



Reading

Intent

At Lostock Hall Primary School we intend for children to become enthusiastic and motivated readers. We aim to develop children's confidence in reading a wide variety of genres and text types and for children to have the skills to decode words in order to be able to read fluently with understanding of what they have read. We encourage a love of literature and an enjoyment of reading for pleasure and to use reading to provoke thought within children.

Implement

Our aim is to enable all children, regardless of background, ability, additional needs, to flourish to become the very best version of themselves they can possibly be. We teach the National Curriculum, supported by a clear skills and knowledge progression. This ensures that skills and knowledge are built on year by year and sequenced appropriately to maximise learning for all children. We follow a mastery approach to guided reading using 'Pathways to Reading'. This ensures we complete National Curriculum coverage and provide broad and balanced opportunities to enhance pupils' skills in the following strands: Vocabulary, Inference, Prediction, Explain, Retrieve, Summarise, Structure and Organisation, Compare, and Language Choice. These skills encourage children to respond effectively when 'digging deeper' into authorial intent and writing devices. We want our children to become lovers of reading: children who enthuse about the books they have read and see the importance of reading, in becoming proficient writers. Our greatest legacy would be that the love of reading we have nurtured at Lostock Hall is carried with them into adult life and inspires them to continue writing for a wide range of purposes and audiences.

In our school, our reading curriculum links closely with our writing curriculum; we use a text-based approach that enables us to create opportunities for reading, discussion and writing within English and reading lessons. In early KS1, there is a greater emphasis on phonics; this is then applied throughout the rest of the school to consolidate what has been learnt. Within daily phonic sessions, children can revisit previous learning, practise and apply new skills in structured but engaging ways. We encourage reading for pleasure through children having a choice of challenging and enriching texts as well as building in time for children to read independently and as part of a whole class. All children have daily opportunities to read a variety of material in school and our reading resources include regular updates and visits from the local library.

Impact

Impact Regardless of background, ability or additional needs, by the time children leave Lostock Hall, they will: - be enthusiastic and motivated readers who are confident and will enjoy reading a wide variety of genres and text types - have the skills to decode words in order to be able to read fluently with a secure understanding of what they have read - be inspired by literature and will read for pleasure.

Reading- Comprehension						
EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>Anticipate – where appropriate – key events in stories.</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</p>	<p>Develop pleasure in reading, motivation to read, and understanding by:</p>	<p>Develop positive attitudes to reading and understanding of what they read by:</p> <p>Listening to & discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</p> <p>Reading books that are structured in different ways and reading for a range of purposes.</p> <p>Using dictionaries to check the meaning of words that they have read.</p> <p>Discussing words and phrases that capture the reader's interest and imagination.</p> <p>Identifying themes & conventions in a wider range of books</p> <p>Recognising some different forms of poetry (e.g. free verse, narrative poetry).</p> <p>Preparing poems and play scripts to reads aloud and perform, showing understanding through intonation, tone, volume and action.</p>	<p>Maintain positive attitudes to reading and understanding of what they read by:</p> <p>Continuing to read & discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</p> <p>Reading books that are structured in different ways and reading for a range of purposes.</p> <p>Recommending books that they have read to their peers giving reasons for choices.</p> <p>Identifying & discussing themes and conventions in and across a range of writing.</p> <p>Making comparisons within and across books.</p> <p>Learning a wider range of poetry by heart.</p> <p>Preparing poems and play scripts to reads aloud and perform, showing</p>			

	<p>Listening to & discussing a wide range of poems, stories & non-fiction at a level beyond that of which they can read independently.</p> <p>Being encouraged to link what they read or hear read to their own experiences.</p> <p>Recognising & joining in with predictable phrases.</p> <p>Learning to appreciate rhymes and poems and to recite some by heart.</p> <p>Discussing word meaning, linking new meaning to</p>	<p>Listening to & discussing & expressing views about</p> <p>a wide range of contemporary & classic poetry, stories & non-fiction at a level beyond that of which they can read independently.</p> <p>Discussing the sequence of events in books& how items of information are related.</p> <p>Recognising single recurring literary language in stories and poems.</p> <p>Discussing their favourite words & phrases.</p> <p>Continuing to build up a repertoire of poems learnt by heart, appreciating these & reciting some, with appropriate intonation</p>		<p>understanding through intonation, tone and volume so that the meaning is clear to an audience.</p>
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	<p>those already known.</p>	<p>to make the meaning clear.</p> <p>Being introduced to non-fiction books that are structured in different ways.</p> <p>Discussing & clarifying the meaning of words, linking new meaning to known vocabulary.</p>		
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Reading- Comprehension

EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>Anticipate – where appropriate – key events in stories.</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</p>	<p>Understand both the books they can already read accurately and fluently and those they listen to by:</p>	<p>Understand what they read in books they can read independently by:</p> <p>Understand what they read in books they can read independently by:</p> <p>Checking that the text makes sense to them, discussing their understanding & explaining the meaning of words in context.</p> <p>Drawing inferences such as inferring characters' feelings, thoughts & motives from their actions & justifying inferences with evidence.</p> <p>Predicting what might happen from details stated & implied.</p> <p>Asking questions to improve their understanding of the text.</p> <p>Identifying main ideas drawn from more than one paragraph & summarise these.</p>	<p>Understand what they read in books they can read independently by:</p> <p>Understand what they read in books they can read independently by:</p> <p>Checking that the text makes sense to them, discussing their understanding & explaining the meaning of words in context.</p> <p>Drawing inferences such as inferring characters' feelings, thoughts & motives from their actions & justifying inferences with evidence.</p> <p>Predicting what might happen from details stated & implied.</p> <p>Asking questions to improve their understanding of the text.</p> <p>Identifying main ideas drawn from more than one paragraph & summarise these.</p>	<p>Understand what they read by:</p> <p>Checking that the book makes sense to them, discussing the understanding & exploring the meaning of the words in context.</p> <p>Drawing inferences such as inferring characters' feelings, thoughts & motives from their actions & justifying inferences with evidence.</p> <p>Predicting what might happen from details stated & implied.</p> <p>Asking questions to improve their understanding.</p> <p>Provide reasoned justifications for their views.</p> <p>Discuss and evaluate how authors uses language, including figurative language, considering the impact on the reader.</p>		

		<p>Identifying how language structure & presentation contribute to meaning.</p> <p>Retrieve and record information from non-fiction.</p> <p>Participate in discussion about both books that are read to them and those that they can read for themselves, taking turns & listening to what others say.</p>	<p>Summarising the main idea drawn from more than one paragraph, identifying key details that support the main idea.</p> <p>Identifying how language structure & presentation contribute to meaning.</p> <p>Retrieve, record & present information from non-fiction.</p> <p>Distinguish between statements of fact & opinion.</p> <p>Participate in discussion about both books that are read to them and those that they can read for themselves, building on their own & others' ideas & challenging views courteously.</p> <p>Explain & discuss their understanding of what they have read including through formal presentations and debates, maintaining a</p>
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	<p>Drawing on what they already know or on background information & vocab provided by the teacher.</p> <p>Checking that the text makes sense to them as they read & connecting inaccurate reading.</p> <p>Discussing the significance of the title & events.</p> <p>Making inferences on the basis of what is being said and done.</p> <p>Predicting what might happen on the basis of what has been read so far.</p> <p>Participate in discussion about what is read to</p>	<p>Drawing on what they already know or on background information & vocab provided by the teacher.</p> <p>Checking that the text makes sense to them as they read & connecting inaccurate reading.</p> <p>Making inferences on the basis of what is being said and done.</p> <p>Predicting what might happen on the basis of what has been read so far.</p> <p>Answering and asking questions.</p> <p>Participate in discussion about books, poems & other words that are read to them & those that they can read for themselves,</p>		<p>focus on the topic and using notes where necessary.</p>
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	<p>them, taking turns & listening</p> <p>Explain clearly their understanding of what is read to them.</p>	<p>taking turns & listening to what others say.</p> <p>Explain & discuss their understanding of books, poems & other material, both those that they listen to & those that they read for themselves.</p>		
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Reading – Word

EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<p>Say a sound for each letter in the alphabet and at least 10 digraphs;</p> <p>Read words consistent with their phonic knowledge by sound-blending;</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p>	<p>A Year 1 reader can...</p> <p>Apply phonic knowledge & skills as the route to decode words.</p> <p>Respond speedily with the correct sound to graphemes for all 40+ phonemes, including where applicable, alternative sounds for graphemes.</p> <p>Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.</p> <p>Read common exception words, noting usual</p>	<p>A Year 2 reader can...</p> <p>Continue to apply phonic knowledge & skills as the route to decode words until automatic decoding has become embedded & reading is fluent.</p> <p>Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.</p> <p>Read further common exception words, noting unusual correspondence</p>	<p>A Year 3 & Year 4 reader can...</p> <p>Read further exception words, noting unusual correspondence between spelling & sound and where these occur in the word.</p> <p>Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology), both to read aloud and to understand the meaning of new words that they meet.</p>		<p>A Year 5 & Year 6 reader can...</p> <p>Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology), both to read aloud and to understand the meaning of new words that they meet</p>	

