

## St. John's C.E. Primary

### READING AND PHONICS GUIDELINES

#### Statement of Intent

At St. John's Primary School we want our Reading programme to equip our pupils with the literacy skills and knowledge they require to achieve academically and socially as young people and eventually, adults in the workplace. We want to ensure that all staff foster a love of reading and our children are taught to read confidently, fluently and with good understanding. To this end pupils are encouraged to develop a habit of reading widely and often, for both pleasure and information. This is made possible through daily practise, thoughtfully crafted lessons and whole school activities and by ensuring that children have easy access to a wide range of reading materials in every classroom. We want our pupils to become independent, resilient and divergent learners so that they are ready for secondary school and adulthood.

#### Implementation

The guidelines have been established to achieve consistency in practice across Key Stages. Teachers must follow the recommendations and not deviate from the bullet points which follow. At the end of bullet points, when relevant, you will find tick boxes; please ensure that you review your practice at least once a term and tick the boxes to confirm that the actions have been addressed. This set of guidelines should be read alongside the library guidelines and the National Curriculum Programmes of Study for your year group. The Reading (English) PoS has been saved to the Programmes of Study folder in the Google shared drive.

It is important that teachers provide a rich and rewarding reading experience for all pupils and that this is supported by the maintenance of a stimulating reading environment in every classroom.

Reading matters in every year group and for every child.

Good practice begins on entry to the school in the Nursery and/or Reception class and continues across key stages. The principles of good early reading experiences for pupils and the school's commitment to securing excellent outcomes for pupils in reading is best summarised through the 'Magic Seven:'

1. The head teacher prioritises reading
2. Staff foster a love of reading
3. The content and sequence of the phonics programme supports pupils' progress
4. Reading books match the sounds that children know
5. Children are taught phonics on entry to the school in EYFS
6. Pupils who fall behind are supported to catch up quickly
7. Staff develop expertise in early reading

Bullet points 1,2 and 6 are applicable across the school. At every stage of a child's learning we want our pupils to develop an enthusiasm for and an enjoyment of reading. We also want our pupils to become competent readers as this enables children to engage with their learning and access the curriculum across the primary phase and beyond. Every teacher, teaching assistant and nursery nurse has a shared responsibility for providing the opportunity and the right environment for these things to occur.

## **Reading and Phonics in EYFS (practice and principles which must be adhered to)**

### **NURSERY**

#### **Phonics**

- The Letters and Sounds document is followed in Nursery.
- Secure foundation of phase 1 phonics is taught during carpet sessions and small group focus times through engaging games and activities.
- Opportunities for children to consolidate their learning through planned continuous provision.
- Children who are ready are introduced to phase 2 phonics.
- Assessment of children's current knowledge is used to inform planning and provision

#### **Early Reading:**

- Focus book of the week with continuous provision based around the book
- Familiar book box for children to revisit books that have been shared in class
- High quality reading areas
- Library books sent home with children each week to encourage parents in shared reading
- Daily shared reading each day where the adult models the skills required to read effectively including comprehension
- Nursery rhyme of the week
- Books woven into continuous provision for children to encounter during their play
- Quality texts chosen for children and changed regularly to engage their interests
- Annual parents workshop to inform about phonics and shared reading
- Secret story teller to come in and read to the children so that they can see that books can be enjoyed by everyone

### **RECEPTION**

#### **Phonics:**

- Essential Letters and Sounds is used to teach all phonics.
- Consolidation of phase 1 phonics is provided for children who require catch up.
- Phases 2-4 are taught and revised before moving onto Phase 5.
- All children remain together for every phonics lesson.
- There is a focus on 'keeping up', however children who need additional support are quickly identified and participate in small group booster sessions which are additional to their daily phonics sessions.
- Differentiation of task, resource and adult support to cater for differing abilities during whole class teaching.
- Games used in phonics lessons left out for children to re-visit during daily provision.
- Displays of tricky words and phonemes are displayed at children's height and are accessible to them throughout the day.

