



I am a reader...

I am a reader. I can decipher the written code in texts of varying length and complexity; I can take meaning from the texts that I read; when I read I read with fluency, intonation and at an appropriate pace. Reading enables me to make more sense of the world around me, it broadens my knowledge, widens my vocabulary and ignites my imagination. Reading gives me the power to develop myself as an individual and as a part of society.



Hollis Scarborough—creator of the famous Reading Rope and senior scientist at Haskins Laboratories—is a leading researcher of early language development and its connection to later literacy. The genesis of the Reading Rope dates back to Scarborough’s lectures for parents on the complexities involved in learning to read. The Reading Rope consists of lower and upper strands. The word-recognition strands (phonological awareness, decoding, and sight recognition of familiar words) work together as the reader becomes accurate, fluent, and increasingly automatic with repetition and practice. Concurrently, the language-comprehension strands (background knowledge, vocabulary, language structures, verbal reasoning, and literacy knowledge) reinforce one another and then weave together with the word-recognition strands to produce a skilled reader.

The strands within the reading rope have formed the basis of this reading progression document.

The Many Strands that are Woven into Skilled Reading (Scarborough 2001)

LANGUAGE COMPREHENSION

BACKGROUND KNOWLEDGE
(facts, concepts etc)

VOCABULARY
(breadth, precision, links etc)

LANGUAGE STRUCTURES
(syntax, semantics etc)

VERBAL REASONING
(reference, metaphor etc)

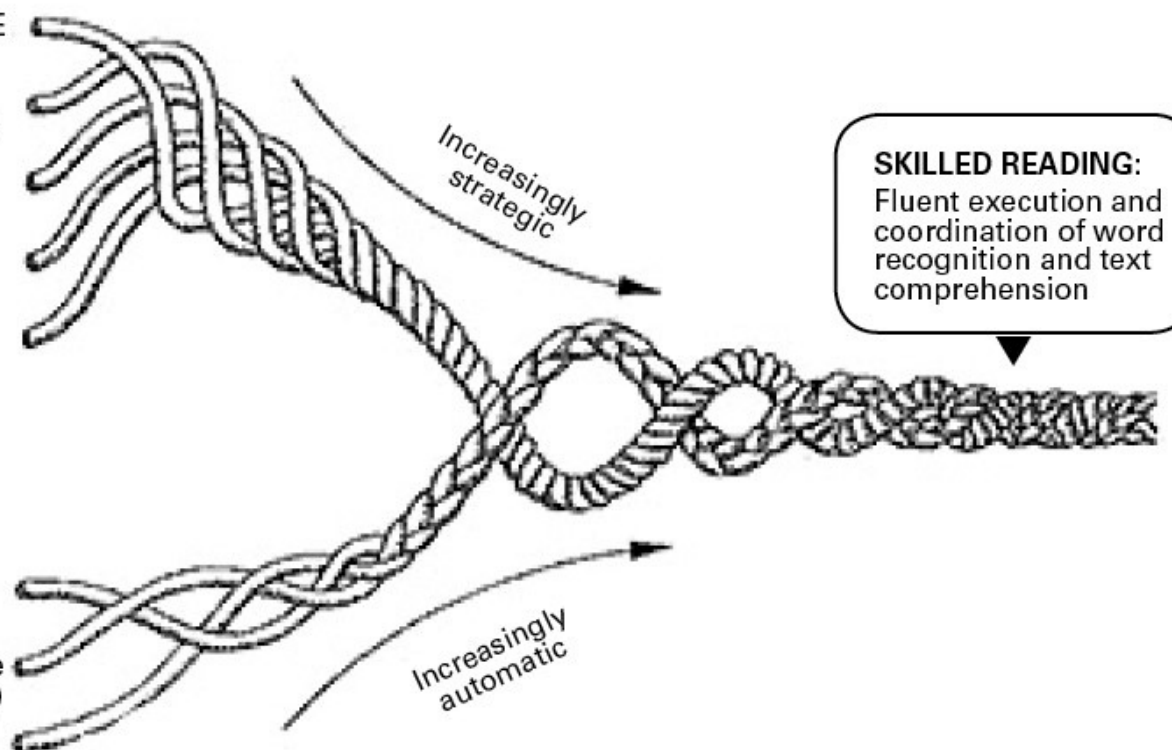
LITERACY KNOWLEDGE
(print concepts, genres etc)

WORD RECOGNITION

PHONOLOGICAL AWARENESS
(syllables, phonemes etc)

DECODING (alphabetic principle
spelling-sound correspondence)

SIGHT RECOGNITION
(of familiar words)



