

Reading at Sparken Hill Academy

Reading at Sparken Hill Academy - Intent

At Sparken Hill Academy, we are dedicated to enabling our pupils to become lifelong readers and we believe reading is key for success academically and beyond.

The overarching aim for our English curriculum is to promote high standards of language and literacy by enabling pupils to develop a strong command of the spoken and written word, and a love of literature through widespread reading for pleasure.

Empower

High quality and challenging texts ensure that children are exposed to advanced language and rich vocabulary; they explore and discuss mature themes and make connections with the wider world. Our children are empowered to develop communication skills for education and for working with others: in school and beyond.

Respect

An increasingly diverse and varied range of books throughout our curriculum open doors to social diversity, broadening children's experience of different cultures and experiences and understanding a character's point of view. Our children leave us as respectful citizens with the confidence to discuss what makes all of us unique, valued and respected in terms of culture, race, ethnicity, gender, education, disability, identity, nationality, religion, sexuality, neurodiversity, social background, and beliefs.

Care

Children who find reading difficult are likely to struggle across the curriculum. In line with our vision to inspire, to raise aspiration and to create brighter tomorrows, we are determined that every child will learn to read, regardless of their background, needs or abilities. The teaching of reading is prioritised to ensure that our children read widely and develop fluency, confidence, and enjoyment of reading.

Reading at Sparken Hill Academy

At Sparken Hill Academy, we are determined that:

- Every child will learn to read, regardless of their background, needs or abilities.
- All children, including the weakest readers, make sufficient progress to meet or exceed age-related expectations.
- Children will be familiar with, and enjoy listening to a wide range of stories, poems, rhymes and non-fiction.
- Children acquire a wide vocabulary and develop language comprehension, as we nurture a love of reading through stories, poems, rhymes and non-fiction.
- Children develop the habit of reading widely and often, for both pleasure and information;

At Sparken Hill Academy we have developed an English curriculum that is:

- ambitious for all pupils;
- coherently planned and sequenced around an agreed, progressive reading spine;
- successfully adapted, designed and developed for pupils with special educational needs and / or disabilities;
- broad and balanced for all pupils.
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Implementation

Phonics Bug

The academy follows the DfE accredited Pearson Phonics Bug program from F1 to Year 2 (see phonics policy). Phonics Bug lessons take place first thing in the morning across the Early Years and Key Stage 1 classes. The Phonics Bug philosophies are embedded in the teaching and learning of reading and writing throughout the curriculum. The use of this synthetic phonics program ensures that all children are taught:

- phonemic awareness (the sounds that make up words such as c/a/t);

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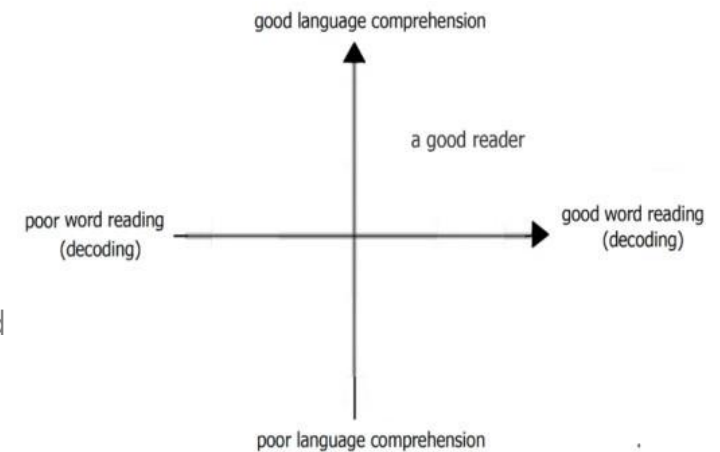
- the sound–spelling relationships in words;
- how to say the sounds that make up

words;and to do this by:

- using texts that are made up of words that use the sound–spelling relationships children have learned;
- using interesting and authentic stories to develop vocabulary and language comprehension.

