



The Sequence of Learning:



Reading

Vision:


The vision for Reading is a commitment to promote high standards of literacy and to develop pupils' love of literature. We want all children to read by the end of year 2 in order to access a broad and rich curriculum and to develop the habit of reading widely and often, both for pleasure and information. All pupils must be encouraged to read widely across both fiction and non-fiction to develop their knowledge of themselves and the world in which they live, to establish an appreciation and love of reading, and to gain knowledge across the curriculum. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Where pupils are not fluent readers, intervention and additional targeted learning will be put in place so that children in year 3 develop as fluent readers. We acknowledge that different types of teaching are needed for word reading and comprehension and so the sequence of learning and related teacher support for progression sets out clear expectations. It is our commitment to our pupils and we will ensure, that all Blean children leave their primary education ready for the next stage of their secondary education and to do so, we will ensure they are able to read fluently and with confidence.


The reading framework – teaching the foundations for literacy. DfE July 2023

Why reading matters: The guidance begins by setting out the social, cultural and economic importance of reading before outlining a conceptual model of it. The national curriculum programmes of study for reading are based on this model, which consists of two dimensions: language comprehension and word reading. **Language comprehension:** The guidance discusses the importance of talk and stories, and the critical links between these, especially the role stories play in developing young children's vocabulary and language. It also considers the role of poetry, rhymes and songs in attuning young children to the sounds of language. It explains how teachers might expand children's store of words through talk throughout the day, within the curriculum and, in particular, through stories. Listening to and talking about stories and non-fiction develops children's vocabulary, because they meet words they would rarely hear or use in everyday speech. Understanding vocabulary is vital for comprehension at all stages – both reading and listening – and so for all pupils' wider learning and progress. **Teaching word reading and spelling:** The national curriculum is designed to make sure that all pupils are able to read and write fluently and proficiently by the time they leave year 6, so that they can make progress at secondary school. A vital element of this is the early and successful teaching of phonics, complemented throughout the school years by teaching that promotes fluency and comprehension. Understanding that the letters on the page represent the sounds in spoken words underpins successful word reading. Pupils' knowledge of the English alphabetic code – how letters or groups of letters represent the sounds of the language – supports their reading and spelling. This guidance explains why teachers themselves also need to understand the alphabetic code: evidence supports the key role of phonic knowledge and skills in early reading and spelling. The Education Endowment Foundation (EEF) is the government-designated What Works Centre for Education, providing authoritative advice on evidence to improve teaching and learning. The EEF considers synthetic phonics to be one of the most secure and best evidenced areas of pedagogy and recommends all schools use a systematic approach to teaching it. The DfE's Early Career Framework, which was quality assured by the EEF, sets out the expectation that all early career teachers learn about phonics and says that SSP is the most effective approach for teaching pupils to decode. Schools should therefore be confident in the rationale for teaching SSP as part of their teaching of reading

	Reading: phonics	Word Reading	Reading a range of books, poetry, plays and performance, fiction and non-fiction	Reading: vocabulary, language and structure	Understanding and comprehension	Discussion and viewpoint
EYFS: Pre-school	<p>Listening to, responding to and distinguishing between different sounds in the environment</p> <p>Develop an awareness of rhyme and rhythm</p> <p>Begins to listen to an adult segment a word and counts the syllables with them</p> <p>Develop phonological awareness: clapping syllables in words</p> <p>Begin to blend and segment simple CVC words orally</p> <p>Begin to identify things that begin with the same initial sound</p>	<p>Recognises name and some familiar written words</p> <p>Recognises familiar signs or logos (e.g. supermarket logos)</p>	<p>Shows interest in books and rhymes</p> <p>Understand that books have pages that need to be turned</p>	<p>Begin to use pictures to tell a simple story</p> <p>Recognise rhyme and alliteration in familiar stories and songs</p>	<p>Understands that print carries meaning</p> <p>Engages in conversations about stories learning some new vocabulary</p> <p>Retell a familiar story or parts of one</p>	<p>To engage in answering questions about stories that involve deeper thinking.</p> <p>To talk about their favourite part of a story and give reasons why.</p> <p>To talk about how characters are feeling in stories.</p> <p>To act out familiar stories in Root Learning using puppets or toy props using narratives from the story.</p>

Teaching strategies (Pre-school)	<ul style="list-style-type: none"> • Read to the children daily using a mixture of well-known repetitive texts and new unfamiliar ones. • To ensure repetition of texts by re-reading familiar books to reinforce vocabulary and support deeper comprehension. P • Provide a variety of books in the environment inside and outside that initiate conversations around the story's events, characters, and settings to strengthen oral language. • Daily phase 1 phonics lessons to focus on nursery rhymes and poems, counting syllables, alliteration (from term 5), developing listening skills, identifying and creating rhyming words and orally segmenting CVC words. • To use effective questioning to develop the children's use of and understanding of vocabulary when reading books or retelling stories. • During Root learning to provide multi-sensory letter exploration through opportunities to form letters using playdough, sand trays or paint. • To ensure that the environment incorporate symbols and letters such as signs, labels, and familiar packaging. • To support with children's name recognition and then subsequent name writing daily. • To use open-ended questions during routines and play to encourage expressive language. • During all the enquiry topics adults to offer intentional vocabulary instruction by introducing new words in context and providing child-friendly definitions.
Written expectation	<ul style="list-style-type: none"> • There are no written expectations in Pre-school but children can represent their meanings by mark making, drawing or writing letters if they want to.
Assessment	<ul style="list-style-type: none"> • Termly assessment on 'Sonar' • Tapestry observations
How individual Reading is promoted	<ul style="list-style-type: none"> • Children are encouraged to access the book corner or books in the outside environment. • Books in the environment are rotated frequently and new ones are added for each enquiry topic to inspire interest. • The children are taken to the library to explore the books. • The adults model reading by sharing books at least 3 times a day.
Support for pupils operating below ARE	<ul style="list-style-type: none"> • Children are supported in Root learning time to explore stories and rhymes through play. • The 'Little Link' Programme is used to support pupils in developing their early listening skills and understanding of story comprehension.


