

Sir John Offley CE VC Primary School

'With God all things are possible.'

Reading whole school overview 2021-2022



	Autumn	Spring	Summer
Nursery	<p>Possible Texts and 'old favourites'</p> <p>Who's in my family? Love makes a family. You Choose Hug So much! I like myself! Only one you I'm gonna like me! The skin you live in! Mo's smelly jumper Where's my sock? I can button. Eat peach pear plum Hairy MaClary The cat in the hat Goldilocks Little red riding hood Range of nursery rhymes The Jolly Postman The Ugly Duckling Christmas Story / Nativity</p> <p>Understand the five key concepts about print: has meaning, has different purposes, read from left to right and top to bottom,</p>	<p>Possible Texts and 'old favourites'</p> <p>The bad tempered lady bird The hungry caterpillar Aghh Spider! Beetle Bop 10 little ladybugs What pet should I get? May I pet your dog? Dogs colourful day Brown bear, brown bear Dear Zoo Giraffes can't dance The pig in the pond Toes, ears and nose. Eyes, noses, fingers and toes Me and my amazing body. Where is baby's belly button? The tiny seed Jasper's beanstalk Lola plants a garden Come on Daisy Mr Magnolia</p> <p>Understand the five key concepts about print: has meaning, has different purposes, read from</p>	<p>Possible Texts and 'old favourites'</p> <p>We're going on a bear hunt Where's spot? Wheels on the bus The train ride. Who's vehicle is this? Digger man Down by the station People who help us The invisible Suzie goes to the dentist Sea, sand, me! Sally and the limpet Commotion in the ocean Duck and Goose go to the beach Stick Man I used to be the baby Aren't you lucky! Babies don't eat pizza</p> <p>Understand the five key concepts about print: has meaning, has different purposes, read from left to right and top to bottom, name the different parts of a book and page sequencing.</p>

