of popular books; for example: Awful Aunties; The Gruffalo.

### **A**spiring & Ambitious

We make reading challenging and exciting by using a wide range of high-quality texts across a variety of genres. We ensure there is diversity within our reading curriculum through careful selection of texts – Chacewater Reading Tree. We are supported in this by: The Education Library Service; Centre for Literacy in Primary Education (CLPE); Pie Corbett Reading Spine; Book Trust; Accelerated Reader.

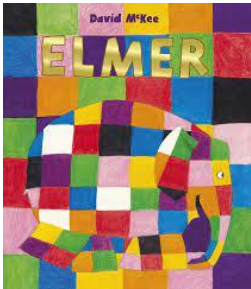
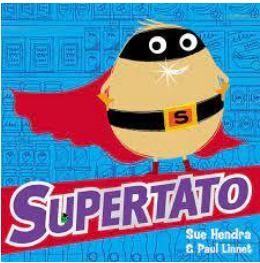
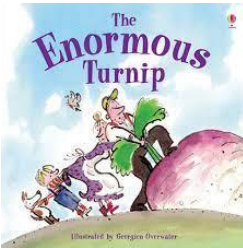
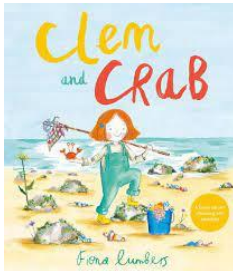
**P**owerful & purposeful - The skills of reading and a love of reading, ensure a world of opportunity for our children. Reading is essential to access not just the primary school curriculum, but is also preparation for learning at secondary school. As a skill necessary for life-long learning, it provides endless possibilities and opportunities for improvement and as a pleasure it feeds imaginations and takes us to people and places that we can only dream about.





## Chacewater School Reading Aloud to Children

Expose children to texts beyond what they can read themselves; developing an enjoyment for reading through daily dedicated 15-minute sessions

|  | Autumn Term  | Spring Term   | Summer Term   |  |  |  |
|--|--|---|---|--|--|--|
|  | Build a bank of story and rhyme knowledge  |   |   |  |  |  |
| <div>EYFS</div> <div></div> | <div></div> <div><p><b>Class Reads</b></p><p>Owl Babies, The Smartest Giant, The Colour Monster, The Rainbow Fish, What Makes Me and Me, Elmer The Elephant, Rainbow Fish</p></div> | <div></div> <div><p><b>Class Reads</b></p><p>The Jolly Postman, Farmer Duck, Christmas Story / Nativity, Rama and Sita, Stick Man, Room On a Broom, Gingerbread Man, Bonfire Night</p></div> | <div></div> <div><p><b>Class Reads</b></p><p>Chip, My mum the supermum, 10 superheroes, Supertato valley of doom, Supertato run veggies, Supertato, Superworm</p></div> | <div></div> <div><p><b>Class Reads</b></p><p>The Very Hungry Caterpillar, Tiger who came to tea, Diary of a wombat, Pig in the Pond, Monkey Puzzle, Dear Zoo, Snail and the Whale</p></div> | <div></div> <div><p><b>Class Reads</b></p><p>Jack and the Beanstalk, The little Acorn,, A stroll through the seasons, The Enormous Turnip</p></div> | <div></div> <div><p><b>Class Reads</b></p><p>Soggy the Bear, What the ladybird heard at the seaside, pirates next door, clem and crab</p></div> |

| Y1  | Traditional Tales and Folk Tales, Rhyming and Repeated Refrains, Non-Fiction, Diversity and Poetry                                      |  |  |  |  |  |
|---|---|--|--|--|--|--|
|  |    |   |    |   |   |                                 |
|   | The Three Little Pigs, Brown Bear, Brown Bear, What do you see? One day so Many ways, Mommy, Mama, and Me, All the Colours of the earth | The Fire Children, Oi Frog, Hats of Faith, Susan Laughs, Take Off Your Brave   | The Little Red Hen, Room on the Broom, A Seed is Sleepy, Emmanuel's Dream, What is Pink?   | Rapuzen!, Who's in the Loo?, Frida Kallo, Pink is For Boys, Take Off Your Brave  | The Runaway Chapati, Monkey Puzzle, The Big Book Bugs, Cinnamon, Poems out Loud!   | Hansel and Gretel, Giraffes Can't Dance, Wangari's Trees of Peace, The Producest Blue, Revolting Rhymes            |
| Y2  | Widening knowledge of texts and authors<br>Sustaining stamina in listening and making connections within a book                         |  |  |  |  |  |
|  |  <p>whole school author<br/>AR 3.1</p>                |  <p>Link to theme: Flying<br/>AR 3.6</p> |  <p>Stories set in Cornwall<br/>Percy Pengeley and the Wibbly Wobbly, Mermaid of Zennor, Seal Surfer,</p> |  <p>Traditional tales AR 3.8<br/>Little Red, Jim and the Beanstalk, Jack and the Beanstalk</p> |  <p>Stories from other cultures<br/>AR 3.9</p> |  <p>Longer text<br/>AR 3.2</p> |