<p>Foundation for growth EYFS: Year R</p> 	<ul style="list-style-type: none"> • They use phonic knowledge to decode regular words and read them aloud accurately. • Say a round for each letter in the alphabet. • Know at least 10 digraphs 	<ul style="list-style-type: none"> • Children read and understand simple sentences with confidence with phonic knowledge • They also read some common exception words. 	<ul style="list-style-type: none"> • Uses vocabulary and forms of speech that are increasingly influenced by their experiences from a range of books. 	<ul style="list-style-type: none"> • Word, sentence, full stop, capital letter, rhyme, track, scan, predict, character, setting, fiction, non-fiction, syllable. 	<ul style="list-style-type: none"> • They demonstrate understanding when talking with others about what they have read. • Anticipate key events in stories 	<ul style="list-style-type: none"> • Identifying, beginning, middle and ending in stories. Similarities with other texts. Repetitive structures. Counting words in sentences. Reading strategies used to work out unknown words other than decoding. • Use and understand recently introduced vocabulary during discussions about books.
<p>Teaching strategies (yr R)</p>	<ul style="list-style-type: none"> • Read aloud to children every day (use the 'voices' where you can) to develop receptive and expressive language • Vocabulary is golden so a focus on the spoken word and shared Reading is essential. • Individual books and guided Reading books need to match phonic stage • Daily Guided Reading linked to developing phonic skills. • Children are heard read three times a week in a group • Independent activities include: text marking key words, iPad games, matching captions to pictures, puppets and retelling stories audio stories, story sacks and phonic games • Daily phonics sessions focused on blending and segmenting to read real and nonsense words. • Regular whole class shared reading of a variety of texts, where comprehension is a focus in conjunction with Phonics. • Variation in questioning such as: matching, labelling, short response e.g. 'What does the bear eat?' • Begin the use the language of VIPERS (Vocabulary, Inference, Predication, Explanation, Retrieval and Sequencing) when exploring books. 					
<p>Written expectation</p>	<ul style="list-style-type: none"> • Matching activities and cloze procedure tasks. • Class teacher orally models short response answers using shared read. 					
<p>Assessment</p>	<ul style="list-style-type: none"> • Tapestry tracking • Phonic assessments each term. 					
<p>How individual Reading is promoted</p>	<ul style="list-style-type: none"> • Children are heard individually once a week by an adult in school (CT, TA, volunteer) and this is recorded in the child's Reading Record. • Through Reading challenges and book corners • Children are encouraged to read both their school books at home. • Parent workshops to give parents strategies to hear children read 1:1 and related questions to develop comprehension. 					
<p>Support for pupils operating below ARE</p>	<ul style="list-style-type: none"> • Children read in a group at least 3 times a week. • Additional provisions focused on consolidating phonics skills at Phase 2. • Ensure that simple retrieval and inference questions are developed along with phonics for Reading. 					

	Reading: phonics	Word Reading	Reading a range of books, poetry, plays and performance, fiction and non-fiction	Reading: vocabulary, language and structure	Understanding and comprehension	Discussion and viewpoint, summary and retrieval
Seed 	<ul style="list-style-type: none"> Respond speedily with the correct sound to graphemes (letters or groups of letters) 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 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 	<ul style="list-style-type: none"> Apply phonic knowledge and skills as the route to decode words Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught; 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 common exception words, noting unusual correspondences between spelling and sound and where these occur in the word Read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s) 	key texts studied in writing and reading. Dandelion readers linked to phonics programme of study <ul style="list-style-type: none"> 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 Re-read these books to build up their fluency and confidence in word reading Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently Being encouraged to link what they read or hear read to their own experiences becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics Learning to appreciate rhymes and poems, and to recite some by heart 	<ul style="list-style-type: none"> Discussing word meaning, linking new meanings to those already known Recognising and joining in with predictable phrases 	<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 Explain clearly their understanding of what is read to them. Making inferences on the basis of what is being said and done Predicting what might happen on the basis of what has been read so far through sentence stems I think because ... 	<ul style="list-style-type: none"> Participate in discussion about what is read to them, taking turns and listening to what others say Discussing the significance of the title and events Verbally describe what happens at the beginning, in the middle and at the end of a story.
Teaching strategies (yr 1)	<ul style="list-style-type: none"> Read aloud to children every day (use the 'voices' where you can) to develop receptive and expressive language. Through listening, pupils also start to learn how language sounds and increase their vocabulary and awareness of grammatical structures. In due course, they will be able to draw on such grammar in their own writing. Vocabulary is golden so a focus on the spoken word and shared Reading is essential. 					

	<ul style="list-style-type: none"> • Pupils should have extensive experience of listening to, sharing and discussing a wide range of high-quality books with the teacher, other adults and each other to engender a love of Reading at the same time as they are reading independently. • Pupils' vocabulary should be developed when they listen to books read aloud and when they discuss what they have heard. Such vocabulary can also feed into their writing. Knowing the meaning of more words increases pupils' chances of understanding when they read by themselves. The meaning of some new words should be introduced to pupils before they start to read on their own, so that these unknown words do not hold up their comprehension. • However, once pupils have already decoded words successfully, the meaning of those that are new to them can be discussed with them, thus contributing to developing their early skills of inference. By listening frequently to stories, poems and non-fiction that they cannot yet read for themselves, pupils begin to understand how written language can be structured in order, for example, to build surprise in narratives or to present facts in non-fiction. Listening to and discussing information books and other non-fiction establishes the foundations for their learning in other subjects. Pupils should be shown some of the processes for finding out information. • Through listening, pupils also start to learn how language sounds and increase their vocabulary and awareness of grammatical structures. In due course, they will be able to draw on such grammar in their own writing. • Rules for effective discussions should be agreed with and demonstrated for pupils. They should help to develop and evaluate them, with the expectation that everyone takes part. Pupils should be helped to consider the opinions of others. • Role play can help pupils to identify with and explore characters and to try out the language they have listened to. • Daily Guided Reading or whole class reading linked to developing reading skills using VIPERS. • Children are heard read twice a week in a group. • Independent activities include: comprehension questions, word searches, find missing punctuation, sorting true and false statements related to the text, word hunts. • Daily phonics lessons and catch up phonics interventions daily. • Regular whole class shared reading of a variety of texts with variation in question types to develop comprehension. E.g. matching, labelling, short response e.g. 'What does the bear eat?', find and copy, multiple choice, ranking and ordering and open-ended response 'Why did Lucy write the letter to her Grandmother?' Give two reasons. • Written responses, especially developing open-ended responses are modelled by the class teacher. Content domain 1b is heavily weighted and children need practice of this question type • In the summer term Reading sessions are longer to promote stamina and fluency.
Written expectation	<ul style="list-style-type: none"> • Children start 'Reading Journals' to record a range of activities including simple written responses to questions, book reviews, story map retellings.
Assessment	<ul style="list-style-type: none"> • Phonic check each term. (x6) • Assessment seasonally in Autumn, Spring and Summer terms. • PM benchmarking after passing the phonics screener in Term 6.
How individual Reading is promoted	<ul style="list-style-type: none"> • Class Teacher or Teaching Assistant to check Reading Records on a weekly basis to monitor home reading. • Children should read a selection of texts (poetry, fiction and non-fiction) and by the end of year 1 comfortably reading and sustaining text of 400-700 words.

