


<p><u>INTENT</u></p> <p>It is our intention that children leave the primary stage of education as accomplished readers, able to use their knowledge of reading across multiple disciplines.</p>	<p style="text-align: center;">A love of reading and reading for pleasure</p> <p style="text-align: center;">We want to curate a reading world for children that introduces them to a wide range of stimulating and engaging texts across a variety of genres and formats. It is our intention that children will leave our care with a love of reading stemming from a wide range of positive reading experiences.</p>					
						
	<p>To teach the conscious awareness of phonemes, the smallest units of sound in a spoken word.</p>	<p>To systematically support the mapping (or connection) of graphemes (letters) to phonemes (sounds).</p>	<p>To actively widen the working vocabulary of every pupil.</p>	<p>To support learners to flexibly and rapidly access information and gain meaning from the text.</p>	<p>To teach children different aspects of meaning and understanding when accessing a text.</p>	<p>To prepare learners to read in a way that is useful to them within a specific subject discipline.</p>
<p><u>IMPLEMENTATION</u></p> <p>Through well-planned teaching and assessment of reading, we will nurture the reading abilities of children at our academy.</p>	<p><u>Planned teaching opportunities</u></p> <p>In EYFS and Key Stage 1, we follow Read Write Inc., which is a systematic synthetic phonics scheme. Children progress through a series of colour levels that align to their reading capability at that point in time. This begins 'Ditty' red level and through to grey level with a steady increase in challenge. They are taught sounds in sets.</p> <p>Set 1 single letter sounds and common digraphs sh, th, ch, ng, nk are taught together with rhymes to help children form the letters correctly and instantly recognise sounds ready for blending. We do not use letter names at this stage.</p> <p>Set 2 (long vowel sounds) are taught when children are secure with set 1 and set 3 sounds and alternative spelling patterns are taught once both set 1 and 2 are secure and children can apply to decoding and spelling. Each session follows a specific format:</p> <ul style="list-style-type: none"> - Speed sounds to learn to read and write Set 1, 2 and 3 sounds - Story book activities practising decoding and comprehension skills - Writing tasks linked closely to the book read that week. 					

	<p><u>Assessment</u> Assessment of reading is happening continuously within our class rooms, perhaps more than for any other discipline.</p> <p><u>Formal assessment opportunities</u> Read Write Inc. Assessments In EYFS and KS1, phonics is assessed every half term, using the Read Write Inc. assessment tools. In this way, progress is measured and children are supported according to their needs at that point in time. For children to make the best possible progress, they will read Storybooks closely matched to their reading level, every day. This means we group children by their word reading and fluency – not by their progress in comprehension or writing, or by their age. Teachers will assess the children to ensure that they are placed in the correct group. We track each child’s individual progress on the online assessment tracker. We use this to identify children who need more support through daily one-to-one tutoring.</p> <p>After two years of implementation (Blackthorns began following Read Write Inc. in September 2023), it is expected that:</p> <ul style="list-style-type: none"> • Reception children will be able to read Green Storybooks by the end of the summer term. • Year 1 children will be able to read Blue Storybooks by the end of the summer term. • Year 2 children will have completed the Phonics programme by the end of the spring term. <p>We have high expectations for our children to meet the expected standard in the Phonic Screening Check, and help all children to be accurate and fluent readers by the time they enter Key Stage 2.</p> <p><u>Teacher assessment opportunities</u> Listening – Teachers and teaching assistants read with pupils 1:1 on an individual basis, from a reading book at their level of understanding and within class work as adults move between individuals during lessons. Pupils will also be heard reading aloud to the class. This may be from the board during an input, from a class reading text, rehearsing and performing or reading their own work. During discussion around the text across the school, teachers note the range of understanding shown in pupils’ comments and articulation of responses. Observing – Teachers observe children reading during time given over to independent reading for pleasure opportunities: noting habits, asking questions and assessing book choices. Teachers see what children choose to read here and in their recorded reading in diaries. In EYFS, teachers will assess understanding through work linked to texts read with the class.</p>
	<p><u>EYFS</u> Phonics is taught through the Read Write Inc. programme, which introduces the children to the sounds and symbols of written language. Children are taught whole class phonics until the end of set 1 when they are assessed and grouped accordingly at an appropriate level of challenge. Staff trained in the Read Write Inc. approach also deliver 1-to-1 guided reading to support and nurture the children at their required level of need. Books that are linked to the child’s stage of learning are sent home in order to embed what has been taught and encourage confidence within the learner.</p>



