



Willow Primary Academy

Reading Curriculum



“Reading is the gateway skill that makes all other learning possible” – Barack Obama.



Willow Primary Academy - Reading Curriculum

Reading at Willow Primary Academy:

At Willow Primary Academy we believe that 'Reading is the Gateway to all learning'. We want to teach every child to be able to read and to choose to read. Everything else depends on it, so we put as much energy as we possibly can into making sure that every single child learns to read as quickly as possible. We have a bespoke reading curriculum that takes into account the needs, backgrounds and interests of our children, in order to build cultural capital. We have developed a 'Reading Spine' of core, high quality texts for each year group from EYFS to Year 6 that are read purely for pleasure by the teacher during story time.

From the start of Reception, children learn to read through the systematic Read, Write Inc Phonics programme. Regular assessment ensures that children's phonic knowledge matches the books that they are reading, so that they become fluent and make at least expected progress. Timely interventions (Fast Track Tutoring) enable children to keep up. When children have completed the phonics programme, they move on to RWInc Comprehension where they consolidate their phonic knowledge and further develop comprehension skills. It is expected that all children will move onto this by Spring Term in Year 2 at the latest. When children come off the RWI phonics programme and move onto RWI comprehension, they begin to read books from our book banded system. It is expected that pupils will begin on at least gold level books, but teachers should ensure that the child is fluent when reading these, as no independent reading should be a struggle.

In KS2 (and Year 2 in Summer term), pupils further develop their fluency and comprehension skills through daily whole class reading sessions, which we call 'Reading Rocks' lessons. We use 'Fred's Teaching' and Literacy Shed Plus as resources for these lessons. This provides teachers with PowerPoints, which can be adapted and re-ordered to suit the needs of pupils. Each week, the children are exposed to one extract from the most up-to-date high-quality books, appropriate for the year group. These extracts introduce our pupils to worlds different to their own (windows), but also enable them to make links to their own lives (mirrors). There are whole school themes that run through the school each week. Every week, pupils are expected to take part in Echo Reading. During this time, there is a focus on prosody through developing the 6Ps: **Pitch, Punctuation, Pause, Pace, Power, Passion**. This supports reading comprehension and is therefore a vital part of Reading Rocks lessons. The 6Ps should be on display in every classroom. During our whole class reading sessions, there is also lots of book talk, follow up activities which focus on particular reading skills and then a range of questions through the use of VIPERS. This is an acronym to aid the recall of the 6 reading domains. They are the key areas which children need to know and understand in order to improve their comprehension of texts. VIPERS stands for **Vocabulary, Inference, Prediction, Explanation, Retrieval and Sequence (EYFS/KS1) or Summarise (KS2)**. The 6 domains focus on the comprehension aspect of reading and not the mechanics: decoding, fluency, prosody etc. As such, VIPERS is not a reading scheme but rather a method of ensuring that teachers ask, and students are familiar with, a range of questions. They allow the teacher to track the type of questions asked and the children's responses to these which allows for targeted questioning afterwards. The Willow VIPERS posters should be visible on all reading displays. All written work is recorded in the pupils' reading journal.

Year 1-6 also have daily independent reading time (DEAR – Drop Everything And Read). Children are expected to read their fluency book, which has been carefully pitched based on regular reading assessments. It is expected that these sessions are silent, so that the children can fully focus on the book they are enjoying. More able readers may choose to read a book for pleasure, but this is at the teacher's discretion. Adults are expected to hear individual children read at this time, prioritising those who are in the lowest 20%, those who do not read regularly at home and pupils from vulnerable groups. The reading diary should be filled in when you have heard a child read and you should keep a class record of this too.

Each child should have an independent reading book and a book for pleasure from their class library. These should be available to them in school and at home.

At the start of each writing unit, there are opportunities for children to apply their reading skills to gain a better understanding of the text being used as a stimulus. Children will analyse key features, discuss authorial intent and discuss opinions.