- Assessment using the phonics assessment document and teacher judgments of children's current knowledge is used to inform planning and provision

### **Early Reading:**

- High quality reading areas
- Decodable books in classroom which are linked to phonics sounds available during reading
- Reading for a purpose is encouraged through decodable signs around the room as well games that encourage children to apply their learning
- Quality texts chosen for children and changed regularly to engage their interests
- Developing vocabulary - adults to pull out interesting words during shared reading and discuss what they mean with the children
- Focus book of the week with continuous provision based around the book
- Familiar book box for children to revisit books that have been shared in class
- Books woven into continuous provision for children to encounter during their play
- Shared reading each day where the adult models the skills required to read effectively including comprehension and decoding
- Individual reading once a week
- Library books sent home with children each week to encourage parents in shared reading
- Guided reading
- Books for reading include words that children can decode using their phonics skills as well as the tricky words they have been introduced to
- Phonics tasks sent home weekly to support children who are not yet on the reading scheme
- Secret story teller to come in and read to the children so they can see that books can be enjoyed by everyone
- Parents workshops to inform about phonics and shared reading
- Outdoor reading activities to engage the more active children
- Trips to encourage children's love of reading and to provide them with information about where to find books eg: children's books shops and local library

### **Reading and Phonics in KS1 and KS2 (practice and principles which must be adhered to)**

#### **Phonics:**

Phonics teaching and planning at KS1 and in LKS2 must be consistent and systematic across the school, leading to raised standards and improved outcomes for all pupils. Every teacher must ensure that:

- planning is uploaded to Google Drive
- mock phonics checks occur in January and May ( in Year 1 and in Year 2- when necessary)
- ongoing assessment takes place using the Assessment tool in Essential Letters and Sounds in EYFS, through KS1 and on into KS2 when necessary. Performance is monitored on-entry and tracked throughout KS1 and on into KS2 if necessary to ensure that phonics standards are maintained and reached at the end of KS1 or KS2 in some cases
- the Phonics Assessment document on Essential Letters and Sounds must be completed in line with the scheme.
- teachers to be aware of the children who are struggling with Phonics and what interventions are in place to support these children.
- phonics scheme books are continuously monitored to ensure a match to pupils ability phases 2-6 are taught

- parents receive guidance from teachers as to how best to help their children develop their decoding skills
- The Essential Letters and Sounds rhymes, actions, letters and sounds form the basis of phonics teaching and learning. The ELS flashcards must be displayed in all EYFS and KS1 classrooms
- terminology, phase sounds and correct articulation are understood and embedded to support development and understanding. Teachers to also explain key terminology to parents when necessary
- teachers undertake phonics and reading CPD
- Junior staff will have an understanding of early reading
- Junior staff to be aware of phonetic terminology and use this in lessons.

## **Guided Reading**

Well planned and thoughtfully delivered guided reading sessions equip pupils with strategies to enable them to become independent, fluent and skilled readers. Guided Reading sessions are run for a group whilst the rest of the class are on task with well-planned activities with another adult or as an independent task.

The purpose, delivery and benefits of effective guided reading sessions is set out below (from the 'Teacher's Guide for Guided Reading Nonfiction Focus: 2nd Edition'):

Guided reading is an instructional approach that involves a teacher working with a small group of students who demonstrate similar reading behaviours and can read similar levels of texts. The text is easy enough for students to read with skillful support from the teacher; it offers challenges and opportunities for problem solving, but is easy enough for students to read with some fluency.

### **What Is the Purpose of Guided Reading?**

Books are selected that students can read with about 90 to 94 percent accuracy. Pupils can understand and enjoy the story because it's accessible to them through their own strategies, supported by a teacher introduction.

They focus on meaning but also use problem-solving strategies to figure out words they don't know, deal with difficult sentence structure, and understand concepts or ideas they have never before encountered in print.

### **Why Is Guided Reading Important?**

Guided reading gives pupils the chance to apply the strategies they already know to new text. The teacher provides support, but the ultimate goal is independent reading.

### **When Are Children Ready for Guided Reading?**

Developing readers have already gained important understandings about how print works. These students know how to monitor their own reading. They have the ability to check on themselves or search for possibilities and alternatives if they encounter a problem when reading. For these readers, the guided reading experience is a powerful way to support the development of reading strategies.

The ultimate goal of guided reading is being able to read a variety of texts with ease and deep understanding.

## **Matching Books to Readers**

In general, the text is about right for students in the group: It is not too easy, yet not too hard, and offers a variety of challenges to help readers become flexible problem solvers. The teacher selects a text for a small group of pupils who are similar in their reading behaviours at a particular point in time.

Guided Reading books should be chosen for pupils that:

- match their knowledge base
- help them take the next step in learning to read
- are interesting to them
- offer just enough challenge to support problem solving while still supporting fluency and meaning

## **Supporting Pupils' Reading**

In working with pupils in guided reading, the teacher constantly balances the difficulty of the text with support for students reading the text. The teacher introduces the story to the group, supports individuals through brief interactions while they read, and guides them in talking together afterward about the words and ideas in the text. In this way, the teacher can refine text selection and help individual readers move forward in developing a reading process.

