READING

Reading Intent

Why do we teach READING?

Teaching reading allows children to leave primary school as fluent and life-long readers with a love for the written word. The promotion of reading ensures children leave Year 6 with the ability to read fluently and with good understanding; this positively impacts their ability to speak articulately and write at a high level. Furthermore, through exposure to high-quality literature, pupils have opportunity to develop culturally, emotionally, intellectually, socially and spiritually.

What is the aim of our curriculum for READING?

The aim is that children leave primary school able to read easily, fluently and with good understanding. They are encouraged to develop the habit of reading widely and often, for both pleasure and information. Through exposure to high-quality texts and focussed teaching of style, grammar and vocabulary, children acquire the knowledge and skills to retrieve, infer, predict and analyse. Children leave Year 6 with an understanding of our literary heritage and different literary genres, which enables them to access a variety of high-quality texts in secondary school.

Reading Intent

Years 3 & 4

Word Reading:

- apply their growing knowledge of root words, prefixes and suffixes.

- 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 an understanding of what they read

- understand what they read, in books they can read independently

- 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

Years 5 & 6

Word Reading:

- apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words that they meet

Comprehension:

- maintain positive attitudes to reading, and an understanding of what they read

- understand what they read

- discuss and evaluate how authors use language, including figurative language, considering the impact on the reader

- distinguish between statements of fact and opinion

- retrieve, record and present information from non-fiction

- 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

- 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

- provide reasoned justifications for their views.

Reading Implementation

## How is Reading taught at Westende Junior School?

Reading at Westende Junior School is taught using a range of approaches that provide an array of opportunities to develop a love of reading that we hope will stay with them for life. This should empower them to succeed in other curriculum areas. All children will experience:

- A range of high-quality texts are available as printed books through the class book shelves, school library and as eBooks through our online Accelerated Reader library. This provides a familiarity with choosing both fiction, non-fiction and poetry books as well as an opportunity to choose books to read for pleasure. Texts reflect the interests of the children and our school community, providing diverse and culturally rich texts.

- A whole-class reading approach to ensure all children are immersed in high-quality literature, discussions and reasoning to develop fluency, comprehension, vocabulary, as well as listening to high-quality modelled reading. Each year group has a class novel linked to their topic that is read and discussed daily.

- Focused VIPERS sessions (vocabulary, inference, prediction, explanation, retrieval and summarise) at least three times a week, where each skill is modelled and taught explicitly, as well as giving pupils an opportunity to independently apply their learning of that skill to a text with the same focus. Every class are exposed to at least 2 different texts weekly, either from PIXL or Literacy Shed Plus.

- Specific Fluency sessions weekly using strategies such as: Jump In, Choral Reading, Echo Reading and Performance Reading to ensure all children are taking part and accessing the text. Fluency sessions are taught through VIPERS sessions and also when reading the class novel.

- Comprehension lessons linked to the writing model text, with a range of question types focussing on the key VIPERS skills. Children are taught to answer using Point, Evidence, Explanation (PEE) in addition to PiXL reading strategies.

