



# Yorke Mead Primary School

## Reading Curriculum



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<p><b>Year 3 AUTUMN : Key Themes : The Romans</b></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><b>Objectives highlighted in bold must be revisited in every unit / half-termly</b></p>	
<p>The Green Ship (POR)- <b>Narrative</b>            Poetry Free Verse-reciting and performing            Escape from Pompei <b>Narrative</b>            The Romans- <b>Non-chronological report Recount</b></p>	<p><b>Year 3 Grammar vocabulary to be used when discussing reading:</b>            Preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter, vowel, vowel letter, inverted commas.</p>
<p><b>The following skills and understanding should be assessed within the context of reading books that are pitched appropriately, including these features:</b></p> <ul style="list-style-type: none"> <li>• chapters that are often fairly short and made up of whole pages of text</li> <li>• storylines/content at an age-appropriate interest level</li> <li>• books may have a theme as well as plot</li> <li>• illustrations that are used to break up, rather than to support, text</li> <li>• more technical vocabulary and less known words but still fairly familiar settings</li> <li>• 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</li> </ul>	<p><b>Prior Learning: (Taken from Year 2 TAF)</b>            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>
<p><b>Core Learning Intentions</b>            Age Related</p>	



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READING ACROSS THE CURRICULUM INCLUDING IN ENGLISH	GUIDED READING	Extension Opportunities Next steps (Needed for GDS)
<b>VOCABULARY</b> Identifies new vocabulary and sentence structure and discusses to develop understanding	<b>VOCABULARY</b> Identifies new vocabulary and sentence structure and discusses to develop understanding	
<b>RETRIEVING</b> 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	<b>RETRIEVING</b> Refers back to the text for evidence when explaining  Uses contents pages and indexes to locate, retrieve and record information from non-fiction texts	
<b>INFERRING</b> 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	<b>INFERRING</b> 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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<b>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></b>	<b>Identifies how settings are used to create atmosphere</b>	
<b>PREDICTING</b> Predicts what might happen from details stated and can indicate the strength/likelihood of their prediction being correct	<b>PREDICTING</b> Predicts what might happen from details stated and can indicate the strength/likelihood of their prediction being correct	
<b>SUMMARISING</b> Summarises main ideas from a text  Begins to identify themes across texts e.g. <i>friendship, good and evil, bullying</i>	<b>SUMMARISING</b> Summarises main ideas from a text  Begins to identify themes across texts	
<b>AUTHORIAL INTENT</b> Evaluates effectiveness in terms of function, form and language features	<b>AUTHORIAL INTENT</b> Evaluates effectiveness in terms of function, form and language features	
<b>READING BEHAVIOURS AND FLUENCY</b> 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>	<b>READING BEHAVIOURS AND FLUENCY</b> Decodes most new words outside of their spoken vocabulary  Sustains silent reading most of the time	



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



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



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<b>ANALYSING</b> Analyses and compares plot structure  Recognises the move from general to specific detail	<b>ANALYSING</b> Recognises the move from general to specific detail	<b>ANALYSING</b> Recognises the move from general to specific detail
<b>AUTHORIAL INTENT</b> Evaluates effectiveness in terms of function, form and language features	<b>AUTHORIAL INTENT</b> Evaluates effectiveness in terms of function, form and language features	<b>AUTHORIAL INTENT</b> Evaluates effectiveness in terms of function, form and language features
<b>COMPARING</b> Comments on the effect of scene changes <i>e.g. moving from a safe to a dangerous place to build tension</i>		<b>COMPARING</b> Comments on the effect of scene changes
<b>READING BEHAVIOURS AND FLUENCY</b> Comments on use of language using terminology including alliteration, rhythm, rhyme, simile	<b>READING BEHAVIOURS AND FLUENCY</b> 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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<b>Year 3 SUMMER Key Theme: Mountains and France</b>		
Mountains- Pebble in my pocket (POR) <b>Explanation</b> Sun is laughing Poet study	Gregory Cool (POR) Story <b>Narrative</b> France - <b>Persuasion</b> travel brochures and letter writing	
<b>The following skills and understanding should be assessed within the context of reading books that are pitched appropriately, including these features:</b> <ul style="list-style-type: none"> <li>non-fiction texts that are placed in a broader context and provide a higher level of detail</li> </ul>		
Core Learning Intentions Age Related		
Reading across the curriculum, including in English	Guided Reading	Extension Opportunities Next steps (Needed for GDS)
<b>VOCABULARY</b> <b>Identifies new vocabulary and sentence structure and discusses to develop understanding</b>  Identifies a range standard words/phrases used at various stages of a narrative e.g. introduction, build up etc	<b>VOCABULARY</b> <b>Identifies new vocabulary and sentence structure and discusses to develop understanding</b>	
<b>RETRIEVING</b> <b>Refers back to the text for evidence when explaining</b>  <b>Extracts information from tables and charts</b>  <b>Retrieves information from text where there is competing (distracting) information</b>  <b>Uses contents pages and indexes to locate, retrieve and record information from non-fiction texts</b> Identifies the conventions of different types of writing <i>e.g. greetings in a letter/email, diary entries , numbers and headings in instructions</i>	<b>RETRIEVING</b> <b>Refers back to the text for evidence when explaining</b>  <b>Uses contents pages and indexes to locate, retrieve and record information from non-fiction texts</b>	<b>RETRIEVING</b> <b>Retrieves information from text where there is competing (distracting) information</b>



