

STEPPING STONES ENGLISH – READING CURRICULUM



English is a core subject; to ensure the children make good progress, they need to be able to learn and apply the key concepts and skills relevant to their attainment level – the children must be secure in the skills within this level before they are progressed to deeper knowledge to avoid creating gaps in their learning. To ensure the children to make progress with their reading, phonics displays relevant to the children’s levels need to be on display and phonics taught daily. All children will be set up on the *Oxford Owl* reading scheme, which has phonetically decodable reading books covering Phases 2-5; the children should also be set up on *Teach my Monster Read* to help the children to become more fluent and confident readers by consolidating their phonic knowledge. Each child will have a Lexia assessment and a subsequent tailored program matched to their phonetic understanding to undertake which aims to build and enhance their sound and word reading skills and their comprehension, PEE and inference skills further up into KS2. If the child is an able reader, the children should be given school library books matched to their reading ability; Ks1 should read daily and Ks2 at least 3 times a week. Displays in the classroom should include - *high frequency words, common exceptions words, phonic sound mats, HFW mats, conjunctions and any SPaG or VCOP visuals* relevant to the key skills. Key vocabulary and language MUST be displayed and referred to daily; previous vocabulary must be recapped regularly and kept as part of the class’ working wall display.

“HEALTH WARNING” – it is understood that if an objective is being covered and previous steps/ key learning statements are not mentioned in the attached document and are required in order for a pupil to make the appropriate progress – PLEASE use your professional discretion and seek the appropriate teaching steps within the LAPS document.

| LEARNING STATEMENTS | | |
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| | Word Reading | Comprehension |
| Year 1 (or children working in the Y1 curriculum) | <ul style="list-style-type: none"> To apply phonic knowledge to decode words. To apply phonic knowledge to attempt irregular words. Respond speedily with the correct sound to grapheme for the 44 phonemes. To read and understand simple sentences. Read common exception words, noting tricky parts. Develop fluency, accuracy and confidence by re-reading books. Read more challenging texts using phonics and common exception word recognition. | <ul style="list-style-type: none"> Listen to and discuss a range of texts, <i>including stories, non-fiction and poems.</i> Recognise and join in with language patterns and repetition. Orally retell familiar stories in a range of contexts e.g. <i>small world, role play, storytelling.</i> Make personal reading choices and explain reasons for choices. Join in discussions about a text. Identify and discuss the main events in stories. Identify and discuss the main characters in stories. Make basic inferences about what is being said and done. Make predictions based on what has been read so far. |
| Year 2 (or children working in the Y2 curriculum) | <ul style="list-style-type: none"> Read accurately by blending the words that contain the 44+ phonemes Read accurately by reading words that contain two or more syllables. Read most common exception words. Read aloud accurately without too much blending. Sound out unfamiliar words accurately. | <ul style="list-style-type: none"> Listen to and discuss a range of texts, <i>including stories, non-fiction and poems.</i> Answer questions and make inferences about what is being said and done. Sequence and discuss the main events in stories and recounts. Identify, discuss and collect favourite words and phrases. Demonstrate understanding of fiction and non-fiction texts by asking and answering <i>who, what, where, when, why, how</i> questions. Explain and discuss their understanding, giving opinions and supporting with reasons e.g. <i>Hansel was clever when he put stones in his pocket because...</i> Develop and demonstrate their understanding of characters and events through role play and drama, drawing on language from the text. Make inferences about characters and events using evidence from the text e.g. <i>what is the character thinking, saying and feeling?</i> Make predictions based on what has been read so far. Locate information from non-fiction texts using the contents page, index, labelled diagrams and charts. |
| Year 3 (or children working in the Y3 curriculum) | <ul style="list-style-type: none"> Read books at an age appropriate interest level. Use knowledge of root words to understand meanings of words. Use prefixes to understand meanings e.g. <i>un-, dis-, mis-, re-, pre-, im-, in-</i>. Use suffixes to understand meanings e.g. <i>-ly, -ous.</i> Read and understand words from the Year 3 list. . | <ul style="list-style-type: none"> Listen to and discuss a range of fiction, poetry, plays and non-fiction, e.g. <i>fables, fairy tales, classic poetry, shape poetry, non-chronological reports, explanations.</i> Sequence and discuss the main events in stories. Orally retell a range of stories, including less familiar fairy stories, fables and folk tales e.g. <i>Grimm’s Fairy Tales.</i> Identify and discuss themes e.g. <i>good over evil, weak and strong, wise and foolish, mean and generous, rich and poor.</i> Identify and discuss conventions e.g. <i>numbers three and seven in fairy tales, magical sentence repeated several times.</i> Prepare poems and play scripts to read aloud, showing understanding through intonation, tone, volume and action. Identify, discuss and collect favourite words and phrases which capture the reader’s interest and imagination. Explain the meaning of unfamiliar words by using the context. Discuss their understanding of the text. Raise questions during the reading process to deepen understanding e.g. <i>I wonder why the character.</i> Draw inferences around characters thoughts, feelings and actions, and justify with evidence from the text. Make predictions based on details stated. Justify responses to the text using the PE prompt (Point + Evidence). Evaluate how specific information is organised within a non-fiction text e.g. <i>text boxes, contents, bullet points, glossary, diagrams.</i> |

