

		Verbs			
		Concrete knowledge	The knowledge dimension		Abstract knowledge
		Factual	Conceptual	Procedural	Metacognitive
The cognitive process dimension	Remembering	label, list, spell	recognise, name, describe	recall, recap, tabulate	outline, identify, omit
		retrieve, state, define, know, match, reproduce, select, choose, find, show, relate, tell, locate, point out, highlight, bookmark, search, arrange, memorise, recite, repeat, write			
	Understanding	interpret, categorise, summarise	categorise, describe, consider	paraphrase, clarify, predict	foresee, explain, execute
comprehend, convert, distinguish, estimate, extend, generalise, translate, compare, contrast, demonstrate, illustrate, outline, rephrase, show, classify, infer, exemplify, tag, comment, annotate, conclude, discuss, identify, locate, recognise, report, select					

		Verbs			
		Concrete knowledge	The knowledge dimension		Abstract knowledge
		Factual	Conceptual	Procedural	Metacognitive
The cognitive process dimension	Applying	use, answer, classify	give, set, experiment	carry out, employ, calculate	select, enhance, construct
		apply, change, compute, construct, demonstrate, manipulate, modify, operate, predict, prepare, produce, show, solve, build, choose, develop, interview, make, use, organise, experiment, plan, utilise, model, identify, choose, dramatise, illustrate, interpret, schedule, sketch			
	Analysing	chose, classify, order	distinguish, identify, explain	integrate, compare, differentiate	match, analyse, achieve
		break down, contrast, deconstruct, illustrate, infer, outline, select, separate, categorise, criticise, experiment, question, research, test, subdivide, discover, dissect, divide, examine, inspect, simplify, survey, list, assume, conclude, appraise, discriminate			

		Verbs			
		Concrete knowledge	The knowledge dimension		Abstract knowledge
		Factual	Conceptual	Procedural	Metacognitive
The cognitive process dimension	Evaluating	check, criticise, rank	define, review, assess	judge, evaluate, conclude	reflect, rate, prioritise
		appraise, compare, defend, describe, discriminate, explain, justify, relate, choose, estimate, summarise, support, award, decide, determine, dispute, measure, mark, recommend, select, argue, assess, agree, prove, perceive, value, estimate, influence, deduct			
	Creating	generate, write, combine	gather, devise, plan	design, develop, compose	produce, create, actualise
		invent, categorise, compile, compose, explain, modify, organise, plan, arrange, summarise, tell, build, choose, construct, estimate, formulate, imagine, invent, make up, originate, predict, propose, solve, discuss, modify, change, improve, adapt, minimise, maximise, elaborate, test, improve, assemble, integrate			

		Science			
		Concrete knowledge	The knowledge dimension		Abstract knowledge
		Factual	Conceptual	Procedural	Metacognitive
The cognitive process dimension	Remembering	<p>What is this [plant/flower/tree/animal/insect] called?</p> <p>Can you make a list of different [birds/amphibians/reptiles/fish/mammals]?</p> <p>What are the ends of a magnet called?</p> <p>Who is the [famous scientist/naturalist] in the photograph?</p>	<p>What is a variable?</p> <p>What is a [food chain/fossil]?</p> <p>Which did we learn about the [nervous/digestive/circulatory] system?</p> <p>What happened to the water when it was [heated/cooled]?</p>	<p>What happened next?</p> <p>What are the steps we follow when carrying out an experiment?</p> <p>What happens to food once it is inside the mouth?</p> <p>Can you remember the next stage in the life cycle of a [flowering plant/ frog/human]?</p>	<p>Is there a way to help you remember each stage of the process?</p> <p>Can you use an acronym or acrostic to help you remember?</p> <p>What have you learned about in previous science lessons that could help you with this lesson?</p> <p>Why do scientists [repeat experiments/make notes and recordings]?</p>
	Understanding	<p>Why does the plant have roots?</p> <p>What is the function of the [liver/kidneys/lungs/heart]?</p> <p>Can you give me a definition for [scientific word]?</p> <p>Why must we be careful when using...?</p>	<p>Can you sort these [flowers/plants/animals] by size?</p> <p>Why were only some objects attracted to the magnet?</p> <p>Why didn't the [feather/seed] fall straight downwards?</p> <p>If there were fewer [foxes/rabbits/plants], what effect would this have on the food chain?</p>	<p>Why should you only change one variable in the experiment?</p> <p>Why is it important to repeat experiments?</p> <p>Can you explain why the days are [longer in summer/shorter in winter] in the UK?</p> <p>How is [sedimentary/igneous/metamorphic] rock formed?</p>	<p>Can you predict the results of the experiment?</p> <p>Why do you think this happened?</p> <p>Can you explain the findings of the experiment in your own words?</p> <p>What might help you to better understand [the movements of the moon and Earth/the effect of gravity on objects]?</p>

		Science			
					
		Concrete knowledge	The knowledge dimension		Abstract knowledge
		Factual	Conceptual	Procedural	Metacognitive
The cognitive process dimension	Applying	<p>What do you already know about this [plant/animal]?</p> <p>Using your research, how can you group the [plants/animals]?</p> <p>Which scientific words would best describe...?</p> <p>Which observations prove [outcome/concept]?</p>	<p>Are there any similarities between ... and ...?</p> <p>Can you think of another process like this?</p> <p>When does digestion begin and when does it end?</p> <p>Can you give some scientific advice to the other group?</p>	<p>How do you carry out a fair test?</p> <p>How do you use this equipment accurately?</p> <p>What safety rules do you need to follow?</p> <p>How will you [record/show] the data?</p>	<p>What questions would you ask a scientist?</p> <p>Do you need to adapt a task to fit your preferred learning style?</p> <p>How are you working like a scientist in this lesson?</p> <p>What scientific methods and techniques did you use?</p>
	Analysing	<p>What do your results tell you?</p> <p>Were your predictions accurate?</p> <p>How did you check your facts?</p> <p>Did any results surprise you? If so, why?</p> <p>Was your data accurate? How do you know?</p>	<p>Why do the [materials/rocks] have different properties?</p> <p>Which of our 'healthy lifestyle' plans would you recommend and why?</p> <p>Why was this experiment more reliable than [the previous/the other group's] experiment?</p> <p>Why did the [cress/beans] grow better in that location?</p>	<p>What do you think went wrong?</p> <p>Can you explain what must have happened when...?</p> <p>How did [famous scientist] carry out their work?</p> <p>What caused the change to occur?</p>	<p>What do you already know about this aspect of science that might be useful?</p> <p>What are the most useful pieces of information you have learned?</p> <p>How would finding out more information help you with your work?</p> <p>What motivated [famous scientist] to become a scientist?</p>

