



Milton Mount Primary School

Reading Progression Document

EYFS, Key Stage 1 & Key Stage 2

(2024 – 2025)

At Milton Mount, we are Readers! We want pupils to develop a love of reading, have a good knowledge of a range of authors and be able to understand more about the world in which they live, through the knowledge they gain from texts. We believe that all pupils should have the opportunity to be fluent, confident readers, who are able to successfully comprehend and understand a wide range of texts. The gateway to reading is phonics. At Milton Mount, the systematic phonics scheme we use is Read Write Inc (see phonics intent statement for more detail). Through the Read Write Inc lessons, high quality teaching is used to expose children to sounds daily. Our vision is to equip all children with secure phonics knowledge that enables them to read and write successfully. Having built a strong foundation, we continue with developing reading skills throughout upper KS1 and KS2.

Do more

The curriculum is structured so that all children engage in daily story time. Teachers share books, poems and rhymes with their class at the end of each day. Daily story time provides a valuable opportunity for the teacher and children to share an enjoyable text. It allows the teacher to model reading behaviours, discuss the text, and, most importantly, lets children enjoy the text in the comfort of their peers and class. In KS1, children participate in daily phonic lessons to build their decoding skills. They also read regularly in 1:1. When they have progressed to the end of the phonics scheme, they receive weekly reading sessions designed to develop their comprehension. In KS2, children read independently daily. Time is made for children to read 1:1 with adults. In addition, children receive 4 weekly reading sessions designed to develop their comprehension, ability to select books and love of reading. These sessions allow for teacher modelling, paired discussion and independent reflection. Children are exposed to a variety of known and unknown texts during these sessions including fiction, non-fiction and poetry.

Know More

Our whole school book spine ensures a wide range of books are shared with the children allowing them to gain knowledge. These books vary in text type and character type including books of a gender, ethnic and neuro-diverse nature.

Remember More

Recap questions allow children to revisit, consolidate and enhance prior learning enabling children to further develop reading skills and vocabulary. Children have access to the book spine texts read the year before on their class bookshelves or as a display reminder, allowing children to independently revisit prior learning.

Experience More

Through a culture of reading, teachers and children share books with each other broadening individual reading experiences. Teachers share a diverse range of carefully-selected books, as well as those recommended by the children. Celebration events, such as World Book Day, and story times with parents enable us to open up a world of reading to our children.

Consider More

Our curriculum will equip children to be thoughtful, reflective and inquisitive about the books they are reading. By exposing children to a wide variety of books and different authors, we will encourage children to make links and comparisons and ask questions about the language chosen by the author and the effect they are trying to create.

Reading Curriculum Progression EYFS – Year 6

Reading – Word Reading	KS2						
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Phonics and Decoding (see separate phonics document)	<p>Develop their phonological awareness, so that they can:</p> <ul style="list-style-type: none"> spot and suggest rhymes count or clap syllables in words recognise words with the same initial sound, such as money and mother <p>Read individual letters by saying the sounds for them.</p> <p>Blend sounds into words, so that they can read short words made up of letter-sound correspondences.</p> <p>Read some letter groups that each represent one sound and say sounds for them.</p> <p>Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</p> <p>Say a sound for each letter in the alphabet and at least 10 digraphs.</p> <p>Read words consistent with their phonic knowledge by sound-blending.</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p>	<p>To apply phonic knowledge and skills as the route to decode words.</p> <p>To blend sounds in unfamiliar words using the GPCs that they have been taught.</p> <p>To respond speedily, giving the correct sound to graphemes for all of the 40+ phonemes.</p> <p>To read words containing taught GPCs.</p> <p>To read words containing -s, -es, -ing, -ed and -est endings.</p> <p>To read words with contractions, e.g. I'm, I'll and we'll.</p>	<p>To 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>To read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.</p> <p>To accurately read most words of two or more syllables.</p> <p>To read most words containing common suffixes.*</p>	<p>To use their phonic knowledge to decode quickly and accurately (may still need support to read longer unknown words).</p> <p>To apply their 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>To apply their 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>To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill.</p> <p>To apply their knowledge of root words, prefixes and suffixes/word endings to read aloud fluently.*</p>	<p>To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues.</p> <p>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.*</p>	<p>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>

