

NORTHWICK MANOR PRIMARY SCHOOL

Knowing more, remembering more.....Connecting learning.....

English Curriculum (READING) – Progression of Key Skills (Disciplinary Knowledge) and Knowledge

READING INTENT

At Northwick Manor, we aspire for pupils to develop a love of reading where they can raise their game and be the best they can be. We teach children the reading skills they need, as well as the opportunities to read a broad range of texts and provide opportunities to develop the skills needed for the 21st Century.

Reading is a priority so that our pupils can fully access the curriculum and have the skills and ambition to apply new skills in different contexts. As soon as pupils start school, children are taught to decode using a systematic synthetic phonics programme. Reading is taught not only in specific reading lessons but across the wider curriculum too. It helps play a key role in ‘knowing more, remembering more and connecting learning.’

We aim to develop a love of reading through adults reading aloud to children across the school community as well as celebrating reading within the school environment through assemblies, displays and libraries. Older pupils ‘buddy’ with younger pupils to share reading experiences on a regular basis. Younger pupils are encouraged to regularly read books which match the sounds they are learning as well as choose books to share and enjoy at home. The phonics books they take home have been carefully sorted to match their phonic development. Our well stocked class and school libraries enable the more independent readers to select a range of reading matter. Recommended reading is shared with the whole school community.

Our phonics programme ensures progression of word reading from the outset and is intended to be a ‘blueprint’ for everyone who supports children in their reading development. Regular professional development plays a key role in ensuring adults know how best to consistently support reading across the school and the advice of ‘reading experts’ is readily available. Pupils understand that they use their phonics knowledge as the first tool when tackling new words in reading but also understand that automatic recognition of whole words is the ultimate goal. Following regular assessments, additional targeted support is provided for certain pupils so they are able to ‘keep up’. By the end of Key Stage One, our children will have developed the resilience to already be successful, fluent decoders.

As pupils progress through the school they continue to develop comprehension about what they are reading. Using quality texts, we aim to provide ambitious models to support reading development and connect learning across the curriculum. Children are exposed to, and actively engage with, high quality language in varying forms in a meaningful, deliberate and engaging way. Pupils are taught how to infer, predict, clarify, question and summarise their understanding as well as how to understand how an author has used language for effect. This supports empowering pupils to have the confidence and ability to work collaboratively and leads to high engagement and enthusiasm.

Children will leave Northwick Manor as confident and competent readers. They can recommend books to their peers and have a thirst for reading a wide range of high-quality texts across the genres. They participate in discussions about books and have an established love of reading for life and a thirst for lifelong learning.

N.C. Aims: 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 word, 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 literary 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
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Typical Composite End Goal
Competent Sequences							
Decoding (Word Reading)							
Do they say a sound for each letter in the alphabet and at least 10 digraphs? -Do they read words consistent with their phonic knowledge by sound-blending?	Do they apply phonic knowledge and skills to decode words by: - Blending accurately and speedily using known graphemes - Re-reading with fluency and confidence - Reading accurately - Recognising when a word does not make sense?	Do they read age-appropriate book by: -sounding out unfamiliar words - beginning to self-correct? Do they read accurately, automatically and without undue hesitation including: • Words of 2 or more syllables? • Words containing common suffixes? • Most common exception words? Do they read most words quickly and accurately without blending aloud, e.g. approx. 90 words per minute?	Do they decode most new words outside of spoken vocabulary? Do they read longer words with support? Do they use the context of a sentence to read unfamiliar words? Do they self -correct consistently	Do they decode most new words outside of spoken vocabulary? Do they read longer words with support? Do they use the context of a sentence to read unfamiliar words? Do they self -correct consistently?	Do they read age-appropriate books with confidence and fluency, including whole novels? Do they use a range of reading strategies to work out any unfamiliar word?	Do they read age-appropriate books with confidence and fluency, including whole novels? Do they use a range of reading strategies to work out any unfamiliar word?	Do they read age-appropriate books with confidence and fluency (including whole novels)?
Do they read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words?	Do they read common exception words accurately?	Do they begin to read silently with understanding?	Do they read simple chapter books independently and silently?	Do they read simple chapter books independently and silently?	Do they read aloud and to perform, showing understanding through intonation, tone and volume so that meaning is clear to an audience?	Do they read aloud and to perform, showing understanding through intonation, tone and volume so that meaning is clear to an audience?	Do they read aloud with intonation that shows understanding?

