



Corporation Road Community Primary School

Reading Strategy

"The more you **read**
the more **things** you know.
The more that you **learn**
the more **places** you'll go."
-Dr. Seuss



The context of this school lies at the heart of the school's curriculum. The majority of children who enter the school do not have English as their first language. Whilst this brings uniqueness to the school, it also provides barriers to be overcome, as without English the remainder of the curriculum is meaningless. This means that the curriculum must be underpinned by the early development of children's ability to learn English, the development of good speaking and listening skills and develop a love of reading. These essential skills are the cornerstones to developing knowledge and understanding to access the wider curriculum. This is especially important for our EAL (English as an additional language), disadvantaged and SEND children, who require the acquisition of the English language, alongside the development of social skills and independence. Through this curriculum we maintain the culture of *'all the children all of the time'*.

In our school, we know and understand, and want our children to know and understand the value of English and the significance of its place in education and society. We want them to know that a high quality education in English gives them a voice with which to communicate their ideas and emotions to others, and that through their own reading and listening they can hear the voices, ideas and opinions of others.

The intent therefore, is also that children can see it in the context of our key themes.

Community, to give them a voice within both their own and wider communities, to enable them to be heard and for them to listen to the multitude of voices sharing their thoughts, ideas, values and stories. **Citizenship**, how reading in particular can help them to acquire knowledge, build on what they know and in doing so further develop their own life chances in future education and employment. **Gender & Equality**, to ensure all aspects of English are accessible to everyone, regardless of any differences and that all should have equal access to a wide and varied English curriculum to meet their individual needs. **Impact & Legacy**, to know the legacies of literary scholars and how their work impacted on our cultures, emotionally, intellectually, socially and spiritually. Knowing too, that knowledge and expertise gained in English can impact on their own futures and their own legacy.

Our intent for reading (through the English Curriculum) is to:

- Challenge our children through the use of language rich texts, both fiction and non-fiction, inspiring them and opening the doors and windows to the real world and a world of imagination.
- Our children are fluent readers coming out of KS1, so they can then further develop their comprehension skills, develop and broaden their knowledge of vocabulary and make links between what they read and the real world.
- Our children are taught key comprehension skills, linked to the National Curriculum domains, which ensure they understand what is read. We want our children to be able to independently explore texts and be able to participate in discussions around the themes, conventions and contexts of what they have read.
- We acknowledge that Phonemic awareness and Phonics is a vital key to unlocking access to the world of reading. We intend for all Early Years and Key Stage 1 children to learn the skill of decoding which will support their journey to becoming fluent readers before moving to Key Stage 2.

Our intent is built around the 'Big 5' of Reading



Implementation

Speaking & Listening and Early Communication

Nursery

- ❖ **Speaking and listening** is thought about in all areas of the Foundation Stage environment and is linked to topics and children's interests.
- ❖ **Early Talk Boost** – Early Talk Boost is a targeted intervention aimed at 3-4 year old children with delayed language helping to boost their language skills to narrow the gap between them and their peers. The programme aims to accelerate children's progress in language and communication

Colourful semantics



What is Colourful Semantics?

Colourful semantics is an approach created by Alison Bryan. It is aimed at helping children to develop their grammar but it is rooted in the meaning of words (semantics). Colourful semantics reassembles sentences by cutting them up into their thematic roles and then colour codes them.

Nursery staff also have a key focus on

- 1: 1 speaking
- Clapping out syllables
- Phase 1 phonics games
- Listening to stories and talking about them
- Children and parents are encouraged to share books and visit the library
- In the summer term, unit 1 phonics can be taught to those children who are ready.

Reception

- **Speaking and listening** is thought about in all areas of the Foundation Stage environment and is linked to topics and children's interests.
- Children in Reception have a vocabulary book in which they are able to classify word groups, make links to themes and topics discussed and taught in school, alongside talking about syllables. Children are better able to recall words if they have a prompt, or know similarly linked words.
- Snack time is used to focus on speaking and listening. Themes related to topics and children's interests are talked about and sometimes children listen to a story, talk about it ask questions and encourage the children to ask questions.
- Real life experiences, for example, cooking gingerbread men from listening to a story, are encouraged to support engagement in speaking and listening
- As many stories as possible are read during the day. Children are encouraged to speak a sentence about the story after this has been modelled to them. Sometimes their sentence is written to show them and then they read it back.

- Stories are read several times and the vocabulary is discussed with children regularly about the meaning of words and to support the sequencing of events in the story.
- Children's interests are researched and opportunities given to discuss them. Mind maps are used to record facts and these are added to as the children learn more facts.
- The areas of learning relate to themes about stories. For example, when the children read Albie and the Dragon, the children made a library castle and made armour and role played being knights.
- Small world and role relate to themes and children's interests and stories are acted out using puppets
- The stage in the outdoor classroom is used to tell stories.

Helicopter stories.

- Helicopter stories is an approach based on the work of kindergarten teacher and early childhood education researcher Vivian Gussin Paley. Having been inspired by her work, Ms Lee decided to bring the approach back to the UK, and MakeBelieve Arts has since then been showing teachers the potential impact of Helicopter Stories.
- All that's needed is a roll of masking tape, sheets of A5 paper and a curious and enthusiastic practitioner. The pupil tells a story which is scribed word-for-word by their teacher on one sheet of A5. The storyteller decides which part they would like to play and the class gathers together around the marked out stage. Other pupils are brought in to fulfil parts as story actors and the rest of the group sit and observe as story listeners.
- This is a form of child-centred learning, as the pupil is in control with the freedom to create in any way they want and bring their individual story to life. In Helicopter Stories, children's words are respected and the approach lends itself to collaborative play and sharing ideas.

Nuffield Early Language Intervention (NELI)

- Currently staff in school are undertaking this training with the programme planned to be delivered in school.
- The **Nuffield Early Language Intervention** is a 20-week programme proven to help young children overcome language difficulties.
- It is designed for children aged 4-5 years and combines small group work with one-to-one sessions delivered by trained teaching assistants, targeting vocabulary, narrative skills, active listening and phonological awareness.
- Developed by a team led by Maggie Snowling and Charles Hulme, the intervention has been evaluated in robust trials funded by the Education Endowment Foundation and the Nuffield Foundation.
- These have found it to be effective for improving children's oral language skills as well as promoting longer-term progress in reading comprehension.
- The Nuffield Early Language Intervention (NELI) is designed to improve the spoken language ability of children in reception classrooms.
- It is targeted at children with relatively poor spoken language skills.
- Teaching Assistants are trained in how to develop children's language skills.
- Clear lesson plans are provided to save preparation time.
- Materials for children are bright and accessible.
- Three 30-minute sessions per week are delivered to groups of five children during the Spring and Summer terms (20 weeks).
- Children also attend an additional two 15-minute individual sessions per week.
- All sessions focus on listening, narrative and vocabulary skills.

- Work on phonological awareness is introduced in the final ten weeks.

Phonics

- Our children embark on their journey through our Phonics scheme in Reception. Discrete lessons are taught daily until the end of Year 2, in some cases more than one lesson may be taught each day. In September 2019, we adopted the Sounds-Write Phonics scheme. Sounds-Write begins with the sounds in the language and then moves to the written word. It is a linguistic approach based on the sounds in speech. Sounds-Write focusses on the following three areas:
 1. Conceptual knowledge and understanding
 2. Alphabet code knowledge
 3. Skills – blending, segmenting and phoneme manipulation
- The scheme is broken down into units, which are then broken down into suggested starting points for year groups where the scheme has been followed since Reception. We have then created long term plans identifying what will be taught and when in each year group. **(Appendix 1).**

Structure of Sounds-Write

- The scheme is broken down into the initial code and the extended code. The initial code is taught throughout Reception. Upon exit from Reception, children are ready to begin the extended code. This is taught throughout Years 1 and 2.

