

	EYFS Oula and Kroenek	Year 1 Sort	Year 2 Cwiwer	Year 3 Brogh	Year 4 Lowarn	Year 5 Godh	Year 6 Pedrevan
<p><b>Reading Intent:</b></p> <p>St Dennis Primary Academy is passionate about reading and storytelling. It is at the heart of our curriculum because we know that the capacity to learn, and to enjoy learning, goes hand in hand with reading skill. Throughout a child’s journey through our school, we strive to nurture a lifelong reader; teaching word reading and language comprehension as children need both of these elements to become good readers.</p> <p>It is our intention to ensure that by the end of their primary education all children are able to read fluently, confidently and with understanding, in any subject, as well as have a love for reading. We aim to develop the Big Five; phonemic awareness, phonics, fluency, vocabulary and comprehension, which are the interconnected and underlying components of a good reader. (The National Reading Panel Report, 2000).</p> <p>We also aim for children at St Dennis Primary Academy to love reading, choose to engage in a wide variety of texts and be motivated to continue reading and become life-long readers. This is because children who read more, and are therefore good at reading, learn more, expand their vocabulary and become academically more able.</p>							
Big Questions	<p><b>Nursery</b></p> <p>All about me</p> <p>Who keeps us safe?</p> <p>Are all pets furry?</p> <p>What shall I eat today?</p> <p>Are we there yet?</p> <p>What’s happening outside?</p>	<p>What would you use to build a house?</p> <p>How have toys changed through time?</p> <p>How do we keep people safe at sea?</p> <p>How does your garden grow?</p> <p>How has transport changed over time?</p> <p>Where in the world would you travel?</p>	<p>What do I need to be healthy?</p> <p>Why is the Monarchy so important?</p> <p>Who started the Great Fire of London?</p> <p>Who would live in a habitat like this?</p> <p>Is life the same in space as it is on Earth?</p> <p>Where in the world would you like to live?</p>	<p>Why are humans animals too?</p> <p>What did the Romans do for us?</p> <p>Was Henry VIII really all that bad?</p> <p>Would you rather live in the Stone Age or Iron Age?</p> <p>What is there to discover in North America?</p> <p>What makes Great Britain great?</p>	<p>Where does my food go?</p> <p>Were the Dark Ages dark?</p> <p>Are dragons real?</p> <p>Should all crimes be punished?</p> <p>How does the Amazon Rainforest matter to us?</p> <p>What makes St Dennis, St Dennis?</p>	<p>What lies beyond our Earth?</p> <p>What qualities are needed to be a Polar explorer?</p> <p>How have medicines changed and developed over time?</p> <p>When and why did the Maya disappear?</p> <p>Where can we see the influence of Ancient Greece today?</p> <p>How do rivers impact the lives of people around the world?</p>	<p>Why is Earth so angry?</p> <p>How was the Battle of Britain a turning point in WWII?</p> <p>Do we agree with Darwin’s theory of evolution?</p> <p>What role did religion play in the lives of Egyptians?</p> <p>Who was really responsible for the sinking of the Titanic?</p> <p>Why is the fishing industry so important to local communities?</p>
	<p><b>Reception</b></p> <p>What happens at school?</p> <p>What is a hero?</p> <p>Which animal is the best?</p> <p>What’s on my plate?</p> <p>What’s the best way to travel?</p> <p>Where do I live?</p>						

<p><b>Decoding – children should:</b></p>	<p><b>Nursery</b></p> <p>Develop their phonological awareness, so they can: Spot and suggest rhymes, count or clap syllables in a word, recognise words with the same initial sound, such as money and mother.</p>	<p>Apply phonic knowledge to decode words.</p> <p>Read aloud phonically decodable texts.</p> <p>Re-read books to build fluency and confidence.</p> <p>Read simple sentences and understand the meaning including what a pronoun is (extra).</p>	<p>Apply phonic decoding until automatic and reading is fluent.</p> <p>Read common suffixes (-ed, -ing, -er, -est, -y, -er, -ment, -ful, -ness, -less, -ly.</p> <p>Re-read books to build up fluency and confidence in word reading.</p>	<p>Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words they meet.</p> <p>Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</p>	<p>Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet.</p> <p>Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</p>	<p>Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet.</p>
	<p><b>Reception</b></p> <p>ELG 2021: Word Reading. Children at the expected level of development will:</p> <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>Speedily read all 40+ letters /groups for 40+ phonemes including alternative sounds for graphemes.</p> <p>Read Year 1 common exception words noting unusual correspondences between spelling and sound (identifying where they appear).</p> <p>Read polysyllabic words containing taught GPCs.</p> <p>Read common suffixes (-s, -es, -ing, -ed, -er and -est).</p> <p>Read contractions and understand that the apostrophe represents the omitted letter(s).</p>	<p>Note punctuation to read with appropriate expression.</p> <p>Read accurately by blending, including alternative sounds for graphemes.</p> <p>Read Year 2 common exception words, noting unusual Correspondences.</p> <p>Read aloud books matched to phonic knowledge by sounding out unfamiliar words automatically.</p> <p>Read polysyllabic words containing above graphemes.</p>	<p>Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words they meet.</p>	<p>Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet.</p>	

		<p>Read accurately by blending taught GPCs.</p> <p>Develop some fluency and expression, pausing at full stops (extra).</p>	<p>Read most words quickly and accurately without overt sounding and blending.</p>				
<b>Books /scheme</b>	Read, Write, Inc	Read, Write, Inc	Read, Write, Inc. moving on to Accelerated Reader when completed	Accelerated Reader	Accelerated Reader	Accelerated Reader (Fresh Start)	Accelerated Reader (Fresh Start)
<b>Reading Expectations RWI</b>	<p><b>End of Autumn 1</b> Read single-letter Set 1 sounds</p> <p><b>End of Autumn Term</b> Read all Set 1 sounds; blend sounds into words orally</p> <p><b>End of Spring 1</b> Blend sounds to read words; read short Ditty stories</p> <p><b>End of Spring Term</b> Read Red Storybooks</p> <p><b>End of Summer 1</b> Read Green Storybooks; read some Set 2 sounds</p> <p><b>End of Summer Term</b> Read Green or Purple Storybooks</p>	<p><b>End of Autumn 1</b> Read Purple Storybooks; read some Set 2 sounds</p> <p><b>End of Autumn Term</b> Read Pink Storybooks; read all Set 2 sounds</p> <p><b>End of Spring 1</b> Read Orange Storybooks; read some Set 3 sounds</p> <p><b>End of Spring Term</b> Read Yellow Storybooks</p> <p><b>End of Summer 1</b> Read Yellow Storybooks Read all of Set 3 sounds</p> <p><b>End of Summer Term</b> Read Blue Storybooks</p>	<p><b>End of Autumn 1</b> Read Blue Storybooks with increasing fluency and comprehension</p> <p><b>End of Autumn Term</b> Read Grey Storybooks</p> <p><b>End of Spring 1</b> Read Grey Storybooks with fluency and comprehension</p> <p><b>End of Spring Term Onwards</b> Access RWI Spelling program</p>				
<b>Reading Assessments</b>	<p>RWI Assessment every three weeks (or sooner if required)</p> <p>ELG Word reading</p>	<p>RWI Assessment every six weeks (or sooner if required)</p>	<p>RWI Assessment every six weeks (or sooner if required)</p>	PIRA tests at end of each term	PIRA tests at end of each term	PIRA tests at end of each term	<p>PIRA tests at end of each term</p> <p>Previous SATS papers at half term</p>

