BOMBAY SCHOOL - READING CURRICULUM PLAN

READING KNOWLEDGE

STAGE	ALPHABET PHONEMIC AWARENESS	BOOK KNOWLEDGE	WRITTEN RECORDING	ASSESSMENT	RESOURCES	PLANNING REQUIREMENTS / TIMETABLING	TEACHING AND LEARNING	EXPECTATIONS
NZC LEVEL 1 PINK EMERGENT LEVELS 0 - 2	Student identifies: ● Little letters a-z ● Capital letters A-Z ● Can say sounds of letters A-Z ● Teaching order ● d, m, g, n, s, b, f, h, w, t, r, p, k, l, q, y, x, z, short vowels a e i o u Grammar nouns, verbs, adjectives	Holds a book up the right way Knows where to look for the title Distinguishes between the front and back of the book Knows what a letter is Knows what a word is Knows what a sentence is	Can write all the letters of the alphabet A-Z Can write initial letters at the beginning of a word on a task sheet.	● Letter ID testing sheet from Six Year Net ● Test letter knowledge at school entry. Enter into CM ● Test every 4-5 weeks for tracking ● Test letter/ sound knowledge for tracking ● Teachers continue their own tracking of letter ID	Storage: Reading & Resource Room Alphabet jigsaws PM Caption books Flash Cards Alphabet games Magnetic letters Wooden letters CD Songs Computer games Letter booklets A-Z White board Poem cards B.L.M. books "Reading Comprehension Strategies" S Cameron Key Links Teachers Handbook "Lighting the Fire for Reading "J Eggleton " Reading Comprehension" Alison Davis Key Links Readers	Outline letters and sounds to be taught during each term. Identify and show in planning the resources that will be used ● Mon – Thurs incorporated into reading hour. ● Friday – can be incorporated into poetry session. ● **Shared Reading** ● Refer to Shared Reading plans.	● Letter rings Alphabet and phonemic knowledge will be taught daily by: ⇒ Incorporating learning intentions into shared books experience sessions. ⇒ Identifying letters & sounds into reader during guided lessons. ⇒ Incorporating letters into handwriting ⇒ Having displays on the walls ⇒ Having an alphabet area ⇒ Featuring a letter/ sound per week. ⇒ Children working independently on task booklets ⇒ Teaching children games ⇒ Teaching children how to use the computer ⇒ Incorporating into the homework sheets ⇒ Basic vocab rings.	By the end of one year at school, all children will know all letters and sounds of the alphabet. Automatically recognise 100-200 basic words. They will know what a letter, word and sentence is They will know front and back of a book. Refer to "Literacy Learning Progressions" <u>Special Needs</u> If the student is not making progress after two terms at school, the student will go onto a remedial programme eg more help from home, activities to do at home. Homework box. Paired up other children to help learn. Check hearing and vision.

READING STRATEGIES				ASSESSMENT - PM BENCHMARK RUNNING RECORDS		RESOURCES	EXPECTATIONS

EMERGENT	Shows awareness of directionality
	 Turns pages appropriately
	 Uses letter sound names
	 Uses 1 – 1 matching consistently
	 Understands the function of spaces
	 Begins to self correct
				To observe
				    Directionality
				    1-1 matching
				    Spacing
				    Self correcting
				    Use of picture
						Readers are boxed in levels
						 Tapes
						 C.D.'s
						 Big books
						 Games
							To read at 90-95% accuracy before going to next instructional level
							
							 80% comprehension

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Attends to initial letter when decoding Recognises familiar parts .of words Uses picture to help decode Hears initial and final sounds of words **Revised 2018**		Complete developmental assessment sheet in students profile. March – June – November Indicate M for mastered Enter running record results in CM Feb/Jun/Nov	B.L.M. master books P.M., B.L.M.'s

