



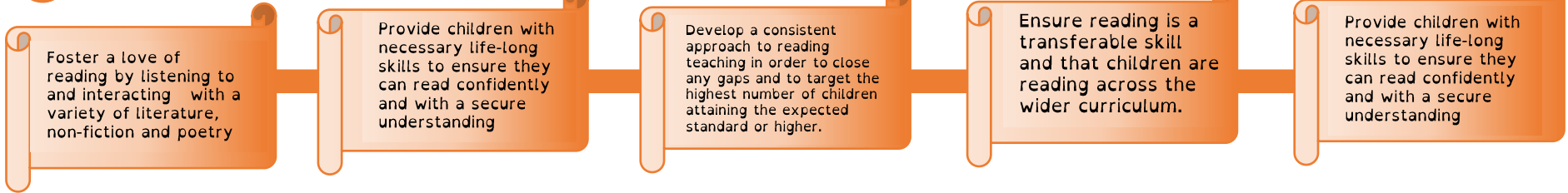
SUBJECT ON A PAGE

Reading

At Berry Hill Primary School, we believe reading is an essential life skill and reading lies at the heart of our curriculum. Reading enables children to be transported from our own world to another. Between the pages of a book, we can become immersed in the lives of fictional characters and learn about a culture entirely different from our own. We can also learn new words and phrases, experience a range of emotions, and acquire skills and knowledge. As Roald Dahl's Matilda says: "Reading is like a holiday in your head". Berry Hill's culture values and supports such a strong reading for pleasure ethos.



Intent – We aim to...



Implementation – How do we achieve our aims?



READING FOR MEANING

READING TO LEARN



READING FOR PLEASURE

READING FOR ENJOYMENT

Daily Comprehension

Daily whole class reading lessons in Years 2-6 are structured to allow children to develop as competent readers who can discuss and record their level of understanding of texts read. Reciprocal Reading is taught across school as a strategy to develop reading comprehension skills and understanding. The Reciprocal Reading approach promotes high quality discussions and engagement with texts, encouraging pupils to develop the skills that effective readers and learners do automatically: summarise, question, clarify, predict and respond to what they are reading. These are shared with the children as **Reading Vipers**. Developing reading Fluency plays an important part of this process and the teacher uses modelling and support



Reading Across the curriculum

We believe it is important to provide opportunities to study books from different subject areas to support pupils to be confident, independent and resilient; make links with what they have learned and understand the relevance.



Strong vocabulary development

High quality texts and passages are chosen in reading lessons, appropriate to the expectations of year groups or abilities of children. Vocabulary is explored and developed, with teachers providing opportunities to explore definitions of new words and make links between these words and known words.



Access to quality texts

In reading lessons, teachers use engaging literature which is both contemporary and classic and by a diverse range of authors. This includes novels, picture books, non-fiction, poetry and film. Pupils are given the opportunity to read and enjoy whole texts which form part of a wider reading spine, this helps pupils to increase their vocabulary and grammatical knowledge which they may not encounter in books they choose.



Daily reading for pleasure time

We feel it is important that pupils are given the opportunity to listen to a wide range of whole books rather than a series of extracts. We have a dedicated time each day where teachers read to pupils in all classes. We regard this as a really important time and is an opportunity to read books from different authors and genres that pupils might not choose themselves or those that are beyond their reading ability. Each year group has a carefully selected reading spine, that include the texts pupils have studied, alongside a diverse range of authors and genres.



Book Clubs

Book club is a timetabled slot each week for teachers to promote books and for pupils to make recommendations to each other for class reading and reading at home. This is an opportunity for teachers to share the books that they feel their pupils will enjoy to further develop their love and enjoyment of reading. We recognise that to develop a lifelong love of reading, reading for pleasure should be encouraged, modelled and celebrated. In Foundation & KS1 children make use of book corners to select books for pleasure. In KS2, children are given Reading for Pleasure time, in which they can read books of their choosing or explore texts that teachers have selected for them to try. This encourages children to make new choices.

The national Curriculum

The programmes of study for reading at key stages 1 and 2 consist of 2 dimensions:

Word reading
comprehension (both listening and reading)
It is essential that teaching focuses on developing pupils' competence in both dimensions; different kinds of teaching are needed for each.

Skilled word reading involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Underpinning both is the understanding that the letters on the page represent the sounds in spoken words. This is why phonics should be emphasised in the early teaching of reading to beginners (ie unskilled readers) when they start school.

Good comprehension draws from linguistic knowledge (in particular of vocabulary and grammar) and on knowledge of the world. Comprehension skills develop through pupils' experience of high-quality discussion with the teacher, as well as from reading and discussing a range of stories, poems and non-fiction. All pupils must be encouraged to read widely across both fiction and non-fiction to develop their knowledge of themselves and the world they live in, to establish an appreciation and love of reading, and to gain knowledge across the curriculum. Reading widely and often increases pupils' vocabulary because they encounter words they would rarely hear or use in everyday speech. Reading also feeds pupils' imagination and opens up a treasure house of wonder and joy for curious young minds.

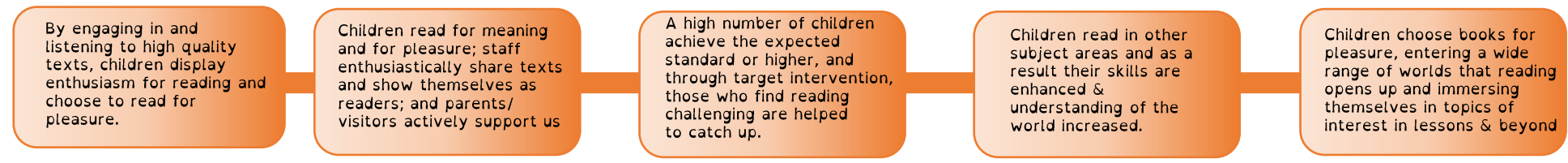
It is essential that, by the end of their primary education, all pupils are able to read fluently, and with confidence, in any subject in their forthcoming secondary education.

Assessment

We use a range of assessment strategies to make an informed judgement on the children's reading attainment and progress. This consists of Little Wandle phonic assessments and NFER tests. Teachers use these summative assessments alongside their teacher judgement and formative assessment to ensure that children are reading at the appropriate level of their development. This informs the interventions needed to ensure every child leaves Berry Hill a reader.



Impact – How will we know we have achieved our aims?



DISCIPLINARY KNOWLEDGE

SKILLS OF A READER

	EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
ATTITUDES	Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.	Listen attentively and respond to a range of texts that are age-appropriate with relevant questions, comments and actions.	Listen attentively to and discuss a range of texts including contemporary and classic poetry, stories and non-fiction that are age appropriate and beyond.	Listen attentively to and discuss a wide range of texts including fiction, poetry, plays and non-fiction which are age appropriate and beyond and ask appropriate questions.	Listen attentively to and discuss a wide range of texts including fiction, poetry, plays and non-fiction which are age appropriate and identify similarities and differences between them.	Listen attentively to and discuss a wide range of texts including fiction, poetry, plays and non-fiction which are age appropriate, identify similarities and differences and suggesting reasons for these.	Listen attentively to and discuss a wide range of texts including fiction, poetry, plays and non-fiction which are age appropriate, identify similarities and differences and making overt links between them and reasons for their ideas.
	Has favourite books and rhymes and can talk about them.	Discuss books they like and give reasons for choices.	Justify their choice of books and their preferences from the books they have read or have had read to them.	Discuss with others why they like particular books or authors, giving reasons.	Discuss with others their feelings and opinions about different authors, books, genres and poetry.	Talk about a range of book and author preferences referring to details and examples in the text.	Discuss their personal reading with others and their personal response to their reading, challenging the views of others and supporting their ideas with evidence.
	Chooses to engage in book related activities or play. E.g choosing a book to read for story time, asking an adult to read a particular book to them.	Read and listen to whole books, making choices for their personal reading.	Select books for personal reading and give reasons for choices.	Sustain their reading for enjoyment and to identify their personal preferences.	Sustain their reading for enjoyment and to give a reason when identifying their personal preferences.	Share authors and book choices with their peers, offering recommendations and giving reasons why.	Share authors and book choices with their peers, offering recommendations, giving reasons why and supporting these with evidence.
	In age-appropriate texts, begin to read for a range of purposes.						
	Begins to use story language and/or common story patterns in play or activities.	Become familiar with and retell fairy stories and traditional tales.	Become increasingly familiar with and retell a wider range of stories, fairy stories and traditional tales.	Increase familiarity with a range of books, including fairy stories, myths and legends.	Increase familiarity with a range of books, including fairy stories, myths and legends.	Increase familiarity with a wide range of literature, including myths, legends, traditional stories, modern fiction, fiction from our literary heritage and select ideas to inspire writing.	Increase familiarity with a wide range of books including myths, legends, traditional stories, modern fiction, fiction from our literary heritage and be able to select vocabulary, plot and ideas to inspire writing.
FLUENCY	Begin to read tricky words by sight recognition without sounding out: is, I, the, put, pull, full, as, and, has, his, her, go, no, to, into, she, push, he, of, we, me, be, was, you, they, my, by, all, are, sure, pure, said, so, have, like, some, come, love, do, were, here, little, says, there, when, what, one, out, today	Begin to read tricky words by sight recognition without sounding out: their, people, oh, your, Mr, Mrs, Ms, ask, could, would, should, our, house, mouse, water, want	Begin to read tricky words by sight recognition without sounding out: any, many, again, who, whole, where, two, school, call, different, thought, through, friend, work, once, laugh, because, eye				
		Begin to read with less emphasis on decoding each individual word.	Read most (90%) words accurately with sufficient fluency to allow them to focus on their understanding rather than decoding individual words.	Read, with fluency and automaticity, a range of age-appropriate text types.	Read, with fluency and automaticity, a range of age-appropriate text types.	Fluently and effortlessly reads a wide range of age-appropriate texts.	Fluently and effortlessly read a full range of age-appropriate texts.
		Show some awareness of punctuation, e.g. full stops.	Read with an awareness of punctuation taught e.g. question marks, exclamations.	Read with a growing awareness of a wider range of punctuation.	Read with an awareness of a wider range of punctuation.	Develop good phrasing; adhering to punctuation, stress and intonation.	Read with good phrasing; adhering to punctuation, stress and intonation.
		When reading phonically decodable texts, they check reading makes sense to them, correcting any inaccurate reading.	Read approximately 90 words per minute.	Read at a speed sufficient enough for them to focus on understanding.	Read at a speed sufficient enough for them to focus on understanding and begin to develop a conversational pace.	Read at a conversational pace throughout the reading.	Read at conversational pace throughout the reading.

	EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
FLUENCY	Read simple phrases/sentences using their phonic knowledge.	Read simple phrases/sentences with expression. E.g. ‘Oh no!’	Start to develop expression and intonation.	Show a growing use of expression, intonation and volume.	Read using expression, intonation and are developing their use of volume.	Read with varied volume, intonation and expression.	Read confidently with varied volume and expression across a range of text types
	Become more fluent and confident re-reading a book.	Re-read phonically decodable books to build fluency and confidence.	Re-read books, sounding out without hesitation.	Start to read multi-clause sentences using re-reading to develop control.	Read multi-clause sentences with increasing control, re-reading where necessary.	Read complex sentences with increasing control.	Read complex sentences with control.
		In phonically decodable sentences, they check reading makes sense to them, correcting any inaccurate reading.	In age-appropriate texts, they check reading makes sense to them, correcting any inaccurate reading.	In age-appropriate texts, they check reading makes sense to them, correcting any inaccurate reading.	In age-appropriate texts, they check reading makes sense to them, correcting any inaccurate reading.	In age-appropriate texts, they check reading makes sense to them, correcting any inaccurate reading.	In age-appropriate texts, they check reading makes sense to them, correcting any inaccurate reading.
	Recites predictable phrases and repeating patterns from well-known rhymes and stories.	Recite, by heart, sections of or whole poems with predictable phrases and repeating patterns.	Begin to build up a repertoire of familiar poems which can be recited, by heart, with growing intonation.	Prepare and recite age appropriate poetry and plays, with increasing accuracy and a growing use of intonation and expression.	Prepare and recite age appropriate poetry and plays, which has been learnt by heart, with a growing use of intonation and expression.	Recite age appropriate poetry and plays, which has been learnt by heart, using varied volume, intonation and expression.	Recite age appropriate poems and plays confidently with varied volume and expression so that the meaning is clear to an audience.
WORD READING (DECODING)				When reading age appropriate Year 3 texts:	When reading age appropriate Year 4 texts:	When reading age appropriate Year 5 texts:	When reading age appropriate Year 6 texts:
	• Say a sound for each letter in the alphabet and at least 10 digraphs.	Apply phonic knowledge and skills as the route to decode words, including phonically-decodable books, closely matched to phonic knowledge.	Apply phonic knowledge and skills consistently to decode quickly and accurately.	Know the full range of GPCs, and use phonic skills consistently and automatically to address unfamiliar or challenging words.	Know the full range of GPCs, and use phonic skills consistently and automatically to address unfamiliar or challenging words.	Read words with prefixes and suffixes as per Appendix 1 of the National Curriculum.	Confidently read words with prefixes and suffixes as per Appendix 1 of the National Curriculum.
	• Read words consistent with their phonic knowledge by sound-blending	Respond with the correct sound to graphemes for all 40+ phonemes, including alternative sounds.	Decode alternative sounds for graphemes.				
	• Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.	Read accurately by blending sounds in unfamiliar words containing GPCs taught.	Read accurately words of two or more syllables that contain alternative sounds for graphemes.				
		Read a range of simple common exception words e.g. the, said, they, once, she, friend, school.	Read a wider range of common exception words which have been taught, including most (80%) words from the Year2 Spelling appendix	Read most (80%) of the Year 3/4 common exception words by sight (including all those in the Year 2 Spelling appendix) noting unusual correspondence between spelling and sound.	Read all of the Year 3/4 common exception words by sight noting unusual correspondence between spelling and sound.	Read most (80%) of the Year 5/6 common exception words by sight (noting unusual correspondence between spelling and sound.	Read all of the Year 5/6 common exception words by sight noting unusual correspondence between spelling and sound.
		Read words with the endings -s, -es, -ing, -ed and -est.	Read words containing common suffixes such as: -ment, -less, -ness, -ful and -ly.	Determine the meaning of new words by sometimes applying knowledge of root words and their affixes e.g. disagree, misbehave, incorrect.	Determine the meaning of new words by sometimes applying knowledge of root words and their affixes e.g. disagree, misbehave, incorrect.	Determine the meaning of new words by applying morphological knowledge of root words and affixes e.g. suspect/suspicious, change/changeable, receive/reception.	Determine the meaning of new words by applying morphological knowledge of root words and affixes e.g. ambitious, infectious, observation, innocence.

	EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
WORD READING (DECODING)		Read a range of simple common exception words e.g. the, said, they, once, she, friend, school.	Read a wider range of common exception words which have been taught, including most (80%) words from the Year2 Spelling appendix	Read most (80%) of the Year 3/4 common exception words by sight (including all those in the Year 2 Spelling appendix) noting unusual correspondence between spelling and sound.	Read all of the Year 3/4 common exception words by sight noting unusual correspondence between spelling and sound.	Read most (80%) of the Year 5/6 common exception words by sight (noting unusual correspondence between spelling and sound.	Read all of the Year 5/6 common exception words by sight noting unusual correspondence between spelling and sound.
		Read words with the endings -s, -es, -ing, -ed and -est.	Read words containing common suffixes such as: -ment, -less, -ness, -ful and -ly.	Determine the meaning of new words by sometimes applying knowledge of root words and their affixes e.g. disagree, misbehave, incorrect.	Determine the meaning of new words by sometimes applying knowledge of root words and their affixes e.g. disagree, misbehave, incorrect.	Determine the meaning of new words by applying morphological knowledge of root words and affixes e.g. suspect/suspicious, change/changeable, receive/reception.	Determine the meaning of new words by applying morphological knowledge of root words and affixes e.g. ambitious, infectious, observation, innocence.
		Read words of more than one syllable which contain GPCs known.					
		Read contractions e.g. I'm, can't, we'll. Know that apostrophes represent omitted letters.					
	Children should be at the end of 4 by the end of EYFS.	Children should be at the end of phase 5 by the end of Year 1.					
STAMINA	Listen attentively and respond to what they hear when being read to.	Sustain attention in order to read longer decodable texts.	Make choices from a selection of texts to read themselves and maintain interest and attention in it.	Use a range of techniques when selecting books (e.g reading the blurb, the first page, looking at chapter length) to extend the range of books read independently and in their entirety.	Developing their reading stamina as they read longer and more challenging texts.	Able to plan personal reading goals which reflect their interests and extend their range.	Developing their reading stamina and completes the independent reading of some longer texts.

		EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
COMPREHENSION SKILLS	VOCABULARY	Use and understand recently introduced vocabulary during discussion about stories, non-fiction, rhymes and poems and during role play and within reading sessions.	Make collections of interesting words and uses them when talking about books and stories.	Develop understanding of words met in reading, making links with known vocabulary and discussing favourite words and phrases.	Identify where an author uses alternatives and synonyms for common or over used words and speculates about the shades of meaning implied.	Consider a writer's use of specific and precise vocabulary, including the meaning of technical or subject specific words (for example nouns, adjectives, verbs and adverbs) and discuss the meanings conveyed.	Distinguish between everyday word meanings and their subject specific use, e.g. the specific meaning of <i>force</i> in scientific texts.	Collect unfamiliar vocabulary from texts they have read, including technical vocabulary met in other subjects, defining meanings and using the vocabulary when recording ideas about the text.
		Show interest in unfamiliar words by asking what they mean.	Speculate about the possible meanings of unfamiliar words met in reading and checks whether the suggested meanings make sense in the context of the text.	Begin to use strategies to find the meaning of an unfamiliar word, both in fiction and non-fiction, and checks whether a suggested meaning of an unfamiliar word makes sense in the context of the text. (E.g. where this is explained in preceding or subsequent sentences or in a glossary).	Develop further strategies to find the meaning of an unfamiliar word, both in fiction and non-fiction, and checks whether a suggested meaning of an unfamiliar word makes sense in the context of the text. (E.g. Practises re-reading a sentence and reading on in order to locate or infer the meaning of unfamiliar words.)	Identify unfamiliar vocabulary in a text and adopts appropriate strategies to locate or infer the meaning. (E.g.re-reading surrounding sentences and/ or paragraphs to identify an explanation or develop a sensible inference, by identifying root words and derivatives, using the context and syntax, or using aids such as glossaries or dictionaries.)	Identify when they do not understand the vocabulary used in a text and uses taught strategies to check the plausibility and accuracy of their explanation or inference of the word to clarify the meaning. (E.g. re – reading, reading on, using the context).	Identify when they do not understand the vocabulary used in a text and uses taught strategies to check the plausibility and accuracy of their explanation or inference of the word to clarify the meaning. (E.g. re – reading, reading on, using the context, knowledge of syntax or word roots).
			Use simple dictionaries and begin to understand their alphabetical organisation.	Use dictionaries to locate words by the initial letter. Use terms such as definition. Discuss the definitions given in dictionaries and agree which is the most useful in the context.	Locate words in a dictionary by the first two letters.	Locate words in a dictionary by the third and fourth place letters.	Use dictionaries effectively to locate word meanings and other information about words, e.g. by using alphabetical order, understanding abbreviations, determining which definition is the most relevant to the context.	Use dictionaries, glossaries and other alphabetically ordered texts confidently and efficiently in order to locate information about words met in reading.
		Use and understand recently introduced vocabulary during discussion about stories, non-fiction, rhymes and poems and during role play and within reading sessions.	Make collections of interesting words and uses them when talking about books and stories.	Develop understanding of words met in reading, making links with known vocabulary and discussing favourite words and phrases.	Identify where an author uses alternatives and synonyms for common or over used words and speculates about the shades of meaning implied.	Consider a writer's use of specific and precise vocabulary, including the meaning of technical or subject specific words (for example nouns, adjectives, verbs and adverbs) and discuss the meanings conveyed.	Distinguish between everyday word meanings and their subject specific use, e.g. the specific meaning of <i>force</i> in scientific texts.	Collect unfamiliar vocabulary from texts they have read, including technical vocabulary met in other subjects, defining meanings and using the vocabulary when recording ideas about the text.
	RETRIEVAL	Make comments about what they have read /heard and ask questions to clarify their understanding.	Skim reads to gain an overview of a page/text by focussing on significant parts, names, captions, titles	Speculate about the meaning of the section or page by skim reading title, contents page, illustrations, headings and sub-headings.	Skim opening sentences of each paragraph to get an overview of a page or section of text.	Skim reads a text to get an overview of it.	Retrieve, record and present information accurately through skimming to gain an overall sense of the text.	To skim and scan to retrieve, record and present information from non-fiction texts.
			Scan the text to locate specific information using titles and labels.	Scan pages to find specific information using keywords or phrases and headings.	Scan contents, indexes and pages to locate and record specific non-fiction information.	Scan for key words, phrases and headings to decide which sections of text to read more carefully to fulfil a particular purpose e.g. to summarise a text.	Scan texts to gain specific information and identify sections of text to read more carefully/reads on as appropriate.	Evaluate the value of a text for an identified purpose drawing on information acquired by skimming and scanning.
		When the adult is reading: Recall information from a page, which they have listened to, to answer simple questions.	Recall information from a text, which they have listened to or read, to answer simple questions.	Read sections of text more carefully to answer a specific question.	Identify sections of a text needed to read carefully in order to find specific information or answer the question.	Identify sections of a text needed to read carefully in order to find specific information or answer the question.	Carefully reads sections of text to research information and to answer questions, distinguishing between fact and opinion.	Carefully reads sections of text to research information and to answer questions, distinguishing between fact and opinion.
		When the adult is reading: Show interest by asking questions to understand what has happened in stories they have had read to them.	Ask questions to understand what has happened in stories they have read or been read to them.	Ask what, where and when questions about a text to support and develop their understanding.	Clarify their understanding of events, ideas and topics by asking questions about them.	Identify elements of a text which they do not understand and asks questions about it.	Ask questions to clarify their understanding of words, phrases, events and ideas in different texts.	Ask questions to clarify their understanding of words, phrases, events and ideas in different texts.

		EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
COMPREHENSION SKILLS	INFERENCE JUSTIFYING EVIDENCE	With support, begin to link what they are reading to their own experiences.	Link what they are reading to their own experiences.	Talk around a topic prior to reading.	Link what they read to their knowledge and experience of a topic and to their knowledge of similar texts.	Link what they read reading to prior knowledge and experience and to their knowledge of similar texts.	Find evidence and uses this to explain how and why it shows that a character's mood has changed over time.	Find evidence and uses this to explain how it shows a character's thoughts and motives and the atmosphere of the text.
		Can respond to questions about what characters have said and done, including how they might be feeling.	Ask questions to explore what a character might say and do.	Ask questions to understand more than what we are told about the characters and events in the text.	Ask questions to develop understanding of characters' feelings, thoughts and motives as a result of their actions or events.	Ask questions to clarify their understanding of what is implied about main ideas, themes and events in texts they have read.	Refer to the text when asking questions to understand what is implied about main ideas and details.	Ask questions to clarify and explore their understanding of what is implied in the text.
			Make inferences on the basis of what is being said and done.	Make inferences on the basis of what is being said and done.	Think about clues and hints they have picked up on to begin to make inferences about events and characters.	Think about what they've read and re-reads sections of the text to find evidence to support their interpretations of characters and events.	Deduce the reasons for the way that characters behave throughout the text.	Refer to dialogue and description to make judgements about a character's motivations and attitudes.
	PREDICTING	Anticipate, where appropriate, key events in stories.	Make predictions based on what has been read so far including using clues such as pictures, illustrations and titles.	Use immediate clues, and what has been read already, to make predictions about what is going to happen or what they will find out.	Make predictions about a text based on prior knowledge of the topic, event or type of text.	Make predictions about the events, characters or ideas in a text throughout their reading.	Make regular and increasingly plausible predictions as they read.	Make plausible predictions and explains what they are basing them on.
					Modify predictions as they read on based on what is stated and implied.	Modify predictions on a regular basis throughout their reading based on what is stated and implied.	Modify their ideas as they read the next part of the text based on what is stated and implied.	Discuss how and why they need to modify their predications as they read on based on what is stated and implied.
	SUMMARISING	Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.	Explain clearly their understanding of what is read to them.	Retell main points of story in sequence and discuss how items of information are related.	When reading Year 3 age appropriate texts: Sequence information and/or events from a text and discuss how items of information are related.	When reading Year 4 age appropriate texts: Sequence information and/or events from a text and discuss how items of information are related.	When reading Year 5 age appropriate texts: Sequence information and/or events from a text and discuss how items of information are related.	When reading Year 6 age appropriate texts: Sequence information and/or events from a text and discuss how items of information are related.
		Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.	Retell some important information they found out from the text.	Retell some important information they found out from the text, drawing information from across a number of sentences.	Identify a few key points from across a passage/paragraph of text.	Summarise a sentence or paragraph/s by identifying the most important elements.	Summarise the main ideas drawn from more than one paragraph, identifying the key details which support the main ideas.	At regular intervals, summarise evidence from across a text to explain events or ideas.
	MAKING CONNECTIONS AND COMPARISONS	Begin to show awareness of similarities and differences between features of different stories, e.g characters, settings, events, story endings.	Discuss and compare events or topics they have read about or listened to.	Compare themes, characters and events in stories and poems.	Identify themes and conventions from a wide range of texts.	Collect information to compare and contrast themes and conventions of texts.	Compare and contrast themes and conventions within the work of a single author and/or across a wide range of texts.	Compare and contrast themes and conventions within the work of a single author and/or across a wide range of texts.
			Compare aspects of books. e.g. illustrations and rhyming patterns.	Compare information in non-fiction texts.	Compare and contrast similar styles of writing by the different authors.	Compare and contrast similar styles of writing by the different authors.	Compare different versions of the same texts, including other media e.g. film.	Identify similarities and differences of different versions of a story.
			Draw on what they already know or on background information and vocabulary provided by the teacher to further develop understanding of the text.	Draw on what they already know or on background information and vocabulary provided by the teacher to further develop understanding of the text.				