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	<p>name the different parts of a book and page sequencing. Engage in extended conversations about stories, learning new vocabulary.</p> <ul style="list-style-type: none">• Book talk – talk about the books you read – extend to talk about characters and events.• Encourage children to predict events. • Daily story time. • Visit the library. <p>Develop their phonological awareness so they can spot and suggest rhymes. Count / clap syllables in a word. Recognise words with the same initial sound</p> <p>Phase 1 phonics. • Listening games. • Singing a range of rhymes.</p>	<p>left to right and top to bottom, name the different parts of a book and page sequencing. Engage in extended conversations about stories, learning new vocabulary.</p> <p>Model text orientation, pointing from left to right / top to bottom. • Talk about features of books e.g. author, illustrator, blurb, title and front cover.</p> <ul style="list-style-type: none">• Storytime discussions – encourage children to ask and answer questions. <p>Develop their phonological awareness so they can spot and suggest rhymes. Count / clap syllables in a word. Recognise words with the same initial sound</p> <p>Phase 2 recognition of sounds. • Hearing the initial sound in words. • Matching initial sound to objects.</p>	<p>Engage in extended conversations about stories, learning new vocabulary.</p> <p>Provide a good range of quality texts in the reading area and around the environment. • Sequencing stories.</p> <p>Develop their phonological awareness so they can spot and suggest rhymes. Count / clap syllables in a word. Recognise words with the same initial sound</p> <p>Phase 2 phonics. Orally blend CVC words. • Clap out the syllables in words. • Matching rhyming words.</p>
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<p>Reception</p>	<p>Possible Texts and 'old favourites'</p> <p>Owl Babies Goodnight moon The Colour Monster The Rainbow Fish Funny Bones The Big Book of Families Pete the Cat I want my potty Leaf man The cave The Jolly Postman Three little pigs The Ugly Duckling On the way home There's a bear on my chair. Christmas Story / Nativity One snowy night</p> <p>Comprehension Joining in with rhymes and showing an interest in stories with repeated refrains. Having a favourite story/rhyme. Understand</p>	<p>Possible Texts and 'old favourites'</p> <p>The Great Pet sale Farmer Duck The lion inside The Emperors Egg The Snail and the Whale Bee and me Tiddler The Tiny Seed Oliver's Vegetables Jack and the Beanstalk SHHHH! Handa's Surprise The pea and the princess How to grow a dinosaur</p> <p>Comprehension Making up stories with themselves as the main character. Encourage children to record stories through picture drawing/mark making . Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. Read a few common exception words matched to</p>	<p>Possible Texts and 'old favourites'</p> <p>The Naughty Bus Mr. Gumpy's Outing Oi! Get off my train! Rosie's Walk The water princess Here we are The Way back Home Mrs Armitage on wheels Lighthouse Keeper's Lunch Six Dinner Sid Worrysaurus Gruffalo Whatever Next! Peace at last</p> <p>Comprehension Retell a story with actions and / or picture prompts as part of a group - Use story language when acting out a narrative. Rhyming words. Can explain the main events of a story - Can draw pictures of characters/ event / setting in a story. May include labels, sentences or captions. Role play area – book characters .</p>
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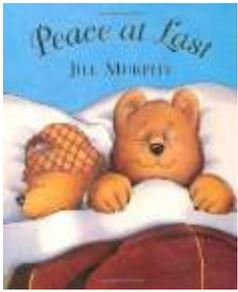
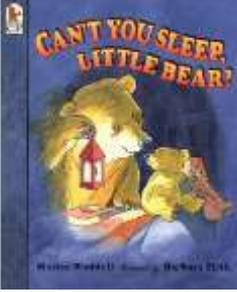
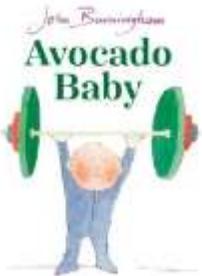
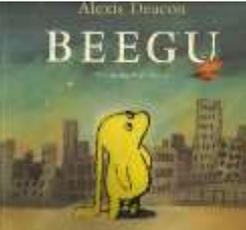