Children are assessed regularly and placed in groups according to their assessment. This ongoing assessment of pupils' phonics progress is sufficiently frequent and detailed to identify any pupil who is falling behind the programs pace. If they do fall behind, targeted support is given immediately. The school has clear expectations of pupils' phonics progress term-by-term, from Reception to Year 2,through the use of a phonics tracker which is updated half-termly. Records of attainment and progress are kept using “Phonic Tracker” Software

Children whose reading is below expectations for their age, including those withspecial educational needs or with English as an Additional Language, receive intensive individual or small-group intervention. School leaders, the SENDCO and teaching staff work together to make sure all of these pupils make rapid progress. The Simple View of Reading is used to determine whether children have difficulty with word reading, language comprehension or both of these, andthe correct intervention is put in place and monitored closely.



Reading at Sparken Hill Academy



Learning to read – individual reading pathway

The sequence of reading books shows a cumulative progression in phonics knowledge that is matched to the school's phonics programme. Teachers prioritise the sufficient practice in reading and re-reading books that match the grapheme-phoneme correspondences they know, both at **school** and at home.

Once children are reading fluently, they move to the Accelerated Reader reading book system.

At the beginning of each half term, pupils take a Star Reading Test. This then informs the pupils ZPD range. Teachers use their professional judgement in order to specify the range within the ZPD that the pupils will choose. Pupils are encouraged to read their book at school and at home and to take a quiz at the end to test their understanding of what they have read.

Alongside this we also operate **MyOn**, which is an online library. There is a vast array of texts and genres for the pupils to choose, all of which also have ZPDs. The Accelerated Reader system links to this and also allows online tests for every text on the system.

Over the half term, staff monitor the pupil's reading via their reading diaries and online reports. Regular reading is monitored along with the text types they are choosing, along with their results from their AR quizzes. Necessary steps can then be taken to address any areas for development, such as frequency of reading, comprehensions of text or lack of breadth in reading.

Home reading is strongly encouraged at least three times per week and families are asked to record this in reading diaries.

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Reading to learn – whole class teaching of reading

In Early Years and Year 1, there is frequent shared, guided and individual reading of stories, poems, rhymes and non-fiction which are chosen for reading to develop pupils' vocabulary, language comprehension and love of reading. Pupils are familiar with identified key texts in each year group and they enjoy listening to a wide range of stories, poems, rhymes and non-fiction from F1 upwards.

From Year 2 upwards, the guided / whole class shared reading is used as a way of improving reading comprehension through a structured conversation about text. The reading is structured around a set of strategies: prediction, clarification, questioning and summarizing. Children who cannot access the text are either read to by an adult or they are accessing a phonics group as an intervention.

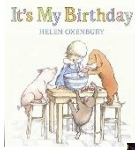
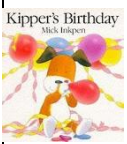
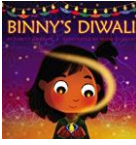
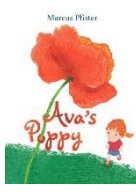
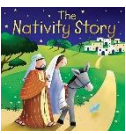
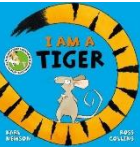
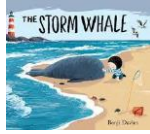
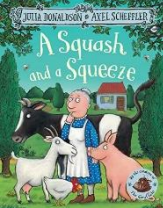
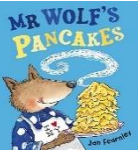
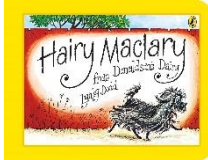
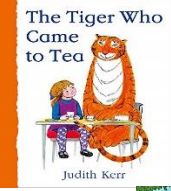
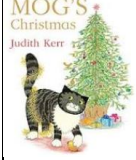
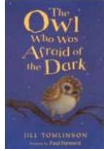
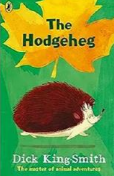
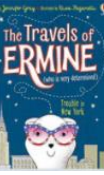
Reading for pleasure

Sparken Hill Academy is committed to enriching its practice, making stronger links with parents around reading and ensuring all staff are well positioned to nurture life-long readers.

Dedicated time for reading aloud to children is prioritised through the academy, following a progression of recommended key texts in addition to texts chosen by children from class collections. This occurs at the end of each day where time is dedicated to read to the class.

