

# Yeoford Community Primary School

## Reading Curriculum Statement



### Reading

Our core purpose is for children to develop a love for reading and become independent, fluent readers of a wide range of reading materials including fiction, non-fiction and poetry. Through the design of our curriculum we aim to create a reading culture where children: access inspiring, diverse and challenging texts across a range of genres; read for pleasure; grow their imaginations; escape to new and wider worlds; cultivate reading preferences; share and recommend texts; recognise authors and styles; open doors, understand and apply; communicate, articulate and perform, discuss and challenge; expand vocabulary banks; access learning across the curriculum; apply learning to written work and be ready for their next stage in learning and education. We celebrate reading!

To become an expert reader, children at our school will:

- have a secure knowledge and understanding of phonics, including the ability to apply phonics to develop early reading
- employ a range of other strategies to apply to their reading
- be inspired to have a lifelong love of reading
- read widely and for a range of purposes
- be taught the comprehension and decoding skills required to achieve age related expectations
- experience high-quality texts in a variety of text types as models for writing
- develop and understand a high level of vocabulary from all tiers (Alex Quigley) through regular exposure and specific vocabulary teaching

### Vocabulary

Children's command of vocabulary is fundamental to learning and progress across the curriculum. Vocabulary is developed actively, building systematically on pupil's current knowledge and deepening their understanding of etymology and morphology (word origins and structures) to increase their store of words. Simultaneously, pupils make links between known and new vocabulary, and discuss and apply shades of meaning. In this way, children expand the vocabulary choices that are available to them. It is essential to introduce technical vocabulary which define each curriculum subject. Vocabulary development is underpinned by an oracy culture and a tiered approach. High value is placed on the conscious, purposeful selection of well-chosen vocabulary and appropriate sentence structure to enrich access to learning and feed into written work across the curriculum.

### ***Accelerated Reader (AR)***

As children become increasingly fluent and able to access more complex and longer texts, they begin to read from our Accelerated Reader Platform and books that are freely available in our class settings. Children take termly Star Reading tests ongoing diagnostic quizzes alongside teacher reading assessments against curriculum standards. AR forms part of teacher's assessment of reading to allow them to closely monitor and track children's progress and identify target areas. Children are actively encouraged to read from high quality texts that are not on AR, whether books from class libraries reading spine or home.

### ***Reading for pleasure***

We aim for children to read daily and select from a wide range of texts, including fiction, poetry and non-fiction. Each class has a class reader – a

### ***Phonics***

Phonics Bug is our platform for teaching phonics. Phonics is the bedrock of reading and opens the door to all curriculum areas so is made a high priority from the outset. It is taught daily and systematically in Reception and Year One using the structure 'recap, teach, practice and apply' Children have pre teach and post teach sessions as required. We use the Phonics Bug schedule of assessment and a Phonics Tracker to swiftly identify pupils who need extra support to keep up.

Each child in Reception and KS1 has an individual Phonics Bug account. Books, games and assessments are allocated by their class teacher to match their stage of learning. Some children will continue to access these accounts in KS2 to provide extra support, activities and intervention as needed.

### ***English sequences***

Texts are selected from Pie Corbet's Talk for Writing approach. Children spend time familiarising themselves with the text before imitating and then inventing their own writing

### ***Guided Reading (GR)***

Guided reading is the time where the teacher really gets to unpick and move learning on. Children are taught decoding and comprehension skills aimed to allow them to achieve, at the very least, age related expectations. Children work on specific targets using a shared text as a class or in groups based on need and context rather than ability. GR is taught through VIPERS questioning involving Vocabulary, Inference, Prediction, Explanation, Retrieval and Summarising. Texts are chosen to ensure full coverage of national curriculum objectives and to provide children with engaging lessons designed to help them become fluent, independent and enthusiastic readers.