READING KNOWLEDGE

Stage	Blend Knowledge Basic Vocab	Book Knowledge	Written Recording	Assessment	Resources	Planning Requirements / Timetabling	Teaching and Learning	Expectations
NZC Level 1 Red/ Yellow Levels 3 – 8 Reading Age 5 – 5 ½	Knows and uses blends Knows and uses endings/suffixes – s, ed, ing, er Knows about 50 basic sight words (go, is, I, am, went, come, to look, the, here, mum, dad, for, said, see, in , it, you, little, me, my, are, after, got, get, he, like, was, they, where, if, of, away, her, came, then) Understands contractions Knows what a word family is Authors, Illustrators Blends – br, cr, dr, fr, gr, pr, tr, bl. etc Can identify medial vowels	Punctuation: Knows what a fullstop, question mark, capital letter, exclamation mark is for. Doesn't always use the picture. Reads a wide range of structures, some non-fiction, poems, rhymes, letters. Uses expression to show understanding. Identifies main characters Re-tells a simple story with 2-3 incidents. Identifies speaker and spoken text	Word families – rimes – phonograms. At, mat, rat, cat etc In, pin , fin, win etc Ot, pot, hot etc It, pit, wit, fit etc An, van, man, can etc Can write words starting with blends – br, cr, dr, fr, gr, pr, tr, bl. Dropping 'e' to add 'ing'.	Blend testing sheet to be tested and recorded in student profile Six Year Net test when student turns six years – recorded in CM. Basic vocabulary tests checked and recorded in student profile. Teachers continue their own tracking of blends and basic vocabulary.	Storage: Reading & Resource Room Blends booklets (Sunshine) Blend PM books Blend bingo games Blends flash cards Blends charts Magnetic letters Computer games White board Jigsaws Word family cards Word family games Spelling programmes Vowel cards Vowel charts Poem cards B.L.M. books Mimio activities Key Links-instructional J Eggleton	**Shared Reading Refer to Shared Reading plans.** **Teacher Reading 10 mins per day** **SSR 10 mins per day** Outline blends, endings and medial vowels to be taught during each term. Identify and show in planning, the resources that will be used. Mon – Thurs: can be incorporated into the reading hour Fri: can be incorporated into poetry session Teacher modelling books to be used to record LI's and teaching points.	Blend, vowel and endings knowledge will be taught daily by: ⇒ Incorporating learning intentions into shared book experience sessions. ⇒ Identifying blends vowels, endings into selections of readers and during guided reading lessons ⇒ Incorporate blends, vowels, endings into handwriting ⇒ Having wall displays ⇒ Having a blend, word family, vowels areas – with charts ⇒ Task booklets ⇒ Playing games eg Bingo. ⇒ Playing blend – vowel – word family games on the computer ⇒ Basic vocab rings ⇒ Homework sheets	That by the end of Level 8, children will know all blends, recognise vowels and what a word family is. Know how to retell a story Will be reading without finger pointing. For further expectations refer to the "Literacy Learning Progressions" MOE Reading-pg 12

READING STRATEGIES		Assessment	Resources	Planning Requirements / Timetabling	Teaching and Learning	Expectations

BOMBAY SCHOOL - READING CURRICULUM PLAN

		PM BENCHMARK RUNNING RECORDS					

LEVELS 3 – 8 READING AGE 5 – 5 ½	Makes inferences from illustrations
	Doesn't always use the picture as the predictive cue
	Attends to final letter
	Doesn't always use finger pointing
	Copes with text above illustration as well as below
	Begins to independently self-correct
	Attends to beginning, middle, and end of words
	Uses punctuation to chunk for meaning
	Using phrasing eg in the garden
	Applies phrasing
	Copes with longer sentences
	Uses expression to show understanding
	Revised 2018
		To observe:
		    Use of cues
		    Self-correcting
		    Use of punctuation
		    Chunking for meaning
		    Phrasing
		    Expression
		Complete developmental sheet in student's profile – Mar – June – Nov
		Indicate M = Mastered
		Enter running record results in CM – Mar – June – Nov
		Six Year Net Test completed at 6 years and recorded in CM
			Storage: Reading & Resource Room
			Readers are boxed according to the reading level
			Take readers not the box!
			Tapes
			CD's
			Games
			Poem Cards
			Big Books
			B.L.M. books
			P.M.. B.L.M. books
				Mon – Thurs – Guided reading lessons incorporated into reading hour
				Outline in planning the learning intentions for each reading group.
				
				Plan for Comprehension Strategies
				Before Prior knowledge/predictions
				During Connecting/question
				After Retell Questioning
					Use big books to teach punctuation, chunking, expression, inferencing, comprehension, prediction of text, who the author and illustrators are.
					References:
					MOE 2002/CD Reading Years 1-4
					'The Learner as a Reader' MOE 1996 page 58
						As above
						
						National Standards
						
						Progressing towards National Standards
						
						After six months check progress.