| <div>LKS2</div> <div>Introducing children to a wider range of authors and contexts</div> |                                       |  |  |   |  |   |
|--|---------------------------------------|--|--|---|--|---|
| <div>Y3</div> <div></div>  | <p>whole school author<br/>AR 4</p>   | <p>Traditional tales</p>                   | <p>Link to theme: Climate zones<br/>AR 4</p> | <p>Link to theme: Rocks &amp; Fossils</p> | <p>Gender<br/>AR 4.3</p>               | <p>Stereotypes<br/>AR 4</p>                     |
| <div>Y4</div> <div></div>  | <p>whole school author<br/>AR 4.4</p> | <p>Traditional tales with a twist AR 5</p> | <p>Link to Theme: Rivers<br/>AR 4.6</p>      | <p>Classic Text<br/>AR 4.7</p>            | <p>Muslim Family<br/>AR 5.2</p>        | <p>Link to theme: Ancient Greece<br/>AR 4.5</p> |
| <div>UKS2</div> <div>Exposing children to challenging texts</div>                        |                                       |  |  |   |  |   |
| <div>Y5</div> <div></div>  | <p>whole school author<br/>AR 4.7</p> | <p>AR 3.8 MY</p>                           | <p>Link to theme: Volcanoes<br/>AR 5.3</p>   | <p>Link to theme: Space<br/>AR 5.8</p>    | <p>Literary Heritage<br/>AR 4.7 MY</p> | <p>Self-perception<br/>AR 3.4 MY</p>            |

|   |  |  |   |   |   |  |
|---|--|--|---|---|---|--|
| <p>Y6</p>  |  <p>whole school author<br/>AR 4.7 MY</p> |  <p>AR BL 5.2<br/>Modern Fairy Tale</p> |  <p>Link to theme: Evolution<br/>AR 6.1</p> |  <p>Non-fiction<br/>Asylum seekers</p> |  <p>Alternative history<br/>AR 6.5</p> |  <p>Classic Literature<br/>AR 7.7</p> |
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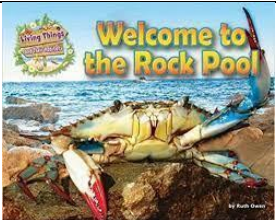
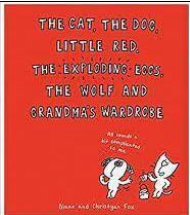


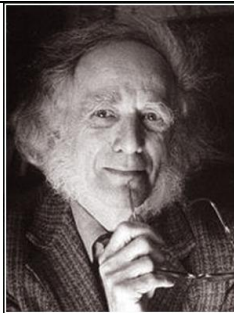
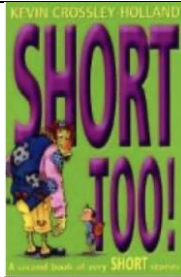
## Chacewater Reading Instruction


