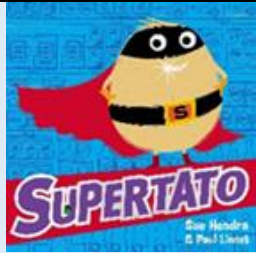

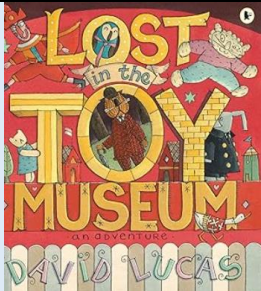
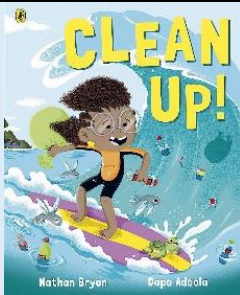


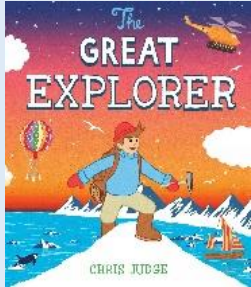
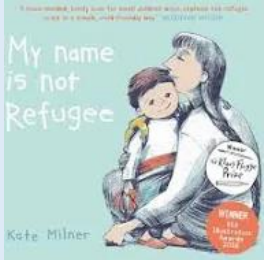
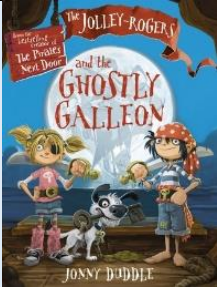
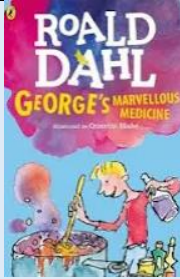
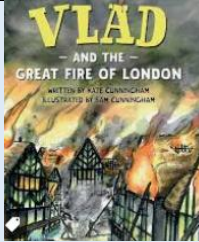
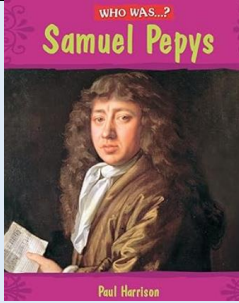


The Dovecote Reading and Writing Curriculum 2025 - 2026

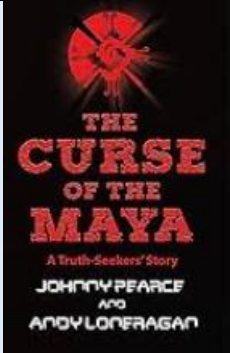
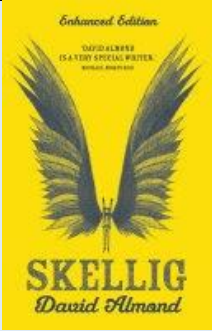

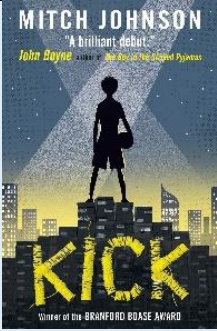
Topic	Local area: Clifton - maps and features	Local & personal History	Toys through time	Living in the UK	Individual figures: Rosa Parks & Emily Davison	The Seaside: Contrasting Locality
Year 1						
Text	Supertato- Sue Hendra & Paul Linnet	Emma Jane's Aeroplane Katie Howarth	Lost in the Toy Museum - David Lucas	Clean Up- Nathan Bryon & Dapo Adeola	Dreams: Big Dreams. Rosa Parks and Florence Nightingale.	One Day on the Blue Planet Ella Bailey
Writing purpose	Writing to entertain Character descriptions and story (sentence focus)	Writing to inform - postcard and diary	Writing to entertain. Setting description Character description Story (sentence focus)	Writing to inform - recount and instructions	Writing to inform - recount	Writing to entertain - description/story

Topic	Jamaica	WW1 Gunpowder plot	Continents and maps	Jesse Boot - local history	Great fire of London	
Year 2						
Name of text	The Great Explorer- Chris Judge	My Name is not Refugee - Kate Milner	The Jolly Rogers- Jonny Duddle	George's Marvellous Medicine - Roald Dahl	Vlad & the Great Fire of London - Kate Cunningham	Samuel Pepys diary
Writing purpose	Writing to entertain - narrative Character description	Writing to inform Letter recount	Writing to entertain - narrative Setting description	Writing to entertain - poem Narrative	Writing to inform - recount instruction	Writing to inform - biography recount

Topic	Stone Age	Iron Age	North America	The Carribean	Romans	Romans
Year 3						
Name of text	Stone Age Boy - Satoshi Kitamura	How to Wash a Woolly Mammoth - Michelle Robinson	The Tin Forest - Helen Ward	Drum dream girl A Nestful of stars - Margarita Engel	Pugs of the Frozen North- Philip Reeve & Sarah McIntyre	Queen of Darkness
purpose	Writing to inform - recount explanation	Writing to inform Diary Instructions	Writing to persuade -letters and poster	Writing to entertain - description Narrative poetry	Writing to entertain- narrative	Writing to entertain - description.