YEAR 2 READING CURRICULUM

SEQUENCING

Fiction

Non-fiction

Poetry

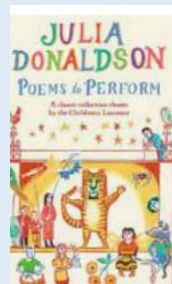
AUTUMN 1



3 weeks

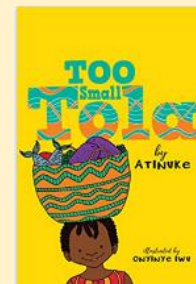


2 weeks



2 weeks

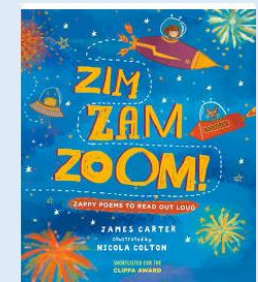
AUTUMN 2



2 weeks

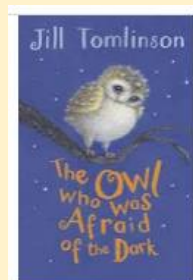


2 weeks

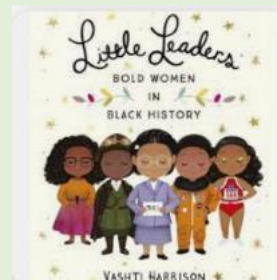


2 weeks

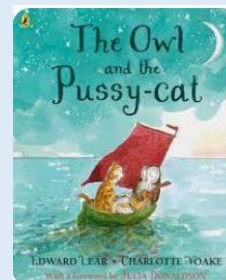
SPRING 1



2 weeks



2 weeks

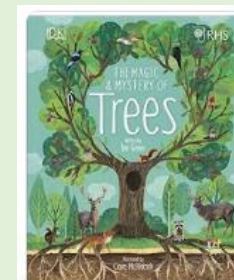


2 weeks

SPRING 2



2 weeks



2 weeks



Caterpillar Shoes
1 week

SUMMER 1



3 weeks



2 weeks



2 weeks

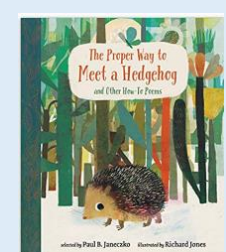
SUMMER 2



3 weeks



2 weeks



2 weeks

YEAR 3 READING CURRICULUM

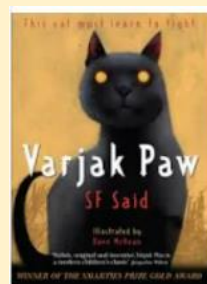
SEQUENCING

Fiction

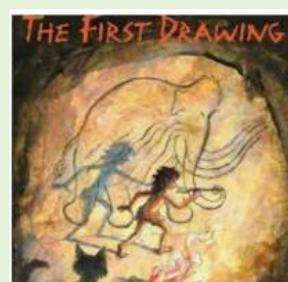
Non-fiction

Poetry

AUTUMN 1



3 weeks

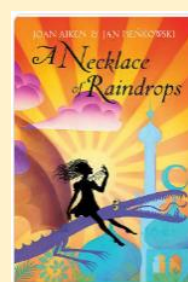


2 weeks

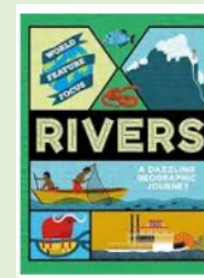


2 weeks

AUTUMN 2



3 weeks

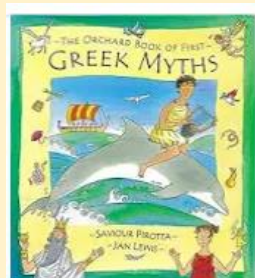


2 weeks

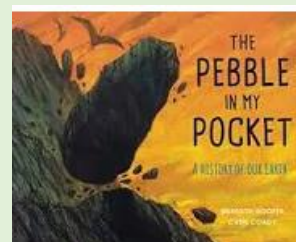


2 weeks

SPRING 1



3 weeks



2 weeks



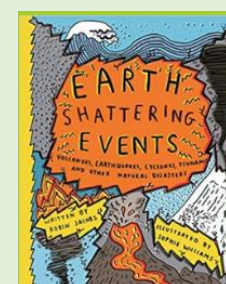
Soar

2 weeks

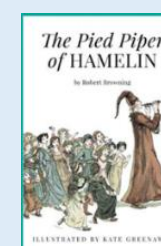
SPRING 2



3 weeks



2 weeks



1 week

SUMMER 1



3 weeks



2 weeks



1 week

SUMMER 2



3 weeks



3 weeks

YEAR 4 READING CURRICULUM

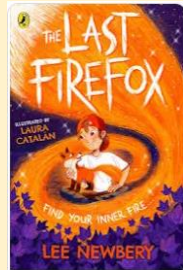
SEQUENCING

Fiction

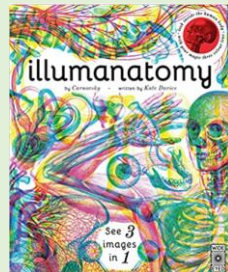
Non-fiction

Poetry

AUTUMN 1



3 weeks



2 weeks



2 weeks

AUTUMN 2

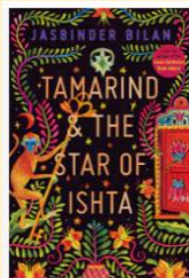


3 weeks

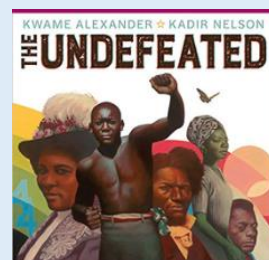


3 weeks

SPRING 1

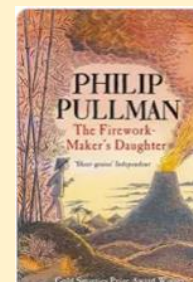


3 weeks

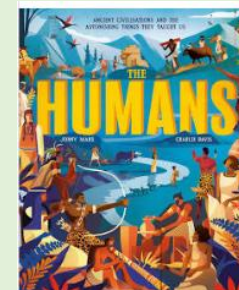


3 weeks

SPRING 2

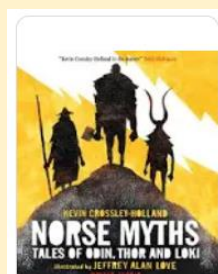