Common Exception Words	<p>Read a few common exception words matched to the school's phonic programme.</p> <p>To read some common irregular words.</p>	<p>To read Y1 common exception words, noting unusual correspondences between spelling and sound and where these occur in words.</p>	<p>To read most Y1 and Y2 common exception words*, noting unusual correspondences between spelling and sound and where these occur in the word.</p>	<p>To begin to read Y3/Y4 exception words.*</p>	<p>To read all Y3/Y4 exception words*, discussing the unusual correspondences between spelling and these occur in the word.</p>	<p>To read most Y5/ Y6 exception words, discussing the unusual correspondences between spelling and sound and where these occur in the word.</p>	
Fluency	<p>Blend sounds into words, so that they can read short words made up of letter-sound correspondences.</p> <p>Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</p> <p>Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p>	<p>To accurately read texts that are consistent with their developing phonic knowledge, that do not require them to use other strategies to work out words.</p> <p>To reread texts to build up fluency and confidence in word reading.</p>	<p>To read aloud books (closely matched to their improving phonic knowledge), sounding out unfamiliar words accurately, automatically and without undue hesitation.</p> <p>To reread these books to build up fluency and confidence in word reading.</p> <p>To 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>			
Range of Reading	<p>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>To retell familiar stories in increasing detail.</p>	<p>To become increasingly familiar with and to retell a wide range of stories, fairy stories and traditional tales.</p>	<p>Identifies themes and conventions in a wide range of books, increasing familiarity with fairy stories and myths and legends (retelling these orally)</p>	<p>Identifies themes and conventions in a wide range of books, increasing familiarity with fairy stories and myths and legends (retelling these orally)</p>	<p>Identifies and discusses themes and conventions in and across a wide range of writing, providing reasons and justifications for their views.</p>	<p>Identifies and discusses themes and conventions in and across a wide range of writing, providing reasons and justifications for their views.</p>

Reading – Comprehension							
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Poetry and Performance	<p>Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</p> <p>Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc.</p> <p>Sing the melodic shape (moving melody, such as up and down and down and up) of familiar songs.</p> <p>Create their own songs, or improvise a song around one they know.</p> <p>Engage in story times.</p> <p>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>Learn rhymes, poems and songs.</p> <p>Sing in a group or on their own, increasingly matching the pitch and following the melody.</p> <p>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>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>Make use of props and materials when role playing characters in narratives and stories.</p> <p>Invent, adapt and recount narratives and stories with their peers and their teacher.</p> <p>Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time to music.</p>	<p>To recite simple poems by heart.</p>	<p>To continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some with appropriate intonation to make the meaning clear.</p>	<p>To prepare and perform poems and play scripts that show some awareness of the audience when reading aloud.</p> <p>To begin to use appropriate intonation and volume when reading aloud.</p>	<p>To recognise and discuss some different forms of poetry (e.g. free verse or narrative poetry).</p> <p>To prepare and perform poems and play scripts with appropriate techniques (intonation, tone, volume and action) to show awareness of the audience when reading aloud.</p>	<p>To continually show an awareness of the audience when reading out loud using intonation, tone, volume and action.</p>	<p>To confidently perform texts (including poems learnt by heart) using a wide range of devices to engage the audience and for effect.</p>