Key Concepts	
<p>What is reading?</p> <p><i>Reading is the action or skill of deciphering words and symbols and making meaning of them. Our brains convert these words and relate them to the world we may have experienced, learned about or imagined.</i></p> <p><i>Humans have been reading for only around 5000 years, a sliver of our evolutionary history. The origins of humans learning to read dates back to when humans first began to write when the purpose of writing was to make records for others to understand.</i></p> <p><i>Reading is the process of looking at a series of written symbols and getting meaning from them. When we read, we use our eyes to receive written symbols (letters, punctuation marks and spaces) and we use our brain to convert them into words, sentences and paragraphs that</i></p>	<p>Background Knowledge: A person's background knowledge, often called prior knowledge, is a collection of "abstracted residue" (Schallert, 2002, p. 557) that has been formed from all of life's experiences. We all, whether as a toddler or a centenarian, bring diverse bits of background knowledge—consciously or subconsciously—to every subsequent experience, and we use them to connect or glue new information to old. Background knowledge is an essential component in learning because it helps us make sense of new ideas and experiences.¹</p> <p>Vocabulary: Vocabulary is the knowledge of words and word meanings. As Steven Stahl (2005) puts it, "Vocabulary knowledge is knowledge; the knowledge of a word not only implies a definition, but also implies how that word fits into the world." Vocabulary knowledge is not something that can ever be fully mastered; it is something that expands and deepens over the course of a lifetime. Instruction in vocabulary involves far more than looking up words in a dictionary and using the words in a sentence. Vocabulary is acquired incidentally through indirect exposure to words and intentionally through explicit instruction in specific words and word-learning strategies. According to Michael Graves (2000), there are four components of an effective vocabulary program:</p> <ol style="list-style-type: none"> 1. wide or extensive independent reading to expand word knowledge 2. instruction in specific words to enhance comprehension of texts containing those words 3. instruction in independent word-learning strategies, and 4. word consciousness and word-play activities to motivate and enhance learning²
	<p>Language structures: A reader needs at least an implicit understanding of how language is structured, that is, grammar. The child reader needs to 'hear' their reading voice, whether this is in their head (silent reading) or out loud, they need to be able to hear whether their reading has made sense, they need to ask themselves whether their reading sounds right.</p>
	<p>Verbal reasoning / comprehension: Readers need to be able to make inferences and construct meanings from the text: that is, they need to be able to THINK logically about what they read in they are to understand it, and its implications.³ Readers who struggle with phonemic awareness will find it challenging to understand much of what they are 'reading' without support. The reading habit of considering the context of what is being read needs to be carefully built up over time, as the reader's knowledge of phonics and language structures develops, so too will their ability to monitor the meaning of what they are reading.</p>

<p><i>communicate something to us.</i></p> <p><i>Reading can be silent (in our head) or aloud (so that other people can hear).</i></p> <p><i>Reading is a receptive skill - through it we receive information. But the complex process of reading also requires the skill of speaking, so that we can pronounce the words that we read. In this sense, reading is also a productive skill in that we are both receiving information and transmitting it (even if only to ourselves).</i></p>	<p>Literacy Knowledge: it is important for child readers to understand concepts of print such as reading from left to right and top to bottom, how to hold a book, and that full stops complete one sentence (unit of meaning) before the text moves on³. Opportunities for pupils to access a wide range of genres is key to the development of their literacy knowledge, increasing their awareness of and ability to read and comprehend fiction, non-fiction, poetry, play scripts etc will give them a broad and balanced reading experience that develops in complexity as their ability to read develops.</p> <p>Phonological awareness: Phonemic awareness refers to the specific ability to focus on and manipulate individual sounds (phonemes) in spoken words. Phonemes are the smallest units comprising spoken language. Phonemes combine to form syllables and words. Phonological awareness is a broad skill that includes identifying and manipulating units of oral language – parts such as words, syllables, and onsets and rimes. Children who have phonological awareness are able to identify and make oral rhymes, can clap out the number of syllables in a word, and can recognize words with the same initial sounds like 'money' and 'mother.'⁴</p> <p>Decoding: Decoding is the ability to apply your knowledge of letter-sound relationships, including knowledge of letter patterns, to correctly pronounce written words. Understanding these relationships gives children the ability to recognize familiar words quickly and to figure out words they haven't seen before. Phonics is one approach to reading instruction that teaches students the principles of letter-sound relationships, how to sound out words, and exceptions to the principles.⁵</p> <p>Sight recognition: Technically speaking, the term “sight word” refers to any word an individual can read as a whole word, without sounding it out. High frequency words are words that commonly occur in print. Because high frequency words appear repeatedly in texts, it is important for students to recognize these words with automaticity. These words then become “sight words” for the individual.</p> <p>Sight word recognition of high frequency words is important because it increases fluency and allows the reader to focus upon the decoding of more complex words. As students become more fluent with decoding and sight word recognition, they are better able to focus on comprehending the text.⁶</p>
<p>Reading for Pleasure</p>	<p>To promote reading for pleasure, all of our pupils listen to adults in school read high quality texts which are engaging and interesting, they prompt discussion and motivate pupils to read other books in the series, genre or by the same author. Our pupils are given a range of texts to choose from (at an appropriate level) for them to read to themselves and people at home. Pupils are given opportunities to read aloud and to re-read texts to ensure the improvement of pace, expression and prosody. Pupils regularly read and listen to books being read which are linked to other areas of our CLF curriculum, they are encourage to make links and to transfer aspects of what they have read to their writing.</p>

