



Wessex Learning Trust



Draycott and Rodney
Stoke First School

We Learn Together

Reading and Phonics Curriculum Documents





Intent

Our intent for the English curriculum is to foster a love for reading, writing, and communication, equipping every child with the essential skills they need to succeed in their future studies and beyond. Our curriculum is centred around high-quality texts, which are thoughtfully linked to wider curriculum learning. Our objectives are to:

High Quality Phonics Delivery: We strive to deliver an engaging, daily, high quality delivery of the Unlocking Letters and Sounds SSP programme, which we have implemented effectively to produce results consistently above the national average.

Reading for Pleasure: We prioritise creating an engaging and stimulating reading environment, exposing children to a diverse range of high-quality texts that spark curiosity and imagination. Regular shared reading sessions, book recommendations, and access to a vibrant library enhance our students' enthusiasm for discovering new stories and authors.

Advance Literacy Skills: We aim for each child to become a confident reader who can engage with texts critically and creatively. Our literature choices reflect our school vision, encouraging all children, regardless of their background, ability, or additional needs, to flourish and develop a lifelong love for reading.

Develop Communication Abilities: We encourage children to express their thoughts articulately and effectively, fostering skills in speaking and listening that will empower them in both academic and social contexts.

Cultivate Independence and Resilience: We intend to nurture independent learners who can approach tasks with resilience, fostering skills necessary for lifelong learning.

Embrace Equality, Diversity and Inclusion: Our curriculum is designed to be inclusive and representative of the cultures within our community, ensuring that every child's voice and experience is valued.



Implementation

At Draycott and Rodney Stoke First School the systematic teaching of synthetic phonics is delivered through the Unlocking Letters and Sounds Programme. Phonics is timetabled daily and taught as a whole class from the Foundation Stage to the end of Key Stage 1. Each phonics lesson follows a structured format of revisit/teach/practise/apply/assess.

- Revisit- overlearn the previous graphemes and words taught
- Teach- introduce the new grapheme/words
- Practice- blending for reading and segmenting and writing for spelling
- Apply- use the new graphemes learnt to read and write sentences
- Assess- monitor children's progress to inform planning and provide additional support where necessary

There is a clear progression of taught phases, with children expected to meet the standard of Phase 4 Mastery by the end of the Reception year. Children in year 1 will have completed Phase 5 and children in year 2 will have completed Mastery in Phase 5.

Alongside phonics lessons, children working within Phases 2 to 5 practise their reading skills through daily reading practise and reading lessons using fully decodable reading books. Each session gives opportunities to teach and practice decoding, fluency and prosody, with every child having at least one guided reading session a week using the Ransom Reading Stars Phonics readers.

The children are given reading books which match their current phonics level and are encouraged to read regularly at home, with a focus on developing their fluency. Alongside these, children are encouraged to take home a book of their choosing, to promote a love of reading.



Implementation (cont.)

Ongoing formative assessment is incorporated into every lesson, with a focus on ensuring all children keep up, not catch up. In addition, summative assessments take place every 2 to 3 weeks and at the end of each phase. These are 1:1 assessments that check children's learning of taught phonemes and grapheme-phoneme correspondences, their ability to blend these phonemes and their knowledge of taught CEWs. The class assessment spreadsheet supports teachers to quickly identify gaps in learning for individuals, groups and whole classes. From this assessment record teachers can immediately put in place intervention to fill gaps.

Extra support is provided to those in Year 2 (and in Year 3 where appropriate) who have not passed the National Phonics Screening in Year 1 and interventions are planned for those children who are working below expected levels.

Impact

At Draycott and Rodney Stoke First School we believe that all children receive high quality phonics teaching, which allows children to become confident readers, with all children making good progress from their individual starting points. We aim for children to become fluent readers by the end of Key Stage 1, achieving age related expectations and above. This enables children to focus on developing their comprehension skills, gaining satisfaction from their growing success and increased independence and continue to progress their love of reading.