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How we instil a love of reading at Willow:

Reading is the gateway to all learning and we recognise the importance of reading right from the beginning. To ensure that our children develop this love of reading at WPA we:

- Ensure all adults model and foster a love of reading.
- Have a variety of high quality, whole-class novels/picture books recommended by a range of sources that are progressive and cumulative across the year groups and children leave WPA able to name a range of books and authors that they have enjoyed reading.
- Have a structured scheme of books that build independence, promote a love for learning and provide a range of books to suit all needs, genders, backgrounds and abilities, that children can work their way through.
- Ensure every classroom has created enticing and welcoming Reading Corners that are filled with books chosen by the teachers and children together. Reading corners should reflect the author of the term, the current book being read during story time and the books that have been read during the year so far. Books should be forward facing and should include non-fiction books linked to topic.
- Have a 'Story time' session every day in every class – these texts are age-appropriate. They may also have been bought due to enjoying an extract from it during Reading Rocks lessons or it might also be a text that links to prior learning in other curriculum subjects.
- Plan in high-quality times for children to read independently. They read a book from the appropriate Oxford reading level. During this time, teachers, teaching assistants, reading support agencies and volunteers listen 1:1 to vulnerable/target readers using an engaging book of their choice at their level.
- Deliver whole-class reading sessions (Reading Rocks).
- Will have authors visiting, trips organised through events like the Cheltenham Literature Festival, celebrations of reading e.g., World Book Day, library visits.
- Reading Rocks assemblies every other week, which have a focused author each term
- Bedtime Bear sent home in a story sack with pupils in Early Years and Key Stage One
- A Remarkable Reader in every class is celebrated in assembly each week, with the winner receiving a golden coin from our book vending machine
- High quality books available to our youngest pupils throughout provision in Early Years and Year 1
- Displays in school which promote our love of reading
- Termly newsletter for parents each term – Willow's Wonderful World of Reading
- An opportunity to gather views of parents regarding reading, through our reading survey

How we teach phonics and early reading:

At Willow we follow the Read, Write, Inc programme to deliver our phonics from the very first day children start in Reception. RWInc provides a structured and systematic approach to teaching phonics. It is carefully designed to create fluent, confident readers. It ensures that at Willow we meet the higher expectations of the National Curriculum and supports us with our assessment so that it is effective in accelerating every child's progress in preparation for the Phonics Screening Check at the end of Year 1, and beyond. The children learn how to 'read' the sounds in words and how to write these using the correct letter formation. This is essential for reading, but it also helps children learn to spell well. Children are also introduced to red words that are tricky to read because you cannot use the sounds to decode them.

Pupils read a book closely matched to their phonic ability throughout the week. They then take this familiar book home at the end of the week, along with a book bag book which is also closely matched. Pupils take home sound books, so that they can recap the sounds learned.

Regular assessment ensures that pupils are taught in homogenous groups and are being taught what they need. Fast Track Tutoring is put in place for any child who is not on track or is making slow progress. This ensures they catch up and keep up.



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How we promote reading at home:

Children take phonic sounds books home from the beginning of Reception and it is expected that parents will practice these sounds, once they are taught in school, with their children at home. Once children start reading RWInc books at school, they then take these home to read again, along with a 'Book bag' book that is at the same phonic level.

Once children are off the RWInc programme, we have a whole school reading programme that follows the levelling system created by Oxford. The reading scheme offers a structured sequence of books for children as they gain reading confidence. The scheme supports the children's prior phonic learning, and helps support the skills required for fluent reading. It has a wide range of books to widen the children's reading experiences and exposes them to a range of stimulating stories, different text types and illustrations. Their carefully scaffolded content ensures that children are reading at an appropriate level for their age and ability. The levels are carefully designed by Oxford and the books are accurately matched to ensure every child gets the right book. It promotes independent reading for pleasure.

All children are issued with a Reading Diary at the beginning of the academic year. It is expected that children read at least 3 times a week, but preferably more. Classes can choose how they celebrate the reading that has been done at home, with their own reward system.

At the end of each week, the class teachers nominate a reader of the week or 'Remarkable Reader'. This could be a child who has read every day, or it could be a child who has made significant progress in an area of reading. All of these children stand up and are praised during assembly. The winner is then given a golden coin to spend on a book from our vending machine!