Good readers employ a range of word-solving strategies, including analysis of sound-letter relationships and word parts. They must figure out words that are embedded in different kinds of texts.

Reading a variety of books enables them to go beyond reading individual words to interpreting language and its subtle meanings.

## **Procedure for Guided Reading**

- the teacher works with a small group of pupils with similar needs
- the teacher provides introductions to the text that supports pupils' later attempts at problem solving
- each pupil reads the whole text or a unified part of the text
- readers figure out new words while reading for meaning
- the teacher prompts, encourages, and confirms students' attempts at problem solving
- the teacher and pupils engage in meaningful conversations about what they are reading
- the teacher and pupils revisit the text to demonstrate and use a range of comprehension strategies
- Y1/Y2 - guided reading activities weekly, Guided reading activities are incorporated in English lessons
- Y3/Y4/Y5 - guided reading 3x weekly (fortnightly for all children) and sustained silent reading for the rest of the class
- Lower ability readers: will be part of one guided reading session a week as well as reading with the teacher and Project X-Code.
- guided reading aims to build up reading speed, stamina and comprehension skills to include the ability to infer and deduce
- gaps in guided reading resources to be identified, reported and addressed
- Y6 - whole class reading comprehension sessions using class text and other resources, eg. Headstart Reading x3 weekly

- Teachers will deliver effective lessons whilst the rest of the class are on task with well planned activities with, when possible, another adult.

## General Reading Guidance

- all teachers have an entitlement to reading and phonics CPD. Please share your training needs with the subject leader or SLT
  - class teachers are responsible for ensuring that every classroom has a range of fiction and non-fiction books available to every child in the class covering a range of genres and authors. This must include books that appeal to both genders and reading material that provides opportunities for children to read ‘across the curriculum’
  - every class teacher will provide recommended reading books; this list will be added to the class page by the class teacher. All classes to use the same template (use the Y3 template) 🍌
  - every class will elect ‘book monitors’ to assist the class teacher in managing reading resources, eg. keeping reading areas tidy
  - books must be organised in a systematic way
  - reading areas MUST be attractive and tidy at all times
  - every reading corner should have a reading display
  - there must be a constant supply of new reading materials in every reading area. The school's annual subscription to the Schools Library Service facilitates this and provides books relevant to every class topic
  - children not making expected progress will be targeted for 1:1 reading with an adult 3 times a week in KS2
  - Teachers need to make sure that they know who are reading below ARE ( Age Related Expectations) and know the interventions that are put in place to support these children.
  - pupils in EYFS/KS1 will be heard to read at least once a week
  - incorporate ‘Resilient Reader’ activities into reading sessions or English sessions and this will be clearly identified in planning.
  - adults regularly add reading observation comments to each child’s yellow reading log
  - KS2 to read a class text and to complete an author study annually
  - display the class book (photo-copy of front and back pages) and the teachers book on your classroom door
  - ensure that you teach children how to choose a book! Teachers to use the vocabulary from the suggested strategy. National Literacy Trust & ‘Love your Libraries’
1. Look - browse the shelves
  2. Read the Blurb
  3. Try it out - read a few pages
  4. Ask - seek advice and recommendations
  5. Check out the cover - does it look interesting? Who is the author? Is it like books you’ve read before?
  6. Think about the genre - is it what you’re looking for? Try something different to what you usually read; factual, comedy, adventure or fantasy?
  7. ‘The RIGHT one’ - use the 5 finger test; open the book, read a page and each time you find a word you don’t know count one finger. If you get to 5 the book is probably too hard, put it back and try another!
- The school will seek to offer support for parents with hearing their children read via the school website on the class page (reading book lists) and in the Learning Zone and also through occasional reading workshops

- Reading Eggs to be used by pupils in y(R) Y1, Y2 and Y3 as a home learning exercise (to be monitored by class teachers) and occasionally as a teaching resource by teachers with the whole class

### **Supporting Readers Encountering Difficulties**

Children who are identified as finding reading difficult but are able to use phonics as a platform to learn how to read will have small group phonics sessions which will be individualised for either the group or a child. The small group/individual phonics sessions are designed to go at a slower pace and tend to focus on the phonemes that the child/group are struggling with. A range of activities linked to Letters and sounds and strategies taken from Ruth Miskin will be used during these sessions. If the child does not respond to learning through phonics, the child will be monitored and class teachers will seek to understand and pinpoint the reason for this.