Reading at Sparken Hill Academy

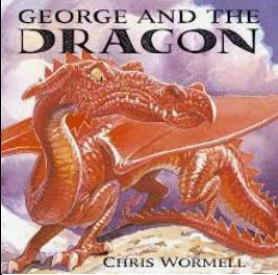
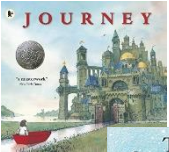
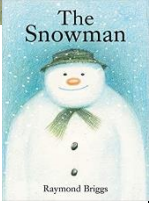
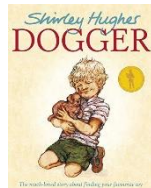
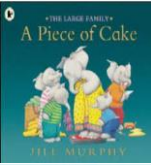
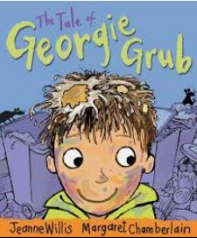
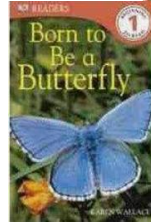
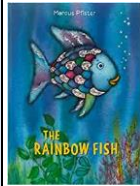
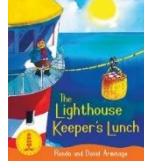
Core text reading spine (Odd Cycle)

Years FS Whole class reads and topic based texts (combined)	    	Its My Birthday By Helen Oxenbury Binny's Diwali By Thrity Umringar Kipper's Birthday By Mick Inkpen Ava's Poppy By Marcus Pfister The Nativity Story By Juliet David	    	The Storm Whale By Benji Davies I Am A Tiger By Karl Newson A Squash & A Squeeze By Julia Donaldson Mr Wolf's Pancakes By Jan Fearnley Hairy Maclary By Lynley Dodd	   	The Tiger Who Came To Tea By Judith Kerr Non fiction – animals Robin Hood Gruffalo By Julia Donaldson Gruffalo's Child By Julia Donaldson Stickman By Julia Donaldson
	In FS, the book choices are fluid, due to pupil led learning and enquiry. This may lead to slight additions or amendments to the reading texts.					
Years 1/2 Whole class reads	  	Shine By Sarah Asuquo Mogs Christmas By Judith Kerr The Owl Who Was Afraid Of The Dark	  	Lost In The Toy Museum By David Lucas The Hedgehog By Dick King Smith	  	Grandads Island By Benji Davies Douglas the Deep Sea Diary By Simon Bartram

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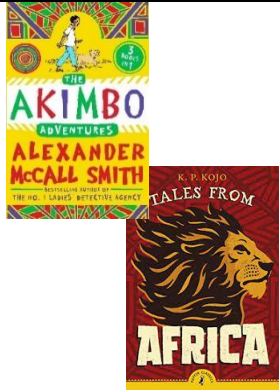
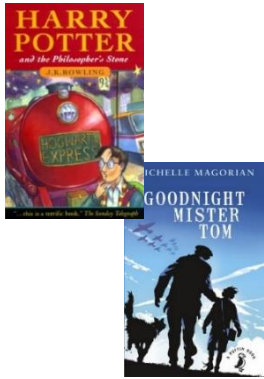
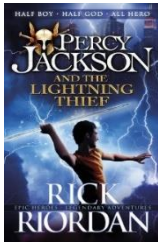
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		By Jill Tomlinson		Chocolate Cake By Michael Rosen		The Travels Of Ermine By Jennifer Gray,
Years 1/2 Topic based texts	  	George & The Dragon Chris Wormell The Journey By Aaron Becker The Snowman By Raymond Briggs	   	Dogger By Shirley Hughes Toys In Space By Mini Grey A piece of Cake By Jill Murphy The Tale of Georgie Grub By Jeanne Willis	    	Bee By Patricia Heggarty RHS How Does A Butterfly Grow? Born To Be A Butterfly by Karen Wallace The Lighthouse Keepers Lunch By David Armitage The Rainbow Fish By Marcus Pfister

