

School aims	Links to other subjects / curriculum areas:
<p><b>Our children are driven to engage with a variety of different texts and genres from Reception through to Year 6. They use their problem-solving skills from early on in their Literacy learning to decode and later deduce themes from the books they are exposed to. Children at St John’s follow the EYFS 2021 Framework and National Curriculum. At St John’s Highbury Vale, we are determined that every child should learn to read and develop a love of reading. Our focus is developing pupils’ fluency so that they have a better understanding of the texts they read. Pupils learn to read and then read to learn. Reading is the key to learning, and as such, is developed and promoted across the wider curriculum.</b></p> <p>In Early Years and Key Stage 1, we teach children phonics using the Read, Write, Inc. scheme. This involves pupils in Reception, Year 1 and Year 2 having daily phonics lessons. These sessions are supported by ongoing reading opportunities throughout the school day through the Power of Reading books used to support our English Curriculum and relevant themed books. In Years 1 and 2, pupils are taught reading daily in guided reading groups through Read Write Inc. Phonics books. Book band books are then sent home to encourage reading through repetition and sight words.</p> <p>In Key Stage 2, pupils have a daily whole class reading sessions with explicit teaching of reading skills. Within English lessons, these skills are further developed through use of the Power of Reading books. Other opportunities for reading, including 1:1 reading, guided groups, reading challenges and phonics are planned for as necessary.</p> <p>Reading for pleasure is promoted throughout the school. Teachers regularly share books with the pupils for their enjoyment and pupils are encouraged to choose books from the class book corners. We take part in the Islington Road Map reading initiative in KS2 to further drive a love of reading and reading a range of genres for pleasure. We also use Islington Library Service resources to resource the wider curriculum in school. We enjoy celebrating reading in many different ways, including participating in activities for World Book Day and the Book Fair.</p>	<p><b>Reading and Writing are fundamental to all areas of learning, as it unlocks access to the wider curriculum. Writing in other subjects provides a valuable opportunity for pupils to apply their writing skills and write for a wide range of audiences and purposes.</b></p>

National Curriculum	Links to learning in EYFS
<p>The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment. The national curriculum for English aims to ensure that all pupils:</p> <ul style="list-style-type: none"> <li>• <b>read easily, fluently and with good understanding</b></li> <li>• <b>develop the habit of reading widely and often, for both pleasure and information</b></li> <li>• <b>acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language</b></li> <li>• <b>appreciate our rich and varied literary heritage</b></li> <li>• write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences</li> <li>• use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas</li> <li>• are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.</li> </ul>	<p><b>Reading Skills are developed through every Area of Learning and Development in EYFS, but particularly through Communication and Language and Literacy.</b></p> <p>Children listen to and develop vocabulary and understanding through play and activities with adults. They listen to stories, anticipating the events and joining in with repeated phrases. They learn to experiment with sounds, such as identifying initial sounds and playing rhyming games. Books are a familiar part of the EYFS environment – pupils learn how to handle books and are keen to share them with adults. In Reception, pupils develop their phonic knowledge, blending sounds to decode simple words and begin to read sentences. They enjoy an increasing range of books and participate in discussions of their reading habits</p>

# Reading

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Decoding</b>	<p>Apply phonic knowledge to decode words: Speedily read all 40+ letters/groups for 40+ phonemes. Read accurately by blending taught GPC. Read common exception words Read common suffixes (-s, -es, -ing, -ed, etc.). Read multi-syllable words containing taught GPCs. Read contractions and understanding use of apostrophe. Read aloud phonically decodable texts.</p>	<p>Secure phonic decoding so that reading becomes fluent: Read accurately by blending, including alternative sounds for graphemes. Read multi-syllable words containing all common graphemes. Read common suffixes. Read exception words, noting unusual correspondences. Read most words quickly and accurately without overt sounding and blending.</p>	<p>Read books written at an age-appropriate interest level accurately and at a speed that is sufficient for understanding what they read rather than on decoding individual words. Identify root words, prefixes and suffixes in words. Apply growing knowledge of root words, prefixes and suffixes when reading aloud and to understand the meaning of new words. Test out different pronunciations of graphemes to</p>	<p>Continue to read books written at an age appropriate interest level accurately and at a speed that is sufficient for understanding what they read rather than on decoding individual words. Begin to apply growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words they meet. Read further</p>	<p>Read aloud a wider range of poetry and books written at an age appropriate interest level with accuracy and at a reasonable speaking pace. Read most words effortlessly and to work out how to pronounce unfamiliar written words with increasing automaticity. Apply growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read</p>	<p>Read aloud a wider range of poetry and books written at an age-appropriate interest level with accuracy and at a reasonable speaking pace. Confidently read most words effortlessly and to work out how to pronounce unfamiliar written words with increasing automaticity. Confidently apply growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read</p>

