



Yorke Mead Primary School

Reading Curriculum



Year 3 AUTUMN : Key Themes : The Romans

There should be opportunities for every child to read daily either in discrete reading sessions or as part of the wider curriculum. Adults should hear children read regularly, with additional support for PPG and children who are not yet fluent, accurate and confident readers.

Objectives highlighted in bold must be revisited in every unit / half-termly

<p>The Green Ship (POR)- Narrative Poetry Free Verse-reciting and performing Escape from Pompei Narrative The Romans- Non-chronological report Recount</p>	<p>Year 3 Grammar vocabulary to be used when discussing reading: Preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter, vowel, vowel letter, inverted commas.</p>
<p>The following skills and understanding should be assessed within the context of reading books that are pitched appropriately, including these features:</p> <ul style="list-style-type: none"> • chapters that are often fairly short and made up of whole pages of text • storylines/content at an age-appropriate interest level • books may have a theme as well as plot • illustrations that are used to break up, rather than to support, text • more technical vocabulary and less known words but still fairly familiar settings • sentences that are more complex e.g. re-ordering of information in the sentence (fronted adverbials), time, place and cause expressed using conjunctions, adverbs and prepositions 	<p>Prior Learning: (Taken from Year 2 TAF) The pupil can: read accurately most words of two or more syllables read most words containing common suffixes* read most common exception words* In age-appropriate1 books, the pupil can: read most words accurately without overt sounding and blending, and sufficiently fluently to allow them to focus on their understanding rather than on decoding individual words2 sound out most unfamiliar words accurately, without undue hesitation</p> <p>In a book they can already read fluently, the pupil can: check that it makes sense to them, correcting any inaccurate reading answer questions and make some inferences explain what has happened so far in what they have read</p>

Core Learning Intentions

Age Related



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READING ACROSS THE CURRICULUM INCLUDING IN ENGLISH	GUIDED READING	Extension Opportunities Next steps (Needed for GDS)
VOCABULARY Identifies new vocabulary and sentence structure and discusses to develop understanding	VOCABULARY Identifies new vocabulary and sentence structure and discusses to develop understanding	
RETRIEVING Refers back to the text for evidence when explaining Extracts information from tables and charts Recognises some different forms of poetry Retrieves information from text where there is competing (distracting) information Uses contents pages and indexes to locate, retrieve and record information from non-fiction texts	RETRIEVING Refers back to the text for evidence when explaining Uses contents pages and indexes to locate, retrieve and record information from non-fiction texts	
INFERRING Suggests reasons for actions and events Infers characters' feelings, motives, behaviour and relationships based on descriptions and their actions in the story Identifies with characters and makes links with own experiences when making judgements about the characters' actions Justifies their views about what they have read	INFERRING Suggests reasons for actions and events Infers characters' feelings, motives, behaviour and relationships based on descriptions and their actions in the story Identifies with characters and makes links with own experiences when making judgements about the characters' actions Justifies their views about what they have read	



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Identifies how settings are used to create atmosphere e.g. <i>what words/phrases in this description indicate that bad things might be about to happen in this place?</i>	Identifies how settings are used to create atmosphere	
PREDICTING Predicts what might happen from details stated and can indicate the strength/likelihood of their prediction being correct	PREDICTING Predicts what might happen from details stated and can indicate the strength/likelihood of their prediction being correct	
SUMMARISING Summarises main ideas from a text Begins to identify themes across texts e.g. <i>friendship, good and evil, bullying</i>	SUMMARISING Summarises main ideas from a text Begins to identify themes across texts	
AUTHORIAL INTENT Evaluates effectiveness in terms of function, form and language features	AUTHORIAL INTENT Evaluates effectiveness in terms of function, form and language features	
READING BEHAVIOURS AND FLUENCY Asks increasingly informed questions to improve understanding of a text e.g. <i>'I wonder if this is like because (linking to other texts)', 'Perhaps he did that because (linking own experiences/that of other characters)'</i>	READING BEHAVIOURS AND FLUENCY Decodes most new words outside of their spoken vocabulary Sustains silent reading most of the time	



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Year 3 SPRING Key Theme : The Stone Age and Marvellous Machines		
The Stone Age -Ug: Boy genius (POR) Narrative Dialogue and Playscripts Instructions	Marvellous machines- The Iron Man (POR) Discussion Narrative - adventure and mystery Poetry- Haiku, Tanka and kennings- read and write (multi-cultural links)	
<p>The following skills and understanding should be assessed within the context of reading books that are pitched appropriately, including these features:</p> <ul style="list-style-type: none"> • characters and settings that are more complex • some description that implies, rather than states, character feelings and motivations leaving space for inference • some use of simple figurative language • time, place and cause are expressed using conjunctions, adverbs and prepositions • pronouns that are used to replace nouns requiring children to keep tracking their understanding 		
Core Learning Intentions Age Related		
READING ACROSS THE CURRICULUM INCLUDING IN ENGLISH	Guided Reading	Extension Opportunities Next steps (Needed for GDS)
VOCABULARY Identifies new vocabulary and sentence structure and discusses to develop understanding Identifies and understands meanings of a wide range of conjunctions used to link events together	VOCABULARY Identifies new vocabulary and sentence structure and discusses to develop understanding Uses knowledge of root words, prefixes and suffixes to read unfamiliar words	
RETRIEVING Refers back to the text for evidence when explaining Extracts information from tables and charts Recognises some different forms of poetry Uses contents pages and indexes to locate, retrieve and record information from non-fiction texts	RETRIEVING Refers back to the text for evidence when explaining Uses contents pages and indexes to locate, retrieve and record information from non-fiction texts	RETRIEVING Retrieves information from text where there is competing (distracting) information



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<p>Retrieves information from text where there is competing (distracting) information</p> <p>Recognises different narrative genres</p> <p>Notices the difference between 1st and 3rd person accounts</p>		
<p>INFERRING Suggests reasons for actions and events</p> <p>Infers characters' feelings, motives, behaviour and relationships based on descriptions and their actions in the story</p> <p>Identifies with characters and makes links with own experiences when making judgements about the characters' actions</p> <p>Justifies their views about what they have read Identifies how settings are used to create atmosphere e.g. <i>what words/phrases in this description indicate that bad things might be about to happen in this place?</i></p> <p>Identifies evidence of relationship between characters based on dialogue and behaviour</p>	<p>INFERRING Suggests reasons for actions and events</p> <p>Infers characters' feelings, motives, behaviour and relationships based on descriptions and their actions in the story</p> <p>Identifies with characters and makes links with own experiences when making judgements about the characters' actions</p> <p>Justifies their views about what they have read</p> <p>Identifies how settings are used to create atmosphere</p>	<p>INFERRING Identifies evidence of relationship between characters based on dialogue and behaviour</p> <p>Explains how words/phrases in the description are linked to create an overall and consistent impression on the reader, for example, '<i>what other words/phrases in this passage tell us that he is a sinister character?</i></p>
<p>PREDICTING Predicts what might happen from details stated and can indicate the strength/likelihood of their prediction being correct</p>	<p>PREDICTING Predicts what might happen from details stated and can indicate the strength/likelihood of their prediction being correct</p>	
<p>SUMMARISING Summarises main ideas from a text Begins to identify themes across texts e.g. <i>friendship, good and evil, bullying</i></p>	<p>SUMMARISING Summarises main ideas from a text Begins to identify themes across texts</p>	



