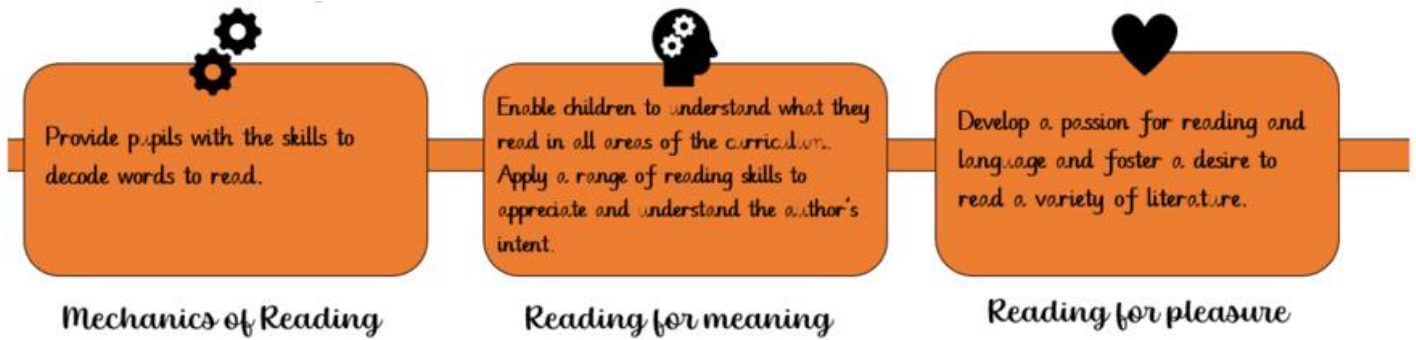




## West Park Reading and Phonics Policy

## Intent



## Implementation

Reading Comprehension	
Word Reading	Language Comprehension
<p>Phonics is taught daily in EYFS and KS1.</p> <p>We follow the West Park Phonics scheme and use the Floppy Phonics reading scheme alongside.</p>	<p><b>Vocabulary</b> Through daily reading lessons, teachers use the STAR approach to expand children's vocabulary and ensure they have the skills to work out the meaning of words.</p> <p><b>Comprehension</b> Teachers plan questions that monitor pupil's understanding of a text.</p> <p><b>Inference</b> Teachers plan questions that allow pupil's to use information from a text and draw on their background knowledge to understand what the author implies rather than what is explicitly stated in the text.</p>
<p>Once children have completed the phonics scheme, daily reading lessons support children to develop their fluency. Children are taught to read with accuracy, automaticity and prosody allowing them to focus on comprehension and a deeper understanding of the content.</p>	

## Phonics

### Phase One

In Nursery, children are taught the phase one pre-phonological skills. Nursery practitioners plan activities that allow children to develop phase one skills that incorporate children's interests and current topics. There is no expectation that children are introduced to phase two sounds during Nursery.

Children will take part in 5 phonics sessions during the week:

- General Sound Discrimination (Incorporating environmental sounds, instrumental sounds and body percussion)
- Rhythm and Rhyme
- Alliteration
- Voice sounds
- Oral Blending and Segmenting

Every opportunity is taken to develop children's early phonological skills through out the nursery session.

- Register activities (5 minutes)
- Children access a small group phonics session (Phonics Boxes) daily (10 minutes)
- Once a phonological skill has been embedded, the phonics box will be left out for children to access independently in the provision.
- West Park mnemonics are introduced in Nursery during writing opportunities to introduce children to the letter shapes and patterns in preparation for phase 2 phonics as they move into Reception.
- Rhyme of the week, which is sung daily and shared with families to practice at home.
- Exposure to at least one story per session, which promotes early phonological skills.

