

Intent

At Spaldwick, it our intent that children receive a high quality reading curriculum by promoting high standards of language and literacy by equipping pupils with a strong command of the spoken and written language, developing their love of literature through widespread reading for enjoyment. We aim to foster an ethos which develops enthusiastic, confident and fluent readers. We aim to develop a culture where children love to read, choosing to read often, both for pleasure and information. We aim for children to articulate their ideas and emotions in relation to texts and into the wider world.

We aim for children to read fluently, showing a good understanding of what they have read by drawing on context, background knowledge and asking questions to clarify their understanding. We expose children to a range of literature, so they can appreciate our varied literary heritage. We use discussion and talk in order to learn, encouraging children to elaborate and explain their understanding and ideas clearly, developing their competency in the arts of speaking, listening and debate.

Intended Impact

- All pupils will succeed in their reading
- Pupils will have a love of reading and understand why it is important to read
- Pupils will have a wide vocabulary that they use in their everyday conversation and when writing
- The majority of pupils will have acquired an age appropriate fluency level (WPM) in reading that allows them to access all areas of the curriculum
- Parents and carers will have a good understanding of how to support phonics and reading at home
- The number of children achieving Expected and Greater Depth will be in line with (or better than) national standards
- There will be no significant gaps in the progress of different groups of pupils

Implementation

Reading Session

(Year groups specifics on next slide)

- Whole-class reading lesson
- Each session is to last a minimum of 30 minutes
- Children are exposed to a range of texts including fiction, non-fiction and poetry.
- Children read a range of texts aloud and independently
- Children summarise regularly, following modelling by their teachers, ensuring they identify key information to deepen their understanding
- A key focus is the development of recognising and answering key question types:

Summarise Retrieval Infer Vocabulary Explain Predict

Phonics

- We follow the Read Write Inc. Phonics programme
- Begins in Reception and is followed through to Year 1
- Where required, we use the catch-up programme (including for Year 2)
- Children are grouped across EYFS and Year 1, according to their Phonics levels
- Phonics sessions are taught daily for 30 minutes
- In order to ensure groups are accurate, we carry out termly assessments and regularly regroup children.
- Within phonics sessions, reading skills are taught so children are prepared for moving through school
- Where necessary, intervention groups are available to KS2 children

Promoting A Love of Reading

- Thursday morning to be whole school ERIC time (Everybody Reading in Class)
- Every class to have a library slot each week – at least 15 minutes – manned by librarians
- Classes have a class book (chosen to link to interests, current events or class topic)
- A poem is to be read each day by the teacher
- Weekly DEAR time (Drop Everything And Read)

Promote fluency

- Echo reading at least 2 x weekly
- Every child is to read out loud to a partner or whole class every day
- Reading fluency to be explicitly taught each week – teacher reading aloud and children giving feedback
- Each fortnight, children read a familiar text in order to improved their fluency, stamina and WPM

Vocabulary

- Context clues – *think about where and when it is set, does this help?*
- Read on – *read beyond the word, does it explain it or add more to it*
- Read back – *were the clues beforehand ... they were going to some where? It starts with a capital letter etc*
- Break it – *break the word down into sections, put it together again*
- Root word – *find the root word e.g. international. Nation = country Inter = across. International = across countries*

Y1	Y2	Y3	Y4	Y5	Y6
65 (1 min)	75 (1 min)	90 (1 min)	100 (1 min)	110 (1 min)	120 (1 min)

Implementation

Reading Scheme

Our reading scheme is Read Write Inc.

- We use Bug Club and Big Cat to supplement Read Write Inc.
- Bug Club is a well-structured scheme which compliments Read Write Inc. The books are incredibly engaging and interesting for readers, with interesting topics and pictures.
- Big Cat provides books which appeal to children of all ages, and therefore makes it an interesting and appealing scheme for some of the older children in school. As a result, we have introduced Big Cat at the 'orange' stage.
- Adults support children choosing their books to ensure that their phonic knowledge and exposure is inline with their book.



Bug Club



R	Blending Pots	Lilac	Lilac
	Ditties pages 1-12	Pink	Pink
	Ditties pages 13-42 Ditty books	Red	Red
	Stories Set 1 Green	Yellow	Yellow
1	Stories Set 2 Purple	Blue	Blue
	Ditties pages 45-54 Stories Set 3 Pink	Green	Green
	Stories Set 4 Orange	Orange	Orange
	Stories Set 5 Yellow	Turquoise	Turquoise
2	Stories Set 6 Blue	Purple	Purple
	Stories Set 7 Grey	Gold	Gold
3		White	White
		Lime	Lime
		Brown	Copper Topaz
4		Grey	Emerald Ruby
5		Dark Blue	Sapphire
6		Burgundy	Diamond
		Black	Pearl

