

Bream C of E Primary School

Helping all children to become caring, confident and curious young people

*'Be the best you can be; together we grow from acorns
to oaks flourishing in God's love'*

Reading Curriculum Skills Progression Document

Trust, Friendship, Respect, Forgiveness, Courage, Truthfulness

Intent

At Bream C of E Primary School, we aim to provide children with an English-rich environment, high quality texts and inspiring learning opportunities, which will help them to:

- Gain a life-long enjoyment of reading and books
- Read accurately, fluently and with understanding
- Apply a knowledge of structured synthetic phonics in order to decode unfamiliar words with increasing accuracy and speed
- Be able to read with expression, clarity and confidence
- Develop a good linguistic knowledge of vocabulary and grammar
- Read and respond to a wide range of different types of texts
- Develop a deeper level of emotional intelligence and empathy
- Read fluently, and with confidence, in any subject in their forthcoming secondary education.

Implementation

Through the delivery of our inclusive reading curriculum, we ensure a consistent and robust teaching and learning of early reading and phonics in EYFS and KS1, so that pupils are able to read with increased speed and fluency and access the wider curriculum. We follow the Little Wandle phonics programme to develop these skills. Children are provided with books that match and support their phonics development and ability. All pupils have opportunities to develop their reading skills daily, and are encouraged to read at home with an adult through a class-based reward system. All pupils are part of the Collins Big Cat reading scheme where they can progress through the reading levels by reading a range of fiction, non-fiction and poetry texts – teachers and teaching assistant will regularly listen to readers and ensure they progress through the programme. We provide a text-rich environment, in order to encourage a positive culture of reading throughout all classes and promote pupils' enjoyment of reading. Through high-quality teaching and learning experiences, we will develop children's skills and competence. We use 'Read in to Writing' which underpins the majority of our English lessons encouraging pupils to develop their vocabulary, consider a range of issues and deeper meanings in texts, develops comprehension skills and enjoyment of books. In KS2, we develop our pupils' reading skills through a systematic VIPERS (vocabulary, inference prediction, explanation, retrieval and summarising) approach. We choose challenging texts and we model key reading skills and strategies. Using the Rosenshine pedagogy, we support pupils through an I Do, We Do, You Do approach where guided practice allows our pupils to use taught skills and strategies.

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Impact

The impact of our teaching of phonics will be for children to develop their phonics skills and knowledge through a systematic, synthetic approach, while covering the statutory requirements outlined in the 2014 National Curriculum. All pupils will make at least good progress from their starting points. Our pupils will develop a life-long enjoyment of reading and books.

As a Year 6 reader, transitioning into secondary school, we aspire that children are fluent, confident and able readers, who can access a range of texts for pleasure and enjoyment, as well as use their reading skills to unlock learning and all areas of the curriculum. We firmly believe that reading is the key to all learning and so the impact of our reading curriculum goes beyond the results of the statutory assessments.

In addition to this:

- Parents and carers will have a good understanding of how they can support reading at home, and contribute regularly to home-school records.
- The % of pupils working at age related expectations and above age-related expectations within each year group will be at least in line with national averages and will match the ambitious targets of individual children.
- There will be no significant gaps in the progress of different groups of pupils (e.g. disadvantaged vs non-disadvantaged)

Little Wandle Programme Progression

At Bream C of E Primary School, we use Little Wandle Letters and Sounds for our systematic synthetic phonics (SSP) teaching programme. The table below shows the graphemes and words which are taught in Reception, Year One and Year Two.

Reception			
	Autumn 1	Spring 1	Summer 1
	Phase 2 graphemes	Phase 3 graphemes	Phase 4
Week 1	s a t p	ai ee igh oa	short vowels CVCC
Week 2	i n m d	oo ar or	short vowels CVCC CCVC
Week 3	g o c k	ur ow oi ear	short vowels CCVCC CCCVC CCCVCC longer words
Week 4	ck e u r	air er words with double letters: dd mm tt bb rr gg pp ff	longer words compound words
Week 5	h b f l	longer words	root words ending in: -ing, -ed /t/, -ed /id/ /ed/ -est
	Autumn 2	Spring 2	Summer 2
	Phase 2 graphemes	Phase 3 graphemes	Phase 4 graphemes
Week 1	ff ll ss j	review Phase 3: ai ee igh oa oo ar or ur oo ow oi ear	long vowel sounds CVCC CCVC
Week 2	v w x y	review Phase 3: er air words with double letters longer words	long vowel sounds CCVC CCCVC CCV CCVCC
Week 3	z zz qu words with s /s/ added at the end ch	words with two or more digraphs	Phase 4 words ending -s /s/ Phase 4 words ending -s /z/ Phase 4 words ending -es longer words

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Week 4	sh th ng nk	longer words words ending in -ing compound words	root words ending in: -ing, -ed /t/, -ed /id/ /ed/, -ed /d/
Week 5	words with s /s/ added at the end words ending s /z/ (his) and with s /z/ added at the end	longer words words with s in the middle /z/ s words ending -s words with -es at the /z/	Phase 4 words ending in: -s /s/, -s /z/, -es longer words
Year 1			
	Autumn 1	Spring 1	Summer 1
	Phase 3/4 review + 4 Phase 5 GPCs	Phase 5 graphemes	Review Phase 5 GPCs for phonics screening check
Week 1	review Phase 3 GPCs ai ee igh oa oo ar or ur oo ow oi ear	/ee/ y funny /e/ ea head /w/ wh wheel /oa/ oe ou toe shoulder	ay play a-e shake ea each e he
Week 2	air er /z/ s –s –es words with two or more digraphs e.g. queen thicker	/igh/ y fly /oa/ ow snow /j/ g giant /f/ ph phone	ie pie i-e time o go o-e home
Week 3	Phase 4: CVCC CCVC CCVCC CCCVC Phase 4 with long vowels	/l/ le al apple metal /s/ c ice /v/ ve give	ue blue rescue ew chew new u-e rude cute aw claw
Week 4	Phase 5 /ai/ ay play /ow/ ou cloud /oi/ oy toy /ee/ ea each	/u/ o-e o ou some mother young /z/ se cheese /s/ se ce mouse fence /ee/ ey donkey	ea head ir bird ou cloud oy toy

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Week 5	review longer words	Grow the code: /oo/ u ew ue u-e ui ou oo fruit soup /ee/ ea e e-e ie ey y ee /s/ c se ce ss /z/ se s zz /oa/ ow oe ou o-e o oa	i tiger a paper ow snow u unicorn
Week 6			ph phone wh wheel ie shield g giant
	Autumn 2	Spring 2	Summer 2
	Phase 5 graphemes	Phase 5 graphemes	Phase 5 graphemes
Week 1	/ur/ ir bird /igh/ ie pie /oo/ /yoo/ ue blue rescue /yoo/ u unicorn	/ur/ or word /oo/ u owl awful would /air/ are share /or/ au aur oor al author dinosaur floor walk	/ai/ eigh aigh ey ea eight straight grey break /n/ kn gn knee gnaw /m/ mb thumb /ear/ ere eer here deer
Week 2	/oa/ o go /igh/ i tiger /ai/ a paper /ee/ e he	/ch/ tch match /ch/ ture adventure /ar/ al half* /ar/ a father*	/zh/ su si treasure vision /j/ dge bridge /i/ y crystal /j/ ge large
Week 3	/ai/ a-e shake /igh/ i-e time /oa/ o-e home /oo/ /yoo/ u-e rude cute	/or/ a water schwa in longer words: different /o/ a want /air/ ear ere bear there	/sh/ ti ssi si ci potion mission mansion delicious
Week 4	/ee/ e-e these /oo/ /yoo/ ew chew new /ee/ ie shield /or/ aw claw	/ur/ ear learn /r/ wr wrist /s/ st sc whistle science schwa at the end of words: actor	/or/ augh our oar ore daughter pour oar more review

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Week 5	Grow the code: /igh/ ie i i-e /ai/ ay a a-e /oa/ oa o o-e /ee/ e ie e-e ea /oo/ /yoo/ ew u-e u ue	/c/ ch school /sh/ ch chef /z/ ze freeze	review
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Year 2

From phonics to spelling

Children on track at the end of Year 1:

Autumn 1	Autumn 2	Spring and Summer
5 weeks: Phase 5 review	5 weeks: Bridge to spelling	20 weeks: Spelling units
Autumn 1 5 weeks: Phase 5 review		
Week 1	/ai/ a-e ai ay a eigh ea ey aigh /ee/ y ea ee e ie ey e-e /igh/ igh i-e i y ie /oa/ ow o o-e oa oe ou	people eye whole
Week 2	/oo/ /yoo/ oo u u-e ew ue ou ui /air/ air are ear ere /ur/ er ur ir or ear /ow/ ou ow	through improve move prove shoe two who beautiful their parents
Week 3	/or/ or a aw au ore oor al oar our augh aur /zh/ si su /ch/ ch tch ture* /sh/ sh ti ch ssi ci si	thought sure

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Week 4	/j/ j g ge dge /s/ s ss c ce se st sc /u/ ou /e/ ea /i/ y /o/ a /u/ o o-e /oo/ u oul schwa: er a or ar our re	once again any many friend busy pretty because laugh**
Week 5	ie /ee/ /igh/ y /ee/ /igh/ /i/ ea /ee/ /e/ /ai/ a /a/ /ai/ /or/	friend
Autumn 2 5 weeks: Bridge to spelling		
Week 1	What do I need to know to think about spelling? How do I use the Complete the code chart to help me to spell?	
Week 2	Why do I double letters at the end of words? Why do I double letters in some longer words ending in -er?	
Week 3	Why do some words end in 'k' or 'ck'? Why do some words end in 'ch' or 'tch'?	
Week 4	When do I add the suffix -es/-s to words? Why do I double the final letter in some words when I add the suffix -ing?	
Week 5	Why do I swap the 'y' for an 'i' when I add the suffix -ed? Why do I drop the 'e' when I add the suffix -ing?	