Our aim is to ensure not only that children can read but that they do read. We know that if children are enthusiastic, independent readers by the time they leave primary school, and this is sustained into their teenage years, then this has a strongly positive impact on their life chances and educational success. We believe that developing the ability to understand is critical to becoming a committed reader, for if you don't understand why would you want to read? Developing positive attitudes depends on this understanding but also on the diet of texts we use with children. We need to read regularly to our classes, whatever their age. We need to use whole books not just extracts, so readers experience the pleasures of a beginning, middle and end of a text, of seeing how exciting situations are resolved and how books can open us up to new worlds and strange possibilities. We need to enthuse children about books, so we need to be committed readers ourselves, knowledgeable about children's books, and adept at exploiting opportunities created by film dramatisations of children's books, by world book day and other celebrations, and by creating exciting, engaging opportunities for reading through our classroom work.

Please see appendix 1 for further information about RfP.

Phonics: The phonics programme that we follow is: _____, we expect our pupils to be secure at phonics phase 5 by the end of year one and secure at phonics phase 6 by the end of year 2

Key Concept	Key Knowledge, Vocabulary and Skills – Nursery
Background Knowledge	<ul style="list-style-type: none"> • Cultural capital, explicit teaching • Building on knowledge from home setting • Draw on what they already know • Experiential opportunities – live it before reading it • Explore contexts (narrative and wider curriculum)
Vocabulary	<ul style="list-style-type: none"> • Discuss the meaning of new words by linking to prior knowledge, etymology, morphology, context, word roots • Explicit teaching and pre-teaching of vocabulary • Discuss, collect and explain words and phrases in context (narrative and subject-related) • Tier 2 and 3 vocab • Figurative language
Language Structures	<ul style="list-style-type: none"> • Join in with familiar stories and poems • Beginning to have an understanding of ‘what makes sense’ means in the context of spoken language
Verbal Reasoning	<ul style="list-style-type: none"> • Engage in extended conversations about stories, learning new vocabulary
Literacy Knowledge	<ul style="list-style-type: none"> • Know that print has meaning • Know that print can have different purposes • Know that we read English text from left to right and from top to bottom (e.g. know where to start reading) • Know the names of the different parts of the book • Understand page sequencing • Know the difference between print and a picture • Identify the front of the book • To correctly orientate a book
Phonological Awareness	<ul style="list-style-type: none"> • Can spot and suggest rhymes • Count or clap syllables in words • Recognise words with the same initial sound, such as money and mother • Recognise and distinguish between different sounds in their environment e.g. animal sounds, musical instruments
Decoding	<ul style="list-style-type: none"> •
Sight Recognition	<ul style="list-style-type: none"> • Recognise own name and familiar logos and icons

