

**Subject:** Reading

**Subject Summary:**

Pupils develop their reading skills through a wide variety of texts, such as poetry, classic poems, traditional stories, contemporary fiction, modern classics, heritage fiction, literature of another culture, drama, reference book and factual books. A reading habit is encouraged throughout the school and guided reading sessions are planned so that the class teacher or teaching assistant regularly supports different ability groups in developing reading skills. Reading occurs throughout all subjects and pupils have the opportunity to apply their skills during tasks such as researching a topic. All pupils have a home/school reading record and it is expected that this is completed daily.

**Support:**

Pupils have access to a book banded system to support them in early reading. When they become 'free readers' they make their own choices, but this is closely monitored through a 'reading passport' so that a variety of texts is experienced by the reader.

Sound Discovery intervention is used for those pupils who experience difficulty in reading and is delivered in small group sessions.

Curiosity Cafes run each half term in every class and these provide an opportunity for teachers to model to parents how to read a text and effectively question the pupils to develop their understanding.

**Extension and Enrichment:**

More-able pupils are challenged during guided reading sessions with higher levels of text. Questions are planned for their ability in order to develop a deeper understanding. Some pupils have an 'Individual Learning Plan' which includes termly targets to enrich their experience.

The well stocked school library is open every lunchtime and offers a wide range of activities to engage pupils with reading.

Y6 more-able pupils participate in enrichment sessions at Fakenham Academy during the Spring and Summer terms.

Autumn term 2014 - Author Neil Griffiths whole school storytelling session

Spring term 2015 - World Book Day

Summer term 2015 - Library reading challenge

Termly book fairs

The following grid shows the assessment statements for each year group. Year 3 and 4 work together to plan their lessons and Year 6 are working on the previous National Curriculum as required.

| <b>Year Group</b> | <b>Objectives:</b>  |  |  |  |
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|                   | <b>Word Reading</b>   | <b>Attitudes to Reading</b>  | <b>Understanding Reading</b>   | <b>Discuss, Explain and Evaluate</b>   |
| <b>Y3/4</b>       | Applies 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. | Listens to and discusses a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.<br><br>Reads books that are structured in different | Checks that the text makes sense to them, discussing their understanding and explaining the meaning of words in context<br><br>Asking questions to improve their | Participates 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>Reads further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</p>  | <p>ways and reads for a range of purposes</p> <p>With support uses dictionaries to check the meaning of words that they have read.</p> <p>Develops their familiarity with an increasingly wide range of books, including fairy stories, myths and legends, and retelling some of these orally.</p> <p>(With support) identifies themes and conventions in a wide range of books.</p> <p>Prepares poems and plays to read aloud and to perform, showing understanding through some use of intonation, tone, volume and action.</p> <p>(Beginning to) discuss words and phrases that capture the readers interest and imagination.</p> <p>(With support) recognises some different forms of poetry (e.g. free verse, narrative poetry).</p> | <p>understanding of a text.</p> <p>Is beginning to draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and (with support) justifying inferences with evidence.</p> <p>Makes basic predictions about what might happen based on details stated and implied.</p> <p>(With some support) identifies main ideas drawn from more than one paragraph and makes a simple summary.</p> <p>(With support) identifies how language, structure, and presentation contribute to meaning.</p> <p>Retrieves and records information from non-fiction (supported where necessary).</p> |  |
| <p><b>Y5</b></p> | <p>Applies 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.</p> | <p>Maintains positive attitudes to reading and understanding of what they read by: continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</p> <p>Reads books that are structured in different ways and reading for a range of purposes.</p> <p>Increases their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary</p>  | <p>Checks that the book makes sense to them by discussing their understanding and exploring the meaning of words in context.</p> <p>Asks questions to improve their understanding and explore ideas.</p> <p>Draws inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifies inferences with evidence. (Comments are developed drawing on evidence across the text).</p> <p>Predicts what might</p>   | <p>Discusses and evaluates how authors use language, including figurative language, considering the impact on the reader and showing some awareness of the effect of different language choices. Beginning to use some technical terminology to describe language where needed (eg simile, metaphor).</p> <p>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.</p> |

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|  |  | <p>heritage, and books from other cultures and traditions.</p> <p>Recommends books that they have read to their peers, giving reasons for their choices which illustrate a general awareness of the writer's purpose and effect on the reader.</p> <p>Identifies and discusses themes and conventions in and across a wide range of writing. Comments identify similarities and differences between texts e.g narrative conventions in traditional tales or stories from different cultures, ballads etc.</p> <p>Makes comparisons within and across books, commenting on similarities and differences between texts, with some explanation.</p> <p>Learns a wide range of poetry by heart.</p> <p>Prepares 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.</p> | <p>happen from details stated and implied. Justifies predictions with specific textual references.</p> <p>Summarises the main ideas drawn from more than one paragraph, identifying key details that support the main ideas. Identifies how language, structure and presentation contribute to meaning. Shows general awareness of writer's craft.</p> <p>Retrieve, record and present information from non-fiction. Relevant points clearly identified from all areas of the text.</p> | <p>Explains and discusses their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary.</p> <p>Provides reasoned justifications for their views, supporting them with relevant textual reference or quotation.</p> |
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Y6 - see previous National Curriculum

<http://www.educationengland.org.uk/documents/pdfs/1999-nc-primary-handbook.pdf>