	<p>SEN We identify those children who are at risk of falling behind their peers immediately. We make sure children ‘keep up not catch up’ from Reception.</p> <p>The slowest progress readers in both KS1 and KS2 receive one-to-one tutoring, in addition to their group session in the morning. Children practise reading sounds speedily, learn to blend sounds into words and read a Storybook that is matched to the sounds they know and the quantity they can read.</p>			
<p>IMPACT Children at this academy achieve well in reading. Most importantly, children enjoy reading at Blackthorns. They are able to read functionally in their learning and for pleasure.</p>	<p>The programmes of study for reading at key stages 1 and 2 consist of two dimensions:</p> <ul style="list-style-type: none"> - word reading - comprehension (both listening and reading). <table border="1" data-bbox="495 584 2031 1120"> <tr> <td data-bbox="495 584 1267 1120"> <p>KS1 Pupils can:</p> <ul style="list-style-type: none"> • read accurately most words of two or more syllables • read most words containing common suffixes* • read most common exception words*. <p>In age-appropriate books, the pupil can:</p> <ul style="list-style-type: none"> • 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 words • sound out most unfamiliar words accurately, without undue hesitation. <p>In a book that they can already read fluently, the pupil can:</p> <ul style="list-style-type: none"> • 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. </td> <td data-bbox="1267 584 2031 1120"> <p>KS2 Pupils can:</p> <ul style="list-style-type: none"> • 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 of 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, considering the impact on the reader • make comparisons within and across books </td> </tr> </table>		<p>KS1 Pupils can:</p> <ul style="list-style-type: none"> • read accurately most words of two or more syllables • read most words containing common suffixes* • read most common exception words*. <p>In age-appropriate books, the pupil can:</p> <ul style="list-style-type: none"> • 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 words • sound out most unfamiliar words accurately, without undue hesitation. <p>In a book that they can already read fluently, the pupil can:</p> <ul style="list-style-type: none"> • 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. 	<p>KS2 Pupils can:</p> <ul style="list-style-type: none"> • 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 of 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, considering the impact on the reader • make comparisons within and across books
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		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	End of Year Expectations
Reception	Word Reading – Read, Write, Inc.	Children are taught their Set 1 sounds m, a, s, d, t, i, n, p, g, o, c, k, u, b, f, e, l, sh, h, r, j, v, w, x, y, z, th, ch, qu, ng, nk	Recap on set 1 special friends: th, ch, qu, ng, nk Children are taught to blend sounds into words orally. Children are taught to blend single-letter sounds (word time 1.1-1.4) .	Recap on set 1 special friends: th, ch, qu, ng, nk Secure blending of words with special friends (word time 1.5 and 1.6) .	Recap on any set 1 sounds (addressing sound gaps). Secure blending on words containing all set 1 sounds. Children are taught to blend words containing 4/5 sounds and consonant blends (word time 1.6 and 1.7) . To be exposed to some common exception words: put, the, I, no, of, my, for, he	Children are taught their set 2 sounds: ay, ee, igh, ow, oo, oo, ar, or, air, ir, ou, oy To recall previous common exception words and be exposed to new common exception words: your, said, you, be, are	Children are taught their set 2 sounds: ay, ee, igh, ow, oo, oo, ar, or, air, ir, ou, oy Children are taught to blend words containing set 2 sounds. Children to build speed of reading words containing set 1 sounds.	Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by sound-blending. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.
		By the end of each half-term children should be able to:						

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		- Read all single letter set 1 sounds.	- Read all set 1 sounds. - Blend sounds into words orally.	- Blend sounds to read words - Read short ditty stories.	- Read Red storybooks.	- Read Green storybooks. - Read some set 2 sounds.	- Read Green or Purple storybooks. - Read some set 2 sounds.	
	Comprehension	Listening comprehension of instructions. Immerse children in topic related/unfamiliar vocabulary.		Retrieval comprehension through verbal guided questioning. Expect children to use given vocabulary in appropriate context.		Simple, inference-based comprehension through verbal guided questioning. Verbal, simple predictions. Recall simple definition for given vocabulary.		Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Anticipate (where appropriate) key events in stories. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play



