

Monksmoor Park Reading Curriculum

As a school, we prioritise celebrating and providing rich reading experiences at every opportunity to foster a love of the written word in all our pupils. Through systematic instruction and the promotion of reading, our pupils confidently explore and discuss texts in depth. Our focus is on both teaching reading skills and cultivating a joy for literature, empowering children to become lifelong, confident readers. We believe that high-quality literature is essential for motivating children to read and instilling a lasting appreciation for literature.

The underlying principle of our curriculum is to be sensitive, honest, inclusive, never give up and exemplary learners who can step out into the world as rounded and caring world citizens, with transferable life skills, who can manage future life challenges. How the reading curriculum develops these learning attributes (we call SHINE) is exemplified below:

Sensitive	Honest	Inclusive	Never give up	Exemplary
Children will show sensitivity while reading books. They will understand and empathise with the emotions and experiences of the characters. They will demonstrate an awareness of the underlying themes and messages, reflecting a deep, thoughtful engagement with the text.	Children will demonstrate honesty while reading books by openly expressing their genuine thoughts and feelings about the story, even if they differ from others' opinions. They also demonstrate integrity by accurately summarising the plot and characters without exaggeration or distortion.	Children will actively seek diverse perspectives and voices within literature, embracing stories that represent different cultures, backgrounds, and identities. They demonstrate an open-mindedness and respect for the experiences and viewpoints of others, fostering a sense of belonging and empathy through their reading choices.	Children persist in the face of challenges, such as difficult vocabulary or complex themes, demonstrating a determination to understand and overcome obstacles. They also bounce back from moments of confusion or frustration, using them as opportunities for growth and deeper comprehension of the text.	Children exhibit outstanding qualities such as diligence, comprehension, and critical thinking, setting a high standard for their peers. Their approach to reading serves as a model of excellence, inspiring others to engage deeply with literature and strive for their own academic and personal growth.

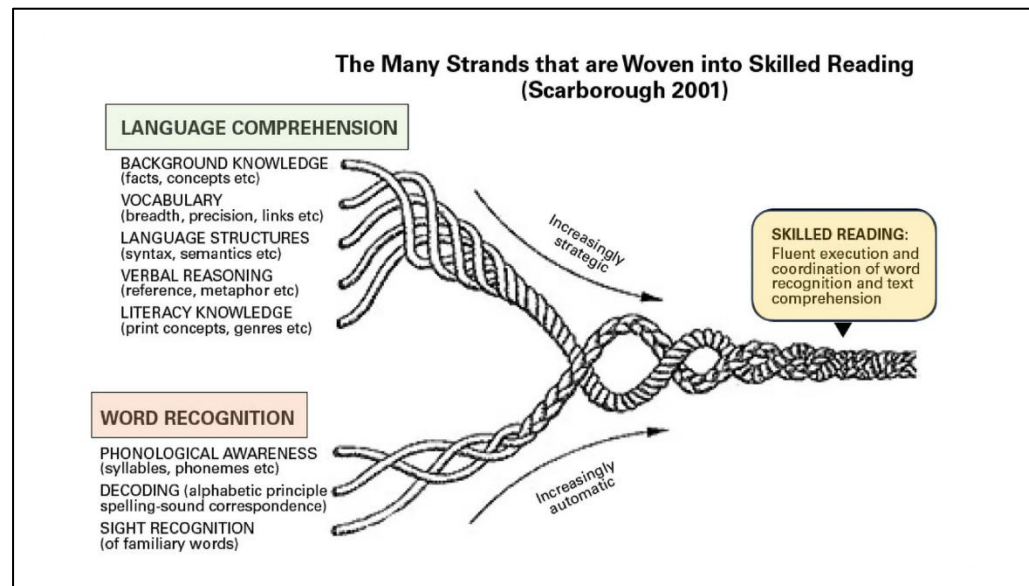
The reading curriculum is planned to develop fluency and comprehension providing a knowledge engaged curriculum where children develop knowledge and understanding alongside skills and competencies.

Purpose:

Our Reading curriculum is designed to ensure all children know that reading is an open door to all other learning opportunities. They understand that reading frequently makes them a good reader, and being a good reader expands their world. Our children will embrace their own individual reading journey and will celebrate their reading milestones as they develop new strategies, learn new words, explore different genres, discover unknown authors, experience unfamiliar settings and unpick hidden meanings. By continually reflecting on their own reading journey, our children will not only be able to read, but most importantly, will want to read.