READING KNOWLEDGE

STAGE	KNOWLEDGE	BOOK KNOWLEDGE	WRITTEN RECORDING	ASSESSMENT	RESOURCES	PLANNING REQUIREMENTS / TIMETABLING	TEACHING AND LEARNING	EXPECTATIONS
NZC LEVEL 1 DARK BLUE/GREEN LEVELS 9 - 16 READING AGE 6 – 6½	Chunking: Blends: cl, fl , gl, pl, sl, sc, sk, sm, sn, sp , st, sw, ch, th, wh. Suffixes: est, ly, ful Prefixes: un, dis, de, re Basic Vocab: Level 9 – 11: know, them, what, have, not were, off, our, over, but that, now, with, has from, comes, your, been. Level 12 – 14: put, made, has, coming, would, when, put, without, don't, first, can made, some, back, now, all, very, one, ready, cannot, day, tomorrow, then, get, down, been, has can't, make, saw, away, have his, call, good, something, will, your, there, going, comes, over, on	Copes with more than one text in a book. Reads text with more characters and incidents. Reads conversational text. Identifies wider range of writing and illustrative styles. Meets more visual language charts and diagrams, greater range of fonts. Reads poems, journals, plays. Reads a wider range of text for information. Understands how information is grouped within a text.	Can write words that start with blends as indicated in knowledge list. Can write words with suffixes est, ly, ful. Can write words with prefixes un, dis, de, re. Can spell basic vocab list from knowledge list.	Blend testing sheet to be tested and recorded in student profile. Basic vocabulary tests checked and recorded in student profile. Teachers continue their own tracking of blends and basic vocab.	Storage: Reading & Resource Room Blends booklets (Sunshine) Blend PM books Blend bingo games Blends flash cards Magnetic letters Friezes (blends) Computer games Jigsaws Word family cards Word family (sunshine) Word family games Vowel cards Poem cards B.L.M. books **Teacher Resources** "Reading Comprehension Strategies" S Cameron	**Shared Reading** Refer to Shared Reading plans. **Teacher Reading 10 mins per day** **SSR 10 mins per day Include ways to share reading after SSR** Outline blends, endings, suffixes and rimes to be taught during each term. Identify and show in planning, the resources that will be used. Mon – Thurs: can be incorporated into the reading hour. Can be included in Shared Book	Blend, vowel prefixes, endings, suffixes, rimes word families taught daily by: ▪ **Use Modelling books** ▪ Incorporating learning intentions into shared books experience sessions. ▪ Identifying blends vowels, endings, rimes into selections of readers and during guided reading lessons ▪ Incorporate blends, suffixes, prefixes etc into handwriting ▪ Children can: ▪ Make computer generated mind maps ▪ Use magazine pictures to cut and	That by the end of Level 16, children will know all blends, recognise and can write a word family. Knows all basic vocabulary up to Level 16. For further expectations refer to the "Literacy Learning Progressions" MOE Reading-pg 12 **Special Needs** Children are given two sessions per week with remedial teacher. Parents involved in extra help at home.

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Levels 15 -16: ran, ask, new, myself, bring, had, soon, out, been, must, next, now, over, ask, know. Chunking: triple blends – str, thr Chunking: Rimes (phonograms) 2 letter short vowel sounds: ap, en, et, ig, ip, op. Medial vowels a, e, i, o, u Silent 'e' Synonyms, antonyms Identify a root word Nouns (proper) **Revised 2018**	Shows awareness of underlying theme. Shows awareness of problem / solution structure. Knows an apostrophe, speech marks and comma.	Can write word families with common rimes – 2 letter short vowels. ap, en, et, ig, ip, op.	Key Links Instructional Readers. Key Links Teachers Handbook "Lighting the Literacy Fire" J Eggleton "Reading Comprehension" Alison Davis	Experience and Guided Reading sessions.	glue to show blends etc ▪ Task booklets ▪ Playing blend etc games eg Bingo. ▪ computer games for blends etc ▪ Basic vocab rings ▪ Homework sheets **Task board ideas** Listening post, OHP, book box, read and draw, letters, library, big books, poem cards, magnetic board, puppets, little books, computer, alphabet corner, class books, spelling, publish stories, art activities, dough, rhymes and jokes, basic vocab cards, word power.	Children given targets and goals to achieve and make progress. **Special Needs** After the 6 Year Net students whose stanines scores are the lowest will be referred to Reading Recovery. Other students behind chronological reading age will be given extra reading help by having 2 x sessions per week and parent help.

