

Enjoyment

I am a reader because I enjoy it! I choose what I read based on my interests.

Reading Curriculum **BIG IDEAS**



Comprehension

I am a reader because I talk about vocabulary used in texts and seek the deeper understanding of what I am reading.

Fluency

I am a reader because I use my phonics knowledge to decode. I re-read for accuracy. I read with expression, volume and pace.



Reading Curriculum

Teaching Approaches: Enjoyment

The teaching of reading is underpinned by the three **BIG IDEAS** of **enjoyment, fluency and comprehension**. Approaches across the school are adapted to suit the children as they go from 'learning to read' to 'reading to learn'. Through our high quality and varied curriculum, children are encouraged to develop their own reading habits, opinions and interests alongside their reading knowledge, skills and understanding.

BIG IDEA	EYFS	KS1	KS2
ENJOYMENT (reading for pleasure)	<ul style="list-style-type: none">◇ Listen to a range of stories and rhymes daily.◇ Children vote for books they want to listen to in class.◇ They take home books to share with parents/carers.◇ 'Talk Through Stories'◇ Children can choose to read in COOL time using the variety of different reading areas.◇ New topics are launched and taught through high quality key texts.	<ul style="list-style-type: none">◇ As EYFS plus:◇ In year 2, fluent readers take home short chapter books of their choice.◇ 'Book Talk' - daily 10 minutes where children informally talk about books with their peers. This can include books from home too.	<ul style="list-style-type: none">◇ 'Book Talk' - daily 10 minutes where children informally talk about books with their peers. This can include books from home too.◇ Daily class novel◇ Poetry is shared and enjoyed in a variety of ways, from daily short performances to a whole school poetry festival◇ Subscriptions to popular comic books and child-friendly newspapers provide variety in texts on offer
	<p><u>Provision of Texts</u></p> <p>Our collection of reading material is updated regularly to meet the changing needs and interests of children in each class. Teachers have a good knowledge of children's literature and ensure new texts are exciting and that children have plenty of opportunities to enjoy them on their own or with their peers.</p> <p><u>Vocabulary</u></p> <p>A love of language is cultivated in all classes. Vocabulary is explicitly and implicitly taught, with teachers talking about, using, enjoying and collecting words with the children.</p>		



Reading Curriculum

Teaching Approaches: Fluency

BIG IDEA	EYFS	KS1	KS2
FLUENCY (accuracy, prosody and reading for meaning)	<ul style="list-style-type: none">Children are taught to read through the Revised Letters and Sound Programme.Two guided reading sessions a week focus on fluency: decoding and prosody.Children take home books that are phonically decodable matched to their reading level.Parents are told to mirror the structure of guided reading when reading at home.	<ul style="list-style-type: none">As EYFS plus:Fluent year 2 readers move to whole class reading sessions where fluency continues to be modelled by the teacher.Children practice fluency through a range of techniques, such as choral reading.	<ul style="list-style-type: none">Fluency is split into four key skills: expression and volume, pace, smoothness and phrasing. These are explicitly taught and modelled through a range of techniques, such as choral reading.Older children are taught to record themselves reading on Seesaw for teachers to listen to and provide feedback on.1:1 reading or small group reading is used to target those still 'learning to read'.The phrase 'Goldilocks book' is used to help children choose a text that is just right for them.Children's reading stamina is built up using quiet reading time.
	<p><u>Provision of Texts</u></p> <p>Reading nooks in each classroom are set up with books that match the range of children's reading fluency within the group. For those still 'learning to read' in each class, phonically decodable books matched to the Letters and Sounds phases are available. In KS2, phonically decodable books are age appropriate.</p> <p><u>Vocabulary</u></p> <p>When appropriate, tier 2 vocabulary is explicitly taught before the children read a text to aid fluency and understanding.</p>		

The teaching of reading in YR/KS1 is based on the revised Letters and Sounds. Teachers follow the same sequence of Review, Teach, Practice and Apply each lesson. Phonically decodable books accompany each Phase.