3 weeks

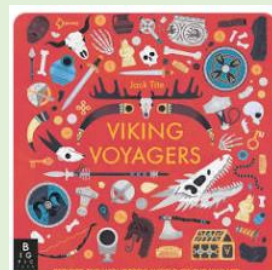


3 weeks

SUMMER 1



3 weeks

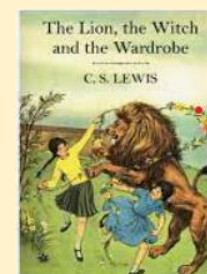


3 weeks

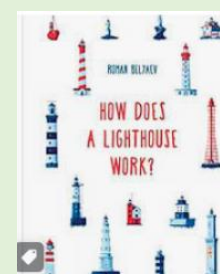


1 week

SUMMER 2



4 weeks



2 weeks

YEAR 5 READING CURRICULUM

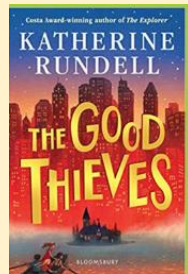
SEQUENCING

Fiction

Non-fiction

Poetry

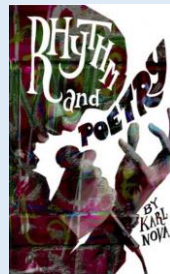
AUTUMN 1



3 weeks



2 weeks

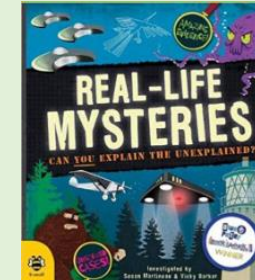


2 weeks

AUTUMN 2



3 weeks

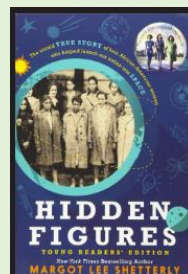


3 weeks

SPRING 1



3 weeks



3 weeks

SPRING 2

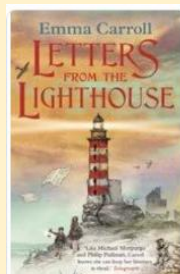


3 weeks

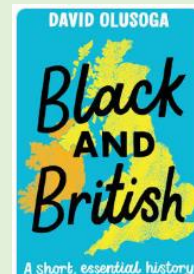


3 weeks

SUMMER 1



3 weeks

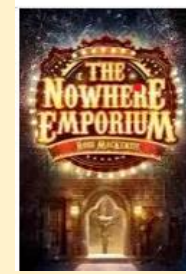


3 weeks

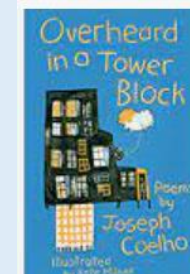


1 week

SUMMER 2



4 weeks



2 weeks

YEAR 6 READING CURRICULUM

SEQUENCING

Fiction

Non-fiction

Poetry

AUTUMN 1

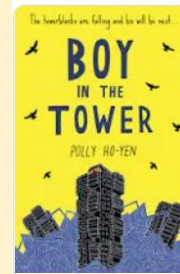


3 weeks

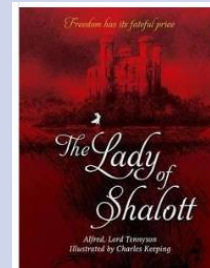


3 weeks

AUTUMN 2

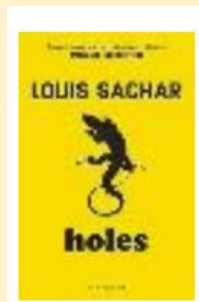


3 weeks

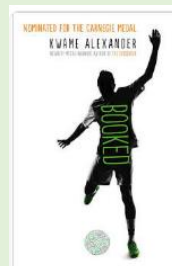


3 weeks

SPRING 1

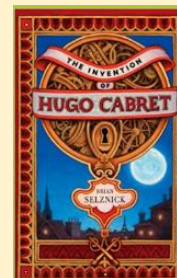


3 weeks



3 weeks

SPRING 2

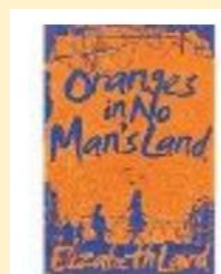


3 weeks



3 weeks

SUMMER 1

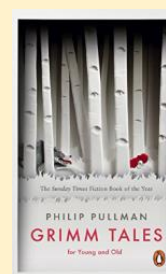


3 weeks

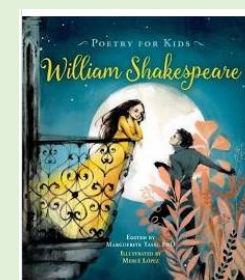


3 weeks

SUMMER 2



4 weeks

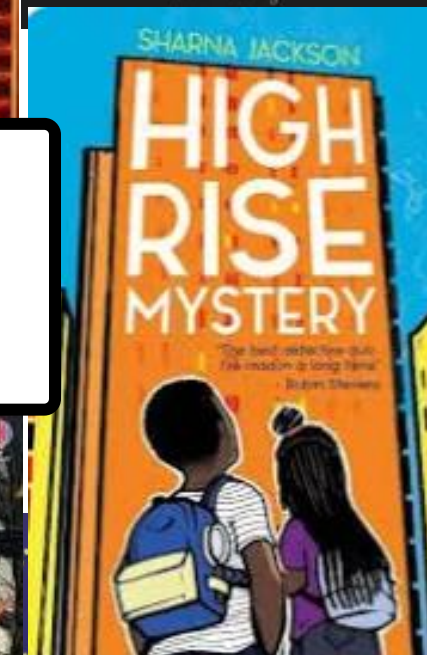
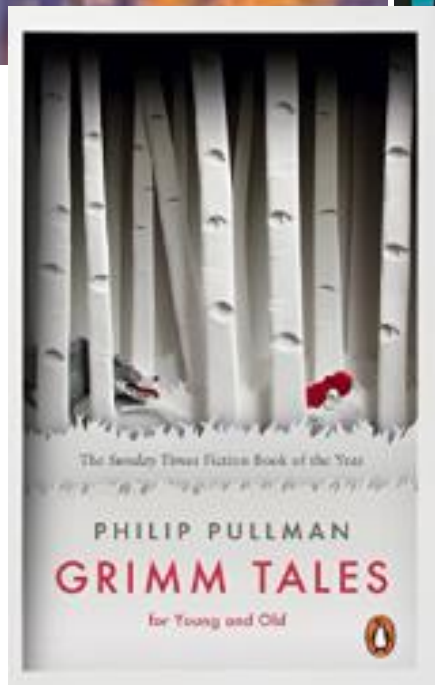


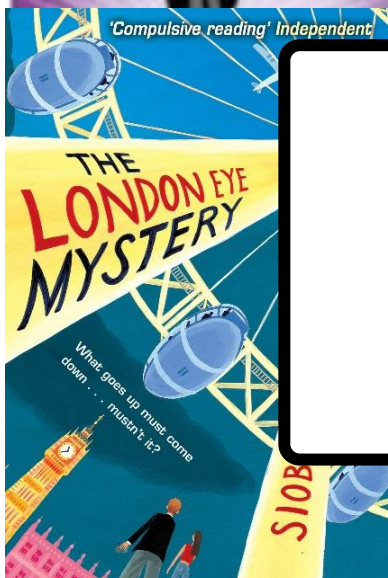
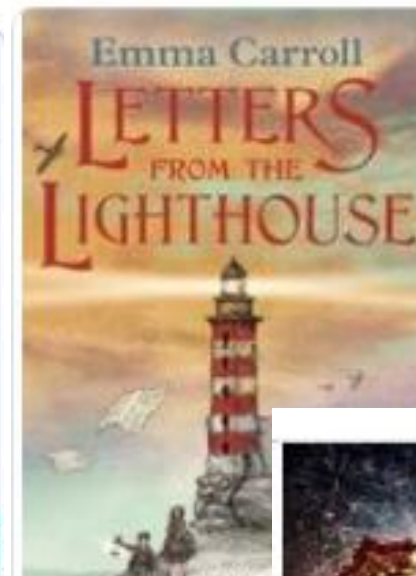
2 weeks

Reading
Spine

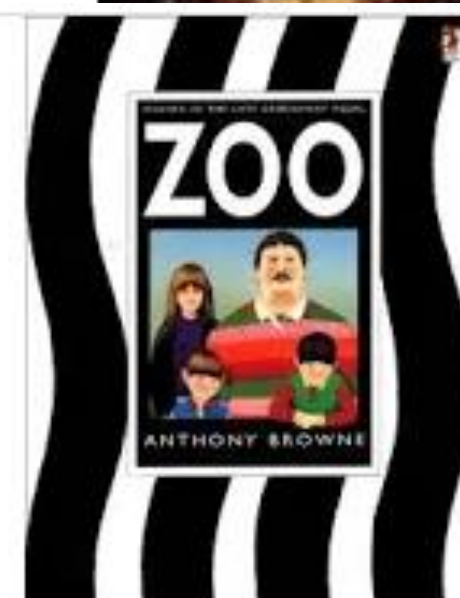
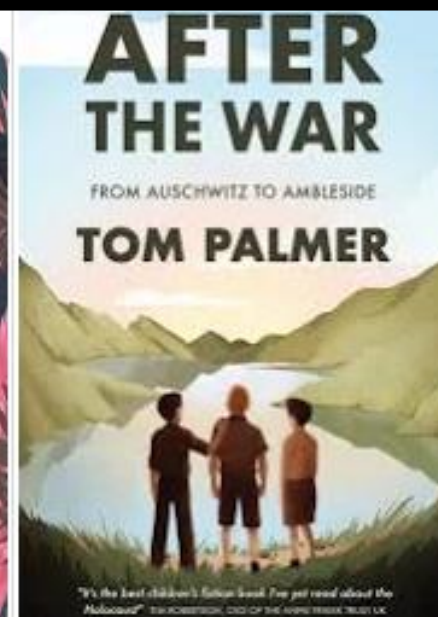


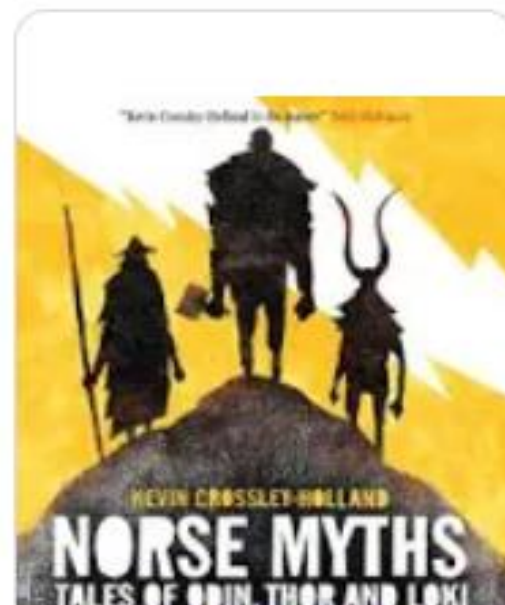
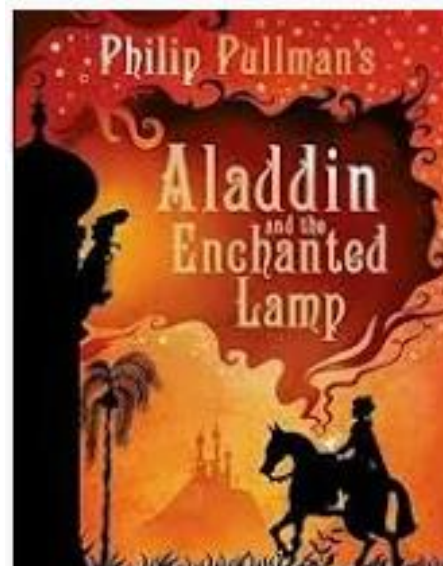
Year 6 reading spine



