

Reading Policy

Date approved: - Autumn 2024

Date to be reviewed: - Autumn 2025

Governing Body Committee: - ESB

Intent

We want our children to enjoy reading. Research has shown that developing a love of reading can have a bigger impact on a child's educational success than the influence of their family's socio-economic background. Young people who enjoy reading are also three times more likely to read above the level expected for their age, compared to young people who do not enjoy reading at all. We approach the teaching of reading through the two essential dimensions of word decoding (phonetic knowledge and sight recognition of common words) and comprehension (both listening and reading).

Implementation

We actively encourage Reading for Pleasure and recognise it as a core part of every child's education and to ensure that we encourage a lifelong love of reading. At the start of each year, children will complete an in-depth questionnaire designed by the Open University. Teachers will analyse the data and unpick children's reading habits. Each half term, teachers will carry out a Book Blanket to successfully unpick reading interests and allow children to explore something they might not normally choose.

Reading for Pleasure will be daily for 15 minutes, from FS1 to Y6, and will always include core texts from the English Overview (Appendix 1) and sometimes books from the same or similar authors, or books covering similar themes. Children are encouraged to further develop a love of reading through having access to a wide range of 'Reading for Pleasure' text, including fiction, non-fiction and poetry books available throughout school. Book displays are regularly changed to engage readers to promote different books and spark interests. Children are given opportunities to freely talk about books through weekly book talk sessions. From this, children can swap, recommend and share books with their peers.

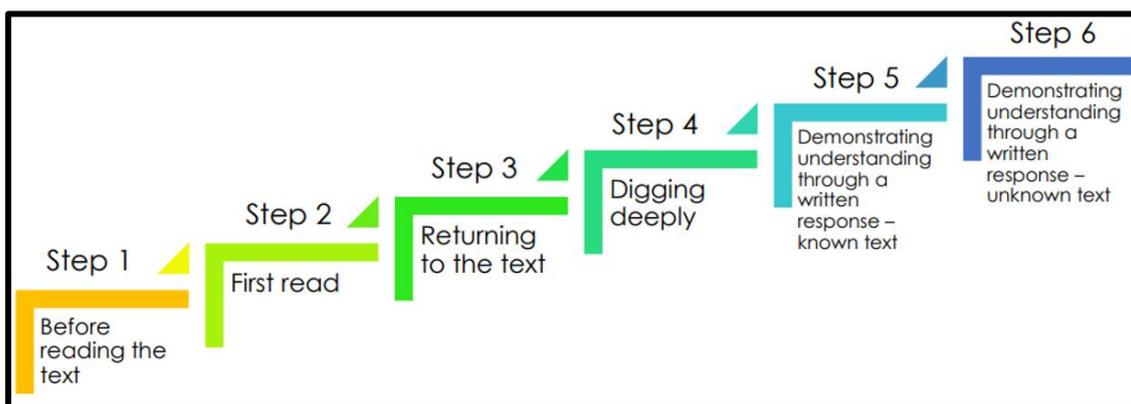
Poetry will be included with Reading for Pleasure by listening to poems daily in a Poem a Day within Reading for Pleasure sessions. Each half term, a new poet will be explored through the Poetry Spotlight, which introduced a new poet each half term. The poet will be launched in assembly and explored further in classrooms.

Reading Lessons

In FS1, children are read a topic text two days a week (including core texts, non-fiction, rhyming stories or poems), then each Monday the topic linked text is read alongside a communication and language focused adult-led activity, followed by a topic text read alongside an Understanding The World focused adult-led activity each Thursday.

FS2 Reading Lessons take place for 15 to 20 minutes a day, Y1 to Y6 take place for 30 minutes, at least four times a week. Y1 to Y6 have a cycle of two weeks of fiction, two weeks of non-fiction and two weeks of poetry each half term. Where there are longer half terms, extra fiction will be included. For fiction and non-fiction cycles, the first week will be spent exploring the text (Step 1 to 4 below). Learning Objectives for reading are taken from the Focus Education trajectory. When focusing on fiction texts, these objectives have been split into three key areas - personal viewpoint, themes and language. The second week, enables the children to demonstrate an understanding through written responses by answering questioning around the known text and an unknown text (Step 5 and 6 below).

When learning is focused on poetry, the first week is exploring the poem and working through the statement on the STICKY learning frame. If it is a short poem, a poem with a similar theme can also be explored. The second week enables the children to demonstrate an understanding of the poem, lesson objectives from the overviews will be used. Year 5 and 6 children will focus on poetry SATs style questions. Once a year, Children will have the opportunities to showcase their poetry and perform to an audience in a Poetry Café as a Seeing is Believing event.



Reading Lessons will take an age-appropriate approach of: creating meaningful experiences related to texts; exploring books or excerpts at a word level to develop and extend understanding of vocabulary; modelling reading techniques, fluency and expression; developing verbal or written comprehension through different question types. The Reading Comprehension Skills Progression documents content to be covered in each year group (Appendix 3).

From Y2 onwards, work is to be recorded in Reading workbooks at least three times a week. Y1 children begin recording independently from the Summer term.

Staff use an agreed short term planning PowerPoint template for reading.

Please see Teaching & Learning Policy for general lesson content and standards.

Home Reading

All children are expected to complete our termly Reading Challenge by reading at home regularly, and at least 50 times per term. Home 'reads' are recorded in Home Learning Records, and are counted in school each week. Children completing the challenge are rewarded at our Celebration Assembly and through our 'High 5' event at the end of each term.

Teachers are responsible for regularly assessing and ensuring children are taking home reading books that are at the correct book band level, so that children can develop the skill of reading for meaning, and practice comprehension skills such as retelling the story or answering questions about the text. Children who are at the beginning of their reading journey will also be given books with a stronger phonic emphasis so that they can practice the skills of blending. A 'Benchmark Kit' is available for teachers to use if there are any concerns about which level a child should be on.

