

Subject: <b>ENGLISH</b>	<b>READING</b>
Year: <b>Year 1</b>	

Attitudes	Key Skills	Strategies	Evidence
<p><b>To develop:</b></p> <ul style="list-style-type: none"> <li>• a <b>Love of reading</b></li> <li>• <b>ability to read fluently (age appropriate texts)</b></li> <li>• <b>Confidence to explore</b> wider range of texts and authors</li> </ul>	<ul style="list-style-type: none"> <li>• Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes.</li> <li>• Read accurately by blending the sounds in unfamiliar words.</li> <li>• Read common exception words</li> <li>• Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words.</li> </ul>	<p>Shared &amp; guided reading</p> <p>Introduce new books to class book corner on half termly rotation (including topic reference book box)</p> <p>Promote use of school central 'library'.(LRC)</p> <p>Using texts as a stimulus for writing</p> <p>Emphasis on reading whole texts (<i>Fiction: narrative fiction and poetry &amp; reference books; textbooks both individual and as a group/class</i>)</p>	<p>Assessment of responses (oral) in discussions of texts</p> <p>Assessment of tasks where reference texts used</p> <p>National phonic screening assessments</p> <p>End of KS1 National Standard Tests in Reading</p>
	<p><b>Develop pleasure in reading, motivation to read and understand by:</b></p> <ul style="list-style-type: none"> <li>• Listen to and discussing 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.</li> </ul>	<p>Reading answer booklets to accompany <i>whole-class</i> whole texts, containing questions which require use of full range of skills</p> <p>Sharing book recommendations with peers (<i>inc</i> book summaries)</p>	<p>Personal Reading Log</p> <p>Assessment of written responses related to a range of texts</p>
	<p><b>Understand both the books they can already read accurately and fluently and those they listen to by:</b></p> <ul style="list-style-type: none"> <li>• Checking that the text makes sense to them as they read.</li> <li>• As they read correcting inaccurate reading.</li> <li>• Discussing the significance of the title and events.</li> <li>• Predicting what might happen on the basis of what has been read so far.</li> </ul>	<p>DART –(<i>directed activities related to texts</i>)</p>	

Subject:	<b>ENGLISH</b>	<b>READING</b>
Year:	<b>Year 2</b>	

Attitudes	Key Skills	Strategies	Evidence
<p><b>To develop:</b></p> <ul style="list-style-type: none"> <li>• a <b>Love of reading</b></li> <li>• <b>ability to read fluently (age appropriate texts)</b></li> <li>• <b>Confidence to explore</b> wider range of texts and authors</li> </ul>	<ul style="list-style-type: none"> <li>• Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.</li> <li>• Read accurately words of two or more syllables that contain the same graphemes as above.</li> <li>• Read most words (at an instructional level 93-95%) quickly and accurately, without overt sounding and blending, when they have been frequently encountered.</li> <li>• Read aloud books matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.</li> <li>• Re-read these books to build up their fluency and confidence in word reading.</li> </ul>	<p>Shared &amp; guided reading</p> <p>Introduce new books to class book corner on half termly rotation (including topic reference book box)</p> <p>Promote use of school central 'library'.(LRC)</p> <p>Using texts as a stimulus for writing</p> <p>Emphasis on reading whole texts (<i>Fiction: narrative fiction and poetry &amp; reference books; textbooks both individual and as a group/class</i>)</p> <p>Reading answer booklets to accompany <i>whole-class</i> whole texts, containing questions which require use of full range of skills</p> <p>Sharing book recommendations with peers (<i>inc book summaries</i>)</p> <p>DART –(<i>directed activities related to texts</i>)</p>	<p>Assessment of responses (oral) in discussions of texts</p> <p>Assessment of tasks where reference texts used</p> <p>National phonic screening assessments for those that did not meet standard in Year 1</p> <p>End of KS1 National Standard Tests in Reading</p> <p>Personal Reading Log</p> <p>Assessment of written responses related to a range of texts</p>
	<p><b>Develop pleasure in reading, motivation to read and understand by:</b></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 a wider range of stories, fairy stories and traditional tales.</li> <li>• Retell a range of stories, fairy stories and traditional tales.</li> <li>• Being introduced to non-fiction books that are structured in different ways.</li> </ul>		

**Understand both the books they can already read accurately and fluently and those they listen to by:**

- Checking that the text makes sense to them as they read and correcting inaccurate reading.
- Answering questions.
- Predicting what might happen on the basis of what has been read so far.
- 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.