If the child does not learn through phonics other strategies will be adopted such as the following:

- for visual learners - sight words/picture books and flashcards to help them associate whole words with pictures to help give the words context and meaning.
- for Auditory learners - whole language learning, rhymes, jingles, and auditory repetition through audio cds
- for kinaesthetic learners - need to touch and manipulate things, so that they can learn through their senses. Physical phonics, through using everyday objects can keep physical learners interested, using tactile materials to make phonics sounds

If the child continues to have difficulties with reading and depending on the age, a targeted reading intervention or a combination of the following will be put in place such as: Project X Code, Barrington Stokke scheme book with 1 to 1 adult support, daily Precision teaching, Toe by Toe, Wordwasp, Paired reading and personalised 1 to 1 reading sessions with TA.

### **Promoting Reading for Pleasure; ideas to consider incorporating into your class reading experience**

- promote and participate in reading events such as World Book Day, the Scholastic Book Fair and any other events or initiatives encourage reading for enjoyment
- provide children with audio books to enhance their reading experience
- provide regular, timetabled time for silent reading (teacher too)
- invite children to write and share their own book reviews (include these in your recommended book list) on your class website page
- teachers to offer their own verbal book reviews
- ensure that storytime is a fixed activity within your weekly timetable
- in KS1, pupils can use Busy Things as a separate reading or phonics activity
- children can do 'book swaps' with their peers
- older children can read to younger children. TBC- Can be done in the summer months at Lunchtime. On rotation?
- Reading competitions will be organised. Please encourage children to take part and remind them of the deadlines.

## Deep Dive into Reading: **Whole-School Curriculum Progression Map**

Reading – Word Reading	EYFS (30 - 50mths to ELGs)	KS1		KS2			
	30 – 50 months 40 – 60 months Early Learning Goals	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6



<p>To enjoy rhyming and rhythmic activities.</p> <p>To show an awareness of rhyme and alliteration.</p> <p>To recognise rhythm in spoken words.</p> <p>To continue a rhyming string.</p> <p>To hear and say the initial sound in words.</p> <p>To segment the sounds in simple words and blend them together and know which letter represents some of them.</p> <p>To link sounds to letters, naming and sounding the letters of the alphabet.</p> <p>To use phonic knowledge to decode regular words and read them aloud accurately.</p>	<p>To apply phonic knowledge and skills as the route to decode words.</p> <p>To blend sounds in unfamiliar words using the GPCs that they have been taught.</p> <p>To respond speedily, giving the correct sound to graphemes for all of the 40+ phonemes.</p> <p>To read words containing taught GPCs.</p> <p>To read words containing -s, -es, -ing, -ed and -est endings.</p> <p>To read words with contractions, e.g. I'm, I'll and we'll.</p>	<p>To continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent.</p> <p>To read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.</p> <p>To accurately read most words of two or more syllables.</p> <p>To read most words containing common suffixes.*</p>	<p>To use their phonic knowledge to decode quickly and accurately (may still need support to read longer unknown words).</p> <p>To apply their growing knowledge of root words and prefixes, including in-, im-, il-, ir-, dis-, mis-, un-, re-, sub-, inter-, super-, anti- and auto- to begin to read aloud.*</p> <p>To apply their growing knowledge of root words and suffixes/word endings, including -ation, -ly, -ous, -ture, -sure, -sion, -tion, -ssion and -cian, to begin to read aloud.*</p>	<p>To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill.</p> <p>To apply their knowledge of root words, prefixes and suffixes/word endings to read aloud fluently.*</p>	<p>To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues.</p> <p>To apply their growing knowledge of root words, prefixes and suffixes/ word endings, including -sion, -tion, -cial, -tial, -ant/-ance/-ancy, -ent/- ence/-ency, -able/-ably and -ible/ibly, to read aloud fluently.*</p>	<p>To read fluently with full knowledge of all Y5/ Y6 exception words, root words, prefixes, suffixes/word endings* and to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues.</p>
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<p><b>Co</b></p>	<p>To read some common irregular words.</p> <p><u>Vocabulary</u></p> <p><u>Phoneme</u></p> <p><u>Grapheme</u></p> <p><u>Digraph</u></p> <p><u>Trigraph</u></p> <p><u>Blend</u></p> <p><u>Segment</u></p>	<p>To read Y1 common exception words, noting unusual correspondences between spelling and sound and where these occur in words.</p> <p><u>Vocabulary</u></p> <p><u>Phoneme</u></p> <p><u>Grapheme</u></p> <p><u>Digraph</u></p> <p><u>Trigraph</u></p> <p><u>Blend</u></p> <p><u>Segment</u></p>	<p>To read most Y1 and Y2 common exception words*, noting unusual correspondences between spelling and sound and where these occur in the word.</p> <p><u>Vocabulary</u></p> <p><u>Phoneme</u></p> <p><u>Grapheme</u></p> <p><u>Digraph</u></p> <p><u>Trigraph</u></p> <p><u>Vowels</u></p>	<p>To begin to read Y3/Y4 exception words.*</p>	<p>To read all Y3/Y4 exception words*, discussing the unusual correspondences between spelling and these occur in the word.</p>	<p>To read most Y5/ Y6 exception words, discussing the unusual correspondences between spelling and sound and where these occur in the word.</p>	
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To show interest in illustrations and print in books and print in the environment.