		<p>PIRA tests at end of each term</p> <p>Common Exception Word reading at every half term</p> <p>Phonic Screening Check, and pre-checks every half term</p>	<p>PIRA tests at end of each term</p> <p>Common Exception Word reading at every half term</p> <p>Accelerated Reader STAR Test every half term</p> <p>Accelerated Reader Book Quiz based on Whole Class Book Study every half-term</p> <p>Accelerated Book Quiz following individual book reading</p> <p>Diagnostic running record with the lowest 20%</p> <p>Phonic Screening Check, and pre-checks every half term (for those who did not reach expected standard in Y1)</p> <p>Key Stage 1 English Reading Test</p> <p>Diagnostic running record with the lowest 20%</p>	<p>Common Exception Word reading at every half term</p> <p>Accelerated Reader STAR Test every half term</p> <p>Accelerated Reader Book Quiz based on Whole Class Book Study every half-term</p> <p>Accelerated Book Quiz following individual book reading</p> <p>Diagnostic running record with the lowest 20%</p>	<p>Common Exception Word reading at every half term</p> <p>Accelerated Reader STAR Test every half term</p> <p>Accelerated Reader Book Quiz based on Whole Class Book Study every half-term</p> <p>Accelerated Book Quiz following individual book reading</p> <p>Diagnostic running record with the lowest 20%</p>	<p>Common Exception Word reading at every half term</p> <p>Accelerated Reader STAR Test every half term</p> <p>Accelerated Reader Book Quiz based on Whole Class Book Study every half-term</p> <p>Accelerated Book Quiz following individual book reading</p> <p>Diagnostic running record with the lowest 20%</p>	<p>Common Exception Word reading at every half term</p> <p>Accelerated Reader STAR Test every half term</p> <p>Accelerated Reader Book Quiz based on Whole Class Book Study every half-term</p> <p>Accelerated Book Quiz following individual book reading</p> <p>Key Stage 2 English Reading Test</p> <p>Diagnostic running record with the lowest 20%</p>
<p><b>Catch-up Interventions</b></p>	<p>Fast Track Tutoring I-I</p> <p>Daily I-I reading with teacher or TA</p> <p>Daily Extra Practice Session</p>	<p>Fast Track Tutoring I-I</p> <p>Daily I-I reading with teacher or TA</p> <p>Daily Extra Practice Session</p>	<p>Fast Track Tutoring I-I</p> <p>Daily I-I reading with teacher or TA</p> <p>Daily Extra Practice Session</p> <p>Nessy</p>	<p>Fast Track Tutoring I-I</p> <p>Daily I-I reading with teacher or TA</p> <p>Nessy</p>	<p>Fresh Start</p> <p>Daily I-I reading with teacher or TA</p> <p>Nessy</p>	<p>Fresh Start</p> <p>Daily I-I reading with teacher or TA</p> <p>Nessy</p>	<p>Fresh Start</p> <p>Daily I-I reading with teacher or TA</p> <p>Nessy</p>

<p>Children joining the school</p>	<p>RWI Assessment</p>	<p>RWI Assessment  Phonics Screening Check pre check</p>	<p>RWI Assessment or Accelerated Reader – Baseline Star Test  Phonics Screening Check pre check (if retaking)</p>	<p>Accelerated Reader – Baseline Star Test</p>	<p>Accelerated Reader – Baseline Star Test</p>	<p>Accelerated Reader – Baseline Star Test</p>	<p>Accelerated Reader – Baseline Star Test</p>
<p>Range of reading. Children should:</p>	<p><b>Nursery</b>  Communication and Language: Enjoy listening to longer stories and can remember much of what happens. Know many rhymes, be able to talk about familiar books and be able to tell a long story.  <b>Reception</b>  ELG 2021: Speaking Children at the expected level of development will: Offer explanations for why things might happen, making use of recently introduced vocabulary from <b>stories, non-fiction, rhymes and poems</b> when appropriate.  ELG 2021: People, Culture and Communities Children at the expected level of development will: Describe their immediate environment using knowledge from observation, discussion,</p>	<p>Listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently. e.g. <b>Meerkat Mail</b>, which has captivating illustrations, quirky characters and lots of humour.</p>	<p>Listen to, discuss and express views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently. e.g. <b>The Enchanted Wood</b>, which contains archaic language and quintessential British themes.</p>	<p>Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.  Read books that are structured in different ways and reading for a range of purposes. e.g. <b>The Hundred Mile an Hour Dog</b>, an illustrated short novel which addresses some deep questions.</p>	<p>Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.  Read books that are structured in different ways and reading for a range of purposes e.g. <b>The Butterfly Lion</b>, which follows a non-linear time sequence.</p>	<p>Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.  Read books that are structured in different ways and read for a range of purposes. e.g. <b>Black Powder</b>, which is an historical tale steeped in intrigue, mystery and danger.  Make comparisons within and across books.  e.g. <b>The Explorer &amp; The Last Bear</b>, which deal with themes such as friendship and loss</p>	<p>Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.  Read books that are structured in different ways and read for a range of purposes. e.g. <b>Skellig</b>, a symbolic text which has a complex plot with multiple characters and <b>Holes</b>, which has a non-linear time sequence.  Make comparisons within and across books. e.g. between the strong female characters in <b>When the Sky Falls</b>, <b>Secrets of a Sun King</b> and <b>White Dolphin</b>.</p>

	<p>stories, non-fiction texts and maps.</p> <p>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</p> <p>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and, when appropriate, maps.</p>						
<p><b>Range of non-fiction</b></p>	<p><b>Reception</b>                  Firefighter, Lucy M George &amp; Ando                  Twin Grandparents, Caryn Jenner                  199 Jobs, Usborne Books                  Big Book of Machines, Usborne Books                  1000 things to eat, Usborne Books                  What's on your plate-lunch, Ted &amp; Lola Schaefer                  I care about animals, Liz Lennon                  Animal Disguises, Belinda Weber                  What is it like now at home, Tony Pickford</p>	<p>Materials, Anne Giulieri <b>2 LY</b>                  Rescue at Sea, Dan Nunn, Rebecca Rissman &amp; Catherine Veitch                  Picture the past Toys, Jane Shuter                  Growing Plants, Peter Riley &amp; Dr Brian Knapp                  At the Seaside, Tony Pickford</p>	<p>Healthy Eating, Cath Senker                  Kings &amp; Queens of England, Ladybird                  The Great Fire of London, Franklin Watts                  The Big Picture Book of Living Habitats, Franklin Watts                  The Solar System, Usborne Beginners                  See Inside – Great Cities, Usborne</p>	<p>Extreme Earth, Visual Explorer                  The Romans in Britain, Robert Hull <b>6 MY</b>                  The History of Britain, Rob Lloyd Jones &amp; Barry Ablett                  Iron Age, Emily Bone <b>4 LY</b>                  Stone Age, Jerome Martin <b>4 LY</b>                  Travel through America, Elaine Jackson                  Henry VIII, Brian Williams</p>	<p>Are you what you eat? DK books                  Viking Voyagers, Jack Tite                  Dragonology: the complete book of dragons, Ernest Drake <b>6.8 MY</b>                  Horrible Histories – Crime and punishment, <b>6 MY</b>                  100 Facts – Rainforest, Camilla de la Bedoyere                  Children's history of Cornwall, Peggy Burns</p>	<p>1000 things to know about Space, Usborne                  Shackleton's Journey, William Grill <b>6.7 MY</b>                  Bacteria, Steve Mould                  Great Civilisations – The Maya, Tracey Kelly                  See Inside – Ancient Greece, Rob Lloyd Jones                  The Variety of life, Nicola Davies</p>	<p>Disasters, David Burnie                  Great events-The Battle of Britain, Cillian Clements                  Charles Darwin's on the origin of the species, Sabins Ralem                  Egyptology, Dugald Steer                  Eyewitness Titanic, DK                  Salty Cove, The Fisherman's Mission</p>

	<p>Cornwall from above, John Such</p>						
<p><b>Familiarity with texts children should:</b></p>	<p><b>Nursery</b></p> <p>Literacy: Understand the 5 key concepts about print – print has meaning, print can have different purposes, we read English text from left to right and top to bottom, the names of different parts of a book and page sequencing. Engage in extended conversations about stories, learning new vocabulary</p> <p><b>Reception</b></p> <p>ELG 2021: Comprehension: Children at the expected level of development will: Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>Understanding the World ELG 2021: Past and Present Children at the expected level of development will: Know</p>	<p>Recognise and join in with predictable phrases.</p> <p>Become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics.</p>	<p>Become increasingly familiar with and retell a wider range of stories, fairy stories and traditional tales.</p> <p>Recognise simple recurring literary language in stories and poetry.</p>	<p>Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retell some of these orally.</p> <p>Identify themes and conventions in a wide range of books.</p>	<p>Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retell some of these orally.</p> <p>Identify themes and conventions in a wide range of books.</p>	<p>Increase their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions.</p> <p>Identify and discuss themes and conventions in and across a wide range of writing.</p>	<p>Increase their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions.</p> <p>Identify and discuss themes and conventions in and across a wide range of writing.</p>