Initial Code

- In units 1-6 children are introduced to the idea that sounds/phonemes are represented by symbols/spellings, beginning with single letters. Unit 7 introduces the idea of two-letter spellings. Units 8 to 10 then allows the teaching and practise of longer words consisting of four and five sounds. Unit 11 extends the idea of two-letter spellings representing one sound **(Appendix 2).**

Extended Code

- Children working within the extended code can now blend, segment and manipulate sounds and spellings. They also know that sounds in speech are represented by letters and they can have one or two letters.
- Working in the extended code extends children's knowledge by teaching that a spelling can represent more than one sound.
- This code also moves children quickly onto the concept that some sounds can be represented in more than one way.
- Most teaching time, within the extended code, is spent with lessons 6-9 which has a focus on sounds. Lesson 10 focusses on spelling.
- In Year 1 the children learn first spellings, which provides a limited number of spellings for one sound. Within first lessons, they are introduced to the most common spellings.
- By the time they reach Year 2, children should be ready to recap the common spellings and are then introduced to the less common spellings **(Appendix 2).**

Everyday Words

- We believe that every day (key) words are essential knowledge that our children need, not only to read but to be able to write simple sentences.

- The Sounds-Write scheme includes decodable everyday words within the units taught. We have identified which additional key words will be taught throughout the scheme to ensure that as many of our children can both read and spell the 300 words by the end of key stage 1 (**Appendix 3**).
- Staff are also clear that if an everyday word is not, as of yet, decodable but a child wishes to use it in their writing they will teach it.

Common Exception Words

- The Common Exception words, identified in the National Curriculum, are taught through the Sounds-Write Scheme. There is some repetition as we have identified some words which our Reception children need to use in order to read sentences. (**Appendix 3**).

Decodable Reading Books

- The children in Reception, Years 1 and 2 access fully decodable reading books based upon their phonics learning. This supports and consolidates the learning taking place in the classroom.
- The children are expected to re-read to build fluency. Teacher may use their discretion if they feel more practise is needed and therefore a child may have a decodable reader for a longer period of time. However, this is closely monitored by the teacher to ensure that other barriers are not preventing the child from becoming fluent. (**Appendix 3**).

Assessment

- Ongoing assessment is completed by the teacher.
- In Reception, the children are assessed on their ability recognise phonemes in isolation, segment and blend to read words, spell words and read sentences.
- Year 1 and Year 2 children read words and sentences and when writing these words they correctly select the correct grapheme for the sound they been learning. Assessment is built into the sequence of teaching.

Fluency beyond Phonics

- Whilst decoding is one key element to building fluency, as a school we recognise that fluency needs to be built upon as children progress through their primary years.
- Staff are aware of this and build opportunities into their teaching to promote fluency. They model good reading, what to do if they get stuck and re-reading.
- Staff are aware of the National Curriculum objectives around fluency both in their year group, what precedes and what follows after. This is shown below.

Reception	<ul style="list-style-type: none"> ▪ Children read and understand simple sentences. ▪ They use phonic knowledge to decode regular words and read them aloud accurately. ▪ They also read some common irregular words. ▪ They demonstrate understanding when talking with others about what they have read
Year 1	<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 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 ▪ 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

	<ul style="list-style-type: none"> ▪ read words with contractions 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 ▪ re-read these books to build up their fluency and confidence in word reading.
Year 2	<ul style="list-style-type: none"> ▪ 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 words of two or more syllables that contain the same graphemes as above ▪ read words containing common suffixes ▪ read further common exception words ▪ 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 these books to build up their fluency and confidence in word reading.
Year 3	<ul style="list-style-type: none"> ▪ apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) , both to read aloud and to understand the meaning of new words they meet ▪ read further exception words
Year 4	
Year 5	<ul style="list-style-type: none"> • apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet.
Year 6	

Our approach to Reading

- Reading is taught daily in school, using age appropriate texts, in discrete lessons.
- Where needed, phonics-based books are used to support children in Reception and Key Stage 1.
- In English lessons, reading skills are consolidated with children accessing language rich texts including fairy tales, traditional tales, classic novels, fiction, non-fiction and poetry.
- Throughout school, we promote a love of reading. We have reading areas set up across school, which the children access independently at break time and lunchtime. We have a rolling invoice with a local bookshop, this ensures we can offer our children the very best books to read. There are also reading areas in classrooms.
- We have a library which the children access regularly, borrowing books which are used in class.
- We are part of a 'Busy Reader' scheme providing children with additional opportunities to read to an adult.
- Weekly assemblies and 'Teams' story time, are dedicated to adults sharing stories and extracts from books with the children. They are encouraged to share their thoughts, feelings and ask questions about the chosen text. We also end the day with story time, where children can listen to and enjoy stories and non-fiction texts without analysing it in depth.

Early Years

In Early Years we encourage a love of reading by providing an enabling environment. We have a range of stimulating books in our areas of learning, which includes, poetry, songs, fiction and non-fiction. We make class books and are influenced by our children's interests.

We listen to stories throughout the day and children are encouraged to talk about their books, describing story settings, events and characters. Story sacks, story CDs and staff and children telling stories ensures we offer a variety of ways to capture our children's imaginations and enthusiasm for learning.

Children learn how stories are structured and predict what might happen next. It is vital our children demonstrate their understanding of a story and we capture evidence (daily) on what children contribute when discussing books.

From day one, children can start their day by choosing books independently and sharing them with their friends. We capture on camera, children reading independently and display evidence around the environment.

- Children in nursery can take a real book home to share with their family. We sing nursery rhymes daily, encouraging children to have and express their favourite rhymes and stories. We look at print and logos we see around us and develop the children's interest in pictures and illustrations. In nursery we begin our early reading by listening to environmental sounds, body percussion, instrumental, rhyme and alliteration, and oral blending, while developing their listening and attention skills. To increase children's vocabulary, in nursery, we begin vocabulary sessions.
- Once discrete Phonics lessons have begun, children are given a sound book to take home to learn their sounds and later they will segment and blend the sounds. They read individually to their teacher/TA and take their book home to practise. Their decodable reading book consolidates the learning which has taken place in class.
- Our environment is rich and full of engaging activities to encourage the children to segment and blend words in our continuous provision. Children are awarded certificates for reading when appropriate.
- We hold parent sessions to encourage parents to come and take part in phonic lessons, fun reading games and listen to stories. We end the day with a story inside or outside, which the children sometimes have the opportunity to vote for. It is important to us that we read stories in different home languages and learn some words that matter to our children.
- As the English curriculum is built on the key skills of speaking, listening and the application of phonics, we have purchased a new initiative for speech and language, entitled, 'Early Talk Boost' and this is from ICAN (the children's communication's charity).

Key Stage 1

- In Key Stage 1 the teachers can use either a grouped or whole class approach to teaching, this is dependent upon the needs of the cohort. Whilst some children may require a Phonics based text to read from, to support and consolidate their learning; other children are discretely taught comprehension skills whilst working upon the fluency of their reading.

Comprehension skills taught in Key Stage 1 include:

- Understanding words
- Finding information
- Identify the main idea
- Sequencing
- Similarities and differences
- Predicting
- Inferring
- Fact or Opinion

Lower and Upper Key Stage 2

- In Key Stage 2, a whole class approach to reading lessons is used. Challenging texts are selected by the teacher. Our children are taught a variety of comprehension skills using different genres of texts (**Appendix 4**).
- The skills required to comprehend a text are taught. The children then have opportunities to practise this skill, with teacher scaffolding and input targeted to develop the skills taught and the children then independently demonstrate their ability.
- The appropriate skills are taught, this is dependent upon the genre and content of the text. Teachers carefully consider their sequence of teaching, ensuring that skills are continually revisited and opportunities to embed the strategies are given.
- As the year progresses, teachers move towards teaching from books.

Comprehension skills taught in Key Stage 2 include:

- Understanding words
- Finding information
- Identify the main idea
- Sequencing
- Similarities and differences
- Predicting
- Concluding
- Summarising
- Inferring
- Cause and Effect
- Fact or Opinion
- Point of view and purpose

Our 'Curriculum for Progression' document, is linked with the curriculum domains from the National Curriculum and clearly sets out the expectation in each year group. Teachers use this document to ensure they are aware of the end of year outcomes expected in their year group and ensure as many children are working towards this outcome (**Appendix 5**).

Reading Strategies

- As a school, we have developed a clear set of strategies which are explicitly taught to the children. They are set out under each of the reading skills we teach. Some of the strategies are universal across all the skills and some are specific to a particular skill. We have created posters which are displayed in all classrooms from Year 1-6 (**Appendix 6 & 7**).