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<p><b>SUMMARISING</b> 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><b>SUMMARISING</b> Summarises main ideas from a text</p> <p>Begins to identify themes across texts</p>	
<p><b>INFERRING</b> 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><b>INFERRING</b> 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><b>INFERRING</b> 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><b>PREDICTING</b> Predicts what might happen from details stated and can indicate the strength/likelihood of their prediction being correct</p>	<p><b>PREDICTING</b> Predicts what might happen from details stated and can indicate the strength/likelihood of their prediction being correct</p>	
<p><b>AUTHORIAL INTENT</b> Evaluates effectiveness in terms of function, form and language features</p>	<p><b>AUTHORIAL INTENT</b> Evaluates effectiveness in terms of function, form and language features</p>	<p><b>AUTHORIAL INTENT</b> 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>
<b>READING BEHAVIOURS AND FLUENCY</b> Uses dictionaries independently to check meaning of new vocabulary	<b>READING BEHAVIOURS AND FLUENCY</b> Comments on use of language using terminology including alliteration, rhythm, rhyme, simile  Sustains silent reading most of the time	<b>READING BEHAVIOURS AND FLUENCY</b> Asks increasingly informed questions to improve understanding of a text



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<p><b>Year 4 AUTUMN Key Theme: Ancient Egypt and Cities of Europe</b></p> <p><b>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.</b></p> <p><b>Objectives highlighted in bold must be revisited in every unit / half-termly</b></p>	
<p><b>Narrative</b> – The Secret of Black Rock – adventure (HFL)</p> <p><b>Discussion</b> – Screen Time</p> <p><b>Poetry</b> – Maya Angelou – Still I rise</p> <p><b>Persuasion</b> – The day the crayons quit</p> <p>Guided reading: Non-fiction - Egyptians, Animals, Fiction – Pages &amp; Co. Poetry – The Spider and the Fly</p>	<p><b>Year 4 Grammar vocabulary:</b></p> <p>Determiner, pronoun, possessive pronoun, adverbial.</p>
<p><b>The following skills and understanding should be assessed within the context of reading books that are pitched appropriately, including these features:</b></p> <ul style="list-style-type: none"> <li>• books that demand that the reader can sustain reading</li> <li>• settings that are less familiar to the child – set in different times, places or cultural contexts</li> <li>• settings built up using a range of small details and more sustained descriptive passages</li> <li>• a variety of formats for showing information in information texts</li> </ul>	<p><b>Prior Learning (Taken from Year 3 TAF)</b></p> <p>The pupil can:</p> <ul style="list-style-type: none"> <li>• read accurately many polysyllabic and multi-morphemic words and further exception words</li> </ul> <p>In age-appropriate<sup>1</sup> books, the pupil can:</p> <ul style="list-style-type: none"> <li>• 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</li> <li>• read aloud with intonation that shows understanding</li> <li>• read many words outside their spoken vocabulary, making a good approximation to the word’s pronunciation.</li> <li>• check that the text makes sense to them, correcting any inaccurate reading at the point of difficulty</li> <li>• make a plausible prediction about what might happen on the basis of what has been read so far</li> </ul>



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- summarise main ideas from what has been read
- retrieve information from non-fiction
- draw inferences and begin to justify their opinions through discussions