We do this through:

- Developing children's competence in both dimensions of reading: word reading and comprehension
- Prioritising reading for our early and developing readers; giving them the knowledge and skills to decode, learn and recognise a growing bank of words
- Ensuring Quality First Teaching, where every child is treated as an individual, and additional support is put in place to make sure all children can 'keep up'
- Fostering an appreciation and love of reading for all of our children
- Developing curious learners who confidently participate in dialogue by questioning, relating to, expressing views and engaging in discussions around a range of quality, engaging texts
- Placing books, texts and images at the heart of daily school life
- Ensuring all of our children transition to secondary school as enthusiastic, fluent and confident readers



Phonics:

What phonics scheme do we use and why?

We follow the Read, Write Inc. (RWI) phonics scheme. In our aim to develop flourishing readers, we know that a structured approach to phonics is an efficient method to gain momentum in an important facet of reading development early and quickly. As reading is a multifaceted skill, we ensure that teaching also focuses on fluency, motivation, comprehension and enjoyment.

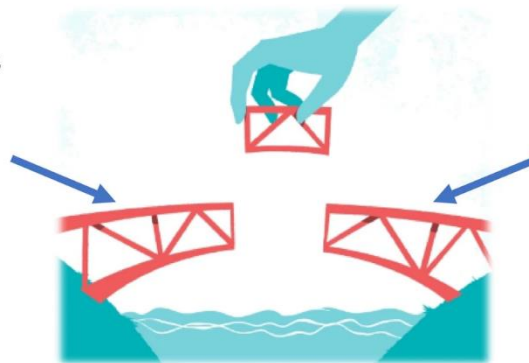
We know, from rigorous assessment, that RWI phonics gives our children the ability to recognise how letters translate into sounds at this vital stage of their reading journey. We know from research that comprehension cannot begin until we can read at least 80 words per minute. The RWI scheme focuses on developing phonic knowledge and increasing fluency of reading which will enable the reader to comprehend the text they are reading. This systematic way of teaching is beneficial to all of our children, and essential to some.

Children have frequent exposure to new words which aids their automaticity of reading. This approach is embedded through daily phonics teaching, shared reading sessions, repeated reading and banded home reading books.

Phonological awareness is foundational and vital for our children to access the school curriculum. We know that word-reading is a prerequisite step for every child's reading success.

Fluency: The Bridge Between Decoding and Comprehension

At one end, fluency connects to **accuracy** and **automaticity** (rapid word recognition) in **decoding**.



At the other end, it connects to **comprehension** through **prosody** or expressive **interpretation**.



RWI for EYFS and KS1

Set 1 A & B	Set 1 C	Ditty	Red	Green	Purple	Pink	Orange	Yellow	Blue	Grey
EYFS Progress				Y1 Progress					Y2 Progress	
<i>On Track Progress through the RWI colours: **guide only</i>										

RWI lessons run Mon – Fri.

Autumn Term:

EYFS: baseline and teach Set 1 sounds

Y1 and Y2 children are set in ability groups

Y2 comprehension group

Terms 2-6:

Children are regrouped

EYFS children are taught Set 2 sounds

Year 1 children are taught Set 3 sounds

EYFS children are set with Y1 and Y2 in ability groups

Expand Y2 reading comprehension group

** Children entering Y2 who have come off the programme will form a comprehension focus group looking at more challenging texts, e.g. chapter books

All staff running a RWI group must have the following information:

- A RWI timetable
- A RWI daily plan
- Current assessment levels for each child in their group
- Spotlight children identified in each group
- A copy of the red and green words

All staff must follow the RWI timetable, including the reading activities. When children are learning green words, they should always find ‘special friends’ first, segment the sounds and then blend the word. See RWI Handbook 1 and 2 for further guidance and lesson plans.



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Reading Spinekl

We have adopted a text-based approach to the teaching of English where appropriate, using quality texts, chosen to engage and inspire the children. We have compiled a literature spine which runs through the school, comprising of carefully selected books and stories which will act as a catalyst to motivate and enthuse children's study of literature.

In his book 'Reading Reconsidered', Doug Lemov points out that there are five types of texts that children should have access to in order to successfully navigate reading with confidence. These are complex and demand more from the reader than other types of books.

The five text types are:

Archaic Language: The vocabulary, usage, syntax and context for cultural reference of texts over 50 or 100 years old are vastly different and typically more complex than texts written today. Children need to be exposed to and develop proficiency with antiquated forms of expression to be able to hope to read more complex texts.