		Science			
		Concrete knowledge	The knowledge dimension		Abstract knowledge
		Factual	Conceptual	Procedural	Metacognitive
The cognitive process dimension	Evaluating	<p>Why is that website a reliable source of scientific information?</p> <p>What specific scientific vocabulary best describes this [process/result/investigation]?</p> <p>Why are your results [accurate/not accurate]?</p> <p>What [information/data] is missing?</p>	<p>What influence has [famous scientist/naturalist] had?</p> <p>What are the positive and the negative aspects of selective breeding in dogs?</p> <p>Why is that scientific knowledge important to know?</p> <p>Are all the results of the experiment relevant?</p>	<p>Why did you choose [this approach/that equipment/that method of recording data]?</p> <p>Was this the most reliable way to test your hypothesis?</p> <p>Why is it difficult to replicate some experiments?</p> <p>How would you defend Darwin and Wallace against their critics?</p>	<p>If you were learning about this aspect of science again, what would you do differently and why?</p> <p>What helps you learn in science? Why?</p> <p>What do you find most difficult in science lessons? Why?</p> <p>Which are the most useful things to remember. Why?</p>
	Creating	<p>Can you prepare an assembly about the importance of [cleaning our teeth/healthy eating]?</p> <p>Can you produce a PowerPoint presentation about [tress/amphibians/evolution]?</p> <p>Can you provide illustrations for each [planet/season/classification of living things]?</p> <p>How many objects can you find that are made of that material?</p>	<p>Who could help you carry out this investigation? How would they be able to help?</p> <p>How will you convince someone that the test was fair?</p> <p>Can you compare the data in more than one way?</p> <p>Can you create and illustrate your own scale to measure [wind strength/sound]?</p>	<p>Can you produce a 'Guide to Carrying Out Experiments' for the children in Year 2?</p> <p>During the day, can you prove the Earth is rotating on its axis by using webcams from around the world's cities?</p> <p>Can you explain the scientific process to a friend?</p> <p>What could change the results of this investigation? Why?</p>	<p>What do you want to learn in this unit of work and how will it be useful?</p> <p>Can you select work that demonstrates your learning in science?</p> <p>How might this scientific knowledge be useful in other subjects?</p> <p>How will you further develop your science skills and knowledge?</p>

Name:	Subject:

Leadership strengths	Areas for development

Impact	Evidence
Monitoring <ul style="list-style-type: none"> • Outcomes for pupils/groups • Teaching and learning • Work scrutiny • Skills and knowledge development 	
Evaluation <ul style="list-style-type: none"> • Strengths • Areas for development – opportunities 	
Actions <ul style="list-style-type: none"> • Staff development • Subject improvements • Leadership CPD 	
Impact <ul style="list-style-type: none"> • Impact of CPD/support • Action plan outcomes • Pupil outcomes 	

Date:	Teacher:	Class:	Subject:

Quality of Teaching and Learning	Evidence seen
Learning Intention and Success Criteria are clear	
Pupils consolidate previous knowledge and skills	
There is a clear focus on subject vocabulary	
Pupils talk about what they are learning – they don't just describe what they are doing	
IT is used effectively	
Transitions are smooth – teacher input/carpet/work/plenary	
Activities are differentiated to provide appropriate levels of challenge for all pupils	
Resources are appropriate, sufficient and meet the needs of all learners	

Attitudes to Learning	Evidence seen
Pupils concentrate, are engaged, make a good effort, work hard and are productive	
Pupils are proud of their work	
Work is of a consistently high standard	
Pupils show interest in what they are learning	
Pupils take responsibility for their own learning and level of challenge	
Pupils work independently, making choices they are given	
Expectations of behaviour are high	
Pupils follow expectations, school policy and routines	
In subjects other than English and mathematics, writing, handwriting, reading and maths skills are of an appropriate standard	

Assessment	Evidence seen
Pupils are involved in assessing their own learning and progress	
Pupils know what they are learning and why	
Pupils receive feedback from all adults in the classroom	
Marking and feedback identify strengths and ways to improve	
Adults identify and address misconceptions as they arise	
Questioning is used effectively to assess understanding	

PREVIEW ONLY

Progress	Evidence seen
Pupils learn new skills and knowledge as outlined in the progression framework	
All groups make appropriate progress	
Pupils are developing their understanding of subject knowledge	

Actions from previous lesson observation	Evidence
1	
2	
3	

Actions to be taken before the next lesson observation
1
2
3

Other comments/notes:

PREVIEW

ONLY

Subject:	Class:	Teacher:	Date:
Geography			

Pupil Voice	Feedback
Do you enjoy geography? Why?	
What are you currently learning about in geography?	
Why are you learning this?	
What prior knowledge did you have about ...?	
Did your teacher ask you if you knew anything about this before the lesson started?	
Were you able to share with your teacher/the class what you already knew about ...?	
What new knowledge have you learnt this term or in this topic?	
So far this year, what has been your proudest achievement in geography?	

	Feedback
Can you show me a piece of work that you are proud of in geography?	
Can you give me a recent example of when you have [key skill from progression framework]?	
Can you give me an example of where you carried out a geographical enquiry recently?	
How do you know that the work you have done in geography is good?	
Is the work that you do in geography challenging, too easy or too hard?	
Could you locate South America in an atlas? What are its main features – cities, rivers, mountains, weather etc? How is it similar and different to the UK?	
Have you devised or used a map recently? Why was that?	
Can you explain what 'deforestation' means?	

Strengths	Actions
Areas for development	Actions

PREVIEW ONLY

Teacher:	Class:	Date:	Monitored by:

Planning file	Evidence	Further action
Relevant policies are up-to-date – subject, teaching and learning, marking and feedback etc.		
School formats are used and completed consistently		

Teaching, Learning and Activities	Evidence	Further action
Learning intentions are clear and referenced to the National Curriculum		
Weekly learning intentions/objectives follow the progression framework/curriculum map		
Planned work links clearly to the curriculum map/ progression framework		
Work is planned to meet the needs of all ability groups		
Appropriate differentiation and scaffolding materials for all groups to achieve the LI		
Resources required for the learning activity are appropriate for all groups of children		

Quality of teaching	Evidence	Further action
Key concepts and skills have been planned for, based on the progression framework		
Specific subject knowledge has been identified for children to learn		
Subject-specific vocabulary has been identified for children to learn and use correctly		
A range of stimuli have been planned to start lessons and engage children		
IT has been planned to enhance learning		

Key questions have been planned to assess children throughout the lesson		
Opportunities for assessing learning are planned – before, during and after the lesson		
Opportunities for reading have been planned		
Opportunities for writing have been planned and are at age-related expectation		
Opportunities for maths have been planned and are at age-related expectation		
Opportunities for computing have been planned and are at age-related expectation		
Adult support has been planned that shows how adults will be deployed and support learning		

Actions from previous monitoring	Evidence in folder
1	
2	
3	

Actions to be taken before the next monitoring
1
2
3

Other comments:

PREVIEW

ONLY

Teacher:	Class:	Date:	Monitored by:

Presentation, Marking and Feedback	Evidence	Further action
Books are well-presented, neat and looked after by children		
Work is clearly dated		
The learning intention is clearly stated		
Work is marked regularly in-line with the school's Marking Policy		
Regular feedback provides guidance on how to improve work		
Feedback and comments are based on the learning intention and success criteria		
Children self-assess and evaluate work		
Work is presented in-line with the Handwriting Policy		

Teaching, Learning and Activities	Evidence	Further action
The learning intention is clear and referenced to the National Curriculum		
Clear success criteria		
Work links to the curriculum map/ progression framework		
Evidence of key concepts being taught		
Activities are engaging and appropriate for the learning intention		
Work is differentiated appropriately		

Standards, Progress and attainment	Evidence	Further action
Writing is at age-related expectation		
Evidence of reading		
Maths work is at age-related expectation		
Evidence of progress has been made against the key concepts in the progression framework		
The child is on track to meet the outcomes identified on the progression framework		
Evidence of correct use of subject-specific vocabulary		
Work is: <ul style="list-style-type: none"> <input type="radio"/> Above year group expectations <input type="radio"/> In-line with year group expectations <input type="radio"/> Below year group expectations 		

Actions from previous work scrutiny	Evidence in work
1	
2	
3	

Actions to be taken before the next work scrutiny
1
2
3

Other comments:

1. Targets from your Action Plan	Achievements/Successes/Actions/Next Steps

2. Development of Curriculum Map / Implementation	Achievements/Successes/Actions/Next Steps

<p>3. Monitoring of your subject</p> <ul style="list-style-type: none"> • Lesson observations or learning walks • Monitoring of planning • Work samples and discussions with pupils 	<p>Achievements/Successes/Actions/Next Steps</p>
<p>4. Assessment</p> <ul style="list-style-type: none"> • Whole school moderation • Pupil progress meetings • Work portfolios 	<p>Achievements/Successes/Actions/Next Steps</p>

<p>5. Breadth</p> <ul style="list-style-type: none"> • Examples of a range of experiences • Cultural Capital opportunities • Impact on teaching and learning 	<p>Achievements/Successes/Actions/Next Steps</p>
<p>6. Professional Development (CPD)</p> <ul style="list-style-type: none"> • CPD that you have undertaken • CPD that you have provided for staff (staff meetings/INSET) • Impact on teaching and learning 	<p>Achievements/Successes/Actions/Next Steps</p>

7. Standards <ul style="list-style-type: none">• Progress/attainment of each year group against curriculum map• Children working at Greater Depth• Groups – boys/girls, SEND, Disadvantaged	Achievements/Successes/Actions/Next Steps

PREVIEW ONLY

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1. Evaluation of senior leaders' intent for the curriculum in this subject or area, and their understanding of its implementation and impact Sources of evidence: <ul style="list-style-type: none"> • Conversations with SLT and governors with curriculum responsibility • School self-evaluation • School improvement planning/development plan • Long term subject planning and curriculum overviews • School website • School polices – curriculum, teaching and learning, behaviour 			
	Response	Evidence	Next steps
What is the rationale behind the school's aims and values statement?			
How is the overall curriculum adapted to reflect the school's context and locality?			

<p>Are there any specific barriers to learning for the pupils and how are these overcome?</p>			
<p>Who reviews the curriculum policy and teaching and learning policy? How often? Do these documents reflect the school's context?</p>			
<p>If the school is an academy or free school does it follow the National Curriculum? If not, is the curriculum offered equally ambitious?</p>			

PREVIEW ONLY

<p>What progress has been made in your subject since the previous inspection?</p>			
<p>How do pupils' behaviour and attitudes in your subject relate to the school's vision and values?</p>			
<p>Is the school's website compliant in terms of curriculum information? https://www.gov.uk/guidance/what-maintained-schools-must-publish-online https://www.gov.uk/guidance/what-academies-free-schools-and-colleges-should-publish-online</p>			

PREVIEW ONLY

What do senior leaders see as the strengths in your subject across the school?			
What does the school mean by 'high expectations' in your subject?			

PREVIEW ONLY

2. Evaluation of curriculum leaders' long-term and medium-term thinking and planning, including the rationale for content choices and curriculum sequencing

Sources of evidence:

- Long-term and medium-term subject planning including progression and sequencing of key knowledge and skills
- Subject assessment policy and procedures
- Assessment summaries, including different groups
- Reviews of the curriculum (comparing previous long-term subject planning with the current version)
- Subject specific self-evaluation
- Subject specific governor reports and minutes

	Response	Evidence	Next steps
What scheme of work for your subject has been chosen? Was this based on pupil need and relevance to school context, rather than teacher 'comfort zone' and using existing resources?			
How does the school plan for progression, including the pupils' acquisition of subject specific vocabulary and sticky knowledge?			

<p>What rationale does the school have for the order in which content is taught over time?</p>			
<p>How does the school teach the principles of (choose a key concept), and how do pupils put this knowledge to use through (choose a different key concept)?</p>			
<p>How well does the KS1 curriculum in your subject build on what they have learned in EYFS? How well does the KS2 curriculum in your subject build on what they have learned in KS1? How well does the KS3 curriculum in your subject build on what they have learned in KS2?</p>			

PREVIEW ONLY

<p>What is your subject's profile within the school?</p> <p>Does it have equal status to other subjects?</p> <p>What are the relative strengths and weaknesses in your subject?</p>			
<p>How does the school teach ...? (Choose a key skill/concept)</p>			
<p>What do age-related expectations look like in ... (choose a concept) across the school?</p>			

PREVIEW ONLY

How does assessment indicate progress within your subject?			
What does your assessment data meaningfully tell you about pupils' progress in your subject?			

PREVIEW ONLY

3. Visits to a deliberately, and explicitly, connected sample of lessons Sources of evidence: <ul style="list-style-type: none"> • Long-term and medium-term planning showing curriculum sequencing and where connected lessons should be taught • Full lesson observations • Learning walks and drop-ins • Lesson plans • Records of subject-related professional development 			
	Response	Evidence	Next steps
Do teachers follow long-term and medium-term planning effectively?			
How do teachers ensure that key content is remembered in the longer term?			

<p>How do lessons across different year groups demonstrate progression in the acquisition of knowledge as well as skills in your subject?</p> <p>How are pupils building on prior learning?</p>			
<p>Is there clear evidence of pupils knowing and remembering more information, concepts, skills and vocabulary?</p>			
<p>Do teachers (and additional adults) have the required subject knowledge to teach your subject effectively?</p>			

PREVIEW ONLY

<p>How do teachers ensure that pupils are challenged in your subject?</p>			
<p>Do the pupils have access to any resources, materials or equipment required to meet end of key stage expectations?</p>			
<p>Is there consistency across the school in the teaching of your subject?</p> <p>Does everyone follow the relevant school policies and expected practice?</p>			

PREVIEW ONLY

How has CPD impacted on the quality of teaching in your subject?			
How are teachers and leaders using assessment information and how does this impact on pupil progress?			

PREVIEW ONLY

<p>4. Work scrutiny of books or other work produced by pupils Sources of evidence:</p> <ul style="list-style-type: none"> • Random samples of pupils' work folders or saved work from each class • Work or folders from specific pupils who were observed during a learning walk or lesson observation to evaluate the impact of the lesson • Sample of pupils' work focusing on a specific aspect of the subject across the full age range of the setting • Samples of pupils' work to compare two or more specific groups of pupils e.g. boys/girl, disadvantaged/other pupils • Work from two sequential year groups to evaluate the year-on-year development of pupils' knowledge. • Samples of work to evaluate transition between EYFS and KS1 or from KS1 to KS2 			
	Response	Evidence	Next steps
<p>Is there clear evidence of pupils developing knowledge in your subject area, as outlined in the school's curriculum planning documents?</p>			
<p>Does work show that pupils are building on their prior knowledge?</p>			

<p>Is there evidence of pupils using and applying subject-specific vocabulary accurately?</p>			
<p>How are pupils being challenged in your subject?</p>			
<p>Does the pupils' work demonstrate pride in what they do? Is presentation of work good?</p>			

PREVIEW ONLY

<p>Are there opportunities for extended writing in your subject?</p> <p>How does this compare with the same pupils' writing in English/Literacy?</p>			
<p>Is there needless repetition of work (especially across key stages) or evidence of too many activities that are hindering progress?</p>			
<p>Do learning intentions/objectives clearly match the task/activity? Are they subject appropriate and precise?</p>			

PREVIEW ONLY

<p>Are there clear high expectations for ALL pupils?</p> <p>How is this demonstrated?</p>			
<p>Is there evidence of pupils carrying out their own research and applying their reading skills?</p>			

PREVIEW ONLY

5. Discussion with teachers to understand how the curriculum informs their choices about content and sequencing to support effective learning			
Sources of evidence:			
<ul style="list-style-type: none"> • Conversations with groups of teachers relating to your subject • Conversations with specific teachers before and/or after learning walks or lesson observations • Questionnaires and surveys • Feedback from colleagues following CPD 			
	Responses	Evidence	Next steps
<p>How does the observed lesson fit into a sequence?</p> <p>What will come next and how does it build on pupils' prior knowledge?</p>			
<p>How do teachers know what the pupils have already learned in previous years as well as previous lessons this year, and how do they use this information to inform their teaching?</p>			

<p>What is the rationale for the activities and resources chosen in lessons?</p> <p>Do teachers have the requisite knowledge to use resources themselves?</p>			
<p>How do teachers ensure progression for ALL pupils?</p>			
<p>How do teachers challenge the more able pupils in your subject?</p>			

PREVIEW ONLY

<p>What methods/strategies are teachers using to ensure the pupils' long-term retention of key knowledge and key vocabulary?</p>			
<p>What do age-related expectations look like for the age group being taught?</p> <p>How is this information shared and exemplified?</p>			
<p>Do teachers understand and teach all aspects from the National Curriculum programme of study? (If appropriate)</p>			

PREVIEW ONLY

What has been the impact of CPD on the teaching of your subject?			
How is assessment information used to inform planning?			

