

Scheme of Learning: Reading



English has a pre-eminent place in education and in society. A high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others and through their reading and listening, others can communicate with them. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know. All the skills of language are essential to participating fully as a member of society; pupils, therefore, who do not learn to speak, read and write fluently and confidently are effectively disenfranchised.

Procedural Knowledge in Reading

Reading by the end of EYFS:

1. Children read and understand simple sentences.
2. They use phonic knowledge to decode regular words and read them aloud accurately.
3. They also read some common irregular words.
4. They demonstrate understanding when talking with others about what they have read.

Strand	By the end of Year 1	By the end of Year 2	By the end of Year 3
Reading - Word	<ol style="list-style-type: none"> 1. I can read words by breaking them down into sounds. 2. I quickly read my given letters or groups of letters. 3. I read new words by blending letter sounds together. 4. I can read some unusual words. 5. I know how to read my word list words including words ending in -s, -es, -ing, -ed, -er and -est. 6. I can correctly read the longer words in my word list. 7. I can read words that contain missing letters such as I'm, I'll, and we'll. 8. I correctly read aloud the words from my book. 9. I re-read my books so that I become a better reader. 	<ol style="list-style-type: none"> 1. I can read words quickly because I know how to sound out all parts of a word. 2. I read by blending together the sounds I know and can read out within a word. 3. I can read words with two or three syllables. 4. I can read words with common word endings, such as -ing and -ed. 5. I can read a range of unusual words from our word lists. 6. I can read most words quickly and accurately. 7. When I see a word I haven't read before, I can sound out the word without help from an adult. 8. When I re-read my books, I become better and better at reading the text. 	<ol style="list-style-type: none"> 1. I can use my existing knowledge to help myself read aloud. 2. I am aware that some words sound different to how they are spelt.
Reading - Comprehension	<ol style="list-style-type: none"> 1. I listen and discuss what I have read, including poems, stories and non-fiction books. 	<ol style="list-style-type: none"> 1. I listen, discuss and can say what I think about poems, stories and non-fiction books I have read. 	<ol style="list-style-type: none"> 1. I have understood a range of texts I have read.

	<ol style="list-style-type: none"> 2. When I read, I can tell you of similar things that have happened to me. 3. I can tell you about some special stories we have worked on in class and even re-tell them to my teacher. 4. I like to join in with the class at special times of a story when the teacher is telling certain stories. 5. I have learned some rhymes or poems. 6. I discuss what words mean. 7. I understand the books I can read. 8. I check what I am reading makes sense as I am reading through it. 9. I discuss the titles and events from the books I read. 10. I can tell you about why a character does or says some things. 11. I like to predict what happens next based on what I have read so far. 12. I take turns to listen and discuss when I am in a group. 13. I can explain what has happened in the story someone has just read to me. 	<ol style="list-style-type: none"> 2. When I read, I am able to tell you about things in the order they happen and if they are connected. 3. I can tell you about all the different stories I have read. 4. I enjoy finding out about non-fiction books and how they are set out. 5. I can recognise simple language patterns in stories and poems. 6. I discuss the meaning of words. 7. I am happy to tell you my favourite words and phrases from my reading. 8. I can say out loud a number of poems I have learnt. 9. I understand the books I can read. 10. I check what I am reading makes sense as I read through it. 11. I can tell you why certain things happen in a book or why a character says the things they do. 12. I can answer and ask questions about what I have read. 13. I like to guess what happens next in a story, using what I already know has gone on before. 14. I take turns to discuss and listen to others about what I have read. 15. I can explain and discuss what has happened in books that either I have read or have been read to me. 	<ol style="list-style-type: none"> 2. I am able to choose from a range of books to find the information I require. 3. I use a dictionary to check the meaning of words. 4. I can talk about some different types of stories I have read. 5. I can identify some themes in a range of books I read. 6. I will perform poems and play scripts to read aloud. 7. I will discuss words and phrases that interest me. 8. I know that poetry comes in different forms. 9. I think about what I read to make sure I understand it and it makes sense. 10. I ask questions about a text or book. 11. I know a character does certain things because of how the character is feeling or what has happened to them in the story. 12. I can predict events in stories from what has happened up to now. 13. I can tell what the main ideas are from reading a number of paragraphs. 14. I can see that books are set out in ways that help the reader to read the texts. 15. I can use non-fiction books to find information. 16. I can take turns when discussing books I have read.
--	--	--	---