		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	End of Year Expectations
Year 1	Word Reading – Read, Write, Inc.	Children are taught their set 2 sounds: ay, ee, igh, ow, oo, oo, ar, or, air, ir, ou, oy	Review set 2 sounds, particularly: ar, or, air, ir, ou, oy	Children to build speed of reading words containing these sounds set 1, 2 and the following set 3 sounds (ea, oi, a-e, i-e, o-e, u-e, e-e)	Children to build speed of reading words containing set 1, 2 and 3 sounds.	Children to build speed of reading words containing set 1, 2 and 3 sounds.	Children to read words containing set 1, 2 and 3 sounds speedily.	<p>Apply phonic knowledge and skills as the route to decode words.</p> <p>Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes.</p> <p>Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.</p> <p>Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word. Read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings Read other words of more than one syllable that contain taught GPCs.</p> <p>Read words with contractions [for example, I’m, I’ll, we’ll], and understand that the apostrophe represents the omitted letter(s) Read books aloud, accurately, that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words.</p> <p>Reread these books to build up their fluency and confidence in word reading.</p>
		Children are taught to read words containing set 2 sounds.	Children build speed of reading words containing these set 2 sounds: ay, ee, igh, ow, oo, oo	Children are taught the rest of the set 3 sounds.	Begin to read multisyllabic words, including words with suffix endings.	Read multisyllabic words with increased accuracy.	Read multisyllabic words with increased accuracy and pace.	
		Children build speed of reading words containing set 1 sounds, particularly word time 1.6-1.7.	Children are taught set 3 sounds: ea, oi, a-e, i-e, o-e, u-e, e-e	By the end of each half-term children should be able to:				
		- Read Purple storybooks. - Read the first six set 2 sounds speedily (ay, ee, igh, ow, oo, oo)	- Read Pink storybooks. - Read all set 2 sounds speedily. - Read nonsense words containing sounds that	- Read Orange storybooks. - Read some set 3 sounds. - Read set 2 sounds within nonsense words.	- Read Yellow storybooks. - Read some set 3 sounds speedily: (ea, oi, a-e, i-e, o-e, u-e, e-e). - Read above sounds in	- Read Yellow storybooks. - Read all of set 3 sounds. - Read 60/70 words per minute.	- Read Blue storybooks. - Read all of set 3 sounds speedily. - Read 70 words per minute.	

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			include set 1, 2 and 3 sounds.		nonsense words.			Children can read at a pace of 60 words per minute.
		Throughout Year 1 children are expected to: Read sentences linked to phonic knowledge and ability. Be exposed to a range of text types (fiction, non-fiction, poetry, rhymes). Read Year 1 common exception words						

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	<p>Comprehension</p>	<p>Children are taught specifically to:</p> <ul style="list-style-type: none"> - To participate in discussion about what is being read to them. - To identify the title of a text. - To discuss the significance of the title and events in a story. - To answer questions verbally. - Learn topic related/ unfamiliar vocabulary and use it mostly appropriately. - Additionally, comprehension covered within Read, Write, Inc. – retrieval and discussion/explain. 	<p>Children are taught specifically to:</p> <ul style="list-style-type: none"> - To give simple prediction, on the basis of what has happened so far. - Learn topic related/ unfamiliar vocabulary and use it mostly appropriately and in a range of contexts. - Begin to explain the meaning of vocabulary. - Answer a range of questions verbally with more independence and in simple written form e.g. multi-choice. - Additionally, comprehension covered within Read, Write, Inc. – retrieval, inference and explain. 	<p>Children are taught specifically to:</p> <ul style="list-style-type: none"> - To explain clearly what has been read to them. - To explain the meaning of topic related/unfamiliar vocabulary and use it independently in a range of different contexts. - Explain the meaning of topic related/unfamiliar vocabulary and use it independently in a range of different contexts. - To make inferences on the basis of what is said and done. - To answer a range of questions, in simple, written form. - Additionally, comprehension covered within Read, Write, Inc. – retrieval, inference, prediction, explain) 	<p>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <p>Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently.</p> <p>Being encouraged to link what they read or hear to their own experiences.</p> <p>Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics.</p> <p>Recognising and joining in with predictable phrases.</p> <p>Learning to appreciate rhymes and poems, and to recite some by heart.</p> <p>Discussing word meanings, linking new meanings to those already known.</p> <p>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.</p> <p>Checking that the text makes sense to them as they read, and correcting inaccurate reading.</p>
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Phonics Curriculum Overview