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How we assess reading at Willow:

RWInc phonics assessments take place every 6 weeks and ensure that all children on the phonics programme are placed in the right group, learning the appropriate sounds, reading the correct level book and as a result are making progress. Teachers will make observations on children's phonic knowledge and understanding, and comprehension. Immediate interventions or amendments of groupings will be put in place where a child is assessed as not meeting expectations following our RWInc mapping document.

Practice Phonics Screening Checks for Year 1 and those who failed in Year 2 will take place in December, February and April to provide the reading lead and teachers with another opportunity to analyse data and review progress.

To ensure every child is reading the home/independent reading books at the correct level, we use the Oxford assessment criteria checklists. These are completed as soon as the pupils return to school in September and then at the end of every half term throughout the year, or sooner if the teacher identifies the need for this when hearing children read. There is a rigorous and structured set of criteria that help children make progress with reading. This criterion includes word reading skills, sentence structure, vocabulary, stamina, comprehension and prior knowledge and context. The books match the new higher standards and age-related expectations and all are mapped so that they are appropriate for the age of each child.

During reading times in class, all teachers will be constantly assessing reading, using Assessment for Learning techniques, to ensure that they can plan for next steps, address misconceptions and fully-understand the current level of attainment of their class.

Nfer reading tests or SATs practice papers will be given to pupils in Year 2 -6 at the end of the Autumn and Spring Term. These are analysed by the reading lead and teachers and used to inform teacher assessment and whole school next steps. This is discussed at Pupil Progress meetings and will provide foci for future reading sessions.

In the Summer Term Year 2 and 6 will take the end of Key Stage SATS and Year 1, 3, 4 and 5 will sit the final Nfer reading paper. Again, these will be analysed and used to inform future planning, including SDP.

Teachers will record attainment onto Insight 3 times per year. The reading lead will analyse this data and the headlines will be shared with staff as part of pupil progress meetings.

How we moderate reading at Willow:

All teachers at Willow Primary Academy will receive CPD on effective use of moderation. They will come to the moderation sessions with examples of the VIPERS questions as specified. They will then work in phases or with the teachers of the year groups above and below them to look at the judgements that have been made to clarify together or to challenge each other through professional dialogue. Using the Insight Tracking Data they will assess against Key Performance Indicators, linked to End-of-KS Assessment Frameworks, teachers will have confidence that the assessment judgements that they are making are accurate.

Moderation Point 1 - End of Autumn Term: Agreeing what ARE looks like at this point in the year.

Moderation Point 2- End of Spring Term: Teachers to bring 'on-the-cusp' of ARE and GD for professional dialogue to avoid over-cautious or over-generous assessments.

Moderation Point 3- End of Summer Term: Blind Moderation. In triads, teachers deciding how they would assess examples of VIPERS questions for WT-ARE, ARE and GD and then feedback on these, checking against the teacher's judgement made.

All moderation points will be used for whole-school reflection on quality of learning and next steps in developing reading in the school.



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Learning Environments

A speed sound chart appropriate to the group, must be displayed in all areas where phonics is taught.

Visual VIPER icons will be on a reading display in Years 2-6, as well as the 6Ps for fluency.

Learning environments must support the current learning for the children. Classrooms at Willow Primary Academy are designed by teachers to minimise ‘wallpaper’ displays that are not relevant, useful or referred to. Each classroom will have Working Walls for reading that will scaffold and support the current work. They will act as a prompt to previous learning and will be used regularly by the adults and children in the classroom to enhance the learning. Washing Lines or displays will have key vocabulary, modelled examples, stem sentences/structures and prior flipchart notes, without overloading any areas of the classroom. Pupil voice can be added to the display to indicate discussions from book talk. Some displays may stay up throughout the year to act as constant reminders of non-negotiables for aspects of reading.