READING STRATEGIES		ASSESSMENT PM BENCHMARK RUNNING RECORDS	RESOURCES	PLANNING REQUIREMENTS / TIMETABLING	TEACHING AND LEARNING	EXPECTATIONS
NZC LEVEL 1 DARK BLUE /GREEN LEVELS 9 – 16 READING AGE 6 – 6 ½	Meets a wider range of vocabulary confidently. Uses text details to predict and confirm- picture secondary support. Works consistently for accuracy Read recounts, reports and simple expository texts. Works to get main idea Distinguishes between dialogue and descriptive text. Identifies structural analysis Reads for specific information Copes with more phrases and clauses Copes with tense change Understanding emotion in text Can incorporate chunking of words to decode text. **Comprehension Strategies to develop** **Before Reading** Prior knowledge/prediction/making connections	To observe: Use of cues Self-correcting Use of punctuation Chunking for meaning Phrasing Expression Comprehension 80% correct Re-telling 90-95% accuracy before the student can go onto next reading level. Complete developmental sheet in students profile – Mar – June – Nov Enter running record results in CM – Feb – June – Nov Senior Staff to moderate 'Formative Assessment in Action. Weaving the Elements Together", Shirley Clarke 2005.	Storage: Reading & Resource Room Readers Levels 9 – 16 are boxed according to the reading level. Take readers not the box! Tapes CD's Games Poem Cards Big Books B.L.M. books P.M.. B.L.M. books Sunshine B.L.M books PM Benchmark Kits – Book 1, 2, & 3 MOE Using ' Running Records' 2000 – Book, Tape, video. DeBono 'Six Thinking Hats'	Mon – Thurs: Guided reading lessons incorporated into the reading hour. Outline in planning the learning intention for each reading group. Examples of Planning – MOE 2002 "Guided Reading" Year 1- 4 pgs 54-55	Use big books to highlight punctuation, expression, inference, comprehension, prediction of text. Developing comprehension strategies and critical awareness. ⇒ Using prior knowledge ⇒ Predicting ⇒ Inferring ⇒ Asking questions to seek clarification ⇒ Retelling ⇒ Summarising ⇒ Interpreting Higher order comprehension skills ⇒ Determining author's underlying message or theme	As above **National Standards** After 1 year at School students will have mastered Blue Level 11 and be at instructional L12 Green NZC L1 Use PM Benchmark for testing 90-95% Accuracy 80% comprehension Automatically know 100-200 basic vocab Students all will be tested on Six Year Net and Burt. A report will go home to parents with results shown against NS.

	During Reading Making connections/question **After Reading** Retell question		'Effective Learning Practices' Yr 1 – 4 Learning Media 2003 "Key Links" J Eggleton		⇒ Drawing conclusions ⇒ Distinguishing fact from fiction References: "Guided Reading" Years 1-4 MOE 2002/CD 'The Learner as a Reader' MOE 1996 page 58	
	Revised 2018					