Key Concept	Key Knowledge, Vocabulary and Skills – Reception
Background Knowledge	<ul style="list-style-type: none"> • Cultural capital, explicit teaching • Building on prior knowledge from home setting and pre-reception experience • Draw on what they already know • Experiential opportunities – live it before reading it • Explore contexts (narrative and wider curriculum)
Vocabulary	<ul style="list-style-type: none"> • Discuss the meaning of new words by linking to prior knowledge, etymology, morphology, context, word roots • Homophones, synonyms, antonyms • Explicit teaching and pre-teaching of vocabulary • Discuss, collect and explain words and phrases in context (narrative and subject-related) • Tier 2 and 3 vocab • Figurative language • Begin to use age-appropriate dictionaries to show an awareness of/show an interest in alphabetical order
Language Structures	<ul style="list-style-type: none"> • Orally re-tell simple well-known stories and poems/rhymes • Recite some simple nursery rhymes by heart • Check that the text makes sense to them as they read and correct inaccurate reading
Verbal Reasoning	<ul style="list-style-type: none"> • Participate in discussion about simple books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say • Discuss a wide range of poems, stories and non-fiction beyond their independent reading level • Demonstrate their understanding e.g. through role play, story mapping and discussion • Make simple predictions e.g. predict how a story might end • Make simple inferences based on ‘why’ questions
Literacy Knowledge	<ul style="list-style-type: none"> • Know that print has meaning • Know that print can have different purposes • Know that we read English text from left to right and from top to bottom • Demonstrate use of the return sweep from one line to the next • Know the names of the different parts of the book • Understand page sequencing • Show evidence of 1:1 correspondence • Awareness of title, title page and blurb • Begin to have an awareness of non-fiction text features e.g. contents page, labels • Know the difference between a word and a letter • Know the difference between lower case and upper case • Identifying ‘first’ and ‘last’ concepts e.g. page, word, letter • Correctly orientate text (i.e. know when it is upside down) • Recognise that we pause at a full stop when reading • Begin to understand that speech marks indicate that someone is talking out loud
Phonological Awareness	<ul style="list-style-type: none"> • Can continue a rhyming string • Count or clap syllables in words • Recognise words with the same initial sound, such as money and mother • Recognise and distinguish between different sounds in their environment e.g. animal sounds, musical instruments • Can orally blend and segment words using their phonic knowledge

Decoding	<ul style="list-style-type: none">• Accurately blend sounds in unfamiliar words that contain the GPCs that have been taught so far• Apply phonic knowledge and skills to decode words, including words of more than one syllable• Say a sound for each letter in the alphabet and the digraphs and trigraphs from phase 3 of letters and sounds
Sight Recognition	<ul style="list-style-type: none">• Read common exception words that occur frequently in age-appropriate texts• Accurately read aloud books that are consistent with their developing phonic knowledge• Check that the text makes sense as they read and correct inaccurate reading• Fluency in age-appropriate texts• Recognise own name and familiar logos and icons

Key Concept	Key Knowledge, Vocabulary and Skills – Year 1
Background Knowledge	<ul style="list-style-type: none"> • Cultural capital, explicit teaching • Building on prior knowledge linking to the previous year group • Draw on what they already know • Experiential opportunities – live it before reading it • Explore contexts (narrative and wider curriculum)
Vocabulary	<ul style="list-style-type: none"> • Discuss the meaning of new words by linking to prior knowledge, etymology, morphology, context, word roots • Homophones, synonyms, antonyms • Explicit teaching and pre-teaching of vocabulary • Discuss, collect and explain words and phrases in context (narrative and subject-related) Danger of misdirective contexts • Tier 2 and 3 vocab • Figurative language • Use age appropriate dictionaries and thesauruses to check the meanings of words
Language Structures	<ul style="list-style-type: none"> • Orally retell known stories, linked to the Y1 range • Recite some simple poems by heart <i>e.g. nursery rhymes, Surrounded by Noise (Ian Souter) The Horseman (Walter de la Mare)</i> • Check that the text makes sense to them as they read and correct inaccurate reading
Verbal Reasoning	<ul style="list-style-type: none"> • Participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say • Discuss a wide range of poems, stories and non-fiction beyond their independent reading level • Demonstrate their understanding e.g. through role play, story mapping, discussion, drama • Make simple predictions based on their own experiences e.g. I think mum will be cross because my mum gets cross • Make simple inferences based on their own experience <i>e.g. I think Red Riding Hood was scared because wolves are frightening</i>
Literacy Knowledge	<ul style="list-style-type: none"> • Consider the key characteristics of familiar stories e.g. good and evil characters, happy endings, happening in the past • Identify the significance of the title and events in stories <i>e.g. why is this story called 'Where The Wild Things Are?' Why did they make Max King</i> • Recognise the difference between poetry and narrative and identify some features of both • Identify the significance of the title and events in non-fiction • Understand that non-fiction texts provide information • Understand that speech marks indicate that someone is talking out loud and change their expression accordingly • Recognise exclamation marks and question marks and change their voice accordingly
Phonological Awareness	<ul style="list-style-type: none"> • Note unusual correspondences and identify where these occur in the word, in relation to the y1 common exception words
Decoding	<ul style="list-style-type: none"> • Accurately blend sounds in unfamiliar words that contain the GPCs that have been taught so far • Apply phonic knowledge and skills to decode words • Correctly and quickly read the graphemes for all 40+ phonemes, including the alternatives taught so far
Sight Recognition	<ul style="list-style-type: none"> • Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word • Read words of more than one syllable and those that end in: –s, –es, –ing, –ed, –er and –est • Read words with contractions • Accurately read aloud books that are consistent with their developing phonic knowledge • Check that the text makes sense as they read and correct inaccurate reading • Fluency in age-appropriate texts: 60 wpm

