

English Reading

[English programmes of study: key stages 1 and 2 \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)

Intent:

We want our children to develop:

- Excellent phonic knowledge and skills
- Fluency and accuracy in reading across a wide range of contexts throughout the curriculum
 - Knowledge of an extensive and rich vocabulary
 - An excellent comprehension of texts
- The motivation to read for both study and for pleasure
- Extensive knowledge through having read a rich and varied range of texts

The main objectives (our essentials for progress) for reading are:

- To read words accurately
- To understand texts

Phonics

Intent:

At Willersey C of E Primary School we want all children to become confident and enthusiastic readers and writers. **We believe that phonics provides the foundations of learning to make the development into fluent reading and writing easier.** Through phonics children learn to segment words to support their spelling ability and blend sounds to read words. The teaching of phonics is of high priority.

Implementation:

At Willersey C of E Primary School we use the Department of Education approved document 'Letters and Sounds' for our teaching of phonics. This allows our phonics teaching and learning to be progressive from Reception up to Year 2. As children move into Reception they continue to build on their listening skills and are introduced to Phase 2 which marks the start of systematic phonics work. They have discrete, daily phonics sessions where they revise previous learning, are taught new graphemes/phonemes, practise together and apply what they have learnt.

The typical structure of a phonics lesson will be:

- **Revisit and review:**

Practice, recognition and recall – phonemes and tricky words.

- **Teach:**

Introduce new phoneme / tricky word(s) linked to the context of a real book read in a previous story time session.

- **Practice:**

Table-based activities to reinforce, practice and ensure new learning is embedded.

- **Apply:**

focused activities to apply the new learning.

Through Letters and Sounds, the children are taught the 44 phonemes that make up all the sounds required for reading and spelling. These phonemes include those made by just one letter and those that are made by two or more. Children work through the different phases and as they grow in confidence and experience, they are introduced to alternative ways of representing the same sound.

Impact:

Through the teaching of systematic phonics, our aim is for children to become fluent readers by the end of Key Stage 1. Children can then focus on developing fluency and comprehension throughout the school. Attainment in phonics is measured by the Phonics Screening Test at the end of Year 1.

Phonics: Meeting the needs of all learners:

- Formative assessment identifies pupils in YR, Y1, Y2, and beyond who need additional support to recognise, recall or apply phonemes.
- Activities provide a scaffold/challenge, as appropriate.

- Additional interventions (reinforcing and revising) are closely matched to pupil need.
- Extension activities are provided for high-achieving pupils in YR/Y1/Y2.
- Phonic interventions operate for pupils who have not passed the phonic screen test in Y1/2.

Phonics Pace and Progression

Phase 2

By the end of Phase 2 children should:

- Give the sound when shown any Phase 2 letter, securing first the starter letters **s,a,t,p,i,n**.
- Find any Phase 2 letter, from a display, when given the sound.
- Be able to orally blend and segment CVC words.
- Be able to blend and segment in order to read and spell (using magnetic letters) CVC words such as **if, am, on, up**.
- Be able to read the five tricky words **the, to, I, no, go**.

Phase 3

By the end of Phase 3 children should:

- Give the sound when shown all or most Phase 2 and Phase 3 graphemes.
- Find all or most Phase 2 and Phase 3 graphemes, from a display, when given the sound.
- Be able to blend and read CVC words (i.e. single-syllable words consisting of Phase 2 and Phase 3 graphemes).
- Be able to segment and make a phonemically plausible attempt at spelling CVC words (i.e. single-syllable words consisting of Phase 2 and Phase 3 graphemes).
- Be able to read the tricky words **he, she, we, me, be, was, my, you, her, they, all, are**
- Be able to spell the tricky words **the, to, I, no, go**.
- Write letters correctly when modelled.

