



# HORNCastle PRIMARY SCHOOL

## Subject Progression – Reading

<b>Overall Purpose &amp; Aims of English</b>	<p>English has a pre-eminent place in education and society. A high quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others, and through their reading and listening, others can communicate with them. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know. All the skills of language are essential to participating fully as a member of society; pupils who do not learn to speak, read and write fluently and confidently are effectively disenfranchised. The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written language, and to develop their love of literature through widespread reading for enjoyment. The national curriculum for English aims to ensure that all pupils: read easily, fluently and with good understanding; develop the habit of reading widely and often, for both pleasure and information; acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language; appreciate our rich and varied literacy heritage; write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences; use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas; and are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate. Pupils should be taught to control their speaking and writing consciously and to use Standard English. Teachers should teach pupils the vocabulary they need to discuss their reading, writing and spoken language. It is important that pupils learn the correct grammatical terms in English and that these terms are integrated within teaching.</p>		
<b>Purpose &amp; Aims</b>	<p>The programme of study for reading consists of both word reading and comprehension (both listening and reading). Skilled word recognition involves the speedy working out of both the pronunciation of unfamiliar words (decoding) and familiar printed words. Underpinning both is the understanding that the letters on the page represent sounds in spoken words. This is why phonics should be emphasised in the early teaching of reading. 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 texts. 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. Reading also feeds pupils' imagination and opens up a treasure house of wonder and joy for curious young minds. By the end of primary school, all pupils should be able to read fluently, and with confidence, in any subject. As vocabulary increases, teachers should show pupils how to understand the relationships between words, how to understand nuances in meaning, and how to develop their understanding of, and ability to use, figurative language. They should also teach pupils how to work out and clarify the meanings of unknown words and words with more than one meaning.</p>		
<b>Curriculum Drivers</b>	<b>Community</b>	<b>Creative Thinking</b>	<b>Confident and Resilient Learners</b>
	<ul style="list-style-type: none"> <li>• Promote understanding of diversity and inclusion through the use of appropriate high-quality texts.</li> <li>• Encourage children to take pride in class book corners and to care for the school books.</li> <li>• Promote love of reading sessions with reading buddies from other year groups.</li> <li>• Use key texts to enable children to develop their understanding of the world we live in.</li> <li>• Visit the local library to share a love of reading.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Encourage children to use and apply their reading knowledge in everyday situations and across the wider curriculum.</li> <li>▪ Inspire children's imagination through the use of high-quality texts.</li> <li>▪ Encourage children to read a wide range of texts in order to increase vocabulary and foster wonder and interest.</li> </ul>	<ul style="list-style-type: none"> <li>• Promote a love of reading for pleasure.</li> <li>• Have high expectations of all learners, encouraging them to adopt a positive mind set and show resilience on their reading journey.</li> <li>• Being able to share books with others, including those they recommend and justifying their opinions.</li> </ul>

<b>EYFS</b>	<p><b>Communication and Language</b> The development of children’s spoken language underpins all seven areas of learning and development. Children’s back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children’s language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures. <b>Literacy</b> It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words.</p> <p>Enjoying a variety of books from birth is crucial in the development of children, as the exposure to a variety of language helps a child to understand what they are reading when they begin to read for themselves. Listening to stories helps with a child’s ability to understand words, use their imagination and develop their speech, as well as being something they really enjoy. Reading helps to develop a variety of Literacy skills including listening, writing and spelling skills. Young children need to be able to understand and enjoy stories, books, rhymes and songs and listen and respond to them with curiosity and enjoyment. This will promote the value and pleasure of reading and encourage an interest in reading throughout school and in later life. The more children experience books, the more they will gain the interest and passion for them.