Key Concept	Key Knowledge, Vocabulary and Skills – Year 2	1.0 July 2020
Background Knowledge	<ul style="list-style-type: none"> • Cultural capital, explicit teaching • Building on prior knowledge linking to the previous year group • Draw on what they already know • Experiential opportunities – live it before reading it • Explore contexts (narrative and wider curriculum) 	
Vocabulary	<ul style="list-style-type: none"> • Discuss the meaning of new words by linking to prior knowledge, etymology, morphology, context, word roots • Homophones, synonyms, antonyms • Explicit teaching and pre-teaching of vocabulary • Discuss, collect and explain words and phrases in context (narrative and subject-related) Danger of misdirective contexts • Tier 2 and 3 vocab • Figurative language • Use age appropriate dictionaries and thesauruses to check the meanings of words 	
Language Structures	<ul style="list-style-type: none"> • Recite poems by heart, using intonation to make the meaning clear e.g. The Sound Collector (Roger McGough) Walking With My Iguana (Brian Moses) Daddy Fell into the Pond (Noyes) • Check that the text makes sense to them as they read and correct inaccurate reading • Re-tell stories using relevant story/grammatical structures 	
Verbal Reasoning	<ul style="list-style-type: none"> • Discuss their understanding of stories, poems and non-fiction at a level beyond which they can read independently • Predict what may happen on the basis of what has been read so far e.g. I think mum will get cross because she told Tom not to lie again • Make predictions based on their wider reading • Make inferences based on a single point of reference about characters’ feelings, thoughts and actions e.g. I think something bad will happen to Hansel and Gretel because they’ve been left on their own • List key information orally or through text marking (highlighting/ underlining) in response to teachers’ questions • Express a single point of view about a text • Participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say 	
Literacy Knowledge	<ul style="list-style-type: none"> • Explain, discuss and link understanding of books, poems and other material • Recognise simple, recurring literary language across poetry and narratives e.g. in a land far away; long ago; once there lived; it wasn’t long before; they searched far and wide • Identify the sequence of events in fiction and how these are related e.g. understanding beginning/middle/end • Identify the sequence of events in non-fiction and how these are related e.g. introductions /conclusions • Recognise and understand the structure of the non-fiction texts used • Use titles, headings, pictures and blurbs to locate relevant information • Identify how presentation contributes to meaning • Understand that speech marks indicate that someone is talking out loud and change their expression accordingly • Recognise exclamation marks and question marks, commas in lists and change their voice accordingly 	
Phonological Awareness	<ul style="list-style-type: none"> • Note unusual correspondences and identify where these occur in the word, in relation to the Y2 common exception words 	
Decoding	<ul style="list-style-type: none"> • Accurately blend sounds in unfamiliar words, especially recognising alternative sounds e.g. too, chew, shoe, blue • Use their growing phonics knowledge to decode and blend compound words 	
Sight Recognition	<ul style="list-style-type: none"> • Read aloud books matched to Y2 phonic knowledge, without overt sounding and blending, when they have been frequently encountered • Read accurately words of two or more syllables • Read words containing common suffixes e.g. –ment, -less, -ful, -ness • Automatically read unfamiliar words accurately and without undue hesitation when reading aloud • Use appropriate intonation to make the meaning clear • Fluency in age-appropriate texts: 90 wpm 	