Phase 4

By the end of Phase 4 children should:

- Give the sound when shown any Phase 2 and Phase 3 grapheme.
- Find any Phase 2 and Phase 3 grapheme, from a display, when given the sound.
- Be able to blend and read words containing adjacent consonants.
- Be able to segment and spell words containing adjacent consonants.
- Be able to read the tricky words **some, one, said, come, do, so, were, when, have, there, out, like, little, what.**
- Be able to spell the tricky words **he, she, we, me, be, was, my, you, her, they, all, are.**
- Write each letter, usually correctly.

Phase 5

By the end of Phase 5 children should:

- Give the sound when shown any grapheme that has been taught.
- For any given sound, write the common graphemes.
- Apply phonic knowledge and skill as the prime approach to reading and spelling unfamiliar words that are not completely decodable.
- Read and spell phonically decodable two-syllable and three-syllable words.
- Read automatically all the words in the list of 100 high frequency words.
- Accurately spell most of the words in the list of 100 high frequency words.
- Form each letter correctly.

Phase 6

By the end of Phase 6 children should:

- Understand and apply suffixes – ed, ing, ful, est, er, ment, ness, en, s, es
- Understand the rules for adding ing, ed, er, est, ful, ly, y
- Investigate how adding suffixes and prefixes changes words
- Introduce the past tense

Reading Scheme and Progression:

- Pupils in Reception and Year 1 read 100% decodable books , closely matched to the phonic teaching programme (Phase 2-6).
- Pupils work progressively through the scheme.
- Pupils who have completed the Bug Club Phonics books for their phonics level are supported with ‘Collins Big Cat’ reading books, which match our phoneme progression.

Term:	EYFS Phonics Long-term plan
Autumn Term 1	<p>Introduce individual phonemes: <i>1 set per week</i> Set1: s a t p Set 2: l n m d Set 3: g o c k Set 4: ck e u r Set 5: h b f,ff l,ll ss (up to 6 weeks) Listening activities, rhymes, songs and stories Distinguish between speech sounds and orally segment and blend words Teach HF words (practise blending and reading) is, it, in, at, and Tricky words for reading: the, to, no, go, l Blending and segmenting using grapheme-phoneme knowledge. Phase 1 and 2. Read VC and CVC words using the phonemes introduced. Shared reading Develop speaking and listening skills, understanding of books conventions, using storybook language through role-play, small world play and story props. BIG BOOK shared reading in small groups. Spell VC and CVC words using magnetic letters and by writing phonemes introduced Mark-making, including some initial sounds/letters in words Dough Gym, Funky Fingers activities alongside handwriting practise.</p> <p>Daily teaching: Revisit and review:</p>

Practise previously learned letters
Practise oral blending and segmentation

Teach:

Teach a new letter
Teach blending and/or segmentation with letters (weeks 2 and 3)
Teach one or two tricky words (week 3 onwards)

Practise:

Practise reading and/or spelling words with the new letter

Apply:

Read or write a caption (with the teacher) using one or more high-frequency words and words containing the new letter (week 3 onwards)

Week 1	Teach set 1 letters: s a t p – Practise the letter(s) and sound(s) learned so far – Briefly practise oral blending and segmentation
Week 2	– Teach set 2 letters: l n m d – Practise all previously learned letters and sounds – Briefly practise oral blending and segmentation – Teach blending with letters (blending for reading) – Practise blending for reading – Practise blending and reading the high-frequency words: <i>is, it, in, at</i>
Week 3	Teach set 3 letters: g o c k – Practise previously learned letters and sounds – Briefly practise oral blending and segmentation – Practise blending with letters (reading words) – Teach segmentation for spelling – Teach blending and reading the high-frequency word: <i>and</i> – Demonstrate reading captions using words with sets 1 and 2 letters and <i>and</i>
Week 4	Teach ck , explain its use at the end of words and practise reading words ending in ck – Teach the three other set 4 letters: ck e u r – Practise previously learned letters and sounds

