



Ditchling St Margaret's Primary and Nursery School



'Living life in all its fullness' John 10:10

English Curriculum





Kindness



Respect



Perseverance



'Living life in all its fullness' John 10:10

English Curriculum at Ditchling CE Primary and Nursery School

INTENT

At Ditchling we believe that a quality English curriculum should develop children's love of reading, writing and discussion and expose them to a variety of high quality texts and stimuli, as well as frequent, purposeful opportunities to practise and review key skills and apply new vocabulary.

Our curriculum closely follows the aims of the National Curriculum for English 2014 to enable all children to:

- 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 literary heritage
- write clearly, accurately and coherently, adapting language and style for a range of contexts, purposes and audiences
- use discussion in order to learn, showing an ability to elaborate and explain clearly their understanding and ideas
- become competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

These aims are embedded across our English lessons and in the wider curriculum, where expectations of writing (including hand writing) are consistently high and children continue to develop speaking and listening skills while also being presented with a range of inspiring reading materials. Our provision, which follows a clear pathway of progression as it advances through the primary curriculum, enables children to confidently master the English language in all its modalities, as well as to appreciate and create literature. Research repeatedly highlights that 'knowledge of language, which includes linguistic knowledge like vocabulary and grammar, as well as knowledge of the world for comprehension, underpins progression in spoken language, reading and writing' (Ofsted, 2022), and therefore it is with clear intent that we prioritise progression and precision in knowledge of vocabulary, grammar and language forms and usage. It is our aim that, through our provision of hands-on experiences and explicit teaching of vocabulary and background knowledge, every child leaves Ditchling with a wealth of expressive and receptive vocabulary at their disposal, and the cultural capital to succeed far beyond the primary and secondary classroom.

IMPLEMENTATION

English is taught over multiple lessons every day and has the most time dedicated to it of any curriculum area. As well as daily reading (phonics) lessons, English (writing) lessons and discrete teaching of reading skills, spelling and handwriting, the teaching of English is embedded across the curriculum.

Early Reading: Systematic Synthetic Phonics (RWI)

Early reading is secured through use of the Read Write Inc scheme. Children are taught the alphabetic code (phoneme-grapheme correspondences). As well as teaching reading, this component knowledge supports spelling and letter formation, and structured activities within sessions are used to leverage this. Vocabulary and spoken language are also developed during RWI sessions, through comprehension and discussion of core and link texts. For their phonics sessions, children are grouped by book level/phonetic knowledge in accordance with the scheme and work in small groups with a high adult-to-child ratio. Regular training and development days ensure that staff are equipped to teach with the expertise and skills required to promote excellent progress amongst our youngest children, as well as to develop their love of reading.

RWI Comprehension

Once children are secure with phonics and are reading with fluency, they seamlessly move to the RWI comprehension programme. These are a series of modules each containing fiction and non-fiction texts and a range of comprehension, vocabulary, grammar, spelling and writing activities. This increases children fluency further and develops children comprehension skills.

Accelerated Reader

Alongside the RWI comprehension programme, children are supported on their reading journey through our implementation of Accelerated Reader (AR). Accelerated Reader helps create a culture of reading through engagement, choice, and celebration of reading achievement. When children feel successful as readers, they are motivated to read more, and they read more widely, which in turn supports building critical word recognition and language comprehension skills. Children are assessed at the start of their AR journey and are given a ZPD number (Zone of Proximal Development). The ZPD numbers are linked to colour bands and children then know what level of book they should be reading. Children

take regular quizzes after reading books to ensure they are continuing to read books matched to their ZPD. Children continue to read books that match their reading ability right the way through our school. Reading abilities greatly impact student performance across all subject areas, and students who read more are more confident and skilled readers in all reading environments.

Mastering Reading

Alongside AR, children develop their fluency (accuracy, prosody, pace and expression) and comprehension through Mastering Reading lessons. The teaching of reading skills is explicit and these skills underpin each lesson.

Our Mastering Reading skills are:

- Predict
- Infer
- Explain
- Retrieve
- Question
- Summarise

Classes use high quality, challenging texts to ensure every student is introduced to new vocabulary and that the greatest possible progress in reading occurs. Teachers use consistent strategies for Mastering Reading e.g. choral/paired reading, my turn your turn, tick or fix and these are also used across the curriculum to ensure that children have the opportunity to practise and improve their reading daily.