**Core Learning Intentions**  
Age Related

READING ACROSS THE CURRICULUM INCLUDING IN ENGLISH	GUIDED READING	Extension Opportunities Next steps (Needed for GDS)
<p><b>VOCABULARY</b> 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><b>VOCABULARY</b> Applies word reading knowledge to infer meaning of unfamiliar words</p> <p><b>Notes examples of descriptive language and explains the mood or atmosphere they create</b></p> <p>Notices key words and phrases used to convey passing of time to introduce paragraphs or chapters</p>	
<p><b>RETRIEVING</b> 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. <i>cinquain, haiku, calligram, kenning</i></p> <p>Identifies key words and phrases as evidence when making a point</p>	<p><b>RETRIEVING</b> 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><b>Identifies the structure and features of a range of non-fiction, narrative and poetry texts.</b></p> <p><b>Analyses how structural and presentational features contribute to purpose in a range of texts.</b></p>		
<p><b>SUMMARISING</b> 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><b>SUMMARISING</b> 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><b>INFERRING</b> 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><b>INFERRING</b> Identifies techniques used by the author to persuade the reader to feel sympathy or dislike</p>	<p><b>INFERRING</b> Makes deductions about characters' motives and feelings and explain whether their behaviour was predictable or unexpected</p>
<p><b>PREDICTING</b> Predicts on the basis of mood or atmosphere how a character will behave in a particular setting</p>	<p><b>PREDICTING</b> Predicts on the basis of mood or atmosphere how a character will behave in a particular setting</p>	
<p><b>ANALYSING</b> 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>		



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<b>AUTHORIAL INTENT</b> Understands how authors use a variety of sentence constructions <i>e.g. relative clauses to add detail</i>	<b>AUTHORIAL INTENT</b> Understands how authors use a variety of sentence constructions	
<b>READING BEHAVIOURS AND FLUENCY</b> Listens to the opinions of others and adjusts own thinking/understanding where appropriate	<b>READING BEHAVIOURS AND FLUENCY</b> Listens to the opinions of others and adjusts own thinking/understanding where appropriate	

<b>Year 4 SPRING Key Theme :</b>		
<b>Narrative</b> - Leon and the Place Between (HFL) <b>Poetry</b> – Haiku inspired by nature Guided reading: Non Fiction – The Barcelona Trails, Fiction – Henry's Freedom Box, The BFG	<b>Persuasion</b> – Travel Brochure on Sicily	
<p><b>The following skills and understanding should be assessed within the context of reading books that are pitched appropriately, including these features:</b></p> <ul style="list-style-type: none"> <li>• settings that influence character behaviour or shed light on their mood or predicament</li> <li>• characters that display a range of viewpoints; their behaviour, thoughts and feelings provide scope for comparing and contrasting</li> </ul>		
<b>Core Learning Intentions</b> Age Related		
<b>READING ACROSS THE CURRICULUM INCLUDING IN ENGLISH</b>	<b>GUIDED READING</b>	<b>Extension Opportunities</b> Next steps
<b>VOCABULARY</b> Notes examples of descriptive language and explains the mood or atmosphere they create  Identifies how specific words and phrases link sections, paragraphs and chapters	<b>VOCABULARY</b> 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	
<b>RETRIEVING</b>	<b>RETRIEVING</b>	<b>RETRIEVING</b>



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<p><b>Recognises the introduction, build-up, climax or conflict and resolution in narrative</b></p> <p><b>Retrieves information from text where there is competing (distracting) information</b></p> <p><b>Identifies a wide range of poetic forms, e.g. cinquain, haiku, calligram, kenning</b></p> <p><b>Identifies key words and phrases as evidence when making a point</b></p> <p><b>Identifies the structure and features of a range of non-fiction, narrative and poetry texts.</b></p> <p><b>Analyses how structural and presentational features contribute to purpose in a range of texts.</b></p> <p>Identifies underlying themes in a range of narrative texts e.g. courage over adversity, loss etc</p>	<p><b>Retrieves information from text where there is competing (distracting) information</b></p>	<p>Identifies underlying themes in a range of narrative texts</p>
<p><b>SUMMARISING</b></p> <p><b>Explains and justifies an opinion on the resolution of an issue/whole narrative</b></p> <p><b>Summarises the main ideas of a non-fiction text</b></p>	<p><b>SUMMARISING</b></p> <p><b>Explains and justifies an opinion on the resolution of an issue/whole narrative</b></p> <p><b>Summarises the main ideas of texts, including non-fiction</b></p>	
<p><b>INFERRING</b></p> <p><b>Identifies techniques used by the author to persuade the reader to feel sympathy or dislike</b></p> <p>Justifies opinions of particular characters</p> <p><b>Distinguishes between fact and opinion</b></p>	<p><b>INFERRING</b></p> <p><b>Identifies techniques used by the author to persuade the reader to feel sympathy or dislike</b></p> <p>Justifies opinions of particular characters and/or settings</p> <p>Distinguishes between fact and opinion</p>	<p><b>INFERRING</b></p> <p>Analyses dialogue, making judgements about the extent to</p>