		<ul style="list-style-type: none"> – Briefly practise oral blending and segmentation – Practise blending to read words – Practise segmentation to spell words – Teach reading the tricky words to and the – Support children in reading captions using sets 1–4 letters and the, to and and – Demonstrate spelling captions using sets 1–4 letters and and
	Week 5	<p>Teach set 5 letters and sounds: h b f,ff l,ll ss</p> <ul style="list-style-type: none"> – Explain ff, ll and ss at the end of words – Practise previously learned letters and sounds – Practise blending to read words – Practise segmentation to spell words – Teach reading tricky words no, go, l – Support children in reading captions using sets 1–5 letters and no, go, l, the, to – Demonstrate spelling captions using sets 1–5 letters and and, to and the
	Week 6	<p>Revise all the letters and sounds taught so far</p> <ul style="list-style-type: none"> – Continue to support children in reading words and captions
Autumn Term 2	<p>Listening activities, rhymes, songs and stories</p> <p>Revise phonemes from last term.</p> <p>Introduce next sets of phonemes.</p> <p>set 6: j v w x set 7 y z,zz qu</p> <p>Consonant digraphs, vowel digraphs and trigraphs: ch sh th ng ai ee igh oa oo ar or ur ow oi ear</p> <p>Teach HF words (practise blending and segmenting)</p> <p>back, get, big, him, his, not, got, mum, but Tricky words for reading: no, go, l, the, to, he, she, we, me, be, was, my, you</p> <p>Blending and segmenting using grapheme-phoneme knowledge.</p> <p>Phase 2/3</p> <p>Read VC and CVC words using the phonemes introduced. Read two- syllable words (e.g. sunset, laptop) and simple captions.</p>	

Shared reading

Continue as last term, include

- identifying HF words in text
- oral blending
- segmenting CVC words

BIG BOOK shared reading in small groups.

Spell VC and CVC words using magnetic letters and by writing phonemes introduced

Write initial sounds in words, and some final/medial sounds.

Dough Gym, Funky Fingers activities alongside handwriting practise.

Daily teaching:

Revisit and review:

Practise previously learned letters or graphemes

Teach:

Teach new graphemes

Teach one or two tricky words

Practise:

Practise blending and reading words with a new GPC

Practise segmenting and spelling words with a new GPC

Apply:

Read or write a caption or sentence using one or more tricky words and words containing the graphemes

Week 1

Practise previously learned letters and sounds – Teach set 6 letters and sounds: ***j v w x***

- Learn an alphabet song
- Practise blending for reading
- Practise segmentation for spelling
- Practise reading high-frequency words
- Read sentences using sets 1–6 letters and the tricky words ***no, go, I, the, to***

Week 2

Practise previously learned letters and sounds

- Teach set 7 letters and sounds: ***y z, zz qu***
- Point to the letters in the alphabet while singing the alphabet song
- Practise blending for reading
- Practise segmentation for spelling

		<ul style="list-style-type: none"> – Teach reading the tricky words <i>he, she</i> – Practise reading and spelling high-frequency words – Teach spelling the tricky words <i>the</i> and <i>to</i> – Practise reading captions and sentences with sets 1–7 letters and <i>he, she, no, go, I, the, to</i> 	
	Week 3	<ul style="list-style-type: none"> – Practise previously learned GPCs (grapheme-phoneme correspondence) – Teach the four consonant digraphs: ch sh th ng – Point to the letters in the alphabet while singing the alphabet song – Practise blending for reading – Practise segmentation for spelling – Teach reading the tricky words <i>we, me, be</i> – Practise reading and spelling high-frequency words – Practise reading two-syllable words – Practise reading captions and sentences – Practise writing captions and sentences 	
	Week 4	<ul style="list-style-type: none"> – Practise previously learned GPCs – Teach four of the vowel digraphs/trigraphs: ai ee igh oa – Point to the letters in the alphabet while singing the alphabet song – Practise blending for reading – Practise segmentation for spelling – Teach reading the tricky word <i>was</i> – Teach spelling the tricky words <i>no</i> and <i>go</i> – Practise reading and spelling high-frequency words – Practise reading two-syllable words – Practise reading captions and sentences – Practise writing captions and sentences 	
	Week 5	<ul style="list-style-type: none"> – Practise previously learned GPCs – Teach four more vowel digraphs: oo ar or ur – Point to the letters in the alphabet while singing the alphabet song – Practise blending for reading – Practise segmentation for spelling – Teach reading the tricky word <i>my</i> – Practise reading and spelling high-frequency words – Teach spelling two-syllable words – Practise reading captions and sentences – Practise writing captions and sentences 	