Topic	Ancient Greece		Rivers	European study: Italy	Anglo- Saxons and Vikings	
Year 4						
Name of text	Arthur & The Golden Rope - Joe Todd-Stanton	Who let the Gods Out - Maz Evans	The Song of the River - Gill Lewis	Boy at the Back of the class. Onjali Q Rauf's	Beowulf - Michael Morpurgo	Arthur and the Golden Rope Joe Todd Stanton
Writing purpose	Writing to entertain Narrative poem	Writing to inform Biography Writing to entertain Character description	Writing to inform Non-fiction report Recount	Writing to persuade Formal letter Writing to inform Explanation	Writing to entertain setting description narrative	Writing to entertain Character description narrative

Topic	Nottingham	Arctic and Antarctica	Rainforests and Biomes	Rainforests and Biomes	Ancient Egyptians	
Year 5						
Name of text	Wonder	Shackleton's Journey	The Explorer	Planet Earth	Secrets of a Sun King	The Scarab's Secret
purpose	1. Writing to inform/entertain Diary 2. Writing to persuade letter	1. Writing to inform - biography 2. Writing to entertain - narrative	1. Writing to inform - non-chronological report Writing to entertain - poetry	1. Writing to persuade - speech 2. Writing to discuss - balanced argument	1. Writing to entertain - narrative 2. Writing to inform - informal letter.	1. Writing to inform - information text instructions

Topic	WW2 - The Holocaust	WW2 - The Holocaust	Ancient Maya	History - Crime and Punishment	Geography - Climate	Geography: Volcanoes and Earthquakes
Year 6						
Name of text	Anne Frank - abridged version	The Boy in The Striped Pyjamas	The Curse of the Maya - Jonny Pearce	Skellig By David Almand	Windrush Child- Benjamin Zephaniah	Kick- Mitch Johnson
Purpose	Writing to inform- diary- biography	Writing to entertain narrative	Writing to discuss - newspaper Balanced argument	Writing to entertain - narrative description	Writing to persuade advertising letter	Writing to discuss - balanced argument.

Phonics progression

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<u>Reception</u>	Word reading	Children are taught their Set1 sounds <i>m, a, s, d, t, i, n, p, g, o, c, k, u, b, f, e, l, sh, h, r, j, v, w, x, y, z, th, ch, qu, ng, nk</i>	Recap on set 1 special friends: <i>th, ch, qu, ng, nk</i> Children are taught to blend sounds into words orally. Children are taught to blend single-letter sounds	Recap on set 1 special friends: <i>th, ch, qu, ng, nk</i> Secure blending of words with special friends	Recap on any set 1 sounds (addressing sound gaps). Secure blending on words containing all set 1 sounds Children are taught to blend words containing 4/5 sounds and consonant blends To be exposed to some common exception words: <i>put, the, l, no, of, my, for, he.</i>	Children are taught their set 2 sounds: <i>ay, ee, igh, ow, oo, oo, ar, or, air, ir, ou, oy</i> To recall previous common exception words and be exposed to new common exception words: <i>your, said, you, be, are</i>	Children are taught their set 2 sounds: <i>ay, ee, igh, ow, oo, oo, ar, or, air, ir, ou, oy</i> Children are taught to blend words containing set 2 sounds Children to build speed of reading words containing set 1 sounds.
	Comprehension	Listening comprehension of instructions. Immerse children in topic related/unfamiliar vocabulary.		Retrieval comprehension through verbal guided questioning. Expect children to use given vocabulary in appropriate context.		Simple, inference-based comprehension through verbal guided questioning. Verbal, simple predictions. Recall simple definition for given vocabulary.	