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	<p><b>Makes deductions about the motives and feelings that might lay behind characters' words</b></p> <p><b>Summarises the way that the setting affects characters' appearance, actions and relationships</b> 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>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>Makes deductions about the motives and feelings that might lay behind characters' words</p>	<p>which characters reveal their true feelings or motives</p>
	<p><b>PREDICTING</b> Predicts on the basis of mood or atmosphere how a character will behave in a particular setting</p>	<p><b>PREDICTING</b> Predicts on the basis of mood or atmosphere how a character will behave in a particular setting</p>	
	<p><b>ANALYSING</b> Analyses how poetry is structured and its effect on the reader</p>		
	<p><b>AUTHORIAL INTENT</b> <b>Understands how authors use a variety of sentence constructions</b> e.g. <i>relative clauses to add detail</i></p>	<p><b>AUTHORIAL INTENT</b> <b>Understands how authors use a variety of sentence constructions</b></p>	
	<p><b>COMPARING</b> Comments on differences between what characters say and what they do</p>		<p><b>COMPARING</b> Comments on differences between what</p>



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			characters say and what they do
	<b>READING BEHAVIOURS AND FLUENCY</b> Expresses personal preferences regarding the work of significant authors/poets  Explains similarities and differences with own experiences	<b>READING BEHAVIOURS AND FLUENCY</b> 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	

<b>Year 4 SUMMER Key Theme : The Victorians and Rivers</b>			
	<b>Biography</b> – Alexander Graham Bell and other inventors from Victorian times  <b>Narrative</b> - Fly Eagle Fly – African folk tale (HFL) Guided reading – Fiction - The BFG	<b>Poetry</b> – Free form poem on the flight of an eagle  <b>Explanation</b> - The water cycle	
<b>The following skills and understanding should be assessed within the context of reading books that are pitched appropriately, including these features:</b> <ul style="list-style-type: none"> <li>• figurative language is more developed and more abstract, for example referring to thoughts and feelings; comparisons do not rely on concrete items</li> <li>• additional information is given through the use of relative clauses and parenthesis</li> </ul>			
<b>Core Learning Intentions</b> Age Related			
	<b>READING ACROSS THE CURRICULUM INCLUDING IN ENGLISH</b>	<b>GUIDED READING</b>	<b>Extension Opportunities</b> Next steps (Need for GDS)
	<b>VOCABULARY</b> Notes examples of descriptive language and explains the mood or atmosphere they create	<b>VOCABULARY</b> Notes examples of descriptive language and explains the mood or atmosphere they create	





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## Reading Curriculum



	Identifies how authors use precise vocabulary to meet the intended purpose/effect e.g. <i>They slipped into the room unnoticed</i>	Identifies how authors use precise vocabulary to meet the intended purpose/effect	
	<p><b>RETRIEVING</b>  <b>Recognises the introduction, build-up, climax or conflict and resolution in narrative</b></p> <p><b>Retrieves information from text where there is competing (distracting) information</b>  <b>Identifies a wide range of poetic forms, e.g. cinquain, haiku, calligram, kenning</b>  <b>Identifies key words and phrases as evidence when making a point</b></p> <p><b>Identifies the structure and features of a range of non-fiction, narrative and poetry texts.</b></p> <p><b>Analyses how structural and presentational features contribute to purpose in a range of texts.</b></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><b>RETRIEVING</b>  <b>Retrieves information from text where there is competing (distracting) information</b></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><b>RETRIEVING</b>  Identifies events that are presented in more detail and those that are skimmed over</p>
	<b>SUMMARISING</b>	<b>SUMMARISING</b>	



# Yorke Mead Primary School

## Reading Curriculum



Explains and justifies an opinion on the resolution of an issue/whole narrative	Explains and justifies an opinion on the resolution of an issue/whole narrative	
Summarises the main ideas of a non-fiction text	Summarises the main ideas of texts, including non-fiction	
<p><b>INFERRING</b> Identifies techniques used by the author to persuade the reader to feel sympathy or dislike</p> <p>Distinguishes between fact and opinion Makes deductions about the motives and feelings that might lay behind characters' words Summarises the way that the setting affects characters' appearance, actions and relationships e.g. 'The children in <i>The Lion</i>, <i>The Witch</i> and <i>The Wardrobe</i> are family and speak and act differently to the class mates in <i>The Angel of Nitshill Road</i>'</p> <p>Explores alternative outcomes to an issue</p> <p>Evaluates texts for their appeal for the intended audience</p>	<p><b>INFERRING</b> Evaluates texts for their appeal for the intended audience</p>	<p><b>INFERRING</b> Explores alternative outcomes to an issue</p>
<p><b>PREDICTING</b> Predicts on the basis of mood or atmosphere how a character will behave in a particular setting</p>	<p><b>PREDICTING</b> Predicts on the basis of mood or atmosphere how a character will behave in a particular setting</p>	
<p><b>ANALYSING</b> Exemplifies the move between generalisations and specific information</p>		
<p><b>AUTHORIAL INTENT</b> Understands how authors use a variety of sentence constructions e.g. <i>relative clauses to add detail</i></p>	<p><b>AUTHORIAL INTENT</b> Understands how authors use a variety of sentence constructions</p>	<p><b>AUTHORIAL INTENT</b> Explains the decisions that the author has made in setting up problems for the</p>