Our Mastering Reading approach has been developed and supported by Doug Lemov's 'Reading Reconsidered: A Practical Guide to Rigorous Literacy' (2016) and The Education Endowment Foundation (EEF) research and recommendations.

As reading for pleasure, reading widely, and reading independently are central to the implementation of our aims, each class has a timetabled daily story time after lunch and this is across the whole school. Book corners have literature colour coded using AR, helping our children to become more aware of their personal preferences and to take ownership over their reading identities. Our library (supported by our young librarians) has been developed to be an inviting and magical space to inspire reading.

Writing

We deliver our teaching of writing using a bespoke approach to our school. A range of high-quality fiction, non-fiction and poetry is chosen for each year group, with cross-curricular links wherever possible, giving children purposeful and inspiring stimuli for writing as well as aspirational models to learn from. A balance of skills and inspiring models enables children to gain the knowledge, skills, vocabulary and experiences required to become masterful, creative and passionate writers. Handwriting and spelling, which are also taught in short discrete sessions, are another focus within English lessons. Our students are passionate about producing our unique double page spreads. Pupil voice found that students love to write and demonstrate their creativity using double page spreads as a vehicle for driving this love of writing.

Special events and competitions, such as World Book Day, poetry competitions writing workshops for our Key Stage 2 children, are part of our core offer and enrich our love of reading, writing and performing literature.

RWI Spelling

Children in Years 2-6 have daily spelling lessons, Spelling is taught cumulatively and systematically, with deliberate, focused practice. Constant revision and practice are key to children's success. Children learn the routines and behaviours for each activity, and practise these until they use them automatically. This allows them to focus on what matters most – learning to spell.

The spelling programme:

- makes sense of the most complex alphabetic code in the world- 150 spellings of 44 speech sounds.
- builds upon teaching strategies and spelling activities from Read Write Inc. Phonics
- is organised in daily, 15-minute well-paced lessons
- provides plenty of writing practice, with a clear record of children's progress.

The programme's core activities teach:

- alternative spellings of vowels
- alternative spellings of consonants
- homophones
- the impact of adding prefixes and suffixes to root words
- spelling plural nouns
- 'silent' letters
- unusual letter strings
- word families.

IMPACT

The impact of our English curriculum is a community of enthusiastic readers and writers, who enjoy showcasing their developing literacy knowledge and skills. Children are confident when encountering new vocabulary in their reading, and including it in their writing. Pupils support one another in their discussions and peer-review each other's work, and are able to use the correct terminology when doing so, leading to productive conversations. Outcomes of work in both English and topic books evidence the high expectations of written work including double page spreads and selecting cross-curricular texts supports this writing as well as competencies across the curriculum. Children write successfully across a range of forms and adapt their writing considering the purpose and audience.

Children achieve highly in the Year 1 phonics screening check (PSC), and at the end of reception. Attainment at the end of KS2 in reading and writing is above that of local schools and the National Average. By having identified 'spotlight children' (vulnerable children including pupil premium and SEND children) in each year group, teachers and teaching assistants are able to support those children to achieve to their potential.

Nursery

Our Nursery provides a safe, caring, nurturing and stimulating learning environment where children grow in confidence and independence, while developing their interests, curiosity and skills through play in all areas of the EYFS curriculum. Adults provide this high-quality education through a balance of child-led and adult-led learning and enriching experiences that are meaningful to the children, and through high-quality interactions to move the learning forward. This purposeful learning allows children use what they have learned and apply it to a range of situations. This will allow for our children to make good progress across all seven areas of learning and development. Children in our nursery experience a range of songs, rhymes and stories to enrich their vocabulary and support language and communication. Nursery Practitioners provide a variety of opportunities for mark making and gross motor development to provide a strong foundation for future learning.

Key Stage 3

From discussions with a local secondary school, we have devised a list of key knowledge and skills that children need in order for them to thrive in KS3 and beyond.

