

Edward Peake CofE Middle School
English Reading Curriculum Progression

Curriculum Intent:

The intention of our English curriculum is to provide all pupils with a broad, balanced and knowledge rich curriculum, one in which each child acquires and can master the skills necessary to access the full range of our curriculum and make good academic progress throughout their time at the school. We aim to develop our pupils into the best readers, writers, communicators and thinkers they can be and do so by equipping them with a strong command of the English language. We have the very highest of expectations of our pupils and promote high standards throughout.

Our main aims are:

- **Live:** Ensure pupils are able to speak, read, write and spell **competently** in order to communicate ideas effectively to others so that they are ready for the next stage of their educational journey and for life beyond.
- **Love:** To broaden pupils' access to a range of literature genres, time periods and authors, expanding their **cultural** capital, and foster a love of reading and inquisitive, **critical** and evaluative thinking.
- **Learn:** Develop independent, confident and successful readers and writers who are developed culturally, socially and emotionally, able to express themselves **creatively** in a variety of forms.

There are four key concepts which underpin the study of English at Edward Peake: **Competence, Creativity, Culture and Critical Understanding**. All that we do in English addresses these key concepts.

Competence:

- Pupils are clear, coherent and accurate in spoken and written communication
- Pupils read and understand a range of texts and respond appropriately
- Pupils demonstrate a secure understanding of the conventions of written language
- Pupils adapt in a range of familiar and unfamiliar contexts within and beyond the classroom

Creativity:

- Pupils make fresh connections between ideas, experiences, texts and words, drawing on a rich experience of language and literature
- Pupils use inventive approaches to making meaning, take risks, play with language and use it to create new effects
- Pupils use imagination to convey themes, ideas and arguments, solve problems, and create settings, moods and characters
- Pupils use creative approaches to answering questions, solving problems and developing ideas

Culture:

- Pupils gain a sense of the English heritage and engage with important texts in it
- Pupils explore how ideas, experiences and values are portrayed differently in texts from a range of cultures and traditions
- Pupils understand how English varies locally and globally, and how these variations relate to identity and cultural diversity

Critical Understanding:

- Pupils engage with ideas and texts, understand and respond to the main issues

- Pupils access the validity and significance of information and ideas from different sources
- Pupils explore others' ideas and develop their own
- Pupils analyse and evaluate spoken and written language to appreciate how meaning is shaped.

At Edward Peake, the range of texts pupils are exposed to are vast; we provide pupils with the opportunities to explore a range of time periods, characters and issues and this diversity is fundamental in developing our pupils personally. Opportunities to improve pupils' literacy skills are made possible by the extensive programmes we offer: Accelerated Reader, myON, Spelling Shed and Sounds-Write. Above all, we have a staff body dedicated and committed to giving our pupils the best possible experience of our subject.

Skills and Knowledge	Year 6	Skills and Knowledge	Year 7	Year 8	Year 9
<p>Reading- word reading Apply a growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words that are met</p>	<p>Know how to 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>	<p>Reading- understanding increasingly challenging texts Learn new vocabulary, relating it explicitly to known vocabulary and understanding it with the help of context and dictionaries</p>	<p>Know how to apply skills developed in Key Stage 2 to decode new and unfamiliar vocabulary.</p> <p>Know how to use context clues to support understanding of new vocabulary.</p> <p>Know how to use a dictionary to check understanding of new vocabulary.</p>	<p>Know how to use knowledge of similar known vocabulary to decode meaning.</p> <p>Know how to use the context of the text to help understand the new vocabulary.</p> <p>Know how to use a dictionary to support independent learning of new and varied vocabulary.</p>	<p>Work out the meanings of unknown words by their context within the or by piece work analysis.</p> <p>Use their knowledge of phonics to pronounce unknown words.</p> <p>Know how to use a thesaurus to select the correct synonym using knowledge of word classes</p>
	<p>Where in the curriculum is this taught?:</p> <p>Autumn Term- The London Eye Mystery Spring Term- Clockwork Summer Term- Goodnight Mr Tom</p> <p>Spelling Shed</p>		<p>Where in the curriculum is this taught?:</p> <p>Autumn Term- The Goldfish Boy Spring Term- The Adventures of Sherlock Holmes Summer Term- A Midsummer Night's Dream</p>	<p>Where in the curriculum is this taught?:</p> <p>Autumn Term- Refugee Boy Spring Term- Metaphor Poems through time Summer Term- The Tempest</p>	<p>Where in the curriculum is this taught?:</p> <p>Autumn Term- Animal Farm Spring Term – Small Island (drama) Summer Term- Romantic and Conflict poetry An Inspector Calls</p>

