Stocksbridge Junior School
Reading

"Reading is the gateway skill that makes all other learning possible."

Barack Obama

SJS Reading	
1	**Read Words Accurately** - This concept involves decoding and fluency.
2	**Understand Texts** - This concept involves understanding both the literal and more subtle nuances of texts.

End Points in Learning in the Reading Curriculum	
Year 3 End Points	**Year 4 End Points**
Read Words Accurately Phonological Awareness, Decoding, Sight Recognition: • To use phonological knowledge to decode unknown words quickly and accurately (may still need support to recognise longer, unknown words). • To apply their growing knowledge of root words and prefixes, including: dis-, in-, im-, re-, sub-, super-, anti-, when reading aloud. • To apply their growing knowledge of root words and suffixes/word endings, including: -ation, -ly, -ture, –ous, –cian, -tion, when reading aloud. Common Exception Words: • To read all of the Year 3 and 4 exception words, noting the spellings. Fluency: • To read age-appropriate texts with accuracy, speed and expression. To adhere to punctuation, using reasonable stress and intonation when reading aloud.	**Read Words Accurately** Phonological Awareness, Decoding, Sight Recognition: • To read most words fluently by sight and to use phonological knowledge to quickly decode unknown vocabulary. • To apply their growing knowledge of root words and prefixes, including: il-, un-, dis-, im-, ir-, re-, sub-, inter-, super-, auto-, mis-, inter- when reading aloud. • To apply their growing knowledge of root words and suffixes/word endings, including: -ly, –sure, –ous, –sion, when reading aloud. Common Exception Words: • To read and spell all of the Year 3 and 4 exception words. Fluency: • To read age-appropriate texts with a high degree of accuracy, appropriate pace and expression. To adhere to punctuation, using reasonable stress and intonation when reading aloud.

Understand Texts	**Understand Texts**
Reading for Pleasure and Listening to and Discussing Texts: • To listen to, read and discuss a wide range of books that are structured in different ways, including fairy stories, myths and legends, and retell some of these orally. • With prompts, to participate in discussions about books and explain and discuss ideas, whilst maintaining a focus on the topic. • To discuss their understanding of what they have read. • To recommend books that they have read, taking turns, listening to what others say and giving reasons for their choices. Comparing, Contrasting and Commenting (2h): • To identify themes and conventions in a wide range of books. Checking Understanding and Summarising (2a, 2c and 2f): • To check that the text makes sense to them, discuss their understanding and explain the meaning of words in context. • To ask questions to improve their understanding of a text. • To recall and summarise the main ideas drawn from a paragraph. • To identify morals and messages in a story. • To use dictionaries to check the meaning of words. Inference and Prediction (2d and 2e): • To draw inferences from reading using evidence from the text. • To ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives. • To justify predictions using evidence from the text. Authorial Choices (2g): • To discuss words and phrases that capture the imagination. • Comments on the effect that the language has on the reader and begins to consider the impact of the descriptive style. Poetry and Performance: • To listen to, discuss and express views about poetry. • To recognise and compare different forms of poetry. For example, haiku's, limericks, narrative poetry, nonsense poetry etc. • To read poems aloud and perform with appropriate expression, volume, tone and intonation. Non-fiction (2b): • To retrieve and record information from non-fiction, using titles, headings, sub-headings and indexes.	Reading for Pleasure and Listening to and Discussing Texts: • To participate in discussions about books, building on ideas and challenging views courteously. • To listen to, read and discuss a wide range of books that are structured in different ways, including fairy stories, myths and legends, and retell some of these orally. • To independently, explain and discuss their understanding of what they have read, staying on topic and providing reasoned justifications for views. • To independently, recommend books that they have read, giving reasons for their choices. Comparing, Contrasting and Commenting (2h): • To identify themes and conventions in a wide range of books. Checking Understanding and Summarising (2a, 2c and 2f): • To ask questions to improve their understanding of a text. • To check that the text makes sense to them, discuss their understanding and explain the meaning of words in context. • To recall and summarise the main ideas drawn from several paragraphs, identifying key features, themes and characters. • To identify the morals and messages in a story. • To use dictionaries to check the meaning of words. Inference and Prediction (2d and 2e): • To draw inferences from characters' feelings, thoughts and motives that justifies their actions, supporting their views with evidence from the text. • To justify predictions from details stated and implied. Authorial Choices (2g): • To discuss words and phrases that capture the imagination. • Across a range of reading, comments upon the use of author's language and the effect upon the reader Poetry and Performance: • To listen to, discuss and express views about poetry. • To recognise and compare different forms of poetry. For example, haiku's, limericks, narrative poetry, nonsense poetry etc. • To read poems aloud and perform with appropriate expression, volume, tone and intonation, showing an awareness of the audience. Non-fiction (2b): • To use all of the organisational devices available within a non-fiction text (E.g. titles, headings, sub-headings, indexes) to retrieve, record and discuss information.