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	Word reading	<p>Children are taught their set 2 sounds: ay, ee, igh, ow, oo, oo, ar, or, air, ir, ou, oy</p> <p>Children are taught to read words containing set 2 sounds.</p> <p>Children build speed of reading words containing set 1 sounds, particularly</p>	<p>Review set 2 sounds, particularly: ar, or, air, ir, ou, oy</p> <p>Children build speed of reading words containing these set 2 sounds: ay, ee, igh, ow, oo, oo</p> <p>Children are taught set 3 sounds: ea, oi, a-e, i-e, o-e, u-e, e-e</p>	<p>Children to build speed of reading words containing these sounds set 1, 2 and the following set 3 sounds (ea, oi, a-e, i-e, o-e, u-e, e-e).</p> <p>Children are taught the rest of the set 3 sounds.</p>	<p>Children to build speed of reading words containing set 1, 2 and 3 sounds.</p> <p>Begin to read multisyllabic words, including words with suffix endings.</p>	<p>Children to build speed of reading words containing set 1, 2 and 3 sounds.</p> <p>Read multisyllabic words with increased accuracy.</p>	<p>Children to read words containing set 1, 2 and 3 sounds speedily.</p> <p>Read multisyllabic words with increased accuracy and pace.</p>
	Comprehension	<p>Children are taught specifically to:</p> <ul style="list-style-type: none"> - To participate in discussion about what is being read to them. - To identify the title of a text. - To discuss the significance of the title and events in a story. - To answer questions verbally. - Learn topic related/unfamiliar vocabulary and use it mostly appropriately. <p>(Plus comprehension covered within Read, Write, Inc. – retrieval and discussion/explain)</p>	<p>Children are taught specifically to:</p> <ul style="list-style-type: none"> - To give simple prediction, on the basis of what has happened so far. - Learn topic related/unfamiliar vocabulary and use it mostly appropriately and in a range of contexts. - Begin to explain the meaning of vocabulary. - Answer a range of questions verbally with more independence and in simple written form e.g. multi-choice. <p>(Plus comprehension covered within Read, Write, Inc. – retrieval, inference and explain)</p>	<p>Children are taught specifically to:</p> <ul style="list-style-type: none"> - To explain clearly what has been read to them. - To explain the meaning of topic related/unfamiliar vocabulary and use it independently in a range of different contexts. - Explain the meaning of topic related/unfamiliar vocabulary and use it independently in a range of different contexts. - To make inferences on the basis of what is said and done. - To answer a range of questions in simple, written form. <p>(Plus comprehension covered within Read, Write, Inc. – retrieval, inference, prediction, explain)</p>			

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 2	Word reading	<p>Children to read words containing set 1, 2 and 3 sounds speedily.</p> <p>Read multisyllabic words accuracy and pace.</p>	<p>Recap any missing sound gaps and build fluency when reading stories.</p> <p>Read multisyllabic words accuracy and pace.</p>	<p>Read all words including nonsense and multisyllabic words that include set 1, 2, 3 sounds speedily and accurately.</p> <p>Children on track for expected will complete the intervention at the end of Spring 1.</p>	<p>Children are encouraged to read a range of text types (fiction, non-fiction, poetry, rhymes).</p> <p>Daily opportunities for children to build pace and fluency of reading. Learn how and when to use expression in reading.</p> <p>Children to read multisyllabic words and words with suffix endings. Children to read topic related vocabulary.</p> <p>Children to read year 2 common exception words.</p>		
	Comprehension	<ul style="list-style-type: none"> - Use clues to predict. - Answer and ask questions (verbally or in simple written form). - Discuss the sequence of events in books. - Discuss and clarify the meaning of words. 		<ul style="list-style-type: none"> - Explain and discuss their understanding of books. - Begin to answer questions about text in a written form. - Discuss their favourite books, words and phrases. - Be introduced to non-fiction books that are structured in different ways. - Make inferences on the basis of what is said and done. 		<ul style="list-style-type: none"> - Participate in discussion about poems. - Continue to build up a repertoire of poems. - Recognise simple recurring literary language in poetry. - Answer more complex range of questions about longer pieces of text in a written form. 	

