



## ENGLISH



We provide a high quality English education at Roman Road Primary School and teach pupils to speak, read and write fluently so that they can communicate their ideas and emotions to others and through their reading and listening, others can communicate with them. All the skills of language are essential to participating fully as a member of society. We ensure that pupils learn to speak, read and write fluently and confidently so they are free to pursue their future aspirations.

The National Curriculum for English aims to ensure that all pupils:

- Read easily, fluently and with good understanding
- Develop the habit of reading widely and often, for both pleasure and information
- Acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- Appreciate our rich and varied literary heritage
- Write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- Use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- Are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate

## Reading Curriculum – Long Term Planning

At Roman Road, we believe that 'Reading...feeds pupils' imagination and opens up a treasure-house of wonder and joy for curious young minds' (National Curriculum 2014). Our long term reading curriculum consists of two dimensions:



- **Word reading** (to include discrete, focussed and robust phonics teaching) – Assessment Focus 1  
(see Read Write Inc. Phonics Progression Grid)
- **Comprehension** (both listening and reading) – Assessment Focusses 2 – 7  
(see Comprehension Progression Grid)



Skilled **word reading** involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words.

Good **comprehension** draws from linguistic knowledge (in particular of vocabulary and grammar) and on knowledge of the world. At Roman Road, children's comprehension skills develop through pupils' experience of high quality discussion with reading teachers as well as reading a range of stories, poems and non-fiction texts. Our children are also encouraged to develop an appreciation and love of reading through our many projects, themed weeks and the wider creative curriculum.

### Some of the exciting activities we have done and continue to do include:

Adopting our very own author, Simon Bartram & meeting other authors through 'Seven Stories' & 'Gem Arts' 'Read and Relax' sessions from Year 3 for children after lunch to enter their classroom and spend some quiet time reading and regular story times in Early Years and Infants.

Book Backpacks (sent home with someone in each class each week complete with hot chocolate & a book to share)

Exciting Class Libraries & Reading Areas both inside and outside

Book 'cases' on the yard – books on the yard for the children to read at playtimes

Annual themed Book Fair & Brilliant Book Week

Fab Favourites (favourite authors and books in each class)

Creative Curriculum themes built around book 'hooks'

Teachers reading and discussing a wide range of quality poetry, non-fiction and fiction. Such literature is at a level beyond that at which the children can read independently.



**\*\*We are also in the process of implementing 'Accelerated Reader' to complement our 'Read and Relax' Sessions as well as launching our 'Get Leam Lane Reading' Project on Facebook, where children find hidden books, take them home to read, then re-hide.**

Reading enables pupils both to acquire knowledge and to build on what they already know. It increases pupils' vocabulary as they encounter words they would rarely hear or use in everyday speech. Children in our school are taught to 'learn to read so that they can read to learn'. If a child cannot read fluently and with confidence, they are unable to access the wider curriculum.

Through reading and being exposed to a wide range of literature, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually.