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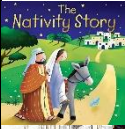
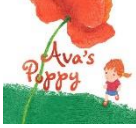
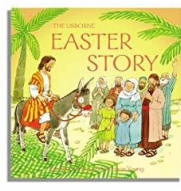
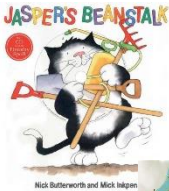
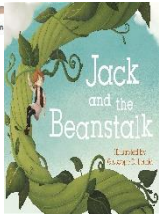
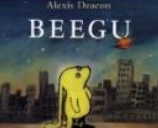
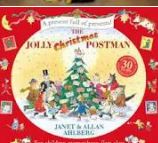
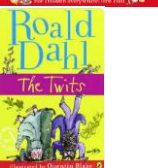
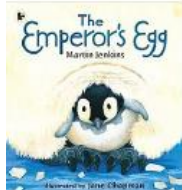
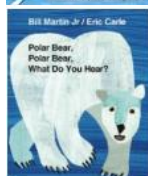
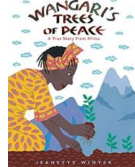
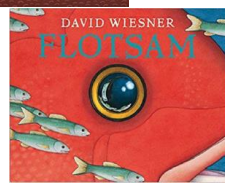


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Years 3/4 Whole class reads	The Akimbo Adventures By Alexander McCall Smith Tales From Africa By KP Koju		Romans On The Rampage By Jeremy Strong Who Let The Gods Out By Maz Evans		Fantastic Mr Fox By Roald Dahl Why The Whales Came By Michael Morpurgo	
Topic based texts	As above		Escape From Pompeii By Christina Bailt The Quest By Aaron Becker		Is Plastic Fantastic? A Place For Plastic By Twinkl	
Year 5/6 Whole class reads and topic based texts (combined)		Harry Potter & The Philosophers Stone By JK Rowling Goodnight Mr Tom By Berlie Doherty		Boy In The Striped Pyjamas By John Boyne Kensuke's Kingdom By Michael Morpurgo		Percy Jackson And The Lightning Thief By Rick Riordan

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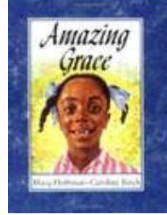
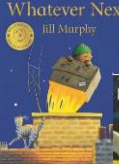
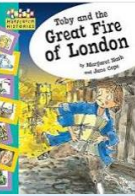
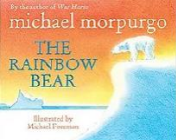
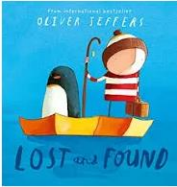
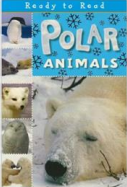
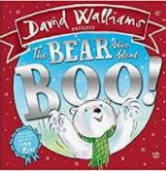
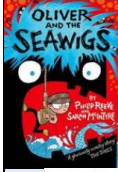
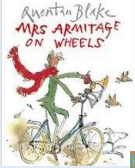
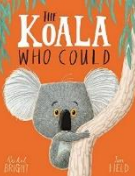
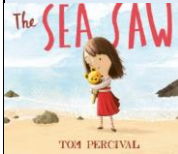
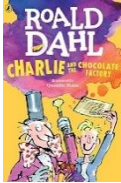
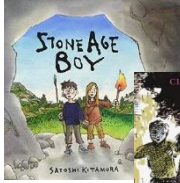
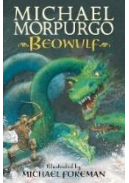
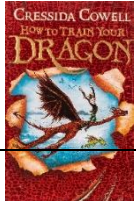
Core text reading spine (Even Cycle)

Years FS Whole class reads and topic based texts (combined)	   	Non-fiction books about Celebrations Its My Birthday By Helen Oxenbury Binny's Diwali By Thrity Umringar Kipper's Birthday By Mick Inkpen Ava's Poppy By Marcus Pfister		Non-fiction books about our town Non-fiction books about jobs/PWHU Maps The Easter Story	 	Jasper's Beanstalk By Nick Butterworth Jack & the Beanstalk Non-fiction books about minibeasts and growing plants/vegetables
	In FS, the book choices are fluid, due to pupil led learning and enquiry. This may lead to slight additions or amendments to the reading texts.					
Years 1/2 Whole Class Reads	  	Beegu By Alexis Deacon The Jolly Postmans Christmas By Janet & Allan Ahlberg Tomlinson	  	The Emperor's Egg By Martin Jenkins Polar Bear Polar Bear What Do You Here? By Eric Carle The Penguin	 	Wangari's Trees Of Peace by Leanette Winter Floatsam by David Wiesner Amazing Grace By Mary Hoffman