Learning intention progression map

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Fluency	<p>Decoding: To recognise and accurately pronounce individual sounds and simple letter combinations.</p> <p>Blending: To combine sounds smoothly to form simple words and short phrases.</p> <p>Automaticity: To begin to read common sight words without hesitation.</p> <p>Prosody: To develop basic intonation and expression while reading simple texts.</p> <p>Pace: To read at a slow but steady pace appropriate for beginners.</p> <p>Phrasing: To recognise natural breaks and pauses in sentences.</p>	<p>Decoding: To improve accuracy in recognising more complex letter combinations and patterns.</p> <p>Blending: To blend sounds more quickly and fluently to read longer words and sentences.</p> <p>Automaticity: To read common sight words with increased speed and accuracy.</p> <p>Prosody: To express emotions and intentions through intonation and rhythm in reading.</p> <p>Pace: To read at a slightly faster pace with growing confidence.</p> <p>Phrasing: To identify and use appropriate phrasing to enhance comprehension.</p>	<p>Decoding: To read multisyllabic words with increasing accuracy and fluency.</p> <p>Blending: To bend sounds effortlessly to read longer and more complex words.</p> <p>Automaticity: To read a wider range of sight words automatically and without hesitation.</p> <p>Prosody: To read with greater expression, matching tone to the content and context.</p> <p>Pace: To read at a moderate pace, adjusting speed according to text difficulty.</p> <p>Phrasing: To utilise appropriate phrasing to enhance comprehension and expression.</p>	<p>Decoding: To apply phonics knowledge to decode unfamiliar words independently.</p> <p>Blending: To read fluently and smoothly, effortlessly blending sounds into words.</p> <p>Automaticity: Reading most To read sight words automatically and accurately.</p> <p>Prosody: To read with appropriate expression, emphasising key words and phrases.</p> <p>Pace: To read at a steady pace, adjusting speed for different types of texts.</p> <p>Phrasing: To use varied and effective phrasing to convey meaning and emotion.</p>	<p>Decoding: To read complex words accurately, even those with irregular spellings.</p> <p>Blending: To blend sounds seamlessly to read fluently and expressively.</p> <p>Automaticity: To read most words automatically, focusing on comprehension rather than decoding.</p> <p>Prosody: To read with natural expression and emphasis, conveying subtleties of meaning.</p> <p>Pace: To read at a comfortable pace, adjusting speed for comprehension and enjoyment.</p> <p>Phrasing: To use sophisticated phrasing to enhance meaning and engage the reader.</p>	<p>Decoding: To read fluently and accurately, decoding unfamiliar words using context and morphology.</p> <p>Blending: To read sounds effortlessly to read fluently and with expression.</p> <p>Automaticity: To read fluently and automatically, focusing on deeper comprehension and analysis.</p> <p>Prosody: To read with mature expression and intonation, conveying nuances of emotion and meaning.</p> <p>Pace: To read at a flexible pace, adapting speed for different purposes and audiences.</p> <p>Phrasing: To use nuanced and sophisticated phrasing to enhance meaning and engage the reader deeply.</p>

Retrieval	To discuss events from the text. To explain my understanding of a text.	To choose relevant information from non-fiction/fiction.	To retrieve and record information from small chunks of text. To retrieve information from one paragraph in a text using my skimming and scanning skills.	To retrieve and record information from whole paragraphs. To retrieve information from a whole text using my skimming and scanning skills.	To retrieve, record and present information from non-fiction/ fiction. To retrieve details to support opinions and ideas.	To retrieve details to support opinions and ideas. To retrieve and summarise details to support summaries and predictions.
Inference	To use what I know to understand a story/poem.	To use my background knowledge and evidence from a text to understand a story/poem.	To draw inferences about characters.	To draw inferences about characters and use evidence to support these.	To draw inferences about characters feelings, thoughts and motives from their actions. To distinguish between statements of fact and opinion. To draw inferences about settings. To use my background knowledge and evidence from the text to infer.	To use my background knowledge and evidence from the text to infer. To draw inferences about characters and justify with evidence. To draw inferences about settings and justify with relevant evidence. To evaluate the author's use of figurative language.
Vocabulary	To discuss the meanings of words. To use my knowledge of the meanings of words to understand a text.	To discuss the meanings of new words. To recognise repeating phrases. To discuss my favourite words and phrases.	To use a dictionary to check the meanings of words. To link new words to words that I already know.	To use a dictionary to check the meanings of words. To discuss words and phrases that capture the reader's interest and imagination	To use my knowledge of spellings to understand the meaning of new words. To explore the meanings of new words in context.	To discuss and evaluate how authors use language, considering the impact on the reader. To use my knowledge of spellings to understand the meaning of new words.
Prediction	To predict what might happen next.	To predict what might happen by thinking about what I have read so far.	To predict what might happen from details stated or from my knowledge of similar stories.	To predict what might happen from details stated To use one key detail from the text to explain my prediction.	To predict what might happen from details stated and implied. To modify predictions based on new information.	To predict what might happen from details stated and implied, both before and after events.