<p>Non-Fiction</p>	<p>Engage in non-fiction books.</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</p>	<p>To listen to and discuss a wide range of non-fiction at a level beyond that at which they can read independently.</p> <p>To sort non-fiction books into those with similar content/structure .</p> <p>Identify simple non-fiction features which support the structure of the text.</p>	<p>To recognise that non-fiction books are often structured in different ways.</p> <p>To identify key features of non-fiction which support the structure of the text e.g. sub-headings, glossary and captions.</p> <p>Identify appropriate non-fiction books to use to find out information on a given topic.</p>	<p>To retrieve and record information from non-fiction texts.</p>	<p>To use all of the organisational devices available within a non-fiction text to retrieve, record, and discuss information.</p> <p>To use dictionaries to check the meaning of words that they have read.</p>	<p>To use knowledge of texts and organisation devices to retrieve, record, and discuss information from fiction and non-fiction texts.</p>	<p>To retrieve, record, and present information from non-fiction texts.</p> <p>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>
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Vocabulary	<p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>Use a wider range of vocabulary.</p> <p>Engage in extended conversations about stories, learning new vocabulary.</p> <p>Learn new vocabulary.</p> <p>Use new vocabulary throughout the day.</p> <p>Use new vocabulary in different contexts.</p> <p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p>	<p>discussing word meanings, linking new meanings to those already known</p> <p>draw upon knowledge of vocabulary in order to understand the text</p> <p>join in with predictable phrases</p> <p>use vocabulary given by the teacher</p> <p>discuss his/her favourite words and phrases</p>	<p>discussing and clarifying the meanings of words; link new meanings to known vocabulary</p> <p>discussing their favourite words and phrases</p> <p>recognise some recurring language in stories and poems</p>	<p>use dictionaries to check the meaning of words that they have read</p> <p>discuss words that capture the readers interest or imagination</p> <p>identify how language choices help build meaning</p> <p>find the meaning of new words using substitution within a sentence.</p>	<p>using dictionaries to check the meaning of words that they have read</p> <p>use a thesaurus to find synonyms</p> <p>discuss why words have been chosen and the effect these have on the reader</p> <p>explain how words can capture the interest of the reader</p> <p>discuss new and unusual vocabulary and clarify the meaning of these</p> <p>find the meaning of new words using the context of the sentence.</p>	<p>explore the meaning of words in context, confidently using a dictionary</p> <p>discuss how the author's choice of language impacts the reader</p> <p>evaluate the authors use of language</p> <p>investigate alternative word choices that could be made</p> <p>begin to look at the use of figurative language</p> <p>use a thesaurus to find synonyms for a larger variety of words</p> <p>re-write passages using alternative word choices</p> <p>read around the word' and *explore its meaning in the broader context of a section or paragraph.</p>	<p>evaluate how the authors' use of language impacts upon the reader</p> <p>find examples of figurative language and how this impacts the reader and contributes to meaning or mood.</p> <p>discuss how presentation and structure contribute to meaning.</p> <p>explore the meaning of words in context by 'reading around the word' and independently explore its meaning in the broader context of a section or paragraph.</p>