Support for pupils operating below ARE


- Daily 1:1 reading (with a clear focus – decoding, fluency etc so there is a target with sufficient practice)
- Phonic interventions planned by the Class Teacher
- Better Reading Partnership
- Children read in a group at least 3 times a week (2 sessions with Class Teacher and 1 session with TA).
- During Guided Reading sessions, independent lessons are to be tailored for children's next steps, for example: using blending skills to read and sort true or false statements or yes/no questions, playing snap with topic words or common exception words, Obb and Bob game.
- Pre-teaching of new words
- Precision Teaching based around gaps in phonic knowledge or high frequency words
- Intervention based around single word reading such as TRUGS and Word Shark
- Further investigation into profile and support and access to Specialist Teachers via the Local Inclusion Forum Team (LIFT)

	Reading: phonics	Word Reading	Reading a range of books, poetry, plays and performance, fiction and non-fiction	Reading: vocabulary, language and structure	Understanding and comprehension	Discussion and viewpoint, summary and retrieval
<p>Sprouting seed</p> 	<ul style="list-style-type: none"> Pupils should revise and consolidate the GPCs and the common exception words taught in year 1 Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes; read accurately words of two or more syllables Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent 	<ul style="list-style-type: none"> Read words containing common suffixes Pupils should be taught how to read suffixes by building on the root words that they have already learnt. The whole suffix should be taught as well as the letters that make it up. When pupils are taught how to read longer words, they should be shown syllable boundaries and how to read each syllable separately before they combine them to read the word. Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered 	<ul style="list-style-type: none"> Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation; re-read these books to build up their fluency and confidence in word reading Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales <p><u>key texts in year 2 include:</u> Sky Garden Samuel Pepys' diary (Non-fiction) The Owl who was afraid of the dark Charlie and the Chocolate Factory Nativity play (Christmas story)</p> <ul style="list-style-type: none"> Continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear Being introduced to non-fiction books that are structured in different ways 	<ul style="list-style-type: none"> Discussing and clarifying the meanings of words, linking new meanings to known vocabulary Discussing their favourite words and phrases Recognising simple recurring literary language in stories and poetry 	<ul style="list-style-type: none"> Drawing on what they already know or on background information and vocabulary (including subject specific) provided by the teacher Checking that the text makes sense to them as they read and correcting inaccurate reading with less adult prompting Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves. Making inferences on the basis of what is being said and done, often involving more than one character. Predicting what might happen on the basis of what has been read, using key information from the story. 	<ul style="list-style-type: none"> Listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently Discussing the sequence of events in books and how items of information are related answering and asking questions Participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say Begin to summarise stories verbally and through pictures/story maps.

Teaching strategies (yr 2)	<ul style="list-style-type: none"> • Children are read to every day, being exposed to increasingly challenging vocabulary. Deliberate steps should be taken to increase pupils' vocabulary and their awareness of grammar so that they continue to understand the differences between spoken and written language. • Pupils should learn about cause and effect in both narrative and non-fiction (for example, what has prompted a character's behaviour in a story; why certain dates are commemorated annually). 'Thinking aloud' when reading to pupils may help them to understand what skilled readers do. • Discussion should be demonstrated to pupils. They should be guided to participate in it and they should be helped to consider the opinions of others. They should receive feedback on their discussions. • Role play and other drama techniques can help pupils to identify with and explore characters. In these ways, they extend their understanding of what they read and have opportunities to try out the language they have listened to. • Terms 1-4: Guided Reading linked to developing reading skills. Children are heard read twice a week in a group, once by CT and once by a TA. • Independent activities include comprehension questions (5-10 questions), summarising the text in a five finger summary, retelling, predicting what will happen next, highlighting evidence to justify answers in the text. • Longer Reading sessions for written comprehension to build stamina. (up to 40 minutes starting term 3) • A variety of approaches used, including shared and paired reading and group reading. Reciprocal reading approaches introduced in summer term. • Regular whole class shared reading of a variety of texts, with variation in question types to develop comprehension. E.g. matching, labelling, short response e.g. 'What does the bear eat?', find and copy, multiple choice, ranking and ordering and open-ended response 'Why did Lucy write the letter to her Grandmother?' Give two reasons. • Phonic sessions x twice daily for those pupils who did not pass the phonics screener • We should strive for all readers to be fluent readers by the end of year 2 and provide encouragement, support and intervention for those pupils who are not yet fluent. 					
Written expectation	<ul style="list-style-type: none"> • Children record written responses at least once a week in their 'Reading Journals'. • A range of activities including predicting, summarising, answering comprehension questions, retelling, clarifying new vocabulary. 					
Assessment	<ul style="list-style-type: none"> • Comprehension tested in terms 2, 4 and 6 with standardised results. • Optional Year 2 SATs take place in Term 5. • Teacher assessment collected seasonally in Autumn, Spring and Summer terms. • PM benchmark in terms 2, 4 and 6. 					
How individual Reading is promoted	<ul style="list-style-type: none"> • All children are heard read 1:1 with an adult at least once a week. • Class Teacher or Teaching Assistant to check Reading Records on a daily basis to monitor home reading. • PM Benchmark used 3 times a year by the class teacher to inform assessment. • Children should read texts by term 3 that contain 800-1100 words. 					