Non-Linear Time Sequences: Stories where time flows back and forth in a complex manner not just flows in one direction.

Narratively Complex: Some books have more than one narrator telling the story or non-human narrators such as the horse who tells the story in Black Beauty.

Complexity of story: Where the plot and symbols used are more complicated for example interwoven plots.

Resistant Texts: This refers to texts which are difficult to understand, texts that deliberately resist comprehension. You have to assemble meaning around nuances, hints, uncertainties and clues.

The idea is that in each year, a child will cover all 5 plagues of reading so that, by the time they reach year 6 and beyond, they have a good understanding of all of them and are able to access the more complex books expected of them in secondary schools.

Each year group has a set of 6 texts that make up our reading spine. The composition of the books/texts chosen for the spine underpin (where possible) the themes within our enquiry topics.

The text extracts used for VIPERS sessions link with the whole class reading spine book and will cover the following genres:

- Fiction
- Non-fiction
- Poetry



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EYFS Class Readers

EYFS Class Readers		
Autumn Term	Spring Term	Summer Term
<p>The Tiger Who Came for Tea The Gruffalo Where the Wild Things are The Three Little Pigs Gorilla We're going on a bear hunt The Ugly Ducking Elmer Meg and Mog</p>	<p>Each Peach Pear Plum The Jolly Postman The Elves and the Shoemaker Emperor's New Clothes Cinderella's ballet shoes The Gingerbread Man Puss in Boots Little Red Riding Hood Don't be cross Goldilocks</p>	<p>Jack breaks the Beanstalk The Very Hungry Caterpillar Farmer Duck The Duck in the Truck The Three Billy Goats Gruff Rumpelstiltskin Handa's Surprise Not now Bernard Hairy Maclary The Day the Crayons Quit</p>
<p>Poetry Hickory Dickory Dock Mary had a little lamb Once I caught a fish alive Baa Baa Black Sheep Little Bo Peep Old Macdonald had a farm One, two buckle my shoe Sing a song of sixpence Row, row, row your boat Humpty Dumpty Old Mother Hubbard Little Miss Muffet Jack and Jill Old King Cole</p>		

Year 1 Class Readers

Year 1 Class Readers		
Autumn Term	Spring Term	Summer Term
<p>The Tiger Who Came To Tea We're Going On A Bear Hunt The Gingerbread Man Not Now Bernard The Day The Crayons Quit Farmer Duck The Hungry Caterpillar Hairy Maclary Funny Bones Peace At Last</p>	<p>Giraffe's Can't Dance Mr Wolf's Pancakes Pirates In The Supermarket Emily Brown and the thing Paddington Dogger My Tree Squash and a Squeeze Puffin Book Of Fantastic First Poems Cats Guide To The Night Sky</p>	<p>Jack and the baked beanstalk The Rainbow Fish Meerkat Mail Zog Snail And The Whale Zim Zam Zoom Winnie The Witch The Adventures Of The Wishing Chair Noah's Ark Fantastic Mr Fox</p>
<p>Poetry: Cats Sleep Anywhere by Eleanor Farjeon There was an Old Man from Peru by Anonymous Twinkle, Twinkle, Little Star Bed in Summer by RL Stevenson</p>		

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Year Group	Archaic Language	Non-Linear Time Sequences	Narratively Complex	Complexity of story/plot	Resistant Texts
2	The Magic Faraway Tree by Enid Blyton Grimms' Fairy Tales by Brothers Grimm – Traditional tales	Voices in the Park by Anthony Brown	Fantastic Mr Fox by Roald Dahl	Grandad's Island by Benji Davies	Tadpole's Promise by Jeanne Willis – links to life cycles
3	Charlotte's Web by EB White – links to science animals including humans	The Stone Age Boy by Satoshi Kitamura	The BFG by Roald Dahl	The Tunnel by Anthony Brown Planet Omar: Accidental Trouble Magnet by Zanib Mian	Cloud Busting by Malorie Blackman – links to PSHE
4	The Lion, the Witch and the Wardrobe by CS Lewis – links to WW2	The Firework Maker's Daughter by Phillip Pullman – links with volcanoes	Beowulf by Michael Morpurgo	Journey to the River Sea by Eva Ibbotson Harry Potter and the Philosopher's Stone by JK Rowling	The Arrival by Shaun Tan
5	Around the World in Eighty Days by Jules Verne	Cosmic by Frank Cottrell Boyce	Cogheart Boy by Peter Bunzl Wonder by RJ Palacio	Who Let the Gods out? By Maz Evans – links to the Greeks	The Boy at the Back of the Class by Onjali Rauf – Refugees and other cultures
6	A Christmas Carol by Charles Dickens	Cosmic by Frank Cottrell Boyce	Once by Morris Gleitzman	A Monster Calls by Patrick Ness The Girl of Ink and Stars by Kiran Millwood Hargrave	The Island by Armin Greder – links to migration