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<p>Inference</p>	<p>Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"</p> <p>Compare and contrast characters from stories, including figures from the past.</p>	<p>children make basic inferences about characters' feelings by using what they say as evidence.</p> <p>infer basic points with direct reference to the pictures and words in the text</p> <p>discuss the significance of the title and events</p> <p>demonstrate simple inference from the text based on what is said and done</p>	<p>make inferences about characters' feelings using what they say and do.</p> <p>infer basic points and begin, with support, to pick up on subtler references.</p> <p>answering and asking questions and modifying answers as the story progresses</p> <p>use pictures or words to make inferences</p>	<p>children can infer characters' feelings, thoughts and motives from their stated actions.</p> <p>justify inferences by referencing a specific point in the text.</p> <p>ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives.</p> <p>make inferences about actions or events</p>	<p>ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives (I know this because questions)</p> <p>infer characters' feelings, thoughts and motives from their stated actions.</p> <p>consolidate the skill of justifying them using a specific reference point in the text</p> <p>use more than one piece of evidence to justify their answer</p>	<p>drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</p> <p>make inferences about actions, feelings, events or states</p> <p>use figurative language to infer meaning</p> <p>give one or two pieces of evidence to support the point they are making.</p> <p>begin to draw evidence from more than one place across a text.</p>	<p>drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</p> <p>discuss how characters change and develop through texts by drawing inferences based on indirect clues.</p> <p>make inferences about events, feelings, states backing these up with evidence.</p> <p>infer characters' feelings, thoughts and motives, giving more than one piece of evidence to support each point made. They can draw evidence from different places across the text</p>
<p>Prediction</p>	<p>Anticipate (where appropriate) key events in stories.</p>	<p>predicting what might happen on the basis of what has been read so far in terms of story, character and plot</p> <p>make simple predictions based on the story and on their own life experience.</p> <p>begin to explain these ideas verbally or through pictures.</p>	<p>predicting what might happen on the basis of what has been read in terms of plot, character and language so far</p> <p>make predictions using their own knowledge as well as what has happened so far to make logical predictions and give explanations of them</p>	<p>justify predictions using evidence from the text.</p> <p>use relevant prior knowledge to make predictions and justify them.</p> <p>use details from the text to form further predictions.</p>	<p>justify predictions using evidence from the text.</p> <p>use relevant prior knowledge as well as details from the text to form predictions and to justify them.</p> <p>monitor these predictions and compare them with the text as they read on</p>	<p>predicting what might happen from details stated and implied</p> <p>support predictions with relevant evidence from the text.</p> <p>confirm and modify predictions as they read on.</p>	<p>predicting what might happen from details stated and implied</p> <p>support predictions by using relevant evidence from the text</p> <p>confirm and modify predictions in light of new information.</p>