Year 1 NC Overview

Spoken Language		
Pupils should be taught to: <ul style="list-style-type: none"> listen and respond appropriately to adults and their peers ask relevant questions to extend their understanding and knowledge use relevant strategies to build their vocabulary articulate and justify answers, arguments and opinions give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments 		
<ul style="list-style-type: none"> use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas speak audibly and fluently with an increasing command of Standard English participate in discussions, presentations, performances, role play, improvisations and debates gain, maintain and monitor the interest of the listener(s) consider and evaluate different viewpoints, attending to and building on the contributions of others select and use appropriate registers for effective communication. 		
Reading – Word reading	Reading - Comprehension	Handwriting and presentation
Pupils should be taught to:	Pupils should be taught to:	Pupils should be taught to:



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<ul style="list-style-type: none"> • apply phonic knowledge and skills as the route to decode words • respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes • read accurately by blending sounds in unfamiliar words containing GPCs that have been taught • read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word • read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings • read other words of more than one syllable that contain taught GPCs • read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s) • read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words • re-read these books to build up their fluency and confidence in word reading. 	<p>develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> ▪ listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently ▪ being encouraged to link what they read or hear read to their own experiences ▪ becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics ▪ recognising and joining in with predictable phrases ▪ learning to appreciate rhymes and poems, and to recite some by heart ▪ discussing word meanings, linking new meanings to those already known <p>understand both the books they can already read accurately and fluently and those they listen to by:</p> <ul style="list-style-type: none"> ▪ drawing on what they already know or on background information and vocabulary provided by the teacher ▪ checking that the text makes sense to them as they read and correcting inaccurate reading ▪ discussing the significance of the title and events ▪ making 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 <ul style="list-style-type: none"> ▪ participate in discussion about what is read to them, taking turns and listening to what others say <ul style="list-style-type: none"> • explain clearly their understanding of what is read to them. 	<ul style="list-style-type: none"> • sit correctly at a table, holding a pencil comfortably and correctly • begin to form lower-case letters in the correct direction, starting and finishing in the right place • form capital letters • form digits 0-9 <p>understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.</p> <p>Terminology for pupils</p> <p><i>letter, capital letter</i> <i>word, singular, plural</i> <i>sentence punctuation, full stop, question mark, exclamation mark</i></p>
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Year 2 NC Overview:

<h3>Spoken Language</h3>		
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ▪ listen and respond appropriately to adults and their peers ▪ ask relevant questions to extend their understanding and knowledge ▪ use relevant strategies to build their vocabulary ▪ articulate and justify answers, arguments and opinions ▪ give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings ▪ maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments 	<ul style="list-style-type: none"> ▪ use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas ▪ speak audibly and fluently with an increasing command of Standard English ▪ participate in discussions, presentations, performances, role play, improvisations and debates ▪ gain, maintain and monitor the interest of the listener(s) ▪ consider and evaluate different viewpoints, attending to and building on the contributions of others ▪ select and use appropriate registers for effective communication. 	
<p>Reading – Word reading Pupils should be taught to:</p>	<p>Reading - Comprehension Pupils should be taught to:</p>	<p>Handwriting and presentation Pupils should be taught to:</p>



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<ul style="list-style-type: none"> continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes read accurately words of two or more syllables that contain the same graphemes as above read words containing common suffixes read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation re-read these books to build up their fluency and confidence in word reading. 	<p>develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> 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 discussing the sequence of events in books and how items of information are related becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales being introduced to non-fiction books that are structured in different ways recognising simple recurring literary language in stories and poetry discussing and clarifying the meanings of words, linking new meanings to known vocabulary discussing their favourite words and phrases continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear <p>understand both the books that they can already read accurately and fluently and those that they listen to by:</p> <ul style="list-style-type: none"> drawing on what they already know or on background information and vocabulary provided by the teacher checking that the text makes sense to them as they read and correcting inaccurate reading making inferences on the basis of what is being said and done answering and asking questions predicting what might happen on the basis of what has been read so far <ul style="list-style-type: none"> 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 explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves. 	<ul style="list-style-type: none"> form lower-case letters of the correct size relative to one another start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters use spacing between words that reflects the size of the letters. <p>Terminology for pupils</p> <p><i>noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, tense (past, present), apostrophe, comma</i></p>
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Year 3 NC Overview:

<h3>Spoken Language</h3>		
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> listen and respond appropriately to adults and their peers ask relevant questions to extend their understanding and knowledge use relevant strategies to build their vocabulary articulate and justify answers, arguments and opinions give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments 	<ul style="list-style-type: none"> use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas speak audibly and fluently with an increasing command of Standard English participate in discussions, presentations, performances, role play, improvisations and debates gain, maintain and monitor the interest of the listener(s) consider and evaluate different viewpoints, attending to and building on the contributions of others select and use appropriate registers for effective communication. 	
<p>Reading – Word reading</p>	<p>Reading - Comprehension</p>	<p>Handwriting and presentation</p>



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<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, 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. 	<p>Pupils should be taught to</p> <p>develop positive attitudes to reading and understanding of what they read by:</p> <ul style="list-style-type: none"> • listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks • reading books that are structured in different ways and reading for a range of purposes • using dictionaries to check the meaning of words that they have read • increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally • identifying themes and conventions in a wide range of books • preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action • discussing words and phrases that capture the reader's interest and imagination • recognising some different forms of poetry [for example, free verse, narrative poetry] <p>understand what they read, in books they can read independently, by:</p> <ul style="list-style-type: none"> ▪ checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context ▪ asking questions to improve their understanding of a text ▪ drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence ▪ predicting what might happen from details stated and implied ▪ identifying main ideas drawn from more than one paragraph and summarising these ▪ identifying how language, structure, and presentation contribute to meaning ▪ retrieve and record information from non-fiction <p>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.</p>	<p>Pupils should be taught to:</p> <p>Terminology for pupils</p> <p><i>preposition conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas (or 'speech marks')</i></p>
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Year 4 NC Overview:

<h3>Spoken Language</h3>		
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ▪ listen and respond appropriately to adults and their peers ▪ ask relevant questions to extend their understanding and knowledge ▪ use relevant strategies to build their vocabulary ▪ articulate and justify answers, arguments and opinions ▪ give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings ▪ maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments 	<ul style="list-style-type: none"> ▪ use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas ▪ speak audibly and fluently with an increasing command of Standard English ▪ participate in discussions, presentations, performances, role play, improvisations and debates ▪ gain, maintain and monitor the interest of the listener(s) ▪ consider and evaluate different viewpoints, attending to and building on the contributions of others ▪ select and use appropriate registers for effective communication. 	
<p>Reading – Word reading</p> <p>Pupils should be taught to:</p>	<p>Reading - Comprehension</p> <p>Pupils should be taught to:</p>	<p>Handwriting and presentation</p> <p>Pupils should be taught to:</p>



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<ul style="list-style-type: none"> • apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, 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. 	<p>develop positive attitudes to reading and understanding of what they read by:</p> <ul style="list-style-type: none"> • listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks • reading books that are structured in different ways and reading for a range of purposes • using dictionaries to check the meaning of words that they have read • increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally • identifying themes and conventions in a wide range of books • preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action • discussing words and phrases that capture the reader's interest and imagination • recognising some different forms of poetry [for example, free verse, narrative poetry] <p>understand what they read, in books they can read independently, by:</p> <ul style="list-style-type: none"> ▪ checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context ▪ asking questions to improve their understanding of a text ▪ drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence ▪ predicting what might happen from details stated and implied ▪ identifying main ideas drawn from more than one paragraph and summarising these ▪ identifying how language, structure, and presentation contribute to meaning ▪ retrieve and record information from non-fiction <p>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.</p>	<ul style="list-style-type: none"> • use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined • increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch]. <p>Terminology for pupils</p> <p><i>determiner</i></p> <p><i>pronoun, possessive pronoun</i></p> <p><i>adverbial</i></p>
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Year 5 NC Overview:

<h2>Spoken Language</h2>	
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ▪ listen and respond appropriately to adults and their peers ▪ ask relevant questions to extend their understanding and knowledge ▪ use relevant strategies to build their vocabulary ▪ articulate and justify answers, arguments and opinions ▪ give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings ▪ maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments 	<ul style="list-style-type: none"> ▪ use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas ▪ speak audibly and fluently with an increasing command of Standard English ▪ participate in discussions, presentations, performances, role play, improvisations and debates ▪ gain, maintain and monitor the interest of the listener(s) ▪ consider and evaluate different viewpoints, attending to and building on the contributions of others ▪ select and use appropriate registers for effective communication.