YR Phase 3					
	Monday	Tuesday	Wednesday	Thursday	
Review phonemes/graphemes so far.	YR-Phase 2 and 3 All graphemes/digraphs/trigraphs. Quick flash cards.				YR On arrival individual flashcards.
Quick Read Tricky words. Introduce new word.	I no go to the he me we be she <i>was they my her you are "of" all</i> (italics words need recapping)				Any phonemes that have been tricky-flash throughout the day on lanyards (all staff). Guided Reading See timetabled plan.
Quick write tricky words	Children to write 3 different tricky words each day. 1: I no the 2: to go he 3: she we be 4: me was...my				
Teach Daily go through the new tricky word to read and the spelling with my turn your turn. Introduce new grapheme/digraph (MTYT) Go through formation by air writing/ making the correct sound. Play thumbs up thumbs down to find new digraph on flashcards. Practise: Sound talk words. Read words containing grapheme/ digraph (my turn your turn). Write words using finger phonemes.	Tricky word read: said Write: my (my turn your turn) Teach: ck...read and write Sound talk words: Emphasize "digraph, soundtalk, read" duck sick sock pick dack	Tricky word read: said Write: my (my turn your turn) Teach: qu...read and write Sound talk words: Emphasize "digraph, soundtalk, read" quick quack quit quop quill	Tricky word read: said Write: my (my turn your turn) Teach: ch...read and write Sound talk words: Emphasize "digraph, soundtalk, read" chick chill chop chip chan	Tricky word read: said Write: my (my turn your turn) Teach: sh read and write . Sound talk words: Emphasize "digraph, soundtalk, read" ship shop shell hush fush	
Apply Teacher to say the sentence out loud, children help the teacher using finger phonemes to write each word. Teacher talk through the process out loud including spaces "because it's a new word". The children complete task.	Write: Group 6: Read (T) Others whiteboard write. (TA) The duck was sick.	Write: Group 5 A Read TT) Others whiteboard write. (TA) The cat was quick.	Write: Group 5B Read (T) Others whiteboard write (TA) I had to chop my chips.	Write: Independent write Group 6 in phonic books. He went to the shop.	
Daily reinforcement	All staff to have each grapheme on lanyards to reinforce throughout the day. Daily intervention using Hub Grid/Flashcards. Reinforce during story reading. Children reading in COOL time. Reading/writing activities throughout challenges ensuring correct use of taught phonemes. Oral segmenting (short sharp bursts throughout the day) e.g. time to get your c-oa-t etc.				Guided Reading. 3 sessions per week. Intervention group daily read.

The teaching of reading through phonics begins in the first week of Reception. All children follow the below sequence of teaching. Phase 2 and 3 are taught for reading in the first term and revised, in the second term. Phase 4 is introduced in term 3 (or earlier if appropriate). Y1 re-cap Phase 4 in Autumn term 1 then swiftly progress onto Phase 5. Children are expected to decode and then read fluently with at least 95% accuracy at each phase.

Phase 2			Tricky words	Basket
Set 1	s a t p	sat tap sap pat		
Set 2	i n m d	pan pin sit tip pit	I	1
Set 3	g o c k	got pod cat can kit	to	2
Set 4	ck u e r	run sick deck red den	go no	3
Set 5	h b u f/ff, l/ll, ss	Hit hiss huff bill fun but	the	4
Phase 3				
Set 6	j v w x y z/zz qu	jam van wet box yet zip fuzz quit	he we be me she	5
Set 7	ch sh the ng/nk ai ee oa oo/o oar or ur/er ow oi ear air ure	chip shop thing think rain sheep high boat book moon farm for hurt cow coin dear fair corner pure	was my you they her all are	6
Phase 4 revisits all of the above but introduces adjacent consonants				
cvcc	bend mend hump bent damp		said so have	6
ccvc	spot spin trip glass block green		like some come	6
ccvcc	spend twist stamp blend frost crisp		were there little	6
cccvc	scrap strap scam strop scrunch strop		one do when	7
cccvcc	scrunch scraps streets		out what	7
compound: polysyllabic:	bedroom lunch box windmill farmyard driftwood printer turnip			7
Phase 5 Introduce alongside known digraphs eg ai/ay ow/ou				
Part 1: Basket 7/8 depending on phonic/word knowledge	ay ou ie ea oy ir ue aw	day crayon out cloud tie eat treat boy annoy girl blue saw shawl	oh their people Mr Mrs	
	wh ph oe au	when whisper dolphin alphabet new screw toe goes Paul	looked called asked water where	
	a-e e-e i-e o-e u-e	make name these like home flute land amaze inside explode	who again thought through work	
Part 2 Alt pro Basket 8/9	I (find) o (cold) c(cent) g (giant) ow (blow) ie (field) ea (bread great) er (farmer her) a (what) y (by very) ch (school, chef) ou (shoulder could you)		Mouse many laughed because different any eyes friends once please	
Phase 6	Continue onto spelling scheme		Free Reader	



