

# COIT PRIMARY SCHOOL

## READING POLICY

*Teachers should develop pupils' spoken language, reading, writing and vocabulary as integral aspects of the teaching of every subject. English is both a subject in its own right and the medium for teaching; for pupils, understanding the language provides access to the whole curriculum. Fluency in the English language is an essential foundation for success in all subjects.*

(National Curriculum for England Framework Document p.11, 2013)

### Philosophy

At Coit Primary school, we have two fundamental aims in the development of our English curriculum:

**To promote an enthusiasm and love for English as a foundation for “life-long” learning.**

**To develop knowledge, skills and concepts across the spectrum of language acquisition: speaking; listening; reading; writing**

We believe that the study of English to be of central importance to the whole curriculum for the following reasons:

- language is crucially important to a child's emotional and intellectual development;
- language has a unique position as a central tool of learning;
- effective communication is an essential life skill;
- access to text, in all its forms, has the potential to enrich a person's life.

### Aims

The study of English develops the children's ability to listen, speak, read and write for a wide range of purposes, so using language to learn and communicate ideas, views and feelings. It enables them to express themselves creatively and imaginatively, as they become enthusiastic and critical readers

of stories, poetry and drama, as well as non-fiction and media texts. Children gain an understanding of how language works, by looking at its patterns, structures and origins. Children use their knowledge, skills and understanding in speaking, listening, reading and writing across a range of different situations. We strive to ensure that our pupils leave the Primary phase of education having acquired the following skills:

- 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

**(National Curriculum for England Framework Document p.14, 2013)**

## Reading

The Early Years Foundation Stage sets out clear expectations for phonological awareness and development. The programmes of study for reading at key stages 1 and 2 in the English Curriculum consist of two dimensions:

- word reading
- comprehension (both listening and reading).

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.

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 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.

## Entitlement and Curriculum Provision

The National Curriculum for England gives a clear developmental programme for the introduction and acquisition of knowledge about word reading and comprehension. The format of English sessions is well suited to the practical development and application of this knowledge through word, sentence and text level. Knowledge and understanding of reading is embedded across all subjects.

All children have equal access and inclusive rights to the curriculum regardless of their age, gender, race, religion, belief, disability or ability. There is a graduated approach so that all pupils are provided with high quality teaching that is differentiated to meet the diverse needs of all learners.

We achieve this through a range of strategies – in some lessons through differentiated group work and in other lessons by organising the children to work in pairs on open-ended tasks. When timetabled, teaching assistants are used to support children and to ensure that work is matched to the needs of individuals. If a child is not making the expected progress, then we identify a need, determine the barriers and put interventions into place to overcome those barriers as outlined below.

| Year Group | Interventions  |                                     |                                  |            |   |                                   |
|------------|--|-------------------------------------|----------------------------------|------------|---|-----------------------------------|
| F2         | Additional phonics (Jolly Phonics, Cued Articulation)        | Bespoke Speech and Language Therapy |                                  |            |   |                                   |
| Y1         | Additional phonics (Jolly Phonics, Cued Articulation)        | Bespoke Speech and Language Therapy | Learning Support Programme (LSP) |            |   |                                   |
| Y2         | Additional phonics (Jolly phonics, Cued Articulation)        | Bespoke Speech and Language Therapy | Learning Support Programme (LSP) | FFT Wave 3 |   |                                   |
| KS2        | Additional phonics (Jolly Phonics, Phonics Play, Word Shark) | Bespoke Speech and Language Therapy | Learning Support Programme (LSP) | FFT Wave 3 | Bespoke Reading Comprehension including Talk for Learning | Barrington Stoke Reading Resource |

## Teaching and Learning

To teach pupils about word reading and comprehension, the emphasis is on the close consideration of examples of language in use, including pupils' own reading and writing and on the exploration of language as a system. The aim is to develop pupils' curiosity about language and their capacity to observe and reflect which will in turn enable them to develop better understanding of the written word in different contexts.

## The Role of the Teacher

- to provide direct teaching and accurate modelling of phonological skills and comprehension strategies through discrete reading group sessions and embedded within English lessons;
- to provide resources and an environment which promotes engagement and stimulation and a developing understanding of transcription and composition;
- to observe pupils, monitor progress and determine targets for development.

