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Reading Curriculum Intent

At Brookfield Junior School, we believe that it is every child's right to be able to access the world around them through the medium of language; we promote high standards of oracy and written literacy. We strive to equip all our children with a strong command of the spoken and written word enabling them to listen, speak, read and write confidently for a range of purposes throughout their school life.

Reading is a vital skill for all children to learn and is at the heart of our school's learning environment. We believe modelling reading for pleasure through shared class texts is a great way to inspire children. Alongside our shared texts, children are encouraged to read at home through reading competitions and incentives (these change to suit the time of year and pupils involved.) Regular reading assemblies allow children to explore a wide range of texts – many which they would perhaps never experience. We aim to nurture lifelong readers who understand the importance of reading in their future.

Across the school, we use a set structure to teach skills for reading comprehension that encourage children to familiarise themselves with a text; explore the language and develop their own strategies to understand words in context and focuses on the current requirements of the national curriculum. Whole class lessons are delivered focusing on children developing skills for retrieval, inference, prediction, summarising and comparing all relating to a text they have become familiar with.

Children at Brookfield Junior School understand that reading is a life-skill which they will always use in their everyday lives – opening up the doorway to learning and exploring the world in which they live.



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Aims

The national curriculum for history aims to ensure that all pupils:

NC1	Read easily, fluently and with good understanding.
NC2	Develop the habit of reading widely and often, for both pleasure and information.
NC3	Acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language.
NC4	Appreciate our rich and varied literary heritage.
NC5	Write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences.
NC6	Use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
NC7	Are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.



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Year 1	English Skills Progression	NC Links
Decoding	• Apply phonic knowledge to decode words. • Read aloud phonically-decodable texts. • Re-read books to build fluency and confidence. • Read simple sentences and understand the meaning including what a pronoun is (extra). • Speedily read all 40+ letters /groups for 40+ phonemes including alternative sounds for graphemes. • Read Year 1 common exception words noting unusual correspondences between spelling and sound (identifying where they appear). • Read polysyllabic words containing taught GPCs. • Read common suffixes (-s, -es, -ing, -ed, -er and -est). • Read contractions and understand that the apostrophe represents the omitted letter(s). • Read accurately by blending taught GPCs. • Develop some fluency and expression, pausing at full stops.	
Range of reading	• Listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently.	
Familiarity with texts	• Recognise and join in with predictable phrases. • Become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics.	
Poetry and performance	• Learn to appreciate rhymes and poems, and to recite some by heart.	
Word meaning	• Discuss word meanings and link new meanings to words already known.	
Understanding	• Draw on what they already know or on background information and vocabulary provided by the teacher. • Be encouraged to link what they read or hear read to their own experiences. • Check that the text makes sense to them as they read and correct inaccurate reading. • Answer simple retrieval questions about a text and find evidence to support answers.	
Inference	• Discuss the significance of the title and events. • Make inferences on the basis of what is being said and done.	
Prediction	• Predict what might happen on the basis of what has been read so far.	
Authorial intent	•	



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Non-fiction	Listen to and discuss a wide range of non-fiction at a level beyond that at which they can read independently.	
Discussing reading	- Participate in discussion about what is read to them by taking turns and listening to what others say. - Explain clearly their understanding of what is read to them.	

Year 2	English Skills Progression	NC Links
Decoding	- Apply phonic decoding until automatic and reading is fluent. - read common suffixes (-ed, -ing, -er, -est, -y, -er, -ment, -ful, -ness, -less, -ly. - re-read books to build up fluency and confidence in word reading note punctuation to read with appropriate expression. - read accurately by blending, including alternative sounds for graphemes. - read Year 2 common exception words, noting unusual correspondences. - read aloud books matched to phonic knowledge by sounding out unfamiliar words automatically. - read polysyllabic words containing above graphemes. - read most words quickly & accurately without overt sounding and blending.	
Range of reading	Listen to, discuss and express 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.	
Familiarity with texts	- Become increasingly familiar with and retell a wider range of stories, fairy stories and traditional tales. - Recognise simple recurring literary language in stories and poetry	
Poetry and performance	Continue to build up a repertoire of poems learnt by heart, appreciate these and recite some, with appropriate intonation to make the meaning clear.	
Word meaning	- Discuss and clarify the meanings of words and link new meanings to known vocabulary. - Discuss their favourite words and phrases.	



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Understanding	- Discuss the sequence of events in books and how items of information are related. - Draw on what they already know or on background information and vocabulary provided by the teacher. - Make links between a current book and those already read. - Check that the text makes sense to them as they read and correct inaccurate reading.	
Inference	- Make inferences on the basis of what is being said and done. - Answer and ask questions.	
Prediction	Predict what might happen on the basis of what has been read so far.	
Authorial intent		
Non-fiction	Be introduced to non-fiction books that are structured in different ways	
Discussing reading	- Participate in discussion about books, poems & other works that are read to them & those that they can read for themselves by 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	

Year 3	English Skills Progression	NC Links
Decoding	- Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), 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.	
Range of reading	- Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. - Read books that are structured in different ways and reading for a range of purpose.	
Familiarity with texts (Beginning to)	- Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retell some of these orally. - Identify themes and conventions in a wide range of books.	
Poetry and performance (Beginning to)	- Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action. - Recognise some different forms of poetry.	