Support for pupils operating below ARE


- Pupils who are still at the early stages of learning to read should have ample practice in reading books that are closely matched to their developing phonic knowledge and knowledge of common exception words. As soon as the decoding of most regular words and common exception words is embedded fully, the range of books that pupils can read independently will expand rapidly.
- Pupils should have opportunities to exercise choice in selecting books and be taught how to do so.
- Daily 1:1 reading with clear focus
- Phonic interventions
- Better Reading Partnership
- Children read in a group at least 3 times a week (2 sessions with CT and 1 session with TA).
- During Guided Reading sessions, independent lessons are to be tailored for children's next steps, for example: using blending skills to read and sort true or false statements or yes/no questions, playing snap with topic words or common exception words, Obb and Bob game, scaffolded comprehension questions.
- Pre-teaching of new words
- Precision Teaching based around gaps in phonic knowledge or high frequency words
- Intervention based around single word reading such as TRUGS and Word Shark
- Toe by Toe, a multi-sensory phonic intervention
- Further investigation into profile and support and access to Specialist Teachers via the Local Inclusion Forum Team (LIFT)

	Reading: phonics	Word Reading	Reading a range of books, poetry, plays and performance, fiction and non-fiction	Reading: vocabulary, language and structure	Understanding and comprehension	Discussion and viewpoint, summary and retrieval
<p>Sprout 3</p> 	<ul style="list-style-type: none"> Whilst there is no statutory content pupils should Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent 	<ul style="list-style-type: none"> Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) 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. Pupils should continue to read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered e.g. Pupils should test out different pronunciations. They will attempt to match what they decode to words they may have already heard but may not have seen in print (for example, in reading technical, the pronunciation /tɛtʃnɪkəl/ ('tetchnical') might not sound familiar, but /tɛknɪkəl/ ('teknical') should). 	<ul style="list-style-type: none"> Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. <p><u>key texts in year 3 include:</u></p> <p>Stone Age Boy The Stolen Spear Polar express Varjak Paw Aesop's Fables The miraculous journey of Edward Tulave The dragon in the library Howard Carter Newspaper (non-fiction) Egyptian non-fiction text <ul style="list-style-type: none"> Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally Preparing poems and play scripts to read and aloud and to perform. Pupils should be taught to recognise themes in what they have read, such as the triumph of good over evil or the use of magical devices in fairy stories and folk tales. Retrieve and record information from non-fiction** They should be shown how to use contents pages. Pupils should be taught to use the skills they have </p>	<ul style="list-style-type: none"> Using dictionaries to check the meaning of words that they have read Discussing words and phrases that capture the reader's interest and imagination Pupils should be taught to use the skills they have learnt earlier and continue to apply these skills to read for different reasons, including finding out information and the meaning of new words. 	<ul style="list-style-type: none"> Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence 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 	<ul style="list-style-type: none"> Begin to identify main ideas drawn from more than one paragraph and summarise these Retrieve and record information from non-fiction using knowledge of the different structures and language used in non-fiction texts.

			learnt earlier and continue to apply these skills to read for different reasons, including for pleasure.				
Teaching strategies (yr 3)	<ul style="list-style-type: none"> • Pupils should continue to have opportunities to listen frequently to stories, poems, non-fiction and other writing, including whole books and not just extracts, so that they build on what was taught previously. In this way, they also meet books and authors that they might not choose themselves. Pupils should also have opportunities to exercise choice in selecting books and be taught how to do so, with teachers making use of any library services and expertise to support this. • Pupils should have guidance about the kinds of explanations and questions that are expected from them. They should help to develop, agree on, and evaluate rules for effective discussion. The expectation should be that all pupils take part. • At this stage, Reading comprehension should be taking precedence over teaching word reading directly. Any focus on word reading should support the development of vocabulary. • Any child not fluent should have 2 x Guided Reading sessions each day, plus focused intervention so they can catch up. • Reading is taught daily. Lessons typically last for 20 minutes, with longer lessons integrated in order to promote reading stamina. • Reciprocal Reading strategies are used to encourage children to deepen their understanding of a text. Children summarise in a variety of ways e.g. verbally, written and children number/rank the correct sequence of events. • A variety of approaches are used throughout the year, including whole class, paired and group reading. • Guided Reading carousels are also used during parts of the year. • Learning Objectives focus on the children's next steps according to the assessment steps and/or content domains. • Variation in questioning, both verbal and written to include: multiple choice, ranking/ordering, labelling, find and copy (find and copy one word that suggests...), short response e.g. What does the bear eat? Open-ended response e.g. Look at the paragraph beginning: <i>Once upon a time...</i> How does the writer create a spooky atmosphere? Explain fully referring to the text in your answer. • Regular whole class shared reading of a variety of texts. • Class teacher models written answers using evidence from the text. Focus on precision of evidence. 						
Written expectation	<ul style="list-style-type: none"> • Children record written comprehension responses at least once a week in their 'Reading Journal'/SPAG book. 						
Assessment	<ul style="list-style-type: none"> • NFER Standardised assessments in terms 2,4 and 6 • Teacher Assessment steps seasonally in Autumn, Spring and Summer terms. These steps are annotated continually with observations from lessons in order to inform teacher assessment. • PM benchmark used to assess children who are not yet 'free' readers. 						
How individual Reading is promoted	<ul style="list-style-type: none"> • All children to read with an adult individually at least once a fortnight. • All free readers are monitored for text choice and a range of text type and authors. • Class Teachers or Teaching Assistants monitor home reading in children's Reading Records on a weekly basis and systems are in place to do this that are communicated with children and parents. • Encourage children to read for pleasure by helping to choose books. • Children should read texts by term 5 that contain 1100-1400 words. 						


