



## HAREWOOD JUNIOR SCHOOL KEY SKILLS, KNOWLEDGE AND UNDERSTANDING

### English - Reading

**Purpose of study:** English has a pre-eminent place in education and in society. A high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others, and through their reading and listening, others can communicate with them. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know. All the skills of language are essential to participating fully as a member of society; pupils who do not learn to speak, read and write fluently and confidently are effectively disenfranchised.

**Aims:** The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written language, and to develop their love of literature through widespread reading for enjoyment. The national curriculum for English aims to ensure that all pupils:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate

**Spoken language:** The national curriculum for English reflects the importance of spoken language in pupils' development across the whole curriculum – cognitively, socially and linguistically. Spoken language underpins the development of reading and writing. The quality and variety of language that pupils hear and speak are vital for developing their vocabulary and grammar and their understanding for reading and writing. Teachers should therefore ensure the continual development of pupils' confidence and competence in spoken language and listening skills. Pupils should develop a capacity to explain their understanding of books and other reading, and to prepare their ideas before they write. They must be assisted in making their thinking clear to themselves as well as to others, and teachers should ensure that pupils build secure foundations by using discussion to probe and remedy their misconceptions. Pupils should also be taught to understand and use the conventions for discussion and debate.

All pupils should be enabled to participate in and gain knowledge, skills and understanding associated with the artistic practice of drama. Pupils should be able to adopt, create and sustain a range of roles, responding appropriately to others in role. They should have opportunities to improvise, devise and script drama for one another and a range of audiences, as well as to rehearse, refine, share and respond thoughtfully to drama and theatre performances.

Statutory requirements which underpin all aspects of spoken language across the 6 years of primary education form part of the national curriculum. These are reflected and contextualised within the reading and writing domains which follow.

### **Reading**

The programmes of study for reading at key stages 1 and 2 consist of 2 dimensions:

- word reading
- comprehension (both listening and reading)

It is essential that teaching focuses on developing pupils' competence in both dimensions; different kinds of teaching are needed for each.

Skilled word reading involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Underpinning both is the understanding that the letters on the page represent the sounds in spoken words. This is why phonics should be emphasised in the early teaching of reading to beginners (ie unskilled readers) when they start school.

Good comprehension draws from linguistic knowledge (in particular of vocabulary and grammar) and on knowledge of the world. Comprehension skills develop through pupils' experience of high-quality discussion with the teacher, as well as from reading and discussing a range of stories, poems and non-fiction. All pupils must be encouraged to read widely across both fiction and non-fiction to develop their knowledge of themselves and the world they live in, to establish an appreciation and love of reading, and to gain knowledge across the curriculum. Reading widely and often increases pupils' vocabulary because they encounter words they would rarely hear or use in everyday speech. Reading also feeds pupils' imagination and opens up a treasure house of wonder and joy for curious young minds.

It is essential that, by the end of their primary education, all pupils are able to read fluently, and with confidence, in any subject in their forthcoming secondary education.

### **Spelling, vocabulary, grammar, punctuation and glossary**

Opportunities for teachers to enhance pupils' vocabulary arise naturally from their reading and writing. As vocabulary increases, teachers should show pupils how to understand the relationships between words, how to understand nuances in meaning, and how to develop their understanding of, and ability to use, figurative language. They should also teach pupils how to work out and clarify the meanings of unknown words and words with more than 1 meaning.

Pupils should be taught to control their speaking and writing consciously and to use Standard English. They should be taught to use the elements of spelling, grammar, punctuation and 'language about language' listed. This is not intended to constrain or restrict teachers' creativity, but simply to provide the structure on which they can construct exciting lessons.

Throughout the programmes of study, teachers should teach pupils the vocabulary they need to discuss their reading, writing and spoken language. It is important that pupils learn the correct grammatical terms in English and that these terms are integrated within teaching.



