



At The Stoke Poges School we believe that reading is the key to unlocking the entire curriculum and to flourishing as an individual, and therefore is an essential life skill. As such, we are committed to enabling our children to become confident, fluent and lifelong readers. At the heart of our strategy is our drive to foster a love of reading, enriching children's learning through carefully designed teaching activities that utilise stories and thought-provoking texts. We recognise the importance of taking a consistent whole school approach to the teaching of reading in order to close any gaps and to target the highest possible number of children attaining the expected standard or higher.

### Curriculum Approach

**Early Reading:** Becoming an accomplished reader is underpinned by a strong start in early reading. Phonics (taught using Read, Write Inc.) is the beginning of our children's journey towards mastering reading. Our RWI staff are relentless in their dedication to ensuring each and every child at The Stoke Poges School learns to read as quickly as possible.

In phonics lessons, children learn one thing at a time, then keep practising it until they are ready to move onto learning the next skill. The RWI approach ensures that everything connects: children connect sounds with mnemonic pictures; words with their meanings; stories with the sounds they know, and children connect their own experiences to the stories they read.

Starting from the full first week of school, we teach phonics every single day to ensure success. Children are grouped according to their phonic ability so that every child makes rapid progress and any children falling behind are quickly identified.

We invest in the development of our Read Write Inc teachers through an ongoing relationship with the RWI team and regular coaching from our experienced Phonics Lead. We understand the importance of engaging parents and the Phonics Lead holds parent workshops.

**Reading throughout the school:** Every child from Year 1 at The Stoke Poges School participates in reading lessons. These lessons are based around high-quality books but are also supplemented with linked non-fiction texts and poetry. This exposure to a wide range of literature enhances comprehension skills and supports the acquisition of knowledge and ambitious vocabulary. Our reading curriculum is designed around the following elements, which form the basic components of our lessons.

- **Phonics Instruction:** Phonics does not end after the pupils have taken their phonics screening test. We continue to utilise the phonics programme in reading lessons across the school to help pupils decode unfamiliar words.
- **Vocabulary:** At The Stoke Poges School, we use implicit and explicit vocabulary instruction so that the children can rapidly increase their ability to embed new words into their writing and into their speech. We integrate explicit instruction in our reading lessons. We promote independent vocabulary acquisition by teaching pupils how to construct meaning from the structure of words, the context and by using reference guides.
- **Fluency:** In order to comprehend a text, pupils must be able to read quickly and accurately, with a firm knowledge of how to respond to punctuation and sentence structures of varying complexity. Throughout the week, pupils undertake oral readings of a text with regular feedback and opportunities to hear the teacher model prosodic (expressive reading with correct emphasis). We aim to build accuracy, automaticity and prosody which ultimately frees 'cognitive space' for comprehension.
- **Comprehension Instruction:** Within the reading lessons, children learn the necessary comprehension skills of retrieval, inference, paraphrasing and sequencing as well as learning to make connections between texts; to discuss and evaluate ideas and to express opinions. We teach pupils how to construct meaning in a text and strategies to aid comprehension, including: predicting, clarifying, questioning, making connections within and between text and summarising.
- **Reading for Pleasure:** Reading for pleasure is an integral part of our curriculum. All pupils participate in daily reading for pleasure sessions, where the pupils engage in rich discussions about books and are exposed to a wide range of high-quality texts, both fiction and non-fiction. As well as this, all children have daily story time where their teacher will share a class story with the pupils.

**Reading at Home:** At The Stoke Poges School we recognise children need constant practice to become established, fluent readers and therefore place a strong emphasis on reading at home in addition to school. All children in KS1 are expected to read at least three times a week and record their reading in a reading record book; children in KS2 are expected to read five times a week and record this on their reading bookmark.

Teaching staff monitor children's reading habits and book choices, working with parents to inspire pupils to become great readers. In parallel to this, we celebrate children's reading through sharing stories, visiting authors and World Book Day.

**Support for all:** The key ideas and building blocks for reading are important to everyone. At Stoke Poges, we recognise that some children have difficulties with their working memories and are not able to access a text unless they can read fluently and have essential prior knowledge of vocabulary embedded into their long-term memory

Support for these children include:








- Pre-teaching of vocabulary
- Use of additional adults
- Use of success criteria
- Scaffolds
- Direct instruction and modelling from teachers
- Over learnt vocabulary
- 1-1 or group interventions
- Opportunities to read aloud and independently






**Making progress:** Children are regularly assessed through opportunities within their learning. This allows for the teacher to adapt, challenge and support each individual child. Termly NFER tests show which reading skills are embedded and children's ability to access age-related content.