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Focus	Monday	Tuesday	Wednesday	Thursday	Friday
Text	Class Read	Class Read	Class Read	Non-fiction/poetry/narrative extracts – linked text	Non-fiction/poetry/narrative extracts – linked text
VIPER focus	<p>Objectives to be taught from the RLT Reading Progression document.</p> <p>V- vocabulary</p> <p>I -inference</p> <p>P – prediction</p> <p>E – explain and justify</p> <p>R- Retrieval</p> <p>S – Summarise</p>				

Reading Timetable – KS2

- Reading sessions will use the class read as a vehicle for 3 days a week focusing on the reading objectives from the [RLT Reading Progression document](#).
- Two days a week the reading session will focus on a thematically linked extract which could be: non-fiction, poetry or narrative. This is designed to give children exposure to text types and contextual knowledge and vocabulary.
- When reading with the children in these sessions, teachers should use a mixture of individual reading aloud in the class and paired reading.
- Recorded work from the reading sessions should be completed either in reading journals, on large sheets of paper or on whiteboards - whichever is best suited to children’s learning needs.

Lesson Structure

Each lesson uses the class read and will focus on an extract/section of the text – this may have already been read to the children during the literacy lesson. Research shows that re-reading is good practice and supports fluency.

Fluency: every lesson starts with the teacher modelling prosody. Using the first paragraph only, the teacher reads a sentence then the children repeat imitating the teacher’s prosody. Then children are then asked to either choral read or individuals read to the class. It is important that the children have a copy of the text extract to enable them to read back rather than echo the teacher.



Vocabulary: unknown words are identified and key strategies are taught to enable the children to identify the meaning e.g. read around the word, read in context, replace the word with other words closest to meaning.

Explain the strategy: this is where you identify the VIPERS you are focusing on – keep it simple stick to one. Explain which of the agreed strategies the children will be using to enable them to answer the VIPERS question – these can be found here: [RLT Reading Progression document](#).

Model: using the key strategy, model how to answer and example question – talk though the process as you model it live.

Apply: children then have the opportunity to apply the strategy either as a group, in pairs or independently. This may be verbal or written responses demonstrating a strategy.

When do you hear the children read?

You can hear most children read a paragraph or two a week using this approach. The positive thing about using the class reader on Tuesdays and Wednesdays is you can re-read segments with less fluent readers and the vocabulary should be largely familiar to them, especially content they might otherwise trip over such as names.

Agreed strategies for teaching reading comprehension skills

FIVE

STEPS TO IMPROVE YOUR...

RETRIEVAL

1 READ THE QUESTION

1. Read the question carefully and know what is being asked. E.g. who, what, where, when or how?

2 UNDERLINE

Underline the key words in the question that you will be looking for in the text.

3 SKIM & SCAN

1. Skim and scan the text for the key words.
2. Underline these in the text.

4 FIND THE ANSWER

Read the sentence/ paragraph and locate the answer.

ANSWER

THREE

STEPS TO IMPROVE YOUR...

SUMMARISING

A SUMMARY IS A BRIEF RECOUNT OF THE MAIN POINTS OF A PIECE OF WRITING, ACTION OR EVENT. IT TYPICALLY AVOIDS NEEDLESS DETAILS, REMAINING SHORT AND TO THE POINT.

1 MAIN IDEA

A main idea is the main point a writer wants the reader to come away with.

To find the main idea, a reader should ask, "What is the writing mostly about?"

2 SUPPORTING DETAILS

Supporting details are the information, facts, or points of discussion the writer gives to tell us more about this main idea.

To find the details, you should look for how the writer proves or expands on that main idea.

3 WRITE

Write a sentence or two shortening a piece of text identifying the important points.

EXAMPLE

"500 years ago, the world was a very different place. European people had only just made contact with the Americans. England and Scotland were separate kingdoms, each with their own royal family. During this time, the Tudor family ruled England and Wales from 1485 to 1603. They encouraged new religious ideas, exploration and colonisation. There were six different monarchs during the 118 years of the Tudor reign."

