

## Purpose of study

English has a pre-eminent place in education and in 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 and through their reading and listening, others can communicate with them. Through reading in particular, pupils have a 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.

## Aims

The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written language, and to develop their love of literature through widespread reading for enjoyment. The national curriculum for English aims to ensure that all pupils:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate

## Spoken language

The national curriculum for English reflects the importance of spoken language in pupils' development across the whole curriculum – cognitively, socially and linguistically. Spoken language underpins the development of reading and writing. The quality and variety of language that pupils hear and speak are vital for developing their vocabulary and grammar and their understanding for reading and writing. Teachers should therefore ensure the continual development of pupils' confidence and competence in spoken language and listening skills. Pupils should develop a capacity to explain their understanding of books and other reading, and to prepare their ideas before they write. They must be assisted in making their thinking clear to themselves as well as to others, and teachers should ensure that pupils build secure foundations by using discussion to probe and remedy their misconceptions. Pupils should also be taught to understand and use the conventions for discussion and debate.

All pupils should be enabled to participate in and gain knowledge, skills and understanding associated with the artistic practice of drama. Pupils should be able to adopt, create and sustain a range of roles, responding appropriately to others in role. They should have opportunities to improvise, devise and script drama for one another and a range of audiences, as well as to rehearse, refine, share and respond thoughtfully to drama and theatre performances.

Statutory requirements which underpin all aspects of spoken language across the 6 years of primary education form part of the national curriculum. These are reflected and contextualised within the reading and writing domains which follow.

# Reading

The programmes of study for reading at key stages 1 and 2 consist of 2 dimensions:

- word reading
- comprehension (both listening and reading)

It is essential that teaching focuses on developing pupils' competence 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 (ie 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 they live in, 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.

It is essential that, by the end of their primary education, all pupils are able to read fluently, and with confidence, in any subject in their forthcoming secondary education.

EYFS

Babies, toddlers and young children will be learning to...	
Birth to 3	enjoys songs and rhymes, tuning in and paying attention
	join in with songs and rhymes, copying sounds, rhythms, tunes and tempo
	say some of the words in songs and rhymes
	copy finger movements and other gestures
	sing songs and say rhymes independently, for example, singing whilst playing
	enjoy sharing books with an adult
	pay attention and respond to the pictures or the words
	have favourite books and seek them out, to share with an adult, with another adult, or to look at alone
	repeat words and phrases from familiar stories
	ask questions about the book, make comments and shares ideas
	notice some print such as the first letter of their name, a bus or door number, or a familiar logo
develop play around favourite stories using props	
3 and 4 year olds will be learning to...	
3 and 4 year olds	understand the 5 key concepts about print
	print has meaning
	print can have different purposes
	we read English texts from left to right and top to bottom
	the names of the different parts of a book
	page sequencing
	develop phonological awareness
	spot and suggest rhymes
	count or clap syllables in a word
	recognise words with the same initial sound
engage in extended conversations about stories, learning new vocabulary	
Children in reception will be learning to...	
Children in reception	read individual letters by saying the sounds for them
	blend sounds into words, so that they can read short words made up of known letter-sound correspondences
	read some letter groups that each represent one sound and say sounds for them
	read a few common exception words matched the schools phonic programme
	read simple phrases and sentences made up for words with know letter-sound correspondences and, where necessary, a few exception words
	re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment

Comprehension	
ELD	demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently used vocabulary
	anticipate (where appropriate) key events in stories
	use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play

Word reading	
ELD	say a sound for each letter in the alphabet and at least 10 digraphs
	read words consistent with their phonic knowledge by sound-blending
	read aloud simple sentences and books that are consistent with the phonic knowledge, including some common exception words

## Year 1

Initial Requirements:		
		be at least expected against the Early Learning Goals
Expected Next Steps:		
Word reading	1 (a)	applies phonic knowledge and skills as the route to decode words
	2 (a)	reads accurately by blending sounds in unfamiliar words containing GPCs that have been taught
	3 (a)	reads common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
	4 (a)	reads words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings
	5 (a)	reads other words of more than one syllable that contain taught GPCs
	6 (a)	reads words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)
Reading for Pleasure and Performance	7 (b)	is becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics
	8	recognises and joining in with predictable phrases
	9	is learning to appreciate rhymes and poems, and to recite some by heart
	10 (c)	sequence main events in a text
	11 (a)	discusses word meanings, linking new meanings to those already known
Comprehension	12 (a)	checks that the text makes sense to them as they read and correcting inaccurate reading
	13 (b)	discusses the significance of the title and events
	14 (d)	makes inferences on the basis of what is being said and done
	15 (e)	predicts what might happen on the basis of what has been read so far
	16	explains clearly their understanding of what is read to them
Exceeding Next Steps:		
	16	when reading aloud, sounds out unfamiliar words accurately without undue hesitation, and reads with confidence and fluency
	17	applies phonic knowledge and skills consistently to decode age appropriate texts quickly and accurately ( <u>at over 90 words per minute</u> )
	18 (d)	asks and answers questions appropriately, including those based on inference of what is said and done