	<p>some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p>						
<p><b>Talk Through Stories</b> <b>Book Study</b> <b>Novel Study</b></p>	<p><b>Reception</b></p> <p>Perfectly Norman, by Tom Percival</p> <p>Hugless Douglass, by David Melling</p> <p>My Monster and Me, by Nadiya Hussain</p> <p>Ravi’s Roar, by Tom Percival</p> <p>Ruby’s Worry, by Tom Percival</p> <p>There’s a Snake in my School, by David Walliams</p> <p>Burglar Bill, by Janet and Allen Ahlberg</p>	<p>Town Mouse, County Mouse by</p> <p>Toys in Space, by Mini Grey</p> <p>The Storm Whale, by Benji Davies</p> <p>The Secret Sky Garden, by Linda Sarah</p> <p>Emma Jane’s Aeroplane, by Katie Haworth</p> <p>Lost and Found, by Oliver Jeffers</p>	<p>Grandad’s Island, by Benji Davies</p> <p>The Whale Who Wanted More, by Rachel Bright</p> <p>The Owl who was Afraid of the Dark, by Jill Tomlinson and Paul Howard</p> <p>The Hodgeheg, by Dick King-Smith</p> <p>Lila and the Secret of Rain, by David Conway and Jude Daly</p> <p>The Enchanted Wood, by Enid Blyton</p>	<p>The Hundred-Mile An-Hour Dog, by Jeremy Strong</p> <p>Knights and Bikes, by Gabrielle Kent</p> <p>Amelia Fang and the Barbaric Ball, by Laura Ellen Anderson</p> <p>Stig of the Dump, by Clive King</p> <p>Billy and the Minpins, by Roald Dahl</p> <p>Gangsta Granny, by David Walliams</p>	<p>The Great Choco Plot, by Chris Callaghan</p> <p>Arthur and the Golden Rope, by Joe Todd Stanton</p> <p>How to Train Your Dragon, by Cressida Cowell</p> <p>Tilly and the Time Machine, by Adrian Edmondson</p> <p>The Butterfly Lion, by Michael Morpurgo</p> <p>Buried Alive, by Jacqueline Wilson</p>	<p>The Jamie Drake Equation, by Christopher Edge</p> <p>The Last Bear, by Hannah Gold</p> <p>Black Powder, by Ally Sherrick</p> <p>The Explorer, by Katherine Rundell</p> <p>Who Let the God’s Out? by Maz Evans</p> <p>Journey to the River Sea, by Eva Ibbotson</p>	<p>Holes, by Louis Sachar</p> <p>When the Sky Falls, by Phil Earle</p> <p>Skellig, by David Almond</p> <p>Secrets of a Sun King, by Emma Carroll</p> <p>The Titanic Detective Agency, by Lindsay Littleton</p> <p>White Dolphin, by Gill Lewis</p>

# St Dennis Primary Academy – Reading Curriculum



<p>Cottonwool Colin, by Jeanne Wills</p> <p>I'm in Charge, by Jeanne Wills</p> <p>Sonya's Chickens, by Phoebe Wahl</p> <p>Stick Man, by Julia Donaldson</p> <p>Tiddler, by Julia Donaldson</p> <p>Elmer, by David McKee</p> <p>Handa's Hen, by</p> <p>Owl Babies, by Eileen Brown</p> <p>The Rainbow Fish, by Marcus Phister</p> <p>The Wonky Donkey, by Craig Smith</p> <p>Zog, by Julia Donaldson</p> <p>Click Clack Moo, by Doreen Cronin</p> <p>Farmer Duck, by Martin Waddell</p> <p>Six Dinner Sid, by Inga Noore</p> <p>Supertato, by Paul Lynnet and Sue Hendra</p> <p>The Extraordinary Gardner, by Sam Boughton</p> <p>The Giant Jam Sandwich, by Janet</p>						
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	<p>Burroway and John Vernon Lord</p> <p>Aliens Love Underpants, by Claire Freedman</p> <p>How to be a Viking, by Cressida Cowell</p> <p>On the Way Home, by Jill Murphy</p> <p>Room on the Broom, by Julia Donaldson</p> <p>Slow Sampson, by Bethany Christo</p> <p>Where the Wild Things Are, by Maurice Sendak</p> <p>A Little Bit Brave, by Nicola Kinnear</p> <p>Anna Hibiscus' Song, by Atinuke</p> <p>Dogger, by Shirley Hughes</p> <p>One Snowy Night, by Nick Butterworth</p> <p>The Scarecrow's Wedding, by Julia Donaldson</p> <p>Winnie the Witch, by Korky Paul and Valerie Thomas</p>						
<p><b>Storytelling</b></p>	<p><b>Reception</b></p> <p>The Little Red Hen</p> <p>The Enormous Turnip</p>	<p>The Three Little Pigs</p> <p>Dogger, by Shirley Hughes</p> <p>The Lighthouse Keeper's Lunch, by Dave Armitage and Ronda Armitage</p>	<p>Little Miss Unhealthy</p> <p>The Snow Queen</p> <p>Mr Big, by Ed Vere</p>	<p>The Sheep-Pig, by Dick King-Smith</p> <p>Escape to Pompeii, by Christina Balit</p>	<p>Charlie and the Chocolate Factory, by Roald Dahl</p> <p>Odin Creates</p>	<p>The War of the Worlds, by H G Wells</p> <p>Rainbow Bear, by Michael Morpurgo</p>	<p>Impossible, by Sarah Lotz</p> <p>Beyond the Lines (FILM)</p> <p>One Smart Fish, by Christopher Wormel</p>

	Room on the Broom, by Julia Donaldson The Little Raindrop, by Joanna Gray	Jack and the Beanstalk Those Magnificent Sheep in their Flying Machine, by Peter Bently Meerkat Mail, by Emily Gravett	The Three Little Wolves and the Big Bad Pig, by Eugene Trivizas Beegu, by Alexis Deacon Monkey see, Monkey do, by Marc Gave	The Queen’s Token, by Pamela Oldfield Stone Age Boy, by Satoshi Kitanura How the Sky was Raised Fantastic Mr Fox, by Roald Dahl	Smok the Dragon, by Tom Noble The Greak Kapok Tree, by Lynne Cherry The Nine Maidens (Naw-voz)	Macbeth, by William Shakespeare The Rain Player, by David Wisniewski Theseus and the Minotaur Velvet and Elvis, by Stephanie Bowman	The Egyptian Cinderella, by Shirley Climo Titanic The Lighthouse (FILM)
<b>Protected Characteristics</b>	<b>Reception</b> You Choose, by Nick Sharrat Blue Chameleon, by Emily Gravett Red Rockets and Rainbow Jelly, by Sue Heap & Nick Sharratt The Family Book, by Todd Parr Mommy, Mama and Me, by Leslea Newman	Elmer, by David McKee Ten Little Pirates, by Mike Brownlove My Grandpa is Amazing, by Nick Butterworth My world, your world, by Melanie Walsh Max the Champion, by Sean Stockdale	The Great Big Book of Families, by Mary Hoffman The First Slodge, by Jeanne Willis The Odd Egg, by Emily Gravett Just Because, by Rebecca Elliot Blown Away, by Rob Biddulph	Oliver, by Birgitta Sig This is Our House, by Michael Rosen Two Monsters, by David McKee The Hueys in the New Sweater, by Oliver Jeffers Beegu, by Alexis Deacon	Dogs don’t do ballet, by Anna Kemp King and King, by Linda De Haan and Stern Nijland The Way Back Home, by Oliver Jeffers The Flower, by John Light and Lisa Evans Red-A Crayon’s Story, by Michael Hall	Where the Poppies Now Grow by Hilary Robinson Rose blanche by Ian McEwan, Roberto Innocenti, Christophe Gallaz To recognise when someone needs help, by Bob Graham The Artist who Painted a Blue Horse, by Eric Carle And Tango Makes Three, by Justin Richardson and Peter Parnell	My Princess Boy, by Cheryl Kilodavis Love you Forever, by Robert Munsch The Whisperer, by Nick Butterworth The Island, by Armin Greder Dreams of Freedom in Words and Pictures, published in association with Amnesty International
<b>VIPERS:</b> <b>Sequencing Question Stems</b> KSI  <b>Summarising Question Stems</b> KS2	How did the story start? What happened next? How does the story end?	What happens in the beginning of the story? • Can you number these events in the story? • How/where does the story start? • What happened at the end of the...? • Can you retell the story to me in 20 words or less? • What happened before that?	What happens in the story’s opening? How/where does the story start? What happened at the end of the...? What is the dilemma in this story? How is it resolved? Can you retell the story to me in 20 words or less? Can you summarise in 3 sentences the beginning,	What is the main point in this paragraph? Sum up what has happened so far in X words or less. Which is the most important point in these paragraphs? Do any sections/paragraphs deal with the same themes? Have you noticed any similarities between this	What is the main point in this paragraph? Is it mentioned anywhere else? Sum up what has happened so far in X words/seconds or less. Which is the most important point in these paragraphs? Why? Do any sections/paragraphs deal with the same themes?	What is the main point in this paragraph? Is it mentioned anywhere else? Sum up what has happened so far in... words/seconds or less. Which is the most important point in these paragraphs? Why? Do any sections/paragraphs deal with the same themes?	What is the main point of the text? • Can you look in this paragraph? What does the author mean? Is it mentioned anywhere else? • Sum up what has happened so far in... words/seconds or less. • Can you read the text and summarise what has happened? • Which is the most important point in these paragraphs?

