



STRANDS	YEAR 1	YEAR 2	YEAR 3-4	YEAR 5-6
<p>PLEASURE MOTIVATION VOCABULARY</p>	<p>Pupils should be taught to: develop pleasure in reading, motivation to read, vocabulary and understanding by:</p>		<p>Pupils should be taught to: develop positive attitudes to reading and understanding of what they read by:</p>	
<p>Listen to and discuss texts Read for Pleasure</p>	<ul style="list-style-type: none"> <li>Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently</li> <li>Being encouraged to link what they read or hear read to their own experiences</li> <li>Practise reading books consistent with their developing phonic knowledge</li> <li>Hearing, sharing and discuss a wide range of high-quality books to develop a love of reading and broaden their vocabulary. Pupils should have extensive experience of listening to, sharing and discussing a wide range of high-quality books with the teacher, other adults and each other to engender a love of reading at the same time as they are reading independently.</li> </ul>	<ul style="list-style-type: none"> <li>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</li> <li>Listen to and discuss a wide range of stories, poems, plays and information books; this should include whole books.</li> </ul>	<ul style="list-style-type: none"> <li>Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>Listen frequently to stories, poems, non-fiction and other writing, including whole books and not just extracts, so that they build on what was taught previously.</li> <li>Meet books and authors that they might not choose themselves.</li> </ul>	<ul style="list-style-type: none"> <li>Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>Be able to read aloud a wider range of poetry and books written at an age-appropriate interest level with accuracy and at a reasonable speaking pace.</li> <li>Read widely and frequently, outside as well as in school, for pleasure and information.</li> <li>Even though pupils can now read independently, reading aloud to them should include whole books so that they meet books and authors that they might not choose to read themselves.</li> </ul>
<p>Key stories, traditional tales, fairy stories, myths and legends, stories from other cultures and from our literary heritage. Oral retelling</p>	<ul style="list-style-type: none"> <li>Become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics</li> <li>Recognising and joining in with predictable phrases</li> </ul>	<ul style="list-style-type: none"> <li>Become increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales</li> </ul>	<ul style="list-style-type: none"> <li>Increasing familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally recognising simple recurring literary language in stories and poetry</li> </ul>	<ul style="list-style-type: none"> <li>Increasing 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</li> <li>Summarise and present a familiar story in their own words.</li> </ul>
<p>Poetry and play scripts Reciting by heart Performing</p>	<ul style="list-style-type: none"> <li>Learning to appreciate rhymes and poems, and to recite some by heart</li> </ul>	<ul style="list-style-type: none"> <li>Continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with</li> </ul>	<ul style="list-style-type: none"> <li>Prepare poems and play scripts to read aloud and to perform, showing understanding through</li> </ul>	<ul style="list-style-type: none"> <li>Learning a wider range of poetry by heart preparing poems and plays to read aloud and to perform, showing understanding</li> </ul>

		<p>appropriate intonation to make the meaning clear</p>	<p>intonation, tone, volume and action</p> <ul style="list-style-type: none"> <li>• Reading, re-reading, and rehearsing poems and plays for presentation and performance</li> <li>• Give opportunities to discuss language, including vocabulary, extending their interest in the meaning and origin of words</li> </ul>	<p>through intonation, tone and volume so that the meaning is clear to an audience</p> <ul style="list-style-type: none"> <li>• To prepare readings, with appropriate intonation to show their understanding</li> </ul>
<p>Developing vocabulary Interest in language</p>	<ul style="list-style-type: none"> <li>• Discuss word meanings, linking new meanings to those already known</li> <li>• Follow the year 1 programme of study in terms of the books they listen to and discuss</li> <li>• Develop their vocabulary and understanding of grammar, as well as their knowledge more generally across the curriculum.</li> <li>• Develop pupils' oral vocabulary as well as their ability to understand and use a variety of grammatical structures</li> <li>• Give particular support to pupils whose oral language skills are insufficiently developed.</li> <li>• Vocabulary should be developed when they listen to books read aloud and when they discuss what they have heard. Such vocabulary can also feed into their writing.</li> <li>• The meaning of some new words should be introduced to pupils before they start to read on their own, so that these unknown words do not hold up their comprehension.</li> <li>• Through listening also start to learn how language sounds and increase their vocabulary and awareness of grammatical structures.</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss and clarifying the meanings of words, linking new meanings to known vocabulary discussing their favourite words and phrases</li> <li>• Use the year 2 programme of study for comprehension so that these pupils hear and talk about new books, poems, other writing, and vocabulary with the rest of the class.</li> <li>• the meaning of new words should be explained to pupils within the context of what they are reading</li> <li>• They should be encouraged to use morphology (such as prefixes) to work out unknown words.</li> <li>• Deliberate steps should be taken to increase pupils' vocabulary and their awareness of grammar so that they continue to understand the differences between spoken and written language.</li> </ul>	<ul style="list-style-type: none"> <li>• Use dictionaries to check the meaning of words that they have read discussing words and phrases that capture the reader's interest and imagination</li> <li>• Follow the year 3 and 4 programme of study in terms of listening to new books, hearing and learning new vocabulary and grammatical structures, and discussing these.</li> </ul>	<ul style="list-style-type: none"> <li>• Follow the upper key stage 2 programme of study in terms of listening to books and other writing that they have not come across before</li> <li>• Hearing and learning new vocabulary and grammatical structures, and having a chance to talk about all of these.</li> <li>• Read silently, with good understanding, inferring the meanings of unfamiliar words, and then discuss what they have read.</li> <li>• Continue to emphasise pupils' enjoyment and understanding of language, especially vocabulary, to support their reading and writing.</li> <li>• Understand nuances in vocabulary choice and age-appropriate, academic vocabulary.</li> <li>• When teachers are reading with or to pupils, attention should be paid to new vocabulary – both a word's meaning(s) and its correct pronunciation.</li> </ul>