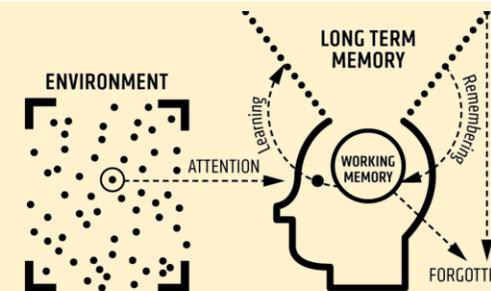
Wessex Learning Trust Principles

Strategic Aims

The Principles codify the shared language that contribute to high-quality, adaptive teaching and inclusion for all. Used routinely to bring the curriculum to life, the pedagogical principles support learning and progress over time. The Wessex Principles are not a linear planning tool, an expectation for every lesson or mandate a formulaic approach to lessons

The principles aim to:

- Reduce cognitive load
- Encourage self regulation
- Provide regular opportunities to identify misconceptions or gaps in learning
- Ensure teaching is adapted to need
- Make learning explicit and transferable across the curriculum, beyond school into the wider community and wider world



Ready To Learn
Routines

→ Linking Prior +
New Learning

→ Focused
Instruction '*I Do*'

→ Practise
Learning '*We Do*'

→ Learning Check
'*You Do*'

→ Consolidating
Learning

★ Subject pedagogies are key ingredients to adaptive teaching, alongside effective formative and summative feedback to monitor progress.

★ Disciplinary and substantive learning is integral to any planned sequence of learning.



<h2>Ready To Learn Routines</h2>		<p>Ref SLC</p> <ul style="list-style-type: none"> - Emotional learning environment - physical learning environment 	<p>Learning environments are safe, inclusive and welcoming. Relationships are positive and love of learning is promoted. Everyone feels safe to take risks and explore learning without judgement. Praise and rewarding effort is used to motivate and engage. A sense of pace and challenge is established from the start of the lesson.</p>
<h2>Linking Prior + New Learning</h2>		<p>Ref SLC</p> <ul style="list-style-type: none"> - Pace of talk, clarity of instruction 	<p>Prior learning is checked and revisited to strengthen connections and longer-term memory. Know more, remember more. Planning ensures new learning builds on prior learning. Vocabulary is explicitly taught using the schools agreed pedagogies so that words are understood, contextualized and barriers to learning are reduced. Problem solving and number skills are revisited, retaught and applied in unfamiliar contexts to support deeper learning. Gaps in learning and misconceptions are revisited, including feedback and improvement tasks. Planning is adapted lesson on lesson so that core skills and knowledge are retaught where necessary. Precision learning is explained so that skills and knowledge are well understood, and misconceptions are minimised.</p>
<h2>Focused Instruction 'I Do'</h2>		<p>Ref SLC</p> <ul style="list-style-type: none"> - Explicit teaching of vocabulary - Explicit teaching of listening 	<p>The steps to new learning are broken down into manageable amounts and reduce cognitive load. High-quality explanations are used to model thinking, decision making, and application of knowledge. Self-regulation is taught through decision making modelled, visible and explicit. Approaches to getting unstuck are taught and accepted as part of learning. Practical skills and strategies are modelled so that there is a clear understanding of how to solve problems solve and minimize misconceptions. Deeper learning is sequenced so that all learners can understand each developing stage. Learners know what excellent learning looks like and have success criteria to support their independent work.</p>
<h2>Practise Learning 'We Do'</h2>		<p>Ref SLC</p> <ul style="list-style-type: none"> - Explicit teaching paired, small group talk 	<p>Guided practice and worked examples are used to link new learning and decision making with prior learning. Formative assessment, including rich questioning, is used skilfully to check understanding and the impact of planned learning. Peer explanation + modelling scaffolds and prepares for independent practice. Learners use expert thinking and talking to explore deeper learning. Scaffolding and support (including TAs) is in place to develop and build independence.</p>
<h2>Learning Check 'You Do'</h2>			<p>Skills and knowledge are explored using a variety of contexts. Independent practice and application of learning (including homework) builds confidence, self esteem and motivation. Metacognition and self-regulation are developed over time. Learning is consolidated. Scaffolding and support is reduced and removed over time. Feedback is used to deepen learning and address misconceptions.</p>
<h2>Consolidating Learning</h2>			<p>Learner's plan, review and evaluate their progress reflecting on what excellent learning looks like and success criteria. Next steps are identified and used to inform teacher planning and develop mastery approaches over time. Learning skills continue. <i>Next lessons, rest of day, community, wider world.</i></p>



National Curriculum Programme of Study: English/Reading

Year 1: Word Reading

Pupils should be taught to:

- Apply phonic knowledge and skills as the route to decode words
- Respond speedily with the correct sound to graphemes for all 40+phonemes, including, where applicable, alternative sounds for graphemes.
- Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.
- Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
- Read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings
- Read other words of more than one syllable that contain taught GPCs
- Read words with contractors, and understand that the apostrophe represents the omitted letter(s)
- Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words
- Re-read these books to build up their fluency and confidence in word reading.

