



**THE ST. MARY'S  
PARTNERSHIP**

# Reading Curriculum



The Quality of Education Subject Pathway





## Philosophy for teaching reading

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Once our children are proficient in using, understanding and applying phonics, and can fully decode texts independently to be able to access reading, they begin whole class reading sessions.

Within our partnership of schools, we do not advocate a 'carousel model' of teaching reading. The lack of rigour around individual pupils' progress, and the inconsistency of delivery can lead to pupils sitting with 'holding' activities instead of learning how to read.

Whole Class Reading is the basis of all children studying the same core text, either as a year group or within a steamed setting group, to learn about the text in a multi-faceted way. The class novel is accompanied by non-fiction texts and poetry linked to the wider curriculum.

## What is comprehension?

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- Comprehension is an outcome; it is not a skill.
- Not discretely teachable.
- Not teachable as a separate set of skills that magically come together.
- Always predicated on background knowledge and life experience.
- Very dependent on fluency and self-monitoring strategies.

## Delivering the class novel and the reading session

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- **It is imperative that children are read to every day for 15 minutes.** (*Reading Framework, July 2023*)
- **This ideally should take place either just before lunch, or just after.** We know that timetabled at the end of the day, it is more likely to not take place - falling off the timetable to assemblies, letters and parents.
- **The class novel should be challenging.** The children should be able to access it, but it should be a text that many of the class could not sit and read cover to cover independently.
- **Only the class teacher should read the class novel aloud** so that children fully get the best possible understanding of it.

### Reading aloud research - taken from Ashley Booth:

- Simply reading aloud ensures children make progress.
- The best progress is made when sticking points are addressed.
- Skilled teacher input and guidance will further improve students' reading abilities.
- Only 32% of British children are read to daily by an adult.
- Most parents stop reading to/with their children by the age of eight.
- Only 19% of 8-10 year olds have a book read to them daily by an adult.

## How is reading timetabled?

In the example timetable shown, Monday and Friday are based around the class novel. Throughout the week (because of the 'read to' sessions before lunch) children have had 75 minutes of hearing the class novel read to them.

- Ensuring all children are on the 'same page'.
- Ensures teachers become experts in texts.
- Summarising and predicting are easier when using a full story that the children are familiar with.
- All children know and understand the book fully.

Monday	Tuesday	Wednesday	Thursday	Friday
Class Novel	Non-Core Reading	Non-Core Reading - inc Poetry and Non-Fiction	Non-Core Reading	Class Novel

How are WCR (Whole Class Reading) lessons structured?

<b>Part 1</b>	<b>Re-read for fluency</b> (re-reading sections of the text that have been read during the 'read to' but only completed if children have access to the text)
<b>Part 2</b>	<b>Quiz - retrieval and retention</b> A quick, basic, quiz to make sure that pupils have the kn
<b>Part 3</b>	<b>Talk-partner, modelling and individual questions</b>
<b>Part 4</b>	<b>Independent learning task</b>

## Hearing children read aloud



- **Basic reading aloud** - children take sentences or paragraphs depending on text length/sentence length/proficiency.
- **Echo reading** - teacher reads exactly how text should sound and asks a child to 'echo it' giving constructive feedback as appropriate.
- **Choral reading** - pairs, groups or the whole class read aloud at the same time. This approach should be used more sparingly than the others.
- **Drop ins** - if a child has not read aloud to the class due to proficiency, the teacher should 'drop in' with them during an activity and hear them reread part of the text. This should not happen during 'partnered talk'. These children can also be targeted on Monday and Friday to reread short segments of the class novel to the teacher, as they will be familiar with potential stumbling blocks like character and place names.

## **When hearing children reading aloud - what is important?**

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- Important to model to children about good reading aloud.
- Filling the room with their voice - loud and clear - can X in the corner hear you? Could you start again?
- 'Try that word again' - phonics strategies.
- Modelling self-correction when you're reading the class reader and drawing attention to the fact you have done so.
- Modelling that word substituting that doesn't make sense can change the meaning completely and how to spot it - did that word make sense in that sentence? Why? Try reading the word again or thinking about what word it could be contextually.

## **Whole-class reading - Non-core days**

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### **Aims of this delivery:**

- To widen the children's knowledge about foundation subjects without overloading them within the assigned sessions.
- To recap and front-load information to make practical work and fieldwork easier and more accessible.
- To level the playing field in terms of children's understanding of foundation subjects.
- To allow early identification of misconceptions before practical lessons or fieldwork.
- To allow more time for the curriculum delivered in the afternoons to be fun, engaging, purposeful and varied.