Key Concept	Key Knowledge, Vocabulary and Skills – Year 3
Background Knowledge	<ul style="list-style-type: none"> • Cultural capital, explicit teaching • Building on prior knowledge linking to the previous year group • Draw on what they already know • Experiential opportunities – live it before reading it • Explore contexts (narrative and wider curriculum)
Vocabulary	<ul style="list-style-type: none"> • Discuss the meaning of new words by linking to prior knowledge, etymology, morphology, context, word roots • Homophones, synonyms, antonyms • Explicit teaching and pre-teaching of vocabulary • Discuss, collect and explain words and phrases in context (narrative and subject-related) Danger of misdirective contexts • Tier 2 and 3 vocab • Figurative language • Use age appropriate dictionaries and thesauruses to check the meanings of words
Language Structures	<ul style="list-style-type: none"> • Orally retell whole stories/sections of stories linked to the Y3 range. • Recite poems by heart, using intonation, tone and volume to gain the interest of the listener e.g. Waves (Jackie Kay) The King's Breakfast (AA Milne) Up on the Downs and The Boneyard Rap (Wes Magee) • Read aloud and perform play scripts, gaining the audience's interest in the characters and plot e.g. using stage directions, volume and action
Verbal Reasoning	<ul style="list-style-type: none"> • Discuss their understanding of both texts they have read independently and those read to them • Predict what may happen based on both what has been stated (obvious) and implied (less obvious) e.g. I think mum will get cross because Tom knew he shouldn't have lied • Draw inferences about characters' feelings, thoughts and actions based on one or more points of reference e.g. <i>I think the boy really misses his dad because he cries when he sees his friends with their dads.</i> • Justify inferences with a single piece of evidence from the text to support one specific point. • Ask relevant questions to clarify and improve their understanding of a text e.g. why didn't the villagers trust the Iron Man? • Identify the over-arching theme of a text e.g. honesty, loneliness, good overcoming evil. • Express their views and listen to the views of others. • Identify words and phrases that capture the reader's interest and contribute to the meaning of the text e.g. it says gobbled, which tells you he was eating it greedily and quickly. The author's used powerful verbs like flushed, drifting, sneaked, pluck. • Summarise the main idea/s within a paragraph or section e.g. this paragraph is about how Harry is feeling. This paragraph is about how penguins feed.
Literacy Knowledge	<ul style="list-style-type: none"> • Read books that are structured in different ways and for a range of different purposes e.g. cartoons (to share plot concisely) chapter books (to provide more detail) diaries (for viewpoint). • Identify the language features of fiction and poetry... • Identify the language conventions of non-fiction in relation to the text type • Use skimming to locate main ideas in the text and scanning to locate pieces of information, with a focus on specific words • Identify the structural conventions of non-fiction in relation to the text type • Use contents and sub-headings to locate relevant information. • Identify how the structure and presentation of texts contributes to the meaning e.g. shape poems, rhyme in rap, direction/size of print in 'Emily Brown and the Thing'.
Phonological Awareness	<ul style="list-style-type: none"> • Note unusual correspondences and identify where these occur in the word, in relation to the Y3/4 common exception words
Decoding	<ul style="list-style-type: none"> • Accurately blend sounds in unfamiliar words (e.g. context-specific vocabulary, proper nouns)
Sight Recognition	<ul style="list-style-type: none"> • Apply their knowledge of root words, prefixes and suffixes to read aloud • Read with appropriate inflection, tone, volume and action demonstrating an awareness of common phrasing, patterns and Y3 punctuation • Fluency in age-appropriate texts: 270 words in three minutes with sustained reading stamina

Key Concept	Key Knowledge, Vocabulary and Skills – Year 4
Background Knowledge	<ul style="list-style-type: none"> • Cultural capital, explicit teaching • Building on prior knowledge linking to the previous year group • Draw on what they already know • Experiential opportunities – live it before reading it • Explore contexts (narrative and wider curriculum)
Vocabulary	<ul style="list-style-type: none"> • Discuss the meaning of new words by linking to prior knowledge, etymology, morphology, context, word roots • Homophones, synonyms, antonyms • Explicit teaching and pre-teaching of vocabulary • Discuss, collect and explain words and phrases in context (narrative and subject-related) Danger of misdirective contexts • Tier 2 and 3 vocab • Figurative language • Use age appropriate dictionaries and thesauruses to check the meanings of words
Language Structures	<ul style="list-style-type: none"> • Orally retell whole stories/sections of stories linked to the Y4 range • Recite poems by heart, using intonation, tone and volume to maintain the interest of the listener e.g. From A Railway Carriage (RL Stevenson) How to Persuade Your Parents to Give You More Pocket Money (Andrea Shavick). • Read aloud and perform play scripts, maintaining the audience’s interest in the characters and plot e.g. using stage directions, appropriate intonation, pace and action for the type of play
Verbal Reasoning	<ul style="list-style-type: none"> • Discuss their understanding of both texts they have read independently and those read to them (see range). • Predict what may happen based on what has been implied e.g. I think mum will get cross because she’s worried Tom may get into trouble • Draw inferences about characters’ feelings, thoughts and actions and motives based on different reference points e.g. I think Leon volunteers because he wants to prove that magic is real and he wants to see where the magic takes you • Justify inferences with several pieces of evidence from the text to support one specific point • Ask specific questions to improve their thoughts about a text; explanations and understanding of language e.g. did Tom do that because he wanted to win the match? How did he escape from the cave? What does that word mean? • Identify the author’s message about the theme e.g. being honest is the best way to be; it’s ok to lie when you need to • Explain their views, listen to others’ views and respond • Explain how words and phrases capture the reader’s interest and imagination and how they contribute to the meaning of the text e.g. the author’s used powerful verbs like: twisting and turning, tumbled, pounding, spun, which give you an idea about how fast and exciting the acrobats are. • Summarise ideas from across several paragraphs or sections e.g. how a character’s fear is portrayed across several paragraphs, identifying the subject of each paragraph in a non-chronological report
Literacy Knowledge	<ul style="list-style-type: none"> • Read books that are structured in specific ways and for a range of purposes e.g. comparing online and paper texts (appeal to the reader) comparing information books (Horrible Histories and Eyewitness books). Identify the language features of fiction and poetry... • Identify the language conventions of non-fiction in relation to the text type (see range). • Use skimming to locate main ideas in the text and scanning to locate specific information, such as relevant words and phrases • Identify the structural conventions of non-fiction in relation to the text type • Use contents, indexes, glossaries and sub-headings to locate specific information • Identify how the structure and presentation of texts contributes to the meaning e.g. the use of chapters; different fonts; artwork
Phonological Awareness	<ul style="list-style-type: none"> • Note unusual correspondences and identify where these occur in the word, in relation to the Y3/4 common exception words
Decoding	<ul style="list-style-type: none"> • Accurately blend sounds in unfamiliar words
Sight Recognition	<ul style="list-style-type: none"> • Apply their knowledge of root words, prefixes and suffixes to read aloud • Read with appropriate inflection, tone, volume and action demonstrating an awareness of common phrasing, patterns and Y4 punctuation • Fluency in age-appropriate texts: 360 words in four minutes with sustained reading stamina

