# Reading Curriculum Intent
## Progression of Skills and Knowledge for Reading

### Curriculum Vision for Reading

Literacy is the heart of all learning. We aim to engender a lifelong love of reading through equipping pupils with reading strategies to be fluent, independent, and able to access meaning. We aim for pupils to be able to speak and listen to communicate effectively. We provide enriching texts which enable them to become authors, skilled in writing for a range of purposes and with impact.

### Spirituality Statement for Reading

Ps 45 verse 1
*'Beautiful words fill my mind.  I am speaking of royal things.  My tongue is like the pen of a skilled writer.'*

### Cultural Capital

- We provide a range of magazines in each class that are linked closely to the children's interests.

- For world book week, we invite an author in to share their passion and the journey they took to become an author.

- The children in all year groups visit the local library.

- The local library comes to school to launch the Summer Reading Challenge to encourage children to take part.

| | | **EYFS** | **KS1** |
|---|---|---|---|

**Intent**

**EYFS**

**ELG: Comprehension**
Children at the expected level of development will: - Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary; - 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.

**ELG: Word Reading**
Children at the expected level of development will: - 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 aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

**KS1**
- Pupils will learn to read age-appropriate texts.
- Participate in discussion about what is read to them, taking turns and listening to what others say
- Develop pleasure in reading, motivation to read, vocabulary and understanding
- Understand both the books they can already read accurately and fluently and those they listen to
- Explain clearly their understanding of what is read to them.

**Year 1**
Pupils should be taught to:
- apply phonic knowledge and skills as the route to decode 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 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 contractions [for example, I'm, I'll, we'll], 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.

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 with 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**
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 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
- 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

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 literary language in stories and poetry
- discussing and clarifying the meanings of words, linking new meanings to known vocabulary
- discussing their favourite words and phrases

- continuing to build up a repertoire of poems learnt 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.

## Small Steps

| | Comprehension | Terms for Learning | Word Reading | | Reading Behaviours & Fluency |
|---|---|---|---|---|---|
| | | | Example Print | Example Skills | |
| Pre-Reception | Identifies title<br>Identifies some key features of print, e.g. page, line, word…<br>Discusses books read<br>Uses repetitive language structures and pictures to 'tell the story'<br>Opens up book, ready for reading<br>Turns pages slowly and one at a time | <u>Hear, understand, find:</u><br>page, line, word, letter, long word, short word, title, sounds the same as, space<br><br><u>Say, use, describe:</u><br>book, picture, writing, front cover, back cover, illustration | name-card for self-registration *(possibly still with photo clue)*<br><br>logos *(e.g. Toys'R'Us, McDonalds, Tesco)*<br><br>signs/labels *(e.g. 'EXIT' when with symbol, 'Lego' when with photo, 'apple' when with clipart illustration)* | • Uses recognition of a few words or letters as 'anchors' in print<br>• Knows that print tracks from left to right, in English<br>• Begins to break the flow of speech into words when joining in with a shared book<br>• Dictates slowly enough for a scribe to keep up | Begins to make voice and finger match when following text (1:1 correspondence), *e.g. may point to the word as a whole as sweeps under it, role-play reading from memory*<br>Shows awareness of incorrect orientation of a book, *e.g. corrects an upside-down book, notices two pages that are turned over together* |

| Pink | | | | | |
|---|---|---|---|---|---|
| | **VOCABULARY**<br>Identifies further features of print, *e.g. first letter, top line…*<br>**RETRIEVING**<br>Identifies title<br>**SUMMARISING** *n/a*<br>**INFERRING**<br>Uses repetitive language structures and pictures to confirm application of developing phonic knowledge<br>**PREDICTING**<br>Opens up book, ready for reading<br>Begins to read in phrases to sound more like talking, *e.g. the two words "he said"* | Hear, understand, find:<br>grapheme, digraph, rhyme, syllable,<br>top, bottom, first, last, beginning, middle, end, capital letter, full stop, question mark, exclamation mark<br><br>Say, use, describe:<br>page, line, word, letter, long word, short word, title, sounds the same as, space | Ph 2: the, to, I, no, go, into.<br><br>a, am, an, as, at, if, in, is, it, of, off, on,<br>can, dad, had, back,<br>and, get, big, him, his, not, got, up, mum, but, [put].<br><br>cats, dogs, socks, huff, bell, mess, sunset, laptop, fusspot, ticket, bucket, rabbit, carrot… | Continuous YR learning (40-60m):<br>• Continues a rhyming string<br>• Hears and says the initial sound in words<br>• Segments the sounds in simple words and blends them together and knows which letters represent some of them<br>• Links sounds to letters, naming and sounding the letters of the alphabet<br>• Begins to read words and simple sentences<br>• Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books<br>• Knows that information can be retrieved from books and computers<br><br>Step-specific learning:<br>• Uses initial letter sounds together with predictable phrasing to read texts<br>• Uses recognition of a few words or digraphs as 'anchors' in print, when tracking text<br>• Blends through simple CVC words<br>• Blends through simple two-syllable words<br>• Copies adult model of reading back a scribed simple sentence, *e.g. in shared writing or about their painting*<br>• Begins to break the flow of speech into words | Makes voice and finger match when following 2-3 lines of print (1:1 correspondence), *e.g. points with finger to each word as they read*<br>Shows awareness when something is not right, *e.g. by pausing, looking at an adult for help or through other body language signals* |