	<p>the five key concepts about print: - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book Sequencing familiar stories through the use of pictures to tell the story. Engage in extended conversations about stories, learning new vocabulary. Retell stories related to events through acting/role play. Christmas letters/lists. Retelling stories using images / apps. Pie Corbett Actions to retell the story – Story Maps. Sequence story – use vocabulary of beginning, middle and end. Blend sounds into words, so that they can read short words made up of known letter– sound correspondences. Enjoys an increasing range of books.</p> <p>Word reading Recognise own name. Read individual letter sounds and recognise corresponding graphemes Reading: Phase 2 - initial sounds, oral blending CVC sounds. Reciting know stories. Listening to stories with attention</p>	<p>phonics scheme. Make the books available for children to share at school and at home. Information leaflets about animals in the garden/plants and growing. Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. World Book Day Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. They develop their own narratives and explanations by connecting ideas or events.</p> <p>Word reading Phonic Sounds: Phase 3 Know print carries meaning – L – R / T – B. Knows the difference between a letter and a word. Blends sounds to read VC and CVC words. Begins to read some HFW's. Begins to recognise digraphs. Help children to become familiar with letter groups, such as 'th', 'sh', 'ch', 'ee' 'or' 'igh'. Provide opportunities for children to read words containing familiar letter groups: 'that', 'shop', 'chin', 'feet', 'storm', 'night'. Phonic Sounds phase 3. Reading: Story structurebeginning, middle, end. Innovating and</p>	<p>Can draw pictures of characters/ event / setting in a story. Listen to stories, accurately anticipating key events & respond to what they hear with relevant comments, questions and reactions. Make predictions Beginning to understand that a non-fiction is a non-story- it gives information instead. Fiction means story. - Can point to front cover, back cover, spine, blurb, illustration, illustrator, author and title. Retelling of stories. Editing of story maps and orally retelling new stories.</p> <p>Word reading Phonic Sounds: Phase 4 Differentiated groups: Reading: Non-fiction texts. Internal blending, Naming letters of the alphabet. Distinguishing capital letters and lower case letters. Note correspondences between letters and sounds that are unusual or that they have not yet been taught, such as 'do', 'said', 'were'. Retell a familiar story in the correct sequence. Phonic Sounds: Phase 4 Differentiated groups Reading: Reading simple sentences with fluency. Reading CVCC and CCVC words confidently. Adapt familiar stories to add their</p>
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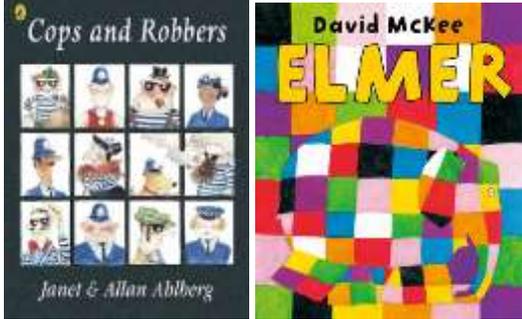
	<p>and recall. Help children to read the sounds speedily. This will make sound-blending easier. Listen to children read aloud, ensuring books are consistent with their developing phonic knowledge.</p> <p>Phase 2 - Differentiated groups. Reading: Blending CVC sounds, rhyming, alliteration. Knows that print is read from left to right. Spotting simple diagraphs in words. Show children how to touch each finger as they say each sound. For exception words such as 'the' and 'said', help children identify the sound that is tricky to spell. Clap out syllables in words</p>	<p>retelling stories to an audience, non-fiction books. Begin to read a simple sentence. Listen to children read some longer words made up of letter-sound correspondences they know: 'rabbit', 'himself', 'jumping'. Children should not be required to use other strategies to work out words.</p>	<p>own ideas – Create their own stories. Re-read their own sentences aloud to an adult / peer. End of term assessments Transition work with Year 1 staff</p>
<p>Year 1</p>	<div style="display: flex; justify-content: space-around;"> <div style="text-align: center;">  <p>Non-Fiction (1)</p> </div> <div style="text-align: center;">  <p>(3)</p> </div> </div>	<div style="display: flex; justify-content: space-around;"> <div style="text-align: center;">  <p>Poetry (1)</p> </div> <div style="text-align: center;">  <p>(3)</p> </div> </div>	<div style="display: flex; justify-content: space-around;"> <div style="text-align: center;">  <p>Poetry (1)</p> </div> <div style="text-align: center;">  <p>(3)</p> </div> </div>

