

## READING AT ALBAN CITY SCHOOL

At Alban City School, our aim is to inspire children to read for their pleasure and enjoyment. We want our children to be confident readers with a thirst for knowledge, who have good independent thinking skills and can develop their own interests through reading. Our aim is to provide an environment that encourages children to ask questions and explore the world around them through adventure, story and language. We believe that reading is a life enhancing skill that every child is entitled to learn.

Teaching children to read is of paramount importance at our school. We offer a balanced and creative, yet systematic, approach to the teaching of reading throughout the school; one which provides children with the systematic learning and application of phonics to be able to decode the words, alongside a focus on exploring vocabulary and comprehension, and an enjoyment of reading. Please see our phonics curriculum for more information about how we teach this aspect. We encourage children to love books, to love reading, to love finding out information and to love sharing stories together.

At Alban City School, we use a variety of approaches to develop children's reading skills including 1:1, small group and whole class reading. 'Let's Read' sessions take place every day which focus on the discrete teaching of reading, incorporating age-appropriate, challenging texts, which are rich in vocabulary. Discussion around the text is key, with teachers using a 'tell me' style of questioning to allow all pupils to respond. Reading is also prioritised in all other areas of the curriculum. We have a well-stocked and vibrant library, which is used by all the children, both formally and informally. Our children are supported to become fluent, expressive and confident readers who understand and can explain what they have read. They are also encouraged to become critical readers who can express opinions and preferences. Reading at home is valued and encouraged and children take home reading books that have been carefully matched to their ability.

Reading is a fundamental part of everything we do at Alban City School, as it is the skill that underpins everything that is taught and opens the door to learning across the curriculum, and to life in general. We want our children to develop a love of reading for pleasure by showing how highly we value it as part of everyday life. All staff are encouraged to read to the children regularly to ensure that they are familiar with both traditional and new texts, and to model to the children our belief that everyone is a reader.

Book bands	<b>Reception</b> Pink Red Yellow	<b>Y1</b> Blue Green/Orange Turquoise	<b>Y2</b> Purple Gold White	<b>Y3</b> Lime Brown/Grey	<b>Y4</b>	<b>Y5</b>	<b>Y6</b>
<b>Word Reading</b>	<p>Read individual letters by saying the sounds for them.</p> <p>Blend sounds into words, so that they can read short words made up of known letter– sound correspondences</p> <p>Read some letter groups that each represent one sound and say sounds for them.</p> <p>Read a few common exception words matched to the school’s phonic programme.</p> <p>Read simple phrases and sentences made up of words with known letter– sound correspondences and, where necessary, a few exception words.</p>						

<b>Vocabulary</b>	<p>Understand how to listen carefully and why listening is important.</p> <p>Learn new vocabulary.</p> <p>Use new vocabulary through the day.</p> <p>Ask questions to find out more and to check they understand what has been said to them.</p> <p>Articulate their ideas and thoughts in well-formed sentences.</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary</p>	<p>Identifies simple and recurring literary language.</p> <p>Identifies the meaning of vocabulary in context.</p> <p>Explains their understanding of texts that are pitched beyond the level they can read independently.</p>	<p>Discusses effective language choices, e.g. 'slimy' is a good word there because ...</p> <p>Identifies that adverbs help to tell us how the character is feeling.</p>	<p>Identifies new vocabulary and sentence structure and discusses to develop understanding.</p> <p>Identifies and understands meanings of a wide range of conjunctions used to link events together.</p> <p>Identifies a range of standard words/phrases used at various stages of a narrative e.g. introduction, build up etc.</p>	<p>Notes examples of descriptive language and explains the mood or atmosphere they create.</p> <p>Notifies key words and phrases used to convey passing of time to introduce paragraphs or chapters.</p> <p>Identifies how specific words and phrases link sections, paragraphs and chapters.</p> <p>Identifies how authors use precise vocabulary to meet the intended purpose/effect e.g. They slipped into the room unnoticed</p>	<p>Uses a range of strategies to identify the meaning of new vocabulary.</p> <p>Identifies examples of effective description that evoke time or place commenting both on word and sentence choice.</p> <p>Notes words and phrases in pre twentieth century writing which have changed.</p>	<p>Analyses, and explains the impact of, authors' techniques and use of language e.g. expressive or figurative language, range of sentence structure, repetition etc</p> <p>Notifies where the author uses a wider range of cohesive language to create more sophisticated links between and within paragraphs e.g. where the author has avoided over-use of obvious adverbials/conjunctions such as 'on the other hand'.</p>
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## Retrieving