<i>Deepening Learning:</i> Do they sound out most unfamiliar words accurately, without undue hesitation?	<i>Deepening Learning:</i> Do they read words accurately and fluently without overt sounding and blending, e.g. at over 90 words per minute?	<i>Deepening Learning:</i> Do they decode unfamiliar words and check it makes sense or sounds right?	<i>Deepening Learning:</i> Do they pause appropriately in response to punctuation and/or meaning and read aloud with increasing expression?	<i>Deepening Learning:</i> Do they show awareness of the listener through the use of pauses, giving emphasis and keeping an appropriate pace so as to entertain and maintain the reader?	<i>Deepening Learning:</i> Do they show awareness of the listener through the use of pauses, giving characterisation and emphasis and keeping an appropriate pace so as to entertain and maintain the reader?	<i>Deepening Learning:</i> Do they show awareness of the listener through the use of pauses, giving characterisation and emphasis and keeping an appropriate pace so as to entertain and maintain the reader?	
Reading for Pleasure (Comprehension)							
Do they sing a range of well-known nursery rhymes and songs? Do they perform songs, rhymes, poems and stories with others, and – when appropriate- try to move in time with music? Do they invent, adapt and recount narratives and stories with peers and their teacher?	Do they participate actively in listening and sharing a wide range of books? Do they choose to read?	Do they read independently, demonstrating increasing stamina? Do they show developing preferences through book choice?	Do they read for a range of purposes independently? Do they choose appropriate texts with support? Do they demonstrate engagement with reading by: - reading for sustained periods of time? - completing books? - engaging actively in book discussion? - responding to reading in a written form?	Do they read for a range of purposes independently? Do they choose appropriate texts with support? Do they demonstrate engagement with reading by: - reading for sustained periods of time? - completing books? - engaging actively in book discussion? - responding to reading in a written form?	Do they read a broader range of texts including those from literary heritage and more challenging texts? Do they recommend books they have read to their peers, giving reasons for their choices? Do they demonstrate continuing engagement with reading by: • reading for sustained periods of time? • completing a wider range of more challenging and lengthier books? • engaging actively in book discussions with and without adult support? • Responding to reading in a written form, beginning to develop a critical stance?	Do they read a broader range of texts including those from literary heritage and more challenging texts? Do they recommend books they have read to their peers, giving reasons for their choices? Do they demonstrate continuing engagement with reading by: • reading for sustained periods of time? • completing a wider range of more challenging and lengthier books? • engaging actively in book discussions with and without adult support? • Responding to reading in a written form, beginning to develop a critical stance?	Do they recommend books they have read to their peers, giving reasons for their choices?
<i>Deepening Learning:</i>	<i>Deepening Learning:</i> Do they continually demonstrate a pleasure in reading and a motivation to read?	<i>Deepening Learning:</i> Do they talk about their favourite authors or genres of books?	<i>Deepening Learning:</i> Do they actively seek a range of text types related and non-related to broaden reading experiences?	<i>Deepening Learning:</i> Do they actively seek a range of text types related and non-related to broaden reading experiences?	<i>Deepening Learning:</i> Do they actively seek a range of text types related and non-related to broaden reading experiences and make recommendations to their peers?	<i>Deepening Learning:</i> Do they actively seek a range of text types related and non-related to broaden reading experiences and justify recommendations to their peers?	
Inference							
Do they offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate?	In texts read to them and simple texts read themselves, do they make inferences on the basis of what is being said and done? e.g. How a character feels, why a character does something	Do they make inferences from texts that they read themselves, on the basis of - what's being said and done? - cause and effect ?	Do they draw inferences such as characters' feelings, thoughts and motives from their actions, and justify with evidence from the text or life experience?	Do they draw inferences such as characters' feelings, thoughts and motives from their actions, and justify with evidence from the text or life experience?	Do they make inferences drawn from across and between texts and justify with evidence? Use PEE (Point, Evidence, and Explanation) to support inferences?	Do they make inferences drawn from across and between texts and justify with evidence? Use PEE (Point, Evidence, and Explanation) to support inferences?	Do they explain and discuss their understanding of what they have read, drawing inferences and justifying these with evidence?
<i>Deepening Learning:</i> Do they explain how and why a character feels using detailed sentences?	<i>Deepening Learning:</i> Do they justify their ideas using evidence from the text?	<i>Deepening Learning:</i> Do they draw on what they already know or on background information or vocabulary?	<i>Deepening Learning:</i> Do they deduce what the characters are like from evidence in the text?	<i>Deepening Learning:</i> Do they use inference and deduction to work out a range of characteristics of different people from a text?	<i>Deepening Learning:</i> Do they infer meaning from the text and wider reading and offer alternative viewpoints?	<i>Deepening Learning:</i> Do they draw inferences from subtle clues across a text?	
Prediction							
Do they anticipate – where appropriate – key events in stories?	With support, do they link own experiences to what they read? Do they make predictions about reading: - from a title and front cover of a book? - on the basis of what has been read so far?	Do they predict what might happen on the basis of what has been read so far?	Do they predict what might happen from details stated and implied based on: - content? - simple themes/ text types?	Do they predict what might happen from details stated and implied based on: - content? - simple themes/ text types?	Do they predict what might happen from details stated and implied based on: - themes? - Conventions? - knowledge about the author? - genres?	Do they predict what might happen from details stated and implied based on: - themes? - Conventions? - knowledge about the author? - genres?	Do they predict what might happen from details stated and implied?
<i>Deepening Learning:</i> Do they make sensible predictions supported by evidence?	<i>Deepening Learning:</i> Do they make sensible predictions supported by evidence?	<i>Deepening Learning:</i> Do they make a plausible prediction about what might happen on the basis of what has been read so far?	<i>Deepening Learning:</i> Do they read ahead to determine direction and meaning in a story?	<i>Deepening Learning:</i> Do they refer to the text to support predictions and justify opinion offering different viewpoints?	<i>Deepening Learning:</i> Do they refer to the text to support alternative predictions and justify opinion offering different viewpoints?	<i>Deepening Learning:</i> Do they refer to the text to support alternative predictions and justify opinion offering different viewpoints?	