To recognise familiar words and signs such as own name and advertising logos.

To look and handle books independently (holds books the correct way up and turns pages).

To ascribe meanings to marks that they see in different places.

To begin to break the flow of speech into words.

To begin to read words and simple sentences.

To read and understand simple sentences.

To accurately read texts that are consistent with their developing phonic knowledge, that do not require them to use other strategies to work out words.

To reread texts to build up fluency and confidence in word reading.

To read aloud books (closely matched to their improving phonic knowledge), sounding out unfamiliar words accurately, automatically and without undue hesitation.

To reread these books to build up fluency and confidence in word reading.

To read words accurately and fluently without overt sounding and blending, e.g. at over 90 words per minute, in age-appropriate texts.

At this stage, teaching comprehension skills should be taking precedence over teaching word reading and fluency specifically. Any focus on word reading should support the development of vocabulary.

Reading – Comprehension	EYFS (30 - 50mths to ELGs)	KS1		KS2			
	30 – 50 months 40 – 60 months Early Learning Goals	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Understanding and Correcting Inaccuracies	<p>To know that print carries meaning and, in English, is read from left to right and top to bottom.</p> <p>To understand humour, e.g. nonsense rhymes, jokes.</p>	To check that a text makes sense to them as they read and to self-correct.	<p>To show understanding by drawing on what they already know or on background information and vocabulary provided by the teacher.</p> <p>To check that the text makes sense to them as they read and to correct inaccurate reading.</p>				

**Comparing,  
Contrasting  
and  
Commenting**

To listen to stories with increasing attention and recall.

To anticipate key events and phrases in rhymes and stories.

To begin to be aware of the way stories are structured.

To describe main story settings, events and principal characters.

To enjoy an increasing range of books.

To follow a story without pictures or props.

To listen to stories,

To listen to and discuss a wide range of fiction, non-fiction and poetry at a level beyond that at which they can read independently.

To link what they have read or have read to them to their own experiences.

To retell familiar stories in increasing detail.

To join in with discussions about a text, taking turns and listening to what others say.

To discuss the significance of titles and events.

To participate in discussion about books, poems and other works that are read to them (at a level beyond at which they can read independently) and those that they can read for themselves, explaining their understanding and expressing their views.  
To become increasingly familiar with and to retell a wide range of stories, fairy stories and traditional tales.  
To discuss the sequence of events in books and how items of information are related.

To recognise, listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.

To use appropriate terminology when discussing texts (plot, character, setting).

To discuss and compare texts from a wide variety of genres and writers.

To read for a range of purposes.

To identify themes and conventions in a wide range of books.

To refer to authorial style, overall themes (e.g. triumph of good over evil) and features (e.g. greeting in letters, a diary written in the first person or the use of presentational devices such as numbering and headings).

To read a wide range of genres, identifying the characteristics of text types (such as the use of the first person in writing diaries and autobiographies) and differences between text types.

To 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.

To identify main ideas drawn from more than one paragraph and to

To read for pleasure, discussing, comparing and evaluating in depth across a wide range of genres, including myths, legends, traditional stories, modern fiction, fiction from our literary heritage and books from other cultures and traditions.

To recognise more complex themes in what they read (such as loss or heroism).

To explain and discuss their understanding of what they have read, including through formal presentations and debates,

accurately anticipating key events and respond to what they hear with relevant comments, questions or actions.

To demonstrate understanding when talking with others about what they have read.

To recognise simple recurring literary language in stories and poetry.

To ask and answer questions about a text.

To make links between the text they are reading and other texts they have read (in texts that they can read independently).