Texts in the wider English Curriculum

- Throughout school we ensure that our children are exposed to a range of texts through English and, where opportunity arises, in the wider curriculum. In the lower part of school children explore key fairy tales and traditional tales whilst further up school they begin to explore a range of key classic texts, including Shakespeare, Dickens, poetry including 'The Highwayman' and The Lady of Shallot and Greek and Roman myths and legends. These key texts support with understanding the wider curriculum and also give children the key components to accessing literature at secondary school.

Early years – Key Stage 1:

	Nursery	Reception	Year 1	Year 2
Traditional Tales & Fairy Tales	Three Little Pigs The Gingerbread Man Goldilocks and the Three Bears Little Red Hen The Nativity Sharing stories only	Cinderella Rapunzel Aladdin George and the Dragon The Nativity Sharing stories and verbally retelling Jack and the Beanstalk The Three Billy Goats Gruff Little Red Hen Sharing stories, verbally retelling and writing stimuli	The Three Little Pigs Little Red Riding Hood The Frog Prince The Enormous Turnip Rumpelstiltskin Tortoise and the Hare	Hansel & Gretel Elves and the Shoemaker The True Story of the 3 Little Pigs Beauty and the Beast Alternative Little Red Riding Hood #Goldilocks

Lower Key Stage 2:

	Classic Novels
Year 3	Robin Hood The Railway Children Around the World in 80 days
Year 4	The Midnight Fox Street Child Butterfly Lion

Upper Key Stage 2:

	Shakespeare	Classic Novels	Poetry	Myths and Legends
Year 5	Romeo & Juliet Midsummer Night's Dream	Oliver Twist Treasure Island		Theseus and the Minotaur Perseus & Medusa Pandora's Box
Year 6	Macbeth Julius Caesar	A Christmas Carol Wuthering Heights Great Expectations Dracula The boy in the striped pyjamas	The Highwayman The Lady of Shallot	

- The lists shown above, identify key texts which are used by teachers across the year in English lessons. This may be on a rolling programme if there are mixed year group cohorts. These lists are reviewed annually.

Home Readers

- The children in Reception, Years 1 and 2 access fully decodable reading books. Some children, particularly in Year 2, access a more challenging text. In Key Stage 2, children read from the Oxford Reading Tree scheme. Once completed, they become 'Free Readers'. They are then able to choose books from a variety of sources such as: from their classroom, the library and from home to read.

Reading at home

- We expect our children to read **at least three times a week at home**. In school, we have built a culture whereby our children will acknowledge when they haven't had this opportunity at home. It is then the role of all staff to ensure that children are listened to read.
- Children place their books in baskets to show whether they have had the opportunity to read at home or not. This then makes it very easy for anyone going into class to identify who needs to read with someone.
- This may be with:
 - The teacher
 - Teaching assistant
 - Member of SLT
 - Member of middle leadership
 - A year 6 child
 - A volunteer – parent, Busy Reader scheme.

Libraries

- We have two library spaces in school. They are stocked with new and existing texts and provide calming relaxing environments for both reading for pleasure and learning. There is a timetable in place to ensure each class have access to the libraries and are able to borrow books to read in class.

Impact

"I get to learn new words and what they mean"

"We learn new facts and information"

"We can do reading books – I think they good"
(Eilma)

"you can relax and read"
(Evie)

I really like the books we have in school

"I like books with dinosaurs" (Jack)

"I like to share books" (Ali)

"You just get to know the characters"
(Rishetta)

"I like fairy books. They got little clothes like jama"
(Lilly Mae)

"When I finish a book, I give it to someone else"
(Noah)

"You learn new words and their meaning" (Ralphie)

"You get to read different kind of books" (Anya)

"You embrace your imagination" (Olivia)

"Reading is exciting and you feel like you're in the book"
(Katie-May)

"Reading in school teaches me to read"

"It makes you feel better when you are sad" (Gabriella)

"Reading is fun"

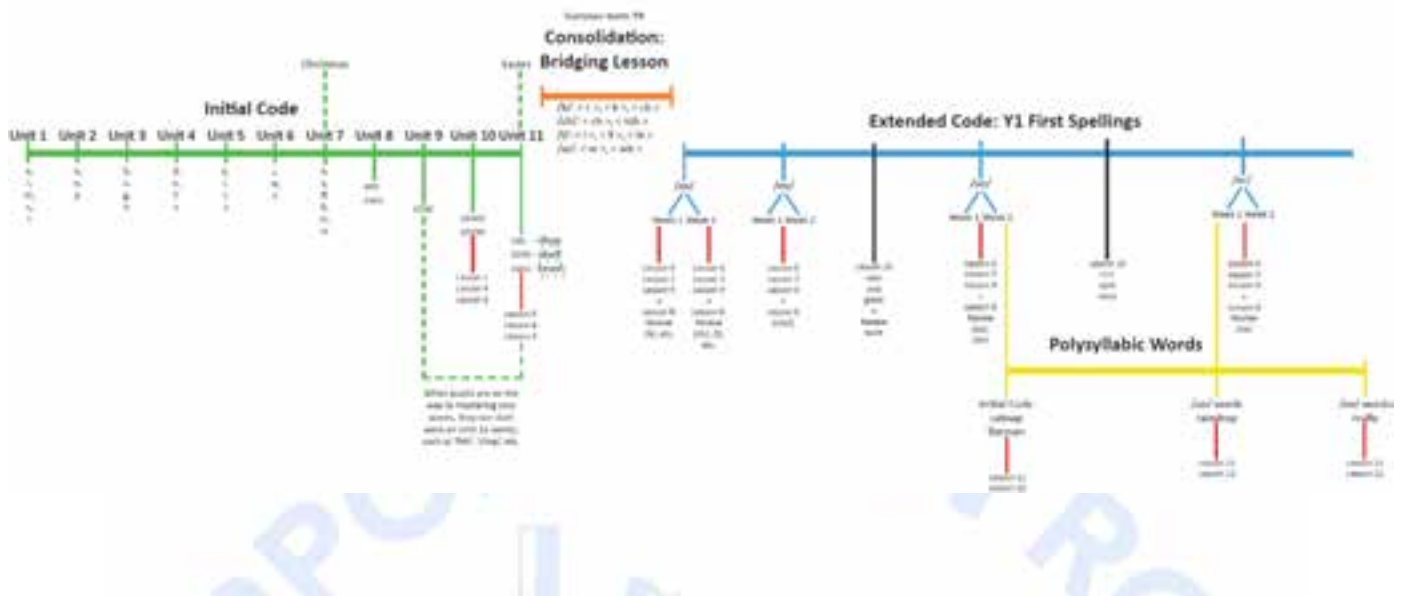
"It's good to read with your friends"
(Narjes)

Appendices

1. Sounds-Write timeline and school long term plans
2. Sounds-Write structure – initial and extended codes
3. Phonics unit linked with everyday words and decodable book lists
4. Text progression – discrete reading lessons
5. Curriculum for Progression in reading
6. Reading strategy posters KS1
7. Reading strategy posters KS2
8. Colourful Semantics



Appendix 1: Sounds-Write timeline and our school Long Term Plans



Corporation Road Community Primary School
Phonics LTP

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	<ul style="list-style-type: none"> Listening & Attention Understanding & Vocabulary Speaking Mark making – playing with sounds 					
Reception	Initial Code Unit 1 Unit 2 Unit 3	Initial Code Unit 4 Unit 5	Initial Code Unit 6 Unit 7	Initial Code Unit 8 Unit 9	Initial Code Unit 10 Unit 11	Initial Code Unit 12 Bridging lessons
Year 1	Initial Code bridging unit Extended Code Unit 1 Unit 2 Unit 3 Unit 4	Extended Code Unit 4 Unit 5 Unit 6 Unit 7 Unit 8 Unit 9	Extended Code Unit 10 Unit 11 Unit 12 Unit 13	Extended Code Unit 14 Unit 15 Unit 16 Unit 17	Extended Code Unit 18 Unit 19 Unit 20	Extended Code Unit 21 Unit 22 Unit 23 Unit 24 Unit 25 Unit 26
Year 2	Extended Code Unit 27 Unit 28 Unit 29 Unit 30 Unit 31	Extended Code Unit 32 Unit 33 Unit 34	Extended Code Unit 35 Unit 36 Unit 37 Unit 38	Extended Code Unit 39 Unit 40 Unit 41	Extended Code Unit 42 Unit 43 Unit 44 Unit 45	Extended Code Unit 46 Unit 47 Unit 48 Unit 49 Unit 50