			<p>match what they decode to words they may have already heard but may not have seen in print. Read further exception words, noting the unusual correspondences between spelling and sound.</p>	<p>exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word</p>	<p>aloud and to understand the meaning of new words they meet.</p>	<p>aloud and to understand the meaning of new words they meet.</p>
<p><b>Range of Reading</b></p>	<p>Listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently.</p>	<p>Listen to, discuss and express views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently.</p>	<p>Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. Read books that are structured in different ways. Read for a range of purposes.</p>	<p>Listen to and confidently discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. Read a wide range of books that are structured in different ways. Read for a wide range of purposes.</p>	<p>Read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. Explore books that are structured in different ways and read for a range of purposes. Make comparisons within and across books.</p>	<p>Confidently read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. Independently read books that are structured in different ways and read for a range of purposes. Make detailed comparisons within and across books.</p>

<p><b>Familiarity with texts</b></p>	<p>Retell familiar key stories, fairy stories and traditional tales, and discuss their particular characteristics. Recognise and join in with predictable phrases.</p>	<p>Retell and discuss a wider range of stories, fairy stories and traditional tales. Recognise simple recurring literary language in stories and poetry.</p>	<p>Read a wide range of books, including fairy stories, myths and legends, retelling some of these orally. Begin to identify themes and conventions in a wide range of books.</p>	<p>Continue to read a wide range of books, including fairy stories, myths and legends, retelling some of these orally. Identify themes and conventions in a wide range of books.</p>	<p>Read a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions</p>	<p>Continue to read a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions.</p>
<p><b>Poetry and Performance</b></p>	<p>Listen to and talk about rhymes and poems. Recite some rhymes and poems by heart.</p>	<p>Recite and read a range of poems with appropriate intonation to make the meaning clear.</p>	<p>Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action. Recognise some different forms of poetry.</p>	<p>Confidently prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action. Recognise and discuss some different forms of poetry</p>	<p>Learn a wider range of poetry by heart. Prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.</p>	<p>Continue to learn a wider range of poetry by heart. Confidently prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.</p>

<b>Words</b>	<b>Draw upon knowledge of vocabulary in order to understand the text.</b>		<b>Find and explain the meaning of words in context.</b>			
	Discuss word meanings. Make links between new word meanings and those already known	Discuss and clarify the meanings of words. Link new meanings to known vocabulary. Discuss their favourite words and phrases	Use dictionaries to check the meaning of words that they have read.	Independently use dictionaries to check the meaning of words that they have read.		
			Begin to discuss words and phrases that capture the reader's interest and imagination. Begin to identify how language, structure, and presentation contribute to meaning.	Discuss words and phrases that capture the reader's interest and imagination. Identifying how language, structure, and presentation contribute to meaning.	Explain how language, structure, and presentation contribute to meaning. Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.	Confidently explain how language, structure, and presentation contribute to meaning. Explain and evaluate how authors use language, including figurative language, considering the impact on the reader.
<b>Retrieve</b>	<b>Identify and explain the key features of fiction and non-fiction texts.</b>		<b>Retrieve and record information and identify key details from fiction and non-fiction</b>			
	Identify characters, events, titles and information.	Confidently identify characters, events, titles and information.	Retrieve and record information from non-fiction.	Independently retrieve and record information from non-fiction.	Distinguish between statements of fact and opinion.	Independently distinguish between statements of fact and