	<u>Lesson Framework</u>	<u>Question domains</u>	
EYFS	Daily sharing of a text	Summarise Vocabulary	In every session: <ul style="list-style-type: none"> - Adult should read to children - Children read to partner - Adults to listen to children read - Adults to model 'thinking out loud' and how to answer different questions - Sentence stems to be used - Explicit reference to the domains using the posters in classrooms Every fortnight (or more often): <ul style="list-style-type: none"> - WPM recorded for each child - Every child heard read
1	Question domains to be incorporated into daily phonics Children to record responses in books for each text shared	Retrieval Predict Infer	
2	2 x 30-40 minute session Floor book to record children's responses Record written responses 2 x weekly Real texts which can be read by pupils - focus on reading and questions domains/skills	Summarise Retrieval Infer Predict	
3	4 x 30-40 minute session Record written responses 2 x weekly Whole class book/magazine/blog etc	Summarise Retrieval Infer Vocabulary Predict	
4	Daily domains: - Summarise - Retrieval - Infer Weekly: - Predict - Vocabulary - Explain (Y4)	Summarise Retrieval Infer Vocabulary Explain Predict	
5	5 x 30-40 minute session Record written responses 3 x weekly	Summarise Retrieval Infer Vocabulary Explain Predict	
6	Daily domains: - Summarise - Retrieval - Infer - Vocabulary Weekly domains: - Predict - Explain		

Reading For All Overview Sheet

Children read aloud each week to promote fluency and confidence.



New vocabulary is recorded, discussed and defined using the context and clues.



Words per minute is recorded each fortnight.

Misreads are recorded to ensure the focus is on fluency and not speed.



<u>WB:</u>	<u>Text:</u>				
	Monday	Tuesday	Wednesday	Thursday	Friday
Partner heard me read					
Adult heard me read					
<u>New Vocabulary</u>					
<u>Words Per Minute</u>					
Total read:	Misread:			WPM:	

Year 1

Vocabulary

story, blend, suffix, contractions, fiction, non-fiction, predict, infer, order, phoneme, grapheme, diagraph, trigraph

Decoding

- Sequence and blend.
- Read CEWs (common exception words).
- Read words with suffixes (-s, es, -ing, -ed, -er, -est).
- Read contractions (don't)
- When reading familiar texts, I can read 65 words per minute.

Comprehension

- Recognise the difference between fiction and non-fiction.
- Check a text makes sense.
- I can discuss the title and significant event.
- Discuss meanings of new words.
- Answer straight forward questions about a text.

Inference

- Predict what will happen next in a story.
- Make inferences about characters.
- Recognise why a character is feeling a certain way.

Opinions

- Give reasons as to why I like or don't like a book.

Building Knowledge

- Make links from my own experiences to what I have read.
- Participate in discussions about what is read to me, taking turns and listening to what others say.

Speaking and Listening

- Read some poems.
- Can take turns.
- Talk about things that have been read to me.
- Retell familiar stories.

Year 2

Vocabulary

segment, blend, syllable, retrieve, summarise, sequence, retell, event, setting, character predict, infer, order, audience

Decoding

- Segment and blend words.
- Read words with 2 or more syllables (example - farmyard)
- Read the year 2 common exception words.
- When reading familiar, age appropriate texts, read 75 words per minutes.

Comprehension

- Answer a retrieval question and locate where I found my answer.
- Summarise what has been read.
- Sequence a story that I have read.
- Retell a story, referring to most of the key events, settings and characters.

Inference

- Predict what might happen next using clues from the text.
- Answer a inference questions

Opinions

- Say why I like or dislike a text.
- Starting to give reasons that are linked to the text.
- Discuss books, poems and other texts that I have read

Building Knowledge

- Make links between books.
- Link books to my own experience.
- Aware that books are set in different times and places.

Speaking and Listening

- Read loud enough to be heard by an audience.

root word, prefix, suffix, evidence, summarise
retrieval, inference, vocabulary, predict, mood, tension

Decoding

- Read out loud confidently & fluently, understanding how to use a range of punctuation.
- Use context clues to help me read tricky words.
- Use knowledge of root words, suffixes & prefixes to read and understand new words.
- When reading familiar, age appropriate texts, read 90 words per minutes.

Comprehension

- Use features of different text types to help me find an answer.
- By discussing what has been read, can check a text makes sense to me.
- Use alphabetically ordered texts to find information and meanings.
- Summarise and order the main ideas from a text.

Inference

- Justify inferences about characters' feelings, thoughts and motives from their actions using evidence from the text.
- Justify predictions with evidence from the text.
- Comment how characters relate to one another.
- Say how I would feel if I was in the character's shoes.

Opinions

- Justify predictions with evidence from the text.
- comment how characters relate to one another.

Building Knowledge

- Start to make simple connections between books by the same/ similar authors.
- Start to recognise some features of the text that show when or where it is set.
- Retell some of the stories I am familiar with and make links with the text I am reading.
- Enjoy listening to a wide range of fiction and non-fiction texts and I show my enthusiasm by participating in discussions.

Language Features

- Comment on the author's choice of words to create moods and build tension.
- Discuss words and phrases that capture my interests and imagination.

Decoding

- Read out loud fluently and confidently, using a range of punctuation to create expression.
- Use the context of the sentence to help me to read unfamiliar words.
- Use knowledge of root words, suffixes and prefixes to read and understand new words.
- Read the Year 4 vocabulary words.
- When reading familiar, age appropriate texts, read 100 words per minutes.