			Reading Lessons Library Access Accelerated Reader Writing Challenge Lessons	Reading Lessons Library Access Accelerated Reader Writing Challenge Lessons	Reading Lessons Library Access Accelerated Reader Writing Challenge Lessons
Reading- comprehension Understand what is read	Know how to discuss how characters change and develop through texts by drawing inferences based on indirect clues. Know how to summarise the main ideas drawn from more than one paragraph, identifying key details to support the main ideas.	Reading- understanding increasingly challenging texts Checking to make sure that what have been read makes sense Make inferences and refer to evidence in the text	Know how to clearly explain a range of ideas. Know how to show understanding of less obvious meanings. Know how to use a range of relevant quotations to support ideas.	Know how to explain ideas with thoughtful detail. Know how to show some awareness of patterns, links and/or different interpretations. Know how to use a range of the most apt and precise quotations to support ideas.	Begin to use original thought and personal context when discerning meaning in a text. Use precise, concise quotation to support ideas. Use a process (such as What-How-Why) to express their thoughts in writing.
	Where in the curriculum is this taught?: Autumn Term- The London Eye Mystery Spring Term- Clockwork Summer Term- Goodnight Mr Tom Spelling Shed		Where in the curriculum is this taught?: Autumn Term- The Goldfish Boy Spring Term- The Adventures of Sherlock Holmes Summer Term- A Midsummer Night's Dream	Where in the curriculum is this taught?: Autumn Term- Refugee Boy Spring Term- Metaphor Poems through time Summer Term- The Tempest	Where in the curriculum is this taught?: Autumn Term- Animal Farm Spring Term – Small Island (drama) Summer Term- Romantic and Conflict poetry An Inspector Calls
Reading- comprehension Participate in discussions about books that are read either to them or by themselves, building on their own and others' ideas and challenging views courteously	Know how to recognise more complex themes in what they read (such as loss or heroism). Know how to explain and discuss their understanding of what they have read,	Reading- understanding increasingly challenging texts Knowing the purpose, audience for and context of the writing and drawing on this knowledge to support comprehension	Know how to make some specific links between the text and its historical context.	Know how to develop relevant links between the text and contextual factors/ reactions.	Understand how contextual factors influence the production of a text. Understand the term allegory and how this can express ideas.

	<p>including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary.</p> <p>Know how to listen to guidance and feedback on the quality of their explanations and contributions to discussions and to make improvements when participating in discussions.</p>				
	<p>Where in the curriculum is this taught?:</p> <p>Autumn Term- The London Eye Mystery Spring Term- Clockwork Summer Term- Goodnight Mr Tom</p> <p>Spelling Shed</p>		<p>Where in the curriculum is this taught?:</p> <p>Autumn Term- The Goldfish Boy Spring Term- The Adventures of Sherlock Holmes Summer Term- A Midsummer Night’s Dream</p>	<p>Where in the curriculum is this taught?:</p> <p>Autumn Term- Refugee Boy Spring Term- Metaphor Poems through time Summer Term- The Tempest</p>	<p>Where in the curriculum is this taught?:</p> <p>Autumn Term- Animal Farm Spring Term – Small Island (drama) Summer Term- Romantic and Conflict poetry An Inspector Calls</p>
<p>Reading- comprehension Maintain positive attitudes to reading and understanding what is read</p>	<p>Know how to read for pleasure, discussing, comparing and exploring 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.</p>	<p>Reading- Appreciation and love of reading Know how to read a wide range of fiction and non-fiction, choose and read books independently for challenge, interest and enjoyment, re-read books encountered earlier to increase familiarity and provide a basis for making</p>	<p>Know how to read for pleasure, discussing, comparing, exploring and analysing in depth across a wide range of genres, including crime and social fiction, modern fiction, fiction from our literary heritage and books from other cultures and traditions.</p>	<p>Know how to read for pleasure, discussing, comparing, analysing and evaluating in depth across a wide range of genres, including tragedy, modern fiction, fiction from our literary heritage and books from other cultures and traditions.</p>	<p>Know how to read for pleasure, discussing, comparing, analysing and evaluating in depth across a wide range of genres, including tragedy, modern fiction, fiction from our literary heritage and books from other cultures and traditions and making links between commonalities in</p>

