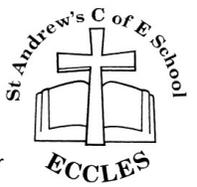


St Andrew's 2014 Curriculum Framework – Reading

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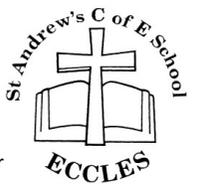
Key Reading Skills for KS1 and KS2	
	<p>All Pupils across KS1 and KS2 will be taught to</p> <ul style="list-style-type: none"> ● Read for pleasure and with fluency ● Develop skills in Word recognition/decoding ● Comprehend the text <p>All school staff, Governors and parents will contribute to a strong reading ethos and high profile of reading across at the school by ensuring pupils have opportunities to</p> <ul style="list-style-type: none"> ● Read across the curriculum ● Explain their understanding of books ● Develop pupils' reading stamina through high expectations of the amount of reading at home and outside of school
Year 1	<p>Year 1 Reading Overview</p> <p>During year 1, teachers should</p> <ul style="list-style-type: none"> ● Build on work from the Early Years Foundation Stage, making sure that pupils can sound and blend unfamiliar printed words quickly and accurately using the phonic knowledge and skills that they have already learnt. ● Ensure that pupils continue to learn new grapheme-phoneme correspondences (GPCs) and revise and consolidate those learnt earlier. The understanding that the letter(s) on the page represent the sounds in spoken words should underpin pupils' reading and spelling of all words, including common words containing unusual GPCs. ● Ensure pupils develop the skill of blending the sounds into words for reading and establish the habit of applying this skill whenever they encounter new words and practice this skill when reading books consistent with their developing phonic knowledge and skill and their knowledge of common exception words. ● Give pupils opportunities to hear, share and discuss a wide range of high-quality books to develop a love of reading and broaden their vocabulary. ● Help pupils read words without overt sounding and blending after a few encounters. <p>Pupils entering year 1 who have not yet met the early learning goals for literacy should continue to follow their school's curriculum for the Early Years Foundation Stage to develop their word reading, spelling and language skills. However, these pupils should follow the year 1 programme of study in terms of the books they listen to and discuss, so that they develop their vocabulary and understanding of grammar, as well as their knowledge more generally across the curriculum. If they are still struggling to decode and spell, they need to be taught to do this urgently through a rigorous and systematic phonics programme so that they catch up rapidly.</p> <p>Teachers should ensure that their teaching develops pupils' oral vocabulary as well as their ability to understand and use a variety of grammatical</p>



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structures, giving			
Year 1 Reading Skills			
	Reading for pleasure and with fluency	Word recognition and decoding (phonics)	Comprehension of the Text
	<ul style="list-style-type: none"> ▪ 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 ▪ re-read these books to build up their fluency and confidence in word reading. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ▪ apply phonic knowledge and skills as the route to decode words ▪ 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 sounds in unfamiliar words containing GPCs that have been taught ▪ read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word ▪ read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings ▪ read other words of more than one syllable that contain taught GPCs ▪ read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s) ▪ 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 ▪ re-read these books to build up their 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ▪ develop pleasure in reading, motivation to read, vocabulary and understanding by: ▪ listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently ▪ 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 ▪ recognising and joining in with predictable phrases ▪ learning to appreciate rhymes and poems, and to recite some by heart ▪ discussing word meanings, linking new meanings to those already known ▪ understand both the books they can already read accurately and fluently and those they listen to by: ▪ drawing on what they already know or on background information and vocabulary provided by the teacher ▪ checking that the text makes sense to them as they read and correcting inaccurate reading