# THE STOKE POGES SCHOOL

## Phonics (Read, Write, Inc.) Overview

Group		In Speed Sounds lessons teach children to:	Through the day:	To progress into the next group children should be able to:
Set 1 Sounds Group A		<ul style="list-style-type: none"> <li>Read first 16 Set 1 sounds</li> <li>Learn to blend: Word Time 1.1 to 1.3</li> <li>Spell using Fred Fingers</li> </ul>	Fred Games Pinny Time Speed Minutes	<ul style="list-style-type: none"> <li>Read first 16+ Set 1 sounds</li> </ul>
Set 1 Sounds Group B		<ul style="list-style-type: none"> <li>Read 25 Set 1 single letter sounds</li> <li>Blend orally</li> <li>Learn to blend: Word Time 1.1 to 1.4</li> <li>Spell using Fred Fingers</li> </ul>	Fred Games Pinny Time Speed Minutes	<ul style="list-style-type: none"> <li>Read 25+ sounds</li> <li>Blend sounds into words orally</li> </ul>
Set 1 Sounds Group c		<ul style="list-style-type: none"> <li>Read 25 Set 1 single letter sounds speedily</li> <li>Blend independently using Phonics Green Word cards</li> <li>Word Time 1.1 to 1.4</li> <li>Spell using Fred Fingers</li> </ul>	Fred Games Pinny Time Speed Minutes	<ul style="list-style-type: none"> <li>Read all Set 1 single letter sounds speedily</li> <li>Read Word Time 1.1 to 1.4 words with Fred Talk</li> </ul>
Ditties PCM		<ul style="list-style-type: none"> <li>Read Set 1 Special Friends</li> <li>Read words with Special Friends: Word Time 1.5 to 1.6</li> <li>Read Word Times 1.1 to 1.4</li> <li>Read 3 sound nonsense words</li> <li>Spell using Fred Fingers</li> </ul>	Fred Games Pinny Time	<ul style="list-style-type: none"> <li>Read all Set 1 Sounds speedily including Special Friends</li> <li>Read Word Time 1.5 to 1.6 words (words with Special Friends) with Fred Talk</li> <li>Read 3 sound nonsense words with Fred Talk</li> </ul>
Red Ditty Book		<ul style="list-style-type: none"> <li>Review Set 1 Sounds (reading only)</li> <li>Read 4/5 sound words: Word Time 1.6 to 1.7</li> <li>Read Word Time 1.1 to 1.5</li> <li>Read 3/4 sound nonsense words</li> <li>Spell using Fred Fingers</li> </ul>	Fred Games Pinny Time	<ul style="list-style-type: none"> <li>Read Word Time 1.6 and 1.7 (4/5 sounds) Green Words with Fred Talk</li> <li>Read 3 and 4 sound nonsense words with Fred Talk</li> </ul>
Green		<ul style="list-style-type: none"> <li>Read Set 2 Sounds and matching Phonics Green Words</li> <li>Read Set 1 Phonics Green Words and build speed</li> <li>Read nonsense words</li> <li>Spell using Fred Fingers</li> </ul>	Speed Sounds Pinny Time	<ul style="list-style-type: none"> <li>Read Word Time 1.6 and 1.7 Green Words speedily</li> </ul>
Purple		<ul style="list-style-type: none"> <li>Read Set 2 Sounds and matching Phonics Green Words</li> <li>Read Set 1 Phonics Green Words and build speed</li> <li>Read nonsense words</li> <li>Spell using Fred Fingers</li> </ul>	Speed Sounds Pinny Time	<ul style="list-style-type: none"> <li>Read the first 6 Set 2 Sounds (ay, ee, igh, ow, oo) speedily</li> <li>Read these sounds in Green Words and nonsense words with Fred Talk</li> <li>Read Word Time 1.6 and 1.7 (words with 4/5 sounds) speedily</li> </ul>