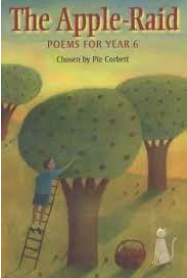

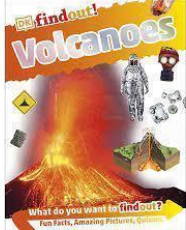

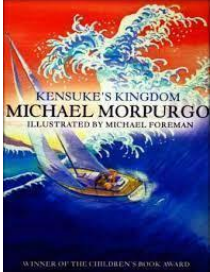



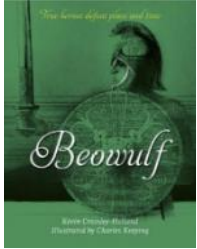

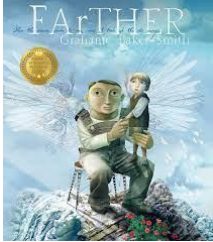
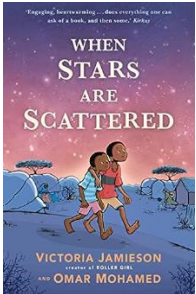
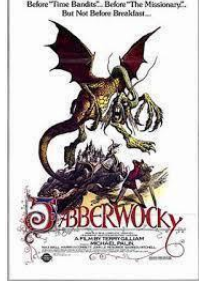
Intent: To teach the comprehension, decoding and phonics skills required to achieve age-related expectations

|   | Autumn Term   | Spring Term   | Summer Term   |  |   |
|---|---|---|---|--|---|
| <div>EYFS</div> <div>Y1 / 2</div> <div></div> | <div><a href="#">Read Write Inc.</a> <a href="#">Seven Aspects of Reading</a></div> <div>The systematic, synthetic phonics programme of <i>Read Write Inc</i> is delivered daily to EYFS and KS1 between 9.00 and 9.45am. Phonic lessons follow the sequence of: teach, practise, revise, review and apply, including daily partner reading. Planning includes assessment for the graphemes taught. Phonics is assessed half termly to identify gaps in learning to inform future planning and intervention. Pupils who are learning phonics in EYFS and KS1 take home three books: a book bag book, a read write story book and a book for pleasure.</div> |   |   |  |   |
| <div>Year 2</div> <div></div>                 | <div>Implementation: twice weekly 30-minute guided reading sessions</div> <div>Careful selection of text that is engaging and fit for purpose and are based on the learning needs of the class.</div> <div>Teaching sequence supported by RWInc Comprehension and Re-think Reading</div>  |   |   |  |   |
| <div>Text</div> <div></div>                   | <div>Read Write Inc Comprehension programme:</div> <div>Uses the key teaching strategies in Read Write Inc. Phonics to maintain momentum and pupil progress</div> <div>Develops children's reading fluency and comprehension of fiction and non-fiction texts</div> <div>Improves children's writing by developing their vocabulary, grammar and spelling</div>   | <div></div> <div>Julia Donaldson: The Snail and the Whale</div>   | <div></div> <div>Tony Bradman: The Tale of Little Red Riding Hood</div>   | <div></div> <div>Louise Spilsbury: Look Inside a Pond</div>  | <div></div> <div>Jonathan Emmett: Danny Dreadnought Saves the World</div> |
| <div>Focus</div>                              | <div><b>Fiction: A modern classic</b></div> <div>Reading with fluency</div> <div>Linking nonfiction and fiction</div> <div>Clarifying and</div>   | <div><b>Fiction: Classic story</b></div> <div>Re-reading for fluency and confidence</div> <div>Making inferences</div> <div>Prediction</div> <div>Becoming increasingly familiar with retelling a wider range of stories,</div> | <div><b>Non-fiction</b></div> <div>Vocabulary: clarifying</div> <div>Organisation of non-fiction books</div> <div>Answer and ask questions</div> <div>Predicting from the front cover</div> | <div><b>Fiction</b></div> <div>Prediction: how the story will end.</div> <div>Making inferences</div> <div>Exploring how the author uses words to create effects</div> |   |