### **Expectations**

By the end of nursery a typically developing child can confidently:

- Listen attentively
- Use their developing vocabulary to name and describe everyday objects (animals, food, story characters).
- Speak in full sentences confidently to adults and other children
- Discriminate sounds
- Follow or repeat a rhythm
- Reproduce audibly the phonemes that they hear in words (oral blending)
- Use sounds to segment words into phonemes (oral segmenting)
- To know the sounds at the beginning of words and hear the differences between them (alliteration)

- When listening to words the children recognise words with the same initial sound, such as money and mother
- Count or clap up to 3 syllables in everyday words such as children's names, food, toys and animals.
- Begin to talk about rhyming words *Initially children (N1) will continue a rhyming string e.g. frog, dog, log, bog and children (N2) will identify rhyming words that sound the same e.g. cat and hat sound the same.*
- Know and confidently sing 8 nursery rhymes

### Phase Two and Three

In Reception, phonics baselines will not take place on entry to Reception. Children will begin phonics on the first day. Children will begin the phase two programme of study in autumn term following the **West Park Primary School Phonics Scheme** daily. Children at risk of falling behind will take part in small group post-teaches.

Children's fully decodable reading books are matched to the West Park Phonics Scheme and children are given opportunities to read, practice and repeat these books so they are familiar with taught sounds.

Children take part in:

- A 25 minute small group phonic session daily
- A 20 minute reading session daily
- Those that are at risk of falling behind have an additional phonics session.

### **Expectations**

- By the end of autumn term, children must know all phase 2 sounds (set 1 -6) and be beginning to blend CVC words. Those children are deemed to be on track to meet expectations at the end of reception.
- By the end of spring term, children must know all phase 2 sounds, confidently blend CVC words and begin to apply these sounds in their reading and writing. Children must know at least ten phase 3 (set 7 – 12) sounds and are beginning to blend words containing diagraphs. Those children are deemed to be on track to meet expectations at the end of reception.
- By the end of Reception children must know all phase 2 sounds and 3 sounds (set 13 – 18). Children confidently apply these sounds in their reading and writing. Those children meet the end of Reception expectations.

### Phase Five

In year 1, children begin consolidating phase 2 and 3 sounds and then begin the phase 5 programme of study. Children continue following the **West Park Primary School Phonics Scheme** daily. Children at risk of falling behind will take part in individual 1:1 interventions. Children's fully decodable reading books are matched to the West Park Phonics Scheme and children are given opportunities to read, practice and repeat these books so they are familiar with taught sounds.

### **Expectations**

- By the end of autumn term, children must know all phase 5 sounds (set 19 - 24) They blend accurately and apply this knowledge to their reading and writing. Those children are deemed to be on track to meet expectations at the end of one.
- By the end of spring term, children revise all phase 5 sounds (set 19 - 24) They blend accurately and apply this knowledge to their reading and writing confidently. Those children are deemed to be on track to meet expectations at the end of one.
- By the end of year one, children must complete the phase 5 programme of study. They blend accurately and apply this knowledge to their reading and writing confidently. Children are developing their confidence of alternative sounds (set 25 – 31) and are beginning to use these skill in their reading and writing. Children meet the expected score on the National Phonics Screen. Those children meet the end of Year 1 expectations.

### **Handwriting and Phonics**

Children are given opportunities to practice writing or building words in phonics sessions linked to the taught sound. Children will also have a handwriting lesson daily where letters are taught in letter groups. These should be taught in isolation and not together as they are building on different skills.

### **Fab Phonics**

Fab Phonics is a one-to-one intervention for the lowest achieving readers. Fab Phonics runs for 20 sessions with the aim to close gaps. Children complete an entry and exit assessment to show the individual child's progress.

### **Reading for Pleasure**

Reading for pleasure is at the heart of the English curriculum. High quality texts and text types are selected to excite and enthuse children during the English lesson. Each class across school

enjoys their class reader that is read by the class teacher. Class readers are displayed on the door of each classroom.

Every class has a well-stocked library. Children can borrow books to read for pleasure. Share book reviews and reading recommendations. Children have access to the school library that can accessed at lunchtimes.