### Content Domain

KS1

- 1a) draw on knowledge of vocabulary to understand texts
- 1b) identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information
- 1c) identify and explain the sequence of events in texts
- 1d) make inferences from the text
- 1e) predict what might happen on the basis of what has been read so far

## Year 2

Initial Requirements:		
		apply phonic knowledge and skills as the route to decode words; 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 <i>If no, go to yellow level.</i>
Expected Next Steps:		
Word reading	1	applies phonic knowledge and skills consistently to decode age appropriate texts quickly and accurately ( <u>at over 90 words per minute</u> )
	2	recognises and effortlessly decodes alternative sounds for graphemes; words of two or more syllables; words with common suffixes; and most common exception words, based on what has been taught
	3	when reading aloud, sounds out unfamiliar words accurately without undue hesitation, and reads with confidence and fluency
Reading for Pleasure and Performance	4	regards reading as a pleasurable activity
	5	demonstrates familiarity with, and can retell, a wide range of stories, fairy stories and traditional tales
	6 (a)	shares favourite words and phrases, and clarifies the meaning of new words through discussion, and by making links to known vocabulary
Comprehension	7 (b)	demonstrates understanding of a wide range of poetry, stories, and non-fiction that is read independently, and of more challenging books that are listened to, through identification of key aspects of the text, explanation, and
	8 (e)	predicts what might happen on the basis of what has been read so far
	9 (c)	identifies sequences of events in texts and offers simple explanations of how items of information relate to one another
	10 (b)	recognises and understands the different structures of non-fiction books that have been introduced
	11 (a)	recognises simple recurring literary language in stories and poetry
	12 (a)	demonstrates understanding of what is read independently, or listened, by drawing on own knowledge, and information and vocabulary provided
	13	constructs meaning whilst reading independently, self-correcting where the sense of the text is lost (checks it makes sense to them)
	14 (d)	makes some inferences on what has been read
	15 (d)	asks and answers questions appropriately, including those based on inference of what is said and done
Exceeding Next Steps:		
	16	automatic decoding is established and a range of texts is read with consistent accuracy, fluency and confidence
	17	has learned and can recite a repertoire of poems by heart, using appropriate intonation to help make the meaning clear
	18	makes links between the book they are reading and other books they have read

### Content Domain

#### KS1

- 1a) draw on knowledge of vocabulary to understand texts
- 1b) identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information
- 1c) identify and explain the sequence of events in texts
- 1d) make inferences from the text
- 1e) predict what might happen on the basis of what has been read so far

## Year 3

Initial Requirements:		
		apply phonic knowledge and skills as the route to decode words; 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 <i>If no, go to Year 1.</i>
		applies phonic knowledge and skills consistently to decode age appropriate texts quickly and accurately (at over 90 words per minute); when reading aloud, sounds out unfamiliar words accurately without undue hesitation, and reads with confidence and fluency; asks and answers questions appropriately, including those based on inference of what is said and done <i>If no go to Year 2</i>
Expected Next Steps:		
Word reading	1	automatic decoding is established and a range of texts is read with consistent accuracy, fluency and confidence
	2 (a)	reads further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word
Reading for Pleasure and Performance	3	identifies themes and conventions in a wide range of books
	4	prepares poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action
	5 (a)	discusses words and phrases that capture the reader's interest and imagination
Comprehension	6 (a)	new words are understood through the exploration of their meaning in context, and by making links to known vocabulary
	7	asks questions to improve their understanding of a text
	8 (d)	draws inferences such as inferring characters' feelings, thoughts and motives from their actions
	9 (e)	predicts what might happen on the basis of what has been read so far
	10 (b)	retrieves and records information from non-fiction
	11	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
	12	makes links between the book they are reading and other books they have read
Exceeding Next Steps:		
	13 (a)	checks that the text makes sense to them, discussing their understanding and explaining the meaning of words in context
	14 (c)	identifies main ideas drawn from more than one paragraph and summarising these
	15 (f)	identifies how language, structure, and presentation contribute to meaning

### Content Domain

#### KS2

- 2a) give / explain the meaning of words in context
- 2b) retrieve and record information / identify key details from fiction and non-fiction
- 2c) summarise main ideas from more than one paragraph
- 2d) make inferences from the text / explain and justify inferences with evidence from the text
- 2e) predict what might happen from details stated and implied
- 2f) identify / explain how information / narrative content is related and contributes to meaning as a whole
- 2g) identify / explain how meaning is enhanced through choice of words and phrases