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	 <p>(3) Poetry (1)</p> <p><u>Word Reading</u> Applying phonic knowledge to decode words, respond speedily with graphemes for all 40+ phonemes, blending sounds in unfamiliar words, reading common exception words, read words with 's', 'es', 'ing', 'ed', 'er' and 'est' endings, reading words with contractions, use phonic knowledge to read books aloud, building up fluency and confidence in word reading.</p> <p><u>Comprehension</u> Develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently 	 <p>Non-Fiction (1)</p> <p><u>Word Reading</u> Apply phonic knowledge & skills as the route to decode words. Respond speedily with the correct sound to graphemes for all 40+ phonemes, including where applicable, alternative sounds for graphemes. Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught. Read common exception words, noting unusual correspondence between spelling and sound and where these occur in the word.</p> <p><u>Comprehension</u> Develop pleasure in reading, motivation to read, and understanding by:</p> <ul style="list-style-type: none"> Being encouraged to link what they read or hear read to their own experiences 	 <p>Non-Fiction (1)</p> <p>(3)</p>
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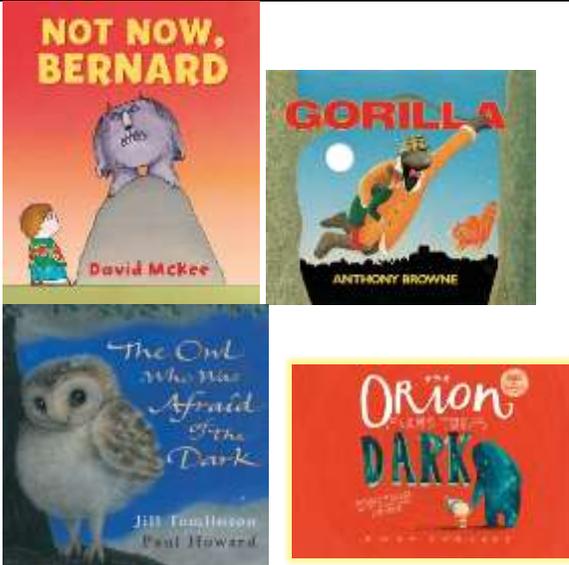
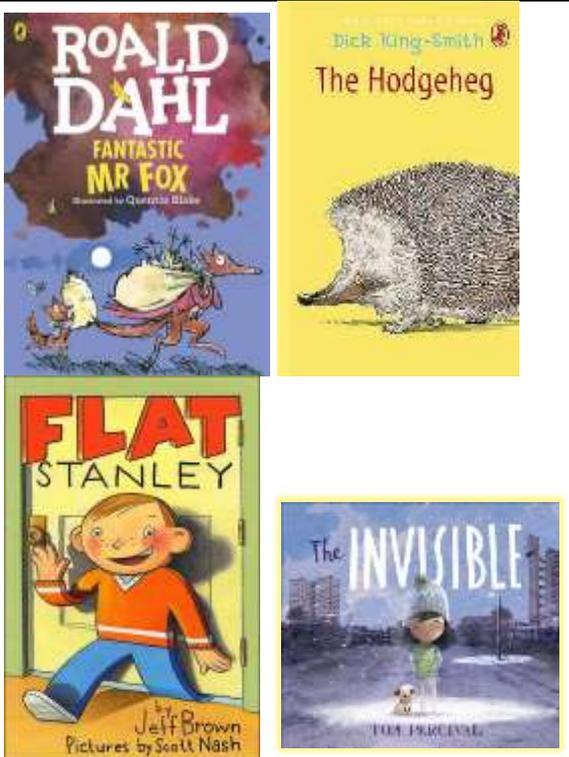
	<ul style="list-style-type: none">• being encouraged to link what they read or hear to their own experiences• becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their characteristics• recognising and joining in with predictable phrases• learning to appreciate rhymes and poems, and to recite some by heart• discussing word meanings, linking new meanings to those already known <p>Understand what they read by:</p> <ul style="list-style-type: none">• drawing on what they already know or on background information and vocabulary provided by the teacher• checking that the text makes sense to them as they read and correcting inaccurate reading• discussing the significance of the title and events• making inferences based on what is being said and done		
