



Year 1

Pupils should be taught to:

Develop pleasure in reading, motivation to read, vocabulary and understanding by:

- listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently
- being encouraged to link what they read or hear read to their own experiences
- becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics
- recognising and joining in with predictable phrases
- learning to appreciate rhymes and poems, and to recite some by heart
- discussing word meanings, linking new meanings to those already known

Understand both the books they can already read accurately and fluently and those they listen to by:

- drawing on what they already know or on background information and vocabulary provided by the teacher
- checking that the text makes sense to them as they read and correcting inaccurate reading
- discussing the significance of the title and events
- making inferences on the basis of what is being said and done
- predicting what might happen on the basis of what has been read so far
- 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.

Lesson Examples:

Read The Gingerbread Man story and recite by heart, acting it out in masks in the woods, joining in with predictable phrases.

Listening to stories around the firepit, making predictions based on what has been read so far.

Reading non-fiction fact sheets based on sea creatures as a class from our trip to Chessington Sea Life/ Animals in school ground including: pigs, frogs, chicks.

In Guided Reading sessions discuss significance of the title and events, make inferences on the basis of what is being said and some, participate in discussion about what is read to them, taking turns and listening to what others say.

Read The Gruffalo as a class and focus on the poetry. Learning to appreciate rhymes and poems, and to recite some by heart. Children to retell the story with masks.

Using Microsoft Forms children to make inferences on the basis of what is being said and done so far based on the Tiger Who Came to Tea.

Evidence:

(Twitter links)

<https://twitter.com/danesfieldy1/status/1375376896410681350?s=21>

<https://twitter.com/danesfieldy1/status/1327253277877080067?s=21>

<https://twitter.com/danesfieldy1/status/1306295699101884418?s=21>

<https://twitter.com/danesfieldy1/status/1227636755500847105?s=21>

<https://twitter.com/danesfieldy1/status/1394339811541098497?s=21>

Year 2

Pupils should be taught to:

Develop pleasure in reading, motivation to read, vocabulary and understanding by:

- listening to, discussing and expressing 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
- discussing the sequence of events in books and how items of information are related
- becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales
- being introduced to non-fiction books that are structured in different ways
- recognising simple recurring literary language in stories and poetry
- discussing and clarifying the meanings of words, linking new meanings to known vocabulary
- discussing their favourite words and phrases
- continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear

Understand both the books that they can already read accurately and fluently and those that they listen to by:

- drawing on what they already know or on background information and vocabulary provided by the teacher
- checking that the text makes sense to them as they read and correcting inaccurate reading
- making inferences on the basis of what is being said and done
- answering and asking questions

- predicting what might happen on the basis of what has been read so far
- 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.

Lesson examples:

- Listening to stories around the firepit and discussing the meaning of new words and phrases.
- Recite the story of Goldilocks, focusing on recurring language.
- Identifying language for effect (rhyme, alliteration, onomatopoeia) in George's Marvellous Medicine.
- In Guided reading sessions make inferences on the basis of what is being said and done, and predict what might happen on the basis of what has been read so far.
- Ask and answer questions through hot-seating characters in The Magic Faraway Tree and George's Marvellous Medicine.
- Retrieving information from non-fiction sources about African animals to create a fact sheet.

Evidence: (Twitter links)

This is Where The Wild Things Are!:

<https://twitter.com/DanesfieldY2/status/1369338943192375297?s=20>

Re-telling Little Red Riding Hood:

<https://twitter.com/DanesfieldY2/status/1348678290320596993?s=20>

Listening to stories around the firepit:

<https://twitter.com/DanesfieldY2/status/1329153274092679173?s=20>

Discussing and clarifying the meanings of words:

<https://twitter.com/DanesfieldY2/status/1305917184527532032?s=20>

Sharing books:

<https://twitter.com/DanesfieldY2/status/1235505679785312258?s=20>

Lower Key Stage 2

Pupils should be taught to:

Develop positive attitudes to reading and understanding of what they read by:

- listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- reading books that are structured in different ways and reading for a range of purposes
- using dictionaries to check the meaning of words that they have read
- increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally
- identifying themes and conventions in a wide range of books

- preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action
- discussing words and phrases that capture the reader's interest and imagination
- recognising some different forms of poetry [for example, free verse, narrative poetry]

Understand what they read, in books they can read independently, by:

- checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context
- asking questions to improve their understanding of a text
- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- predicting what might happen from details stated and implied
- identifying main ideas drawn from more than one paragraph and summarising these
- identifying how language, structure, and presentation contribute to meaning
- retrieve and record information from non-fiction
- 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

Lesson examples Year 3:

- Inferring character's feelings – writing emails from one character to another from Tom's Sausage Lion – Writing a letter as Stan in Shiversands Cove.
- Sending letters based on 'Letters to Pluto' about how the characters were feeling at each point in the story.
- increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally – Peter Chand lesson, retelling parts of Rama and Sita in our Indian topic.
- identifying main ideas drawn from more than one paragraph and summarising these – Writing a summary of Lakshmi and the clever washer woman
- retrieve and record information from non-fiction - Research lesson with carousel stations on the stone age
- preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action – Poet visit. Boudicca's rebellion. Stone Age boy lesson
- reading books that are structured in different ways and reading for a range of purposes – Letters to Pluto
- asking questions to improve their understanding of a text – Hot seating questions for Li and the King of the Fishes.

