



Gnosall St Lawrence CE Primary Academy Reading Curriculum Statement

Intent

The Gnosall St Lawrence CE Primary Academy reading curriculum is designed to equip children with the necessary skills, knowledge and resilience needed for later life. We intend to provide children with the phonics, decoding and comprehension skills they need to read a range of books for enjoyment or necessity. We aim to achieve this through a clear and progressive curriculum that is stimulating and challenging for every child so that they will 'shine as lights in the world' (Phillippians 2:16).

Implementation

Early Years Foundation Stage

Throughout the Early Years Foundation Stage, children have daily access to high quality texts which they can access independently and which are read to them. In the continuous provision, there will be regularly planned for reading activities which build on the children's prior knowledge and allow them to apply their reading skills in different contexts.

In Reception, there are daily phonics lessons which develop the children's decoding, word reading and comprehension skills using the RWI Phonics programme.

By the end of the EYFS, children should be able to:

- Read and understand simple sentences.
- Use phonic knowledge to decode regular words and read them aloud accurately.
- Read some common irregular words.
- Demonstrate understanding when talking with others about what they have read.

Some children will exceed the Early Learning Goal and will be able to:

- Read phonically regular words of more than 1 syllable as well as many irregular but high frequency words.
- Use phonic, semantic and syntactic knowledge to understand unfamiliar vocabulary.
- Describe the main events in the simple stories they have read.

Year 1

During Year 1, we build on work from the Early Years Foundation Stage, making sure that pupils can sound and blend unfamiliar printed words quickly and accurately using the phonic knowledge and skills that they have already learnt. Through Read Write Inc, we also ensure that pupils continue to learn new grapheme-phoneme correspondences (GPCs) and revise and consolidate those learnt earlier. Pupils learn that the letters on the page represent the sounds in spoken words and this underpins pupils' reading and spelling of all words. This includes common words containing unusual GPCs.

Alongside this knowledge of GPCs, pupils will develop the skill of blending the sounds into words for reading and establish the habit of applying this skill whenever they encounter new words. This will be supported by practice in reading books consistent with their developing phonic knowledge and skill and their knowledge of common exception words. At the same time they will hear, share and discuss a wide range of high-quality books to develop a love of reading and broaden their vocabulary.

Reading - word reading

Pupils are taught to:

- apply phonic knowledge and skills as the route to decode words
- respond speedily with the correct sound to graphemes (set 1 RWI sounds)
- respond speedily with the correct sound to graphemes (set 2 RWI sounds)
- respond speedily with the correct sound to graphemes (set 3 RWI sounds)
- read accurately by blending sounds in unfamiliar words containing GPCs that have been taught
- 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 and -es endings
- read words containing taught GPCs and -ing and -ed endings
- read words containing taught GPCs and -er and -est endings
- read other words of more than one syllable that contain taught GPCs
- 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
- reread these books to build up their fluency and confidence in word reading

Reading - comprehension

Pupils are taught to:

- develop pleasure in reading
- see a purpose for reading
- listen to and discuss a range of poems beyond that at which they can read independently
- listen to and discuss stories beyond that at which they can read independently
- listen to and discuss non-fiction at a level beyond that at which they can read independently
- to link what they read or hear to their own experiences
- become very familiar with key stories, fairy stories and traditional tales
- retell key stories, considering their particular characteristics
- recognise and join in with predictable phrases
- appreciate rhymes and poems
- recite some simple poems by heart
- discuss word meanings, linking new meanings to those already known
- understand books by drawing 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 correcting inaccurate reading
- discuss the significance of the title and events
- make inferences on the basis of what is being said and done
- predict what might happen on the basis of what has been read so far
- 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

Year 2

During Year 2, we will continue to focus on establishing pupils' accurate and speedy word-reading skills. We also make sure that pupils listen to and discuss a wide range of stories, poems, plays and information books; including whole books. The sooner that pupils can read well and do so frequently, the sooner they will be able to increase their vocabulary, comprehension and their knowledge across the wider curriculum.

