

Skills & Knowledge progression: ENGLISH – Reading (including phonics)

National Curriculum – Aims and purpose	School aims – skills, attitudes and knowledge that we would like all children to develop on their journey through the school
<p>Purpose of study</p> <p>The programmes of study for reading at key stages 1 and 2 consist of two dimensions:</p> <ul style="list-style-type: none"> - word reading - comprehension (both listening and reading). <p>It is essential that teaching focuses on developing pupils' competence in both dimensions; different kinds of teaching are needed for each. Skilled word reading involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Underpinning both is the understanding that the letters on the page represent the sounds in spoken words. This is why phonics should be emphasised in the early teaching of reading to beginners (i.e. unskilled readers) when they start school.</p> <p>Good comprehension draws from linguistic knowledge (in particular of vocabulary and grammar) and on knowledge of the world. Comprehension skills develop through pupils' experience of high-quality discussion with the teacher, as well as from reading and discussing a range of stories, poems and non-fiction. All pupils must be encouraged to read widely across both fiction and non-fiction to develop their knowledge of themselves and the world in which they live, to establish an appreciation and love of reading, and to gain knowledge across the curriculum. Reading widely and often increases pupils' vocabulary because they encounter words they would</p>	<p>At Stapleford Primary School phonics is used to teach children to make connections between the sounds (phonemes) of spoken words and the letters that are used to write them down (graphemes). Phonics teaches children to use and apply this knowledge to read by blending and to spell by segmenting words. In Foundation Stage, children initially complete activities to tune their ears into hearing different sounds, such as hearing walks, repeating pattern games, oral blending and segmenting of words. Through this, children develop a solid foundation for their future phonics learning.</p> <p>The Little Wandle Letters and Sounds Revised Synthetic Phonics Programme is taught in Reception and Year 1. Children follow the programme to learn the relationship between print and sound (graphemes phonemes correspondence - GPC). For children who have not secured their phonic knowledge at the pace expected of the programme, children will be supported in keep up sessions, through intervention. Phonics is taught in class daily and lessons follow the "Review, Teach, Practice, Apply" approach. In small groups, children participate in reading practise lessons, which take place three times a week in Reception and Year 1. Children have the opportunity to apply their new phonics learning. The children take home a set of tricky words flashcards to consolidate learning at home. Once they are secure with a set of words the next set is issued.</p> <p>The main school reading scheme is the Collins Big Cat. It is a whole-school programme that provides complete support for primary reading. Teachers ensure that the books children take home are decodable according to their phonic knowledge. Reading to an adult is evidenced in the child's reading record (pink pen, stamp - read by an adult). Any children who do not regularly have reading records in school, have one kept at school. Daily reading is in place for developing readers to help improve their reading fluency.</p> <p>Following on from reading practise lessons in Foundation Stage and KS1, Guided reading lessons are taught four days a week in Key Stage 2. During these sessions, children engage in rich discussion to respond to what they have read and teachers model key reading strategies talking through their thinking meaningfully. Questions are deliberately planned and well-pitched. To develop reading comprehension and vocabulary, teachers select words for direct instruction and all pupils are engaged in unlocking the meaning of new words.</p> <p>A class story is shared at the end of the day. Adults will read to the children in class every day and discuss what is happening in the book with the children.</p> <p>Children across the school will also choose another book, known as their 'reading for pleasure' book. Children can change this book as many times as they like. This allows children to develop a passion for reading and encourage '<i>reading for pleasure</i>'.</p> <p>Each week all pupils visit the school library. The class teacher shows the children how the library works and helps them to select a book that they can take home and enjoy, in addition to their reading book. The school is constantly upcycling donated books into the school library to ensure it stays fresh and enticing for our pupils.</p>

rarely hear or use in everyday speech. Reading also feeds pupils' imagination and opens up a treasure-house of wonder and joy for curious young minds. It is essential that, by the end of their primary education, all pupils are able to read fluently, and with confidence, in any subject in their forthcoming secondary education.

Aims

The national curriculum for English aims to ensure that all pupils:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

A timetable of exciting activities is delivered in every class to celebrate World Book Day each spring. Previously this has included visits from famous authors, reading carousels and fancy dress parades etc.