Clarifying							
Do they make comments about what they have heard and ask questions to clarify their understanding?	Do they discuss word meanings, making links to known vocabulary?	Do they discuss and clarify the meaning of words to understand texts further? In familiar books, do they check that it makes sense?	Do they use dictionaries to check the meanings of words they have read?	Do they use dictionaries to check the meanings of words they have read?	Do they give the meaning of words in context? Do they explore and explain the meaning of words in context? Do they distinguish between fact and opinion? Do they clarify concepts and ideas at sentence, paragraph and whole text level?	Do they give the meaning of words in context? Do they explore and explain the meaning of words in context? Do they distinguish between fact and opinion? Do they clarify concepts and ideas at sentence, paragraph and whole text level?	Do they work out the meaning of words from the context?
<i>Deepening Learning:</i> Do they make links to other texts or events to check understanding?	<i>Deepening Learning:</i> Do they check that a text makes sense to them as they read and self-correct?	<i>Deepening Learning:</i> Do they independently research to check understanding?	<i>Deepening Learning:</i> Do they actively suggest alternatives to words and phrases they have read?	<i>Deepening Learning:</i> Do they actively suggest alternatives to words and phrases and classify what they have read?	<i>Deepening Learning:</i> Do they adapt their own opinion in the light of further reading or others' ideas?	<i>Deepening Learning:</i> Do they read several texts on the same subject to find and compare information?	
Questioning							
Do they 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?	Do they raise simple questions about texts they read and that are read to them? Do they answer simple, information retrieval questions about texts?	Do they ask and answer questions about texts?	Do they ask and answer questions to improve understanding of a text?	Do they ask and answer questions to improve understanding of a text?	Do they ask and answer questions to improve understanding of themes and authorial intent?	Do they ask and answer questions to improve understanding of themes and authorial intent?	Do they ask and answer questions to improve understanding of themes and authorial intent?
<i>Deepening Learning:</i> Do they answer simple, information retrieval questions about texts?	<i>Deepening Learning:</i> Do they use age appropriate non-fiction to extract information?	<i>Deepening Learning:</i> Do they re-read a passage if they are unhappy about their comprehensions?	<i>Deepening Learning:</i> Do they actively and independently ask and answer questions to evaluate their understanding of a text?	<i>Deepening Learning:</i> Do they actively and independently ask and answer questions to improve understanding of a text?	<i>Deepening Learning:</i> Do they analyse and compare why different authors make specific vocabulary and structural choices?	<i>Deepening Learning:</i> Do they analyse and compare why different authors make specific vocabulary and structural choices?	
Summarising							
Do they demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary?	Do they link title to key events in a text?	Do they identify and explain the sequence of events in texts?	Do they identify main ideas drawn from more than one paragraph and summarise these? Do they retrieve and record information from non-fiction?	Do they identify main ideas drawn from more than one paragraph and summarise these? Do they retrieve and record information from non-fiction?	Do they identify and summarise main ideas from across a text? Do they identify key details that support main ideas using quotation for illustration? Do they retrieve, record and present key information from non-fiction.	Do they identify and summarise main ideas from across a text? Do they identify key details that support main ideas using quotation for illustration? Do they retrieve, record and present key information from non-fiction.	Do they summarise main ideas, identifying key details and using quotations for illustration? Do they retrieve information from non-fiction (etc.)?
<i>Deepening Learning:</i> Do they sequence at least 4 events in detail with beginning, middle and end?	<i>Deepening Learning:</i> Do they sequence key events in detail?	<i>Deepening Learning:</i> Do they understand and summarise at least 4 main points from a non-fiction text in increasing detail?	<i>Deepening Learning:</i> Do they skim materials and note down key points, different views and arguments?	<i>Deepening Learning:</i> Do they skim, scan and organise fiction and non-fiction under different headings?	<i>Deepening Learning:</i> Do they explain the main purpose of a text and summarise it succinctly?	<i>Deepening Learning:</i> Do they explain the main purpose of a text and summarise it succinctly?	
Language for Effect							
Do they use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play?	Do they recognise and join in with predictable phrases?	Do they identify simple literary language in stories and poetry? Do they discuss favourite words and phrases and their impact on the meaning?	Do they identify language, structural and presentational features of texts and discuss how they contribute to the meaning? Do they discuss words and phrases that engage the reader? Do they give extended explanations of the impact of language choices on meaning?	Do they identify language, structural and presentational features of texts and discuss how they contribute to the meaning? Do they discuss words and phrases that engage the reader? Do they give extended explanations of the impact of language choices on meaning?	Do they discuss how the structural and presentational choices impact on meaning, theme and purpose? Do they discuss and evaluate texts, commenting on writers' use of words, phrases and language features including figurative language?	Do they discuss how the structural and presentational choices impact on meaning, theme and purpose? Do they discuss and evaluate texts, commenting on writers' use of words, phrases and language features including figurative language?	Do they evaluate how authors use language, including figurative language, considering the impact on the reader?
<i>Deepening Learning:</i> Do they use new vocabulary in a range of contexts and explain its meaning?	<i>Deepening Learning:</i> Do they retell familiar stories in much detail and consider their particular characteristics?	<i>Deepening Learning:</i> Do they give extended explanations of the impact of language choices on meaning?	<i>Deepening Learning:</i> Do they analyse and categorise how an author conveys meaning through choice of detail and language?	<i>Deepening Learning:</i> Do they analyse and categorise how an author conveys meaning through choice of detail and language?	<i>Deepening Learning:</i> Do they evaluate the impact of grammatical features/techniques used to create mood, atmosphere, key messages and attitudes?	<i>Deepening Learning:</i> Do they evaluate the impact of grammatical features/techniques used to create mood, atmosphere, key messages and attitudes?	