Phonics: Reception				
Term	Units	Time	Skills	Conceptual Knowledge
Autumn 1	Unit 1 – a, l, m, s, t	4 weeks	To segment and blend and manipulate sounds in words	Sounds can be represented by spellings with one letter Some spellings are written with a double consonant Some spellings are written with 2 different letters Some spellings are written with 3 different letters
	Unit 2 – n, o, p	3 weeks		
	Unit 3 – b, c, g, h	3 weeks		
Autumn 2	Unit 3 – b, c, g, h	2 weeks		
	Unit 4 – d, e, f, o	2 weeks		
	Unit 5 – k, l, r, s	2 weeks		
Spring 1	Unit 6 – j, n, t	2 weeks		
	Unit 7 – x, y, r, z, s, s, z	3 weeks		
Spring 2	Unit 7 – x, y, r, z, s, s, z	1 week		
	Unit 8 – NO NEW CODE KNOWLEDGE	4 weeks	VCC and CVCC 2 consonants in final position 3 and 4 sound words	
	Unit 9 – NO NEW CODE KNOWLEDGE	1 week		
Summer 1	Unit 9 – NO NEW CODE KNOWLEDGE	2 weeks		
	Unit 10 – NO NEW CODE KNOWLEDGE	3 weeks	CCVC 2 consonants in initial position CCVC, CVCC and CCVC 3 adjacent consonants 3 sound words	
Summer 2	Unit 11 – sh, ch, th, ck, wh, ng, ge	1 week		
	Bridging lesson /k/ -ck, -ck, -ck /ch/ -ch, -ch, -ch /t/ -t, -t, -t /n/ -n, -n, -n		CVC, CCVC and CVCC	

Phonics: Year 1				
Term	Units	Time	Skills	Concept
Autumn 1	Consolidation bridging unit - b, c, d, ch, th, l, r, k, n, s, sh	2 weeks	CVC, CCVC and CVCC	Words can be represented by spellings with one letter Some spellings are written with a double consonant Some spellings are written with 2 different letters Some spellings are written with 3 different letters
	Unit 1 – /a/ first spellings	2 weeks	Segment: to spell words containing the target sound Blend: To read words containing the target sound	A spelling can represent more than one sound The most common sounds represented by the target spelling A sound can be represented by more than one spelling The most common spellings which represent the sound
	Unit 2 – /o/ first spellings Unit 3 – /ee/	2 weeks 1 week	To manipulate alternative sounds in and out of words	A spelling can represent more than one sound The most common sounds represented by the target spelling A sound can be represented by more than one spelling The most common spellings which represent the sound
Autumn 2	Unit 4 – /ay/ first spellings Unit 5 – /oo/	1 week 1 week	To manipulate alternative sounds in and out of words	A spelling can represent more than one sound The most common sounds represented by the target spelling A sound can be represented by more than one spelling The most common spellings which represent the sound
	Unit 6 – /u/ first spellings Unit 7 – /i/ first spellings	2 weeks 1 week	Segment: to spell words containing the target sound Blend: To read words containing the target sound	A spelling can represent more than one sound The most common sounds represented by the target spelling A sound can be represented by more than one spelling The most common spellings which represent the sound
	Unit 8 – /ow/ first spellings Unit 9 – /oa/ first spellings	2 weeks 1 week	To manipulate alternative sounds in and out of words	A spelling can represent more than one sound The most common sounds represented by the target spelling A sound can be represented by more than one spelling The most common spellings which represent the sound
Spring 1	Unit 10 – /au/ (as in mouse) first spellings Unit 11 – /ai/ first spellings	2 weeks 2 weeks	Segment: to spell words containing the target sound Blend: To read words containing the target sound	A spelling can represent more than one sound The most common sounds represented by the target spelling A sound can be represented by more than one spelling The most common spellings which represent the sound
	Unit 12 – /ou/ (as in book) first spellings Unit 13 – /oo/	2 weeks 1 week	To manipulate alternative sounds in and out of words	A spelling can represent more than one sound The most common sounds represented by the target spelling A sound can be represented by more than one spelling The most common spellings which represent the sound
	Unit 14 – /u/ first spellings Unit 15 – /oo/	1 week 1 week	Segment: to spell words containing the target sound Blend: To read words containing the target sound To manipulate alternative sounds in and out of words	A spelling can represent more than one sound The most common sounds represented by the target spelling A sound can be represented by more than one spelling The most common spellings which represent the sound
Spring 2	Unit 16 – /i/ first spellings Unit 17 – /ee/	2 weeks 1 week	Segment: to spell words containing the target sound Blend: To read words containing the target sound To manipulate alternative sounds in and out of words	A spelling can represent more than one sound The most common sounds represented by the target spelling A sound can be represented by more than one spelling The most common spellings which represent the sound
	Unit 18 – /e/ first spellings Unit 19 – /ai/ first spellings Unit 20 – /oi/ first spellings	2 weeks 2 weeks 2 weeks	Segment: to spell words containing the target sound Blend: To read words containing the target sound	A spelling can represent more than one sound The most common sounds represented by the target spelling A sound can be represented by more than one spelling The most common spellings which represent the sound
	Unit 21 – /au/ first spellings Unit 22 – /oo/	2 weeks 1 week	To manipulate alternative sounds in and out of words	A spelling can represent more than one sound The most common sounds represented by the target spelling A sound can be represented by more than one spelling The most common spellings which represent the sound
Summer 1	Unit 23 – /oy/ first spellings Unit 24 – /ai/ first spellings Unit 25 – /oi/ first spellings Unit 26 – /ee/ 1 week	1 week 2 weeks 1 week 1 week	Segment: to spell words containing the target sound Blend: To read words containing the target sound To manipulate alternative sounds in and out of words	A spelling can represent more than one sound The most common sounds represented by the target spelling A sound can be represented by more than one spelling The most common spellings which represent the sound

Phonics: Year 2			Skills	Concept
Term	Units	Time		
Autumn 1	Unit 27 /a/ more spellings	2 weeks	Segment: to spell words containing the target sound Blend: To read words containing the target sound	A sound can be represented by more than one spelling The most common spellings which represent the sound
	Unit 28 /a/ more spellings	1 week		
	Unit 29 /ai/ more spellings	2 weeks		
	Unit 30 /i/ more spellings	2 weeks		
	Unit 31 /y/	1 week		
Autumn 2	Unit 32 /y/	1 week	To manipulate alternative sounds in and out of words	A spelling can represent more than one sound The most common sounds represented by the target spelling
	Unit 33 /ai/ more spellings	2 weeks		
	Unit 34 /i/ more spellings	2 weeks		
	Unit 35 /y/ more spellings	2 weeks		
	Unit 36 /ai/ more spellings	1 week		
Spring 1	Unit 37 /i/ more spellings	2 weeks	Segment: to spell words containing the target sound Blend: To read words containing the target sound	A sound can be represented by more than one spelling The most common spellings which represent the sound
	Unit 38 /y/ more spellings	1 week		
	Unit 39 /y/ more spellings	1 week		
	Unit 40 /i/ more spellings	2 weeks		
	Unit 41 /y/ more spellings	1 week		
Spring 2	Unit 42 /y/	1 week	To manipulate alternative sounds in and out of words	A spelling can represent more than one sound The most common sounds represented by the target spelling A sound can be represented by more than one spelling The most common spellings which represent the sound A spelling can represent more than one sound The most common sounds represented by the target spelling
	Unit 43 /i/ more spellings	2 weeks		
	Unit 44 /y/ more spellings	1 week		
Summer	Unit 45 /i/ more spellings	1 week	Segment: to spell words containing the target sound Blend: To read words containing the target sound	A sound can be represented by more than one spelling The most common spellings which represent the sound
	Unit 46 /y/ more spellings	2 weeks		
	Unit 47 /i/ more spellings	2 weeks		
	Unit 48 /y/ more spellings	2 weeks		
	Unit 49 /y/ more spellings	2 weeks		
Summer 2	Unit 50 Sound when /s/ more spellings			