PREVIEW ONLY

6. Discussions with a group of pupils Sources of evidence: <ul style="list-style-type: none"> • Conversations with groups of pupils relating to your subject's curriculum and learning, including vocabulary • Conversations with specific pupils before and/or after learning walks or lesson observations • Questionnaires and surveys • School council discussions and feedback relating to aspects of your subject's curriculum 			
	Summary of Responses	Evidence	Next steps
How do teachers help you learn in ... (your subject)?			
Which aspects of ... (your subject) do you enjoy and why?			

<p>What did you learn about last year that has helped you this year?</p>			
<p>What does (choose subject specific vocabulary from planning and/or displayed in the classroom) mean?</p>			
<p>How would your learning today be useful in ...? (Link to learning in another subject)</p>			

PREVIEW ONLY

<p>How do you know you have done well in a ... (your subject) lesson?</p>			
<p>Do you have opportunities to read in ... (your subject) and what have you learned from your own research?</p>			
<p>Why is ... (your subject) so useful?</p>			

PREVIEW ONLY

Tell about ... and why it/they is/are so important in ... (your subject)?			
Why are you learning about ...? (Current learning in your subject)			

PREVIEW ONLY

Reading – Key Stage 1

National Curriculum – Year 2

Word reading - pupils should be taught to:

- continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent
- read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes
- read accurately words of two or more syllables that contain the same graphemes as above
- read words containing common suffixes
- read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
- read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered
- read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation
- re-read these books to build up their fluency and confidence in word reading

Comprehension - pupils should be taught to:

- develop pleasure in reading, motivation to read, vocabulary and understanding by:
 - listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently
 - discussing the sequence of events in books and how items of information are related
 - becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales
 - being introduced to non-fiction books that are structured in different ways
 - recognising simple recurring literary language in stories and poetry
 - discussing and clarifying the meanings of words, linking new meanings to known vocabulary
 - discussing their favourite words and phrases
 - continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear
- understand both the books that they can already read accurately and fluently and those that they listen to by:
 - drawing on what they already know or on background information and vocabulary provided by the teacher
 - checking that the text makes sense to them as they read and correcting inaccurate reading
 - making inferences on the basis of what is being said and done
 - answering and asking questions
 - predicting what might happen on the basis of what has been read so far
- participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say
- explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves

Reading – Key Stage 1			
	Beginning reader	Early reader	Developing reader
Decoding	<ul style="list-style-type: none"> Hear and identify sounds Blend sounds orally Sometimes use taught phonic knowledge to identify sounds Read and understand simple sentences Recognise some common words Know that illustrations can support and enhance understanding Recognise that there are letters and that letters go together to make words Identify the first and last letters in words 	<ul style="list-style-type: none"> Apply phonic knowledge to decode words Recognise a growing number of frequently used words or parts of words automatically Use onset and rime to generate new vocabulary Check that reading makes sense when reading aloud and self-correct 	<ul style="list-style-type: none"> Apply phonic knowledge to decode words Recognise a growing number of frequently used words or parts of words automatically Use onset and rime to generate new vocabulary Check that reading makes sense when reading aloud and self-correct
Comprehension	<ul style="list-style-type: none"> Understand the literal meaning of text read to them Connect reading to own experience Retell stories Make predictions about appropriate stories Know that decoded words have meaning Understand what they have read Join in with stories and poems read aloud and recite some parts by heart 	<ul style="list-style-type: none"> Sequence main events Make connections between texts that have been read Understand the main idea or message in a text Draw inferences about how a character feels based on how they might feel Draw inferences about how a character feels based on information given by the writer and illustrator Use retelling, prediction and questioning to ensure understanding Understand information and recount it Find information in appropriate texts Notice language patterns in stories and poems Begin to understand how a writer's word choices can create atmosphere or humour 	<ul style="list-style-type: none"> Look back at a book or section and understand key ideas, messages or information Use evidence from what has been read to make sensible predictions in narrative and non-narrative books Talk about characters' actions and use clues from the text to support ideas Compare appropriate texts and say why they are similar or different Use the organisational features of non-fiction books to assess their usefulness Understand imagery in appropriate poems Notice the effects of rhyme and rhythm in poetry Say what they like and dislike about poems Understand and discuss picture books in the same way as written text
Response	<ul style="list-style-type: none"> Know that print conveys meaning Understand what they read and what is read aloud Handle books appropriately and use the correct terminology Use book language to which they have been exposed Repeat familiar/patterned language 	<ul style="list-style-type: none"> Retell a story in sequence, using story language Recount facts from reading Give a personal opinion about characters, events, ideas and messages in texts Show empathy with characters in discussion and in drama activities Begin to recognise the features of the text types with which they are familiar Re-read books for pleasure State preferences about favourite characters and books Use digital sources to find information 	<ul style="list-style-type: none"> Give well thought-out opinions about texts Make personal choices based on own reading preferences Understand that characters can be presented in different ways Refer to the text when expressing an opinion Sustain reading Comment on big ideas and messages in books Use different approaches to reading fiction and non-fiction Use non-fiction material to retrieve information Know that a story can be told from a point of view and discuss it Recognise that there can be similar ideas and messages in books even when the settings, context or genre is different Know the difference between fiction and non-fiction

Reading – Key Stage 1			
Word Reading – Year 1	<p>Phonics</p> <ul style="list-style-type: none"> Hear and recognise all 40+ phonemes Match all 40+ graphemes to their phonemes (Phase 3) Identify all 40+ graphemes in reading Know when to use phonic knowledge to decode words Know which parts of words can be decoded using phonics Blend sounds in unfamiliar words based on known GPCs Read common words using phonic knowledge where possible Read words with familiar endings - s, es, ing, ed, er, est Read words of more than one syllable that contain taught GPCs 	<p>Contractions</p> <ul style="list-style-type: none"> Know that words can have omitted letters and that an apostrophe represents the omitted letters Find contractions in reading Read words with contractions 	<p>Reading text</p> <ul style="list-style-type: none"> Read phonically decodable texts Read phonically decodable texts with confidence
Comprehension – Year 1	<p>Stories</p> <ul style="list-style-type: none"> Know some key stories Recognise key story language Find key story language in stories read aloud or read independently Retell key stories orally using narrative language Recognise repeated or patterned language Identify the key events in a story Make predictions based on the events in the story Know that stories can have similar patterns of events Make links to other stories <p>Characters in a story</p> <ul style="list-style-type: none"> Identify the characters in a story Recognise a character's feelings Say why a character has a feeling Give an opinion about a character Know that stories can have similar characters Make links with characters in other stories <p>Poetry</p> <ul style="list-style-type: none"> Recognise poems and rhymes Recognise rhyming language Recognise patterned language in poems and rhymes Know some poems and rhymes by heart 	<p>Using pictures and text</p> <ul style="list-style-type: none"> Use prior knowledge to understand texts Use picture clues to support understanding Use picture clues to deepen understanding Identify unfamiliar words and ask about meaning Use the context to make informed guesses about the meaning of unfamiliar words Discuss the meaning of unfamiliar words <p>Books</p> <ul style="list-style-type: none"> Know that there are different kinds of books Know the difference between a story book and an information book Find the title, author and the illustrator of a book <p>Opinions</p> <ul style="list-style-type: none"> Say what they like or dislike about a book Say if it reminds them of another story or something that they have experienced Listen to others' ideas about a book Say whether they agree or disagree with other's ideas Say why they agree or disagree with other's ideas 	<p>Comprehension skills</p> <ul style="list-style-type: none"> Answer retrieval questions about the book Use information from the story to support opinion Understand that a writer can leave gaps for the reader to fill in Answer questions which fill the gaps in a story (inference)