Teachers are expected to check the number of reads for each child weekly, and celebrate progress on the Reading Challenge boards found on classroom doors. Teachers should be actively encouraging and challenging children to read, and offering advice if children are struggling to find books they enjoy.

Reading Squad can be used to give children who are not on track with their home 'reads' the chance to complete these in their spare time in school. Children complete their 'reads' at play time when they attend Reading Squad. This is a quick 5 minutes, or a few pages, and shows children that we value reading as an essential skill and want to ensure that everyone has equal opportunities.

Impact

Teachers formatively assess children's progress in reading throughout lessons.

Pupil progress and attainment in reading is reviewed half-termly through Gap Analysis updates, Achievement Team Meetings and Pupil Progress Reviews.

Staff use Learning Statements to aid their assessment of pupils (See Appendix 2).

A summative judgement of attainment for each child is made at the end of every term and is reported to parents at the end of each academic year.

The Phase Leaders, alongside the Senior Leadership Team, are responsible for keeping an overview of the standard of children's work and for the quality of teaching in reading. The work of the Phase Leaders also involves; supporting colleagues, being informed about current developments and providing a strategic lead and direction for the subject in the school. Phase Leaders and SLT carry out a number of Quality Assurance activities each term including; subject moderation, lesson observations, work scrutiny, planning scrutiny, pupil questioning and data analysis in order to indicate current performance and identify critical issues and next steps for improvement.

Appendix 1 – Long Term Overviews

Reading Poetry Little Acorns		
Autumn	Spring	Summer
Twinkle Twinkle Humpty Dumpty Baa Baa Black Sheep Incy Wincy Spider Row Row Row Your Boat Wheels on the Bus Old McDonald had a Farm If You're Happy and You Know It		

Reading for Pleasure FS1					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
We've all got Bellybuttons From Head to Toe The Colour Monster	Owl Babies The Enormous Turnip The Little Red Hen On a long, dark night Dear Santa	One Winter's Day Lost and Found Whatever next!	A Seed in Need Ollie's Easter Eggs The Very Hungry Caterpillar	Emergency! Maisy goes to the Hospital Flashing Fire Engines	Mr Gumpy's Outing Mr Gumpy's Motor car

Reading Poetry FS1		
Autumn	Spring	Summer
Twinkle Twinkle Humpty Dumpty Baa Baa Black Sheep Incy Wincy Spider 2 Little Dicky Birds Old McDonald had a Farm 1,2,3,4,5 Once I Caught a Fish Pat-a-Cake I'm a Little Teapot See-Saw Marjorie Daw Dingle Dangle Scarecrow	I am a Little Turtle Hickory Dickory Dock Polly Put the Kettle On Mary Mary Quite Contrary Owl and the Pussy Cat Peter Rabbit Little Green Frog Hot Cross Buns Miss Polly had a Dolly Spooky Spider	This Old Man Grand Old Duke of York Jack and Jill Lavender Blue A Sailor Went to Sea Sea Sea Simple Simon Never Smile at a Crocodile

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Reading for Pleasure FS2					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
The Colour Monster goes to school The Family Book Ruby's Worry ~ Tom Percival	Zim Zam Zoon The Smartest Giant in Town Lost and Found A simple Christmas on the Farm	A Walk in London A Walk in Paris Handa's Surprise	A Seed in Need Jack and the Beanstalk Mad about Minibeasts	Clothesline Clues to Jobs People do A Superhero Like You All Through the Night	Sally and the Limpet The Disgusting Sandwich Road Safety Non-fiction texts
First Atlas <i>(Collins)</i> Handa's Surprise <i>(Eileen Browne)</i> Handa's Noisy Night <i>(Eileen Browne)</i> The Magic Paintbrush <i>(Julia Donaldson)</i>	The Littlest Yak <i>(Lu Fraser)</i> Lost and Found <i>(Oliver Jeffers)</i> Stick Man <i>(Julia Donaldson)</i> The Christmas Story <i>(Traditional)</i>	We're Going on a Bear Hunt <i>(Michael Rosen)</i> The Lion Inside <i>(Rachel Bright)</i> Giraffe's Can't Dance <i>(Giles Andreae)</i>	Tadpole to Frog <i>(Non-Fiction)</i> Easter Here I Come! <i>(D.J Steinberg)</i> Easter Egg Hunt <i>(Beatrix Potter)</i>	Clothesline Clues to Jobs Peoples Do <i>(Kathryn Heling)</i> A Super Hero Like You <i>(Dr. Ranj Singh)</i> All Through the Night: The People Who Work While We Sleep <i>(Polly Faber)</i>	The Sports Day <i>(Nick Butterworth)</i> Athlete Book <i>(Little People Big Dreams)</i> Sportopedia <i>(Adam Skinner)</i>

Reading Poetry FS2		
Autumn	Spring	Summer
Pat-a-cake 1, 2, 3, 4, 5, Once I Caught a Fish Alive This Old Man Five Little Ducks Name Song Things for Fingers I'm A Little Teapot The Grand Old Duke Of York Ring O' Roses Hickory Dickory Dock Not Too Difficult The ABC Song	Wind The Bobbin Up Rock-a-bye Baby Five Little Monkeys Jumping on the Bed Twinkle Twinkle If You're Happy And You Know It Head, Shoulders, Knees And Toes Old Macdonald Incy Wincy Spider Baa Baa Black Sheep Row, Row, Row Your Boat The Wheels on the Bus The Hokey Cokey	Perform songs of the children's choice.