BOMBAY SCHOOL - READING CURRICULUM PLAN

READING KNOWLEDGE

STAGE	KNOWLEDGE	BOOK KNOWLEDGE	WRITTEN RECORDING	ASSESSMENT	RESOURCES	TEACHING AND LEARNING	EXPECTATIONS
NZC LEVEL 2 LIGHT BLUE/PURPLE/GOLD LEVELS 17 – 22 READING AGE 7 – 8	Distinguishes role of character. Understanding the setting Chunking: Recognises the chunk fluently and automatically knows its meaning. Suffixes: fully, less, tion, al, ic, ial, ship, hood, ness, ment, ate, fy. Prefixes: pre, post, mis, non, ex, co, anti. In, im, ir. Roots that define quantity: bi, uni, mono, semi, di, tri, duo Describes the structure of sentences Basic Vocab: Level 17 – 18: yet, love, every, find, give, open, took, under, could, heard, laugh, never, only, upon, why, about, before, round, thought, together. Level 19 – 20: doing, high, just, off, quick, show, wish, work, carry, done, friend, right, because, other, try, another, nothing, through, enough, people, until, anything. Levels 21 -22: across, best, bought, many, quite, even, while, should, sure, those, which, held, perhaps, won't, use, kind, side, far, shall, then, buy, else, own, hear Chunking: Rimes ug, un, ack, all, ank, ash, est, ick, ill, ing, ink, ock, uck, ump, unk, ell, ail, ain, ake, ale, ame, ane, eat, ook, ight. Silent K, Hononyms – eg hair/here, wood/would Soft 'c' – race, mice Hyphens, Plurals Change y to i and add es (carry to carries) Change f to v and add es (calf to calves) Compound words – inside. Vowel digraphs: ai, ay, ee, ie, ia, igh, au, aw, oi, ew, oo, ue. Changeable vowel sounds: oo, ea, ou, ow, y Controlled vowel sounds: air, are, ear, ere, or, oor, er, it, ur. Synonyms, antonyms, contractions, Nouns (proper, plural, compound), Adjectives, verbs (incl tense), conjunctions. Paragraphs, similie, metaphor, alliterations, Using a simple dictionary / thesaurus – alphabetical order – 1st and 2nd letters.	Reads text with more characters and incidents. Reads conversational text. Identifies wider range of writing and illustrative styles. Understands how culture is reflected in text. Meets more visual language charts and diagrams, greater range of fonts. Understands how information is grouped within a text. Shows awareness of problem / solution. Plays have more characters. Can discuss personal responses to what they have read. Meets a wider range of interactive reading Understands and can discuss illustrations. Understands a greater range of author techniques.	Can write about settings Can write or make a diagram of a character study. Can write and spell suffixes, prefixes correctly. Can write root words Can spell basic vocab Levels 17 – 22 Can spell vowel chunks in words Can write the opposites Can write contractions Uses the correct nouns and tenses in writing. Can write alliterations Can proof-read and make corrections with a dictionary. Can proof-read and rework writing with thesaurus	Observations in running records to see if children are reading by chunking the correct sounds. Check students to understand the meanings of the prefixes and root words. Basic vocabulary lists are tested and recorded in student's personal profiles.	Storage: Reading & Resource Room B.L.M. books Smart Words Computers – Websites CD's/DVD's Listening Post Readers Basic vocab rings – Light Blue Purple Gold Dictionaries – class sets Alphabet friezes for order. Charts, vowels, prefixes, suffixes etc. "Key Links" J Eggleton **PLANNING REQUIREMENTS / TIMETABLING** Outline prefixes, suffixes, root words, rimes, word families etc to be taught each term. Identify and show in planning, the resources that will be used. Mon – Thurs: can be incorporated into the reading hour Can be included in Shared Book Experience sessions, spelling programmes	**Shared Reading** Refer Shared Reading plans. **Modelling Books** used for group guided reading. Prefixes, suffixes, root words etc to be taught daily by: ⇒ Incorporating learning intentions into shared books experience sessions. ⇒ Identifying prefixes, suffixes, endings, rimes etc into selections of readers and during guided reading lessons ⇒ Incorporate, suffixes, prefixes etc into handwriting and spelling programmes Children can: ⇒ Make computer generated mind maps ⇒ Use magazine pictures ⇒ Task booklets ⇒ computer games ⇒ Websites for games ⇒ Homework sheets ⇒ Dictionary skills – games, alphabetical order games.	That by the end of Level 22, students will know all basic vocab. They know the meanings of the suffixes and prefixes. They can discuss plot, setting, characters, authors and illustrators. They know how to use a dictionary. For further expectations refer to the "Literacy Learning Progressions" MOE Reading-pg 13 **National Standards** After 2 Years at school students will be reading Light Blue(Turquoise) L17. NZC L1 Use PM Benchmark for testing 90-95% Accuracy 80% comprehension Record in CM A report for parents will go home to show results against NS.

					and Guided reading sessions.	⇒ **Teacher reading**	
	Revised 2018					⇒ **SSR** ⇒ **Share after SSR**	

Bombay School - Reading Curriculum Plan

Reading Strategies		Assessment	Resources	Planning Requirements / Timetabling	Teaching and Learning	Expectations

NZC Level 2 Light Blue/Purple/Gold Levels 17 – 22 Reading Age 7 – 8	Understands emotions in text
	
	Adds extra incidents to narrative
	Makes stronger connection to self.
	
	Summarises text.
	
	Begins to evaluate text analytically.
	
	Accepts other languages may be included
	Understands interactive text, eg letter, reply, plays, question and answer
	
	Understands words have different meanings and function
	
	Reasons with logic
	
	Show willingness to re-read for deeper meaning
	Selects information for a specific purpose.
	
	Comprehension Strategies to develop
	
	Before Reading Prior/knowledge prediction/making connections
	
	During Reading Making connections/question/inference/visualise
	
	After Reading Retell /question /evaluate
	
	Revised 2018
		PM Benchmark, Running Records to be recorded on CM Feb – June – Nov.
		
		Graphs on student profiles in CM.
		
		To observe:
		    Use of cues
		    Self-correcting
		    Use of punctuation
		    Chunking for meaning
		    Phrasing
		    Expression
		    Comprehension 80% correct
		    Re-telling
		
		90-95% accuracy before the student can go onto next instructional reading level
		80% comprehension
		Complete developmental sheet in students profile – Mar – June – Nov
		
		Senior staff to moderate.
			Storage: Reading & Resource Room Readers Levels 17 – 22 are boxed according to the reading level.
			
			Take readers not the box!
			Reference:
			PM Benchmark Kits – Book 1, 2, & 3
			MOE Using ' Running Records' 2000 – Book, Tape, video.
			