Main idea: The Tudor period

Details: ruled

Details: new religious

Details: six

THREE STEPS TO IMPROVE YOUR... PREDICTIONS, INFERENCE AND EXPLANATIONS



THE PEE TECHNIQUE (POINT, EVIDENCE, EXPLANATION)

THE PEE TECHNIQUE WILL HELP YOU TO ORGANISE YOUR IDEAS AND MAKE THEM CLEAR WHEN RESPONDING TO A TEXT YOU HAVE READ.

1 POINT
WHAT IS YOUR POINT?
ANSWER THE QUESTION

I think...
I believe that...
In my opinion...
The writer...

2 EVIDENCE
GIVE EVIDENCE FROM THE TEXT TO SUPPORT YOUR ANSWER

I know this because...
The writer states that...
The character says...
The text includes....

3 EXPLAIN
EXPLAIN WHY THE EVIDENCE HELPED YOU ANSWER THE QUESTION

This means that...
This suggests that...
The effect of this is...
This can be interpreted as...

EXAMPLE
WHAT DO YOU THINK OF MRS DODDS FROM THE AUTHOR'S DESCRIPTION?

Point: I think Mrs Dodds is mean.

Evidence: I know this because she gave Percy 'the evil-eye' and the text says 'she looked mean enough to ride a Harley.'

Explain: The evidence creates this effect by making direct comparisons to things that are

FOUR STEPS TO IMPROVE YOUR... VOCABULARY SKILLS

WHAT CAN WE DO IF WE DON'T KNOW THE MEANING OF A WORD?



1 MORPHOLOGY

1. Identify the root word. What does it mean?
2. What word class does it belong to?
3. Does it have a prefix or suffix, Does this change the meaning of the word?

2 PREDICT THE WORD

1. Read the sentence.
2. Black out the tricky word.
3. Can you replace the blacked out word with a word that could fit?
4. Does it make sense?

3 READ ON

1. Find the sentence in the text.
2. Read the paragraph.
3. Are there any clues in the paragraph that can help you to work out the meaning of the tricky word?

4 DEFINE IT

1. Words have different meanings in different



Year 2 Reading Objectives							
<p>Word Reading</p> <p>1: Apply phonic knowledge and skills to decode words until reading is fluent</p> <p>2: Read accurately by blending the sounds in words that contain the graphemes taught so far</p> <p>3: Read many common exception words</p> <p>4: Read accurately words of two or more syllables that contain graphemes taught so far</p> <p>5: Read words containing common suffixes</p> <p>6: Read most words quickly and accurately, without overt sounding and blending</p> <p>7: Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation</p> <p>8: Check that the text makes sense to them as they read and correcting inaccurate reading</p>		<p>Discussions about Books</p> <p>1: Listen to, discuss and express views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that which they can read independently</p> <p>2: Become increasingly familiar with and retell a wider range of stories, fairy stories and traditional tales</p> <p>3: learn by heart a range of poems reciting these with appropriate intonation to make meaning clear</p>		<p>Reading Content Domain KS1 (VIPERS)</p> <p>1a: Discuss and clarify the meaning of words, linking new meanings to known vocabulary</p> <p>1b: Identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information (retrieval practice)</p> <p>1c: Identify and explain the sequence of events in texts</p> <p>1d: Make inferences from the text</p> <p>1e: Predict what might happen on the basis of what has been read so far</p>			
<p>Vocabulary</p> <ul style="list-style-type: none"> discussing and clarifying the meanings of words; link new meanings to known vocabulary discussing their favourite words and phrases recognise some recurring language in stories and poems 		<p>Inference</p> <ul style="list-style-type: none"> make inferences about characters' feelings using what they say and do. infer basic points and begin, with support, to pick up on subtler references. answering and asking questions and modifying answers as the story progresses use pictures or words to make inferences 		<p>Prediction</p> <ul style="list-style-type: none"> predicting what might happen on the basis of what has been read in terms of plot, character and language so far make predictions using their own knowledge as well as what has happened so far to make logical predictions and give explanations of them 		<p>Explaining</p> <ul style="list-style-type: none"> explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves express my own views about a book or poem discuss some similarities between books listen to the opinion of others 	
<p>Retrieval</p> <ul style="list-style-type: none"> independently read and answer simple questions about what they have just read. asking and answering retrieval questions draw on previously taught knowledge remember significant event and key information about the text that they have read Monitor their reading, checking words that they have decoded, to ensure that they fit within the text they have already read 		<p>Sequence</p> <ul style="list-style-type: none"> discuss the sequence of events in books and how items of information are related. retell using a wider variety of story language. order events from the text. begin to discuss how events are linked focusing on the main content of the story. 					
Year Group	T1	T2	T3	T4	T5	T6	