					<p>Discussing the significance of the title and events.</p> <p>Making inferences on the basis of what is being said and done.</p> <p>Predicting what might happen on the basis of what has been read so far.</p> <p>Participate in discussion about what is read to them, taking turns and listening to what others say.</p> <p>Explain clearly their understanding of what is read to them.</p>
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		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	End of Year Expectations	
Year 2	Word Reading – Read, Write, Inc.	Children to read words containing set 1, 2 and 3 sounds speedily. Read multisyllabic words accuracy and pace.	Recap any missing sound gaps and build fluency when reading stories. Read multisyllabic words accuracy and pace.	Read all words including nonsense and multisyllabic words that include set 1, 2 ,3 sounds speedily and accurately.		Children are encouraged to read a range of text types (fiction, non-fiction, poetry, rhymes). Daily opportunities for children to build pace and fluency of reading. Learn how and when to use expression in reading. Children to read multisyllabic words and words with suffix endings. Children to read topic related vocabulary. Children to read year 2 common exception words.		<p>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <p>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.</p> <p>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.</p> <p>Being introduced to non-fiction books that are structured in different ways.</p> <p>Recognising simple recurring literary language in stories and poetry.</p> <p>Discussing and clarifying the meanings of words, linking new meanings to known vocabulary.</p> <p>Discussing their favourite words and phrases.</p> <p>Continuing to build up a repertoire of poems learnt by heart, appreciating these and</p>	
		By the end of each half-term children should be able to:							
		- Read Blue storybooks with increased fluency and comprehension. - Read all of set 3 sounds speedily. - Read 70/80 words per minute.	- Read Grey storybooks. - Read all of set 3 sounds speedily. - Read 80 words per minute. - Read multisyllabic words speedily.	- Read Grey storybooks with increased fluency and comprehension. - Read all of set 3 sounds speedily. - Read 80/90+ words per minute. - Read multi-syllabic words speedily.		- Read with pace and fluency. - Begin to use expression as appropriate. - Read at a pace of 90 words per minute. - Read multisyllabic words with little or no hesitation. - Read year 2 common exception words.			



		<p>Throughout year 2 children are expected to:</p> <ul style="list-style-type: none"> - Choose books to read for their own pleasure - Participate in discussion about books (e.g. sharing their opinions on whether they like/dislike the book) - Answer a range of questions – both verbally and in written form. - Broaden their understanding of a range of ambitious vocabulary – recall the meanings and put words into context. 			<p>reciting some, with appropriate intonation to make the meaning clear.</p>
	<p>Comprehension</p>	<p>Children are taught specifically to:</p> <ul style="list-style-type: none"> - Use clues to predict. - Answer and ask questions (verbally or in simple written form). - Discuss the sequence of events in books. - Discuss and clarify the meaning of words. 	<p>Children are taught specifically to:</p> <ul style="list-style-type: none"> - Explain and discuss their understanding of books. - Begin to answer questions about text in a written form. - Discuss their favourite books, words and phrases. - Be introduced to non-fiction books that are structured in different ways. - In addition to Autumn term objectives, make inferences on the basis of what is said and done. 	<p>Children are taught specifically to:</p> <ul style="list-style-type: none"> - Participate in discussion about poems. - Continue to build up a repertoire of poems. - Recognise simple recurring literary language in poetry. - In addition to Autumn and Spring term objectives, answer more complex range of questions about longer pieces of text in a written form. 	<p>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.</p> <p>Checking that the text makes sense to them as they read, and correcting inaccurate reading.</p> <p>Making inferences on the basis of what is being said and done.</p> <p>Answering and asking questions Predicting what might happen on the basis of what has been read so far.</p> <p>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.</p> <p>Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.</p>