			"Key Links"
			J Eggleton
			
			Teacher Resources
			"Reading Comprehension Strategies"
			S Cameron
			
			Key Links Teachers Handbook
			"Lighting the Fire"
			J Eggleton
			
			"Reading Comprehension"
			Alison Davis
				Mon – Thurs: Guided reading lessons incorporated into the reading hour.
				
				Outline in planning the learning intention for each reading group.
				
				Examples of Planning – MOE 2002 "Guided Reading" Year 1- 4 pgs 54-55
				
				Shared Reading
				Refer Shared Reading plans
				
				Teacher Reading
				10 mins per day
				
				SSR
				10 mins per day
				Include ways to share after SSR
					Use big books to highlight punctuation, expression, inference, comprehension, prediction of text. Developing comprehension strategies and critical awareness.
					⇒ Using prior knowledge
					⇒ Predicting
					⇒ Inferring
					⇒ Asking questions to seek clarification
					⇒ Retelling
					⇒ Summarising
					⇒ Interpreting
					Higher order comprehension skills
					⇒ Determining author's underlying message or theme
					⇒ Drawing conclusions
					⇒ Distinguishing fact from fiction
					References:
					"Guided Reading" Years 1-4 MOE 2002/CD
					'The Learner as a Reader' MOE 1996 page 58
						As above
						
						National Standards
						
						After 3 Years at school students will be reading Gold L21 NZC L2
						
						Use PM Benchmark for testing 90-95% Accuracy 80% comprehension
						
						Record in CM
						
						A report for parents will go home to show results against NS.
						
						For further expectations refer to the "Literacy Learning Progressions" MOE Reading-pg 14

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READING KNOWLEDGE

STAGE	KNOWLEDGE	BOOK KNOWLEDGE	WRITTEN RECORDING	ASSESSMENT	RESOURCES	TEACHING AND LEARNING	EXPECTATIONS
NZC LEVEL 3 SILVER / JOURNALS LEVELS 23 - 26 READING AGE 9 – 10	Synonyms, antonyms, contractions, abbreviations, acronyms, prefixes Review reading level 17 - 22 Suffixes: ess, able, like, worthy, ist, ist, sion, ible, ive, cian. Root words (know the meaning): quad, quin, quantity, hexa, hept, octo/a, nona, deci, dent, mill, kilo, poly, mutli, meter, aero, aqua, audio, auto, bio, cap, circ, cred, graph, geo, hydro/a, inter Word classes: Nouns - (concrete, proper, common, compound, abstract) Verbs – (tense, auxiliary, participle agreement of subject/object/tense) Adjectives – comparative/superlative, adverbs, preposition, pronouns, (subject/object 1st, 2nd, 3rd, singular, plural, personal, possessive, relative, demonstrative, interrogative, reflective, indefinite) Conjunctions Phrases / clauses / sentences / simple sentences / complex sentences Paragraphs Punctuation: capital letter, fullstop, question and exclamations mark, comma, apostrophe (ownership, possession), inverted comma (indirect speech) Simile Metaphor Personification Proverbs Alliteration Onomatopoeia Dictionary and thesaurus - alphabetical order, guide words, syllabification, word origins (Latin and Greek), parts of a dictionary. Acronym Compound words Slang Double Entendre – play on words Identifies theme, topic and issues within the text Understands function of references – contents, index etc.	Manages genre within genre. Sees relationship between character and plot. Understands purposes of different genres. Understanding there may be different version in a story. Understands and distinguishes between plot, characters, setting and mood. Evaluates effectiveness of author's techniques. Extends the range within a genre – poem, verse etc. Understands the purpose of different layouts eg maps, timetables, text books. Historical texts.	Comprehension Character analysis Reports Written evaluation of texts Cartoon strips Mind-mapping Concept mapping Brainstorming Storyboards P M 1 Comparisons Justification Time lines Interviews Presenting Contrasting Argument Substantiating Written discussions	Probe testing 2 x a year, recorded in CM Make observations of student's reading , comprehending etc and record comments in modelling books. Use all assessments to make an Overall Teacher Judgement at assessment and reporting times. AsTTle	Springboards Macmillian Wild Cats Storage: Reading & Resource Room Journals SRA Kit Boxed shared novels B.L.M. Masters Telephone book Computer suite Websites Newspapers Magazines Library National library books Newspapers Inspiration Videoing Videos Tape recorders De Bono 'Six thinking Hats' 'Bloom's Taxonomy' PLANNING REQUIREMENTS / TIMETABLING	**Use Modelling Books for groups** **Shared Reading** **Refer to Shared Reading Plans** Task boards Word study Peer reading Jokes Web quest Word puzzles Encyclopaedias (research) Buddy reading Stories on OHP's Discs for computers Using phone books Catalogues Arguments etc Editorials Charts Timetables Advertisements Instructions Taped stories Topic books Signs / notices Explanations Descriptions Recounts Library corner Comics / magazines Non-fiction Topic boxes 'Bloom's Taxonomy' De Bono De Bono 'Six thinking Hats' Action Learning Model Gardner's 'Multiple Intelligences'	The students who speak English as their first language, shall be able to read, comprehend and respond to text that are widely agreed to be appropriate at, or above, their chronological age. Students can use reading strategies across the curriculum for research. For further expectations refer to the "Literacy Learning Progressions" MOE Reading-pg 15 Special Needs Students will be given reading extra reading tuition with the Rainbow Reading Programme **National Standards** All students will be observed, assessed and an Overall Teacher Judgement will be made at the end of the year to see whether the students have met the National Standards.