		<ul style="list-style-type: none"> <li>• Can you sequence the key moments in this story?</li> </ul>	middle and end of this story?	text and any others you have read? What do I need to jot down to remember what I have read?	How might I record this to ensure the best possible outcome?	Can you find a text with a similar theme?	Why? • Do any sections/paragraphs deal with the same themes?
<p><b>Poetry and performance children should:</b></p>	<p><b>Reception</b></p> <p>ELG: Being Imaginative and Expressive Children at the expected level of development will:</p> <p>Invent, adapt and recount narratives and stories with peers and their teacher</p> <p>Sing a range of well-known nursery rhymes and songs.</p> <p>Perform songs, rhymes, poems and stories with others, and, when appropriate, try to move in time with music.</p>	Learn to appreciate rhymes and poems, and to recite some by heart.	Continue to build up a repertoire of poems learnt by heart, appreciate these and recite some, with appropriate <b>intonation</b> to make the <b>meaning clear</b> .	Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, <b>tone, volume and action</b> .	Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action to <b>maintain</b> the interest.	Learn a wider range of poetry by heart, preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the <b>meaning is clear to an audience</b> .	Learn a wider range of poetry by heart, preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience and <b>provokes a response</b> .
<p><b>Selected poetry and poems by heart</b></p>	<p><b>EYFS</b></p> <p>Twinkle, Twinkle, Little Star Miss Polly Hot Cross Buns One, Two Buckle My Shoe Pat-a-cake 1, 2, 3, 4, 5, Once I Caught a Fish Alive This Old Man Five Little Ducks Name Song Things For Fingers I'm A Little Teapot The Grand Old</p>	<p>The Three Little Pigs, Marian Swinger Teddy Bear, Anon A Sailor went to Sea, Sea, Sea Mary, Mary, quite contrary Queue for the Zoo, Clare Bevan</p>	<p>Yuk and Yummy! Jillian Harker The Queen of Hearts, London Bridge is Falling Down, Anon The Secret Song, Margaret Wise Brown Space Counting Rhyme, Paul Cookson Geography, Becky Cinn</p>	<p>Explosive Tale, Judith Nicholls I am a Roman Soldier, Josiah Wedgwood Henry VIII's Wives Performance Poem On the Grassy Hill, H. W. Longfellow God Save the King</p>	<p>Chocolate for Breakfast, Kenn Nesbitt History of Vikings, Paul Perro The Dragon who ate our school, Nick Toczek Revolting Rhymes, Roald Dahl Our Rainforests, Geraldine Taylor Cornwall Explored, Clive Blake</p>	<p>The Planets, Dave Greygoose Polar Bear, William J Smith Macbeth, William Shakespeare A Soldier's Wishlist, Anon Greek God, Raphella River Journey, Marie Andrew</p>	<p>There Came a Wave, Lily Usher Our Wall, William Walker Evolution, Jade Bright Ancient Egypt, Tess Wyatt Titanic Remembers, April 16 1912, Irene Latham A Fisherman's Prayer, Anon</p>

	<p>Duke Of York                  Ring O' Roses                  Hickory Dickory                  Dock                  Not Too Difficult                  The ABC Song                  Wind The Bobbin Up                  Rock-a-bye Baby                  Five Little Monkeys                  Jumping on The Bed                  Twinkle Twinkle                  If You're Happy and You                  Know It                  Head, Shoulders, Knees                  and Toes Old Macdonald                  Incy Wincy Spider                  Baa Baa Black Sheep                  Row, Row, Row Your Boat                  The Wheels on The Bus                  The Hokey Cokey                  Big Bear Funk, Big Bear                  Funk                  Baa Baa Black Sheep                  Incy Wincy Spider                  Rock-a-bye Baby                  Row, Row, Row Your Boat</p>						
<p><b>Vocabulary</b>   <b>Word meanings</b>  <b>-children</b>  <b>should:</b></p>	<p><b>Nursery</b>                  Communication and                  Language: Use a wider                  range of vocabulary.                  Understand 'why'                  questions, like: "Why do                  you think the caterpillar                  got so fat?"                   Literacy: Engage in                  extended conversations                  about stories, learning new                  vocabulary.</p>	<p>Discuss word meanings                  and link new meanings to                  words already known.</p>	<p>Discuss and clarify the                  meanings of words and                  link new meanings to                  known vocabulary.                   Discuss their favourite                  words and phrases.</p>	<p>Use dictionaries to check                  the meaning of words                  that they have read.</p>	<p>Use dictionaries to check                  the meaning of words                  that they have read.</p>	<p>Use dictionaries to check                  the meaning of words                  that they have read.</p>	<p>Use dictionaries to check                  the meaning of words                  that they have read.</p>

	<p><b>Reception</b>                  ELG 2021: Comprehension                  Children at the expected level of development will:                  Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</p> <p>ELG 2021: Speaking                  Children at the expected level of development will:                  Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate;</p>						
Oracy	<p><b>The Language of Argument</b>                  Yes because...</p>	<p><b>The Language of Argument</b>                  Yes because...</p>	<p><b>The Language of Argument</b>                  Yes because...</p>	<p><b>The Language of Argument</b></p>	<p><b>The Language of Argument</b></p>	<p><b>The Language of Argument</b>                  In my opinion, I believe...</p>	<p><b>The Language of Argument</b>                  On the one hand... but...</p>