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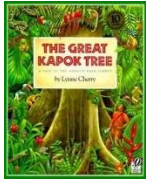
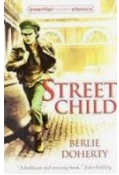
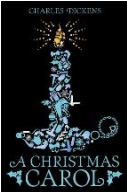
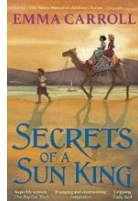
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		The Twits – Roald Dahl		Who Wanted To Find Out By Jill Tomlinson		
Topic based texts	   	Whatever Next By Jill Murphy Man on the Moon By Simon Bartram Vlad By Kate Cunningham Toby & The Great Fire of London By Margaret Nash	   	The Rainbow Bear By Michael Morpurgo. Lost & Found Oliver Jeffers Polar Animals By The Bear that went Boo By David Walliams	   	Oliver & The Seawigs By Mrs Armitage on Wheels by Quentin Blake The Koala Who Could By Rachel Bright Diary of a Wombat The Sea Saw By
Years 3/4 Whole class reads	Charlie And The Chocolate Factory By Roald Dahl The Explorer	 	Stone Age Boy By Satoshi Kitamura Stig Of The Dump By Clive King	 	Beowulf By Michael Morpurgo How To Train Your Dragon By Cressida Cowell	 

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	By Katherine Rundell					
Topic based texts	The Great Kapok Tree By Lynne Cherry There's A Rangtan In My Bedroom By James Sellik	 	As Above		As Above	
Year 5/6 Whole class reads and topic based texts (combined)	 	Street Child By Berlie Doherty A Christmas Carol By Charles Dickens	 	Running On The Roof Of The World By Jess Butterworth Running Wild By Michael Morpurgo		Secrets Of The Sun King By Emma Carroll

Reading at Sparken Hill Academy

Progression in reading

Child as a reader					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Is increasingly familiar with a wide range of poems, stories, fairy stories and traditional tales Is developing pleasure in reading Can recognise rhymes and some simple poems	Is increasingly familiar with a wide range of stories, fairy stories and traditional tales Developing pleasure in reading Can participate in discussion about both books that are read to them and those they read for themselves Can recognise recurring literary language in poems and stories	Is increasing their familiarity with a wide range of books (including fairy stories, myths and legends) and retelling some of these orally Can read for enjoyment and chooses to read (can absorb themselves in a book/text) Can recognise some different forms of poetry (for example, free verse, narrative poetry) Can read books that are structured in different ways and comment on their structures Can read for a range of	Can discuss a range of books and texts that they have read, explaining key information and giving their opinion about it Is able to choose books that they enjoy and will challenge them Is familiar with different types of poetry Recognises similarities and differences between texts structured in different ways Uses reading as a	Gives developed detail in discussion about a range of texts, including personal opinion Explains different reasons for reading, including for enjoyment Perseveres with challenging texts Can read and discuss the construction and meaning of different types of poetry Can compare and evaluate different texts against their intended purpose	Can use appropriate decoding strategies fluently and accurately Can skim texts to get the general idea of the content of a piece Can scan texts to find particular information Can read aloud with intonation that shows understanding Can construct visual images Can compare, contrast and evaluate different texts Can talk about the types of texts they enjoy and that interest them Can persevere with challenging texts (whole