Reading ambassadors are allocated for each class to share key messages across school and promote a love of reading. Children enjoy author events, where children engage with real life authors and poets. Fiction and non-fiction book boxes are loaned from the Education Library Service each term to keep libraries fresh and tailored to meet the interests of pupils and current topics of the class.

### Assessments and Visible learning

Children take assessments within reading to closely monitor the progress of each child. Teachers and pupils analyse assessments using visible learning documents to plan next steps in the learning journey and set targets.

- Reception children complete the Reception Baseline Assessments in September for Literacy, communication, and language tasks, including: early vocabulary, phonological awareness and early comprehension.
- Reception and year one children complete phonic assessments half termly.
- Years 1 – 6 complete baseline, midline and end line reading fluency assessment throughout the year and data is compared to ensure progress and any interventions are put in where necessary.
- Year 2 – 6, children complete baseline, midline and end line comprehension assessments throughout the year and data is compared to ensure progress and any interventions are put in where necessary.

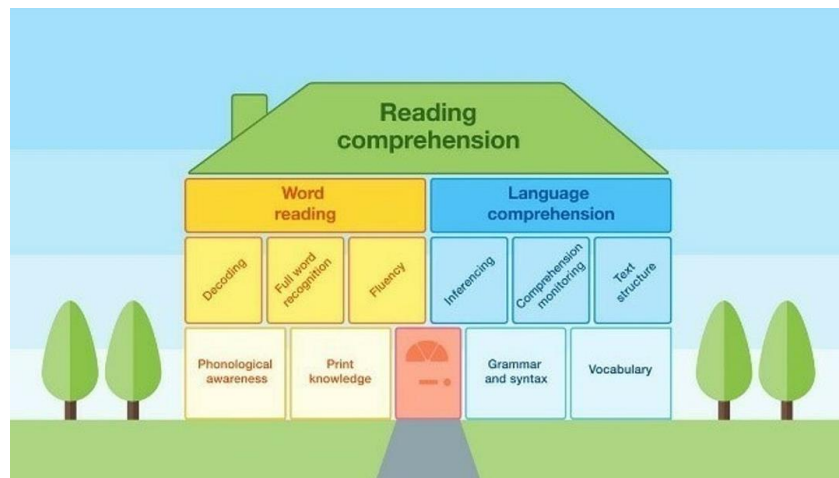
### 1:1 Readers

From Reception to year 6, children are given a banded book. Children read with an adult in school and are encouraged to read daily at home with a parent.

<b>Lowest 20%</b>	The lowest 20% will be allocated an adult who will listen to them read a banded book at least three times a week.
<b>EXS Readers</b>	Children working towards ARE will be heard read a banded book at least once a week. Those at risk of not meeting end of year expectations will be heard read twice a week
<b>GDS Readers</b>	Greater Depth readers will be provided with a challenging text selected by the class teacher. The children will be allocated selected pages or a chapter to read daily.

Greater Depth readers will take part in two guided reading sessions a week with the class teacher. This will allow children to further develop their vocabulary and inference skills through a variety of reading strategies.




*Learning to read is one of the most formative phases of a child's school experience and it lays the foundations for so much more. Those who do not master reading at school go on to struggle with essential tasks of life, so children mastering the art of reading during their school years is vital.*