## Year 4

Initial Requirements:		
		apply phonic knowledge and skills as the route to decode words; 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 <i>If no, go to Year 1.</i>
		applies phonic knowledge and skills consistently to decode age appropriate texts quickly and accurately (at over 90 words per minute); when reading aloud, sounds out unfamiliar words accurately without undue hesitation, and reads with confidence and fluency; asks and answers questions appropriately, including those based on inference of what is said and done <i>If no go to Year 2</i>
		automatic decoding is established and a range of texts is read with consistent accuracy, fluency and confidence ; predicts what might happen on the basis of what has been read so far; makes links between the book they are reading and other books they have read <i>If no, go to Year 3</i>
Expected Next Steps:		
Word reading	1	reads further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word
	2	listens to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
Reading for Pleasure and Performance	3	is increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally
	4	recognises some different forms of poetry [for example, free verse, narrative poetry]
	5	uses dictionaries to check the meaning of words that they have read
Comprehension	6 (a)	checks that the text makes sense to them, discussing their understanding and explaining the meaning of words in context
	7 (d)	draws inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
	8 (c)	identifies main ideas drawn from more than one paragraph and summarises these
	9 (b)	retrieves and records information from non-fiction
	10 (f)	identifies how language, structure, and presentation contribute to meaning
	11	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
Exceeding Next Steps:		
	12	fluently and effortlessly reads a range of age appropriate texts, including novels, stories, plays, poetry, non-fiction, reference books and text books
	13 (e)	makes predictions based on details stated and implied
	14	distinguishes between statements of fact and opinion; and in non-fiction

### Content Domain

KS2

- 2a) give / explain the meaning of words in context
- 2b) retrieve and record information / identify key details from fiction and non-fiction
- 2c) summarise main ideas from more than one paragraph
- 2d) make inferences from the text / explain and justify inferences with evidence from the text
- 2e) predict what might happen from details stated and implied
- 2f) identify / explain how information / narrative content is related and contributes to meaning as a whole
- 2g) identify / explain how meaning is enhanced through choice of words and phrases

## Year 5

Initial Requirements:			
		apply phonic knowledge and skills as the route to decode words; 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 <i>If no, go to Year 1.</i>	
		applies phonic knowledge and skills consistently to decode age appropriate texts quickly and accurately (at over 90 words per minute); when reading aloud, sounds out unfamiliar words accurately without undue hesitation, and reads with confidence and fluency; asks and answers questions appropriately, including those based on inference of what is said and done <i>If no go to Year 2</i>	
		automatic decoding is established and a range of texts is read with consistent accuracy, fluency and confidence; predicts what might happen on the basis of what has been read so far; makes links between the book they are reading and other books they have read <i>If no, go to Year 3</i>	
		checks that the text makes sense to them, discussing their understanding and explaining the meaning of words in context; identifies main ideas drawn from more than one paragraph and summarises these; identifies how language, structure, and presentation contribute to meaning <i>If no, go to Year 4</i>	
Expected Next Steps:			
reading	Word	1	fluently and effortlessly reads a range of age appropriate texts, including novels, stories, plays, poetry, non-fiction, reference books and text books
	Reading for Pleasure and Performance	2	continues to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
3		is 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	
4		learns a wider range of poetry by heart	
5		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	
Comprehension		6	reads books that are structured in different ways and reading for a range of purposes
	7 (a)	checks that the book makes sense to them, discussing their understanding and exploring the meaning of words in context	
	8	asks questions to improve their understanding	
	9 (d)	draws inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence	
	10 (e)	makes predictions based on details stated and implied	
	11 (g)	discusses and evaluates how authors use language, including figurative language, considering the impact on the reader	
	12	distinguishes between statements of fact and opinion; and in non-fiction	
	13 (b)	in non-fiction, retrieves records and presents information to the reader	
	14	participates 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	
	15	provides reasoned justifications for their views	
Exceeding Next Steps:			
		16 (f)	explains how language, structure, and presentation, can contribute to the meaning of a text
		17 (g)	evaluates how authors use language, including figurative language, considering the impact on the reader
		18 (d)	draws inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence

KS2

- 2a) give / explain the meaning of words in context
- 2b) retrieve and record information / identify key details from fiction and non-fiction
- 2c) summarise main ideas from more than one paragraph
- 2d) make inferences from the text / explain and justify inferences with evidence from the text
- 2e) predict what might happen from details stated and implied
- 2f) identify / explain how information / narrative content is related and contributes to meaning as a whole
- 2g) identify / explain how meaning is enhanced through choice of words and phrases

