

Intent								
Cayton School Vision	“To deliver the highest standards enabling all children and adults to grow, learn and work together where laughter, respect, trust and harmony are highly valued”							
Cayton School principles	Broad and Balanced, each subject has sufficient time to contribute effectively to learning	Sequential and Progressive	Engaging and Interesting	Ambitious and Progressive	Every child awarded the same offer	Prior Learning and Knowledge on Knowledge opportunities	Making Life-long Learners	Reading a priority – whole school reading culture
Why Cayton School Curriculum is unique	We have written our curriculum with a strong emphasis towards Local: Community, History, Geography, Culture and Faith	Our Curriculum has a rich knowledge base and strong skills development	A strong emphasis on vocabulary allows children to learn and apply words in a variety of contexts	Cultural Capital opportunities support children to accomplish the very best they can be	PSHE is a thread that runs throughout our Curriculum	We have written the Curriculum to support children to develop lively, enquiring and creative minds	We understand the importance of a healthy body, healthy mind which is prioritised throughout our Curriculum	
Intent	Our overriding belief at Cayton School is that our role as Educators is to ensure children are prepared for the future and have the skills to be life long, curious learners. We passionately believe that life skills as well as academic success is vitally important. Our curriculum is designed to ensure life-long learners who are kind, confident and successful. Our designing of our bespoke curriculum was underpinned by evidence and research in order to challenge thinking and encourage enquiry.							
Cayton Awards Culture	C - Courage	A - Achievement	Y – Your Actions	T - Tolerance	O – Our World	N - Nurturing		
Implementation								
Delivering the Curriculum	Centrist pedagogical approach	A strong emphasis on positive behaviour through Cayton Awards	A whole school approach to PSHE	Opportunities for collaborative and shared work	The importance of Reading is implemented throughout our Curriculum offer	Every class has a Cayton, Cultural, Capital, Citizenship and community Passport throughout school		
Evidence Based Research	Metacognition 'learning to learn' using scaffolding strategies EEF evidence		Language skills at the centre of Quality First Teaching Rose Report/ EEF	English Curriculum delivery has a strong emphasis on vocabulary and reading Reading spine Doug Lemov		The power of 'empowerment' Dr Raj Persaud/ Hertzog Performance=Skills x Motivation		
Pedagogy	Enquiry based learning – Enquiry based driver questions		Teacher centred	Holistic approach		Togetherness		Well-being
Processes and Procedures	A strong focus on assessment for learning throughout school		Training and empowerment of subject leaders to lead their subjects	Clear guidance and structure in teaching core subjects		Robust assessment of core and foundation subjects throughout school		Clear rules and routines set out to support all children
Implementation	Professional Development and Empowerment of staff supports pedagogical theories and research and equips all teachers to confidently deliver and implement the Curriculum. We implement clear structures and teaching sequences, which underpin the teaching of Reading, Writing and Mathematics. The whole curriculum is taught through 'Metacognitive' pedagogy which encourages children to 'learn to learn' and self-regulate, thus enabling them to question their learning.							
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Impact								
What 'success' looks like at Cayton School	Children develop self-confidence and self-esteem		High Quality Outcomes for all children based on their starting points	Strong feeling of Community		A rich and diverse school culture		Children prepared for life-long learning
Ambition	Children and adults are proud of themselves and proud to be part of the Cayton Community		Progress and attainment at each Key Stage shows outcomes as being above the 'National Average'	Children and adults are kind, courteous and confident		Adults are a positive role model in all that they do and say		Children are self -regulated in their learning and take responsibility for their actions
Evidence	Outcomes at each stage of learning	Pupil and staff voice	Impact of school development priorities	Stakeholder feedback		Formal and Informal assessments		A positive Cayton Awards Culture throughout school
Cayton Awards Culture	C - Courage	A - Achievement	Y – Your Actions	T - Tolerance	O – Our World	N - Nurturing		

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Reading Curriculum Mapping Cayton School 2024

Developing Readers at Cayton School

A reader at Cayton School will have...