### **What are the general aims of reading any type of text:**

- Children understand the meaning of the text.
- Children understand the function of the text.
- Children check their own understanding and monitor their own comprehension.
- Children decode the text and read it fluently.
- Children can summarise the text's meaning and function in a succinct manner that matches their age and stage.

# Reading Progression



The pathway builds sequentially from EYFS to Year 6. Key component skills develop sequentially over time – enabling teachers to carefully consider how to balance improving children’s reading skills alongside developing their fluency.

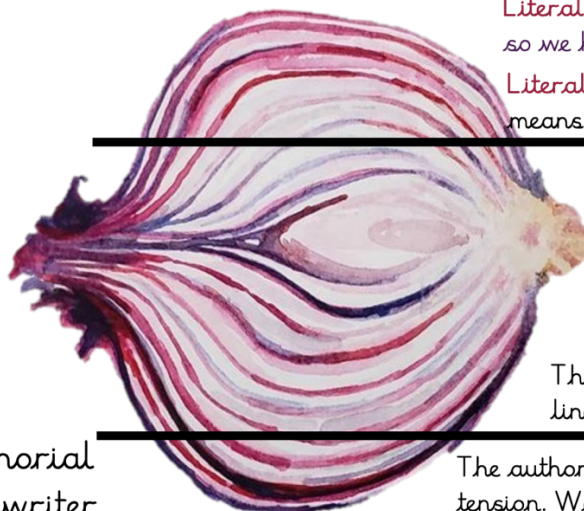
Higher-order reading skills – such as complex inferences and evaluating author intent – requires deeper analysis of the text. We deepen teacher subject knowledge symbiotically with pupils to ensure that all are experts in reading.

## Digging deeper for meaning - Onion Analogy & Layers of Meaning

Top layer - Literal interpretation

Middle layer - Character and behaviours, motives, plot.

Bottom layer - Authorial intent - what is the writer trying to make us think?



Literal inferential - She wears a coat, so we know it's cold.

Literal clarification- The word 'rotund' means big or overweight.

We know the character feels angry because the text says...

In this chapter, we learn more about X character we can infer that they feel... the text says...

The dialogue builds suspense in the line... it tells us...

The author chooses the word X to create the tension. We know this because X means... and it links to...

The author builds tension in the line... This is created by...



# Assessment of Reading

Teachers need to be able to deliver and assess against the progression of reading skills. These are defined for the year groups.

## Progression of skills and knowledge in reading:

Prediction Predict what might happen from details that are stated and implied					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
To be able to predict what might happen on the basis of what has been read so far in terms of story, character and plot.	To be able to predict what might happen on the basis of what has been read in terms of story, plot, character <b>and language</b> so far.	To be able to <b>justify predictions using evidence</b> from the text.	To be able to justify predictions using evidence from the text.	To be able to predict what might happen from details stated and <b>implied</b> .	To be able to predict what might happen from details stated and <b>implied</b> .
To make simple predictions based on the story and on their own life experience.	Make predictions using their own knowledge as well as what has happened so far.	Use <b>relevant prior knowledge</b> to make predictions and justify them.	To use relevant prior knowledge <b>as well as details from the text</b> to form predictions and to justify them.	Support these predictions with relevant evidence from the text.	Support these predictions with relevant evidence from the text.
Begin to explain these ideas verbally or through pictures.	To make logical predictions and give explanations of them.	Use details from the text to form further predictions.	Monitor these predictions and <b>compare</b> them with the text as they read on.	Confirm and <b>modify</b> predictions as they read on.	Confirm and modify predictions as they read on.

Retrieval Retrieve and record information / identify key details from fiction and nonfiction.					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Answer a question about what has just happened in a story.	Independently read and answer simple questions about what they have just read.	Use contents page and subheadings to locate information.			
Develop their knowledge of retrieval through images.	Asking and answering retrieval questions.	Learn the skill of 'skim and scan' to retrieve details.	Confidently skim and scan texts to record details.	Children confidently skim and scan, and also use the skill of reading before and after to retrieve information.	Children confidently skim and scan, and also use the skill of reading before and after to retrieve information.
Recognize characters, events, titles and information.	Draw on previously taught knowledge and remember a significant event and key information about the text that they have read.	Begin to use quotations from the text.	Using relevant quotes to support their answers to questions.	Use evidence from across larger sections of text.	They use evidence from across whole chapters or texts.
Recognize differences between fiction and non-fiction texts.		Retrieve and record information from a fiction text.	Retrieve and record information from a fiction or non-fiction text.	Retrieve, record and present information from non-fiction texts.	Retrieve, record and present information from a wide variety of non-fiction texts.
Retrieve information by finding a few key words.	Monitor their reading, checking words that they have decoded, to ensure that they fit within the text they have already read.	Retrieve information from a non-fiction text.		Read and retrieve information from a broader range of texts including myths, legends, stories from other cultures, modern fiction and archaic texts.	Read and retrieve information from a broader range of texts including myths, legends, stories from other cultures, modern fiction and archaic texts.
Contribute ideas and thoughts in discussion.				Ask my own questions and follow a line of enquiry.	Ask my own questions and follow a line of enquiry.