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2	The Magic Faraway Tree by Enid Blyton	Changes through time	Voices in the Park by Anthony Browne	Explorers	Fantastic Mr Fox by Roald Dahl	Plants	Grandad's Island by Benji Davies	Traditional Tales from Around the World	Grimms' Fairy Tales by Brothers Grimm – Traditional tales	The UK	Tadpole's Promise by Jeanne Willis	Life Cycles
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Year 3 Reading Objectives

Year 3 Reading Objectives																	
<u>Word Reading</u>				<u>Discussion about Books</u>				<u>Reading Content Domain KS2 (VIPERS)</u>									
1: Apply knowledge of root words, prefixes and suffixes (English Appendix 1) to read aloud and to understand meaning of new words 2: Read exception words, noting unusual correspondences between spelling and sound				1: Retell familiar fairy stories, myths and legends 2: Prepare poems and play scripts to read aloud and to perform, showing an understanding through intonation, tone, volume and action 3: Identifying themes and conventions in a wide range of books 4: Discussing words and phrases that capture the reader's interest and imagination				2a: Give and explain the meaning of words in context 2b: Retrieve and record information from non-fiction 2c: Identifying main ideas drawn from more than 1 paragraph and summarising these 2d: Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence 2e: Predict what might happen from details stated and implied 2f: Identify how language, structure, and presentation contribute to meaning									
<u>Vocabulary</u> <ul style="list-style-type: none"> use dictionaries to check the meaning of words that they have read discuss words that capture the readers interest or imagination identify how language choices help build meaning find the meaning of new words using substitution within a sentence 			<u>Inference</u> <ul style="list-style-type: none"> children can infer characters' feelings, thoughts and motives from their stated actions. justify inferences by referencing a specific point in the text. ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives. make inferences about actions or events 			<u>Prediction</u> <ul style="list-style-type: none"> justify predictions using evidence from the text. use relevant prior knowledge to make predictions and justify them. use details from the text to form further predictions. 			<u>Explaining</u> <ul style="list-style-type: none"> discussing the features of a wide range of fiction, poetry, plays, non-fiction and reference books identifying how language, structure, and presentation contribute to meaning of both fiction and non-fiction texts recognise authorial choices and the purpose of these 			<u>Retrieval</u> <ul style="list-style-type: none"> use contents page and subheadings to locate information learn the skill of 'skim and scan' to retrieve details. begin to use quotations from the text. retrieve and record information from a fiction text. retrieve information from a non-fiction text 			<u>Sequence</u> <ul style="list-style-type: none"> identifying main ideas drawn from a key paragraph or page and summarising these begin to distinguish between the important and less important information in a text. give a brief verbal summary of a story. teachers begin to model how to record summary writing. identify themes from a wide range of books make simple notes from one source of writing 		
Year Group	T1		T2		T3		T4		T5		T6						
3	The Stone Age Boy by Satoshi Kitamura VIPERS Resource	The Stone Age	The Tunnel by Anthony Brown VIPERS resource	Well-known Authors	The BFG by Roald Dahl VIPERS resource	Rivers	Charlotte's Web by EB White VIPERS resource	Habitats	Cloud Busting by Malorie Blackman VIPERS resource	Bullying	Planet Omar: Accidental Trouble Magnet by Zanib Mian VIPERS resource	The Romans					