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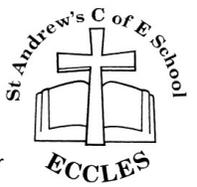
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		fluency and confidence in word reading.	<ul style="list-style-type: none"> ▪ discussing the significance of the title and events ▪ making inferences on the basis of what is being said and done ▪ predicting what might happen on the basis of what has been read so far ▪ 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.
Year 2	<p>Year 2 Reading Overview</p> <p>By the <u>beginning</u> of year 2, pupils should be able to</p> <ul style="list-style-type: none"> • read all common graphemes and unfamiliar words containing these graphemes, accurately and without undue hesitation, by sounding them out. • read many common words containing GPCs taught so far without needing to blend the sounds out loud first. • Pupils' reading of common exception words should be secure. • Read with increasing fluency by being able to read these words easily and automatically. • retell some familiar stories that have been read to and discussed with them or that they have acted out during year 1. <p><u>During</u> year 2, teachers should continue to</p> <ul style="list-style-type: none"> • focus on establishing pupils' accurate and speedy word reading skills. • ensure that pupils listen to and discuss a wide range of stories, poems, plays and information books; this should include whole books. <p>For pupils who do not have the phonic knowledge and skills they need for year 2, teachers should use the year 1 programmes of study for word reading and spelling so that pupils' word reading skills catch up. However, teachers should use the year 2 programme of study for comprehension so that these pupils hear and talk about new books, poems, other writing, and vocabulary with the rest of the class.</p>		
	Year 2 Reading Skills		
	Reading for pleasure and with fluency	Word recognition and decoding (phonics)	Comprehension of the Text
	<ul style="list-style-type: none"> ▪ read most words quickly and 	Pupils should be taught to:	Pupils should be taught to:

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	<p>accurately, without overt sounding and blending, when they have been frequently encountered</p> <ul style="list-style-type: none"> ▪ read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation ▪ re-read these books to build up their fluency and confidence in word reading. <p>Also see Comprehension of Text column</p>	<ul style="list-style-type: none"> ▪ continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent ▪ read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes ▪ read accurately words of two or more syllables that contain the same graphemes as above ▪ read words containing common suffixes ▪ read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word ▪ read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered ▪ read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation ▪ re-read these books to build up their fluency and confidence in word reading. 	<ul style="list-style-type: none"> ▪ develop pleasure in reading, motivation to read, vocabulary and understanding by: <ul style="list-style-type: none"> ▪ 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 ▪ 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 ▪ being introduced to non-fiction books that are structured in different ways ▪ 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 ▪ continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear ▪ understand both the books that they can already read accurately and fluently and those that they listen to by: <ul style="list-style-type: none"> ▪ drawing on what they already know or on background information and vocabulary provided by the teacher ▪ checking that the text makes sense to
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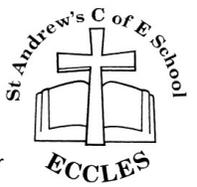
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			<p>them as they read and correcting inaccurate reading</p> <ul style="list-style-type: none"> ▪ making inferences on the basis of what is being said and done ▪ answering and asking questions ▪ predicting what might happen on the basis of what has 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 ▪ 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>Year 3</p>	<p>Year 3 Reading Overview</p> <p>By the <u>beginning</u> of year 3, pupils should be able to</p> <ul style="list-style-type: none"> • read books written at an age-appropriate interest level with accurately and at a speed that is sufficient for them to focus on understanding what they read rather than on decoding individual words. • decode most new words outside their spoken vocabulary, making a good approximation to the word's pronunciation. As their decoding skills become increasingly secure, teaching should be directed more towards developing their vocabulary and the breadth and depth of their reading, making sure that they become independent, fluent and enthusiastic readers who read widely and frequently. • develop their understanding and enjoyment of stories, poetry, plays and non-fiction, and learning to read silently. They should also be developing their knowledge and skills in reading non-fiction about a wide range of subjects. • Begin justifying their views about what they have read with support: with support at the start of year 3 (and increasingly independently by the end of year 4.) <p>Most pupils will not need further direct teaching of word reading skills: they are able to decode unfamiliar words accurately, and need very few repeated experiences of this before the word is stored in such a way that they can read it without overt sound-blending. They should demonstrate understanding of figurative language, distinguish shades of meaning among related words and use age-appropriate, academic vocabulary.</p>		

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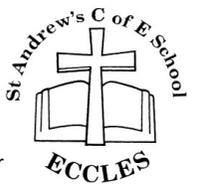
	<p>As in key stage 1, however, pupils who are still struggling to decode need to be taught to do this urgently through a rigorous and systematic phonics programme so that they catch up rapidly with their peers. If they cannot decode independently and fluently, they will find it increasingly difficult to understand what they read and to write down what they want to say. As far as possible, however, these pupils should follow the year 3 curriculum of study in terms of listening to new books, hearing and learning new vocabulary and grammatical structures, and discussing these. Specific requirements for pupils to discuss what they are learning and to develop their wider skills in spoken language form part of this programme of study. In year 3 pupils should become more familiar with and confident in using language in a greater variety of situations, for a variety of audiences and purposes, including through drama, formal presentations and debate.</p>		
	Year 3 Reading Skills		
	Reading for pleasure and with fluency	Word recognition and decoding (phonics)	Comprehension of the Text
	<p>See Comprehension of the text column</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ▪ apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) both to read aloud and to understand the meaning of new words they meet ▪ read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ▪ develop positive attitudes to reading and understanding of what they read by: <ul style="list-style-type: none"> ▪ listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks ▪ reading books that are structured in different ways and reading for a range of purposes <ul style="list-style-type: none"> ▪ using dictionaries to check the meaning of words that they have read ▪ increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally ▪ identifying themes and conventions in a wide range of books ▪ preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action



