

St Michael's CE (VA) Junior School

Reading Curriculum



Our reading curriculum fulfils the requirements of the National Curriculum and is fully inclusive to every child; it ensures the progressive development of knowledge and key reading skills, promotes reading across all curriculum areas and aims to inspire a lifelong love of reading.

We want our children to be able to decode new words outside of their spoken vocabulary and be fluent, independent and enthusiastic readers. Pupils at St Michael's will be gifted with a rich diet of wide and varied high quality reading material and will be taught to read aloud and silently effectively, to interrogate texts, to visualise what they read and to have a real opinion about what they've read that they can increasingly justify as they move through Key Stage 2. Through reading, we aim for our children to be language rich and eager to learn and use new vocabulary in the correct context, both verbally and in their writing. Every lesson builds on knowledge, skills and understanding from previous lessons and prior learning in earlier year groups.

Teachers plan high quality lessons to meet the objectives laid out in the National Curriculum through the use of the Jonathan Bond Toolkit; lessons centre around high quality texts and questioning that is differentiated to meet the needs of all children in a class. Reading lessons occur daily in each class and reading skills are embedded in and referred to in all subject areas. Staff at St Michael's have a vast toolkit of skills and approaches to draw on when planning their reading sessions. Reading skills may be taught through: the teaching of phonics – through spelling lessons and small group intervention, whole class reading lessons, guided reading in smaller ability groups as part of a reading carousel, pre-reading texts, paired reading, echo reading, reciprocal reading – where each child takes a role in a small group, Readers' Theatre, choral speaking, independent reading, comparing books with same author/theme/topic, use of differentiated texts for different ability groups, written comprehension, use of drawing to bring texts to life and dictionary/thesaurus work.

Children are also encouraged to read for pleasure and are given regular opportunities to do so. Pupils use our well-resourced school library in lesson times and our link with Galleywood Library means that they have access to a wider range of books there too.

In addition to this, every class across the school is read to by an adult on a regular basis, fostering a love for reading through exposing the children to high quality literature. Teachers choose challenging texts that will uncover new vocabulary and themes, opening up discussions around the language of books.

Many reading interventions are used for short periods of time to provide an opportunity for catch up in certain reading skills and to encourage rapid progress. These are chosen to meet the needs of the children and include inference training and precision teaching.

Reading is a skill essential for life and at St Michael's we want our children to leave us with a love of reading; reading is a habit which therefore is embedded in everything that we do in school. Our children develop their knowledge and skills in reading over four years of teaching. Children of all abilities achieve in all reading lessons. The most disadvantaged children and children with SEND are given the knowledge and cultural capital they need to succeed in life. St Michael's pupils are successful in reading examinations and tests as a direct result of the carefully planned teaching and development of their skills that they have received during their time with us. Our pupils are resilient and display a can-do attitude regardless of the complexity of the text they are tackling – they are well-supported and challenged in equal measures when developing their reading skillset.

The English subject leader is responsible for the monitoring and evaluation of reading at St Michael's and information from the monitoring and evaluation then forms the basis of the impact assessment for that curriculum area. Judgements on the impact of the reading curriculum on pupils is based upon a triangulation of different monitoring and evaluation activities within school. Lesson scrutiny, pupil voice discussions, outcomes of assessments and quality of teaching and learning are all used as tools to help senior leaders assess the impact of the curriculum.

Teachers will regularly form judgements about how reading skills are developing in each pupil based on both summative and formative assessment. This is communicated to parents through parent consultations and in end of year reports where both the child's attainment and attitude towards the subject will be commented on.

Cross-Curricular Links

The reading skills developed across Key Stage 2 at St Michael's will be used in a plethora of ways across all subject areas, core and foundation.

National Curriculum Objectives for KS2 Reading

The progression of key reading skills specified in the National Curriculum have been organised into a logical progression in the Jonathan Bond Planning Toolkit, used by us and many schools in Essex and beyond.