	Week 6	Practise previously learned GPCs – Teach four more vowel digraphs/trigraphs: ow oi ear– Practise letter names – Practise blending for reading – Practise segmentation for spelling – Teach reading the tricky word <i>you</i> – Practise reading and spelling high-frequency words – Practise spelling two-syllable words – Practise reading captions and sentences – Practise writing captions and sentences	

<p>Spring Term 1</p>	<p>Listening activities, rhymes, songs and stories Revise phonemes from last term. Introduce final digraphs and trigraphs: air ure er Teach HF words (practise blending and segmenting) will, that, this, them, with, then Tricky words for reading they her all are Practise blending for reading and segmenting for spelling. Begin learning letter names and capital letters Phase 3: Practise reading HF words. Practise reading/recognising tricky words. Practise reading two- syllable words, captions and simple sentences. Shared reading. Continue as last term, include</p> <ul style="list-style-type: none"> - identifying HF words in text - oral blending - segmenting CVC words <p>BIG BOOK shared reading in small groups. Practise spelling HF words. Practise spelling tricky words. Practise writing captions and sentences Write CVC words – segmenting and recording all sounds correctly. Dough Gym, Funky Fingers activities alongside handwriting practise.</p>
<p>Week 7 (continuing on from phase 3)</p>	<p>Practise previously learned GPCs – Teach four more vowel digraphs/ trigraphs: air ure er – Practise letter names</p> <ul style="list-style-type: none"> – Practise blending for reading – Practise segmentation for spelling – Teach reading the tricky word they – Practise reading and spelling high-frequency words – Practise spelling two-syllable words – Practise reading captions and sentences – Practise writing captions and sentences
<p>Week 8</p>	<ul style="list-style-type: none"> – Practise all GPCs – Practise letter names – Practise blending for reading – Practise segmentation for spelling – Teach reading the tricky word her – Practise reading and spelling high-frequency words – Practise spelling two-syllable words

		<ul style="list-style-type: none"> – Practise reading captions and sentences – Practise writing captions and sentences 	
	Week 9	<ul style="list-style-type: none"> – Practise all GPCs (grapheme-phoneme correspondence) – Practise letter names – Practise blending for reading – Practise segmentation for spelling – Teach reading the tricky word <i>all</i> – Practise reading and spelling high-frequency words – Practise spelling two-syllable words – Practise reading captions and sentences – Practise writing captions and sentences 	
	Week 10	<ul style="list-style-type: none"> Practise all GPCs – Practise letter names – Practise blending for reading – Practise segmentation for spelling – Teach reading the tricky word <i>are</i> – Practise reading and spelling words – Practise spelling two-syllable high-frequency words – Practise reading captions and sentences 	
	Week 11 and 12	More consolidation if necessary, or move on to Phase Four.	
Spring Term 2	<p>Daily teaching:</p> <p>Revisit and review: Practise previously learned graphemes</p> <p>Teach: Teach blending and segmentation of adjacent consonants Teach some tricky words</p>		