Appendix 2: Sounds-Write structure – initial and extended codes

Year	Term	Content
Reception	autumn	Initial Code Units 1-7
	spring	Initial Code Units 8-11
	summer	Consolidation of Initial Code 8-11 Introduction of Extended code – 2 or 3 sounds
1	autumn	Consolidation of Initial Code 9-11 Extended code – start at Unit 1 again
	spring & summer	Continue Extended code At /oe/ introduce Polysyllabic level lessons <i>alongside</i>
2	All terms	Continue Extended code from Y1 end point, which is usually at around Unit 25 (units will consolidate known spellings and include <i>more spellings</i>) Continue Polysyllabic level lessons

EXTENDED CODE

- 1 First spellings of sound /ae/ - ai aj ea o-e
- 2 First spellings of sound /ee/ - ee ea y e
- 3 Spelling <ea> representing /ae/ & /ee/
- 4 First spellings of sound /oe/ - o oo ow oe o-e
- 5 Spelling <oo> representing /o/ & /oe/
- 6 First spellings of sound /er/ - er ir or ur
- 7 First spellings of sound /e/ - e ea ai
- 8 First spellings of sound /ow/ - ou ow
- 9 Spelling <ow> representing /oe/ & /ow/
- 10 First spellings of sound „/oo/„ - oo ew ue u-e o
- 11 Sound /ef/ by spellings i igh ie ie y
- 12 Sound /oo/, by spellings oo u oul
- 13 Spelling <oo> representing „/oo/„ & /oo/,
- 14 Sound /u/ by spellings u o ou
- 15 Spelling <ou> representing /ow/ /u/ „/oo/„
- 16 Sound /s/ by spellings s sc se ss c ce
- 17 Spelling <s> representing /s/ & /z/
- 18 Sound /l/ by spellings l le ll el al il
- 19 First spellings of sound /ar/ - or aw a ou ar
- 20 Sound /air/ by spellings air are ear ir ere (<ayer > as in 'prayer' and <ayor > as in 'mayor')
- 21 Sound /ux/ by spellings ue u-e u ew eu
- 22 Spelling <ew> representing „/oo/„ & /ux/
- 23 Sound /oy/ by spellings oi oy
- 24 Sound /af/ by spellings ar a al au

EXTENDED CODE continued

- 25 Sound /of/ by spellings o e
- 26 Spelling <ax> representing /a/ /o/ /oa/ & /ar/
- 27 More spellings of sound /ax/ - a ai ey eigh
- 28 Sound /d/ by spellings d dd ed
- 29 More spellings of sound /ee/ - ey ie i
- 30 Sound /f/ by spellings f fi e y
- 31 Spelling <ys> representing /y/ /i/ /ie/ & /ee/
- 32 More spellings of sound /oe/ - oa ough
- 33 Sound /n/ by spellings n nn gn kn
- 34 More spellings of sound /er/ - ar ear our
- 35 Sound /ef/ by spellings v ve vv
- 36 Sound „/oo/„ by spellings ui ou ough u u-e
- 37 Sound /j/ by spellings j g ge gg dge
- 38 Sound /g/ by spellings g gg gh gu
- 39 Spellings <g> and <gg> representing /j/ & /g/
- 40 Sound /ff/ by spellings f ff gh ph
- 41 Spelling <gh> representing /ff/ & /g/
- 42 Sound /m/ by spellings m mm mb mn
- 43 More spellings of sound /ar/ - are oar our ough ough
- 44 Sound /h/ by spellings h wh
- 45 Sound /k/ by spellings c k ck ch cc
- 46 Sound /r/ by spellings r rr wr rh
- 47 Sound /t/ by spellings t tt te tt
- 48 Sound /z/ by spellings z zz ze s ss se
- 49 Sound /eer/ by spellings eer ere ear

Appendix 3: Phonics unit linked with everyday words and decodable book lists

Reception	Phonics Unit	Code Knowledge	Key Words	Common Exception Words	Book Titles
	1	a, i, m, s, t	it, at, am, sat, its		Mats Tim, Tam & Sam A Mat Sam Sit, Sam
	2	n, o, p	is, a in, on, not, an, man, cat, top	is, a	Sit! The Nap Pip Pip, Sam & Tam Is it Sam?
	3	b, c, g, h	the, I can, big, him, got, has, hat, hot go, no, into	the, I, go, no	Sam's Pip The Can Man Tap, Tap Nan The Cab
	4	d, e, f, v	for, of and, had, dad, get, if, did, dog, bed, bad, end me, my, he, she, be, we	of, me, my, he, she, be, we	Then hens Meg's Pet Pig At the Vet Bad Cat The Cab Set Off
	5	k, l, r, u	are but, up, mum, put, ran, us, red, fun, let, run, sun as, his, her, you, let's	are, you	Tom and Sam Kim's Big Red Cat Bob Bug Red Gum Bun in the Sun The Hut
	6	j, w, z	was so, do, I'm	was, so, do	Tim's pets Jim is fed up Pen Fun Meg and the Bun Zig and Zag A Top for Zig
	7	x, y, ff, ll, ss, zz	all will, off, yes, well, fox, tell, fell, box, eggs, miss		The mud pit The bin men Cat Naps Mix, Mix, Mix The Odd pet Miss!Miss! Jill, the Doll Bob is Not Well I Will Sell
	8	VCC & CVCC words	come, some, went, just, help, it's must, next, lots, fast, last, best, wind	come, some	Lost! Is it magic Box in the Loft The Lost Box Elf Dust

	9	CCVC words	to from, stop, still, gran	to	The frog pond The Bratt twins The Trap Flip and Flop Slip The Sled
	10	CCVCC & CCCVC words			Grand Slam cup Best pals Punk and the Plums The Stink The Stilt
	11	sh, ch, tch, ck, th, ng, qu, wh	that, with, this, then, them, when back, think, long, fish, much, than, wish, duck, which, thing, things, king, that's	there, where, push	Hush The Cash The Trick Raj Gets a Shock Doctor Duck The Ring The Sting The Quest The Quilt Thump Thump The Paths up the Hill Pip Gets Rick Chips for Lunch When Meg was a Pup When Dad Got Cross Gran is Cross Ants Singing Dad Sinking Sand The Fishing Trip A Wicked Snack Dan is Trapped The Trunk and the Skunk The Scrap Rocket Splash & Squelch

Year 1	Unit	Code Knowledge	Key Words	Common Exception Words	Title
	1	Sound /ae/ first spellings	They, came, day, made, make Away, play, take, way, may, say, great	Says, they	The Mail Viv Wails Jake the Snake Late Slugs and Snails

2	Sound /ee/ first spellings	He, she, we, me, be, see, very, people Eat, tree, been, sea, these, began, need, three, keep, even, before, key, sleep, feet, queen, each, green, trees, tea, floppy, really, please, he's, we're, every	He, she, we, , me, be, people great, break, steak	The Tree Sweet Dream The Heap of Sand The Mean Robot Queen Aneena's Feast Pete Seals
3	Spelling <ea>			
4	Sound /oe/ first spellings	So, go, no, don't, oh, old Going, home, know, only, told, clothes, boat, window, snow, most, cold, grow	So, go, no, most, only, both, old, cold, gold, hold, told, clothes	Raj gets a soak Toad Moans and Groans Toad in a Hole The Note
5	Spelling <o>			
6	Sound /er/ first spellings	Her, were Over, after, never, first, work, different, girl, under, better, ever, birds, river	Were, every, after, everybody	My Turn Meg Gets Dirty Pasta with Butter
7	Sound /e/	Said Again, head, many, any, friends	Said, friend, any, many, again	Bread and Jam Raj Bumps his Head Jellyfish
8	Sound /ow/	Out, down, now, about, house How, our, round, shouted, mouse, around, town, found	our, house	The upside-down Browns Mr Brown The Tree House Owls Miss Flower's Project
9	Spelling <ow>			
10	Sound /oo/ first spellings (as in moon)	To, you, do, into, too School, who, food, soon, room	To, do, you, school, today	The Blue Scooter Club Rules School Rules
11	Sound /ie/	I, my, like, by, time I'm Find, I'll, right, night, I've why, cried, inside, eyes, white, liked, giant, fly	I, my, by, find, kind, mind, behind, child, wild, climb	Tadpoles The Night Flight I Spy The Kite Spike Says A Nice Life Show Time (Mix Split Digraphs)
12	Sound /oo/ first spellings (as in book)	Looked, look Put, could, good, would, took,	Put, could, should, would	In the Wood The Bush
13	Spelling <oo>			The Tooth

			couldn't, book, looking, looks, pulled		
14	Sound /u/		Some, come Other, something, suddenly, another, jumped, mother, coming	Some, come, love	Fred gets in Trouble
16	Sound /s/		house, mouse (already learnt in /ow/)	House, once, Christmas	Five Excited Mice Carrots and Celery
17	Spelling <s>			has	
18	Sound /l/		little	pull	The Camel The Paddle Apple Crumble
19	Sound /or/ first spellings		For, all, your, called, saw Water, or, door, small, because, morning, horse	Your, water	The Fort Dan Draws a Monster The Tent on the Lawn Aunt March
20	Sound /air/		There, their Where, bear, air, there's	Where, there, parents	Fairy Wings Careless Fairy Not Fair Bears Fear
21	Sound /ue/		New, use		Toad and Newt
23	Sound /oy/		boy		Oil Roy the Cowboy The Royal Chest of Coins
24	Sound /ar/		Are Asked, can't after, car, garden, laughed, dark, hard, park	Ask, half	Too Far Trip to the Farm
26	Spelling <a>			Fast, last, past, father, class, grass, pass, plant, path, bath	