		T1 & T2	T3 & T4	T5 & T6
S.E.N. Word	Y3: I can consistently read and write phonics Speed Sounds Set 2 and 3 and apply them to read and write at least 50 of the 1 <sup>st</sup> 100 High Frequency Words.			
	Y4: I can apply all my phonics knowledge to read and write 50% of the Next 200 High Frequency Words.			
	Y5: I can read and spell 50% of the Y3/4 common exception words (108) and discuss the difference between spelling and sound.			
	Y6: I can read and spell 50 of the 103 Y5/6 Statutory Spelling List words.			
S.E.N. Word	Y3: I can consistently read and write all of the phonics Speed Sounds that I have learnt. and apply them to read and write at least 80 of the 1 <sup>st</sup> 100 High Frequency Words.			
	Y4: I can apply all my phonics knowledge to read and write 80% of the Next 200 High Frequency Words.			
	Y5: I can read and spell 75% of the Y3/4 common exception words (108) and discuss the difference between spelling and sound.			
	Y6: I can read and spell 80 of the 103 Y5/6 Statutory Spelling List words.			
S.E.N. Word	Y3: I am able to read and write all of the 1 <sup>st</sup> 100 HFWs. I can read a simple text independently and answer a retrieval question by identifying key words 4/5 times.			
	Y4: I can read and write all of the Next 200 High Frequency Words. I can independently make simple inferences about a character's feelings, on 4/5 occasions.			
	Y5: I can read and spell all of the Y3/4 common exception words (108) and discuss the difference between spelling and sound. I can, independently, make simple inferences, about a character's feelings and motives; and predict what they might do next on 4/5 occasions.			
	Y6: I can read and spell all of the Y5/6 Statutory Spelling List words.			

		T1 & T2	T3 & T4	T5 & T6
<b>Vocabulary:</b> Give/explain the meaning of words in context.  Identify/ explain how meaning is enhanced through choice of words and phrases.	<b>Y3:</b> I can use and explain a range of strategies to read an unknown word: decoding through sounding out individual sounds and blended sounds (chunking), and reading on for meaning. I can read ahead and re-read to check for meaning. I can use and explain a range of strategies to read an unknown word: knowledge of root words, prefixes and suffixes, using syntax and context clues			
	<b>Y4:</b> I can read ahead and re-read to check for meaning. I can use and explain a range of strategies to read an unknown word: knowledge of root words, prefixes and suffixes, using syntax and context clues. I can try to define an unknown word by using clues from the sentence and suggest synonyms.			
	<b>Y5:</b> I can use and explain a range of strategies to read an unknown word -knowledge of root words, prefixes and suffixes, using syntax and context clues. I can try to define an unknown word by using clues from the sentence and suggest synonyms. I can explain how a writer's use of language has been used to create effect and impact on the reader, including figurative language.			
	<b>Y6:</b> I can try to define an unknown word by using clues from the sentence and suggest synonyms. I can explain how a writer's use of language has been used to create effect and impact on the reader, including figurative language. I can compare and contrast the language choices in two different texts.			
<b>Inference/Explanation:</b> Make inferences from text/ explain and justify inferences with evidence from the text.	<b>Y3:</b> I can work out what a character is feeling by looking for clues in action, speech and description. I can explain what is inferred about how a character is feeling justifying my answer with the evidence from the text.			
	<b>Y4:</b> I can work out what a character is feeling by looking for clues in action, speech and description. I can explain what is inferred about how a character is feeling justifying my answer with the evidence from the text. I can begin to use PEE- point, evidence and explain, to answer inference questions.			
	<b>Y5:</b> I can explain what is inferred about how a character is feeling justifying my answer with the evidence from the text. I can use PEE- point, evidence and explain, to answer inference questions. I can infer meaning using evidence from the text, wider reading and personal experience and explain this within my answers.			
	<b>Y6:</b> I can use PEE- point evidence explain, to answer inference questions and I can predict what might happen from details stated and implied. I can infer meaning using evidence from the text, wider reading and personal experience and explain this within my answers. I can draw inferences from subtle clues across a whole text, identifying underlying themes, and justifying my answers with evidence from the text.			
<b>Prediction:</b> use PEE- point evidence explain, to answer inference questions and predict what might happen from details stated and implied.	<b>Y3:</b> I can use PEE- point evidence explain, to answer inference questions and I can predict what might happen from details stated and implied.			
	<b>Y4:</b> I can use PEE- point evidence explain, to answer inference questions and I can predict what might happen from details stated and implied.			