Children who are not yet reading independently will have additional focussed story times where high - quality texts can be explored in more depth

### ***Shared reading***

Teachers and children collaborate to unpick the text used in the teaching sequence. They look at specific features such as: author intent, what puzzles them, what they know/want

### ***Curriculum/Wider reading***

Children experience reading across the curriculum using reading skills for wider understanding and application between subjects. Books are chosen that are high quality and subject or skill specific to allow children to deepen their subject knowledge in targeted areas. We will pull on library services to complement our book stock. Children are taught focussed retrieval skills led by forming questions and seeking answers in the texts provided. IT is an integral tool in reading across the curriculum with children using iPads and computers to access AR and Phonics Bug activities.

### ***Reading Schemes***

We use Pearson's Active Learn Phonics Bug to teach phonics and early reading. Our decodable books are from the Phonics Bug Scheme to reinforce our phonics teaching. This

story or text that is specifically chosen for the adult to read to the class from our Reading Spine of core texts. Daily exposure to quality books is part of our reading ethos.

Classes have book corners with a wide range of texts for children to read in and out of school. In EYFS and KS1, the children choose a 'sharing book' on a weekly basis to share with their family

based on a familiar structure. Reading outcomes form an integral part of our writing sequences. There is often a focus on reading performance, audience and the prosody of language with the final outcomes of our sequences.

to know, what they predict, etc. They rehearse 'reading as a writer' so that they can 'write as a reader'.

is the followed by Bug Club Independent texts, to bridge the move from phonics books to AR books, and to increase fluency, stamina and comprehension.

Pupils then join AR or select from reading books in their class, accessing a rich wide variety of authors, to further increase confidence and fluency.

### ***Vocabulary***

Beck's tiered approach is used as a tool to approach the understanding of new and challenging vocabulary. Teachers look to plan different opportunities to explore language which can be used across the curriculum.

Across the curriculum, words are displayed on working walls. These words are revisited frequently to ensure they are embedded and retained by the children. Having a word rich environment is a non-negotiable of our classrooms and school. The children are encouraged to explore and play with new vocabulary as part of our oracy strategy.

### ***Reading at home***

Reading at home is part of weekly home-learning expectations. As children start school parents are given advice on how best to support reading at home. This is re-visited annually in class meetings. Age-related books are selected based on reading ability. In reception and Year 1 these are read in school and sent home to consolidate the children's phonics skills. Books are changed as needed. Reading stories to children is actively encouraged. Sharing books are sent home for families to read together to develop pleasure for reading

### ***Interventions***

Children who need extra support are identified early in their reading journey and robust, effective interventions are put in place as soon as they are needed.

These include short quick fire daily phonic recap, daily reading, small group targeted interventions, support in class, TA guidance, pre and post teaching, phonics bug catch up activities and individual phonic bug accounts to provide the robust and effective reinforcement that is needed.

Identified KS2 children benefit from the continuation of phonics teaching through our Phonic Bug platform alongside the use of targeted programmes.

## **In order to assess impact - a guide**

Children talk positively about reading, discussing texts and making recommendations. Children will enjoy reading.

Transitions between classes/year groups are smooth and progressive.

By reading and being exposed to texts, children know more. They make links between texts and use their ever-growing vocabulary, grammatical patterns and ideas in their writing.

Reading is taught progressively, and children will cover National Curriculum objectives at an appropriate stage for individuals.

Attainment is measured using National statutory tests. Each year, children are expected to have made good progress and meet ARE. Some will achieve greater depth and those not meeting ARE will receive specific intervention.

### Assessment evidence – a guide

EYFSP	KS1	Years 3-5	Year 6
Reception Baseline assessment	Phonics screening check and optional Year 2 SATS	AR assessments - quizzing and Star Reading, termly reading assessment	Statutory test: Year 6 SATs
Early Learning Goals (ELG)	Ongoing Phonic assessments using the Phonics Bug schedule of assessment	SIMs – in-house data and progress tracking	AR assessments - quizzing and Star Reading, termly reading assessment
Ongoing Phonic assessments using the Phonics Bug schedule of assessment	AR assessments - quizzing and Star Reading, termly reading assessment	Teacher assessment - observations of reading behaviour and discussion	SIMs – in-house data and progress tracking
Observations of reading behaviour including through Tapestry.	SIMs – in-house data and progress tracking	Guided reading records	Teacher assessment - observations of reading behaviour and discussion
Talking to pupils and parents.	Teacher assessment - observations of reading behaviour and discussion	Home reading records	Guided reading record sheets
Independent and home reading records	Guided reading records	1:1 reading records	Home reading records
Running records to assess fluency and accuracy.	Home reading records	Written and verbal responses to reading activities	1:1 reading records
	1:1 reading records		Written and verbal responses to reading activities