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Reading for Pleasure Year 1					
The Gruffalo (Julia Donaldson)	A Dark, Dark Tale (Ruth Brown)	Mister Magnolia (Quentin Blake)	The Tiger who Came to Tea (Judith Kerr)	The Three Little Pigs (Traditional)	The Three Billy Goats Gruff (Traditional)
Little Red Riding Hood (Traditional)	Funny Bones (Janet Ahlberg)	Meerkat Mail (Emily Gravett)	Dogger (Shirley Hughes)	The 3 Little Wolves and the Big Bad Pig (Eugene Trivizas)	The Troll (Julia Donaldson)
	Play Script				
Reading Non-Fiction Year 1					
Poster	Instructions	Advert	Fact file	Letter	Leaflet
Reading Poetry Year 1					
Little Miss Muffett (Traditional) <i>Nursery Rhyme</i>	Incey Wincey Spider (Traditional) <i>Action Poem</i>	On the Ning Nang Nong (Spike Milligan) <i>Repetitive Poem</i>	Introducing the... (Patricia Leighton) <i>Acrostic Poem</i>	A Worm In My Pocket (Jodee Samano) <i>Narrative Poem</i>	Apes to Zebras (Liz Brownlee) <i>Shape Poems</i>
Reading for Pleasure Year 2					
Little Evie in the Wild Wood (Jackie Morris)	Gorilla (Anthony Browne)	Toys in Space (Mini Grey)	Supertato (Paul Linnet & Sue Hendra)	The Tear Thief (Carol Ann Duffy)	The Invisible - Tom Percival
The Emperor of Absurdia (Chris Riddell)	Play Script	The Man on the Moon (Simon Bartram)	Mr Majeika (Humphrey Carpenter)	Dirty Bertie - Loo (David Roberts)	Cinnamon (Nail Gaiman)
The Adventures of Captain Underpants (Dav Pilkey)		George's Marvellous Medicine (Roald Dahl)		The Worst Witch - Jill Murphy	
Reading Non-Fiction Year 2					
Advert	Magazine Article	Diary	Recipe	Newspaper article	Instructions
Reading Poetry Year 2					
Teacher (Paul Cookson) <i>Kennings Poem</i>	Wocket in My Pocket (Dr Seuss) <i>Nonsense Poem</i>	The Magic Box (Kit Wright) <i>Free Verse Poem</i>	Little Red Riding Hood (Roald Dahl) <i>Narrative Poem</i>	Things I'd Do If It Weren't for Mum (Tony Mitton) <i>Couplet Poem</i>	What am I? (Jo Peters) <i>Riddle Poem</i>

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Reading for Pleasure Year 3					
The Bear and the Piano (David Litchfield)	Robin Hood (Rob Lloyd Jones)	Ice Palace (Robert Swindells)	Iron Man (Ted Hughes)	Charlotte's Web (E.B White)	
Planet Omar: Accidental Trouble Magnet (Zanib Mian)	The Secret World of Polly Flint (Helen Cresswell)	Play Script		Varjak Paw (S.F. Said)	
Reading Non-Fiction Year 3					
Newspaper Report	Biography	Magazine Article	Interview	Letter	Poster (activity)
Reading Poetry Year 3					
Please Mrs Butler (Allan Ahlberg) <i>Narrative Poem</i>	If I were King (A. A. Milne) <i>Rhyming Poem</i>	Haiku Poems (Various) <i>Haiku Poem</i>	What is Pink? (Christina Rossetti) <i>Repetitive Poem</i>	Owl & the Pussy Cat (Edward Lear) <i>Narrative Poem</i>	A Monster Alphabet (Gervais Phinn) <i>Alphabet Poem</i>
Reading for Pleasure Year 4					
The Witches (Roald Dahl)	The Firework Maker's Daughter (Philip Pullman)	The Miraculous Journey of Edward Tulane (Kate DiCamillo)	Scribble Boy (Philip Ridley)	How to Train Your Dragon (Cressida Cowell)	
The Lightning Thief - Percy Jackson		Play Script			
Reading Non-Fiction Year 4					
Explanation texts which include diagrams and steps	News Report / Newspaper	Holiday brochure	Reviews - film or book	Persuasive text which has a political slant ~ e.g., information leaflet from an eco-group	Instructions - How to play a game.
Reading Poetry Year 4					
Life Doesn't Frighten Me (Maya Angelou) <i>Repetitive Poem</i>	Jabberwocky (Lewis Carrol) <i>Nonsense Poem</i>	Tanka Poems (Various) <i>Tanka Poem</i>	Limerick Poems (Various) <i>Limerick Poem</i>	The Spider and the Fly (Mary Howitt) <i>Cautionary Tale Poem</i>	Where the Sidewalk Ends (Shel Silverstein) <i>Imagery Poem</i>

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Reading for Pleasure Year 5					
The Girl with the Lost Smile (Miranda Hart)	There's a Boy in the Girls' Bathroom (Louis Sachar)	The Railway Children (E. Nesbit)	Anglo-Saxon Boy (Tony Bradman)	The Boy at the Back of the Class (Oryali Rauf)	Stig of the Dump (Clive Kemp)
Play Script					
Reading Non-Fiction Year 5					
Non-Fiction - ELS book on rivers.	Sports report	Formal letter - possibly a letter for complaint	Information text - Norse (Viking) gods and goddesses	Biography/biographical piece	Extracts from different books about same aspect of Mayans.
Reading Poetry Year 5					
For Forest (Grace Nichols) <i>Contemporary Poem</i>	Cinquain Poem (Various) <i>Cinquain Poem</i>	The River (Valerie Bloom) <i>Metaphor Poem</i>	Granny Can You Rap? (Jack Ousbey) <i>Rap Poem</i>	The Listeners (Walter de la Mare) <i>Classic Narrative Poem</i>	Ode to Teacher (Kevin William Huff) <i>Ode Poem</i>
Reading for Pleasure Year 6					
Cogheart (Peter Bunzel)	Who Let the Gods Out (Maz Evans)	Storm Breaker (Anthony Horowitz)	Kensuke's Kingdom (Michael Morpurgo)	Play Script	
Reading Non-Fiction Year 6					
Autobiography / autobiographical extract	Interview ~ magazine	Non-fiction report / non-fiction text around Victorians	Persuasive leaflets for places of interest	Diary extracts ~ Anne Frank	Review of a performance of a Shakespeare play in modern times
Reading Poetry Year 6					
Everybody is Doing It (Benjamin Zephaniah) <i>Contemporary Poem</i>	In Flanders Fields (John McCrae) <i>Rondeau Poem</i>	The Highwayman (Alfred Noyes) <i>Ballad Poem</i>	If (Rudyard Kipling) <i>Inspirational Poem</i>	Macavity, Mystery Cat (T.S. Eliot) <i>Classic Narrative Poem</i>	Sonnets (Shakespeare) <i>Sonnet Poem</i>

Appendix 2 – Reading Learning Statements

S.T.I.C.K.Y. Learning Frames Skills to Implement, Cementing Knowledge Yourself				
Year 1 Reading Fiction ~ Personal Viewpoint	add picture	Start - Self- Assessment	End - Self- Assessment	
 Listen to others' ideas about a book.				
 Say what they like or dislike about a book.				
 Say whether they agree or disagree with others' ideas.				
 Say why they agree or disagree with others' ideas.				
 Give an opinion about a character.				
 Make predictions based on the events in the story.				
 Use information from the story to support their opinion.				