Key Concept	Key Knowledge, Vocabulary and Skills – Year 5
Background Knowledge	<ul style="list-style-type: none"> • Cultural capital, explicit teaching • Building on prior knowledge linking to the previous year group • Draw on what they already know • Experiential opportunities – live it before reading it • Explore contexts (narrative and wider curriculum)
Vocabulary	<ul style="list-style-type: none"> • Discuss the meaning of new words by linking to prior knowledge, etymology, morphology, context, word roots • Homophones, synonyms, antonyms • Explicit teaching and pre-teaching of vocabulary • Discuss, collect and explain words and phrases in context (narrative and subject-related) Danger of misdirective contexts • Tier 2 and 3 vocab • Figurative language • Use age appropriate dictionaries and thesauruses to check the meanings of words
Language Structures	<ul style="list-style-type: none"> • Recite poems by heart, using intonation, tone and volume to monitor the interest of the listener and adapt their recital e.g. Night Mail (Auden) The Highwayman (Noyes). • Read aloud and perform play scripts, monitoring the audience’s interest and changing the performance accordingly e.g. consistent use of intonation, pace and action for the characters and type of play
Verbal Reasoning	<ul style="list-style-type: none"> • Discuss their understanding of both texts they have read independently and those read to them (see range) • Predict what may happen based on their understanding of the context and the themes within the text (e.g. I think Rose will die because the soldiers are nervous and likely to shoot at anything) • Draw inferences from across the chapter or text about themes and characters’ and authors’ viewpoints e.g. Tom is scared to move because he doesn’t pack; he leaves his favourite toy behind on purpose and he’s always nervous • Justify inferences and views with a variety of references from across the text • Ask relevant questions to improve their wider understanding of a text, topic or theme e.g. Why does Michael become friends with Kensuke? (Kensuke’s Kingdom) What was it like to be a child in Victorian times? Why has the author used lots of short sentences? • Identify an author’s treatment of the same theme across one or several of their books/poems e.g. Michael Morpurgo’s treatment of WWII • Explain and develop their own views and build effectively on those of others • Evaluate how authors use language to impact the reader e.g. use of repetition for effect; the author’s used the metaphor ‘his face was a grey cloud,’ which helps you to imagine his sadness • Summarise ideas, events and information from the text as a whole e.g. the author’s viewpoint about a particular issue. • Distinguish between fact and opinion
Literacy Knowledge	<ul style="list-style-type: none"> • Read books that are structured in specific ways and for a range of purposes e.g. comparing different approaches to recipes (formal/informal) autobiographies and biographies (viewpoint) • Discrete teaching of skimming and scanning to locate information efficiently across a range of sources • Identify the structural conventions of non-fiction in relation to the text type • Identify how the structure and presentation of texts contributes to the meaning e.g. graphic novels; stories told from two viewpoints; the order and presentation of points in an argument
Phonological Awareness	<ul style="list-style-type: none"> •
Decoding	<ul style="list-style-type: none"> •
Sight Recognition	<ul style="list-style-type: none"> • Apply their knowledge of root words, prefixes and suffixes to read aloud in relation to Y5 curriculum content • Use appropriate inflection, volume and tone demonstrating understanding and awareness of the audience • Fluency in age-appropriate texts: 450 words in five minutes with sustained reading stamina and expression, including Y5 punctuation