All objectives derived from the National Curriculum are typed in black. If these are followed, the National Curriculum will be fulfilled. Additional objectives are typed in purple. Teaching these will lead to a more rounded and complete English curriculum.

Objectives which directly contribute towards the statements in the Teacher Assessment Frameworks appear in **bold**. These frameworks refer to key stages not Y2 and Y6. Therefore these objectives will be found scattered across year groups. (For reading, many of these are covered in KS1 year groups). Key objectives are underlined. These are the most important objectives in each year group. They must be mastered in the year group in which they appear.

	Year 3	Year 4	Year 5	Year 6
Word Reading	<ul style="list-style-type: none"> Continue to use phonic knowledge and skills with unfamiliar words Read words with unfamiliar spelling patterns Use an understanding of morphology and etymology to aid them in reading unfamiliar words (link to spelling strand) Continue to build a knowledge of unusual grapheme phoneme correspondences 	<ul style="list-style-type: none"> Continue to use phonic knowledge and skills with unfamiliar words Try out different pronunciations to aid the decoding of unfamiliar, longer words Use an understanding of morphology and etymology to aid them in reading unfamiliar words (link to spelling strand) Continue to build a knowledge of unusual grapheme phoneme correspondences 	<ul style="list-style-type: none"> Continue to use phonic knowledge and skills with unfamiliar words Use an understanding of morphology and etymology to aid them in reading unfamiliar words (link to spelling strand) 	<ul style="list-style-type: none"> Continue to use phonic knowledge and skills with unfamiliar words Use an understanding of morphology and etymology to aid them in reading unfamiliar words (link to spelling strand)
KNOWLEDGE	<ul style="list-style-type: none"> To know that a grapheme is the smallest meaningful written unit of a writing system of any given language. To know that a phoneme is a distinct unit of sound in a given language. Knowing a GPC means being able to match a phoneme to a grapheme and vice versa. To be able to identify the phonemes that make up any given word. To know that morphology is the study of words and how they're formed. To know that a root word is one that does not have a prefix or a suffix. To know that a prefix is a group of letters placed at the beginning of a root word to adjust or qualify its meaning. To know that a suffix is a group of letters placed after the root of a word. To identify prefixes and suffixes. To know that etymology is the study of the origin of words. To understand that words have a history. To know where to locate information about the history of a word – dictionary/online sites. 			
Becoming a Reader	<ul style="list-style-type: none"> Enjoy books and reading 	<ul style="list-style-type: none"> Develop a love books and reading 	<ul style="list-style-type: none"> Develop a love books and reading 	<ul style="list-style-type: none"> Develop an appreciation and love of reading

