

READING

SUBJECT OVERVIEW AND PURPOSE

WHY IS READING IMPORTANT?

We know that engaging children with reading from the beginning is one of the most important ways we make a difference to our children's life chances, regardless of their socio-economic background. Therefore, nurturing the ability to read accurately and speedily, with a good understanding, is core to everything that we do. We are committed to ensuring that our children:

- Progress successfully through a structured synthetic phonics programme.
- Engage in rigorous and specific comprehension teaching.
- Develop a life-long love of reading by being part of a positive culture of reading for pleasure across our community.
- Have reading opportunities that help them to understand the world's diversity and their place within it.
- Are equipped with the cultural capital to succeed and thrive.
- Unlock their imagination, curiosity and creativity through a diverse range of reading materials.
- Build a deeper level of emotional intelligence and empathy.

- Know the power of reading to support their mental well-being and reduce stress levels.
- Transition to secondary school as enthusiastic, fluent and confident readers in any subject.

HOW DO WE TEACH READING?

We believe that this firm foundation will allow our children to cultivate the future they desire. We do this by:

- Enriching spoken communication and language in EYFS.
- Developing children's competence in both dimensions of reading: word reading and comprehension.
- Prioritising reading for our early and developing readers; giving them the knowledge and skills to decode, learn and recognise a growing bank of words.
- Expanding children's language and vocabulary through high-quality texts and discussions.
- Ensuring we have a highly effective and consistent approach to teaching phonics where every child is treated as an individual and additional support is put in place to make sure all children can succeed.

- Fostering an appreciation and love of reading for all of our children.
- Nurturing curious learners who confidently participate in dialogue by questioning, relating to, expressing views and engaging in discussions around a range of quality, engaging texts.
- Immersing all children in a wide range of fiction, non-fiction and poetry throughout their primary reading journey.
- Placing books, texts and images at the heart of daily school life and creating an atmosphere where reading for pleasure is celebrated.

HOW DO WE ASSESS READING?

- Reading assessment is informed by day-to-day teaching, formative and summative assessments. Children are formally assessed periodically throughout the year.
- Statutory assessments include the Key Stage 1 phonics screening, Key Stage 1 SATs and Key Stage 2 SATs.
- Children who need to catch up and keep up are identified quickly and provided with interventions by a highly trained staff team.

- Both fluency and comprehension skills are assessed to ensure progression.

CURRICULUM PLANS AND PROGRESSION GRID

Choosing texts in our schools

We understand that we are responsible for exposing children to a wide range of texts. Books are deliberately chosen to ensure increasing challenge and progression. Each year, children will access (through story time or as a class) texts that include:

- A 'classic'.
- A historical setting.
- A contrasting geographical location.
- Characters or authors from a wide range of ethnic backgrounds.
- A celebration of difference (such as neuro-diversity / LGBTQ+/- disability etc).

The books selected are based on teachers' professional judgement, considering reading age and appropriate content, with support from the school's Reading Specialist. Choices are continually updated based on new releases.

"Reading is the gateway skill that makes all other learning possible."

Barack Obama

NURSERY (3-4 YEAR OLDS)	RECEPTION	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
WORD READING							
UNDERSTAND THE FIVE KEY CONCEPTS ABOUT PRINT: ■ Print has meaning. ■ Print can have different purposes. ■ We read English text from left to right and from top to bottom. ■ The names of the different parts of a book. ■ Page sequencing. DEVELOP THEIR PHONOLOGICAL AWARENESS, SO THAT THEY CAN: ■ Spot and suggest rhymes. ■ Count or clap syllables in words. ■ Recognise words with the same initial sound, such as money and mother.	■ Blend sounds into words, so that they can read short words made up of letter-sound correspondences. ■ Read a few common exception words matched to the school's phonic programme. ■ Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. EARLY LEARNING GOALS ■ Say a sound for each letter in the alphabet and at least 10 digraphs. ■ Read words consistent with their phonic knowledge by sound-blending. ■ Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.	■ Respond speedily with the correct sound to graphemes (letters or groups of letters) 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 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. ■ Apply phonic knowledge and skills as the route to decode words. ■ Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word. ■ Read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s).	■ 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. ■ Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent. ■ Read words containing common suffixes. ■ Read further common exception words, noting unusual correspondences 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.	■ Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) 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.			
BOOKS AND RANGE OF READING							
■ Know many rhymes, be able to talk about familiar books, and be able to tell a long story.	■ Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. EARLY LEARNING GOALS ■ Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.	■ 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. ■ Listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently. ■ To be encouraged to link what they read or hear read to their own experiences. ■ Become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics.	■ 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. ■ Become increasingly familiar with and retell a wider range of stories, fairy stories and traditional tales.	■ Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. ■ Read books that are structured in different ways for a range of purposes. ■ Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally.	■ Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. ■ Read books that are structured in different ways and for a range of purposes. ■ Identify and discuss themes and conventions across a wide range of writing. ■ Increase their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions. ■ Recommend books that they have read to their peers, giving reasons for their choices. ■ Make comparisons within and across books.		