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ANALYSING Analyses and compares plot structure Recognises the move from general to specific detail	ANALYSING Recognises the move from general to specific detail	ANALYSING Recognises the move from general to specific detail
AUTHORIAL INTENT Evaluates effectiveness in terms of function, form and language features	AUTHORIAL INTENT Evaluates effectiveness in terms of function, form and language features	AUTHORIAL INTENT Evaluates effectiveness in terms of function, form and language features
COMPARING Comments on the effect of scene changes <i>e.g. moving from a safe to a dangerous place to build tension</i>		COMPARING Comments on the effect of scene changes
READING BEHAVIOURS AND FLUENCY Comments on use of language using terminology including alliteration, rhythm, rhyme, simile	READING BEHAVIOURS AND FLUENCY Uses dictionaries independently to check meaning of new vocabulary Decodes most new words outside of their spoken vocabulary Self corrects spontaneously in order to enhance expression, intonation or to reinterpret what has been read	



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Year 3 SUMMER Key Theme: Mountains and France		
Mountains- Pebble in my pocket (POR) Explanation Sun is laughing Poet study	Gregory Cool (POR) Story Narrative France - Persuasion travel brochures and letter writing	
The following skills and understanding should be assessed within the context of reading books that are pitched appropriately, including these features: <ul style="list-style-type: none"> non-fiction texts that are placed in a broader context and provide a higher level of detail 		
Core Learning Intentions Age Related		
Reading across the curriculum, including in English	Guided Reading	Extension Opportunities Next steps (Needed for GDS)
VOCABULARY Identifies new vocabulary and sentence structure and discusses to develop understanding Identifies a range standard words/phrases used at various stages of a narrative e.g. introduction, build up etc	VOCABULARY Identifies new vocabulary and sentence structure and discusses to develop understanding	
RETRIEVING Refers back to the text for evidence when explaining Extracts information from tables and charts Retrieves information from text where there is competing (distracting) information Uses contents pages and indexes to locate, retrieve and record information from non-fiction texts Identifies the conventions of different types of writing <i>e.g. greetings in a letter/email, diary entries, numbers and headings in instructions</i>	RETRIEVING Refers back to the text for evidence when explaining Uses contents pages and indexes to locate, retrieve and record information from non-fiction texts	RETRIEVING Retrieves information from text where there is competing (distracting) information



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<p>SUMMARISING Summarises main ideas from a text</p> <p>Begins to identify themes across texts e.g. <i>friendship, good and evil, bullying</i></p>	<p>SUMMARISING Summarises main ideas from a text</p> <p>Begins to identify themes across texts</p>	
<p>INFERRING Suggests reasons for actions and events</p> <p>Infers characters' feelings, motives, behaviour and relationships based on descriptions and their actions in the story</p> <p>Identifies with characters and makes links with own experiences when making judgements about the characters' actions</p> <p>Justifies their views about what they have read</p> <p>Identifies how settings are used to create atmosphere e.g. <i>what words/phrases in this description indicate that bad things might be about to happen in this place?</i></p> <p>Analyses the use of language to set scenes, build tension or create suspense</p> <p>Explains how words/phrases in the description are linked to create an overall and consistent impression on the reader, for example, <i>'what other words/phrases in this passage tell us that he is a sinister character?'</i></p>	<p>INFERRING Suggests reasons for actions and events</p> <p>Infers characters' feelings, motives, behaviour and relationships based on descriptions and their actions in the story</p> <p>Identifies with characters and makes links with own experiences when making judgements about the characters' actions</p> <p>Justifies their views about what they have read</p> <p>Identifies how settings are used to create atmosphere</p>	<p>INFERRING Analyses the use of language to set scenes, build tension or create suspense</p> <p>Explains how words/phrases in the description are linked to create an overall and consistent impression on the reader, for example, <i>'what other words/phrases in this passage tell us that he is a sinister character?'</i></p>
<p>PREDICTING Predicts what might happen from details stated and can indicate the strength/likelihood of their prediction being correct</p>	<p>PREDICTING Predicts what might happen from details stated and can indicate the strength/likelihood of their prediction being correct</p>	
<p>AUTHORIAL INTENT Evaluates effectiveness in terms of function, form and language features</p>	<p>AUTHORIAL INTENT Evaluates effectiveness in terms of function, form and language features</p>	<p>AUTHORIAL INTENT Evaluates effectiveness of texts (stepping stone to</p>



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Identifies how language structure and presentation (font size, bold, calligrams) contribute to meaning		deepening statement) e.g. <i>discusses words and phrases that capture the reader's imagination</i>
READING BEHAVIOURS AND FLUENCY Uses dictionaries independently to check meaning of new vocabulary	READING BEHAVIOURS AND FLUENCY Comments on use of language using terminology including alliteration, rhythm, rhyme, simile Sustains silent reading most of the time	READING BEHAVIOURS AND FLUENCY Asks increasingly informed questions to improve understanding of a text



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<p>Year 4 AUTUMN Key Theme: Ancient Egypt and Cities of Europe</p> <p>There should be opportunities for every child to read daily either in discrete reading sessions or as part of the wider curriculum. Adults should hear children read regularly, with additional support for PPG and children who are not yet fluent, accurate and confident readers.</p> <p>Objectives highlighted in bold must be revisited in every unit / half-termly</p>	
<p>Ancient Egypt Non-chronological report Descriptive writing- Narrative Cities of Europe Persuasion brochure</p>	<p>Year 4 Grammar vocabulary: Determiner, pronoun, possessive pronoun, adverbial.</p>
<p>The following skills and understanding should be assessed within the context of reading books that are pitched appropriately, including these features:</p> <ul style="list-style-type: none"> • books that demand that the reader can sustain reading • settings that are less familiar to the child – set in different times, places or cultural contexts • settings built up using a range of small details and more sustained descriptive passages • a variety of formats for showing information in information texts 	<p>Prior Learning (Taken from Year 3 TAF)</p> <p>The pupil can:</p> <ul style="list-style-type: none"> • read accurately many polysyllabic and multi-morphemic words and further exception words <p>In age-appropriate¹ books, the pupil can:</p> <ul style="list-style-type: none"> • read most words accurately without overt sounding and blending, and sufficiently fluently to allow them to focus on their understanding rather than on decoding individual words • read aloud with intonation that shows understanding • read many words outside their spoken vocabulary, making a good approximation to the word’s pronunciation. • check that the text makes sense to them, correcting any inaccurate reading at the point of difficulty • make a plausible prediction about what might happen on the basis of what has been read so far • summarise main ideas from what has been read • retrieve information from non-fiction • draw inferences and begin to justify their opinions through discussions
<p>Core Learning Intentions Age Related</p>	