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Year 4 Reading Objectives												
Word Reading 1: Apply knowledge of root words, prefixes and suffixes (English Appendix 1) to read aloud and to understand the meaning of new words 2: Read further exception words, noting the unusual correspondences between spelling and sound			Discussions about Books 1: Retell familiar fairy stories, myths and legends 2: Prepare poems and play scripts to read aloud and to perform, showing an understanding through intonation, tone, volume and action 3: Discussing words and phrases that capture the reader's interest and imagination 4: Recognising some different forms of poetry (e.g. free verse, narrative)			Reading Content Domain KS2 (VIPERS) 2a: Give/explain the meaning of words in context 2b: Retrieve and record information from non-fiction texts 2c: Identify themes and conventions in a wide range of texts identifying the main ideas and summarising these 2d: Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence 2e: Predict what might happen from details stated and implied 2f: Identify how language, structure, and presentation contribute to meaning 2g: Identify/explain how meaning is enhanced through choice of words and phrases						
Vocabulary <ul style="list-style-type: none"> using dictionaries to check the meaning of words that they have read use a thesaurus to find synonyms discuss why words have been chosen and the effect these have on the reader explain how words can capture the interest of the reader discuss new and unusual vocabulary and clarify the meaning of these find the meaning of new words using the context of the sentence. 		Inference <ul style="list-style-type: none"> ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives (I know this because questions) infer characters' feelings, thoughts and motives from their stated actions. consolidate the skill of justifying them using a specific reference point in the text use more than one piece of evidence to justify their answer 		Prediction <ul style="list-style-type: none"> justify predictions using evidence from the text. use relevant prior knowledge as well as details from the text to form predictions and to justify them. monitor these predictions and compare them with the text as they read on 		Explaining <ul style="list-style-type: none"> discussing words and phrases that capture the reader's interest and imagination identifying how language, structure, and presentation contribute to meaning recognise authorial choices and the purpose of these 		Retrieval <ul style="list-style-type: none"> confidently skim and scan texts to record details, using relevant quotes to support their answers to questions. retrieve and record information from a fiction or non-fiction text. 		Sequence <ul style="list-style-type: none"> use skills developed in year 3 in order to write a brief summary of main points, identifying and using important information. identifying main ideas drawn from more than one paragraph. identify themes from a wide range of books summarise whole paragraphs, chapters or texts highlight key information and record it in bullet points, diagrams, maps etc 		
Year Group	T1		T2		T3		T4		T5		T6	
4	The Firework Maker's Daughter by Phillip Pullman VIPERS resource	Volcanoes	The Lion, the Witch and the Wardrobe by CS Lewis VIPERS resource	WW2	Beowulf by Michael Morpurgo VIPERS resource	Vikings	Journey to the River Sea by Eva Ibbotson VIPERS resource	Plastic Pollution	The Arrival by Shaun Tan VIPERS resource	Migration	Harry Potter and the Philosopher's Stone by JK Rowling VIPERS resource	Festivals

Year 5 Reading Objectives

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Word Reading		Discussions about Books		Reading Content Domain KS2 (VIPERS)								
1: Apply knowledge of root words, prefixes and suffixes (morphology and etymology) to read aloud and to understand the meaning of new words that they meet		1: Learn a wider range of poetry by heart 2: Increase familiarity with a wide range of books including myths, legends, traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures 3: Identify and discuss themes and conventions in and across a wide range of writing 4: Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader		2a: Give/explain the meaning of words in context 2b: Retrieve and record information/identify key details from fiction and non-fiction 2b: Distinguish between statements of fact and opinion 2c: Summarise the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas 2d: Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence 2e: Predict what might happen from details stated and implied 2f: Identify how language, structure and presentation contribute to meaning 2g: Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader 2h: Make comparisons within and across books		2a: Give/explain the meaning of words in context 2b: Retrieve and record information/identify key details from fiction and non-fiction 2b: Distinguish between statements of fact and opinion 2c: Summarise the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas 2d: Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence 2e: Predict what might happen from details stated and implied 2f: Identify how language, structure and presentation contribute to meaning 2g: Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader 2h: Make comparisons within and across books						
Vocabulary <ul style="list-style-type: none"> explore the meaning of words in context, confidently using a dictionary evaluate the authors use of language investigate alternative word choices that could be made begin to look at the use of figurative language use a thesaurus to find synonyms for a larger variety of words re-write passages using alternative word choices read around the word' and explore its meaning in the broader context of a section or paragraph. 		Inference <ul style="list-style-type: none"> drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. make inferences about actions, feelings, events or states use figurative language to infer meaning give one or two pieces of evidence to support the point they are making. begin to draw evidence from more than one place across a text. 		Prediction <ul style="list-style-type: none"> predicting what might happen from details stated and implied support predictions with relevant evidence from the text. confirm and modify predictions as they read on. 		Explaining <ul style="list-style-type: none"> provide increasingly reasoned justification for views recommend books for peers in detail give reasons for authorial choices begin to challenge points of view begin to distinguish between fact and opinion 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 explain and discuss their understanding of what they have read, including through formal presentations and debates. 		Retrieval <ul style="list-style-type: none"> confidently skim and scan, and also use the skill of reading before and after to retrieve information. use evidence from across larger sections of text read a broader range of texts including myths, legends, stories from other cultures, modern fiction and archaic texts. retrieve, record and present information from non-fiction texts. ask my own questions and follow a line of enquiry. 		Summarise <ul style="list-style-type: none"> summarising the main ideas drawn from more than one paragraph, page, chapter or the entire text identifying key details to support the main ideas. make connections between information across the text and include this is an answer. discuss the themes or conventions from a chapter or text identify themes across a wide range of writing 		
Year Group	T1		T2		T3		T4		T5		T6	
5	Cosmic by Frank Cottrell Boyce VIPERS resource	Space The solar system	Who Let the Gods Out? By Maz Evans VIPERS resource	Greeks 2	Around the World in Eighty Days by Jules Verne	Countries	Cogheart Boy by Peter Bunzl VIPERS resource	British Inventors	The Boy at the Back of the Class by Oniali Rauf VIPERS resource	The United Kingdom	Wonder by RJ Palacio VIPERS resource	Everybody different - Everybody the same

