

Reading intent

"The more that you read, the more things you will know. The more that you learn, the more places you'll go."- Dr Seuss

Reading is portable magic. It has the power to: train our imagination, transport us to different worlds, and create and hold our dreams. Here at Great Bradfords, we see reading not as a chore, duty or simply a skill to learn- we see reading as a gift. It's a gift we are passionate to share with our children to ensure they are fluent, confident and lifelong readers.

We want all of our children to develop a love of reading and be able to understand and explore more about the world in which they live, through the knowledge they gain from high quality texts. By the end of their time with us, we endeavour for all of our children to read fluently, and with confidence, in any subject in their forthcoming secondary education. We also understand the importance of parents and carers in supporting their children to develop both word reading and comprehension skills, and so we want to encourage a home-school partnership which enables parents and carers to understand how to enhance the skills being taught in school through good quality texts.

Here at Great Bradfords, we are proud of what we can offer our children when it comes to unlocking the magic of reading. It starts with a passionate and consistent approach to the children's phonemic awareness- continuing with prior underpinning knowledge from KS1 and starting to combine phonetical knowledge with more spelling and word recognition techniques.

The fundamental reading skills are skilfully and passionately taught through our whole class guided reading sessions. Within our whole class guided reading sessions, our children love to listen to modelled reading skills that are often invisible skills employed by good readers, as well as being exposed to rich and varied texts, harnessing their imagination and promoting a love of books from different genres. Additionally, our children love to develop their reading fluency and comprehension skills through the specific teaching of our 'reading dogs', which embed their vital comprehension skills. Through our whole class approach, all children are given an equal opportunity to succeed against age related expectations with teachers and learning support staff providing assistance through targeted conversations and modelling in order to challenge all learners.

As we progress into a new technological wave of reading, our new MYon library allows our children to read and practise their comprehension skills in a cutting-edge, revolutionary way. MYon's latest technology enhances our children's reading engagement at home and offers them innovative tools to unlock their full reading potential.

As we know, time is precious and we are committed to ensuring our children have all the tools to become successful readers. Here at Great Bradfords, we are dedicated to using our enthusiasm and expertise to deliver an innovative, engaging and rigorous reading curriculum to unlock the magic of reading.

READING SKILLS PROGRESSION

	Year 3	Year 4	Year 5	Year 6
PHONICS and DECODING	<p>Use their phonic knowledge to decode quickly and accurately (may still need support to read longer unknown words).</p> <p>Apply their growing knowledge of root words and prefixes including in-, im-, il-, ir-, dis-, mis-, un-, re-, sub-, inter-, super-, anti- and auto- to begin to read aloud. *</p> <p>Apply their growing knowledge of root words and suffixes/word endings, including –ation, -ly, -ous, -ture, -ssion and –cian to begin to read aloud. *</p>	<p>Read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill.</p> <p>Apply their knowledge of root words, prefixes and suffixes/word endings to read aloud fluently. *</p>	<p>Read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues.</p> <p>Apply their growing knowledge of root words, prefixes and suffixes/word endings, including –sion, -tion, -cial, -tial, -ant/-ance,/-ancy, -ent/-ence/-ency, -able/-ably and –ible/-ibly to read aloud fluently. *</p>	<p>Read fluently with full knowledge of all Y5/Y6 exception words, root words, prefixes, suffixes/word endings * and to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues.</p>
COMMON EXCEPTION WORDS	<p>Begin to read Y3/Y4 exception words. *</p>	<p>Read all Y3/Y4 exception words*, discussing the unusual correspondences between spelling and these occur in the word.</p>	<p>Read most Y5/Y6 exception words, discussing the unusual correspondences between spelling and sound and where these occur in the word.</p>	
FLUENCY	<p>At this stage, teaching comprehension skills should be taking precedence over teaching word reading and fluency specifically. Any focus on word reading should support the development of vocabulary.</p>			