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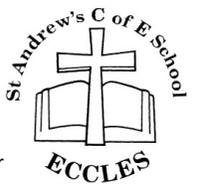
		<ul style="list-style-type: none">▪ discussing words and phrases that capture the reader's interest and imagination▪ recognising some different forms of poetry [for example, free verse, narrative poetry]▪ understand what they read, in books they can read independently, by:<ul style="list-style-type: none">▪ checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context▪ asking questions to improve their understanding of a text<ul style="list-style-type: none">▪ drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence▪ predicting what might happen from details stated and implied▪ identifying main ideas drawn from more than one paragraph and summarising these▪ identifying how language, structure, and presentation contribute to meaning▪ retrieve and record information from non-fiction<ul style="list-style-type: none">▪ 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.
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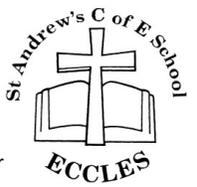
		<p>Notes and Guidance (non-statutory) At this stage, teaching comprehension should be taking precedence over teaching word reading directly. Any focus on word reading should support the development of vocabulary. When pupils are taught to read longer words, they should be supported to test out different pronunciations. They will attempt to match what they decode to words they may have already heard but may not have seen in print [for example, in reading 'technical', the pronunciation /tɛtʃnɪkəl/ ('tetchnical') might not sound familiar, but /tɛknɪkəl/ ('teknical') should].</p>	<p>Notes and Guidance (non-statutory) The focus should continue to be on pupils' comprehension as a primary element in reading. The knowledge and skills that pupils need in order to comprehend are very similar at different ages. This is why the programmes of study for comprehension in years 3 and 4 and years 5 and 6 are similar: the complexity of the writing increases the level of challenge. Pupils should be taught to recognise themes in what they read, such as the triumph of good over evil or the use of magical devices in fairy stories and folk tales. They should also learn the conventions of different types of writing (for example, the greeting in letters, a diary written in the first person or the use of presentational devices such as numbering and headings in instructions). Pupils should be taught to use the skills they have learnt earlier and continue to apply these skills to read for different reasons, including for pleasure, or to find out information and the meaning of new words. Pupils should continue to have opportunities to listen frequently to stories, poems, non-fiction and other writing, including whole books and not just extracts, so that they build on what was taught previously. In this way, they also</p>
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			<p>meet books and authors that they might not choose themselves. Pupils should also have opportunities to exercise choice in selecting books and be taught how to do so, with teachers making use of any library services and expertise to support this. Reading, re-reading, and rehearsing poems and plays for presentation and performance give pupils opportunities to discuss language, including vocabulary, extending their interest in the meaning and origin of words. Pupils should be encouraged to use drama approaches to understand how to perform plays and poems to support their understanding of the meaning. These activities also provide them with an incentive to find out what expression is required, so feeding into comprehension.</p> <p>In using non-fiction, pupils should know what information they need to look for before they begin and be clear about the task. They should be shown how to use contents pages and indexes to locate information.</p> <p>Pupils should have guidance about the kinds of explanations and questions that are expected from them. They should help to develop, agree on, and evaluate rules for effective discussion. The expectation should be that all pupils take part.</p>
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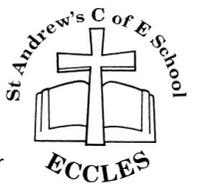
<p>Year 4</p>	<p>Year 4 Reading overview</p> <p>Pupils should be able to</p> <ul style="list-style-type: none"> • read books written at an age-appropriate interest level with accurately and at a speed that is sufficient for them to focus on understanding what they read rather than on decoding individual words. • decode most new words outside their spoken vocabulary, making a good approximation to the word's pronunciation. As their decoding skills become increasingly secure, teaching should be directed more towards developing their vocabulary and the breadth and depth of their reading, making sure that they become independent, fluent and enthusiastic readers who read widely and frequently. • develop their understanding and enjoyment of stories, poetry, plays and non-fiction, and learning to read silently. They should also be developing their knowledge and skills in reading non-fiction about a wide range of subjects. • Begin justifying their views about what they have read with increasing independence by the end of Year 4 <p>Most pupils will not need further direct teaching of word reading skills: they are able to decode unfamiliar words accurately, and need very few repeated experiences of this before the word is stored in such a way that they can read it without overt sound-blending. They should demonstrate understanding of figurative language, distinguish shades of meaning among related words and use age-appropriate, academic vocabulary.</p> <p>As in key stage 1, however, pupils who are still struggling to decode need to be taught to do this urgently through a rigorous and systematic phonics programme so that they catch up rapidly with their peers. If they cannot decode independently and fluently, they will find it increasingly difficult to understand what they read and to write down what they want to say. As far as possible, however, these pupils should follow the year 3 curriculum of study in terms of listening to new books, hearing and learning new vocabulary and grammatical structures, and discussing these. Specific requirements for pupils to discuss what they are learning and to develop their wider skills in spoken language form part of this programme of study. In year 3 pupils should become more familiar with and confident in using language in a greater variety of situations, for a variety of audiences and purposes, including through drama, formal presentations and debate.</p>		
<p>Year 4 Reading Skills</p>			
	<p>Reading for pleasure and with fluency</p>	<p>Word recognition and decoding (phonics)</p>	<p>Comprehension of the Text</p>
	<p>See Comprehension of the text column</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ▪ apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) both to read aloud and to understand the meaning of new words they 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ▪ develop positive attitudes to reading and understanding of what they read by: ▪ listening to and discussing a wide range of fiction, poetry, plays, non-fiction and