S.T.I.C.K.Y. Learning Frames				
Skills to Implement, Cementing Knowledge Yourself				
Year 1 Reading Fiction ~ Themes	add picture	Start - Self- Assess	End - Self- Assess	
 Know some familiar stories.				
 Say if a story reminds them of another story or something that they have experienced.				
 Identify the characters in a story.				
 Know that stories can have similar characters.				
 Know that stories can have similar patterns of events.				
 Make links to other stories.				
 Make links with characters in other stories.				
 Recognise a character's feelings.				
 Say why a character has a feeling.				

S.T.I.C.K.Y. Learning Frames				
Skills to Implement, Cementing Knowledge Yourself				
Year 1 Reading Fiction ~ Language	add picture	Start - Self- Assessment	End - Self- Assessment	
 Find familiar story language in stories read aloud to them or ones they have read independently.				
 Recognise familiar story language.				
 Retell key stories orally using narrative language.				
 Discuss the meaning of unfamiliar words with others.				
 Identify unfamiliar words and ask about meaning.				
 Use the context to make informed guesses about the meaning of unfamiliar words.				
 Recognise repeated or patterned language.				
 Recognise rhyming language.				

S.T.I.C.K.Y. Learning Frames				
Skills to Implement, Cementing Knowledge Yourself				
Year 1 Reading Non-fiction	add picture	Start - Self-Assessment	End - Self-Assessment	
 Know that there are different kinds of books.				
 Know the difference between a storybook and an information book.				
 Listen to others' ideas about a book.				
 Say what they like or dislike about a book.				
 Say whether they agree or disagree with others' ideas.				
 Say why they agree or disagree with others' ideas.				
 Discuss the meaning of unfamiliar words with others.				
 Identify unfamiliar words and ask about meaning.				
 Use the context to make informed guesses about the meaning of unfamiliar words.				

WEEK 2
<ul style="list-style-type: none"> • Find the title, author and the illustrator of a book. • Answer questions that fill the gaps in a story. (Inference) • Answer retrieval questions about a book. • Understand that a writer can leave gaps for the reader to fill. • Use picture clues to deepen their understanding. • Use picture clues to support their understanding. • Use prior knowledge to understand texts.

S.T.I.C.K.Y. Learning Frames				
Skills to Implement, Cementing Knowledge Yourself				
Year 1 Reading Poetry	add picture	Start - Self-Assessment	End - Self-Assessment	
 Recognise rhyming language.				
 Recognise repeated or patterned language.				
 Recognise patterned language in the poems and rhymes they know.				
 Know some poems and rhymes by heart.				

WEEK 1

- Focused on the rhyming and repeated patterns.

S.T.I.C.K.Y. Learning Frames				
Skills to Implement, Cementing Knowledge Yourself				
Year 2 Reading Fiction ~ Personal Viewpoint	add picture	Start - Self-Assessment	End - Self-Assessment	
 Explain why they prefer certain books or stories.				
 Make choices about the books they read.				
 Ask questions to clarify understanding.				
 Make predictions about possible events.				
 Make predictions about how characters might behave.				

S.T.I.C.K.Y. Learning Frames				
Skills to Implement, Cementing Knowledge Yourself				
Year 2 Reading Fiction ~ Themes	add picture	Start - Self- Assessment	End - Self- Assessment	
 Know that there are different kinds of stories.				
 Know that books and stories are set in different places and times.				
 Find the setting or time in books or stories.				
 Recognise key ideas in a text.				
 Recognise and explain a writer's key message for the reader.				
 Give reasons for characters' actions or behaviour.				

S.T.I.C.K.Y. Learning Frames				
Skills to Implement, Cementing Knowledge Yourself				
Year 2 Reading Fiction ~ Language	add picture	Start - Self- Assessment	End - Self- Assessment	
 Retell a story with the key events and characters in the correct sequence.				
 Use prior knowledge and reading experiences to understand text.				
 Use the context to understand texts.				
 Find the setting or time in books or stories.				
 Recognise and explain a writer's key message for the reader.				

S.T.I.C.K.Y. Learning Frames				
Skills to Implement, Cementing Knowledge Yourself				
Year 2 Reading Non-fiction	add picture	Start - Self-Assessment	End - Self-Assessment	
 Know that books or texts have a purpose.				
 Know that non-fiction books are organised differently from fiction texts.				
 Know how to find information in a non-fiction book.				
 Decide how useful a non-fiction book is to find the information I need.				
 Explain why they prefer certain books.				
 Make choices about the books they read.				

WEEK 2
<ul style="list-style-type: none"> • Know what the inference - 'reading between the lines'- means. • Find inferences about characters' feelings and thoughts. • Explain inferences about characters' feelings and thoughts. • Find the answers to retrieval questions about stories, poems or non-fiction texts. • Identify the purpose of a book or a text. •

S.T.I.C.K.Y. Learning Frames				
Skills to Implement, Cementing Knowledge Yourself				
Year 2 Reading Poetry	add picture	Start - Self- Assessment	End - Self- Assessment	
	Listen to different kinds of poetry.			
	Know that there are different kinds of poetry.			
	Learn a poem by heart.			
	Recite or perform a poem making the meaning clear.			