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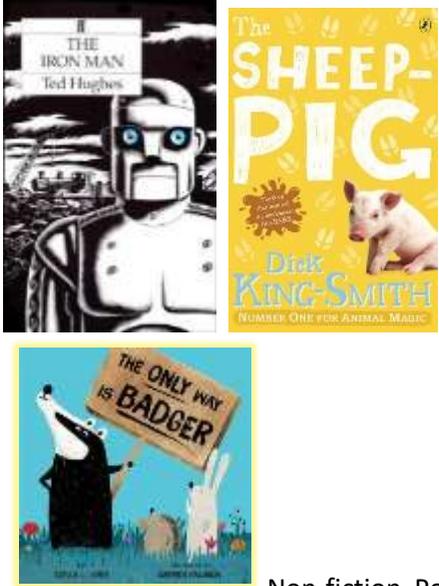
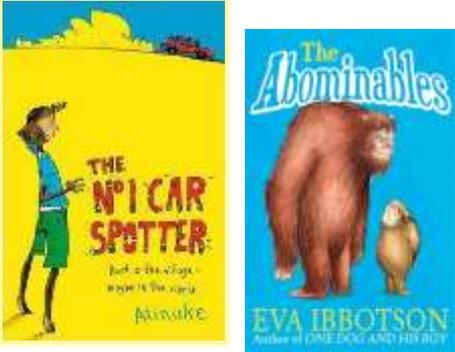
<p>Year 2</p>	 <p>(3)</p> <p>Poetry (1) Non-Fiction (1)</p> <p>Word Reading: Continue to apply phonic knowledge & skills as the route to decode words until automatic decoding has become embedded & reading is fluent.</p> <p>Comprehension Develop pleasure in reading, motivation to read, and understanding by:</p>	 <p>(3)</p> <p>Non-Fiction (1) Poetry (1)</p> <p>Word Reading: Continue to apply phonic knowledge & skills as the route to decode words until automatic decoding has become embedded & reading is fluent.</p> <p>Comprehension Develop pleasure in reading, motivation to read, and understanding by:</p>	 <p>(3)</p> <p>Non-Fiction (1) Poetry (1)</p>
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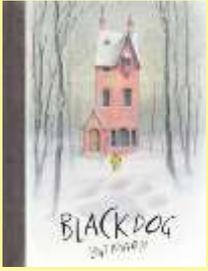
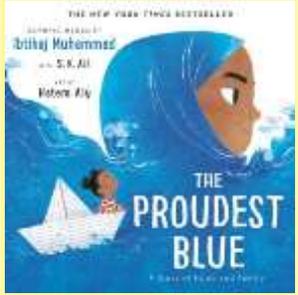
	<ul style="list-style-type: none"> • Listening to, discussing & expressing views about a wide range of contemporary & classic stories and non-fiction at a level beyond at which they can read independently. • Discussing the sequence of events in books & how items of information are related. • Recognising simple recurring literary language in stories and poems. 	<ul style="list-style-type: none"> • Listening to, discussing & expressing views about a wide range of contemporary & classic stories and non-fiction at a level beyond at which they can read independently. • Discussing the sequence of events in books & how items of information are related. • Recognising simple recurring literary language in stories and poems. 	
Year 3	 <p>Non-fiction Poetry</p>		