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Reading – Word reading Pupils should be taught to:	Reading - Comprehension Pupils should be taught to	Handwriting and presentation Pupils should be taught to
<ul style="list-style-type: none"> • apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet. 	<p>maintain positive attitudes to reading and understanding of what they read by:</p> <ul style="list-style-type: none"> ▪ continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks ▪ reading books that are structured in different ways and reading for a range of purposes <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> ▪ recommending books that they have read to their peers, giving reasons for their choices ▪ identifying and discussing themes and conventions in and across a wide range of writing ▪ making comparisons within and across books ▪ learning 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 <p>understand what they read by:</p> <ul style="list-style-type: none"> ▪ checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context ▪ asking questions to improve their understanding ▪ drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence ▪ predicting what might happen from details stated and implied ▪ summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas ▪ identifying how language, structure and presentation contribute to meaning <ul style="list-style-type: none"> ▪ discuss and evaluate how authors use language, including figurative language, considering the impact on the reader ▪ distinguish between statements of fact and opinion ▪ retrieve, record and present information from non-fiction ▪ 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 ▪ explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary ▪ provide reasoned justifications for their views 	<p>write legibly, fluently and with increasing speed by:</p> <ul style="list-style-type: none"> ▪ choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters • choosing the writing implement that is best suited for a task. <p>Terminology for pupils</p> <p>modal verb, relative pronoun relative clause parenthesis, bracket, dash cohesion, ambiguity</p>

Year 6 NC Overview:

Spoken Language	
Pupils should be taught to: <ul style="list-style-type: none"> ▪ listen and respond appropriately to adults and their peers ▪ ask relevant questions to extend their understanding and knowledge ▪ use relevant strategies to build their vocabulary ▪ articulate and justify answers, arguments and opinions ▪ give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings ▪ maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments 	<ul style="list-style-type: none"> ▪ use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas ▪ speak audibly and fluently with an increasing command of Standard English ▪ participate in discussions, presentations, performances, role play, improvisations and debates ▪ gain, maintain and monitor the interest of the listener(s) ▪ consider and evaluate different viewpoints, attending to and building on the contributions of others ▪ select and use appropriate registers for effective communication.



Willow Primary Academy - Reading Curriculum

Reading – Word reading Pupils should be taught to:	Reading - Comprehension Pupils should be taught to	Handwriting and presentation Pupils should be taught to
<ul style="list-style-type: none"> apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet. 	<p>maintain positive attitudes to reading and understanding of what they read by:</p> <ul style="list-style-type: none"> continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks reading books that are structured in different ways and reading for a range of purposes 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 recommending books that they have read to their peers, giving reasons for their choices identifying and discussing themes and conventions in and across a wide range of writing making comparisons within and across books learning 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 <p>understand what they read by:</p> <ul style="list-style-type: none"> checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context asking questions to improve their understanding drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence predicting what might happen from details stated and implied summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas identifying how language, structure and presentation contribute to meaning discuss and evaluate how authors use language, including figurative language, considering the impact on the reader distinguish between statements of fact and opinion retrieve, record and present information from non-fiction 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 explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary provide reasoned justifications for their views 	<p>write legibly, fluently and with increasing speed by:</p> <ul style="list-style-type: none"> choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters choosing the writing implement that is best suited for a task. <p>Terminology for pupils : <i>subject, object active, passive synonym, antonym ellipsis, hyphen, colon, semi-colon, bullet points</i></p>



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