Summarise & sequencing	To order events using story language.	To discuss the sequence of events in books.	To identify main ideas drawn from one paragraph and summarise these.	To identify main ideas drawn from more than one paragraph and summarise these. To identify important and unimportant details in a text.	To summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.	To summarise the main ideas from a whole text. To summarise and compare different parts of a whole text.
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	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
DECODING TEXT	Phonological awareness development through:	Read a wide range of texts accurately and effortlessly by:						
	Body percussion <ul style="list-style-type: none"> Copying / suggesting patterns Instrument sounds Copying patterns <ul style="list-style-type: none"> Voice sounds Speech detection: sentences made up of individual words Environmental sounds <ul style="list-style-type: none"> Outdoor noises Pirate / seaside sounds Alliteration Recognising words can begin with the same initial phoneme Segmenting & Blending <ul style="list-style-type: none"> Blending words segmented by an adult CVC I spy games Coping robot arms to segment CVC words Rhythm & Rhyme <ul style="list-style-type: none"> rhyme detection – identifying / matching rhyming pairs Rhyme production – changing ends of words to create new rhyming word 	<ul style="list-style-type: none"> matching sounds to letters and graphemes recognising some whole words including taught phonemes, their name and common exception words from RWL. sounding and blending most words with graphemes taught in rwi. 	<ul style="list-style-type: none"> matching sounds to letters and graphemes reading whole words including taught phonemes and common exception words from RWL knowing how to word problem solve by breaking unfamiliar words in different ways and combining to read and understand including: sounding and blending phonically regular words with graphemes taught in Little Wandle scheme. noticing word endings -s, -es, -ing, -ed, -er, -est. using syllable boundaries 	<ul style="list-style-type: none"> use phonic knowledge to read automatically and with pace. read most words automatically including all Y2 common exception words. word problem solve by breaking down unfamiliar words in different ways including: attempting different sounds for graphemes to work out which makes sense. identifying the taught suffixes to help to read unfamiliar words. (including -ly -ment, -ness, -ful – less, - tion) Identifying words parts for 2 or more syllables 	<ul style="list-style-type: none"> read some words with unusual phoneme/grapheme correspondences. read most words automatically including many further Y3/4 common exception words. word problem solve by breaking unfamiliar words in different ways and quickly combining to read and understand. Including: <ul style="list-style-type: none"> noticing root words, prefixes, suffixes, (including re-, sub-, inter-, super-, anti-, auto-, -ation, -ous, -tion, -sion, -sion, -sion) - using syllable boundaries to see words or word parts within words 	<ul style="list-style-type: none"> apply what is known about similar words to pronounce and understand new words with unusual ph:gr correspondences correctly. read most words automatically including all further Y3/4 common exception words. apply my knowledge of roots, prefixes and suffixes to read unfamiliar words.(including -in, -il, - im, -ir, -ture, -ation, -ous) 	<ul style="list-style-type: none"> accurately read multisyllabic words without omitting syllables or letters, or mispronouncing unusual ph:gr correspondences. Read most words automatically including many further Y5/6 common exception words. apply my knowledge of a broader range roots, prefixes and suffixes quickly and accurately to read unfamiliar words. (-fer, -ance, -ancy, -ent,-ence, -ency, -ible, -able) 	<ul style="list-style-type: none"> read most words automatically including all further Y5/6 common exception words. automatically apply knowledge of roots, prefixes and suffixes (morphology) and see the links and similarities between words (etymology and analogy) to read unfamiliar words with accuracy, pace and understanding.
	Develop reading fluency by:							
	<ul style="list-style-type: none"> Blending words segmented by an adult CVC I spy games Coping robot arms to segment CVC words Rhythm & Rhyme <ul style="list-style-type: none"> rhyme detection – identifying / matching rhyming pairs Rhyme production – changing ends of words to create new rhyming word 	<ul style="list-style-type: none"> re-reading familiar text pointing to and looking carefully at each word as they read and knowing a full stop shows them they have got to the end of the sentence 	<ul style="list-style-type: none"> re-reading words, phrases and sentences that required some sounding out on the first read looking carefully at each word without pointing to be able to read simple phrases at a good pace with appropriate expression 	<ul style="list-style-type: none"> independently re-reading words, phrases, and sentences when the text required some slow decoding recognising and knowing how to use punctuation (., "!" ?) to read longer phrases at a good pace with appropriate expression and intonation 	<ul style="list-style-type: none"> independently re-reading text that required some slow decoding or when the text doesn't make sense to them using a wider range of punctuation to read texts at a good pace, with appropriate intonation and expression. Reading silently most of the time. 	<ul style="list-style-type: none"> re-reading parts of text to improve pace, expression and intonation using a growing awareness of audience and purpose to read with appropriate expression and intonation when reading aloud 	<ul style="list-style-type: none"> reading smoothly and accurately with appropriate expression and intonation that matches their interpretation of the text 	<ul style="list-style-type: none"> reading a wide range of text accurately and at pace; controlling their tone, pitch, pace and volume to create atmosphere
