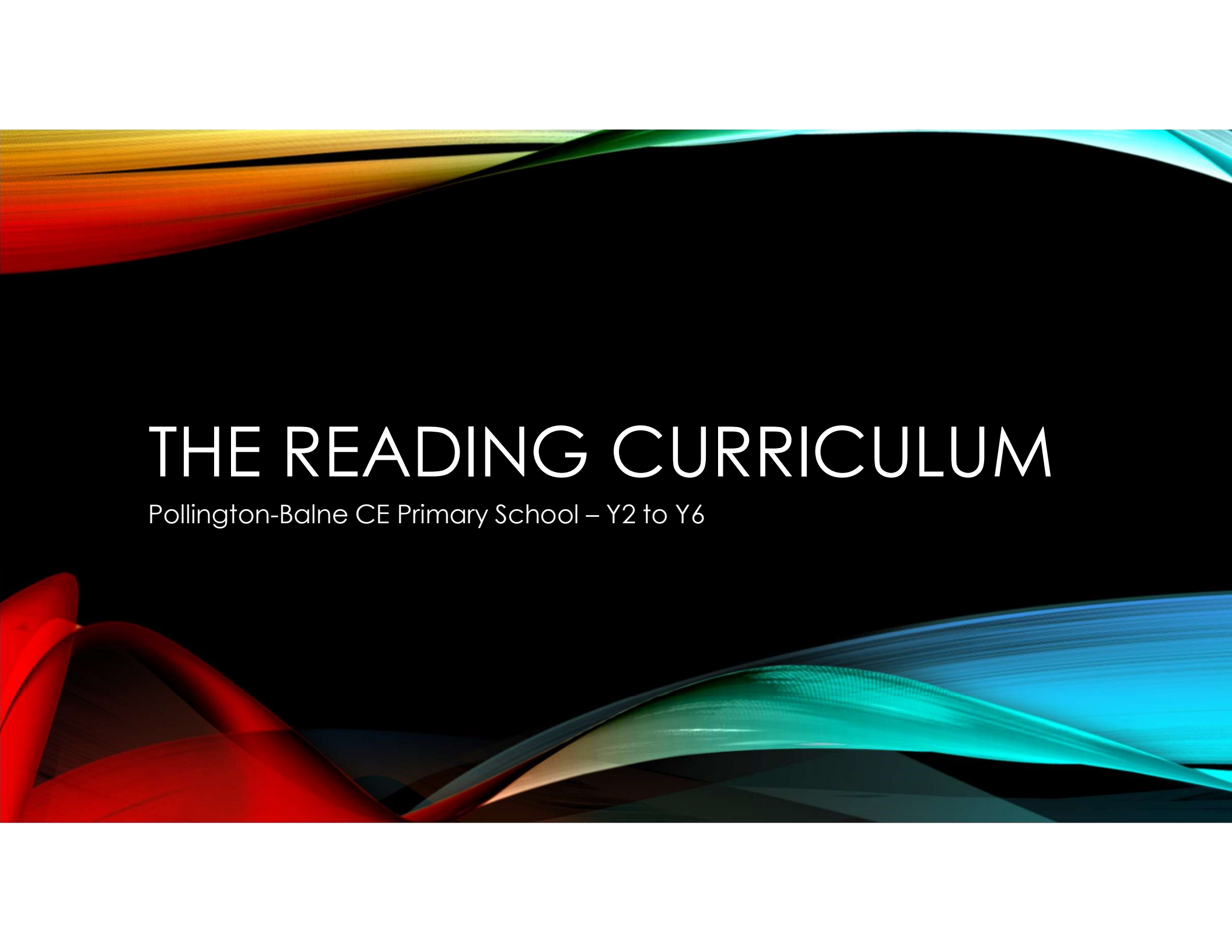




THE READING CURRICULUM

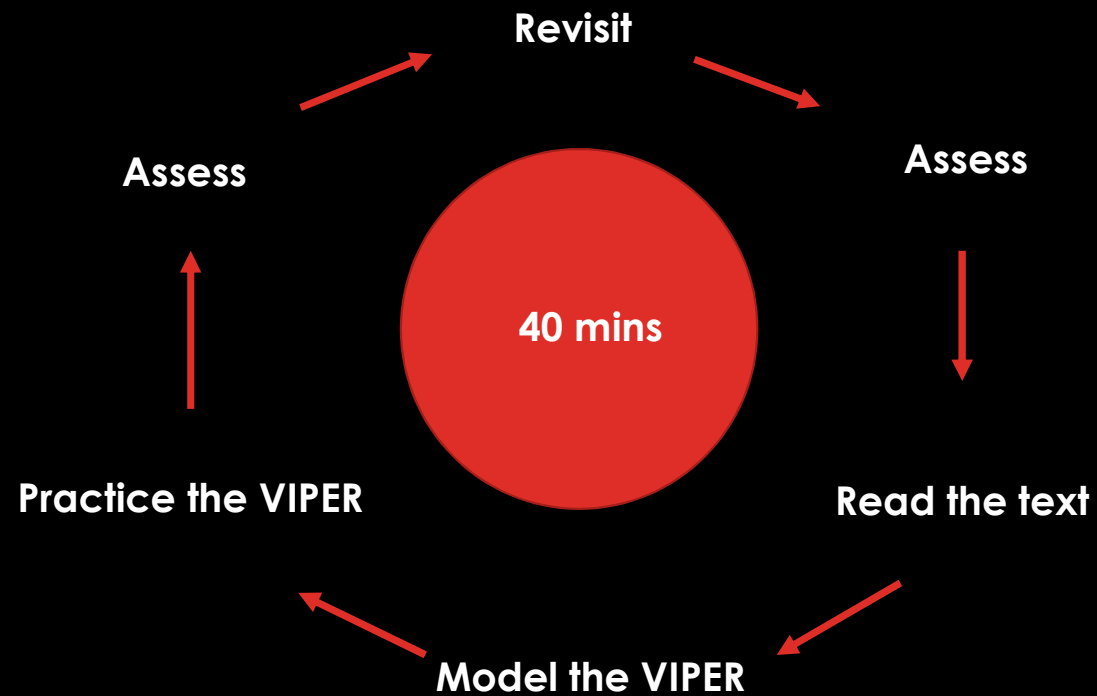
Pollington-Balne CE Primary School – Y2 to Y6



OUR READING CURRICULUM IS ...

- Text / novel led
- Linked to the wider curriculum
- Links to our writing curriculum
- Provides opportunities to link to our Christian and British Values
- Focussed on reading fluency and reading comprehension

LESSON STRUCTURE

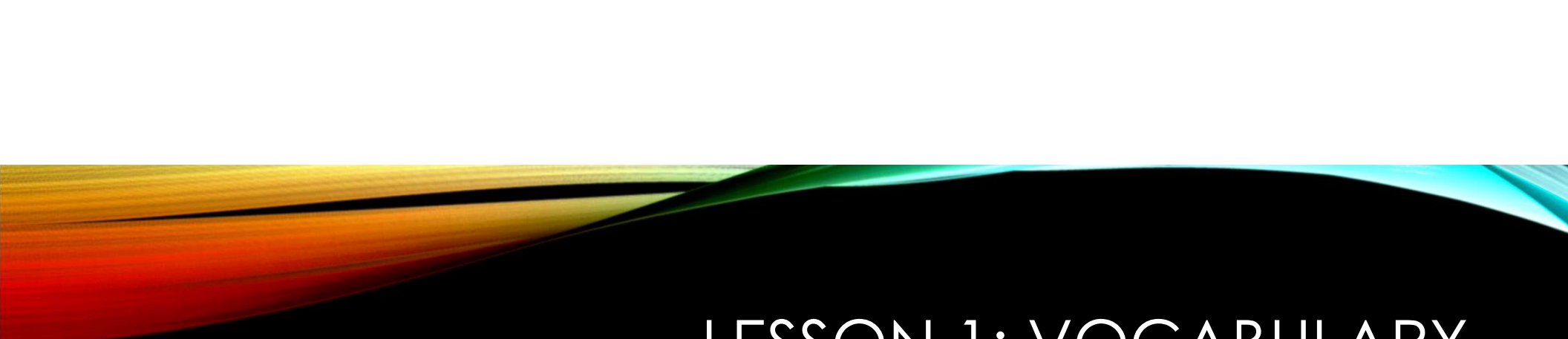


VIPERS AT KS1 VS KS2

	NC Reading Domain
Vocabulary	1a draw on knowledge of vocabulary to understand texts
Infer	1d make inferences from the text
Predict	1e predict what might happen on the basis of what has been read so far
Explain	This is NOT a content domain. Within teaching children should be asked to justify their answers and opinions.
Retrieve	1b identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information
Sequence	1c identify and explain the sequence of events in texts