	<ul style="list-style-type: none"> • <u>Listen to and discuss a range of fiction, poetry, plays, non-fiction, reference and text books that are read to them and those that they can read for themselves</u> • Identify and remember common structural and language conventions in different text types • <u>Read for a range of purposes</u> • Retell stories, adding key details • Identify themes in books • Retell fairy stories or folk tales focusing on the theme • Know and recognise some forms of poetry 	<ul style="list-style-type: none"> • Value and enjoy reading in their spare time • Listen to and discuss a range of fiction, poetry, plays, non-fiction, reference and text books that are read to them and those that they can read for themselves • Identify and remember common structural and language conventions in different text types • <u>Independently read for a range of purposes</u> • Know and recognise some forms of poetry • Retell myths and legends focusing on the themes 	<ul style="list-style-type: none"> • Enjoy reading for a sustained period • <u>Read and discuss a range of fiction, poetry, plays, non-fiction, reference and text books that are read to them and those that they can read for themselves</u> • Increase their familiarity with fiction genres including books from other cultures • Increase their familiarity with fiction genres including modern fiction • Increase their familiarity with fiction genres including traditional stories • Know a range of children's authors and poets • <u>Read for a range of purposes</u> • Recommend a book and explain why • Recommend an author and explain why • Use pertinent and technically specific vocabulary when talking about books • Discuss a text 	<ul style="list-style-type: none"> • Enjoy the challenge of more difficult books • <u>Read and critically discuss a range of fiction, poetry, plays, non-fiction, reference and text books that are read to them and those that they can read for themselves</u> • Increase their familiarity with fiction genres including myths and legends • Increase their familiarity with fiction genres including classic fiction • Increase their familiarity with fiction genres including modern and classic fiction • Discuss and compare a range of children's authors and poets • Discuss and compare a range of children's authors and poets (including classic authors) • <u>Read for a range of purposes</u> • Identify, discuss and compare themes • Use pertinent and technically specific
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			<p>confidently with others, responding to their ideas and challenging their views courteously</p> <ul style="list-style-type: none"> • 	<p>vocabulary when talking about books</p> <ul style="list-style-type: none"> • Show an understanding of texts through formal presentation and debate • Show an understanding of texts through formal presentation and debate, maintaining a focus on the topic and using notes where necessary
KNOWLEDGE	<ul style="list-style-type: none"> • To know the key features of a range of text types-narrative, discussion, explanation, instructions, non-chronological reports, letters, recounts, reports, persuasive texts, poetry. • To understand that a theme is an idea that recurs in or pervades a work of literature i.e. love/honour/deceit. • To know that books have themes. • To understand that different texts appeal to different readers and people read for pleasure in different ways. • To know that a summary is a brief statement or account of the main points/events in a text. • To understand how to summarise the key events of any text they read. • To know that different text types are structured/presented in different ways. • To know that playscripts are read differently to other texts. • To know that stories/books have a cultural/social context meaning a particular set of circumstances which form the setting for the text and in terms of which it can be fully understood. • To know that a wide range of authors and poets write about a wide range of different characters/settings/themes. • To understand that texts can be compared and contrasted and similarities and differences noted. • To understand that people have differing views and opinions about the same text. 			
Fluency	<ul style="list-style-type: none"> • <u>Read Year 3 texts fluently</u> • Prepare texts (including poems and plays) to read aloud and perform 	<ul style="list-style-type: none"> • <u>Read Year 4 texts fluently</u> • Prepare texts (including poems and playscripts) to read aloud and perform, considering 	<ul style="list-style-type: none"> • <u>Read Year 5 texts fluently</u> • Learn poems by heart • Learn more complex poems by heart 	<ul style="list-style-type: none"> • <u>Read Year 6 texts fluently</u> • Prepare texts (including poems and playscripts) to read aloud and perform, showing

		<p>speed, volume and action</p> <ul style="list-style-type: none"> • Prepare texts (including poems and playscripts) to read aloud and perform, considering speed, volume, action, intonation, tone and word emphasis 	<ul style="list-style-type: none"> • Prepare texts (including poems and playscripts) to read aloud and perform, showing understanding through speed, volume, action, intonation, tone and word emphasis so that the meaning is clear to an audience 	<p>understanding through speed, volume, action, intonation, tone and word emphasis so that the author's intent is clear to an audience</p> <ul style="list-style-type: none"> • Learn classic poems by heart
<p>KNOWLEDGE</p>	<ul style="list-style-type: none"> • To know that reading fluency is generally defined as having three components: accuracy, rate, and prosody (or expression). • To know that accurate reading requires students to be able to pronounce written words correctly. • To know that when we decode a word, we use knowledge of the relationships between letters (graphemes) and speech sounds (phonemes) and blend them together in the correct order to form a word. • To know that automaticity is the effortless and autonomous recognition and production of a word. • To understand that effortlessness is apparent when we see someone reading for long periods of time without fatigue and when they are reading in an easy and natural way. • To know that prosody means reading with expression – with the appropriate rhythm, tone, pitch, pauses, and stresses for the text. • To understand that prosody depends on both accuracy and rate. In order to read with expression, we must be able to read words efficiently and break the text into meaningful syntactic and semantic units. • To know that intonation is primarily a matter of variation in the pitch level of the voice but in such languages as English, stress and rhythm are also involved and that it conveys differences of expressive meaning. • To know that word emphasis is when stress is given to a word or words when speaking to indicate particular importance. • To know that tone is, in essence, how you sound when you say words aloud. It refers to a vocal sound with reference to its pitch, quality, and strength. 			