COMPREHENDING TEXT	Develop the language and vocabulary needed to understand text by:							
	<ul style="list-style-type: none"> experiencing story language and rhyme and using it in play discussing unfamiliar vocabulary with an adult 	<ul style="list-style-type: none"> experiencing story language and rhyme and using it in play discussing unfamiliar vocabulary with an adult reciting the alphabet and recognising the letters in order 	<ul style="list-style-type: none"> discussing possible meanings of unfamiliar words and phrases knowing alphabetical order 	<ul style="list-style-type: none"> considering if their understanding of a word or phrase makes sense in the text and explaining how they know using simple dictionaries and glossaries to find the meaning of unfamiliar words they meet when reading 	<ul style="list-style-type: none"> discussing alternative meanings of words and phrases and choosing the most appropriate knowing how to use the quartiles of the dictionary to locate and find out the meaning of unfamiliar words they have read 	<ul style="list-style-type: none"> attempting alternative meanings of words and phrases and choosing the most appropriate as they read to locate words quickly in a dictionary to check the meaning of words that they have read 	<ul style="list-style-type: none"> discussing how morphology helps to understand unfamiliar words discussing how inference and context help to understand unfamiliar words Using a dictionary to check a suggested meaning and consider which definition is the most relevant to the context 	<ul style="list-style-type: none"> using their knowledge of morphology to clarify unfamiliar words using inference and context to clarify unfamiliar words Using dictionaries confidently and efficiently to locate information about words met in reading and to identify the most appropriate meaning of a word from alternative definitions
	Understand texts they can read accurately and fluently and those they listen to by:							
	<ul style="list-style-type: none"> children to become familiar with identified stories that link to own experiences eg going to a park with an adult and based on familiar settings respond to I wonder what will happen statements. supported by an adult to ask questions about words don't understand using pictures and familiar stories can say how a character might be feeling children to talk about books answering simple questions(who, what, where) 	<ul style="list-style-type: none"> talking with an adult about how the text links to their own experiences or to other stories they have heard talking with an adult about the things the text made them wonder and guessing what is going to happen based on what they know and stories they have heard 	<ul style="list-style-type: none"> discussing relevant background knowledge (what they have done/ seen/ heard) and information from the teacher discussing with an adult and their peers what the text made them wonder and making sensible predictions based on what they know and what has been read so far 	<ul style="list-style-type: none"> using relevant background knowledge (what they have done/ seen/ heard) or information from the teacher wondering and asking themselves questions when reading or as they listen to text and predicting what might happen based on what has been read so far 	<ul style="list-style-type: none"> drawing on background knowledge to identify themes in a text, (such as the triumph of good over evil). asking themselves questions and making sensible predictions as they read from information stated and implied 	<ul style="list-style-type: none"> drawing on background knowledge to identify themes in more complex text asking themselves questions and making sensible predictions as they read from information stated and implied Evaluating and revising their predictions as they read on. 	<ul style="list-style-type: none"> drawing on background knowledge particularly from other texts to identify and relate to themes asking questions about ideas and themes as they read. Making predictions as they read drawing on prior knowledge from texts and their own experiences. Using information in the text to evaluate the plausibility of their assumptions. 	<ul style="list-style-type: none"> drawing on background knowledge particularly from other texts to identify and relate to more complex themes asking questions about more complex themes as they read. Making predictions as they read drawing on prior knowledge from their own experiences and other complex texts. Using information in the text to support or alter their assumptions