<b>Pink</b>		<ul style="list-style-type: none"> <li>• Read the remaining Set 2 Sounds and matching Phonics Green Words</li> <li>• Start to read Set 3 Sounds and matched Phonics Green Words (once reading Set 2 sounds and words confidently)</li> <li>• Read Set 1 and 2 Phonics Green Words and build speed</li> <li>• Read nonsense words</li> <li>• Spell using Fred Fingers: focus on Set 2 words</li> </ul>	Speed Sounds Pinny Time	<ul style="list-style-type: none"> <li>• Read all Set 2 Sounds speedily</li> <li>• Read these sounds in Green Words and nonsense words with Fred Talk</li> <li>• Read Word Time 1.6, 1.7 and first 6 Set 2 sounds in words speedily</li> </ul>
<b>Orange</b>		<ul style="list-style-type: none"> <li>• Read Set 3 Sounds and matched Phonics Green Words</li> <li>• Read Set 1, 2 and 3 Phonics Green Words and build speed</li> <li>• Read nonsense words</li> <li>• Spell using Fred Fingers: focus on Set 2 words</li> </ul>	Speed Sounds Pinny Time	<ul style="list-style-type: none"> <li>• Read Set 2 Sounds in nonsense words</li> <li>• Read Word Time, 1.6, 1.7 and Set 2 Green Words speedily</li> </ul>
<b>Yellow</b>		<ul style="list-style-type: none"> <li>• Read Set 3 Sounds and matched Phonics Green Words</li> <li>• Read Set 1, 2 and 3 Phonics Green Words and build speed</li> <li>• Read nonsense words</li> <li>• Spell using Fred Fingers: Set 2 and 3 words</li> </ul>	Speed Sounds Pinny Time	<ul style="list-style-type: none"> <li>• Read Set 3 Sounds: ea, oi, a-e, i-e, o-e, u-e speedily</li> <li>• Read these sounds in Green Words and nonsense words</li> <li>• Read a passage at 60-70 words per minute, attempting intonation to show comprehension</li> </ul>
<b>Blue</b>		<ul style="list-style-type: none"> <li>• Read Set 3 Sounds and matching Phonics Green Words</li> <li>• Read Set 1, 2 and 3 Phonics Green Words speedily</li> <li>• Read nonsense words</li> <li>• Spell using Fred Fingers: Set 2 and 3 words</li> </ul>	Speed Sounds Pinny Time Speedy Green Words	<ul style="list-style-type: none"> <li>• Read all Set 3 Sounds speedily</li> <li>• Read Set 3 Sounds in Green Words and nonsense words</li> <li>• Read a passage at 70-80 words per minute, attempting intonation to show comprehension</li> </ul>
<b>Grey</b>		<ul style="list-style-type: none"> <li>• Read Set 1, 2 and 3 Sounds and matched Phonics Green Words speedily</li> <li>• Read multi-syllabic words</li> <li>• Read nonsense words</li> <li>• Spell using Fred Fingers: multi-syllabic, Set 2 and 3 words</li> </ul>	Speed Sounds Pinny Time Speedy Green Words	<ul style="list-style-type: none"> <li>• Read all Set 3 Sounds in nonsense words</li> <li>• Read multi-syllabic Green Words speedily</li> <li>• Read a passage at 80-90+ words per minute with intonation that shows some comprehension</li> </ul>



### YEAR 1

#### Word Reading

Pupils should be taught to:

- Apply phonic knowledge and skills as the route to decode words (KPI 1)
- Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes (KPI 2)
- Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught (KPI 3)
- Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word (KPI 4)
- 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, e.g. I'm, I'll, we'll, and understand that the apostrophe represents the omitted letter(s)
- Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words (KPI 5)
- Re-read these books to build up their fluency and confidence in word reading

#### Comprehension

Develop a pleasure in reading, motivation to read, vocabulary and understanding of reading by:

- Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently (KPI 6)
- Being encouraged to link what they read or hear to their own experiences
- Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics (KPI 7)
- Recognising and joining in with predictable phrases
- Learning to appreciate rhymes and poems, and to recite some by heart
- Discussing word meanings, linking new meanings to those already known

Understanding both the books they can already read accurately and fluently and those they listen by:

- Drawing on what they already know or on background information and vocabulary provided by the teacher
- Checking that the text makes sense to them as they read and correcting inaccurate reading (KPI 8)
- Discussing the significance of the title and events (KPI 9)
- Making inferences on the basis of what is said and done
- Predicting what might happen on the basis of what has been read so far (KPI 10)
- Participating in discussions about what is read to them and others, taking turns and listening to what others say
- Explain clearly their understanding of what is read to them

## YEAR 2

### Word Reading

Pupils should be taught to:

- Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent
- Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes
- Read accurately most words of two or more syllables (KPI 1)
- Read most words containing common suffixes (KPI 2)
- Read further common exception words, noting unusual correspondence between spelling and sound and where these occur in the word (KPI 3)
- Read most words quickly and accurately without overt sounding and blending, and sufficiently fluently (e.g. at over 90 words per minute) to allow them to focus on their understanding rather than on decoding individual words in age-appropriate books (KPI 4)
- Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation (KPI 5)
- Re-read these books to build up their fluency and confidence in word reading

### Comprehension

Develop pleasure in reading, motivation to read, vocabulary and understanding by:

- Listening to, discussing and expressing views about a wide range of poetry (including contemporary and classic), stories and non-fiction at a level beyond that at which they can read independently (KPI 6)
- Discussing the sequence of events in books and how items of information are related
- Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales (KPI 7)
- Being introduced to non-fiction books that are structured in different ways
- Recognising simple recurring literary language in stories and poetry
- Discussing and clarifying the meanings of words, linking new meanings to known vocabulary
- Discussing their favourite words and phrases
- Continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear (KPI 8)

Understand both the books that they can already read accurately and fluently and those that they listen to by:

- Drawing on what they already know or on background information and vocabulary provided by the teacher
- Checking that the text makes sense to them as they read and correcting inaccurate reading (KPI 9)
- Answering questions and making inferences on the basis of what is being said and done (KPI 10)
- Explaining what has happened so far in what they have read (KPI 11)
- Predicting what might happen on the basis of what has been read so far
- Participating in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what other say
- Explaining and discussing their understanding of books, poems and other material, both those that they listen to and those that they read for themselves

## YEAR 3

### Word Reading

Pupils should be taught to:

- Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in Appendix 1, both to read aloud and to understand the meaning of new words they meet, including dis-, mis-, in-, il-, im-, ir- and -ly.
- Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word with reference to spelling English Appendix 1 (KPI 1)

### Comprehension

Pupils should be taught to develop positive attitudes to reading and understanding of what they read by:

- Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks (KPI 2)
- Reading books that are structured in different ways and reading for a range of purposes (KPI 3)
- Using dictionaries to check the meaning of words that they have read (KPI 4)
- Increasing their familiarity with a wide range of books, including fairy stories, myths and legends
- Retell some story genres orally
- Identifying themes and conventions in a wide range of books (KPI 5)
- Preparing poems and play scripts to read aloud and perform, showing understanding through intonation, tone, volume and action
- Discussing words and phrases that capture the reader's interest and imagination
- Recognising some different forms of poetry (e.g. free verse, narrative poetry)

Pupils should be taught to understand what they read in books they can read independently by:

- Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context
- Asking questions to improve their understanding of a text
- Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions (KPI 6)
- Justifying inferences with evidence (KPI 7)
- Predicting what might happen from details stated and implied (KPI 8)
- Identifying main ideas drawn from more than one paragraph and summarising these
- Identifying how language, structure, and presentation contribute to meaning
- Retrieving and recording information from non-fiction (KPI 9)
- Participating in discussions about both books that are read to them and those they can read for themselves, taking turns and listening to what others say

## YEAR 4

### Word Reading

Pupils should be taught to:

- Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in Appendix 1, both to read aloud and to understand the meaning of new words they meet (KPI 1), to include re-, sub-, inter-, super-, anti-, auto-, -ation, -ious
- Read and decode further exception words accurately, noting the unusual correspondence between spelling and sound, and where these occur in the word, with references to spelling English Appendix 1

### Comprehension

Pupils should be taught to develop positive attitudes to reading and understanding of what they read by:

- Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks (KPI 2)
- Reading books that are structured in different ways and reading for a range of purposes
- Using dictionaries to check the meaning of words that they have read (KPI 3)
- Increasing their familiarity with a range of books, including fairy stories, myths and legends
- Retelling some of these orally
- Identifying themes and conventions in a wide range of books
- Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action
- Discussing words and phrases that capture the reader's interest and imagination
- Recognising some different forms of poetry (e.g. free verse, narrative poetry)

Pupils should be taught to understand what they read in books so they can read independently by:

- Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context (KPI 4)
- Asking questions to improve their understanding of a text
- Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions (KPI 5)
- Justifying inferences with evidence (KPI 6)
- Predicting what might happen from details stated and implied (KPI 7)
- Identifying main ideas drawn from more than one paragraph and summarising these (KPI 8)
- Identifying how language, structure and presentation contribute to meaning, to include paragraphs, use of pronouns for cohesion, inverted commas for speech, apostrophes to mark possession, fronted adverbials
- Retrieving and recording information from non-fiction over a range of subjects (KPI 9)
- Participating in discussions 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

### Word Reading

Pupils should be taught to:

- Read aloud and understand the meaning of new words that are met linked to the expectations of Year 5 spelling (KPI 1)

### comprehension

Pupils should be taught to maintain positive attitudes to reading and understanding of what they read by:

- Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- Reading books that are structured in different ways and reading for a range of purposes
- Increasing 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 (KPI 2)
- Recommending books that they have read to their peers, giving reasons for their choices (KPI 3)
- Identifying and discussing themes and conventions in and across a wide range of writing
- Making comparisons within and across books
- Reciting a wide range of poetry by heart
- Preparing 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

Pupils should be taught to understand what they read by:

- Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context (KPI 4)
- Asking questions to improve their understanding
- Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions (KPI 5)
- Justify inferences with evidence
- Predicting what might happen from details stated and implied (KPI 6)
- Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas
- Identifying how language, structure and presentation contribute to meaning
- Discussing and evaluating how authors use language, including figurative language, considering the impact on the reader
- Distinguishing between statements of fact and opinion
- Retrieving, recording and presenting information from non-fiction (KPI 7)
- Participating 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 (KPI 8)
- Explaining and discussing their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary (KPI 9)
- Providing reasoned justification for their views (KPI 10)

## YEAR 6

### Word Reading

Pupils should be taught to:

- Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in Appendix 1, both to read aloud and to understand the meaning of new words that they meet (KPI 1)

### comprehension

Pupils should be taught to maintain positive attitudes to reading and understanding of what they read by:

- Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- Reading books that are structured in different ways and reading for a range of purposes
- Increasing 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 (KPI 2)
- Recommending books that they have read to their peers, giving reasons for their choices
- Identifying and discussing themes and conventions in and across a wide range of writing
- Making comparisons within and across books (KPI 3)
- Reciting a wider range of poetry by heart
- Reading aloud with intonation that shows understanding (KPI 4)
- Preparing poems and plays to read aloud and to perform, showing an understanding through intonation, tone and volume so that the meaning is clear to an audience

Pupils should be taught to understand what they read by:

- Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context (KPI 5)
- Asking questions to improve their understanding
- Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions (KPI 6)
- Justifying inferences with evidence (KPI 7)
- Predicting what might happen from details stated and implied (KPI 8)
- Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas and using quotations for illustration (KPI 9)
- Identifying how language, structure and presentation contribute to meaning
- Discussing and evaluating how authors use language, including figurative language, considering the impact on the reader (KPI 10)
- Distinguishing between statements of fact and opinion
- Retrieving, recording and presenting information from non-fiction (KPI 11)
- Participating 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 (KPI 12)
- Explaining and discussing their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary
- Providing reasoned justifications for their views (KPI 13)



	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Literal Understanding and Retrieval</b>	<p>'Retrieval' questions are literal ('looking') questions. Retrieval is often the first comprehension skill pupils secure as it has the lowest cognitive domain: the answers are there in the text for pupils to find. There are degrees of literal when it comes to retrieval questions.</p> <p>Skills to support successful retrieval: scanning, skimming, text marking, find and copy, use of evidence</p>					
<b>Literal Understanding and Retrieval:</b> Vocabulary Characters Settings Events Information Justify using text	<ul style="list-style-type: none"> <li>To use their growing phonic knowledge and vocabulary knowledge to recognise words and phrases which locate information found explicitly in the text</li> <li>To talk about the title and how it relates to the events in the text</li> <li>To explain key facts about what is read to them from a variety of texts, including poems, non-fiction and stories e.g. key characters, places and events</li> <li>To retrieve answers to simple literal who, what, where, when, which, how questions</li> <li>To check the text makes sense as they read</li> </ul>	<ul style="list-style-type: none"> <li>To begin to scan for key words in the text to locate answers</li> <li>To begin to analyse the wording of a question in order to choose what to look for</li> <li>To begin to find answers where the question word does not match the text word</li> <li>To begin to navigate different paragraphs of information texts, locating the most suitable paragraph e.g. by reading subheadings, bullet points or numbered lists</li> <li>To recognise simple recurring literary language</li> <li>To locate and discuss favourite words and phrases</li> <li>To read a repertoire of poems, including classic poetry</li> <li>To begin to recite poems</li> <li>To draw on vocabulary-knowledge to</li> </ul>	<ul style="list-style-type: none"> <li>To develop scanning by looking for key words or phrases</li> <li>To begin to look for alternative synonyms or phrases</li> <li>To continue to retrieve facts and information where question words and text language vary (i.e. where the literal answer is somewhat 'hidden' in the vocabulary used)</li> <li>To check for accuracy of what they are retrieving by reading around the words or phrases they find</li> <li>To locate and discuss words and phrases they find interesting</li> <li>To ask questions which improve their own understanding</li> </ul>	<ul style="list-style-type: none"> <li>To continue to develop their reading retrieval skills, working across a wider range and length of text types with growing familiarity</li> <li>To scan rapidly through a text until they find the key word or phrase they want</li> <li>To retrieve information across the whole text, as well as at a local level</li> <li>To begin to skim a whole text by reading only the subheadings or titles of paragraphs</li> <li>To begin text marking</li> <li>To scan a section of text to locate answers</li> <li>To scan a paragraph to retrieve the information they need</li> <li>To use the text to support their answer where necessary</li> </ul>	<ul style="list-style-type: none"> <li>To continue to scan texts for key words and phrases</li> <li>To read surrounding material to check it conveys the correct information</li> <li>To continue to skim texts, reading sentences in paragraphs, or first and last paragraphs, to retrieve key details</li> <li>To continue to develop text marking to find information quickly</li> <li>To begin to find quotations from a whole text</li> <li>To locate the author or poet's viewpoint, either where it is explicitly stated, or when it can be retrieved through using similar words and phrases</li> <li>To discuss and understand some challenging vocabulary and its meaning within context, sometimes supported by using a dictionary or thesaurus</li> </ul>	<ul style="list-style-type: none"> <li>To discuss texts, using notes when necessary</li> <li>To independently locate information and provide reasoned justifications for their views</li> <li>To routinely find accurate quotations from a whole text</li> <li>To retrieve and summarise details to support opinions and predictions</li> <li>To use skimming, scanning and text marking to support answers to questions which require analysis e.g. of mood / setting / characters and to support their own viewpoint</li> </ul>