Year 2: Word Reading

Pupils should be taught to:

- Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent
- Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes
- Read accurately words of two or more syllables that contain the same graphemes as above
- Read words containing common suffixes
- Read further common exception words, noting unusual correspondence between spelling and sound and where these occur in the word
- Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered
- Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation
- Re-read these books to build up their fluency and confidence in word reading

Year 1: Comprehension

Pupils should be taught to:

- Develop pleasure in reading, motivation to read, vocabulary and understanding by:
 - listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently
 - being encouraged to link what they read or hear read to their own experiences
 - becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics
 - recognising and joining in their predictable phrases
 - learning to appreciate rhymes and poems, and to recite some by heart
 - discussing word meanings, linking new meanings to those already known
- Understand both the books they can already read accurately and fluently and those they listen to by:
 - drawing on what they already know or on background information and vocabulary provided by the teacher
 - checking that the text makes sense to them as they read and correcting inaccurate reading
 - discussing the significance of the title and events
 - making inferences on the basis of what is being said and done
 - predicting what might happen on the basis of what has been read so far
- Participate in discussion about what is read to them, taking turns and listening to what others say
- Explain clearly their understanding of what is read to them.

Year 2: Comprehension

Pupils should be taught to:

- Develop pleasure in reading, motivation to read, vocabulary and understanding by:
 - listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently
 - discussing the sequence of events in books and how items of information are related
 - becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales
 - being introduced to non-fiction books that are structured in different ways
 - recognising simple recurring literacy language in stories and poetry
 - discussing and clarifying the meaning of words, linking new meanings to known vocabulary
 - discussing their favourite words and phrases
 - continuing to build up a repertoire of poems learned by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear
- Understand both the books that they can already read accurately and fluently and those that they listen to by:
 - drawing on what they already know or on background information and vocabulary provided by the teacher
 - checking that the text makes sense to them as they read and correcting inaccurate reading
 - making inferences on the basis of what is being said and done
 - answering and asking questions
 - predicting what might happen on the basis of what has been read so far
- Participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say.
- Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.



National Curriculum Programmes of Study: English Reading

Year 3/4: Word Reading

Pupils should be taught to:

- Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet.
- Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.

Year 3/4: Comprehension

Pupils should be taught to:

- Develop positive attitudes to reading and understanding of what they read by:
 - listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
 - reading books that are structured in different ways and reading for a range of purposes
 - using dictionaries to check the meaning of words that they have read
 - increasing their familiarity with a wide range of books, including fairy stories, myths and legends and retelling some of these orally
 - identifying themes and conventions in a wide range of books
 - preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action
 - discussing words and phrases that capture the reader's interest and imagination
 - recognising some different forms of poetry
- Understand what they read, in books they can read independently, by:
 - checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context
 - asking questions to improve their understanding of a text
 - drawing inferences such as inferring character's feelings, thoughts and motives from their actions, and justifying inferences with evidence
 - predicting what might happen from details stated and implied.
 - identifying main ideas drawn from more than one paragraph and summarising these
 - identifying how language, structure, and presentation contribute to meaning
- Retrieve and record information from non-fiction
- Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.



Learning how to....					
Reading	EYFS	Key Stage 1		Key Stage 2	
Word Reading	Reception Early Learning Goals	Year 1	Year 2	Year 3	Year 4
Phonics and Decoding	<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>



Learning how to....					
Reading	EYFS	Key Stage 1		Key Stage 2	
Word Reading	Reception Early Learning Goals	Year 1	Year 2	Year 3	Year 4
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>
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>	



Learning how to....					
Reading	EYFS	Key Stage 1		Key Stage 2	
Comprehension	Reception Early Learning Goals	Year 1	Year 2	Year 3	Year 4
Question Types	Literal –Discussing and identifying basic information from the text and pictures.	literal retrieval: multiple choice/ straight forward responses. Discuss the significance of the title and events.	Retrieval: matching up info/ order events/ info in a table. Prediction –what might happen on the basis of what has been read. Inference based on what is being said and done.	Compare and contrast similarities and differences between books (same author or those read). Inference, including characters’ feelings, thoughts and motives from their actions and choice of vocab. Identifying main ideas drawn from more than one paragraph and summarising. Evaluative style question introduced begin to form basic responses to authors choice of words.	Use of words/ similes/ metaphors identification, then why used & the meaning behind. Inference & deduction of characters’ feelings, thoughts and motives with explanations. Evaluative questions -providing evidence, from the text and drawing from wider knowledge. Identifying how structure and presentation contribute to meaning.
Understanding and Correcting Inaccuracies	Listen to and talk about stories to build familiarity and understanding. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.	To check that a text makes sense to them as they read and to self-correct.	To show understanding by drawing on what they already know or on background information and vocabulary provided by the teacher. To check that the text makes sense to them as they read and to correct inaccurate reading.		