WEEK 1

- Recognise that a poem can tell a story.
- Talk about books or poems read.
- Talk about favourite words and phrases.
- Talk about the meaning of different poems.
- Explain why a writer has chosen a word to affect meaning.
- Find favourite words and phrases.
- Find patterned or recurring literary language in poems and stories.
- Give an opinion on books or poems read.
- Know that stories and poems can have patterned or recurring literary language.
- Know that there are different kinds of poetry.
- Know that word choice affects meaning.
- Know the difference between poetry and narrative

S.T.I.C.K.Y. Learning Frames Skills to Implement, Cementing Knowledge Yourself				
Year 3 Reading Fiction ~ Personal Viewpoint	add picture	Start - Self- Assessment	End - Self- Assessment	
 Adapt own response in the light of others' responses.				
 Ask questions to deepen understanding of a text.				
 Ask questions to ensure understanding of a text.				
 Give a personal response to a text.				
 Explain their personal response				
 Give reasons for predicting what might happen next.				
 Listen to others' personal responses to a text.				
 Use clues from the text to predict what might happen next.				

S.T.I.C.K.Y. Learning Frames				
Skills to Implement, Cementing Knowledge Yourself				
Year 3 Reading Fiction ~ Themes	add picture	Start - Self- Assessment	End - Self- Assessment	
 Know that the message in a book is called the theme and recognise that books may have similar themes.				
 Know and discuss a range of narrative stories and their similarities and differences.				
 Understand that a sequence of events in a narrative is called a plot and identify the plot in a narrative.				
 Talk about the different plot structures in genres read.				
 Explain how characters' actions can tell the reader about their feelings, thoughts and motives from their actions.				
 Identify the main idea of a text and know that this may also have a message for the reader.				
 Infer characters' feelings, thought and motives from their actions.				
 Know that characters' actions can tell the reader about their thoughts, feelings and motives.				

S.T.I.C.K.Y. Learning Frames				
Skills to Implement, Cementing Knowledge Yourself				
Year 3 Reading Fiction ~ Language	add picture	Start - Self- Assessment	End - Self- Assessment	
 Discuss meaning of specific or unusual words used by the authors to create effects.				
 Find effective words and language in reading that writers have used to create effects.				
 Know that different kinds of narratives are written with different language.				
 Recognise the literary language typical of narrative genres read.				
 Recognise words and language typical of narrative genres read.				
 Know that there will be unfamiliar words in a text.				
 Identify any words that are unfamiliar.				
 Know that writers choose words and language to create an effect on the reader.				
 Recognise words and language that show the setting of a book - historical, cultural or social.				

S.T.I.C.K.Y. Learning Frames				
Skills to Implement, Cementing Knowledge Yourself				
Year 3 Reading Non-fiction	add picture	Start - Self-Assessment	End - Self-Assessment	
 Know how to use a non-fiction book to find identified information.				
 Know that non-fiction books are structured in different ways.				
 Know that there are different kinds of non-fiction books.				
 Identify the organisation and layout of books.				
 Explain how the organisation and layout helps them to understand it.				
 Know how to find key words or information in a non-fiction text.				
 Know that the organisation and layout of a book helps them to understand it.				
 Record key words or information found in a non-fiction text.				
 Understand that the organisation and layout may be different according to the purpose of the book.				

WEEK 2

- Choose books for specific purposes.
- Check understanding in any book or text I read.
- Know that texts have a main idea.
- Understand that any book read must be meaningful.
- Use evidence from the text to support their response.
- Make connections between books written by the same author.
- Record words and language from reading to use in their own writing.
- Find effective words and language in reading that writers have used to create effects.
- Check the meaning of any unfamiliar words through questioning, discussion or use of dictionaries.
- Use the context of unfamiliar words to explain their meaning.
- Explain why a writer has chosen specific words and language.
- Explain why a writer makes choices about words and language used.
- Re-tell some of the stories written by the same author by heart.

S.T.I.C.K.Y. Learning Frames				
Skills to Implement, Cementing Knowledge Yourself				
Year 3 Reading Poetry	add picture	Start - Self-Assessment	End - Self-Assessment	
 Watch performances of poems.				
 Understand that the meaning of poems can be enhanced through performance.				
 Identify that intonation and action can be used to enhance meaning.				
 Prepare poems to read aloud and to perform, showing understanding through intonation and action.				
 Discuss how the meaning is enhanced through performance.				

WEEK 1
<ul style="list-style-type: none"> • Know that there are different forms of poetry. • Know that words and language in poems create effects. • Recognise and name different types of poems which have been introduced. • Understand that there can be more than one interpretation of a poem.

S.T.I.C.K.Y. Learning Frames				
Skills to Implement, Cementing Knowledge Yourself				
Year 4 Reading Fiction ~ Personal Viewpoint		Start - Self- Assessment	End - Self- Assessment	
	add picture			
 Compare with others' personal responses to a text.				
 Adapt their own response in the light of others' responses.				
 Ask questions to ensure understanding of a text.				
 Ask questions to deepen understanding of a text - between and beyond the lines.				
 Make predictions based on the text and from knowledge from other books.				

S.T.I.C.K.Y. Learning Frames				
Skills to Implement, Cementing Knowledge Yourself				
Year 4 Reading Fiction ~ Themes	add picture	Start - Self- Assessment	End - Self- Assessment	
 Identify the main idea/s of a text or part of a text.				
 Discuss the range of narrative stories introduced so far and consider differences and similarities.				
 Know that the plot develops in different ways according to the plot pattern.				
 Discuss the possible theme/s in books.				
 Identify a theme in a book.				
 Find evidence which shows what the theme is in a book.				
 Explain why the evidence shows what the theme is.				
 Know that many books have themes.				
 Make connections with books with similar themes.				
 Understand why a character acted or responded or felt in a certain way.				
 Understand why a writer wanted the character to respond in a certain way.				