Reading Content Spine

	Autumn	Spring	Summer
Year 3	The Twits by Roald Dahl The Snow Queen by Hans Christian Anderson Twas the Night before Christmas by Clement Clarke Moore	Leila and the City of the Cat Goddess by Twinkl	The Last Bear by Hannah Gold The Boy Who Grew Dragons by Andy Shepherd
Year 4	The Explorer by Katherine Rundell	The Miraculous Journey of Edward Tulane by Kate Dicamillo Sky Song by Abi Elphinstone	Podkin One Ear by Kieran Larwood
Year 5	Kensuke's Kingdom by Michael Morpurgo Coming to England by Floella Benjamin	Goodnight Mister Tom by Michelle Magorian	Who Let the Gods Out by Maz Evans
Year 6	Holes by Louise Sacher George's Secret Key to the Universe by Stephen and Lucy Hawking	Coraline by Neil Gaiman	Shakespeare stories by Leon Garfield
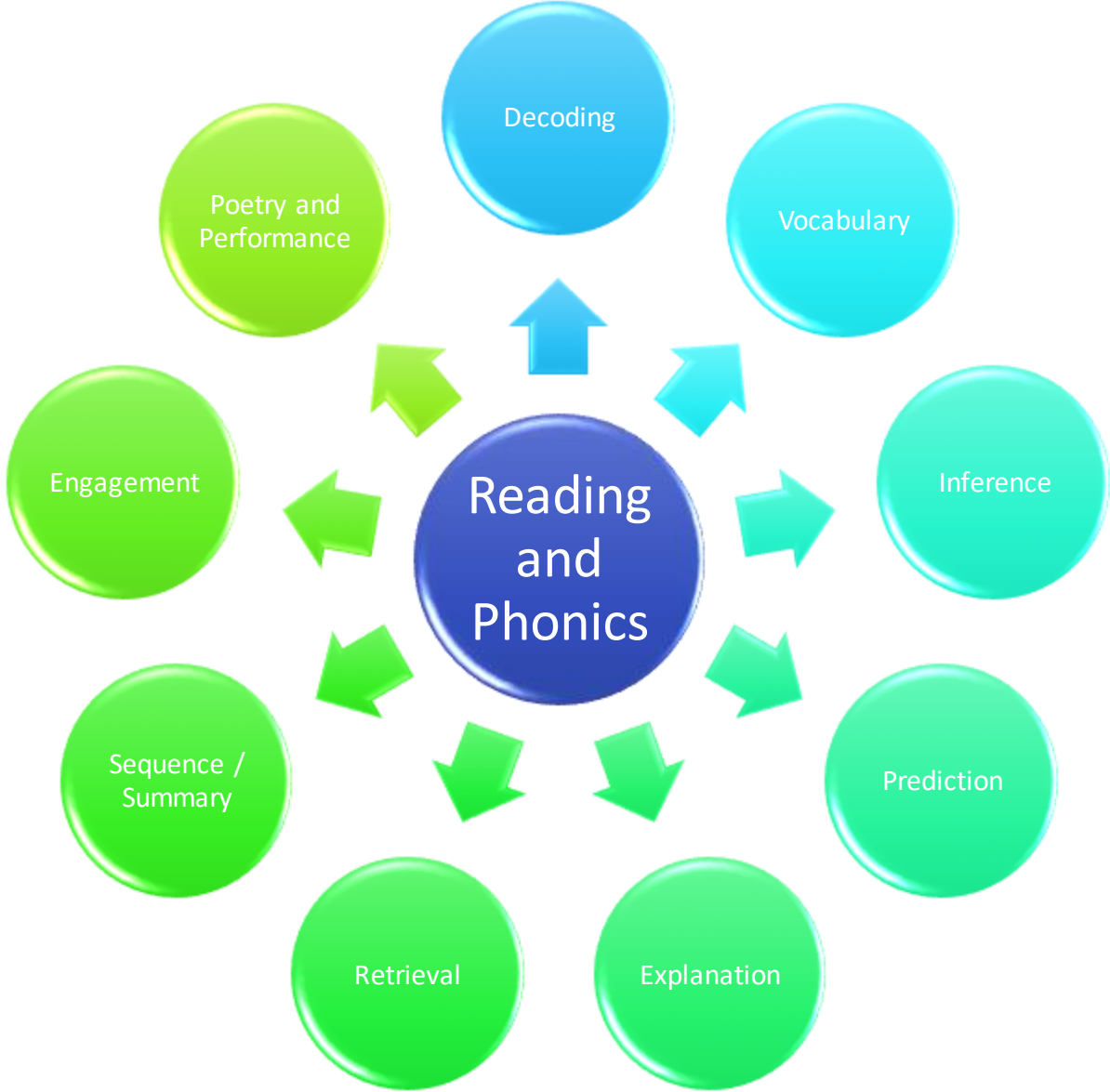
Reading Progression Map – Decoding