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	READING ACROSS THE CURRICULUM INCLUDING IN ENGLISH	GUIDED READING	Extension Opportunities Next steps (Needed for GDS)
	<p>VOCABULARY Notes examples of descriptive language and explains the mood or atmosphere they create</p> <p>Notices key words and phrases used to convey passing of time to introduce paragraphs or chapters</p>	<p>VOCABULARY Applies word reading knowledge to infer meaning of unfamiliar words</p> <p>Notes examples of descriptive language and explains the mood or atmosphere they create</p> <p>Notices key words and phrases used to convey passing of time to introduce paragraphs or chapters</p>	
	<p>RETRIEVING Recognises the introduction, build-up, climax or conflict and resolution in narrative</p> <p>Retrieves information from text where there is competing (distracting) information</p> <p>Identifies a wide range of poetic forms, e.g. cinquain, haiku, calligram, kenning</p> <p>Identifies key words and phrases as evidence when making a point</p> <p>Identifies the structure and features of a range of non-fiction, narrative and poetry texts.</p> <p>Analyses how structural and presentational features contribute to purpose in a range of texts.</p>	<p>RETRIEVING Retrieves information from text where there is competing (distracting) information</p> <p>Identifies key words and phrases as evidence when making a point</p>	



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<p>SUMMARISING Explains and justifies an opinion on the resolution of an issue/whole narrative</p> <p>Summarises the main ideas of a non-fiction text</p>	<p>SUMMARISING Explains and justifies an opinion on the resolution of an issue/whole narrative</p> <p>Summarises the main ideas of a non-fiction text</p>	
<p>INFERRING Identifies techniques used by the author to persuade the reader to feel sympathy or dislike</p> <p>Distinguishes between fact and opinion</p> <p>Makes deductions about the motives and feelings that might lay behind characters' words</p> <p>Summarises the way that the setting affects characters' appearance, actions and relationships e.g. <i>'The children in The Lion, The Witch and The Wardrobe are family and speak and act differently to the class mates in The Angel of Nitshill Road'</i></p>	<p>INFERRING Identifies techniques used by the author to persuade the reader to feel sympathy or dislike</p>	<p>INFERRING Makes deductions about characters' motives and feelings and explain whether their behaviour was predictable or unexpected</p>
<p>PREDICTING Predicts on the basis of mood or atmosphere how a character will behave in a particular setting</p>	<p>PREDICTING Predicts on the basis of mood or atmosphere how a character will behave in a particular setting</p>	
<p>ANALYSING Analyses how the structure of non-fiction relates to its purpose e.g. <i>how the points in a persuasive speech lead you to the author's viewpoint.</i></p>		
<p>AUTHORIAL INTENT Understands how authors use a variety of sentence constructions e.g. <i>relative clauses to add detail</i></p>	<p>AUTHORIAL INTENT Understands how authors use a variety of sentence constructions</p>	
<p>READING BEHAVIOURS AND FLUENCY Listens to the opinions of others and adjusts own thinking/understanding where appropriate</p>	<p>READING BEHAVIOURS AND FLUENCY Listens to the opinions of others and adjusts own thinking/understanding where appropriate</p>	



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Year 4 SPRING Key Theme :			
Noah Barleywater (POR) Narrative - sequels Poetry- Riddles		Climate zones- Instructions Newspaper report Recount Narrative Poetry	
<p>The following skills and understanding should be assessed within the context of reading books that are pitched appropriately, including these features:</p> <ul style="list-style-type: none"> • settings that influence character behaviour or shed light on their mood or predicament • characters that display a range of viewpoints; their behaviour, thoughts and feelings provide scope for comparing and contrasting 			
Core Learning Intentions Age Related			
READING ACROSS THE CURRICULUM INCLUDING IN ENGLISH	GUIDED READING		Extension Opportunities Next steps
VOCABULARY Notes examples of descriptive language and explains the mood or atmosphere they create Identifies how specific words and phrases link sections, paragraphs and chapters	VOCABULARY Notes examples of descriptive language and explains the mood or atmosphere they create Applies word reading knowledge to infer meaning of unfamiliar words Identifies how specific words and phrases link sections, paragraphs and chapters		
RETRIEVING Recognises the introduction, build-up, climax or conflict and resolution in narrative Retrieves information from text where there is competing (distracting) information	RETRIEVING Retrieves information from text where there is competing (distracting) information		RETRIEVING Identifies underlying themes in a range of narrative texts



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<p>Identifies a wide range of poetic forms, e.g. cinquain, haiku, calligram, kenning Identifies key words and phrases as evidence when making a point</p> <p>Identifies the structure and features of a range of non-fiction, narrative and poetry texts.</p> <p>Analyses how structural and presentational features contribute to purpose in a range of texts.</p> <p>Identifies underlying themes in a range of narrative texts e.g. courage over adversity, loss etc</p>		
<p>SUMMARISING Explains and justifies an opinion on the resolution of an issue/whole narrative</p> <p>Summarises the main ideas of a non-fiction text</p>	<p>SUMMARISING Explains and justifies an opinion on the resolution of an issue/whole narrative</p> <p>Summarises the main ideas of texts, including non-fiction</p>	
<p>INFERRING Identifies techniques used by the author to persuade the reader to feel sympathy or dislike</p> <p>Justifies opinions of particular characters</p> <p>Distinguishes between fact and opinion</p> <p>Makes deductions about the motives and feelings that might lay behind characters' words</p> <p>Summarises the way that the setting affects characters' appearance, actions and relationships e.g. 'The children in The</p>	<p>INFERRING Identifies techniques used by the author to persuade the reader to feel sympathy or dislike</p> <p>Justifies opinions of particular characters and/or settings</p> <p>Distinguishes between fact and opinion</p> <p>Makes deductions about the motives and feelings that might lay behind characters' words</p>	<p>INFERRING Analyses dialogue, making judgements about the extent to which characters reveal their true feelings or motives</p>