Learning how to....

Reading	EYFS	Key Stage 1		Key Stage 2	
Comprehension	Reception Early Learning Goals	Year 1	Year 2	Year 3	Year 4
<p>Comparing, Contrasting and Commenting</p>	<p>Compare and contrast characters from stories, including figures from the past.</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>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>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>Anticipate (where appropriate) key events in stories.</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>To listen to and discuss a wide range of fiction, non-fiction and poetry at a level beyond that at which they can read independently</p> <p>To link what they have read or have read to them to their own experiences.</p> <p>To retell familiar stories in increasing detail.</p> <p>To join in with discussions about a text, taking turns and listening to what others say.</p> <p>To discuss the significance of titles and events.</p>	<p>To participate in discussion about books, poems and other works that are read to them (at a level beyond at which they can read independently) and those that they can read for themselves, explaining their understanding and expressing their views.</p> <p>To become increasingly familiar with and to retell a wide range of stories, fairy stories and traditional tales.</p> <p>To discuss the sequence of events in books and how items of information are related.</p> <p>To recognise simple recurring literary language in stories and poetry.</p> <p>To ask and answer questions about a text.</p> <p>To make links between the text they are reading and other texts they have read (in texts that they can read in dependently).</p>	<p>To recognise, listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. To use appropriate terminology when discussing texts (plot, character, setting).</p>	<p>To discuss and compare texts from a wide variety of genres and writers.</p> <p>To read for a range of purposes.</p> <p>To identify themes and conventions in a wide range of books.</p> <p>To refer to authorial style, overall themes (e.g. triumph of good over evil) and features (e.g. greeting in letters, a diary written in the first person or the use of presentational devices such as numbering and headings).</p> <p>To identify how language, structure and presentation contribute to meaning.</p> <p>To identify main ideas drawn from more than one paragraph and summarise these.</p>



Learning how to....					
Reading	EYFS	Key Stage 1		Key Stage 2	
Comprehension	Reception Early Learning Goals	Year 1	Year 2	Year 3	Year 4
Words in Context and Authorial Choice	<p>Learn new vocabulary.</p> <p>Use new vocabulary throughout the day.</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>Use new vocabulary in different contexts.</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>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 and understand recently introduced vocabulary during discussions about stories, non fiction, rhymes and poems and during role play.</p>	<p>To discuss word meaning and link new meanings to those already known.</p>	<p>To discuss and clarify the meanings of words, linking new meanings to known vocabulary.</p> <p>To discuss their favourite words and phrases.</p>	<p>To check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.</p> <p>To discuss authors' choice of words and phrases for effect.</p>	<p>Discuss vocabulary used to capture readers' interest and imagination.</p>



Learning how to....					
Reading	EYFS	Key Stage 1		Key Stage 2	
Comprehension	Reception Early Learning Goals	Year 1	Year 2	Year 3	Year 4
Inference and Prediction	<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>Anticipate (where appropriate) key events in stories.</p>	<p>To begin to make simple inferences.</p> <p>To predict what might happen on the basis of what has been read so far.</p>	<p>To make inferences on the basis of what is being said and done.</p> <p>To predict what might happen on the basis of what has been read so far in a text.</p>	<p>To ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives.</p> <p>To justify predictions using evidence from the text.</p>	<p>To draw inferences from characters' feelings, thoughts and motives that justifies their actions, supporting their views with evidence from the text.</p> <p>To justify predictions from details stated and implied.</p>



Learning how to....					
Reading	EYFS	Key Stage 1		Key Stage 2	
Comprehension	Reception Early Learning Goals	Year 1	Year 2	Year 3	Year 4
Poetry and Performance	<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>Develop storylines in their pretend play.</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>	To recite simple poems by heart.	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>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>



Learning how to....					
Reading	EYFS	Key Stage 1		Key Stage 2	
Comprehension	Reception Early Learning Goals	Year 1	Year 2	Year 3	Year 4
Non-Fiction	<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 recognise that non-fiction books are often structured in different ways.</p>	<p>To retrieve and record information from non-fiction texts.</p> <p>To use dictionaries to check the meaning of words that they have read.</p>	<p>To use all of the organisational devices available within a non-fiction text to retrieve, record and discuss information.</p>