3	• Use their phonic knowledge to decode quickly and accurately (may still need support to read longer unknown words). • Apply their growing knowledge of root words and prefixes, including: in-, im-, il-, ir-, dis-, mis-, un-, re-, sub-, inter-, super-, anti- and auto- to begin to read aloud. • Apply their growing knowledge of root words and suffixes/word endings, including -ation, -ly, -ous, -ture, -sure, -sion, -tion, -ssion and -cian, to begin to read aloud. • Begin to read Y3/Y4 exception words.
4	• Use their phonic knowledge to decode quickly and accurately (may still need support to read longer unknown words). • Apply their growing knowledge of root words and prefixes, including: in-, im-, il-, ir-, dis-, mis-, un-, re-, sub-, inter-, super-, anti- and auto- to begin to read aloud. • Apply their growing knowledge of root words and suffixes/word endings, including -ation, -ly, -ous, -ture, -sure, -sion, -tion, -ssion and -cian, to begin to read aloud. • Read all Y3/Y4 exception words, discussing the unusual correspondences between spelling and these occur in the word.
5	• Read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues. • Apply their growing knowledge of root words, prefixes and suffixes/ word endings, including: -sion, -tion, -cial, -tial, -ant/-ance/-ancy, -ent/- ence/-ency, -able/-ably and -ible/ibly, to read aloud fluently. • Read most Y5/ Y6 exception words.
6	• Read fluently with full knowledge of all Y5/ Y6 exception words, root words, prefixes, suffixes/word endings and to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues. • Read most Y5/ Y6 exception words, discussing the unusual correspondences between spelling and sound and where these occur in the word.

Reading Progression Map – Vocabulary

	Fluency	Correcting Inaccuracies	Building Vocabulary
3	• Read high and medium frequency words automatically • Recognise a range of prefixes and suffixes to support decoding of words when reading • Use tone, intonation and expression when reading aloud • Use a range of self-help strategies to tackle unfamiliar words and texts	• Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.	• Increase vocabulary using understanding of context to know what they mean. • Discuss authors' choice of words and phrases for effect.
4	• Rapid and automatic decoding of most unfamiliar words using secure phonic knowledge • Make meaning from unfamiliar words through their structure and context • Recognise how simple and complex sentences affect meaning and impact • Use punctuation to determine intonation and expression when reading aloud	• Use dictionaries to check the meaning of words that they have read	• Discuss vocabulary used to capture readers' interest and imagination

Reading Progression Map – Vocabulary

	Fluency	Correcting Inaccuracies	Building Vocabulary
5	• Re-read and reads ahead to locate clues to support understanding. • Use different voices when reading aloud to enhance mood and meaning. • Scan texts to locate key information.		• To discuss vocabulary used by the author to create effect including figurative language. • To evaluate the use of authors' language and explain how it has created an impact on the reader.
6	• Use phonic and etymological knowledge to pronounce words correctly. • Skim texts to ascertain the gist. • Employ dramatic effect to engage listeners whilst reading aloud. • Use a combination of scanning and close reading to locate information.		• To analyse and evaluate the use of language, including figurative language and how it is used for effect, using technical terminology such as metaphor, simile, analogy, imagery, style and effect.

Reading Progression Map – Inference

3	• Infer characters' feelings in fiction. • Infer the likely consequences of a logical explanation. • Relate general knowledge to texts to clarify understanding.
4	• Use deduction to identify possible reasons for characters' behaviour and actions. • Draw inferences from characters' feelings, thoughts and motives that justifies their actions, supporting their views with evidence from the text. • Tease out clues and ideas from texts to clarify understanding.
5	• Draw inferences from characters' feelings, thoughts and motives. • Uses the text to justify their inferences.
6	• Consider different accounts of the same event and to discuss viewpoints (both of authors and of fictional characters. • Discuss how characters change and develop through texts by drawing inferences based on indirect clues.