Genres	<ul style="list-style-type: none"> <li>Listen frequently to stories, poems and nonfiction that they cannot yet read for themselves</li> <li>Begin to understand how written language can be structured in order, for example, to build surprise in narratives or to present facts in nonfiction</li> </ul>	<ul style="list-style-type: none"> <li>Listen frequently to stories, poems and nonfiction that they cannot yet read for themselves</li> <li>begin to understand how written language can be structured in order, for example, to build surprise in narratives or to present facts in nonfiction</li> </ul>	<ul style="list-style-type: none"> <li>Read books that are structured in different ways and reading for a range of purposes</li> <li>Recognise some different forms of poetry [for example, free verse, narrative poetry]</li> <li>Learn the conventions of different types of writing (for example, the greeting in letters, a diary written in the first person or the use of presentational devices such as numbering and headings in instructions).</li> </ul>	<ul style="list-style-type: none"> <li>Read books that are structured in different ways and reading for a range of purposes</li> <li>Continue to learn the conventions of different types of writing, such as the use of the first person in writing diaries and autobiographies.</li> </ul>
Themes			<ul style="list-style-type: none"> <li>Recognise themes in what they read, such as the triumph of good over evil or the use of magical devices in fairy stories and folk tales.</li> </ul>	<ul style="list-style-type: none"> <li>Identifying and discussing themes and conventions in and across a wide range of writing making comparisons within and across books</li> <li>Recommending books that they have read to their peers, giving reasons for their choices</li> <li>Recognise themes in what they read, such as loss or heroism.</li> <li>Have opportunities to compare characters, consider different accounts of the same event and discuss viewpoints (both of authors and of fictional characters), within a text and across more than one text.</li> <li>Compare characters, settings, themes and other aspects of what they read</li> </ul>
ACCURACY FLUENCY EXPLORATION	Pupils should be taught to: understand both the books they can already read accurately and fluently and those they listen to by:		Pupils should be taught to: understand what they read, in books they can read independently, by	Pupils should be taught to: understand what they read by:
Engaging with meaning and thinking about text.	<ul style="list-style-type: none"> <li>Draw on what they already know or on background information and vocabulary provided by the teacher</li> <li>check that the text makes sense to them as they read and correcting inaccurate reading</li> </ul>	<ul style="list-style-type: none"> <li>Draw on what they already know or on background information and vocabulary provided by the teacher</li> <li>Check that the text makes sense to them as they read and correcting inaccurate reading</li> </ul>	<ul style="list-style-type: none"> <li>Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</li> </ul>	<ul style="list-style-type: none"> <li>Check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</li> </ul>