# Yorke Mead Primary School

## Reading Curriculum



	Explains the decisions that the author has made in setting up problems for the characters and choosing how to resolve them		characters and choosing how to resolve them
	<p><b>READING BEHAVIOURS AND FLUENCY</b>          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><b>READING BEHAVIOURS AND FLUENCY</b>          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>	

**Year 5 AUTUMN Key Theme: South America**

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.



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## Reading Curriculum



<b>Objectives highlighted in bold must be revisited in every unit / half-termly</b>		
South America- (Herts) <b>Non chronological reports</b> Poetry- Haiku's, Kennings and cinquain (Linked to South America) Guided Reading = The Explorer	The Adventures of Odysseus- Narrative/ Newspaper writing Myth adventures  Guided Reading = Non fiction texts- Greek Gods and Myths	<b>Year 5 Grammar vocabulary:</b> Modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity
<b>The following skills and understanding should be assessed within the context of reading books that are pitched appropriately, including these features:</b> <ul style="list-style-type: none"> <li>• 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</li> <li>• modern fiction, fiction from our literary heritage and books from other cultures and traditions (including pre-twentieth century titles)</li> <li>• titles by classical children's authors</li> <li>• less familiar genres across fiction, non-fiction and poetry (suspense, discursive texts, ballads)</li> <li>• precise use of technical vocabulary in non-fiction</li> </ul>		<b>Prior Learning (Taken from Year 4 TAF)</b> 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



# Yorke Mead Primary School

## Reading Curriculum



Core Learning Intentions Age Related			
	READING ACROSS THE CURRICULUM INCLUDING IN ENGLISH	GUIDED READING	Extension Opportunities Next steps (Needed for GDS)
	<p><b>VOCABULARY</b> 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><b>VOCABULARY</b> 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><b>RETRIEVING</b> 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</i></p>	<p><b>RETRIEVING</b> 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><b>RETRIEVING</b> 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</i></p>



# Yorke Mead Primary School

## Reading Curriculum



<p><i>narrative and note how the author keeps reinforcing the theme throughout.</i></p> <p><b>Comments on how a character is built and presented, referring to dialogue, action and description</b></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><b>Comments on how a character is built and presented, referring to dialogue, action and description</b></p> <p>Identifies precision in the use of technical terminology and considers the different reasons for why an author might use this</p>	<p><i>reinforcing the theme throughout.</i></p>
<p><b>SUMMARISING</b> Summarises main ideas from more than one text to support note taking</p>	<p><b>SUMMARISING</b> Summarises main ideas from more than one text to support note taking</p>	
<p><b>INFERRING</b> 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><b>Considers the time and place where a story is set and looks for evidence of how that affects characters' behaviour and/or plot development</b></p> <p><b>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</b></p>		



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## Reading Curriculum



	<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><b>READING BEHAVIOURS AND FLUENCY</b> <b>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</b></p>	<p><b>READING BEHAVIOURS AND FLUENCY</b> Reads silently with good understanding, using a range of strategies to work out unfamiliar words</p> <p><b>Refines questions to deepen understanding of a text</b></p>	



# Yorke Mead Primary School

## Reading Curriculum



<b>Year 5 SPRING: KEY THEME: VIKINGS</b>		
<b>Macbeth and Beowulf</b>		
Macbeth (Herts)- Fiction from our literacy heritage	Beowulf- Narrative	
Guided reading= Clockwork	Guided reading= Poetry	
<p><b>The following skills and understanding should be assessed within the context of reading books that are pitched appropriately, including these features:</b></p> <ul style="list-style-type: none"> <li>• 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</li> <li>• modern fiction, fiction from our literary heritage and books from other cultures and traditions (including pre-twentieth century titles)</li> <li>• titles by classical children’s authors</li> <li>• more challenging contexts – historical, other places, range of cultural perspectives</li> </ul>		
<b>Core Learning Intentions</b>		
Age Related		
<b>READING ACROSS THE CURRICULUM INCLUDING IN ENGLISH</b>	<b>GUIDED READING</b>	<b>Extension Opportunities</b> Next steps (Needed for GDS)