Key Concept	Key Knowledge, Vocabulary and Skills – Year 6
Background Knowledge	<ul style="list-style-type: none"> • Cultural capital, explicit teaching • Building on prior knowledge linking to the previous year group • Draw on what they already know • Experiential opportunities – live it before reading it • Explore contexts (narrative and wider curriculum)
Vocabulary	<ul style="list-style-type: none"> • Discuss the meaning of new words by linking to prior knowledge, etymology, morphology, context, word roots • Homophones, synonyms, antonyms • Explicit teaching and pre-teaching of vocabulary • Discuss, collect and explain words and phrases in context (narrative and subject-related) Danger of misdirective contexts • Tier 2 and 3 vocab • Figurative language • Use age appropriate dictionaries and thesauruses to check the meanings of words
Language Structures	<ul style="list-style-type: none"> • Recite poems by heart, using intonation, tone and volume to emphasise key elements of the poem and provoke a response in the listener e.g. The Tyger (Blake) Stop All The Clocks (Auden) recital of well-known speeches (Winston Churchill, Martin Luther King, Nelson Mandela) • Read aloud and perform play scripts, refining their performance to illustrate subtleties e.g. to show changes in character, effects of the plot using asides, expressions, gestures, monologues
Verbal Reasoning	<ul style="list-style-type: none"> • Discuss their understanding of both texts they have read independently and those read to them • Predict what may happen based on their wider understanding of context and themes (e.g. I think Rose will die because the Germans killed people who tried to help anyone in concentration camps). • Justify their inferences and views with a variety of references from across texts and by comparing sources and considering the reliability of information e.g. selecting points that support and discrediting points that contradict their argument • Draw inferences across texts about characters' viewpoints, authors' viewpoints and themes e.g. soldiers were disillusioned with the war because the reality was different from what they'd been told • Ask specific questions to develop understanding of a text, topic or theme, including their wider understanding of cultural and social issues e.g. Why did Dickens write so often about the rich and the poor? Why was Adeline treated so badly? (Chinese Cinderella) • Identify how the same theme is represented across texts e.g. loss in WWI poetry/narratives and how multiple themes are presented in longer narratives e.g. 'Trash' is about courage, poverty, perseverance • Explain and extend their own views and challenge those of others • Summarise ideas, events and information throughout a text and across texts (about a common topic) • Distinguish between fact, opinion and bias
Literacy Knowledge	<ul style="list-style-type: none"> • Read books that are structured in specific ways and for a range of purposes e.g. time slip stories, texts that provide information about a theme/topic from the past, present and future • Discrete teaching of skimming and scanning to locate information efficiently across a range of sources • Identify the structural conventions of non-fiction in relation to the text type • Identify how the structure and presentation of texts contributes to the meaning e.g. moving backwards and forwards throughout the story ('Holes') using a range of narrators (Trash) pathway stories
Phonological Awareness	<ul style="list-style-type: none"> •
Decoding	<ul style="list-style-type: none"> •
Sight Recognition	<ul style="list-style-type: none"> • Apply their knowledge of root words, prefixes and suffixes to read aloud in relation to Y6 curriculum content • Use appropriate inflection, volume and tone demonstrating understanding and awareness of the audience • Fluency: sustained reading with extended texts across the curriculum at 90 wpm

References:

- 1 **Overcoming Textbook Fatigue**, ReLeah Cossett Lent, <http://www.ascd.org/publications/books/113005/chapters/Background-Knowledge@-The-Glue-That-Makes-Learning-Stick.aspx#:~:text=A%20person's%20background%20knowledge%2C%20often,from%20all%20of%20life's%20experiences.&text=Background%20knowledge%20is%20an%20essential,of%20new%20ideas%20and%20experiences.>
2. Vocabulary is the Knowledge of Words and Word Meanings Uploaded by [Irina Ganescu](#), <https://www.scribd.com/document/61839002/Vocabulary-is-the-Knowledge-of-Words-and-Word-Meanings>
3. September 22, 2016, by [Rupert Knight](#) **Understanding comprehension**, <https://blogs.nottingham.ac.uk/primaryeducationnetwork/2016/09/22/understanding-comprehension/>
4. **Phonological and Phonemic Awareness**, <https://www.readingrockets.org/helping/target/phonologicalphonemic>
5. **Word Decoding and Phonics**, <https://www.readingrockets.org/helping/target/phonics#:~:text=Decoding%20is%20the%20ability%20to,they%20haven't%20seen%20before.>
6. **Sight Word Knowledge**, <http://www.informedliteracy.com/sight-word-knowledge/#:~:text=Technically%20speaking%2C%20the%20term%20%E2%80%9Csight,word%2C%20without%20sounding%20it%20out.&text=Sight%20word%20recognition%20of%20high,decoding%20of%20more%20complex%20words.>