Children completing Phase 5:				
Autumn 1	Autumn 2	Spring 1	Spring 2, Summer 1 & 2	Year 3
Complete Phase 5	5 weeks: Phase 5 review	5 weeks: Bridge to spelling	15 weeks: Spelling units	5 weeks: Spelling units
Children with much larger gaps to be taught separately				
Example scenarios:				
Autumn 1 Complete Rapid Catch-up Phase 4	Autumn 2, Spring 1 and 2 14 weeks: Rapid Catch-up Phase 5	Summer 1 5 weeks: Bridge to spelling	Summer 2 5 weeks of spelling (continue in Year 3)	
Autumn 1 and 2 Complete Rapid Catch-up Phase 2 or 3	Autumn 2, Spring 1 4 weeks: Rapid Catch-up Phase 4	Spring 1 and 2, Summer 1 14 weeks: Rapid Catch-up Phase 5	Summer 2 5 weeks: Bridge to spelling	

Little Wandle Expected Progress

Phase /colour/band	On track expectation	End of year expectation		
		Reception	Year 1	Year 2
Foundation Level	Reception, Autumn 1			Year 2 WBY (PK1)
Phase 2, set 1	Reception, Autumn week 3/4 & Autumn 2			Year 2 WBY (PK1)
Phase 2, set 2	Reception, Autumn 2			Year 2 WBY (PK1)
Phase 2, set 3	Reception, Autumn 2			Year 2 WBY (PK2)
Phase 2, set 4	Reception, Spring 1			Year 2 WBY (PK2)
Phase 2, set 5	Reception, Spring 1			Year 2 WBY (PK3)
Phase 3, set 1	Reception, Spring 2	REC ELG		Year 2 WBY (PK3)
Phase 3, set 2	Reception, Summer 1		Year 1 BLW	Year 2 WBY (PK3)
Phase 4, set 1	Reception, Summer 2		Year 1 BLW	Year 2 BLW (PK4)
Phase 4, set 2	Year 1, Autumn 1		Year 1 WTS	Year 2 BLW (PK4)
Phase 5, set 1	Year 1, Autumn 2		Year 1 WTS	Year 2 BLW (PK4)
Phase 5, set 2	Year 1, Spring 1		Year 1 WTS	Year 2 BLW (PK4)
Phase 5, set 3	Year 1, Spring 2		Year 1 WTS	Year 2 BLW (PK4)
Phase 5, set 4	Year 1, summer 1 & 2		Year 1 ARE	Year 2 WTS
Phase 5, set 5	Year 2, Autumn 1		Year 1 ARE+	Year 2 WTS
Turquoise	Year 2, Autumn 2		Year 1 ARE+/GDS	Year 2 WTS
Purple	Year 2, Spring 1			Year 2 WTS
Gold	Year 2, Spring 2			Year 2 ARE
White	Year 2, Summer			Year 2 ARE
Lime				Year 2 ARE+/GDS
Lime +				Year 2 GDS

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Regular Reading

The Impact of Regular Reading

Child A



Reads **20 minutes** per day

3,800 minutes per school
year

1,800,000 words exposed
to per school year



Child B



Reads **5 minutes** per day

950 minutes per school
year

282,000 words exposed
to per school year



Child C



Reads **1 minute** per day

190 minutes per school
year

8,000 words exposed to
per school year



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Reading Comprehension

Good comprehension draws from linguistic knowledge (in particular of vocabulary and grammar) and on knowledge of the world. Comprehension skills develop through pupils' experience of high-quality discussion with the teacher, as well as from reading and discussing a range of stories, poems and non-fiction. All pupils must be encouraged to read widely across both fiction and non-fiction to develop their knowledge of themselves and the world they live in, to establish an appreciation and love of reading, and to gain knowledge across the curriculum. Reading widely and often increases pupils' vocabulary because they encounter words they would rarely hear or use in everyday speech. Reading also feeds pupils' imagination and opens up a treasure house of wonder and joy for curious young minds (National curriculum in England: English programmes of study, 2014).

Reception to Year 1

As well as ensuring that our children become effective decoders through our SSP, we make sure that our early reading approach includes reading comprehension.

We teach children to read through reading practice sessions three times a week. These:

- are taught by a fully trained adult to small groups of approximately six children
- use books matched to the children's secure phonic knowledge using the Little Wandle Letters and Sounds Revised assessments
- are monitored by the class teacher, who rotates and works with each group on a regular basis.

Each reading practice session has a clear focus, so that the demands of the session do not overload the children's working memory. The reading practice sessions have been designed to focus on three key reading skills:

- decoding
- prosody: teaching children to read with understanding and expression
- comprehension: teaching children to understand the text.

Year 2 to Year 6: VIPERS Reading Skills Progression

To ensure that our children have access to a robust and comprehensive reading comprehension curriculum, we use the VIPERS programme to ensure our pupils read and discuss a range of stories, poems and non-fiction, and engage in high-quality discussion with the teacher. Each strand of the reading curriculum is broken down into learning objectives which are used to teach the children.

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Reading Strand	Year 2	
Vocabulary 1a – Draw upon knowledge of vocabulary in order to understand the text.	- To discuss and clarify the meanings of words and link new meanings to known vocabulary - To discuss their favourite words and phrases - To recognise some recurring language in stories and poems	
Inference 1d – Make inferences from the text.	- To make inferences about characters' feelings using what they say and do - To infer basic points and begin, with support, to pick up on subtler references - To answer and ask questions as the story progresses - To use pictures or words to make inferences	
Prediction 1e – Predict what you think will happen based on what you already know.	- To predict what might happen based on what has been read in terms of plot, character, setting and language - To make predictions using their own knowledge as well as what has happened so far - To make logical predictions and give explanations of them	
Explain Explain your preferences, thoughts and opinions about the text	- To explain and discuss their understanding of books, poems and other material, for what they listen to and what they read - To express their own views about a book or poem - To discuss some similarities between books - To listen to the opinion of others	
Retrieve 1b – Find information in the text.	- To independently read and answer simple questions about what they have just read - To ask and answer retrieval questions - To draw on previously taught knowledge - To remember significant events and key information about the text that they have read - To monitor their reading, checking words that they have decoded	
Sequence 1c – Sequence the key events in the text.	- To discuss the sequence of events in books and how items of information are related - To retell events using a wider variety of story language - To order the events from a text - To begin to discuss how events are linked focusing on the main content of the story	

Reading Strand	Year 3	Year 4
Vocabulary 2a – find and explain the meaning of words in context.	- To discuss words that capture the readers interest or imagination - To identify how language choices help build meaning - To find the meaning of new words using substitution within a sentence	- To use dictionaries to check the meaning of words that they have read - To use a thesaurus to find synonyms - To discuss why words have been chosen and the effect these have on the reader

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	To use dictionaries to check the meaning of words that they have read	- To explain how words can capture the interest of the reader - To discuss new and unusual vocabulary and clarify their meaning - To find the meaning of new words using the context of a sentence
Inference 2d – make and justify inferences using evidence from the text.	- To infer characters' feelings, thoughts and motives from their stated actions - To justify inferences by referencing a specific point in the text - To ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives - To make inferences about actions or events	- To ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives - To infer characters' feelings, thoughts and motives from their stated actions - To consolidate the skills of justifying them using a specific reference points in the text - To use more than one piece of evidence to justify their answer
Prediction 2e – predict what might happen from the details given and implied.	- To justify predictions using evidence from the text - To use relevant prior knowledge to make predictions and justify them - To use details from the text to form further predictions	- To justify predictions using evidence from the text - To use relevant prior knowledge as well as details from the text to form predictions and to justify them - To monitor these predictions and compare them with the text as they read on
Explain 2f, g, h – explain how content is related and contributes to the meaning as a whole, including themes and patterns.	- To discuss the features of a wide range of fiction, poetry, plays, non-fiction and reference books - To identify how language, structure and presentation contribute to meaning of both fiction and non-fiction texts - To recognise authorial choices and the purpose of these	- To discuss words and phrases that capture the reader's interest and imagination - To identify how language, structure and presentation contribute to meaning - To recognise authorial choices and the purpose of these
Retrieve 2b – retrieve and record information and identify key details from fiction and non-fiction.	- To use contents page and subheadings to locate information - To lean the skill of 'skim and scan' to retrieve details - To begin to use quotations from the text - To retrieve and record information from a fiction text - To retrieve information from a non-fiction text	- To confidently skim and scan texts to record details - To use relevant quotes to support their answers to questions - To retrieve and record information from a fiction or non-fiction text
Sequence 2c – summarise the main ideas from more	To identify main ideas drawn from a key paragraph or page and then summarise these	To write a brief summary of main points, identifying and using important information

than one paragraph.	- To begin to distinguish between the important and less important information in a text - To give a brief verbal summary of a story - To make simple notes from one source of writing - To begin to record summary writing	- To identify main ideas drawn from more than one paragraph - To identify themes from a wide range of books - To summarise whole paragraphs, chapters or texts - To highlight key information and record it in bullet points, diagrams or maps
Reading Strand	Year 5	Year 6
Vocabulary 2a – find and explain the meaning of words in context.	- To explore the meaning of words in context, confidently using a dictionary - To discuss how the author's choice of language impacts the reader - To evaluate the authors use of language - To investigate the alternative word choices that could be made - To begin to look at the use of figurative language - To use a thesaurus to find synonyms for a larger variety of words - To re-write passages using alternative word choices - To read around the words and explore their meaning in the broader context of a section or paragraph	- To evaluate how the authors' use of language impacts upon the reader - To find examples of figurative language and how this impacts the reader and contributes to meaning or mood - To discuss how presentation and structure contribute to meaning - To explore the meaning of words in context by reading around the word and independently exploring its meaning in the broader context
Inference 2d – make and justify inferences using evidence from the text.	- To draw inferences such as inferring characters' feelings, thoughts and motives from their actions and justifying inferences with evidence - To make inferences about actions, feelings, events and states - To use figurative language to infer meaning - To give one or two pieces of evidence to support the points they are making - To begin to draw evidence from more than one place across a text	- To draw inferences such as inferring characters' feelings, thoughts and motives from their actions and justifying inferences with evidence - To discuss how characters change and develop through texts by drawing inferences based on indirect clues - To make inferences about events, feelings and states, backing these up with evidence - To infer characters' feelings, thoughts and motives, giving more than one piece of evidence to support each point made - To draw evidence from different places across the text
Prediction 2e – predict what might happen from the details given and implied.	- To predict what might happen from details stated and implied - To support predictions with relevant evidence from the text - To confirm and modify predictions as they read on	- To predict what might happen from details stated and implied - To support predictions with relevant evidence from the text - To confirm and modify predictions in light of new information
Explain	To provide increasingly reasoned justification for their views	To provide increasingly reasoned justification for their views

2f, g, h – explain how content is related and contributes to the meaning as a whole, including themes and patterns.	• To recommend books for peers in detail • To give reasons for authorial choices • To begin to challenge points of view • To begin to distinguish between fact and opinion • To identify how language, structure and presentation contribute to meaning • To discuss and evaluate how authors use language, including figurative language, considering the impact on the reader • To explain and discuss their understanding of what they have read, including through formal presentations and debates	• To recommend books for peers in detail • To give reasons for authorial choices • To begin to challenge points of view • To begin to distinguish between fact, opinion and bias • To identify how language, structure and presentation contribute to meaning • To discuss and evaluate how authors use language, including figurative language, considering the impact on the reader • To explain and discuss their understanding of what they have read, including through formal presentations and debates
Retrieve 2b – retrieve and record information and identify key details from fiction and non-fiction.	• To confidently skim and scan, and read before and after to retrieve information • To use evidence from across larger sections of text • To read a broader range of texts including myths, legends, stories from other cultures, modern fiction and archaic texts • To retrieve, record and present information from non-fiction texts • To ask questions and follow a line of enquiry	• To confidently skim and scan using evidence from across whole chapters or texts • To read a broader range of texts including myths, legends, stories from other cultures, modern fiction, plays, poetry and archaic texts • To retrieve, record and present information from non-fiction texts • To ask questions and follow a line of enquiry
Sequence 2c – summarise the main ideas from more than one paragraph.	• To summarise the main ideas drawn from more than one paragraph, page, chapter or full text, identifying key details to support the main ideas • To make connections between information across the text and include this as an answer • To discuss themes or conventions from a chapter or text • To identify themes across a wide range of writing	• To summarise information from across a text and link information by analysing and evaluating ideas between sections of the text • To summarise the main ideas drawn from more than one paragraph, identifying key details to support the main ideas • To make comparisons across different books • To summarise entire texts, in addition to chapters or paragraphs, using a limited amount of words or paragraphs

Teaching Reading: Whole Class Reading

Whole class reading (WCR) is where all pupils are taught reading comprehension together as a class. Teaching the whole class means that all pupils can read with the teacher more often, moving faster through more or longer texts and benefiting from the teacher's expert explanations, modelling, questioning and feedback.