# Yorke Mead Primary School

## Reading Curriculum



<p><b>VOCABULARY</b> 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>Notes words and phrases in pre twentieth century writing which have changed their meaning over time</p>	<p><b>VOCABULARY</b> 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>Notes words and phrases in pre twentieth century writing which have changed their meaning over time</p>	
<p><b>RETRIEVING</b> 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><b>RETRIEVING</b> 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><b>RETRIEVING</b> 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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## Reading Curriculum



<p>Identifies how an author varies pace by using direct or reported speech at different points in a story</p> <p><b>Comments on how a character is built and presented, referring to dialogue, action and description</b></p>		
<p><b>SUMMARISING</b> 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><b>SUMMARISING</b> 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><b>INFERRING</b> <b>Provides evidence of characters changing during a story and discusses possible reasons where reasons are not obviously stated in the text</b></p> <p><b>Considers the time and place where a story is set and looks for evidence of how that affects characters' behaviour and/or plot development</b></p> <p><b>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</b></p> <p>Summarises ideas across paragraphs, identifying key details that support the main ideas</p>	<p><b>INFERRING</b> 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><b>INFERRING</b> 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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## Reading Curriculum



<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>Shows understanding through emphasis, intonation and volume when performing</p>		
<p><b>PREDICTING</b> Identifies whether changes in characters met or challenged the reader's expectations</p>		
<p><b>COMPARING</b> Identifies balanced or biased viewpoints and discuss texts which explore more than one perspective on an issue</p> <p>Checks whether viewpoint changes in the story</p>	<p><b>COMPARING</b> Identifies balanced or biased viewpoints and discuss texts which explore more than one perspective on an issue</p> <p>Checks whether viewpoint changes in the story</p>	
<p><b>READING BEHAVIOURS AND FLUENCY</b> 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>Uses technical and other terms needed for discussing what they hear and read e.g. <i>metaphor, simile, analogy, imagery, style and effect</i></p>	<p><b>READING BEHAVIOURS AND FLUENCY</b> 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>	



# Yorke Mead Primary School

## Reading Curriculum



	Justifies personal response to particular texts and characters with evidence		
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<b>Year 5 SUMMER Key Theme : WW2</b>		
<p>The Children of the King Evacuation Persuasive Writing- HFL unit</p> <p>Guided reading = WW2 non-fiction</p>	<p>Boy in the Tower - <b>Narrative</b> Mystery/Suspense adventure</p> <p>Guided reading= Boy in the Tower</p>	
<p><b>The following skills and understanding should be assessed within the context of reading books that are pitched appropriately, including these features:</b></p> <ul style="list-style-type: none"> <li>• 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</li> <li>• modern fiction, fiction from our literary heritage and books from other cultures and traditions (including pre-twentieth century titles)</li> <li>• titles by classical children’s authors</li> <li>• chapters that are less likely to have a heading and are much longer</li> </ul>		



# Yorke Mead Primary School

## Reading Curriculum



- 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 (Needed for GDS)
	<p><b>VOCABULARY</b> 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><b>VOCABULARY</b> 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><b>RETRIEVING</b> 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><b>RETRIEVING</b> 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><b>RETRIEVING</b> Identifies how an author varies pace by using direct or reported speech at different points in a story</p>



# Yorke Mead Primary School

## Reading Curriculum



	<p><b>Identifies and compares underlying themes in a range of narrative texts</b> <b>Comments on how a character is built and presented, referring to dialogue, action and description</b></p>	<p><b>Comments on how a character is built and presented, referring to dialogue, action and description</b></p> <p><b>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</b></p>	
	<p><b>SUMMARISING</b> <b>Summarises main ideas from more than one text to support note taking</b></p>	<p><b>SUMMARISING</b> <b>Summarises main ideas from more than one text to support note taking</b></p>	
	<p><b>INFERRING</b> <b>Provides evidence of characters changing during a story and discusses possible reasons where reasons are not obviously stated in the text</b></p> <p><b>Considers the time and place where a story is set and looks for evidence of how that affects characters' behaviour and/or plot development</b> <b>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</b></p>	<p><b>INFERRING</b> 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><b>AUTHORIAL INTENT</b></p>	<p><b>AUTHORIAL INTENT</b> Recognises the style of different authors and recognises their intended audience</p>	
	<p><b>READING BEHAVIOURS AND FLUENCY</b> <b>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</b></p> <p>Justifies personal response to particular texts and characters with evidence</p>	<p><b>READING BEHAVIOURS AND FLUENCY</b> <b>Refines questions to deepen understanding of a text</b></p> <p>Self corrects spontaneously in order to enhance expression, intonation or to reinterpret what has been read</p>	