## The learning environment

Classrooms use a range of stimuli including working/learning-walls, IWB saved material, wall charts, grammatical word banks and examples of pupils' work and discussion to stimulate and provide information. Pupils have good access to a range of appropriate learning materials

## Example Resources used across School

- [www.phonicsplay.co.uk](http://www.phonicsplay.co.uk)
- [www.spellodrome.com](http://www.spellodrome.com)
- Actions for sounds, words
- Flash cards
- ICT programs
- Phonics displays
- Examples of different texts throughout the classroom
- A variety of reading materials: books (fiction / non fiction), comics, magazines, leaflets, newspapers etc
- A designated reading area – cushions, chairs, themes
- Dictionaries and thesauruses
- Listening Centre and CDs
- Whole class reading books

## The Role of Parents and Carers

Parents are encouraged at the start of the year to attend phonics workshops and reading mornings. The aims of these sessions are to help introduce parents to the strategies employed within school hours to develop phonological awareness.

Home learning in order to consolidate or develop work covered in the classroom is often set. We encourage parents to support their child's learning in reading and to apply knowledge across home learning in different subject areas. Where appropriate, specific parent workshops can be run to support learning of word reading and comprehension.

## Strategy for Implementation of High Quality Phonics Teaching

High-quality phonic teaching secures the crucial skills of word recognition that, once mastered, enable children to read fluently and automatically. Once children are fluent readers, they are able to concentrate on the meaning of the text. The 'simple view of reading' shows that both dimensions are necessary to achieve fluent reading. However, the balance between word recognition and language comprehension shifts as children acquire secure and automatic decoding skills and progress from 'learning to read' to 'reading to learn' for purpose and pleasure. The ultimate goal of learning to read is comprehension. At Coit, we strive to:

- to establish consistent and planned practice, progression and continuity in the teaching and learning of phonics and spelling throughout the school
- to differentiate phonics and spelling work according to the needs of pupils, so that all pupils are given sufficient challenge at a level at which they can experience success and make progress
- to give children word work strategies that will enable them to become fluent readers and confident writers

## Planning

Beginner readers should be taught:

- grapheme–phoneme correspondences in a clearly defined, incremental sequence
- to apply the highly important skill of blending (synthesising) phonemes in the order in which they occur, all through a word to read it
- to apply the skills of segmenting words into their constituent phonemes to spell
- that blending and segmenting are reversible processes.

High-quality phonic work will be most effective when:

- it is part of a broad and rich curriculum that engages children in a range of activities and experiences to develop their speaking and listening skills and phonological awareness
- It is multi-sensory, encompassing simultaneous visual, auditory and kinaesthetic activities to enliven core learning
- it is time-limited, such that the great majority of children should be confident readers by the end of Key Stage 1
- it is systematic, that is to say, it follows a carefully planned programme with fidelity, reinforcing and building on previous learning to secure children’s progress
- it is taught discretely and daily at a brisk pace
- there are opportunities to reinforce and apply acquired phonic knowledge and skills across the curriculum and in such activities as shared and guided reading
- children’s progress in developing and applying their phonic knowledge is carefully assessed and monitored.

## Teaching and curriculum content

### Reception: -

Children start by using the Jolly phonics programme in their reception year which is closely linked and planned alongside the letters and sounds programme. The songs and actions are taught to the children. The actions are used to increase the children’s confidence and prompt them whilst writing.

- Reception Phase 2- to be completed by Christmas. Children to be secure in these sounds and be having a good go at blending (synthesising) simple CVC words.
- Phase 2 recap for 1st Spring half term. A vast amount of blending and using the sounds correctly. February half term – begin Phase 3 phonics
- End of Reception- secure to the end of Phase 3 and blending these words.

The majority of the 45 reception words to be recognised.

Children to be reading and constructing simple sentences using dictation.

Phonics is taught daily as a discrete session, but is embedded through other areas of learning.

### KS1: -

During year 1 and 2 children will continue to use the jolly phonics actions when needed, but move away from this discretely, and then the statutory requirements for these year groups are taught (see

appendix 2), using materials such as letters and sounds. The children also have the opportunity to play various phonics games.