- A good understanding of core reading skills
- Fluency in reading
- A basic understanding of spelling, punctuation and grammar
- An awareness of different literary methods and techniques
- Skills in creative writing
- To be able to express an opinion about a text
- To read for pleasure

Reception

Monkey Puzzle
The Colour Monster
Once upon an Ordinary
School day
Once Upon a Time...

Burglar Bill
Where the Poppies Now
Grow
The Jolly Postman
Mog's Christmas

The Tiger Who Came to
Tea
Bob, The Man on the
Moon
Dear Dinosaur

Dear Bear
Peace at Last
Charlie Cook's Favourite
Book
The Paper Bag Princess

Year 1

The Shepard Boy – retell
The Growing Story – retell
Meerkat Mail – retell
Tree – retell
List Poem
One Snowy Night – list poem

Once Upon a Wild Wood – retell
We're going on Lion Hunt – retell
Three Little Pigs – retell
Goldilocks and the Three Bears -
retell

The Lighthouse Keeper's
Lunch
One is a Snail and 10 is a
Crab
Flotsom
The Troll

Lila and the Secret of Rain
The Great Explorer
Handa's Surprise
After the Storm

Informal letter to the king
The Knight who Might – retell
Journey – retell
The Caste The King Built – Character description
Non-chron report on Arundel Castle
Recount of school trip

Jack and the Beanstalk – retell
Someone Swallowed Stanley – diary entry
Noah's Ark – retell
Instructions on planting a seed
Little Red Hen – informal letter
Supertato - instructions

Lost and Found – retell and diary
entry
Tango Makes Three – retell
The Storm Whale – instructions
Dolphin Boy – retell
Commotion in the Ocean - poetry

Elves and the Shoemaker – retell
Paper Dolls – retell
The Queen's Handbag – retell
Non-chron report on Toys from 1960
School trip recount
Letter on Life in Y1

Year 2

Monsoon – retell and informal letter
The Ugly Five - retell
The Life Cycle of a butterfly –
explanation
Habitats – non-chron report
Animal/Food/Seasons - riddles

Jim and the Beanstalk – retell
Escape from Pompeii – retell and
diary entry
The Way Home for Wolf – retell
Greta Thunberg - recount
Paradise Park - recount

Remembrance Day Poetry
Flo of the Somme – retell
Princess and the Pea –
retell
The Snowman – retell and
instructions

The Creation Story – retell
Mouse's First Night... - retell
The Smartest Giant in Town – retell
The Owl Who Was... - retell
Peter the Puffin – retell and diary
entry

Year 3

Titanic – recount and setting
description
Tadpole's Promise – diary entry
Grace Darling – recount
The Boldest White – retell
Colin the Coastguard - retell

Colin the Coastguard – instructions
Mousehole Cat – setting description
and retell
Catch it! – retell
Brighton – recount
List poems

Poppy Goes Wild – retell,
instructions and diary
entry
The Tin Forest – retell
Five Food Groups – non-
chron report

Beatrice's Goat – retell
One Plastic Bag – persuasive letter
Jupiter, the Honey Bee and the
Sting – retell
Stone Age Boy – retell
Hare and the Tortoise - retell



Year 4

My Magic Box – Poetry
Stone Girl, Bone Girl –
retell and diary entry
Mary Anning – biography
Story of Buddha - retell

Town Mouse, Country Mouse – retell
Icarus and Daedalus – retell
The Tear Thief – character
description
Recount of KS performance
City Lights poetry

Mega cities – setting description
PGL recount
The Twits – persuasive letter
The Girl Who Planted Trees –
diary entry
Megacities – non-chron report

The Iron Man – retell,
setting description,
persuasive letter and
instructions
The Wild Robot - retell

The Dragon Who Ate Our
School – Poetry
How to be a Viking – non-
chron report
Recount of KS performance

A Stone for Sascha – retell
Informal letter about
earthquakes
What to do in an earthquake
– non chron report

Podkin One Ear – diary entry
Boudicca character description
Informal letter from Roman
soldier
Impact of the Romans – non-
chron report

The Invisible – retell
The Secret Sky Garden – retell
Varjak Paw – setting
description and explanation
Sustainable persuasive letter