# Yorke Mead Primary School

## Reading Curriculum



### Year 6 AUTUMN: Mayans and Extreme Earth

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

Extreme Earth- Ice Trap (POR) **Narrative**  
Inventions- **Instructions**  
Natural Disasters **Explanations**

Skellig (POR) Narrative- Fantasy story  
writing  
Tyger Tyger

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



# Yorke Mead Primary School

## Reading Curriculum



	Poetry-Imagery structure any - monologue		
<p><b>The following skills and understanding should be assessed within the context of reading books that are pitched appropriately, including these features:</b></p> <ul style="list-style-type: none"> <li>• titles that are playful with genre conventions e.g. parody</li> <li>• a range within a given non-fiction genre to support analysis of text-type conventions</li> <li>• deliberate use of ambiguity that support speculation</li> </ul>		<p><b>Prior Learning (Taken from Year 4 TAF)</b></p> <p>The pupil can:</p> <p>read accurately most polysyllabic and multi-morphemic words and further exception words</p> <p>in age-appropriate books, the pupil can:</p> <p>read aloud fluently with intonation that shows understanding</p> <p>read many words outside their spoken vocabulary, making a good approximation to the word's pronunciation.</p> <p>check that the text makes sense, correcting when meaning is lost</p> <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><b>Core Learning Intentions</b> Age Related</p>			
	<b>READING ACROSS THE CURRICULUM INCLUDING IN ENGLISH</b>	<b>GUIDED READING</b>	<b>Extension Opportunities</b> Next steps (Needed for GDS)
	<p><b>VOCABULARY</b> 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><b>VOCABULARY</b> 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>	
	<b>RETRIEVING</b>	<b>RETRIEVING</b>	





# Yorke Mead Primary School

## Reading Curriculum



<p><b>Retrieves information, referring to more than one place in the text, and where there is competing (distracting) information</b></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><b>Retrieves information, referring to more than one place in the text, and where there is competing (distracting) information</b></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>	
<p><b>SUMMARISING</b> Summarises competing views</p> <p><b>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</b></p>		<p><b>SUMMARISING</b> Discusses main ideas from a text within a group and summarises the discussion</p>
<p><b>INFERRING</b> <b>Draws reasoned conclusions from non-fiction texts which present differences of opinion</b></p> <p><b>Analyses why and how scene changes are made and how they affect characters and events</b></p> <p><b>Identifies and summarises underlying themes in a range of narrative texts noting where there are several themes competing in a text</b></p> <p><b>Provides evidence to explain how themes emerge and conventions are applied in a range of fiction and non-fiction genres</b></p>	<p><b>INFERRING</b> <b>Analyses why and how scene changes are made and how they affect characters and events</b></p>	<p><b>INFERRING</b> <b>Provides evidence to explain how themes emerge and conventions are applied in a range of fiction and non-fiction genres</b></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>



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## Reading Curriculum



	<p><b>Explains underlying themes across a range of poetry</b> e.g. <i>can form compilations of poems based on themes explaining choices for the grouping, and considering the order of the poems in the compilation.</i></p>		
	<p><b>COMPARING</b> 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><b>COMPARING</b> Discusses themes and motives within the text and takes note of how they are developed</p>
	<p><b>ANALYSING</b> <b>Justifies personal response to narratives with suitable expansion</b> e.g. <i>whether it was believable, whether dilemmas were resolved satisfactorily</i></p>		<p><b>ANALYSING</b> Identifies how a line of argument develops  Recognises the usefulness of statistics, quotations and how these might be subject to bias or selective interpretation</p>
	<p><b>AUTHORIAL INTENT</b> Justifies agreement or disagreement with narrator's point of view when evaluating a text</p>		<p><b>AUTHORIAL INTENT</b> 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></p>



