

Reading widely - Overarching skills to be driven when reading across the curriculum and day

	Explorers/Pre Key Stage	Y1	Y2	Y3 and Y4	Y5 and Y6
Listening to reading	<p>Engage in extended conversations about stories, learning new vocabulary</p> <p>Engage in story times. (communication and language)</p> <p>Listen to simple stories and understand what is happening, with the help of the pictures. (communication and language)</p> <p>Listen to and talk about stories to build familiarity and understanding. (communication and language-reception)</p> <p>Learn rhymes, poems and songs. (communication and language - reception)</p> <p>Engage in non-fiction books. (communication and language – reception)</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. (ELG)</p>	<p>Pupils should be taught to: develop pleasure in reading, motivation to read, vocabulary and understanding by</p> <p><i>listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently</i></p>	<p>Pupils should be taught to: develop pleasure in reading, motivation to read, vocabulary and understanding by</p> <p><i>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</i></p>	<p>Pupils should be taught to: develop positive attitudes to reading and understanding of what they read by</p> <p><i>listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</i></p>	<p>Pupils should be taught to: develop positive attitudes to reading and understanding of what they read by</p> <p><i>continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</i></p>

Discussion	<p>Engage in extended conversations about stories, learning new vocabulary</p> <p>Articulate their ideas and thoughts in well-formed sentences. (communication and language)</p>	<p><i>Participate in discussion about what is read to them, taking turns and listening to what others say</i></p>	<p><i>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</i></p>	<p><i>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.</i></p>	<p><i>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</i></p>
-------------------	--	---	---	---	--

Daily 1:1 reading to an adult					
	Explorers/Pre Key Stage	Y1	Y2	Y3 and Y4	Y5 and Y6
Checking the text makes sense		<p>Pupils should be taught to: understand both the books they can already read accurately and fluently and those they listen to by:</p> <p><i>checking that the text makes sense to them as they read and correcting inaccurate reading</i></p>	<p>understand both the books that they can already read accurately and fluently and those that they listen to by:</p> <p><i>checking that the text makes sense to them as they read and correcting inaccurate reading</i></p>	<p>understand what they read, in books they can read independently, by:</p> <p><i>checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</i></p>	<p>understand what they read by:</p> <p><i>checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</i></p>
Clarification Unknown words	<p>Learn new vocabulary (communication and language)</p> <p>Use new vocabulary in different contexts. (communication and language)</p> <p>Listen carefully to rhymes and songs, paying attention to how they sound. (communication and language - reception)</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. (communication and language - reception)</p>	<p>Pupils should be taught to: develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <p><i>discussing word meanings, linking new meanings to those already known</i></p>	<p>Pupils should be taught to: develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <p><i>discussing and clarifying the meanings of words, linking new meanings to known vocabulary</i></p> <p>Understand both the books that they can already read accurately and fluently and those that they listen to by:</p> <p><i>drawing on what they already know or on background information and vocabulary provided by the teacher</i></p>	<p>Pupils should be taught to: develop positive attitudes to reading and understanding of what they read by:</p> <p><i>using dictionaries to check the meaning of words that they have read</i></p>	

Clarification Language		Pupils should be taught to: understand both the books they can already read accurately and fluently and those they listen to by: <i>drawing on what they already know or on background information and vocabulary provided by the teacher</i>	Pupils should be taught to: develop pleasure in reading, motivation to read, vocabulary and understanding by: <i>recognising simple recurring literary language in stories and poetry</i> <i>discussing their favourite words and phrases</i>	Pupils should be taught to: develop positive attitudes to reading and understanding of what they read by: <i>discussing words and phrases that capture the reader's interest and imagination</i>	<i>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</i>

Weekly Guided Reading – Lesson Sequence						
Familiarising with the text						
		Explorers/Pre Key Stage	Y1	Y2	Y3 and Y4	Y5 and Y6
Working with the text	Noting the text Structure	Children will be learning to understand the 5 key concepts about print: -print has meaning -print can have different purposes -we read English text from left to right and from top to bottom	Pupils should be taught to: understand both the books they can already read accurately and fluently and those they listen to by: <i>discussing the significance of the title and events</i>	Pupils should be taught to: develop pleasure in reading, motivation to read, vocabulary and understanding by: <i>discussing the sequence of events in books and how items of information are related</i>	Pupils should be taught to: develop positive attitudes to reading and understanding of what they read by: <i>reading books that are structured in different ways and reading for a range of purposes</i>	Pupils should be taught to: maintain positive attitudes to reading and understanding of what they read by: <i>reading books that are structured in different ways and reading for a range of purposes</i>
	Noting the text structure Non-fiction	-the names of the different parts of a book -page sequencing		Pupils should be taught to: develop pleasure in reading, motivation to read, vocabulary and understanding by: <i>being introduced to non-fiction books that are structured in different ways</i>	<i>Retrieve and record information from non-fiction</i>	<i>Retrieve, record and present information from non-fiction</i> <i>Distinguish between statements of fact and opinion</i>
	Noting the text Language Structure				Identifying how language, structure, and presentation contribute to meaning	Understand what they read by: Identifying how language, structure and presentation contribute to meaning