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	<p><u>Word reading:</u></p> <ul style="list-style-type: none"> read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word apply their growing knowledge of root words, prefixes and suffixes learnt in SPAG lessons <p><u>Comprehension</u></p> <p>Maintain positive attitudes to their reading whilst:</p> <ul style="list-style-type: none"> discussing words and phrases that capture the reader's interest and imagination recognising some different forms of poetry [for example, free verse, narrative poetry] understand what they read, in books they can read independently, by: checking that the text makes sense to them, discussing their understanding, and explaining the meaning of words in context asking questions to improve their understanding of a text drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence predicting what might happen from details stated and implied identifying main ideas drawn from more than 1 paragraph and summarising these identifying how language, structure, and presentation contribute to meaning retrieve and record information from non-fiction participate in discussion about both books that are read to them and those they can read for 	 <p>Non-fiction Poetry</p> <p><u>Word reading:</u></p> <ul style="list-style-type: none"> read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word apply their growing knowledge of root words, prefixes and suffixes learnt in SPAG lessons <p><u>Comprehension</u></p> <p>Maintain positive attitudes to their reading whilst:</p> <ul style="list-style-type: none"> discussing words and phrases that capture the reader's interest and imagination recognising some different forms of poetry [for example, free verse, narrative poetry] understand what they read, in books they can read independently, by: checking that the text makes sense to them, discussing their understanding, and explaining the meaning of words in context asking questions to improve their understanding of a text 	 <p>Non-fiction Poetry</p>
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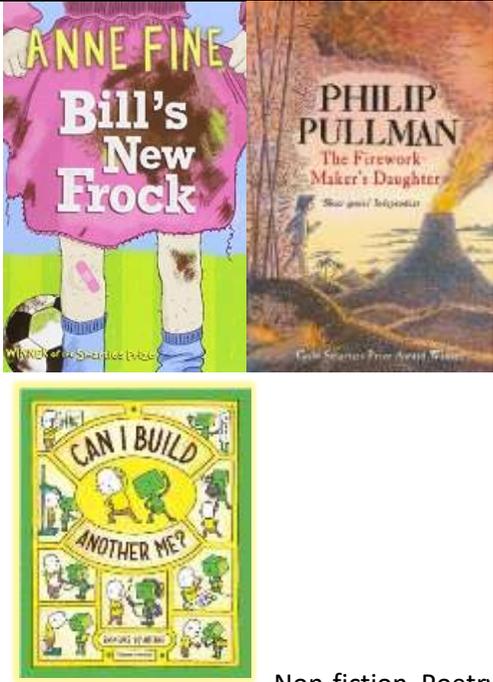
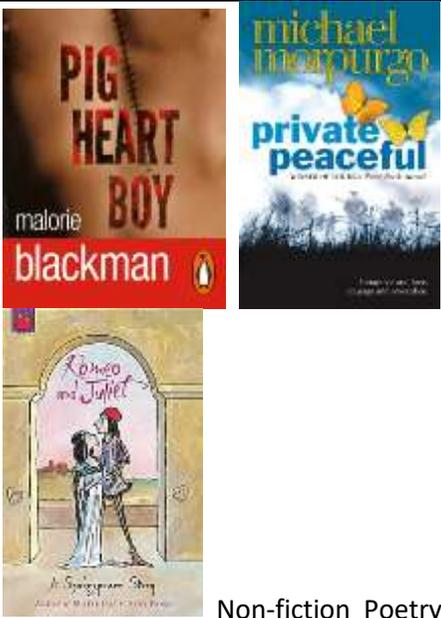
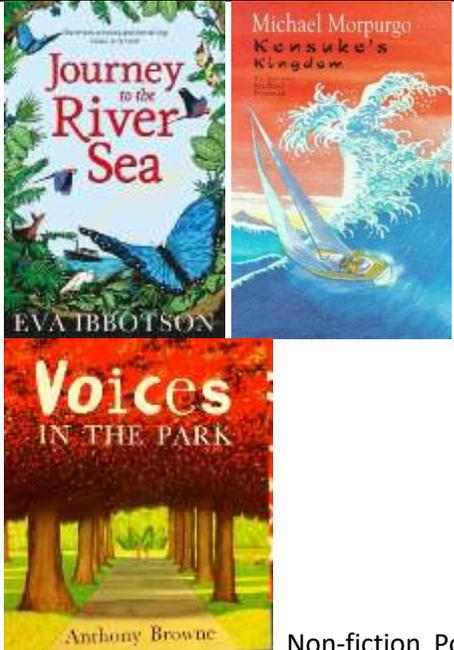
	<p>themselves, taking turns and listening to what others say</p> <ul style="list-style-type: none">• listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks• reading books that are structured in different ways and reading for a range of purposes	<ul style="list-style-type: none">• drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence• predicting what might happen from details stated and implied• identifying main ideas drawn from more than 1 paragraph and summarising these• identifying how language, structure, and presentation contribute to meaning• retrieve and record information from non-fiction• participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say• listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks• reading books that are structured in different ways and reading for a range of purposes	