**Please find below our year on year word reading and comprehension progression grids:**

# COMPREHENSION PROGRESSION GRID Whole School Overview

	Assessment Focus 1: Word Reading	Assessment Focus 2: Identifying & Retrieving Information	Assessment Focus 3: Deducing, Inferring and Predicting	Assessment Focus 4: Structure & Organisation of Texts	Assessment Focus 5: Writers' Use of Language	Assessment Focus 6: Purpose & Viewpoint	Assessment Focus 7: Social, Cultural & Historical Element
<b>EYFS</b> *Also see separate Read Write Inc. Phonics Grid	<ul style="list-style-type: none"> <li>*Read most common words in a text e.g. HFW and green words in RWInc</li> <li>*Read most familiar common exception words</li> <li>*Can segment the sounds in simple words and blend them together and knows which letters represent some of them in reading short words</li> <li>*Hears and says the initial sound in words</li> <li>*Starts to link sounds to letters, naming and sounding the letters of the alphabet</li> <li>*Begins to recognise some written names of significant people in their life (e.g. Marn)</li> <li>*Begins to link sounds to some frequently used digraphs and say the sounds for them</li> <li>*Begins to use knowledge of language structure, subject knowledge and illustrations to interpret the text</li> </ul>	<ul style="list-style-type: none"> <li>*Begin to show an understanding of how information can be found in non-fiction texts to answer questions about where, who, why and how.</li> <li>*Re-tell narratives in the correct sequence, drawing on language patterns of stories</li> <li>*Demonstrate understanding when talking with others about what they have read.</li> <li>*Includes everyday literacy artefacts in play, describes settings &amp; characters with increasing detail. Re-enacts and reinvents stories; Able to recall information</li> <li>*Know information can be retrieved from books, computers and mobile digital devices</li> </ul>	<ul style="list-style-type: none"> <li>*Begin to show an understanding of the elements of stories, such as 'main character', 'sequence of events' and 'openings'</li> </ul>	<ul style="list-style-type: none"> <li>*Know that print carries meaning.</li> <li>*Know that, in English, print is read from left to right.</li> <li>*Holds book correctly</li> <li>*Shows interest in illustrations and print.</li> </ul>			
<b>Year 1</b> *Also see separate Read Write Inc. Phonics Grid	<ul style="list-style-type: none"> <li>*Read most common words in a text e.g. HFW and green words in RWInc</li> <li>*Read most familiar common exception words, noting unusual correspondences between spelling and sound and where these occur in the word (with support)</li> <li>*Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes including, where applicable, alternative sounds for graphemes (using RWInc)</li> <li>*Independently read and identify constituent parts of one or more syllable words that contain taught GPCs e.g. 'pocket', 'sunset'</li> <li>*Mostly read words containing taught GPCs and -s, -ing, -ed, -es, -er and -est</li> <li>*Read words with contractions and understand that the apostrophe represents the omitted letter.</li> <li>*Begin to apply phonic knowledge and skills as the route to decode unfamiliar words containing taught GPCs until automatic decoding has become embedded and reading is fluent.</li> <li>*Read books consistent with phonic level aloud.</li> </ul>	<ul style="list-style-type: none"> <li>*Become familiar with a wide range of key stories, fairy stories and traditional tales.</li> <li>*Re-tell some stories independently</li> <li>*Re-cite some rhymes and poems by heart.</li> <li>*Find specific information in simple texts and recall simple details.</li> <li>*Begin to correct their own in accurate reading</li> </ul>	<ul style="list-style-type: none"> <li>*Discuss the significance of the title and give simple reasons for their choice.</li> <li>*Make predictions about what might happen in unfamiliar texts on the basis of what has been read so far.</li> <li>*Make inferences on the basis of what is being said and done in a text.</li> <li>*Link what is read to their own experiences</li> </ul>	<ul style="list-style-type: none"> <li>*Identify and compare the features of non-fiction and fiction texts.</li> <li>*Understands and uses language referring to rules of print e.g. cover, page, word, letter, beginning, end</li> </ul>	<ul style="list-style-type: none"> <li>*Recognise and join in with predictable phrases during reading.</li> <li>*Makes simple comments on how the author has created a sense of surprise or suspense.</li> <li>*Discuss word meanings, linking new meanings to those already known.</li> </ul>	<ul style="list-style-type: none"> <li>*Make simple statements that express views about characters and story plots and give reasons for views.</li> </ul>	<ul style="list-style-type: none"> <li>*Identify and comment on features of traditional stories with increasing confidence <i>e.g. common themes linking traditional stories such as typical settings, typical character roles, common plot or storylines</i></li> <li>*Comment on events, characters and ideas and link these to their own experiences.</li> </ul>

