University of Brighton Academies Trust

Reading Curriculum Overview

LINDFIELD PRIMARY ACADEMY

Intent

With these aspirations, our INTENT for the reading curriculum is:

We strive to ensure that every pupil will learn to read, regardless of their background, needs or abilities.

- To support all children to become confident fluent readers with good understanding.
- To enrich children's reading experiences through immersing them in quality literature.
- To provide consistent and progressive phonics teaching in the early teaching of reading.
- To promote reading for both pleasure and information and set ambitious expectations for reading at home.
- To enrich children's vocabulary.
- To develop understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language.
- To develop an appreciation of our rich and varied literary heritage through the celebration of quality texts across a range of genres, including a balance of old and new classic texts, poetry, non-fiction across the curriculum, stories, rhymes and new popular authors.

Implementation

Our rigorous approach to the teaching of reading develops confidence and enjoyment in reading for all our pupils.

Planning

Fluency, comprehension and enjoyment in reading are the result of **careful planning** and **quality first teaching.** Reading sessions are planned in a clear sequence with a focus on developing pupils' competence in both word reading and comprehension as outlined in the National Curriculum Programmes of Study for Reading. We plan for frequent reading practice. In addition to daily phonics sessions (reception-year 2), children have whole class reading sessions three times a week with a focus on VIPERS (vocabulary, infer, predict, evaluate, retrieve and synthesize). Reading takes place throughout the curriculum. Children are encouraged to apply the skills they have been taught in focused reading lessons- such as guided or individual reading, to reading texts that support their understanding across the curriculum. Opportunities for individual reading

Recording

Reading activities in EYFS are oral with lots of interaction and speaking and listening activities taking place. As pupils move into years 1 and 2, this practise is embedded and built upon and children begin using formats to support written responses. In Key Stage 2 pupils become more confident at recording their responses in written format, although there is still plenty of opportunities for verbal interaction over books and texts. Across the academy, pupils have 'Reading Workshop' books as a record of their whole class reading sessions. Children **collect and record their responses to / understanding of** what they have read and the evidence of their VIPERS skills. In KS1, home school diaries / reading records are used to communicate children's independent successes and ways forward between home and school. In KS2, pupils communicate their independent reading in their reading journals.

Assessment

Assessment in reading is ongoing. Staff record attainment in reading using the Sonar tracking system.

Across EYFS and KS1, phonics is assessed half termly using the Read Write Inc. assessment format, **progress is tracked carefully** and children are grouped accordingly. This information is then triangulated with teacher's reading records and practise phonics screening results in year 1. In KS2, independent reading is monitored through the use of reading journals. Children complete termly STAR assessments and results are collated and tracked to ensure children are making good progress. Throughout KS 2 formative and summative assessment takes place at regular and timely intervals to track progress and provide targeted intervention for any pupils who fall behind age-related expectations.

End of KS1- voluntary end of year 2 assessments

End of KS2- statutory assessment SATS

Parents are informed of their children's progress and current learning, including ways to support their child through many

time take place daily and teachers read to their classes every day.		communication channels including interim and end of year reports, whole school information meetings, year group meetings and home school diaries (KS1).

EYFS

We are confident that our rigorous approach to early reading ensures children gain the phonics knowledge and language comprehension necessary to read, and the skills to communicate, giving them the foundations for future learning. Daily phonics sessions begin from the children's first full day at school. Children take home decodable texts closely matched to their phonic ability and books from the book corner to encourage reading for pleasure.

A wide range of quality texts are promoted throughout the learning environment- both inside and outside.

Children are read to throughout the day and opportunities for the children to share, listen to, act out, re-tell and read books are provided and encouraged. Positive reading behaviours are modelled by adults and familiar texts are read often.

SEN

Quality first teaching supports all children to achieve. Pupils' needs are identified promptly and interventions are provided to **accelerate progress**. Progress is measured and tracked to ensure children **keep up** with their peers rather than having to catch up.

Additional teaching and support is provided through 1:1 reading with an adult, phonics interventions and booster groups. In KS2, additional teaching is provided through regular 1:1 reading with an adult, pre-teaching of key vocabulary and the "Fresh Start" Literacy programme. Identified children are carefully tracked through pupil progress meetings, Sonar data, phonics results, STAR assessments and data analysis. Dyslexia friendly 'Barrington Stoke' books are available in classes and the library, coloured filters and tinted paper are also used.

Impact

We create a virtuous cycle where children learn how to read early. Our curriculum gives pupils the knowledge of the world they need to understand what they read, and they are motivated to read more and learn more.

The programmes of study for reading at key stages 1 and 2 consist of two dimensions: - word reading - comprehension (both listening	**KS1** Pupils can: • read accurately most words of two or more syllables • read most words containing common suffixes* • read most common exception words*. In age-appropriate1 books, the pupil can: • read most words accurately without overt sounding and blending, and sufficiently fluently to allow them to focus on their understanding rather than on decoding individual words2 • sound out most unfamiliar words accurately, without undue	**KS2** Pupils can: • read age appropriate books with confidence and fluency • read aloud with a tone of voice that shows understanding • work out word meanings using the context • show understanding f what has been read through explanation and discussion drawing inferences and justifying these with evidence • predict what might happen from details stated and implied • retrieve information from non-fiction text • summarise main ideas, identifying key details and using quotations for illustration • evaluate how authors use language, including figurative language,

and reading)	hesitation. In a book that they can already read fluently, the pupil can: • check it makes sense to them, correcting any inaccurate reading • answer questions and make some inferences • explain what has happened so far in what they have read.	considering the impact on the reader • make comparisons within and across books