Support for pupils operating below ARE

- Children read with an adult at least three times a week.
- Independent activities are tailored to children's next steps, including sorting true and false statements about a text, summarising/ predicting using Clicker software as appropriate.
- Pre-teaching of new vocabulary
- Reading interventions in the afternoons, including Better Reading Partnership.
- Use of accessible texts at an instructional level.
- Precision Teaching based around gaps in phonic knowledge or high frequency words
- Intervention based around single word reading such as TRUGS and Word Shark
- Toe by Toe a multi-sensory phonic intervention
- Further investigation into profile and support and access to Specialist Teachers via the Local Inclusion Forum Team (LIFT)

	Reading: phonics	Word Reading	Reading a range of books, poetry, plays and performance, fiction and non-fiction	Reading: vocabulary, language and structure	Understanding and comprehension	Discussion and viewpoint, summary and retrieval
<p>Sapling 4</p> 	<ul style="list-style-type: none"> Whilst there is no statutory content pupils should Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent 	<ul style="list-style-type: none"> Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) 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. 	<ul style="list-style-type: none"> Continue to listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks including: <p><u>Key texts in Year 4 include:</u> A Medal for Leroy Pebble in my pocket Harley Hitch and the Iron Forest Journal of Illiona- Roman Diary Greta and the Giant Anglo-Saxon Boy The Secret Lake</p> <ul style="list-style-type: none"> Continue to increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally Reading books that are structured in different ways for a range of purposes (for example note the presentational devices such as numbering and headings in instructions) Pupils should talk confidently about the conventions of different types of writing (for example, the greetings in letters, a diary in the first person) In using non-fiction, pupils should know what information they need to 	<ul style="list-style-type: none"> Identifying how language, structure, and presentation contribute to meaning Identifying themes and conventions in a wide range of books Reading, re-reading, and rehearsing poems and plays for presentation and performance give pupils opportunities to discuss language, including vocabulary, extending their interest in the meaning and origin of words 	<ul style="list-style-type: none"> Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context Predicting what might happen from details stated and implied Asking questions to improve their understanding of a text <i>The complexity of the writing increases the level of challenge from Year 3</i> 	<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 Begin to identify main ideas drawn from more than one paragraph and summarise these


			<p>look for before they begin and be clear about the task. They should be shown how to use contents pages and indexes to locate information.</p> <ul style="list-style-type: none"> • Recognising some different forms of poetry [for example, free verse, narrative poetry] showing understanding through intonation, tone, volume and action 			
Teaching strategies (yr 4)	<ul style="list-style-type: none"> • Pupils should continue to have opportunities to listen frequently to stories, poems, non-fiction and other writing, including whole books and not just extracts, so that they build on what was taught previously. In this way, they also meet books and authors that they might not choose themselves. Pupils should also have opportunities to exercise choice in selecting books and be taught how to do so, with teachers making use of any library services and expertise to support this. • Pupils should be encouraged to use drama approaches to understand how to perform plays and poems to support their understanding of the meaning. These activities also provide them with an incentive to find out what expression is required, so feeding into comprehension. • Reading is taught daily. • Group lessons last for approximately 20 minutes, with longer lessons integrated in order to promote reading stamina. • Reading strategies and skills are taught in a variety of ways including whole class, reciprocal reading approaches (whole class or groups), paired reading, guided groups. • Children summarise in a variety of ways e.g. verbally, written and children number/rank the correct sequence of events. • Learning Objectives focus on the children's next steps according to the assessment steps and/or content domain. • Regular whole class shared reading of a variety of texts with variation in questioning, both verbal and written to include multiple choice, ranking/ordering, labelling, find and copy (find and copy one word that suggests...), short response e.g. What does the bear eat? Open-ended response e.g. Look at the paragraph beginning: <i>Once upon a time...</i> How does the writer create an image of the scene? Explain fully referring to the text in your answer. • Questioning (verbal and written) strongly develops accurate retrieval with precision. Questioning also develops inference and asks children to explain the meaning of words. • The complexity, length and range of text types increases from years 3-4. 					
Written expectation	<ul style="list-style-type: none"> • Children record written comprehension responses at least twice a week in their 'Reading Journal' / SPAG book. 					
Assessment	<ul style="list-style-type: none"> • NFER Standardised assessments in terms 2,4 and 6 • Teacher Assessment steps seasonally in Autumn, Spring and Summer terms. These steps are annotated continually with observations from lessons in order to inform teacher assessment. • PM benchmark used to assess children who are not yet 'free' readers. 					
How individual	<ul style="list-style-type: none"> • Class Teachers or Teaching Assistants monitor home reading in children's Reading Records on a weekly basis and systems are in place to do this that are communicated with children and parents. 					

Reading is promoted	<ul style="list-style-type: none"> • Encourage children to read for pleasure by helping to choose books regularly. • Children should read texts by term 5 that contain 1400-1700 words. • All free readers are monitored for text choice and a range of text type and authors.
Support for pupils operating below ARE	<ul style="list-style-type: none"> • Daily 1:1 reading with clear focus • Phonic interventions • Better Reading Partnership • Children read in a group at least 3 times a week (2 sessions with CT and 1 session with TA). • During Guided Reading sessions, independent lessons are to be tailored for children's next steps, for example: using blending skills to read and sort true or false statements or yes/no questions, playing snap with topic words or common exception words, scaffolded comprehension questions. • Pre-teaching of new words. • Precision Teaching based around gaps in phonic knowledge or high frequency words • Intervention based around single word reading such as TRUGS and Word Shark • Toe by Toe, a multi-sensory phonic intervention • Further investigation into profile and support and access to Specialist Teachers via the Local Inclusion Forum Team (LIFT)