- A love of reading for pleasure and information across a range of genres and the opportunity to hear extracts being read aloud each day with an emphasis on the importance of building up 'reading miles' for children
- The ability to discuss with peers a wealth of high-quality books and 'Lexile-appropriate' extracts from fiction, non-fiction, plays and poetry collections through Whole Class Reading
- A building knowledge of extracts which include 'non-linear', 'complexity of the narrator', 'resistant texts' and diversity in the Reading Spine and of immersive class texts which the teachers and children enjoy together with some opportunities to vote on texts
- The ability to read independently by first building on familiar stories and background knowledge, reciting some texts including poetry by heart
- The ability to read easily and fluently, reflecting this in writing, drama and debates to reflect a deeper understanding of texts
- A chance to develop culturally, emotionally, intellectually, socially and spiritually through reading experiences
- The opportunities to decode and build a wide vocabulary, reading words in context and discovering new meanings and connotations
- Building knowledge of etymology and morphology aided by Spellings Shed or dictionaries and thesauruses when discovering new words
- Opportunities to study and explain why the author has chosen a particular word or phrase in Whole Class Reading, building on this with summaries and sequencing of different extracts and studying the layout of way it is written
- Opportunities to read and recall high quality poetry including archaic poetry and poetry with figurative language, where children can discuss the meanings behind different extracts
- The ability to use point, evidence and explain in inference when focusing on a setting or character in WCR in more structured lessons where needed
- Opportunities for reading with children in different year groups as part of 'Reading Buddies', experiencing and enjoying reading with peers
- A growing development of retrieving and recording information from non-fiction texts
- Opportunities to predict what is going to happen in a text based on evidence and retrieve information through quick scanning activities
- An appreciation for our rich and varied literary heritage including archaic texts and texts reflecting our multicultural society
 - Opportunities to enjoy our Forest Library (woodland themed) where poetry, graphic novels, non-fiction and fiction books are shared together with peers and teachers



Intent- Implementation- Impact

Special Educational Needs and Disabilities (SEND) Inclusive Provision

At Cayton School, in EYFS and Key Stage 1, children who need additional support receive additional one-to-one or small group support and interventions. Whole school training and coaching is carried out to ensure consistency of approach to closing gaps in reading attainment. These interventions continues into KS2 to offer children who did not pass the phonics check further support as they continue their reading journey. To support these children, teachers also establish home-school reading links with parents and carers. Pupils also work in small group reading interventions to develop their comprehension skills further, which are adapted regularly based on assessment outcomes.

Children with special educational needs and/or disabilities (SEND) follow the Twinkl phonics scheme alongside their peers. Children with SEND (who are not at age related expectations) are part of the lowest 20% of children supported at Cayton School. Our aim is to identify the gaps in their knowledge and work in a timely way to ensure that each child has the best opportunities to become a fluent reader.

As well as supporting children with their reading skills through adaptive teaching, we also work to help the children develop a love of reading. Children who find reading difficult can in turn lack enthusiasm for reading, which makes learning challenging. Our Reading Spine and 'Love of Reading' displays and our welcoming library environment positively promote independent reading further, with children encouraged to challenge themselves and to delve into a range of genres and text types.

Ambition

Each child will leave Cayton School as a fluent reader, well-equipped with the 'tools' to access lifelong learning and understanding of different texts. No pupil will leave school without having being supported in their reading to the fullest extent. Pupils will develop a love of reading and a desire to explore genre further, being able to debate with others the authorial intent behind a range of extracts. A passion for etymology will be embedded as pupils explore a range of vocabulary and themes conveyed across fiction, non-fiction and poetry. Each pupil will have been exposed to a range of themes and contexts in literature and will enjoy reciting new vocabulary and applying this knowledge to their writing. Pupils will read independently and fluently, taking part in drama and debates which reflect their deeper understanding of a text. Cayton School pupils will appreciate life in our multicultural society, as well as in other societies and will connect with them culturally, emotionally, intellectually, socially and spiritually through reading experiences.