| Red | **VOCABULARY**<br>Uses phrasing to move through, and retain meaning of longer sentences<br>Uses grammar, storyline and themes to check whilst reading that it makes sense and sounds right<br>**RETRIEVING**<br>Identifies and retains title<br>**SUMMARISING** *n/a*<br>**INFERRING** *n/a*<br>**PREDICTING** *n/a* | Hear, understand, find:<br>author, illustrator, top line, bottom line, first letter, last letter, trigraph, label<br><br>Say, use, describe:<br>grapheme, digraph, rhyme, syllable,<br>top, bottom, first, last, beginning, middle, end, capital letter, full stop, question mark, exclamation mark | Ph 3:<br>he, she, we, me, be, was, you, they, all, are, my, her.<br><br>will, with, that, this, then, them, with, see, for, now, down, look, too.<br><br>legs, ducks, wings,<br>    farmyard, buckets, chicken, foxes, poison, farmer, lightning, looking, rushes, buzzing, digging,<br>    rocker, shorter, sure… | Continuous YR learning (40-60m):<br>• Continues a rhyming string<br>• Hears and says the initial sound in words<br>• Segments the sounds in simple words and blends them together and knows which letters represent some of them<br>• Links sounds to letters, naming and sounding the letters of the alphabet<br>• Begins to read words and simple sentences<br>• Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books<br>• Knows that information can be retrieved from books and computers<br><br>Step-specific learning:<br>• Applies knowledge of a core of high frequency words<br>• Uses knowledge of consonant and vowel digraphs when blending<br>• Blends through simple two and three syllable words | Starts to be aware of where/how they have made a mistake<br>Controls one-to-one finger-pointing on longer sentences, texts and multiple lines of print<br><br>Re-reads to attempt to correct, or to confirm own reading |

| Yellow – | | | | | |
|---|---|---|---|---|---|
| | **VOCABULARY**<br>Reads and understands simple sentences (ELG, Rdg)<br>Demonstrates understanding when talking with others about what they have read (ELG, Rdg)<br>Uses past, present and future forms accurately when talking about events that have happened or are to happen in the future (ELG, Sp)<br>**RETRIEVING**<br>Makes connections between texts<br>**SUMMARISING**<br>Responds to what they hear with relevant comments, questions or actions (ELG, Lis & Att)<br>Develops their own narratives by connecting ideas or events (ELG, Sp)<br>**INFERRING**<br>Answers 'how' and 'why' questions about their experience and in response to stories and events (ELG, Und)<br>**PREDICTING**<br>Listens to stories, accurately anticipating key events (ELG, Lis & Att) | <u>Hear, understand, find</u>:<br>sentence, punctuation, blurb, contents page<br><br><u>Say, use, describe</u>:<br>author, illustrator, top line, bottom line, first letter, last letter, trigraph, label | *(as red and…)*<br><br>Ph 4:<br>said, have, like, so, do, some, come, were, there, little, one, when, out, what.<br><br>went, it's, from, children, just, help.<br><br>burnt, beast, tricks, swims, seventh, scrunch, present, thundering, helper, shelter, flowers, melting, floating, snapping, driftwood, sandpit, starlight, lunchbox, desktop, slipper, softest, freshness, champion, thunderstorms… | Continuous YR learning (40-60m):<br>• Continues a rhyming string<br>• Hears and says the initial sound in words<br>• Segments the sounds in simple words and blends them together, and knows which letters represent some of them<br>• Links sounds to letters, naming and sounding the letters of the alphabet<br>• Begins to read words and simple sentences<br>• Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books<br>• Knows that information can be retrieved from books and computers<br><br>Step-specific learning:<br>• Uses familiar words and GPCs to decode unfamiliar words *e.g. look – took, light - night*<br>• Uses GPC knowledge to read words with inflected endings, *e.g. melt/ing, help/er, soft/est, swim/s*<br>• Uses phonic knowledge to decode regular words and reads them aloud accurately (ELG, Rdg)<br>• Reads some common irregular words (ELG, Rdg) | Attempts to self-correct when sense is lost, with occasional success<br>Tracks text visually, using finger-pointing or finger-framing at points of difficulty<br>Listens attentively in a range of situations (ELG, Lis & Att)<br>Says when they do or don't need help (ELG, self-C&A)<br><br>Shows through reading that punctuation supports comprehension and expression<br>Expresses themselves effectively, showing awareness of listeners' needs (ELG, Sp)<br>Works as part of a group or class, and understands and follows the rules (ELG, Mng Flng & Beh) |