	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<ul style="list-style-type: none"> noticing when they hear something they don't understand and asking an adult to explain drawing on their own experiences to infer how a character might be feeling or why they are behaving in a particular way talking with an adult about what has happened in a story 	<ul style="list-style-type: none"> noticing when they read a word or phrase they don't understand and asking an adult, or their peers to explain by joining ideas in the text and drawing on their own experiences to infer how a character might be feeling or why they are behaving in a particular way retelling a story in sequence, giving the main events 	<ul style="list-style-type: none"> noticing when they read a word or phrase they don't understand and knowing what they can do to help them understand e.g. re-reading, reading on, using the context by joining ideas in the text to make inferences about characters' feelings and actions and checking on these assumptions by drawing on their background knowledge drawing together information from across a number of sentences to sum up what is known about a character, event or idea. 	<ul style="list-style-type: none"> noticing when they encounter parts of the text they do not understand and actively using a range of strategies to support their understanding integrating information from different parts of the text as they read and knowing when and how to relate their background knowledge to the text to explain characters' motives, feelings and attitudes. Considering their thinking and explaining how they arrived at their assumptions. identifying main ideas drawn from more than one paragraph and summarising these 	<ul style="list-style-type: none"> noticing when they encounter parts of the text they do not understand and actively using a wide range of strategies to support their understanding using information given and implied to explain characters' feelings and attitudes; to identify the most plausible motive behind a character's actions; and to identify causal antecedents leading to an event. Considering their thinking and providing evidence to justify their inferences. summarising the main ideas drawn from longer texts, identifying key details that support the main idea 	<ul style="list-style-type: none"> noticing when they do not understand an idea or theme in the text and using a range of strategies to support their understanding using information given and implied to identify and explore key ideas and themes. Examining their reasoning and providing evidence from the text to justify their assumptions. making regular, brief summaries of what has been read, considering what is known or can be inferred about a character, event or theme. 	<ul style="list-style-type: none"> noticing when they do not understand the more complex themes in the text and using a range of strategies to support their understanding using information given and implied to identify and explore key ideas and more complex themes. Examining their reasoning and using evidence from the text to confirm or adjust their assumptions. making regular, brief summaries of what has been read, considering what is known or can be inferred in relation to more complex themes, giving examples from the text 	
	Develop a positive attitude to reading by:							
	<ul style="list-style-type: none"> joining with rhyming refrain (see nursery rhyme and reading spine) 	<ul style="list-style-type: none"> listening to a range of stories and rhymes. choosing from a wide range of texts children to join in with rhyming refrain (see nursery rhyme and reading spine) talking about their favourite books and stories 	<ul style="list-style-type: none"> listening to and discussing a wide range of poems, non-fiction texts and stories including fairy stories and traditional tales discussing books they have read, with their peers 	<ul style="list-style-type: none"> listening to and discussing a wide range of contemporary and classic poetry, non-fiction and stories including a wider range of stories, fairy stories and traditional tales discussing books they have read, with their peers and considering why others might want to read them 	<ul style="list-style-type: none"> reading, listening to, discussing, and retelling a wide range of poetry, plays, non-fiction (including reference or textbooks) and fiction including fairy stories, myths and legends. reading books by authors they have not met before and considering why others might want to read them 	<ul style="list-style-type: none"> reading, listening to, discussing, and retelling a wide range of poetry, plays, non-fiction (including reference or textbooks) and fiction including fairy stories, myths and legends. reading books by authors they have not met before and recommending these to their peers 	<ul style="list-style-type: none"> reading and discussing an increasingly wide range of poetry, plays, non-fiction (including reference books or textbooks) and fiction including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions reading books from a wide range of genres and authors and discussing with others 	<ul style="list-style-type: none"> reading and discussing an increasingly wide range of poetry, plays, non-fiction (including reference books or textbooks) and fiction including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions recommending books from a wide range of genres and authors and making links with other texts
	Show their understanding of texts they have heard and read by:							
RESPONDING TO TEXT	<ul style="list-style-type: none"> talking with an adult about their favourite part of a story participating in role play of familiar stories children to talk about books answering simple questions(who, what, where) 	<ul style="list-style-type: none"> talking with an adult about their favourite part of a story participating in role play of familiar stories answering 'how' and 'why' questions about their experiences and in response to stories. 	<ul style="list-style-type: none"> talking with peers, taking turns and listening to others, about what they like or dislike about a text using role play to explore the characters and themes of texts including fairy stories and traditional tales answering questions in discussion with an adult including making simple inferences 	<ul style="list-style-type: none"> participating in guided discussions about books, poems, and other texts, explaining and discussing their understanding and considering the opinions of others using discussion, role play and other drama techniques to explore themes of texts explaining and discussing their understanding of a text and answering literal and inferential questions 	<ul style="list-style-type: none"> participating in discussions about books, poems and other texts, explaining and discussing their understanding and considering the opinions of others discussing, and using drama techniques to explore themes, such as the triumph of good over evil, in texts including myths and legends retrieving and recording significant information in fiction and non-fiction texts and using this to answer literal and inferential questions 	<ul style="list-style-type: none"> participating in discussions about books, poems and other texts, explaining and discussing their understanding and considering the opinions of others using evidence from the text recognising, discussing, and using drama techniques to explore themes, such as the triumph of good over evil, in texts including myths and legends skimming and scanning to retrieve and record information from non-fiction 	<ul style="list-style-type: none"> building on their own and others' ideas and challenging views courteously recognising discussing, and using drama techniques to explore themes; compare characters; compare differing accounts and viewpoints using information they have gathered from fiction and non-fiction to participate in debates and to create formal presentations. 	<ul style="list-style-type: none"> building on their own and others' ideas and challenging views courteously and providing reasoned justifications for their views recognising discussing, and using drama techniques to explore themes; compare characters; compare differing accounts and viewpoints in more complex texts using information they have gathered from fiction and non-fiction to participate in debates about more complex issues and to create formal presentations.
	Discuss and evaluate how authors use language structures and presentation by:							
ANALYSING TEXT	<ul style="list-style-type: none"> Talking with an adult about interesting words and using actions to understand them 	<ul style="list-style-type: none"> noticing and talking with an adult about interesting words and phrases in text read to them 	<ul style="list-style-type: none"> talking to adults and their peers about interesting words and phrases in texts read to them Know that language in text differs from spoken language. 	<ul style="list-style-type: none"> recognising and talking about literary language in stories and poetry and discussing words and phrases that interest them Know that language in text can have an emotional impact on the reader 	<ul style="list-style-type: none"> discussing how words and phrases capture the reader's interest and imagination Know that the author makes deliberate choices about language and presentation to have an impact on the reader. 	<ul style="list-style-type: none"> discussing words and phrases that capture the reader's interest and imagination and how changing language and presentation can alter and clarify meaning Know that the author's choice of language and presentation directs how the reader perceives characters, settings, topics and themes. 	<ul style="list-style-type: none"> identifying examples of idiomatic and comparative language and exploring how the impact on the reader would change if the author had made different choices Know that the author's use of language and presentation can be interpreted in different ways and justify their interpretation 	<ul style="list-style-type: none"> identifying examples of figurative language and exploring how effectively it is used to suggest meaning and create mental images Know that the author's choice of language and presentation can create bias and the reader needs to consider how this influences their developing opinions, values, and view of the world