'The more that you read, the more things you will know. The more that you learn, the more places you'll go.'
–Dr Seuss

At Cayton School, we are committed to responsibility, rigour and relevance in children's reading, inspiring a love and enjoyment of reading in each and EVERY child.

We aim to ensure that ALL children, regardless of background and prior attainment, learn to read to a high standard of fluency and understanding.

Reading provides opportunities for children. Closing the reading gap early on is essential to ensure that all children thrive. Reading, writing and spoken language is crucial for pupils' success. By the end of year 6, pupils' reading and writing should be the appropriate level of fluent and 'natural' for them to prepare them for the demands of the curriculum in Key Stage 3 and beyond.



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Reading Curriculum Mapping Cayton School 2024



Children in EYFS, Year 1 and those who have not passed the phonics assessment at the end of Year 1 (or the retest in Year 2 and retest in KS2) follow the Twinkl phonics scheme. Children with SEND (who are not at age related expectations) are part of the lower 20% of children supported at Cayton School. Our aim is to identify the gaps in their knowledge and work in a timely way to ensure that each child has the best opportunities to become a fluent reader.

Once children have reached the end of Twinkl Phonics Level 6, they move on to Level 7 books. Through reading interventions, reading with the class teacher and other staff, as well as reading at home, children will work through our diverse range of recommended reads for each year group with high quality authors. All children, including the lowest 20% of readers, will be assessed to ensure they are on the correct level for them. They will work through Levels 8-11, with monitoring from the class teacher, other staff and English Lead to ensure children are progressing. PIRA tests will measure progress in reading at the end of each term.



Developing Reading for Pleasure

Children regularly have the opportunity to discuss books in lessons including genres and preferences, voting on their favourite books and making comparisons between authors and characters. Every Year group has a 'Reading Spine' that they access throughout the year which includes different types of texts (including diverse authors and narratives).

In our immersive Forest Library, which children and teachers will access where possible, children will have the opportunity to access poetry, graphic novels, diverse books, fiction and non-fiction (as they also have on their recommended reads bookshelves in class).

They will have further immersive experiences with teachers in lessons, reading pages from high quality class novels from the Reading Spine (and other carefully selected texts) with the class teacher modelling reading and giving children exposure to a range of diverse texts. Writing is also inspired by this process and children make more connections. Top recommended reads for each year groups are displayed in each Key Stage 2- Year 1 and EYFS have teacher or topic linked recommendations. We are also developing the use of narrative for the wider curriculum.



We encourage a love of reading by holding book themed days on World Book Day, for example, where children were read a 'silly, fun' Dr Seuss book. This was a personal choice by Mrs Draper as her son loved this book- another theme of the day was making personal connections and recommendations to each other throughout the day with different books and poems discussed. Children dressed up in their favourite character costumes based on different novels- staff did this also. Mrs Draper, head of English, read with children a sonnet by James Weldon Johnson and discussed the themes of bravery and resilience.

Throughout the year your child will take part in 'Forest Schools' which begin with a poem taken from 'The Lost Words', as well as educational visits out of school to promote reading for pleasure. They will also learn poetry by heart (every class) as part of their Harvest Festival.

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Reading assemblies take place and local librarians come in to school and encourage children to use the local library, introducing children to a variety of literature. In our school library, children's suggestions for new books are encouraged and information used when new books are purchased- this also happens through School Council.

Staff read in assemblies a range of diverse poems, as well as books linked to the Jigsaw PSHE Scheme (Protective Characteristics).

Our school librarians (children) take votes on favourite authors and books of the moment- changing displays to accommodate this. Teachers ask children for their favourite types of books and order these in school to promote reading miles, whilst also exposing them to new texts as part of a varied reading diet.

We have a book swap at the front of school and children hold 'Book Sales' to give away older books for children to read and enjoy at home.

Denzel, our school well-being dog, joins some end of the day reading sessions where teachers share a range of fiction, non-fiction and poetry with children, reading for enjoyment together.