S.T.I.C.K.Y. Learning Frames				
Skills to Implement, Cementing Knowledge Yourself				
Year 4 Reading Fiction ~ Language		Start - Self- Assessment	End - Self- Assessment	
	add picture			
	Identify any words that are unfamiliar to them.			
	Discuss the meaning of the unfamiliar words identified.			
	Use dictionaries to check or find the meaning of unfamiliar words.			
	Find similarities in the use of language and openings in books experienced.			
	Find and explain how the writer has used words and language to show the setting of a book. (historical, cultural or social)			
	Find examples of and explain how and why the words and language chosen by the writer shows atmosphere, mood or feelings.			
	Understand that a writer wants the reader to respond in a certain way.			
	Find where the writer has written to make the reader respond in a certain way.			
	Explain how the writer made sure of the reader's response, using evidence from the text.			
	Frequently empathise with a character.			
	Find and explain the effect of patterned language for effect.			
	Record words and language from their reading to use in their own writing.			

S.T.I.C.K.Y. Learning Frames				
Skills to Implement, Cementing Knowledge Yourself				
Year 4 Reading Non-fiction	add picture	Start - Self-Assessment	End - Self-Assessment	
 Know that the organisation and layout of books vary according to the purpose of book.				
 Know how to use a non-fiction book to find identified information.				
 Know where to find the specific information needed in their book.				
 Use the organisation and layout of a book to find specific information.				
 Choose a specific non-fiction book for a specific purpose.				

WEEK 2
<ul style="list-style-type: none"> • Use the organisation and layout of a book to find specific information. • Scan a page or paragraph to find key words or information. • Skim to find specific information on a page or in a paragraph. • Summarise the main idea of a text in a sentence. • Check understanding in any book or text read. • Record key words or information found • Infer meaning using evidence from events, description and dialogue. • Know where to find the specific information needed in their book.

S.T.I.C.K.Y. Learning Frames				
Skills to Implement, Cementing Knowledge Yourself				
Year 4 Reading Poetry	add picture	Start - Self-Assessment	End - Self-Assessment	
 Enjoy watching performances of poems.				
 Prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action.				
 Understand that the meaning of poems can be enhanced through performance.				
 Discuss how the meaning is enhanced through performance.				
 Identify that intonation, tone, volume and action can be used to enhance meaning.				

WEEK 1
<ul style="list-style-type: none"> • Know that poems may have patterned language. • Find examples of patterned language in the poems they read. • Explain the effect of patterned language in poems and why a poet might use it. • Know that words and language in poems create effects. • Know that there are different forms of poetry. • Recognise and name different types of poems which have been introduced to them.

S.T.I.C.K.Y. Learning Frames				
Skills to Implement, Cementing Knowledge Yourself				
Year 5 Reading Fiction ~ Personal Viewpoint	add picture	Start - Self- Assessment	End - Self- Assessment	
 Explain why they enjoyed a book or poem and who might also enjoy it.				
 Give a personal point of view about a text.				
 Explain the reasons for their viewpoint, using evidence from the text.				
 Listen to and build on others' ideas and opinions about a text in discussion.				
 Question others' ideas about a text.				
 Identify the point of view in a narrative.				
 Understand that a narrative can be told from different points of view - narrator, character.				
 Explore how events are viewed from another perspective.				
 Make predictions from evidence found and implied information.				

S.T.I.C.K.Y. Learning Frames Skills to Implement, Cementing Knowledge Yourself				
Year 5 Reading Fiction ~ Themes	add picture	Start - Self- Assessment	End - Self- Assessment	
 Know that there is a range of narrative genres which includes classic and traditional stories, myths and legends, poems and play scripts.				
 Discuss and explain how and why they have different structures.				
 Compare books with similar themes.				
 Explain how books written in different contexts can have similar themes.				
 Make connections between other similar texts, prior knowledge and experience.				
 Explain why there are connections, using evidence.				
 Compare different versions of texts, explaining the similarities and differences				
 Evaluate the effectiveness of different versions of texts.				

S.T.I.C.K.Y. Learning Frames				
Skills to Implement, Cementing Knowledge Yourself				
Year 5 Reading Fiction ~ Language	add picture	Start - Self- Assessment	End - Self- Assessment	
 Understand that there will be unfamiliar words in the texts they read.				
 Find words and language that are used for effect.				
 Explain how the words and language create a precise effect.				
 Meaning-seeking strategies to explore the meaning of words in context.				
 Meaning - seeking strategies to explore the meaning of idiomatic and figurative language.				
 Explore how actions are added to dialogue to move events forward.				
 Explore how dialogue is used to develop character.				

S.T.I.C.K.Y. Learning Frames				
Skills to Implement, Cementing Knowledge Yourself				
Year 5 Reading Non-fiction	add picture	Start - Self- Assessment	End - Self- Assessment	
 Evaluate the usefulness of a non-fiction book to research questions raised.				
 Explain how the structure guides the reader to find specific information.				
 Know that non-fiction texts are structured to guide the reader to information.				
 Use dictionaries to check or find the meaning of unfamiliar words.				

WEEK 2
<ul style="list-style-type: none"> • Find and identify key information from different parts of the text. • Identify and explain the writer's viewpoint with evidence from the text. • Present an oral overview or summary of a text. • Summarise key information from different parts of the text, in sentences. • Understand the difference between fact and opinion.; finding examples in texts and explaining why one is fact and the other opinion. • Use skimming and scanning to find the information they need. Summarise the main ideas drawn from a text. • Draw inferences such as inferring characters' feelings, thoughts and motives from their actions at different points in the text. • Justify inferences with evidence from the text. • Know that the context in which it was written can affect a text and explain how the context of a text reflects the reaction of the audience it was written for.

S.T.I.C.K.Y. Learning Frames				
Skills to Implement, Cementing Knowledge Yourself				
Year 5 Reading Poetry	add picture	Start - Self-Assessment	End - Self-Assessment	
 Read examples of poems.				
 Prepare given poem to read aloud and to perform.				
 Demonstrate understanding of the poem through an accurate use of intonation, tone and volume.				
 Learn a poem (or section of a longer poem) by heart and perform without reading.				
 Show an awareness of audience through performance of poem, so that the meaning is clear to the audience.				