<p>COMPARING, CONTRASTING and COMMENTING</p>	<p>Recognise, listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</p> <p>Use appropriate terminology when discussing texts (plot, character, setting).</p>	<p>Discuss and compare texts from a wide variety of genres and writers.</p> <p>Read for a range of purposes.</p> <p>Identify themes and conventions in a wide range of books.</p> <p>Refer to authorial style, overall themes (e.g. triumph of good over evil) and features (e.g. greeting in letters, a diary written in the first person or the use of presentational devices such as numbering and headings).</p> <p>Identify how language, structure and presentation contribute to meaning.</p> <p>Identify main ideas drawn from more than one paragraph and summarise these.</p>	<p>Read a wide range of genres, identifying the characteristics of text types (such as the use of the first person in writing diaries and autobiographies) and difference between text types.</p> <p>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.</p> <p>Identify main ideas drawn from more than one paragraph and to summarise these.</p> <p>Recommend texts to peers based on personal choice.</p>	<p>Read for pleasure, discussing, comparing and evaluating in depth across a wide range of genres, including myths, legends, traditional stories, modern fiction, fiction from our literary heritage and books from other cultures and traditions.</p> <p>Recognise more complex themes in what they read (such as loss or heroism).</p> <p>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.</p> <p>Listen to guidance and feedback on the quality of their explanations and contributions to discussions and to make improvements when participating in discussions.</p> <p>Draw out key information and to summarise the main ideas in a text.</p> <p>Distinguish independently between statements of fact and</p>
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<p>WORDS IN CONTEXT and AUTHORIAL CHOICE</p>	<p>Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.</p> <p>Discuss authors' choice of words and phrases for effect.</p>	<p>Discuss vocabulary used to capture readers' interest and imagination.</p>	<p>Discuss vocabulary used by the author to create effect including figurative language.</p> <p>Evaluate the use of authors' language and explain how it has created an impact on the reader.</p>	<p>Analyse and evaluate the use of language, including figurative language and how it is used for effect, using technical terminology such as metaphor, simile, analogy, imagery, style and effect.</p>
<p>INFERENCE and PREDICTION</p>	<p>Ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives.</p> <p>Justify predictions using evidence from the text.</p>	<p>Draw inferences from characters' feelings, thoughts and motives that justifies their actions, supporting their views with evidence from the text.</p> <p>Justify predictions from details stated and implied.</p>	<p>Draw inferences from characters' feelings, thoughts and motives.</p> <p>Make predictions based on details stated and implied, justifying them in detail with evidence from the text.</p>	<p>Consider different accounts of the same event and to discuss viewpoints (both of authors and of fictional characters.</p> <p>Discuss how characters chanve and envelop through texts by drawing inferences based on indirect clues.</p>

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<p>POETRY and PERFORMANCES</p>	<p>Prepare and perform poems and play scrips that show some awareness of the audiene when reading aloud.</p> <p>Begin to use appropriate intonation and volume when reading aloud.</p>	<p>Recognise and discuss some different forms of poetry (e.g. free verse or narrative poetry).</p> <p>Prepare and perform poems and play scrips with appropriate techniques (intonation, tone, volume and action) to show awareness of the audience when reading aloud.</p>	<p>Continually show an awareness of audience when reading out loud using intonation, tone, volume and action.</p>	<p>Confidently perform texts (including poems learnt by heart) using a wide range of devices to engage the audience and for effect</p>
<p>NON-FICTION</p>	<p>Retrieve and record information from non-fiction texts.</p>	<p>Use all of the organisational devices available within a non-fictin text to retrieve, record and discuss information.</p> <p>Use dictionaries to check the meaning of words that they have read.</p>	<p>Use their knowledge of texts and organisational devices to retrieve, record and discuss information from fiction and non-fiction texts.</p>	<p>Retrieve, record and present information from non-fiction texts.</p> <p>Use non-fiction materials for purposeful information retrieval (e.g. in reading history, geography and science textbooks) and in contexts where pupils are genuinely motivated to find out information (e.g. reading information leaflets before a gallery or museum visit or reading theatre programme or review).</p>