Year 1:-

1<sup>st</sup> half term – recap of phase 3 – part 2 of phase 3 words as spellings

Move onto phase 4 and phase 5

End of Year 1 – children should be becoming confident in phase 5

Interventions are run throughout the year to ensure those, whose phonic knowledge is above or below expectations, is supported. Phonics is taught daily as a discrete session, but is also embedded through other areas of learning.

Year 2:-

Recap of phase 5 and phase 6 learning

Start Support for Spelling (revisiting much of phase 5 and includes phase 6)

Interventions are run throughout the year to ensure those, whose phonic knowledge is above or below expectations, is supported. Phonics is taught daily as a discrete session, but is also embedded through other areas of learning.

**KS2: –**

Children who have not achieved phase 5 by the end of year 2 need to be taught this through intervention. Children will then be ready to move onto the word reading programme as set out in the national Curriculum document

Children throughout key stage 2 should be taught with guidance from the support for spelling document. An overview of this can be found in the appendix.

### **Planning Formats**

There is an agreed planning format for the teaching of phonics.

### **Monitoring**

All planning is monitored as part of the school's MER cycle. Examples of such work, includes:

- Monitoring Curricular Targets
- Monitoring of planning
- Work Scrutiny
- Pupil interviews
- Lesson observations
- Monitoring (STAT)
- Monitoring SPPT
- Pupil Progress Meetings

- Teacher Assessment Meetings and Moderation Meetings
- Subject Leader Meetings
- Governor learning walks.
- Analysis of data, leading to curricular target setting.

### **Assessment and Recording:**

Assessment should follow the **phonics: assessment and tracking guidance (DfES 2009)**.

All teachers should ensure that they are aware of individual children's needs through formative assessment which will be formally kept in a summative termly assessment record (see appendix 1.) For EYFS, assessment formats are provided by the EYFS Lead. All teachers should formally assess their children's progress at the beginning of every term and in order to inform the new terms planning. Assessment may take the form of a phonics test (or similar activity) where the teacher will be able to assess the children's understanding of:

\*grapheme to phoneme correspondence including diagraphs/ trigraphs (these tests should be based on the phase being assessed).

\*a spelling test of the tricky words and high frequency words (set out in the Letters and Sounds document), either in lists or given as a dictation sentence containing the words being taught.

At the end of Year 1 there is a statutory assessment - **Assessment and reporting arrangements, Year 1 phonics screening check (Standards and Testing Agency 2012)** which takes place in June of each year.

Throughout school there is to be a yearly phonics screening assessment which highlights gaps for individual learners. Class teachers and teaching assistants should use these records to plan interventions, particularly in upper key stage 2 where discrete phonics sessions may not be taught.

## **Comprehension**

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 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.

## **Aims**

- To develop confident, independent readers through an appropriate focus on word, sentence and text-level knowledge;
- To encourage children to become enthusiastic and reflective readers, able to express and justify preferences through contact with challenging and lengthy texts;
- To expose children to a range of high quality texts as individuals, small groups and as a whole class.

## Group reading sessions

Group Reading activities should take place every day. The activities should enable pupils to develop their English skills within context. Children should have access to “Age Appropriate Guided Reading Sessions”. This is broadly one Guided session every week in Key Stage 2 and two sessions each week in Key Stage 1 (depending on ability of the children)

- Children are grouped on the basis of their reading ability.
- Relevant learning objectives form the starting point of every Guided Reading session.
- Each child has his or her own copy of the same text, chosen to match the group’s reading level.
- The teacher selects a text for the group which is at ‘instructional level’ (90–94% accuracy). This means that the children should have difficulty with no more than one word in ten, so that comprehension is maintained and reading does not become a struggle.
- Before the session, the teacher will have selected specific reading strategies on which to focus, determined by the needs of the children and evidence from previous sessions. (Excellent guidance on strategies linked to levels of reading difficulty is provided in Book Bands, published by the Reading Recovery National Network - ISBN 085473628X).
- The teacher leads the session, preparing the children for reading, reinforcing reading strategies and giving focused attention to individuals as they read the text independently.
- The aim of every Guided Reading session is to encourage and extend independent reading skills.

## Reciprocal reading

In key Stage 2, reciprocal reading groups may run in addition to or in replacement of guided reading session. Reciprocal reading aims to give greater empowerment to the learners over their reading experiences whilst developing collaborative working partnerships.