	<p>Practise: Practise blending and reading words with adjacent consonants Practise segmentation and spelling words with adjacent consonants</p> <p>Apply: ■ Read or write sentences using one or more high-frequency words and words containing adjacent consonants</p> <p>Week 1 – Practise recognition and recall of Phase Two and Three graphemes and reading and spelling CVC words – Teach and practise reading CVCC words – Teach and practise spelling CVCC words – Teach reading the tricky words <i>said, so</i> – Teach spelling the tricky words <i>he, she, we, me, be</i> – Practise reading and spelling high-frequency words – Practise reading sentences – Practise writing sentences</p> <p>Week 2 – Practise recognition and recall of Phase Two and Three graphemes and reading and spelling CVC words – Teach and practise reading CCVC words – Teach and practise spelling CCVC words – Teach reading the tricky words <i>have, like, some, come</i> – Teach spelling the tricky words <i>was, you</i> – Practise reading and spelling high-frequency words – Practise reading and writing sentences</p> <p>Week 3 – Practise recognition and recall of Phase Two and Three graphemes – Practise reading words containing adjacent consonants – Practise spelling words containing adjacent consonants – Teach reading the tricky words <i>were, there, little, one</i> – Teach spelling the tricky words <i>they, all, are</i> – Practise reading and spelling high-frequency words – Practise reading sentences – Practise writing sentences</p> <p>Week 4 – Practise recognition and recall of Phase Two and Three graphemes – Practise reading words containing adjacent consonants – Practise spelling words containing adjacent consonants – Teach reading the tricky words <i>do, when, out, what</i> – Teach spelling the tricky words <i>my, her</i> – Practise reading and spelling high-frequency words – Practise reading and writing sentences</p>	
<p>Summer Term 1</p>	<p>Listening activities, rhymes, songs and stories Reinforce all the phonemes introduced. <i>ch sh th ng ai ee igh oa oo ar or ur ow oi ear air ure er</i> Tricky words for reading <i>my, you, they, all, are, her, said, like, some, come,</i> Blend and segment using all phonemes taught so far.</p>	

Practise letter names and capital letters

Phase 3 and 4

Practise reading HF words. Practise reading/recognising tricky words.

Practise reading two- syllable words, captions and simple sentences.

Shared/guided reading

Focus on reading HF words, CVC words and more complex words

Practise spelling HF words.

Practise spelling tricky words.

Practise writing captions and sentences

Write simple sentences using phonetically plausible attempts, including more complex words (CVCC, CCVC and CCVCC words) and HF words

Handwriting and letter formation

'Doodles of the Day'

Summer Term 2	<p>Listening activities, rhymes, songs and stories</p> <p>Reinforce all the phonemes introduced. ch sh th ng ai ee igh oa oo ar or ur ow oi ear air ure er</p> <p>Tricky words for reading <i>said, like, some, come, have, were, there, little, one, do, when, out, what</i></p> <p>Blend and segment using all phonemes taught so far. Practise letter names and capital letters</p> <p>Phase 3 and 4</p> <p>Practise reading HF words. Practise reading/recognising tricky words. Practise reading two- syllable words, captions and simple sentences.</p> <p>Guided reading Use phonic strategies and knowledge of HF words to read simple sentences Practise spelling HF words. Practise spelling tricky words. Practise writing captions and sentences Write simple sentences using phonetically plausible attempts, including more complex words (CVCC, CCVC and CCVCC words) and HF words</p> <p>Handwriting and letter formation 'Doodles of the Day'</p>
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Year 1 Long-Term Plan

Autumn
Term 1

Daily teaching:

Revisit and review:

Practise previously learned graphemes
Practise blending and segmentation

Teach:

Teach new graphemes
Teach tricky words

Practise:

Practise blending and reading words with the new GPC
Practise segmenting and spelling words with the new GPC

Apply:

Read or write a sentence using one or more high-frequency words and words containing the new graphemes

Phase 5 high-frequency words: *don't, day, here, old, house, made, saw, I'm, about, came, very, by, your, make, put* (south) and *time*.

Phase 5 graphemes:

New graphemes for reading

ay day	oy boy	wh when	a-e make
ou out	ir girl	ph photo	e-e these
ie tie	ue blue	ew new	i-e like
ea eat	aw saw	oe toe	o-e home
		au Paul	u-e rule

Weeks 1 - 4

Practise recognition and recall of Phase Two, Three and Five graphemes as they are learned