|   |  |   |   |  |  |  |
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|   |  | learning new vocabulary   | fairy stories and traditional tales   |  |  |  |
| <div>KS2</div> <div></div>                    | <p>Implementation: Twice weekly 30-minute whole class reading sessions</p> <p>Careful selection of text that is engaging and fit for purpose and are based on the learning needs of the class.</p> <p>Teaching sequence supported by Re-Think Reading</p> <p>Teach the context: Start by teaching the required background knowledge and vocabulary. This provides a scaffold and ensures that the children start with the necessary information to engage with the text. Background knowledge is the most important component of language comprehension.</p> <p>Read the text twice in succession: The first read of the text focuses on modelling fluency and expression, and allows the children to develop an initial response. The second read then focuses on comprehension. Give the children a specific focus to keep in mind, such as tracking the emotions of the characters or identifying the descriptive language. Use questioning, supported by the Pawsome Gang and stem sentences.</p> <p>A minimum of three written responses are expected per book studied.</p> |   |   |  |  |  |
| <div>Year 3</div> <div>Text</div> <div></div> | <div></div> <p>Maudie Smith: All the King's Tights</p>   | <div></div> <p>Jane Porter: So you Want to Be an Owl</p>  | <div></div> <p>Penelope Arlon: Penguins</p>   | <div></div> <p>Mini Grey: The Pea and the Princess</p>   | <div></div> <p>Jan Dean: The Penguin in Lost Property</p>                    | <div></div> <p>Pip Jones and Ella Okstead: Squishy McFluff The Invisible Cat</p>   |
| <div>Focus</div>                              | <p><b>Fiction</b></p> <p>Reading Stamina</p> <p>Traditional story conventions</p> <p>Summarising</p>   | <p><b>Non-fiction</b></p> <p>Using a dictionary to check the meaning of words</p> <p>Discuss meaning of</p> | <p><b>Non-fiction</b></p> <p>Clarification of new words</p> <p>Structure of information books</p> | <p><b>Fiction</b></p> <p>Prediction from the details and comparing to known texts.</p> <p>Summarising</p> <p>Inference – describing characters' feelings and</p> | <p><b>Poetry</b></p> <p>Prediction</p> <p>Clarification</p> <p>Inference</p> | <p><b>Fiction</b></p> <p>Prefix -un</p> <p>Theme - imaginary friends</p> <p>Dictionary definitions</p> <p>Inferring character feelings</p> |

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|---|--|---|--|--|---|--|
|   |  | words in context<br>Predict from vocabulary<br>Summarising<br>Discuss how structure impacts on meaning  |  | justifying using the text and inference about the resolution of the story.   |   |  |
| <b>Year 4 Text</b><br> |  <p>Ruth Owen: Welcome to the Rock Pool</p> |  <p>The Cat, The Dog, Little Red, The Exploding Eggs, The Wolf And Grandma's Wardrobe by Diane and Christyan Fox</p>               |  <p>Kit Wright: The Frozen Man</p> |  <p>Ted Hughes: Iron Man Chapter 1</p>  |  <p>Norman Nicholson: Weeds</p>  |  <p>In Your Dreams from the collection Short Too! by Kevin Crossley-Holland</p> |
| <b>Focus</b>  | <b>Non-fiction</b><br>Text organisation<br>Retrieving information<br>Summarising   | <b>Fiction</b><br>Fluency - reading aloud<br>Oral retelling<br>Recognising similarities and differences between stories<br>Questioning<br>Discussing and sharing opinions<br>Predicting<br>Considering presentation | <b>Poetry</b><br>Prediction<br>Poetic language and imagery (personification, simile)<br>Inference<br>Questioning     | <b>Fiction</b><br>Author's use of language, including figurative language, considering the impact on the reader<br>identifying how language, structure, and presentation contribute to meaning | <b>Poetry</b><br>Learning poetry by heart<br>Clarifying vocabulary<br>Exploring imagery<br>Expressing likes and dislikes<br>Free verse<br>Differences between literal and inferential understanding | <b>Fiction</b><br>Clarifying words<br>Inference<br>Books structured in different ways<br>Summarising   |