# Yorke Mead Primary School

## Reading Curriculum



	<p><b>READING BEHAVIOURS AND FLUENCY</b></p>	<p><b>READING BEHAVIOURS AND FLUENCY</b>          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</p>	
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<p><b>Year 6 SPRING Key Themes: British Kings and Queens and Evolution and Inheritance (Spiderwick and Stone Girl Bone Girl)</b></p>	
<p>Treason (POR) <b>Narrative</b> historical          King Henry viii <b>Discussion text</b></p>	<p>Spiderwick (Hert)- <b>Non-chronological report</b>          Bone Girl Stone Girl (Herts)- <b>Recount</b> biography</p>
<p><b>The following skills and understanding should be assessed within the context of reading books that are pitched appropriately, including these features:</b></p> <ul style="list-style-type: none"> <li>• non-fiction texts of increasing sophistication (for example sustained use of impersonal language, some use of the passive voice or subjunctive mood)</li> </ul>	



# Yorke Mead Primary School

## Reading Curriculum



- 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)
<p><b>VOCABULARY</b> 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><b>VOCABULARY</b> 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><b>VOCABULARY</b> 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><b>RETRIEVING</b> 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><b>RETRIEVING</b> 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</p>	<p><b>RETRIEVING</b> Identifies and explains how features of layout help to locate information, or guide the reader across print and electronic text types texts</p>



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		at the differences in conventions within the same text type e.g. categorise sub-sets of persuasive texts into groups	
	<p><b>SUMMARISING</b>  <b>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</b></p>		<p><b>SUMMARISING</b>          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>
	<p><b>INFERRING</b>  <b>Draws reasoned conclusions from non-fiction texts which present differences of opinion</b></p> <p><b>Analyses why and how scene changes are made and how they affect characters and events</b></p> <p>Distinguishes between implicit and explicit points of view</p> <p><b>Identifies and summarises underlying themes in a range of narrative texts noting where there are several themes competing in a text</b></p> <p><b>Provides evidence to explain how themes emerge and conventions are applied in a range of fiction and non-fiction genres</b></p> <p><b>Explains underlying themes across a range of poetry</b></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><b>INFERRING</b>          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><b>INFERRING</b>          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>



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	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><b>ANALYSING</b>  <b>Justifies personal response to narratives with suitable expansion</b>  <i>e.g. 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 understanding by re-telling/writing the narrative using a different structure</i></p>		<p><b>ANALYSING</b>  Comments critically on different parts of the writing e.g. what wasn't necessary, credibility in plotting</p>
	<p><b>READING BEHAVIOURS AND FLUENCY</b>  Generates open questions to explore a range of possibilities and justifies responses in relation to the text</p>		<p><b>READING BEHAVIOURS AND FLUENCY</b>  Generates open questions to explore a range of possibilities and justifies responses in relation to the text</p>

<b>Year 6 SUMMER Key Themes: Pop Art (Alma) and Our UK (The Arrival)</b>	
Alma – suspense <b>narrative</b> Our UK – <b>persuasive</b> brochures	Graphic novels- The Arrival (Herts) <b>Discussion</b> Take one poet



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

- 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)
	<p><b>VOCABULARY</b> Analyses, and explains the impact of, authors' techniques and use of language e.g. expressive or figurative language, range of sentence structure, repetition etc</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><b>VOCABULARY</b> Uses a range of strategies to understand the meaning of new vocabulary</p>	<p><b>VOCABULARY</b> 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><b>RETRIEVING</b> Retrieves information, referring to more than one place in the text, and where there is competing (distracting) information</p>		
	<p><b>SUMMARISING</b> 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><b>SUMMARISING</b> 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</p>



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			how the meaning of a text has changed over time
	<p><b>INFERRING</b>  <b>Draws reasoned conclusions from non-fiction texts which present differences of opinion</b></p> <p><b>Analyses why and how scene changes are made and how they affect characters and events</b></p> <p><b>Identifies and summarises underlying themes in a range of narrative texts noting where there are several themes competing in a text</b></p> <p><b>Provides evidence to explain how themes emerge and conventions are applied in a range of fiction and non-fiction genres</b></p> <p><b>Explains underlying themes across a range of poetry</b></p>		<p><b>INFERRING</b>          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 readers at the time may have interpreted the text differently</p>
	<p><b>ANALYSING</b>  <b>Justifies personal response to narratives with suitable expansion</b>  <i>e.g. whether it was believable, whether dilemmas were resolved satisfactorily</i></p>		<p><b>ANALYSING</b>          Demonstrates that conclusions are based on evidence e.g. can explain how an author has come to adopt a particular viewpoint</p>
	<p><b>AUTHORIAL INTENT</b></p>		<p><b>AUTHORIAL INTENT</b>          Explains what the author wants the reader to think quoting text as appropriate to justify viewpoint</p>





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			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>
	<b>READING BEHAVIOURS AND FLUENCY</b> Expresses and justifies personal preferences regarding significant authors/poets		<b>READING BEHAVIOURS AND FLUENCY</b> 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)



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