Fungus the Bogeyman –
retell x 2
PGL recount
Raymond Briggs - Biography

A Life Electric – retell
Anglo-Saxon Boy – diary
entry and retell
poetry

Year 5

The Hobbit – setting
description and retell x2
When the Giant Stirred –
Diary entry
Non-chron report on
influential scientist

Katherine Johnson –
biography
retell
Catalysts – poetry
Curiosity – diary entry

Year 6

PGL recount
Trip Advisor review
Fomal letters for Y6 roles
Running on the Roof of
the World – diary entry
and retell

The Chocolate Tree –
poetry
The Girl of Ink and Stars –
diary entry and retell
Maya Angelou -
explanation

Minotaur – character description
Theseus and the Minotaur –
retell
The Trojan Horse – newspaper
article
The Island – informal letter

Greta Thunberg –
persuasive speech
Song for a Whale – retell
Instructions linked to
Science

The Arrival – setting
description and retell
Skellig – character
description and retell

Newspaper on the
outbreak of the war
Newhaven Fort –
recount/tourist
information letter
Diary entry

People who have changed the world
– biographies
Formal letter on water pollution
The Extraordinary Colours of... – retell
Non-chron report on Climate Change

Two Sisters: A story of... -
retell
3 image narrative
Diary entry linked to British
Empire
Instructions on equality potion

Non-chron report on chosen area
SATS week
Maybe You Might – informal
letter
Fairtrade Food – balanced
arguments

PGL recount
Trip Advisor review
Everest – retell and
non-chron report

AR ZPD Bands

 0.0-1.9

 2.0-2.9

 3.0-3.9

 4.0-4.9

 5.0-5.9

 6.0+

Reception Writing Progression

Terms 1 & 2	To correctly hold a pencil using a tripod grip. To write my name in lowercase letters. To write initial sounds to label pictures. To write CVC words to label pictures using a sound mat. I put my finger under each word to check the sounds.
Terms 3 & 4	Think, say and remember a caption (2 or more words) To write a caption (A / The) To write CCVC / CVCC words (Set 2 sounds) using a sound mat. Leave spaces between words
Terms 5 & 6	Think, say, remember and write a simple sentence using the openers The, I, He and She. For example, I can see, I am, He is, She is, I saw, I went.... I can spell my Red Words correctly (tricky words) * put, the, I, no, of, my, for, he (red) Use a capital letter at the start of a sentence. Use a full stop at the end of a sentence. I put my finger under each word to read my sentence. I can spell my tricky words correctly * put, the, I, no, of, my, for, he (red books) your, said, you, be, are (green books)