Reading Progression Map – Prediction

3	• Justify predictions using evidence from the text.
4	• Justify predictions from details stated and implied
5	• Make predictions of events based on details stated and implied, justifying them in detail with evidence from the text.
6	• Predicts characters actions and reasons for these, using details which are stated or implied and justifies them with evidence from the text.

Reading Progression Map – Explanation

3	• Recognise how different texts are presented; e.g. magazines; leaflets. • Talk about why certain texts appeal to readers. • Identify techniques authors use to affect the reader
4	• Explain how ideas are developed in non-fiction texts. • Identify the key features of different text-types. • Refer to authorial style, overall themes (e.g. triumph of good over evil) and features (e.g. greeting in letters, a diary written in the first person or the use of presentational devices such as numbering and headings). • Identify how language, structure and presentation contribute to meaning
5	• Understand the writer's perspective from explicit and implicit opinion. • Compare the themes and structures of different narrative texts. • Compare the features and structures of different types of non-fiction texts.
6	• Understand underlying themes, causes and consequences within whole texts. • Understand the structures writers use to achieve coherence; (headings; links within and between paragraphs; connectives). • Recognise authors' techniques to influence and manipulate the reader.

Reading Progression Map – Retrieval

3	• Retrieve and record information from non- fiction texts using navigational tools (e.g. index, contents). • Can find key words in a range of texts.
4	• Use all of the organisational devices available within a non- fiction text to retrieve, record and discuss information • Scan for key words in texts to locate information quickly.
5	• Uses a range of techniques to locate information in fiction and non-fiction texts to answer questions based on the text.
6	• Develops techniques to quickly retrieve information in wide variety of texts.

Reading Progression Map – Sequence / Summary

3	• Make notes of the key points in a text. • Retell a story clearly, with some detail.
4	• Locate and summarise details from a text to support opinions and predictions. • Identify main ideas drawn from more than one paragraph and summarise these.
5	• Extract information from across a text and summarise in note form. • Identify main ideas drawn from more than one paragraph and to summarise these.
6	• Draw out key information and to summarise the main ideas in a text.

Reading Progression Map – Engagement

3	• Choose to read a widening range of books. • Make comparisons between books. • Empathise with characters. • Debate moral dilemmas in texts • Recognise, listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. • Use appropriate terminology when discussing texts (plot, character, setting). • Compare and evaluates different non-fiction texts.
4	• Discuss and compare texts from a wide variety of genres and writers. • Read for a range of purposes. • Identify themes and conventions in a wide range of books. • Willingly read a wide range of authors and genres. • Makes connections between fiction and non- fiction texts and the real world. • Navigates web sites.

Reading Progression Map – Engagement

5	• Read a wide range of genres, identifying the characteristics of text types (such as the use of the first person in writing diaries and autobiographies) and differences between text types. • 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. • Recommend texts to peers based on personal choice. • Understand own reading habits and set personal goals. • Explore themes through poetry, prose and other media. • Articulate a personal response and find evidence to support this.
6	• Read for pleasure, discussing, comparing and evaluating in depth across a wide range of genres, including myths, legends, traditional stories, modern fiction, fiction from our literary heritage and books from other cultures and traditions. • Recognise more complex themes in what they read (such as loss or heroism). • 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. • Listen to guidance and feedback on the quality of their explanations and contributions to discussions and to make improvements when participating in discussions. • Compare characters, settings and themes within a text and across more than one text. • Read extensively for pleasure. • Read longer texts with sustained stamina and interest. • Compare texts written in different periods.

Reading Progression Map – Poetry and Performance

3	• Prepare and perform poems and play scripts that show some awareness of the audience when reading aloud. • To begin to use appropriate intonation and volume when reading aloud.
4	• Recognise and discuss some different forms of poetry (e.g. free verse or narrative poetry). • Prepare and perform poems and play scripts with appropriate techniques (intonation, tone, volume and action) to show awareness of the audience when reading aloud.
5	• Continually show an awareness of audience when reading out loud using intonation, tone, volume and action.
6	• Confidently perform texts (including poems learnt by heart) using a wide range of devices to engage the audience and for effect.