Fluency KS2

The Fluency Rubric (skills)

The teaching of reading fluency in KS2 focusses on these 4 skills. Teachers assess children's reading using this rubric at the start of the academic year and then target their support based on the findings.

Expression and Volume	Reads in a quiet voice as if to get words out. The reading does not sound natural, like talking to a friend.	Reads in a quiet voice. The reading sounds natural in part of the text, but the reader does not always sound like they are talking to a friend	Reads with volume and expression. However, sometimes the reader slips into expression-less reading and does not sound like they are talking to a friend.	Reads with varied volume and expression. The reader sounds like they are talking to a friend with their voice matching the interpretation of the passage.
Phrasing	Reads word by word in a monotone voice.	Reads in two or three word phrases, not adhering to punctuation, stress or intonation.	Reads with a mixture or run-ons, mid-sentence pauses for breath and some chop-piness. There is reasonable stress and intonation.	Reads with good phrasing, adhering to punctuation, stress and intonation.
Smoothness	Frequently hesitates while reading, sounds out words and repeats words or phrases. The reader makes multiple attempts to read the same passage.	Reads with extended pauses or hesitations. The reader has many 'rough spots'	Reads with occasional breaks in rhythm. The reader has difficulty with specific words and / or sentence structures.	Reads smoothly with some breaks, but self-corrects with difficult words and / or sentence structures.
Pace	Reads slowly and laboriously.	Reads moderately slowly.	Reads generally at an appropriate rate.	Reads at an appropriate conversational pace.
Total	Score 1-7	Score 8-9	Score 10-14	Score 15-16