RWI Spelling Progression

	Term1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 2	Unit 2.1a – The or sound spelt a before l and ll Unit 2.2a – Soft c Unit 2.3a – Adding the suffix -y (to words ending in a short vowel and a consonant) Unit 2.4a – Adding the suffix -y (to words ending in e) Unit 2.5a – Adding the suffix -ly (to make words adverbs) Unit 2.6a – The n sound spelt kn and gn Special Focus 1a– Homophones Special Focus 2a– Homophones	Unit 2.7a – The igh sound spelt y Unit 2.8a – Adding the suffix -ing (to words ending in a short vowel and a consonant) Unit 2.9a – Adding the suffix -ing (to words ending in e or ie) Unit 2.10a – The j sound Unit 2.11a – The o sound spelt a after w and qu Unit 2.12a – Adding the suffix -ed (to words ending in two constant letters and words ending in a short vowel and a consonant) Special Focus 3a– Red words Special Focus 4a– Homophones	Unit 2.13a – Adding the suffix -ed (swapping y for i) Unit 2.14a – Adding the suffix -ed (dropping e to add -ed, and revision of doubling the final consonant and swapping y or i) Special Focus 5a– Contractions and apostrophes Special Focus 6a– The u sound sept o, and the or sound spelt ar after w Special Focus 7a– Possessive apostrophes Special Focus 1b– Red words Unit 2.1b – The r sound spelt wr Unit 2.2b – Adding the suffixes -er or -est (words where no change is needed)	Unit 2.3b – Adding the suffixes -er or -est (swapping y for i) Unit 2.4b – Adding the suffixes -er or -est (doubling constant, where the root word ends in short vowel plus consonant) Unit 2.5b – The ee sound spelt ey Unit 2.6b – Adding the suffix -ness (adding to a root word where no change is needed to the root word) Special Focus 2b– Homophones Special Focus 3b– Words ending in -il and words where s makes the zh sound.	Unit 2.7b – Adding the suffix – ness (swapping y for i) Unit 2.8b – Words ending in -le Unit 2.9b – Words ending in -el Unit 2.10b – Words ending in -al Special Focus 4b– Homophones Special Focus 5b– The ir sound spelt or after w. Unit 2.11b – Adding the suffix -ful	Unit 2.12b – Adding the suffix -less (swapping y for i) Unit 2.13b – Adding the suffix -ment Unit 2.14b – Words ending in -tion Unit 2.15b – Adding the suffix -es Special Focus 6b– Contractions and apostrophes Special Focus 7b– Possessive apostrophes
Year 3	Retrieval: Adding the suffixes -er or -est The ee sound spelt ey Adding the suffix -ness Homophones Words ending in -il and words where s makes the zh sound Adding the suffix -ness (swapping y for i) Words ending in -le Words ending in -el	Retrieval: Words ending in -al Homophones The ir sound spelt or after w. Adding the suffix -ful Adding the suffix -less Adding the suffix -ment Words ending in -tion Adding the suffix -es Contractions and apostrophes Possessive apostrophes	Unit 3.1 – Adding the prefixes dis- and in- Unit 3.2 – Adding im- to root word beginning with m or p Unit 3.3 – Adding the suffix -ous Unit 3.4 – Adding the suffix -ly (to adjectives to form adverbs) Unit 3.5 – Words ending -ture Special Focus 1– Orange words Special Focus 2 – Homophones	Unit 3.6 – Adding -ations to verbs to form nouns. Unit 3.7 – Words with the c sound spelt ch Unit 3.8 – Words with the sh sound spelt ch Unit 3.9 – Adding the suffix -ion (to root words ending in t or te) Special Focus 3 – The short i sound spelt y Unit 3.10 – Adding the suffix -ian (to root words ending in c or cs)	Unit 3.11 – Adding the prefix re- Unit 3.12 – Adding the prefix anti- Unit 3.13 – Adding the prefix super- Unit 3.14 – Adding the prefix sub- Special Focus 4 – Homophones	Consolidation: Revisit units according to assessments
Year 4	Retrieval: Adding the prefixes dis- and in- Adding im- to root word beginning with m or p Adding the suffix -ous Adding the suffix -ly (to adjectives to form adverbs) Words ending -ture Orange words Homophones Adding -ations to verbs to form nouns. Words with the c sound spelt ch	Retrieval: Words with the sh sound spelt ch Adding the suffix -ion (to root words ending in t or te) The short i sound spelt y Adding the suffix -ian (to root words ending in c or cs) Adding the prefix re- Adding the prefix anti- Adding the prefix super- Homophones Adding the prefix sub- Homophones	Unit 4.1 – Adding the prefixes mis- and revising un-, in-, dis- Unit 4.2 – Words ending in zhuh spelt -sure Unit 4.3 – Adding the prefix auto- Unit 4.4 – Adding the suffix -ly (to adjectives to form adverbs) Unit 4.5 – Adding the prefix inter- Special Focus 1– The short u sound spelt ou Special Focus 2 – Homophones Unit 4.6 – Words with the ay sound spelt ei, ey	Unit 4.7 – Words ending in -ous Unit 4.8 – Words with the s sound spelt sc Unit 4.9 – Words ending in zhun spelt -sion Special Focus 3 – Possessive apostrophes with plural words Unit 4.10 – Adding il- and revising un-, in-, mis-, dis- Unit 4.11 – The c sound spelt -que and the g sound spelt -gue	Unit 4.10 – Adding il- and revising un-, in-, mis-, dis- Unit 4.11 – The c sound spelt -que and the g sound spelt -gue Unit 4.12 – Adding ir- to words beginning with r Unit 4.13 – Adding the suffix -ion (1) Unit 4.14 – Adding the suffix -ion (2) Special Focus 4 – Homophones	Consolidation: Revisit units according to assessments