Progression across year groups

Early Years *Literacy development involves encouraging children to link sounds and letters and to begin to read and write. Children must be given access to a wide range of reading materials (books, poems, and other written materials) to ignite their interest.*	
Word Reading	**Comprehension**
Pupils should be taught to: - use phonic knowledge to decode regular words and read them aloud accurately - read some common irregular words - read and understand simple sentences	Pupils should be taught to: - read and understand simple sentences - demonstrate an understanding when talking with others about what they have read
Year One Reading	
Word Reading	**Comprehension**
Pupils should be taught to: - apply phonic knowledge and skills as the route to decode words - respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes - read accurately by blending sounds in unfamiliar words containing GPCs that have been taught - read common exception words, noting unusual correspondence between spelling and sounds and where these occur in the word - read words containing taught GPCs and –s, -es, -ed, -er and –est endings - read other words of more than one syllable that contain taught GPCs - read words of more than one syllable that contain taught GPCs - read words with contractions (ie I'm, I'll, we'll) and understand that the apostrophe represents the omitted letter(s) - read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words	*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 *Pupils should understand both the books they can already read accurately and fluently and those they listen to by:* - drawing on what they know or on background information and vocabulary provided by the teacher - checking that the text makes sense to them as they read and correcting

- re-read these books to build up their fluency and confidence in word reading	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 *Pupils should be taught to participate in discussion about what is read to them, taking turns and listening to what others say* *Pupils should explain clearly their understanding of what is read to them*
Year Two Reading	
Word Reading	**Comprehension**
Pupils should be taught to: - continue to apply phonics knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent - read accurately by blending the sounds in words that contain graphemes taught so far, especially recognising alternative sounds for graphemes - read accurately words of two or more syllables that contain the same graphemes as above - read words containing common suffixes - read further common words, noting unusual correspondences between spelling and sound and where these occur in the word - read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered - read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation - re-read these books to build up their fluency and confidence in word reading	*Pupils should be taught to develop pleasure in reading, motivation to read and understanding by:* - listening to, discussing and expressing views about a wide range of contemporary and class 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 *Pupils should be taught to understand both the books that they can already read accurately and fluently and those that they listen to by:* - drawing on what they 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 *Pupils should 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* *Pupils should 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 Three Reading At this stage, teaching comprehension should take precedence over teaching word reading directly – focus should be on supporting the development of vocabulary.	
Word Reading	**Comprehension**
Pupils should be taught to: - begin to 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 - begin to read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word	*Pupils should be taught to develop positive attitudes to reading and understanding what they read by:* - listening to and discussing a wide range of fiction, nonfiction 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 meanings 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

	Pupils should be taught to 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 character's 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 - identifying how language, structure and presentation contribute to meaning *Pupils should be taught to retrieve and record information from non-fiction* *Pupils should 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 Four Reading At this stage, teaching comprehension should take precedence over teaching word reading directly – focus should be on supporting the development of vocabulary.	
Word Reading	**Comprehension**
Pupils should be taught to: - continue to 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 - continue to read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word	Pupils should continue to be taught to develop positive attitudes to reading and understanding what they read by: - listening to and discussing a wide range of fiction, ***poetry, plays***, nonfiction 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 meanings 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 (free verse, narrative poetry)*** Pupils should be taught to 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 character's 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 - identifying how language, structure and presentation contribute to meaning Pupils should be taught to retrieve and record information from non-fiction Pupils should 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 Five Reading There should be no further need for direct teaching of word reading skills for almost all pupils.	
Word Reading	**Comprehension**
Year Five Reading *There should be no further need for direct teaching of word reading skills for almost all pupils.*	*Pupils should be taught to maintain positive attitudes to reading and understanding of what they read by:* - continuing to read and discuss and 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 - using dictionaries to check the meanings of words that they have read - increasing their familiarity with a wide range of books, myths, legends and traditional stories, modern fiction, fiction from our literary heritage and books

	from other cultures and traditions - 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 wide range of poetry by heart - preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone and volume, so that the meaning is clear to an audience *Pupils should be taught to understand what they read 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 character's 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 *Pupils should be taught to:* - discuss and evaluate how authors use language, including figurative language, considering the impact on the reader - distinguish between statement of fact and opinion -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, building on their own and others' ideas and challenging views courteously - to 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

Year Six Reading There should be no further need for direct teaching of word reading skills for almost all pupils.	
Word Reading	***Comprehension***
Year Six Reading There should be no further need for direct teaching of word reading skills for almost all pupils.	Pupils should continue to be taught to maintain positive attitudes to reading and understanding of what they read by: - continuing to read and discuss and 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 - using dictionaries to check the meanings of words that they have read - increasing their familiarity with a wide range of books, myths, legends and traditional stories, modern fiction, fiction from our literary heritage and books from other cultures and traditions - 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 wide range of poetry by heart - preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone and volume, so that the meaning is clear to an audience Pupils should be taught to understand what they read 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 character's 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 Pupils should be taught to: - discuss and evaluate how authors use language, including figurative language, considering the impact on the reader - distinguish between statement of fact and opinion -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, building on their own and others' ideas and challenging views courteously - to 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