Monday		Friday
Non-fiction Monday	Non-fiction Monday	Non-fiction Friday
LO: to read and understand a non-fiction text.	Non-fiction Friday	LO: to read and understand a non-fiction text.
Daily Review: Retrieval Practice Quiz	Texts based on the wider curriculum to build background knowledge (e.g. Art, Science, History, Geography, RE etc.)	Daily Review: Retrieval Practice Quiz
Children to read the text to themselves		Children to read the text to themselves
Lowest 20% may read with or to an adult	Monday: choose a text based on a subject area you will be studying that week.	Lowest 20% may read with or to an adult
Teacher modelling: Re-read the text, thinking aloud and questioning pupils	Friday: choose a text based on a subject area you will be studying the following week or an area that you feel you need to revisit.	Teacher modelling: Re-read the text, thinking aloud and questioning pupils
Main Task: Answers 3-5 <i>retrieval</i> questions		Main Task: Answers 3-5 <i>retrieval</i> questions

On Monday and Friday, we have non-fiction reading lessons where pupils are exposed to non-fiction texts linked to what they are studying in science and foundation subjects. From Tuesday to Thursday, we have our fiction study where we teach the children to understand carefully chosen fiction texts. The 5-week example plan below shows how this format works.

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VIPERS – Whole Class Guided Reading					
Monday		Tuesday	Wednesday	Thursday	Friday
		I do	We do	You do	
		Learning Objective			
Week 1	Non-fiction Monday	<u>Fiction Reading Text</u> Teacher models reading the text. Teacher models the specific reading skills (LO)	<u>Fiction Reading Text</u> Pupils read. Teacher reads. Guided practice questions.	<u>Fiction Reading Text</u> Pupils read. Independent practice questions.	Non-fiction Friday
Week 2	Non-fiction Monday	<u>Fiction Reading Text</u> Teacher models reading the text. Teacher models the specific reading skills (LO)	<u>Fiction Reading Text</u> Pupils read. Teacher reads. Guided practice questions.	<u>Fiction Reading Text</u> Pupils read. Independent practice questions.	Non-fiction Friday
Week 3	Poetry Monday	<u>Fiction Reading Text</u> Teacher models reading the text. Teacher models the specific reading skills (LO)	<u>Fiction Reading Text</u> Pupils read. Teacher reads. Guided practice questions.	<u>Fiction Reading Text</u> Pupils read. Independent practice questions.	Poetry Friday

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Week 4	Non-fiction Monday	<u>Fiction Reading Text</u> Teacher models reading the text. Teacher models the specific reading skills (LO)	<u>Fiction Reading Text</u> Pupils read. Teacher reads. Guided practice questions.	<u>Fiction Reading Text</u> Pupils read. Independent practice questions.	Non-fiction Friday
Week 5	Non-fiction Monday	<u>Fiction Reading Text</u> Teacher models reading the text. Teacher models the specific reading skills (LO)	<u>Fiction Reading Text</u> Pupils read. Teacher reads. Guided practice questions.	<u>Fiction Reading Text</u> Pupils read. Independent practice questions.	Non-fiction Friday
Week 6	Poetry Monday	<u>Fiction Reading Text</u> Teacher models reading the text. Teacher models the specific reading skills (LO)	<u>Fiction Reading Text</u> Pupils read. Teacher reads. Guided practice questions.	<u>Fiction Reading Text</u> Pupils read. Independent practice questions.	Poetry Friday

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This example weekly plan shows how each lesson would be with a 'daily review' where previous lessons' learning is reviewed. Tuesday is where the teacher explicitly models reading using metacognition (thinking aloud). On Wednesday, the teacher and pupils read and then answers comprehension questions to test their understanding. On Thursday, pupils read an extract from the text themselves and independently answer a set of comprehension questions.

Monday	Tuesday	Wednesday	Thursday	Friday
Non-fiction Monday	Novel Study (fiction)			Non-fiction Friday
LO: (to read and understand a fiction text/non-fiction text)				
Daily Review	Daily Review	5 question retrieval quiz	Daily Review	Daily Review
Children to read the text to themselves	Teacher modelling: Read the text, thinking aloud and questioning pupils Explore: Vocabulary Inference Asking questions Background knowledge	Guided practice: Teacher reads Pupils read (pairs) Questions on slides to be answered in books	Children to read the text to themselves	Children to read the text to themselves
Lowest 20% may read with or to an adult			Lowest 20% may read with or to an adult	Lowest 20% may read with or to an adult
Teacher modelling: Re-read the text, thinking aloud and questioning pupils				
Answer Questions			Answer Questions	Answer Questions

Reading Spine

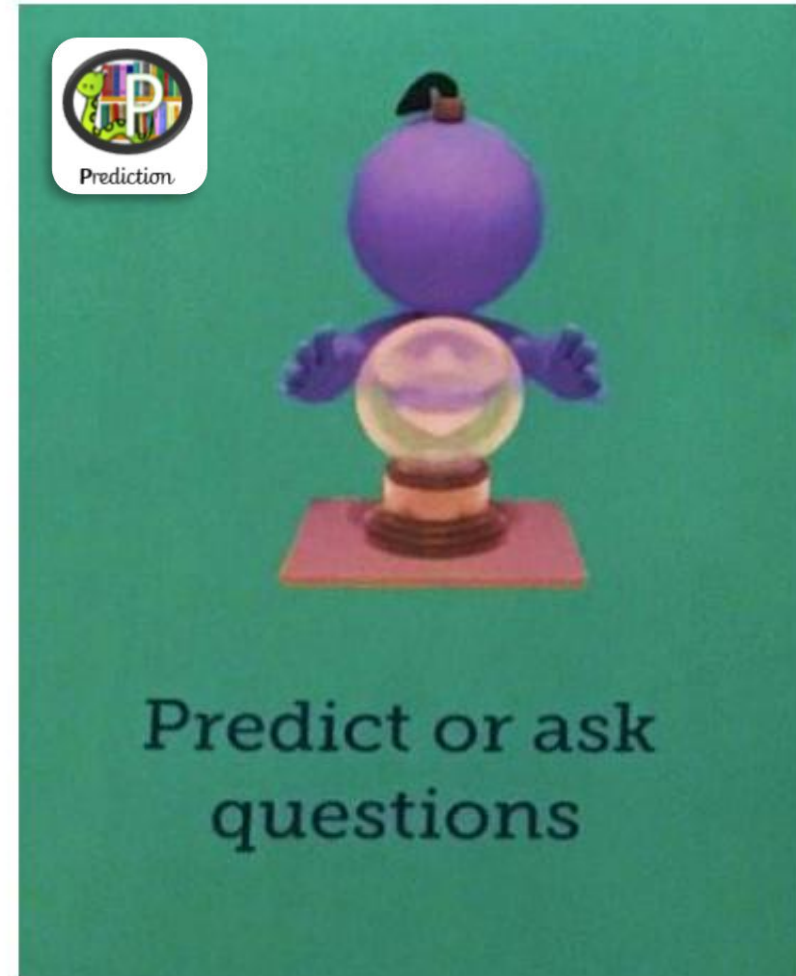
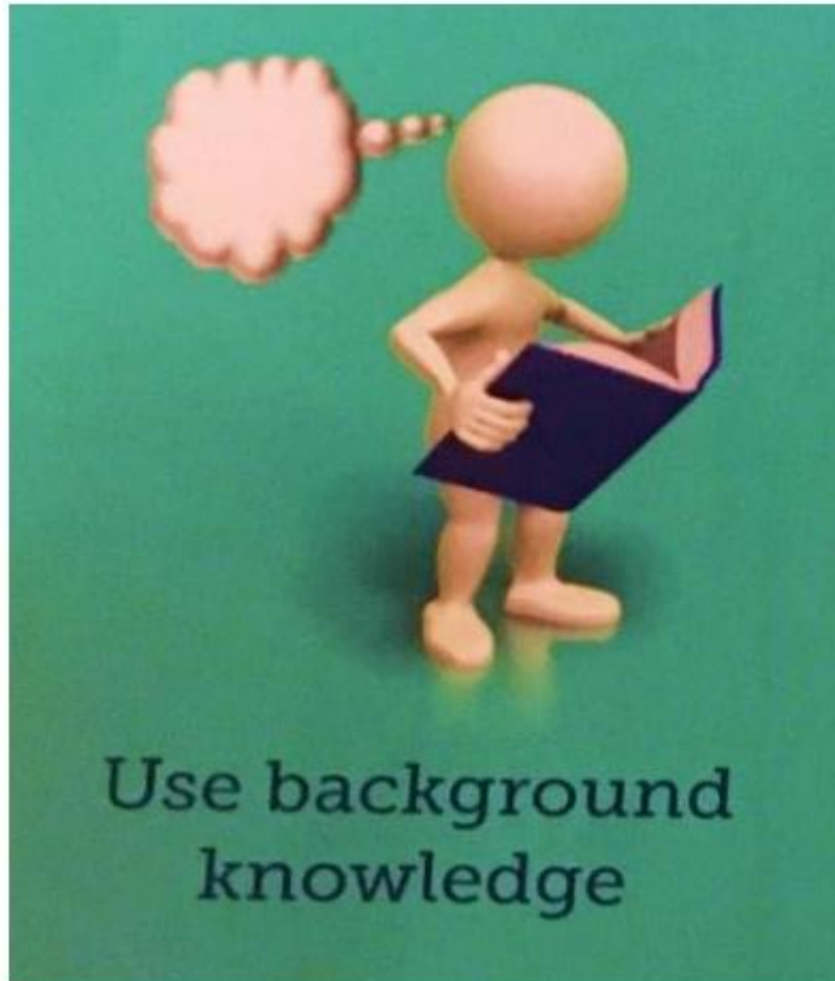
Here at Bream C of E Primary School, we have created a reading spine which shows the books that children are exposed to during Writing, Guided Reading and Class Reading Time. Each high-quality text has been carefully and purposefully selected and is age-appropriate.

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	Writing/Reading	The Gingerbread Man	I am Henry Finch by Alexis Deacon	Little Red by Bethan Woollvin	The Tiny Seed by Eric Carle	My Shadow is Pink by Scott Stuart	And Tango Makes Three by Justin Richardson
Year 1	Writing/Reading	Astro Girl by Ken Wilson Max	Send for a Superhero by Michael Rosen	Beegu by Alexis Deacon	Stanley's Stick by Oliver Jeffers	Lost and Found by Oliver Jeffers	Iggy Peck, Architect by Andrea Beaty
Year 2	Writing	Hedgehogs by Betty Root	The Secret of Black Rock by Joe Todd Stanton	Where the Wild Things Are by Maurice Sendak	The Sea Below my Toes by Charlotte Guillain	The Twits by Roald Dahl	Lizzy and the Cloud by The Fan Brother
	Whole Class Reading	The Snow Queen by Hans Christian Anderson	On Sudden Hill by Linda Sarah	Fluff the Farting Fish by Michael Rosen	The Dragon Sitter by Josh Lacey	Geenie and Teeny Make a Wish by Steve Lenton	Marge in Charge by Isla Fisher
Year 3	Writing	Escape from Pompeii by Christina Balit	Leon and the Place Between by Angela McAllister	The BFG by Roald Dahl	Cloud Tea Monkeys by Mal Peet and Elspeth Graham	The Tear Thief by Carol Ann Duffy	The Pied Piper of Hamelin
	Whole Class Reading	Butterfly Lion by Michael Morpurgo	Bad Nana by Sophy Henn	The BFG by Roald Dahl	Charlotte's Web by E.B.White	The Lion, the Witch and the Wardrobe by C.S. Lewis	Boy by Roald Dahl
Year 4	Writing	Varmints by Helen Ward	The Wolf Rider by Katherine Rundell	The Selfish Giant by Oscar Wilde	Until I Met Dudley by Roger McGough	Shackleton's Journey by William Grill	How to Train Your Dragon by Cressida Cowell
	Whole Class Reading	BGF by Roald Dahl	Town is by the Sea by Joanne Schwartz	The Iron Man by Ted Hughes	Butterfly Lion by Michael Morpurgo	Charlie and the Chocolate Factory by Roald Dahl	Fox by Margaret Wild
Year 5	Writing	The Man Who Walked Between the Towers by Mordicai Gerstein	The Lost Thing by Shaun Tan	The Lost Happy Endings by Carol Ann Duffy	The Whale by Ethan Murrw	Firebird by Saviour Pirotta	Curiosity by Markus Motum
	Whole Class Reading	Fortunately, the Milk by Neil Gaiman	Everest by Alexandra Stewart	The Iron Man by Ted Hughes	Billy the Kid by Michael Morpurgo	Why the Whales Came by Michael Morpurgo	Greek Myths by Marcia Williams
Year 6	Writing	The Nowhere Emporium by Ross MacKenzie	Holes by Louis Sachar	Macbeth by William Shakespeare (Abridged: Andrew Matthews)	Voices in the Park by Anthony Browne The Princess' Blankets by Carol Ann Duffy	The Wind in the Wall by Sally Gardner Tuesday by David Wiesner	The Barnabus Project by the Fan brothers
	Whole Class Reading	Clockwork or All Wound Up by Philip Pullman The Highwayman by Alfred Noyes	Giant's Necklace by Michael Morpurgo The Wind in the Wall by Sally Gardner	Hansel and Gretel by Neil Gaiman Tiger Rising by Kate DiCamillo	Rose Blanche by Ian McEwan	Who Let the Gods Out by Maz Evans	

