

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 masters the skills necessary to access all curricula across the board and make good academic progress throughout. We aim to develop our pupils into the very best readers, writers, communicators and thinkers 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.

- **Live:** Ensure pupils are able to read, write, spell and speak **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 help broaden pupils' access to a range of literature genres 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.

Skills and Knowledge	Year 5	Year 6	Skills and Knowledge	Year 7	Year 8
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	Know how to read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues. Know how to apply their 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.	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.	Reading-understanding increasingly challenging texts Learn new vocabulary, relating it explicitly to known vocabulary and understanding it with the help of context and dictionaries	Know how to apply skills developed in Key Stage 2 to decode new and unfamiliar vocabulary. Know how to use context clues to support understanding of new vocabulary. Know how to use a dictionary to check understanding of new vocabulary.	Know how to use knowledge of similar known vocabulary to decode meaning. Know how to use the context of the text to help understand the new vocabulary. Know how to use a dictionary to support independent learning of new and varied vocabulary.
	Where in the curriculum this is taught: Autumn Term- The Last Wild Spring Term- Mama Miti Summer Term- The London Eye Mystery Spelling Shed	Where in the curriculum this is taught: Autumn Term- Clockwork Spring Term- Song from Somewhere Else Summer Term- Goodnight Mr Tom Spelling Shed		Where in the curriculum this is taught: Autumn Term- Oliver Twist Spring Term- The Adventures of Sherlock Holmes Summer Term- A Midsummer Night's Dream	Where in the curriculum this is taught: Autumn Term- Macbeth Spring Term- Stories and Poems from Other Cultures Summer Term- Refugee Boy
Reading-comprehension	Know how to draw inferences such as	Know how to discuss how characters change	Reading-understanding	Know how to clearly explain a range of ideas.	Know how to explain ideas with thoughtful

Understand what is read	<p>inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</p> <p>Know how to summarise some ideas drawn from more than one paragraph, identifying key details to support the ideas.</p>	<p>and develop through texts by drawing inferences based on indirect clues.</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>increasingly challenging texts</p> <p>Checking to make sure that what have been read makes sense</p> <p>Make inferences and refer to evidence in the text</p>	<p>Know how to show understanding of less obvious meanings.</p> <p>Know how to use a range of relevant quotations to support ideas.</p>	<p>detail.</p> <p>Know how to show some awareness of patterns, links and/or different interpretations.</p> <p>Know how to use a range of the most apt and precise quotations to support ideas.</p>
	<p>Where in the curriculum this is taught:</p> <p>Autumn Term- The Last Wild Spring Term- Mama Miti Summer Term- The London Eye Mystery</p> <p>Dedicated time given to develop pupils' love for reading, reading for pleasure and discussing reading. Accelerated Reader</p>	<p>Where in the curriculum this is 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. Accelerated Reader</p>		<p>Where in the curriculum this is taught:</p> <p>Autumn Term- Oliver Twist Spring Term- The Adventures of Sherlock Holmes Summer Term- A Midsummer Night's Dream</p> <p>Dedicated time given to develop pupils' love for reading, reading for pleasure and discussing reading. Accelerated Reader</p>	<p>Where in the curriculum this is taught:</p> <p>Autumn Term- Macbeth Spring Term- Stories and Poems from Other Cultures Summer Term- Refugee Boy</p> <p>Dedicated time given to develop pupils' love for reading, reading for pleasure and discussing reading. Accelerated Reader</p>
<p>Reading-comprehension</p> <p>Participate in discussions about books</p>	<p>Know how to participate in discussions about books that are read to them and those they can</p>	<p>Know how to recognise more complex themes in what they read (such as loss or heroism).</p>	<p>Reading-understanding increasingly challenging texts</p>	<p>Know how to make some specific links between the text and its historical context.</p>	<p>Know how to develop relevant links between the text and contextual factors/ reactions.</p>

that are read either to them or by themselves, building on their own and others' ideas and challenging views courteously	<p>read for themselves, building on their own and others' ideas and challenging views courteously.</p> <p>Know how to identify main ideas drawn from more than one paragraph and to summarise these.</p> <p>Know how to recommend texts to peers based on personal choice.</p>	<p>Know how to 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.</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>	Knowing the purpose, audience for and context of the writing and drawing on this knowledge to support comprehension		
	<p>Where in the curriculum this is taught:</p> <p>Autumn Term- The Last Wild Spring Term- Mama Miti Summer Term- The London Eye Mystery</p> <p>Dedicated time given to develop pupils' love for reading, reading for pleasure and discussing reading. Library lessons, Accelerated Reader,</p>	<p>Where in the curriculum this is 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. Library lessons, Accelerated Reader,</p>		<p>Where in the curriculum this is taught:</p> <p>Autumn Term- Oliver Twist Spring Term- The Adventures of Sherlock Holmes Summer Term- A Midsummer Night's Dream</p> <p>Library lessons, Accelerated Reader, myON.</p>	<p>Where in the curriculum this is taught:</p> <p>Autumn Term- Oliver Twist Spring Term- The Adventures of Sherlock Holmes Summer Term- A Midsummer Night's Dream</p> <p>Library lessons, Accelerated Reader, myON.</p>