Linking	<ul style="list-style-type: none"> Develop understanding by linking reading to other books or similar contexts 	<ul style="list-style-type: none"> Develop understanding by making connections between texts in terms of plot, characters, structure, same author etc. 	<ul style="list-style-type: none"> Develop understanding by making connections between texts and the world beyond their own experience 	<ul style="list-style-type: none"> Comment on the effect that the reader's or writer's context has on the meaning of texts e.g. historical context, location
KNOWLEDGE	<ul style="list-style-type: none"> To know that the plot of a story is the main events in a text, devised and presented by the writer as an interrelated sequence. To know that 'historical context' means a particular set of circumstances (from the past) which form the setting for the text and in terms of which it can be fully understood. To know that texts can be set in different locations. 			
Predicting	<ul style="list-style-type: none"> Predict what may happen and explain using detail from the text 	<ul style="list-style-type: none"> Predict what may happen and explain using stated and implied detail from the text 	<ul style="list-style-type: none"> Predict what may happen using stated and implied details and a wider personal understanding of the world 	<ul style="list-style-type: none"> Refine and verify predictions in discussion with others
KNOWLEDGE	<ul style="list-style-type: none"> To know that a prediction is an estimation/forecast of something that will happen in the future or will be a consequence of something. To understand why prediction is useful. To understand how to make a sensible prediction, using what you do know and life experience. To know that others may predict differently to you. To understand that to justify your prediction means to show or prove it to be right or reasonable based on the previous evidence and life experience and to know how important it is to do this. 			
Summarising	<ul style="list-style-type: none"> Identify the key points in a section, page or whole text 	<ul style="list-style-type: none"> <u>Summarise a text using the key points</u> 	<ul style="list-style-type: none"> Summarise using an appropriate amount of detail as evidence 	<ul style="list-style-type: none"> <u>Summarise the key points in a more complex text, using their own words to establish clear meaning</u>

<p>KNOWLEDGE</p>	<ul style="list-style-type: none"> • To know that a summary is a brief statement or account of the main points of something. • To learn acronyms like S.U.M to remember the key elements of a summary (Shorter than original text, Using your own words, Main points only). • To know that a main point is one that is chief in importance and that superfluous information is that which is unnecessary or surplus to the understanding of the message of the text. 			
<p>Understanding Purpose and Viewpoint</p>	<ul style="list-style-type: none"> • Identify the author's purpose e.g. to inform, describe, entertain, share feelings etc. 	<ul style="list-style-type: none"> • Identify the author's purpose and adjust reading strategy accordingly e.g. consider the evidence in a persuasive text • Recognise the viewpoint of the author • Distinguish between fact and opinion when discussing viewpoint 	<ul style="list-style-type: none"> • Recognise that different parts of the text may have different purposes • Comment on a writer's purpose and viewpoint e.g. noting bias • Identify, describe and compare writers' themes across a range of texts 	<ul style="list-style-type: none"> • Compare differing purposes and viewpoints in texts on similar topics • Explain purpose and viewpoint with reference to evidence in the text
<p>KNOWLEDGE</p>	<ul style="list-style-type: none"> • To know that texts have a range of purposes (reason for which is written). • To know that a viewpoint is a person's opinion or point of view. • To understand that texts are written from a particular viewpoint. • To know that writers select the viewpoint that they write from for a purpose. 			
<p>Understanding Text Organisation</p>	<ul style="list-style-type: none"> • Explain the basic structures inherent in different text types (fiction and non-fiction) • Explain the purpose of structural features 	<ul style="list-style-type: none"> • Identify how the layout in book and screen-based texts aids the reader • Identify instances where structure and layout contribute to meaning 	<ul style="list-style-type: none"> • Identify a point in the text where the author has made a structural choice and consider the reasoning behind it • Explain some choices an author has made in structuring and organising their text 	<ul style="list-style-type: none"> • Explain the series of choices an author has made in structuring and organising their text • Explain how an author uses text structure and organisation to manipulate the reader