	NC Reading Domain
Vocabulary	2a give / explain the meaning of words in context
Infer	2d make inferences from the text / explain and justify inferences with evidence from the text
Predict	2e predict what might happen from details stated and implied
Explain	2f identify / explain how information / narrative content is related and contributes to meaning as a whole 2g identify / explain how meaning is enhanced through choice of words and phrases 2h make comparisons within the text
Retrieve	2b retrieve and record information / identify key details from fiction and non-fiction
Summarise	2c summarise main ideas from more than one paragraph



LESSON 1: VOCABULARY

- Research has shown a clear correlation between vocabulary size at different ages and later cognitive and social development.
- This is the focus of the first lesson in the cycle in relation to the chapter or extract for that week.
- Vocabulary is displayed and revisited throughout that week and subsequent weeks .



VOCABULARY – SELECTING BOOKS

Lemov talks about 'The 5 Plagues of the Developing Reader' and recommends that children are exposed to all five in order to sufficiently develop vocabulary over time:

- Archaic texts (older texts with different vocabulary today)
- Nonlinear Time (shifts in time)
- Complexity of Narrator (multiple narrators, nonhuman narrators etc.)
- Complexity of Plot
- Resistant texts (intentionally difficult to understand – think 'Jabberwocky')

Staff ensure that a range of texts are read by the children to strengthen this knowledge.



LESSON 2: INFERENCE SKILLS

- Inference is when we reach an informed assumption based on evidence or reasoning.
- When we make inferences while reading, we are using evidence provided by the author to draw our own logical conclusions.
- We use the information given in a text to ascertain certain things for ourselves.
- This forms the next lesson the teaching sequence; the children are familiar with the language and therefore only have to consider the deeper meaning.



LESSON 3: PREDICTION SKILLS

- Prediction is using the clues from a text to suggest what may happen next, what events may take place or how a character may behave.
- When develop our prediction skills, we are teaching the children to make connections between prior knowledge and the text.
- Once children are confident with the language and the hidden information it is easier for them to be detectives and make predictions justifying their ideas. Children are encouraged to articulate their predictions giving evidence to support these.



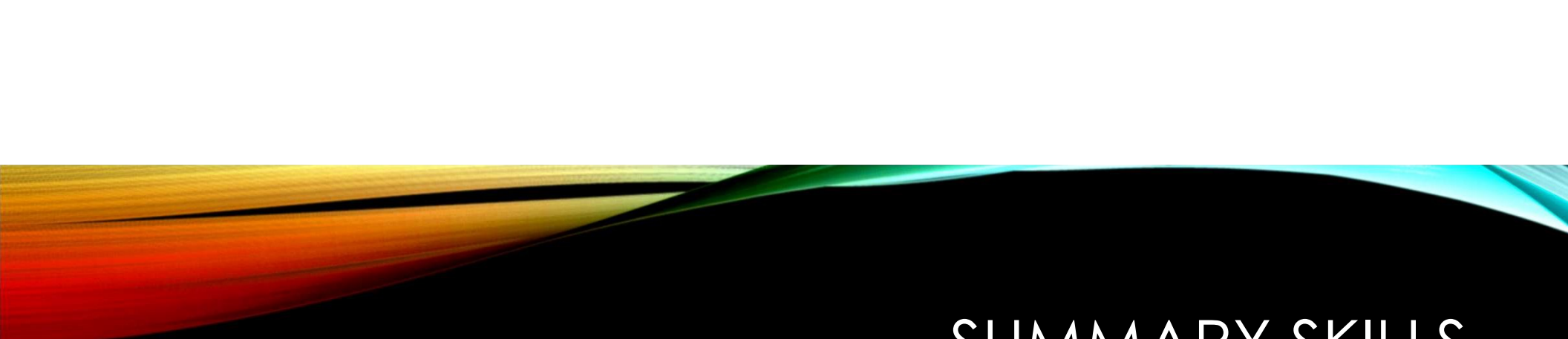
LESSON 4: EXPLAINING SKILLS

- Children are taught to give opinions about a text, event or character by giving examples from the text to 'prove' their point!