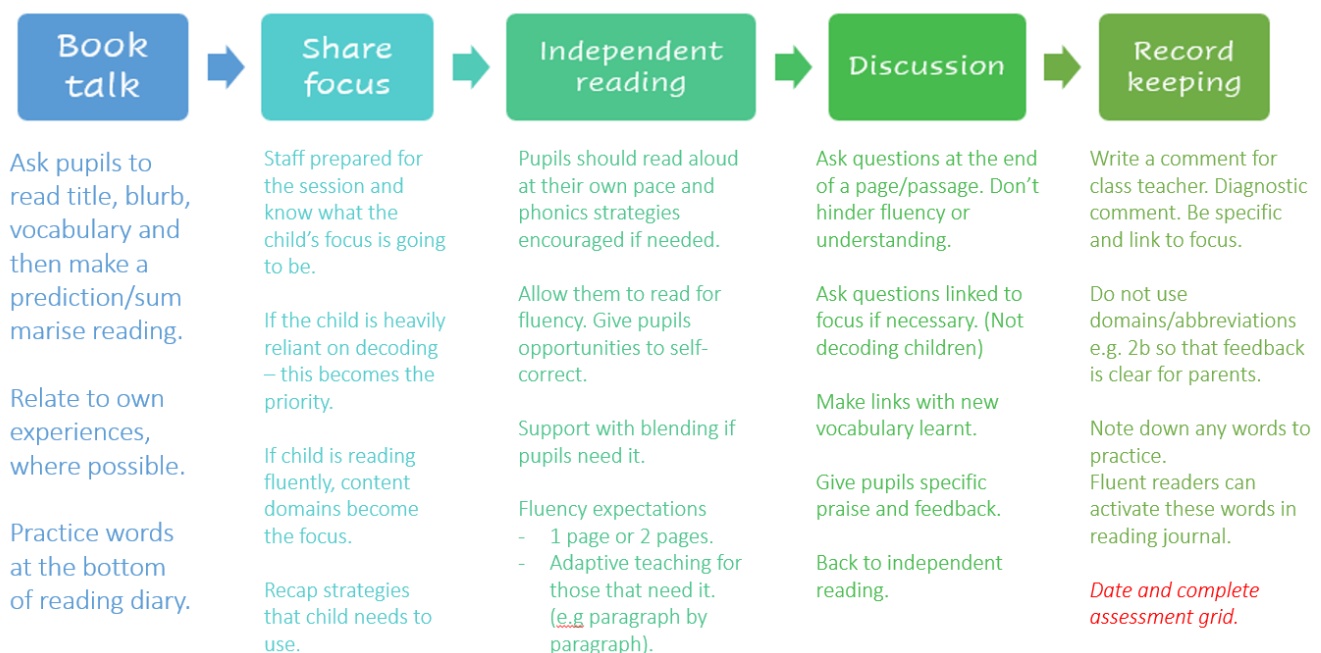
Adults use the Reading house (EEF) to assess children's word reading. Adults will focus on one room in the reading house in 1:1 reading sessions. Once children read fluently (with accuracy, automaticity and prosody), adults will begin focusing on the language comprehension rooms.



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Accuracy 	Automaticity 	Prosody 
<p>Reading accurately means to decode and read words correctly. It is the ability to apply knowledge of letter-sound relationships when reading and saying written words. Pupils' level of accuracy will impact their speed and ease of reading.</p>	<p>The more cognitive space that is taken up with trying to decode words, the less space that is available to comprehend meaning in a text. Therefore, readers must be able to decode words without thinking about the decoding.</p> <p>Reading with automaticity is reading words on sight automatically and at an appropriate pace. It feels and sounds effortless for pupils.</p>	<p>Prosody is reading aloud (and silently in the reader's head) with appropriate use of stress, intonation and expression. It requires both reading accuracy and a level of comprehension.</p> <p>Understanding words and ideas enables pupils to make decisions about how they might vary their volume, phrasing, smoothness and pace to reflect emotion, emphasis or tone. Reading with prosody sounds interesting and engaging to others.</p>

### Structure of 1:1 Reading Session



### Record Keeping



Adults will record feedback for parents and assessment in reading diaries. Adults will also complete record date and focus of each session on an assessment grid to ensure all adults have access to pupil targets.