Strand	By the end of Year 4	By the end of Year 5	By the end of Year 6
Reading - Word	<ol style="list-style-type: none"> 1. I can use my existing knowledge of a range of different words to help with reading aloud and understanding the meaning of new words. 2. I am aware that some words sound different to how they are spelt. 	<ol style="list-style-type: none"> 1. I use some of the words and word parts that understand already to think about what new words mean and sound like. 	<ol style="list-style-type: none"> 1. I use the words and word parts that I can read and understand already to think about what new words mean and sound like.
Reading - Comprehension	<ol style="list-style-type: none"> 1. I can show you I have understood an increasing wide range of texts I have read. 2. I am able to choose from a range of books that are set out differently but give me the information I require. 3. I can use a dictionary to check the meaning of new words. 4. I can talk about different types of stories I have read. 5. I can identify different themes and conventions in a wide range of books I read. 6. I will perform poems and play scripts to read aloud to keep the listener interested. 7. I will discuss words and phrases that interest me. 8. I can recognise different types of poetry. 9. I check what I am reading makes sense by talking about it. 10. I ask questions to help me understand more about a book. 11. I use evidence from different parts of the text to support my inferences such as showing characters' feelings, 	<ol style="list-style-type: none"> 1. I read and discuss a range of fiction, poetry, plays, non-fiction and reference books. 2. I understand books are set out in different ways for different purposes. 3. I am becoming familiar with a range of books. 4. I recommend books I have read to my friends. 5. I am able to identify and discuss themes across a range of writing. 6. I can make simple comparisons across books I have read. 7. I have learnt a few poems by heart. 8. I am able to read aloud and perform poems and plays. 9. I check my understanding of a text through discussion and exploring the meaning of words. 10. I can ask questions about what I have read. 11. I can see that characters do the things they do because of their feelings. 12. I can predict what may happen in a story by thinking about what has happened up to now. 	<ol style="list-style-type: none"> 1. I continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books as well as text books. 2. I understand what I read, even though books are set out in different ways and are written for different purposes. 3. I am becoming familiar with a wide range of books from our own literary heritage and also books from other cultures and traditions. 4. I like to recommend books I have read to my friends. 5. I am able to identify and discuss themes and conventions in and across a wide range of writing. 6. I can make comparisons within and across books I have read. 7. I have learnt a wider range of poems by heart. 8. I am able to read aloud and perform poems and plays, and use appropriate intonation, tone and volume to help the audience with their own understanding. 9. I check my understanding of books I have read through discussion and exploring the meaning of words.

	<p>thoughts and motives from their actions across the story.</p> <p>12. I can predict events in stories from what I have read.</p> <p>13. I can tell what the main ideas in a book are from reading a number of paragraphs.</p> <p>14. I understand that the way books are set out help the reader to identify the meaning.</p> <p>15. I can use non-fiction books to find out about things.</p> <p>16. I can take turns when discussing books I have read, or had read to me and listen to what others have to say.</p>	<p>13. I am able to make simple summaries of a given number of paragraphs I have read.</p> <p>14. I can show how words, phrases and structure all contribute to make different meanings in texts I read.</p> <p>15. I know authors use words or phrases which will have impact on a reader.</p> <p>16. I know the difference between a fact and an opinion.</p> <p>17. I can find and make notes on information from non-fiction.</p> <p>18. I am beginning to participate in discussions about books I have read by listening to others' ideas.</p> <p>19. I can debate topics I have read about.</p> <p>20. I am able to explain my views.</p>	<p>10. I can ask questions about what I have read to further improve my understanding.</p> <p>11. I show my understanding of what I have read by drawing inferences from within the text and justifying them with evidence.</p> <p>12. From my reading, I can predict what may happen in a story from details given and suggested in the text.</p> <p>13. I am able to identify key details and ideas in texts by summarising a given number of paragraphs I have read.</p> <p>14. I can show how language, structure and presentation all contribute to meaning in texts I read.</p> <p>15. I know authors use particular language which will have an impact on me, the reader.</p> <p>16. I can distinguish between statements of fact and opinion.</p> <p>17. I can retrieve, record and present information from non-fiction.</p> <p>18. I participate in discussions about books I have read, or those that have been read to me by listening to others' ideas and at times challenging views courteously if they differ from my own.</p> <p>19. I can present or debate on topics I have read about, using notes if necessary.</p> <p>20. I am able to justify my views.</p>
--	--	--	--

Procedural Knowledge in Reading in Year 7, 8 and 9

1. Reading a wide range of fiction and non-fiction, including in particular whole books, short stories, poems and plays with a wide coverage of genres, historical periods, forms and authors.
2. Choosing and reading books independently for challenge, interest and enjoyment.
3. Re-reading books encountered earlier to increase familiarity with them and provide a basis for making comparisons.
4. Learning new vocabulary, relating it explicitly to known vocabulary and understanding it with the help of context and dictionaries.
5. Making inferences and referring to evidence in the text.
6. Knowing the purpose, audience for and context of the writing and drawing on this knowledge to support comprehension.
7. Checking their understanding to make sure that what they read makes sense.
8. Knowing how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, presents meaning.
9. Recognising a range of poetic conventions and understanding how these have been used.
10. Studying setting, plot, and characterisation, and the effects of these.
11. Understanding how the work of dramatists is communicated effectively through performance and how alternative staging allows for different interpretations of a play.
12. Making critical comparisons across texts.
13. Studying a range of authors, including at least two authors in depth each year.

Our reading scheme is bespoke to our curriculum model.

Please see our Core Text Map for further details of texts used to support learning throughout school.