Evidence: (Twitter links)

- Discussing words and phrases that capture the reader's interest and imagination - <https://twitter.com/DanesfieldY3/status/1308416150301220868> (tortoise language)
- retelling parts of Rama and Sita in our Indian topic in creative ways Flipgrid <https://twitter.com/DanesfieldY3/status/1351227612513894401>
- Retrieve and record information from non-fiction - <https://twitter.com/DanesfieldY3/status/1319232251264176132>
- recognising some different forms of poetry [for example, free verse, narrative poetry] [Danesfield Year 3 on Twitter: "This half term year 3 are reading and performing exploring different kinds of poetry - rhyming, haiku, free verse and more! We are loving showing our creativity by writing our own too @DanesfieldSchl https://t.co/K2YkEAv5SW" / Twitter](https://t.co/K2YkEAv5SW)
- Reading for enjoyment - [Danesfield Year 3 on Twitter: "We are loving our weekly story time around the fire pit, reading 'Danny the Champion of the](https://t.co/K2YkEAv5SW)

[World.' All we're missing are some marshmallows](https://t.co/BbQ0VjPbWF) @ <https://t.co/BbQ0VjPbWF> / Twitter

Lesson examples Year 4:

- Hot- seating characters from James and the Giant Peach to improve oracy and skill at asking questions
- Designing a front cover for a book before reading it in Guided Reading, using the clues from the jacket cover copy and their prediction skills
- Identifying of figurative language (metaphor, personification, onomatopoeia) in class reader "The Iron Man"
- Using music videos and picture hunt as stimulus for inference skills in comprehension
- Using Forms on Microsoft for interactive reading comprehension quizzes, including a video stimulus for one unit of work with comprehension work
- Nurturing the child as a reader and reading for pleasure – through book quizzes, parent-reading videos, "desert island books" activities, re-enacting famous book cover competitions

Evidence: (Twitter links)

World Book Day book cover competition:

<https://twitter.com/DanesfieldY4/status/1374085205355532301?s=20>

<https://twitter.com/DanesfieldY4/status/1367493709990924295?s=20>

Using FlipGrid to record our own poems:

<https://twitter.com/DanesfieldY4/status/1360198236045213697?s=20>

Performance poetry using musical instruments:

<https://twitter.com/DanesfieldY4/status/1333765871257460743?s=20>

After finishing reading 'Charlie and the Chocolate Factory' we discussed the book by the firepit:

<https://twitter.com/DanesfieldY4/status/1328624454637924353?s=20>

Story reading around the firepit:

<https://twitter.com/DanesfieldY4/status/1326254386595704833?s=20>

Using Flipgrid to record 'The Centipede Song' from James and the Giant Peach:

<https://twitter.com/DanesfieldY4/status/1390671804780404740?s=20>

Upper Key Stage 2

Pupils should be taught to:

Maintain positive attitudes to reading and understanding of what they read by:

- continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- reading books that are structured in different ways and reading for a range of purposes
- increasing their familiarity with 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
- recommending books that they have read to their peers, giving reasons for their choices
- identifying and discussing themes and conventions in and across a wide range of writing
- making comparisons within and across books
- learning a wider range of poetry by heart
- preparing 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

understand what they read by:

- checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
- asking questions to improve their understanding
- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- predicting what might happen from details stated and implied
- summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas
- identifying how language, structure and presentation contribute to meaning
- discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
- distinguish between statements of fact and opinion
- retrieve, record and present information from non-fiction
- participate in discussions about books that are read to them and those they can read for themselves, 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, maintaining a focus on the topic and using notes where necessary
- provide reasoned justifications for their views.

Lesson examples Year 5:

- Prepare poems and plays to read aloud and to perform: The Jabberwocky poetry performance and performed The Mad Tea Party as a play, linked w/our text Alice in Wonderland.
- Treasure hunt for objects/clues for The Highwayman e.g. pistol, hat – chdn had to make predictions and justify their inferences.
- Recorded verses of The Highwayman as a performance using Flipgrid. Gave feedback to each other and evaluated their performances.
- Distinguished between fact and opinion in a history lesson about Cleopatra in Ancient Egypt
- Asked questions to improve their understanding of Queen Victoria and her life – filmed on Flipgrid

Evidence: (Twitter links)

<https://twitter.com/DanesfieldY5/status/1369297748399362054?s=20>

<https://twitter.com/DanesfieldY5/status/1367539501309059075?s=20>

<https://twitter.com/DanesfieldY5/status/1354526310459183105?s=20>

<https://twitter.com/DanesfieldY5/status/1318585166839926785?s=20>

<https://twitter.com/DanesfieldY5/status/1315720556206063623?s=20>

<https://twitter.com/HenleyLitFest/status/1310554275463008258?s=20>

<https://twitter.com/DanesfieldY5/status/1309482062215294976?s=20>

Lesson examples Year 6:

- Collaborative poetry performance during our home learning.
- The children vlogged a diary entry using a mix of formal and informal registers.
- Guided reading session x5 daily throughout year.
- Using a photo to develop inference skills.
- Class debates to justify their viewpoints 'Is violence ever justified?' – Linked to South Africa Apartheid
- Fire pit reading weekly.

Evidence: (Twitter links)

<https://twitter.com/danesfieldy6/status/1367480016565583874?s=21> (World Book Day dress up)

<https://twitter.com/danesfieldy6/status/1346814128128741377?s=21> (Guided reading examples)

<https://twitter.com/danesfieldy6/status/1326263250204446721?s=21> (Fire pit reading)

<https://twitter.com/danesfieldy6/status/1391774402216333321?s=21> (Yr 6 Reading Challenge)