- Teach new graphemes for reading (about four per week)
- Practise reading and spelling words with adjacent consonants and words with newly learned graphemes
- Learn new phoneme /zh/ in words such as *treasure*
- Teach reading the words *oh, their, people, Mr, Mrs, looked, called, asked*
- Teach spelling the words *said, so, have, like, some, come, were, there*
- Practise reading and spelling high-frequency words – Practise reading and spelling polysyllabic words
- Practise reading sentences
- Practise writing sentences

Weeks 5 – 7

– Practise recognition and recall of graphemes and different pronunciations of graphemes as they are learned

Teach alternative pronunciations of graphemes for reading (about four per week)

i fin, find	ow cow, blow	y yes, by, very
o hot, cold	ie tie, field	ch chin, school, chef
c cat, cent	ea eat, bread	ou out, shoulder, could, you
g got, giant	er farmer, her	
u but, put (south)	a hat, what	

- Practise reading and spelling words with adjacent consonants and words with newly learned graphemes
- Teach reading the words *water, where, who, again, thought, through, work, mouse, many, laughed, because, different, any, eyes, friends, once, please*
- Teach spelling the words *little, one, do, when, what, out* – Practise reading and spelling high-frequency words
- Practise reading and spelling polysyllabic words
- Practise reading sentences
- Practise writing sentences

<p>Autumn Term 2</p>	<p>PHASE 5 Weeks 8 - 30:</p> <ul style="list-style-type: none"> – Practise recognition and recall of graphemes and different pronunciations of graphemes as they are learned – Teach alternative spellings of phonemes for spelling – Practise reading and spelling words with adjacent consonants and words with newly learned graphemes – Teach spelling the words <i>oh, their, people, Mr, Mrs, looked, called, asked</i> – Practise reading and spelling high-frequency words – Practise reading and spelling polysyllabic words – Practise reading sentences – Practise writing sentences
<p>Spring Terms 1 and 2</p>	<p>PHASE 5 ALTERNATIVE SPELLINGS</p> <p>Review different graphemes which share the same sound: Understand that the below are different graphemes but have the same sound.</p>

<i>/c/</i>	<i>/ch/</i>	<i>/f/</i>	<i>/j/</i>	<i>/m/</i>	<i>/n/</i>	<i>/ng/</i>	<i>/r/</i>	<i>/s/</i>	<i>/sh/</i>	<i>/v/</i>	<i>/w/</i>
k	tch	ph	g	mb	kn	n(k)	wr	c	ch	ve	wh
ck			dge		gn			sc	t(ion)		
qu									ss(ion, ure)		
x									s(ion, ure)		
ch									c(ion, ious, ial)		

<i>/e/</i>	<i>/i/</i>	<i>/o/</i>	<i>/u/ (south)</i>	<i>/ai/</i>	<i>/ee/</i>	<i>/igh/</i>	<i>/oa/</i>	<i>/oo/</i>	<i>/ool/</i>
ea	y	(w)a	o	ay	ea	y	ow	ew	u
	ey			a-e	e-e	ie	oe	ue	oul
				eigh	ie	i-e	o-e	ui	o (north)
				ey	y		o	ou	
				ei	ey				
					eo				

<i>/ar/</i>	<i>/or/</i>	<i>/ur/</i>	<i>/ow/</i>	<i>/oi/</i>	<i>/ear/</i>	<i>/air/</i>	<i>/ure/</i>	<i>/er/</i>
a (south)	aw	ir	ou	oy	ere	are	our	our
	au	er			eer	ear		e
	al	ear						u
	our							etc

New phoneme

<i>/zh/</i>
vision

Practise reading and spelling high-frequency & tricky words
 Practise reading and writing sentences

Summer Terms 1 and 2 PHASE 5
 Revisit and review repeated misconceptions.
 Focus on reading and spelling words containing all Phase 2,3 and 5 graphemes.
 Build sentences

Phase 2,3,4,5 Tricky words:

I, no, to, the, go

he, she, we, me, be, you, all, are, her, was, they, my

said, have, like, so, do, some, come, little, one, were, out, what, when, there

oh, Mrs, people, Mr, called, looked, could, asked, their

Practise reading and spelling high-frequency & tricky words

Practise reading and writing sentences

Impact:

Phonics Assessment:

- Pupils' recognition of phonemes is routinely assessed through every day observations and through listening to children read.
- Pupils' ability to segment and blend is closely monitored.
- A baseline phonics assessment is carried out at the beginning of Reception and the beginning of Year 1.
- A Y1 'mock' phonic screening test is carried out in September, December, March and May of Year 1.
- 'Mock phonic screening' tests are carried out in September, December, March and May of Year 2 for pupils who will sit the phonic screen retest.