<p>KNOWLEDGE</p>	<ul style="list-style-type: none"> • To understand that different texts are laid out in different ways. • To understand the reasoning for setting out texts in different ways. • To know the definition of the word 'structure' on a text level is the construction or arrangement of the writing according to a plan; the pattern or organisation of ideas/sentences/paragraphs. • To understand that cohesion is the grammatical and lexical linking within a text that holds it together and gives it a clear structure and meaning. • To know that a number of cohesive devices can be used by a writer to contribute to a clear meaning through the chosen structure (see Writing Curriculum document). • To know that there is a writer behind every text making decisions about how it should be structured. 			
<p>Understanding Writers' Use Of Language</p>	<ul style="list-style-type: none"> • Discuss language which has captured their interest • Identify basic language features inherent in different text types (fiction and non-fiction) • Identify and discuss simple authorial techniques such as short sentences, repeated phrases, punctuation 	<ul style="list-style-type: none"> • Select and explain favourite vocabulary choices • <u>Select and discuss effective words and phrases e.g. figurative language</u> • Engage in a discussion on an author's use of language 	<ul style="list-style-type: none"> • Discuss and evaluate how authors use language and the impact on the reader • Explain why an author has used figurative language and the effect this has • Explain how meaning is enhanced through the use of words and phrases 	<ul style="list-style-type: none"> • Identify formality in texts and the use of standard and non-standard English • Describe and evaluate the choices an author has made in their use of language • Explain how an author has used language to manipulate the reader
<p>KNOWLEDGE</p>	<ul style="list-style-type: none"> • To know that figurative language refers to words and phrases that go beyond their literal meaning within a text and that there are 6 main forms: <ol style="list-style-type: none"> 1. Metaphor – symbolic substitution of concepts or things – a word or phrase is applied to an object or action to which it is not literally applicable i.e. <i>'Life is a rollercoaster.'</i> 2. Simile – using 'like' or 'as' for description or comparison i.e. <i>'Life is like a rollercoaster.'</i> 3. Metonymy – one word to mean a greater concept or group i.e. <i>'suit'</i> for a business executive; <i>'the pen is mightier than the sword'</i> – written word is more powerful than military force. 4. Personification - the attribution of a personal nature or human characteristics to something non-human i.e. <i>'The biscuit called Kirstie's name.'</i> 			