		<p>understand texts and find answers</p> <ul style="list-style-type: none"> <li>To continue to check the text makes sense as they read</li> </ul>		<ul style="list-style-type: none"> <li>To continue to ask questions which improve their own understanding</li> </ul>	<ul style="list-style-type: none"> <li>To ask questions which develop their understanding</li> </ul>	
<p><b>Inferential Reading Skills</b></p> <p>Inferential understanding: Prediction Sequencing events Summary Nuanced vocabulary</p>	<ul style="list-style-type: none"> <li>To discuss the significance of the title and events</li> <li>To make simple inferences when a book is read to them e.g how each of the bears feel when they discover Goldilocks, or why Jack is called 'lazy'; why the title 'Upside Down' might be suitable for an information text about bats; why the ugly sisters might feel jealous</li> <li>To predict what might happen next in a sequenced story, based on what has been read so far</li> <li>To begin to explain their understanding of what is read to them, beyond that which is explicitly stated</li> <li>To discuss word meanings, linking new meanings to those already known or to background information and vocabulary provided</li> </ul>	<ul style="list-style-type: none"> <li>To make some inferences, answering 'how' and 'why' questions which may reach beyond the text</li> <li>To guess feelings of characters and the reasons for these feelings, particularly when based on the child's personal experiences</li> <li>To predict what might happen next, on the basis of what has been read so far</li> <li>To explain their understanding of what is read to them, beyond that which is explicitly stated e.g. make a sequence of events, or explain a moral or message</li> <li>To learn about cause and effect e.g. what has prompted a character's behaviour</li> <li>To continue to discuss word meanings, linking new meanings to those already known or to background information and vocabulary provided</li> </ul>	<ul style="list-style-type: none"> <li>To begin to identify themes across the text</li> <li>To draw inferences such as characters' feelings, thoughts and motives for their actions and begin to justify their inferences by locating textual evidence</li> <li>To begin to predict what might happen from implied details or from other stories they know</li> <li>To begin to use dictionaries to check meanings of new vocabulary and talk about what words mean in context</li> </ul>	<ul style="list-style-type: none"> <li>To identify themes across the text</li> <li>To draw inferences such as inferring characters' feelings, thoughts and motives for their actions and justify their inferences with textual evidence</li> <li>To predict what might happen from implied details</li> <li>To use dictionaries with growing independence, to define new vocabulary</li> <li>To discuss and explain words and phrases to explore meanings in context</li> </ul>	<ul style="list-style-type: none"> <li>To identify and discuss themes across a wider range of texts (fiction, non-narratives and poetry)</li> <li>To draw inferences independently, often justifying with textual evidence</li> <li>To make predictions from implied details, both before and after events</li> <li>To summarise main ideas</li> <li>To make comparisons within and across texts, referring to both reference points</li> <li>To discuss and explore the precise meanings of words and phrases in context</li> </ul>	<ul style="list-style-type: none"> <li>To continue to identify and discuss themes across a wide range of texts</li> <li>To draw hidden inferences, justifying with textual evidence, including quotations which illustrate</li> <li>To make reasoned predictions from implied details</li> <li>To summarise main ideas across a whole text and note developments</li> <li>To make comparisons within and across texts, using evaluative skills</li> <li>To work out the nuanced meanings of words and phrases in context</li> </ul>