		comparisons.			ideas and presentation.
	<p>Where in the curriculum is this taught?:</p> <p>Autumn Term- The London Eye Mystery Spring Term- Clockwork Summer Term- Goodnight Mr Tom</p> <p>Spelling Shed</p>		<p>Where in the curriculum is this taught?:</p> <p>Autumn Term- The Goldfish Boy Spring Term- The Adventures of Sherlock Holmes Summer Term- A Midsummer Night's Dream</p> <p>Reading Lessons Library Access Accelerated Reader</p>	<p>Where in the curriculum is this taught?:</p> <p>Autumn Term- Refugee Boy Spring Term- Metaphor Poems through time Summer Term- The Tempest</p> <p>Reading Lessons Library Access Accelerated Reader</p>	<p>Where in the curriculum is this taught?:</p> <p>Autumn Term- Animal Farm Spring Term – Small Island (drama) Summer Term- Romantic and Conflict poetry An Inspector Calls</p> <p>Reading Lessons Library Access Accelerated Reader</p>
<p>Reading- comprehension Distinguish between fact and opinion</p>	<p>Know how to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or text books, reading books that are structured in different ways and reading for a range of purposes.</p> <p>Know how to make comparisons within and across texts.</p>	<p>Reading- reading critically Make critical comparisons across texts</p> <p>Recognise a range of poetic conventions and understanding how these have been used</p> <p>Study setting, plot and characterisation and the effects of these</p> <p>Understand how dramatists communicate effectively through performance and how</p>	<p>Know how to draw out some relevant specific similarities and differences with specific examples.</p> <p>Know how to consistently identify and comment on a range of writers' choices within texts.</p>	<p>Know how to draw out a range of relevant precise comparisons with specific examples.</p> <p>Know how to consistently identify and comment on a wide range of features, patterns and details within texts.</p>	<p>Know how to draw out a range of relevant precise comparisons with specific examples.</p> <p>Be able to draw separate, discrete conclusions from the same pieces of evidence (e.g. this shows... but may also be seen to show...)</p>

		alternative staging allows for different interpretations			
	<p>Where in the curriculum is this taught?:</p> <p>Autumn Term- The London Eye Mystery Spring Term- Clockwork Summer Term- Goodnight Mr Tom</p> <p>Spelling Shed</p>		<p>Where in the curriculum is this taught?:</p> <p>Autumn Term- The Goldfish Boy Spring Term- The Adventures of Sherlock Holmes Summer Term- A Midsummer Night's Dream Reading Lessons Library Access Writing Challenge Lessons</p>	<p>Where in the curriculum is this taught?:</p> <p>Autumn Term- Refugee Boy Spring Term- Metaphor Poems through time Summer Term- The Tempest</p> <p>Reading Lessons Library Access Writing Challenge Lessons</p>	<p>Where in the curriculum is this taught?:</p> <p>Autumn Term- Animal Farm Spring Term – Small Island (drama) Summer Term- Romantic and Conflict poetry An Inspector Calls Reading Lessons Library Access Writing Challenge Lessons</p>
<p>Reading- comprehension Retrieve, record and present information from non-fiction</p>	<p>Know how to retrieve, record and present information from non-fiction texts.</p> <p>Know how to use non-fiction materials for purposeful information retrieval (e.g. in reading history, geography and science textbooks) and in contexts where pupils are genuinely motivated to find out information (e.g. reading information leaflets before a gallery or museum visit or reading a theatre programme or</p>	<p>Reading- reading critically Know how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, present meaning.</p>	<p>Know how to consistently identify and comment on a range of writers' choices within texts.</p> <p>Know how to apply a range of accurate terminology at word, sentence and text level when discussing texts.</p> <p>Know how to begin to offer specific comments about how writers' choices in a text might affect the reader.</p>	<p>Know how to consistently identify and comment on a wide range of features, patterns and details within texts.</p> <p>Know how to consistently apply mostly accurate terminology at word, sentence and text level when discussing texts</p>	<p>Know how to consistently identify and analyse a wide range of features within texts.</p> <p>Know how to consistently offer specific comments about how writer's choices in a text might affect the reader with some alternative ideas offered (e.g. this shows... but may also be seen to show...)</p>

	review).				
	<p>Where in the curriculum is this taught?:</p> <p>Autumn Term- Clockwork Spring Term- Song from Somewhere Else Summer Term- Goodnight Mr Tom</p> <p>Dedicated time given to develop pupils' love for reading, reading for pleasure and discussing reading.</p> <p>Reading Lessons Library Access myON</p>		<p>Where in the curriculum is this taught?:</p> <p>Autumn Term- The Goldfish Boy Spring Term- The Adventures of Sherlock Holmes Summer Term- A Midsummer Night's Dream.</p> <p>Writing Challenge Lessons Reading Lessons Library Access</p>	<p>Where in the curriculum is this taught?:</p> <p>Autumn Term- Refugee Boy Spring Term- Metaphor Poems through time Summer Term- The Tempest Midsummer Night's Dream</p> <p>Writing Challenge Lessons Reading Lessons Library Access</p>	<p>Where in the curriculum is this taught?:</p> <p>Autumn Term- Animal Farm Spring Term – Small Island (drama) Summer Term- Romantic and Conflict poetry An Inspector Calls</p> <p>Writing Challenge Lessons Reading Lessons Library Access</p>
<p>Reading- comprehension Explain and discuss understanding of what has been read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary</p>	<p>Know how to read and discuss a full range of fiction, poetry, plays, non-fiction and reference books or textbooks Know how to read books that are structured in different ways and read for a range of purposes.</p> <p>Know how to make comparisons within and across books.</p>	<p>Reading- reading critically Know how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, present meaning.</p>	<p>Know how to consistently identify and comment on a range of writers' choices within texts.</p> <p>Know how to apply a range of accurate terminology at word, sentence and text level when discussing texts.</p> <p>Know how to begin to offer specific comments about how writers' choices in a</p>	<p>Know how to consistently identify and comment on a wide range of features, patterns and details within texts.</p> <p>Know how to consistently apply mostly accurate terminology at word, sentence and text level when discussing texts</p> <p>Know how to consistently</p>	<p>Know how to consistently identify and analyse a wide range of features within texts.</p> <p>Know how to consistently offer specific comments about how writer's choices in a text might affect the reader with some alternative ideas offered (e.g. this shows... but may also be seen to show...)</p>