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	<p><i>Lion, The Witch and The Wardrobe are family and speak and act differently to the class mates in The Angel of Nitshill Road'</i> Comments on the way key characters respond to a problem</p> <p>Makes deductions about characters' motives and feelings and explain whether their behaviour was predictable or unexpected</p> <p>Analyses dialogue, making judgements about the extent to which characters reveal their true feelings or motives audience</p>		
	<p>PREDICTING Predicts on the basis of mood or atmosphere how a character will behave in a particular setting</p>	<p>PREDICTING Predicts on the basis of mood or atmosphere how a character will behave in a particular setting</p>	
	<p>ANALYSING Analyses how poetry is structured and its effect on the reader</p>		
	<p>AUTHORIAL INTENT Understands how authors use a variety of sentence constructions e.g. <i>relative clauses to add detail</i></p>	<p>AUTHORIAL INTENT Understands how authors use a variety of sentence constructions</p>	
	<p>COMPARING Comments on differences between what characters say and what they do</p>		<p>COMPARING Comments on differences between what characters say and what they do</p>
	<p>READING BEHAVIOURS AND FLUENCY Expresses personal preferences regarding the work of significant authors/poets</p> <p>Explains similarities and differences with own experiences</p>	<p>READING BEHAVIOURS AND FLUENCY Listens to the opinions of others and adjusts own thinking/understanding where appropriate Reads silently, with good understanding testing out different pronunciations of unfamiliar words with support Self corrects spontaneously in order to enhance expression, intonation or to reinterpret what has been read</p>	



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Year 4 SUMMER Key Theme : The Victorians and Rivers			
Rivers Explanation Ice Palace (POR) Personification Narrative Story settings- Historical or multicultural	Narrative- quests Queen Victoria Biography- recount Poetry appreciation		
The following skills and understanding should be assessed within the context of reading books that are pitched appropriately, including these features: <ul style="list-style-type: none"> • figurative language is more developed and more abstract, for example referring to thoughts and feelings; comparisons do not rely on concrete items • additional information is given through the use of relative clauses and parenthesis 			
Core Learning Intentions			
Age Related			
	READING ACROSS THE CURRICULUM INCLUDING IN ENGLISH	GUIDED READING	Extension Opportunities Next steps (Need for GDS)
	VOCABULARY Notes examples of descriptive language and explains the mood or atmosphere they create Identifies how authors use precise vocabulary to meet the intended purpose/effect e.g. <i>They slipped into the room unnoticed</i>	VOCABULARY Notes examples of descriptive language and explains the mood or atmosphere they create Identifies how authors use precise vocabulary to meet the intended purpose/effect	
	RETRIEVING Recognises the introduction, build-up, climax or conflict and resolution in narrative Retrieves information from text where there is competing (distracting) information	RETRIEVING Retrieves information from text where there is competing (distracting) information Identifies the way descriptive language and small details are used to build an impression of an unfamiliar place	RETRIEVING Identifies events that are presented in more detail and those that are skimmed over



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<p>Identifies a wide range of poetic forms, e.g. cinquain, haiku, calligram, kenning Identifies key words and phrases as evidence when making a point</p> <p>Identifies the structure and features of a range of non-fiction, narrative and poetry texts.</p> <p>Analyses how structural and presentational features contribute to purpose in a range of texts.</p> <p>Identifies events that are presented in more detail and those that are skimmed over</p> <p>Identifies the way descriptive language and small details are used to build an impression of an unfamiliar place</p> <p>Identifies figurative and expressive language that builds a fuller picture of a character</p>	<p>Identifies figurative and expressive language that builds a fuller picture of a character</p>	
<p>SUMMARISING Explains and justifies an opinion on the resolution of an issue/whole narrative</p> <p>Summarises the main ideas of a non-fiction text</p>	<p>SUMMARISING Explains and justifies an opinion on the resolution of an issue/whole narrative</p> <p>Summarises the main ideas of texts, including non-fiction</p>	
<p>INFERRING Identifies techniques used by the author to persuade the reader to feel sympathy or dislike</p> <p>Distinguishes between fact and opinion</p>	<p>INFERRING Evaluates texts for their appeal for the intended audience</p>	<p>INFERRING Explores alternative outcomes to an issue</p>



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	<p>Makes deductions about the motives and feelings that might lay behind characters' words</p> <p>Summarises the way that the setting affects characters' appearance, actions and relationships e.g. 'The children in The Lion, The Witch and The Wardrobe are family and speak and act differently to the class mates in The Angel of Nitshill Road'</p> <p>Explores alternative outcomes to an issue</p> <p>Evaluates texts for their appeal for the intended audience</p>		
	<p>PREDICTING</p> <p>Predicts on the basis of mood or atmosphere how a character will behave in a particular setting</p>	<p>PREDICTING</p> <p>Predicts on the basis of mood or atmosphere how a character will behave in a particular setting</p>	
	<p>ANALYSING</p> <p>Exemplifies the move between generalisations and specific information</p>		
	<p>AUTHORIAL INTENT</p> <p>Understands how authors use a variety of sentence constructions e.g. relative clauses to add detail</p> <p>Explains the decisions that the author has made in setting up problems for the characters and choosing how to resolve them</p>	<p>AUTHORIAL INTENT</p> <p>Understands how authors use a variety of sentence constructions</p>	<p>AUTHORIAL INTENT</p> <p>Explains the decisions that the author has made in setting up problems for the characters and choosing how to resolve them</p>
	<p>READING BEHAVIOURS AND FLUENCY</p> <p>Listens to the opinions of others and adjusts own thinking/understanding where appropriate</p> <p>Expresses personal preferences regarding the work of significant authors/poets</p> <p>Explains similarities and differences with own experiences</p>	<p>READING BEHAVIOURS AND FLUENCY</p> <p>Listens to the opinions of others and adjusts own thinking/understanding where appropriate</p> <p>Reads silently, with good understanding testing out different pronunciations of unfamiliar words with support</p> <p>Self corrects spontaneously in order to enhance expression, intonation or to reinterpret what has been read</p>	



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Year 5 AUTUMN Key Theme: South America and World War One

There should be opportunities for every child to read daily either in discrete reading sessions or as part of the wider curriculum. Adults should hear children read regularly, with additional support for PPG and children who are not yet fluent, accurate and confident readers.