|   |  |   |   |  |   |   |
|---|--|---|---|--|---|---|
| <p><b>Year 5</b><br/><b>Text</b></p>   |  <p>The Apple-Raid by Vernon Scannell</p>       |  <p>The Viewer by Gary Crew and Shaun Tan</p>  |  <p>DKfindout!<br/>Volcanoes by E. T. Fox</p> |  <p>Blue Bottle by Judith Nicholls</p>    |  <p>Kensuke's Kingdom by Michael Morpurgo</p>                                  |  <p>A Drove of Bullocks<br/>A compilation of animal collective nouns<br/>by Patrick George</p> |
| <p><b>Focus</b></p>   | <p><b>Poetry</b><br/>Poetry and biography<br/>Language choice<br/>Inference<br/>Historical context</p>                           | <p><b>Fiction</b><br/>Inferring about characters<br/>Prediction<br/>Exploring how language choice contributes to meaning<br/>Discussing texts<br/>Using texts to confirm answers<br/>Vocabulary choices</p> | <p><b>Non-fiction</b><br/>Reading for information<br/>Layout and presentation of non-fiction text</p>                           | <p><b>Poetry</b><br/>Clarifying vocabulary<br/>Inference<br/>Prediction<br/>Use of figurative language</p>                   | <p><b>Fiction</b><br/>Draw inferences, such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence.</p> | <p><b>Non-fiction</b><br/>Prediction<br/>Clarify words<br/>Vocabulary – synonyms<br/>Questioning</p>  |
| <p><b>Year 6</b><br/><b>Text</b></p>  |  <p>W. Shakespeare:<br/>Macbeth (Extracts)</p> |  <p>Kevin Crossley-Holland:<br/>Beowulf</p>   |  <p>Mushrooms by Sylvia Plath</p>            |  <p>Grahame Baker Smith:<br/>FaRther</p> |  <p>Victoria Jamieson:<br/>When Stars are Scattered</p>                       |  <p>Lewis Carroll:<br/>Jabberwocky</p>  |


|              |   |   |   |  |   |   |
|--------------|---|---|---|--|---|---|
| <b>Focus</b> | <b>Fiction</b><br>Clarifying archaic words<br>Reading stories from our literary heritage<br>Summarise<br>Understanding and tracking complex plots<br>Prepare to perform a section of text | <b>Fiction</b><br>Identify and discuss themes and conventions<br>Draw inferences: inferring characters' feelings, thoughts and motives from their actions, and justify them with evidence.<br>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader. | <b>Poetry</b><br>Clarifying trickier words<br>Personification and figurative language<br>Vocabulary choice<br>Inference | <b>Fiction</b><br>Themes and 'big' ideas<br>Inference: character/motivation<br>Poetic use of language<br>Using evidence from across a whole text | <b>Fiction</b><br>Read a graphic novel and explore how the words and illustrations combine to create meaning<br>Compare themes across texts<br>Ask questions<br>Draw inferences about characters; feelings and how they change<br>Consider reasons for emotions and motivations for actions | <b>Poetry</b><br>Read texts from our literary heritage<br>Clarify words from the context and syntax<br>Prepare and perform using intonation, tone and volume. |
|--------------|---|---|---|--|---|---|



| National Curriculum Coverage   |                        |                            |                    |                                       |   |  |  |  |  |  |  |  |
|--|------------------------|----------------------------|--------------------|---------------------------------------|---|--|--|--|--|--|--|--|
| Year 2   |                        |                            |                    |                                       |   |  |  |  |  |  |  |  |
|   | RWInc<br>Comprehension | The Snail and<br>the Whale | Look inside a Pond | The Tale of Little<br>Red Riding Hood | Danny<br>Dreadnought<br>Saves the World |  |  |  |  |  |  |  |
|  |                        |                            |                    |                                       |   |  |  |  |  |  |  |  |
| Reading - word reading<br>Pupils should be taught to:  |                        |                            |                    |                                       |   |  |  |  |  |  |  |  |
| 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 words                              | ✓                      |                            |                    |                                       |   |  |  |  |  |  |  |  |
| read most words quickly and accurately, without over 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 | ✓                      | ✓                          |                    | ✓                                     |   |  |  |  |  |  |  |  |