<p>No because... I like... because... and... I don't like... because... and... <b>The Language of Comparison</b> They are the same because... They are different because... is... and... is... <b>The Language of Deduction</b> I think that... It is... because... <b>The Language of Description</b> It is... because... It has a... ... has... <b>The Language of Evaluation</b> I found... hard because... I found... easy because... I like... because... I dislike... because... <b>The Language of Explanation</b> How? Why? Where? When? <b>The Language of Hypothesis on evidence</b> I think... I don't think... ... will happen because... <b>The Language of Opinion</b> I think... I think because...</p>	<p>No because... I like... because... and... I don't like... because... and... I agree with... because... <b>The Language of Comparison</b> They are the same because... They are different because... is... and... is... They are alike because both... <b>The Language of Deduction</b> I think that... I think that... because... It is... because... <b>The Language of Description</b> It is... and it is... It is... because... It has a... ... has... ... have... <b>The Language of Evaluation</b> I found... hard because... I found... easy because... I like... because... I dislike... because... I feel that next time... <b>The Language of Explanation</b> When I... After I... How? Why? Where?</p>	<p>No because... I like... because... and... I don't like... because... and... I agree with... because... However... Also... <b>The Language of Comparison</b> They are the same because... They are similar because... They are different because... is... and... is... They are alike because both... They are different because... is... and... is... It feels different because this one... and that one... <b>The Language of Deduction</b> I think that... because... This happened because... I know this is... because... <b>The Language of Description</b> It is... and it is... It is... because... It has a... They are... and... I feel... because... <b>The Language of Evaluation</b> I found... hard because... I found... easy because... I like... because... I dislike... because... Next time I could...</p>	<p>An argument for, is... because... An argument against is... because... I understand however / due to / but / therefore I accept your decision however, I believe / feel... because / as / due to <b>The Language of Comparison</b> ... and... are both... ... and... are alike in that... ... and... are similar because... ... and... are different in that... ... is... but... is... ... is... while... is... <b>The Language of Deduction</b> I conclude that... because... I found that... because... As a result of... I conclude that... After looking at the results / information I conclude that... On observing, I found out that <b>The Language of Description</b> It looks / feels / smells like... It appears to be... because... It seems to be... because</p>	<p>An argument for, is... because... and... An argument against is... because... and... I understand your point of view, however I disagree because... I accept your decision however, I believe / feel... because / as / due to <b>The Language of Comparison</b> ... and... are both... ... and... are alike in that... ... and... are similar because... ... and... are different in that... ... is... but / while... is... One similarity between... and... is... One difference is... A further similarity / difference is... <b>The Language of Deduction</b> In conclusion, I would say that... due to the fact that... The results make me think that... because... Having analysed the data, I conclude that... <b>The Language of Description</b> It looks / feels / smells like... It appears to be... because... It reminds me of... because...</p>	<p>I have two main opinions for this. First of all... My second reason is... Perhaps some people would argue that... However I would point out that... It is clear that... should happen. <b>The Language of Comparison</b> In some ways... and... are alike. For instance, they both... Another feature they have in common is... Furthermore, they are both... However, they also differ in some ways. For example... while... Another difference is... The similarities / differences seem more significant because... <b>The Language of Deduction</b> The facts lead to... Based on... I have been led to the conclusion that... The evidence leads to... Having considered that... This infers that... <b>The Language of Description</b> In comparison to... <i>Idioms / metaphors etc</i> <b>The Language of Evaluation</b> My view is that... because... This is supported by the fact that... In my opinion... furthermore...</p>	<p>Convince me that... I am convinced... Given that... <b>The Language of Comparison</b> In some ways... and... are alike. Furthermore, they are both... However, they also differ in some ways. For example... while... Another difference is... The similarities / differences seem more significant because... <b>The Language of Deduction</b> The facts lead to... Based on... I have been led to the conclusion that... The evidence leads to... Having considered that... This infers that... <b>The Language of Description</b> In comparison to... <i>Idioms / metaphors etc</i> <b>The Language of Evaluation</b> My view is that... because... This is supported by the fact that... In my opinion... furthermore...</p>	<p>Convince me that... I am convinced... Given that... <b>The Language of Comparison</b> In some ways... and... are alike. Furthermore, they are both... However, they also differ in some ways. For example... while... Another difference is... The similarities / differences seem more significant because... <b>The Language of Deduction</b> The facts lead to... Based on... I have been led to the conclusion that... The evidence leads to... Having considered that... This infers that... <b>The Language of Description</b> In comparison to... <i>Idioms / metaphors etc</i> <b>The Language of Evaluation</b> My view is that... because... This is supported by the fact that... In my opinion... furthermore...</p>
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	<p>I like... best because...</p> <p><b>The Language of Prediction</b></p> <p>I think...</p> <p>I think... because...</p> <p>I predict... (<i>will happen</i>)</p> <p><b>The Language of Retelling</b></p> <p>My partner said...</p> <p>One day...</p> <p><b>The Language of sequencing</b></p> <p>First, I will...</p> <p>Next, I would...</p> <p>Then I...</p>	<p>When?</p> <p><b>The Language of Hypothesis on evidence</b></p> <p>I think... because...</p> <p>I don't think... because... and...</p> <p>... will happen because ...</p> <p><b>The Language of Opinion</b></p> <p>I think...</p> <p>I think because...</p> <p>I like... best because...</p> <p>My partner thinks...</p> <p>I agree because...</p> <p>I disagree because...</p> <p><b>The Language of Prediction</b></p> <p>I think...</p> <p>I think... because...</p> <p>I predict... (<i>will happen</i>)</p> <p><b>The Language of Retelling</b></p> <p>My partner said...</p> <p>One day...</p> <p>Long ago...</p> <p><b>The Language of sequencing</b></p> <p>First, I will...</p> <p>Next, I would...</p> <p>Then I...</p> <p>After that I...</p>	<p>It was interesting because...</p> <p><b>The Language of Explanation</b></p> <p>When I... because...</p> <p>After I... because...</p> <p>The... because...</p> <p>How?</p> <p>Why?</p> <p>Where?</p> <p>When</p> <p><b>The Language of Hypothesis on evidence</b></p> <p>I think... because...</p> <p>I don't think... because... and...</p> <p>I know... so I think...</p> <p>... will happen because ...</p> <p><b>The Language of Opinion</b></p> <p>I think because...</p> <p>I prefer... because...</p> <p>My partner thinks...</p> <p>I agree because...</p> <p>I disagree because...</p> <p><b>The Language of Prediction</b></p> <p>I think...</p> <p>I think... because...</p> <p>I predict... (<i>will happen</i>)</p> <p><i>same / similar / different</i></p> <p><b>The Language of Retelling</b></p> <p>My partner said...</p> <p>First</p> <p>Then</p> <p>Next</p> <p>After that</p> <p>Finally</p> <p>At last...</p> <p>Suddenly...</p>	<p>I think it looks like... due to...</p> <p>It reminds me of... because...</p> <p>Meanwhile...</p> <p><b>The Language of Evaluation</b></p> <p>I found this... because...</p> <p>Next time I would / could...</p> <p>Maybe you could try...</p> <p>I enjoyed it because... .. was successful / ambitious because</p> <p>You could improve this by...</p> <p><b>The Language of Explanation</b></p> <p>Then...</p> <p>As a result of...</p> <p>Later...</p> <p>How?</p> <p>Why?</p> <p>Where?</p> <p>When</p> <p><b>The Language of Hypothesis on evidence</b></p> <p>Because I know that... I know that...</p> <p>Due to... I know that...</p> <p><b>The Language of Opinion</b></p> <p>I agree / disagree because...</p> <p>I appreciate / understand ...'s opinion because / as / due to...</p> <p>However, I feel... because / as / due to...</p> <p>My opinion is... because / as / due to</p>	<p>It appears to be ... because ...</p> <p>It seems to be... because</p> <p>I think it looks like... due to...</p> <p>It reminds me of... because...</p> <p>Meanwhile...</p> <p><b>The Language of Evaluation</b></p> <p>I found this... because...</p> <p>Next time I would / could...</p> <p>Maybe you could try...</p> <p>I enjoyed ... because... .. was successful / ambitious because</p> <p>You could improve this by...</p> <p><b>The Language of Explanation</b></p> <p>In contrast...</p> <p>As a result of...</p> <p>Furthermore...</p> <p>How?</p> <p>Why?</p> <p>Where?</p> <p>When?</p> <p>What?</p> <p><b>The Language of Hypothesis on evidence</b></p> <p>Because I know that... I know that...</p> <p>Maybe it's because...</p> <p>Due to... I know that... will happen.</p> <p><b>The Language of Opinion</b></p> <p>I agree / disagree because...</p>	<p>Meanwhile...</p> <p><b>The Language of Evaluation</b></p> <p>My view is that... because...</p> <p>This is supported by the fact that...</p> <p>In my opinion... furthermore...</p> <p>Possible improvements may include...</p> <p><b>The Language of Explanation</b></p> <p>Because of... x happened</p> <p>For example...</p> <p>In conclusion...</p> <p>As a result of...</p> <p>The reasons for...</p> <p><b>The Language of Hypothesis on evidence</b></p> <p>I think the questions means... so the answer would be...</p> <p>I know that... therefore I would try out...</p> <p>The reason... is that... is due to...</p> <p><b>The Language of Opinion</b></p> <p>Therefore / In my opinion / I believe...</p> <p>He considers...</p> <p>It is my opinion that... however others may believe...</p> <p><b>The Language of Prediction</b></p> <p>I predict that... because... however...</p> <p>Due to the fact that...</p>	<p>Possible improvements may include...</p> <p>Or alternatively...</p> <p><b>The Language of Explanation</b></p> <p>Because of... x happened</p> <p>In summary...</p> <p>Owing to... x has...</p> <p>This has altered...</p> <p>Evidently...</p> <p><b>The Language of Hypothesis on evidence</b></p> <p>Based on the evidence I have been presented with, I conclude...</p> <p>Taking everything into account...</p> <p>Having analysed / pondered...</p> <p>Given this, it is likely that...</p> <p><b>The Language of Opinion</b></p> <p>Consequently / Based on the fact that / Because of my beliefs...</p> <p>After consideration...</p> <p>On reflection...</p> <p>It is my understanding that...</p> <p>The facts lead me to the conclusion that...</p> <p><b>The Language of Prediction</b></p> <p>In light of... I predict...</p> <p>There is a high / low probability of...</p> <p>The chances of / The likelihood of / Due to the fact that...</p>
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			<p><b>The Language of sequencing</b>                  First...                  Next...                  After that...                  Finally...                  Last of all...</p>	<p>I believe... because...  <b>The Language of Prediction</b>                  I predict that ... because... however                  meanwhile / therefore / also...                  I predict that... as a result of ...                  ... is probable because...                  After... I predict that...                  The outcome will be... because  <b>The Language of Retelling</b>                  As a result of...                  Meanwhile...                  I remember that...                  Eventually...                  Unfortunately...                  Luckily...                  To conclude / In conclusion...  <b>The Language of sequencing</b>                  First... because                  Next... however                  Then... therefore                  Finally... because                  Eventually... because...                  Last of all... because</p>	<p>I appreciate / understand ...'s opinion because / as / due to...                  However, I feel... because / as / due to...                  My opinion is... because / as / due to                  I believe... because...  <b>The Language of Prediction</b>                  I predict that... because... however...                  Due to the fact that...                  As a result of... <i>this</i> will happen because...                  All events lead on to... because...                  Because... and ... are similar, I predict that... will happen.                  The outcome will be... due to...                  Based on... I predict that...                  After hearing all the evidence, I think that... will happen  <b>The Language of Retelling</b>                  In the beginning...                  Subsequently...                  I remember that...                  With hindsight...                  Reflecting upon...                  In the event that...                  To conclude / In conclusion...  <b>The Language of sequencing</b>                  Firstly... because / however / therefore / meanwhile / in addition...                  Next... however                  Then... therefore                  Finally... because                  Eventually... because...  <b>The Language of sequencing</b>                  Firstly... because / however / therefore /</p>	<p>As a result of... <i>this</i> will happen because...                  All events lead on to... because...                  Because... and ... are similar, I predict that... will happen.                  The outcome will be... due to...                  Based on... I predict that...                  After hearing all the evidence, I think that... will happen  <b>The Language of Retelling</b>                  In the beginning...                  Subsequently...                  I remember that...                  With hindsight...                  Reflecting upon...                  In the event that...                  To conclude / In conclusion...  <b>The Language of sequencing</b>                  Firstly... because / however / therefore / meanwhile / in addition...                  Next... however                  Then... therefore                  Finally... because                  Eventually... because...</p>	<p>Upon consideration of the relevant factors...  <b>The Language of Retelling</b>                  In summary...                  The consequence of...                  Subsequently...                  With hindsight...                  Reflecting upon...                  In the event that...  <b>The Language of sequencing</b>                  Whilst x was... y was...                  During x, y happened.                  Initially the... were...                  however...</p>
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					<p>meanwhile / in addition. . .                  Next. . . however                  Then. . . therefore                  Finally. . . because                  Eventually. . . because. . .                  Last of all. . . because</p>		
<p><b>Vipers: Vocabulary Question Stems</b></p>	<p>What does the word mean?                  Find a word that means the same as. . .                  Which words tell us about how the character is feeling?                  Can you use another word that means. . . ?</p>	<p>What does the word . . . . . mean in this sentence?                  Find and copy a word which means . . . . .                  Which word in do you think is the most important? Why?                  Which of the words best describes the character or setting?                  • Which word in this part do you think is the most important?                  • Why do you think they repeat this word in the story?</p>	<p>Can you find a noun/adjective/verb that tells/shows you that. . . ?                  Why do you think that the author used the word. . . to describe. . . ?                  Which other word on this page means the same as. . . ?                  Find an adjective in the text which describes. . .                  Which word do you think is most important in this section? Why?                  Which word best describes. . . ?</p>	<p>What does this word/phrase/sentence tell you about the character/setting/mood?                  Can you find this word in the dictionary?                  By writing in this way, what effect has the author created?                  What other words/phrases could the author have used here?                  How has the author made you feel by writing. . . ?                  Which word tells you that. . . ?                  Find and highlight the word that is closest in meaning to. . .</p>	<p>Can you find the meaning or a word with a similar meaning in a dictionary or thesaurus?                  What does this word/phrase/sentence tell you about the character/setting/mood?                  By writing. . . , what effect has the author created?                  Do you think they intended to? What other words/phrases could the author have used here?                  Why? How has the author. . . ?                  Which word is closest in meaning to. . . ?</p>	<p>Can you quickly find. . . in the dictionary and thesaurus?                  What does this word/phrase/sentence tell you about the character/setting/mood?                  By writing. . . , what effect has the author created?                  Do you think they intended to?                  What other words/phrases could the author have used here?                  Why? How has the author made you/this character feel by writing. . . ? Why? Find and highlight the word which is closest in meaning to. . .                  Find a word which demonstrates. . . Can you rewrite this in the style of the author using your own words? How have simile and metaphor been used here to enhance the text?</p>	<p>What does this word/phrase/sentence tell you about the character/setting/mood?                  By writing. . . , what effect has the author created?                  Do you think they intended to?                  Can you find examples of simile, metaphor, hyperbole or personification in the text?                  Why has the text been organised in this way?                  Would you have done it differently?                  What other words/phrases could the author have used here?                  Why? How has the author made you/this character feel by writing. . . ? Why?</p>