Subject: <b>ENGLISH</b>	<b>READING</b>
Phase: <b>LKS2</b>	

Attitudes	Key Skills	Strategies	Evidence
<p><b>To develop:</b></p> <ul style="list-style-type: none"> <li>• a <b>Love of reading</b></li> <li>• <b>Empathy</b> with characters <i>(See article)</i></li> <li>• <b>Confidence to explore</b> wider range of texts and authors</li> </ul>	<ul style="list-style-type: none"> <li>• Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet</li> <li>• Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</li> </ul>	<p>Introduce new books to class book corner on half termly rotation (including topic reference book box) Promote use of school central 'library'.(LRC)</p> <p>Emphasis on reading whole texts (<i>Fiction: narrative fiction and poetry &amp; reference books; textbooks both individual and as a group/class</i>)</p>	<p>Assessment of written responses</p> <p>Assessment of responses (oral) in discussions of texts (e.g. Guided Reading)</p>
	<p><b>Develop positive attitudes to reading and understanding of what they read by:</b></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>• using dictionaries to check the meaning of words that they have read;</li> <li>• summarising these; identifying themes and conventions in a wide range of books</li> </ul>	<p>Reading answer booklets to accompany <i>whole-class</i> whole texts, containing questions which require use of full range of skills</p> <p>Sharing book recommendations with peers (including book summaries)</p>	<p>Assessment of tasks where reference texts used</p> <p>Personal Reading Log</p>
	<p><b>Understand what they read by:</b></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>• 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>• Retrieve and record information from non-fiction</li> </ul>	<p>Using texts as a stimulus for writing</p> <p>DART –(<i>directed activities related to texts</i>)</p>	

Subject: <b>ENGLISH</b>	<b>READING</b>
Phase: <b>UKS2</b>	

Attitudes	Key Skills	Strategies	Evidence
<p><b>To develop:</b></p> <ul style="list-style-type: none"> <li>• a <b>Love of reading</b></li> <li>• <b>Empathy</b> with characters (<i>See article</i>)</li> <li>• <b>Confidence to explore</b> wider range of texts and authors</li> </ul>	<ul style="list-style-type: none"> <li>• Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet</li> </ul>	<p>Introduce new books to class book corner on half termly rotation (including topic reference book box)</p> <p>Promote use of school central 'library'.(LRC)</p>	<p>Assessment of written responses in 'reading answer booklets'</p> <p>Assessment of responses (oral) in discussions of texts</p>
	<p><b>Maintain positive attitudes to reading and understanding of what they read by:</b></p> <ul style="list-style-type: none"> <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> </ul>	<p>Emphasis on reading whole texts (<i>Fiction: narrative fiction and poetry &amp; reference books; textbooks both individual and as a group/class</i>)</p> <p>Reading answer booklets to accompany <i>whole-class</i> whole texts, containing questions which require use of full range of skills</p>	<p>Assessment of tasks where reference texts used</p> <p>End of KS2 National Standard Tests in Reading</p>
	<p><b>Understand what they read by:</b></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>• 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> <li>• Retrieve, record and present information from non-fiction</li> <li>• Participate in discussions about books that are read to them and those they can read for themselves;</li> <li>• Provide reasoned justifications for their views.</li> </ul>	<p>Sharing book recommendations with peers (including book summaries)</p> <p>Using texts as a stimulus for writing</p> <p>DART –(<i>directed activities related to texts</i>)</p>	<p>Personal Reading Log</p>