**Clarifying** Clarifying involves children identifying problem areas and then using 'fix-up' or repair strategies such as reading on (to give more information), re-reading more slowly, looking at pictures, consulting a dictionary, using prior knowledge, reflecting on the text read so far, rephrasing a difficult sentence or section of text.

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Discuss word meanings, linking new meanings to those already known.	Discuss and clarify the meanings of words; link new meanings to known vocabulary.	Use dictionaries to check the meaning of words that they have read.		Explore the meaning of words in context, confidently using a dictionary.	
			Use a thesaurus to find synonyms.	Use a thesaurus to find synonyms for a larger variety of words + rewrite passages using alternative word choices.	
Draw upon knowledge of vocabulary in order to understand the text.		Discuss words that capture the reader's interest or imagination.	Discuss why words have been chosen and the effect these have on the reader.	Discuss how the author's choice of language impacts the reader.	Discuss how presentation and structure contribute to meaning.
Join in with predictable phrases.	Recognise some recurring language in stories and poems.	Identify how language choices help build meaning.	Explain how words can capture the interest of the reader.	Evaluate the authors use of language.	Evaluate how the authors' use of language impacts upon the reader.
Use vocabulary given by the teacher.		Find the meaning of new words using substitution within a sentence.	Discuss new and unusual vocabulary and clarify the meaning of these.	Investigate alternative word choices that could be made.	
Discuss his/her favourite words and phrases.	Discussing their favourite words and phrases.		Find the meaning of new words using the context of the sentence.	Begin to look at the use of figurative language.	Find examples of figurative language and how this impacts the reader and contributes to meaning or mood.
				Read around the word' and *explore its meaning in the broader context of a section or paragraph.	Explore the meaning of words in context by 'reading around the word' and independently explore its meaning in the broader context of a section or paragraph.

## Inference

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Children make basic inferences about characters' feelings by using what they say as evidence.	Children make inferences about characters' feelings using what they say and do.	Children can infer characters' feelings, thoughts and motives from their stated actions.	Infer characters' feelings, thoughts and motives from their stated actions.	Make inferences about actions, feelings, events or stated actions.	Discuss how characters change and develop through texts by drawing inferences based on indirect clues.
Infer basic points with direct reference to the pictures and words in the text.	Infer basic points and begin, with support, to pick up on subtler references.	Justify inferences by referencing a specific point in the text.	Consolidate the skill of justifying them using a specific reference point in the text.	Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.	Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.
Discuss the significance of the title and events.	Answer and ask questions and modifying answers as the story progresses.	Ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives.	Ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives (I know this because questions).	Begin to draw evidence from more than one place across a text.	Infer characters' feelings, thoughts and motives, giving more than one piece of evidence to support each point made.
Demonstrate simple inference from the text based on what is said and done.	Use pictures or words to make inferences.	Make inferences about actions or events.	Use more than one piece of evidence to justify their answer.	Give one or two pieces of evidence to support the point they are making.	They can draw evidence from different places across the text.
				Use figurative language to infer meaning.	Make inferences about events, feelings, states backing these up with evidence.