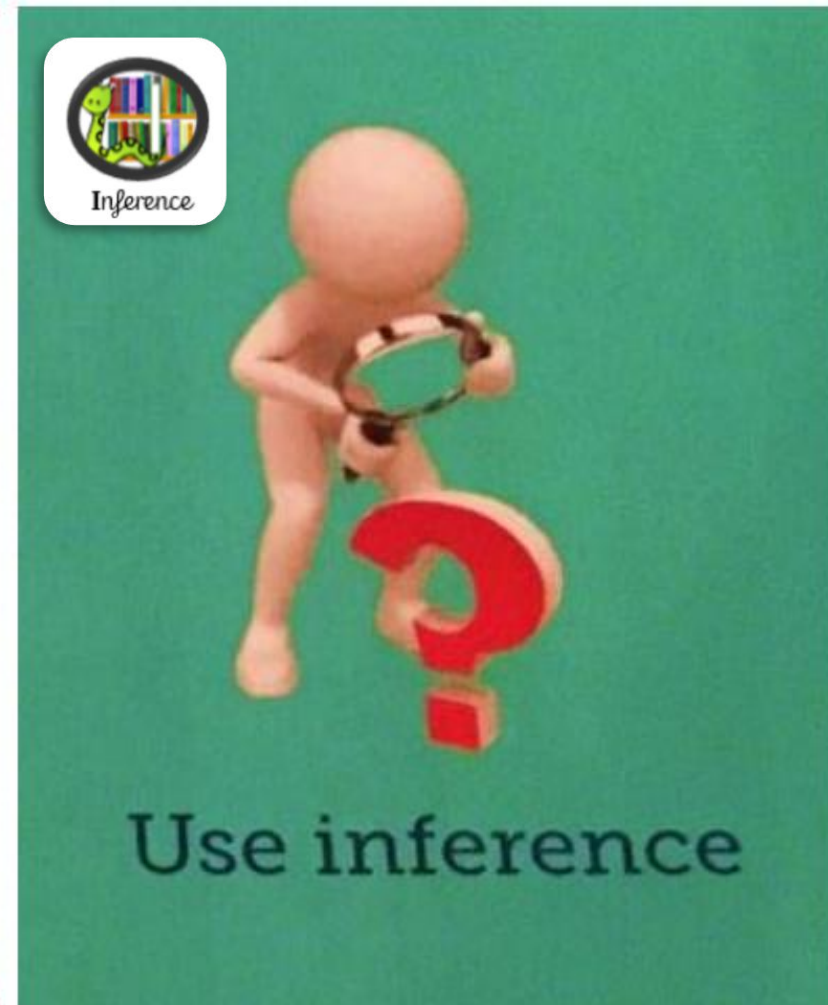
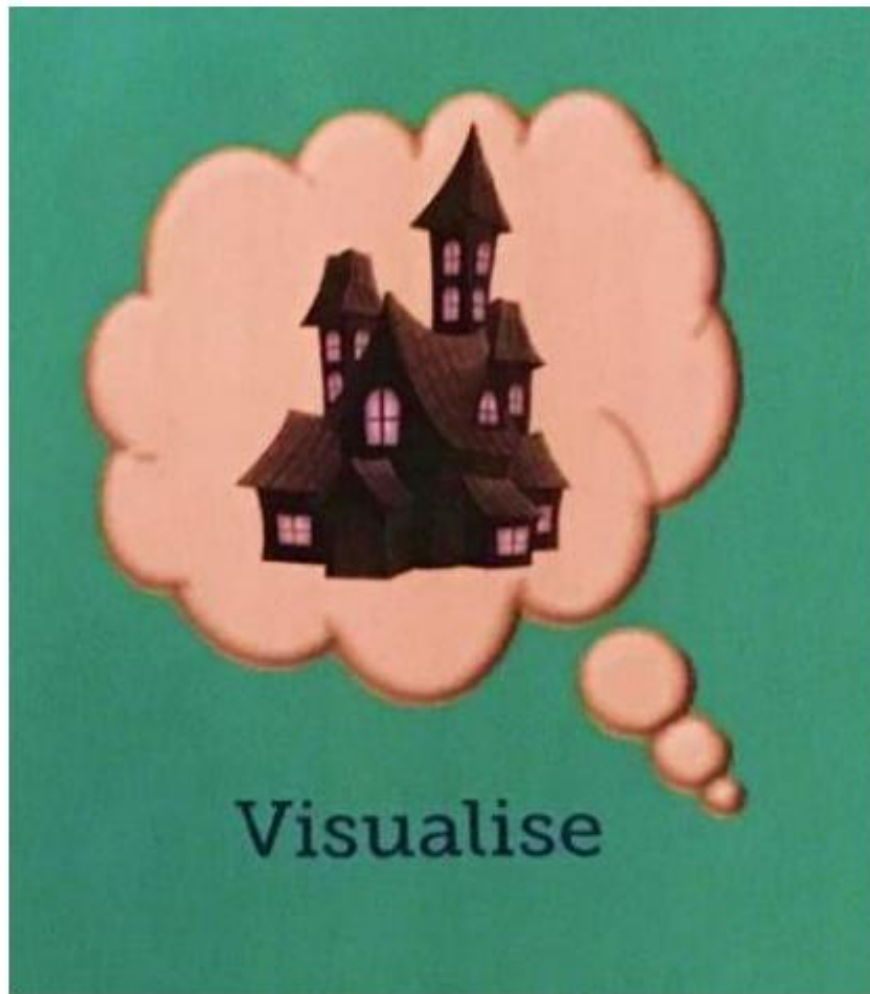
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Our Focus Reading Skills

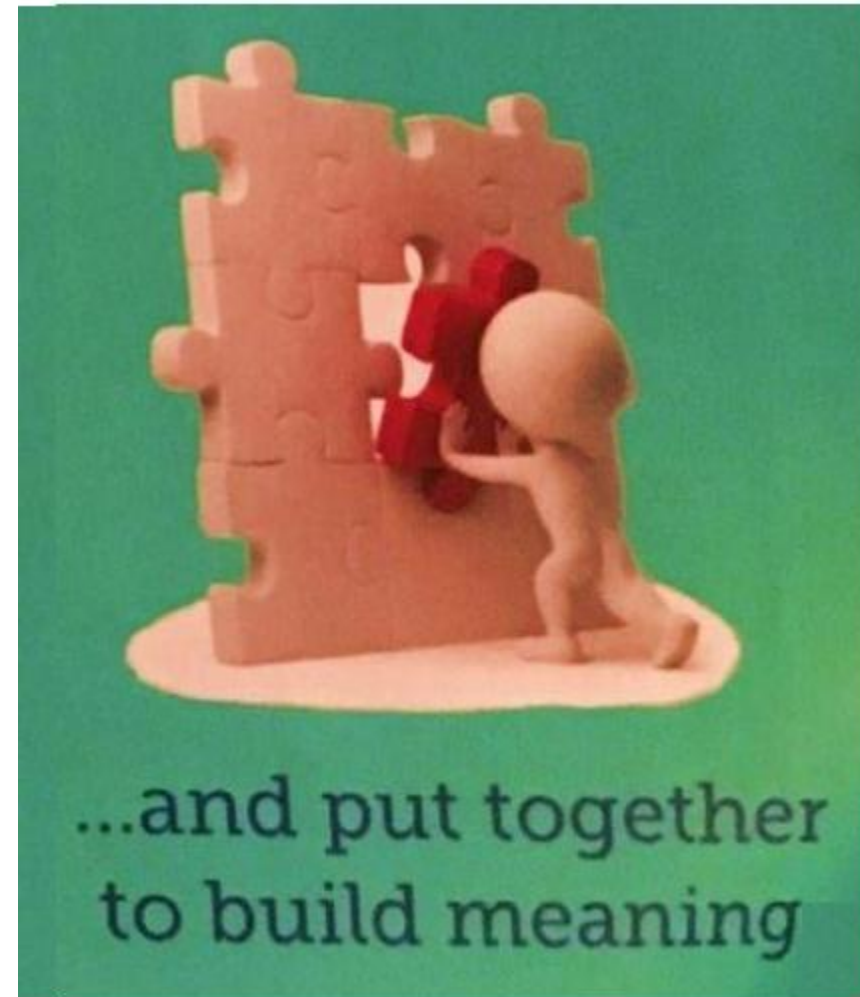
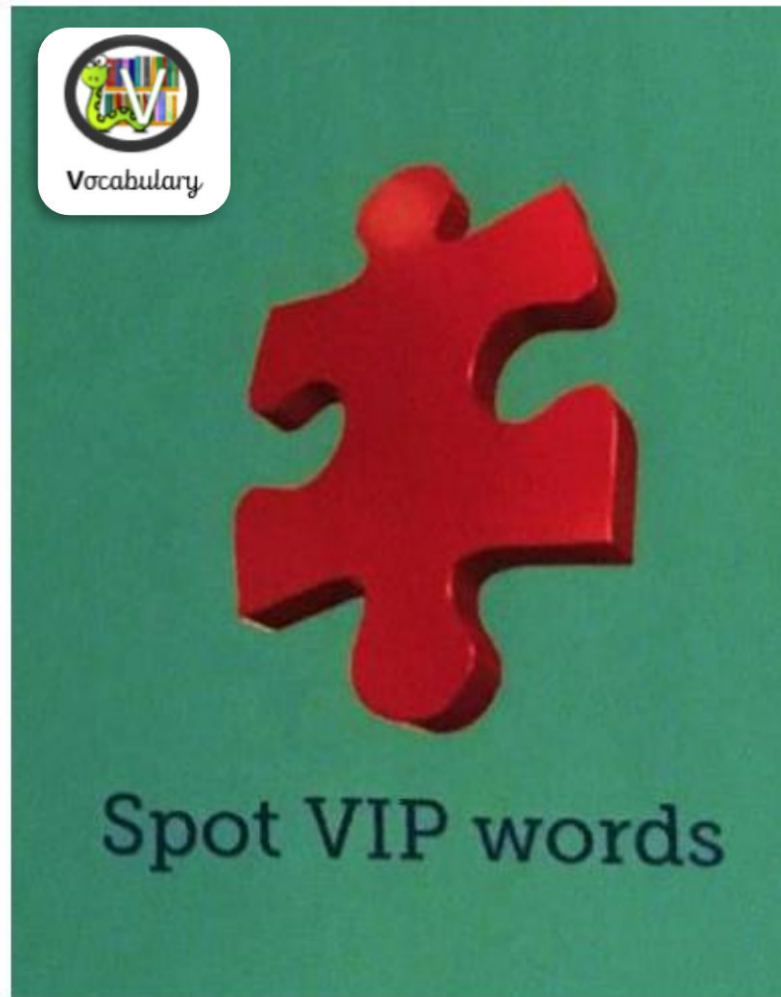
When modelling reading, we use these focus skill cards to show children how we use a multitude of skills and strategies when we are reading. These are displayed around our interactive teaching screens.