<p><b>Understanding -children should:</b></p>	<p><b>Nursery</b></p> <p>Communication and Language: be able to talk about familiar books.</p> <p><b>Reception</b></p> <p>ELG 2021: Listening, Attention and Understanding Children at the expected level of development will:</p> <p>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.</p> <p>Make comments about what they have heard and ask questions to clarify their understanding.</p> <p>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</p> <p>ELG 2021: Speaking Children at the expected level of development will:</p> <p>Offer explanations for why things might happen,</p>	<p>Draw on what they already know or on background information and vocabulary provided by the teacher.</p> <p>Be encouraged to link what they read or hear to their own experiences.</p> <p>Check that the text makes sense to them as they read and correct inaccurate reading.</p> <p>Answer simple retrieval questions about a text and find evidence to support answers.</p>	<p>Discuss the sequence of events in books and how items of information are related.</p> <p>Draw on what they already know or on background information and vocabulary provided by the teacher.</p> <p>Make links between a current book and those already read.</p> <p>Check that the text makes sense to them as they read and correct inaccurate reading.</p>	<p>Check that the text makes sense to them, discuss their understanding and explain the meaning of words in context.</p> <p>Ask questions to improve their understanding of a text.</p> <p>Identify main ideas drawn from more than one paragraph and summarise these.</p> <p>Identify morals and messages in a story.</p>	<p>Check that the text makes sense to them, discuss their understanding and explain the meaning of words in context.</p> <p>Ask questions to improve their understanding of a text.</p> <p>Identify main ideas drawn from more than one paragraph and summarise these.</p> <p>Identify morals and messages in a story.</p>	<p>Check that the book makes sense to them, discuss their understanding and explore the meaning of words in context.</p> <p>Ask questions to improve their understanding.</p> <p>Summarise the main ideas drawn from more than one paragraph, identifying key details to support the main ideas.</p>	<p>Check that the book makes sense to them, discuss their understanding and explore the meaning of words in context.</p> <p>Ask questions to improve their understanding.</p> <p>Summarise the main ideas drawn from more than one paragraph, identifying key details to support the main ideas.</p>
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	making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate;						
VIPERS: Retrieval Question Stems	<p>What is this book about? Who did...? Where did...? What did you find out about...?</p>	<p>Who is your favourite character? Why do you think all the main characters are ... in this book? Would you like to live in this setting? Why/why not? Who is/are the main character(s)? When/where is this story set? Which is your favourite/worst/funniest/scariest part of the story? Is this a fiction or a non-fiction book? How do you know?</p>	<p>Who is/are the main character(s)? When/where is this story set? How do you know? Which is your favourite/worst/funniest/scariest part of the story? Why? Tell me three facts you have learned from the text. Find the part where... What type of text is this? What happened to ... in the end of the story?</p>	<p>Who are the characters in this text? When / where is this story set? How do you know? Which part of the story best describes the setting? What do you think is happening here? What might this mean? How might I find the information quickly? What can I use to help me navigate this book? How would you describe the story? Whose perspective is the story told from?</p>	<p>Find the... in this text. Is it anywhere else? When/where is this story set? How do you know? Find the part of the story that best describes the setting. What do you think is happening here? Why? What might this mean? Whose perspective is the story told by and how do you know? How can you use the subheading to help you here?</p>	<p>Find the... in this text. Is it anywhere else? When/where is this story set? Find evidence in the text. Find the part of the story that best describes the setting. What do you think is happening here? Why? Who is telling this story? Can you skim/scan quickly to find the answer?</p>	<p>Find the... in this text. Is it anywhere else? Can you skim the next... and find me the answer to...? When/where is this story set? Find evidence in the text. Find the part of the story that best describes the setting. What do you think is happening here? Why? Who is telling this story? What genre is...? Can you look at these other texts and find me what is similar and what is different?</p>
Inference – children should:	<p><b>Nursery</b> Communication and Language: Enjoy listening to longer stories and can remember much of what happens. Know many rhymes, be able to talk about familiar books and be able to tell a long story. Literacy: Engage in extended conversations</p>	<p>Discuss the significance of the title and events. Make inferences on the basis of what is being said and done. e.g. in <b>Lost and Found</b>, Do you think the penguin likes the boy? Why?</p>	<p>Make inferences on the basis of what is being said and done. Answer and ask questions. e.g. in <b>Grandpa’s Island</b>, what might Syd be thinking and feeling when he sees Grandad climbing into the attic?</p>	<p>Draw inferences such as inferring characters’ feelings, thoughts and motives from their actions. Justify inferences with evidence. e.g in <b>Amelia Fang and the Barbaric Ball</b>, why did Count Drake’s eyes widen?</p>	<p>Draw inferences such as inferring characters’ feelings, thoughts and motives from their actions. Justify inferences with evidence. e.g in <b>Buried Alive</b>, Kelly is very calm when Keanu starts choking. What does this tell you about her?</p>	<p>Draw inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justify inferences with evidence <b>themes and characters’ and authors’ viewpoints</b>. e.g in <b>The Jamie Drake Equation</b>, why does Jamie lie about not seeing the sign?</p>	<p>Draw inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justify inferences with evidence Draw inferences across texts about characters’ viewpoints, authors’ viewpoints and themes. e.g. in <b>Holes</b>, why is it so hard to dig? And in</p>