| Blue | | | | | |
|---|---|---|---|---|---|
| | **VOCABULARY**<br>Explains their understanding of texts that are pitched beyond the level they can read independently<br>Refines phrasing to support comprehension<br>**RETRIEVING**<br>**Recognises patterns in texts, e.g. repeated phrases and refrains**<br>**Discusses the significance of the title**<br>Identifies complete sentences<br>Comments on things that interest them<br>Discusses books featuring contexts outside of personal experience, through a greater range of text types *(see school's own long term plan)*<br>**SUMMARISING**   *n/a*<br>**INFERRING**   *n/a*<br>**PREDICTING**<br>**Predicts events and endings** | **Hear, understand, find:**<br>**Some** of (Y1):<br>plural noun suffix, verb, prefix, adjective, word, sentence, clause, pronoun<br><br>**Say, use, evaluate:**<br>**Some** of (Y1):<br>letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark | *As ELG/Yellow and **some** of the Y1 expectations, comprising:*<br><br>**Many** of the 1st 100 HFW known automatically, including:<br><br>oh, their, people, Mr, Mrs, looked, called, asked, could.<br><br>don't, old, I'm, by, time, house, about, your, day, made, came, make, here, saw, very, put.<br><br>*New graphemes for reading (L&S Phase 5):*<br>frightening, mountains, bushes, crayon, weekday, Saturday, Sunday, playground, loudest, untie, unload, steamy, annoying, thirsty, tissue, argue, rescue, drawer, whenever, whose, elephant, dolphin, phoneme, threw, Matthew, tomatoes, automatic, wore, before, monkey, escape, extreme, complete, inside, explode, June, computer; thanks, catches, jumping, jumped, jumper, fresher, freshest, spraying, sprayed, blackberry, lighthouse, keeper, etc. | Continuous Learning from Y1 NC:<br>- Applies phonic knowledge and skills as the route to decode words<br>- Reads accurately by blending sounds in unfamiliar words containing GPCs that have been taught<br>- Reads common exception words, noting unusual correspondences between spelling and sound and where these occur in the word<br>- Reads other words of more than one syllable that contain taught GPCs<br>- Reads 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<br>- Re-reads these books to build up their fluency and confidence in word reading<br><br>Step-specific Learning:<br>• Breaks polysyllabic words down to aid decoding at the syllable level<br>• Uses knowledge of letter names when exploring alternative pronunciations and checking their decoding makes sense *(also see 40-60m/Pink B)*<br>• Tracks more lines of print visually, sometimes needing a finger to aid sweepback to new lines or for decoding efficient chunks across words<br>• plus **some** examples of (Y1 NC word rdg):<br>- Responds speedily with the correct sound to graphemes (letters or groups of letters) for **all** 40+ phonemes, including, where applicable, alternative sounds for **some** graphemes<br>- Reads words containing taught GPCs and **some** –s, –es, –ing, –ed, –er and –est endings (though generally where changes are not needed to the root, *e.g. looked, called, asked*)<br>- **Begins** to read words with contractions [for example, I'm, I'll, we'll], and understands that the apostrophe represents the omitted letter(s) | Attempts to correct the majority of errors and sometimes does so successfully, attending to context and grammar to support |