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Word meaning (Beginning to)	Use dictionaries to check the meaning of words that they have read.	
Understanding (Beginning to)	- Check that the text makes sense to them, discuss their understanding and explain the meaning of words in context. - Ask questions to improve their understanding of a text. - Identify main ideas drawn from more than one paragraph and summarise these. - Identify morals and messages in a story.	
Inference (Beginning to)	- Draw inferences such as inferring characters' feelings, thoughts and motives from their actions - Justify inferences with evidence.	
Prediction (Beginning to)	Predict what might happen from details stated and implied.	
Authorial intent (Beginning to)	- Discuss words and phrases that capture the reader's interest and imagination. - Identify how language, structure, and presentation contribute to meaning.	
Non-fiction (Beginning to)	Retrieve and record information from non-fiction texts.	
Discussing reading	Participate in discussion about both books that are read to them and those they can read for themselves by taking turns and listening to what others say.	

Year 4	English Skills Progression	NC Links
Decoding	- Apply their growing knowledge of root words, prefixes and suffixes(morphology and etymology), 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.	
Range of reading	- Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. - Read books that are structured in different ways and reading for a range of purposes.	



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Familiarity with texts	• Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retell some of these orally. • Identify themes and conventions in a wide range of books.	
Poetry and performance	• Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action. • Recognise some different forms of poetry.	
Word meaning (Developing)	• Use dictionaries to check the meaning of words that they have read.	
Understanding	• Check that the text makes sense to them, discuss their understanding and explain the meaning of words in context. • Ask questions to improve their understanding of a text. • Identify main ideas drawn from more than one paragraph and summarise these. • Identify morals and messages in a story.	
Inference	• Draw inferences such as inferring characters' feelings, thoughts and motives from their actions. • Justify inferences with evidence.	
Prediction (Developing...)	• Predict what might happen from details stated and implied.	
Authorial intent	• Discuss words and phrases that capture the reader's interest and imagination. • Identify how language, structure, and presentation contribute to meaning.	
Non-fiction	• Retrieve and record information from non-fiction texts.	
Discussing reading	• Participate in discussion about both books that are read to them and those they can read for themselves by taking turns and listening to what others say.	

Year 5	English Skills Progression	NC Links
Decoding	• Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet.	



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Range of reading	- Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. - Read books that are structured in different ways and read for a range of purposes. - Make comparisons within and across books.	
Familiarity with texts	- Increase 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. - Identify and discuss themes and conventions in and across a wide range of writing.	
Poetry and performance	Learn 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.	
Word meaning (Consolidating)	Use dictionaries to check the meaning of words that they have read.	
Understanding (Beginning to)	- Check that the book makes sense to them, discuss their understanding and explore the meaning of words in context. - Ask questions to improve their understanding. - Summarise the main ideas drawn from more than one paragraph, identifying key details to support the main ideas.	
Inference (Beginning to)	Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence.	
Prediction (Consolidating)	Predict what might happen from details stated and implied.	
Authorial intent (Beginning to)	- Identify how language, structure and presentation contribute to meaning. - Discuss and evaluate how authors use language, including figurative language and consider the impact on the reader.	
Non-fiction (Developing)	- Distinguish between statements of fact and opinion. - Retrieve, record and present information from non-fiction texts.	
Discussing reading (Beginning to)	- Recommend books that they have read to their peers and giving reasons for their choices. - Participate in discussions about books, 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. - Provide reasoned justifications for their views.	



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Year 6	English Skills Progression	NC Links
Decoding	Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet.	
Range of reading	- Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. - Read books that are structured in different ways and read for a range of purposes. - Make comparisons within and across books.	
Familiarity with texts	- Increase 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. - Identify and discuss themes and conventions in and across a wide range of writing.	
Poetry and performance	Learn 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.	
Word meaning (Confidently)	Use dictionaries to check the meaning of words that they have read.	
Understanding (Confidently)	- Check that the book makes sense to them, discuss their understanding and explore the meaning of words in context. - Ask questions to improve their understanding. - Summarise the main ideas drawn from more than one paragraph, identifying key details to support the main ideas.	
Inference (Confidently)	Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence.	
Prediction (Confidently)	Predict what might happen from details stated and implied.	
Authorial intent (Confidently)	- Identify how language, structure and presentation contribute to meaning. - Discuss and evaluate how authors use language, including figurative language and consider the impact on the reader.	
Non-fiction (Confidently)	- Distinguish between statements of fact and opinion. - Retrieve, record and present information from non-fiction texts.	



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Discussing reading (Confidently)	• Recommend books that they have read to their peers and giving reasons for their choices. • Participate in discussions about books, 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. • Provide reasoned justifications for their views.	
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