Name:	Year	Term	
Date: Focus:	Date: Focus:	Date: Focus:	Date: Focus:
Date: Focus:	Date: Focus:	Date: Focus:	Date: Focus:

West Park Primary School Reading Scheme

	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Phase 1 Phonics	3=4							
Pink (Set 1 -6)		4-5E						
Red (Set 7 - 12)		4-5D						
Yellow (Set 13 - 18)		4-5S	1E					
Blue (Set 19 - 21)			1E					
Blue (Set 22-24)			1D					
Green (Set 25 - 31)			1S	2E				
Orange (Set 32 - 36)			1GD	2E				
Turquoise				2D				
Purple				2D				
Gold				2S	3E			
White				2GD	3E			
Junior Pink					3D	4E		
Junior Red					3S	4E	5E	
Junior Yellow					3GD	4D	5E	6E
Junior Blue						4S	5D	6E
Junior Green						4GD	5S	6D
Junior Black							5GD	6S
Black Plus								6GD

Structure of the Reading Lesson



<u>Guided Reading</u>				
There are 5 Guided Reading lessons each week.  These start in Spring Term in Reception	Explore (5 min)	Word Reading (10 Min)		Comp/Discussion (5 Min)
	<p><b>Front cover</b>                      Explore the Title                      Key vocabulary                      Predict (1e)                      Children use a sentence stem to support speaking and listening and share their prediction.</p> <p><i>I predict that...</i></p>	<p><b>Bookmark task:</b>                      Each week, children are provided with a bookmark that matches their phonic sounds. This is used to practice phonic knowledge and explore vocabulary before looking at a book.</p> <p>Children are encouraged to draw sound buttons under the words. Children take this home to practice with parents.</p>	<p><b>Echo Reading</b>                      Adult read to the children. They will model how they want children to read and will model blending some words.</p> <p>Adults will provide a mental model while reading. This is where an adult discusses their understanding of the text. This provides the children with an understanding of the text to allow them to focus on phonic knowledge in their reading sessions. Adults will explore the meaning of words when necessary.</p> <p>Children will sit with their book on the table. Children follow along with their finger to support tracking skills.</p>	<p><b>Review</b>                      Adults will model a review of their prediction and then using a sentence stem children will review their prediction.</p> <p><i>I was correct because...</i></p> <p><i>I was not correct because...</i></p>
	<p><b>Review</b>                      Children begin the second session with a picture walk through the book. This is where children practice turning the pages and look at pictures independently. This allow children to recap the story.</p> <p>Children will then be asked to share a sentence about what happened in the book. Children are encouraged to speak in full sentences and adults will model this back to children if their sentence is grammatically incorrect.</p>	<p><b>Review</b>                      Children will look at their book mark and practice blending words before reading the book.</p>	<p><b>Guided Reading</b>                      Children will be directed to read pages 1-2 while adults circulate and listen to each child. Adults will stop children after two pages and support blending more difficult words or correct misconceptions. Adults will then direct children to read the next two pages and so on.</p>	
	<p><b>Review</b>                      Children begin the third session with oral true or false quiz.</p>	<p><b>Review and make Links</b>                      Children will look at their book mark and practice blending words before reading the book.                      Adults will question children on how each word links to the story.</p>	<p><b>Guided Reading</b>                      Children will be directed to read pages 1-2 while adults circulate and listen to each child. Adults will stop children after two pages and support blending more difficult words or correct misconceptions. Adults will then direct children to read the next two pages.</p>	
<p><b>Review</b>                      Children begin the fourth session with an oral sequencing task.</p>	<p><b>Paired Reading</b>                      Partner A reads the book to partner B</p>			



	<p>The children will recall the story orally in order.</p>	
	<p><b><u>Inference Starter</u></b> Children begin the oral inferencing task. <i>e.g. Chip should stay sorry in the story. I think/don't think chip should say sorry because...</i></p>	<p><b><u>Paired Reading</u></b> Partner A reads the book to partner B</p>
<p><b><u>Oral Comprehension</u></b> When children are successfully using phonic knowledge, adults will begin to expose children to oral comprehension questions to develop understanding of a text.</p> <p><b><u>Record Keeping</u></b> Adults will record a comment in pupils reading diaries after each guided reading session. Comments will provide feedback to the class teacher and parents on phonic skills.</p>		