Class library areas have 'peer recommendations' or votes on favourite books to read. Some children recommend books to each other and read independently in the school day, selecting key vocabulary to display during this time as well as in Whole Class Reading. These words can then be discussed as a whole class, looking at the definition and grammar links.

We also access public libraries as a great place for children to widen their reading experience. Visits are made to Eastfield Library.

Assessment of Reading

Reading is assessed regularly and monitored on the school tracking system. In addition, children are assessed using the PIRA reading test (termly) to check progress. Liaison with the school SENDCo and external agencies is arranged for children who require additional support and reading intervention strategies.

Intent

Cayton School Reading: **Whole-School Curriculum Progression Map**

Reading – Word	EYFS (30 - 50mths Can I ELGs)	KS1		KS2			
	30 – 50 months 40 – 60 months Early Learning Goals	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Phonics and Decoding	<p>Can I develop my phonological awareness, so that I can spot and suggest rhymes? Can I count or clap syllables in words?</p> <p>Can I recognise words with the same initial sound, such as money and mother?</p> <p>Can I read individual letters by saying the sounds for them?</p> <p>Can I blend sounds into words, so that they can read short words made up of letter-sound correspondences?</p> <p>Can I read some letter groups that each represent one sound and say sounds for them?</p> <p>Can I read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words?</p> <p>Can I say a sound for each letter in the alphabet and at least 10 digraphs?</p> <p>Can I read words consistent with their phonic knowledge by sound-blending?</p> <p>Can I read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words?</p> <p>Please also see Phonics Progression Mapping Cayton School 2022</p>	<p>Can I apply phonic knowledge and skills as the route to decode words?</p> <p>Can I blend sounds in unfamiliar words using the GPCs that they have been taught?</p> <p>Can I respond speedily, giving the correct sound to graphemes for all of the 40+ phonemes?</p> <p>Can I read words containing taught GPCs?</p> <p>Can I read words containing -s, -es, -ing, -ed and -est endings?</p> <p>Can I read words with contractions, e.g. I'm, I'll and we'll?</p> <p>Please also see Phonics Progression Mapping Cayton School 2020</p>	<p>Can I continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent?</p> <p>Can I read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes?</p> <p>Can I accurately read most words of two or more syllables?</p> <p>Can I read most words containing common suffixes.*?</p> <p>Please also see Phonics Progression Mapping Cayton School 2020</p>	<p>Can I use my phonic knowledge to decode quickly and accurately (may still need support to read longer unknown words)?</p> <p>Can I apply my growing knowledge of root words and prefixes, including in-, im-, il-, ir-, dis-, mis-, un-, re-, sub-, inter-, super-, anti- and auto- to begin to read aloud.*?</p> <p>Can I apply my growing knowledge of root words and suffixes/word endings, including -ation-, -ly-, -ous-, -ture-, -sure-, -sion-, -tion-, -ssion and -cian, to begin to read aloud.*?</p>	<p>Can I read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill?</p> <p>Can I apply my knowledge of root words, prefixes and suffixes/word endings to read aloud fluently.*?</p>	<p>Can I read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues?</p> <p>Can I apply my growing knowledge of root words, prefixes and suffixes/word endings, including -sion-, -tion-, -cial-, -tial-, -ant/-ance/-ancy-, -ent/-ence/-ency-, -able/-ably and -ible/ibly, to read aloud fluently.*?</p>	<p>Can I read fluently with full knowledge of all Y5/ Y6 exception words, root words, prefixes, suffixes/word endings* and to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues?</p>