### Reading support / intervention

Children are monitored closely from the start of their reading journey to identify any weaker areas and to address them quickly and effectively. In KS1

targeted children receive daily phonics interventions such as: 1:1 focus on specific phonemes, small group reinforcement or extra teaching sessions, pre and post teach activities, additional Phonic Bug lessons, Phonic Bug catch up activities and specific Phonic Bug allocations. Children remain in their first teach sessions and interventions are provided outside of this time. Targeted children will receive additional reading opportunities with the teacher /TA which focus on individual need. Where children are not ready for guided reading, they read in a supported small group or on a 1:1 basis with a teacher/TA. In KS2 identified children continue to receive specific phonic interventions based on assessments. This may be individually or in groups to address specific phases and/ or skills. Good communication with parents ensures children are supported in reading both at home and school.

		Progression in Reading						
		Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Decoding / Word Reading		*use phonic knowledge to decode regular words and read them aloud accurately *read and understand simple sentences *read some common irregular words	*apply phonic knowledge to decode words *respond with the correct sound for graphemes for all 40+phonemes – including alternative sounds *read accurately by blending taught GPCs *read common exception words eg: the, said, once, she, friend, school *read common suffixes -s, -es, -ing, -ed, -est *read multi-syllable words containing taught GPCs *read contractions such as I'm, can't, we'll. *Know that apostrophes represent omitted letters	*apply phonic knowledge and skills consistently to decode quickly and accurately *read accurately by blending, including alternative sounds for graphemes *read multi-syllable words containing these graphemes *read common suffixes such as: -ment, -less, -ness, -ful and -ly *read exception words, noting unusual correspondences (including words from the Y2 Spelling appendix such as because, beautiful, everybody, should, whole, parents, money) *read most words quickly and accurately	*read with fluency a range of age appropriate text types – including fairy stories, myths and legends, poetry, plays, non-fiction books - reading at a speed sufficient for them to focus on understanding with some support *read most common exception words by sight – including all those in the Y2 spelling appendix – noting unusual correspondence between spelling and sound *know the full range of GPCs and use phonic skills consistently and automatically to address unfamiliar or challenging words	*read with fluency a range of age appropriate text types – including fairy stories, myths and legends, poetry, plays, non-fiction books – reading at a speed sufficient for them to focus on understanding *read most common exception words effortlessly – noting unusual correspondence between spelling and sound *know the full range of GPCs and use phonic skills consistently and automatically to address unfamiliar words with few errors *determine the meaning of new words by sometimes applying	*fluently and automatically read a range of age-appropriate texts including both modern fiction and those from our literary heritage; books from other cultures; myths, legends and traditional stories; poetry; plays; non-fiction and reference or text books *determine the meaning of new words by applying morphological knowledge of root words and affixes eg: suspect/suspicious, change/changeable, receive/reception *know securely the different pronunciations of words with the same	*fluently and effortlessly read the full range of age-appropriate texts including both modern fiction and those from our literary heritage; books from other cultures; myths, legends and traditional stories; poetry; plays; non-fiction and reference or text books *determine the meaning of new words by applying morphological knowledge of root words and affixes eg: ambitious, infectious, observation, innocence *use appropriate intonation, tone and volume when reciting or reading aloud to an