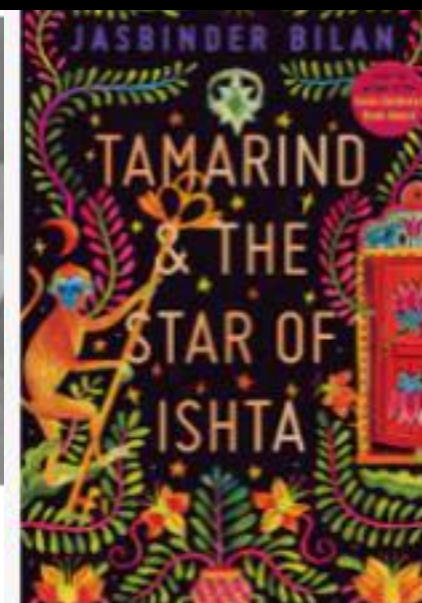
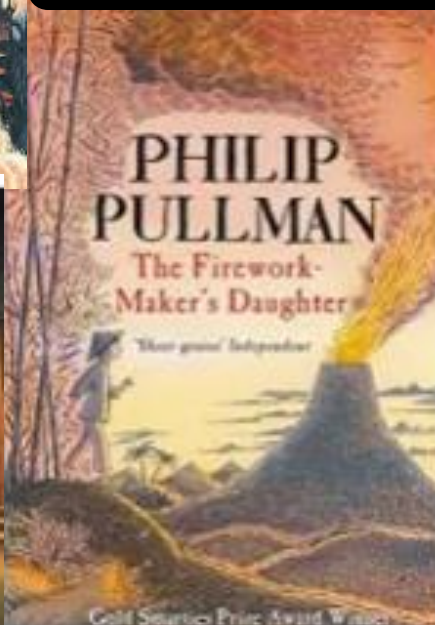
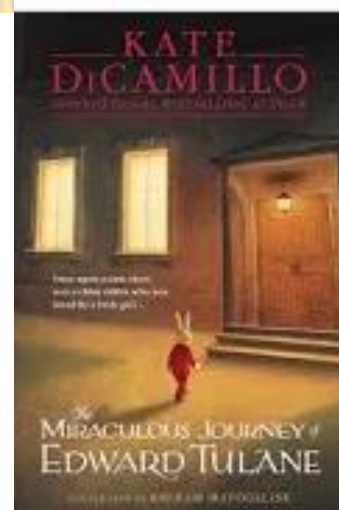


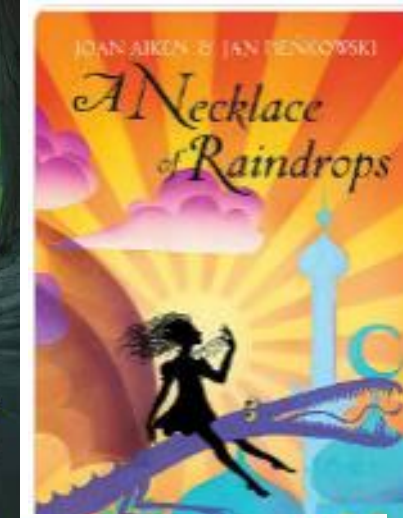
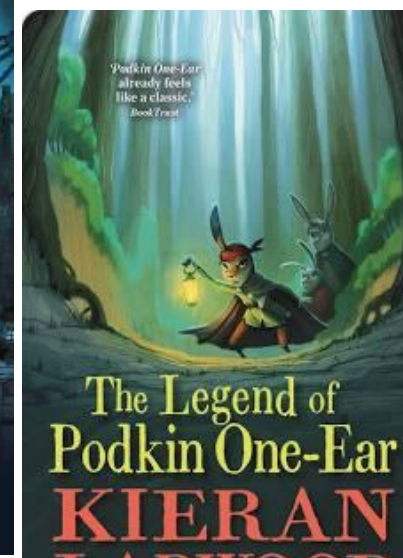
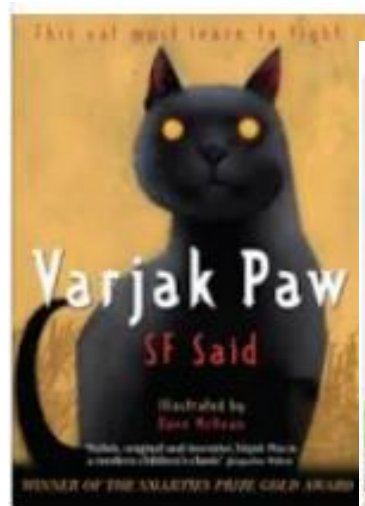
Year 5 reading spine



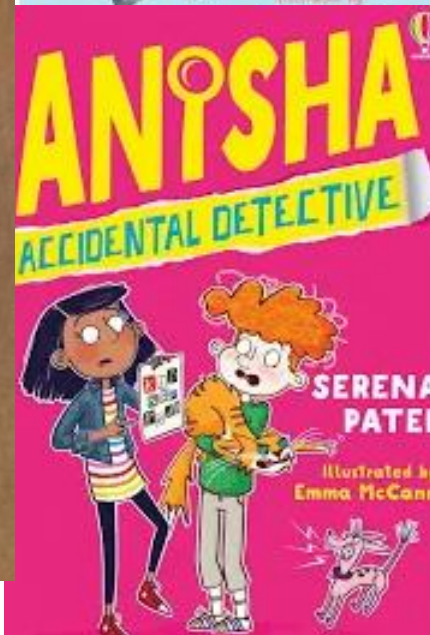
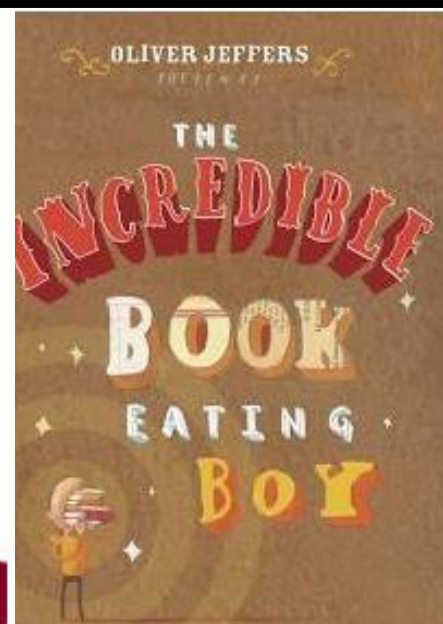
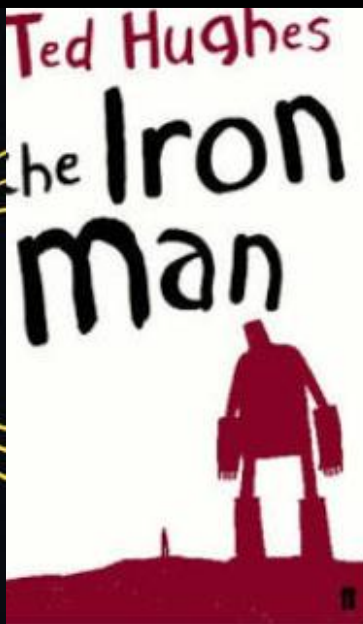
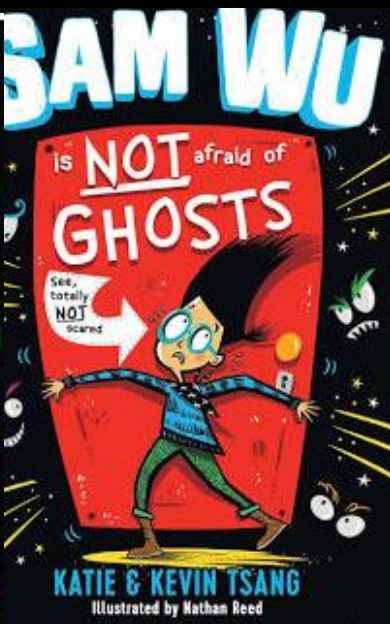


