



# St Mary's Catholic Junior School

*"I can do all things through Christ who strengthens me" Philippians 4:13*



## English Reading Curriculum Document

### INTENT

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

### Year 3

### Year 4

### Year 5

### Year 6

### Word Reading

Read books at an age appropriate interest level.  
Use knowledge of root words to understand meanings of words.  
Use prefixes to understand meanings e.g. un-,dis-, mis-, re-, pre-, im-, in-.  
Use suffixes to understand meanings e.g. -ly, -ous.  
Read and understand words from the Year 3 list (selected from the statutory Year 3/4 word list) - see below.

Read books at an age appropriate interest level.  
Use knowledge of root words to understand meanings of words.  
Use prefixes to understand meanings e.g. in-, ir-, sub-, inter-, super-, anti-, auto-.  
Use suffixes to understand meanings e.g. -ation, -tion, -ssion, -cian, -sion.  
Read and understand words from the Year 4 list (selected from the statutory Year 3/4 word list) - see below.

Read books at an age appropriate interest level.  
Use knowledge of root words to understand meanings of words.  
Apply knowledge of prefixes to understand meaning of new words, e.g. dis-, re-, pre-, mis-, over-.  
Use suffixes to understand meanings e.g. -ant, -ance, -ancy, -ent, ence, -ency, -ible, -able, -ibly, -ably.  
Read and understand words from the Year 5 list (selected from the statutory Year 5/6 word list) - see below

Read books at an age appropriate interest level.  
Work out unfamiliar words by focusing on all letters in the word, e.g. not reading invitation for imitation.  
Use knowledge of root words, prefixes and suffixes to investigate how the meanings of words change e.g. un+happy+ness, dis+repute+able, dis+respect+ful, re+engage+ment.  
Use suffixes to understand meanings e.g. -cious, -tious, -tial, -cial.

				<p>Read and understand words from the Year 6 list (selected from the statutory Year 5/6 word list) - see below. Use etymology to help the pronunciation of new words e.g. chef, chalet, machine, brochure – French in origin.</p>
<p><b>Range of Reading</b></p>	<p>Listen to and discuss a range of fiction, poetry, plays and non-fiction, e.g. fables, fairy tales, classic poetry, shape poetry, nonchronological reports, explanations. Regularly listen to whole novels read aloud by the teacher. Read a range of non-fiction texts, e.g. information, discussion, explanation, biography and persuasion. Read books and texts for a range of purposes e.g. enjoyment, research, skills development, reference. Recognise some different forms of poetry e.g. narrative, calligrams, shape poems. Sequence and discuss the main events in stories. Orally retell a range of stories, including less familiar fairy stories, fables and folk tales e.g. Grimm’s Fairy Tales. Identify and discuss themes e.g. good over evil, weak and strong, wise and foolish, mean and generous, rich and poor. Identify and discuss conventions e.g. numbers three and seven in</p>	<p>Listen to, read and discuss a range of fiction, poetry, plays and non-fiction in different forms e.g. fairy tales, folk tales, classic poetry, kennings, advertisements, formal speeches, magazines, electronic texts. Regularly listen to whole novels read aloud by the teacher. Read books and texts, which are structured in different ways, for a range of purposes and respond in a variety of ways. Learn a range of poems by heart and rehearse for performance. Prepare poems and play scripts to read aloud, showing understanding through intonation, tone, volume and action. Orally retell a range of stories, including less familiar fairy stories, myths and legends.</p>	<p>Listen to and discuss a range of fiction, poetry and non-fiction which they might not choose to read themselves. Regularly listen to whole novels read aloud by the teacher from an increasing range of authors. Explore themes within and across texts e.g. loss, heroism, friendship. Make comparisons within a text e.g. characters’ viewpoints of same events. Recommend books to their peers with reasons for choices. Read books and texts that are structured in different ways for a range of purposes. Express preferences about a wider range of books including modern fiction, traditional stories, myths and legends. Learn a wider range of poems by heart. Prepare poems and play scripts to read aloud and perform, showing understanding through intonation, tone, volume and action so the meaning is clear to an audience.</p>	<p>Listen to, read and discuss an increasingly wide range of fiction, poetry, plays and nonfiction. Regularly listen to novels read aloud by the teacher from an increasing range of authors, which they may not choose themselves. Independently read longer texts with sustained stamina and interest. Recommend books to their peers with detailed reasons for their opinions. Express preferences about a wider range of books including modern fiction, traditional stories, fiction from our literary heritage and books from other cultures. Learn a wider range of poems by heart. Prepare poems and play scripts to read aloud and perform using dramatic effects.</p>