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<p>Year 4</p>	 <p>Non-fiction Poetry</p> <p><u>Word Reading</u></p> <ul style="list-style-type: none"> 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 	 <p>Non-fiction Poetry</p> <p><u>Word Reading</u></p> <ul style="list-style-type: none"> 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 read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word <p><u>Comprehension</u></p>	 <p>Non-fiction Poetry</p>
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	<ul style="list-style-type: none">• read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word <p><u>Comprehension</u></p> <ul style="list-style-type: none">• develop positive attitudes to reading, and an understanding of what they read, by:<ul style="list-style-type: none">• listening to and discussing a wide range of fiction, non-fiction and reference books or textbooks• 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• identifying themes and conventions in a wide range of books• discussing words and phrases that capture the reader's interest and imagination• understand what they read, in books they can read independently, by:<ul style="list-style-type: none">• checking that the text makes sense to them, discussing their understanding, and explaining the meaning of words in context• asking questions to improve their understanding of a text• drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence• predicting what might happen from details stated and implied• identifying main ideas drawn from more than 1 paragraph and summarising these	<ul style="list-style-type: none">• develop positive attitudes to reading, and an understanding of what they read, by:<ul style="list-style-type: none">• listening to and discussing a wide range of fiction, non-fiction and reference books or textbooks• 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• identifying themes and conventions in a wide range of books• discussing words and phrases that capture the reader's interest and imagination• understand what they read, in books they can read independently, by:<ul style="list-style-type: none">• checking that the text makes sense to them, discussing their understanding, and explaining the meaning of words in context• asking questions to improve their understanding of a text• drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence• predicting what might happen from details stated and implied• identifying main ideas drawn from more than 1 paragraph and summarising these• identifying how language, structure, and presentation contribute to meaning• retrieve and record information from non-fiction	
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	<ul style="list-style-type: none">• identifying how language, structure, and presentation contribute to meaning• retrieve and record information from non-fiction<ul style="list-style-type: none">• participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say	participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say	
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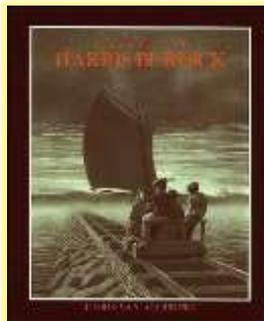
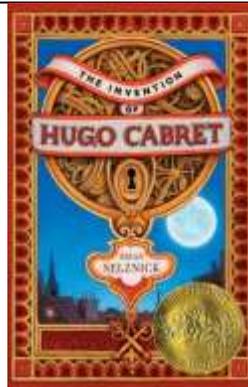
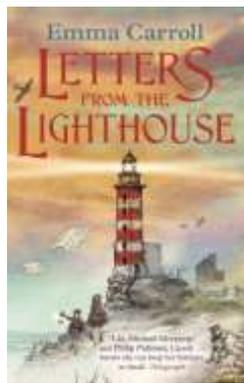
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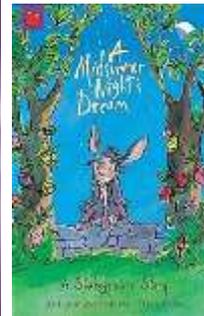
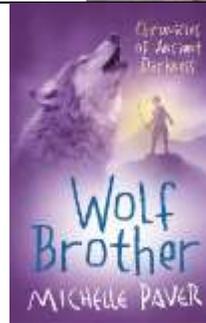