Objectives highlighted in bold must be revisited in every unit / half-termly

South America- (Herts) **Non chronological reports**
Letter writing
Poetry- Kennings and cinquain

World War 1- Stay with me and Leave
Narrative
Autobiographical/ Biography- **Recount**

Year 5 Grammar vocabulary:
Modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity

The following skills and understanding should be assessed within the context of reading books that are pitched appropriately, including these features:

- books demanding some resilience of the reader in terms of length and complexity of vocabulary and sentence structure e.g. examples of sentences with multiple subordinate clauses
- modern fiction, fiction from our literary heritage and books from other cultures and traditions (including pre-twentieth century titles)
- titles by classical children's authors
- less familiar genres across fiction, non-fiction and poetry (suspense, discursive texts, ballads)
- precise use of technical vocabulary in non-fiction

Prior Learning (Taken from Year 4 TAF)

The pupil can:
read accurately most polysyllabic and multi-morphemic words and further exception words

in age-appropriate books, the pupil can:
read aloud fluently with intonation that shows understanding
read many words outside their spoken vocabulary, making a good approximation to the word's pronunciation.
check that the text makes sense, correcting when meaning is lost
make plausible predictions about what might happen on the basis of what has been read so far
summarise main ideas providing key details
retrieve information from non-fiction
draw inferences and justify their opinions through discussions
make links between the book they are reading and other books they have read



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Core Learning Intentions Age Related			
	READING ACROSS THE CURRICULUM INCLUDING IN ENGLISH	GUIDED READING	Extension Opportunities Next steps (Needed for GDS)
	<p>VOCABULARY Uses a range of strategies to identify the meaning of new vocabulary</p> <p>Identifies examples of effective description that evoke time or place commenting both on word and sentence choice</p>	<p>VOCABULARY Uses a range of strategies to identify the meaning of new vocabulary</p> <p>Identifies examples of effective description that evoke time or place commenting both on word and sentence choice</p>	
	<p>RETRIEVING Comments on use of language using terminology including onomatopoeia, metaphor, personification</p> <p>Notes how cohesion is achieved in different ways</p> <p>Identifies how the author signals change in the narration, time and place and notes the effect that this has on them as the reader</p> <p>Retrieves information, referring to more than one place in the text, and where there is competing (distracting) information</p> <p>Identifies and compares underlying themes in a range of narrative texts e.g. <i>can track words/phrases linked with the theme throughout a narrative and note how the author keeps reinforcing the theme throughout.</i></p>	<p>RETRIEVING Comments on use of language using terminology including onomatopoeia, metaphor, personification</p> <p>Notes how cohesion is achieved in different ways</p> <p>Identifies how the author signals change in the narration, time and place and notes the effect that this has on them as the reader</p> <p>Retrieves information, referring to more than one place in the text, and where there is competing (distracting) information</p>	<p>RETRIEVING Identifies and compares underlying themes in a range of narrative texts e.g. <i>can track words/phrases linked with the theme throughout a narrative and note how the author keeps reinforcing the theme throughout.</i></p>



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	<p>Comments on how a character is built and presented, referring to dialogue, action and description</p> <p>Retrieves, records and presents ideas from non-fiction in a different format e.g. <i>retrieves information from a report to inform a persuasive text</i></p> <p>Identifies precision in the use of technical terminology and considers the different reasons for why an author might use this e.g. <i>for genuinely informative reasons, or to 'bamboozle' the reader!</i></p>	<p>Comments on how a character is built and presented, referring to dialogue, action and description</p> <p>Identifies precision in the use of technical terminology and considers the different reasons for why an author might use this</p>	
	<p>SUMMARISING Summarises main ideas from more than one text to support note taking</p>	<p>SUMMARISING Summarises main ideas from more than one text to support note taking</p>	
	<p>INFERRING Provides evidence of characters changing during a story and discusses possible reasons where reasons are not obviously stated in the text</p> <p>Recognises that characters may have different perspectives in the story</p> <p>Considers the time and place where a story is set and looks for evidence of how that affects characters' behaviour and/or plot development</p> <p>Explores in-depth the meaning of particular multi-layered (figurative) word/phrases, deciding what effect the author most probably intended on the reader and justifying this with further evidence from the text</p>		



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	<p>Identifies conventions across a range of non-fiction text types and forms e.g. <i>first person in autobiographies</i> and can identify where a common convention has been broken/breached/ignored! Offer reasons for why the author may have chosen to do this</p> <p>Analyses characters' appearance, actions and relationships and makes deductions about differences in patterns of relationships and attitudes</p> <p>Identifies examples of dialogue that show different degrees of formality and considers what this implies about the relationships and context</p>		
	<p>READING BEHAVIOURS AND FLUENCY Refines questions to deepen understanding of a text e.g. can generate a further question based on an initial question that takes the group's thinking further</p>	<p>READING BEHAVIOURS AND FLUENCY Reads silently with good understanding, using a range of strategies to work out unfamiliar words</p> <p>Refines questions to deepen understanding of a text</p>	



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Year 5 SPRING: The Greeks and Macbeth			
The Greeks- Odysseus Discussion Myth adventures		Macbeth (Herts)- Fiction form our literacy heritage Poetry appreciation	
<p>The following skills and understanding should be assessed within the context of reading books that are pitched appropriately, including these features:</p> <ul style="list-style-type: none"> • books demanding some resilience of the reader in terms of length and complexity of vocabulary and sentence structure e.g. examples of sentences with multiple subordinate clauses • modern fiction, fiction from our literary heritage and books from other cultures and traditions (including pre-twentieth century titles) • titles by classical children’s authors • more challenging contexts – historical, other places, range of cultural perspectives 			
Core Learning Intentions Age Related			
	READING ACROSS THE CURRICULUM INCLUDING IN ENGLISH	GUIDED READING	Extension Opportunities Next steps (Needed for GDS)
	VOCABULARY Uses a range of strategies to identify the meaning of new vocabulary	VOCABULARY Uses a range of strategies to identify the meaning of new vocabulary	



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<p>Identifies examples of effective description that evoke time or place commenting both on word and sentence choice</p> <p>Notes words and phrases in pre twentieth century writing which have changed their meaning over time</p>	<p>Identifies examples of effective description that evoke time or place commenting both on word and sentence choice</p> <p>Notes words and phrases in pre twentieth century writing which have changed their meaning over time</p>	
<p>RETRIEVING Comments on use of language using terminology including onomatopoeia, metaphor, personification</p> <p>Notes how cohesion is achieved in different ways</p> <p>Identifies how the author signals change in the narration, time and place and notes the effect that this has on them as the reader</p> <p>Retrieves information, referring to more than one place in the text, and where there is competing (distracting) information</p> <p>Identifies and compares underlying themes in a range of narrative texts e.g. can track words/phrases linked with the theme throughout a narrative and note how the author keeps reinforcing the theme throughout.</p> <p>Identifies how an author varies pace by using direct or reported speech at different points in a story</p> <p>Comments on how a character is built and presented, referring to dialogue, action and description</p>	<p>RETRIEVING Comments on use of language using terminology including onomatopoeia, metaphor, personification</p> <p>Notes how cohesion is achieved in different ways</p> <p>Identifies how the author signals change in the narration, time and place and notes the effect that this has on them as the reader</p> <p>Retrieves information, referring to more than one place in the text, and where there is competing (distracting) information</p> <p>Comments on how a character is built and presented, referring to dialogue, action and description</p>	<p>RETRIEVING Identifies and compares underlying themes in a range of narrative texts e.g. <i>can track words/phrases linked with the theme throughout a narrative and note how the author keeps reinforcing the theme throughout.</i></p>