Reading Curriculum

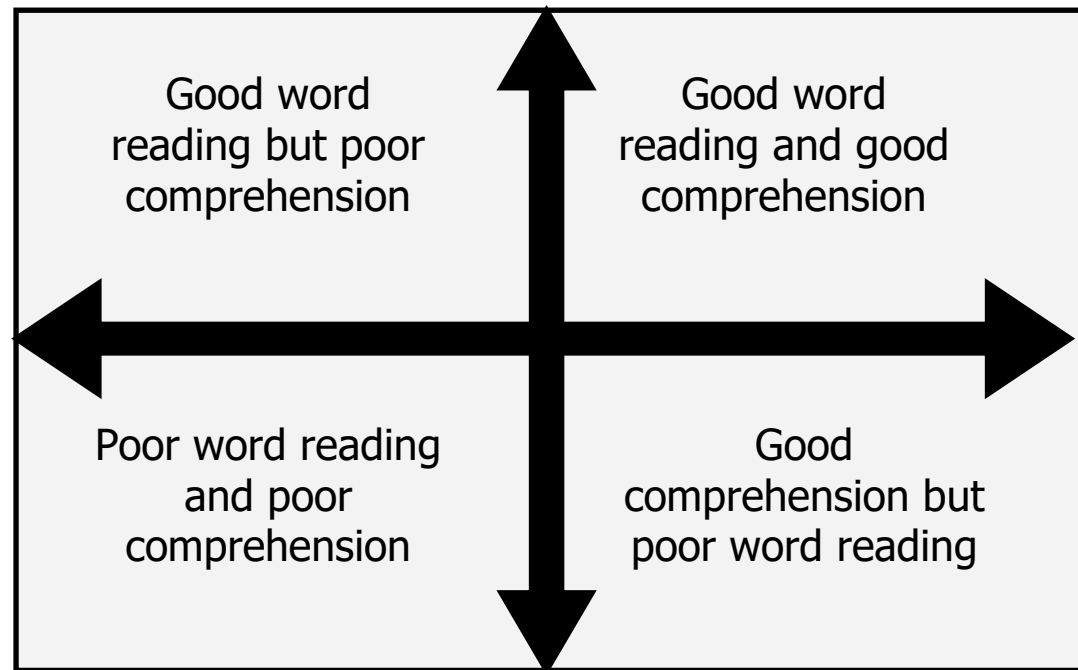
Teaching Approaches: Comprehension

BIG IDEA	EYFS	KS1	KS2
COMPREHENSION	<ul style="list-style-type: none">◇ 'Talk Through Stories' focusing on all areas of comprehension.◇ The third guided reading session each week focusses on understanding what they read through discussion.	<ul style="list-style-type: none">◇ As EYFS plus:◇ In year 2, questioning is based on the 6 domains of reading: vocabulary, inference, prediction, explanation, retrieval and sequencing (VIPERS).	<ul style="list-style-type: none">◇ Whole class reading sessions have a greater focus on comprehension skills to support children in 'reading to learn'.◇ Questioning continues to be based on the 6 domains of reading (VIPERS).
	<p><u>Provision of Texts</u></p> <p>Children are exposed to a range of texts in reading lessons, learning to practice and apply their comprehension skills in different contexts. This might include looking at picture books, novels (including extracts), poems, song lyrics, short films, non-fiction, newspaper articles and pictures.</p> <p><u>Vocabulary</u></p> <p>When appropriate, tier 2 vocabulary is explicitly taught before the children read a text to aid fluency and understanding.</p>		