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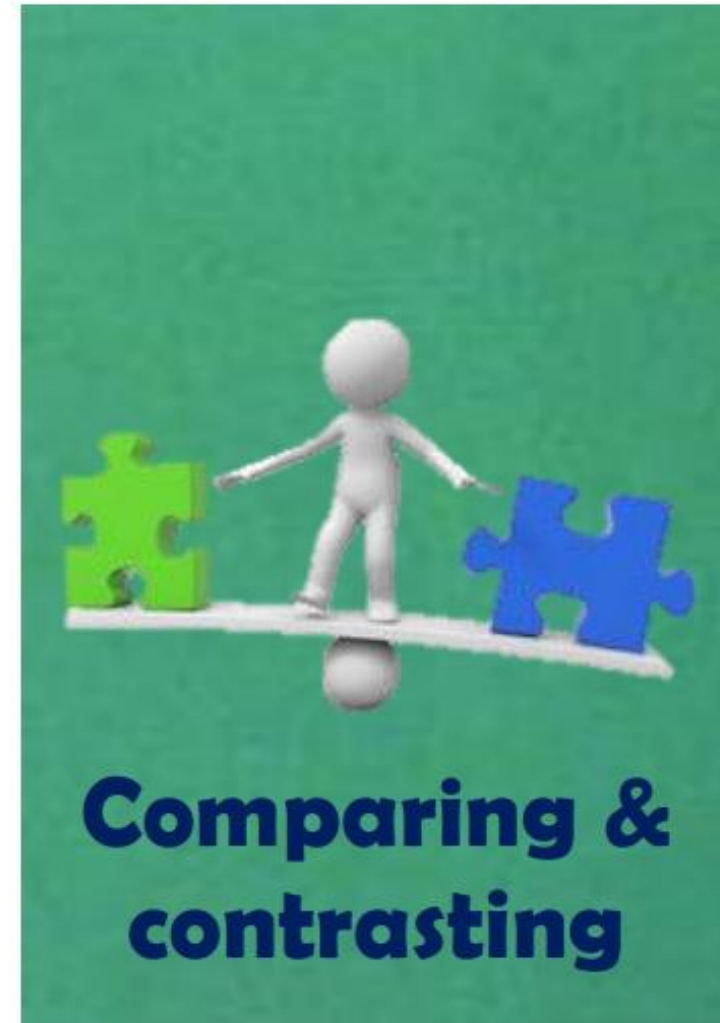
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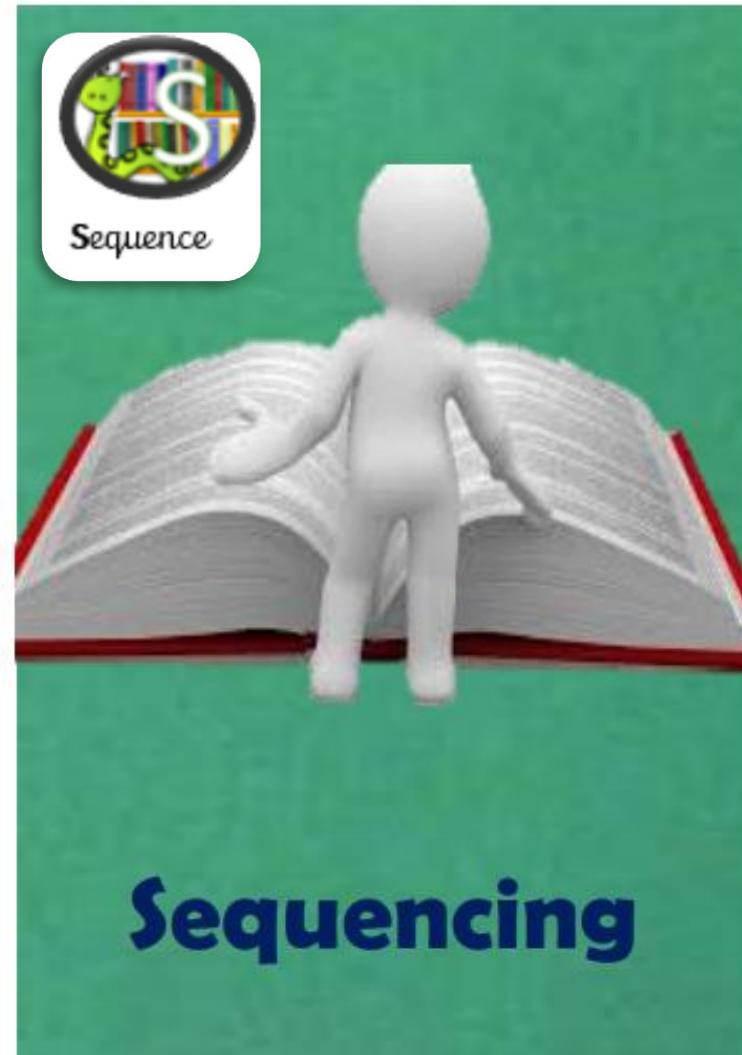
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VIPERS Reading Question Stems – KS1 & KS2

These skill-focused question stems support teachers and teaching assistants during Guided Reading and during 1:1 reading sessions. They challenge pupils to draw on their comprehension abilities on a range of text types.

Key Stage 1 Key Question Stems	
Vocabulary Draw upon knowledge of vocabulary in order to understand the text.	What does the word mean in this sentence? Find and copy a word which means What does this word or phrase tell you about? Which word in this section do you think is the most important? Why? Which of the words best describes the character/setting/mood etc.? Can you think of any other words the author could have used to describe this? Why do you think is repeated in this section?
Infer Make inferences from the text.	Why was feeling? Why did happen? Why did say? Can you explain why? What do you think the author intended when they said? How does make you feel?
Predict Predict what you think will happen based on the information that you have been given.	Look at the book cover/blurb – what do you think this book will be about? What do you think will happen next? What makes you think this? How does the choice of character or setting affect what will happen next? What is happening? What do you think happened before? What do you think will happen after? What do you think the last paragraph suggests will happen next?
Explain Explain your preferences, thoughts and opinions about the text.	Who is your favourite character? Why? Why do you think all the main characters are girls/boys/creatures in this book? Would you like to live in this setting? Why/why not? Is there anything you would change about this story? Do you like this text? What do you like about it?
Retrieve Identify and explain the key features of fiction and non-fiction texts such as: characters, events, titles and information.	What kind of text is this? Who did? Where did? When did? What happened when? Why did happen? How did? How many? What happened to?
Sequence Sequence the key events in the story.	Can you number these events 1-5 in the order that they happened? What happened after? What was the first thing that happened in the story? Can you summarise in a sentence the opening/middle/end of the story? In what order do these chapter headings come in the story? In what order did they visit, and ?

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Key Stage 2: Key Question Stems

Vocabulary	Infer	Predict
Find and explain meaning of words in context	Make and justify inferences using evidence from the text	Predict what might happen from the detail given and implied
What do the words and suggest about the character, setting and mood? Which word tells you that...? Which keyword tells you about the character/setting/mood? Find one word in the text which means..... Find and highlight the word that is closest in meaning to..... Find a word or phrase which shows/suggests that.....	Find and copy a group of words which show that... How do these words make the reader feel? How do the descriptions of show... How can you tell that..... What impression of do you get from these paragraphs? What voice might these characters use? What was thinking when..... Who is telling the story?	From the cover what do you think this text is going to be about? What is happening now? What happened before this? What will happen after? What does this paragraph suggest will happen next? What makes you think this? Do you think the choice of setting will influence how the plot develops? Do you think... will happen? Explain your answer using evidence from the text.
Explain	Retrieve	Summarise/Sequence
Explain how content is related and contributes to the meaning Explain how meaning is enhanced through choice of language. Explain the themes and patterns that develop across the text. Explain how information contributes to the overall experience.	Retrieve and record information and identify key details	Sequence the key events in the text Summarise the main ideas from more than one paragraph

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Why is the text arranged in this way? What structures has the author used? What is the purpose of this text feature? Is the use of effective? The mood of the character changes throughout the text. Find and copy the phrases which show this. What is the author's point of view? What affect does have on the audience? How does the author engage the reader here? Which words and phrases did effectively? Which section was the most interesting/exciting part? How are these sections linked?	How would you describe this story/text? What genre is it? How do you know? How did...? How often...? Who had...? Who is...? Who did...? What happened to...? What does.... do? How is? What can you learn from from this section? Give one example of..... The story is told from whose perspective?	Can you number these events 1-5 in the order that they happened? What happened after? What was the first thing that happened in the story? Can you summarise in a sentence the opening/middle/end of the story? In what order do these chapter headings come in the story? Below are some summaries of different paragraphs from the text, number them to show the order in which they appear in the text. What is the main message of the text? Using information from the whole text, identify which statements are true. Which of the following would be the most suitable summary of the whole text? Which statement is the best summary for the whole of page... Look at the first two paragraphs. Which sentence below best describes the...
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Reading Scheme Progression

At Bream C of E Primary School, we used Collins Big Cat books (linked with Letters and Sounds) as our reading book scheme. This table shows how the phrases progress to into bands and the age expectations for each year group.

 	
Little Wandle Phases Early Reading	Age Expectations
Foundation Level	Reception (4 – 5 years old) ELG: Phase 3
Phase 2	
Phase 3	
Phase 4	
Phase 5 Set 1-5	Year 1 (5 – 6 years old) End of Year Expectation/ARE: Phase 5, Set 4

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	Year 2 (6 – 7 years old) Autumn 1: Phase 5, Set 5 (start)
Big Cat Collins Books	Age Expectations
Turquoise 7	Year 2 (6 – 7 years old) Autumn 2: Turquoise 7 Spring 1: Purple 8 Spring 2: Gold 9 End of Year Expectation/ARE: White
Purple 8	
Gold 9	
White 10 White 10+	
Lime 11 Lime 11+	Year 3 (7 – 8 years old)
Copper 12	
Topaz 13	Year 4 (8 – 9 years old)
Ruby 14	

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Emerald 15	Year 5 (9 – 10 years old)
Sapphire 16	
Diamond 17	Year 6 (10 – 11 years old)
Pearl 18	

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Whole Class Reading Tracker

At Bream C of E Primary School, we use a reading tracker on Insight and in document form so that we can track the phase and band that each pupil is on.

 Collins Big Cat Reading Tracker			
Class:		Academic Year:	
Book Band	Autumn	Spring	Summer
Foundation Level			
Phase 2			
Phase 3			
Phase 4			
Phase 5 Set 1			
Phase 5 Set 2			
Phase 5 Set 3			
Phase 5 Set 4			

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Phase 5 Set 5			
Turquoise Band 7			
Purple Band 8			
Gold Band 9			
White Band 10			
White Plus Band 10+			
Lime Band 11			
Lime Band 11+			
Copper Band 12			
Topaz Band 13			
Ruby Band 14			

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Emerald Band 15			
Sapphire Band 16			
Diamond Band 17			
Pearl Band 18			

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Individual Reading Bookmarks

Each pupil is provided with a reading bookmark which show the age-related expectations and their current level. This is to be kept in with their Big Cat Collins reading book.