## Year 6

Initial Requirements:		
		checks that the text makes sense to them, discussing their understanding and explaining the meaning of words in context; identifies main ideas drawn from more than one paragraph and summarises these; identifies how language, structure, and presentation contribute to meaning <i>If no, go to Year 4</i>
		fluently and effortlessly reads a range of age appropriate texts, including novels, stories, plays, poetry, non-fiction, reference books and text books; makes predictions based on details stated and implied; distinguishes between statements of fact and opinion; and in non-fiction <i>If no, go to Year 5</i>
Expected Next Steps:		
Word reading	1	fluently and effortlessly reads a range of age appropriate texts, including novels, stories, plays, poetry, non-fiction, reference books and text books
	2 (a)	determines the meaning of new words by applying knowledge of the root words, prefixes and suffixes as listed in 'English programmes of study: key stages 1 and 2 National curriculum in England - Appendix 1'
Reading for Pleasure and Performance	3	demonstrates a positive attitude to reading by frequently reading for pleasure, both fiction and non-fiction
	4	has read and demonstrates familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction and fiction from literary heritage, and books from other cultures and traditions)
	5	recommends books to others based on own reading preferences, giving reasons for choice
	6	demonstrates appropriate intonation, tone and volume when reading aloud text, plays and reciting poetry, to make the meaning clear to the audience
Comprehension	7 (g)	explains how language, structure, and presentation, can contribute to the meaning of a text
	8 (f)	draws on contextual evidence to make sense of what is read, and participates in discussion to explore words with different meanings
	9 (g)	evaluates how authors use language, including figurative language, considering the impact on the reader
	10 (h)	is able to make comparisons within and across different texts
	11 (d)	draws inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
	12 (c)	summarises main ideas, identifying key details and using quotations for illustration
	13 (b)	retrieves information from non-fiction
	14	expresses views formed through independent reading and books that are read to them, explaining and justifying personal opinions, and courteously challenging those of others
	15	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
	16	identifies themes and conventions demonstrating, through discussion and comment, understanding of their use in and across a wide range of writing
Exceeding Next Steps:		
	17	reads a wide range of fiction and non-fiction, including in particular whole books, short stories, poems and plays with a wide coverage of genres, historical periods, forms and authors
	18	knows the purpose, audience for and context of the writing and drawing on this knowledge to support comprehension
	19 (g)	knows how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, presents meaning

KS2

- 2a) give / explain the meaning of words in context
- 2b) retrieve and record information / identify key details from fiction and non-fiction
- 2c) summarise main ideas from more than one paragraph
- 2d) make inferences from the text / explain and justify inferences with evidence from the text
- 2e) predict what might happen from details stated and implied
- 2f) identify / explain how information / narrative content is related and contributes to meaning as a whole
- 2g) identify / explain how meaning is enhanced through choice of words and phrases

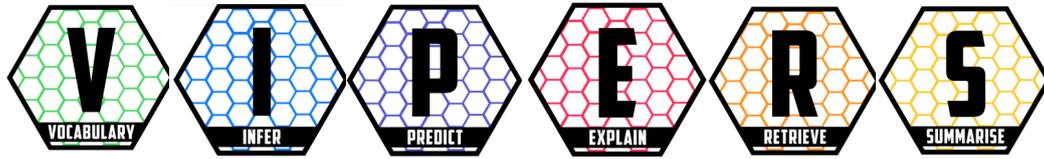
# Reading

Below are the reading book bands that children will use once they have progressed from the Little Wandle early reading programme.

Reading Book Bands
Book Bands
Turquoise
Purple
Gold
White
Lime
Brown
Grey

# Reading Skills: Whole School

## VIPERS



VIPERS is an acronym to aid the recall of the 6 reading domains as part of the UK's reading curriculum. They are the key areas which we feel children need to know and understand in order to improve their comprehension of texts.

VIPERS stands for:

Vocabulary

Inference

Prediction

Explanation

Retrieval

Sequence or Summarise

The 6 domains focus on the comprehension aspect of reading and not the mechanics: decoding, fluency, prosody etc. As such, VIPERS is not a reading scheme but rather a method of ensuring that teachers ask,

## Reading: Interventions

### Rockerbox News



Rockerbox News provides a constantly evolving library of age and level-appropriate non-fiction texts. From positive current affairs, knowledge linked to special days, and subject-specific fun facts, every Rockerbox News article is available at 3-5 national curriculum-aligned reading levels.

With Rockerbox News, pupils put their reading skills and strategies into practice with texts relevant to their age and interests as well as their reading level. They'll also be consolidating knowledge, building confidence, and developing important critical thinking and global citizenship skills.