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|---|---|---|---|---|---|--|--|--|--|--|--|--|
| reading these books to build up their fluency and confidence when reading                                     | ✓ | ✓ |   | ✓ |   |  |  |  |  |  |  |  |
| <b>Reading - comprehension</b><br><b>Pupils should be taught to...</b>  |   |   |   |   |   |  |  |  |  |  |  |  |
| Develop pleasure in reading, motivation to read, vocabulary and understanding:                                |   |   |   |   |   |  |  |  |  |  |  |  |
| discuss the sequence of events in books and how items of information are related                              | ✓ | ✓ |   |   | ✓ |  |  |  |  |  |  |  |
| become increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales | ✓ |   |   | ✓ |   |  |  |  |  |  |  |  |
| be introduced to non-fiction books that are structured in different ways                                      | ✓ |   | ✓ |   |   |  |  |  |  |  |  |  |
| recognise simple recurring literary language in stories and poetry  | ✓ |   |   |   |   |  |  |  |  |  |  |  |
| discuss and clarify the meanings of words, linking new meaning to known vocabulary                            | ✓ | ✓ |   |   |   |  |  |  |  |  |  |  |
| discuss their favourite words and phrases   | ✓ | ✓ |   |   |   |  |  |  |  |  |  |  |
| Understand both the books that they can already read accurately and fluently and those that they listen to:   |   |   |   |   |   |  |  |  |  |  |  |  |
| draw on what they already know or on background information and vocabulary provided by the teacher            | ✓ | ✓ | ✓ | ✓ |   |  |  |  |  |  |  |  |
| check that the text makes sense to them as they read, and correct inaccurate reading                          | ✓ | ✓ | ✓ | ✓ | ✓ |  |  |  |  |  |  |  |
| make inferences on the basis of what is being said and done   |   |   |   | ✓ | ✓ |  |  |  |  |  |  |  |
| answer and ask questions  | ✓ | ✓ | ✓ | ✓ | ✓ |  |  |  |  |  |  |  |
| predict what might happen on the basis of what has been read so far   | ✓ |   | ✓ | ✓ | ✓ |  |  |  |  |  |  |  |
|   |   |   |   |   |   |  |  |  |  |  |  |  |
| participate in discussion about books, poems and other words that are read to them and those                  | ✓ | ✓ |   |   |   |  |  |  |  |  |  |  |


|   |   |   |   |   |   |  |  |  |  |  |  |  |
|---|---|---|---|---|---|--|--|--|--|--|--|--|
| that they can read for themselves, taking turns and listening to what others say  |   |   |   |   |   |  |  |  |  |  |  |  |
| Explain and discuss their understanding of books, poems and other materials, both that they listen to and those that they read for themselves | ✓ | ✓ | ✓ | ✓ | ✓ |  |  |  |  |  |  |  |

| National Curriculum Coverage  |                       |                         |                                   |                          |                              |                          |                          |                                 |                |       |                          |              |
|---|-----------------------|-------------------------|-----------------------------------|--------------------------|------------------------------|--------------------------|--------------------------|---------------------------------|----------------|-------|--------------------------|--------------|
| Year 3/4  |                       |                         |                                   |                          |                              |                          |                          |                                 |                |       |                          |              |
|    | All the King's Tights | Discover more: Penguins | Squishy McFluff the Invisible Cat | The Pea and the Princess | The Penguin in Lost Property | SO You Want to be an Owl | Short Too! n Your Dreams | The Cat, The Dog, Little Red... | The Frozen Man | Weeds | Welcome to the Rock Pool | The Iron Man |
| <b>Reading - word reading</b><br><b>Pupils should be taught to:</b>   |                       |                         |                                   |                          |                              |                          |                          |                                 |                |       |                          |              |
| apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in - see English appendix 1 , both to read aloud and to understand the meaning of new words they meet | ✓                     | ✓                       | ✓                                 |                          |                              | ✓                        |                          |                                 |                |       |                          |              |
| read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word  | ✓                     | ✓                       |                                   |                          |                              |                          |                          |                                 |                |       |                          |              |
| <b>Reading - comprehension</b><br><b>Pupils should be taught to...</b>  |                       |                         |                                   |                          |                              |                          |                          |                                 |                |       |                          |              |
| Develop positive attitudes to reading, and an understanding of what they read:  |                       |                         |                                   |                          |                              |                          |                          |                                 |                |       |                          |              |