Each summer the school encourages pupils to engage in the Summer Reading Challenge which is produced by the library service.

Early Years Foundation Stage (EYFS)

Children will have one reading book that is selected with their teacher, which will be matched to their learning of phonics in school. This reading book will be kept and re-read at home for the entire week. Families are encouraged to hear their child read and talk about the book every day, which is an essential part of reading.

Children read their reading book to the class teacher once a week. In small groups, children participate in reading practise lessons, which take place three times a week. This is to apply and develop fluency skills. The class teacher will decide when a child is ready to move up to the next reading colour band based on their ongoing teacher assessment of their fluency and comprehension skills.

Early reading books will be full of pictures but not always words. These help the children learn to:

- Hold the book
- Turn the pages
- Follow a story
- Ask questions

The focus of teaching reading in early years is to grasp the foundations of phonics, develop solid reading behaviours and an enjoyment in reading.

Key Stage 1 (KS1)

Children read their reading book to the class teacher once a week. In small groups, children participate in reading practise lessons, which take place three times a week. This is to consolidate fluency and develop comprehension skills. The class teacher will decide when a child is ready to move up to the next reading colour band based on their ongoing teacher assessment of their fluency and comprehension skills.

Children are taught to hold the book still and follow the words with their fingers. They are encouraged to use the pictures to help them read, as well as, sounding out words and blending sounds together using their knowledge of phonics. Phonics is always the first tool the children are encouraged to use when they cannot read a word. When they cannot read a word, they are taught break words into chunks and use the context of the sentence to read unknown words.

Children continue to have daily phonics lessons in Year 1 and reading practise sessions three times a week to apply their phonic knowledge and develop their vocabulary and fluency. In Year 2, children have guided reading three times a week. In these sessions, texts are discussed to develop comprehension skills and vocabulary.

	<p><u>Key Stage 2 (KS2)</u></p> <p>As the children progress through KS2 there is a heavier focus on comprehension and developing inference skills.</p> <p>Children have guided reading lessons. The whole class is given the same text and the children follow the words using the ruler, known as their reading ruler. To further consolidate fluency and develop confidence, children take turns to read the text and the class hold discussions around the text to develop comprehension skills. Differentiated questioning is used to ensure all pupils have the correct level of challenge. The class will sometimes read the same text more than once for consolidation of learning. A range of texts are covered in classes. As a result, the children are exposed to a wide range of vocabulary.</p> <p>Everyone Reads In Class (ERIC) as they come back into class after their lunch break. This is a calm and relaxing way to start the afternoon. Each KS2 classroom has a small, age-appropriate library within the class.</p>
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Milestones:

At Stapleford Primary School children are taught in mixed age classes e.g. Years 1 & 2 together etc. Our curriculum sets out progression in the form of three 'Milestones'. The children work towards each Milestone for two years. During the first year pupils attain an understanding of the skills set out in the Milestone and during the second year they develop an advanced or deeper understanding. Each Milestone contains a range of descriptors which provide details of the skills to be covered. Over a two-year period, students become more and more familiar with these details by exploring them in a breadth of contexts. This helps pupils to "know more" and "remember more."

Links to learning in EYFS:	Links to other subjects / curriculum areas:	Experiences every child should have:
<p>Reading can be linked to every subject. Opportunities for reading in the EYFS can include:</p> <ul style="list-style-type: none"> - big books - library - phonics lessons - displays - instructions - labels - role play areas etc. 	<p>Reading can be linked to every subject. Opportunities for reading across the curriculum can include:</p> <ul style="list-style-type: none"> - science investigations - mathematical word problems - reading comprehensions - book reports - following written instructions on how to play a sport - Reading about about certain religious festivals are celebrated etc. 	<p>Every pupil should be provided with the opportunity to read a wide variety of good quality texts that engage their minds, stimulate their imagination and lead to them asking questions. It is our aim that all pupils leaving Stapleford Primary School regularly pick up a book and read for their own enjoyment.</p>