<p>Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p> <p>Engage in storytimes.</p> <p>Listen to and talk about stories to build familiarity and understanding.</p> <p>Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary</p>	<p>With support, justifies their views about texts they have had read to them e.g. uses the word 'because'</p> <p>Recognises patterns in texts, e.g. repeated phrases and refrains.</p> <p>Discusses the significance of the title. Observes the punctuation and uses this to aid understanding.</p> <p>Retrieves key information from a text.</p> <p>Identifies complete sentences.</p> <p>Identifies typical phrases e.g. story openings and endings.</p> <p>Understands that there is a range of non-fiction texts, e.g. different layouts for instructions, non-fiction books etc.</p> <p>Begins to understand how written language can be structured differently according to genre e.g. in order to build surprise in a narrative or present facts in non-fiction.</p>	<p>Identifies words and phrases that link events.</p> <p>Refers back to the text for evidence.</p> <p>Retrieves information stated within text (may not be obvious)</p> <p>Uses evidence from a text – may look through the book to help them remember or use information. Shows awareness of use of features of organisation e.g. index, bold headings.</p> <p>Makes statements about characters on the basis of what is said and done, making note of how verbs and adverbs support their judgements e.g. 'I think she is selfish/kind/angry because it says she ...'</p> <p>Begins to understand that written language (standard English) has conventions that don't apply in spoken language. Explains differences between fiction and non-fiction.</p> <p>Understands that books can be used to find things</p>	<p>Refers back to the text for evidence when explaining.</p> <p>Extracts information from tables and charts.</p> <p>Recognises some different forms of poetry.</p> <p>Retrieves information from text where there is competing (distracting) information.</p> <p>Uses contents pages and indexes to locate, retrieve and record information from non-fiction texts. Recognises different narrative genres. Notices the difference between 1st and 3rd person accounts. Identifies the conventions of different types of writing e.g. greetings in a letter/email, diary entries, numbers and headings in instructions.</p>	<p>Recognises the introduction, build-up, climax or conflict and resolution in narrative.</p> <p>Retrieves information from text where there is competing (distracting) Information.</p> <p>Identifies a wide range of poetic forms, e.g. cinquain, haiku, calligram, kenning. Identifies key words and phrases as evidence when making a point.</p> <p>Identifies the structure and features of a range of non-fiction, narrative and poetry texts.</p> <p>Analyses how structural and presentational features contribute to purpose in a range of texts.</p> <p>Identifies events that are presented in more detail and those that are skimmed over.</p> <p>Identifies underlying themes in a range of narrative texts e.g. courage over adversity, loss etc.</p>	<p>Comments on use of language using terminology including onomatopoeia, metaphor, personification.</p> <p>Notes how cohesion is achieved in different ways.</p> <p>Identifies how the author signals change in the narration, time and place and notes the effect that this has on them as the reader.</p> <p>Retrieves information, referring to more than one place in the text, and where there is competing (distracting) information.</p> <p>Identifies and compares underlying themes in a range of narrative texts e.g. can track words/phrases linked with the theme throughout a narrative and note how the author keeps reinforcing the theme throughout.</p> <p>Identifies how an author varies pace by using direct or reported speech at different</p>	<p>Retrieves information, referring to more than one place in the text, and where there is competing (distracting) information.</p> <p>Recognises how the author of non-fiction texts expresses, sequences and links points.</p> <p>Explains how poets create shades of meaning, justifying own views with reference to the text and to other sources of evidence e.g. wider reading.</p> <p>Considers when a story was first published, and discusses the audience that the author had in mind, when reading texts from our literary heritage.</p> <p>Identifies and analyses conventions across a range of non-fiction text types and forms looking at the differences in conventions within.</p>
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## Summarising

Listen to and talk about stories to build familiarity and understanding.

Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.

Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary

Identifies how non-fiction texts are sequenced.

Identifies the beginning, middle and end of stories and pattern in poetry.

Identifies the sequence of events e.g. answers questions such as 'Which event happened first? What happened before he fell over?

Summarises main ideas from a text.

Begins to identify themes across texts e.g. friendship, good and evil, bullying.

Explains and justifies an opinion on the resolution of an issue/whole narrative.

Summarises the main ideas of a non-fiction text.

Summarises main ideas from more than one text to support note taking.

Analyses information from tables and charts and can incorporate this information into a summary of the whole text.

Summarises competing views.

Analyses dialogue at certain points in a story and summarises its purpose e.g. to explain plot, show character and relationships, convey mood or create humour. Discusses main ideas from a text within a group and summarises the discussion.

## Inferring

<p>Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.</p>	<p>Identifies goals/motives of the main character on the basis of what they have said and done e.g. 'I think she wants her daddy to help her build a sandcastle.'</p> <p>Expresses preferences linked to own experiences e.g. 'I like going to the beach too'.</p> <p>Uses different voices for characters when reading dialogue aloud.</p> <p>Uses different voice pitch to indicate whether they are reading an exclamation or question.</p>	<p>Demonstrates empathy with characters looking at descriptions and actions. Identifies evidence of change as a result of events, for example in character behaviour. Recognises that different characters have different thoughts/feelings about, views on and responses to particular scenarios e.g. that the wolf would see the story of Red Riding Hood differently from the girl herself.</p> <p>Explains how the way a character speaks reflects their personality.</p> <p>Identifies common themes in traditional tales e.g. use of magic objects, good overcoming evil, a bad character learning a lesson and changing their behaviour.</p> <p>Evaluates simple persuasive devices e.g. says which posters in a shop or TV adverts would make them want to buy something, and why.</p> <p>With support, justifies their views about what they have read.</p>	<p>Suggests reasons for actions and events.</p> <p>Infers characters' feelings, motives, behaviour and relationships based on descriptions and their actions in the story.</p> <p>Identifies with characters and makes links with own experiences when making judgements about the characters' actions.</p> <p>Justifies their views about what they have read.</p> <p>Identifies how settings are used to create atmosphere e.g. what words/phrases in this description indicate that bad things might be about to happen in this place?</p> <p>Identifies evidence of relationship between characters based on dialogue and behaviour.</p> <p>Analyses the use of language to set scenes, build tension or create suspense.</p> <p>Explains how words/phrases in the</p>	<p>Identifies techniques used by the author to persuade the reader to feel sympathy or dislike. Justifies opinions of particular characters.</p> <p>Distinguishes between fact and opinion.</p> <p>Makes deductions about the motives and feelings that might lay behind characters' words.</p> <p>Summarises the way that the setting affects characters' appearance, actions and relationships e.g. 'The children in The Lion, The Witch and The Wardrobe are family and speak and act differently to the class mates in The Angel of Nitshill Road'</p> <p>Comments on the way key characters respond to a Problem.</p> <p>Makes deductions about characters' motives and feelings and explain whether their behaviour was predictable or unexpected.</p>	<p>Provides evidence of characters changing during a story and discusses possible reasons where reasons are not obviously stated in the text.</p> <p>Recognises that characters may have different perspectives in the story.</p> <p>Considers the time and place where a story is set and looks for evidence of how that affects characters' behaviour and/or plot development.</p> <p>Explores in-depth the meaning of particular multilayered (figurative) word/phrases, deciding what effect the author most probably intended on the reader and justifying this with further evidence from the text</p> <p>Summarises ideas across paragraphs, identifying key details that support the main ideas.</p>	<p>Draws reasoned conclusions from non-fiction texts which present differences of opinion. Analyses why and how scene changes are made and how they affect characters and events.</p> <p>Distinguishes between implicit and explicit points of view.</p> <p>Identifies and summarises underlying themes in a range of narrative texts noting where there are several themes competing in a text.</p> <p>Provides evidence to explain how themes emerge and conventions are applied in a range of fiction and non-fiction genres.</p> <p>Explains underlying themes across a range of poetry e.g. can form compilations of poems based on themes explaining choices for the grouping, and considering the order of the poems in the compilation.</p> <p>Explains the intent of the author e.g. explains how</p>