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		purposes Can use a dictionary to check the meaning of words they have read	tool to support other aspects of learning Understands when it would be helpful to use a dictionary to support reading		texts, including novels) to read with fluency, understanding and expression
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Word reading, decoding and understanding					Give/explain the meaning of words in context
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Can apply phonic knowledge as a route to decode words	Can decode unknown words applying phonic knowledge	Can decode unknown words rapidly and without undue hesitation	Can read age appropriate texts with a good level of fluency and stamina	Reads with fluency and stamina	Can show an understanding of the meaning of vocabulary in different contexts
Can recognise, read and identify correct sound to grapheme for all 40+ phonemes	Can recognise, read and identify the full range of vowel graphemes	Can recognise, read and identify the full range of vowel graphemes	Can use a range of strategies to decode unfamiliar words	Can use a range of strategies to decode unfamiliar words without impacting on overall fluency	Can find and copy one word/groups of words with a particular meaning
Can recognise, read and identify alternative sounds for some graphemes	Can recognise, read and identify the full range of consonant graphemes	Can recognise, read and identify the full range of consonant graphemes	Can read and understand the meaning of words with prefixes from the Year 3/4 curriculum	Can read and understand the meaning of words with prefixes from the Year 5/6 curriculum	Can find words in a text that most closely match the meaning of a given word
Can break words into more than one syllable that contain taught GPCs	Can break words into two or more syllables	Can break words into syllables	Can read and understand the meaning of words with prefixes from the Year 3/4 curriculum	Can read and understand the meaning of words with prefixes from the Year 5/6 curriculum	Can explain what words suggest about a given subject
Can read words with increasing fluency without overt sounding and blending	Can read 90 words per minute at expected standard	Can read 200 words at expected level in 5 minutes	Can read and understand the meaning of words with suffixes from the Year 3/4 curriculum	Can read and understand the meaning of words with suffixes from the Year 5/6 curriculum	Can talk about a growing repertoire of vocabulary and
Can read common exception words	Can read further common exception words	Can recognise and read a range of prefixes and use these to construct the meaning of words in context e.g. re..., de..., pre..., non..., mis..., ex..., co..., anti...	Can read and understand the meaning of words with suffixes from the Year 3/4 curriculum	Can read and understand the meaning of words with suffixes from the Year 5/6 curriculum	Can talk about a growing repertoire of vocabulary and
Can recognise and read prefix un and use this to construct meanings of words	Can recognise and read range of suffixes and use these to construct the meanings of words in context e.g. ed, ing, er, est, ly, ful, less, ness, ment	Can recognise and read a range of suffixes and use these to construct the meaning	Uses a range of punctuation to add meaning to what they are reading	Explains how punctuation and sentence construction is used to enhance meaning	Can explain what words suggest about a given subject
Can recognise and read a range of suffixes and use these to construct the meanings of	Can recognise an	Can recognise and read a range of suffixes and use these to construct the meaning	Gives meaning to	Uses knowledge of vocabulary and context to give meaning to new language	Can explain what words suggest about a given subject

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words in context e.g. s, es, ing, er, est, ed Can recognise an increasing range of punctuation (. CL ! ? " " , ') and use this to add expression and understanding to the text Can use the context of the text and pictures to help read unfamiliar words Can read words with simple contractions Can discuss word meanings, linking new meanings to those they already know	increasing range of punctuation (. CL ! ? " " , ') and use this to add expression and understanding to the text Can use the context of the text to help read unfamiliar words Can discuss word meanings, linking new meanings to those they already know Can recognise adjectives, adverbs and similes Can identify how vocabulary choices effect meaning	of words in context e.g. ...tion, ...ive, ...ic Can recognise an increasing range of punctuation (. CL ! ? " " , ') and use this to add expression and understanding to the text, including the apostrophe for omission Can use the context of the sentence to help read unfamiliar words	new language using the context in which it appears		
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Comprehension (Retrieval)					Retrieve and record information/identify key details from fiction and non-fiction
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Join in with predictable phrases or refrains Can explain what is read in their own words Recall main points (who, what, where, when, how, why answers) Link what they read or hear to their own experiences	Recall main points with reference to the text (who, what, where, when, how, why answers) Can read closely to obtain specific information e.g. what type of clothes someone was wearing Can identify, select and highlight key words in a sentence to answer recall questions Is beginning to scan for a specific purpose e.g. looking for specific information e.g. names of characters Can recognise and talk about the main differences between fiction and non-fiction texts	Shows understanding of main points with reference to the text (who, what, where, when, how, why) Can read closely to obtain specific information e.g. what type of clothes someone was wearing Can identify, select and highlight key words in a sentence to answer recall questions Is beginning to scan for a specific purpose e.g. looking for specific information: names of characters etc Is beginning to skim e.g. to search for adjectives which describe a character Can recognise and talk about the main differences between	Understands and explains the main points from what they have read, with direct reference to the text Identify explicit details from the text, showing the section of the text they found the information Is able to skim short passages to answer recall questions Is able to scan short passages to answer recall questions Can talk about key differences between text types, including texts of the same type but written by different	Retrieves key details and some quotations from the text to demonstrate understanding of key details/information in a text Identify explicit details from the text, showing exactly where in the text they found the information Is able to skim whole texts to answer recall questions Is able to scan whole texts to answer recall questions Can identify the text type according to key features Recognises common themes/styles in texts written by the same author Comments on the impact of organisational and presentational features of a	Can retrieve key details and quotations to demonstrate understanding of character, events and information Can answer who, what, why, where, when, which, how questions, using direct reference to and quotes from the text Can provide developed explanations for key information, events, character actions and motivations Can provide straightforward explanations for the purpose of the language, structure and presentation of texts Can identify whether statements from a text are fact or opinion Can decide whether statements about a text are true or false, using direct reference to the text

