



READING CURRICULUM DESIGN

The reading curriculum consists of 3 sections:

Know it - the essential knowledge needed for that year group. Directly correlates to NC requirements.

Teach it - what should be taught within this year. The blue sections refer to prior learning.

Apply it - how children should apply their knowledge as readers.

PREFIXES		ROOTS/ROOT WORDS		PREFIXES	
bi	two	dict	to say	ology	study of
aqua	water	convene	come or bring together	er	belonging
tele	far off	response	a reaction to something	able/ible	able to
aero	involving air	determine	make a strong decision	ship	character/skill
photo	using light	commend	to praise	ance/ancy	the action of
tri	three	sign	to mark	ence/ency	the quality of
pre	before	exist	to live	ily	to make
post	after	vary	to change	ate	the process of
de	opposite of			ive	the nature of
co	joint			cian	the skill of
pro	ahead			ist	one who does

Y3/4 Please refer to Y3/4 'Know It!' for prior learning.

Y3/4 Please refer to Y3/4 'Know It!' for prior learning.

available	existence	aggressive	photograph	microscope
avail-of use able-able to available -able to be of use	exist-to live ence-the quality of living existence -the quality of living	aggress-to attack ive-nature of aggressive -an attacking nature	photo-using light graph-to write photograph -to write with light	micro-small scope-range microscope -an instrument to view a small range.

Know it!

Within KS1, the 'Know it' section links phonic knowledge, high frequency words and common exception words. In KS2 there is a growing emphasis upon knowledge of root words, prefixes and suffixes as the building blocks for vocabulary construction and understanding.

TEACH IT YEAR 5		
DECODING & WORD RECOGNITION	COMPREHENSION	VOCABULARY
<p>Children should be taught to:</p> <ul style="list-style-type: none"> apply their growing knowledge of root words, prefixes and suffixes, both for read aloud and understand the meaning of new words that they meet; be fluent at word reading, in order to further develop their comprehension skills and knowledge of vocabulary. <p>GRAMMAR, STRUCTURE & LAYOUT</p> <p>Children should be taught to deepen their understanding of texts they read independently through:</p> <ul style="list-style-type: none"> identifying how language, structure and presentation contribute to meaning; reading books that are structured in different ways. <p>GRAMMATICAL FEATURES</p> <ul style="list-style-type: none"> identify, through reading, how grammar can be adapted to match context, audience and purpose and begin to discuss the effect this has on the text as a whole and on the reader. <p>For example, varying verb tense:</p> <ul style="list-style-type: none"> use of progressive tense to build tension in a suspense story; use of perfect tense to achieve a more formal tone; use of present tense in non-narrative to ensure the text remains relevant. <p>or verb choices:</p> <ul style="list-style-type: none"> use of modals to suggest possibility or probability; use of imperatives for emphasis. <p>• Explain how tense relates to text and structure.</p>	<p>Children should be taught to deepen their understanding of texts they read independently through:</p> <ul style="list-style-type: none"> making comparisons within and across books for example, being shown how to compare characters, settings, themes and other aspects of what they have read; checking that the text makes sense to them and discussing their understanding; asking questions to improve their understanding of the text; identifying themes and conventions in a wide range of writing. <p>Children should be taught how to frame their written responses to a range of comprehension questions including finding evidence from different points in the text to include in their answer. The use of PEI (Point, Explain, Evidence) is one example of this.</p> <p>RETRIEVAL</p> <ul style="list-style-type: none"> Distinguish between statements of fact and opinion. Consolidate and secure skimming and scanning skills to look through longer pieces of text and locate key words/dates/facts/ information/functions. Sequence increasing amounts of text e.g. across several pages or a chapter. <p>SUMMARISING</p> <ul style="list-style-type: none"> Summarising the main events or significant ideas from more than one paragraph both orally and in note-form. <p>INFERENCE</p> <ul style="list-style-type: none"> Justify inferences with evidence including their own views. Answer questions related to cause and effect. Make more detailed prediction about what might happen from details stated and implied. Explain characters possible feelings, thoughts and motives from their actions. 	<p>Children should be taught to deepen their understanding of texts they read independently through:</p> <ul style="list-style-type: none"> discussing and evaluating how authors use language, including figurative language, considering the impact on the reader; identifying different types of language within a text e.g. subject-specific, archaic, vernacular, emotive, persuasive etc., discussing its use and impact on the text as a whole, as well as the reader; explaining the meaning of words in context; expanding their vocabulary through applying growing knowledge of root words, prefixes and suffixes to understand the meaning of new words that they meet. <p>EXPLORE, TEACH, PRACTISE</p> <p>Children should be taught to expand their vocabulary through:</p> <ul style="list-style-type: none"> exploring the finer meanings of words through looking at words associated with others (not synonyms) to show different connotations depending on context; exploring links with known words through identifying prefixes, suffixes, synonyms, antonyms and root word meanings; generating word lists linked to stories, topics, synonyms etc.; being explicitly taught the meaning and correct pronunciation of new words. <p>For example,</p> <ul style="list-style-type: none"> seeing how it is used in context finding clues within the word to define word meaning. finding clues within the context to infer the word meaning discussing examples seen or heard before making connections with word class. using dictionary skills in order to check the meaning.

Teach it!

Having a good understanding of what has come before is essential before we can move on. Prior learning is outlined throughout the document in blue. All NC objectives are met and there are some suggested techniques and strategies outlined in the 'Explore, teach, practise' section.

APPLY IT YEAR 5		
Pupils should be able to apply their knowledge of language, gained from stories, plays, poetry, non-fiction and textbooks, to support their increasing fluency as readers, their ability as writers, and their comprehension.		
READING FOR PURPOSE	READING FOR PLEASURE	READING FOR/WITH AN AUDIENCE
<p>Children should use their reading skills to:</p> <ul style="list-style-type: none"> familiarise themselves with a range of different text types including their specific use of grammar, language and structure, in order to apply this within their own writing; retrieve, record and present information from non-fiction, and including note form; select relevant information in reference books including the use of contents and index to locate information; research topics of interest to develop their knowledge and/or in preparation for class experiences; read for a range of purposes; further develop knowledge and skills in reading non-fiction about a wide range of subjects. 	<p>Children should develop a love of reading through:</p> <ul style="list-style-type: none"> increasing 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; reading and discussing an increasingly wide range of fiction, poetry, plays, non-fiction and reference books; recommending books that they have read to their peers, giving reasons for their choices; learning a wider range of poetry by heart; exploring different types of figurative language e.g. similes, metaphors and personification; listening to whole books by authors they may not choose themselves. 	<p>Children should be given opportunity to:</p> <ul style="list-style-type: none"> prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action so that the meaning is clear to an audience; participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously; explain and 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; discuss viewpoints (both of authors and of fictional characters), within a text and across more than one text.
<p>OUR YEAR 5 READING SPINE-HIGH QUALITY LITERATURE</p> <p>In our school, children should have the following books read to/with them across Year 5 to enable them to explore literary techniques and develop their love of reading.</p>		

Apply it!

This section looks at how pupils can use their knowledge and skills and apply it to their own reading in order to become fluent and confident readers. We have outlined some high-quality literature which will support teachers in choosing texts which are age appropriate and engage pupils.