|  |   |   |   |   |   |   |   |   |   |   |   |   |
|--|---|---|---|---|---|---|---|---|---|---|---|---|
| to listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks                            |   |   |   |   |   |   |   |   | ✓ | ✓ |   | ✓ |
| read books that are structured in different ways and read for a range of purposes  |   | ✓ |   |   |   | ✓ | ✓ | ✓ | ✓ |   | ✓ | ✓ |
| to use dictionaries to check the meaning of words that they have read  |   |   | ✓ |   |   | ✓ |   |   |   |   | ✓ |   |
| to increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retell some of these orally    | ✓ |   |   |   |   |   |   | ✓ |   |   |   | ✓ |
| to identify themes and conventions in a wide range of books  | ✓ |   | ✓ |   |   |   |   | ✓ |   |   |   |   |
| to prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action        |   | ✓ |   |   | ✓ |   |   |   | ✓ | ✓ |   |   |
| to discuss words and phrases that capture the reader's interest and imagination  |   |   |   |   | ✓ | ✓ | ✓ |   | ✓ | ✓ |   | ✓ |
| to recognise some different forms of poetry [for example, free verse, narrative poetry]  |   |   |   |   | ✓ |   |   |   | ✓ | ✓ |   |   |
| understand what they read, in books they can read independently:   |   |   |   |   |   |   |   |   |   |   |   |   |
| check that the text makes sense to them, discuss their understanding, and explain the meaning of words in context                        | ✓ | ✓ |   | ✓ |   | ✓ | ✓ |   | ✓ | ✓ |   |   |
| to ask questions to improve their understanding of a text  |   |   |   |   |   |   |   | ✓ | ✓ |   |   |   |
| to draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence |   |   | ✓ | ✓ | ✓ |   | ✓ | ✓ | ✓ | ✓ |   | ✓ |
| predict what might happen from details stated and implied  | ✓ |   |   | ✓ | ✓ | ✓ | ✓ | ✓ |   |   |   | ✓ |
| identify main ideas drawn from more than 1 paragraph and summarise these   | ✓ |   |   | ✓ |   | ✓ |   |   | ✓ | ✓ |   | ✓ |



|  |  |   |  |  |   |   |   |   |   |   |   |   |
|--|--|---|--|--|---|---|---|---|---|---|---|---|
| to identify how language, structure, and presentation contribute to meaning  |  | ✓ |  |  | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| retrieve and record information from non-fiction   |  | ✓ |  |  |   | ✓ |   |   |   | ✓ | ✓ |   |
| participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say |  |   |  |  |   | ✓ | ✓ | ✓ | ✓ | ✓ |   |   |

| National Curriculum Coverage  |  |                    |                   |                   |           |            |                  |        |                  |                      |                           |         |             |
|---|--|--------------------|-------------------|-------------------|-----------|------------|------------------|--------|------------------|----------------------|---------------------------|---------|-------------|
| Year 5/6  |  |                    |                   |                   |           |            |                  |        |                  |                      |                           |         |             |
|    |  | A Dove of Bullocks | Apple Raid (poem) | Bluebottle (poem) | Volcanoes | The Viewer | Kensukes Kingdom | FATHER | Mushrooms (poem) | Shakespeare: Macbeth | Where Stars Are Scattered | Beowulf | Jabberwocky |
|   |  |                    |                   |                   |           |            |                  |        |                  |                      |                           |         |             |
|   |  |                    |                   |                   |           |            |                  |        |                  |                      |                           |         |             |
| Reading - word reading  |  |                    |                   |                   |           |            |                  |        |                  |                      |                           |         |             |
| Pupils should be taught to:   |  |                    |                   |                   |           |            |                  |        |                  |                      |                           |         |             |
| apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in - see English appendix 1 , both to read aloud and to understand the meaning of new words they meet |  | ✓                  |                   |                   | ✓         | ✓          | ✓                |        |                  | ✓                    |                           | ✓       | ✓           |
| Reading - comprehension   |  |                    |                   |                   |           |            |                  |        |                  |                      |                           |         |             |
| Pupils should be taught to...   |  |                    |                   |                   |           |            |                  |        |                  |                      |                           |         |             |
| Maintain positive attitudes to reading and an understanding of what they read by:   |  |                    |                   |                   |           |            |                  |        |                  |                      |                           |         |             |
| continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks   |  | ✓                  | ✓                 | ✓                 |           |            |                  |        |                  |                      |                           | ✓       |             |
| read books that are structured in different ways and read for a range of purposes   |  |                    |                   | ✓                 |           |            |                  |        |                  |                      | ✓                         |         |             |
| increase their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literacy heritage, and books from other cultures and traditions     |  |                    |                   |                   |           |            |                  |        |                  | ✓                    | ✓                         | ✓       | ✓           |
| make comparisons within and across books  |  |                    |                   |                   |           |            |                  |        |                  | ✓                    |                           | ✓       |             |