Y3 Reading Band Bookmark																	
Progression	Foundation Level	Phase 2	Phase 3	Phase 4	Phase 5	Turquoise 7	Purple 8	Gold 9	White 10	Lime 11	Cooper 12	Topaz 13	Ruby 14	Emerald 15	Sapphire 16	Diamond 17	Pearl 18
Age related expectation for the end of YEAR 3											✓						
My Current Level																	

Y6 Reading Band Bookmark																	
Progression	Foundation Level	Phase 2	Phase 3	Phase 4	Phase 5	Turquoise 7	Purple 8	Gold 9	White 10	Lime 11	Cooper 12	Topaz 13	Ruby 14	Emerald 15	Sapphire 16	Diamond 17	Pearl 18
Age related expectation for the end of YEAR 6																	✓
My Current Level																	

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Reading Registers

We use 'reading registers' to track the pupils that we have listened to read so that we can ensure we listen to all pupils read.

Reading Register																				
Class:					Term: Autumn ☐ Spring ☐ Summer ☐								Teacher/TA:							
Name	Date and sign T (teacher) or TA (Teaching Assistant)										Lowest 20%			Working Towards			Greater Depth			
	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	
Pupil																				
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Book Trackers

We use 'book trackers' to track the books that pupils have read across the Big Cat Collins reading scheme.

 Collins Big Cat Book Tracker			
Pupil name:	Year Group/Class:	Teacher:	Academic Year:
Foundation Level		Phase 2	
Stop That Robot! ☐ Stripes ☐ The Big Turnip ☐ The Frog Prince ☐ The Owl and the Pussycat ☐ The Pied Piper of Hamelin ☐ The Ugly Duckling ☐ This is me ☐ What am I? ☐ What's in the Egg? ☐ Incy Wincy Spider ☐ Little Red Riding Hood ☐ Animal Fun ☐ At the Beach ☐ Number Fun ☐	Look Out, Butterfly ☐ My Friend Joe ☐ My Party ☐ Oh Dear Me, I'm Late for Tea ☐ Party Time ☐ Carry Me ☐ Get the Fruit! ☐ Cat and Dog ☐ Goldilocks and the Three Bears ☐ How to Make a Pizza ☐ How to Make a Scarecrow ☐ Humpty Dumpty ☐ Old MacDonald Had a Farm ☐ People Who Help ☐ Sound Walk ☐	Fix it, Fox ☐ Hush ☐ Jazz and Jet ☐ Jig and Jog ☐ Nell and Tess ☐ Nip it! Dig it! ☐ Pat a Pan ☐ Pat it ☐ Pip ☐ A Dip ☐ Bad Luck, Dad ☐ Big Mud Run ☐ Buzz, Hop, Zip ☐ Cubs ☐ Up and Off ☐	Dash to Dig ☐ Ding Dong ☐ Duck Songs ☐ Pip and Pop ☐ Pop it on! ☐ Pots, Cans, Cups! ☐ Rag Duck ☐ Sit in! ☐ Sit, Sip, Nap ☐ Sit Sit ☐ Sit, Tip, Pat ☐ Tap it Tad! ☐ Tick Tock and Mick ☐ Tip, Sip, Nap ☐ Will it Sink? ☐
Phase 3		Phase 4	
Aimee and the Tablet ☐ A Job for the Dog ☐ Down the River ☐ Down to Up ☐ Finn Feels Better ☐ Food on the Farm ☐ Get Set for Fun ☐ I look for Mark ☐ In the Dark Woods ☐ It is a Fox ☐	Lee and the Box ☐ Nipper and Gull ☐ Odd Fish ☐ Owls in the Night ☐ Pink Boat, Pink Car ☐ Rock Pools ☐ The Hopper ☐ The Power Cut ☐	Zebra's Tent ☐ The Chicken Coop Scoop ☐ The Foolish Timid Rabbit ☐ The Monster on the Train ☐ Thumper ☐ Tickets ☐ Track a T-Rex ☐ Train to Win ☐ Scrap Rat ☐ Snug in the Tent ☐	Stunning Stunts ☐ Stunt Jets ☐ Good Things from Farms ☐ Harper and the Big Dog ☐ How the Ear can Hear ☐ How to Spot an Otter ☐ I love it ☐ It's Freezing Out! ☐ Maps ☐ A Year in Japan ☐

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It is Hidden ☐ Owls in the Night ☐ Jack and Zain ☐		Spook Night ☐ Storms ☐ Strong Trucks ☐ From the Top ☐	Crick and Crock have Lunch ☐ Dragon in the Jam ☐ Eggs on Toast ☐ Extinct Monsters ☐
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Collins Big Cat Book Tracker

Pupil name:	Year Group/Class:	Teacher:	Academic Year:
Phase 5 Set 1	Phase 5 Set 2	Phase 5 Set 3	Phase 5 Set 4
Blackcurrant Jam ☐ Dragon Keeper's Handbook by Sir Bertram the Fearless ☐ Not in Otter's Pocket ☐ Sharks ☐ Sticking Power ☐ The Elf and the Cobbler ☐	Be a Cave Explorer! ☐ Iris's Wild Ride ☐ Jack and Jen in the Balloon of Doom ☐ Let's Pretend! ☐ This is our Planet ☐ Wild Homes ☐	Don't Blame Me! ☐ How to Draw Cat and Dog ☐ Look Out, Nebit! ☐ Show Time! ☐ The Stone Shadows ☐ Welcome to My Home! ☐	A Helping Hand ☐ Around the World ☐ Bear Spotting ☐ Beetles Around the World ☐ Crocs and Rocks ☐ Disaster Duck ☐ How Not to be Eaten ☐ Noisy Neesha ☐ Oodles of Noodles ☐ The Hide and Seek Squirrels ☐ The Secret of Loch Ness ☐ Witney and Boscoe's Lost and Found ☐
Phase 5 Set 5			
Poles Apart ☐ Reptiles Break Rules ☐ The Dragon King's Daughter ☐ The Great Fire of London ☐ The Knight Who Could Knit ☐ The Shy Monster ☐			

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Collins Big Cat Book Tracker

Pupil name:	Year Group/Class:	Teacher:	Academic Year:
Band 7 Turquoise Fiction		Band 7 Turquoise Non-Fiction	
Harry the Clever Spider ☐ Going for a Drive ☐ Harry the Clever Spider ☐ Good Fun Farm ☐ The Stone Cutter ☐ Horses' Holiday ☐ Chewy Hughie ☐ Brown Bear and Wilbur Wolf ☐ The Bogeyman ☐ The Big, Bad City ☐ Homes Sweet Homes ☐		Fly Facts ☐ What's that Building? ☐ Going Fast ☐ Castles ☐ A Visit to the Farm ☐ How to Make Storybooks ☐ Africa's Big Three ☐ The Journey of the Humpback Whales ☐ The Lost Village of Skara Brae ☐ Landmarks of the World ☐ From Tree to Book ☐	
Band 8 Purple Fiction		Band 8 Purple Non-Fiction	
Star Boy's Surprise ☐ Twinkle, Twinkle, Firefly ☐ Chicken Licken ☐ Hector and the Cello ☐ Buzz and Bingo and the Monster Maze ☐ Pet Detectives: Tortoise Trouble ☐ The Pot of Gold ☐ If ☐ Harry the Clever Spider on Holiday ☐ The Royal Rap ☐ Jack in Goal ☐ Dani Binns: Brilliant Builder ☐ Dani Binns: Fix-It Farmer ☐ Dani Binns: Dazzling Dentist ☐ Finny the Fairy Fish ☐ The Lost Sketch Book ☐ Shinoy and the Chaos Crew – The Day of the Howling Head Teacher ☐ Shinoy and the Chaos Crew – The Day of the Purple Haze ☐ Shinoy and the Chaos Crew – The Day The Rain Fell Up ☐ Shinoy and the Chaos Crew – The Day of the Dubious Deliveries ☐ Shinoy and the Chaos Crew – The Day of the Time Tunnels ☐ Shinoy and the Chaos Crew – The Day the Paintings Disappeared ☐ Shinoy and the Chaos Crew – Mission: Weird Weather ☐ Shinoy and the Chaos Crew – Mission: Static Shocks ☐ Shinoy and the Chaos Crew – Mission: Creepy Castle ☐		Let's Go to Mars ☐ Inside the Puppet Theatre ☐ Living Dinosaurs ☐ Were They Real? ☐ Unusual Traditions ☐ Pacific Island Scrapbook ☐ How to Draw Cartoons ☐ The Digestive System ☐ Captain Scott: Journey to the South Pole ☐ So You Want A Pet? ☐ Dubai From The Sky ☐ Shinoy and the Chaos Crew – What are viruses? ☐ Shinoy and the Chaos Crew – Does rain ever fall up? ☐ Shinoy and the Chaos Crew – Why do we sleep? ☐	

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Collins Big Cat Book Tracker

Pupil name:	Year Group/Class:	Teacher:	Academic Year:
Band 9 Gold Fiction	Band 9 Gold Non-Fiction	Band 10 White Fiction	Band 10 White Non-Fiction
Escape from the Island ☐ How to be a Pirate ☐ Ice Cream! ☐ Buzz and Bingo in the Fairy-tale ☐ Catching Flies ☐ The Boy with Wings ☐ Buried Treasure ☐ Mountain Mona ☐ The Woman who Fooled the Fairies ☐ Rumpelstiltskin ☐ Peter and the Wolf ☐ Melrose and Croc Beside The Sea ☐ I'm Growing a Truck in the Garden ☐ Pirate Party ☐ Pet Detectives The Ball Burglary ☐ Dani Binns Clever Chef ☐ Turtle Beach ☐ Dani Binns Talented Train Driver ☐ The Day of the Great Chase ☐ The Day of the Scrambled Signs ☐ Unexpected Guest ☐ The Day Tech Took Over ☐ Mission: Lunar Launch ☐ Mission: Merciless Ice Mines ☐ Mission: Mega Meteorite ☐ The Day of the Galloping Gargoyles ☐ The Day the World Was Weighed Down ☐ Dani Binns: Problem-solving Plumber ☐	Famous Explorers: Christopher ☐ Columbus and Neil Armstrong ☐ Swimming with Dolphins ☐ Animal Ancestors ☐ How Does it Work? ☐ How To Be A Knight ☐ China's Terracotta Army ☐ Brilliant Bridges ☐ Flying High ☐ What are the world's greatest races? ☐ What is virtual reality? ☐ What is gravity? ☐	Cinderella ☐ Our Head Teacher is a Super-Villain ☐ Buzz and Bingo in the Starry Sky ☐ Tiger's Tale ☐ The Great Chapatti Chase ☐ Class Six and the Very Big Rabbit ☐ The Sneezles ☐ A Christmas Carol ☐ Danni Binns Fearless Firefighter ☐ Danni Binns Fair-play Footballer ☐ The Day of the Treasure Hunt ☐ The Day of the Haunted House ☐ The Day that Repeated Itself ☐ The Day Time Froze ☐ The Day of the Game Show ☐ The Day of the Baffling Books ☐ Shinoy and the Chaos Crew ☐ Mission: Colour Chaos ☐ Shinoy and the Chaos Crew ☐ Mission: Pirate Puzzle ☐ Shinoy and the Chaos Crew ☐ Mission: Submarine Scare ☐ The Great Chapatti Chase ☐ Dani Binns Amazing Architect ☐	Antarctica Land of the Penguins ☐ Is There Anyone Out There? ☐ Brave Nurses: Mary Seacole and Edith Cavell ☐ Why Can't Humans Fly? ☐ Fossils ☐ Rally Challenge ☐ I Never Know How Poems Start ☐ Changing Designs ☐ Your Senses ☐ The Camel Fair ☐ Sea Turtles ☐ The Wonder of the World Leaf ☐ Shinoy and the Chaos Crew: What is time? ☐ Shinoy and the Chaos Crew: What is a secret code? ☐ Shinoy and the Chaos Crew: Is there really buried treasure? ☐