	<p>correspondence between spelling and sound and where these occur in the word.</p> <p>Read words containing taught GPCs and –s, –es, –ing, –ed, –er, and –est endings.</p> <p>Read other words of more than one syllable that contain taught GPCs</p> <p>Read words with contractions, e.g. I'm, I'll, we'll and understand that the apostrophe represents the omitted letter(s)</p> <p>Read aloud accurately books that are consistent with their developing phonic knowledge and do not require them to</p>	<p>between spelling & sound and where these occur in the word.</p> <p>Read other words of more than one syllable that contain taught GPCs</p> <p>Read most words quickly and accurately, without overt sounding & blending, when they have been frequently encountered.</p> <p>Read aloud accurately books that are consistent with their developing phonic knowledge, sounding out unfamiliar words accurately, automatically & without undue hesitation.</p> <p>Re-read these books to build up their</p>		
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	<p>use other strategies to work out words.</p> <p>Re-read these books to build up their fluency & confidence in word reading.</p>	<p>fluency & confidence in word reading.</p> <p>Read words containing common suffixes.</p>		
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Pathways to Reading: Progression in Reading Skills

Clarify vocabulary: progression in meaning of words

Year Group	National Curriculum	Skill Progression
1	Discuss word meanings, linking new meanings to those already known	<p>Draw on vocabulary provided by the teacher to understand books</p> <p>Discuss word meanings, linking new meanings to those already known</p> <p>Recognise and comment on repeating patterns of language e.g. rhymes and predictable phrases</p> <p>Pick out some key phrases in fairy stories and traditional tales e.g. repetition, once upon a time, fee fi fo fum</p> <p>With support pick out some key words in a text e.g. find a word that tells us how the character is feeling, find a word that tells us about the house</p>
2	Discuss and clarify the meanings of words, linking new meanings to known vocabulary	<p>Discuss and clarify the meanings of words linking new meanings to known vocabulary</p> <p>Draw on vocabulary provided by the teacher to understand books</p> <p>Identify and discuss favourite words and phrases</p> <p>Pick out key words or phrases in a text e.g. first/next, once upon a time, suddenly</p>
3	Explore the meaning of words in context	Discuss understanding and identify the meaning of words in context
4		<p>Use dictionaries to check the meanings of words they have read</p> <p>Discuss words and phrases that capture the reader's interest and imagination</p>
5 and 6		Discuss understanding and identify the meaning of words in context

Pathways to Reading: Progression in Reading Skills

Progression in retrieval

Year Group	National Curriculum	Skill Progression
1	Explain clearly their understanding of what is read to them Recognise and join in with predictable phrases	Draw on what they already know or on background information from the teacher to understand books Identify the main character in a story or the subject of a non-fiction text Talk about the themes and characteristics of simple texts becoming familiar with key stories, fairy stories and traditional tales Identify main events or key points in texts Answer literal retrieval questions about the text
2	Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves Discuss how items of information are related, Answer and ask questions	Draw on what they already know or on background information from the teacher to understand books Ask questions and find the answers to simple questions in the text Answer literal retrieval questions about the text Use a range of question prompts to generate relevant questions about the text Recall simple points from familiar texts Identify main events or key points in texts
3	Ask questions to improve their understanding of a text Retrieve and record information from non-fiction	Ask questions and find answers to simple questions in a text Retrieve and record information from non-fiction Answer literal retrieval questions and locate the information in the text Locate information using skimming Use a contents page and an index page to locate information
4		Ask questions and find answers to simple questions in a text Retrieve and record information from non-fiction Extract information from the text Locate information using skimming and scanning Decide on a question that needs answering and locate the answer in a non-fiction book Use non-fiction features to find information from the text (index, contents, headings and sub-headings, illustrations)
5	Ask questions to improve their understanding Retrieve, record and present information from non-fiction	In non-fiction, retrieve, record and present information, Ask questions and find the answers to questions in a text Extract increasingly complex information from the text Plan what information needs to be found with guidance Make simple notes Apply information retrieval skills across the curriculum
6		In non-fiction, retrieve, record and present information Ask questions and find the answers to questions in a text Extract complex information from the text Use quotations to illustrate ideas Plan and decide independently what information needs to be searched for Make appropriate notes from research using a variety of sources Apply information retrieval skills across the curriculum