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				<p>description are linked to create suspense.</p> <p>Explains how words/phrases in the description are linked to create an overall and consistent impression on the reader, for example, 'what other words/phrases.</p>	<p>Explores alternative outcomes to an issue.</p> <p>Analyses dialogue, making judgements about the extent to which characters reveal their true feelings or motives.</p> <p>Evaluates texts for their appeal for the intended audience.</p>	<p>Identifies conventions across a range of non-fiction text types and forms e.g. first person in autobiographies and can identify where a common convention has been broken/breached/ignored !</p> <p>Offer reasons for why the author may have chosen to do this.</p> <p>Analyses characters' appearance, actions and relationships and makes deductions about differences in patterns of relationships and attitudes.</p> <p>Identifies examples of dialogue that show different degrees of formality and considers what this implies about the relationships and context.</p> <p>Shows understanding through emphasis, intonation and volume when performing.</p>	<p>the author has tried to manipulate the emotions/bias of the reader.</p> <p>Identifies stock characters in particular genres and looks for evidence of characters that challenge stereotypes and surprise the reader e.g. in parody.</p>
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Predicting		Predicts events and endings.	<p>Predicts with increasing accuracy during reading and then adapts prediction in the light of new information.</p> <p>Predicts some key events of a story based on the settings described in the story opening.</p>	Predicts what might happen from details stated and can indicate the strength/likelihood of their prediction being correct.	Predicts on the basis of mood or atmosphere how a character will behave in a particular setting.	Identifies whether changes in characters met or challenged the reader's expectations.	
Analysing				<p>Analyses and compares plot structure.</p> <p>Recognises the move from general to specific detail.</p>	<p>Analyses how the structure of non-fiction relates to its purpose e.g. how the points in a persuasive speech lead you to the author's viewpoint.</p> <p>Analyses how poetry is structured and its effect on the reader.</p> <p>Exemplifies the move between generalisations and specific information.</p>	<p>Analyses the structure of more complex non-linear narratives (print and electronic texts that require choices to be made by the reader, creating multiple plots) e.g. experimenting with the different paths that the reader can take through the text.</p> <p>Analyses paragraph structures in similar texts noting and commenting on similarities and differences.</p>	<p>Justifies personal response to narratives with suitable expansion e.g. whether it was believable, whether dilemmas were resolved satisfactorily.</p> <p>Identifies how authors use a range of narrative structures e.g. stories within stories, flashbacks and can demonstrate understanding by re-telling/writing the narrative using a different structure.</p>
Authorial Intent				<p>Evaluates effectiveness of texts in terms of function, form and language features.</p> <p>Identifies how language structure and presentation (font size, bold, calligrams) contribute to meaning.</p>	<p>Understands how authors use a variety of sentence constructions e.g. relative clauses to add detail.</p> <p>Explains the decisions that the author has made in setting up problems for the characters and choosing how to resolve them.</p>	Recognises the style of different authors and recognises their intended audience.	Justifies agreement or disagreement with narrator's point of view when evaluating a text.

<b>Comparing</b>				Comments on the effect of scene changes e.g. moving from a safe to a dangerous place to build tension.	Comments on differences between what characters say and what they do.	Identifies balanced or biased viewpoints and discuss texts which explore more than one perspective on an issue.  Checks whether viewpoint changes in the story.	Explains how a personal response has altered at various points across a text as the narrative viewpoint changes e.g. 'I didn't like this character at the beginning because .... but now I understand why .....
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