Reading – Key Stage 1			
Year 1	Beginning reader	Early reader	Developing reader
Software/websites/ texts			
Topic/Curriculum opportunities			
Cultural Capital opportunities			
SMSC	<p>Spiritual English supports spiritual development by engaging children with poetry, fiction and drama. Through English, children can explore and engage with the feelings and values found in a wide range of genres.</p> <p>Moral English supports moral development by enabling children to look at, discuss and evaluate a range of social and moral issues found in a wide range of genres, including newspapers, non-fiction texts and fiction.</p>	<p>Social English supports social development by helping children to understand how written and spoken language has changed over time. It also covers social attitudes to the use of language.</p>	<p>Cultural English supports cultural development by exposing children to a wide range of written language from a range of cultures. In addition, it supports children to become confident and competent in their own language which is vital to their individual identity.</p>

Reading – Key Stage 1

Word Reading – Year 2

Decoding

- Understand the importance of decoding words automatically
- Understand that some words cannot be decoded with phonic strategies
- Use the graphemes taught to blend sounds
- Know that phonemes may be represented by different graphemes
- Know that the same grapheme may be read in different ways
- Recognise alternatives and consider which will make meaning
- Apply this knowledge so that reading is fluent
- Know that some words have unusual correspondence between phoneme and grapheme
- Notice these in reading and decode to retain meaning

Sight words

- Understand that some words cannot be decoded with phonic strategies
- Know that familiar words do not need to be sounded out and blended
- Read these familiar words automatically and accurately without sounding or blending
- Know that other strategies can be used to read unfamiliar words
- Use other strategies to support fluent decoding

Syllables

- Recognise syllables in words
- Know that breaking words into syllables helps fluent decoding
- Read words of two or more syllables accurately

Reading text

- Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation
- Read these books fluently and confidently

Reading – Key Stage 1

<p>Comprehension – Year 2</p>	<p>Stories</p> <ul style="list-style-type: none"> • Know that there are different kinds of stories • Listen to or read a range of different kinds of stories • Make choices about books to read • Explain why books or stories are preferred <p>Characters</p> <ul style="list-style-type: none"> • Retell stories with the key events in the correct sequence • Retell a story with the key events and the characters <p>Non-fiction</p> <ul style="list-style-type: none"> • Know that non-fiction books are organised differently from fiction texts • Know how to find information in a non-fiction book • Find the information needed in a non-fiction book • Decide how useful a non-fiction book is to find the information needed <p>Poetry</p> <ul style="list-style-type: none"> • Know the difference between poetry and narrative • Know that there are different kinds of poetry • Listen to different kinds of poetry • Talk about the meaning of different poems • Recognise that a poem can tell a story • Learn a poem by heart • Recite or perform a poem making the meaning clear 	<p>Using pictures and text</p> <ul style="list-style-type: none"> • Use prior knowledge to understand texts • Use picture clues to support understanding • Use picture clues to deepen understanding • Identify unfamiliar words and ask about meaning • Use the context to make informed guesses about the meaning of unfamiliar words • Discuss the meaning of unfamiliar words <p>Books</p> <ul style="list-style-type: none"> • Know that books or texts have a purpose • Identify the purpose of a book or a text • Know that books and stories are set in different places and times • Find the setting or time in books or stories • Discuss the setting or time in books <p>Opinions</p> <ul style="list-style-type: none"> • Talk about books or poems read • Give an opinion on books or poems read <p>Literary language</p> <ul style="list-style-type: none"> • Know that stories and poems can have patterned or recurring literary language • Find patterned or recurring literary language in poems and stories • Find favourite words and phrases • Talk about favourite words and phrases • Know that word choice affects meaning • Explain why a writer has chosen a word to affect meaning 	<p>Meaning</p> <ul style="list-style-type: none"> • Know that the purpose of reading is to make meaning • Know that there is a range of decoding strategies • Check that text read makes sense • Re-read when meaning is lost • Self-correct when meaning is lost • Use prior knowledge and reading experiences to understand text • Use the context to understand texts • Ask questions to clarify understanding <p>Inference</p> <ul style="list-style-type: none"> • Find the answers to retrieval questions about stories, poems or non-fiction texts • Know what inference (reading between the lines) means • Find inferences about characters' feelings and thoughts • Explain inferences about characters' feelings and thoughts • Give reasons for characters' actions or behaviour <p>Key ideas</p> <ul style="list-style-type: none"> • Recognise key ideas in a text • Recognise that a writer can have a message for the reader • Explain a writer's message <p>Making predictions</p> <ul style="list-style-type: none"> • Make predictions about possible events • Make predictions about how characters might behave
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Reading – Key Stage 1			
Year 2	Beginning reader	Early reader	Developing reader
Software/websites/ texts			
Topic/Curriculum opportunities			
Cultural Capital opportunities			
SMSC	<p>Spiritual English supports spiritual development by engaging children with poetry, fiction and drama. Through English, children can explore and engage with the feelings and values found in a wide range of genres.</p> <p>Moral English supports moral development by enabling children to look at, discuss and evaluate a range of social and moral issues found in a wide range of genres, including newspapers, non-fiction texts and fiction.</p>	<p>Social English supports social development by helping children to understand how written and spoken language has changed over time. It also covers social attitudes to the use of language.</p>	<p>Cultural English supports cultural development by exposing children to a wide range of written language from a range of cultures. In addition, it supports children to become confident and competent in their own language which is vital to their individual identity.</p>

Reading – Key Stage 2

National Curriculum – Year 3 and Year 4

Word reading - pupils should be taught to:

- apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet
- read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word

Comprehension - pupils should be taught to:

- develop positive attitudes to reading and understanding of what they read by:
 - to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
 - reading books that are structured in different ways and reading for a range of purposes
 - using dictionaries to check the meaning of words that they have read
 - increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally
 - identifying themes and conventions in a wide range of books
 - preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action
 - discussing words and phrases that capture the reader's interest and imagination
 - recognising some different forms of poetry [for example, free verse, narrative poetry]
- understand what they read, in books they can read independently, by:
 - checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context
 - asking questions to improve their understanding of a text
 - drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
 - predicting what might happen from details stated and implied
 - identifying main ideas drawn from more than one paragraph and summarising these
 - identifying how language, structure, and presentation contribute to meaning
- retrieve and record information from non-fiction
- participate 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

Reading – Key Stage 2

National Curriculum – Year 5 and Year 6

Word reading - pupils should be taught to:

- apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet

Comprehension - pupils should be taught to:

- maintain positive attitudes to reading and understanding of what they read by:
 - continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
 - reading books that are structured in different ways and reading for a range of purposes
 - 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
 - recommending books that they have read to their peers, giving reasons for their choices
 - identifying and discussing themes and conventions in and across a wide range of writing
 - making comparisons within and across books
 - learning a wider range of poetry by heart
 - preparing 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
- understand what they read by:
 - checking that the book makes sense to them, discussing their understanding
 - and exploring the meaning of words in context
 - asking questions to improve their understanding
 - drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence predicting what might happen from details stated and implied
 - summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas
 - identifying how language, structure and presentation contribute to meaning
- discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
- distinguish between statements of fact and opinion
- retrieve, record and present information from non-fiction
- participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously
- explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary
- provide reasoned justifications for their views

Reading – Key Stage 2			
	Fluent reader	Experienced fluent reader	Independent reader
Skills	<ul style="list-style-type: none"> • Scan texts for familiar words or phrases • Read and evaluate own written texts and those of peers • Use a range of strategies fluently and automatically - sight vocabulary, phonics, contextual and syntactical clues and grammar to read with expression and understanding • Use knowledge of word structures, origins and families to read unfamiliar words • Use self-checking strategies 	<ul style="list-style-type: none"> • Use a wide range of knowledge of word and syntactical structures to read with understanding • Select appropriate strategies to read unfamiliar language and to confirm meaning • Read aloud with accuracy and expression • Consistently monitor for understanding 	<ul style="list-style-type: none"> • Tackle unseen material confidently • Vary pitch, pace and expression for effect when reading aloud
Comprehension	<ul style="list-style-type: none"> • Know that fiction can take the reader into new worlds • Discuss themes and ideas across a text and how character and setting etc. contribute • Understand narrative structures and how they can support the prediction of possible outcomes • Understand the structure of different non-fiction text types • Understand point of view in non-fiction books • Retrieve and collate information from different texts. • Summarise collated information • Explain the effects of figurative language and literary features in poetry 	<ul style="list-style-type: none"> • Draw inference for characters' behaviour and motives based on evidence • Comment on the writers' craft in different texts and how this is linked to the purpose of the text • Find themes in books and poems • Understand how ideas or information are developed within a text • Evaluate and analyse studied texts • Identify how tension is created in a narrative • Explain how different texts appeal to the reader • Compare the effects of figurative language in poetry which has a similar theme 	<ul style="list-style-type: none"> • Relate reading to personal and reading experience • Discuss the writers' craft and intent in creating themes, mood and affecting the feelings and attitude of the reader with evidence from text • Explain and deepen inferred meanings based on evidence from a whole text • Use knowledge of language conventions and organisational features of different texts to support and enhance understanding • Evaluate and make judgements about the effectiveness of purpose, composition and effect • Recognise how literary techniques are used to affect and influence a reader
Response	<ul style="list-style-type: none"> • Explain own preference for texts and content • Discuss how characters may contribute to themes • Select information for oral presentation • Use direct and indirect evidence to support opinion • Recognise that the same information may be presented in different ways to influence a reader • Reflect on and comment on literary techniques used to support the writer's intent • Make connections with own experiences and with texts on the same topic • Discuss the organisation and structure of different texts and how they contribute to effectiveness 	<ul style="list-style-type: none"> • Select books on the basis of own interest and preference as well as challenging, complex texts • Recommend books to others • Prepare a presentation or performance • Locate and summarise evidence from a whole text to support a response • Identify the purpose, viewpoint and impact on a reader • Use a range of sources to find information on a topic • Discuss how the writer's viewpoint may be different from characters • Discuss how social and cultural themes may have changed in books written at different times 	<ul style="list-style-type: none"> • Give a personal response to a range of texts and analyse own response • Discuss the style of writers and the features of different fiction genres • Use information collated to present a balanced view • Deliberately select books which will develop range of reading • Find and identify the difference between explicit and implicit points of view • Discuss the reasons for a writer's choices to impact on a reader • Think critically to evaluate information from different sources with different points of view or bias • Discuss social, cultural or historical elements of texts

Reading – Key Stage 2

Word Reading – Year 3

Decoding

- Know that phonics is one strategy to read unfamiliar words
- Know when phonic strategies will help to read a word and when they will not

Root words

- Know what a root word is
- Understand how to use a root word to help read unfamiliar words
- Use root words to help read unfamiliar words
- Use root words to help understand the meaning of unfamiliar words

Prefixes and suffixes

- Know what prefixes and suffixes are
- Understand how they can change the meaning of a word
- Use prefixes and suffixes to read unfamiliar word
- Use prefixes and suffixes to understand the meaning of unfamiliar words

Unfamiliar words

- Apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words
- Know that some words may have a similar pronunciation but may be written differently
- Know that some of these are unusual
- Use knowledge of unusual phoneme/grapheme correspondences to read unfamiliar words
- Know that unfamiliar words can be read by using knowledge of known similar words (analogy)
- Use analogy drawing on the pronunciation of similar known words to read others

PREVIEW ONLY

Reading – Key Stage 2

Comprehension – Year 3

Stories

- Know that there are different kinds of narrative stories
- Discuss a range of narrative stories and their similarities and differences
- Make connections between similar books and books by same writer
- Re-tell some of these stories by heart

Plot

- Understand that a sequence of events in a narrative is called the plot
- Identify the plot in a narrative
- Understand that narratives can have differently structured plots
- Talk about the different plot structures in genres read

Characters

- Know that characters' actions can tell the reader about their thoughts, feelings and motives
- Infer characters' feelings, thoughts and motives from their actions
- Explain how characters' actions can tell the reader about their thoughts, feelings and motives

Narrative language

- Know that different kinds of narratives are written with different language
- Recognise the literary language typical of narrative genres read
- Recognise words and language that show the setting of a book - historical, cultural or social
- Know that writers choose words and language to create an effect on the reader
- Explain why a writer makes choices about words and language used
- Find effective words and language in reading that writers have used to create effects
- Discuss the meaning of words identified
- Use a dictionary to check or find the meaning of new words
- Explain why a writer has chosen specific words and language
- Record words and language from reading to use in own writing

Non-fiction

- Know that there are different kinds of non-fiction books
- Know that non-fiction books are structured in different ways
- Know how to use a non-fiction book to find identified information
- Choose books for specific purposes
- Identify any words that are unfamiliar
- Discuss the meaning of words identified
- Use dictionaries to check or find the meaning of unfamiliar words
- Know how to find key words or information in a non-fiction text
- Record key words or information found in a non-fiction text

Poetry

- Know that there are different forms of poetry
- Recognise and name different types of poems which have been introduced
- Know that words and language in poems create effects
- Discuss the meaning of words and language in poems
- Understand that there can be more than one interpretation of a poem
- Understand that the meaning of poems can be enhanced through performance
- Watch performances of poems
- Discuss how the meaning is enhanced through performance
- Identify that intonation, tone, volume and action can be used to enhance meaning
- Prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action

Books

- Understand that any book read must be meaningful
- Check understanding in any book or text read
- Ask questions to ensure understanding of a text
- Ask questions to deepen understanding of a text
- Know that the organisation and layout of a book helps the reader to understand it
- Understand that the organisation and layout may be different according to the purpose of the book
- Identify the organisation and layout in books
- Explain how the organisation and layout helps the reader to understand the book

Opinions

- Give a personal response to a text
- Explain a personal response
- Use evidence from the text to support response
- Listen to others' personal responses to a text
- Adapt own response in the light of others' responses