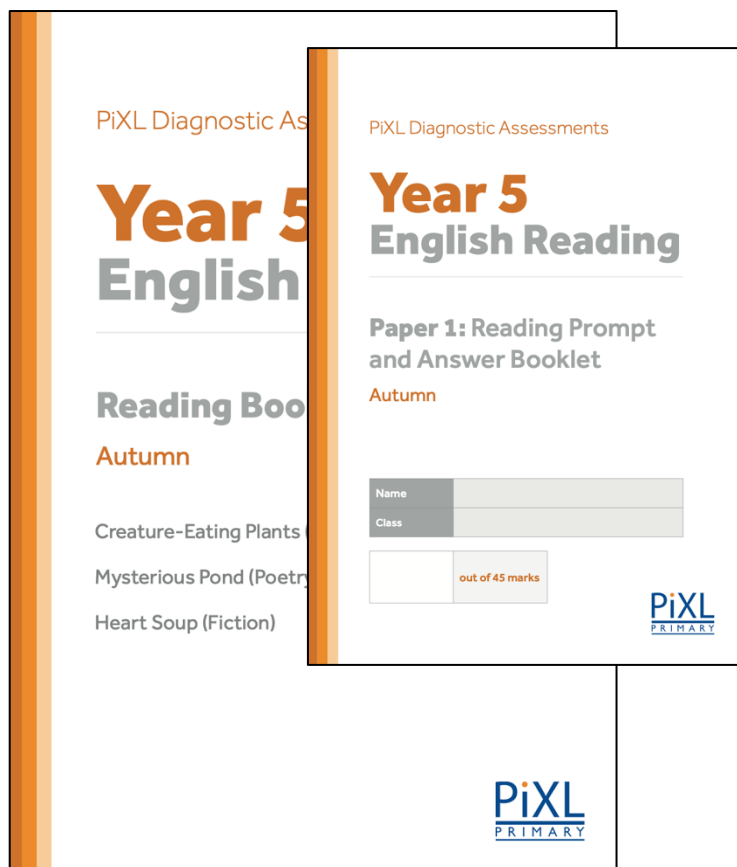
Evaluating					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Give my opinion including likes and dislikes.	Listen to the opinion of others.			Begin to distinguish between fact and opinion.	distinguish between fact, opinion and bias explaining how they know this.
Link what they read or hear to their own experiences.	Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.	Discuss the features of a wide range of fiction, poetry, plays, non-fiction and reference books.	Identifying how language, structure, and presentation contribute to meaning.	Provide increasingly reasoned justification for my views.	Provide increasingly reasoned justification for my views.
Explain clearly my understanding of what has been read to them.	Discuss some similarities between books.	Identifying how language and presentation contribute to meaning of both fiction and non-fiction texts.	Discuss words and phrases that capture the reader's interest and imagination.	Identify how language, structure and presentation contribute to meaning.	identify how language, structure and presentation contribute to meaning.
Express views about events or characters.	Express my own views about a book or poem. Linking to own experiences.	Recognise authorial choices and the purpose of these.	Recognise authorial choices and the purpose of these.	Give reasons for authorial choices.	Give reasons for authorial choices.
				Recommend books for peers in detail.	Recommend books for peers in detail.
				Begin to challenge points of view.	Challenge points of view.
				Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.	Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.
				Explain and discuss their understanding of what they have read, including through formal presentations and debates.	Explain and discuss their understanding of what they have read, including through formal presentations and debates.

Summarising					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Identify the beginning, middle and end of a short story.	Identify key characters and settings within a short story.	Identify the main ideas drawn from a key paragraph or page and summarising these.	Identifying main ideas drawn from more than one paragraph.	Make connections between information across the text and include this in an answer.	Summarise information from across a text and link information by analysing and evaluating ideas between sections of the text.
Begin to discuss how events are linked.	Begin to discuss how events are linked focusing on the main content of the story.	Begin to distinguish between the important and less important information in a text.	Use skills developed in year 3 in order to write a brief summary of main points, identifying and using important information from more than one paragraph.	Summarise the main ideas drawn from more than one paragraph, page, chapter or the entire text identifying key details to support the main ideas.	Summarise the main ideas drawn from more than one paragraph, identifying key details to support the main ideas.
Sequence the events of a story they are familiar with.	Discuss the sequence of events in books and how items of information are related.		Summarise whole paragraphs, chapters or texts.	Discuss the themes or conventions from a chapter or text.	Make comparisons across different books.
Retell familiar stories orally e.g fairy stories and traditional tales.	Retell using a wider variety of story language.	Give a brief verbal summary of a story.	Identify themes from a wide range of books.	Identify themes across a wide range of writing.	Summarise entire texts, in addition to chapters or paragraphs, using a limited amount of words or paragraphs.
		Make simple notes from one source of writing.		Make simple notes from multiple sources of writing.	
		Identify themes from a wide range of books.	Highlight key information and record it in bullet points, diagrams, maps etc.		

## All children from Years 1 to 6 are assessed at three points in the year using the New Salford Reading Test (NSRT).

- The test is split into three parallel points of assessment to enable closer progress monitoring. We sit the tests in September, January and May.
- Diagnostic analysis supports teachers in understand if the issue lies in sentence level or word level language understanding.
- The test takes 10 minutes to administer and supports whole-school improvement.

## Summative Assessment of Reading



From Years 1 to 6 we use PiXL assessments to measure the attainment (in year) and progress (over time) of each child at the school.