	Reading: phonics	Word Reading	Reading a range of books, poetry, plays and performance, fiction and non-fiction	Reading: vocabulary, language and structure	Understanding and comprehension	Discussion and viewpoint, summary and retrieval
<p>Small tree 5</p> 	<ul style="list-style-type: none"> It is essential that pupils whose decoding skills are poor are taught through a rigorous and systematic phonics programme so that they catch up rapidly with their peers in terms of their decoding. However, as far as possible, these pupils should follow the upper key stage 2 programme of study in terms of listening to books and other writing that they have not come across before, hearing and learning new vocabulary and grammatical structures, and having a chance to talk about all of these. 	<ul style="list-style-type: none"> By the beginning of year 5, pupils should be able to read aloud a wider range of poetry and books written at an age-appropriate interest level with accuracy and at a reasonable speaking pace. They should be able to read most words effortlessly and to work out how to pronounce unfamiliar written words with increasing automaticity. If the pronunciation sounds unfamiliar, they should ask for help in determining both the meaning of the word and how to pronounce it correctly. At this stage, there should be no need for further direct teaching of word-reading skills for almost all pupils. If pupils are struggling or failing in this, the reasons for this should be investigated. It is imperative that pupils are taught to read during their last two years at primary school if they enter year 5 not being able to do so. Apply their growing knowledge of root words, prefixes and suffixes (morphology and 	<ul style="list-style-type: none"> Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. <p><u>Key texts in year 5 include:</u> Firework Maker's daughter Kensuke's Kingdom Beyond the sky (non-fiction) Beowulf Zoo Windrush child Space Wolves of Yellowstone Orchard Greek Myths</p> <ul style="list-style-type: none"> In using reference books, pupils need to know what information they need to look for before they begin and need to understand the task. Reading books that are structured in different ways and for a range of purposes Identifying and discussing themes and conventions across a wide range of writing 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 	<ul style="list-style-type: none"> Pupils should be taught the technical and other terms needed for discussing what they hear and read, such as metaphor, simile, analogy, imagery, style and effect. 	<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 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 	<ul style="list-style-type: none"> They should be able to prepare readings, with appropriate intonation to show their understanding, and should be able to summarise and present a familiar story in their own words. 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. Retrieve, record and present information from non-fiction**

		<p>etymology), to read aloud and to understand the meaning of new words</p> <ul style="list-style-type: none"> Weekly visit to the school library 	<p>other cultures and traditions</p> <ul style="list-style-type: none"> Recommending books that they have read to their peers, giving reasons for their choices They should continue to learn the conventions of different types of writing, such as the use of the first person in writing diaries and autobiographies. Distinguish between statements of fact and opinion Retrieve, record and present information from non-fiction. 			
Teaching strategies (yr 5)	<ul style="list-style-type: none"> During years 5, teachers should continue to emphasise pupils' enjoyment and understanding of language, especially vocabulary, to support their reading. Pupils' knowledge of language, gained from stories, plays, poetry, non-fiction and textbooks, will support their increasing fluency as readers. When teachers are reading with or to pupils, attention should be paid to new vocabulary – both a word's meaning(s) and its correct pronunciation. Pupils should have guidance about and feedback on the quality of their explanations and contributions to discussions. Pupils should be shown how to compare characters, settings, themes and other aspects of what they read. Reading is taught daily with sessions of differing times ranging from 20 minutes – 1 hour. Reading strategies and skills are taught in a variety of ways including whole class, reciprocal reading approaches (whole class or groups), paired reading, guided groups, paired reading Learning objectives focus on the children's next steps according to the assessment criteria and/or content domain. Children are exposed to a wide variety of question types: multiple choice, ranking/ordering, labelling, find and copy (find and copy one word that suggests...), short response e.g. What does the bear eat? Open-ended response e.g. Look at the paragraph beginning: <i>Once upon a time...</i> How does the writer create tension? Explain fully referring to the text in your answer. Regular whole class shared reading of a variety of texts. Explicit referencing with precise answers is modelled by the class teacher. e.g. 'What did he have to do in order to read the inscription?' answer: 'Use his thumbnail to scrape the letters out'. Not accepted – 'use his thumbnail.' 					
Written expectation	<ul style="list-style-type: none"> Children record written comprehension responses at least three times a week. This will be recorded in a separate 'Reading/ SPAG book'. 					
Assessment	<ul style="list-style-type: none"> NFER Standardised assessments in terms 2,4 and 6 Teacher Assessment steps seasonally in Autumn, spring and Summer terms. These steps are annotated continually with observations from lessons in order to inform teacher assessment. 					

How individual Reading is promoted	<ul style="list-style-type: none"> • Class Teachers regularly monitor home reading in children’s Reading Records (in Home Learning Books). • Encourage children to read for pleasure by helping to choose books regularly, as well as books from the book corner. • All free readers are monitored for text choice and a range of text type and authors. • Children should read texts by term 5 that contain 1700-2100 words.
Support for pupils operating below ARE	<ul style="list-style-type: none"> • Children read with an adult in a group three times a week. • Independent activities are tailored to children’s next steps, including stile, sorting true and false statements about a text, summarising/ predicting using Clicker software. • Pre-teaching of new vocabulary • Use of texts that are accessible and at an instructional level. • Precision Teaching based around gaps in phonic knowledge or high frequency words • Intervention based around single word reading such as TRUGS and Word Shark • Toe by Toe - a multi-sensory phonic intervention • Further investigation into profile and support and access to Specialist Teachers via the Local Inclusion Forum Team (LIFT)