Meaning

- Know that there will be unfamiliar words in a text
- Use the context of unfamiliar words to explain their meaning
- Check the meaning of any unfamiliar words through questioning, discussion or use of dictionaries

Key ideas

- Know that texts have a main idea
- Identify the main idea of a text
- Know that the main idea in a narrative may also have a message for the reader
- Explain the message for the reader
- Know that the message in a book is called the theme
- Recognise that books may have similar themes

Making predictions

- Use clues from the text to predict what might happen next
- Give reasons for predictions

Reading – Key Stage 2			
Year 3	Fluent reader	Experienced fluent reader	Independent reader
Software/websites/ texts			
Topic/Curriculum opportunities			
Cultural Capital opportunities			
SMSC	<p>Spiritual English supports spiritual development by engaging children with poetry, fiction and drama. Through English, children can explore and engage with the feelings and values found in a wide range of genres.</p> <p>Moral English supports moral development by enabling children to look at, discuss and evaluate a range of social and moral issues found in a wide range of genres, including newspapers, non-fiction texts and fiction.</p>	<p>Social English supports social development by helping children to understand how written and spoken language has changed over time. It also covers social attitudes to the use of language.</p>	<p>Cultural English supports cultural development by exposing children to a wide range of written language from a range of cultures. In addition, it supports children to become confident and competent in their own language which is vital to their individual identity.</p>

Reading – Key Stage 2

Word Reading – Year 4

Decoding

- Know that phonics is one strategy to read unfamiliar words
- Know when phonic strategies will help to read a word and when they will not

Root words

- Use knowledge of root words to help read unfamiliar words
- Use root words to help understand the meaning of unfamiliar words

Prefixes and suffixes

- Use knowledge of learned prefixes and suffixes to read unfamiliar words
- Use prefixes and suffixes to understand the meaning of unfamiliar words

Unfamiliar words

- Apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words
- Know that many words may have a similar pronunciation but may be written differently
- Know that some of these are unusual
- Use knowledge of unusual phoneme/grapheme correspondences to read unfamiliar words
- Know that unfamiliar words can be read by using knowledge of known similar words (analogy)
- Use analogy drawing on the pronunciation of similar known words to read others

PREVIEW ONLY

Reading – Key Stage 2

Comprehension – Year 4

Plot

- Know that there is a range of narrative stories
- Discuss the range of narrative stories introduced so far and consider differences and similarities
- Understand that these have different plot patterns
- Know that the plot develops in different ways according to the plot pattern

Characters

- Empathise with a character
- Understand why a character acted, responded or felt in a certain way
- Understand why the writer wanted the character to respond in a certain way

Openings

- Understand that writers open stories in different ways
- Identify different openings in different books
- Compare different story openings
- Find similarities in the use of language and openings in books experienced

Setting

- Identify words and language that show the setting of a book – historical, cultural or social
- Explain how the writer has used words and language to show the setting of a book

Narrative language

- Understand that a writer can use patterned language for effect
- Find examples of patterned language for effect
- Explain the effect of patterned language
- Know that writers choose words and language to show atmosphere, mood or feelings
- Find words and language in reading that writers have used to show atmosphere, mood or feelings
- Explain how the words and language used shows atmosphere, mood or feelings
- Use a dictionary to check or find the meaning of new words
- Explain why a writer has chosen specific words and language to create mood, atmosphere or feelings
- Record words and language from reading to use in own writing

Non-fiction

- Choose a specific non-fiction book for a specific purpose
- Know where to find the specific information needed in the book
- Know how to use a non-fiction book to find identified information

Poetry

- Know that there are different forms of poetry
- Recognise and name different types of poems which have been introduced
- Know that words and language in poems create effects
- Explain the effect created by the poet's choice of words and language
- Know that poems may have patterned language
- Find examples of patterned language in poems read
- Explain the effect of patterned language in poems and why a poet might use it
- Understand that the meaning of poems can be enhanced through performance
- Watch performances of poems
- Discuss how the meaning is enhanced through performance
- Identify that intonation, tone, volume and action can be used to enhance meaning
- Prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action

Books

- Find similarities in books read
- Identify any words that are unfamiliar
- Discuss the meaning of words identified
- Use dictionaries to check or find the meaning of unfamiliar words
- Know that many books have themes
- Discuss the possible theme(s) in books
- Identify a theme in a book
- Find evidence which shows what the theme is in a book
- Explain why the evidence shows what the theme is
- Make connections with books with similar themes

Meaning

- Understand that a reader needs to interact with a text to understand it fully
- Check understanding in any book or text read
- Actively seek the meaning of any words or language not understood
- Ask questions to ensure understanding of a text
- Ask questions to deepen understanding of a text - between and beyond the lines
- Check the meaning of any unfamiliar words through questioning, discussion or use of dictionaries

Key Ideas

- Identify the main idea(s) of a text
- Identify the main idea in paragraphs in a text
- Know that the main idea of a text can be summarised in a sentence
- Summarise the main idea of a text in a sentence

Making predictions

- Make predictions based on the text and from knowledge from other books
- Infer meaning using evidence from events, description and dialogue

Skimming and scanning

- Know that the organisation and layout of books vary according to the purpose of book
- Use the organisation and layout of a book to find specific information
- Skim to find specific information on a page or in a paragraph
- Scan page or paragraph to find key words or information
- Record key words or information found

Response to a text

- Understand that a writer wants the reader to respond in a certain way
- Find where the writer has written to make the reader respond in a certain way
- Explain how the writer made sure of the reader's response, using evidence from the text
- Compare with own personal response
- Compare with others' personal responses to a text
- Adapt own response in the light of others' responses

Reading – Key Stage 2			
Year 4	Fluent reader	Experienced fluent reader	Independent reader
Software/websites/ texts			
Topic/Curriculum opportunities			
Cultural Capital opportunities			
SMSC	<p>Spiritual English supports spiritual development by engaging children with poetry, fiction and drama. Through English, children can explore and engage with the feelings and values found in a wide range of genres.</p> <p>Moral English supports moral development by enabling children to look at, discuss and evaluate a range of social and moral issues found in a wide range of genres, including newspapers, non-fiction texts and fiction.</p>	<p>Social English supports social development by helping children to understand how written and spoken language has changed over time. It also covers social attitudes to the use of language.</p>	<p>Cultural English supports cultural development by exposing children to a wide range of written language from a range of cultures. In addition, it supports children to become confident and competent in their own language which is vital to their individual identity.</p>

Reading – Key Stage 2

Word Reading – Year 5

Unfamiliar words

- Apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words
- Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word
- Attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words
- Understand that there will be unfamiliar words in texts read
- Use dictionaries to check or find the meaning of unfamiliar words
- Use meaning-seeking strategies to explore the meaning of words in context
- Use meaning-seeking strategies to explore the meaning of idiomatic and figurative language
- Ask questions to improve understanding
- Re-read to check that text is meaningful