Year 2	Unit	Code Knowledge	Key words	Common Exception Words	Title
	27	Sound /ae/ more spellings	Baby, gave, place		Ted Saves the Day The Fun Day
	28	Sound /d/	lived		
	29	Sound /ee/ more spellings		Because, money, even	A Secret a School Billy's Easy Day
	30	Sound /i/		eye	A Fine Time at Playgroup Mice

31	Spelling <y>		pretty	
32	Sound /oe/ more spellings			Home Sweet Home Crows The Golden Glow The Greatest Show in Town A Hound in Town
33	Sound /n/	Know, gone		
34	Sound /er/ more spellings		hour, sure, sugar	A Turn on the Turf The Worst Day Earthworms
35	Sound /v/	Of, have Gave, live, I've	Move, prove, improve	Wolves
36	Sound /oo/ (as in moon) more spellings	through	Poor, beautiful	The Rules at School Kangaroo
37	Sound /j/	magic		The Ginger Cat George
38	Sound /g/			
39	Spellings <g>			
40	Sound /f/			Steph the Elephant
41	Spelling <gh>			
42	Sound /m/	Some, come, something		
43	Sound /or/ more spellings	Thought, more, before	Door, floor	The Mystery of the Waterfall
44	Sound /h/	who	Who, whole	
45	Sound /k/	school		
46	Sound /r/			
47	Sound /t/			
48	Sound /z/	Is, his, was, as These, please, use	busy	
49	Sound /eer/	here	here	Dear Old Friends Max the Meerkat
50	Sound schwa /a/	The, a, children Around, garden, across, dragon	Children, Mr, Mrs	

Appendix 4: Text progression – discrete reading lessons

Guided Reading text overview 2020-2021

	Understanding words	Finding information	Identify the main idea	Sequencing	Similarities & Differences	Predicting	Classifying	Summarising	Inferring	Cause & Effect	Fact or Opinion	Point of view & purpose
Year 1	The farm trip Tooth for toes	Fiddle boats Fruit roll	Tree house My favourite toy	I jump out of bed Join in make-fairy bread	My family My favourite place	The man and the engine boat The lion and the dolphin			My street Letter to Jack		Review Showing	
Year 2	Best buddies Goolbi	Sadie teacher Make a pig's hat	Planting trees Ambulance officers	A Lion's weekend Draw a self-portrait	Papa's favourite of pets Public transport	Working with Papa Rubber Band			Jumping jinxes The lion who lost his wig		The strange shape The Mysterious Magic Safety Machine	
Year 3	Butterflies Woollyworms	My birthday The full-tummy Cafe	Our family outing Destinations: New Zealand	Days of Ben's levels full The recipe of a slither	Delicious drinks Turtles and tortises	The mountain boat The story of Matariki	Guide dogs Sea can't	Seashores One of those days	The story of King Midas Surprise dinner!	How to stay safe around water Footing squish	A giant that eats insects The country life is for me!	Request for a lake track Double trouble
Year 4	Walking Trapped	The lighting Opera House Mystery	Evolution Sailing is fun	Money Planting seedlings	Common readers Frog/Toads	The poetry Rules	The tag Mahut The world's most boring game	More Ant-Ants Whale sharks	Shark in the sand Favourite sports	Analysing - A deadly disease Healthy weight loss	The 13th Street Tunnel The blue-eyed soldier	Business cards Pocket money
Year 5	The case of the Lozingly twins The animal whisperer	Soft Valentine's Day Busted bracelet	Learning a musical instrument Working dogs	The date Disappointing coin toss	Dragons The fox and the cat/The seven-headed fox and the one-headed rat	Being polite Murder mystery party	Fear of flying Learning	Speech counts Clowning around	The sleazy mystery Family history	How to overcome water Changing matter	Redback in tights Barnyard boys	Kids in the kitchen Gifts
Year 6	Spiller Sunny days	The International Red Cross So surprised	Care books in Australia Robin Hood Fact or fiction?	An exciting day Make a rocket boat!	The exhibits and the puppets The snake and the fox/Swing Letters	Penguin Island My diary	The Moko Lisa The worst day of the year!	Trapped runners free after 14 days! Dust Copperfield - Master of Illusions	BedZug Rock Ignorance	Global warming Letter from Hull Council	Letter to the editor Fight for B&K track continues	Too much TV! Letter from STFC