Pathways to Reading: Progression in Reading Skills

Progression in sequencing/summarising

Year Group	National Curriculum	Skill Progression
1	Retell key stories, fairy stories and traditional tales, and consider their particular characteristics	Sequence a simple story or event and use this to re-enact and retell Identify main events or key points in texts
2	Discuss the sequence of events in books and how items of information are related. Retell a wider range of stories, fairy stories and traditional tales	Identify main events or key points in texts Sequence a range of stories or events and use this to re-enact and retell
3	Identify main ideas drawn from more than one paragraph and summarise these	Identify main ideas within a text or within a paragraph and summarise these
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5 and 6	Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas	Use the skills of skimming, scanning, text- marking and note taking to identify key ideas

Pathways to Reading: Progression in Reading Skills

Progression in inference

Year Group	National Curriculum	Skill Progression
1	Being encouraged to link what they read or hear read to their own experiences Make inferences on the basis of what is being said and done	Give some reasons why things happen or characters change Begin to express a view and use evidence in the text to explain reasons Make simple deductions with prompts and help from the teacher (e.g. what in the text suggests that A is not very happy? What does this tell us about how A is feeling?)
2	Make inferences on the basis of what is being said and done	Talk about and infer what characters might be thinking or feeling using clues in the text Discuss the reasons for events in a story; use evidence to make some reasoned conclusions Discuss why certain words or phrases make a story funny, scary, exciting
3	Draw inferences (inferring characters' feelings, thoughts and motives from their actions); justify with evidence	Discuss the actions and relationships of the main characters and justify views using evidence from the text Discuss the relationship between characters based on dialogue Use clues from action, dialogue and description to establish meaning Identify themes and conventions in a range of books
4		Empathise with different characters' points of view (implicit and explicit) Identify the use of descriptive and expressive language to build a fuller picture of a character Discuss the way that characters respond in a dilemma and make deductions about their motives and feelings Discuss the relationship between what characters say and do - do they always reveal what they are thinking? Discuss moods, feelings and attitudes using inference and deduction Identify themes and conventions in a wide range of books
5	Draw inferences (inferring characters' feelings, thoughts and motives from their actions); justify with evidence	Identify evidence of characters changing in a story and discuss possible reasons Discuss what a character's actions say about their character Recognise that characters may have different perspectives on events in stories Distinguish between statements of fact and opinion Identify and discuss themes and conventions in and across a wide range of writing
6		Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions and justify inferences with evidence Identify characteristics of stock characters in a variety of genres Identify evidence of characters that challenge stereotypes and surprise the reader Recognise that authors can use dialogue at certain points in a story to explain plot, show character and relationships, convey mood or create humour Make inferences about the perspective of the author from what is written and implied Distinguish between statements of fact and opinion. Identify and discuss themes and conventions in and across a wide range of writing

Pathways to Reading: Progression in Reading Skills

Progression in prediction

Year Group	National Curriculum	Skill Progression
1	Predict what might happen on the basis of what has been read so far	Make predictions on the basis of what has been read so far Discuss the blurb and title of a book Predict events and endings and how characters will behave Look through a variety of fiction and non-fiction texts with growing independence to predict content, layout and story development
2		Predict what might happen on the basis of what has been read so far Predict the events of a story based on the setting described in the opening Predict how characters might behave from what they say and do and from their appearance
3	Predict what might happen from details stated and implied	Predict what might happen from details stated and implied Make predictions about characters' actions and look for evidence of change as a result of events Identify settings and predict events that are likely to happen
4		Predict what might happen from details stated and implied Discuss the way that descriptive language and small details are used to build an impression of an unfamiliar place Make predictions about how characters might behave in such a setting
5		Make predictions based on details stated and implied Make predictions for how a character might change during a story and change predictions as events happen Refer to the text to support predictions and opinions
6		Make predictions based on details stated and implied Predict using more complex narratives e.g. narratives with flashback, narratives with different viewpoints, narratives with two parallel threads in it Refer to the text to support predictions and opinions