</p> <p>In Foundation Stage, children are provided with a variety of opportunities to develop their reading skills, including having print around the department so children can learn that print has meaning and having themed book areas to encourage the love of reading. Each week, a text is used as a theme for the week and also used to enhance the provision in the department. This text is then read regularly to the children during adult-led sessions. When reading a text, the children are taught key skills and vocabulary, which they will use when they begin to read for themselves. These include looking at the front cover to make sure the story is the right way round and then predicting what the story will be about using the illustrations. The children will also learn the difference between who the author and the illustrator are. When reading a story, the adult will remind the children to turn one page at a time and will talk about reading the text from left to right, top to bottom. They will discuss the characters and asking the children key questions including ‘what will happen next?’ and, at the end of the story, ‘what was your favourite part?’. Children can then use these skills during child-initiated learning in the reading areas.</p> <p>Children will begin learning to read independently through Read, Write Inc. systematic, synthetic phonic sessions. These sessions will introduce phonemes and then teach the children to read simple CVC (Consonant-Vowel-Consonant) words. These skills taught will then be transfer when children begin reading books sequenced from the RWI phonics programme. Children will also explore a picture book, where they will create their own sentences and story around what they can see. Once they move on to a word book, they will learn the other key skills of reading including the difference between a picture and the words, the difference between a letter and a word and why there are spaces in between words. This will help children become fluent readers, whilst also understanding what they have read.</p> <p>Story times are protected and valued at our school. Books are carefully selected using our reading spine and the RWI booklist, ensuring our children are exposed to texts that explore a range of cultural differences and backgrounds. We use ‘Talk through stories’ to explore new vocabulary, story structure, character feelings, role play as well as developing their spoken language. We re-read stories over and over again. On each re-reading, their familiarity with a story deepens and, with that, comes a greater emotional engagement (The Reading Framework, July 2023).</p> <p>By the end of EYFS, most children will be able to:</p> <p>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.</p> <p>Make comments about what they have heard and ask questions to clarify their understanding.</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>Anticipate – where appropriate – key events in stories.</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</p> <p>Say a sound for each letter in the alphabet and at least 10 digraphs.</p> <p>Read words consistent with their phonic knowledge by sound-blending.</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p> <p>The table below outlines the most relevant Early Years outcomes from the three and four year olds stage to the ELGs, brought together from the areas of learning and development of the Early Years Foundation Stage to match the programme of study for reading.</p> <p>The most relevant early years outcomes for reading are taken from the following areas of learning:</p> <ul style="list-style-type: none"> <li>• Communication and Language</li> <li>• Literacy</li> <li>• Expressive Arts and Design</li> <li>• Understanding the World</li> </ul>
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<b>EYFS</b>	<b>Reading: Word Reading Phonics and Decoding</b>	<b>Reading: Word Reading Common Exception Words</b>	<b>Reading: Word Reading Fluency</b>	<b>Reading: Comprehension Understanding and Correcting Inaccuracies</b>	<b>Reading: Comprehension Comparing, Contrasting and Commenting</b>	<b>Reading: Comprehension Words in Context and Authorial Choice</b>	<b>Reading: Comprehension Inference and Prediction</b>	<b>Reading: Comprehension Poetry and Performance</b>	<b>Reading: Comprehension Non-fiction</b>
	Areas of Learning and Development – LITERACY	Areas of Learning and Development – LITERACY	Areas of Learning and Development – LITERACY	Areas of Learning and Development – LITERACY, COMMUNICATION and LANGUAGE	Areas of Learning and Development – COMMUNICATION and LANGUAGE, UNDERSTANDING the WORLD, EXPRESSIVE ARTS and DESIGN	Areas of Learning and Development – LITERACY, COMMUNICATION and LANGUAGE, EXPRESSIVE ARTS and DESIGN	Areas of Learning and Development – LITERACY, COMMUNICATION and LANGUAGE	Areas of Learning and Development – LITERACY, COMMUNICATION and LANGUAGE, EXPRESSIVE ARTS and DESIGN	Areas of Learning and Development – LITERACY, COMMUNICATION and LANGUAGE

	<p><b>Three and Four year olds:</b> Understand the five key concepts about print:</p> <ul style="list-style-type: none"> <li>• print has meaning</li> <li>• print can have different purposes</li> <li>• we can read English text from left to right and from top to bottom</li> <li>• the names of different parts of a book</li> <li>• page sequencing</li> </ul> <p>Develop their phonological awareness, so that they can:</p> <ul style="list-style-type: none"> <li>• spot and suggest rhymes</li> <li>• count or clap syllables in words</li> <li>• recognise words with the same initial sound, such as money and mother.</li> </ul> <p><b>Reception:</b></p> <ul style="list-style-type: none"> <li>• Read individual letters by saying the sounds for them.</li> <li>• Blend sounds into words, so that they can read short words made up of letter-sound correspondences.</li> <li>• Read some letter groups that each represent one sound and say sounds for them.</li> <li>• Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</li> </ul> <p><b>ELG Word Reading:</b></p> <ul style="list-style-type: none"> <li>• Say a sound for each letter in the alphabet and at least 10 digraphs.</li> <li>• Read words consistent with their phonic knowledge by sound-blending.