Children still developing their decoding skills will secure this in Read Write Inc sessions. Dedicated guided reading sessions will focus on the objectives below:

Reading - word reading

Pupils are taught to:

- continue to apply phonic knowledge and skills as the route to decode words
- automatic decoding has become embedded and reading is fluent
- read accurately by blending the sounds in words that contain the graphemes taught so far (set 3),
- can recognise alternative sounds for graphemes
- read accurately words of two or more syllables that contain familiar graphemes
- read words containing common suffixes
- read further common exception words (see NC appendix)
- note unusual correspondences between spelling and sound
- read most age appropriate 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
- reread books to build up their fluency and confidence in word reading

Reading - comprehension

Pupils are taught to:

- develop pleasure in reading and have a motivation to read
- listen to and discuss a range of contemporary and classic poems beyond that at which they can read independently
- listen to and discuss stories beyond that at which they can read independently
- listen to and discuss non-fiction at a level beyond that at which they can read independently
- discuss the sequence of events in books and how items of information are related
- become increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales
- understand that non-fiction books that are structured in different ways
- recognise simple recurring literary language in stories and poetry
- discuss and clarify the meanings of words, linking new meanings to known vocabulary
- discuss their favourite words and phrases
- continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear
- 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, correcting inaccurate reading
- make inferences on the basis of what is being said and done
- answer and asking questions about what they're reading
- predict what might happen on the basis of what has been read so far
- participate in discussion about books, poems and other works that are read to them

- take 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

Year 3

In Year 3, pupils should be able to read books written at an age-appropriate interest level. They should be able to read them accurately and at a speed that is sufficient for them to focus on understanding what they read rather than on decoding individual words. They should be able to decode most new words outside their spoken vocabulary, making a good approximation to the word's pronunciation.

As pupils' decoding skills become increasingly secure, teaching will be directed more towards developing their vocabulary and the breadth and depth of their reading, making sure that they become independent, fluent and enthusiastic readers who read widely and frequently. They will be developing their understanding and enjoyment of stories, poetry, plays and non-fiction, and learning to read silently. They will also be developing their knowledge and skills in reading non-fiction about a wide range of subjects. They should be learning to justify their views about what they have read.

If children are find decoding graphemes difficult they will receive further systematic synthetic phonic interventions. Pupils who are working above the expected standard will be increasing their vocabulary and reading texts at an appropriate level to challenge their understanding. They will also be asked challenging questions at an appropriate level.

Reading - word reading

Pupils are taught to:

- apply their growing knowledge of root words, prefixes and suffixes *etymology and morphology*
- confidently read prefixes dis- un- in- im- re- anti- re- super- sub-
- confidently read suffixes -ous -ly -ion -ian
- read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word (sh spelt ch)
- use a dictionary
- read with increasing fluency (100+ words a minute at age related text)

Reading - comprehension

Pupils are taught to:

- develop a positive attitude towards reading
- listen to and discuss a wide range of fiction,
- listen to and discuss a wide range of poetry,
- listen to and discuss a wide range of plays,
- listen to and discuss a wide range of non-fiction and reference books
- read fiction and non-fiction books
- read to gain information
- increase their familiarity with a range of books, including fairy stories, myths and legends.
- retell some stories or information orally
- understand what themes are in stories
- prepare simple poems and play scripts to read aloud and to perform
- notice words and phrases that capture the reader's interest and imagination
- understand that there are different forms of poetry [for example, free verse, narrative poetry]
- understand what they read to an appropriate level

- check that the text makes sense to them by re-reading or discussing it with others
- ask simple questions to improve their understanding of a text
- draw inferences regarding characters' feelings, thoughts and motives from their actions
- begin to predict what might happen from details stated and implied
- identify main ideas drawn from more than 1 paragraph
- identify how language choices contributes to meaning
- retrieve and record information from non-fiction texts
- participate in discussion about both books that are read to them and those they can read for themselves

Year 4

In Years 4, pupils should be able to read books written at an age-appropriate interest level. They should be able to read them accurately and at a speed that is sufficient for them to focus on understanding what they read rather than on decoding individual words. They should be able to decode most new words outside their spoken vocabulary, making a good approximation to the word's pronunciation. They should be able to consider the writer's word choice and discuss the meaning of different words.