LESSON 5: RETRIEVAL SKILLS

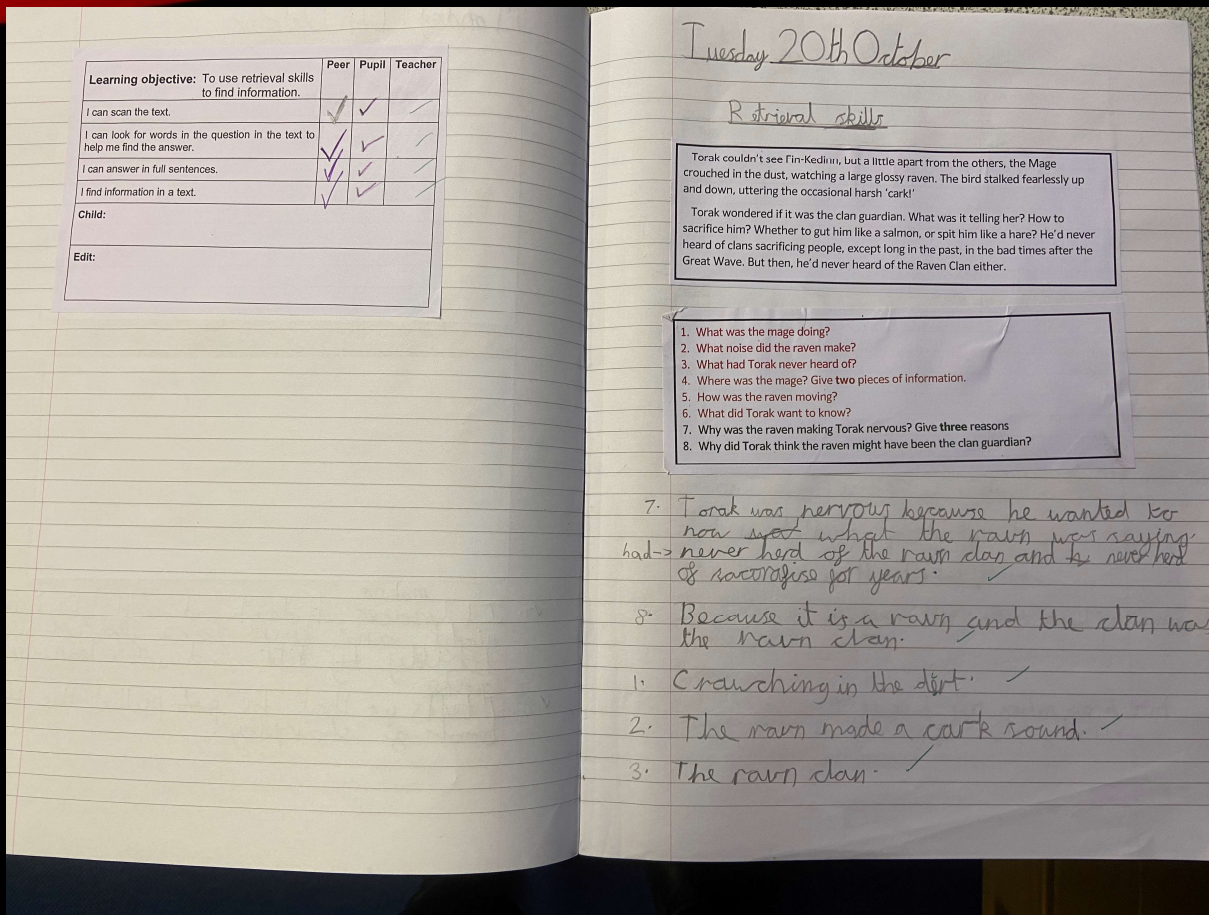
- Retrieval is one of the first skills to be developed by a child in school.
- Children are taught to pick out information from a text in order to answer questions about it.
- We encourage children to look for words in the text which are the same as (or have a similar meaning to) words in the question.
- We believe that retrieving and recording information and identify key details from fiction and non-fiction is an important skill for kids to learn.



SUMMARY SKILLS

- A summary is a brief account of the main points of a text or event. It remains short and to the point.
- We teach our children a number of techniques to use for summarizing
For example, looking for repeated information, opening statements, headings and sub-headings and concluding sentences.
- We believe that we are preparing our children for the future by teaching summarizing skills as they are necessary for assignment or examination preparation at high school and beyond.

BOOK LAYOUT



Questions are often differentiated to offer a level of support and challenge.

Clear success criteria support the child in knowing how to be successful in a given skill area and enables them to talk about their ability and progress.



ASSESSMENT

- Daily reading
- Fluency
- Fortnightly Reading Speed Assessments
(being introduced)
- Work in books
- NFER Assessments