PREVIEW ONLY

Reading – Key Stage 2

<p>Comprehension – Year 5</p>	<p>Theme</p> <ul style="list-style-type: none"> Find the theme in a book Compare books with similar themes Explain how books written in different contexts can have similar themes <p>Narrative viewpoint</p> <ul style="list-style-type: none"> Understand that a narrative can be told from different points of view - narrator, character Identify the point of view in a narrative Explore how events are viewed from another perspective Understand that the writer may have a viewpoint Identify the writer’s viewpoint. For example, how different characters are presented Explain the writer’s viewpoint with evidence from the text <p>Narrative language</p> <ul style="list-style-type: none"> Understand that a writer moves events forward through a balance of dialogue, action and description Explore how dialogue is used to develop character Explore how actions are added to dialogue to move events forward Explore how a writer uses show and not tell techniques to introduce or develop a character Understand that writers use language for precise effect Understand that this may include precise nouns, precisely chosen adjectives, well developed noun phrases, similes, metaphors, personification etc. Find words and language used for effect Explain how the words and language create a precise effect Record effective words and language from reading to use in own writing Understand that a writer uses different sentence structures and techniques to create effects Explore the structures and techniques used - short sentences, rhetorical questions, ellipsis, flashbacks Find examples of structures and techniques used Explain the effect of the use of structure or technique Record examples of effective techniques and structures from reading to use in writing <p>Context</p> <ul style="list-style-type: none"> Know that the context in which it was written can affect a text. For example, a classic text reflects how an audience of that time will react Explain how the context of a text reflects the reaction of the audience it was written for 	<p>Non-fiction</p> <ul style="list-style-type: none"> Understand the difference between fact and opinion Find examples of fact and opinion in texts Explain why one example is fact and another is opinion <p>Opinion</p> <ul style="list-style-type: none"> Give a personal point of view about a text Explain the reasons for a viewpoint, using evidence from the text Listen to others’ ideas and opinions about a text Build on others’ ideas and opinions about a text in discussion Question others’ ideas about a text Make connections between other similar texts, prior knowledge and experience Explain why there are connections, using evidence Compare different versions of texts Explain the similarities and differences between different versions of texts Evaluate the effectiveness of different versions of texts 	<p>Inference</p> <ul style="list-style-type: none"> Understand that inferences can be drawn from different parts of the text Understand that inferences can be made by reading between and beyond the lines Draw inferences such as inferring characters’ feelings, thoughts and motives from their actions at different points in the text Justify inferences with evidence from the text <p>Key Ideas</p> <ul style="list-style-type: none"> Identify key information from a text Summarise key information in sentences Find key information from different parts of the text Summarise key information from different parts of the text Present an oral overview or summary of a text <p>Making predictions</p> <ul style="list-style-type: none"> Make predictions from evidence found and implied information Summarise the main ideas drawn from a text <p>Skimming and scanning</p> <ul style="list-style-type: none"> Use skimming and scanning to find information needed Make notes on needed information Organise notes Present information <p>Response to a text</p> <ul style="list-style-type: none"> Know that there is a range of narrative genres which includes classic and traditional stories, myths and legends, poems and play scripts Know that these are structured in different ways Discuss and explain how and why they have different structures Know that non-fiction texts are structured to guide the reader to information Explain how the structure guides the reader to find specific information Explain why they enjoyed a book or poem and who might also enjoy it Evaluate the usefulness of a non-fiction book to research questions raised
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Reading – Key Stage 2			
Year 5	Fluent reader	Experienced fluent reader	Independent reader
Software/websites/ texts			
Topic/Curriculum opportunities			
Cultural Capital opportunities			
SMSC	<p>Spiritual English supports spiritual development by engaging children with poetry, fiction and drama. Through English, children can explore and engage with the feelings and values found in a wide range of genres.</p> <p>Moral English supports moral development by enabling children to look at, discuss and evaluate a range of social and moral issues found in a wide range of genres, including newspapers, non-fiction texts and fiction.</p>	<p>Social English supports social development by helping children to understand how written and spoken language has changed over time. It also covers social attitudes to the use of language.</p>	<p>Cultural English supports cultural development by exposing children to a wide range of written language from a range of cultures. In addition, it supports children to become confident and competent in their own language which is vital to their individual identity.</p>

Reading – Key Stage 2

Word Reading – Year 6

Unfamiliar words

- Apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words
- Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word
- Attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words
- Understand that there will be unfamiliar words in texts read
- Use dictionaries to check or find the meaning of unfamiliar words
- Use meaning-seeking strategies to explore the meaning of words in context
- Use meaning-seeking strategies to explore the meaning of idiomatic and figurative language
- Ask questions to improve and deepen understanding
- Re-read to check that text is meaningful

PREVIEW ONLY

Reading – Key Stage 2

Comprehension – Year 6

Narrative viewpoint

- Understand that a narrative can be told from different points of view – narrator, character.
- Identify the point of view in a narrative
- Explore how events are viewed from another perspective
- Know that points of view can also be implied
- Identify implied points of view
- Explain implied points of view, using evidence
- Understand that the writer may have a viewpoint
- Identify the writer’s viewpoint. For example, how different characters are presented
- Explain the writer’s viewpoint with evidence from the text
- Explain the effect of the writer’s viewpoint on the reader

Narrative language

- Identify the characteristics of a writer’s style
- Explain the characteristics of a writer’s style, using evidence
- Know that the word and language choices support the writer’s purpose
- Explain how the word and language choices support the writer’s purpose, using evidence
- Record examples of words and language from reading to use in own writing
- Know that the techniques and structures used support the writer’s purpose
- Explain how the techniques and structures used support the writer’s purpose, using evidence
- Record examples of techniques and structures from reading to use in own writing
- Comment on the effectiveness of the writer’s use of language structures and techniques

Author techniques

- Identify the techniques used to create feelings, atmosphere, mood or messages
- Explain how the techniques used create feelings, atmosphere, mood or messages
- Comment on how the writer’s intent affects the reader

Non-fiction

- Evaluate the usefulness of a non-fiction book to research questions raised
- Understand that non-fiction texts may present the same information with different view points
- Evaluate the usefulness of different non-fiction texts by comparing how different writer’s present the same information
- Understand the difference between fact and opinion
- Find examples of fact and opinion in texts
- Explain why one example is fact and another is opinion

Opinion

- Give a personal point of view about a text
- Explain the reasons for a viewpoint, using evidence from the text
- Listen to others’ ideas and opinions about a text
- Build on others’ ideas and opinions about a text in discussion
- Question others’ ideas about a text
- Make connections between texts which may not initially seem similar
- Explain why there are connections, using evidence
- Explain the similarities and differences between different versions of texts
- Identify themes in books which have different cultural, social or historical contexts
- Compare and contrast themes in a range of books
- Explain how there are common themes in different books, using evidence from reading
- Explain why they enjoyed a book or poem and who might also enjoy it

Content

- Be familiar with a range of narrative genres which includes classic and traditional stories, myths and legends, poems and play scripts
- Know that texts can have elements of more than one text type
- Identify the elements included in a text type
- Know that non-fiction texts may include a creative, fictional element
- Explain how the choices a writer has made about the structure of a text support its purpose
- Know that style and vocabulary are linked to the purpose of the text
- Explain how the style and vocabulary are linked to the purpose of the text, using evidence

Key ideas

- Identify key information from a text
- Summarise key information in sentences
- Find key information from different parts of the text
- Summarise key information from different parts of the text
- Present an oral overview or summary of a text
- Use points, evidence and explanation to respond to questions about texts
- Find identified key information in longer and more complex texts
- Collate key information and evaluate its relevance

Making predictions

- Make predictions from evidence found and implied information
- Summarise the main ideas drawn from a text
- Know that the context in which it was written can affect a text. For example, a classic text reflects how an audience of that time will react
- Explain how the context of a text reflects the reaction of the audience it was written for
- Make predictions using knowledge of the conventions of different genres and text types

Meaning

- Know that a text may need to be read slowly or re-read to deepen understanding
- Know that texts have different layers of meaning – between the lines and beyond the lines
- Find the different layers of meaning in a text
- Explain how they contribute to the reader’s understanding of the overall meaning, characters and themes

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