		<b>Assessment Focus 1: Word Reading</b>	<b>Assessment Focus 2: Identifying &amp; Retrieving Information</b>	<b>Assessment Focus 3: Deducing, Inferring and Predicting</b>	<b>Assessment Focus 4: Structure &amp; Organisation of Texts</b>	<b>Assessment Focus 5: Writers' Use of Language</b>	<b>Assessment Focus 6: Purpose &amp; Viewpoint</b>	<b>Assessment Focus 7: Social, Cultural &amp; Historical Element</b>
<b>Year 2</b> *When pupils can read words comprising of Year 2 GPS accurately and speedily, they will move onto the Years 3 and 4 POS for word reading.  *Continue to build a repertoire of poems learnt by heart, recited with intonation to make meaning clear.  *Understand instruction verbs which they may meet during examinations		*Read words frequently encountered quickly and accurately without overt sounding and blending (90 words per minute) *Read accurately by blending the sounds in words that contain known graphemes and especially recognising alternative sounds for graphemes. Use syllable boundaries. *Independently read most words of two or more syllables, using taught alternative grapheme *Read words containing common suffixes (-ment, -ness, -ful, -less, -ly) *Read most common exception words, noting unusual correspondences between spelling and sound and where these occur in the word. *Accurately read books aloud which are closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation (age and interest appropriate) *Apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent. <b>*Also see separate Read Write Inc. Phonics Grid</b>	*Become increasingly familiar with and re-tell a wider range of stories, fairy stories and traditional tales. *Discuss, with appropriate detail, the sequence of events in books and how items of information are related. *Answer and ask literal questions about unfamiliar texts with a greater degree of independence. *Check they understand what they have read makes sense and fits in with the context then correct inaccurate reading.	*Predict what might happen in unfamiliar texts on the basis of what has been read so far with reference to the text to support choices. *Make plausible inferences about characters and events using evidence from the text and begin to justify their opinion. *Draw on what they already know/background information & vocabulary to answer questions	*Begin to understand that non-fiction books are structured in different ways. *Use organisational features of a non-fiction text with some support. *Use knowledge of alphabetical order to find a given letter/word in a glossary or dictionary. *Recognise recurring literary language in stories and poems.	*Able to clarify the meaning of words by linking new meanings to known vocabulary *Give explanations of how vocabulary choice affects meaning <i>e.g. "Stand still" she said softly. "Stand still" she said angrily.</i> *Comment on how the author has used particular words and phrases to create effects such as atmosphere and humour with increasing independence.	*Express views about a wide range of poetry (including contemporary and classical), stories and non-fiction at a level beyond that at which they can read independently	*Explain how they know that books are set in different times and places making reference to the text
<b>Year 3</b> <b>FOCUS: COMPREHENSION RATHER THAN WORD READING</b>  *Read further exception words, noting the unusual correspondences between spelling and sound and where these occur in the word.  *Continue to build a repertoire of poems learnt by heart and recognise some forms of poetry.		*Read age appropriate texts accurately and at speed (rather than reading with overt sound blending) *Decode most new words outside of their spoken vocabulary and make a good approximation to the word's pronunciation *Begin to read silently *Apply knowledge of root words, prefixes and suffixes (as outlined in Spelling Curriculum) when reading to help understanding of new words. Use this knowledge to decode also. <b>*Also see separate Read Write Inc. Phonics Grid</b>	*Show an increasing familiarity with a wide range of fiction (fairy tales, myths & legends) and non-fiction/reference books, including play script and poetry and can re-tell/perform some of these orally showing understanding through intonation, tone, volume and action. *Use a dictionary to check the meaning of words they have read and explain the meaning of these words in context *Skim and scan (with some independence) in order to retrieve information from a text. *Check they understand what they have read makes sense and discuss understanding, explaining words in context.	*Ask questions to improve understanding of a text. *Begin to justify inferences made about a character's thoughts and feelings by making reference to and explaining both implicit and explicit information.	*Give reasons for how the organisational features support a text <i>e.g. titles, fonts, certain punctuation including exclamation mark and question mark</i>	*Comment on the choice of language used to create a particular mood and how it captures the reader's interest and imagination.	*Demonstrate a growing understanding of the features that writers use to provoke readers' reactions <i>e.g. 'show not tell' (how the writer <b>shows</b> rather than <b>tells</b> to help the reader <u>feel</u> how a character is reacting and <u>see</u> the emotion e.g. choice of names (Miss Honey/Miss Trunchbull, the effect of setting</i>	*Find and comment on similarities in themes and conventions e.g. <i>settings, plots and topic</i>