	<p>about stories, learning new vocabulary</p> <p><b>Reception</b></p> <p>ELG 2021: Speaking Children at the expected level of development will:</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>e.g in <b>Talk Through Stories</b>, asking, 'what's the problem' and 'nice or not nice?' in relation to the characters of well-known stories.</p>						<p><b>Secrets of a Sun King</b>, why do you think Lil was even more scared for Grandad after reading the letter?</p>
<p><b>VIPERS: Inference Question Stems</b></p>	<p>Why was ... feeling...?                  Why did ... happen?                  Can you tell me about ...?                  How does ... make you feel?</p>	<p>What do you think....means?                  Why do you think that?                  How do you think. ...?                  When do you think. ...?                  Where do you think. ?                  How does ..... make you feel?                  Why did ..... happen?</p>	<p>What do you think.... means?                  Why do you think that?                  Why do you think...?                  How do you think....?                  When do you think...?                  Where do you think...?                  How has the author made us think that...?</p>	<p>What do you think.... means?                  Why do you think that?                  Why do you think...?                  How do you think....?                  Can you explain why...?                  What do these words mean and why do you think that the author chose them?                  Find and copy a group of words which show...?                  How does the description of ... show that they are...?                  Who is telling the story?                  Why has the character done this at this time?</p>	<p>What do you think.... means?                  Why do you think that?                  Could it be anything else?                  I think....; do you agree?                  Why / why not?                  How do you think....?                  Can you explain why...?                  Can you explain why based on two different pieces of evidence?                  What do these words mean and why do you think that the author chose them?                  Find and copy a group of words which show that...</p>	<p>What do you think... means? Why do you think that? Could it be anything else?                  I think....; do you agree? Why/why not?                  Why do you think the author? decided to...?                  Can you explain why...?                  Can you give me evidence from somewhere else in the text?                  What do these words mean and why do you think that the author chose them?                  How does the author make you feel?</p>	<p>What do you think... means? Why do you think that? Could it be anything else?                  I think....; do you agree? Why/why not?                  Why do you think the author decided to...?                  Can you explain why...?                  What do these words mean and why do you think that the author chose them?                  How do other people's descriptions of ... show that...?</p>

					What impression of ...do you get from this paragraph?	What impression do you get from these paragraphs?	Where else in the text can we find the answer to this question?
<b>Prediction - children should:</b>	<b>Reception</b> ELG 2021: Comprehension Children at the expected level of development will:  Anticipate, where appropriate, key events in stories.	Predict what might happen on the basis of what has been read so far.	Predict what might happen on the basis of what has been read so far.	Predict what might happen from details stated and implied.	Predict what might happen from details stated and implied.	Predict what might happen from details stated and implied.	Predict what might happen from details stated and implied.
<b>VIPERS: Prediction Question Stems</b>	What do you think the book is about? What is happening? What do you think will happen next? Why do you think that?	Looking at the cover and the title, what do you think this book is about? Where do you think.....will go next? What do you think... will say / do next? What do you think this book will be about? Why? How do you think that this will end? Who do you think has done it? What might.....say about that? Can you draw what might happen next?	Where do you think.... will go next? What do you think... will say/do next? What do you think this book will be about? Why? How do you think that this will end? What makes you say that? Who do you think has done it? What might.... say about that? How does the choice of character affect what will happen next?	Can you think of another story with a similar theme? Which stories have openings like this? Do you think that this story will develop the same way? Why did the author choose this setting? Will that influence the story? What happened before this and what do you think will happen after? Do you think the setting will have an impact on plot moving forward?	Can you think of another text with a similar theme? How do their plots differ? Which stories have openings like this? Do you think that this story will develop the same way? Why did the author choose this setting? Will that influence the story? What does this paragraph suggest what will happen next? Do you think ... will happen? Explain your answers with evidence from the text.	Can you think of another story with a similar theme? How do their plots differ? Which stories have openings like this? Do you think that this story will develop the same way? Why did the author choose this setting? Will that influence the story?	Can you think of another story with a similar theme? How do their plots differ? Which stories have openings like this? Do you think that this story will develop the same way? Why did the author choose this setting? Will that influence the story?
<b>Authorial intent - children should:</b>				Discuss words and phrases that capture the reader's interest and imagination.  Identify how language, structure, and presentation contribute to meaning.	Discuss words and phrases that capture the reader's interest and imagination.  Identify how language, structure, and presentation contribute to meaning.	Identify how language, structure and presentation contribute to meaning.  Discuss and evaluate how authors use language, including figurative	Identify how language, structure and presentation contribute to meaning.  Discuss and evaluate how authors use language, including figurative

						language and consider the impact on the reader.	language and consider the impact on the reader.
<b>Non-fiction – children should:</b>	Listen to a wide range of non-fiction at a level beyond that at which they can read independently (Y1 NC).	Listen to and discuss a wide range of non-fiction at a level beyond that at which they can read independently.	Be introduced to non-fiction books that are structured in different ways.	Retrieve and record information from non-fiction texts.	Retrieve and record information from non-fiction texts.	Distinguish between statements of fact and opinion.  Retrieve, record and present information from non-fiction texts.	Distinguish between statements of fact and opinion.  Retrieve, record and present information from non-fiction texts.
<b>Discussing reading children should:</b>	<p><b>Nursery</b></p> <p>Communication and Language: Enjoy listening to longer stories and can remember much of what happens. Know many rhymes, be able to talk about familiar books and be able to tell a long story.</p> <p>Literacy: Engage in extended conversations about stories, learning new vocabulary</p> <p><b>Reception</b></p> <p>ELG 2021: Speaking Children at the expected level of development will: Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</p> <p>Offer explanations for why things might happen,</p>	<p>Participate in discussion about what is read to them by taking turns and listening to what others say.</p> <p>Explain clearly their understanding of what is read to them.</p>	Participate in discussion about books, poems and other works that are read to them and those that they can read for themselves by taking turns and listening to what others say.	Participate in discussion about both books that are read to them and those they can read for themselves by taking turns and listening to what others say.	Participate in discussion about both books that are read to them and those they can read for themselves by taking turns and listening to what others say.	<p>Recommend books that they have read to their peers and giving reasons for their choices.</p> <p>Participate in discussions about books, building on their own and others’ ideas and challenging views courteously.</p> <p>Explain and discuss their understanding of what they have read, including through formal presentations and debates.</p> <p>Provide reasoned justifications for their views.</p>	<p>Recommend books that they have read to their peers and giving reasons for their choices.</p> <p>Participate in discussions about books, building on their own and others’ ideas and challenging views courteously.</p> <p>Explain and discuss their understanding of what they have read, including through formal presentations and debates.</p> <p>Provide reasoned justifications for their views.</p>

	<p>making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>ELG 2021:Comprehension Children at the expected level of development will: Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</p>						
<p><b>VIPERS: Explanation Question Stems</b></p>	<p>Who do you like best? Why? Would you like to be in the story? Why or why not? Would you like to change the story?</p>	<p>Is there anything you would change about this story? What do you like about this text? Who is your favourite character? Why?</p>	<p>What is similar/different about two characters? Explain why... did that.. Is this as good as...? Which is better and why? Does the picture help us? How? What would you do if you were...? Would you like to live in this setting? Why? Is there anything you would change about this story? Do you agree with the author's...? Why?</p>	<p>What is similar/different about two characters? Explain why... did that. Describe different characters' reactions to the same event. Is this as good as...? Which is better and why? Why do you think they chose to order the text in this way? What is the purpose of this text and who do you think it was written for? What is the author's viewpoint? How do you know? How are these two sections in the text linked?</p>	<p>What is similar/different about two characters? Did the author intend that? Explain why... did that. Describe different characters' reactions to the same event. Is this as good as...? Which is better and why? What can you tell me about how this text is organised? Why is the text arranged in this way? What is the purpose of this text and who is the audience? How does the author engage the reader here? Which section was the most...? Why?</p>	<p>What is similar/different about two characters? Did the author intend that? Explain why... did that. Describe different characters' reactions to the same event. Does this story have a moral? Which is better and why? How is the text organised and what impact does this have on you as a reader? Why has the text been written this way? How can you tell whether it is fact and opinion? How is this text similar to the writing we have been doing? How does the author engage the audience?</p>	<p>What is similar/different about two characters? Did the author intend that? Explain why... did that. Describe different characters' reactions to the same event. Does this story have a moral? Which is better and why? Can you identify where the author has shown bias towards a particular character? Is it fact or is it opinion? How do you know? How does the author make you feel at this point in the story? Why did they do that? Can you explain it in a different way?</p>