|  |   |   |   |   |   |  |   |   |   |   |   |   |
|--|---|---|---|---|---|--|---|---|---|---|---|---|
| learn a wide range of poetry by heart  |   |   |   |   |   |  |   |   |   |   |   | ✓ |
| prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience                      |   | ✓ | ✓ |   |   |  |   | ✓ |   |   |   | ✓ |
| understand what they read:   |   |   |   |   |   |  |   |   |   |   |   |   |
| check that the book makes sense to them, discuss their understanding, and explore the meaning of words in context  | ✓ |   | ✓ |   |   |  |   | ✓ |   |   |   | ✓ |
| ask questions to improve their understanding   | ✓ |   |   |   |   |  |   |   |   |   |   | ✓ |
| draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence  |   | ✓ | ✓ |   | ✓ |  | ✓ | ✓ |   | ✓ | ✓ |   |
| predict what might happen from details stated and implied  |   |   | ✓ |   | ✓ |  |   |   |   |   | ✓ |   |
| summarise the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas   |   |   |   |   |   |  |   |   | ✓ |   |   |   |
| identify how language, structure, and presentation contribute to meaning   |   |   |   | ✓ | ✓ |  |   | ✓ |   | ✓ |   |   |
| discuss and evaluate how authors use language, including figurative language, considering the impact on the reader   |   | ✓ | ✓ |   | ✓ |  | ✓ | ✓ |   |   |   |   |
| retrieve, record and present information from non-fiction  |   |   |   | ✓ |   |  |   |   |   |   |   |   |
| participate in discussion about both books that are read to them and those they can read for themselves, building on their own and others' ideas and challenge views courteously |   | ✓ |   |   | ✓ |  | ✓ |   |   | ✓ |   |   |

|   |   |   |  |  |   |  |   |   |  |   |  |  |
|---|---|---|--|--|---|--|---|---|--|---|--|--|
| explain and discuss their understanding of what they have read, including through formal presentations and debates, maintain a focus on the topic using notes where necessary |   |   |  |  |   |  |   | ✓ |  | ✓ |  |  |
| provide reasoned justifications for their views   | ✓ | ✓ |  |  | ✓ |  | ✓ |   |  | ✓ |  |  |





## Factors affecting text complexity KS2

(from Research review series: English - GOV.UK ([www.gov.uk](http://www.gov.uk)))

|   | YEAR 3/4  | YEAR 5/6   |
|---|---|--|
| Reading stamina   | All the King's Tights<br>Squishy McFluff The Invisible Cat                              | When Stars are Scattered<br>Kensuke's Kingdom  |
| linguistic features, such as longer or more complicated sentence structures or less-common, academic or domain-specific vocabulary  | In Your Dreams<br>Weeds   | Bluebottle<br>Jabberwocky<br>The Viewer<br>A Drove of Bullocks<br>FARThER<br>William Shakespeare: Macbeth<br>Mushrooms |
| textual references to concepts and objects, and knowledge drawn from experience, including cultural experience  |   | The Apple-Raid<br>When Stars are Scattered   |
| cohesion – both in the ideas explored across a text and the language used to articulate those ideas   |   | The Viewer   |
| levels of meaning – texts with a single level of meaning are often simpler to understand than those with multiple levels, for example allegorical or satirical text                                     | In Your Dreams<br>The Penguin in Lost Property<br>The Frozen Man                        | FARThER<br>Mushrooms   |
| text structure – texts with simple, linear, chronological structures are often easier to understand than those that have non-linear time sequences or other structural irregularities and manipulations | Welcome to the Rock Pool<br>Discover more: Penguins<br>So You Want to be an Owl         | DKfindout! Volcanoes<br>The Viewer<br>William Shakespeare: Macbeth<br>When Stars Are Scattered                         |
| style of narrator – texts with a single, reliable narrator are often more accessible than those that contain unreliable or multiple narrators   | The Pea and the Princess<br>The Cat, The Dog, Little Red...<br>So You Want To Be An Owl |  |
| allusions, cultural references and intertextuality (relationships or references to other texts)   | The Julian Stories<br>The Cat, The Dog, Little Red                                      | Jabberwocky<br>William Shakespeare: Macbeth<br>When Stars are Scattered  |