

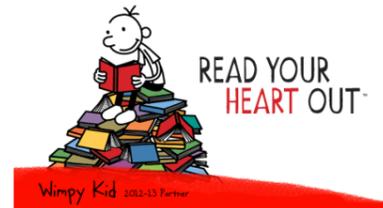
## READING DEVELOPMENT

Y5

- Summarise main points of an argument or discussion within their reading and make up own mind about issue/s
- Compare between two texts
- Appreciate that people use bias in persuasive writing
- Appreciate how two people may have a different view on the same event
- Draw inferences and justify with evidence from the text
- Vary voice for direct or indirect speech
- Recognise clauses within sentences
- Explain how and why a writer has used clauses to add information to a sentence
- Use more than one source when carrying out research
- Create a set of notes to summarise what has been read

Y6

- Refer to a text to support opinions and predictions
- Give a view about choice of vocabulary, structure etc
- Distinguish between fact and opinion
- Appreciate how a set of sentences has been arranged to create maximum effect
- Recognise complex sentences with more than one subordinate clause
- Recognise phrases which add detail to sentences
- Explain how a writer has used sentences to create particular effects
- Skim and scan to aid note-taking



### Finding out more...

Some good websites for developing English skills include:

Exploring phonics

[www.phonicsplay.co.uk](http://www.phonicsplay.co.uk)

Spelling

[www.spellingcity.co.uk](http://www.spellingcity.co.uk)

<http://www.bbc.co.uk/skillswise/topic-group/spelling>

<http://www.crickweb.co.uk/ks2literacy.html>

Writing

<http://www.bbc.co.uk/bitesize/ks2/english/writing/>

Reading

<http://www.bbc.co.uk/bitesize/ks2/english/reading/>

<http://www.topmarks.co.uk/english-games/7-11-years/reading>

Want to brainstorm your own 'out of the box' way to teach at home

[www.pinterest.com](http://www.pinterest.com)

Free printable resources

[www.twinkl.co.uk](http://www.twinkl.co.uk)



**Our Vision:** We believe that reading is a fundamental skill within the curriculum, which enables pupils to express themselves creatively and imaginatively, to communicate effectively and confidently with others and to participate fully in the communities and society in which they live.

**Subject Leader:** Miss Bispham (English leader)

### The National Curriculum Purpose of Study for English

"English has a pre-eminent place in education and society. A high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others through their reading and listening, others can communicate with them. Through reading in particular, pupils have the chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know. All the skills of language are essential to participating fully as a member of society; pupils, therefore, who do not learn to speak, read and write fluently and confidently are effectively disenfranchised."

### Reading at Milton Court:

At Milton Court we have a brand new library which holds lots of high quality texts. Every class has a time during the week to work in the natural calming environment.

Our Cornerstones curriculum provides a reading spine which ensure that by year 6 the children have explored in detail, a large number of high quality texts.

Children are taught to read through phonics, which begins in year R, through 1-2-1 opportunities to read to an adult, through guided reading and within class book corners.

### What we are good at:

\*Developing our confidence in text-led literacy.

\* Embedding a strong knowledge of phonics through sets in Year R and KS1.

\* Contextualising the teaching of reading within our topics making cross-curriculum links with oracy and writing too.

### Things we are working on:

\* Ensuring high quality teaching is in place for guided reading.

\* Exploring a variety of resources and activities to improve the enjoyment of SPAG.

\* Learning spellings through a broader range of exciting activities and challenges.



# Non-negotiables in Reading

We look at and develop reading skills throughout our wide curriculum. As a result, we cover the Early Years and National Curriculum requirements and go further to extend children's knowledge and understanding. Underpinning our curriculum delivery throughout years 1-6 are non-negotiable skills that we ensure are taught, embedded and applied in each year group. Our aim is that every child has a firm understanding of these key skills within their year group expectations as a minimum.

In the Early Years Reading is looked at through....

Key skill expectations for each year group are shown below.

## Reading in the Early Years:

In the Early Years children are encouraged to explore a wide range of texts. The indoor and outdoor classrooms have reading areas which promote a love for reading.

The children are introduced to phonics in year R ensuring a firm foundation is in place for reading in year 1.

## THE NATIONAL CURRICULUM

KS1 & KS2

The programmes of study for reading at key stage 1 and 2 consist of two dimensions

- Word reading
- Comprehension (both listening and reading)

It is essential that teaching focuses on developing pupil's confidence in both dimensions; different kinds of teaching are needed for each.

Skilled word reading involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Underpinning both is the understanding that the letters on the page represent the sounds in spoken words. This is why phonics should be emphasised in the early teaching of reading to beginners (i.e. unskilled readers) when they start school.

Good comprehension draws from linguistic knowledge (in particular of vocabulary and grammar) and on knowledge of the world. Comprehension skills develop through pupils' experience of high-quality discussion with the teacher, as well as from reading and discussing a range of stories, poems and non-fiction. All pupils must be encouraged to read widely across both fiction and non-fiction to develop their knowledge of themselves and the world in which they live, to establish an appreciation and love of reading, and to gain knowledge across the curriculum. Reading widely and often increases pupils' vocabulary because they encounter words they would rarely hear or use in everyday speech. Reading also feeds pupils' imagination and opens up a treasure-house of wonder and joy for curious young minds.



## READING DEVELOPMENT

Y1

- Know all phonics expected for year group
- Know which words appear again and again in texts
- Recognise and join in with predictable phrases
- Relate things I need to experiences I have had
- Re-read if something does not make sense
- Re-tell a story with accuracy
- Discuss a book's title and events that take place
- Make predictions about what might happen on the basis of what has been read so far
- Make inferences on the basis of what is being said and done
- Read aloud with pace and expression ie pause at a full stop, raise voice for a question
- Recognise full stops, capital letters, question marks, exclamation marks and ellipsis
- Know why the writer has used different punctuation (as above)
- Know the difference between fiction and non-fiction texts



Y2

- Know all expected year group phonics
- Recognise simple common literacy language
- Read ahead to help with fluency and expression
- Comment on the plot, setting and characters in familiar and unfamiliar stories
- Recount the main themes and events in stories
- Comment on how a text is structured
- Use commas, question marks and exclamation marks to vary expression
- Read aloud with intonation and expression
- Recognise: commas in lists, apostrophes of omission and possession
- Identify the past and present tense and why the writer has used a tense
- Use content and index pages to locate information

Y3

- Comment on the way characters relate to one another
- Know which words are essential in a sentence to retain meaning
- Draw inferences such as inferring characters' feelings, thoughts and motives from their actions
- Recognise how commas are used to give more meaning
- Recognise inverted commas
- Recognise: plurals, pronouns and how they are used, collective nouns, adverbs
- Explain the difference that the precise choice of adjectives and verbs make



Y4

- Give a personal point of view on a text
- Re-explain a text with confidence
- Justify inferences with evidence, predicting what might happen from details stated or implied
- Use appropriate voices for characters within a story
- Recognise apostrophe of possession (plural)
- Identify how sentence type can be changed by altering word order, tenses, adding/deleting words or amending punctuation
- Explain why a writer has used different sentence types or a particular word order and the effect it has created
- Skim and scan to locate information and/or answer a question