Themes and Convention							
Do they retell familiar stories and rhymes?	Do they retell familiar stories and rhymes and talk about their key features?	Do they Identify key aspects of texts? e.g. Fiction: characters, setting, plot Non-fiction: titles/headings, contents, index, glossary?	Do they begin to make connections between texts?	Do they begin to make connections between texts?	Do they Identify the themes and conventions of a range of texts?	Do they identify the themes and conventions of a range of texts?	
			Do they begin to identify simple common themes in texts e.g. good vs evil, use of magical devices?	Do they begin to identify simple common themes in texts e.g. good vs evil, use of magical devices.	Do they discuss/comment on themes and conventions in different genres and forms?	Do they discuss/comment on themes and conventions in different genres and forms?	
			Do they begin to identify conventions of different types of writing?	Do they begin to identify conventions of different types of writing?	Do they make comparisons and contrasts within and across texts?	Do they make comparisons and contrasts within and across texts?	Do they make comparisons within and across books?
			Do they comment on the use of conventions in different types of writing?	Do they comment on the use of conventions in different types of writing?	Do they discuss viewpoints (both of the author and fictional characters), within a text and across more than one text?	Do they discuss viewpoints (both of the author and fictional characters), within a text and across more than one text?	
		With support, do they justify personal response to texts?	Do they justify personal response to texts?	Do they justify personal response to texts?	Do they provide reasoned justifications for opinions about a book?	Do they provide reasoned justifications for opinions about a book?	
<i>Deepening Learning:</i> Do they talk about similarities in texts?	<i>Deepening Learning:</i> Do they compare familiar themes or differences in a range of texts?	<i>Deepening Learning:</i> Do they make links between the book they are reading and other books they have read?	<i>Deepening Learning:</i> Do they investigate what is known about the historical setting and events and their own importance to the story/information?	<i>Deepening Learning:</i> Do they compare fictional accounts in historical novels with the factual accounts?	<i>Deepening Learning:</i> Do they compare and contrast the features of different text types, e.g. adventure, fantasy, myths.	<i>Deepening Learning:</i> Do they compare and contrast the styles of different writers with evidence and explanation?	