Revised 2018				4 x 1 hour sessions per week Sessions can be integrated into other curriculum areas and groups withdrawn for specific teaching. **Teacher reading** **SSR Include ways to share reading**		

Bombay School - Reading Curriculum Plan

Reading Strategies		Assessment	Resources	Planning Requirements / Timetabling	Teaching and Learning	Expectations

NZC Level 3 Silver Levels 23-26 Reading Age 9 – 10	Reads expressively and fluently appropriately for an audience.
	
	Understands more sophisticated concepts.
	
	Requires few illustrations.
	
	Identifies key words according to content.
	Can skim and scan.
	
	Understands function of imagery.
	
	Adapts reading according to the text's purpose and type.
	
	Knows how to interpret a text according to the purpose.
	
	Evaluation meaning gained.
	
	Knows how to re-read to clarify, extend meaning, make deeper connection.
	
	Reads to select, gather and organise information.
	
	Uses appropriate skills and technologies to locate and use a range of texts.
	
	Reading Strategies are established
	Before
	Prediction/prior knowledge/question
	During
	Make connections, visualising, make inference
	After
	Retell/summarise/synthesise/evaluate text
	
	Revised 2018
		Summative Assessment
		Diagnostic Assessment
		
		Probe Testing: 2 x year
		
		96 accuracy for decoding
		80% comprehension rate to be reading at that level.
		
		Data entered on CM June & Nov
		Teachers will carry out extra running records for students who need further assessment during the year.
		
		PATs
		To diagnose students achievement in :
		   Listening,
		   Comprehension
		   Reading vocab
		   Information skills
		Data analysed and entered into CM and reported to the Board annually.
		Formative Assessment
		Anecdotal notes will be kept to gather information for the student strategies, unknown words, competence in drawing together all sources of information, self monitoring, and self correction strategies, willingness to take risks.
		Extra assessments available
		For further analysis of students' reading behaviours if necessary use:
		   ARB's
		   START
		   Astle
		Reporting
		Written reports – Terms 2 &4
		Kid's Conference
		EOY Report –against National Standards
		Reporting to BOT annually
			Teachers have individual Probe Files
			
			Senior Resource Room "Mastering English Skills" – Book 5 & 6
			
			"Ways with Words" – Book 6 – Virginia King
			
			"Grammar with a Grin"– PM Clutterbuck.
			
			"English Skills for Primary Students" – Books 5 & 6:
			▪ Spelling and Vocab
			▪ Grammar and Punctuation
			"Primary Grammar Handbook"
			
			Springboards Instructional readers and big teaching books
			
			Teacher Resources
			"Reading Comprehension Strategies" S Cameron
			
			Key Links Teachers Handbook
			"Lighting the Literacy Fire" J Eggleton
			
			"Reading Comprehension" Alison Davis
			
			Website
			www.schools.unitechnology.ac.nz
			
			On server
			CD
				Shared Reading
				
				Refer to Shared Reading plans.
				
				As above.
					Use Springboard big books and instructional readers to cover the reading strategies.
					
					Skimming
					
					Scanning
					
					Sequencing
					
					Identifying Main Idea
					
					Identifying Detail
					
					Cause and Effect
					
					Fact and Opinion
						The students who speak English as their first language, shall be able to read, comprehend and respond ot text that are widely agreed to be appropriate at, or above, their chronological age. Students can use reading strategies across the curriculum for research.
						
						Can skim
						
						Can scan
						
						Can identify main idea and identify detail
						
						Can understand Cause and effect
						
						Can understand Fact and Opinion
						
						National Standards
						
						All students will be observed, assessed and an Overall Teacher Judgement will be made at the end of the year to see whether the students have met the National Standards.

