

INSPIRE NURTURE BELIEVE ACHIEVE

Working together to be the best that we can be.

READING IMPLEMENTATION AND PROGRESSION

Happiness

Perserverance

Resilience

Kindness

Friendship

Respect

Phonics is taught following the sequence in Little Wandle. Whole class teaching allows revision and application of sounds with individual and group interventions allowing additional practice.



Reading

The National Curriculum for English (2014) 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 or reading, writing and spoken language.

Reading underpins children's access to the curriculum and it clearly impacts on their achievement. There is considerable research to show that children who enjoy reading and choose to read benefit not only academically, but also socially and emotionally.

To be able to read, children need to be taught an efficient strategy to decode words. That strategy is phonics. It is essential that children are actively taught and supported to use phonics as the only approach to decoding. Other strategies must be avoided. Phonic decoding skills must be practised until children become automatic and fluent reading is established. Fluent decoding is only one component of reading. Comprehension skills need to be taught to enable children to make sense of what they read, build on what they already know and give them a desire to want to read.

Reading increases children's vocabulary because they encounter words they would rarely hear or use in everyday speech. Furthermore, children who read widely and frequently also have more secure general knowledge.

Reading practice sessions

Children need to be given regular opportunities to apply the phonics they have learned to reading fully decodable books. The phonic progression in these books must match the progression of Little Wandle Letters and Sounds Revised.

Reading practice sessions take place at least three times a week. Each reading practice session has a clear focus, so that the demands of the session do not overload the children's working memory.

The reading practice sessions have been designed to focus on three key reading skills:

- decoding
- prosody – reading with meaning, stress and intonation
- comprehension – understanding the text.

Content and structure

The reading practice sessions have a clear structure:

- Pre-read: Revisit and review
- Reading practice: Practise and apply
- Review: Pacey review of any misconceptions and explanation of what is expected for home reading.

Pre-read: Revisit and review It is important to start every reading practice session with a 'revisit and review'. This will enable the children to bring the GPCs they have learned to the forefront of their memory. This will make it easier for them to automatically recall the words and set them up to succeed when they read the book. This part of the session should be short and pacey. It provides the ideal opportunity to:

- revise the graphemes the children should already know
- practise fluently reading three or four words from the book, applying their phonic knowledge
- revise the tricky words that appear in the book
- Teach the meaning of unfamiliar vocabulary.

Reading practice: Practise and apply

'Practise and apply' is the main part of the reading sessions. The specific content will vary according to the key reading skill being taught. When the focus for the reading practice session is decoding, each child reads the book independently, applying their phonic skills.

The session which focuses on prosody, should begin with an opportunity for the children to read the book independently to practise their fluency, followed by the teacher/teaching assistant working with the reading group on how to develop prosody and practice this skill. In the third session, the focus should be on comprehension. When the children are reading independently, the teacher/teaching assistant should move round the group, 'tapping in' to listen to each child read for two or three pages, depending on the length of the text.

Review At the end of the reading practice session, it is important to leave a few minutes to pick up on any common misconceptions and explain the home reading practice.

Reading comprehension (beyond Little Wandle)

Once children are reading phase 5 books at 90% fluency, they will leave the Little Wandle scheme books and start their journey on purple level books and beyond. Children are explicitly taught the skills of reading (outlined in the National Curriculum and the KS1 and KS2 test domains).

KS1, 'Explain'; is not one of the content domains, rather it asks children why they have come to a certain conclusion, to explain their preferences, thoughts and opinions about a text. In KS2, the Explain section covers the additional content domains of 2F, 2G and 2H which are not present in KS1.

Though children practice all skills regularly across the curriculum, explicit teaching of a specific skills occurs each half term:

Autumn 1: Retrieval / Fluency / Expression

Autumn 2: Summarising and Sequencing: grasping the Gist of a piece

Spring 1: Authorial Choice → Thinking like a detective and analysing language

Spring 2: Using inference to make a conclusion

Summer 1&2: combining it all and intervening to improve certain areas.

Each class have a class text which is read to them.

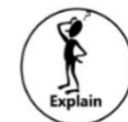
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In Key Stage One children reading skills are taught and practised during reading sessions.

KS1 Content Domain Reference	VIPER
1a draw on knowledge of vocabulary to understand texts	Vocabulary (Choice)
1b identify/ explain key aspects of fiction and non-fiction, such as characters, events, titles and information.	Retrieve
1c identify and explain the sequences of events in texts	Sequence
1d make inferences from the text	Infer
1e predict what might happen on the basis of what has been read so far	Predict

In Key Stage Two children reading skills are taught and practised during whole class reading lessons.