## St Dennis Primary Academy – Reading Curriculum

### How we prioritise reading at St Dennis Primary Academy

- Daily reading through RWI at the beginning of every day.
- A diet of '5 a day' in EYFS that includes 'Talk through Stories'.
- Daily Book Study (KSI) or Novel Study (KS2) taught through the use of VIPERS questions, which have been structured progressively across the school.
- Additional Book Share in KSI.
- A weekly 'reading response' session, where the VIPERS are used to frame questions regarding the Novel/Book being studied.
- Writing is taught through the storytelling approach.
- Comprehension skills are taught across the wider curriculum every week.
- Well stocked and inviting library.
- Dedicated library time every week where library skills are explicitly taught.
- Children can take home two books - one decodable (RWI or Accelerated Reader) and one library book for pleasure.
- Accelerated Reader is used once children have completed RWI. Instead of being a 'free reader', they are directed to choose books within their ZPD level as their individual reading book. Within this band, there are a range of difficulties and interest levels for the children to choose from.
- Key staff in reading roles include a RWI Lead, English Lead, School Librarian and a Reading Champion. We also employ a member of staff who reads with priority children every day.
- Reading achievement is celebrated through a dedicated newsletter.
- Classrooms have all been redesigned to include reading corners which are used as a mini-library and include recommended texts, books relevant to topics, poetry books and current newspapers and magazines.
- Knowledge organisers include a glossary to ensure children learn layered language and definitions which supports their comprehension across the wider curriculum and in their independent reading.
- Reading is woven into all long-term plans to ensure we are reading as scientists, geographers and historians.
- Additional online access to books has been purchased so children have access to an extensive online library.
- Weekly reading training in place for staff.
- In order to ensure a wide range of texts are accessed, we are developing the use of the 'Five Plagues of Reading Spines' (Doug Lemov – Reading Reconsidered).
- Website to showcase our reading intent, implementation and impact.
- Partner school with Kernow English Hub to ensure best practice teaching of reading.

### How we develop a love of reading at St Dennis Primary Academy

- The reading booklet (we created) is used to empower staff and volunteers to be expert readers who model reading skills, discuss texts and share their own love of reading.
- Class teachers read every day to their class through 'Five a Day' in EYFS, Book Share and Book Study (KSI), and Novel Study (KS2).
- Every class has a storytelling chair and a cloak that children and adults can wear.
- Our curriculum promotes a diverse and meaningful reading experience through linking texts and stories to events and occasions e.g. Black History Month in October, Anti-bullying Week in November and Safer Internet Day in February. These texts are used to promote discussion and a sense of belonging, thus promoting teamwork.
- Children show courage to embrace a range of unfamiliar texts based on the 'Five Plagues of Reading' Spine.

## St Dennis Primary Academy – Reading Curriculum

- A team of Reading Ambassadors in Year 6, promote reading throughout the school and share books with younger children, showing responsibility.
- A 'Reading Squad' of volunteers from the local community have been recruited and trained, to share the love of reading across the school.
- Visiting authors, book signings and virtual events create real-life experiences and aspiration.
- We now plan to open the library to the community after school because restrictions are lifted.
- Reading displays around the school show recommendations by staff and children and also signpost children to other books they can read, based on authors they already enjoy.
- To promote friendship, comfortable 'Book Nooks' around the school have been created and display texts that link to our core values.
- The outdoor environment is being renovated to include storytelling chairs and reading areas.
- We hold book-based events throughout the year including book fairs, Book Week, 'Stay and Read' sessions and book swaps.
- All achievements are rewarded with books.

### How we ensure children make progress in reading at St Dennis Primary Academy

- RWI is taught with fidelity as the school's Systematic Synthetic Phonics Programme.
- We are a partner school with Kernow English Hub to ensure best practice and to implement their aims: to ensure all children make speedy progress in phonics and reading, to develop children's understanding and use of spoken language and to develop children's love of reading.
- Swift analysis of RWI and Accelerated Reader data to inform quality first teaching, interventions and identification of priority readers.
- Specific groups and individuals are prioritised throughout the year to be focus children in the classroom and receive additional daily support in reading.
- Clear progression of reading skills taught through VIPERS (vocabulary, inference, prediction, explanation, retrieval and sequencing / summarising) reading prompts.
- Reading Champion in role carries out diagnostic running records to identify specific barriers to reading and ways to overcome them, as detailed in the reading guidance booklet we created.
- Use of Target Tracker gap analysis tools and Pupil Progress Meetings to target children and adapt children where necessary.
- Teachers know the expected standards of reading (e.g. RWI – Year 1 children should be at Pink by the end of the autumn term and blue at the end of the year) for their year groups at different points throughout the year.
- Summative assessments including RWI, the STAR Reading Test and PIRA inform teaching.
- A progressive set of library skills are explicitly taught.
- Children receive interventions in a variety of ways, including: RWI 1:1, Toe by Toe, Precision Teaching and RWI Fresh Start.
- Children who do not read at home, read with a trained member of staff.
- Monitoring of the teaching of reading across the school ensures this is high-quality and is focussed on research including EEF – Preparing for Literacy between the ages of 3 and 5, Improving Literacy in KS1 and Improving Literacy in KS2.
- We provide training and information to assist parents and carers to support children's reading through information meetings, newsletters, Facebook and via the website.

### How we match children's reading books to their phonic ability at St Dennis Primary Academy

- Pupils are formatively assessed daily in phonics as well as half termly using the RWI assessments. Individuals are assessed more often if the need arises. These assessments inform which decodable books match children's phonic ability.
- Reading books are checked daily and changed according to the RWI policy (two or three RWI decodable books per week in order to develop fluency).

## St Dennis Primary Academy – Reading Curriculum

- Accelerated Reader is used once children have completed RWI. Instead of being a 'free reader', they are directed to choose books within their ZPD level as their individual reading book. This is informed by STAR Reading tests and teacher assessment every half term (and more often if required).
- The Reading Champion and teaching staff use information from STAR Reading Test, comprehension quizzes and reading ages to ensure that children are reading within the correct reading band and making progress. There are a range of difficulties and interest levels for children to choose from.

### How we teach phonics at St Dennis Primary Academy from the start

- In the last term of Nursery, children are taught to say the sounds of letters with the help of mnemonics, to blend the sounds into words and read 'simple blending books'. The focus is on reading aloud, teaching the children poems and songs and talking with the children.
- Pupils begin learning letter sounds on entry to Reception. Through RWI, children are immersed in a direct teaching approach which embeds systematic phonics skills as the core skills for reading. Sounds are taught in a specific order, and regular assessment informs future planning and interventions.
- To support the learning in school, pupils take home their phonetically decodable reading books to reinforce the sounds and the common exception words (red words) taught.
- Workshops are provided for parents and carers throughout the year where they are given resources and advice on how to support phonics at home.

### How we support children to catch up at St Dennis Primary Academy

- Through Pupil Progress meetings, those children who are not making good progress have interventions planned for them. These children also become priority readers and read daily with a trained adult.
- Context sheets for each cohort have been created to identify and target support to those children who have not met the expected standard at key points (e.g. EYFS, PSC, KSI Reading).
- Parent Support Advisor liaises with staff and where reading progress is a concern, offers support to the household.
- Diagnostic data from PIRA enables teachers to plan learning that focuses on specific reading domains.
- RWI assessments are undertaken every half term (by the Phonics Lead) and children are identified for 'keep up' or 'catch up' interventions which could be delivered 1:1 or in small groups.
- Planned interventions are reviewed regularly and staff leading these meet with the Phonics Lead / SENDCo to discuss progress.
- We use Provision Map to track the impact of interventions.

### How we train staff to be reading experts at St Dennis Primary Academy

- All staff have received recent RWI training through development days led by an approved RWI trainer.
- Staff attend weekly refresher sessions with the Phonics Lead. Practice Maps are kept up to date.
- The school is a partner school with Kernow English Hub and receives termly visits which incorporate training.
- We have two development days a year with RWI, which also incorporates training.
- Staff have been trained in reading comprehension strategies through modelling and supported practice.
- Experts have been identified within the school team and peer mentors created to cascade excellence from within.
- Through monitoring, the Reading Lead ensures adherence to the reading guidance booklet best practice.
- SLT offer in-house coaching at the point of teaching.

## St Dennis Primary Academy – Reading Curriculum

- Links have been made across Trust schools to give staff the opportunity to observe staff teaching in other settings.
- First phase teaching is high quality across the school and is evident through personalised CPD.
- Trust Lead in place to support any identified training needs.
- Clear timeline of training opportunities has been mapped out with a focus on self-review and reflection of individual practice.
- Teaching assistants receive the same CPD opportunities as teachers and are viewed as teaching partners.
- Reading Lead attends TPAT English network meetings and key information is fed back to all staff.
- A full monitoring schedule is in place to ensure agreed approaches and consistency in reading across the school.