<p>Session 1 Prediction</p>	<p>Working with the text skills (above) to inform prediction.</p>		<p>Pupils should be taught to: understand both the books they can already read accurately and fluently and those they listen to by:</p> <p><i>predicting what might happen on the basis of what has been read so far</i></p>	<p>Understand both the books that they can already read accurately and fluently and those that they listen to by:</p> <p><i>predicting what might happen on the basis of what has been read so far</i></p>	<p>Understand what they read, in books they can read independently, by</p> <p><i>predicting what might happen from details stated and implied</i></p>	<p>Understand what they read by:</p> <p><i>predicting what might happen from details stated and implied</i></p>
<p>Session 1 Inference</p>	<p>Working with the text skills (above) to inform inference.</p>		<p>Pupils should be taught to: understand both the books they can already read accurately and fluently and those they listen to by:</p> <p><i>making inferences on the basis of what is being said and done</i></p>	<p>Understand both the books that they can already read accurately and fluently and those that they listen to by:</p> <p><i>making inferences on the basis of what is being said and done</i></p>	<p>Understand what they read, in books they can read independently, by:</p> <p><i>drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</i></p>	<p>Understand what they read by:</p> <p><i>drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</i></p>

Session 1 Retelling and Summarising	Working with the text skills (above) to inform retelling/summarising	<p>Enjoy listening to longer stories and can remember much of what happens. (communication and language)</p> <p>Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. (Communication and language – Reception)</p> <p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary; (ELG)</p> <p>Anticipate – where appropriate – key events in stories; (ELG)</p>	<p>Retelling Pupils should be taught to: develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <p><i>becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics</i></p> <p>Pupils should be taught to: develop pleasure in reading, motivation to read, vocabulary and understanding by: <i>recognising and joining in with predictable phrases</i></p>	<p>Retelling Pupils should be taught to: develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <p><i>becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales</i></p>	<p>Retelling Pupils should be taught to: develop positive attitudes to reading and understanding of what they read by:</p> <p><i>increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</i></p> <p>Summarising <i>Identifying main ideas drawn from more than one paragraph and summarising these</i></p>	<p>Retelling Pupils should be taught to: maintain positive attitudes to reading and understanding of what they read by:</p> <p><i>increasing 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</i></p> <p>Summarising Understand what they read by:</p> <p><i>summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas</i></p>
--	--	---	---	---	--	---

<p style="text-align: center;">Session 2 Vocabulary (clarification)</p>		<p>Learn new vocabulary (communication and language)</p> <p>Use new vocabulary in different contexts. (communication and language)</p> <p>Listen carefully to rhymes and songs, paying attention to how they sound. (communication and language - reception)</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. (communication and language – reception)</p>	<p>Unknown words Pupils should be taught to: develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <p><i>discussing word meanings, linking new meanings to those already known</i></p> <p>Language Pupils should be taught to: understand both the books they can already read accurately and fluently and those they listen to by:</p> <p><i>drawing on what they already know or on background information and vocabulary provided by the teacher</i></p>	<p>Unknown words Pupils should be taught to: develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <p><i>discussing and clarifying the meanings of words, linking new meanings to known vocabulary</i></p> <p>Understand both the books that they can already read accurately and fluently and those that they listen to by:</p> <p><i>drawing on what they already know or on background information and vocabulary provided by the teacher</i></p> <p>Language Pupils should be taught to: develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <p><i>recognising simple recurring literary language in stories and poetry</i></p> <p><i>discussing their favourite words and phrases</i></p>	<p>Unknown words Pupils should be taught to: develop positive attitudes to reading and understanding of what they read by:</p> <p><i>using dictionaries to check the meaning of words that they have read</i></p> <p>Language Pupils should be taught to: develop positive attitudes to reading and understanding of what they read by:</p> <p><i>discussing words and phrases that capture the reader's interest and imagination</i></p>	<p>Language <i>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</i></p>

Session 3
Look (inference), Clue (questioning), Thinking (themes)

Look (questioning)
 Understand both the books that they can already read accurately and fluently and those that they listen to by:
answering and asking questions

Clue (inference)
 Pupils should be taught to: understand both the books they can already read accurately and fluently and those they listen to by:
making inferences on the basis of what is being said and done