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<p>SUMMARISING Summarises main ideas from more than one text to support note taking</p> <p>Analyses information from tables and charts and can incorporate this information into a summary of the whole text</p>	<p>SUMMARISING Summarises main ideas from more than one text to support note taking</p> <p>Analyses information from tables and charts and can incorporate this information into a summary of the whole text</p>	
<p>INFERRING Provides evidence of characters changing during a story and discusses possible reasons where reasons are not obviously stated in the text</p> <p>Considers the time and place where a story is set and looks for evidence of how that affects characters' behaviour and/or plot development</p> <p>Explores in-depth the meaning of particular multi-layered (figurative) word/phrases, deciding what effect the author most probably intended on the reader and justifying this with further evidence from the text</p> <p>Summarises ideas across paragraphs, identifying key details that support the main ideas</p> <p>Analyses characters' appearance, actions and relationships and makes deductions about differences in patterns of relationships and attitudes</p> <p>Identifies examples of dialogue that show different degrees of formality and considers what this implies about the relationships and context</p>	<p>INFERRING Summarises ideas across paragraphs, identifying key details that support the main ideas</p> <p>Shows understanding through emphasis, intonation and volume when performing</p>	<p>INFERRING Analyses characters' appearance, actions and relationships and makes deductions about differences in patterns of relationships and attitudes</p> <p>Identifies examples of dialogue that show different degrees of formality and considers what this implies about the relationships and context</p>



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	Shows understanding through emphasis, intonation and volume when performing		
	PREDICTING Identifies whether changes in characters met or challenged the reader's expectations		
	COMPARING Identifies balanced or biased viewpoints and discuss texts which explore more than one perspective on an issue Checks whether viewpoint changes in the story	COMPARING Identifies balanced or biased viewpoints and discuss texts which explore more than one perspective on an issue Checks whether viewpoint changes in the story	
	READING BEHAVIOURS AND FLUENCY Refines questions to deepen understanding of a text e.g. can generate a further question based on an initial question that takes the group's thinking further Uses technical and other terms needed for discussing what they hear and read e.g. <i>metaphor, simile, analogy, imagery, style and effect</i> Justifies personal response to particular texts and characters with evidence	READING BEHAVIOURS AND FLUENCY Refines questions to deepen understanding of a text e.g. can generate a further question based on an initial question that takes the group's thinking further Justifies personal response to particular texts and characters with evidence	



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Year 5 SUMMER Key Theme : The Vikings			
Beowulf – The Vikings (POR) Explanation Narrative Poetry		The London Eye Mystery - Narrative Mystery adventure Poetry- Haiku Rap Instruction	
<p>The following skills and understanding should be assessed within the context of reading books that are pitched appropriately, including these features:</p> <ul style="list-style-type: none"> • books demanding some resilience of the reader in terms of length and complexity of vocabulary and sentence structure e.g. examples of sentences with multiple subordinate clauses • modern fiction, fiction from our literary heritage and books from other cultures and traditions (including pre-twentieth century titles) • titles by classical children’s authors • chapters that are less likely to have a heading and are much longer • writing that demands that the reader understands meaning beyond the literal and can pick up significant ‘clues’ in the text • non-linear narratives - stories with shifts in time or voice, parallel plots, stories within stories, dream immersion • sustained imagery (extend metaphor, recurring symbolism) that sheds light on characters, mood, atmosphere or are thematic • scope for inference to be drawn through character and setting clues • full range of punctuation used, including quite sophisticated marks e.g. colon, semi-colon 			
Core Learning Intentions Age Related			
	READING ACROSS THE CURRICULUM INCLUDING IN ENGLISH	GUIDED READING	Extension Opportunities Next steps



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	<p>VOCABULARY Uses a range of strategies to identify the meaning of new vocabulary</p> <p>Identifies examples of effective description that evoke time or place commenting both on word and sentence choice</p>	<p>VOCABULARY Uses a range of strategies to identify the meaning of new vocabulary</p> <p>Identifies examples of effective description that evoke time or place commenting both on word and sentence choice</p>	(Needed for GDS)
	<p>RETRIEVING Comments on use of language using terminology including onomatopoeia, metaphor, personification</p> <p>Notes how cohesion is achieved in different ways</p> <p>Identifies how the author signals change in the narration, time and place and notes the effect that this has on them as the reader</p> <p>Retrieves information, referring to more than one place in the text, and where there is competing (distracting) information</p> <p>Identifies and compares underlying themes in a range of narrative texts Comments on how a character is built and presented, referring to dialogue, action and description</p>	<p>RETRIEVING Comments on use of language using terminology including onomatopoeia, metaphor, personification</p> <p>Identifies how the author signals change in the narration, time and place and notes the effect that this has on them as the reader</p> <p>Retrieves information, referring to more than one place in the text, and where there is competing (distracting) information</p> <p>Comments on how a character is built and presented, referring to dialogue, action and description</p> <p>Notes how cohesion is achieved in different ways retrieves, records and presents ideas from non-fiction in a different format e.g. retrieves information from a report to inform a persuasive text</p>	<p>RETRIEVING Identifies how an author varies pace by using direct or reported speech at different points in a story</p>
	<p>SUMMARISING Summarises main ideas from more than one text to support note taking</p>	<p>SUMMARISING Summarises main ideas from more than one text to support note taking</p>	



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	<p>INFERRING Provides evidence of characters changing during a story and discusses possible reasons where reasons are not obviously stated in the text</p> <p>Considers the time and place where a story is set and looks for evidence of how that affects characters' behaviour and/or plot development</p> <p>Explores in-depth the meaning of particular multi-layered (figurative) word/phrases, deciding what effect the author most probably intended on the reader and justifying this with further evidence from the text</p>	<p>INFERRING Identifies conventions across a range of non-fiction text types and forms e.g. first person in autobiographies and can identify where a common convention has been broken/breached/ignored! Offer reasons for why the author may have chosen to do this</p>	
	<p>AUTHORIAL INTENT</p>	<p>AUTHORIAL INTENT Recognises the style of different authors and recognises their intended audience</p>	
	<p>READING BEHAVIOURS AND FLUENCY Refines questions to deepen understanding of a text e.g. can generate a further question based on an initial question that takes the group's thinking further</p> <p>Justifies personal response to particular texts and characters with evidence</p>	<p>READING BEHAVIOURS AND FLUENCY Refines questions to deepen understanding of a text</p> <p>Self corrects spontaneously in order to enhance expression, intonation or to reinterpret what has been read</p>	