</li> <li>• Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</li> </ul>	<p><b>Reception:</b> Read a few common exception words matched to the school's phonic programme (Read Write Inc)</p> <p><b>ELG Word Reading</b></p> <ul style="list-style-type: none"> <li>• Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</li> </ul>	<p><b>Three and Four year olds:</b> Understand the five key concepts about print:</p> <ul style="list-style-type: none"> <li>• print has meaning</li> <li>• print can have different purposes</li> <li>• we can read English text from left to right and from top to bottom</li> <li>• the names of different parts of a book</li> <li>• page sequencing</li> </ul> <p>Develop their phonological awareness, so that they can:</p> <ul style="list-style-type: none"> <li>• spot and suggest rhymes</li> <li>• count or clap syllables in words</li> <li>• recognise words with the same initial sound, such as money and mother.</li> </ul> <p><b>Reception:</b></p> <ul style="list-style-type: none"> <li>• Blend sounds into words, so that they can read short words made up of letter-sound correspondences.</li> <li>• Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</li> <li>• Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</li> </ul> <p><b>ELG Word Reading:</b></p> <ul style="list-style-type: none"> <li>• Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</li> </ul>	<p><b>Three and Four year olds:</b></p> <ul style="list-style-type: none"> <li>• Enjoy listening to longer stories and can remember much of what happens.</li> <li>• Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"</li> <li>• Be able to express a point of view and debate when they disagree with an adult or a friend, using words as well as actions.</li> <li>• Engage in extended conversations about stories, learning new vocabulary.</li> </ul> <p><b>Reception:</b></p> <ul style="list-style-type: none"> <li>• Listen to and talk about stories to build familiarity and understanding.</li> <li>• Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.</li> <li>• Listen carefully to rhymes and songs, paying attention to how they sound.</li> <li>• Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</li> </ul> <p><b>ELG Comprehension:</b></p> <ul style="list-style-type: none"> <li>• Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</li> <li>• Anticipate (where appropriate) key events in stories.</li> <li>• Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</li> </ul>	<p><b>Three and Four year olds:</b></p> <ul style="list-style-type: none"> <li>• Be able to express a point of view and debate when they disagree with an adult or a friend, using words as well as actions.</li> </ul> <p><b>Reception:</b></p> <ul style="list-style-type: none"> <li>• Compare and contrast characters from stories, including figures from the past.</li> </ul> <p><b>ELG Listening, Attention and Understanding:</b></p> <ul style="list-style-type: none"> <li>• 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.</li> </ul> <p><b>ELG Speaking:</b></p> <ul style="list-style-type: none"> <li>• Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</li> </ul> <p><b>ELG Being Imaginative and Expressive:</b></p> <ul style="list-style-type: none"> <li>• Invent, adapt and recount narratives and stories with their peers and their teacher.</li> <li>• Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time to music.</li> </ul>	<p><b>Three and Four year olds:</b></p> <ul style="list-style-type: none"> <li>• Use a wider range of vocabulary.</li> <li>• Engage in extended conversations about stories, learning new vocabulary.</li> </ul> <p><b>Reception:</b></p> <ul style="list-style-type: none"> <li>• Learn new vocabulary.</li> <li>• Use new vocabulary throughout the day.</li> <li>• Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.</li> <li>• Use new vocabulary in different contexts.</li> <li>• Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</li> </ul> <p><b>ELG Speaking:</b></p> <ul style="list-style-type: none"> <li>• Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</li> </ul> <p><b>ELG Comprehension:</b></p> <ul style="list-style-type: none"> <li>• Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</li> <li>• Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</li> </ul> <p><b>ELG Being Imaginative and Expressive:</b></p> <ul style="list-style-type: none"> <li>• Invent, adapt and recount narratives and stories with their peers and their teacher.</li> <li>• Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time to music.</li> </ul>	<p><b>Three and Four year olds:</b></p> <ul style="list-style-type: none"> <li>• Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"</li> </ul> <p><b>ELG Speaking:</b></p> <ul style="list-style-type: none"> <li>• Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</li> </ul> <p><b>ELG Comprehension:</b></p> <ul style="list-style-type: none"> <li>• Anticipate (where appropriate) key events in stories.</li> </ul>	<p><b>Three and Four year olds:</b></p> <ul style="list-style-type: none"> <li>• Sing a large repertoire of songs.</li> <li>• Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</li> <li>• Take part in simple pretend play, using an object to represent something else even though they are not similar.</li> <li>• Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc.</li> <li>• Remember and sing entire songs</li> <li>• Sing the pitch of a tone sung by another person ('pitch match').</li> <li>• Sing the melodic shape (moving melody, such as up and down and down and up) of familiar songs</li> <li>• Create their own songs, or improvise a song around one they know.</li> </ul> <p><b>Reception:</b></p> <ul style="list-style-type: none"> <li>• Engage in story times.</li> <li>• Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.</li> <li>• Learn rhymes, poems and songs.