	<p>5. Irony – using words in the manner opposite to the standard usage i.e. <i>“Oh great! Now you have broken my new camera.”</i></p> <p>6. Hyperbole – exaggeration for emphasis i.e. <i>‘I died of embarrassment.’</i></p> <ul style="list-style-type: none"> • To know that the level of formality links to standard and non-standard English. • To understand that standard English is the variety of English used in public communication, particularly in writing. It is the form taught in schools and used by educated speakers. It is not limited to a particular region and can be spoken with any accent • To understand that non-standard English is English that does not follow the same rules as standard English – words, expressions or pronunciations are used that are not regarded as ‘correct’ by educated native speakers of the language i.e. <i>‘I ain’t bothered.’</i> • To understand that to manipulate the reader means to cleverly control or influence them. 			
Responding to texts	<ul style="list-style-type: none"> • Answer questions by referring back to the text 	<ul style="list-style-type: none"> • Answer questions giving evidence from the text in their response 	<ul style="list-style-type: none"> • Answer questions drawing on information from several places in the text 	<ul style="list-style-type: none"> • Answer a range of question types on single and multiple texts
Asking questions	<ul style="list-style-type: none"> • <u>Ask questions when their reading doesn’t make sense</u> • <u>Use questioning to keep an active engagement with a longer text</u> 	<ul style="list-style-type: none"> • Ask questions to improve their understanding of a text • Ask questions about character and motivation, vocabulary and plot 	<ul style="list-style-type: none"> • Use questioning and discussion with peers to further their understanding of a text • Revisit questions during the reading of a text as new information is revealed • Ask deeper questions as the text progresses 	<ul style="list-style-type: none"> • <u>Use questioning to propel themselves through a challenging text</u> • Allow questions to lead them on to new ideas, perspectives and conclusions • Ask questions about authorial intent
KNOWLEDGE	<ul style="list-style-type: none"> • To know that the answers to some questions can be found in the text. • To know that direct quotes from the text should be placed in inverted commas. • To understand that some questions require me to go back and check the text time and time again. • To know that authorial intent refers to an author’s intentions as it is encoded in their work. 			