	Reading: phonics	Word Reading	Reading a range of books, poetry, plays and performance, fiction and non-fiction	Reading: vocabulary, language and structure	Understanding and comprehension	Discussion and viewpoint, summary and retrieval
<p>Mature tree with fruit 6</p> 	<ul style="list-style-type: none"> Pupils should be encouraged to work out any unfamiliar word. They should focus on all the letters in a word so that they do not, for example, read 'invitation' for 'imitation' simply because they might be more familiar with the first word. Accurate reading of individual words, which might be key to the meaning of a sentence or paragraph, improves comprehension. 	<ul style="list-style-type: none"> Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), to read aloud and to understand the meaning of new words By the end of year 6, pupils' reading and should be sufficiently fluent and effortless for them to manage the general demands of the curriculum in year 7, across all subjects and not just in English, but there will continue to be a need for pupils to learn subject-specific vocabulary. 	<ul style="list-style-type: none"> Making comparisons within and across books, identifying more multiple themes such as loss or heroism. They should have opportunities to compare characters, consider different accounts of the same event and discuss viewpoints (both of authors and of fictional characters), within a text and across more than 1 text. Recommending books that they have read to their peers, giving reasons for their choices Reading books that display more complex structures and for a range of purposes <p><u>key texts in year 6 include:</u> Holes Rose Blanche Little Ships (both WW11 picture books) Friend or Foe The Golden Horseman of Baghdad</p> <ul style="list-style-type: none"> 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. 	<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 		<ul style="list-style-type: none"> They should be reading widely and frequently, outside as well as in school, for pleasure and information. They should be able to read silently, with good understanding, inferring the meanings of unfamiliar words, and then discuss what they have read. 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 Provide reasoned justifications for their views with clear supporting evidence, not always retrieved directly from the text, but interpreted and a judgement made about that evidence.

			<u>key poems/plays learnt by heart in year 6 include:</u> If Year 6 production / concert			
Teaching strategies (yr 6)	<ul style="list-style-type: none"> Teachers should prepare pupils for secondary education by ensuring that they understand nuances in vocabulary choice and age-appropriate, academic vocabulary. This involves consolidation, practice and discussion of language. When teachers are reading with or to pupils, attention should be paid to new vocabulary – both a word’s meaning(s) and its correct pronunciation. Pupils should have guidance about and feedback on the quality of their explanations and contributions to discussions. Pupils should be shown how to compare characters, settings, themes and other aspects of what they read. Reading strategies and skills are taught in a variety of ways including whole class, reciprocal reading approaches (whole class or groups), paired reading, guided groups, paired reading 					
Written expectation	<ul style="list-style-type: none"> Children record written comprehension responses three times a week. This will be recorded in a separate ‘Reading/SPAG book’. 					
Assessment	<ul style="list-style-type: none"> Previous SATS papers producing scaled scores in terms 2, 3 and 4. SATS in May. Reading age test in term 1 Teacher Assessment steps seasonally in Autumn, Spring and Summer terms. These steps are annotated continually with observations from lessons in order to inform teacher assessment. 					
How individual Reading is promoted	<ul style="list-style-type: none"> Class Teachers regularly monitor home reading in children’s Reading Records (in Homework Diary). Encourage children to read for pleasure by helping to choose books regularly. All free readers are monitored for text choice and a range of text type and authors. Children should read texts by term 3 that contain 2100-2600 words. 					
Support for pupils operating below ARE	<ul style="list-style-type: none"> Children receive teaching in a small group from a teacher in order to accelerate their progress and improve their comprehension skills. Precision Teaching based around gaps in phonic knowledge or high frequency words Intervention based around single word reading such as TRUGS and Word Shark Toe by Toe a multi-sensory phonic intervention Further investigation into profile and support and access to Specialist Teachers via the Local Inclusion Forum Team (LIFT) 					

How VIPERS Progresses Across the School

VIPERS (Vocabulary, Inference, Prediction, Explanation, Retrieval, Sequencing/Summary) is used at Blean as a progressive disciplinary model for reading, not a checklist of activities. Skills are introduced, revisited and deepened across phases so pupils move from early meaning-making to confident, critical reading by the end of Year 6.

<i>EYFS – Foundations through Talk</i>	<i>Key Stage 1 – Oral to Early Written Responses</i>	<i>Lower Key Stage 2 – Evidence and Precision</i>	<i>Upper Key Stage 2 – Critical and Independent Reading</i>
<ul style="list-style-type: none"> • Comprehension is grounded in talk, stories and play. • Vocabulary is developed through repeated exposure to rich texts. • Inference is implicit: children discuss characters' feelings and actions. • Prediction is modelled verbally using illustrations and pattern. • Retrieval and sequencing are demonstrated through oral retelling and role play. 	<ul style="list-style-type: none"> • Vocabulary taught explicitly and applied accurately in discussion. • Retrieval focuses on locating simple information directly from the text. • Inference introduced through guided talk using sentence stems. • Prediction based on illustrations and key events. • Sequencing moves from oral retelling to short written tasks. 	<ul style="list-style-type: none"> • Vocabulary teaching includes meaning in context and dictionary use. • Retrieval requires increasing accuracy and precision from across the text. • Inference must be justified using evidence. • Prediction draws on textual clues and emerging awareness of structure. • Pupils summarise main ideas across paragraphs. 	<ul style="list-style-type: none"> • Vocabulary includes academic, subject-specific and etymological study. • Inference explores theme, viewpoint and authorial intent, supported by precise evidence. • Prediction and explanation consider structure, genre and purpose. • Retrieval requires synthesis of information across texts. • Summarising involves identifying, prioritising and evaluating key ideas.




How Poetry Progresses Across the School

Poetry is an essential element of the reading curriculum at Blean. It supports language development, phonological awareness, fluency, vocabulary, comprehension and performance. This poetry spine ensures that all pupils encounter poetry regularly, progressively and purposefully, moving from enjoyment and oral participation to confident interpretation and performance by the end of Year 6.

