**Puddletown First School**

**Y3 Reading – Achieving Mastery**

At Puddletown First School we understand the National Curriculum to be a mastery curriculum. We believe to show mastery of the English reading curriculum children need to be able to demonstrate key skills or concepts independently and consistently.

Mastery is the achievement of these skills and concepts, other elements within the National Curriculum we have defined as requiring coverage not mastery. Children that show understanding of the key skills and concepts beyond mastery are deemed to be working at greater depth.

**Curriculum Intent:**

* To have an enjoyment of reading
* To read with fluency and understanding
* To develop a wide vocabulary
* To appreciate our national and global literary heritage
* **Be able to listen to, read and discuss a variety of texts and for different purposes**
* **Identify themes within a text and within a range of different texts**
* **Be able to retrieve detail and information from a fiction and non fiction text**
* **Be able to check their own understanding of what they have read by asking questions**
* **Be able to make inferences and predictions from a fiction text**
* **Be able to summarise non fiction texts**
* **Discuss and evaluate language choices and structure used by the writer and how they affect the reader**
* **Read with fluency and pace**
* **Read with expression and a variety of tone**
* **Read with awareness of the role of punctuation**
* **Attempt different pronunciations to attempt to decode longer words**

Some children may go on to show an understanding and confidence in reading that indicated a greater depth of learning. These children would demonstrate all of the mastery skills and concepts but would also apply them and use them in unfamiliar texts, outside of English or reading lessons and show a level of inference beyond the literal text.