Thinking (clarification)
drawing on what they already know or on background information and vocabulary provided by the teacher

Look (questioning)
 Understand both the books that they can already read accurately and fluently and those that they listen to by:
answering and asking questions

Clue (inference)
 Understand both the books that they can already read accurately and fluently and those that they listen to by:
making inferences on the basis of what is being said and done

Thinking (clarification)
drawing on what they already know or on background information and vocabulary provided by the teacher

Look (questioning)
 Understand what they read, in books they can read independently, by:
asking questions to improve their understanding of a text

Clue (questioning)
 Understand what they read, in books they can read independently, by:
drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence

Thinking (themes)
 Pupils should be taught to: develop positive attitudes to reading and understanding of what they read by:
identifying themes and conventions in a wide range of books

Look (questioning)
 Understand what they read by:
asking questions to improve their understanding

Clue (inference)
 Understand what they read by:
drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence

Thinking (themes)
 Pupils should be taught to: maintain positive attitudes to reading and understanding of what they read by:
identifying and discussing themes and conventions in and across a wide range of writing
making comparisons within and across books

Storytime					
	Explorers/Pre Key Stage	Y1	Y2	Y3 and Y4	Y5 and Y6
Listening to reading	<p>Engage in extended conversations about stories, learning new vocabulary</p> <p>Engage in storytimes. (communication and language)</p> <p>Listen to simple stories and understand what is happening, with the help of the pictures. (communication and language)</p> <p>Listen to and talk about stories to build familiarity and understanding. (communication and language-reception)</p> <p>Learn rhymes, poems and songs. (communication and language - reception)</p> <p>Engage in non-fiction books. (communication and language – reception)</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. (ELG)</p>	<p>Pupils should be taught to: develop pleasure in reading, motivation to read, vocabulary and understanding by</p> <p><i>listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently</i></p>	<p>Pupils should be taught to: develop pleasure in reading, motivation to read, vocabulary and understanding by</p> <p><i>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</i></p>	<p>Pupils should be taught to: develop positive attitudes to reading and understanding of what they read by</p> <p><i>listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</i></p>	<p>Pupils should be taught to: develop positive attitudes to reading and understanding of what they read by</p> <p><i>continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</i></p>

Rhymes and Play	Reception and ELG Learn rhymes, poems and songs. (communication and language - reception)	Pupils should be taught to: develop pleasure in reading, motivation to read, vocabulary and understanding by:	Pupils should be taught to: develop pleasure in reading, motivation to read, vocabulary and understanding by:		
	Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. (ELG)	<i>learning to appreciate rhymes and poems, and to recite some by heart</i>	<i>continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear</i>		

Developing a love of reading			
Book corner	Our book corners will include a variety of high-quality texts including:		
	Early readers (Key Stage 1 or development stage)	Developing independence	Fluent readers
	Nursery rhymes and number rhymes (poetry) Sensory books Traditional tales Key authors Puppets/Role play resources Books related to topics for the term Stories from other cultures and traditions	Non-fiction Key authors Alternative versions of traditional tales Sensory books Puppets/Role play resources Books related to topics for the term Stories from other cultures and traditions Poetry	Variety of non-fiction Longer novels Graphic novels Myths and legends Stories from other cultures and traditions Books that challenge perceptions of the world and beliefs A range of poetry (traditional and contemporary) Classic texts
	<u>Book corners</u>		
<p>Book corners should be about amazing books <u>not</u> amazing displays.</p> <p>Books should be well chosen to capture your children’s imagination to such an extent that they become unaware of whether they are sitting on a beanbag, an ordinary classroom chair or a bench in the book corner.</p> <p>Time is better spent on selecting, displaying and promoting the books in the book corner than on decorating it.</p> <p>Ideally, every book corner should be a mini-library, a place for children to browse the best books, revisit the ones that the teacher has read to them, and borrow books to read or retell at home.</p> <p>Every child should be given time to spend in the book corner and encouraged to share books with others, especially if they are ‘books in common’ that they know their friends have heard before.</p> <p>Every book in a book corner should be worth reading aloud.</p> <p>The focus should always be on what would make the biggest difference to children’s reading habits, including:</p>			

	<ul style="list-style-type: none">• not displaying too many books at once• refreshing the display regularly• making the books attractive and easy for children to find• children and staff recommendations displayed• book collections by author or theme
Library	<p>All children should be timetabled and have opportunities to visit the school library. The children should be involved in returning books to the school library and (where appropriate) the central library, so that their book exposure is varied and engaging. Staff will arrange visits to the Hull Central Library where the children will become a member of the library and experience the books that are available in the wider community.</p>