| | | | | | |
|---|---|---|---|---|---|
| **Green – Spring 1 Year 1** / **Orange – Spring 2 Year 1** | **VOCABULARY** <br> **Identifies simple and recurring literary language** <br> **RETRIEVING** <br> **Recognises patterns in texts, e.g. repeated phrases and refrains** <br> **Discusses the significance of the title** <br> **Observes the punctuation and uses this to aid understanding** <br> Identifies typical phrases e.g. story openings and endings <br> Begins to understand how written language can be structured differently according to genre e.g. in order to build surprise in a narrative or present facts in non-fiction <br> **SUMMARISING** <br> Identifies how non-fiction texts are sequenced *(e.g. contents, layout, index)* <br> Identifies the beginning, middle and end of stories and pattern in poetry <br> **INFERRING** <br> Expresses preferences linked to own experiences *e.g. 'I like going to the beach too'* <br> Makes simple inference with support, e.g. around character and plot <br> **PREDICTING** <br> Uses brief introduction and self-orientation to text to make own speculation about book content | **Hear, understand, find:** <br> **Many** of (Y1): <br> plural noun suffix, verb, prefix, adjective, word, sentence, clause, pronoun <br><br> **Say, use, evaluate:** <br> **Many** of (Y1): <br> letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark | *As A0 and **many** of the Y1 expectations, comprising:* <br><br> **Most** of the 1st 100 HFW known automatically, including: <br><br> oh, their, people, Mr, Mrs, looked, called, asked, could <br><br> don't, old, I'm, by, time, house, about, your, day, made, came, make, here, saw, very, put. <br><br> A **few** of the next 200 MFW known automatically, including: where, who, again, mouse, because, different, please. <br><br><br> *Alternative pronunciations of known graphemes for reading (L&S Phase 5):* <br> angel, afternoon, wander, female, behind, both, future, awful, window, belief, pleasant, feather, servant, group, should, shoulder, reply, replied, taking, myth, merrily, family, school, machine, December, spaceship, danger, obey, photograph, etc. | Continuous Learning from Y1 NC: <br> - Applies phonic knowledge and skills as the route to decode words <br> - Reads accurately by blending sounds in unfamiliar words containing GPCs that have been taught <br> - Reads common exception words, noting unusual correspondences between spelling and sound and where these occur in the word <br> - Reads other words of more than one syllable that contain taught GPCs <br> - Reads 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 <br> - Re-reads these books to build up their fluency and confidence in word reading <br><br> Step-specific Learning: <br> ▪ Takes account of sense and meaning at the point of decoding <br> ▪ Tracks new lines of print visually with ease <br> ▪ Identifies known syllables and uses to decode unknown words <br> ▪ Reads more complex phrases and clauses <br><br> ▪ plus **many more** examples of (Y1 word rdg): <br> - Responds speedily with the correct sound to graphemes (letters or groups of letters) for **all** 40+ phonemes, including, where applicable, alternative sounds for **many more** graphemes <br> - Reads words containing taught GPCs and **many more** –s, –es, –ing, –ed, –er and –est endings (including where changes are needed to the root, e.g taking, cried) <br> - Reads **many** words with contractions [for example, I'm, I'll, we'll], and understands that the apostrophe represents the omitted letter(s) | **Re-reads to self-correct if meaning is lost** <br> **Connects what they read or hear to their own experiences** <br> Re-reads spontaneously, showing understanding of text through some use of expression <br><br> NB: Within A1 there will be progression from Green to Orange book bands. The skills developed in Green band will be evident, but the text characteristics will offer greater challenge. Children will be able to read longer stories of 250-300 words. There will be a greater proportion of space allocated to text rather than illustration and sentence structures will be more complex. Children will begin to develop inference drawing on a combination of decoding and grammatical understanding to aid overall comprehension. |