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<u>Reading lesson Year 2 - 6</u>				
<u>Whole Class Reading</u>				
	<b>Focus</b>	<b>Language Development</b>	<b>Word Reading</b>	<b>Comprehension</b>
<p>There are 5 reading lessons each week.</p> <p>On a Friday, reading interventions will take place.</p> <p>Children are given a unseen comprehension text or have time to read for pleasure or time to explore book talk.</p>	<p>The learning intention is shared with the children for the lesson.</p>	<p>Pupils will be introduced to new vocabulary or background information needed to understand the text they will be reading in the lesson.</p>	<p>Time will then be dedicated to word reading. Adults will model reading providing pupils with a mental model to support fluency and comprehension development.</p> <p>Adults will use a range of reading strategies such as echo reading, paired reading, guided reading and independent reading to develop reading fluency. Children should be exposed to a range of strategies over the term</p> <p>High quality discussion will take place to ensure we create skilled readers and not just children who can read.</p> <p>Reading lessons will ensure pupils are immersed in the text by providing images, background knowledge and exploring vocabulary to ensure pupils have enough information to practice</p>	<p>Time is then dedicated to comprehension.</p> <p>Evidence can be collected in a range of ways:</p> <ul style="list-style-type: none"> <li>- Pupil voice or videos on Seesaw</li> <li>- Speech bubbles displayed on working walls</li> <li>- Written evidence in reading books.</li> </ul>

			<p>their comprehension skills.</p> <p>The lowest 20% will be included in whole class teaching so they hear high quality reading and discussion.</p>	
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# Impact



A high proportion of pupils achieve in word reading in EYFS and achieve the expected score in the phonics screen.

*Mechanics of Reading*



Pupils read for meaning in all areas of the curriculum. Pupils use reading domains accurately and discuss authorial intent. Pupils achieve at least expected standard on formative assessments.

*Reading for meaning*



Pupils talk with enthusiasm about books they have read. Pupils can recommend books to their peers. Pupils regularly borrow a range of texts from school and class libraries.

*Reading for pleasure*

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## Progression Document (Knowledge in Reading)

### Substantive knowledge

In reading, substantive knowledge is the ability to decode and sight read words. This allows children opportunities to read for pleasure, including reading and reciting poetry, and develop their vocabulary. Children are then able to apply their knowledge of reading strategies to comprehend a range of texts. In writing, substantive knowledge is the ability to effectively plan, draft, and construct writing for different purposes. When constructing writing, this involves knowledge of structural, grammatical and linguistic features as well as knowledge of handwriting and spellings. Through deliberate practice, this substantive knowledge becomes automatic and fluent leading to mastery and an alteration of the LTM.

### Disciplinary knowledge

In reading, the disciplinary knowledge is the interpretation and comparison of themes and conventions, using text to back up arguments and discussions and evaluating the intentions of the author. In writing, it is the ability to evaluate and edit text and apply substantive knowledge to effectively write for a range of purposes. In both reading and writing, it is the process of thinking critically and creatively using the automaticity of substantive knowledge.

### Progression of Reading

	EYFS - ELG	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Substantive knowledge:</b>	-Say a sound for each letter in the alphabet and at least 10 digraphs.	-apply phonic knowledge and skills as the route to decode words	-continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent	-apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet	-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.		
<b>Word Reading</b>	Read words consistent with their phonic knowledge by sound-blending.	-respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes	- read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes	- read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.			
<b>Phonics and decoding</b>		-read accurately by blending sounds in unfamiliar words					