		<p>*read aloud phonically-decodable texts</p> <p>*read pseudo words with accuracy – including vowel digraphs and trigraphs</p>	<p>without overt sounding and blending</p> <p>*read some phonically-decodable books with fluency, sound out unfamiliar words automatically</p> <p>*reread books to build up fluency and confidence</p>	<p>*determine the meaning of new words by sometimes applying knowledge of root words and their affixes eg: disagree, misbehave, incorrect</p> <p>*prepare poems and scripts to read aloud/perform – show appropriate intonation and volume when reciting</p>	<p>knowledge of root words and their affixes eg information, invasion, enclosure, mountainous</p> <p>*prepare poems and play scripts to read aloud and perform – demonstrating understanding by showing appropriate intonation and volume when reciting to reading aloud</p>	<p>letter-string eg: bought, rough, cough, though, plough</p> <p>*use appropriate intonation, tone and volume when reciting or reading aloud to an audience with an intention to make the meaning clear</p>	<p>audience making the meaning clear by how they present the text</p>
Range of reading		<p>*listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently</p> <p>*link what they read or hear read to their own experiences</p>	<p>*listen to, discuss and express views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently</p>	<p>*listen to, discuss and express views about a wide range of fiction, poetry and plays – sometimes at a level beyond that which they can read independently</p>	<p>*listen to, discuss and express views about a wide range of fiction, poetry and plays – beginning to justify comments</p>	<p>*read a growing repertoire of texts – both fiction and non-fiction</p>	<p>*demonstrate a positive attitude by frequently reading a wide range of texts – both fiction and non-fiction</p>
Familiarity with texts		<p>*become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics</p> <p>*recognise and join in with predictable phrases</p>	<p>*become increasingly familiar with and retell a wide range of stories, fairy stories and traditional tales</p> <p>*recognise simple recurring literary language in stories and poetry</p>	<p>*identify themes and conventions in a range of books</p>	<p>*identify themes and conventions in a range of books including the conventions of myths and play scripts and begin to make comparisons</p>	<p>*be familiar with a range of text types including modern and traditional fiction; books from other cultures; myths, legends and traditional stories; poetry; plays; non-fiction and reference books</p> <p>*discuss and comment on themes and conventions in various genres</p>	<p>*demonstrate familiarity with different texts types</p> <p>*accurately identify and comment on the features, themes and conventions across a range of texts and understand their use</p>
Poetry and Performance		<p>*appreciate rhymes and poems, and recite some by heart</p>	<p>*build up a repertoire of poems learnt by heart, appreciate these and recite some with appropriate intonation to make the meaning</p>	<p>*recognise some different forms of poetry such as shape poems, free verse or narrative and explain their differences</p>	<p>*recognise, compare and evaluate several different forms of poetry such as free verse, rhyming, shape, narrative, humorous</p>	<p>*read and recite age-appropriate and more challenging poetry that has been learned by heart</p>	<p>*demonstrate that they have learned a wide range of poetry by heart</p>

			clear		etc...		
Word Meanings		*discuss word meanings, link new meanings to those already known	*discuss and clarify the meanings of words, linking new meanings to known vocabulary *discuss favourite words and phrases	*explain the meaning of words in context; use dictionaries to check meanings *discuss words and phrases that capture the reader's interest and imagination	*explain the meaning of more words in context with greater precision; using dictionaries to check meanings independently *discuss and explain words and phrases that capture reader's interest/imagination	*discuss their understanding of the meaning of words in context – finding other words which are similar	*explore finer meanings of words *show, discuss and explore their understanding of the meaning of vocabulary in context
Understanding	*demonstrate their understanding when talking with others about what they have read.	*draw on what they already know or on background information and vocabulary provided by the teacher *check that the text makes sense to them as they read and correct inaccurate reading	*discuss the sequence of events in books and how items of information are related *draw on what they already know or on background information and vocabulary provided by the teacher *check that the text makes sense to them as they read and correct inaccurate reading	*check the text makes sense, reading to the punctuation and usually re-reading or self-checking *explain and discuss their understanding of the text eg: explain events; describe a character's actions *identify how language, structure and presentation contribute to meaning eg: trembling indicates that the child is scared; text box provides a list of quick facts	*check that the text makes sense, reading to the punctuation and habitually re-reading *explain and discuss their understanding of the text eg: describe a sequence of events; the way a character changes through the story etc... *identify and summarise main ideas drawn from more than one paragraph *identify how language, structure and presentation contribute to meaning including identifying key topics within paragraphs	*provide straightforward explanations for the purpose of the language, structure and presentation of texts eg: use of bullet points; how a letter is set out; introductory paragraphs *make comparisons within and across texts eg: compare two ghost stories *distinguish fact from opinion with some accuracy and awareness of ambiguity *summarise main ideas from more than one paragraph – identifying key details which support the main idea	*identify language, structural and presentational features in texts and explain how they contribute to meaning *use contextual evidence to make sense of the text *make accurate and appropriate comparisons within and across different texts *distinguish between fact and opinion accurately and discuss ambiguity between the two *confidently summarise content drawn from more than one paragraph