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Common Exception Words	<p>Can I read a few common exception words matched to the school's phonic programme?</p> <p>Can I read some common irregular words?</p>	<p>Can I read Y1 common exception words, noting unusual correspondences between spelling and sound and where these occur in words?</p>	<p>Can I read most Y1 and Y2 common exception words*, noting unusual correspondences between spelling and sound and where these occur in the word?</p>	<p>Can I begin to read Y3/Y4 exception words?*</p>	<p>Can I read all Y3/Y4 exception words*, discussing the unusual correspondences between spelling and those occurring in the word?</p>	<p>Can I read most Y5/ Y6 exception words, discussing the unusual correspondences between spelling and sound and where these occur in the word?</p>	<p>Can I read all Y5/ Y6 exception words, discussing the unusual correspondences between spelling and sound and where these occur in the word?</p>
Fluency	<p>Can I understand the five key concepts about print including: print has meaning, the names of different parts of a book, print can have different purposes, page sequencing and we read English text from left to right and from top to bottom?</p> <p>Can I blend sounds into words, so that they can read short words made up of letter-sound correspondences?</p> <p>Can I read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words?</p> <p>Can I re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment?</p> <p>Can I read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words?</p>	<p>Can I accurately read texts that are consistent with my developing phonic knowledge, that do not require me to use other strategies to work out words?</p> <p>Can I reread texts to build up fluency and confidence in word reading?</p>	<p>Can I read aloud books (closely matched to my improving phonic knowledge), sounding out unfamiliar words accurately, automatically and without undue hesitation?</p> <p>Can I reread these books to build up fluency and confidence in word reading?</p> <p>Can I read words accurately and fluently without overt sounding and blending, e.g. at over 90 words per minute, in age-appropriate texts?</p>	<p>At this stage, teaching comprehension skills should be taking precedence over teaching word reading and fluency specifically. Any focus on word reading should support the development of vocabulary.</p>			

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Reading – Comprehension	EYFS (30 - 50mths Can I ELGs)	KS1		KS2			
	30 – 50 months 40 – 60 months Early Learning Goals	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Understanding and Correcting Inaccuracies	<p>Can I enjoy listening to longer stories and can remember much of what happens?</p> <p>Can I understand 'why' questions, like: "Why do you think the caterpillar got so fat?"</p> <p>Can I express a point of view and debate when they disagree with an adult or a friend, using words as well as actions?</p> <p>Can I listen to and talk about stories to build familiarity and understanding?</p> <p>Can I listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary?</p> <p>Can I demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary?</p>	<p>Can I check that a text makes sense to me as I read and to self- correct?</p>	<p>Can I show understanding by drawing on what I already know or on background information and vocabulary provided by the teacher?</p> <p>Can I check that the text makes sense to me as I read and to correct inaccurate reading?</p>	<p>Can I prove that the text makes sense and discuss my understanding, explaining the meaning of words in context?</p>	<p>Can I identify the main ideas drawn from more than one paragraph and summarise?</p>	<p>Can I prove that the book makes sense and discuss my understanding and meaning of words in context?</p>	<p>Can I summarise the main ideas drawn from more than one paragraph, identifying key details to support this?</p>

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Comparing, Contrasting and Commenting

Can I express a point of view and debate when they disagree with an adult or a friend, using words as well as actions?

Can I compare and contrast characters from stories, including figures from the past?

Can I retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words?

Can I listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions?

Can I offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate?

Can I anticipate (where appropriate) key events in stories?

Can I demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary?

Can I listen to and discuss a wide range of fiction, non-fiction and poetry at a level beyond that at which I can read independently?

Can I link what I have read or what has been read to me, to my own experiences?

Can I retell familiar stories in increasing detail?

Can I join in with discussions about a text, taking turns and listening to what others say?

Can I discuss the significance of titles and events?

Can I participate in discussion about books, poems and other works that are read to me (at a level beyond at which they can read independently) and those that I can read for myself, explaining my understanding and expressing my views?

Can I become increasingly familiar with and to retell a wide range of stories, fairy stories and traditional tales?

Can I discuss the sequence of events in books and how items of information are related?

Can I recognise simple recurring literary language in stories and poetry?

Can I ask and answer questions about a text?

Can I make links between the text I am reading and other texts I have read (in texts that they can read independently)?

Can I recognise, listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks?

Can I use appropriate terminology when discussing texts (plot, character, setting)?

Can I discuss and compare texts from a wide variety of genres and writers?