- Reciprocal Reading should take place every day.
- Children are grouped on the basis of their reading ability.
- Children will be given a daily role to develop collaboration skills and comprehension skills. These roles include:
  - a) Group leader
  - b) Predictor
  - c) Reader
  - d) Clarifier
  - e) Questioner

- f) Summarizer

## Whole Class Reading

At Coit, we aim to provide opportunities for whole class learning and teaching of reading. This may be embedded within English lessons or be done in other curriculum areas. It is the teacher's responsibility to provide opportunities to engage with and understand high quality texts from a range of different sources. The role of the teacher is to explicitly model and facilitate fluency and expression when reading aloud, but also the many comprehension skills required to be a successful reader. Foci for the member of teaching staff include:

- The acquisition of new vocabulary and understanding vocabulary within context;
- The understanding of a shared terminology surrounding the comprehension of text (refer to 'Reading Glossary' document Sept' 2016)
- The ability of how to interpret comprehension questions
- The skills needed to retrieve and infer information from a text
- The skills to formulate a response when sharing the understanding of a text

## Home reading

- Reading should take place at home every day.
- Children should have access to a range of good quality books (fiction and non-fiction) which they are able to take home. In school there are also existing subscriptions to newspapers, magazines and graphic comics
- Parents, Children and Adults in school should be seen as equal partners
- Parents and other family members are encouraged to come into school at the start of the day to take part in reading mornings. This ranges from daily to once per week, depending on the age of the child.

Children should keep a record of what they have read at home, and parents are encouraged to make comments in a Home Reading Record Book which is shared between all three partners. In Key stage 2, children are encouraged to be more independent in keeping their own records for reading. Children are actively encouraged to reflect upon the text they are currently reading, however, they are also asked to reflect upon the range of the reading.

## Assessment and Record Keeping

Effective assessment involves careful observation, analysis and review by practitioners of each child's knowledge, skills and understanding, in order to track their progress and make informed decisions about planning for the next steps of learning.

- Assessment is on a continuous basis, taking into account the children's work throughout the year. An example of a reading record sheet can be found in the appendices. Teachers give explicit feedback regarding the successful strategies used and knowledge employed as well as next steps
- Work is monitored by the class teacher, Senior Leadership Team to assist in planning for future work to meet the needs of the children
- A scrutiny of the work of high, medium and low and SEND and G&T groups is carried out across the school and forms part of the school's monitoring programme
- Summative assessment records are made half-termly. These are passed to the SLT for information and analysis.
- Q.C.A. test materials will be used to monitor the school's progress. As well as the end of Key Stage testing the school uses the Year 3, 4 and 5 optional SATs materials.
- Termly whole school reading targets are set. These are communicated to parents so that they may support their child with reading.

**Policy Review Date: Sep 2017**

## Appendices

1. Example of Book bands and phonics tracking form
2. Statutory requirements for Word Reading
3. Statutory requirements for Comprehension
4. Example of reading record sheet



**Book Bands / Phonic tracking**

**Year:**

**Class:**

**Teacher:**

This chart has been determined by the alignment of phonics phase progression with the colour bands. The expectation is that if children are working within an identified phase, they should be applying this phonic knowledge and skills to their reading. Progress through these bands is not automatic; this tracking sheet will help to identify those children who are/ are not making expected progress. Teachers need to be aware that where children are reading from phonemically decodable material which is not book banded, the alignment with *Letters and Sounds* phases, together with other Assessment Focus criteria, will give a good indication of the book band.

## Progression

**PURPLE** - Working at level 2C. Reading recovery levels 19 – 20. Band 8 *Aligned with Phase 6 of Letters and Sounds*

- Look through a variety of texts with growing independence to predict content, layout and story development (AF4/AF7)
  - Read silently or quietly at a more rapid pace, taking note of punctuation and using it to keep track of longer sentences (AF1)
  - Solve most unfamiliar words on the run by blending long vowel phonemes, recognising and using them in longer and more complex words (AF1)
  - Adapt to fiction, non-fiction or poetic language with growing flexibility (AF1)
  - Take a more conscious account of literary effects used by fiction writers, and the formal language of different types of non-fiction (AF5)
- Begin to make more conscious use of reading to extend speaking and writing vocabulary and syntax (AF5)