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Collins Big Cat Book Tracker

Pupil name:	Year Group/Class:	Teacher:	Academic Year:
Band 11 Lime Fiction	Band 11 Lime Non-Fiction	Band 11+ Lime Fiction	Band 11+ Lime Non-Fiction
The Monster under the Bed ☐ The Porridge Pincher ☐ The Amazing Adventures Bat Bird ☐ Hercules: Superhero ☐ Oliver ☐ Tig in the Dumps ☐ Think Again! ☐ One Night in the Zoo ☐ The Great Granny Gang ☐ Dani Binns Practical Paramedic ☐ Dani Binns Promising Police Officer ☐ Shinoy and the Chaos Crew: Day of Time Travel ☐ Shinoy and the Chaos Crew: The Day of the Risky Rescue ☐ Shinoy and the Chaos Crew: The Day of the Vanishing School ☐ The Jungle Outside ☐ The Day of Treacherous Travel ☐ The Day of the Dodgy Doubles ☐ The Day of the Escape Room of Doom ☐ How to Become a Calypsonian ☐ Shinoy and the Chaos Crew Mission: Rogue T-Rex ☐ Shinoy and the Chaos Crew Mission: Perilous Portal ☐ Shinoy and the Chaos Crew Mission: Jungle Jump ☐ Dani Binns Heroic Helicopter Pilot ☐	Tragedy in London Plague and Fire ☐ Wild Weather ☐ Where on Earth? ☐ Might Mountains, Swirling Seas Fabulous Creatures – Are They Real? ☐ We See a Cloud ☐ Blood ☐ Cloud Forest ☐ Charles Dickens ☐ Spreading The Word ☐ Building High ☐ Shinoy and the Chaos Crew: Could you live in the past? ☐ Shinoy and the Chaos Crew: What is a robot? ☐ Shinoy and the Chaos Crew: Where did it go? ☐	The Great Pinata Mystery ☐ The Ravens' Call ☐ The Storyteller of Ketu ☐ The Dungeon of Despair ☐ Puzzle of the Pyramid ☐ Shoebox Memories ☐ Toga in a Tangle ☐ Another Way Out ☐ Saving the Ice Bear ☐ The Girl in the Window ☐	The Secrets of Easter Island ☐ Why did dinosaurs become extinct? ☐ The Great Fire of London: Was it inevitable? ☐ Climate Change Heatwaves and Big Freezes ☐ The Undercover Mathematician ☐ The Battle of Hastings ☐ Yuck: Disgusting things that are surprisingly useful ☐ Migration Mysteries ☐ Is there life on Mars? ☐ Are Unicorns Real? ☐ Are dragons real? ☐ How to Capture a Castle ☐ Treasures of the Volcano ☐ Secrets of the Desert ☐

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Collins Big Cat Book Tracker

Pupil name:	Year Group/Class:	Teacher:	Academic Year:
Band 12 Copper Fiction	Band 12 Copper Non-Fiction	Band 13 Topaz Fiction	Band 13 Topaz Non-Fiction
High-flying Pilot ☐ The Story of Nian ☐ The Alien on the 99th Floor ☐ Monster in the Mirror ☐ Spider McDrew and the Egyptians ☐ The House in the Forest ☐ The House of the Nine Doors ☐ Dick Whittington ☐ The Selfish Giant ☐ The Fisherman and his Wife ☐ The Emperor's New Clothes ☐ Puss in Boots ☐ Tara Binns ☐ Snow White and Rose Red ☐ Sleeping Beauty ☐ The Honey-Guide Bird ☐ There Was an Old Lady Who Swallowed a Fly ☐ Micro-mystery Solver ☐ The Sauce That Went Bang! ☐ Cat Vs Dog ☐ Poetry Books Star-gazing ☐ Something's Drastic ☐ Mind the Gap ☐ The Monster Joke Book ☐	The Stone Age ☐ Chocolate: from Bean to Bar ☐ Living With Climate Change ☐ Roman Life In Britain ☐ Life and Death in an Iron Age Hill Fort ☐ Animals on the Move ☐ How to be an Ancient Egyptian ☐ Weird Little Monsters ☐ How to be a Viking in 13 easy stages ☐ Mega Plants ☐ True Life Survival ☐ The Making of Mozart ☐ Super Boats ☐ Tsunamis ☐ On the Track ☐ You Are Here ☐ Great Architects ☐ Air-Sea Rescue ☐ Mae and Marco's Space Journey ☐ The Vikings' Secret Weapon ☐	Tara Binns: Double-Quick ☐ East of the Sun, West of the Moon ☐ The Wizard of Oz ☐ George and the Dragon ☐ Tara Binns: Intrepid Inventor ☐ The Ogre ☐ How the Birds Got Their Colours ☐ The White Mouse ☐ The Hairy Toe ☐ Spider's Big Match ☐ The battle of Kupe and Te Wheke ☐ The Three Princes ☐ Greedy Anansi and his Three Cunning Plans ☐ Bungleman ☐ Harriet and the Loch Ness Monster ☐ Beauty and the Beast ☐ The Goose Girl ☐ Rapunzel ☐ Tiger Dead! Tiger Dead! Stories from the Caribbean ☐ The Twelve Dancing Princesses ☐ Tara Binns: Eco-energy Expert ☐ Scared of a Rainbow ☐ Marvellous Mina ☐	What Happened to the Dinosaurs? ☐ Living in an Earthquake Zone ☐ Women in the Skies ☐ Underwater Treasure ☐ A Finders' Guide to Rocks, Fossils and Soils ☐ Football Spy ☐ Julius Caesar ☐ Plants, Pollen and Pollinators ☐ Kings of the Wild ☐ Spotlight on Brazil ☐ Let's Go Camping ☐ How to be an Anglo Saxon ☐ The Olympics Games ☐ Harriet Tubman and the Underground Railroad ☐ Caribbean Carnival ☐ Wind Power ☐ Breath ☐ Leisure and Entertainment since 1900 ☐ Zombie Wasps ☐ Climbing High ☐

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Pupil name:	Year Group/Class:	Teacher:	Academic Year:
Band 14 Ruby Fiction	Band 14 Ruby Non-Fiction	Band 15 Emerald Fiction	Band 15 Emerald Non-Fiction
Tara Binns: Big Idea Engineer ☐ Aladdin and the Genies ☐ The Firebird: A Russian Folk Tale ☐ The Talking Bird ☐ The Signalman ☐ Flash Harriet and the Mystery of the Fiendish Footprints ☐ The Nutcracker and the Mouse King ☐ The King Who Thought He Was Clever ☐ The Footballing Frog ☐ The Dragon's Bride and other Dragon Stories ☐ Sophie's Rules ☐ The Gargling Gorilla ☐ Tara Binns: Daring Diver ☐ Stowaway! ☐ Ruby-Rose ☐ The Rat-Catcher of Hamelin ☐ Flash Harriet and the Missing Ostrich Eggs ☐ The Black Bull ☐ What's Up with Time ☐ Gathering in the Days ☐ Tara Binns: Roving Robotics ☐ Great Granny Chan ☐ Moon Base Beta ☐ Poetry Jaws and Claws and Things with Wings ☐	Black Holes ☐ Food Chains ☐ Oceans ☐ Vikings in Britain ☐ How to be a Roman ☐ Evolution ☐ Early Kings of England ☐ Water Cycle ☐ Extreme Sports ☐ The Life Cycle of a Polar Bear ☐ The Celts ☐ Surgery through Time ☐ How to be a Tudor ☐ Four-Desert Challenge ☐ Welcome to My City ☐ Where Do You Live? ☐ Great Ashes Moments ☐ Climate Strike ☐ The Bristol Bus Boycott: A fight for racial justice ☐	The Legend of Blackbeard ☐ Tara Binns: Bright-spark Scientist ☐ Pandora's Box ☐ Paddingot and the Grand Tour ☐ The Stubborn Prince ☐ Full Moon Night in Silk Cotton Tree ☐ Village: A Collection of Caribbean ☐ Folk Tales ☐ Two Animal Tales from Africa ☐ Matti's Miracle ☐ Tara Binns: Mighty Mountain Ranger ☐ The Journey of Odysseus ☐ Caliban's Cave ☐ Great Expectations ☐ Tales of Two Dragons ☐ Paddington in the Garden ☐ The Tinderbox ☐ Paddington Goes to Hospital ☐ Brother Aelred's Feet ☐ Paddington Goes for Gold ☐ The Games Player of Zoh ☐ Treasure Box ☐ Pinocchio ☐ Pirate! ☐ The Hairy Flip-Flops and other Fulani Folk Tales ☐ Kaleidoscope ☐ In the Rue Bel Tesoro ☐ Tara Binns: Deep-sea Explorer ☐ The Case of the Adder That Didn't Add Up ☐ The Class Champion ☐	Everest Ice Climber ☐ Boudica ☐ Your Brain ☐ Volcanoes ☐ Discovering Tutankhamun's Tomb ☐ Code Making, Code Breaking ☐ The Masai: Tribe Of Warriors ☐ Super Stars ☐ Top Ten Great Britons ☐ On Safari ☐ Olaudah Equiano ☐ My Olympic Story ☐ Sister Queens: The Lives and Reigns of Mary and Elizabeth ☐ Mapping Australia ☐ Wonderful Wilderness ☐ Changing Land ☐ A Year in Barrowswold Forest ☐ What Are You Looking At? ☐ Six Queens, One King: The Extraordinary Reign of Henry VIII ☐ Amazing Auroras ☐