As pupils' decoding skills become increasingly secure, teaching will be directed more towards developing their vocabulary and the breadth and depth of their reading, making sure that they become independent, fluent and enthusiastic readers who read widely and frequently. They will be developing their understanding and enjoyment of stories, poetry, plays and non-fiction, and learning to read silently. They will also be developing their knowledge and skills in reading non-fiction about a wide range of subjects. They should be learning to further justify their views about what they have read.

If children are find decoding graphemes difficult they will receive further systematic synthetic phonic interventions. Pupils who are working above the expected standard will be increasing their vocabulary and reading texts at an appropriate level to challenge their understanding. They will also be asked challenging questions at an appropriate level.

Reading - word reading

Pupils are taught to:

- apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology)
- confidently read prefixes mis- auto-
- confidently read suffixes -ly -ous -ion
- read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word (zhuh spelt sure, zhun spelt sion, ay spelt eigh ei ey, g spelt gue)
- use a dictionary to check the meaning of words
- read with increasing fluency (100+ words a minute at age related text)

Reading - comprehension

Pupils are taught to:

- have positive attitude towards reading
- recommend a range of fiction,
- recommend a range of poetry,
- recommend a range of plays,
- recommend a range of non-fiction and reference books
- explain the difference in structure between fiction and non-fiction texts
- read for a range of purposes

- increase their familiarity with a wide range of books, including fairy stories, myths and legends.
- Recall and summarise stories or information from memory
- identify themes and conventions in a wide range of books
- prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action
- discuss words and phrases that capture the reader's interest and imagination
- recognise some different forms of poetry [for example, free verse, narrative poetry]
- understand what they read
- check that the text makes sense to them, discussing their understanding, and explaining the meaning of words in context
- ask questions to improve their understanding of a text
- draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- predict what might happen from details stated and implied
- identify main ideas drawn from more than 1 paragraph and summarise them
- identify how language, structure, and presentation contribute to meaning
- retrieve and record information from a range of texts.
- 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 5

In Year 5, pupils are taught to read aloud a range of poetry and books written at an age-appropriate interest level with accuracy and at a reasonable speaking pace. They are able to read most words effortlessly and to work out how to pronounce unfamiliar written words with increasing automaticity. If the pronunciation sounds unfamiliar, they ask for help in determining both the meaning of the word and how to pronounce it correctly.

Pupils are able to prepare readings, with appropriate intonation to show their understanding, and are able to summarise and present a familiar story in their own words. They are reading regularly, in and out of school, for pleasure and information. They can read silently, with good understanding, inferring the meanings of unfamiliar words, and then discuss what they have read.

During Year 5, teachers will continue to emphasise pupils' enjoyment and understanding of language, especially vocabulary, to support their reading and writing. Pupils' knowledge of language, gained from stories, plays, poetry, non-fiction and textbooks, will support their increasing fluency as readers, their facility as writers, and their comprehension.

Pupils whose decoding skills need increasing are targeted through a rigorous and systematic phonics intervention so that they catch up rapidly with their peers in terms of their decoding and spelling. However, as far as possible, these pupils will follow the upper key stage 2 programme of study in terms of listening to books and other writing that they have not come across before, hearing and learning new vocabulary and grammatical structures, and having a chance to talk about all of these.

Pupils who are working above the expected standard will be increasing their vocabulary and reading texts at an appropriate level to challenge their understanding. They will also be asked challenging questions at an appropriate level.

Reading - word reading

Pupils are taught to:

- 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

- confidently read words containing silent letters (b and t)
- confidently read words ending in ible, able, ibly, ably
- confidently read words ending in tious, cial, tial
- confidently use a dictionary to check the meaning or class of words
- read with increasing fluency ((100+ words a minute at age related text)

Reading - comprehension

Pupils are taught to:

- pick appropriate books to read for enjoyment and information
- read and discuss a range of fiction, poetry, plays, non-fiction and reference books or textbooks
- read books that are structured in different ways
- increase their familiarity with a range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions
- recommend books that they have read to their peers
- identify and discuss themes and conventions in and across a range of writing
- make comparisons within and across books
- experience a wider range of poetry
- prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume
- understand what they read
- check that the book makes sense to them, discussing their understanding
- ask questions to improve their understanding
- draw inferences such as inferring characters' feelings, thoughts and motives from their actions; beginning to justify these inferences with evidence
- predict what might happen from what has been read
- summarise the main ideas drawn from more than 1 paragraph
- identify how language and structure contribute to meaning
- discuss how authors use language, including figurative language, considering the impact on the reader
- distinguish between statements of fact and opinion
- retrieve, record and present information from non-fiction texts
- participate in discussions about books that are read to them and those they can read for themselves
- explain and discuss their understanding of what they have read through formal presentations and debates
- provide reasoned justifications for their views

Year 6

In Year 6, pupils are be able to read aloud a wider range of poetry and books written at an age-appropriate interest level with accuracy and at a reasonable speaking pace. They are able to read most words effortlessly and to work out how to pronounce unfamiliar written words with increasing automaticity. If the pronunciation sounds unfamiliar, they ask for help in determining both the meaning of the word and how to pronounce it correctly.

Pupils are able to prepare readings, with appropriate intonation to show their understanding, and are able to summarise and present a familiar story in their own words. They are reading widely and frequently, outside as well as in school, for pleasure and information. They can read silently, with good understanding, inferring the meanings of unfamiliar words, and then discuss what they have read.

During Year 6, teachers will continue to emphasise pupils' enjoyment and understanding of language, especially vocabulary, to support their reading and writing. Pupils' knowledge of

language, gained from stories, plays, poetry, non-fiction and textbooks, will support their increasing fluency as readers, their facility as writers, and their comprehension.

Pupils whose decoding skills need increasing are targeted through a rigorous and systematic phonics intervention so that they catch up rapidly with their peers in terms of their decoding and spelling. However, as far as possible, these pupils will follow the upper key stage 2 programme of study in terms of listening to books and other writing that they have not come across before, hearing and learning new vocabulary and grammatical structures, and having a chance to talk about all of these.

Pupils who are working above the expected standard will be increasing their vocabulary and reading texts at an appropriate level to challenge their understanding. They will also be asked challenging questions at an appropriate level.

Reading - word reading

Pupils are taught to:

- apply their growing knowledge of root words, prefixes and suffixes learnt in previous years (morphology and etymology), to read aloud and to understand the meaning of new words that they meet
- (100+ words a minute at age related text)

Reading - comprehension

Pupils are taught to:

- maintain positive attitudes towards reading and an understanding of what they read
- continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- read books that are structured in different ways and reading for a range of purposes
- increase 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
- recommend books that they have read to their peers, giving reasons for their choices
- identify and discussing themes and conventions in and across a wide range of writing
- make detailed comparisons within and across books
- learn a wider range of poetry by heart
- prepare 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
- understand what they read and make links between similar texts
- check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
- ask detailed and specific questions to improve their understanding
- draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- predict what might happen from details stated and implied
- summarise the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas
- identify how language, structure and presentation contribute to meaning
- discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
- distinguish between statements of fact and opinion
- retrieve, record and accurately present information from non-fiction
- participate in discussions about books that are read to them and those they can read for themselves, 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, maintaining a focus on the topic and using notes where necessary
- provide reasoned justifications for their views using evidence where appropriate

Impact	<p>Pupil Voice Through discussion and feedback, children talk enthusiastically about what they have read. They can discuss the content and purpose of the text they have read and answer questions accordingly.</p>
	<p>Evidence in Knowledge Pupils recognise the significance of reading in the workplace and its value in the wider world. They recognise how writing can be used in order to support their potential.</p>
	<p>Evidence in Skills Pupils can independently use their reading skills to discuss texts and answer questions. They recognise the importance of a “growth mindset” and resilience when learning to read or reading extended texts.</p>
	<p>Breadth and Depth Teachers plan a range of opportunities for children to enhance their reading skills independently, with a partner, in groups and in a variety contexts. Additionally, they seek parental involvement and encourage home-learning opportunities.</p>