Year 5 End Points	Year 6 End Points
Read Words Accurately Phonological Awareness, Decoding, Sight Recognition: • To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues. • To apply their growing knowledge of root words, prefixes and suffixes, including: • **-tious, -cious, -cial, -tial, -ent, -ence, -ant, -acne, -ancy, -ible, -able, -ibly, -ably** when reading aloud. • To read words with silent letters accurately. Common Exception Words: • To read all of the Year 5 and 6 exception words, noting the spellings. Fluency: • To read with varied volume and expression that matches the interpretation of the passage. To read with good phrasing, adhering to punctuation, stress and intonation. To read smoothly and is able to self-correct with difficult words/sentence structures. **Understand Texts** Reading for Pleasure and Listening to and Discussing Texts: • To read and discuss an increasingly wide range of books. Including: fiction, poetry, plays, non-fiction and reference books or textbooks, myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions. • To participate in discussions about books, building on their own and others' ideas and challenging views courteously. • To explain and discuss their understanding of what they have read, including through formal presentations and debates. To provide reasoned justifications for their views. • To recommend books that they have read to their peers, giving reasons for their choices Comparing, Contrasting and Commenting (2h): • To make comparisons within and across books. For example, themes, genre, plot, characters setting and organisational devices etc. Checking Understanding and Summarising (2a, 2c and 2f): • To ask relevant questions to improve understanding. Is able to generate questions about the text to improve understanding. • To identify main ideas drawn from more than one paragraph and summarise these. • To use dictionaries to check the meaning of words. Inference and Prediction (2d and 2e):	**Read Words Accurately** Phonological Awareness, Decoding, Sight Recognition: • To read fluently with full knowledge of all Y5/Y6 exception words and to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues. • To apply their growing knowledge of root words, prefixes and suffixes, including: **-tious, -cious, -cial, -tial, -ent, -ence, -ant, -acne, -ancy, -ible, -able, -ibly, -ably** when reading aloud. • To read words with silent letters accurately. Common Exception Words: • To read and spell all of the Year 5 and 6 exception words. Fluency: • To read with varied volume and expression that matches the interpretation of the passage. To read with good phrasing, adhering to punctuation, stress and intonation. To read smoothly and is able to self-correct with difficult words/sentence structures. **Understand Texts** Reading for Pleasure and Listening to and Discussing Texts: • To read and discuss an increasingly wide range of books. Including: fiction, poetry, plays, non-fiction and reference books or textbooks, myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions. • To participate in discussions about books, building on their own and others' ideas and challenging views courteously • To explain and discuss their understanding of what they have read, including through formal presentations and debates. To provide reasoned justifications for their views and relates to a wider context of literature and experiences. • To recommend books that they have read to their peers, giving reasons for their choices and recognising its effect on a reader. Comparing, Contrasting and Commenting (2h): • To make comparisons within and across books, comparing the styles of different writers and poets, giving examples from the text(s). Checking Understanding and Summarising (2a, 2c and 2f): • To ask timely and relevant questions to improve understanding. Without support, is able to generate questions about the text in order to improve understanding. • To independently identify and summarise the main ideas or purpose of a text drawn from more than one paragraph. • To use dictionaries to check the meaning of words. Inference and Prediction (2d and 2e):

- To draw inferences from characters' feelings, thoughts and motives with supporting evidence.
- To make predictions based on details stated and implied, justifying them in detail with evidence from the text.

Authorial Choices (2g):
- To identify how language, structure and presentation contribute to meaning.
- To discuss and evaluate how authors use language, including figurative language and consider the impact on the reader.

Poetry and Performance:
- To learn poems by heart and recite/perform them as part of a small group.
- To identify different forms of poetry, including, narrative, nonsense, haiku and limerick, and make some comparisons.
- To prepare and read poems aloud with expression, volume, tone and intonation so that the meaning is clear to the audience.

Non-fiction (2b):
- To use knowledge of texts and organisation devices to retrieve, record and discuss information from non-fiction texts. E.g. Using titles, headings, sub-headings and indexes.
- To distinguish between statements of fact and opinion. For example, distinguishing between established facts and personal viewpoints.

- To draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.
- To effectively make predictions, supported with relevant references to the text to explain views.
- To consider different accounts of the same event and to discuss viewpoints (both of authors and of fictional characters).
- To discuss how characters change and develop through texts by drawing inferences based on indirect clues.

Authorial Choices (2g):
- To identify how language, structure and presentation contribute to meaning, considering the impact and effectiveness of structural devices.
- To discuss and evaluate how authors use language, including figurative language and consider the impact on the reader

Poetry and Performance:
- To learn a range of poetry by heart and recite/perform confidently to an audience.
- To recognise and compare different forms of poetry, including, narrative, nonsense, haiku and limerick.
- To confidently prepare and perform poems aloud with expression, volume, tone and intonation so that the meaning is clear to the audience. Shows awareness of audience; for example, varying expression to show different characters' voices.

Non-fiction (2b):
- To retrieve, record and present information from non-fiction, using titles, headings, sub-headings and indexes.
- To independently distinguish between statements of fact and opinion. For example, distinguishing between established facts and personal viewpoints.

At Stocksbridge Junior School, every child is a reader!