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<p>Year 6 AUTUMN: Mayans and Extreme Earth</p> <p>There should be opportunities for every child to read daily either in discrete reading sessions or as part of the wider curriculum. Adults should hear children read regularly, with additional support for PPG and children who are not yet fluent, accurate and confident readers.</p> <p>Objectives highlighted in bold must be revisited in every unit / half-termly</p>		
<p>Extreme Earth- Ice Trap (POR) Narrative Inventions- Instructions Natural Disasters Explanations</p>	<p>Skellig (POR) Narrative- Fantasy story writing Tyger Tyger Poetry-Imagery structure any - monologue</p>	<p>Year 5 Grammar vocabulary: Modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity</p>
<p>The following skills and understanding should be assessed within the context of reading books that are pitched appropriately, including these features:</p> <ul style="list-style-type: none"> • titles that are playful with genre conventions e.g. parody • a range within a given non-fiction genre to support analysis of text-type conventions • deliberate use of ambiguity that support speculation 		<p>Prior Learning (Taken from Year 4 TAF) The pupil can: read accurately most polysyllabic and multi-morphemic words and further exception words in age-appropriate books, the pupil can: read aloud fluently with intonation that shows understanding read many words outside their spoken vocabulary, making a good approximation to the word's pronunciation. check that the text makes sense, correcting when meaning is lost</p>



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		<p>make plausible predictions about what might happen on the basis of what has been read so far</p> <p>summarise main ideas providing key details</p> <p>retrieve information from non-fiction</p> <p>draw inferences and justify their opinions through discussions</p> <p>make links between the book they are reading and other books they have read</p>	
<p>Core Learning Intentions Age Related</p>			
	<p>READING ACROSS THE CURRICULUM INCLUDING IN ENGLISH</p>	<p>GUIDED READING</p>	<p>Extension Opportunities Next steps (Needed for GDS)</p>
	<p>VOCABULARY Analyses, and explains the impact of, authors' techniques and use of language e.g. <i>expressive or figurative language, range of sentence structure, repetition etc</i></p>	<p>VOCABULARY Analyses, and explains the impact of, authors' techniques and use of language</p> <p>Uses a range of strategies to understand the meaning of new vocabulary</p>	
	<p>RETRIEVING Retrieves information, referring to more than one place in the text, and where there is competing (distracting) information</p> <p>Recognises how the author of non-fiction texts expresses, sequences and links points</p> <p>Explains how poets create shades of meaning, justifying own views with reference to the text and to other sources of evidence e.g. wider reading</p>	<p>RETRIEVING Retrieves information, referring to more than one place in the text, and where there is competing (distracting) information</p> <p>Recognises how the author of non-fiction texts expresses, sequences and links points</p> <p>Explains how poets create shades of meaning, justifying own views with reference to the text and to other sources of evidence</p>	



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<p>SUMMARISING Summarises competing views</p> <p>Analyses dialogue at certain points in a story and summarises its purpose e.g. to explain plot, show character and relationships, convey mood or create humour</p>		<p>SUMMARISING Discusses main ideas from a text within a group and summarises the discussion</p>
<p>INFERRING Draws reasoned conclusions from non-fiction texts which present differences of opinion</p> <p>Analyses why and how scene changes are made and how they affect characters and events</p> <p>Identifies and summarises underlying themes in a range of narrative texts noting where there are several themes competing in a text</p> <p>Provides evidence to explain how themes emerge and conventions are applied in a range of fiction and non-fiction genres</p> <p>Explains underlying themes across a range of poetry e.g. can form compilations of poems based on themes explaining choices for the grouping, and considering the order of the poems in the compilation.</p>	<p>INFERRING Analyses why and how scene changes are made and how they affect characters and events</p>	<p>INFERRING Provides evidence to explain how themes emerge and conventions are applied in a range of fiction and non-fiction genres</p> <p>Identifies stock characters in particular genres and looks for evidence of characters that challenge stereotypes and surprise the reader e.g. in parody</p>
<p>COMPARING explains how a personal response has altered at various points across a text as the narrative viewpoint changes e.g. <i>'I didn't like this character at the beginning because but now I understand why'</i></p>		<p>COMPARING Discusses themes and motives within the text and takes note of how they are developed</p>
<p>ANALYSING</p>		<p>ANALYSING</p>



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	Justifies personal response to narratives with suitable expansion e.g. <i>whether it was believable, whether dilemmas were resolved satisfactorily</i>		Identifies how a line of argument develops Recognises the usefulness of statistics, quotations and how these might be subject to bias or selective interpretation
	AUTHORIAL INTENT Justifies agreement or disagreement with narrator's point of view when evaluating a text		AUTHORIAL INTENT Identifies devices and vocabulary choices that provide emphasis or commentary and understands how this reinforces the writer's viewpoint , e.g. <i>repetition across a text, the use of quotation marks for ironic effect or to create distance</i>
	READING BEHAVIOURS AND FLUENCY	READING BEHAVIOURS AND FLUENCY Reads silently with good understanding, working out how to pronounce unfamiliar words – continues to self-correct spontaneously in order to enhance expression, intonation or to reinterpret what has been read	



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Year 6 SPRING Key Themes: British Kings and Queens and Evolution and Inheritance (Spiderwick and Stone Girl Bone Girl)			
Treason (POR) Narrative historical King Henry viii Discussion text		Spiderwick (Hert)- Non-chronological report Bone Girl Stone Girl (Herts)- Recount biography	
<p>The following skills and understanding should be assessed within the context of reading books that are pitched appropriately, including these features:</p> <ul style="list-style-type: none"> • non-fiction texts of increasing sophistication (for example sustained use of impersonal language, some use of the passive voice or subjunctive mood) • increasingly technical vocabulary that requires the use of context and deduction to retain sense and meaning (together with appropriate use of dictionary/internet) • books demanding more resilience of the reader in terms of length and complexity of vocabulary and sentence structures, and passages made up of sentences with multiple subordinate clauses • books with increasingly complex structures and mature themes (for example cyclical tales, bittersweet memoirs) 			
Core Learning Intentions			
Age Related			
	READING ACROSS THE CURRICULUM INCLUDING IN ENGLISH	GUIDED READING	Extension Opportunities Next steps (Needed for GDS)