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Reading-comprehension Maintain positive attitudes to reading and understanding what is read	Know how to 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.	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.	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 comparisons.	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.	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.
	Where in the curriculum this is taught: Autumn Term- The Last Wild Spring Term- Mama Miti Summer Term- The London Eye Mystery Dedicated time given to develop pupils' love for reading, reading for pleasure and discussing reading. Library lessons, Accelerated Reader, myON	Where in the curriculum this is taught: Autumn Term- Clockwork Spring Term- Song from Somewhere Else Summer Term- Goodnight Mr Tom Dedicated time given to develop pupils' love for reading, reading for pleasure and discussing reading. Library lessons, Accelerated Reader, myON		Where in the curriculum this is taught: Autumn Term- Oliver Twist Spring Term- The Adventures of Sherlock Holmes Summer Term- A Midsummer Night's Dream Dedicated time given to develop pupils' love for reading, reading for pleasure and discussing reading. Library lessons, Accelerated Reader, myON	Where in the curriculum this is taught: Autumn Term- Macbeth Spring Term- Stories and Poems from Other Cultures Summer Term- Refugee Boy Dedicated time given to develop pupils' love for reading, reading for pleasure and discussing reading. Library lessons, Accelerated Reader, myON

Reading-comprehension Distinguish between fact and opinion	<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>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>	Reading- reading critically Make critical comparisons across texts <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 alternative staging allows for different interpretations</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>Where in the curriculum this is taught:</p> <p>Autumn Term- The Last Wild Spring Term- Mama Miti Summer Term- The London Eye Mystery</p> <p>Dedicated time given to develop pupils' love for reading, reading for pleasure and discussing reading.</p>	<p>Where in the curriculum this is 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>Where in the curriculum this is taught:</p> <p>Autumn Term- Oliver Twist Spring Term- The Adventures of Sherlock Holmes Summer Term- A Midsummer Night's Dream</p> <p>Dedicated time given to develop pupils' love for reading, reading for pleasure and discussing reading.</p>	<p>Where in the curriculum this is taught:</p> <p>Autumn Term- Oliver Twist Spring Term- The Adventures of Sherlock Holmes Summer Term- A Midsummer Night's Dream</p> <p>Dedicated time given to develop pupils' love for reading, reading for pleasure and discussing reading.</p>
Reading-comprehension Retrieve, record and present information from non-fiction	<p>Know how to use knowledge of texts and organisation devices to retrieve, record and discuss information from</p>	<p>Know how to retrieve, record and present information from non-fiction texts.</p>		<p>Library lessons, Accelerated Reader, myON</p>	<p>Library lessons, Accelerated Reader, myON</p>

	fiction and non-fiction texts.	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 review).			
	<p>Where in the curriculum this is taught:</p> <p>Autumn Term- The Last Wild Spring Term- Mama Miti Summer Term- The London Eye Mystery</p> <p>Dedicated time given to develop pupils' love for reading, reading for pleasure and discussing reading.</p> <p>myON</p>	<p>Where in the curriculum this is 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>myON</p>			
<p>Reading-comprehension Explain and discuss understanding of what</p>	Know how to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction	Know how to read and discuss a full range of fiction, poetry, plays, non-fiction and reference			

has been read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary	<p>and reference books or textbooks.</p> <p>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>books or textbooks</p> <p>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>			
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<p>Reading-comprehension</p> <p>Provide reasoned justifications for their views</p>	<p>Know how to summarise 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</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</p>			

	implied.	details stated and implied.			
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Reading-comprehension Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader	Know how to discuss vocabulary used by the author to create effect including figurative language. Know how to evaluate the use of authors' language and explain how it has created an impact on the reader.	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.	Reading- reading critically Know how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, present meaning.	Know how to consistently identify and comment on a range of writers' choices within texts. Know how to apply a range of accurate terminology at word, sentence and text level when discussing texts. Know how to begin to offer specific comments about how writers' choices in a text might affect the reader.	Know how to consistently identify and comment on a wide range of features, patterns and details within texts. Know how to consistently apply mostly accurate terminology at word, sentence and text level when discussing texts . Know how to consistently offer specific comments about how writer's choices in a text might affect the reader with some alternative ideas offered.
Curriculum Impact:					

- **Live:** Ensure pupils are able to read, write, spell and speak **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 help broaden pupils' access to a range of literature genres 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.