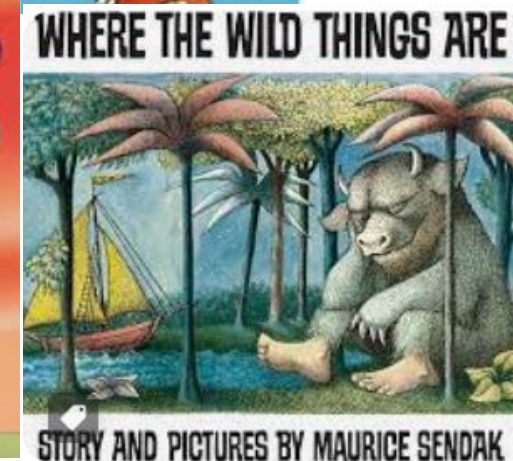
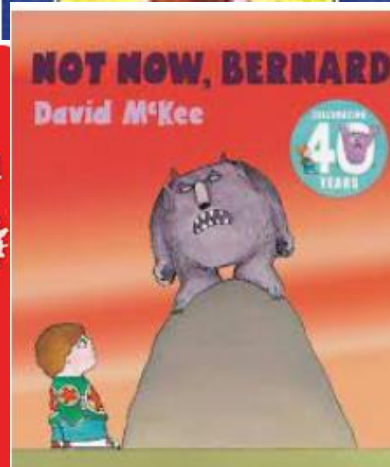
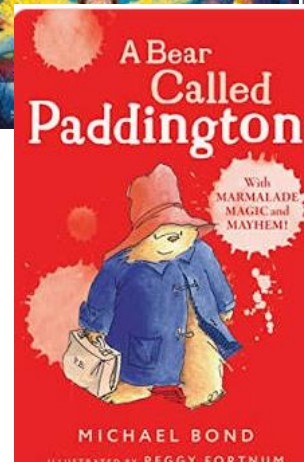
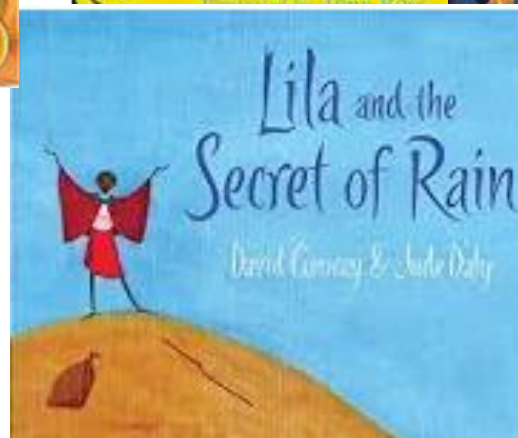
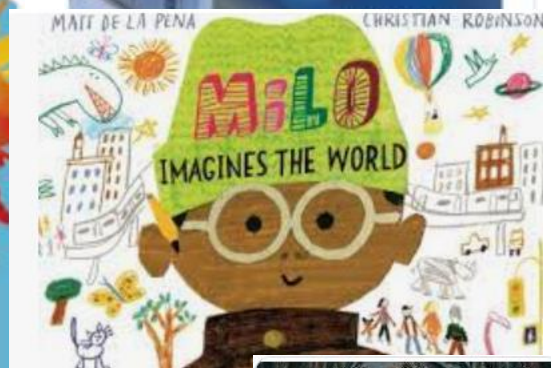
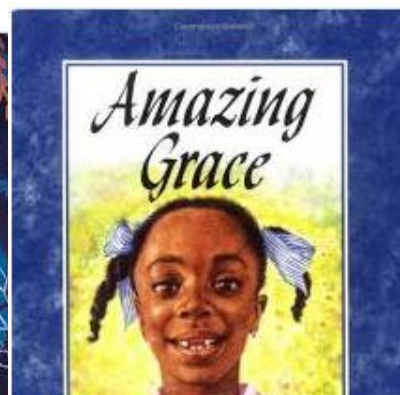
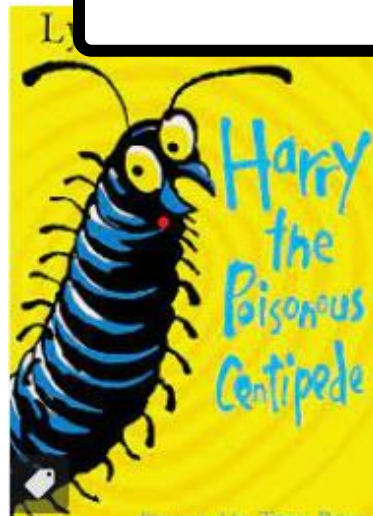
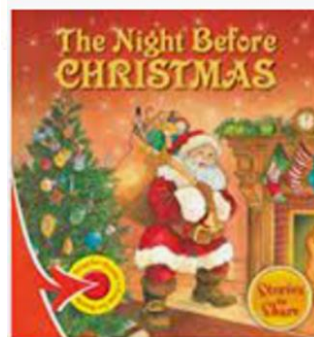
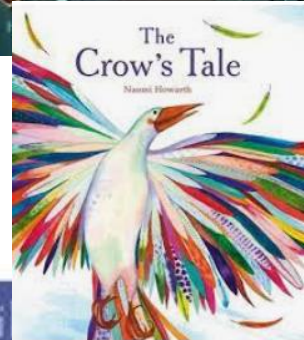
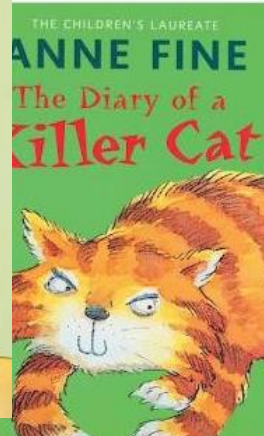
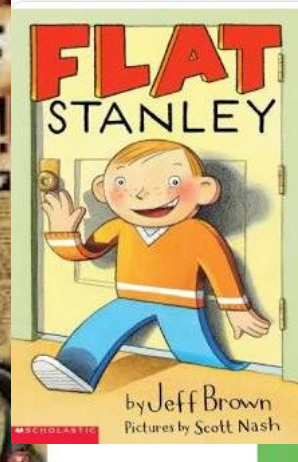
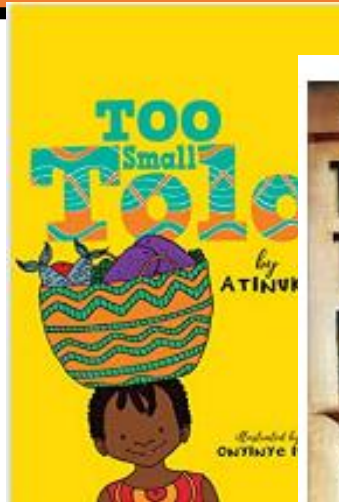
Year 4 reading spine





Year 3 reading spine

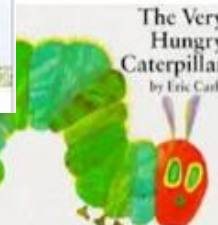
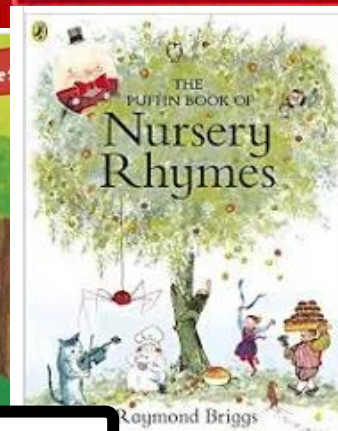
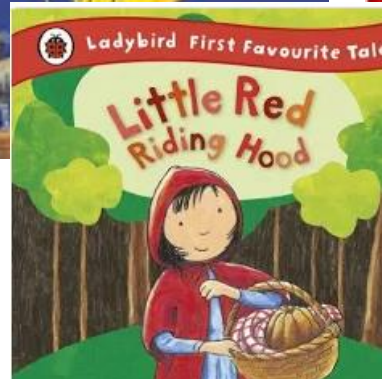
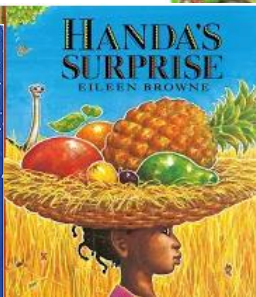
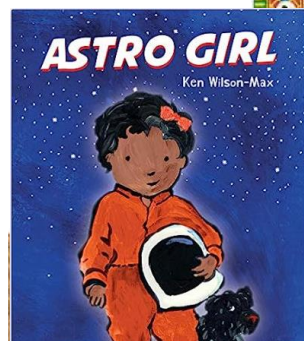
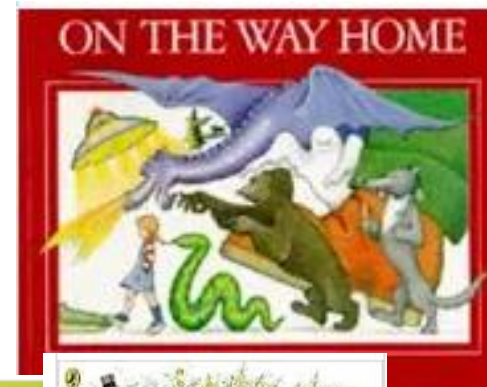
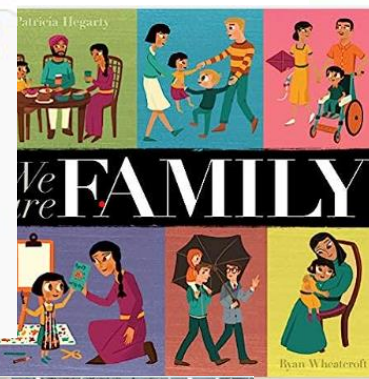
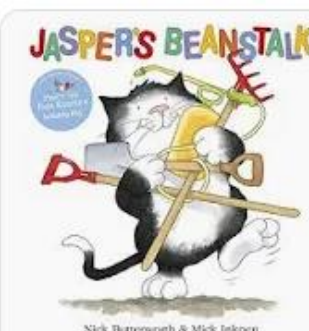
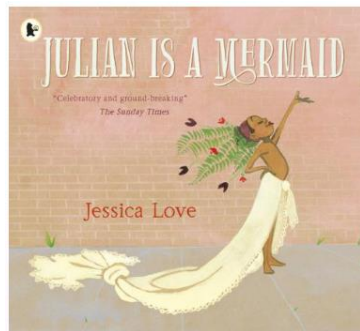