Comprehension KS2

Comprehension Audit

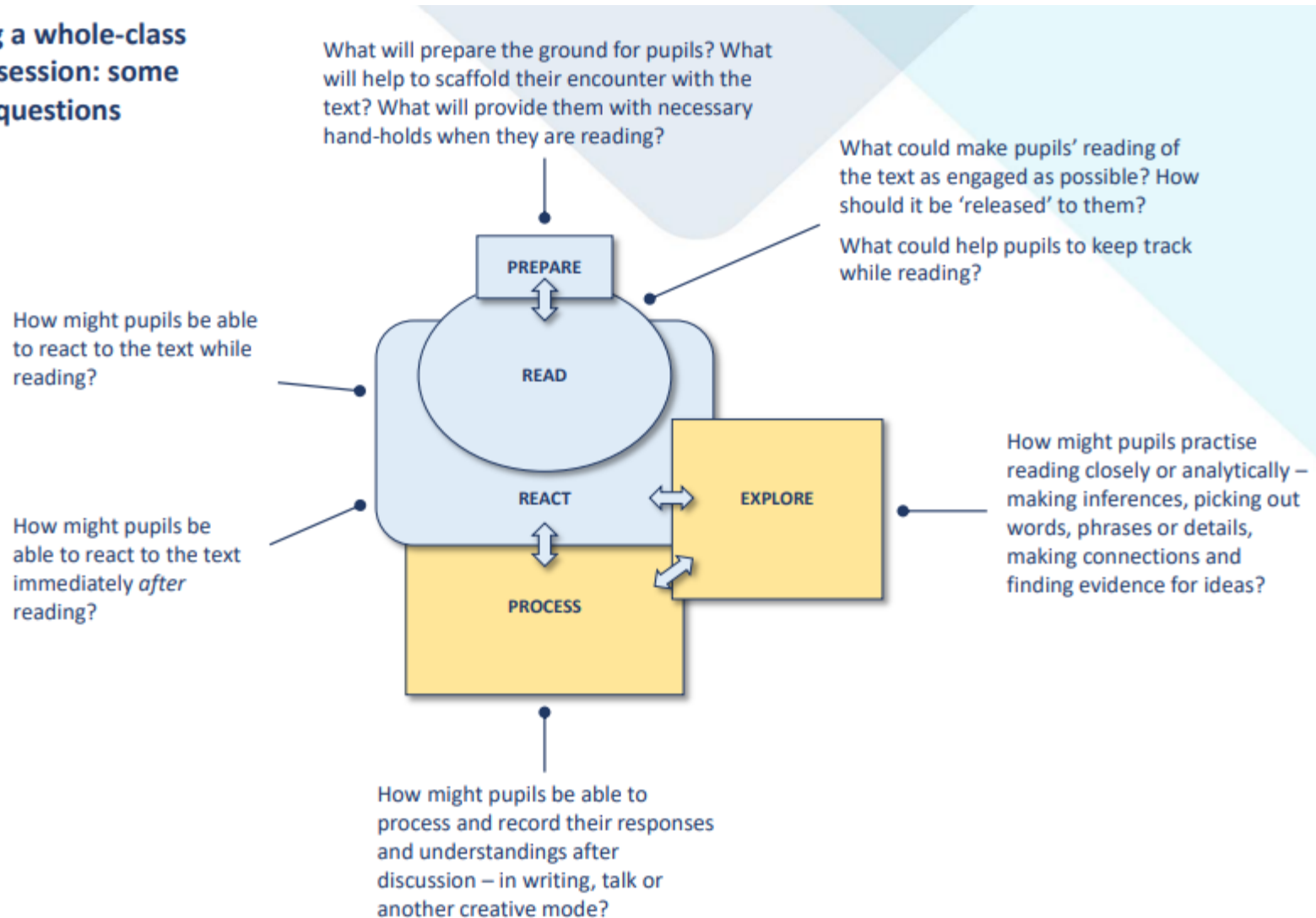


➡ Whole Class Reading Model KS2

What does a whole class reading lesson look like in KS2?

Fluency—echo reading, choral reading, peer reading, reading theatre, individual practice

Planning a whole-class reading session: some guiding questions





Comprehension KS2

6 Domains of Reading: VIPERS Questions

VIPERS is an acronym for vocabulary, infer, predict, explain, retrieve and sequence or summarise. In years 2-6, these 6 domains of reading are used to teach children how to make sense of what they read.

Vocabulary	Infer	Predict	Explain

Retrieve	Sequence	Summarise



Reading Curriculum

END POINTS

Progression in reading happens over a period of time. Aligned to the 7 Qi (non-cognitive) skills, the statements below are intended to represent what our aspiration of a Y6 reader will be, having had the breadth and depth of reading learning experiences on their primary journey.

ME	WILL	WHAT IF?	WHY?
<p>I understand and can appreciate a whole range of literature.</p> <p>I enjoy reading and develop my own personal reading tastes.</p> <p>I can think about how reading makes me feel.</p> <p>I can read for a sustained period of time.</p> <p>I am able to form confident opinions about a whole range of literature as well as sharing ideas with my peers.</p> <p>I am interested in vocabulary used in texts and can use this in my own everyday language.</p>	<p>I understand that learning to read can be challenging and that it takes time.</p> <p>I have the determination to succeed in reading.</p> <p>I practice my reading to become confident.</p>	<p>I can respond to what I read creatively, e.g. through role play, drawing pictures, writing in role etc.</p> <p>I use my imagination to picture the settings and characters described.</p> <p>I can make predictions about what I read.</p>	<p>I ask questions about what I read.</p> <p>I explore a range of texts to find information.</p> <p>I explore a range of texts, genres and authors to find what I like to read.</p> <p>I can infer, explain, retrieve information and summarise.</p> <p>I can think about why writers choose certain words.</p>

WE	WIGGLE	WOBBLE
<p>I share stories with others.</p> <p>I listen to stories told by other people.</p> <p>I read stories to find out about different people: relationships, feelings and cultures, for example.</p>	<p>I know that I can read anywhere.</p>	<p>I know that mistakes are okay and that I can learn from them.</p> <p>I use my phonics knowledge to decode unfamiliar words.</p> <p>I self-correct as I read.</p>