	<p>fairy tales, magical sentence repeated several times. Prepare poems and play scripts to read aloud, showing understanding through intonation, tone, volume and action.</p>			
<p><b>Reading Comprehension</b></p>	<p>Identify, discuss and collect favourite words and phrases which capture the reader's interest and imagination. Explain the meaning of unfamiliar words by using the context. Use dictionaries to check meanings of words they have read. Use intonation, tone and volume when reading aloud. Take note of punctuation when reading aloud. Discuss their understanding of the text. Raise questions during the reading process to deepen understanding e.g. I wonder why the character. Draw inferences around characters thoughts, feelings and actions, and justify with evidence from the text. Make predictions based on details stated. Justify responses to the text using the PE prompt (Point + Evidence). Discuss the purpose of paragraphs.</p>	<p>Identify, discuss and collect effective words and phrases which capture the reader's interest and imagination e.g. metaphors, similes. Explain the meaning of key vocabulary within the context of the text. Use dictionaries to check meanings of words in the texts that they read. Use punctuation to determine intonation and expression when reading aloud to a range of audiences. Make predictions based on information stated and implied. Demonstrate active reading strategies e.g. generating questions, finding answers, refining thinking, modifying questions, constructing images. Justify responses to the text using the PE prompt (Point + Evidence). Identify, analyse and discuss themes e.g. safe and dangerous, just and unjust, origins of the earth, its people and animals. Draw inferences around characters' thoughts, feelings, actions and motives, and justify</p>	<p>Explain the meaning of words within the context of the text. Use punctuation to determine intonation and expression when reading aloud to a range of audiences. Check that the book makes sense to them and demonstrate understanding e.g. through discussion, use of reading journals. Demonstrate active reading strategies e.g. generating questions to refine thinking, noting thoughts in a reading journal. Infer characters' feelings, thoughts and motives from their actions and justify inferences with evidence. Predict what might happen from information stated and implied. Through close reading of the text, re-read and read ahead to locate clues to support understanding. Scan for key words and text mark to locate key information. Summarise main ideas drawn from more than one paragraph</p>	<p>Explain the meaning of new vocabulary within the context of the text. Demonstrate active reading strategies e.g. challenging peers with questions, justifying opinions, responding to different viewpoints within a group. Use a reading journal to record on-going reflections and responses to personal reading. Explore texts in groups and deepen comprehension through discussion. Provide reasoned justifications for their views. Justify opinions and elaborate by referring to the text e.g. using the PEE prompt – Point+Evidence+Explanation. Infer characters' feelings, thoughts and motives from their actions, justifying inferences with evidence e.g. Point+Evidence+Explanation. Predict what might happen from information stated and implied. Through close reading, re-read and read ahead to locate</p>