| Turquoise – | | | | | |
|---|---|---|---|---|---|
| **VOCABULARY**<br>**Identifies simple and recurring literary language**<br>**Identifies the meaning of vocabulary in context**<br>**RETRIEVING**<br>**With support, justifies their views about texts they have had read to them e.g. uses the word 'because'**<br>Begins to understand how written language can be structured differently according to genre e.g. in order to build surprise in a narrative or present facts in non-fiction<br>Identifies where key information is located using indexes, glossaries and dictionaries<br>**SUMMARISING** *n/a*<br>**INFERRING**<br>Uses different voice pitch to indicate whether they are reading an exclamation or question<br>Makes simple inferences about characters' actions<br>**PREDICTING**<br>Predicts likely actions following a pivotal point in the story | **Hear, understand, find:**<br>**Most** of (Y1):<br>plural noun suffix, verb, prefix, adjective, word, sentence, clause, pronoun<br><br>**Say, use, evaluate:**<br>**Most** of (Y1):<br>letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark | *As A1 and **most** of the Y1 expectations (for minimum expected standard, see Y1 PSC guidance):*<br><br>**All** of the 1st 100 HFW known automatically.<br>**Some** of the next 200 MFW known automatically, including: water, thought, through, work, any, many, laughed, once, eyes, friends,<br><br>*and/or other CEW e.g. our, pull, love…*<br><br><br>*Alternative spellings for each phoneme (L&S Phase 5):*<br>adventure, scratchy, sketch, dodging, diving, crumbs, design, knight, wreck, castle, loose, noise, brother, mystery, chimney, sphere, steering, afternoon, half, everywhere, bear, share, beanstalk, fourteen, Paul, caught, astronaut, heard, worst, could, pudding, special, mission, station, Charlotte, treasure, television, punishment, etc. | Continuous Learning from Y1 NC:<br>- Applies phonic knowledge and skills as the route to decode words<br>- Reads accurately by blending sounds in unfamiliar words containing GPCs that have been taught<br>- Reads common exception words, noting unusual correspondences between spelling and sound and where these occur in the word<br>- Reads other words of more than one syllable that contain taught GPCs<br>- Reads 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<br>- Re-reads these books to build up their fluency and confidence in word reading<br><br>Step-specific Learning:<br>▪ Uses familiar words, syllables and phonic knowledge to decode a greater volume of complex words<br><br>▪ plus examples of **most** of (Y1 word rdg):<br>- Responds speedily with the correct sound to graphemes (letters or groups of letters) for **all** 40+ phonemes, including, where applicable, alternative sounds for **most** of the Y1 graphemes<br>- Reads words containing taught GPCs and **most** –s, –es, –ing, –ed, –er and -est endings (including where changes are needed to the root, *e.g. diving, dodging*)<br>- Reads **most** words with contractions [for example, I'm, I'll, we'll], and understands that the apostrophe represents the omitted letter(s) | **Reads age-appropriate texts fluently, pauses appropriately, reading in phrases, and using punctuation with around 90% accuracy**<br>Knows the voice telling the story is called the narrator<br>Describes how they recognised an error<br>Switches between context and grammar in order to self-correct, sometimes needing support |

| Purple – | | | | | |
|---|---|---|---|---|---|
| **VOCABULARY** **Discusses effective language (F) or layout (NF) choices,** *e.g. 'slimy' is a good word there because…the glossary is easy to scan because…* (Y2) **RETRIEVING** **Retrieves key information from a text (Y1)** Understands that there is a range of non-fiction texts *e.g. different layouts for instructions, non-fiction books etc* (Y1) Begins to understand how written language can be structured differently according to genre e.g. in order to build surprise in a narrative or present facts in non-fiction (Y1) Begins to understand that written language (standard English) has conventions that don't apply in spoken language (Y2) Understands that books can be used to find things out, and is beginning to do so (Y2) **SUMMARISING** **Identifies the sequence of events** *e.g. answers questions such as 'Which event happened first? What happened before he fell over?' (*Y2) **INFERRING** **Identifies goals/motives of the main character on the basis of what they have said and done** *e.g. 'I think she wants her daddy to help her build a sandcastle'* **(Y1)** Uses different voices for characters when reading dialogue aloud (Y1) Identifies common themes in traditional tales e.g. use of magic objects, good overcoming evil, a bad character learning a lesson and changing their behaviour  (Y2) With support, justifies their views about what they have read (Y2) | **Hear, understand, find:** <u>All</u> of (Y1): plural noun suffix, verb, prefix, adjective, word, sentence, clause, pronoun + **Some** of (Y2): noun, suffix, adjective, adverb, subordination, co-ordination, noun phrase, sentence, present tense, past tense, progressive, verb, past progressive, present progressive, apostrophe **Say, use, evaluate:** <u>All</u> of (Y1): letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark + **Some** of (Y2): noun, noun phrase, adjective, adverb, verb, statement, question, exclamation, command, compound, suffix, tense (past, present), apostrophe, comma | **All** of the 1st 100 HFW known automatically. **Many** of the next 200 MFW *and/or other CEW e.g. door, break, beautiful, improve, clothes* <u>Examples for word reading, taken from NC Y2 spelling appendix</u> (**some** of): bridge, bulge, energy, fancy, gnaw, written, table, tinsel, hospital, nostril, carries, nicest, dropped, always, other, quantity, world, towards, usual, enjoyment, sadness, careful, hopeless, badly, merriment, happiness, plentiful, penniless, happily, hasn't, couldn't, Ravi's, the man's, potion, there/their/they're, night/knight | Continuous Learning from Y2 NC: - Continues to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent - Reads accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes - Reads accurately words of two or more syllables that contain the same graphemes as above - Reads further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word - Reads most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered - Reads aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation - Re-reads these books to build up their fluency and confidence in word reading - Uses knowledge of a growing range of prefixes and suffixes to aid decoding, pronunciation and meaning-making Step-specific Learning: - Reads words using **any** of the suffixes –s, –es, –ing, –ed, –er and -est, including where changes are needed to the root, *e.g. replied* (Y1 NC) - Reads **any** words with contractions [for example, I'm, I'll, we'll], and understands that the apostrophe represents the omitted letter(s) (Y1 NC) ▪ Reads **some** unfamiliar words at the point of difficulty, using knowledge of alternative pronunciations to read polysyllabic words, *e.g. '…over his shoulder.'* (Y2) ▪ plus **<u>some</u>** examples of (Y2 NC): | **Asks questions to clarify (Y1)** Expands oral and written vocabulary and syntax through reading experiences, e.g. poetic or recurring literary language Reflects on how they corrected an error Reads quietly or silently to self, sustaining attention across longer sentences and paragraphs Self-corrects by switching attention flexibly between context and grammar |