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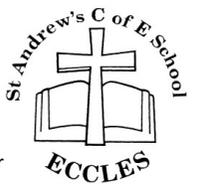
		<p>meet</p> <ul style="list-style-type: none"> ▪ read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. 	<p>reference books or textbooks</p> <ul style="list-style-type: none"> ▪ reading books that are structured in different ways and reading for a range of purposes ▪ using dictionaries to check the meaning of words that they have read ▪ increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally ▪ identifying themes and conventions in a wide range of books ▪ preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action ▪ discussing words and phrases that capture the reader's interest and imagination ▪ recognising some different forms of poetry [for example, free verse, narrative poetry] ▪ understand what they read, in books they can read independently, by: <ul style="list-style-type: none"> ▪ checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context ▪ asking questions to improve their understanding of a text <ul style="list-style-type: none"> ▪ drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence ▪ predicting what might happen from details
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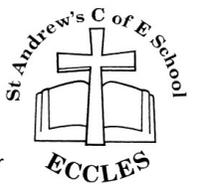
			<p>stated and implied</p> <ul style="list-style-type: none"> ▪identifying main ideas drawn from more than one paragraph and summarising these ▪identifying how language, structure, and presentation contribute to meaning ▪ retrieve and record information from non-fiction ▪participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.
		<p>Notes and Guidance (non-statutory) At this stage, teaching comprehension should be taking precedence over teaching word reading directly. Any focus on word reading should support the development of vocabulary. When pupils are taught to read longer words, they should be supported to test out different pronunciations. They will attempt to match what they decode to words they may have already heard but may not have seen in print [for example, in reading 'technical', the pronunciation /tɛtʃnɪkəl/ ('tetchnical') might not sound familiar, but /tɛknɪkəl/ ('teknical') should].</p>	<p>Notes and Guidance (non-statutory) The focus should continue to be on pupils' comprehension as a primary element in reading. The knowledge and skills that pupils need in order to comprehend are very similar at different ages. This is why the programmes of study for comprehension in years 3 and 4 and years 5 and 6 are similar: the complexity of the writing increases the level of challenge. Pupils should be taught to recognise themes in what they read, such as the triumph of good over evil or the use of magical devices in fairy stories and folk tales. They should also learn the conventions of different types of writing (for example, the greeting in letters, a diary written in the first person or the use of presentational devices such as numbering and headings in instructions).</p>