	<p>Identify a key idea in a paragraph. Analyse and evaluate texts looking at language, structure and presentation e.g. persuasive letter, diary and calligram etc.</p>	<p>with evidence from the text using point and evidence. Identify main ideas drawn from more than one paragraph and summarise these e.g. character is evil because...1/2/3 reasons, Clitheroe Castle is a worthwhile place to visit because 1/2/3 reasons across a text. Analyse and evaluate texts looking at language, structure and presentation and how these contribute to meaning. Recognise and analyse different forms of poetry e.g. haiku, limericks, kennings</p>	<p>and identify key details which support this. Justify opinions and elaborate by referring to the text, e.g. using the PEE prompt - Point + Evidence + Explanation.</p>	<p>clues to support understanding and justify with evidence from the text. Make comparisons within and across texts e.g. similar events in different books such as being an evacuee in Carrie's War and Goodnight Mr Tom. Compare characters within and across texts. Compare texts written in different periods. Recognise themes within and across texts e.g. hope, peace, fortune, survival. Distinguish between statements of fact or opinion across a range of texts e.g. first-hand account of an event compared with a reported example such as Samuel Pepys' diary and a history textbook. Skim for gist. Scan for key information e.g. identify words and phrases which tell you the character is frustrated, or find words/phrases which suggest that a theme park is exciting. Use a combination of skimming, scanning and close reading across a text to locate specific detail.</p>
<p><b>Participation</b></p>	<p>Participate in discussion about what is read to them and books they have read independently.</p>	<p>Participate in discussion about what is read to them and books they have read independently,</p>	<p>Participate in discussions about books that are read to them and those they can read for themselves, building on their</p>	<p>Participate in discussions about books, building on their own and others' ideas and challenging views courteously.</p>

	<p>Develop and agree on rules for effective discussion. Take turns and listen to what others say. Make and respond to contributions in a variety of group situations e.g. whole class, pairs, guided groups, book circles.</p>	<p>taking turns and listening to what others say. Develop, agree on and evaluate rules for effective discussion. Make and respond to contributions in a variety of group situations e.g. whole class, independent reading groups, book circles.</p>	<p>own and others ideas and challenging views courteously. Explain and discuss their understanding of what they have read, including through formal presentations and debates. Prepare formal presentations individually or in groups. Use notes to support presentation of information. Respond to questions generated by a presentation. Participate in debates on an issue related to reading (fiction or nonfiction)</p>	<p>Explain and discuss their understanding of what they have read, including through formal presentations and debates. Prepare formal presentations individually or in groups. Use notes to support presentation of information. Respond to questions generated by a presentation. Participate in debates on issues related to reading (fiction/non-fiction).</p>
<p><b>Non-fiction</b></p>	<p>Prepare for research by identifying what is already known about the subject and key questions to structure the task. Evaluate how specific information is organised within a non-fiction text e.g. text boxes, contents, bullet points, glossary, diagrams. Quickly appraise a text to evaluate usefulness. Navigate texts in print and on screen. Record information from a range of non-fiction texts.</p>	<p>Prepare for research by identifying what is already known about the subject and key questions to structure the task. Navigate texts ,e.g. using contents and index pages, in order to locate and retrieve information in print and on screen. Record information from a range of non-fiction texts. Scan for dates, numbers and names. Analyse and evaluate how specific information is organised within a non-fiction text e.g. text boxes, subheadings, contents, bullet points, glossary, diagrams. Explain how paragraphs are used to order or build up ideas, and how they are linked.</p>	<p>Analyse the conventions of different types of writing e.g. use of first person in autobiographies and diaries. Identify how language, structure and presentation contribute to meaning e.g. formal letter, informal diary, persuasive speech.</p>	<p>Retrieve, record, make notes and present information from nonfiction, including texts used in other subjects. Analyse the conventions of different types of writing e.g. use of dialogue to indicate geographical and/or historical settings for a story. Identify how language, structure and presentation contribute to meaning e.g. persuasive leaflet, balanced argument</p>

<b>Evaluating author's use of language</b>			Explore, recognise and use the terms metaphor, simile, imagery. Explain the effect on the reader of the authors' choice of language. Distinguish between statements of fact or opinion within a text.	Explore, recognise and use the terms personification, analogy, style and effect. Explain the effect on the reader of the author's choice of language and reasons why the author may have selected these words, phrases and techniques.
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