Inference		*discuss the significance of the title and events *make inferences on the basis of what is being said and done	*make inferences on the basis of what is being said and done *answer and ask questions	*draw inferences and justify with evidence eg: characters' feelings, thoughts and motives from their actions or words	*draw inferences and justify with evidence eg: characters' feelings, thoughts and motives from their actions /words – and draw comparisons with little prompting	*draw inferences and justify these with evidence from the text eg: explain how a character's feelings changed and how they know this	*make developed inferences and explain and justify with textual evidence to support their reasoning
Prediction		*predict what might happen on the basis of what has been read so far	*predict what might happen on the basis of what has been read so far	*predict what might happen from simple details both stated and implied	*make credible predictions about what might happen from details stated and implied	*make credible and insightful predictions	*make credible and insightful predictions which are securely rooted in text
Authorial intent						*discuss and evaluate how authors use language, including figurative language – and its effect on the reader	*identify the effect of language, including figurative; explain and evaluate its effect – including impact and suitability of choice
Non-fiction		*listen to and discuss a range of non-fiction texts, draw on what they already know and on background information and vocabulary provided by the teacher	*be introduced to non-fiction books that are structured in different ways	*listen to and discuss a range of non-fiction and reference or text books that are structured in different ways; identify their characteristics and recognise typical presentational features *retrieve and record information from non-fiction texts	*listen to and discuss a range of non-fiction and reference or text books that are structured in different ways recognising typical presentational features *know how information is signposted in reference book and use this to retrieve and record information from non-fiction / reference texts	*confidently retrieve, record and present information from non-fiction texts	*retrieve, record and present information from non-fiction texts – independently and creatively
Discussing reading		*participate in discussion about what is read to them, take turns and listen to what others say *explain clearly their understanding of what	*participate in discussion about books, poems and other works that are read to them and those that they can read for themselves,	*engage with a range of texts, making choices and explaining preferences; start to know preferred authors and text types; talk about books read	*engage with a range of texts, making choices and explaining preferences; know some text types; talk about books read both in and out of school	*recommend books to others – giving detailed reasons *readily ask pertinent questions to enhance understanding *participate	*state own preferences and recommend books to others – giving substantiated reasons *pose hypotheses and ask probing questions

		is read to them	<p>taking turns and listening to what other say</p> <p>*explain and discuss their understanding of books, poems and other material, both those that they listen to and those they read for themselves</p>	<p>both in and out of school</p> <p>*during discussion about texts, ask questions to improve their understanding; take turns and listen to what others have to say</p>	<p>making textual references</p> <p>*during discussion about texts, ask relevant questions to improve their understanding; take turns and build on what others have to say</p>	<p>confidently in discussion about books, expressing and justifying opinions, building on ideas and challenging others' views courteously</p> <p>*explain what they know or have read – including through formal presentations and debates, using notes where necessary</p>	<p>to enhance understanding</p> <p>*discuss books, expressing and justifying opinions, building ideas and challenging others' views courteously</p> <p>*explain their understanding of what they have read – including through formal presentations and debates – maintaining a focus on the topic</p>
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