		<p>containing GPCs that have been taught</p> <ul style="list-style-type: none"> <li>-read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</li> <li>-read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings</li> <li>-read other words of more than one syllable that contain taught GPCs</li> <li>-read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)</li> </ul>	<ul style="list-style-type: none"> <li>- read accurately words of two or more syllables that contain the same graphemes as above</li> <li>- read words containing common suffixes</li> <li>- read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</li> </ul>		
<p><b>Substantive knowledge:</b></p> <p><b>Word Reading</b></p> <p><b>Common Exception words</b></p>	<ul style="list-style-type: none"> <li>-Read a few common exception words matched to the school's phonic programme.</li> </ul>	<ul style="list-style-type: none"> <li>- read Y1 common exception words, noting unusual correspondences between spelling and sound – and where these occur in words</li> </ul>	<ul style="list-style-type: none"> <li>- read most Y1 and Y2 common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.</li> </ul>	<ul style="list-style-type: none"> <li>-read all Y3/Y4 exception words, discussing the unusual correspondences between spelling and these occur in the word.</li> </ul>	<ul style="list-style-type: none"> <li>-read most Y5/Y6 exception words, discussing unusual correspondences between spelling and these occur in the word.</li> </ul>
<p><b>Skill:</b></p> <p><b>Fluency</b></p>	<p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p>	<ul style="list-style-type: none"> <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> <li>- re-read these books to build up their fluency and confidence in word reading.</li> </ul>	<ul style="list-style-type: none"> <li>- read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered</li> <li>- read aloud books closely 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>	<ul style="list-style-type: none"> <li>- develop fluency in reading a range of texts using phonic strategies initially, then a range of strategies as fluency, independence and confidence develops</li> </ul>	
<p><b>Disciplinary knowledge:</b></p> <p><b>Reading for pleasure</b></p>	<ul style="list-style-type: none"> <li>-Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>-develop pleasure in reading, motivation to read, vocabulary and understanding by:</li> <li>- listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently</li> </ul>	<ul style="list-style-type: none"> <li>-develop pleasure in reading, motivation to read, vocabulary and understanding by:</li> <li>- listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a</li> </ul>	<ul style="list-style-type: none"> <li>- develop positive attitudes to reading and understanding of what they read by:</li> <li>- listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> </ul>	<ul style="list-style-type: none"> <li>- maintain positive attitudes to reading and understanding of what they read by:</li> <li>- continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>- reading books that are structured in different ways and reading for a range of purposes</li> </ul>



<p><b>Listening to and discussing texts</b></p>	<p>-Anticipate (where appropriate) key events in stories. 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. (C&amp;L – listening)</p>	<p>- being encouraged to link what they read or hear read to their own experiences - becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics - participate in discussion about what is read to them, taking turns and listening to what others say - explain clearly their understanding of what is read to them.</p>	<p>level beyond that at which they can read independently - discussing the sequence of events in books and how items of information are related - becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales - 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 - explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.</p>	<p>- increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally  - reading books that are structured in different ways and reading for a range of purposes - participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.</p>	<p>- 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 - recommending books that they have read to their peers, giving reasons for their choices - participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously - explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary - provide reasoned justifications for their views.</p>
<p><b>Disciplinary knowledge:</b>  <b>Comparing, contrasting, commenting</b></p>	<p>-Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. (C&amp;L – Speaking)</p>	<p>-ask and answer questions about a text. -make links between the text they are reading and other texts they have read(in texts that they can read independently).</p>	<p>-discuss the sequence of events in books and how items of information are related.</p>	<p>- identifying themes and conventions in a wide range of books</p>	<p>- identifying and discussing themes and conventions in and across a wide range of writing - making comparisons within and across books</p>
<p><b>Disciplinary knowledge:</b>  <b>Use of vocabulary</b>  <b>Words in context and authorial choice</b></p>	<p>-Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</p>	<p>- discussing word meanings, linking new meanings to those already known - checking that the text makes sense to them as they read and correcting inaccurate reading</p>	<p>- recognising simple recurring literary language in stories and poetry - discussing and clarifying the meanings of words, linking new meanings to known vocabulary - discussing their favourite words and phrases - checking that the text makes sense to them as they read and correcting inaccurate reading</p>	<p>- using dictionaries to check the meaning of words that they have read - checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context -discussing words and phrases that capture the reader's interest and imagination -discuss authors' choice of words and phrases for effect - identifying how language, structure, and presentation contribute to meaning</p>	<p>- checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context - identifying how language, structure and presentation contribute to meaning - discuss and evaluate how authors use language, including figurative language using technical terminology such as metaphor, simile, analogy, imagery, style and effect, considering the impact on the reader</p>
<p><b>Disciplinary knowledge:</b></p>	<p>Offer explanations for why things might happen,</p>	<p>- making inferences on the basis of what is being said and done</p>	<p>- making inferences on the basis of what is being said and done</p>	<p>- drawing inferences such as inferring characters' feelings, thoughts and motives</p>	<p>- drawing inferences such as inferring characters' feelings, thoughts and motives from</p>