| | | | | - Reads words containing **some** of the common suffixes, *e.g. -ment, -ness, -ful, -less, -ly (e.g. careful)* | |
|---|---|---|---|---|---|
| **PREDICTING**<br>**Predicts some key events of a story based on the settings described in the story opening (Y2)** | | | | | |

| Gold | | | | | |
|------|---|---|---|---|---|
| **VOCABULARY**<br>Identifies that adverbs help to tell us how the character is feeling<br>**RETRIEVING**<br>**Identifies words and phrases that link events**<br>**Refers back to the text for evidence**<br>**Shows awareness of use of features of organisation** *e.g. index, bold headings*<br>Explains differences between fiction and non-fiction<br>Begins to use dictionaries, glossaries and indexes to locate meanings and information<br>Identifies elements of an author's style *e.g. familiar characters, settings or common themes*<br>**SUMMARISING**  *n/a*<br>**INFERRING**<br>**Demonstrates empathy with characters looking at descriptions and actions**<br>**Recognises that different characters have different thoughts/ feelings about, views on and responses to particular scenarios** *e.g. that the wolf would see the story of Red Riding Hood differently from the girl herself*<br>**PREDICTING**  *n/a* | Hear, understand, find:<br><u>**Many** of (Y2):</u><br>noun, suffix, adjective, adverb, subordination, co-ordination, noun phrase, sentence, present tense, past tense, progressive, verb, past progressive, present progressive, apostrophe<br><br>Say, use, evaluate:<br><u>**Many** of (Y2):</u><br>noun, noun phrase, adjective, adverb, verb, statement, question, exclamation, command, compound, suffix, tense (past, present), apostrophe, comma | **All** of the 1st 100 HFW known automatically.<br>**Most** of the next 200 MFW *and/or other CEW e.g. door, break, beautiful, improve, clothes*<br><br><u>Examples for word reading, taken from NC Y2 spelling appendix</u> (**many/most** of):<br>bridge, bulge, energy, fancy, gnaw, written, table, tinsel, hospital, nostril, carries, nicest, dropped, always, other, quantity, world, towards, usual, enjoyment, sadness, careful, hopeless, badly, merriment, happiness, plentiful, penniless, happily, hasn't, couldn't, Ravi's, the man's, potion, there/their/they're, night/knight | Continuous Learning from Y2 NC:<br>- Continues to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent<br>- Reads accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes<br>- Reads accurately words of two or more syllables that contain the same graphemes as above<br>- Reads further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word<br>- Reads most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered<br>- Reads aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation<br>- Re-reads these books to build up their fluency and confidence in word reading<br><br>- Uses knowledge of a growing range of prefixes and suffixes to aid decoding, pronunciation and meaning-making<br><br>Step-specific Learning:<br>- Reads **many** unfamiliar words at the point of difficulty, using knowledge of alternative pronunciations to read polysyllabic words, *e.g. '…one of the most powerful ships anchored at the port.'*<br><br>▪ plus **many** examples of:<br>- Reads words containing **many** of the common suffixes, *e.g. -ment, -ness, -ful, -less, -ly (e.g. carefully)* | **Self-corrects spontaneously close to the point of error**<br>Sustains interest in longer narratives *e.g. a short chapter book*<br>Sustains silent reading for own satisfaction |