KS2 Content Domain Reference	VIPER
2a Give/explain the meaning of words in context	Vocabulary (Choice)
2b retrieve and record information/ identify key details from fiction and non/fiction	Retrieve
2c summarise main ideas from more than one paragraph	Summarise
2d make inferences from the text/ explain and justify inferences with evidence from the text	Infer
2e predict what might happen from details stated or implied	Predict
2f identify/explain how information/ narrative content is related and contributes to meaning as a whole	Explain
2g identify/explain how meaning is enhanced through choice of words and phrases	Explain
2h make comparisons within a text	Explain



1. 'You shoot me down but I won't fall' – explain how this could link to bullying. SMSC



2. What country could the film clip set in?




3. Why does the writer name the song 'Titanium'?



4. How does the boy change from the start of the clip to the end? Why do you

Reading Progression of Skills

	Year 1	Year 2	Year 3 and Year 4	Year 5 and Year 6
Decoding  Linked directly to Phonics phase.	<ul style="list-style-type: none"> •apply phonic knowledge to decode words •speedily read all 40+ letters/groups for 40+ phonemes •read accurately by blending taught GPC •read common exception words •read common suffixes (-s, -es, -ing, -ed, etc.) •read multisyllable words containing taught GPCs •read contractions and understanding use of apostrophe •read aloud phonically-decodable texts 	<ul style="list-style-type: none"> *secure phonic decoding until reading is fluent *read accurately by blending, including alternative sounds for graphemes *read multisyllable words containing these graphemes *read common suffixes *read exception words, noting unusual correspondances *read most words quickly & accurately without overt sounding and blending 	<ul style="list-style-type: none"> *apply their growing knowledge of root words, prefixes and suffixes, 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 	<ul style="list-style-type: none"> *apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet
Range of Reading	<ul style="list-style-type: none"> •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 	<ul style="list-style-type: none"> *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 	<ul style="list-style-type: none"> *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 	<ul style="list-style-type: none"> *continuing to read and discuss an increasingly 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 *making comparisons within and across books
Familiarity with texts	<ul style="list-style-type: none"> *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 	<ul style="list-style-type: none"> *becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales *recognising simple recurring literary language in stories and poetry 	<ul style="list-style-type: none"> *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 	<ul style="list-style-type: none"> *increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions *identifying and discussing themes and conventions in and across a wide range of writing
Poetry & Performance	<ul style="list-style-type: none"> *learning to appreciate rhymes and poems, and to recite some by heart 	<ul style="list-style-type: none"> *continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear 	<ul style="list-style-type: none"> *preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action *recognising some different forms of poetry 	<ul style="list-style-type: none"> *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
Word meanings	<ul style="list-style-type: none"> *discussing word meanings, linking new meanings to those already known 	<ul style="list-style-type: none"> *discussing and clarifying the meanings of words, linking new meanings to known vocabulary *discussing their favourite words and phrases 	<ul style="list-style-type: none"> *using dictionaries to check the meaning of words that they have read 	
Understanding	<ul style="list-style-type: none"> *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 	<ul style="list-style-type: none"> *discussing the sequence of events in books and how items of information are related *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 	<ul style="list-style-type: none"> *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 *identifying main ideas drawn from more than one paragraph and summarising these 	<ul style="list-style-type: none"> * 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 *summarising the main ideas drawn from more than one paragraph, identifying key details to support the main ideas
Inference	<ul style="list-style-type: none"> *discussing the significance of the title and events *making inferences on the basis of what is being said and done 	<ul style="list-style-type: none"> *making inferences on the basis of what is being said and done *answering and asking questions 	<ul style="list-style-type: none"> *drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence 	<ul style="list-style-type: none"> *drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
Prediction	<ul style="list-style-type: none"> *predicting what might happen on the basis of what has been read so far 	<ul style="list-style-type: none"> *predicting what might happen on the basis of what has been read so far 	<ul style="list-style-type: none"> *predicting what might happen from details stated and implied 	<ul style="list-style-type: none"> *predicting what might happen from details stated and implied
Authorial Intent			<ul style="list-style-type: none"> *discussing words and phrases that capture the reader's interest and imagination *identifying how language, structure, and presentation contribute to meaning 	<ul style="list-style-type: none"> *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
Non-fiction		<ul style="list-style-type: none"> *being introduced to non-fiction books that are structured in different ways 	<ul style="list-style-type: none"> *retrieve and record information from non-fiction 	<ul style="list-style-type: none"> *distinguish between statements of fact and opinion *retrieve, record and present information from non-fiction
Discussing reading	<ul style="list-style-type: none"> *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 	<ul style="list-style-type: none"> *participate in discussion about books, poems & other works that are read to them & 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 	<ul style="list-style-type: none"> *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 	<ul style="list-style-type: none"> *recommending books that they have read to their peers, giving reasons for their choices *participate in discussions about books, 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, *provide reasoned justifications for their views