Can I read for a range of purposes including non-fiction extracts?

Can I identify themes and conventions in a wide range of books?

Can I refer to authorial style, overall themes (e.g. triumph of good over evil) and features (e.g. greeting in letters, a diary written in the first person or the use of presentational devices such as numbering and headings)?

Can I identify how language, structure and presentation contribute to meaning?

Can I identify main ideas drawn from more than one paragraph and summarise these?

Can I read a wide range of genres, identifying the characteristics of text types (such as the use of the first person in writing diaries and autobiographies) and differences between text types?

Can I participate in discussions about books that are read to me and those I can read for myself, building on my own and others' ideas and challenging views courteously?

Can I identify main ideas drawn from more than one paragraph and to summarise these?

Can I recommend texts to peers based on personal choice?

Can I analyse a variety of fiction, non-fiction and poetry extracts?

Can I read for pleasure, discussing, comparing and evaluating in depth across a wide range of genres, including myths, legends, traditional stories, modern fiction, fiction from our literary heritage and books from other cultures and traditions?

Can I recognise more complex themes in what I read (such as loss or heroism)?

Can I explain and discuss my understanding of what I have read, including through formal presentations and debates maintaining a focus on the topic and using notes where necessary?

Can I listen to guidance and feedback on the quality of my explanations and contributions to discussions and to make improvements when participating in discussions?

Can I draw out key information and summarise the main ideas in a text?

Can I distinguish independently between statements of fact and opinion, providing reasoned justifications for my views?

Can I compare characters, settings and themes within a text and across more than one text?

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Words in Context and Authorial Choice</p>	<p>Can I use a wider range of vocabulary?</p> <p>Can I engage in extended conversations about stories, learning new vocabulary?</p> <p>Can I learn new vocabulary?</p> <p>Can I use new vocabulary throughout the day?</p> <p>Can I 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>Can I use new vocabulary in different contexts?</p> <p>Can I listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary?</p> <p>Can I offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate?</p> <p>Can I demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary?</p> <p>Can I use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play?</p>	<p>Can I discuss word meaning and link new meanings to those already known?</p>	<p>Can I discuss and clarify the meanings of words, linking new meanings to known vocabulary?</p> <p>Can I discuss my favourite words and phrases?</p>	<p>Can I check that the text makes sense to me, discussing my understanding and explaining the meaning of words in context?</p> <p>Can I discuss authors' choice of words and phrases for effect?</p>	<p>Can I discuss vocabulary used to capture readers' interest and imagination?</p>	<p>Can I discuss vocabulary used by the author to create effect including figurative language?</p> <p>Can I evaluate the use of authors' language and explain how it has created an impact on the reader?</p>	<p>Can I analyse and evaluate the use of language, including figurative language (and poetry extracts) and how it is used for effect, using technical terminology such as metaphor, simile, analogy, imagery, style and effect?</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Inference and Prediction</p>	<p>Can I understand 'why' questions, like: "Why do you think the caterpillar got so fat?"</p> <p>Can I offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate?</p> <p>Can I anticipate (where appropriate) key events in stories?</p>	<p>Can I begin to make simple inferences?</p> <p>Can I predict what might happen on the basis of what has been read so far?</p>	<p>Can I make inferences on the basis of what is being said and done?</p> <p>Can I predict what might happen on the basis of what has been read so far in a text?</p>	<p>Can I ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives?</p> <p>Can I justify predictions using evidence from the text?</p>	<p>Can I draw inferences from characters' feelings, thoughts and motives that justifies their actions, supporting their views with evidence from the text?</p> <p>Can I justify predictions from details stated and implied?</p>	<p>Can I draw inferences from characters' feelings, thoughts and motives?</p> <p>Can I make predictions based on details stated and implied, justifying them in detail with evidence from the text?</p>	<p>Can I consider different accounts of the same event and to discuss viewpoints (both of authors and of fictional characters)?</p> <p>Can I discuss how characters change and develop through texts by drawing inferences based on indirect clues?</p>