		<ul style="list-style-type: none"> <li>Check that the word they have decoded fits in with what else they have read and makes sense in the context of what they already know about the topic.</li> </ul>		
Structure and organisation. Summarising and deduction	<ul style="list-style-type: none"> <li>Discuss the significance of the title and events</li> </ul>	<ul style="list-style-type: none"> <li>Discuss the sequence of events in books and how items of information are related being introduced to non-fiction books that are structured in different ways</li> <li>Learn about cause and effect in both narrative and non-fiction (for example, what has prompted a character's behaviour in a story; why certain dates are commemorated annually).</li> </ul>	<ul style="list-style-type: none"> <li>Identify main ideas drawn from more than one paragraph and summarising these identifying how language, structure, and presentation contribute to meaning</li> </ul>	<ul style="list-style-type: none"> <li>Summarise the main ideas drawn from more than one paragraph</li> <li>Identify key details that support the main ideas</li> <li>Identify how language, structure and presentation contribute to meaning</li> <li>Summarise and present a familiar story in their own words.</li> </ul>
Inference, prediction and enquiry	<ul style="list-style-type: none"> <li>Make inferences on the basis of what is being said and done predicting what might happen on the basis of what has been read so far</li> <li>Once pupils have already decoded words successfully, the meaning of those that are new to them can be discussed with them, so contributing to developing their early skills of inference.</li> </ul>	<ul style="list-style-type: none"> <li>Make inferences on the basis of what is being said and done.</li> <li>answering and asking questions predicting what might happen on the basis of what has been read so far</li> </ul>	<ul style="list-style-type: none"> <li>Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> <li>ask questions to improve their understanding of a text predicting what might happen from details stated and implied</li> </ul>	<ul style="list-style-type: none"> <li>Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions</li> <li>justifying inferences with evidence asking questions to improve their understanding predicting what might happen from details stated and implied</li> </ul>
Pupils should be taught to:				
Role-play and drama	<ul style="list-style-type: none"> <li>Role-play can help pupils to identify with and explore characters and to try out the language they have listened to.</li> </ul>	<ul style="list-style-type: none"> <li>Role-play and other drama techniques should be used to identify with and explore characters.</li> <li>They extend their understanding of what they read and have opportunities to try out the language they have listened to.</li> </ul>	<ul style="list-style-type: none"> <li>Encourage pupils to use drama approaches to understand how to perform plays and poems to support their understanding of the meaning.</li> <li>Provide them with an incentive to find out what expression is required, so feeding into comprehension.</li> </ul>	<ul style="list-style-type: none"> <li>Encourage pupils to use drama approaches to understand how to perform plays and poems to support their understanding of the meaning.</li> <li>Provide them with an incentive to find out what expression is required, so feeding into comprehension.</li> </ul>
Rules for discussion Explanation	<ul style="list-style-type: none"> <li>Participate in discussion about what is read to them, taking turns and listening to what others say</li> <li>explain clearly their understanding of what is read to them</li> </ul>	<ul style="list-style-type: none"> <li>Rules for effective discussions should be agreed with and demonstrated for pupils.</li> <li>They should help to develop and evaluate them, with the expectation that everyone takes part. Pupils should be</li> </ul>	<ul style="list-style-type: none"> <li>Discussion should be demonstrated to pupils. They should be guided to participate in it and they should be helped to consider the opinions of others. They should receive feedback on their discussions.</li> </ul>	<ul style="list-style-type: none"> <li>Participate in discussions about books that are read to them and those they can read for themselves.</li> <li>build on their own and others' ideas and challenging views courteously explain and</li> </ul>

		<p>helped to consider the opinions of others.</p> <ul style="list-style-type: none"> <li>• Participate in discussion about books, poems and other works that are read to them and those that they can read for themselves</li> <li>• Take turns and listen 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.</li> </ul>	<ul style="list-style-type: none"> <li>• 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</li> <li>• Have guidance about the kinds of explanations and questions that are expected from them. They should help to develop, agree on, and evaluate rules for effective discussion.</li> </ul>	<p>discuss their understanding of what they have read</p> <ul style="list-style-type: none"> <li>• Through formal presentations and debates, maintain a focus on the topic and use notes where necessary to provide reasoned justifications for their views.</li> <li>• Pupils should have guidance about and feedback on the quality of their explanations and contributions to discussions.</li> </ul>
<p>Non-fiction Library services Selecting books</p>	<ul style="list-style-type: none"> <li>• Listening to and discuss information books and other non-fiction to establish the foundations for their learning in other subjects.</li> <li>• Pupils should be shown some of the processes for finding out information.</li> </ul>	<ul style="list-style-type: none"> <li>• Listen to and discuss information books and other non-fiction to establish the foundations for their learning in other subjects.</li> <li>• Pupils should be shown some of the processes for finding out information.</li> </ul>	<ul style="list-style-type: none"> <li>• Retrieve and record information from nonfiction</li> <li>• In using non-fiction, pupils should know what information they need to look for before they begin and be clear about the task.</li> <li>• Show how to use contents pages and indexes to locate information.</li> <li>• Have opportunities to exercise choice in selecting books and be taught how to do so, with teachers making use of any library services and expertise to support this.</li> </ul>	<ul style="list-style-type: none"> <li>• Retrieve, record and present information from non-fiction distinguish between statements of fact and opinion</li> <li>• In using reference books, pupils need to know what information they need to look for before they begin and need to understand the task.</li> <li>• Show how to use contents pages and indexes to locate information.</li> <li>• The skills of information retrieval that are taught should be applied, for example, in reading history, geography and science textbooks, and in contexts where pupils are genuinely motivated to find out information,</li> <li>• Teachers should consider making use of any library services and expertise to support this.</li> </ul>
<p>Figurative language</p>			<ul style="list-style-type: none"> <li>• Demonstrate understanding of figurative language, distinguish shades of meaning among related words and use age appropriate, academic vocabulary such as metaphor, simile,</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</li> <li>• Pupils should be taught the technical and other terms needed for discussing what they hear and read, such as</li> </ul>

				metaphor, simile, analogy, imagery, style and effect.
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