NURSERY (3-4 YEAR OLDS)	RECEPTION	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
VOCABULARY, LANGUAGE AND STRUCTURE							
■ Engage in extended conversations about stories, learning new vocabulary. ■ Talk about what they see, using a wide vocabulary.	■ Learn new vocabulary. ■ Use new vocabulary throughout the day. ■ Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. ■ Use new vocabulary in different contexts. ■ Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. EARLY LEARNING GOALS ■ Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. ■ Express their ideas and feelings about their experiences using full sentences, including use of past, present, and future tenses and making use of conjunctions, with modelling and support from their teacher. ■ Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.	■ Discuss word meaning, linking new meanings to those already known. ■ Recognise and join in with predictable phrases.	■ Discuss and clarify the meanings of words, linking new meanings to known vocabulary. ■ Discuss their favourite words and phrases. ■ Recognise simple recurring literary language in stories and poetry.	■ Use dictionaries to check the meaning of words that they have read. ■ Discuss words and phrases that capture the reader's interest and imagination. ■ Identify how language, structure, and presentation contribute to meaning. ■ Identify themes and conventions in a wide range of books.	■ Identify how language, structure and presentation contribute to meaning. ■ Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.		
POETRY, PLAYS AND PERFORMANCE (EYfS: LINKED TO COMMUNICATION & LANGUAGE / LITERACY / EXPRESSIVE ARTS & DESIGN)							
■ Sing a large repertoire of songs. ■ Know many rhymes, be able to talk about familiar books, and be able to tell a long story. ■ Take part in simple pretend play, using an object to represent something else even though they are not similar. ■ Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc. ■ Remember and sing entire songs.	■ Engage in story times. ■ Retell the story once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. ■ Learn rhymes, poems and songs. ■ Develop storylines in their pretend play. ■ Explore and engage in music making and dance, performing solo or in groups. EARLY LEARNING GOALS ■ Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. ■ Invent, adapt and recount narratives and stories with their peers and their teacher. ■ Sing a range of well-known nursery rhymes and songs. ■ Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time to music. ■ Make use of props and materials when role playing characters in narratives and stories.	■ Learn to appreciate rhymes and poems, and to recite some by heart. ■ Continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear.	■ Prepare poems and play scripts to read aloud and to perform. ■ Recognise some different forms of poetry [for example, free verse, narrative poetry] showing understanding through intonation, tone, volume and action.			■ Learn a wider range of poetry by heart. ■ Prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.	

NURSERY (3-4 YEAR OLDS)	RECEPTION	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
UNDERSTANDING AND COMPREHENSION							
■ Enjoy listening to longer stories and can remember much of what happens. ■ Engage in extended conversations about stories, learning new vocabulary.	■ Listen to and talk about stories to build familiarity and understanding. ■ Retell the story once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. ■ Listen carefully to rhymes and songs, paying attention to how they sound. ■ Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. EARLY LEARNING GOALS ■ Anticipate (where appropriate) key events in stories. ■ Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play. ■ Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. ■ Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. ■ Make comments about what they have heard and ask questions to clarify their understanding. ■ Understand the past through settings, characters and events encountered in books read in class and storytelling.	■ Draw on what they already know or on background information and vocabulary provided by the teacher. ■ Check that the text makes sense to them as they read and correct inaccurate reading. ■ Explain clearly their understanding of what is read to them.	■ Draw on what they already know or on background information and vocabulary provided by the teacher. ■ Check that the text makes sense to them as they read and correct inaccurate reading. ■ Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves so far.	■ Check that the text makes sense to them, discuss their understanding and explain the meaning of words in context. ■ Ask questions to improve their understanding of a text.			
INFERENCE, DEDUCTION AND PREDICTION (EYFS: LINKED TO COMMUNICATION & LANGUAGE / LITERACY)							
■ Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"	■ Compare and contrast characters from stories, including figures from the past. EARLY LEARNING GOALS ■ Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.	■ Make inferences on the basis of what is being said and done. ■ Predict what might happen on the basis of what has been read so far.	■ Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence. ■ Predict what might happen from details stated and implied.				

NURSERY (3-4 YEAR OLDS)	RECEPTION	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
DISCUSSION AND VIEWPOINT							
	EARLY LEARNING GOALS - 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. - Anticipate (where appropriate) key events in stories.	- Participate in discussion about what is read to them, take turns and listen to what others say. - Discuss the significance of the title and events.	- Listen to, discuss and express views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently. - Discuss the sequence of events in books and how items of information are related to answering and asking questions. - Participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, take turns and listen to what others say.	Participate in discussion about both books that are read to them and those they can read for themselves, take turns and listen to what others say.	- Participate in discussions about books that are read to them and those they can read for themselves, build on their own and others' ideas and challenge views courteously. - Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary. - Provide reasoned justifications for their views.		
NON-FICTION BOOKS, SUMMARY AND RETRIEVAL (EYFS: LINKED TO COMMUNICATION & LANGUAGE / LITERACY)							
	- Engage in non-fiction books. - Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. EARLY LEARNING GOALS - Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. - Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.	- Be introduced to non-fiction books that are structured in different ways. - Retrieve information from both fiction and non-fiction texts.		- Identify main ideas drawn from more than one paragraph and summarise these. - Retrieve and record information from both fiction and non-fiction texts using skimming and scanning techniques.			