Explaining	<p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p>	<p>give my opinion including likes and dislikes (not nc objective).</p> <p>link what they read or hear to their own experiences</p> <p>explain clearly my understanding of what has been read to them</p> <p>express views about events or characters</p>	<p>explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves</p> <p>express my own views about a book or poem</p> <p>discuss some similarities between books</p> <p>listen to the opinion of others</p>	<p>discussing the features of a wide range of fiction, poetry, plays, non-fiction and reference books</p> <p>identifying how language, structure, and presentation contribute to meaning of both fiction and non-fiction texts</p> <p>recognise authorial choices and the purpose of these</p>	<p>discussing words and phrases that capture the reader's interest and imagination</p> <p>identifying how language, structure, and presentation contribute to meaning</p> <p>recognise authorial choices and the purpose of these</p>	<p>provide increasingly reasoned justification for my views</p> <p>recommend books for peers in detail</p> <p>give reasons for authorial choices</p> <p>begin to challenge points of view</p> <p>begin to distinguish between fact and opinion</p> <p>identifying how language, structure and presentation contribute to meaning</p> <p>discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</p> <p>explain and discuss their understanding of what they have read, including through formal presentations and debates.</p>	<p>provide increasingly reasoned justification for my views</p> <p>recommend books for peers in detail</p> <p>give reasons for authorial choices</p> <p>begin to challenge points of view</p> <p>begin to distinguish between fact and opinion</p> <p>identifying how language, structure and presentation contribute to meaning</p> <p>discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</p> <p>explain and discuss their understanding of what they have read, including through formal presentations and debates.</p> <p>distinguish between fact, opinion and bias explaining how they know this.</p>
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<p>Retrieval</p>	<p>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.</p>	<p>answer a question about what has just happened in a story.</p> <p>develop their knowledge of retrieval through images.</p> <p>recognize characters, events, titles and information.</p> <p>recognize differences between fiction and non-fiction texts.</p> <p>retrieve information by finding a few key words.</p> <p>Contribute ideas and thoughts in discussion</p>	<p>independently read and answer simple questions about what they have just read.</p> <p>asking and answering retrieval questions</p> <p>draw on previously taught knowledge</p> <p>remember significant event and key information about the text that they have read</p> <p>Monitor their reading, checking words that they have decoded, to ensure that they fit within the text they have already read</p>	<p>use contents page and subheadings to locate information</p> <p>learn the skill of 'skim and scan' to retrieve details.</p> <p>begin to use quotations from the text.</p> <p>retrieve and record information from a fiction text.</p> <p>retrieve information from a non-fiction text</p>	<p>confidently skim and scan texts to record details,</p> <p>using relevant quotes to support their answers to questions.</p> <p>retrieve and record information from a fiction or non-fiction text.</p>	<p>confidently skim and scan, and also use the skill of reading before and after to retrieve information.</p> <p>use evidence from across larger sections of text</p> <p>read a broader range of texts from other cultures, legends, stories from other cultures, modern fiction and archaic texts.</p> <p>retrieve, record and present information from non-fiction texts.</p> <p>ask my own questions and follow a line of enquiry.</p>	<p>Children confidently skim and scan, and also use the skill of reading before and after to retrieve information. *They use evidence from across whole chapters or texts</p> <p>Read a broader range of texts including myths, legends, stories from other cultures, modern fiction, plays, poetry and archaic texts.</p> <p>Retrieve, record and present information from a wide variety of non-fiction texts.</p> <p>Ask my own questions and follow a line of enquiry.</p>
<p>Sequence/ Summary</p>	<p>Anticipate (where appropriate) key events in stories.</p> <p>Compare and contrast characters from stories, including figures from the past.</p>	<p>retell familiar stories orally e.g fairy stories and traditional tales</p> <p>sequence the events of a story they are familiar with</p> <p>begin to discuss how events are linked</p>	<p>discuss the sequence of events in books and how items of information are related.</p> <p>retell using a wider variety of story language.</p> <p>order events from the text.</p> <p>begin to discuss how events are linked focusing on the main content of the story.</p>	<p>identifying main ideas drawn from a key paragraph or page and summarising these</p> <p>begin to distinguish between the important and less important information in a text.</p> <p>give a brief verbal summary of a story.</p> <p>teachers begin to model how to record summary writing.</p> <p>identify themes from a wide range of books</p> <p>make simple notes from one source of writing</p>	<p>use skills developed in year 3 in order to write a brief summary of main points, identifying and using important information.</p> <p>identifying main ideas drawn from more than one paragraph.</p> <p>identify themes from a wide range of books</p> <p>summarise whole paragraphs, chapters or texts</p> <p>highlight key information and record it in bullet points, diagrams, maps etc</p>	<p>summarising the main ideas drawn from more than one paragraph, page, chapter or the entire text identifying key details to support the main ideas.</p> <p>make connections between information across the text and include this is an answer.</p> <p>discuss the themes or conventions from a chapter or text</p> <p>identify themes across a wide range of writing</p>	<p>summarise information from across a text and link information by analysing and evaluating ideas between sections of the text.</p> <p>summarising the main ideas drawn from more than one paragraph, identifying key details to support the main ideas</p> <p>make comparisons across different books.</p> <p>summarise entire texts, in addition to chapters or paragraphs, using a limited amount of words or paragraphs.</p>