**TURQUOISE** - Working towards level 2. Reading Recovery Levels 17-18. Band 7.

- Extract meaning from the text while reading with less dependence on illustrations (AF2)
  - Approach different genres with increasing flexibility (AF1)
  - Use punctuation and layout to read with a greater range of expression and control (AF1)
  - Sustain reading through longer sentence structures and paragraphs (AF1)
  - Tackle a higher ratio of more complex words using known vocabulary, phonic knowledge and syllables (AF1)
  - Find a way around alphabetically ordered texts such as indexes, glossaries and dictionaries (AF4)
- Aligned with Phases 5/ 6 of Letters and Sounds*

*Reading phonically decodable two-syllable and three-syllable words.*

*Using alternative ways of pronouncing and spelling the graphemes corresponding to the long vowel phonemes.*

*Spelling complex words using phonically plausible attempts.*

**ORANGE** - Working towards level 2. Reading Recovery Levels 15-16. Band 6.

- Get started on fiction after briefer introductions without relying on illustrations (AF1)
  - Examine non-fiction layout and use the contents page to select which sections of a book to read (AF2/4)
  - Read longer phrases and more complex sentences
  - Attend to a range of punctuation (AF1)
  - Blend phonemes in unfamiliar words more fluently, cross checking with meaning and syntax (AF1)
  - Search for and use familiar syllables within words to read longer words (AF1)
  - Infer meaning from text (AF3)
  - check information in text with illustrations, particularly non-fiction, and comment on content (AF2)
  - begin to use appropriate terminology when discussing different types of text (AF4)
- Aligned with Phases 5/ 6 of Letters and Sounds*

*Reading phonically decodable two-syllable and three-syllable words.*

*Using alternative ways of pronouncing and spelling the graphemes corresponding to the long vowel phonemes.*

*Spelling complex words using phonically plausible attempts.*

**GREEN** - Working within level 1. Reading Recovery Levels 12-14. Band 5.

*Aligned with Phase 5 of Letters and Sounds*

- Read fluently with attention to punctuation (AF1)
  - Solve new words using print detail while attending to meaning and syntax (AF1)
  - Track visually additional lines of print without difficulty (AF1)
  - Discuss and interpret character and plot more fully (AF2)
  - Use contents page and glossary in non-fiction books and locate information (AF2/4)
- Aligned with Phases 5 of Letters and Sounds*

*Working on: Reading phonically decodable two-syllable and three-syllable words.*

*Working on: Using alternative ways of pronouncing and spelling the graphemes corresponding to the long vowel phonemes.*

*Working on: Spelling complex words using phonically plausible attempts.*

**BLUE** - Working within Level 1. Reading recovery Levels 9-11. Band 4.

Learning focus mostly from AF1

- Move through text attending to meaning, print and sentence structure flexibly
- Self-correct more rapidly on the run
- Re-read to enhance phrasing and clarify precise meaning

- Solve new words using print information and understanding of the text to try alternative pronunciations
- identify constituent parts of unfamiliar words to read correctly
- manage a greater range of text genre
- Discuss content of the text in a manner which indicates precise meaning (AF2)

*Aligned with Phases 4/5 of Letters and Sounds.*

1. *Segmenting adjacent consonants in words and apply this in spelling.*

*Blending adjacent consonants in words and applying this skill when reading unfamiliar texts*

**YELLOW** – Working within Level 1. Reading Recovery Levels 6-8. Band 3.

Learning focus mostly from AF1

- Follow print with eyes, finger pointing only at points of difficulty
- Take more note of punctuation to support the use of grammar and oral language rhythms
- Cross-check all sources of information more quickly while reading
- Note familiar words and phonemes and use these to get to unknown words
- Search for information in print to predict, confirm or attempt new words while reading
- Notice relationships between one text and another
- Predict in more detail (AF3)

2. *Aligned with Phases 3/4 of Letters and Sounds*

3. *Working on: Segmenting adjacent consonants in words and apply this in spelling.*

*Working on: Blending adjacent consonants in words and applying this skill when reading unfamiliar texts*

**Knowing one grapheme for each of the 43 phonemes**

**Reading and spelling a wide range of CVC words using all letters and less frequent consonant digraphs and some long vowel phonemes.**