<p><b>Fluency and phrasing</b> Reading with an accuracy rate of at least 90% without overt segmenting and blending automatically phrasing appropriate to meaning</p> <p>*reading speeds are approximate guides to average words per minute: pace of reading is only one indicator of fluency</p>	<p>*70wpm</p> <ul style="list-style-type: none"> <li>To recite some familiar complete rhymes and songs by heart</li> <li>To recite rhymes to a given rhythm using body percussion of instruments to hold the beat</li> <li>To recognise and join in with predictable phrases</li> <li>To recognise and read on sight the tricky words as set out in the RWI programme</li> <li>To say or sing the alphabet in sequence</li> <li>To sound and blend unfamiliar printed words using their phonics knowledge</li> <li>To read aloud, checking that it 'sounds right' and that the text makes sense to them</li> <li>To notice sentence punctuation</li> <li>To use expression to support the meaning of sentences</li> </ul>	<p>*90wpm</p> <ul style="list-style-type: none"> <li>To continue to apply their phonic knowledge to decode unfamiliar words</li> <li>To read most known words without overt segmenting and blending</li> <li>To read books that are matched closely to word reading knowledge</li> <li>To recite familiar poems by heart</li> <li>To recognise and read the common exception words in the Y2 POS</li> <li>To read most words without overt segmenting and blending, when those words have been frequently encountered until automatica decoding has become embedded and reading is accurate and fluent</li> <li>To check that the text makes sense to them as they read, and correct inaccurate reading</li> <li>To use expression appropriately to support the meaning of sentences, including those which use subordination</li> </ul>	<p>*110wpm</p> <ul style="list-style-type: none"> <li>To recite some poems (or songs) by heart, in groups and sometimes alone</li> <li>To read age-appropriate books accurately and at a speed that is sufficient for them to focus on understanding, rather than on decoding individual words</li> <li>To read new words outside their spoken vocabulary, making a good guess at pronunciation</li> <li>To read on sight all Y2 common exception words and some exception words for Y3-4</li> <li>To begin to read silently</li> </ul>	<p>*140wpm</p> <ul style="list-style-type: none"> <li>To read words speedily by recognising familiar words and working out the pronunciation of unfamiliar printed words</li> <li>To sight-read the exception words in the Y3-4 list</li> <li>To notice where commas create phrasing within sentences</li> <li>To read with expression, using the punctuation to support meaning, including multi-clause sentences</li> <li>To recite whole poems with growing awareness of the listener</li> </ul>	<p>*150wpm</p> <ul style="list-style-type: none"> <li>To read aloud a wider range of age-appropriate texts and poetry with accuracy and at a reasonable speaking pace</li> <li>To read most words effortlessly and work out how to pronounce unfamiliar written words with increasing automaticity</li> <li>To prepare readings using appropriate intonation to show their understanding</li> <li>To notice more sophisticated punctuation e.g. of parenthesis and use expression accordingly</li> <li>To read silently and then discuss what they have read</li> <li>To sight-read all Y3-4 exception words and some Y5-6 words (and similar) with automaticity</li> </ul>	<p>*150-200+wpm</p> <ul style="list-style-type: none"> <li>To read age-appropriate texts fluently and with confidence</li> <li>To learn and recite a wider range of poetry, sometimes by heart</li> <li>To read aloud and perform poems and plays, showing understanding through intonation, tone and volume so that the meaning is clear to the audience</li> <li>To notice and respond to punctuation and phrasing when reading aloud</li> <li>To gain, maintain and monitor the interest of the listener</li> <li>To automatically read a wide range of exception words, including Y5-6 list and similar words which occur in texts</li> </ul>
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<b>Response to Text</b>	<p>Response to texts is an important element in the child's repertoire of reading skills. This is less about comprehension of the words on the page, and more about the child's reaction and responses to the text and author.</p> <ul style="list-style-type: none"> <li>• How does this text make you feel?</li> <li>• What do you think of this character?</li> <li>• Which part do you prefer? Can you explain why?</li> <li>• How does the way this is set out on the page help us to find information?</li> <li>• Do you think this letter has been structured in a way that is helpful to the reader?</li> <li>• Can you see how the author has achieved that?</li> <li>• Do you like the phrase this author has chosen?</li> <li>• Can you think of another text which compares with this one? How is it different?</li> </ul> <p>Response to texts, therefore, involves the more discursive aspects of reading, when we join together with others and discuss what we think of the characters or events in the texts, or when we form a view about how successful the author has been. Terms such as 'fact' and 'opinion' therefore come into play, as do 'impact' and 'effect' or 'impression'. We are asking the reader to have a viewpoint and express an opinion. This is therefore mainly an evaluative reading skill, and one which is both enjoyable and important to develop.</p>					
<b>Response to text:</b> Evaluation Response to author Authorial effect and intent Effect of vocabulary	<ul style="list-style-type: none"> <li>• To listen to, share and discuss a wide range of high-quality books (poetry, picture books, stories, information texts) which are beyond they can read by themselves</li> <li>• To listen to new words in texts read aloud to them, which broaden their vocabulary</li> <li>• To talk about words they know and like</li> <li>• To participate in discussion about the texts that are read to them by taking turns and listening to others</li> <li>• To draw links between the text and some of their own experiences</li> <li>• To begin to find information in non-fiction books</li> <li>• To discuss the significance of the title or events</li> </ul>	<ul style="list-style-type: none"> <li>• To develop their pleasure in reading by listening to, discussing and expressing views about a wide range of texts, including contemporary and classic poetry, stories and non-fiction at a level beyond their independent reading ability</li> <li>• To participate in discussion about texts that are read to them and those they read for themselves, taking turns and listening to others</li> <li>• To discuss the sequences of events in stories and retell these events orally, once the story has become familiar</li> <li>• To talk about how different items of information in non-</li> </ul>	<ul style="list-style-type: none"> <li>• To develop positive attitudes to reading and understanding of what they read, by listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference/text books</li> <li>• To participate in discussion about texts, listening to others</li> <li>• To increase their familiarity with texts including fairy stories, myths and legends and retell some of these orally</li> <li>• To discuss words and phrases which capture their interest</li> <li>• To begin to identify how language structure and presentation contribute to meaning</li> </ul>	<ul style="list-style-type: none"> <li>• With growing confidence, and gathering experience from a wider range of texts, build positive attitudes to reading by listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference/text books</li> <li>• To listen to others in discussions about texts</li> <li>• To develop their familiarity with texts including myths and legends and retell some of these orally</li> <li>• With increasing awareness of authorial choice, to discuss words and phrases which capture their interest</li> <li>• To identify how language, paragraph structure and layout</li> </ul>	<ul style="list-style-type: none"> <li>• To extend their familiarity with texts to include modern fiction, fiction from our literary heritage, and books from other cultures</li> <li>• During discussions, build on their own and others' ideas</li> <li>• To maintain positive attitudes to reading texts structured in different ways for a range of purposes</li> <li>• During supported discussion, make comparisons within and across texts</li> <li>• With guidance, distinguish between fact and opinion</li> <li>• To discuss and evaluate how authors use language, considering the impact on the reader</li> <li>• To begin to understand figurative language</li> </ul>	<ul style="list-style-type: none"> <li>• With confidence and familiarity, to participate in discussion about books and build on their own and others' ideas and challenge others' views courteously</li> <li>• To discuss and evaluate how authors use language, talking readily about the effect of words and phrases on the reader</li> <li>• To identify and talk about figurative language and its impact</li> <li>• To explain and discuss their understanding of what they have read, expressing their point of view</li> <li>• To provide reasoned justification for views</li> </ul>