Skills Progression: English: Reading – Years 1 & 2

Year groups	Read words accurately This concept involves decoding and fluency.	Understand texts This concept involves understanding both the literal and more subtle nuances of texts.
1 & 2 Milestone 1	<ul style="list-style-type: none"> • 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 phonic knowledge and that do not require other strategies to work out words. • Re-read these books to build up fluency and confidence in word reading. • 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 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 books to build up fluency and confidence in word reading. 	<ul style="list-style-type: none"> • Discuss events. • Predict events. • Link reading to own experiences and other books. • Join in with stories or poems. • Check that reading makes sense and self-correct. • Infer what characters are like from actions. • Ask and answer questions about texts. • Discuss favourite words and phrases. • Listen to and discuss a wide range of texts. • Recognise and join in with (including role-play) recurring language. • Explain and discuss understanding of texts. • Discuss the significance of the title and events. • Make inferences on the basis of what is being said and done

Skills Progression: English: Reading – Years 3 & 4

Year groups	Read words accurately This concept involves decoding and fluency.	Understand texts This concept involves understanding both the literal and more subtle nuances of texts.
3 & 4 Milestone 2	<ul style="list-style-type: none"> • Apply a growing knowledge of root words, prefixes and suffixes (etymology and morphology). • Read further exception words, noting the spellings. 	<ul style="list-style-type: none"> • Draw inferences from reading. • Predict from details stated and implied. • Recall and summarise main ideas. • Discuss words and phrases that capture the imagination. • Retrieve and record information from non-fiction, using titles, headings, sub-headings and indexes. • Prepare poems and plays to read aloud with expression, volume, tone and intonation. • Identify recurring themes and elements of different stories (e.g. good triumphing over evil). • Recognise some different forms of poetry. • Explain and discuss understanding of reading, maintaining focus on the topic. • Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. • Predict what might happen from details stated and implied. • Identify main ideas drawn from more than one paragraph and summarise these. • Identify how language, structure and presentation contribute to meaning. • Ask questions to improve understanding of a text.

Skills Progression: English: Reading – Years 5 & 6

Year groups	Read words accurately This concept involves decoding and fluency.	Understand texts This concept involves understanding both the literal and more subtle nuances of texts.
5 & 6 Milestone 3	<ul style="list-style-type: none"> • Apply knowledge of root words, prefixes and suffixes. • Read age-appropriate books with confidence and fluency (including whole novels). <p>(Note: this should be through normal reading rather than direct teaching.)</p>	<ul style="list-style-type: none"> • Recommend books to peers, giving reasons for choices. • Identify and discuss themes and conventions in and across a wide range of writing. • Make comparisons within and across books. • Learn a wide 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. • Check that the book makes sense, discussing understanding and exploring the meaning of words in context. • Ask questions to improve understanding. • Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. • Predict what might happen from details stated and implied. • Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas. • 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. • Retrieve and record information from non-fiction. • Participate in discussion about books, taking turns and listening and responding to what others say. • Distinguish between statements of fact and opinion. • Provide reasoned justifications for views.

Guided reading long-term plan

Class 3									
Year 1 and 2									
Year A (2016-2017), (2018-2019), (2020-2021) etc.									
	Autumn Term			Spring Term			Summer Term		
Year 1	Little Wandle phonics reading session			Little Wandle phonics reading session			Little Wandle phonics reading session		
Year 2	Into the Forest Anthony Browne Percy Park keeper, Nick Butterworth Various titles The lost acorns, The owls lesson, Owl takes charge, The hedgehogs balloon, The cross rabbit The badgers bath, The fox's hiccups	Hello World Nicola Edwards The Rainbow Bear Michael Morpurgo	The bear in the piano David Litchfield An Emotional Menagerie The school of life	The secret of the black rock Joe Todd stanton	The proudest blue Ibtihaj Muhammed Atlas of adventures Lucy Letherland	The secret sky garden Linda Sarah A planet full of plastic Neal Layton	The Works Paul Cookson	The Finger eater Ding King Smith	Fantastic Mr Fox Roald Dahl
Genre	Picture Fiction	Picture Non Fiction	Picture book Poetry	Picture book Fiction	Picture book Non fiction	Picture book Non Fiction	Poetry	Comedy (Chapter book)	Comedy (Chapter book)

Year B (2017-2018), (2019-2020), (2021-2022) etc.