</li> <li>• Sing in a group or on their own, increasingly matching the pitch and following the melody.</li> <li>• Develop storylines in their pretend play.</li> </ul> <p><b>ELG Comprehension:</b></p> <ul style="list-style-type: none"> <li>• Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</li> </ul> <p><b>ELG Creating with Materials:</b></p> <ul style="list-style-type: none"> <li>• Make use of props and materials when role playing characters in narratives and stories.</li> </ul>	<p><b>Reception:</b></p> <ul style="list-style-type: none"> <li>• Engage in non-fiction books.</li> <li>• Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</li> </ul> <p><b>ELG Speaking:</b></p> <ul style="list-style-type: none"> <li>• Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</li> </ul> <p><b>ELG Comprehension:</b></p> <ul style="list-style-type: none"> <li>• Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</li> </ul>
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									<b>ELG Being Imaginative and Expressive:</b> <ul style="list-style-type: none"> <li>• Invent, adapt and recount narratives and stories with their peers and their teacher.</li> <li>• Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time to music.</li> </ul>	
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		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Text Types</b>	<b>Fiction</b>	<p>All children are exposed to a wide range of genre through lessons across the curriculum, focussed reading lessons and story time.</p> <p>Once children are secure in their phonic ability and are able to decode accurately, we use The Power of Reading approach to teach the skills of reading and of writing fiction. Class teachers are required to choose 6 texts a year to work on. Within that there needs to be a picture book, a poetry unit and 4 other texts that link to the class projects wherever possible. These are mapped and tracked to ensure a wide range of genre coverage across each Key Stage/Phase. The approach merges many different teaching styles and strategies including: The classroom literacy environment, the role of reading aloud, book-talk, reading journals, role play and drama, readers' theatre, use of visual images and mapping. This immersion in a text leads to better outcomes for our children.</p> <p>The necessity to teach specific genres in each year group was removed in 2014</p>					
	<b>Non-Fiction</b>	<p>All children are exposed to a wide range of text types through lessons across the curriculum, focussed reading lessons and story time.</p> <p>We approach the teaching of non-fiction genres by using a whole school approach. All classes from Year 1-6 teach the same text type at the same time. One children have completed our Phonics programme, they are taught using this approach too We use SPAG is a driver to develop writing that is appropriate to the text type The teaching of SPAG is an explicit teaching sequence of the writing session that leads to practice and application in context – resulting in sustained outcomes, in writing. Class teachers provide over learning for children, provide opportunities for and stress the importance of children to practice these skills. Children are active engaged in the text and through teacher modelling and the use of a WAGOLL they learn, understand and use the features of the different text types. The practice and application in context lead to increased stamina and improved outcomes for our children</p> <p>The necessity to teach specific text types in each year group was removed in 2014</p>					

	Year 1	Year 2	Years 3&4	Years 5&6
<b>Word reading</b>	<p>Apply phonic knowledge and skills to decode words.</p> <p>Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes.</p> <p>Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.</p> <p>Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.</p> <p>Read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings.</p> <p>Read other words of more than one syllable that contain taught GPCs.</p> <p>Read words with contractions (e.g. I'm, I'll) - understand that the apostrophe represents omitted letter(s).</p> <p>Read aloud accurately books that are consistent with phonic knowledge i.e. do not require other strategies to work out words.</p> <p>Re-read these books to build up fluency and confidence in word reading.</p>	<p>continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent</p> <p>read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes</p> <p>read accurately words of two or more syllables that contain the same graphemes as above</p> <p>read words containing common suffixes</p> <p>read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</p> <p>read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered</p> <p>read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation</p> <p>re-read these books to build up their fluency and confidence in word reading.</p>	<p>In Year 3 the following objectives should be introduced, to be further consolidated in Year 4:</p> <p>Apply a growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet.</p> <p>Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</p>	<p>In Year 5 the following objectives should be introduced, to be further consolidated in Year 6:</p> <p>Apply knowledge of root words, prefixes and suffixes as listed in English appendix 1, both to read aloud and to understand the meaning of new words that they meet.</p> <p>(Note: there should be no need for further direct teaching of word reading skills for almost all pupils, unless they enter year 5 not being able to do so).</p>

	Year 1	Year 2	Years 3 & 4	Years 5&6