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	<p>VOCABULARY Analyses, and explains the impact of, authors' techniques and use of language e.g. <i>expressive or figurative language, range of sentence structure, repetition etc</i></p>	<p>VOCABULARY Analyses, and explains the impact of, authors' techniques and use of language</p> <p>Uses a range of strategies to understand the meaning of new vocabulary</p>	<p>VOCABULARY Identifies different layers of meaning and attempts to explore the links created , e.g. associations arising from vocabulary choice in imagery; connotations arising from a persuasive speech</p>
	<p>RETRIEVING Retrieves information, referring to more than one place in the text, and where there is competing (distracting) information</p> <p>Considers when a story was first published, and discusses the audience that the author had in mind, when reading texts from our literary heritage</p> <p>Identifies and analyses conventions across a range of non-fiction text types and forms looking at the differences in conventions within the same text type e.g. <i>categorise sub-sets of persuasive texts into groups</i></p>	<p>RETRIEVING Retrieves information, referring to more than one place in the text, and where there is competing (distracting) information</p> <p>Considers when a story was first published, and discusses the audience that the author had in mind, when reading texts from our literary heritage</p> <p>Identifies and analyses conventions across a range of non-fiction text types and forms looking at the differences in conventions within the same text type e.g. <i>categorise sub-sets of persuasive texts into groups</i></p>	<p>RETRIEVING Identifies and explains how features of layout help to locate information, or guide the reader across print and electronic text types texts</p>
	<p>SUMMARISING Analyses dialogue at certain points in a story and summarises its purpose e.g. <i>to explain plot, show character and relationships, convey mood or create humour</i></p>		<p>SUMMARISING Summarises complex plots Uses selective quotation and identifies specific detail from across a text/texts to support main ideas or argument; summarises these effectively</p>
	INFERRING	INFERRING	INFERRING



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<p>Draws reasoned conclusions from non-fiction texts which present differences of opinion</p> <p>Analyses why and how scene changes are made and how they affect characters and events</p> <p>Distinguishes between implicit and explicit points of view</p> <p>Identifies and summarises underlying themes in a range of narrative texts noting where there are several themes competing in a text</p> <p>Provides evidence to explain how themes emerge and conventions are applied in a range of fiction and non-fiction genres</p> <p>Explains underlying themes across a range of poetry</p> <p>Explains the intent of the author e.g. <i>explains how the author has tried to manipulate the emotions/bias of the reader</i></p> <p>Identifies stock characters in particular genres and looks for evidence of characters that challenge stereotypes and surprise the reader e.g. <i>in parody</i></p>	<p>Distinguishes between implicit and explicit points of view</p> <p>Explains the intent of the author e.g. <i>explains how the author has tried to manipulate the emotions/bias of the reader</i></p>	<p>Uses deduction and inference by drawing on evidence across larger sections of the text sometimes referring to events in an earlier chapter</p> <p>Develops responses to texts by speculating, formulating hypotheses and moving beyond initial thoughts and ideas; challenges own perceptions and considers alternative points of view</p>
<p>ANALYSING</p> <p>Justifies personal response to narratives with suitable expansion e.g. <i>whether it was believable, whether dilemmas were resolved satisfactorily</i></p> <p>Identifies how authors use a range of narrative structures e.g. <i>stories within stories, flashbacks and can demonstrate</i></p>		<p>ANALYSING</p> <p>Comments critically on different parts of the writing e.g. what wasn't necessary, credibility in plotting</p>



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	<i>understanding by re-telling/writing the narrative using a different structure</i>		
	READING BEHAVIOURS AND FLUENCY Generates open questions to explore a range of possibilities and justifies responses in relation to the text		READING BEHAVIOURS AND FLUENCY Generates open questions to explore a range of possibilities and justifies responses in relation to the text

Year 6 SUMMER Key Themes: Pop Art (Alma) and Our UK (The Arrival)			
Alma – suspense narrative Our UK – persuasive brochures	Graphic novels- The Arrival (Herts) Discussion Take one poet		
<p>The following skills and understanding should be assessed within the context of reading books that are pitched appropriately, including these features:</p> <ul style="list-style-type: none"> • more sustained imagery (allegory, foreshadowing, mirroring) that prompts reflection • greater scope for inference to be drawn through character and setting clues 			
Core Learning Intentions Age Related			
	READING ACROSS THE CURRICULUM INCLUDING IN ENGLISH	GUIDED READING	Extension Opportunities Next steps (Needed for GDS)



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	<p>VOCABULARY Analyses, and explains the impact of, authors' techniques and use of language e.g. <i>expressive or figurative language, range of sentence structure, repetition etc</i></p> <p>Notices where the author uses a wider range of cohesive language to create more sophisticated links between and within paragraphs e.g. <i>where the author has avoided over-use of obvious adverbials/conjunctions such as 'on the other hand'</i></p>	<p>VOCABULARY Uses a range of strategies to understand the meaning of new vocabulary</p>	<p>VOCABULARY Notices where the author uses a wider range of cohesive language to create more sophisticated links between and within paragraphs e.g. <i>where the author has avoided over-use of obvious adverbials/conjunctions such as 'on the other hand'</i></p>
	<p>RETRIEVING Retrieves information, referring to more than one place in the text, and where there is competing (distracting) information</p>		
	<p>SUMMARISING Analyses dialogue at certain points in a story and summarises its purpose e.g. <i>to explain plot, show character and relationships, convey mood or create humour</i></p>		<p>SUMMARISING Discusses how the contexts in which texts are written and read affect meaning, for example how an idea/topic is treated differently in texts from different times and places or how the meaning of a text has changed over time</p>
	<p>INFERRING Draws reasoned conclusions from non-fiction texts which present differences of opinion</p> <p>Analyses why and how scene changes are made and how they affect characters and events</p>		<p>INFERRING Considers when a story was first published, and discusses the audience that the author had in mind, when reading texts from our literary heritage and, with support, can consider how</p>



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	<p>Identifies and summarises underlying themes in a range of narrative texts noting where there are several themes competing in a text</p> <p>Provides evidence to explain how themes emerge and conventions are applied in a range of fiction and non-fiction genres</p> <p>Explains underlying themes across a range of poetry</p>		readers at the time may have interpreted the text differently
	<p>ANALYSING Justifies personal response to narratives with suitable expansion <i>e.g. whether it was believable, whether dilemmas were resolved satisfactorily</i></p>		<p>ANALYSING Demonstrates that conclusions are based on evidence e.g. can explain how an author has come to adopt a particular viewpoint</p>
	<p>AUTHORIAL INTENT</p>		<p>AUTHORIAL INTENT Explains what the author wants the reader to think quoting text as appropriate to justify viewpoint</p> <p>Comments on how features relating to organisation at a text level contribute to the effects achieved , for example <i>the use of analogy, the build up to a twist in the tale, the use of rhythm or rhyme in poetry</i></p>



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	<p>READING BEHAVIOURS AND FLUENCY Expresses and justifies personal preferences regarding significant authors/poets</p>		<p>READING BEHAVIOURS AND FLUENCY Uses technical terms to indicate, discuss and evaluate vocabulary choice, sentence construction and the use of figurative language (word classes, units of meaning, poetic devices)</p>
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