Comprehension

- Retrieve and record information from non-fiction.
- Identify features of different genres.
- Compare, contrast and evaluate different non-fiction texts.
- Retrieve and record information using skimming, scanning and text marking.
- Summarise the main topics from more than one paragraph.
- Use dictionaries to check meaning.
- Sequence main ideas across paragraphs.

Inference

- justify reasons for my opinion using evidence from the text and my own ideas.
- put together clues from action, dialogue and description to infer meaning.
- make predictions using evidence from the text and my wider reading knowledge.

Opinions

- Understand how the author wants the reader to respond.
- Take part in discussions about fiction, poetry, non-fiction and reference books.
- Discuss words and phrases that capture interest and imagination.

Building Knowledge

- Perform plays and poems using actions and expression.
- Recognise and recite some different forms of poetry.
- Make connections and comparisons between books by the same author.
- Make simple comments on how context makes a difference to the social, cultural or historical setting.
- Confidently retell stories I have read.
- Find common themes in books
- Ask questions to clarify and deepen my understanding.

Language Features

- Know how suspense is built up in a story.
- Find and comment on examples of how authors express different moods, feelings and attitudes.
- Identify how language, structure and presentation contribute to meaning

summarise, retrieval, inference, vocabulary,
predict, explain, justify, fact, opinion,
annotate, impact

Decoding

- Read (age appropriate texts) with confidence at an average of 110 words per minute.
- Apply knowledge of root words to new words.
- Understand how prefixes and suffixes change the meaning of a word.
- Read aloud with intonation that shows understanding.
- When reading familiar, age appropriate texts, read 110 words per minutes.

Comprehension

- Check that the text makes sense to me.
- Discuss my understanding of words and discuss their meaning in context.
- Ask questions to improve my understanding.
- Summarise the main ideas, using key details.
- Retrieve, record and present information.
- Sequence events from a text.
- Beginning to annotate texts in order to further my understanding.

Inference

- Draw inferences from a character's feelings thoughts and actions, justifying my answers with evidence.
- Predict what will happen, by making links to a previous part of the text.
- Beginning to use IbW (I think, because, Which means...) to support predictions and inferences.

Opinions

- Recommend texts and give my opinion.
- Give reasoned justifications for my ideas using evidence from the text.
- Distinguish between fact and opinion.

Building Knowledge

- Read and discuss a variety of texts for different purposes.
- Read books with a different structure.
- Identify and discuss themes.
- Make comparisons within and across a range of books.
- Participate in discussions about books, building on my own and others ideas, discussing how texts reflect time and culture.

Language Features and Effects

- Identify how language structure and presentation affects the reader.
- Discuss and evaluate the author's language, considering the impact on the reader.
- Recognise language features of a range of non-fiction text-types.

Decoding

- Cope with different features of language such as abbreviations, colloquialisms, dialect and specialist vocabulary.
- Verbalise adverbial phrases as signposts to indicate a change in tone.
- Read age-appropriate books with confidence and fluency (including whole novels) (120 words per minute).
- Read aloud with intonation that shows understanding.

Comprehension

- Distinguish between statements of fact and opinion.
- Retrieve information from non-fiction.
- Summarise main ideas, identifying key details and use evidence from the text and pick out and sequence main points from within paragraph text or whole texts.
- Identify question types and then locate the relevant part of the text.
- Annotate texts in order to further my understanding.

Inference

- Identify the writer's viewpoint and explain
- Identify and evaluate techniques used to create mood, feelings, messages & attitudes.
- Use IbW (I think, because, Which means...) to support predictions and inferences.
- Use detailed knowledge of text types to make reasoned predictions and opinions.
- Explain and discuss my understanding of what I have read, drawing inferences and justifying these with evidence.
- Make plausible predictions that are linked to the main events or characters

Opinions

- Show a confident awareness of the effect of the text, with explanation that maybe linked to own experiences.
- Identify and discuss themes and conventions in and across a wide range of writing.
- Comment critically on the overall impact of poetry or prose, with reference to the text.
- Ask questions to improve my understanding of a text.
- Form an opinion about texts and use evidence to support it.

Building Knowledge

- Through formal presentations and debates, explain and discuss my understanding of a text
- Confidently perform plays and poems using actions and expression.
- Confidently recite a wide range of poetry by heart.
- Beginning to evaluate texts by comparing how different sources treat the same information.
- Identify themes across a range of texts (social, cultural and historical).
- Recommend books to others and give reasons for my choice.
- Understand that texts reflect the time and culture in which they were written.
- Identify different character types across a range of texts.
- Compare and contrast within and across texts.

Language Features and Effects

- Identify how language, structure and presentation contribute to meaning.
- Comment on and explain the writer's use of language features.
- Know how style and vocabulary are linked to the purpose of the text.
- Evaluate how authors use language, including figurative language, considering the impact on the reader. How does this title engage the reader?
- Identify the main purpose of a text and give examples from the text.