Phonics Interventions:

Following phonic assessments, pupils across EYFS and KS1 continue to be supported with their development of phonics with quick, regular engaging activities.

As necessary, phonics support continues into KS2, for example, but not exclusively, in Year 3. This support is based on on-going assessments.

Curriculum progression chart: Reading (Years 1 – 6)

	Milestone 1 (Years 1 and 2)	Milestone 2 (Years 3 and 4)	Milestone 3 (Years 5 and 6)
To read words accurately	<ul style="list-style-type: none"> • 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 correspondences 	<ul style="list-style-type: none"> • Apply a growing knowledge of root words, pre-fixes and suffixes (etymology and morphology). • Read further exception words, noting the spellings. 	<ul style="list-style-type: none"> • Apply knowledge of root words, prefixes and suffixes. <p>(Note: this should be through normal reading rather than direct teaching.)</p>

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.
- Read words with contractions (for example, I'm, I'll, we'll) and understand that the apostrophe represents the omitted letter(s).
- Read aloud accurately **books that are consistent with phonic knowledge** and that do not require other strategies to work out words.
- Re-read these books to build up fluency and confidence in word reading.
- Read accurately by blending the sounds in words **that contain the graphemes taught so far**, especially

	<p>recognising alternative sounds for graphemes.</p> <ul style="list-style-type: none">• Read accurately words of two or more syllables that contain the same graphemes as above.• Read words containing common suffixes.• Read common exception 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 books to build up fluency and confidence in word reading.		
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<p>To understand texts</p>	<ul style="list-style-type: none"> • Discuss events. • Predict events. • Link reading to own experience. • Join in with stories or poems. • Check that reading makes sense and self-correct. • Infer what characters are like from actions. • Ask and answer questions about texts. • Discuss favourite words and phrases. • Listen to and discuss a wide range of texts. • Recognise and join in with (including role-play) recurring language. • Explain and discuss understanding of texts. 	<ul style="list-style-type: none"> • Draw inferences from reading. • Predict from details stated and implied. • Recall and summarise main ideas. • Discuss words and phrases that capture the imagination. • Retrieve and record information from non-fiction, using titles, headings, sub-headings and indexes. • Prepare poems and plays to read aloud with expression, volume, tone and intonation. • Identify recurring themes and elements of different stories (e.g. good triumphing over evil). • Recognise some different forms of poetry. • Explain and discuss understanding of 	<ul style="list-style-type: none"> • Recommend books to peers, giving reasons for choices. • Identify and discuss themes and conventions in and across a wide range of writing. • Make comparisons within and across books. • Learn a wide 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. • Check that the book makes sense, discussing understanding and exploring the meaning of words in context. • Ask questions to improve understanding. • Draw inferences such as inferring characters' feelings, thoughts and
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	<ul style="list-style-type: none"> • Discuss the significance of the title and events. • Make inferences on the basis of what is being said and done. 	<p>reading, maintaining focus on the topic.</p> <ul style="list-style-type: none"> • 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 one paragraph and summarise these. • Identify how language, structure and presentation contribute to meaning. • Ask questions to improve understanding of a text. 	<p>motives from their actions, and justifying inferences with evidence.</p> <ul style="list-style-type: none"> • Predict what might happen from details stated and implied. • Summarise the main ideas drawn from more than one 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. • Retrieve and record information from non-fiction. • Participate in discussion about books, taking turns and listening and responding to what others say.
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Whole-School text map: To follow

Reading and the English Curriculum:

- High quality, age-appropriate texts are central to each English unit providing a stimulus for learning.
- Texts are selected to reflect our school values and wider curriculum intent.
- Texts are selected in consultation with the following guidance:
 - ‘Reading Reconsidered Reading Spine: Text Selector for Primary Schools’ <https://teachlikeachampion.com/wp-content/uploads/5-Plagues-Reading-Spine.pdf>
- The five plagues of the developing reader: archaic language, non-linear time sequences, narratively complex, figurative/symbolic texts, resistant texts.
- English long-term planning ensures a range of genres: fiction, non-fiction and poetry, are taught across each term and each year group.
- English units of work (reading, writing, punctuation, grammar and spelling) are planned using a ‘Learning Ladder approach’.
- Reading tasks are modelled and scaffolded as appropriate
- Pupils are given opportunities to self-assess against identified learning objectives
- Opportunities for shared and modelled reading are developed within lessons.
- Activities are carefully selected and matched closely to pupils’ abilities and needs to promote fluency, accuracy and confidence in reading.

Guided Reading:

- Guided reading sessions are introduced in Reception and take place from YR-Y6.
- banded sets of reading books are used within guided reading sessions.
- teachers’ resources/bespoke comprehension follow-up activities are used to support and develop reading comprehension activities.
- Comprehension cards (TTS publications) from a wide range of genres are used to support and extend.

- Text extracts and comprehension activities are being piloted in KS2.

Independent reading:

- Pupils select reading books from a progressive, colour-banded reading scheme.
- Pupils book level are regularly checked, to ensure they are reading the appropriate book band.
- Each class has a reading tracker, completed at the end of each half term, to monitor pupil progress.
- A reading diary is used to record home-reading and children are supported in their regular book changes.
- Pupils read to the class teacher and teaching assistant and to a selected group of volunteer adults.

Reading for pleasure:

- Pupils are given opportunities to read for pleasure within guided reading sessions.
- Each class has a designated reading area and a range of age-appropriate fiction and non-fiction texts.
- Each class has carefully selected books to support cross-curricular learning.
- Reading workshops, run by visiting authors, provide enrichment opportunities for pupils in EYFS, KS1 and KS2. These are planned as appropriate
- Theme days to celebrate reading, books and authors are incorporated throughout the year (e.g. World Book Day).
- Reading aloud in assembly and other events.
- School utilises the local public library and supports events such as the Summer Reading Challenge.

Assessment:

- Reading is assessed against age-related expectation objectives (Y1, 3, 4, 5) and National Framework (YR 2, 6) assessment criteria (pupils working below, supported, secure, at a greater depth)

- Summative judgements for reading (pupils working below, supported, secure, at a greater depth) are recorded

Learning Climate:

- Teachers create an environment that promotes a love of reading.
- Pupils are taught in mixed year group/ mixed ability classes to generate ideas and enable interaction.
- Pupils work individually, in pairs or in groups.
- Pupils are exposed to a wide range of quality texts which align with our school values.
- Opportunities for pupils to speak and listen, question and develop a wide range of vocabulary are promoted.
- Pupils' individual ideas are shared and valued.

Meeting the needs of all learners:

- A range of strategies are used to scaffold learning to ensure pupils are able to access reading materials and are fully engaged.
- Small group guided reading activities/1:1 pupil conferencing supports pupils' reading and comprehension development and ensures pupils are aware of the next steps for learning.
- Peer and self-assessment are used to guide and support pupils.
- Individualised support (enlarged or shortened text, adult support) is utilised for pupils as appropriate.
- Reading books (guided and independent) are differentiated according to pupils' reading ability.
- Progress will be tracked and monitored, reviewed termly in pupil progress review meetings.
- Carefully selected reading intervention resources are used to support lower prior attaining pupils.

Impact:

- All pupils will make good progress from their starting points
- Pupils will read confidently and fluently.
- Pupils will enjoy a range of fiction and non-fiction genre.
- Pupils will independently read for pleasure both at school and at home.
- Pupils will have a selection of favoured texts and authors.