

Boston Endeavour Academy: English Reading Curriculum for Key Stages 2 and 3

Stage 1

Boston Endeavour Academy English curriculum delivers a personalised pathway at each pupil's own pace and recognising individual learning styles. This curriculum is designed for our Semi-formal curriculum learners, who begin at Stage 1 in Year 3 and progress to Stage 3B by Year 9, however, not all learners will progress at this rate. English curriculum content is informed by our topic map, which ensures that skills are advanced, overlearnt and generalised in new and engaging contexts. Our curriculum is aligned with the Rochford Review and the Pre Key Stage standards enabling our students to have their achievements against these benchmarks recognised.

Engagement And Understanding	Inference And Deduction	Response	Features
<p>I know how to begin to use patterns of speech influenced by my experience of books.</p> <p>I know how to listen and engage with stories with increasing attention.</p> <p>I know how to derive some meaning from a book and indicate what it is about.</p>	<p>I know how to use picture cues when sharing a book.</p>	<p>I know how to show interest in the content of a book.</p> <p>I have favourite books.</p> <p>I know how to demonstrate 'reading-like' behaviour.</p> <p>I know how to join in with some actions or repeat some words, rhymes and phrases when prompted.</p>	<p>I know how to hold a book the correct way, start at the beginning and turn the pages.</p> <p>I know how to show anticipation about what is going to happen next (e.g. by turning a page).</p> <p>I know how to distinguish between pictures and writing.</p>
<p>I know how to use patterns of speech influenced by my experience of books.</p> <p>I know how to make some links between books read and my own experiences, with support.</p> <p>My play is influenced by my experience of stories and may include actions.</p>	<p>I know how to predict words or phrases within a particular, familiar story.</p>	<p>I know how to show emerging confidence when talking about points of interest in a story.</p> <p>I know how to occasionally ask simple questions, often in the form of 'how?', 'where?' or 'why?'</p>	<p>I understand some conventions of print and know where to start reading.</p> <p>I know how to begin to recognise that information can be retrieved from books.</p>

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Stage 2

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Engagement And Understanding	Inference And Deduction	Response	Features
<p>I know how to use vocabulary and forms of speech that are increasingly influenced by my experience of texts.</p> <p>I know how to make connections between texts read and my own experiences.</p>	<p>I know how to predict elements of a text.</p>	<p>I enjoy an increasing range of texts and show interest in the activity of reading.</p> <p>I know how to begin to use talk to respond to texts.</p> <p>I know how to ask simple questions often in the form of 'how?', 'where?' or 'why?'.</p>	<p>I know that my name is made up of letters.</p> <p>I know how to understand some conventions of print, e.g. reading top to bottom, left to right.</p> <p>I know that information can be retrieved from texts.</p>
<p>I enjoy and participate in story retelling, poems, rhymes and singing games.</p> <p>I know how to retell narrative in the correct sequence, drawing on the language patterns of stories.</p>	<p>I know how to interpret the meaning of pictures and can deduce a storyline from illustrations.</p> <p>I know how to make predictions based on illustration, story content and title.</p>	<p>I know how to associate books and reading with pleasure and interest and sometimes browses independently.</p> <p>I know how to respond to stories or poems, with relevant comments, questions or actions.</p> <p>I know how to recount a short sequence of events (e.g. by sequencing images or manipulating objects.)</p>	<p>I know how to distinguish between words and letters.</p> <p>I know how to read words by blending sounds with known graphemes, with help from a teacher.</p> <p>I know how to begin to make 1:1 correspondence.</p> <p>I know how to show understanding of how information texts can be used to answer questions.</p>

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Stage 3A

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Word Reading	Comprehension	
<p>I know how to apply phonic knowledge and skills as the route to decode words.</p> <p>I know how to respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes.</p> <p>I know how to read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.</p> <p>I know how to read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.</p> <p>I know how to read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings.</p> <p>I know how to read other words of more than one syllable that contain taught GPCs.</p> <p>I know how to read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s).</p> <p>I know how to read aloud accurately books that are consistent with my developing phonic knowledge and that do not require me to use other strategies to work out words.</p> <p>I know how to re-read these books to build up my fluency and confidence in word reading.</p>	<p>Develop pleasure in reading, motivation to read, vocabulary and understanding by demonstrating that:</p> <p>I know how to listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which I know how to read independently.</p> <p>I am being encouraged to link what they read or hear read to my own experiences.</p> <p>I am becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics.</p> <p>I know how to recognise and join in with predictable phrases.</p> <p>I am learning to appreciate rhymes and poems, and to recite some by heart.</p> <p>I know how to discuss word meanings, linking new meanings to those already known.</p>	<p>Understand both the books I know how to already read accurately and fluently and those I listen to by demonstrating that:</p> <p>I know how to draw on what I already know or on background information and vocabulary provided by my teacher.</p> <p>I know how to check that the text makes sense to me as I read and correct inaccurate reading.</p> <p>I know how to discuss the significance of the title and events.</p> <p>I know how to make inferences on the basis of what is being said and done.</p> <p>I know how to predict what might happen on the basis of what has been read so far.</p> <p>I know how to participate in discussion about what is read to me, taking turns and listening to what others say.</p> <p>I know how to explain clearly my understanding of what is read to me.</p>