Year 5



Non-fiction Poetry

Word Reading



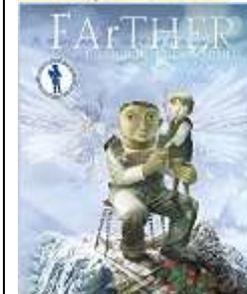
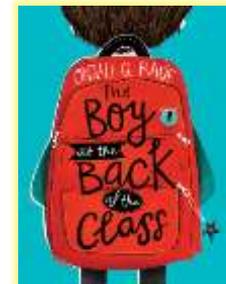
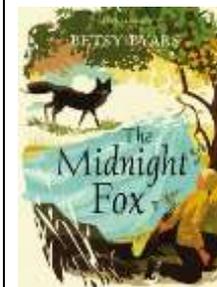
Non-fiction Poetry

Word Reading

Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet.

Comprehension

Maintain positive attitudes to reading and an understanding of what they read by:



Non-fiction Poetry

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	<p>Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet.</p> <p><u>Comprehension</u></p> <p>Maintain positive attitudes to reading and an understanding of what they read by:</p> <ul style="list-style-type: none"> • continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks • reading books that are structured in different ways and reading for a range of purposes • increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions • recommending books that they have read to their peers, giving reasons for their choices • identifying and discussing themes and conventions in and across a wide range of writing • making comparisons within and across books <p>Understand what they read by:</p> <ul style="list-style-type: none"> • checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context • asking questions to improve their understanding • drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • predicting what might happen from details stated and implied 	<ul style="list-style-type: none"> • continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks • reading books that are structured in different ways and reading for a range of purposes • increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions • recommending books that they have read to their peers, giving reasons for their choices • identifying and discussing themes and conventions in and across a wide range of writing • making comparisons within and across books <p>Understand what they read by:</p> <ul style="list-style-type: none"> • checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context • asking questions to improve their understanding • drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • predicting what might happen from details stated and implied 	
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	<ul style="list-style-type: none">• summarising the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas• identifying how language, structure and presentation contribute to meaning• discuss and evaluate how authors use language, including figurative language, considering the impact on the reader• distinguish between statements of fact and opinion• retrieve, record and present information from non-fiction• 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• provide reasoned justifications for their views	<ul style="list-style-type: none">• summarising the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas• identifying how language, structure and presentation contribute to meaning• discuss and evaluate how authors use language, including figurative language, considering the impact on the reader• distinguish between statements of fact and opinion• retrieve, record and present information from non-fiction• 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• provide reasoned justifications for their views	
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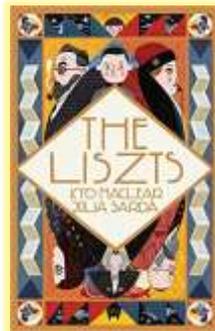
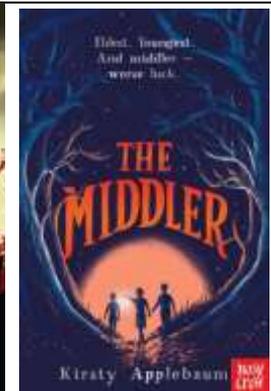
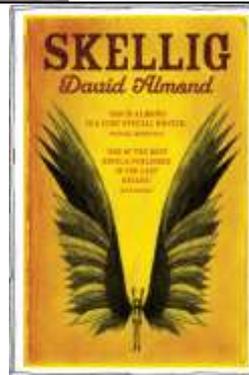
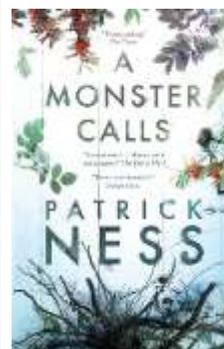
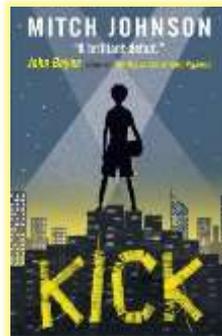
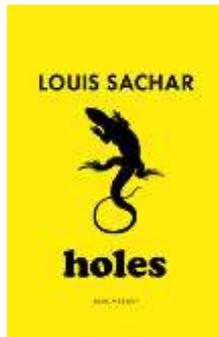
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Reading whole school overview 2021-2022



Year 6



Non-fiction Poetry



Non-fiction Poetry

Non-fiction Poetry

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Reading whole school overview 2021-2022



	<p><u>Word Reading</u></p> <p>Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet.</p> <p><u>Comprehension</u></p> <p>Maintain positive attitudes to reading and an understanding of what they read by:</p> <ul style="list-style-type: none">• continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks• reading books that are structured in different ways and reading for a range of purposes• increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions• recommending books that they have read to their peers, giving reasons for their choices• identifying and discussing themes and conventions in and across a wide range of writing• making comparisons within and across books <p>Understand what they read by:</p> <ul style="list-style-type: none">• checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context• asking questions to improve their understanding• drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence	<p><u>Word Reading</u></p> <p>Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet.</p> <p><u>Comprehension</u></p> <p>Maintain positive attitudes to reading and an understanding of what they read by:</p> <ul style="list-style-type: none">• continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks• reading books that are structured in different ways and reading for a range of purposes• increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions• recommending books that they have read to their peers, giving reasons for their choices• identifying and discussing themes and conventions in and across a wide range of writing• making comparisons within and across books <p>Understand what they read by:</p> <ul style="list-style-type: none">• checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context• asking questions to improve their understanding	
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	<ul style="list-style-type: none">• predicting what might happen from details stated and implied• summarising the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas• identifying how language, structure and presentation contribute to meaning• discuss and evaluate how authors use language, including figurative language, considering the impact on the reader• distinguish between statements of fact and opinion• retrieve, record and present information from non-fiction• 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• provide reasoned justifications for their views	<ul style="list-style-type: none">• drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence• predicting what might happen from details stated and implied• summarising the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas• identifying how language, structure and presentation contribute to meaning• discuss and evaluate how authors use language, including figurative language, considering the impact on the reader• distinguish between statements of fact and opinion• retrieve, record and present information from non-fiction• 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• provide reasoned justifications for their views	
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