Graphemes: ear, air, ure, er, ar, or, ur, ow, oi, ai, ee, igh, oa, oo

**RED** - Working towards level 1. Reading Recovery Levels 3-5. Band 2.

All learning focus from AF1

- Locate and recall title
- Consolidate secure control of one-to-one matching on a wide range of texts
- Use known words to check and confirm reading
- Solve simple CVC words by blending phonemes from left to right and check for meaning and correct syntax, ie, does it make sense and sound right?
- Start to read more rhythmically or use phrasing while maintaining track of reprint
- Repeat words, phrases or sentences to check, confirm or modify own reading

*Aligned approx with Phase 3 Letters and Sounds.*

**Working on: Knowing one grapheme for each of the 43 phonemes**

**Working on: Reading and spelling a wide range of CVC words using all letters and less frequent consonant digraphs and some long vowel phonemes.**

Graphemes: ear, air, ure, er, ar, or, ur, ow, oi, ai, ee, igh, oa, oo

**Working on: Reading and spelling CVC words using a wider range of letters, short vowels, some consonant digraphs and double letters.**

**Consonant digraphs: ch, sh, th, ng**

**Working on: Reading and spelling CVC words using letters and short vowels.**

Letter progression Set 7: y, z, zz, qu Set 6: j, v, w, x

**PINK B** - Working towards Level 1. Reading Recovery Level 2. Band 1.

Most learning focus from AF1

- Locate title, open front cover, turn pages appropriately
- Understand that left page comes before right
- Use meaning together with repeated language patterns (syntax) and some letters to read simple text
- Match spoken word to written word (1:1 correspondence)
- Use a few known words to check own reading
- read a simple CVC word in the text from left to right

*Aligned to Phase 2 Letters and Sounds*

*See Below*

**PINK A** - Working towards Level 1. Reading Recovery Level 1. Band 1.

Most learning focus from AF1

- Locate title
- Open front cover
- Turn pages appropriately
- Understand that left page comes before right
- Understand that we read from left to right
- Use meaning together with repeated language patterns (syntax) to predict the storyline

- Match spoken word to written word
- Use a few known words to assist own reading

Aligned to Phase 2 Letters and Sounds.

4. *Working on: Using common consonants and vowels Blending for reading and segmenting for spelling simple CVC words.*

*Working on: Knowing that words are constructed from phonemes and that phonemes are represented by graphemes.*

*Letter progression: Set 5: h, b, f, ff, l, ll, ss*

*Set 4: ck, e, u, r Set 3: g, o, c, k*

*Set 2: i, n, m, d Set 1: s, a, t, p*

## Appendix 2 – Statutory requirements for Word Reading

|  |
|--|
| <b><i>Year 1- Word Reading</i></b>   |
| <b><i>Statutory requirements</i></b>   |
| <p>Pupils should be taught to:</p> <ul style="list-style-type: none"><li>▪ apply phonic knowledge and skills as the route to decode words</li><li>▪ respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes</li><li>▪ read accurately by blending sounds in unfamiliar words containing GPCs that have been taught</li><li>▪ read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</li><li>▪ read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings</li><li>▪ read other words of more than one syllable that contain taught GPCs</li><li>▪ read words with contractions [for example, I’m, I’ll, we’ll], and understand that the apostrophe represents the omitted letter(s)</li><li>▪ 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</li><li>▪ re-read these books to build up their fluency and confidence in word reading.</li></ul> |
| <b><i>Year 2- Word Reading</i></b>   |
| <b><i>Statutory requirements</i></b>   |
| <p>Pupils should be taught to:</p> <ul style="list-style-type: none"><li>▪ continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent</li><li>▪ read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes</li><li>▪ read accurately words of two or more syllables that contain the same graphemes as above</li><li>▪ read words containing common suffixes</li><li>▪ read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</li><li>▪ read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered</li><li>▪ read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar</li></ul>  |

words accurately, automatically and without undue hesitation

- re-read these books to build up their fluency and confidence in word reading.

### ***Year 3 and 4 - Word Reading***

#### ***Statutory requirements***

Pupils should be taught to:

- apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in the English Appendix 1 of the National Curriculum for English, both 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.

### ***Year 5 and 6- Word Reading***

#### ***Statutory requirements***

Pupils should be taught to:

- apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in the English Appendix 1 of the National Curriculum for English, both to read aloud and to understand the meaning of new words that they meet.