We use PiXL tests because they link finitely to our curated curriculum – ensuring that children are only being tested on areas of skills and knowledge that they have been taught within their whole class reading sessions.

Tests are taken during three test weeks during the year:

- October, February, June

Re-teach weeks proceed the testing week to ensure misconceptions are addressed.

## Task design and planning linked to summative assessment

Task design is critical. If the questions planned are linked closely enough to the skill taught or to the comprehension area teachers are trying to elicit – the child will make progress.

Each lesson has a learning intention and success criteria – which are steps to success in achieving the intention.

The intention is a national curriculum objective – which we are assessing whether the pupil can achieve independently. It is therefore, crucial that the questions within the task enable children to achieve the skill set out for them.

Pupils should self-assess against the criteria every day. In doing so they demonstrate to the teacher what they have/have not achieved.

<b>Learning Intentions:</b> To make inferences from the text (B/G) and justify inferences using evidence (Y/O/R)		
<b>Success Criteria:</b>	<b>Pupil</b>	<b>Teacher</b>
<b>SC1:</b> I pick out words used by the poet and consider the meaning.		
<b>SC2:</b> I can justify what I have inferred using verses from the poem – explaining my understanding.		
<b>SC3:</b> I think about why the poet has chosen words/phrases		

### Stop All the Clocks -W.H. Auden

Stop all the clocks, cut off the telephone,  
Prevent the dog from barking with a juicy bone,  
Silence the pianos and with muffled drum  
Bring out the coffin, let the mourners come.

Let aeroplanes circle moaning overhead  
Scribbling on the sky the message He Is Dead,  
Put crepe bows round the white necks of the public doves,  
Let the traffic policemen wear black cotton gloves.

He was my North, my South, my East and West,  
My working week and my Sunday rest,  
My noon, my midnight, my talk, my song;  
I thought that love would last for ever: I was wrong.

The stars are not wanted now: put out every one;  
Pack up the moon and dismantle the sun;  
Pour away the ocean and sweep up the wood,  
For nothing now can ever come to any good.

### Answer the following in your book – each would equate to a three-mark question:

Remember: You must ensure that you use evidence from the text to answer each question.



1. What can you infer from the poem title regarding the theme of the poem?
2. Think about the first verse – each line considers things that have stopped or are no longer. What can you infer? Pick out a line to help your answer.
3. Look at the third stanza. The poet considers all of the things that the subject meant to them. Which is the most powerful and what is meant by it?
4. The final stanza reflects the poets feeling now that the loved one is no longer here. The poet uses metaphor to describe how they feel now. Pick out the most powerful and explain why.

# Assessment is the BRIDGE between teaching and learning

## Formative assessment strategies

Assessment allows teachers to have a lens into a child's learning. We balance assessment carefully, to ensure that pupils feel supported but not overwhelmed by its use. Our principles around assessment are that it's purposeful and moves learning forward.

## Exit tickets – assessment of learning between lessons

<b>EXIT TICKET</b> <b>Reading</b>	
Assessment Question:	
How does the author create a feeling of tension in the line: <i>"He crept forward. Breathless. Every toe placed carefully so as not to wake them. His heart pounding. Sweat across the brim of his cap"</i>	
Pupil response	
Rate how well you did today 	



The exit ticket provides an assessment question to unpick how well a child has accessed the intended learning for that lesson.

**The exit ticket should tangibly link to the objective or skill that the teacher has delivered.**

For example – in the exit ticket opposite – the child is asked to review a line from the class text. The question asks them to consider how tension is created – linking directly to the work completed in the lesson and the skill of 'inference'.

From this, teachers may deduce how successfully the child has understood the skill from an independent application task.

## Misconceptions tickets – ensuring we plug gaps that emerge, as they emerge!

<b>MISCONCEPTION INTERVENTION</b> <b>Reading</b>	
Misconception spotted in your book and NSL:	
To infer means to use evidence to support your idea.	
How does the author infer that William feels nervous around Mr Tom? What clues can you use from the text to infer this?	
Pupil response – have another go!	
How confident are you now? 	

Sometimes, when we review workbooks, teachers find completed tasks where children have been unsuccessful in their application of the taught skill.

Teachers are expected to pick these up and to create misconception tickets to support and reinforce correct application and understanding of the taught skill.

For example – in the misconception ticket opposite – the child is asked to consider authorial intent through character inference. The teacher reinforces HOW to achieve the skill 'to use evidence to support an idea' and then asks an independent application question – to check that this is now achieved.

In addition to the two formative assessment strategies listed above – we also use low-stakes quizzing to support on-going retention of knowledge through the class text.