BOMBAY SCHOOL - READING CURRICULUM PLAN

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READING KNOWLEDGE

STAGE	KNOWLEDGE	BOOK KNOWLEDGE	WRITTEN RECORDING	ASSESSMENT	RESOURCES	TEACHING AND LEARNING	EXPECTATIONS
NZC LEVEL 4 READING AGE 11+	Synonyms, antonyms Revise previous prefixes Suffixes and their meaning: ary, ery, ory, once, ence, ism, ness, ship, ish, let, ling, ette, ic, dom. Gram, graph, ine, ior, ise/ize, ist, phobia. Root words and their meaning Word origins (Latin & Greek) Abbreviations Acronyms Contractions Word classes: Nouns - (proper, common, compound, abstract, plural, collective) Verbs – (tense, auxiliary, participle) Adjectives – (comparative/superlative), adverbs (time, manner, place), preposition, pronouns, (subject/object 1st, 2nd, 3rd, singular, plural, personal, possessive, relative, indefinite) Conjunctions, determiners Spelling rules / mnemonics for irregular spelling Paragraphing Punctuation: apostrophe (ownership, possession), colon, semi colon, bracket, dash, ellipses, inverted commas, comma (pause, items in a list, separates spoken words from the rest of a sentence, insert information in a sentence) Literal and figurative language – Simile, Metaphor, Personification, Proverbs, Idiom, Cliché, hyperbole. Sound devices Alliteration, assonance, Onomatopoeia, repetition, rhyme, rhythm. Dictionary and thesaurus - Homophones / homographs Knows some NZ authors eg Joy Cowley, Tom Bradley. Understand the word genre and can give examples. **Reading Comprehension Strategies are established** **Before** Prediction/prior knowledge/question	Historical texts. Genre Fantasy Science fiction Biography Mystery Fables Classics Poetry Narrative Ballad Form poems Humorous poems	As required Students are able to write in different texts as required e.g Information Reports, Explanations, Descriptions etc Students can use correct text structure. Students can present reading information in different ways e.g powerpoints, videos with text etc.	Probe testing 2 x a year, recorded in CM Make observations of student's reading, comprehending etc and record comments in modelling books. Use all assessments to make an Overall Teacher Judgement at assessment and reporting times. AsTTle Reading logs Peer assessment Self assessment Conferencing REPORTING Written reports – Terms 2 &4 Kid's Conference EOY Report –against National Standards Reporting to BOT annually **Teacher Resources** **Reading "Comprehension Strategies" S.Cameron**	Storage: Reading & Resource Room Springboards-Big Books and instructional readers Journals SRA Kit Boxed shared novels B.L.M. Masters Telephone book Computer suite Websites-Youtube Newspapers Magazines Library National library books Newspapers Inspiration Videoing Videos Tape recorders De Bono 'Six thinking Hats' Scholastic Book Club School buying service PLANNING REQUIREMENTS / TIMETABLING 4 x 1 hour sessions per week Sessions can be integrated into other curriculum areas an groups withdrawn with specific teacher **Shared Reading Refer Shared reading plans** **SSR daily -Share reading** **Teacher reading**	**Teachers use modelling books for groups.** Task boards Word study Peer reading Jokes Web quest Word puzzles Encyclopaedias (research) Buddy reading Stories on OHP's Discs for computers Using phone books Catalogues Arguments etc Editorials Charts Timetables Advertisements Instructions Taped stories Topic books Signs / notices Explanations Descriptions Recounts Library corner Comics / magazines Non-fiction Topic boxes 'Bloom's Taxonomy' De Bono 'Six thinking Hats' Action Learning Model Gardner's 'Multiple Intelligences' SSR Teacher reading Task board Projector Use	The students who speak English as their first language, shall be able to read, comprehend and respond ot text that are widely agreed to be appropriate at, or above, their chronological age. Students can use reading strategies across the curriculum for research. Special Needs Rainbow Reading target groups ESOL Students identified and funded For further expectations refer to the "Literacy Learning Progressions" MOE Reading-pg 17 **Reading Strategies are established** **Before** Prediction/prior knowledge/question **During** Make connections, visualising, make inference **After** Retell/summarise/synthesise/evaluate text **Can skim** **Can scan** **Can identify Main Idea and Detail** **Can understand Cause and Effect** **Can understand Fact and Opinion** **Can understand Bias and Prejudice** **Can understand Figurative Language** **National Standards**

During Make connections, visualising, make inference **After** Retell/summarise/synthesise/evaluate text **Revised 2018**			**Alison Davis** **"Reading** **Comprehension"**		Laptop Mimio Current Events	All students will be observed, assessed and an Overall Teacher Judgement will be made at the end of the year to see whether the students have met the National Standards.