Year 5	Retrieval: Adding the prefixes mis- and revising un-, in-, dis- Words ending in zhuh spelt -sure Adding the prefix auto- Adding the suffix -ly (to adjectives to form adverbs) Adding the prefix inter- Special The short u sound spelt ou Homophones Words with the ay sound spelt ei, eigh, ey Words ending in -ous Words with the s sound spelt sc Words ending in zhun spelt -sion	Retrieval: Possessive apostrophes with plural words Adding il- and revising un-, in-, mis-, dis- The c sound spelt -que and the g sound spelt -gue Adding il- and revising un-, in-, mis-, dis- The c sound spelt -que and the g sound spelt -gue Adding in- to words beginning with r Adding the suffix -ion Homophones	Unit 5.1 – Words with silent letter b Unit 5.2 – Words ending in -ible Unit 5.3 – Words ending in -able Special Focus 1– Words that contain the letter-string ough Special Focus 2– Homophones Unit 5.4 – Words with the silent letter t Unit 5.5 – Words ending in -ibly and -ably	Unit 5.6 – Words ending in -ent Special Focus 3– Orange words Special Focus 4– Orange words Unit 5.7 – Words ending in -ence Unit 5.8 – The ee sound spelt ei Special Focus 5– Homophones and other words that are easily confused Special Focus 6– Orange words Special Focus 7–Orange words Special Focus 8– Homophones and other words that are easily confused	Unit 5.9 – Words ending in -ant, -ance and -ancy Unit 5.10 – Words ending in shus spelt -cious Special Focus 9–Orange words Special Focus 10– Orange words Unit 5.11 – Words ending in shus spelt -tious Unit 5.12 – Words ending in shul spelt -cial and -tial Special Focus 11–Orange words Special Focus 12– Orange words	Consolidation: Revisit units according to assessments
Year 6	Unit 6.1 – Suffixes – where we do not change the root word when a suffix beginning with a vowel is added. Unit 6.2 – Suffixes – to root words ending in a consonant plus -e Unit 6.3 – Suffixes – to root words ending in -le or a consonant plus y Special Focus 1– Words that contain the letter-string ough Special Focus 2– Orange words Unit 6.4 – Suffixes – beginning with vowel letters to words of more than one syllable and ending in -fer Unit 6.5 – Suffixes – adding -ed, -ing, -er and -est to a root word ending in -y with a consonant before it.	Unit 6.6 – The sh sound spelt ti or ci Special Focus 3– Homophones and other words that are easily confused Special Focus 4– Orange words Unit 6.7 – The sh sound spelt si or ssi Unit 6.8 – Words with ‘silent’ letters Special Focus 5– Orange words Special Focus 6– Homophones Special Focus 7– Orange words Special Focus 8– Orange words	Unit 6.9 – The spellings ei and ie Unit 6.10 – Words ending in -ible and -able Special Focus 9– Hypens Special Focus 10– Common mistakes Unit 6.11 – Plural nouns (2) Adding -es to nouns and verbs ending in -y Unit 6.12 – Plural nouns (2) Special Focus 11– Hypens Special Focus 12– Homophones and other words that easily confused.	SATs	SATs	

Mastering Reading Skills Progression

Reading Skill	Year 2	Year 3	Year 4	Year 5	Year 6
Key Texts	Read Write Inc Comprehension for Terms 1 and 2 T3 – Good Little Wolf T4 – Amelia Earhardt T5 – How to Hide a Lion at School T6 – Sully the Seahorse	T1 – Leaf T2 – Stone Age Boy T3 – Fantastic Mr Fox T4 – Traction Man T5 – Voices in the Park T6 – The Wild Robot	T1 – Charlotte’s Web T2 – The Butterfly Lion T3 – A Stone for Sasha T4 – Viking Saga T5 – Beowulf T6 – Anglo-Saxon Boy	T1 – The Explorer T2 – Charles Dickens Christmas Carol T3 – Journey to Jo’burg T4 – Leon and the Place Between T5 – The One and Only Ivan T6 – Rooftoppers	T1 – Pig Heart Boy T2 – Letters from the Lighthouse T3 – When a Monster Calls T4 – SATs Papers T5 – SATs Papers T6 – The Boy at the Back of the Class
Decoding 	To apply phonic decoding until automatic and reading is fluent. To read common suffixes (-ed, -ing, -er, -est, -y, -er, -ment, -ful, -ness, -less, -ly). To re-read books to build up fluency and confidence in word reading.	To apply growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words. To read further exception words, noting the unusual correspondences between spelling and sound, and	To apply growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words. To read further exception words, noting the unusual correspondences between spelling and sound, and	To apply growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words.	To apply growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words.