To identify how language, structure and presentation contribute to meaning.

To identify main ideas drawn from more than one paragraph and summarise these.

summarise these.  
To recommend texts to peers based on personal choice.

maintaining a focus on the topic and using notes where necessary.

To listen to guidance and feedback on the quality of their explanations and contributions to discussions and to make improvements when participating in discussions.

To draw out key information and to summarise the main ideas in a text.

To distinguish independently between statements of fact and opinion, providing reasoned justifications for their views.

To compare characters, settings and themes within a text and across more than one text.

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To build up vocabulary that reflects the breadth of their experiences.

To extend vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.

To use vocabulary and forms of speech that are increasingly influenced by their experiences of books.

To discuss word meaning and link new meanings to those already known.

To discuss and clarify the meanings of words, linking new meanings to known vocabulary.

To discuss their favourite words and phrases.

To check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.

To discuss authors' choice of words and phrases for effect.

Discuss vocabulary used to capture readers' interest and imagination.

To discuss vocabulary used by the author to create effect including figurative language.

To evaluate the use of authors' language and explain how it has created an impact on the reader.

To analyse and evaluate the use of language, including figurative language and how it is used for effect, using technical terminology such as metaphor, simile, analogy, imagery, style and effect.





<p><b>Inference and Prediction</b></p>	<p>To suggest how a story might end.</p> <p>To begin to understand 'why' and 'how' questions.</p> <p>To answer 'how' and 'why' questions about their experiences and in response to stories or events.</p>	<p>To begin to make simple inferences.</p> <p>To predict what might happen on the basis of what has been read so far.</p>	<p>To make inferences on the basis of what is being said and done.</p> <p>To predict what might happen on the basis of what has been read so far in a text.</p>	<p>To ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives.</p> <p>To justify predictions using evidence from the text.</p>	<p>To draw inferences from characters' feelings, thoughts and motives that justifies their actions, supporting their views with evidence from the text.</p> <p>To justify predictions from details stated and implied.</p>	<p>To draw inferences from characters' feelings, thoughts and motives.</p> <p>To make predictions based on details stated and implied, justifying them in detail with evidence from the text.</p>	<p>To consider different accounts of the same event and to discuss viewpoints (both of authors and of fictional characters).</p> <p>To discuss how characters change and develop through texts by drawing inferences based on indirect clues.</p>
	<p>To listen to and join in with stories and poems, one-to-one and also in small groups.</p> <p>To join in with repeated refrains in rhymes and stories.</p> <p>To use intonation, rhythm and phrasing to make the meaning clear to others.</p> <p>To develop preference for forms of expression.</p> <p>To play cooperatively as part of a group to develop and act out a narrative.</p> <p>To express themselves effectively, showing awareness of listeners' needs.</p>	<p>To recite simple poems by heart.</p>	<p>To continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some with appropriate intonation to make the meaning clear.</p>	<p>To prepare and perform poems and play scripts that show some awareness of the audience when reading aloud.</p> <p>To begin to use appropriate intonation and volume when reading aloud.</p>	<p>To recognise and discuss some different forms of poetry (e.g. free verse or narrative poetry).</p> <p>To prepare and perform poems and play scripts with appropriate techniques (intonation, tone, volume and action) to show awareness of the audience when reading aloud.</p>	<p>To continually show an awareness of audience when reading out loud using intonation, tone, volume and action.</p>	<p>To confidently perform texts (including poems learnt by heart) using a wide range of devices to engage the audience and for effect.</p>



	<p>To know that information can be relayed in the form of print.</p> <p>To know that information can be retrieved from books and computers.</p>		<p>To recognise that non-fiction books are often structured in different ways.</p>	<p>To retrieve and record information from non-fiction texts.</p>	<p>To use all of the organisational devices available within a non-fiction text to retrieve, record and discuss information.</p> <p>To use dictionaries to check the meaning of words that they have read.</p>	<p>To use knowledge of texts and organisation devices to retrieve, record and discuss information from fiction and non-fiction texts.</p>	<p>To retrieve, record and present information from non-fiction texts.</p> <p>To use non-fiction materials for purposeful information retrieval (e.g. in reading history, geography and science textbooks) and in contexts where pupils are genuinely motivated to find out information (e.g. reading information leaflets before a gallery or museum visit or reading a theatre programme or review).</p>
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*\* These are detailed in the word lists within the spelling appendix to the national curriculum (English Appendix 1). Teachers should refer to these to exemplify the words that pupils should be able to read as well as spell.*