Fluency rubric used to assess reading fluency when listening to readers.

	1	2	3	4
Expression and Volume	Reads in a quiet voice as if to get words out. The reading does not sound natural like talking to a friend.	Reads in a quiet voice. The reading sounds natural in part of the text, but the reader does not always sound like they are talking to a friend.	Reads with volume and expression. However, sometimes the reader slips into expressionless reading and does not sound like they are talking to a friend.	Reads with varied volume and expression. The reader sounds like they are talking to a friend with their voice matching the interpretation of the passage.
Phrasing	Reads word-by-word in a monotone voice.	Reads in two or three word phrases, not adhering to punctuation, stress and intonation.	Reads with a mixture of run-ons, mid sentence pauses for breath, and some choppiness. There is reasonable stress and intonation.	Reads with good phrasing; adhering to punctuation, stress and intonation.
Smoothness	Frequently hesitates while reading, sounds out words, and repeats words or phrases. The reader makes multiple attempts to read the same passage.	Reads with extended pauses or hesitations. The reader has many “rough spots.”	Reads with occasional breaks in rhythm. The reader has difficulty with specific words and/or sentence structures.	Reads smoothly with some breaks, but self-corrects with difficult words and/ or sentence structures.
Pace	Reads slowly and laboriously.	Reads moderately slowly.	Reads generally at an appropriate rate throughout reading.	Reads at an appropriate conversational pace throughout the reading.

Step-by-step guide to listening to a child read.

1. Text selection- The text should be appropriate for the child's reading level. It should be challenging enough to assess the reading attainment, but not so difficult it creates frustration.

- KS1- this would be the 'book-bag' book that they are given by their phonics teacher. (Children should only be reading fully-decodable reading books with sounds that are already learnt/being learnt).
- KS2- this would be their 'book-banded' book (bottom 20% may still need to access fully decodable books)

2. Purpose of reading- Discuss the purpose of why the child is reading with you on this occasion.

- To assess their reading fluency and comprehension.
- To set new reading goals.
- To enjoy a book together and practice using their reading skills.

3. Preparation for reading- Discuss and model with the child strategies for reading words they may struggle with. This may include:

- reminding the child of a sound/s they have been learning
- modelling '*Special friends, Fred talk/say the sounds, read the word*' so children know what to do if they encounter an unfamiliar word.
- *Be aware of 'red words' that are in the books, you can talk about what makes these words difficult if appropriate.*
- Contextual clues
- Do not suggest strategies that remove the orthography-phonology-semantics route- e.g. using pictures to work out what a word is, using syllable chunking instead of 'fred talk'

4. Listen to the reading- While listening to the child read, listen carefully to their phrasing, pace, expression, smoothness. Support children when they make mistakes or misconceptions. Respond to questions the child asks as they read appropriately.

- If the child needs to point, they do it, not you.

5. Ask questions- Assess the comprehension of what has been read by asking appropriate questions pertaining to inference, prediction, explanation, vocabulary, retrieval and summary.

6. Provide feedback- Feedback about the child's performance- strengths and areas for improvement. Use specific examples from their reading. Set goals with the child for their reading going forward. Record in reading record so parent is aware of feedback.