Word Reading	Comprehension	
<p>I know how 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>I know how to read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.</p> <p>I know how to read accurately words of two or more syllables that contain the same graphemes as above.</p> <p>I know how to read words containing common suffixes.</p> <p>I know how to read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.</p> <p>I know how to read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered.</p> <p>I know how to read aloud books closely matched to my improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.</p> <p>I know how to re-read these books to build up my fluency and confidence in word reading.</p>	<p>Develop pleasure in reading, motivation to read, vocabulary and understanding by demonstrating that:</p> <p>I know how to listen to, discuss and express views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which I know how to read independently.</p> <p>I know how to discuss the sequence of events in books and how items of information are related.</p> <p>I am becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales.</p> <p>I am being introduced to non-fiction books that are structured in different ways.</p> <p>I know how to recognise simple recurring literary language in stories and poetry</p> <p>I know how to discuss and clarify the meanings of words, linking new meanings to known vocabulary.</p> <p>I know how to discuss my favourite words and phrases.</p> <p>I am continuing 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>Understand both the books that I know how to already read accurately and fluently and those that I listen to by demonstrating that:</p> <p>I know how to draw on what I already know or on background information and vocabulary provided by my teacher.</p> <p>I know how to check that the text makes sense to me as I read and correct inaccurate reading.</p> <p>I know how to make inferences on the basis of what is being said and done</p> <p>I know how to answer and ask questions.</p> <p>I know how to predict what might happen on the basis of what has been read so far.</p> <p>I know how to participate in discussion about books, poems and other works that are read to me and those that I know how to read for myself, take turns and listen to what others say.</p> <p>I know how to explain and discuss my understanding of books, poems and other material, both those that I listen to and those that I read for myself.</p>

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Stage 3B

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Word Reading	Comprehension	
<p>I know how to apply my growing knowledge of root words, prefixes and suffixes (etymology and morphology) both to read aloud and to understand the meaning of new words they meet.</p> <p>I know how to read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</p>	<p>Develop positive attitudes to reading and understanding of what I read by demonstrating that:</p> <p>I know how to listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</p> <p>I know how to read books that are structured in different ways and I know how to read for a range of purposes.</p> <p>I know how to use dictionaries to check the meaning of words that I have read.</p> <p>I know how to increase my familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</p> <p>I know how to identify themes and conventions in a wide range of books.</p>	<p>Understand what I read, in books I know how to read independently, by demonstrating that:</p> <p>I know how to check that that the text makes sense to me, discussing my understanding and explaining the meaning of words in context.</p> <p>I know how to questions to improve my understanding of a text.</p> <p>I know how to draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</p> <p>I know how to predict what might happen from details stated and implied.</p> <p>I know how to identify main ideas drawn from more than one paragraph and summarising these.</p> <p>I know how to identify how language, structure, and presentation contribute to meaning.</p> <p>I know how to retrieve and record information from non-fiction.</p> <p>I know how to participate in discussion about both books that are read to me and those I know how to read for myself, taking turns and listening to what others say.</p>

Word Reading	Comprehension	
<p>I know how to apply my growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that I meet.</p>	<p>Maintain positive attitudes to reading and understanding of what I read by demonstrating that:</p> <p>I know how to continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</p> <p>I know how to read books that are structured in different ways and reading for a range of purposes.</p> <p>I know how to increase my familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions.</p> <p>I know how to recommend books that I have read to my peers, giving reasons for my choices.</p> <p>I know how to identify and discuss themes and conventions in and across a wide range of writing.</p> <p>I know how to make comparisons within and across books.</p> <p>I know how to learn a wider range of poetry by heart.</p> <p>I know how to prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.</p>	<p>Understand what I read by demonstrating that:</p> <p>I know how to check that the book makes sense to me, discussing my understanding and exploring the meaning of words in context.</p> <p>I know how to ask questions to improve my understanding.</p> <p>I know how to draw inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence.</p> <p>I know how to predict what might happen from details stated and implied.</p> <p>I know how to summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.</p> <p>I know how to identify how language, structure and presentation contribute to meaning.</p> <p>I know how to discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.</p> <p>I know how to distinguish between statements of fact and opinion.</p> <p>I know how to retrieve, record and present information from non-fiction.</p> <p>I know how to participate in discussions about books that are read to me and those I know how to read for myself, building on my own and others’ ideas and challenging views courteously.</p> <p>I know how to 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.</p> <p>I can provide reasoned justifications for my views.</p>