| White | VOCABULARY   *n/a*<br>**RETRIEVING**<br>**Retrieves information stated within text (may not be obvious)**<br>**Uses evidence from a text – may look through the book to help them remember or use information**<br>**Makes statements about characters on the basis of what is said and done, making note of how verbs and adverbs support their judgements** *e.g. 'I think she is selfish/kind/angry because it says she…'*<br>Recognises that information is grouped according to subject<br>Identifies simple literary language e.g. words/phrases that identify a traditional tale/narrative/ story<br>Identifies how settings and characters are created using specific vocabulary that creates imagery<br>**SUMMARISING**   *n/a*<br>**INFERRING**<br>**Identifies evidence of change as a result of events, for example in character behaviour**<br>Identifies common themes in traditional tales e.g. use of magic objects, good overcoming evil, a bad character learning a lesson and changing their behaviour<br>Uses expression and intonation that reflects understanding of character and events, and that takes account of word choice and punctuation (recital/retellings)<br>Justifies opinions based on reading<br>**PREDICTING**<br>Offers alternative plotlines or endings | **Hear, understand, find:**<br>Most of (Y2):<br>noun, suffix, adjective, adverb, subordination, co-ordination, noun phrase, sentence, present tense, past tense, progressive, verb, past progressive, present progressive, apostrophe<br><br>**Say, use, evaluate:**<br>Most of (Y2):<br>noun, noun phrase, adjective, adverb, verb, statement, question, exclamation, command, compound, suffix, tense (past, present), apostrophe, comma | **All** of the 1st 100 HFW known automatically.<br>**All** of the next 200 MFW *and/or other CEW e.g. door, break, beautiful, improve, clothes*<br><br><br>Examples for word reading, taken from NC Y2 spelling appendix (**all of**):<br>bridge, bulge, energy, fancy, gnaw, written, table, tinsel, hospital, nostril, carries, nicest, dropped, always, other, quantity, world, towards, usual, enjoyment, sadness, careful, hopeless, badly, merriment, happiness, plentiful, penniless, happily, hasn't, couldn't, Ravi's, the man's, potion, there/their/they're, night/knight | Continuous Learning  from Y2 NC:<br>- Continues to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent<br>- Reads accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes<br>- Reads accurately words of two or more syllables that contain the same graphemes as above<br>- Reads further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word<br>- Reads most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered<br>- Reads aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation<br>- Re-reads these books to build up their fluency and confidence in word reading<br><br>   - Uses knowledge of a growing range of prefixes and suffixes to aid decoding, pronunciation and meaning-making<br><br>Step-specific Learning:<br>- Reads **most** unfamiliar words at the point of difficulty, using knowledge of alternative pronunciations to read polysyllabic words, *e.g. '…as they sliced the gigantic sandwiches they had brought along to the picnic.'*<br><br>▪ plus **most** examples of (Y2 spelling):<br>- Reads words containing **most** of the common suffixes, *e.g.: -ment, -ness, -ful, -less, -ly (e.g. carelessly)*<br>- Uses morphological knowledge to decode and pronounce related words, *e.g. happy, happier, happiest, unhappiest, happily, unfriendly*<br><br>▪ **some** examples of (Y3 NC spelling): | **Self-corrects spontaneously and at the point of error**<br>Picks up, leaves, and returns to a text without losing story thread, enjoyment and satisfaction<br>Uses texts for information and inspiration |

| | | | | - Where encountered, reads words containing further prefixes, *e.g. dis-, mis- and super-* | |
|---|---|---|---|---|---|