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<b>Year 4</b> <b>FOCUS: COMPREHENSION RATHER THAN WORD READING</b> *Continue to build a repertoire of poems learnt by heart and recognise some forms of poetry. *Prepare poems and play scripts to read aloud and perform, showing understanding through intonation, tone, volume and action.		*Able to test out different pronunciations when reading longer, unfamiliar words where there may be unusual correspondences between spelling and sounds *Read silently (usually) *Applies knowledge of root words, prefixes and suffixes to read aloud and understand the meaning of new words. <b>*Also see separate Read Write Inc. Grid</b>	*Demonstrate an increasing familiarity with a wide range of books including fairy tales, myths and legends and can tell some of these orally. *Justify views about texts read with increasing independence, making reference to the text to support ideas. *Retrieve and record information from non-fiction	*Predict what might happen from details stated and implied in a text. *Draw inferences such as inferring characters' feelings, thoughts and motives for their actions *Justify inferences with evidence.	*Give reasons for the use of presentational devices for a wider range of texts <i>e.g. The writer uses bullet points to summarise the main reasons.</i> *Identify main ideas drawn from more than one paragraph and summarise *Recognise themes in fiction	*Give a reasoned description of the effect of writer's language choices and how particular words and phrases capture the reader's interest and imagination. *Demonstrate understanding of new words and explain their meaning in context.	*Identify a number of features that writers use to provoke readers' reactions and will offer a personal response to this <i>e.g. The way a character is introduced (name), description and setting – and how this makes the reader feel about him/her from the outset.</i> (this could include language, structural and presentational features as these can contribute to meaning)	*Make connections between two or more texts and discuss similarities and conventions <i>e.g. settings, plots and topic</i>
<b>Year 5</b> <b>FOCUS: COMPREHENSION RATHER THAN WORD READING</b> *Continue to build a repertoire of poems learnt by heart and recognise some forms of poetry.  *Prepare poems and play scripts to read aloud and perform, showing understanding through intonation, tone, volume and action.  *Check they understand what they have read makes sense and discuss understanding, exploring word meanings in context  *Use a contents page and index to locate information in a reference book. <b>This skill is to be used across the wider curriculum</b>		*Read most words effortlessly and work out how to pronounce unfamiliar words with increasing automaticity *Begin to show greater independence determining both the meaning and pronunciation of unfamiliar words to improve understanding of a sentence or paragraph <i>e.g. focus on all letters in a word so similar words are not mis-read.</i> *Able to read silently and discuss what they have read. <b>*Also see separate Read Write Inc. Grid</b>	*Show an increasing familiarity with and read and discuss a wide range of books including non-fiction, reference, myths and legends and traditional stories, modern fiction, plays, poetry, fiction from our literary heritage and books from other cultures and traditions. *Identify the main idea from one or more paragraphs and summarise key information succinctly. *Independently explain and discuss their understanding of what they have read, through presentations and debates. *Ask questions to improve understanding *Retrieve and record information from non-fiction	*Deduce characters' thoughts, feelings and motives for their actions and explain the deduction process. *Draw inferences such as inferring characters' feelings, thoughts and motives for their actions *Justify inferences with evidence. *Predict what might happen from details stated and implied *Distinguish between fact and opinion	*Comment on structural features of different text types (both fiction and non-fiction) relating to purpose and audience <i>e.g. What is the purpose of the pictures on page 3? How is the layout appropriate for the particular audience this leaflet is aimed at?</i>	*Explain how grammatical choices are used to create a particular mood <i>e.g. Long sentences used for description and to create a calm atmosphere or short sentences used for impact or to create a sense of panic. Rapid questioning to portray panic.</i> *Understand that the meaning of a sentence is shaped by the punctuation, word order and conjunctions used. <i>e.g. "Laughing loudly, he turned and walked away" – the use of the fronted adverbial suggests a character mocking, whereas; "He turned and walked away, laughing loudly" takes the emphasis away from the character's attitude.</i> *Able to evaluate the use of vivid description and similes within narrative and comment on their effects. <i>e.g. Why "he shot forward like a bullet" is a good simile to choose. What would happen if the verb 'shot' was substituted with an alternative?</i>	*Recommend books to peers, giving developed reasons and making specific reference to the text to support their choices.	*Identify and compare/contrast key themes and characters within and across a range of more complex/challenging texts related to issues or themes <i>e.g. poverty, bullying, theft, family, cultural, historical, loss, heroism</i>