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| <p>Year 4 (or children working in the Y4 curriculum)</p> | <ul style="list-style-type: none"> • Read books at an age appropriate interest level. • Use knowledge of root words to understand meanings of words. • Use prefixes to understand meanings e.g. <i>in-</i>, <i>ir-</i>, <i>sub-</i>, <i>inter-</i>, <i>super-</i>, <i>anti-</i>, <i>auto-</i>. • Use suffixes to understand meanings e.g. <i>-ation</i>, <i>-tion</i>, <i>-ssion</i>, <i>-cian</i>, <i>-sion</i>. • Read and understand words from the Year 4 list. | <ul style="list-style-type: none"> • Participate in discussion about what is read to them and books they have read independently. • Listen to, read and discuss a range of fiction, poetry, plays and non-fiction in different forms e.g. <i>fairy tales, folk tales, classic poetry, kennings, advertisements, formal speeches, magazines, electronic texts</i>. • Identify, discuss and collect effective words and phrases which capture the reader's interest and imagination e.g. <i>metaphors, similes</i>. • Explain the meaning of key vocabulary within the context of the text. • Make predictions based on information stated and implied. • Demonstrate active reading strategies e.g. generating questions, finding answers, refining thinking, modifying questions, constructing images. • Justify responses to the text using the PE prompt (Point + Evidence). • Identify, analyse and discuss themes e.g. <i>safe and dangerous, just and unjust, origins of the earth, its people and animals</i>. • Draw inferences around characters' thoughts, feelings, actions and motives, and justify with evidence from the text using point and evidence. • Identify main ideas drawn from more than one paragraph and summarise these e.g. <i>character is evil because...1/2/3 reasons, Clitheroe Castle is a worthwhile place to visit because 1/2/3 reasons across a text</i>. • Prepare for research by identifying what is already known about the subject and key questions to structure the task. • Navigate texts, e.g. using contents and index pages, in order to locate and retrieve information in print and on screen. • Record information from a range of non-fiction texts. |
| <p>Year 5 (or children working in the Y5 curriculum)</p> | <ul style="list-style-type: none"> • Read books at an age appropriate interest level. • Use knowledge of root words to understand meanings of words. • Use suffixes to understand meanings e.g. <i>-ant</i>, <i>-ance</i>, <i>-ancy</i>, <i>-ent</i>, <i>-ence</i>, <i>-ency</i>, <i>-ible</i>, <i>-able</i>, <i>-ibly</i>, <i>-ably</i>. • Read and understand words from the Year 5 list. | <ul style="list-style-type: none"> • Listen to and discuss a range of fiction, poetry and non-fiction which they might not choose to read themselves. • Explain the meaning of words within the context of the text. • Use punctuation to determine intonation and expression when reading aloud to a range of audiences. • Check that the book makes sense to them and demonstrate understanding e.g. <i>through discussion, use of reading journals</i>. • Demonstrate active reading strategies e.g. <i>generating questions to refine thinking, noting thoughts in a reading journal</i>. • Infer characters' feelings, thoughts and motives from their actions and justify inferences with evidence. • Predict what might happen from information stated and implied. • Through close reading of the text, re-read and read ahead to locate clues to support understanding. • Explore themes within and across texts e.g. <i>loss, heroism, friendship</i>. • Make comparisons within a text e.g. characters' viewpoints of same events. • Distinguish between statements of fact and opinion within a text. • Justify opinions and elaborate by referring to the text, e.g. using the PEE prompt - Point + Evidence + Explanation. |
| <p>Year 6 (or children working in the Y6 curriculum)</p> | <ul style="list-style-type: none"> • Read books at an age appropriate interest level. • Work out unfamiliar words by focusing on all letters in the word, e.g. not reading <i>invitation</i> for <i>imitation</i>. • Use knowledge of root words, prefixes and suffixes to investigate how the meanings of words change e.g. <i>un+happy+ness, dis+repute+able, dis+respect+ful, re+engage+ment</i>. • Use suffixes to understand meanings e.g. <i>-cious</i>, <i>-tious</i>, <i>-tial</i>, <i>-cial</i>. • Read and understand words from the Year 6 list (selected from the statutory Year 5/6 word list) - see below. • Use etymology to help the pronunciation of new words e.g. <i>chef, chalet, machine, brochure</i> – French in origin. | <ul style="list-style-type: none"> • Listen to, read and discuss an increasingly wide range of fiction, poetry, plays and non-fiction. • Explain the meaning of new vocabulary within the context of the text. • Demonstrate active reading strategies e.g. <i>challenging peers with questions, justifying opinions, responding to different viewpoints within a group</i>. • Provide reasoned justifications for their views. • Justify opinions and elaborate by referring to the text e.g. using the PEE prompt – Point+Evidence+Explanation. • Infer characters' feelings, thoughts and motives from their actions, justifying inferences with evidence e.g. Point+Evidence+Explanation. • Predict what might happen from information stated and implied. • Through close reading, re-read and read ahead to locate clues to support understanding and justify with evidence from. • Compare characters within and across texts. • Compare texts written in different periods. • Recognise themes within and across texts e.g. <i>hope, peace, fortune, survival</i>. • Distinguish between statements of fact and opinion across a range of texts e.g. first-hand account of an event compared with a reported example such as Samuel Pepys' diary and a history textbook. • Skim for gist. • Scan for key information e.g. <i>identify words and phrases which tell you the character is frustrated, or find words/phrases which suggest that a theme</i>. • Participate in discussions about books, building on their own and others' ideas and challenging views courteously. |