EYFS – Rhyme, Rhythm and Oral Play Curriculum focus: Enjoyment of sound, pattern and language through talk and movement.	Key Stage 1 – Recitation and Patterned Poetry Curriculum focus: Confidence, memory, expression and recognition of pattern.	Lower Key Stage 2 – Form, Imagery and Meaning Curriculum focus: Understanding poetic choices and their impact on the reader.	Upper Key Stage 2 – Interpretation, Theme and Authorial Intent Curriculum focus: Reading poetry as a literary discipline.
<p>Pupils experience:</p> <ul style="list-style-type: none"> • Nursery rhymes, action rhymes and songs • Repetitive and rhythmic poems • Chants and performance poetry through play <p>Pupils learn to:</p> <ul style="list-style-type: none"> • Join in with rhyme, rhythm and repeated language • Respond physically and verbally to poems • Talk about how poems sound and make them feel • Perform poems using actions, clapping and repetition <p><i>Poetry at this stage develops early listening, attention, memory and phonological awareness.</i></p>	<p>Pupils experience:</p> <ul style="list-style-type: none"> • Rhyming and cumulative poems • Shape and patterned poetry • Humorous and playful verse <p>Pupils learn to:</p> <ul style="list-style-type: none"> • Learn and recite short poems by heart • Recognise rhyme, repetition and refrain • Perform poems with growing expression and intonation • Talk about favourite words, phrases and images • Begin to comment on meaning through discussion <p><i>Poetry supports fluency, expression and early interpretation through performance and oral rehearsal.</i></p>	<p>Pupils experience:</p> <ul style="list-style-type: none"> • Narrative poetry • Free verse • Performance poetry • Poetry linked to wider curriculum themes <p>Pupils learn to:</p> <ul style="list-style-type: none"> • Identify different poetic forms • Explore imagery and descriptive language • Explain how word choice creates mood or picture • Prepare and perform poetry for an audience • Justify opinions using evidence from the text <p><i>Pupils move from describing poems to explaining how language and form contribute to meaning.</i></p>	<p>Pupils experience:</p> <ul style="list-style-type: none"> • Classic and contemporary poetry • War poetry and narrative verse • Poetry from a range of cultures and traditions <p>Pupils learn to:</p> <ul style="list-style-type: none"> • Compare poems and identify themes • Explore imagery, metaphor and symbolism • Discuss how form and structure affect meaning • Perform poems with awareness, control and confidence • Express and justify interpretations, including alternative viewpoints <p><i>By the end of Year 6, pupils interpret poetry with confidence and insight, preparing them for the demands of secondary reading.</i></p>



The Blean Values:

Curiosity	Resourcefulness	Responsibility	Resilience	Collaboration
				
Imagination -Reading is a passport to countless adventures.	Use the resources around us to promote reading. Books, environmental signs, articles and magazines. Explore on line resources and opportunities.	Be responsible and respect the points of view and opinions of everyone even if we do not agree.	Challenge- set personal reading goals to build phonemic awareness, vocab, comprehension and speed.	Promote collaboration between school and home to promote reading frequency and enjoyment.
Questioning - Look at questions around plots, characters and setting as keys that unlock doors.	Play word games inside and outside that develop phonemic awareness and whole words.	It is the responsibility of all stakeholders to engage children in reading and provide a wealth of opportunities for reading.	Develop self-confidence in becoming a reader at every stage, from an early reader to an advanced and independent reader.	Explore collaboration with community events.
Curiosity - Book corners and reading displays invite children to be curious and interested in what is inside a book cover.	Talk and model reading, make connections.	Empower children to be responsible for their own reading journey, to value books, reading areas and take opportunities to read.		Collaborate with on line organisations and events.

SMSC in English

Spiritual	Social
<p>Children</p> <ul style="list-style-type: none"> • demonstrate they are reflecting on their experiences and learning from reflection, e.g. <i>2 stars and a wish/tickled pink, green for growth</i> • show they understand human feelings and emotions and how these affect others e.g. enjoyment, disappointment. • respect others e.g. feedback from peers or teacher. • accommodate difference and enable others to succeed. • ask questions, offer ideas and make connections. • display creativity and imagination, e.g. through their written work. • develop empathy towards characters – both real and fictional. • explore a range of different literature, including story and poetry, which explores human experience and response to life and death. • use stillness and imagination in drama and other activities to develop inner awareness. • express feelings and emotions through verbal and written communication knowing that words can influence feelings. • promote teaching styles which value pupils' questions and give them space for their own thoughts, ideas and concerns; • enable pupils to make connections between aspects of their learning and encouraging pupils to relate their learning to a wider frame of reference – for example, asking 'why?', 'how?' and 'where?' as well as 'what?' 	<p>Children</p> <ul style="list-style-type: none"> • work well co-operatively. • take part in corporate experiences, e.g. World Book Day • demonstrate personal qualities such as thoughtfulness, honesty, respect for difference, moral principles, independence, inter-dependence • participate within school and events in the wider community, such as Canterbury Festival Poetry and other writing competitions. • demonstrate leadership skills in collaborative tasks. • participate in discussions of right and wrong - moral issues visualised in children's literature. • develop skills of listening and forming evaluative judgements in discussion. • take part in circle time discussion of behaviour and relationships of different characters – both real and fictional. • use drama/role-play to explore characters and plot within different genres. • learn to listen and talk to each other constructively to move each other's learning on.
Moral	Cultural
<p>Children</p> <ul style="list-style-type: none"> • show an interest in investigating and offering reasoned views about moral and ethical issues. • develop circle time skills in speaking and listening. • enhance their social interaction through play. • become aware they are writing and communicating with an audience. • group drama work, reading and discussion of social issues in literature. • stories to create awareness of a variety of life experiences • recognise the unique value of each individual, e.g. <i>agree to disagree when looking at some non-fiction units, i.e. persuasion.</i> • listen and respond appropriately to the views of others in discussions 	<p>Children</p> <ul style="list-style-type: none"> • extend knowledge and use of cultural language and imagery • provide opportunities to explore different cultures, e.g. through Black History Month and Cultural Evening • read and listen to stories and poetry from other cultures. • awareness of issues such as stereotyping and equal opportunities in literature. • understand how language can be used to empower or oppress people.

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|---|--|
| <ul style="list-style-type: none">• make informed and independent judgements when looking at different texts/genres.• explore the way different genders are portrayed in literature. | |
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British Values

Children:

- develop a growing understanding of, and respect for, language and meanings in different cultures in line with British values.
- have the opportunity to read books with themes covering tolerance, mutual respect and democracy.
- will learn and recite poetry from other cultures, including classic British poetry.
- explore the meaning of concepts such as liberty, democracy and tolerance through discussion and debate.
- can have the freedom of choice over how they record their learning.