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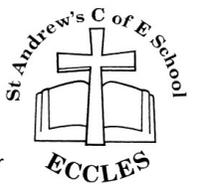
		<p>Pupils should be taught to use the skills they have learnt earlier and continue to apply these skills to read for different reasons, including for pleasure, or to find out information and the meaning of new words.</p> <p>Pupils should continue to have opportunities to listen frequently to stories, poems, non-fiction and other writing, including whole books and not just extracts, so that they build on what was taught previously. In this way, they also meet books and authors that they might not choose themselves. Pupils should also have opportunities to exercise choice in selecting books and be taught how to do so, with teachers making use of any library services and expertise to support this. Reading, re-reading, and rehearsing poems and plays for presentation and performance give pupils opportunities to discuss language, including vocabulary, extending their interest in the meaning and origin of words. Pupils should be encouraged to use drama approaches to understand how to perform plays and poems to support their understanding of the meaning. These activities also provide them with an incentive to find out what expression is required, so feeding into comprehension.</p> <p>In using non-fiction, pupils should know what information they need to look for</p>
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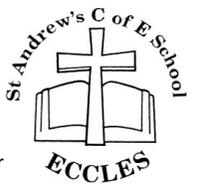
			<p>before they begin and be clear about the task. They should be shown how to use contents pages and indexes to locate information.</p> <p>Pupils should have guidance about the kinds of explanations and questions that are expected from them. They should help to develop, agree on, and evaluate rules for effective discussion. The expectation should be that all pupils take part.</p>
<p>Year 5</p>	<p>Year 5 Reading Overview</p> <p>By the <u>beginning</u> of year 5, pupils should be able to</p> <ul style="list-style-type: none"> • read aloud a wider range of poetry and books written at an age-appropriate interest level with accuracy and at a reasonable speaking pace. • read most words effortlessly and to work out how to pronounce unfamiliar written words with increasing automaticity. • ask for help in determining the meaning and pronunciation of unfamiliar words • prepare readings (aloud) with appropriate intonation which shows understanding • summarise and present a familiar story in their own words. • read widely and frequently in and out of school, for pleasure and information/research • .read silently, with good understanding, inferring the meanings of unfamiliar words, and then discuss what they have read. <p><u>During</u> Year 5 (and 6) teachers should continue to emphasise pupils' enjoyment and understanding of language, especially vocabulary, to support their reading (and writing). Pupils' knowledge of language, gained from stories, plays, poetry, non-fiction and textbooks, will support their increasing fluency as readers, their facility as writers, and their comprehension.</p> <p>It is essential that pupils whose decoding skills are poor are taught through a rigorous and systematic phonics programme so that they catch up rapidly with their peers in terms of their decoding and spelling. However, as far as possible, these pupils should follow the upper key stage 2 programme of study in terms of listening to books and other writing that they have not come across before, hearing and learning new vocabulary and grammatical structures, and having a chance to talk about all of these.</p> <p>Specific requirements for pupils to discuss what they are learning and to develop their wider skills in spoken language form part of this programme of study. In years 5 (and 6) pupils' confidence, enjoyment and mastery of language should be extended through public speaking, performance and debate.</p>		
<p>Year 5 Reading skills</p>			



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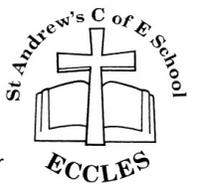
	Reading for pleasure and with fluency	Word recognition and decoding (phonics)	Comprehension of the Text
	See Comprehension of the Text column	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ▪ apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in both to read aloud and to understand the meaning of new words that they meet. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ▪ maintain positive attitudes to reading and understanding of what they read by: <ul style="list-style-type: none"> ▪ continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks ▪ reading books that are structured in different ways and reading for a range of purposes ▪ 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 ▪ identifying and discussing themes and conventions in and across a wide range of writing ▪ making comparisons within and across books ▪ learning a wider range of poetry by heart <ul style="list-style-type: none"> ▪ 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 ▪ understand what they read by:



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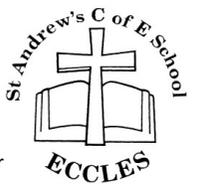
		<ul style="list-style-type: none">▪ checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context▪ asking questions to improve their understanding▪ drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence▪ predicting what might happen from details stated and implied<ul style="list-style-type: none">▪ summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas▪ identifying how language, structure and presentation contribute to meaning▪ discuss and evaluate how authors use language, including figurative language, considering the impact on the reader▪ distinguish between statements of fact and opinion▪ retrieve, record and present information from non-fiction▪ 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
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			<ul style="list-style-type: none"> ▪provide reasoned justifications for their views.
		<p>Notes and Guidance (non-statutory) At this stage, there should be no need for further direct teaching of word reading skills for almost all pupils. If pupils are struggling or failing in this, the reasons for this should be investigated. It is imperative that pupils are taught to read during their last two years at primary school if they enter year 5 not being able to do so. Pupils should be encouraged to work out any unfamiliar word. They should focus on all the letters in a word so that they do not, for example, read 'invitation' for 'imitation' simply because they might be more familiar with the first word. Accurate reading of individual words, which might be key to the meaning of a sentence or paragraph, improves comprehension. When teachers are reading with or to pupils, attention should be paid to new vocabulary – both a word's meaning(s) and its correct pronunciation</p>	<p>Notes and Guidance (non-statutory) Even though pupils can now read independently, reading aloud to them should include whole books so that they meet books and authors that they might not choose to read themselves. The knowledge and skills that pupils need in order to comprehend are very similar at different ages. Pupils should continue to apply what they have already learnt to more complex writing. Pupils should be taught to recognise themes in what they read, such as loss or heroism. They should have opportunities to compare characters, consider different accounts of the same event and discuss viewpoints (both of authors and of fictional characters), within a text and across more than one text. They should continue to learn the conventions of different types of writing, such as the use of the first person in writing diaries and autobiographies. Pupils should be taught the technical and other terms needed for discussing what they hear and read, such as metaphor, simile, analogy, imagery, style and effect. In using reference books, pupils need to know what information they need to look for before they begin and need to</p>



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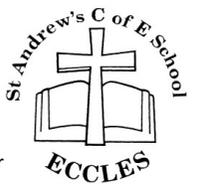
Aims - A high-quality education in reading should inspire in pupils to read for pleasure, question, explore and develop a curiosity and fascination about the world around them that will remain with them for of their lives.

			<p>understand the task. They should be shown how to use contents pages and indexes to locate information.</p> <p>The skills of information retrieval that are taught should be applied, for example, in reading history, geography and science textbooks, and in contexts where pupils are genuinely motivated to find out information, for example, reading information leaflets before a gallery or museum visit or reading a theatre programme or review. Teachers should consider making use of any library services and expertise to support this.</p> <p>Pupils should have guidance about and feedback on the quality of their explanations and contributions to discussions.</p> <p>Pupils should be shown how to compare characters, settings, themes and other aspects of what they read.</p>
<p>Year 6</p>	<p>Year 6 Reading Overview</p> <p>At the <u>beginning</u> of Year 6, pupils should be able to do the following with proficiency</p> <ul style="list-style-type: none"> • read aloud a wider range of poetry and books written at an age-appropriate interest level with accuracy and at a reasonable speaking pace. • read most words effortlessly and to work out how to pronounce unfamiliar written words with increasing automaticity. • ask for help in determining the meaning and pronunciation of unfamiliar words • prepare readings (aloud) with appropriate intonation which shows understanding • summarise and present a familiar story in their own words. • read widely and frequently in and out of school, for pleasure and information/research • .read silently, with good understanding, inferring the meanings of unfamiliar words, and then discuss what they have read. <p><u>During</u> Year 6 teachers should continue to emphasise pupils' enjoyment and understanding of language, especially vocabulary, to support their reading (and writing). Pupils' knowledge of language, gained from stories, plays, poetry, non-fiction and textbooks, will support their increasing fluency as</p>		