## Appendix 3 – Statutory requirements for Comprehension

### ***Year 1 - Comprehension***

#### ***Statutory requirements***

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 - Comprehension**

### **Statutory requirements**

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.

## **Year 3 and 4 - Comprehension**

### **Statutory requirements**

Pupils should be taught to:

- develop positive attitudes to reading and understanding of what they read by:
  - listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
  - reading books that are structured in different ways and reading for a range of purposes
  - using dictionaries to check the meaning of words that they have read
  - increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally
  - identifying themes and conventions in a wide range of books
  - preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action
  - discussing words and phrases that capture the reader's interest and imagination
  - recognising some different forms of poetry [for example, free verse, narrative poetry]
- understand what they read, in books they can read independently, by:
  - checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context
  - asking questions to improve their understanding of a text
  - drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
  - predicting what might happen from details stated and implied
  - identifying main ideas drawn from more than one paragraph and summarising these
  - identifying how language, structure, and presentation contribute to meaning
- retrieve and record information from non-fiction
  - participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.

## ***Year 5 and 6 - Comprehension***

### ***Statutory requirements***

- recommending books that they have read to their peers, giving reasons for their choices
- identifying and discussing themes and conventions in and across a wide range of writing
- making comparisons within and across books
- learning a wider range of poetry by heart
- preparing 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
- understand what they read by:
  - checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
  - asking questions to improve their understanding
  - drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
  - predicting what might happen from details stated and implied
  - summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas
  - identifying how language, structure and presentation contribute to meaning
- discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
- distinguish between statements of fact and opinion
- retrieve, record and present information from non-fiction
- participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging 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.

| STEPS 22-27  | LOWER KEY STAGE 2 | CLASS: | Date started: | Date ended: |  |  |  |  |
|--|-------------------|--------|---------------|-------------|--|--|--|--|
|  |                   | Pupil  |               |             |  |  |  |  |
|  |                   | STEP   |               |             |  |  |  |  |
| Statements   |                   |        |               |             |  |  |  |  |
| <b>Word Reading</b>  |                   |        |               |             |  |  |  |  |
| ◇ <u>Apply 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.</u> |                   |        |               |             |  |  |  |  |
| ◇ <u>Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word</u>  |                   |        |               |             |  |  |  |  |
| <b>Comprehension: Develop positive attitudes to reading and understanding of what they read by:</b>  |                   |        |               |             |  |  |  |  |
| ◇ <u>listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks;</u>   |                   |        |               |             |  |  |  |  |
| ◇ reading books that are structured in different ways and reading for a range of purposes;   |                   |        |               |             |  |  |  |  |
| ◇ <u>using dictionaries to check the meaning of words that they have read;</u>   |                   |        |               |             |  |  |  |  |
| ◇ increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally;   |                   |        |               |             |  |  |  |  |
| ◇ <u>identifying themes and conventions in a wide range of books;</u>  |                   |        |               |             |  |  |  |  |
| ◇ preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action;  |                   |        |               |             |  |  |  |  |
| ◇ discussing words and phrases that capture the reader's interest and imagination;   |                   |        |               |             |  |  |  |  |
| ◇ recognising some different forms of poetry [for example, free verse, narrative poetry].  |                   |        |               |             |  |  |  |  |
| <b>Comprehension: Understand what they read, in books they can read independently, by:</b>   |                   |        |               |             |  |  |  |  |
| ◇ <u>checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context;</u>  |                   |        |               |             |  |  |  |  |
| ◇ asking questions to improve their understanding of a text;   |                   |        |               |             |  |  |  |  |
| ◇ <u>drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence;</u>  |                   |        |               |             |  |  |  |  |
| ◇ <u>predicting what might happen from details stated and implied;</u>   |                   |        |               |             |  |  |  |  |
| ◇ <u>identifying main ideas drawn from more than one paragraph and summarising these;</u>  |                   |        |               |             |  |  |  |  |
| ◇ identifying how language, structure, and presentation contribute to meaning.   |                   |        |               |             |  |  |  |  |

|   |  |  |  |  |  |  |  |
|---|--|--|--|--|--|--|--|
| ◇ <u>Retrieve and record information from non-fiction.</u>  |  |  |  |  |  |  |  |
| ◇ Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say. |  |  |  |  |  |  |  |