		Explore non-fiction books that are structured in different ways.			Retrieve, record and present information from nonfiction sources.	opinion. Independently retrieve, record and present information from nonfiction sources.
<b>Sequence and Summarise</b>	<b>Sequence the key events in the story.</b>		<b>Summarise the main ideas from more than one paragraph.</b>			
	Sequence the key events in story.	Discuss the sequence of events in books and how items of information are related.	Identify main ideas drawn from more than one paragraph and summarise these.	Confidently identify main ideas drawn from more than one paragraph and summarise these.	Summarise the main ideas drawn from more than one paragraph, identifying key details to support the main ideas.	Confidently summarise the main ideas drawn from more than one paragraph, identifying key details to support the main ideas.
<b>Infer</b>	<b>Make inferences from the text.</b>		<b>Make and justify inferences using evidence from the text.</b>			
	Discuss the significance of the title and events. Make basic inferences on the basis of what is being said and done.	Make inferences on the basis of what is being said and done. Answer and ask questions about the text.	Begin to make inferences such as characters' feelings, thoughts and motives from their actions. Justify inferences with evidence.	Make inferences such as characters' feelings, thoughts and motives from their actions. Confidently justify inferences with evidence	Confidently make inferences such as characters' feelings, thoughts and motives from their actions. Justify inferences by drawing together several pieces of evidence from the text.	Confidently make inferences such as characters' feelings, thoughts and motives from their actions, explaining their reasoning. Independently justify inferences by drawing together several pieces of evidence from the text.

<b>Prediction</b>	<b>Predict what you think will happen based on the information that you have been given.</b>		<b>Predict what might happen from the details given and implied.</b>			
	Begin to predict what might happen on the basis of what has been read so far.	Predict what might happen on the basis of what has been read so far.	Predict what might happen from details stated and implied in the text.	Confidently predict what might happen from details stated and implied in the text.	Predict what might happen from details stated and implied in the text, using evidence to support the prediction	Independently predict what might happen from details stated and implied in the text, using evidence to support the prediction.
<b>Explain</b>	<b>Explain your preferences, thoughts and opinions about the text.</b>		<b>Explain how content is related and contributes to the meaning as a whole. Explain how meaning is enhanced through choice of language. Explain the themes and patterns that develop across the text. Explain how information contributes to the overall experience.</b>			
	Draw on own knowledge or on background information and vocabulary provided by the teacher. Check that the text makes sense to them as they read. Self-correct inaccurate reading. Make links between what they read or hear read to their own experiences.	Draw on what they already know or on background information and vocabulary provided by the teacher. Check that the text makes sense to them as they read and correct inaccurate reading.	Check that the text makes sense to them, beginning to discuss their understanding and explain the meaning of words in context. Begin to ask questions to improve their understanding of a text.	Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context. Ask questions to improve their understanding of a text.	Check that the text makes sense to them, confidently discussing their understanding and explaining the meaning of words in context. Ask a range of questions to improve their understanding of a text. Identify and discuss themes and conventions in and across a	Independently check that the text makes sense to them, explaining their understanding and the meaning of words in context. Confidently ask a range of questions to improve their understanding of a text. Identify and discuss themes and conventions in and across a wide range of

					wide range of writing.	writing, explaining the links they have made.
	Participate in discussion about what is read to them, taking turns and listening to what others say. Explain clearly their understanding of what is read to them.	Participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.	Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.	Confidently participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.	Recommending books that they have read to their peers, giving reasons for their choices. Participate in discussions about books, building on their own and others' ideas and challenging views courteously. Begin to explain and discuss their understanding of what they have read, including through formal presentations and debates. Provide reasoned justifications for their views.	Recommending books that they have read to their peers, giving detailed reasons for their choices. Confidently participate in discussions about books, building on their own and others' ideas and challenging views courteously. Explain and discuss their understanding of what they have read, including through formal presentations and debates. Provide reasoned and detailed justifications for their views.