Reading Comprehension | Curriculum Progression for Learning

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
UNDERSTANDING APPRECIATION	Children use vocabulary from stories to describe characters and situations. Able to read and retell with predictable words, phrases and verbs. Recalls the words in a sentence and through discussion can explain the words to the audience for the whole text.	Describe and understand – making links to words already known. Able to find new words within a short text. Recalls the key words in a sentence and through discussion can explain the words to the audience for the whole text.	Find and explain the meaning of new words, using a knowledge of other words, phrases and verbs and the wider text context. Can comment on language choices for words chosen by the author (e.g. why a verb is used to describe a dog instead of 'she sat'). Able to identify and discuss the effect of alliteration. Recalls the meaning of vocabulary to comment text.	Can attempt to explain the meanings of new specific vocabulary used to control by using knowledge of other words (e.g. metaphor, simile) and the structure of the text (genre and vocabulary choices offered). Able to demonstrate a knowledge of vocabulary by substituting vocabulary alternatives. Can explain the meaning of words by using contextual clues in a sentence.	Can identify the effects of different words and phrases to create different images and atmospheres (e.g. personification, descriptive adjectives, verbs). Identify words and phrases that the author has chosen and discuss why they have been chosen to add to the meaning and effect of the text. Can use context to explain the meaning of words by using contextual clues and using other vocabulary to check the meaning selected for the audience.	Can recognise writer intentions by the words the author uses (personification, metaphors, similes). Identify words and phrases that the author has chosen and discuss why they have been chosen to add to the meaning and effect of the text. Use and explain the meaning of words by using contextual clues and using other vocabulary to check the meaning selected for the audience.	Can recognise writer intentions by the words the author uses (personification, metaphors, similes), considering the impact on the reader. Use and explain the meaning of words by using contextual clues and using other vocabulary to check the meaning selected for the audience.	Can recognise writer intentions by the words the author uses (personification, metaphors, similes), considering the impact on the reader. Use and explain the meaning of words by using contextual clues and using other vocabulary to check the meaning selected for the audience.
UNDERSTANDING A MESSAGE	Can answer simple questions about a text with oral and written responses. Recalls simple facts from a text to answer questions. Able to identify how the different features of a text affect the reader.	Recall a sentence and understand its meaning. Can answer simple questions in relation to a short written question. Able to identify how the different features of a text affect the reader.	Recall specific simple information in a range of genres or pieces – fact and fiction. Text information is recalled by using features of the context, titles and author of the text. Author and reader viewpoint (fact and fiction) and subject matter (content) are recalled. Can identify how the different features of a text affect the reader.	Can identify (general text) and use a range of specific words and phrases to identify key words / purposes of the text. Explain to text users. Can identify how the different features of a text affect the reader.	Can identify and describe a range of genres or pieces of text (e.g. fact and fiction, poetry, drama, non-fiction) and explain the different features of the text and how they affect the reader. Can identify how the different features of a text affect the reader.	Can identify and describe a range of genres or pieces of text (e.g. fact and fiction, poetry, drama, non-fiction) and explain the different features of the text and how they affect the reader. Can identify how the different features of a text affect the reader.	Can identify and describe a range of genres or pieces of text (e.g. fact and fiction, poetry, drama, non-fiction) and explain the different features of the text and how they affect the reader. Can identify how the different features of a text affect the reader.	Can identify and describe a range of genres or pieces of text (e.g. fact and fiction, poetry, drama, non-fiction) and explain the different features of the text and how they affect the reader. Can identify how the different features of a text affect the reader.
UNDERSTANDING A MESSAGE	Recognise the beginning, middle and end of stories. Put these parts in order. Can discuss the sequence of events carefully, retelling using key phrases, e.g. once upon a time, happily ever after.	Can read longer stories, including significant events / main ideas in sequence. Can use key words in stories using a range of phrases to give information and advice.	Identify events and how they fit together, using time marker words. E.g. First, before, next, after, then, and the next thing to happen after the character did something. Can summarise a story – giving the main points in sequence. Identify important events in a range of texts (2)	Identify the events that are important to a story and explain why. Can summarise the main points in a story, in both fiction and non-fiction examples. To sequence important events clearly from the text.	Recognise the sequence in a story – and identify the characters, build up, climax or conflict and resolution. Can explain the importance of the text and how it is important and how it is connected. (Can explain the sequence of events which have been connected).	Understand the sequence of events and be able to discuss how they are related. E.g. put these events in order: 1-4 - and discuss how they are related. Summarise a text after a given word count, listing the main ideas and points. (Can explain the sequence of events which have been connected).	Be able to identify a time sequence in a complex text with time shifts (e.g. flashback, fast forward etc). Can summarise information across a range of texts. Summarise each (from one text one paragraph (2))	Be able to identify a time sequence in a complex text with time shifts (e.g. flashback, fast forward etc). Can summarise information across a range of texts. Summarise each (from one text one paragraph (2))
UNDERSTANDING A MESSAGE	Be able to look at story to find out how they are related. Use illustrations to support talk about how a character is feeling. Can use clues from the text and from how the text is read aloud, to say how a character is feeling. Can begin to explain how they know how a character is feeling.	Show an interest in characters and background information to answer simple inference questions. E.g. How do you think the character is feeling? Use words and phrases such as 'I feel... because...'. (Can explain how the character is feeling). Can begin to explain how they know how a character is feeling.	Make an inference about a character or incident from a single point of reference (what they say and do, referring to own experiences). E.g. 'Charlie' had to work all day in the mines, and that's why they are tired. How do you think the character is feeling? Use words and phrases such as 'I feel... because...'. (Can explain how the character is feeling).	Understand that a character's feelings and actions are related. E.g. 'Charlie' had to work all day in the mines, and that's why they are tired. How do you think the character is feeling? Use words and phrases such as 'I feel... because...'. (Can explain how the character is feeling).	Make an inference about a character or incident from a single point of reference (what they say and do, referring to own experiences). E.g. 'Charlie' had to work all day in the mines, and that's why they are tired. How do you think the character is feeling? Use words and phrases such as 'I feel... because...'. (Can explain how the character is feeling).	Understand that a character's feelings and actions are related. E.g. 'Charlie' had to work all day in the mines, and that's why they are tired. How do you think the character is feeling? Use words and phrases such as 'I feel... because...'. (Can explain how the character is feeling).	Understand that a character's feelings and actions are related. E.g. 'Charlie' had to work all day in the mines, and that's why they are tired. How do you think the character is feeling? Use words and phrases such as 'I feel... because...'. (Can explain how the character is feeling).	Understand that a character's feelings and actions are related. E.g. 'Charlie' had to work all day in the mines, and that's why they are tired. How do you think the character is feeling? Use words and phrases such as 'I feel... because...'. (Can explain how the character is feeling).
UNDERSTANDING A MESSAGE	Can make simple predictions, for example, what the next might be about from the text, how the story might develop and how the story might end.	Recall what might happen next based on the text so far. Make predictions about a text using a range of clues. E.g. experience of texts by the same author, sequence of the events, type of text, e.g. realistic story or fiction. Make simple and general predictions based on the text (2)	Understand the purpose of a paragraph and chapter in the organisation of a narrative. Identify themes and connections within texts. E.g. why do you think the character is feeling? Use words and phrases such as 'I feel... because...'. (Can explain how the character is feeling).	Understand the purpose of a paragraph and chapter in the organisation of a narrative. Identify themes and connections within texts. E.g. why do you think the character is feeling? Use words and phrases such as 'I feel... because...'. (Can explain how the character is feeling).	Understand the purpose of a paragraph and chapter in the organisation of a narrative. Identify themes and connections within texts. E.g. why do you think the character is feeling? Use words and phrases such as 'I feel... because...'. (Can explain how the character is feeling).	Understand the purpose of a paragraph and chapter in the organisation of a narrative. Identify themes and connections within texts. E.g. why do you think the character is feeling? Use words and phrases such as 'I feel... because...'. (Can explain how the character is feeling).	Understand the purpose of a paragraph and chapter in the organisation of a narrative. Identify themes and connections within texts. E.g. why do you think the character is feeling? Use words and phrases such as 'I feel... because...'. (Can explain how the character is feeling).	Understand the purpose of a paragraph and chapter in the organisation of a narrative. Identify themes and connections within texts. E.g. why do you think the character is feeling? Use words and phrases such as 'I feel... because...'. (Can explain how the character is feeling).
UNDERSTANDING A MESSAGE	Identify the beginning and end of stories. E.g. reading from page 1 to page 100, and highlighting the beginning and end of the story. Recognise simple differences between different types of texts and that books can be used to read information. Recognise simple features of text (e.g. title, paragraphs, headings, sub-headings, etc).	Recognise a range of patterns in texts, including poems. E.g. story, non-fiction, general, etc. Recognise how written language is structured differently in stories, poems and non-fiction. Recognise simple features of text (e.g. title, paragraphs, headings, sub-headings, etc).	Recognise the features of a range of taught non-fiction texts. E.g. text, report, etc. Recognise that narrative is generally organised in paragraphs. Recognise the effect of book punctuation. E.g. use of exclamation marks, question marks, etc. Recognise and begin to use some of the features of non-fiction text (e.g. headings, page, glossary)	Understand the purpose of a paragraph and chapter in the organisation of a narrative. Identify themes and connections within texts. E.g. why do you think the character is feeling? Use words and phrases such as 'I feel... because...'. (Can explain how the character is feeling).	Understand the purpose of a paragraph and chapter in the organisation of a narrative. Identify themes and connections within texts. E.g. why do you think the character is feeling? Use words and phrases such as 'I feel... because...'. (Can explain how the character is feeling).	Understand the purpose of a paragraph and chapter in the organisation of a narrative. Identify themes and connections within texts. E.g. why do you think the character is feeling? Use words and phrases such as 'I feel... because...'. (Can explain how the character is feeling).	Understand the purpose of a paragraph and chapter in the organisation of a narrative. Identify themes and connections within texts. E.g. why do you think the character is feeling? Use words and phrases such as 'I feel... because...'. (Can explain how the character is feeling).	Understand the purpose of a paragraph and chapter in the organisation of a narrative. Identify themes and connections within texts. E.g. why do you think the character is feeling? Use words and phrases such as 'I feel... because...'. (Can explain how the character is feeling).
UNDERSTANDING A MESSAGE	Can identify whether a word is a simple noun or another type of word.	Identify simple descriptive language linked to colour, size and shape, emotions. Identify simple descriptive language linked to colour, size and shape, emotions.	Identify vocabulary to understand the meaning through reading. (Can explain how the character is feeling).	Identify vocabulary to understand the meaning through reading. (Can explain how the character is feeling).	Identify vocabulary to understand the meaning through reading. (Can explain how the character is feeling).	Identify vocabulary to understand the meaning through reading. (Can explain how the character is feeling).	Identify vocabulary to understand the meaning through reading. (Can explain how the character is feeling).	
UNDERSTANDING A MESSAGE	Can identify whether a word is a simple noun or another type of word.	Identify simple descriptive language linked to colour, size and shape, emotions. Identify simple descriptive language linked to colour, size and shape, emotions.	Identify vocabulary to understand the meaning through reading. (Can explain how the character is feeling).	Identify vocabulary to understand the meaning through reading. (Can explain how the character is feeling).	Identify vocabulary to understand the meaning through reading. (Can explain how the character is feeling).	Identify vocabulary to understand the meaning through reading. (Can explain how the character is feeling).	Identify vocabulary to understand the meaning through reading. (Can explain how the character is feeling).	
UNDERSTANDING A MESSAGE	Can identify whether a word is a simple noun or another type of word.	Identify simple descriptive language linked to colour, size and shape, emotions. Identify simple descriptive language linked to colour, size and shape, emotions.	Identify vocabulary to understand the meaning through reading. (Can explain how the character is feeling).	Identify vocabulary to understand the meaning through reading. (Can explain how the character is feeling).	Identify vocabulary to understand the meaning through reading. (Can explain how the character is feeling).	Identify vocabulary to understand the meaning through reading. (Can explain how the character is feeling).	Identify vocabulary to understand the meaning through reading. (Can explain how the character is feeling).	