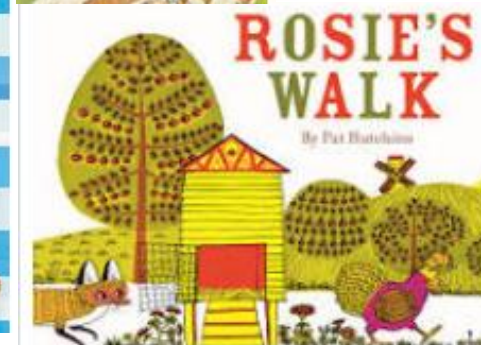
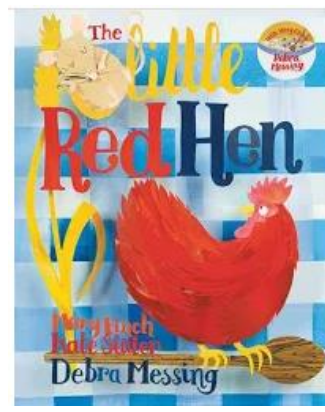
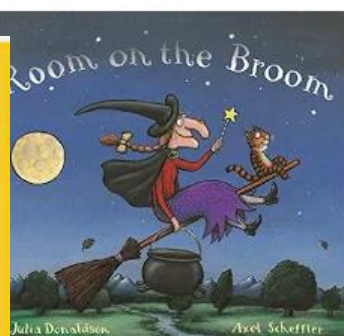
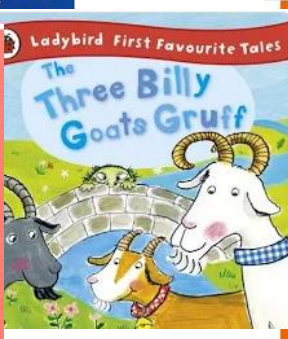
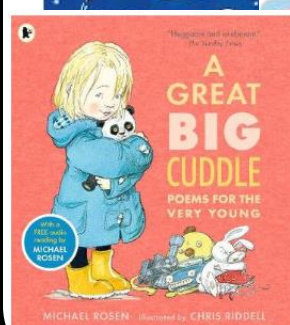
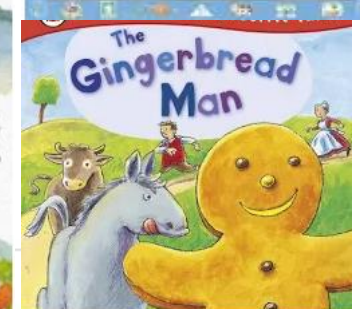
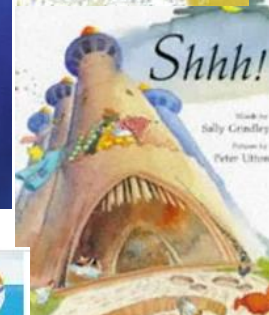
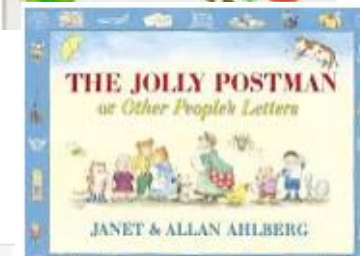
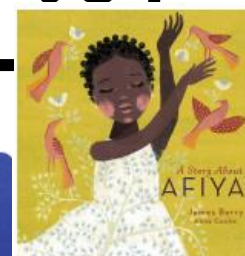
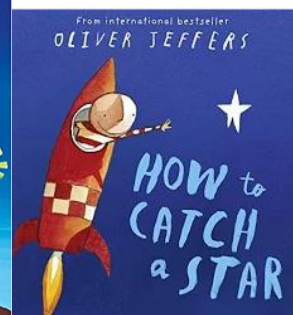
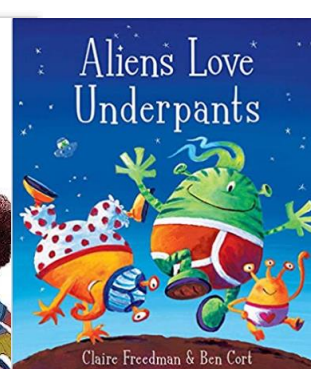
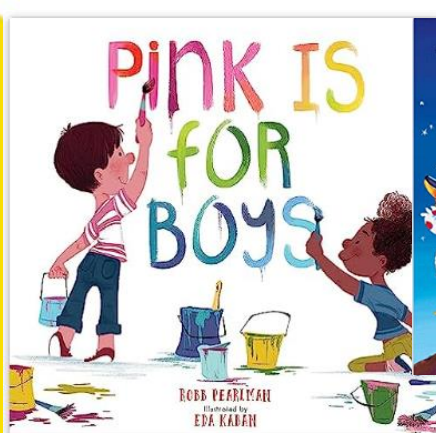
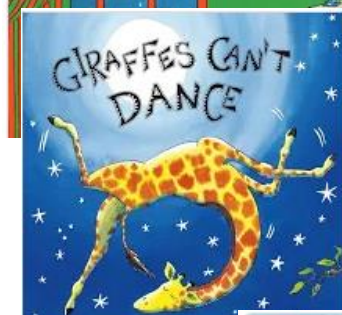
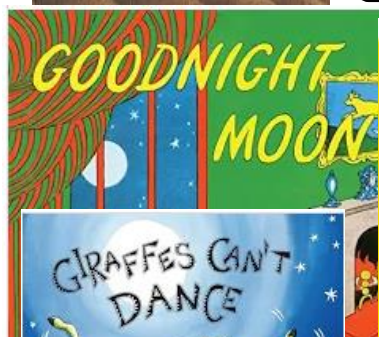
year 2 reading spine

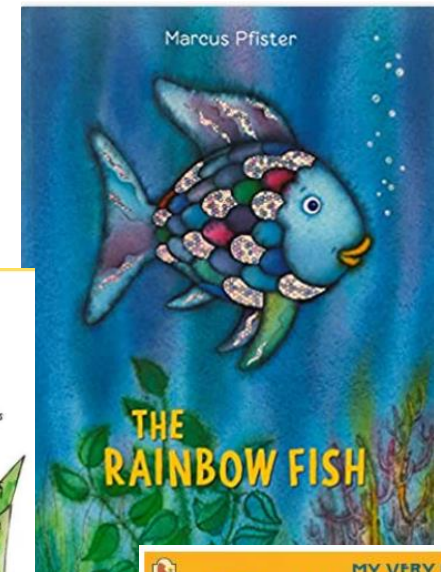
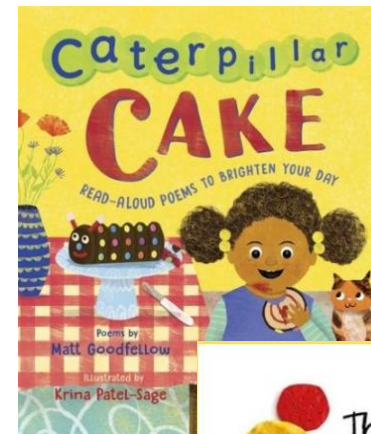
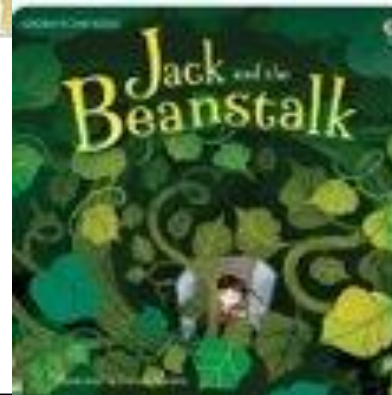
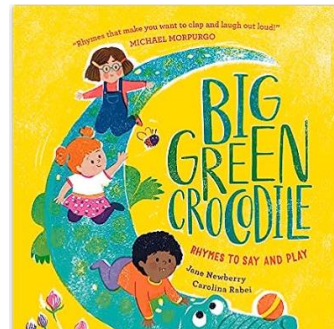
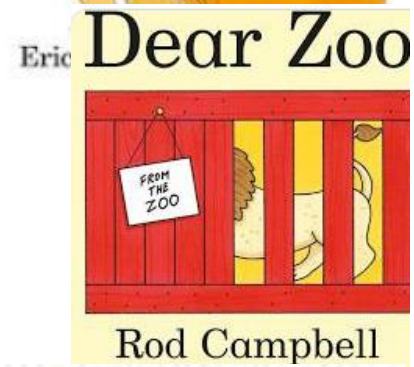


Year 1 reading spine



Foundation 2 reading spine





Foundation 1 reading spine