The development of SMSC and the promotion of British Values in the Reading Curriculum

<p>Spiritual</p> <p>Children</p> <ul style="list-style-type: none"> • demonstrate they are reflecting on their experiences and learning from reflection • show they understand human feelings and emotions and how these affect others e.g. enjoyment, disappointment. • respect others e.g. feedback from peers or teacher. • accommodate difference and enable others to succeed. • ask questions, offer ideas and make connections. • display creativity and imagination, e.g. through their written work. • develop empathy towards characters – both real and fictional. • explore a range of different literature and genres, including story and poetry, which explores human experience and responses. • use stillness and imagination in drama and other activities to develop inner awareness. • express feelings and emotions through verbal and written communication knowing that words can influence feelings. • understand their questions and ideas are valued <p>Have space for their own thoughts, ideas and concerns;</p> <ul style="list-style-type: none"> • make connections between aspects of their learning relate their learning to a wider frame of reference – eg 'why?', 'how?' and 'where?' 'what?' • become resilient <ul style="list-style-type: none"> • develop their ability to persevere • experience feelings of excitement and delight • work with partners and small groups • discuss tasks and questions and decide how best to solve them • develop their abilities to work as a team • develop a sense of responsibility with a small group • acquire a sense of achievement 	<p>Moral</p> <p>Books with moral themes/messages.</p> <p>We encourage moral thinking through the recognition of values such as right and wrong, cruelty and kindness. Children analyse characters and events to explore the consequences of positive and negative actions and apply these to their own lives.</p> <p>Children</p> <ul style="list-style-type: none"> • show an interest in investigating and offering reasoned views about moral and ethical issues. • develop skills in speaking and listening. • enhance their social interaction through role play. • become aware they are writing and communicating with an audience. • participate in group drama work <p>read and discuss social issues in literature.</p> <ul style="list-style-type: none"> • create awareness of a variety of life experiences • recognise the value of each individual, e.g. agree to disagree when looking at some non-fiction units, i.e. persuasion. • listen and respond appropriately to the views of others in discussions • make informed and independent judgements when looking at different texts/genres. • explore the way different genders are portrayed in literature. • organise their work in a systematic way so that it can be understood by others as well as themselves. • distinguish between the right and wrong methods of completing tasks. • share resources and consider how people may feel about this.
<p>Social</p> <p>Lessons promote cooperation through group work. Issues covered in a range of different texts encourage the to think about the world outside our school and give them the opportunity to reflect on issues raised in fiction and non-fiction affect lives both now and into the future. Peer assessment encourages focused feedback among our children whereby they support and encourage each other, reflect and give advice and views in responding to texts.</p> <p>Children</p> <ul style="list-style-type: none"> • work well co-operatively. • take part in corporate experiences, e.g. World Book Day • demonstrate personal qualities such as thoughtfulness, honesty, respect for difference, moral principles, independence, interdependence • participate within school and events in the wider community, such as Canterbury Festival Poetry and other writing competitions. 	<p>Cultural</p> <p>A diverse range of books is shared with each class, including different backgrounds, religions, countries. Through this, children learn about respecting others, appreciating and empathising with different cultures, contexts and times.</p> <p>Children</p> <ul style="list-style-type: none"> • extend knowledge and use of cultural language and imagery • have opportunities to explore different cultures, e.g. through Black History Month and cultural events and festivals • read and listen to stories and poetry from other cultures. • gain awareness of issues such as stereotyping and equal opportunities in literature. • understand how language can be used to empower or oppress people.

- demonstrate leadership skills in collaborative tasks.
- participate in discussions of right and wrong - moral issues visualised in children's literature.
- develop skills of listening and forming evaluative judgements in discussion.
- take part in circle time discussion of behaviour and relationships of different characters – both real and fictional.
- use drama/role-play to explore characters and plot within different genres.
- learn to listen and talk to each other constructively to move each other's learning on.

British Values

Teaching a range of literature promotes discussion and debate and the importance of unprejudiced views. Texts that give opportunities to think about the consequences of right and wrong behaviour, applying this to their own lives and raises the issues eg stranger-danger, accepting 'free gifts'. Our learning environment means mistakes may be made without fear,

Children:

- are encouraged to delve deeper into their understanding of literature and how it relates to the world around them.
- participate in english events, such as World Book Day.
- cooperate and work in groups, listening to presentations and asking questions. for example, children are encouraged to build on the views of others, or oppose the view using positive language. in turn, this creates a culture where they make speak freely but showing social awareness of others.
- are exposed to a range of literature which promotes discussion and debate
- have opportunities to consider different perspective and empathise with other characters
- become more able to understand the needs of others and apply empathy to situations in their own lives
- listen to and respect the ideas and opinions of others even if they are very different to their own
- share good practice explaining what they like about someone else's work
- peer review each others' work ensuring honest opinions are delivered sensitively using appropriate language
- have the opportunity to work independently and take responsibility for their learning
- enjoy freedom of speech through being able to express their views and have them listened to
- grow resilience and mutual respect through paired reading
- understand that reading is universal and that every country has language and literature
- appreciate British culture and history through books eg treason (yr5)
- choose their own library books and other reading material in school.