	To note punctuation to read with appropriate expression. To read accurately by blending, including alternative sounds for graphemes read Year 2 common exception words, noting unusual correspondences. To read aloud books matched to phonic knowledge by sounding out unfamiliar words automatically. To read polysyllabic words containing above graphemes. To read most words quickly & accurately without overt sounding and blending.	where these occur in the word.	where these occur in the word.		
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Predict what might happen  Predict	To predict what might happen on the basis of what has been read so far.	To predict what might happen from details stated and implied.	To make sensible predictions about what might happen from details that are stated and implied and change predictions in the light of new information.	To make sensible predictions about what might happen from details that are stated and implied and can justify the prediction by referring to the story.	To predict what might happen from details stated and implied and can justify the predictions with reference to both the text and own background knowledge.
Infer to build understanding  Infer	To make inferences on the basis of what is being said and done in the text.	To draw inferences such as inferring characters' feelings, thoughts and motives from their actions justify inferences with evidence.	To draw inferences such as inferring characters' feelings, thoughts and motives from their actions justify inferences with evidence.	To draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence. To make comparisons within and across texts, referring to both reference points; discuss and explore the precise meaning of words and phrases in context.	To draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence. To make comparisons within and across texts, using evaluative skills; work out the nuanced meanings of words and phrases in context.
Explain the meaning of words in context  Explain	To discuss and clarify the meanings of words and link new meanings to known vocabulary. To discuss favourite words and phrases. To talk about and clarify the meanings of words, linking	To use dictionaries to check the meaning of words read. To develop knowledge about root words, prefixes and suffixes to help understand the meaning of new vocabulary.	To use knowledge of root words, prefixes and suffixes to help understand the meaning of new vocabulary. To replace a word with a different word to help understand it.	To explore the meaning of words in context and discuss the meanings of words. To use a range of strategies to help understand a word including root words / prefixes / suffixes / background knowledge / understanding the context of	To explore the meaning of words in context and discuss the meanings of words. To use a range of strategies to understand a word including root words / prefixes / suffixes / background knowledge / understanding the context of

	new meanings to what is already known. To read the whole sentence to try to work out the meaning.	To explain the meaning of words in context.	To read the sentences around it to help. To use dictionaries to check the meaning of words. To define new vocabulary; they discuss and explain words and phrases to explore meanings in context.	the text / visualisation / inference. To identify how the language contributes to the meaning.	the text / visualisation / inference. To identify how the language contributes to the meaning.
Retrieve key information  Retrieve	To independently read and answer simple questions about what has been read. To ask and answer retrieval questions. Draw on previously taught knowledge. To remember significant events and key information about the text that they have read. To find and state the title, characters, and setting from a text.	To use the contents page and subheadings to locate information. To learn the skill of 'skim and scan' to retrieve details. To begin to use quotations from the text. To use the organisational features of the text to help locate information.	To confidently skim and scan texts to record details. To use relevant quotes to support their answers to questions. To use the organisational features of the text to help locate information.	To confidently skim and scan, and also use the skill of reading before and after to retrieve information. To use evidence from across larger sections of text. To use the organisational features of the text to help locate information.	To confidently skim and scan, and also use the skill of reading before and after to retrieve information. To use evidence from across whole chapters or texts. To use the organisational features of the text to help locate information.