Poetry and Performance

- Can I sing a large repertoire of songs?
- Can I know many rhymes, be able to talk about familiar books, and be able to tell a long story?
- Can I take part in simple pretend play, using an object to represent something else even though they are not similar?
- Can I begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc?
- Can I remember and sing entire songs?
- Can I sing the melodic shape (moving melody, such as up and down and down and up) of familiar songs?
- Can I create my own songs, or improvise a song around one they know?
- Can I engage in story times?
- Can I retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words?
- Can I learn rhymes, poems and songs?
- Can I sing in a group or on their own, increasingly matching the pitch and following the melody?
- Can I develop storylines in their pretend play?
- Can I demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary?
- Can I make use of props and materials when role playing characters in narratives and stories?
- Can I invent, adapt and recount narratives and stories with their peers and their teacher?
- Can I perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time to

Can I recite simple poems by heart?

Can I continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some with appropriate intonation to make the meaning clear?

Can I prepare and perform poems and play scripts that show some awareness of the audience when reading aloud?
Can I begin to use appropriate intonation and volume when reading aloud?

Can I recognise and discuss some different forms of poetry (e.g. free verse or narrative poetry)?
Can I prepare and perform poems and play scripts with appropriate techniques (intonation, tone, volume and action) to show awareness of the audience when reading aloud?

Can I continually show an awareness of audience when reading out loud using intonation, tone, volume and action?

Can I confidently perform texts (including poems learnt by heart) using a wide range of devices to engage the audience and for effect?

	music?						
Non-Fiction	<p>Can I engage in non-fiction books?</p> <p>Can I listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary?</p> <p>Can I offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate?</p> <p>Can I use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play?</p>	Can I recognise the differences between Fiction and Non-Fiction books?	Can I recognise that non-fiction books are often structured in different ways?	Can I retrieve and record information from non-fiction texts?	<p>Can I use all of the organisational devices available within a non-fiction text to retrieve, record and discuss information?</p> <p>Can I use dictionaries to check the meaning of words that I have read?</p>	Can I use knowledge of texts and organisation devices to retrieve, record and discuss information from fiction and non-fiction texts?	<p>Can I retrieve, record and present information from non-fiction texts?</p> <p>Can I use non-fiction materials for purposeful information retrieval (e.g. in reading history, geography and science textbooks) and in contexts where I am genuinely motivated to find out information (e.g. reading information leaflets before a gallery or museum visit)?</p>

Implementation

A clear and effective progression of reading knowledge and skills are mapped out from EYFS through to Year 6. Our knowledge and skills curriculum progression map covers statutory objectives, but also provides a vision for how Cayton School fosters a love of reading for each pupil and develops their reading strategies and 'tools' from year to year to encourage lifelong learning. Vocabulary, writing, debates, drama and speaking and listening activities will provide pupils with ample opportunities to experience reading in different ways with their peers, observing reading being modelled and modelling to others how to read and analyse a range of extracts successfully. Children will be encouraged to explore themes relevant to themselves personally as well as comparing opinions on themes and contexts which are unfamiliar to them, developing a sense of the importance of inclusivity in society which links with British Values. Our immersive Forest Library area, classroom areas, assembly hall and children's home environments will all be key in encouraging pupils to read both together and independently, challenging themselves and deepening their own skills and knowledge further.

Impact

Outcomes in PIRA tests, staff assessing each level of books with individual children and Whole Class Reading (and other forms of guided reading in EYFS and KS1) will evidence and demonstrate the children's acquisition of reading knowledge and skills. Teachers and parents will communicate to fully ensure that children are able to access texts and progress with gaps being closed and needs being met throughout each key stage and beyond. In lesson observations, pupils will demonstrate a passion for vocabulary and meaning as well as knowledge of authorial intent. Teachers' subject knowledge will be excellent and enthusiasm for the subject evident throughout WCR observations. Pupil voice will evidence that children have a love of reading and can discuss the conventions and language typical of each genre in fiction, non-fiction and poetry.