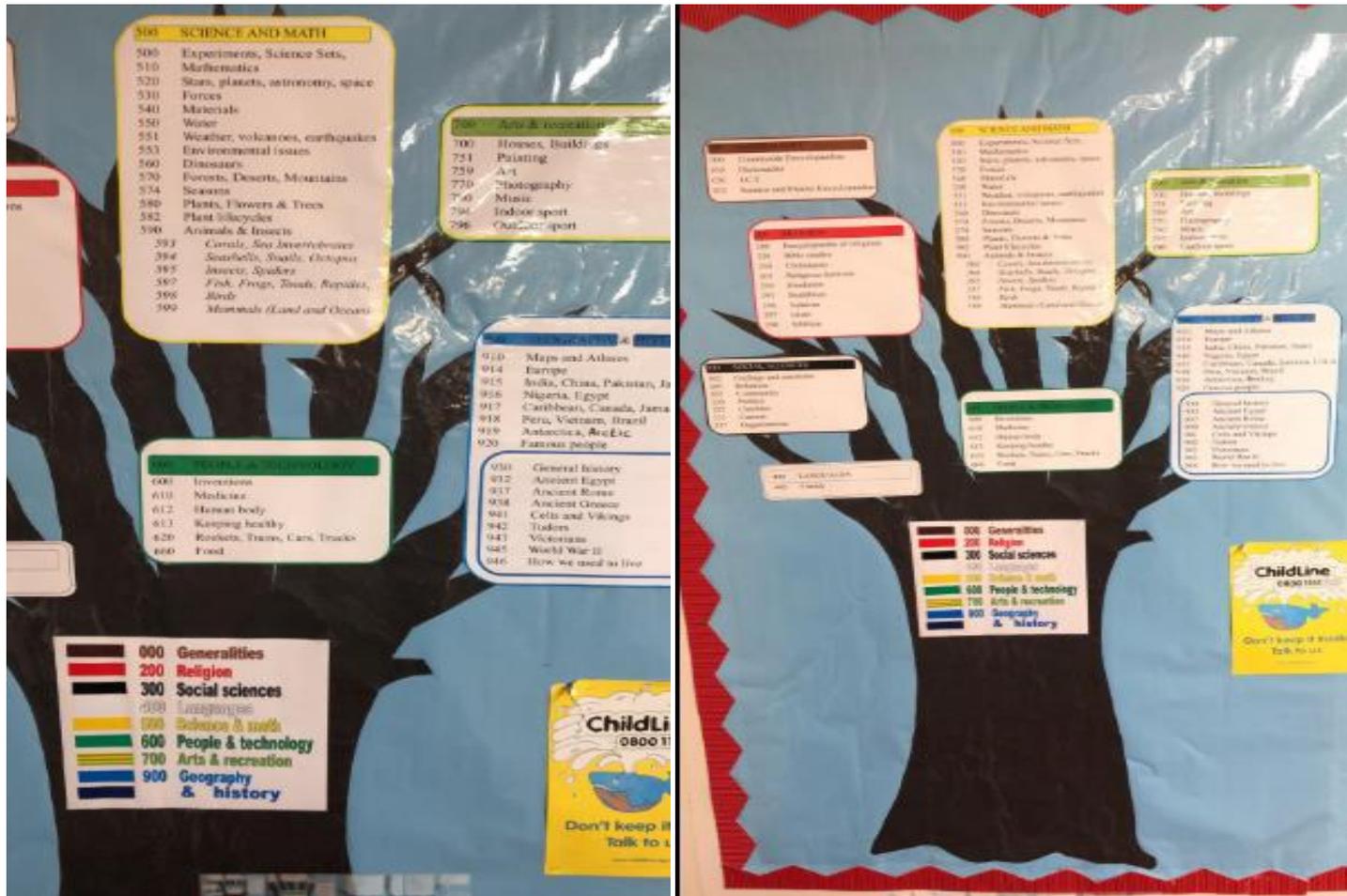
<p>Clarifying and retrieving</p>	<ul style="list-style-type: none"> • Apply previous retrieving objectives to year 3 texts • Check that the text makes sense to them and discuss their understanding • Combine information to create an understanding of the whole text 	<ul style="list-style-type: none"> • Apply previous retrieving objectives to year 4 texts • Check that the text makes sense to them and discuss their understanding • <u>Extract information from a text when information is hidden within a longer paragraph</u> • Use a knowledge of text type and structure to extract information 	<ul style="list-style-type: none"> • Apply previous retrieving objectives to year 5 texts • Check that the text makes sense to them and use questioning and discussion to further their understanding • <u>Extract information that is scattered throughout a whole text</u> • Extract information from a text by following a train of thought through a longer paragraph • Develop a fuller understanding of the text by combining clarifying and inferring • <u>Use knowledge of synonyms and hypernyms to aid comprehension</u> 	<ul style="list-style-type: none"> • <u>Apply previous retrieving objectives to year 6 texts</u> • Check that the text makes sense to them and use questioning and discussion to further their understanding • <u>Use what is 'not said' to enhance comprehension</u> • <u>Use what is implied to enhance comprehension</u>
<p>KNOWLEDGE</p>	<ul style="list-style-type: none"> • To know that to clarify means to make part of the text less confused and more comprehensible. • To understand resources that are available in the classroom and wider environment which enable one to clarify unfamiliar vocabulary/concepts i.e. working walls/dictionaries/word banks. • To understand when it is important to clarify and how doing this well can impact on an overall understanding of the text. • To know that a synonym is a word or phrase that means exactly or nearly the same as another word or phrase. • To know that a hypernym is a word with a broad meaning constituting a category into which words with more specific meanings fall. 			