Ask questions to improve understanding. ? Question	To ask questions to improve understanding of a text To identify similarities or differences between characters or events. To pose and record questions prior to reading to find something out. To ask follow up questions about the topics they've read about.	To ask questions to improve their understanding of a text. To prepare and list questions as the basis for enquiry and decide which are the most important to follow up.	To ask questions to improve their understanding of a text. To prepare and carry out factual research by reviewing what is known, what needs to be found out, what resources are available and where to search.	To ask questions to improve their understanding of a text To look at how themes, structures, or ideas are handled in different texts. To prepare for research by identifying what they already know and what they need to find out. Plan the inquiry or research in the light of these questions. To adapt as they read.	To ask questions to improve their understanding of a text To form and discuss opinions about characters, actions, or the theme of a text and support judgments with evidence. To understand and discuss the moral or thematic elements of a text. To locate resources for a specific research task, identifying key questions to be investigated. Refine research questions in the light of their initial findings.
Summarise main ideas  Summarise	To discuss the sequence of events in books and how items of information are related draw on what they already know or on background information. To make links between a current book and those already read check that the text makes sense to them as	To identify main ideas drawn from more than one paragraph and summarise these identify morals and messages in a story. To make simple connections within a text between one sentence and the next.	To improve understanding of a text; identify main ideas drawn from more than one paragraph and summarise. To identify morals and messages in a story.	To summarise the main ideas drawn from more than one paragraph, identifying key details to support the main ideas.	To summarise the main ideas drawn from more than one paragraph, identifying key details to support the main ideas To summarise succinctly the key points of a longer piece of text.



	they read and correct inaccurate reading To use the information in a sentence in own words using working memory. Retelling the beginning, middle, and end of a story				To make comparisons within and across books commenting on similarities and differences.
Poetry and performance	To continue to build up a repertoire of poems learnt by heart, appreciate these and recite some, with appropriate intonation to make the meaning clear.	To prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action recognise some different forms of poetry.	To prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action recognise some different forms of poetry.	To learn a wider range of poetry by heart, 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.	To learn a wider range of poetry by heart, 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.

Question Stems (for teachers)

Answer Stems (for students)



Mastering Reading

Predict what might happen What do you think will happen next? How do you think the character will react? What do you think the book is about? How do you think it will end?	Infer to build understanding Why do you think ... does ...? What are the ways ... shows ...? Give one piece of evidence from the text which shows... Put a tick in the correct box to show whether the following statements is a fact or an opinion. How is ... made to seem ...? Explain two ways, giving evidence from the text to support your answer. What in the text tells us ...? What does this paragraph tell you about ...'s character? How can you tell ... from ...'s actions? How does this tell us ... felt?
Retrieve key information Why did ... do ...? Who in the story ...? Put a tick in the correct box to show whether each statement is true or false. Why do ...? How long did ... take? When did ... happen? According to the text, how many ...? Where was ...? According to the text, why are ...? How does ... do ...?	Explain the meaning of words in context Which word is closest in meaning to ...? What does ... mean (in this sentence)? What does the word ... tell you about ...? Find and copy two different words from the paragraph that show... Find and copy one word that is closest in meaning to... Find and copy a group of words that tells you...
Summarise main ideas Number the following events 1-5 to show the order in which they happened. Which of the following would be the most suitable summary of the whole text? Match each section to its main content. What has happened so far?	Ask questions to improve understanding What does this make you wonder? Based on this image, what questions do you have? Given what's happened so far, what do you want to know? What do you want to know about this character?



Mastering Reading

Predict what might happen I know ... The next part could be about... I wonder if... I predict... I think...  Predict	Infer to build understanding For all answers use evidence from the text. The word...implies...because in the text it says The part...implies...because in the text it says I think the writer's/characters viewpoint is ... This makes me think that... I think this character ... I think the setting is ... I think the mood is ...  Infer
Retrieve key information Scan the text for a key word or phrase. Read the entire sentence/paragraph for context. Use the organisational features. Be clear and exact.  Retrieve	Explain the meaning of words in context Look at the root word, prefixes and suffixes In this part of the text,...means... Look at the clues around the word The word...means... The word...is describing  Explain
Summarise main ideas The most important ideas are ... and I know that because ... This section/extract is about ... The headline would be ... The main theme is... First...then...next...last  Summarise	Ask questions to improve understanding Who...? What...? When...? Where ...? I wonder...? Why ...? How ...? What if ...?  Question