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Collins Big Cat Book Tracker			
Pupil name:	Year Group/Class:	Teacher:	Academic Year:
Band 16 Sapphire Fiction	Band 16 Sapphire Non-Fiction	Band 17 Diamond Fiction	Band 17 Diamond Non-Fiction
Tara Binns: Trail-blazing Astronaut ☐ Great Greek Myths ☐ The Wind in the Willows ☐ The Railway Children ☐ The Jungle Book ☐ The Black Dog ☐ Alice In Wonderland ☐ Tara Binns: Creative Coder ☐ Black Beauty ☐ The Golden Turtle and Other Tales ☐ The Leopard Poachers ☐ The Comedy of Errors ☐ Trixie Tempest's Diary ☐ The Merchant of Venice ☐ The Hedgehog Mystery ☐ They came from Class 6C ☐ All About Me ☐ As You Like It ☐ Tara Binns: Futuristic Physicist ☐ Pudding Lane ☐ The Mysterious Museum ☐ Space to Invade ☐	The Incredible Life of Sir David Attenborough ☐ The Traveller's Guide To The Solar System ☐ The Big Bang ☐ Paralympian's Story ☐ The Life Cycle of the Orca ☐ War School for Dogs ☐ The Railway Revolution ☐ Life Cycles ☐ The World's First Women Doctors ☐ The Shang Dynasty ☐ Time-Traveller's Guide to the Bronze Age ☐ Ancient Greeks and Why They Matter to Us ☐ How to be an Ancient Greek ☐ The Arabian Desert ☐ Frederick Douglass: A Slave Biography ☐ The Ancient Mariner ☐ Henry V ☐ The Ultimate World Quiz ☐ How to Build a House ☐ Mairi's Motorbike ☐ Death Zone ☐	Tara Binns: Ground-breaking Fossil Hunter ☐ The Secret Garden ☐ The Story of the Wolf ☐ The Three Musketeers ☐ Anne of Green Gables ☐ Moving Out ☐ Nightmare: Two Ghostly Tales ☐ Tara Binns: Clued-up Detective ☐ Fearless Flynn ☐ The Lost Gardens ☐ The Boswall Kidnapping ☐ Wuthering Heights ☐ The Winter's Tale ☐ The Tempest ☐ Blitz Kids ☐ Project Bright Spark ☐ Tara Binns Visionary Volcanologist ☐ Much Ado About Nothing ☐ Selim-Hassan the Seventh and The Wall ☐ Twelfth Night ☐ Count Your Blessings ☐ A Home from Home ☐	I Have a Dream ☐ Mary Anning Fossil Hunter ☐ The Story of Football ☐ Hard Times: Growing Up in the Victorian Age ☐ Light ☐ The Story of the Suffragettes ☐ Walter Tull ☐ Technology in the Battle of Britain ☐ The Kingdom of Benin ☐ The Fall of Julius Caesar ☐ Designing Places and Spaces ☐ The Golden Age of Baghdad ☐ Benjamin Zephaniah: My Story ☐ How to be a Victorian in 16 Easy Stages ☐ The Story of the Electric Guitar ☐ Creatures from the Past ☐ How to Make Manga Characters ☐ My Journey across the Indian Ocean ☐ Antony and Cleopatra ☐ Fake News: do YOU know what to believe? ☐ Warriors of the World ☐ Fragile Earth ☐

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Collins Big Cat Book Tracker

Pupil name:		Year Group/Class:		Teacher:		Academic Year:	
Band 18 Pearl Fiction				Band 18 Pearl Non-Fiction			
Frankenstein ☐ Macbeth ☐ The Football Shirt ☐ Hamlet ☐ Little Women ☐ Wild Cat ☐ The 39 Steps ☐ Daybreak ☐ Linnaeus: Organising Nature ☐ A Midsummer Night's Dream ☐ Jane Eyre ☐ Romeo and Juliet ☐ The House Across the Quaggy ☐ Beneath the Waves: Two Ghost Stories ☐ The Tear Jar ☐ King Lear ☐ Balancing Act ☐ A Time-Traveller's Guide to the Future ☐ Nicholas Nickleby ☐ Othello ☐ The Grey Ghost ☐ Wolf Girl ☐				Punishment through the Ages ☐ The Maya ☐ Himalayas Bottom to Top ☐ Coral Reefs ☐ What if We Run out of Oil? ☐ The Life and Times of William Shakespeare ☐ The Battle of Passchendaele ☐ Charles Darwin and Alfred Russel Wallace ☐ Spotlight on Russia ☐ Copernicus, Galileo and Newton ☐ Becoming an Olympic Gymnast ☐ Swimming the Dream ☐ The Mysterious World of Microorganisms ☐ Against the Odds ☐ The Tour de France ☐ Virginia Hall ☐ Palaces, Peasants and Plagues – England in the 14th century ☐ Richard III ☐ Charlotte Bronte ☐ Nature Fights Back ☐ The Story of Us: Becoming Human ☐			

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Reading Across the Curriculum

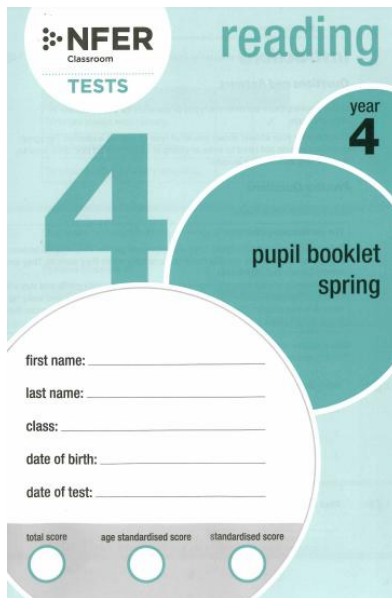
Reading across the curriculum is a way in which we help children to build on their fluency and their comprehension. At Bream C of E Primary School, we do not limit reading to English and Guided Reading lessons. Reading in subjects other than English provides an excellent opportunity for children to put into practice what they have learnt. We particularly use reading widely across the curriculum to help with their vocabulary development and learning of vocabulary associated with foundation subjects. We encourage teachers to use a range of text to support teaching in Science and the foundation subjects. To support our teaching staff with this area of the Reading Curriculum, we have access to Purple Mash's extensive DK Learning eBook library which has a plethora of texts for Science, History and Geography that can be accessed by teachers and pupils.



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Assessment

At Bream C of E, we use a range of methods to assess reading in both a formative and summative manner. Formative assessment is the use of day-to-day assessments to gauge and explore pupils' development in Reading. We do this through our daily Phonics and Guided Reading lessons where teachers use a *guided and independent practice* (Rosenshine) approach to develop pupils' skills but to also continually assess their understanding and application of such skills. We also use the *daily review* (Rosenshine) as a form of retrieval practice and AfL (assessment for learning). We use the Insight data tracking system to assess pupils against the National Curriculum objectives on a weekly basis. Summative assessments take place after pupils' have completed a block of work in a more formal manner. At Bream, to assess pupil progress we use NFER Reading Assessment tests for Reading and Little Wandle Assessments for Phonics.



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Reading Progression in the National Curriculum 2014

Rec/ELG	Reading: Word reading					
	Y1	Y2	Y3	Y4	Y5	Y6
Use phonic knowledge to decode regular words and read them aloud accurately. ELG Read some common irregular words. ELG	Apply phonic knowledge & skills as the route to decode words.	Continue to apply phonic knowledge & skills as the route to decode words until automatic decoding has become embedded & reading is fluent.				
	Respond speedily with the correct sound to graphemes for all 40+ phonemes, including, where applicable, alternative sounds for graphemes.	Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.				
	Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.					
	Read common exception words , noting unusual correspondences between spelling and sound and where these occur in the word.	Read further common exception words , noting unusual correspondence between spelling & sound and where these occur in the word.	Read further exception words , noting the unusual correspondences between spelling and sound, and where these occur in the word.			
	Read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings.					
	Read other words of more than one syllable that contain taught GPCs.	Read accurately words of two or more syllables that contain the taught GPCs.				
	Read words with contractions , e.g. I'm, I'll, we'll and understand that the apostrophe represents the omitted letter(s).					
		Read most words quickly and accurately, without overt sounding & blending , when they have been frequently encountered.				
	Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words.	Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically & without undue hesitation.				
	Re-read these books to build up their fluency & confidence in word reading.	Re-read these books to build up their fluency & confidence in word reading.				
		Read words containing common suffixes .	Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology), both to read aloud and to understand the meaning of new words they meet.		Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology), both to read aloud and to understand the meaning of new words they meet.	

Reading: Comprehension ¹						
Rec/ELG	Y1	Y2	Y3	Y4	Y5	Y6
	Develop pleasure in reading, motivation to read, and understanding by:		Develop positive attitudes to reading and understanding of what they read by:		Maintain positive attitudes to reading and understanding of what they have read by:	
	Listening to & discussing a wide range of poems, stories & non-fiction at a level beyond that at which they can read independently	Listening to, discussing & expressing views about a wide range of contemporary & classic poetry, stories & non-fiction at a level beyond that at which they can read independently	Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks		Continuing to read & discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.	
	Being encouraged to link what they read or hear read to their own experiences					
		Discussing the sequence of events in books & how items of information are related.	Reading books that are structured in different ways and reading for a range of purposes .		Reading books that are structured in different ways and reading for a range of purposes .	
			Using dictionaries to check the meaning of words that they have read.			
	Becoming very familiar with key stories, fairy stories & traditional tales, retelling them & considering their particular characteristics	Becoming increasingly familiar with & retelling a wider range of stories, fairy stories & traditional tales.	Increasing their familiarity with a wide range of books, including fairy stories, myths, legends, and retelling of some of these orally.		Increasing their familiarity with a wide range of books, including myths, legends & traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions.	
					Recommending books that they have read to their peers, giving reasons for their choices.	
	Recognising & joining in with predictable phrases	Recognising simple recurring literary language in stories & poems.				
		Discussing their favourite words & phrases.	Discussing words & phrases that capture the reader's interest and imagination.			
			Identifying themes & conventions in a wider range of books.		Identifying & discussing themes & conventions in and across a wide range of writing.	
					Making comparisons within & across books.	
			Recognising some different forms of poetry (e.g. free verse, narrative poetry).			
	Learning to appreciate rhymes & poems , and to recite some by heart	Continuing to build up a repertoire of poems learnt by heart, appreciating these & reciting some, with appropriate intonation to make the meaning clear.	Preparing poems and play scripts to read aloud and perform, showing understanding through intonation, tone, volume and action.		Learning a wider range of poetry by heart.	
		Being introduced to non-fiction books that are structured in different ways.			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.	
	Discussing word meanings , linking new meanings to those already known.	Discussing & clarifying the meaning of words , linking new meanings to known vocabulary.				

Rec/ELG	Reading: Comprehension ²					
	Y1	Y2	Y3	Y4	Y5	Y6
Read & understand simple sentences. ELG Demonstrate understanding when talking to others about what they have read. ELG	Understand both the books they can already read accurately and fluently and those they listen to by:	Understand what they read, in books they can read independently, by			Understand what they read by:	
	Drawing on what they already know or on background information & vocab provided by the teacher.	Drawing on what they already know or on background information & vocab provided by the teacher.				
	Checking that the text makes sense to them as they read & correcting inaccurate reading.	Checking that the text makes sense to them as they read & correcting inaccurate reading.	Checking that the text makes sense to them, discussing their understanding & explaining the meaning of the words in context.		Checking that the book makes sense to them, discussing their understanding & exploring the meaning of the words in context.	
	Discussing the significance of the title & events					
	Making inferences on the basis of what is being said & done	Making inferences on the basis of what is being said & done	Drawing inferences such as inferring characters' feelings, thoughts & motives from their actions, & justifying inferences with evidence		Drawing inferences such as inferring characters' feelings, thoughts & motives from their actions, and justifying inferences with evidence.	
	Predicting what might happen on the basis of what has been read so far	Predicting what might happen on the basis of what has been read so far	Predicting what might happen from details stated & implied		Predicting what might happen from details stated and implied.	
		Answering & asking questions	Asking questions to improve their understanding of the text.		Asking questions to improve their understanding.	
					Provide reasoned justifications for their views.	
					Discuss & evaluate how authors use language, including figurative language, considering the impact on the reader.	
			Identifying main ideas drawn from more than one paragraphs & summarise these.		Summarising the main idea drawn from more than one paragraph, identifying key details that support the main ideas.	
			Identifying how language, structure & presentation contribute to meaning.		Identifying how language, structure & presentation contribute to meaning.	
			Retrieve & record information from non-fiction..		Retrieve, record & present information from non-fiction.	
					Distinguish between statements of fact & opinion.	
	Participate in discussion about what is read to them, taking turns & listening to what others say.	Participate in discussion about books, poems & other words that are read to them & those that they can read for themselves, taking turns & listening to what others say.	Participate in discussion about both books that are read to them and those that they can read for themselves, taking turns & listening to what others say.		Participate in discussion about both books that are read to them and those that they can read for themselves, building on their own & others' ideas & challenging views courteously.	
	Explain clearly their understanding of what is read to them.	Explain & discuss their understanding of books, poems & other material, both those that they listen to & those that they read for themselves.			Explain & discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary.	