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<b>Year 6</b> <b>FOCUS:</b> <b>COMPREHENSION</b> <b>RATHER THAN</b> <b>WORD READING</b>							
<p>*Continue to build a repertoire of poems learnt by heart and recognise some forms of poetry.</p> <p>*Prepare poems and play scripts to read aloud and perform, showing understanding through intonation, tone, volume and action.</p> <p>*Check they understand what they have read makes sense and discuss understanding, exploring word meanings in context</p> <p>*Use a contents page and index to locate information in a reference book. <b>This skill is to be used across the wider curriculum</b></p>	<p>*Apply growing knowledge of root words, prefixes and suffixes (morphology and etymology) both to read aloud and to understand the meaning of new words met.</p> <p>*Prepare readings with appropriate intonation to show understanding and infer the meaning of unfamiliar words.</p> <p>*Determine both the meaning and pronunciation of unfamiliar words to improve understanding of a sentence or paragraph <i>e.g. focus on all letters in a word so similar words are not mis-read.</i></p> <p><b>*Also see separate Read Write Inc. Phonics Grid</b></p>	<p>*Independently summarise the main ideas drawn from more than one paragraph and identify key details and facts</p> <p>*Retrieve and record information from non-fiction</p>	<p>*With increasingly complex texts, draw inferences such as inferring characters' feelings, thoughts and motives for their actions</p> <p>*Justify inferences with evidence.</p> <p>*Using implied and multi-layered meanings, predict what might happen from details stated and implied.</p> <p>*Distinguish between fact and opinion</p> <p>*Explain and discuss understanding of what has been read, including through formal presentations and debates. Maintain a focus on the topic and use notes where necessary</p>	<p>*Apply what they know about text features <i>e.g. Why has the author set out instructions like this – could they have been written any other way?</i></p> <p>*Evaluate features and suggest alternatives using knowledge of purpose and audience.</p>	<p>*Identify imagery and figurative language</p> <p>*Evaluate how authors use structure and language, including figurative language, considering the impact on the reader <i>e.g. "The road was a ribbon of moonlight, over the purple moor". How does Noyes use words to create such a vivid picture? Could he have used another writing technique? Would it have been as effective?</i></p> <p>*Understand that the meaning of a sentence is shaped by the punctuation, word order and conjunctions used.</p> <p>*Understand instruction verbs which they may meet during examinations</p>	<p>*Participate in discussions about books read to them and those they can read themselves, building on their own and others ideas, challenging ideas courteously.</p> <p>*Provide reasoned justifications for viewpoint.</p>	<p>*Across a greater range of texts, is able to comment on the effect the context (time and setting) has on language choice <i>e.g. make comparisons between language in older texts with modern standard English (spelling, punctuation and vocabulary)</i></p> <p>*Compare characters, considering different accounts of the same event and discuss viewpoints (both of authors and fictional characters) within a text and across more than one text.</p>