	Autumn Term			Spring Term			Summer Term		
Year 1	Little Wandle phonics reading session			Little Wandle phonics reading session			Little Wandle phonics reading session		
Year 2	The bear who stared, Duncan Beedie Look up!, Nathan Bryon	Dolphin boy, Michael Morpurgo and Michael Foreman There's a tiger in the garden, Lizzy Stewart	The hat full of secrets, Karl Newson and Wazza Pink Poems out loud, ladybird	The three little pigs and the big bad pig, Eugene Trivizas The Big Book of blooms, Yuval Zommer	The light house keepers lunch, Ronda Armitage Somebody swallowed Stanley, Sarah Roberts	Poems out loud, ladybird The invisible, Tom Percival	The man on the moon, Simon Bartram Lights on cotton rock, David Litchfield	The Owl tree Jenny Nimmo	The HodgeHeg Dick King Smith
Genre	Picture book Picture book	Picture book Picture book	Picture book Poetry	Picture book Non-fiction	Picture book Picture book	Poetry Picture book	Picture book Picture book	Chapter book	Chapter book

Class 2									
Year 3 and 4									
Year A (2016-2017), (2018-2019), (2020-2021) etc.									
	Autumn Term			Spring Term			Summer Term		
Guided Reading title	How to live forever Colin Thompson	Interview with a shark and other ocean giants too. Andy Seed	Tiger, tiger burning bright Fiona Waters	The Puffin Keeper Michael Morpurgo	The street beneath my feet Charlotte Guillian	Jelly boots, smelly boots Michael Rosen	The firework Makers daughter Philip Pullman	The boy at the back of the class Onjali Rauf	Jane Proctor, Dragon Doctor Patricia Valdez
Genre	Picture book	HARDCOVER Fiction.	Poetry	Adventure story	Science link HARDCOVER	Poetry	Adventure story	Multicultural book	Short story Science link
Year B (2017-2018), (2019-2020), (2021-2022) etc.									
	Autumn Term			Spring Term			Summer Term		
Guided Reading titles	Voices in the park (The tunnel – alternative text) Anthony Browne	The lost words (The lost spells – alternative text) Hamish Hamilton	The Iron man Ted Hughes	Viking voyagers Jack Tite	The butterfly lion Michael Morpurgo	Arthur and the golden rope Joe Todd Stanton	Race to the frozen north Catherine Johnson and Katie Hickey	The girl who stole an elephant Nizrana Farook	Traction Man Mini Grey
Genre	Fiction	Poetry	Science Fiction	Non Fiction (link to Viking topics)	Recount	Graphic novel/picture book myths	Nonfiction (true story) Link to geography	Adventure story	Adventure/comic book

Class 1									
Year 5 and 6									
Year A (2016-2017), (2018-2019), (2020-2021) etc.									
Guided Reading title	Autumn Term			Spring Term			Summer Term		
	The Promise Nicola Davies	The Nowhere emporium Ross Mackenzie	Shakespeare for every day of the year, Allie Esiri	The ship of shadows Maria Kuzniar	Rise Up! Amanda Li and Amy Blackwell	SHORT! A Book of Very Short Stories Kevin Crossley Holland	Crater Lake Jennifer Killik	The explorer Katherine Rundell	The book of hope Katherine Rundell
Genre	Picture book	Mystery book	Poetry	Adventure	Non fiction	Short stories	Horror!!	Adventure	Short stories
Year B (2017-2018), (2019-2020), (2021-2022) etc.									
	Autumn Term			Spring Term			Summer Term		
Guided Reading titles	The Arrival Shaun tan	A World of Cities James Brown & Lily Murray	Overheard in a Tower Block Joseph Coelho & Kate Milner	The 1,000-Year-Old Boy Ross Welford	Young, Gifted and Black: Meet 52 Black Heroes from Past and Present: 1 Jamia Wilson and Andrea Pippins	Favourite Poems: 101 Children's Classics Various Authors	Stig of the dump Clive King	Tom's Midnight Garden Paperback Philippa Pearce	Step Inside Homes Through History Goldie Hawk & Sarah Gibb
Genre	Picture book	Non-fiction	Poetry	Narrative Story	Non fiction	Classic Poetry	Classic	Fiction	Picture book Non Fiction