Imagining	<ul style="list-style-type: none"> • <u>Create sensory images while they read</u> 	<ul style="list-style-type: none"> • Empathise with characters and their situations 	<ul style="list-style-type: none"> • Use imagination and empathy to explore a text beyond the page 	<ul style="list-style-type: none"> • Empathise with emotions in deeper texts
KNOWLEDGE	<ul style="list-style-type: none"> • To understand that characters have feelings and make decisions just like we do. • To understand that I can relate my own experiences to that of a character in a text in order to have a greater understanding. • To know that empathy is the ability to understand and share the feelings of another. 			
Inferring	<ul style="list-style-type: none"> • <u>Use inference to draw simple conclusions about characters, settings and events</u> • Use vocabulary knowledge, including synonyms, to aid inference 	<ul style="list-style-type: none"> • <u>Use textual details and examples to support inferences and explanations about a text's meaning</u> • Use precise language to encapsulate an inference made • Make inferences from evidence found throughout a paragraph 	<ul style="list-style-type: none"> • Use evidence to both support and challenge conclusions drawn within and from a text • <u>Make inferences from evidence found throughout the text</u> • <u>Use knowledge of synonyms and hypernyms to aid inference</u> 	<ul style="list-style-type: none"> • Revise conclusions based on new evidence in the text • <u>Explain inferences with clear reasoning and precise language</u>
KNOWLEDGE	<ul style="list-style-type: none"> • To know that a setting is the place or type of surroundings where something is positioned or where an event takes place; the place and time at which a play or story is represented as happening. • To know that a conclusion is the summing-up of a text and to understand why this is important. • To understand that to make an inference means to reach a conclusion on the basis of evidence and reasoning. • To know that an explanation is a statement or account that makes something clear. • To understand what constitutes 'evidence'. 			
Becoming A Researcher	<ul style="list-style-type: none"> • Use library classification to find reference materials • Take notes by 	<ul style="list-style-type: none"> • Distinguish between fact and opinion in order to verify the accuracy and reliability of 	<ul style="list-style-type: none"> • <u>Detect bias and distinguish fact from opinion</u> • Search texts (including 	<ul style="list-style-type: none"> • Extend note-taking by grouping and linking notes and using abbreviations

	<p>summarising, deleting and substituting</p> <ul style="list-style-type: none"> Retrieve, record and present information 	<p>information</p> <ul style="list-style-type: none"> Appraise the usefulness of a text for a task Use the strategies of skimming, scanning, close reading and key word searches to locate and select information 	<p>screen-based texts) for information quickly and efficiently and make choices about the appropriateness of the information</p> <ul style="list-style-type: none"> Understand copying, quoting and adapting source material 	<ul style="list-style-type: none"> Précis longer passages Orchestrate a full range of research skills to conduct and present an independent research project
KNOWLEDGE	<ul style="list-style-type: none"> To know what the Dewey system is and how to use it – see below. To be able to identify which information is key for meaning and which words are superfluous (link to summarising) To know a range of ways of presenting notes – i.e. lists/bullet points/colour coding/grids. To know the definition of a 'fact' is a thing that is known or proved to be true. To know the definition of an 'opinion' is a view or a judgement formed about something, not necessarily based on fact or knowledge. To know that bias is inclination or prejudice for or against someone or something. 			
Vocabulary knowledge	<ul style="list-style-type: none"> Explain the meaning of words in context Use morphology to aid them in understanding unknown vocabulary Use dictionaries to check word meanings Build a bank of vocabulary by spotting, collecting and discussing new words and phrases from texts and linking these with words already known (including idioms and figurative language) 	<ul style="list-style-type: none"> Understand that words can have varied meanings depending on the context Build a bank of vocabulary by spotting, collecting and discussing new words and phrases from texts and linking these with words already known (including idioms and figurative language) 	<ul style="list-style-type: none"> <u>Identify vocabulary being used beyond the literal sense</u> Build a bank of vocabulary by spotting, collecting and discussing new words and phrases from texts and linking these with words already known (including idioms and figurative language) 	<ul style="list-style-type: none"> Use etymology to aid them in understanding unknown vocabulary <u>Infer deeper meanings from the vocabulary used</u> Build a bank of vocabulary by spotting, collecting and discussing new words and phrases from texts and linking these with words already known (including idioms and

				figurative language)
KNOWLEDGE	<ul style="list-style-type: none"> • To know that morphology is the study of words, how they are formed, and their relationship to other words in the same language. • To know that an idiom is a phrase or expression that typically presents a figurative, non-literal meaning attached to the phrase i.e. 'over the moon'. • To know that figurative language refers to phrasing that goes beyond the literal meaning of words to get a message or point across. 			

** Objectives written in this colour are not found in the National Curriculum anymore but are important parts from the previous Literacy Strategy which we have adopted as add-ons to our curriculum at St Michael's.



The Dewey System in our library at St Michael's