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		fiction and non-fiction texts Can identify the key features of different text types Can understand and talk about the purpose of a specific paragraph e.g. it groups information together about... Can understand and talk about the features of page layout in non-fiction texts e.g. titles, subheadings, labels, diagrams and charts	authors Is able to explain how paragraphs have been used to organise a text Is able to explain how the format and presentation of a text impacts on the reader	text	
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Comprehension (Sequencing)					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Identify components of a story - beginning, middle and end	Identify components of a story - beginning, middle and end Can sequence events in text				
Comprehension (Inference)		Comprehension (Making inferences)			Make inference from the text, explain and justify inferences with evidence from the text
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Can answer simple 'How' and 'Why' questions from pictures or text Can discuss the actions of characters and justify views on the basis of what is being said and done	Can discuss the actions of characters and justify views on the basis of what is being said and done Can summarise the main points from a passage or a text Can identify and discuss favourite words and phrases Can ask questions to improve their understanding of a text Is beginning to identify the author's main purpose for writing Can explain what the writer might be thinking	Can make plausible predictions based on knowledge of the text (or of books on similar themes or by the same author) Can discuss the actions of the main characters and justify views using evidence from the text Can summarise the main points from a passage or a text Can make inferences about characters' actions in a story based upon evidence from the text Can identify and discuss characters, speculating how they might behave and giving reasons linked to the text Can empathise with a character's motives and behaviour Can identify the	Can make predictions based on knowledge of the text or similar reading experiences, giving clear reasons for their ideas Is able to describe the actions of characters in a text and begin to explain them, in the context of the narrative Can summarise the main points from a section of text Can make inferences about characters' actions in a story based on evidence from the text Can empathise with a character's	Gives feasible, reasoned predictions based on evidence Explains isolated events from a text, in the context of the whole narrative Can summarise the main points from a whole text Can prove or disprove simple statements about a character by finding evidence in a text Begins to use evidence from description, dialogue and action to support their ideas Can empathise with a character's motives and behaviours	Can search for simple clues within the text to support 'reading between the lines' Can make developed inferences drawing on evidence from the text and wider personal experience Can use clues from action, dialogue and description to interpret meaning Can prove or disprove a statement about character or setting by finding evidence in the text Can explain and justify inferences, providing evidence from the text to support reasoning Can empathise with different characters' points of view

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		language used to create mood	motives and behaviours		
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Comprehension (Prediction)					Predict what might happen from details stated and implied
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Can discuss the significance of the title Can make predictions sometimes based on what has been read so far	Can make predictions on basis of what has been read so far				Can make developed predictions that are securely rooted in the text Can explain their prediction choices fully, using evidence from the text Can make predictions about characters including how their behaviour may/may not change and how they may/may not appeal to the reader, justifying answers with reference to the text

Comprehension (Language in context and choice of language)				Identify/explain how information/narrative content is related and contributes to meaning as a whole
Year 3	Year 4	Year 5	Year 6	