	<p>Pupils should be taught to:</p> <p>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> <li>• Listen to and discuss a wide range of poems, stories and non-fiction, at a level beyond that at which they can read independently.</li> <li>• Become familiar with key stories, fairy stories and traditional tales, retell them and consider their particular characteristics.</li> <li>• Recognise and join in with predictable phrases.</li> <li>• Learn to appreciate rhymes and poems and recite some by heart.</li> <li>• Discuss word meanings and link new meanings to those already known.</li> </ul> <p>Understand both the books they can already read accurately and fluently and those they listen to by:</p> <ul style="list-style-type: none"> <li>• Draw on what they already know or on background information and vocabulary provided by the teacher.</li> <li>• Check that reading makes sense and self-correct.</li> <li>• Discuss the significance of the title and events.</li> <li>• Make inferences on the basis of what is being said and done.</li> <li>• Predict what might happen on the basis of what has happened so far.</li> <li>• Participate in discussion about what is read to them, taking turns and listening to what others say.</li> <li>• Explain clearly their understanding of what is read to them.</li> </ul>	<p>Pupils should be taught to:</p> <p>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> <li>•listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently</li> <li>•discussing the sequence of events in books and how items of information are related</li> <li>•becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales</li> <li>•being introduced to non-fiction books that are structured in different ways</li> <li>•recognising simple recurring literary language in stories and poetry</li> <li>•discussing and clarifying the meanings of words, linking new meanings to known vocabulary</li> <li>•discussing their favourite words and phrases</li> <li>•continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear</li> </ul> <p>Understand both the books that they can already read accurately and fluently and those that they listen to by:</p> <ul style="list-style-type: none"> <li>•drawing on what they already know or on background information and vocabulary provided by the teacher</li> <li>•checking that the text makes sense to them as they read and correcting inaccurate reading</li> <li>•making inferences on the basis of what is being said and done</li> <li>•answering and asking questions</li> <li>•predicting what might happen on the basis of what has been read so far</li> </ul> <p>Participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say</p> <p>Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.</p>	<p><b>These objectives will be introduced in Year 3, and consolidated in Year 4</b></p> <p>Pupils should be taught to:</p> <p>Develop positive attitudes to reading and understanding of what they read by:</p> <ul style="list-style-type: none"> <li>•listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>•reading books that are structured in different ways and reading for a range of purposes</li> <li>•using dictionaries to check the meaning of words that they have read</li> <li>•increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</li> <li>•identifying themes and conventions in a wide range of books</li> <li>•preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</li> <li>•discussing words and phrases that capture the reader’s interest and imagination</li> <li>•recognising some different forms of poetry [for example, free verse, narrative poetry]</li> </ul> <p>Understand what they read, in books they can read independently, by:</p> <ul style="list-style-type: none"> <li>•checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</li> <li>•asking questions to improve their understanding of a text</li> <li>•drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> <li>•predicting what might happen from details stated and implied</li> <li>• identifying main ideas drawn from more than one paragraph and summarising these</li> <li>•identifying how language, structure, and presentation contribute to meaning</li> </ul> <p>Retrieve and record information from non-fiction</p> <p>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.</p>	<p><b>These objectives will be introduced in Year 5, and consolidated in Year 6</b></p> <p>Pupils should be taught to:</p> <p>Maintain positive attitudes to reading and understanding of what they read by:</p> <ul style="list-style-type: none"> <li>•continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>•reading books that are structured in different ways and reading for a range of purposes</li> <li>•increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions</li> <li>•recommending books that they have read to their peers, giving reasons for their choices</li> <li>•identifying and discussing themes and conventions in and across a wide range of writing</li> <li>•making comparisons within and across books</li> <li>•learning a wider range of poetry by heart</li> <li>•preparing 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</li> </ul> <p>Understand what they read by:</p> <ul style="list-style-type: none"> <li>•checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</li> <li>•asking questions to improve their understanding</li> <li>•drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> <li>•predicting what might happen from details stated and implied</li> <li>•summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas</li> <li>•identifying how language, structure and presentation contribute to meaning</li> </ul> <p>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</p> <p>Distinguish between statements of fact and opinion</p> <p>Retrieve, record and present information from non-fiction</p> <p>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</p> <p>Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary</p> <p>Provide reasoned justifications for their views.</p>