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<p><b>Inference and prediction</b></p>	<p>making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. (C&amp;L – Speaking)</p> <p>Anticipate (where appropriate) key events in stories.</p>	<ul style="list-style-type: none"> <li>- predicting what might happen on the basis of what has been read so far</li> </ul>	<ul style="list-style-type: none"> <li>- answering and asking questions</li> <li>- predicting what might happen on the basis of what has been read so far</li> </ul>	<p>from their actions, and justifying inferences with evidence</p> <ul style="list-style-type: none"> <li>- predicting what might happen from details stated and implied</li> </ul>	<p>their actions, and justifying inferences with evidence</p> <ul style="list-style-type: none"> <li>- predicting what might happen from details stated and implied</li> </ul>
<p><b>Disciplinary knowledge</b></p> <p><b>Summarising</b></p>		<ul style="list-style-type: none"> <li>- drawing on what they already know or on background information and vocabulary provided by the teacher</li> <li>- discussing the significance of the title and events</li> </ul>	<ul style="list-style-type: none"> <li>- drawing on what they already know or on background information and vocabulary provided by the teacher</li> </ul>	<ul style="list-style-type: none"> <li>- asking questions to improve their understanding of a text</li> <li>- identifying main ideas drawn from more than one paragraph and summarising these</li> </ul>	<ul style="list-style-type: none"> <li>- asking questions to improve their understanding</li> <li>- summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas</li> </ul>
<p><b>Poetry and Performance</b></p>	<p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>Make use of props and materials when role playing characters in narratives and stories. (art and design)</p> <p>Invent, adapt and recount narratives and stories with their peers and their teacher.</p> <p>Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time to music. (Imaginative and expressive)</p>	<ul style="list-style-type: none"> <li>- learning to appreciate rhymes and poems, and to recite some by heart</li> </ul>	<ul style="list-style-type: none"> <li>- continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear</li> </ul>	<ul style="list-style-type: none"> <li>- preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</li> <li>- recognising some different forms of poetry [for example, free verse, narrative poetry]</li> </ul>	<ul style="list-style-type: none"> <li>- learning a wider range of poetry by heart</li> <li>- preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience</li> </ul>
<p><b>Non-fiction</b></p>			<ul style="list-style-type: none"> <li>- being introduced to non-fiction books that are structured in different ways</li> </ul>	<p>retrieve and record information from non-fiction texts using contents and glossary to locate it.</p>	<ul style="list-style-type: none"> <li>- use knowledge of texts and organisation devices to retrieve, record and discuss information from fiction and non-fiction texts.</li> <li>-distinguish between bias, fact and opinion.</li> </ul>





				<ul style="list-style-type: none"><li>- use all of the organisational devices available within a non - fiction text to retrieve, record and discuss information.</li><li>- use dictionaries to check the meaning of words that they have</li></ul>	<ul style="list-style-type: none"><li>-use non - fiction materials for purposeful information retrieval (e.g. in reading history, geography and science textbooks) and in contexts where pupils are genuinely motivated to find out information (e.g. reading information leaflets before a gallery or museum visit)</li></ul>
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