WEEK 1
<ul style="list-style-type: none"> • Explain how the words and language create a precise effect. • Discuss and explain how and why they have different structures. • Explain why they enjoyed a poem and who might also enjoy it. • Find words and language that are used for effect. • Understand that a writer uses different sentence structures and techniques to create effects. • Understand that this may include precise nouns, precisely chosen adjectives, well developed noun phrases, similes, metaphors, personification etc. • Understand that writers use language for precise effect.

S.T.I.C.K.Y. Learning Frames Skills to Implement, Cementing Knowledge Yourself				
Year 6 Reading Fiction ~ Personal Viewpoint	add picture	Start - Self-Assessment	End - Self-Assessment	
 Explain why they enjoyed a book and who might also enjoy it.				
 Make predictions using evidence found and implied, as well as, knowledge of the conventions of different genres and text types.				
 Build on others' ideas and opinions about a text in discussion.				
 Explain the reasons for and give a personal viewpoint, using evidence from the text.				
 Listen to other's ideas and question their opinions about a text.				
 Comment on how the writer's intent affects the reader.				
 Explain how events are viewed from another perspective.				
 Identify the writer's viewpoint, for example, how different characters are presented.				
 Know that points of view can also be implied and identify some examples of this.				
 Understand that a narrative can be told from different points of view - narrator, character and the writer may have their own viewpoint.				

S.T.I.C.K.Y. Learning Frames				
Skills to Implement, Cementing Knowledge Yourself				
Year 6 Reading Fiction ~ Themes	add picture	Start - Self- Assessment	End - Self- Assessment	
 Be familiar with a range of narrative genres which includes classic and traditional stories, myths and legends.				
 Explain how the contexts contribute to the reader's understanding of the overall meaning, characters and themes.				
 Make connections between texts which may not initially seem similar.				
 Know that the context in which it was written can affect a text. For example, a classic text reflects how an audience of that time will react.				
 Summarise the main ideas from a text.				
 Compare and contrast themes in a range of books explaining why there are common themes, using evidence from reading.				
 Explain the similarities and differences between different versions of texts.				
 Explain why there are connections, using evidence.				
 Identify themes in books which have different cultural, social or historical contexts.				
 Identify and explain the techniques used to create feelings, atmosphere, mood or messages.				

S.T.I.C.K.Y. Learning Frames				
Skills to Implement, Cementing Knowledge Yourself				
Year 6 Reading Fiction ~ Language	add picture	Start - Self-Assessment	End - Self-Assessment	
 Comment on the effectiveness of the writer's use of language, structures and techniques.				
 Explain how the style and vocabulary are linked to the purpose of the text, using evidence.				
 Explain how the word and language choices support the writer's purpose, using evidence.				
 Identify the characteristics of a writer's style and know that style and vocabulary are linked to the purpose of the text.				
 Know that the word and language choices support the writer's purpose.				
 Understand that there will be unfamiliar words in the texts they read and so use dictionaries to find the meaning of them.				
 Use meaning-seeking strategies to explore idiomatic and figurative language.				
 Use meaning-seeking strategies to explore the meaning of words in context.				

S.T.I.C.K.Y. Learning Frames				
Skills to Implement, Cementing Knowledge Yourself				
Year 6 Reading Non-fiction	add picture	Start - Self-Assessment	End - Self-Assessment	
 Evaluate the usefulness of a non-fiction book to research questions raised.				
 Evaluate the usefulness of different non-fiction texts by comparing how different writers present the same information.				
 Know that non-fiction texts may include a creative, fictional element.				
 Understand that non-fiction texts may present the same information with different viewpoints.				
 Find and identify key information from different parts of the text.				
 Understand the difference between fact and opinion and explain why one example is fact and another is opinion.				

WEEK 2
<ul style="list-style-type: none"> • Explain how the choices a writer has made about the techniques and structure of a text support its purpose, using evidence. • Explain the characteristics of a writer's style, using evidence. • Identify the elements included in a text type and know that texts can have elements of more than one text type. • Ask questions to improve and deepen their understanding. • Explain how the context of a text reflects the reaction of the audience it was written for. • Find and know the different layers of meaning in a text - between the lines and beyond the lines. • Explain implied points of view, using evidence. • Explain the effect of the writer's viewpoint on the reader, with evidence from the text. • Find examples of fact and opinions in texts. • Present an oral summary of a text. • Summarise key information from different parts of the text. • Use point, evidence and explanation (PEE) to respond to questions about texts.

S.T.I.C.K.Y. Learning Frames				
Skills to Implement, Cementing Knowledge Yourself				
Year 6 Reading Poetry	add picture	Start - Self-Assessment	End - Self-Assessment	
 Explore examples of poems.				
 Prepare self-chosen poem to read aloud and to perform.				
 Independently, demonstrate understanding of the poem through accurate use of intonation, tone and volume.				
 Learn a poem (or section of a longer poem), of own choosing, by heart and perform without reading.				
 Show an awareness of audience through performance of poem, so that the meaning is clear to the audience, making adjustments when necessary.				

WEEK 1
<ul style="list-style-type: none"> • Explain why they enjoyed a book or poem and who might also enjoy it. • Find the different layers of meaning in a text. • Know that a text may need to be read slowly or re-read to deepen their understanding. • Know that texts have different layers of meaning - between the lines and beyond the lines. • Use meaning - seeking strategies to explore the meaning of idiomatic and figurative language. • Use meaning-seeking strategies to explore the meaning of words in context.