			text might affect the reader.	offer specific comments about how writer's choices in a text might affect the reader with some alternative ideas offered.	
	<p>Where in the curriculum is this taught?:</p> <p>Autumn Term- The London Eye Mystery Spring Term- Clockwork Summer Term- Goodnight Mr Tom Spelling Shed</p>		<p>Where in the curriculum is this taught?:</p> <p>Autumn Term- The Goldfish Boy Spring Term- The Adventures of Sherlock Holmes Summer Term- A Midsummer Night's Dream</p>	<p>Where in the curriculum is this taught?:</p> <p>Autumn Term- Refugee Boy Spring Term- Metaphor Poems through time Summer Term- The Tempest</p>	<p>Where in the curriculum is this taught?:</p> <p>Autumn Term- Animal Farm Spring Term – Small Island (drama) Summer Term- Romantic and Conflict poetry An Inspector Calls</p>
<p>Reading- comprehension Provide reasoned justifications for their views</p>	<p>Know how to summarise the main ideas drawn from more than one paragraph, identifying key details to support the main ideas.</p> <p>Knowing how to make predictions about what might happen from details stated and implied.</p>		<p>Know how to draw out some specific information to illustrate an idea.</p>	<p>Know how to draw out some specific information to illustrate an idea, using reference to the writer's techniques in the explanation.</p>	<p>Know how to draw out precise information to illustrate an idea, focusing on the writer's intended effect on a reader, providing a reasoned, personalised argument.</p>
	<p>Where in the curriculum is this taught?:</p> <p>Autumn Term- The London Eye Mystery Spring Term- Clockwork Summer Term- Goodnight Mr Tom</p>		<p>Where in the curriculum is this taught?:</p> <p>Autumn Term- The Goldfish Boy Spring Term- The Adventures of Sherlock Holmes Summer Term- A</p>	<p>Where in the curriculum is this taught?:</p> <p>Autumn Term- Refugee Boy Spring Term- Metaphor Poems through time Summer Term- The Tempest</p>	<p>Where in the curriculum is this taught?:</p> <p>Autumn Term- Animal Farm Spring Term – Small Island (drama) Summer Term- Romantic and Conflict poetry</p>

	Spelling Shed		Midsummer Night's Dream		An Inspector Calls
<p>Reading- comprehension Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</p>	<p>Know how to analyse and evaluate the use of language, including figurative language and how it is used for effect, using technical terminology such as metaphor, simile, analogy, imagery, style and effect.</p>	<p>Reading- reading critically Know how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, present meaning.</p>	<p>Know how to consistently identify and comment on a range of writers' choices within texts.</p> <p>Begin to apply a range of accurate terminology at word, sentence and text level when discussing texts.</p> <p>Know how to begin to offer specific comments about how writers' choices in a text might affect the reader.</p>	<p>Know how to consistently identify and comment on a range of features, patterns and details within texts.</p> <p>Continue to apply a widening range of accurate terminology at word, sentence and text level when discussing texts.</p>	<p>Know how to consistently identify and analyse a range of features, patterns and details within texts.</p> <p>Consistently use specific subject terminology to identify writers' techniques in a text.</p> <p>Know how to consistently offer commentary on writer's choices in a text that affect the reader with alternative ideas offered.</p>

Curriculum Impact:

- **Live:** Ensure pupils are able to speak, read, write and spell **competently** in order to communicate ideas effectively to others so that they are ready for the next stage of their educational journey and for life beyond.
- **Love:** To broaden pupils' access to a range of literature genres, time periods and authors, expanding their **cultural** capital, and foster a love of reading and inquisitive, **critical** and evaluative thinking.
- **Learn:** Develop independent, confident and successful readers and writers who are developed culturally, socially and emotionally, able to express themselves **creatively** in a variety of forms.