

## Reading at SPJS

National Curriculum PoS	Year 3 & Year 4 PoS statutory requirements	Year 5 & Year 6 PoS statutory requirements
<b>Word reading</b>	<ul style="list-style-type: none"> <li>- Apply growing knowledge of root words, prefixes and suffixes (listed in English Appendix 1), both to read aloud &amp; to understand the meaning of new words they met</li> <li>- Read further exception words, noting the unusual correspondences between spelling &amp; sound, &amp; where these occur in the word</li> </ul>	<ul style="list-style-type: none"> <li>- Apply growing knowledge of root words, prefixes and suffixes (listed in English Appendix 1), both to read aloud &amp; to understand the meaning of new words they met</li> </ul>
<b>Comprehension</b>	<p><u>Develop positive attitudes to reading &amp; understanding of what they read by:</u></p> <ul style="list-style-type: none"> <li>• Listening to &amp; discussing a wide range of fiction, poetry, plays, non-fiction &amp; reference books or textbooks</li> <li>• Reading books that are structured in different ways &amp; reading for a range of purposes</li> <li>• Using dictionaries to check the meaning of words that they have read</li> <li>• Increasing their familiarity with a wide range of books, including fairy stories, myths &amp; legends &amp; retelling some of these orally</li> <li>• Identifying themes &amp; conventions in a wide range of books</li> <li>• Preparing poems &amp; play scripts to read aloud &amp; to perform, showing understanding through intonation, tone, volume &amp; action</li> </ul>	<p><u>Maintain positive attitudes to reading &amp; understanding of what they read by:</u></p> <ul style="list-style-type: none"> <li>• continuing to read &amp; discuss an increasingly wide range of fiction, poetry, plays, non-fiction &amp; reference books or textbooks</li> <li>• reading books that are structured in different ways &amp; reading for a range of purposes</li> <li>• increasing their familiarity with a wide range of books, including myths, legends &amp; traditional stories, modern fiction, fiction from our literary heritage &amp; books from other cultures &amp; traditions</li> <li>• recommending books that they read to their peers, giving reasons for their choices</li> <li>• identifying &amp; discussing themes &amp; conventions in &amp; across a wide range of writing</li> <li>• making comparisons within &amp; across books</li> <li>• learning a wider range of poetry by heart</li> </ul>

- Discussing words & phrases that capture the reader's interest & imagination
- Recognising some different forms of poetry eg. 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 & explaining the meaning of words
- Asking questions to improve their understanding of a text
- Drawing inferences such as inferring characters' feelings, thoughts & motives from their actions & justifying inferences with evidence
- Predicting what might happen from details stated & implied
- Identifying main ideas drawn from more than one paragraph & summarising these
- Identifying how language, structure & presentation contribute to meaning

Retrieve & record information from non-fiction

Participate in discussion about both books that are read to them & those they can read for themselves, taking turns & listening to what others say

- preparing poems & plays to read aloud & to perform, showing understanding through intonation, tone & 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 & exploring the meaning of words in context
- asking questions to improve their understanding
- drawing inferences such as inferring characters' feelings, thoughts & motives from their actions, & justifying inferences with evidence
- predicting what might happen from details stated & implied
- summarizing the main ideas drawn from more than one paragraph, identifying key details that support the main ideas
- identifying how language, structure & presentation contribute to meaning

Discuss & evaluate how authors use language, including figurative language, considering the impact on the reader

Distinguish between statements of fact & opinion

		<p><u>Retrieve, record &amp; present information from non-fiction</u></p> <p><u>Participate in discussions about books that are read to them &amp; those they can read for themselves, building on their own &amp; others ideas &amp; challenging views courteously</u></p> <p><u>Explain &amp; discuss their understanding of what they have read, including through formal presentations &amp; debates, maintaining a focus on the topic &amp; using notes where necessary</u></p> <p><u>Provide reasoned justifications for their views</u></p>
<p><b>Range</b></p>	<ul style="list-style-type: none"> <li>• <b>Listen to &amp; discuss a wide range of fiction, poetry play, non-fiction &amp; reference books or textbooks.</b></li> <li>• Increasing their familiarity with a wide range of books, including <b>fairy stories, myths &amp; legends &amp; retelling some of these orally</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Continuing to read &amp; discuss an increasingly wide range of fiction, poetry, play, non-fiction &amp; reference books or textbooks.</b></li> <li>• increasing their familiarity with a wide range of books, including <b>myths, legends &amp; traditional stories, modern fiction, fiction from our literary heritage &amp; books from other cultures &amp; traditions</b></li> </ul>

<b>Specific year group coverage</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>Fiction</b>	Fairy Stories	Myths & Legends	Traditional stories Literary heritage	Other cultures & traditions Literary heritage Myths & Legends
<b>Poetry</b>	Michael Rosen Roald Dahl	Roger McGough Alan Ahlberg	Bejamin Zephaniah Joseph Coelho	Grace Nichols Carol Ann Duffy
<b>Plays</b>	Link to Fairy Stories	Link to Myths & Legends	Link to traditional stories	Link to Literary heritage - Shakespeare Shorts
<b>Non-Fiction</b>	<i>Nb: Link to Science &amp; Humanities where possible</i>  Variety of texts from Literacy Shed (School subscription)	<i>Nb: Link to Science &amp; Humanities where possible</i>  Variety of texts from Literacy Shed (School subscription)	<i>Nb: Link to Science &amp; Humanities where possible</i>  Variety of texts from Literacy Shed (School subscription)	<i>Nb: Link to Science &amp; Humanities where possible</i>  Variety of texts from Literacy Shed (School subscription)
<b>Reference books or Textbooks</b>	<i>Nb: Link to Science, RE &amp; Humanities where possible</i>	<i>Nb: Link to Science, RE &amp; Humanities where possible</i>	<i>Nb: Link to Science, RE &amp; Humanities where possible</i>	<i>Nb: Link to Science, RE &amp; Humanities where possible</i>