	<p>Y5: I can use PEE- point evidence explain, to answer inference questions and I can predict what might happen from details stated and implied. I can, independently, make simple inferences, about a character's feelings and motives; and predict what they might do next on 4/5 occasions.</p> <p>Y6: I can use PEE- point evidence explain, to answer inference questions and I can predict what might happen from details stated and implied.</p>			
		T1 & T2	T3 & T4	T5 & T6
<p><b>Retrieval:</b> Retrieve and record information/ identify key details from fiction and non-fiction. Skimming and scanning <b>Summary:</b> Summarise main ideas from more than one paragraph.</p>	<p>Y3: I understand what information is needed to answer a retrieval question by identifying key words. I can identify the key theme for a text and explain it in a simple sentence. I can use skimming and scanning and some organisational features to find specific information within a text.</p>			
	<p>Y4: I can identify the key theme for a text and explain it in a simple sentence. I can use skimming and scanning and some organisational features to find specific information within a text. I can use organisational features of fiction and non-fiction texts to locate information.</p>			
	<p>Y5: I can use skimming and scanning and some organisational features to find specific information within a text. I can use organisational features of fiction and non-fiction texts to locate information. I can summarise main ideas from more than one paragraph.</p>			
	<p>Y6: I can use organisational features of fiction and non-fiction texts to locate information. I can summarise main ideas from more than one paragraph. I can explain the main purpose of a text, identify its intended audience and summarise it succinctly.</p>			
<p><b>Explanation/Vocabulary:</b> Identify and use different features of different texts types. Identify/ explain how information/ narrative content are related and contribute to meaning as a whole.</p>	<p>Y3: I know the terms: alphabetical order, layout, diagrams, captions, title, sub-title, introduction, conclusion. I can identify and explain the use of basic organisational features in a range of texts- non-fiction and fiction: title, sub-title, diagram, caption, introduction, conclusion. I can explain, with evidence, why a writer has chosen to organise a text in a particular way.</p>			
	<p>Y4: I can identify and explain the use of basic organisational features in a range of texts- non-fiction and fiction: title, sub-title, diagram, caption, introduction, conclusion. I can explain, with evidence, why a writer has chosen to organise a text in a particular way. I can identify how language, structure and presentation can contribute to meaning.</p>			
	<p>Y5: I can explain, with evidence, why a writer has chosen to organise a text in a particular way. I can identify how language, structure and presentation can contribute to meaning. I can begin to understand the difference between fact and opinion and how it is presented within a text.</p>			
	<p>Y6: I can identify how language, structure and presentation can contribute to meaning. I can begin to understand the difference between fact and opinion and how it is presented within a text. I can identify and explain how the</p>			

	writer has used language, structure, presentation and vocabulary to influence the reader, including the use of both facts and opinions.			
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		T1 & T2	T3 & T4	T5 & T6
<b>V.I.P.E.R.S.</b>  Make comparisons within and across texts.	<b>Y3:</b> I can discuss the plot of a fiction text. I can recognise simple themes that run throughout a text e.g. good v evil. I can identify details e.g. character types or language features used to portray a theme.			
	<b>Y4:</b> I can recognise simple themes that run throughout a text e.g. good v evil. I can identify details e.g. character types or language features used to portray a theme. I can compare different characters using examples from the text e.g. appearance, dialogue, action.			
	<b>Y5:</b> I can identify details e.g. character types or language features used to portray a theme. I can compare different characters using examples from the text e.g. appearance, dialogue, action. I can identify and compare the key features, including themes and conventions of a range of genres using some of the correct terminology.			
	<b>Y6:</b> I can compare different characters using examples from the text e.g. appearance, dialogue, action. I can identify and compare the key features, including themes and conventions of a range of genres using some of the correct terminology. I can identify and explain similarities and differences in themes and conventions across a wide range of genres using the correct terminology accurately and competently.			

S.E.N. – Before I move on...statutory requirement    **MUST** – working towards expected level    **SHOULD** – working at expected level    **COULD**