Pathways to Reading: Progression in Reading Skills

ProgressiOn in structure and organisation

Year Group	National Curriculum	Skill Progression
1	Discuss the significance of the title and events	Distinguish between fiction and non-fiction texts Understand the way that information texts are organised and use this when reading simple texts Understand and use correctly terms referring to conventions of print: book, cover, beginning, end, page, word, letter, line
2	Be introduced to non-fiction books that are structured in different ways	Show awareness of the structure of different text types and begin to understand that they have different purposes (e.g. story, recount, lists, instructions) Discuss titles of book and poems Pick out features used to organise books Compare the layout of different texts/books and discuss why they are set out in different ways Read the title, contents page and illustrations and predict what a book is about Pick out features that will help to locate information and explain them Pick out and discuss how punctuation helps to organise text Recognise and use the alphabet to help to locate information in some books Recognise the openings and closings of different stories
3	Read books that are structured in different ways Identify how language, structure, and presentation contribute to meaning	Identify the features of some non-fiction text types Identify and discuss the use of contents and index pages to locate information in non-fiction texts Begin to understand the purpose of the paragraph and how they help to group information Discuss why the author has chosen a range of vocabulary to describe a character or a setting
4		Recognise the conventions of different types of writing such as a diary written in the first person, the greeting in letters and presentational features in non-fiction texts Identify and discuss the use of non-fiction features to find information from the text (index, contents, headings and sub-headings, illustrations) Understand how paragraphs can organise ideas around a theme and can build up ideas across a text Describe, with examples, how the author has chosen a range of vocabulary to convey different moods, feelings and attitudes
5	Read books that are structured in different ways Identify how language, structure, and presentation contribute to meaning	Identify and discuss the structural devices the author has used to organise the text. Identify vocabulary chosen to convey different messages, moods, feelings and attitudes Pupils should be taught the technical and other terms needed for discussing what they hear and read, such as metaphor, simile, analogy, imagery, style and effect, Describe and compare the styles of individual writers and poets, providing evidence. Comment and compare the language choices the author has made to convey information over a range of non-fiction texts.
6		Comment on the structural choices the author has made when organising the text. Explain how the structural choices support the writer's theme and purpose. Analyse how the author has chosen a range of vocabulary to convey different messages, moods, feelings and attitudes Describe and evaluate the styles of individual writers and poets, providing evidence and justifying interpretations Compare, contrast and explore the styles of writers and poets, providing evidence and explanation Identify and discuss irony and its effect. Comment and compare the language choices the author has made to convey information over a range of non-fiction texts

Pathways to Reading: Progression in Reading Skills

Progression in language choice

Year Group	National Curriculum	Skill Progression
1	Draw on vocabulary provided by the teacher Recognise and join in with predictable phrases Learn to appreciate rhymes and poems, and to recite some by heart	Recognise and comment on repeating patterns of language e.g. rhymes and predictable phrases Pick out some key phrases in fairy stories and traditional tales e.g. repetition, once upon a time, fee fi fo fum
2	Discuss their favourite words and phrases	Identify where language is used to create mood or build tension Comment on the choice of author's words to make a text funny, scary, exciting Pick out key words or phrases in a text (e.g. first/next, once upon a time, suddenly, quickly)
3	Discuss words and phrases that capture the reader's interest and imagination	Discuss the effect of key words or phrases used to build mood or tension Comment on the overall effect of the text In poetry, discuss the choice of words and their impact in poems, noticing how the poet creates sound effects using rhyme or alliteration
4		Comment upon the use and effect of author's language Identify and describe the styles of individual writers and poets Identify and comment on expressive and descriptive language to create effect in poetry and prose Comment on the overall effect of the text
5	Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader	Identify the writer's main purpose through a general overview Identify common elements of an author's style and discuss how the style of one author differs from another Identify and comment upon an author's or poet's viewpoint in the text and respond to this e.g. re-tell from a different viewpoint Comment on the use of similes and expressive language to create images, sound effects and atmosphere Comment on the overall impact of poetry or prose with reference to features e.g. development of themes, technical terms Justify preferences for an author, poet or a type of text
6		Identify how style is influenced by the intended audience Identify common elements of an author's style and make comparisons between books Comment on the use of unusual or surprising language choices and effects in poetry such as onomatopoeia and metaphor and comment on how this influences meaning Interpret poems, explaining how the poet creates shades of meaning; justify own views and explain underlying themes Identify and discuss the viewpoint in the text e.g. recognise that the narrator can change and be manipulated e.g. the story has 2 narrators, a different character takes over the storytelling Declare and justify personal preferences for writers and types of text

Pathways to Reading: Progression in Reading Skills

Progression in making comparisons

Year Group	National Curriculum	Skill Progression
5	Make comparisons within and across texts	Identify and explain the key features of a range of appropriate texts Identify and explain characters and their profiles across a range of texts Identify and discuss themes within and across texts (social, cultural and historical)
6		Compare and contrast the key features of a range of appropriate texts Compare and contrast characters across a range of appropriate texts Compare and contrast themes and conventions across a range of appropriate texts (social, cultural and historical)