	<ul style="list-style-type: none"> <li>To begin to express reasons for preferences</li> </ul>	<p>fiction texts are related</p> <ul style="list-style-type: none"> <li>To recognise simple recurring literary language e.g. once, long ago; far, far away; we shall have snow</li> <li>To clarify the meaning of words, linking new meanings to known vocabulary</li> <li>To discuss favourite words/phrases</li> </ul>	<ul style="list-style-type: none"> <li>To express preferences for text types</li> </ul>	contribute to meaning	e.g. metaphor, personification	
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<b>Book band colour</b>	<b>Year group</b>	<b>RWI storybook level</b>	<b>Reading Age</b>
Pink	Reception	Ditties	4-5 years
Red		Red	4-5 years
Yellow		Green	5-6 years
Light Blue		Purple	5-6 years
Green	Year 1	Pink	5-6 years
Orange	Year 1	Orange	6-7 years
Turquoise	Year 2	Yellow	6-7 years
Purple		Blue	6-7 years
Gold		Grey	6-7 years
White		Bridging books	7-8 years
Lime		Bridging books	7-8 years
Brown	Year 3	Bridging books	8-9 years
Grey	Year 4	Bridging books	8-9 years
Dark Blue	Year 5	Free reader	9-10 years
Dark red	Year 6	Free reader	10-11 years





## Vocabulary

Word Reading						
Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Alphabet Special friends – diagraphs Fred talk – blending Sentences	Fred talk – segmenting Fred talk – decoding Contractions Apostrophe Fluency Confidence	Fred talk – decoding Fluency Suffixes	Fred talk – decoding Root words Prefixes Suffixes Endings Fluency	Decoding Root words Prefixes Suffixes Endings Fluency	Decoding Root words Prefixes Suffixes Endings Fluency	Decoding Root words Prefixes Suffixes Endings Fluency
Comprehension						
Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Anticipate Vocabulary Key events Non-fiction Rhymes Poems	Vocabulary Poems Stories Non-fiction Traditional tales Retelling Characteristics Predictable phrases Rhymes Poems Word meanings Accuracy Fluency Title Event Inferences Predicting Character feelings	Motivation Pleasure Views Sequencing Retelling Fairy stories Traditional tales Non-fiction Accurate Fluent Predicting Questions Clarify	Clarify Question Poems Plays Non-fiction Reference Textbooks Terminology Plot Character Setting Paragraphs Discussing Explaining Adjectives Inference Prediction Audience Intonation Volume Retrieve	Questions Purpose Conversations Features Diary Headings Main ideas Paragraph Summaries Narrative Setting Character Event Vocabulary Interest Imagination Definitions Context Organisational devices Presentational devices Forms of poetry	Clarify Question Genres Characteristics First person Diaries Discussion Courteously Summaries Paragraphs Character Events Vocabulary Effects Impact Definitions Dictionaries Inferences Feelings Motives Thoughts Justify Predicton	Clarify Comparing Myths Legends Modern fiction Literacy fiction Heritage Cultures Traditions Heroism Justification Statements Analyse Evaluate Effect Terminology Metaphor Simile Analogy Imagery Style Viewpoint Inference

				Dictionaries Phrases Inferences Motives Thoughts Justifies Action Prediction Stated Implied Techniques Intonation Tone Volume Non-fiction Retrieve Discuss	Details Prediction Audience Intonation Tone Volume Action Retrieve Record Information Fact Opinion Structure Presentation Autobiographies Figurative language	Performance Figurative language Reasoned justifications Range of devices Complex themes
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