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Can discuss word meanings, linking new meanings to those they already know Can recognise adjectives, adverbs/simple adverbial phrases and similes Can identify how vocabulary choices affect meaning e.g. 'Crept lets you know that he is trying to be quiet but also that he was going slowly because he did not want to be caught' Can comment on the author's choice of language to create mood and build suspense e.g. suddenly is used to show that something surprising is coming next Can collect words from their reading to use in their own writing Can explain how simple and complex sentences influence meaning	Can discuss word meanings, based on their existing vocabulary knowledge Can identify descriptive devices within a text i.e. expanded noun phrases, adverbial phrases, similes etc Can explain how vocabulary choices affect meaning in a range of text types Can identify language used to create atmosphere and discuss why this language has been chosen Uses new language from their own reading experiences in their written and spoken work Can discuss how the use of different sentence types changes the meaning of a passage	Explains clearly how vocabulary choices affect meaning in a range of text types Recognises a range of descriptive devices including figurative language Comments upon language choices/structures of different authors (particularly in poetry) Confidently uses new language from their own reading experiences in their written and spoken work Explains the use of sentence structures according to desired effect on the reader	Can identify/explain how the sequence of events in narrative fiction contributes to meaning as a whole Can find and discuss evidence of themes and conventions in different genres and forms of text Can identify and comment on the grammatical features of text Can identify key features such as setting, action, past events Can identify and comment on the presentational features of text Can use text format and text features accurately to determine text type
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Comprehension (Responding to text)			Identify/explain how meaning is enhanced through choice of words and phrases
Year 3	Year 4	Year 5	Year 6
Is beginning to identify the author's main purpose for writing - 'He doesn't want any more turtles to be killed' Is beginning to identify main ideas drawn from more than one paragraph Can explain how they think the author wants the reader to respond Can explain what the writer might be thinking - 'He thinks they are being mean' Is beginning to identify and comment on different points of view in the text Can simply evaluate specific texts with reference to text type e.g. these are good instructions because...	Identifies the main purpose of a text Discusses ideas from throughout a text e.g. how a conclusion may be linked to an opening Is able to identify intended impact of a text and explain whether they feel the text has had the desired effect Discusses viewpoints in a text, where appropriate of more than one character Can evaluate the overall quality of a text, as well as the inclusion of specific features	Explains the inclusion of different sections of a text i.e. tables in NF, flashbacks in narrative etc Selects information from across a text to explain or illustrate their ideas Compares the behaviour and feelings of different characters in a text	Can identify a range of figurative language e.g. metaphor, simile, alliteration, idioms, euphemism, personification etc. Can comment upon the use and effect of the author's language on the reader Can explain the effect of figurative language upon the reader Can identify what impression a word/words give the reader Can understand and recognise different forms of poetry, discuss their meaning and impact on the reader
Comprehension (Themes and Conventions)			Make comparisons within the text
Year 3	Year 4	Year 5	Year 6
Can make simple connections between books by the same author e.g. 'Dick King Smith often writes about animals' Can recognise some features of the text that relate to its historical setting or its social or cultural background e.g. 'The girls had on red flannel petticoats because that is what they wore then' or 'Grandpa Chatterji wears a dohti because he comes from India.'	Uses their broad reading experiences to compare books by the same author or on a similar theme Begins to recognise the importance of cultural or historical settings on how a text is composed	Identifies key themes and styles in books and extracts by a range of authors Can explain the importance of cultural or historical settings on how a text is composed	Can make accurate and appropriate comparisons within texts Can make comparisons about how a character changes e.g. their opinion, how they are different after a certain event

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Oracy and Reading			
Year 3	Year 4	Year 5	Year 6
Can listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or text books Can participate in discussion about both books that are read to them and those they read for themselves, taking turns and listening to what others say Can ask questions to improve their understanding of a text Can prepare poems and playscripts to read aloud and to perform, showing understanding through intonation, tone, volume and action Can read dialogue with appropriate expression	Confidently discusses a range of reading experiences with peers and adults Responds orally to texts read to them and those that they have read themselves, showing increasing maturity in the way they engage with the discussion Chooses skilful questions to improve their understanding of the text Confidently reads a range of texts aloud, considering intonation, tone, volume and actions Demonstrates an ability to interpret how a character is feeling or behaving, when reading dialogue aloud.	Makes links between own reading experiences and that of others Constructs detailed responses about what they have read, demonstrating deep understanding and maturity as a reader Probes texts deeply through their own questioning and evaluation Confidently presents texts aloud to a range of audiences Uses information from the text to direct their presentation of it to others	