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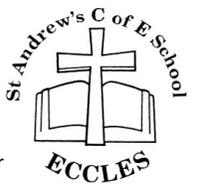
	<p>readers, their facility as writers, and their comprehension.</p> <p>It is essential that pupils whose decoding skills are poor are taught through a rigorous and systematic phonics programme so that they catch up rapidly with their peers in terms of their decoding and spelling. However, as far as possible, these pupils should follow the upper key stage 2 programme of study in terms of listening to books and other writing that they have not come across before, hearing and learning new vocabulary and grammatical structures, and having a chance to talk about all of these.</p> <p>By the <u>end</u> of year 6, pupils' reading and writing should be sufficiently fluent and effortless for them to manage the general demands of the curriculum in year 7, across all subjects and not just in English, but there will continue to be a need for pupils to learn subject-specific vocabulary. They should be able to reflect their understanding of the audience for and purpose of their writing by selecting appropriate vocabulary and grammar. Teachers should prepare pupils for secondary education by ensuring that they can consciously control sentence structure in their writing and understand why sentences are constructed as they are. Pupils should understand nuances in vocabulary choice and age-appropriate, academic vocabulary. This involves consolidation, practice and discussion of language.</p> <p>Specific requirements for pupils to discuss what they are learning and to develop their wider skills in spoken language form part of this programme of study. In years 5 and 6, pupils' confidence, enjoyment and mastery of language should be extended through public speaking, performance and debate.</p>		
	Year 6 Reading Skills		
	Reading for pleasure and with fluency	Word recognition and decoding (phonics)	Comprehension of the Text
	See Comprehension of the Text column	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ▪ apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in both to read aloud and to understand the meaning of new words that they meet. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ▪ maintain positive attitudes to reading and understanding of what they read by: <ul style="list-style-type: none"> ▪ continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks ▪ reading books that are structured in different ways and reading for a range of purposes ▪ increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books



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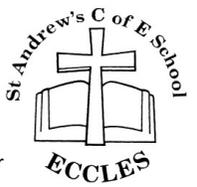
			<p>from other cultures and traditions</p> <ul style="list-style-type: none">▪recommending books that they have read to their peers, giving reasons for their choices▪identifying and discussing themes and conventions in and across a wide range of writing▪making comparisons within and across books▪learning a wider range of poetry by heart▪preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience▪understand what they read by:<ul style="list-style-type: none">▪checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context▪ asking questions to improve their understanding▪drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence▪predicting what might happen from details stated and implied<ul style="list-style-type: none">▪summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas▪identifying how language, structure and presentation contribute to meaning▪discuss and evaluate how authors use
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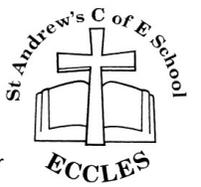
			<p>language, including figurative language, considering the impact on the reader</p> <ul style="list-style-type: none"> ▪distinguish between statements of fact and opinion ▪retrieve, record and present information from non-fiction ▪participate in discussions about books that are read to them and those 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>Notes and Guidance (non-statutory) At this stage, there should be no need for further direct teaching of word reading skills for almost all pupils. If pupils are struggling or failing in this, the reasons for this should be investigated. It is imperative that pupils are taught to read during their last two years at primary school if they enter year 5 not being able to do so. Pupils should be encouraged to work out any unfamiliar word. They should focus on all the letters in a word so that they do not, for example, read 'invitation' for 'imitation' simply because they might be more</p>	<p>Notes and Guidance (non-statutory) Even though pupils can now read independently, reading aloud to them should include whole books so that they meet books and authors that they might not choose to read themselves. The knowledge and skills that pupils need in order to comprehend are very similar at different ages. Pupils should continue to apply what they have already learnt to more complex writing. Pupils should be taught to recognise themes in what they read, such as loss or heroism. They should have opportunities to</p>



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		<p>familiar with the first word. Accurate reading of individual words, which might be key to the meaning of a sentence or paragraph, improves comprehension. When teachers are reading with or to pupils, attention should be paid to new vocabulary – both a word's meaning(s) and its correct pronunciation</p>	<p>compare characters, consider different accounts of the same event and discuss viewpoints (both of authors and of fictional characters), within a text and across more than one text.</p> <p>They should continue to learn the conventions of different types of writing, such as the use of the first person in writing diaries and autobiographies. Pupils should be taught the technical and other terms needed for discussing what they hear and read, such as metaphor, simile, analogy, imagery, style and effect. In using reference books, pupils need to know what information they need to look for before they begin and need to understand the task. They should be shown how to use contents pages and indexes to locate information.</p> <p>The skills of information retrieval that are taught should be applied, for example, in reading history, geography and science textbooks, and in contexts where pupils are genuinely motivated to find out information, for example, reading information leaflets before a gallery or museum visit or reading a theatre programme or review. Teachers should consider making use of any library services and expertise to support this. Pupils should have guidance about and feedback on the quality of their explanations and contributions to discussions.</p>
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			Pupils should be shown how to compare characters, settings, themes and other aspects of what they read.
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