| Lime – | VOCABULARY | Hear, understand, find: | All 1st 100 HFW and all next 200 | Continuous Learning from Y3 NC: | Sustains silent reading |
|---|---|---|---|---|---|
| | **Identifies new vocabulary and sentence structure and discusses to develop understanding (Y3)** Identifies and understands meanings of a wide range of conjunctions used to link events together (Y3) Uses appropriate pronunciation to distinguish between near-homophones according to context and meaning, re-reading if mispronounced and affects meaning of text, *e.g. accept/except, were/where, are/our* **RETRIEVING** Identifies elements of an author's style *e.g. familiar characters, settings or common themes* (Y2) Identifies that the verbs used for dialogue tell us how a character is feeling *e.g. "I grabbed…" or "…he shouted"* (Y2) **Refers back to the text for evidence when explaining (Y3)** Uses tools (e.g. chapter headings, blurbs, glossaries) and strategies (e.g. skimming and scanning) to locate information efficiently **SUMMARISING** **Begins to identify themes across texts *e.g. friendship, good and evil, bullying* (Y3)** **INFERRING** Explains how the way a character speaks reflects their personality (Y2) Evaluates simple persuasive devices *e.g. says which posters in a shop or TV adverts would make them want to buy something, and why* (Y2) **Suggests reasons for actions and events (Y3)** | **All** of (Y2): noun, suffix, adjective, adverb, subordination, co-ordination, noun phrase, sentence, present tense, past tense, progressive, verb, past progressive, present progressive, apostrophe +**Some** of (Y3): noun, prefix, form, consonant, vowel, word families, word, conjunction, adverb, preposition, present perfect, verb, punctuate **Say, use, evaluate:** **All** of (Y2): noun, noun phrase, adjective, adverb, verb, statement, question, exclamation, command, compound, suffix, tense (past, present), apostrophe, comma +**Some** of (Y3): preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter, vowel, vowel letter, inverted commas (or 'speech marks') | MFW known fluently, automatically and without hesitation *and/or other CEW e.g. door, break, beautiful, improve, clothes* Example morphemes and graphemes for word reading, taken from NC Y3&4 spelling appendix (as encountered): dis-, mis-, im-, sub-, super-, -ation, -ly -sure, -ture, -ous, -sion, -tion, -ssion, -sion, -cian; hard 'ch' (chorus), softer 'ch' (machine), sc (science), /eI/ as ei, eigh, or ey (vein, weigh, obey). | - Reads further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word Step-specific Learning: ▪ Derives and keeps sense of meaning over longer, multiclause or phrase-heavy sentences, *e.g. "And the whale and the snail/ Told their wonderful tale/ Of shimmering ice and coral caves,/ And shooting stars and enormous waves,/ And of how the snail, so small and frail,/ With her looping, curling, silvery trail,/ Saved the life of the humpback whale."* ▪ Plus **some** examples of (Y3 word reading): - Applies 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, *e.g. submarine, anticlockwise* | **most of the time (Y2)** Recognises the difference between description in fiction and non-fiction *e.g. in non-fiction description is generally used for precision rather than to create an emotional response* (Y2) Uses dictionaries independently to check meaning of new vocabulary (Y3) Self corrects spontaneously, in order to enhance expression, intonation or to re-interpret what has been read |

| | | | | |
|---|---|---|---|---|
| Identifies evidence of relationship between characters based on dialogue and behaviour (Y3) Explains how words/phrases in the description are linked to create an overall and consistent impression on the reader, for example, 'what other words/phrases in this passage tell us that he is a sinister character?' (Y3) **PREDICTING** **Predicts with increasing accuracy during reading and then adapts prediction in the light of new information (Y2)** **ANALYSING** *n/a* **AUTHORIAL INTENT** *n/a* **COMPARING** *n/a* | | | | |

# Reading Curriculum Implementation

What resources do we use to support the implementation of the Reading curriculum and why? (Must refer to research evidence and context of our school)

- We use the HFL Guided Reading Booklet - Reception to year 2, which was designed by specialist teachers at Herts for Learning, because it shows clear progression of reading skills and strategies the children need to develop and using this allows us to assess and monitor the progress of the children.  This meets the needs of our pupils because it is a progressive and structured programme and we have adapted / increased the opportunities for the children to read element to address school wide gaps in this area.

How do we implement the Reading curriculum?
- We use a mastery approach because it helps students develop into fluent, independent and highly skilled readers.
- Enquiry based? Why?
- Through ongoing CPD through Herts for Learning so that staff have expert knowledge in reading teaching
- Through clearly presented key concepts
- Clear articulation of content and knowledge.
- Effective explanation and modelling.
- Tasks that enable pupils to meet the composite objectives.
- Shared teaching that enables pupils to acquire new learning and guided teaching that provides opportunities for pupils to practise new learning.
- Active learning that aids pupils' participation and engagement.
- Through careful planning and sequencing of components to meet composite objectives.
- Through group and paired discussions that aid understanding
- The next lesson in a sequence is taught after assessment of the prior lesson to ensure that the cohort's needs are met.
- We use Robin Launder's, 'Making learning stick' strategies to help pupils embed key concepts in their long-term memory so that they can apply them fluently. We have a reading fluency session at the start of every reading lesson to enable pupils to remember prior learning through interweaving and retrieval practise.
- New knowledge and skills are built on what has already been taught
- The reading curriculum is taught remotely for pupils who are not able to attend school.
-  Effective questioning techniques aid learners' progress
- We adapt teaching at the point of learning to ensure the needs of learners are met and that they can continue to progress in sequence.
- Dual coding – presenting concepts both verbally and visually to enhance retrieval from memory.

How do we assess the Reading curriculum?
- Assessment in Reading takes place at the point of learning as part of formative assessment. Pupils are given direct feedback to aid immediate progress and address misconceptions.
- Assessment at the point of learning assists teachers to plan the next steps for the next day.
- Teachers identify a pupils' attainment by identifying their place within the progression of skills and where this fits in relation to the steppingstones between the expectations for a particular term and the milestones at the end of the term.