Year 6 Reading Objectives

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<p style="text-align: center; margin: 0;">Word Reading</p> <p>1: 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>			<p style="text-align: center; margin: 0;">Discussions about Books</p> <p>1: Identify and discuss themes and conventions in and across a wide range of writing 2: Learn a wider range of poetry by heart 3: Discuss how authors use language, including figurative language, to affect the reader</p>			<p style="text-align: center; margin: 0;">Reading Content Domain KS2 (VIPERS)</p> <p>2a: Give/explain the meaning of words in context 2b: Retrieve and record information/identify key details from fiction and non-fiction 2c: Summarise main ideas from more than one paragraph, identifying key details 2d: Make inferences from the text / explain and justify inferences with evidence from the text 2e: Predict what might happen from details stated and implied 2f: Identify / explain how information / narrative content is related and contributes to meaning as a whole 2g: Identify / explain how meaning is enhanced through choice of words and phrases 2h: Make comparisons within texts</p>											
<p style="text-align: center; margin: 0;">Vocabulary</p> <ul style="list-style-type: none"> evaluate how the authors' use of language impacts upon the reader find examples of figurative language and how this impacts the reader and contributes to meaning or mood. discuss how presentation and structure contribute to meaning. explore the meaning of words in context by 'reading around the word' and independently explore its meaning in the broader context of a section or paragraph. 			<p style="text-align: center; margin: 0;">Inference</p> <ul style="list-style-type: none"> drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. discuss how characters change and develop through texts by drawing inferences based on indirect clues. make inferences about events, feelings, states backing these up with evidence. infer characters' feelings, thoughts and motives, giving more than one piece of evidence to support each point made. They can draw evidence from different places across the text 			<p style="text-align: center; margin: 0;">Prediction</p> <ul style="list-style-type: none"> predicting what might happen from details stated and implied support predictions by using relevant evidence from the text confirm and modify predictions in light of new information. 			<p style="text-align: center; margin: 0;">Explaining</p> <ul style="list-style-type: none"> provide increasingly reasoned justification for my views recommend books for peers in detail give reasons for authorial choices begin to challenge points of view begin to distinguish between fact and opinion 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 explain and discuss their understanding of what they have read, including through formal presentations and debates. distinguish between fact, opinion and bias explaining how they know this. 			<p style="text-align: center; margin: 0;">Retrieval</p> <ul style="list-style-type: none"> Children confidently skim and scan, and also use the skill of reading before and after to retrieve information. *They use evidence from across whole chapters or texts Read a broader range of texts including myths, legends, stories from other cultures, modern fiction, plays, poetry and archaic texts. Retrieve, record and present information from a wide variety of non-fiction texts. Ask my own questions and follow a line of enquiry. 			<p style="text-align: center; margin: 0;">Summarise</p> <ul style="list-style-type: none"> summarise information from across a text and link information by analysing and evaluating ideas between sections of the text. summarising the main ideas drawn from more than one paragraph, identifying key details to support the main ideas make comparisons across different books. summarise entire texts, in addition to chapters or paragraphs, using a limited amount of words or paragraphs. 		
Year Group	T1		T2		T3		T4		T5		T6						
6	Once by Morris Gleitzman	WWII	A Christmas Carol by Charles Dickens	The Victorians	The Island by Armin Greder	Debatable	Cosmic by Frank Cottrell Boyce	Space The solar system	A Monster Calls by Patrick Ness	Adventure and Survival	The Girl of Ink and Stars by Kiran Milwood Hargrave	Man vs Nature VIPERS resource					