Appendix 3 - Reading Comprehension Skills Progression

<u>Reading Comprehension Skills Progression</u>	
<p>This document highlights how progressive reading comprehension skills are developed within each year group, across school, during Reading Lessons. Children experience a selection of different, but familiar, question types during independent working time to prepare them to be flexible in their thinking. All question types from previous year groups are practised with more challenging texts as children move through school.</p>	
FS	<p>Once a week, children focus on comprehension skills when they verbally answer questions about the core text they have been exploring as part of a whole class discussion.</p>
Year 1	<p>Following on from FS2, the children are asked to 'prove it' by finding the answer in the text.</p> <p>During the Autumn and Spring term, children complete personalised, phonetically decodable 'read and draw activities independently to develop reading for understanding.</p> <p>In the Summer term, adults model the following retrieval style questions, using a small quantity of text with questions directly underneath, in order for the children to begin recording their own answers by the end of the term.</p> <ul style="list-style-type: none"> • Straight retrieval question Question: What did Jasmine see at the circus? Highlight word 'circus' in the question then find it in the text. Read the whole sentence to find the answer. • Question followed by 4 possible answers. Children have to tick one Highlight word/phrase in the question and locate the correct part in the text. Read the whole sentence, then read the 4 options to decide on the correct answer. • Find and copy Find and copy 2 things you could have in your lunchbox. Find and copy a word that means the same as Find and copy a word that makes the apples sound tasty. • Number sentences from 1 to 4 to show the order they happen Find each sentence in the text and highlight, then start from the top of the text and put correct numbers in each box.
Year 2	<p>Begin as Y1 with questions directly under short pieces of text, then when children are ready, move to using longer sections of text followed by text and questions on separate sheets.</p> <ul style="list-style-type: none"> • Retrieval as above, but exact answer not in the text <i>'After all, his mother was always driving big tractors on the farm'</i> Question: Who drives the tractor on the farm? Tick one : Bryn Clare Bryn's dad Bryn's mum • Inference questions <i>...tried to peep around her legs....</i> Question: What does this tell you about Bryn? He didn't want to see his cousin. He was angry about the visit. He was nervous about meeting Clare. He did not like his cousin Clare. • Draw lines to match • Put ticks in the table to show which sentences are true or false • Pick relevant words in a section of text to answer a question <i>'One day, huge, rumbling, grumbling machines crawled towards the pond'.</i> Question: What does this sentence tell you about the machines? They moved quickly. They were noisy. They were small. They were silent.

Blidworth and Rainworth Primary School Partnership

Year 3	<p>All text and questions should now be given separately, and longer pieces of text introduced over the year. Children should be encouraged to look for how many marks are given for questions and when they say <i>explain as fully as you can</i> children need to find evidence in the text to support their answer (two different pieces of evidence for a two mark question).</p> <ul style="list-style-type: none"> • Explain how the evidence answers the question • Find 1 word in the poem that rhymes with • Choose the best word or group of words to fit the passage and put a ring around it <p>Question: By the end of the story, it is clear Akimbo wanted to Take over running the reserve. Help his favourite animals. Leave the reserve. Collect ivory.</p> <ul style="list-style-type: none"> • Underline one word that shows..... or means..... • Complete the thought bubble to show what his father was thinking while he was silent. • Filling in a table by finding the information in the text <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <tr> <td style="width: 60%;"></td> <td style="width: 15%; text-align: center;">baguette</td> <td style="width: 15%; text-align: center;">naan</td> <td style="width: 10%; text-align: center;">bagel</td> </tr> <tr> <td>This bread is very long</td> <td></td> <td></td> <td></td> </tr> <tr> <td>This type of bread has to be boiled</td> <td></td> <td></td> <td></td> </tr> </table>		baguette	naan	bagel	This bread is very long				This type of bread has to be boiled			
	baguette	naan	bagel										
This bread is very long													
This type of bread has to be boiled													
Year 4	<p>All of the above plus: Find and copy 'the group of words' or 'two other words' that tell you</p> <ul style="list-style-type: none"> • Finding information in more than one place At first when the children are in the garden they.... (tick one from 4 examples) but then they..... (tick one from 4 examples) • Which words are closest in meaning to.... Put each phrase back into the sentence to replace the given phrase to see which one makes sense. Discount any that definitely don't make sense to reduce the choices. <i>...muffled up? Tick one.</i> Stopped speaking Got out of bed Made up our minds Dressed warmly • Build on answering the 2 mark questions (from Y3) so children have to find evidence in separate parts of the text. • Complete the sentence below. <i>The snow in the garden seems magical because.....(2 marks)</i> Children need to go into the text to find 2 separate pieces of evidence that show this. 												
Year 5	<p>All of the above plus:</p> <ul style="list-style-type: none"> • Start to include 3 mark questions which require children to find evidence to back up their answer in more than one part of the text. • Give children to opportunity to give 2 sides of an argument. (back up ideas from the text) <i>Rubbish Music is both a good and a bad title.</i> Why is it a good title? Why is it a bad title? <p><i>An apple a day keeps the doctor away.</i> a) What evidence from the text tells the reader that this saying could be true? b) What evidence from the text tells the reader that this saying could be false?</p> <ul style="list-style-type: none"> • Include questions about why the author has chosen to write in a certain way <i>'the music REALLY WAS music'.</i> Why are the words REALLY WAS presented in this way? <p><i>'Suddenly Uncle Henry stood up'.</i> Why is this sentence written on its own line, as a separate paragraph?</p>												
Year 6	<p>All of the above plus:</p> <ul style="list-style-type: none"> • Impression questions <i>'They crossed the glassy surface of the water</i> Give two impressions this gives you of the water <p>What impressions of the island do you get from these two paragraphs?</p> <p>What impression do you get of Em Sharp at this point in the extract? Use evidence from the text to support your answer.</p> <ul style="list-style-type: none"> • Get children to give opinions and back up with evidence <i>Do you think Martine will change her behaviour on future giraffe rides?</i> Yes No Maybe Explain your choice fully, using evidence from the text. <p><i>In what ways might Martine's character appeal to many readers?</i> Explain fully, referring to the text in your answer.</p> <ul style="list-style-type: none"> • Fact or opinion table • Which of the following would be the most suitable summary of the whole text? • Extract information from a table of results. 												