This document does not constitute the entire reading curriculum. Children's decoding and fluency progression is an additional strand to the teaching of English, which is led to the school's phonics teaching approach and early reading strategy.

Book Levels	EE Follow-up (CE1 4)	EE Orange (CE1 5)	EE Green (CE1 6)	EE Brown (CE1 7)	EE Grey (CE1 8)	EE Dark Blue (CE1 9)	EE Dark Red (CE1 10)
-------------	----------------------	-------------------	------------------	------------------	-----------------	----------------------	----------------------

*These should be matched to the specific group sounds that the children hear.

Appendix 6: Reading strategy posters KS1

1a Draw on knowledge of vocabulary

 Read the question carefully to understand what you are being asked

 Find the word, draw a line under it, - say the sounds to read the word if you need to.

 Find the sentence the word is in. Think about other words in that sentence because they may help.


 If you still don't know, think about the sentences before and after, and even the whole paragraph if you need to. Fast forward / re-read.


 Use picture clues to help to understand the word


Think about what you know already that could help you and check this makes sense


 Check all possible answers to rule out the other given choices


1b Identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information


 Read the question very carefully

 Keywords in the question will tell you what information and details you will need. Underline or highlight the key words in the question - e.g. question words: what, how, where, when

 Read a sentence.

 Underline key words in the text

 Think about your answer. You will need to look at the text to check you are correct and understand what it means

 Check all your answers before choosing one

1c Identify and explain the sequence of events in texts

 Read the question and underline any time marker words and other key words.

 Find the events listed as possible answers and underline them.

There may be some time marker words to help you (then, before, next, after)

 Number the statements / events in the order they appear in the text.

 Check all the answers before making a decision.

Remember... order is very important!

Inference

1d Make inferences from the text

The answers are usually not in the text, but there is information given that will give you clues about it

 Read like a detective

 Underline the clues

Find the answer that makes the most sense and is supported by text details - How do you know? Why do you think this?

 Where is your evidence or example?

 Consider about all possibilities before making a decision

You can't just make it up!

1e Predict what might happen on the basis of what has been read so far

The answers are not in the text

 Read the question carefully.


 Find and underline information related to the question


 Think what might happen... what clues have they given you?

 Always consider all possible answers before making a decision


Predictions should be sensible guesses, based on what you have read.


Finding Similarities and Differences

 Read the question carefully.

 Underline the key words in the question

Sometimes it's easy to see the different or same if you are comparing two things or more than two things by using a diagram to help.

 Look for the same information about all things compared, underline it.

 Check all possible answers.

Identifying the Main Idea

There are often many ideas in a text, but one idea is the link that joins the other ideas together, this is the main idea

 Read the text and ask yourself the question, "What is this MAINLY about?"

Main idea - One sentence that tells the big idea for the paragraph

Details - pieces of information that support the main idea

The title is a useful clue because a good title often tells the reader what the text is about

 Put a note or label each paragraph for the main idea.

 Always check all possible answers before making a decision

Appendix 7: Reading Strategy Posters KS2

1a Draw on knowledge of vocabulary
To Give/explain meaning of words in context
Understanding Words

- Read the question carefully to understand what you are being asked
- Use a ruler to slow and scan for the key words!
- Find the word, draw a box under it - use the initial phoneme to support with this if necessary
- Find the sentence the word is in. Think about other words in that sentence because they may help.
- If you still don't know, think about the sentence before and after, and even the whole paragraph if you need to. Fast forward / rewind.
- The picture clues to help to understand the word
- Think about what you know already that could help you and check this makes sense
- Find and explain the meaning of new words, using a knowledge of similar words, prefixes and suffixes and the wider text context.
- Identify root words- words within a word, homophones
- Choose the word you think the word might mean and read the sentence again with that word in, is the answer relevant to the context of the text?
- Check all possible answers to rule out the other given choices

1b Identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information
To Retrieve and record information / identify key details from fiction and non-fiction
Finding Information

- Read the question very carefully
- Keywords in the question will tell you what information and details you will need.
- Underline or highlight the key words in the question - e.g. question words, what, how, where, when
- Think about your answer but you will need to look at the text to check you are correct
- Find the key words in the text and carefully read the information around them
- Read a sentence and understand what it means
- Check you understand the individual words in the sentence (use vocabulary strategies to help you)
- Check all your answers before choosing one

To Identify and explain the relevance of events in texts
To Summarise main ideas from more than one paragraph
Summarising

- Remember under is your language!
- Ask, "Which events need to be summarised?"
- Find the events listed in possible answers and underline them
- Mark out how these events fit together (any related)
- Think why the writer chose another words to help you often, before, next, after
- Number the statements / events in the order they appear in the text.
- Check all the answers before deciding on a decision

2c Summarise main ideas from more than one paragraph
Summarising

- Make sure you understand the question and underline key words
- To be able to summarise text successfully, you first need to be clear about what they are being asked to do and the how that the answer should look
- For example, a text could answer a story detailed explanation may be required
- Find relevant information in the text, underline it and establish how it's linked
- Words like *first*, *but*, and *when* etc. may be significant in establishing how the information is linked
- Relevant and irrelevant information should be identified and main points included in the summary
- You may need to locate information throughout the entire text in order to summarise the main points for some questions
- Look for information in the text, decide what is important and keep it in context
- Use a ruler if necessary to locate key words and phrases
- Never cut down any unnecessary or unconnected information
- Use the words on your summary - a piece of text of
- Check all possible answers before making any decisions

2d Make inferences from the text
To Make inferences from the text / explain and justify inferences with evidence from the text
Inference

- The answers are usually not in the text, but there is information given that will give you clues about it
- Read like a detective... picture
- Underline the clues
- Find the answer that makes the most sense and is supported by text details - How do you know? Why do you think this?
- Where is your evidence or example.
- Consider (think) about all possibilities before making a decision
- You make an inference when you use clues from the text to figure out something the author doesn't actually tell us
- Evidence comes based on supporting evidence
- You can't just make it up
- EVIDENCE AND JUSTIFICATION

3a Predict what might happen on the basis of what has been read so far
To Predict what might happen from details stated and implied
Prediction

- The answers are not in the text, so you can't just read them, but there is information for you to use and think about
- You need to find information related to the text (this could be underlined)
- Think hard, what is the writer suggesting might happen... what clues have they given you?
- Always consider all possible answers before making a decision
- Predictions should not be wild guesses, but well thought out logical ideas based in the information provided and some prior knowledge

Identifying the Main Idea

- There are often many ideas in a text, but one idea is the link that joins the other ideas together, this is the main idea
- Read the text and ask yourself the question, "What is this MAINLY about?"
- Main idea - One sentence that tells the big idea for the paragraph
- Details - pieces of information that support the main idea
- Put it into or label each paragraph for the main idea
- The title is a useful clue to the main idea because a good title often tells the reader what the text is about
- What is the single idea that links each sentence together?
- Always check all possible answers before making a decision

Concluding

- Conclusions are decisions you make about the meaning of facts and details in the text
- Make sure you understand what it is you are making conclusions about
- Look in the text to find the facts and details and underline them
- Re-read paragraphs to help you find information to make your decision
- You will need to make decisions about what they mean
- Always check all possible answers before making a decision

Point of View & Purpose

- The writer's point of view is her or his opinion about a subject
- This information can be explicit, but is often implicit
- The writer's purpose for writing explains why the text was written. It may be to present a particular point of view, to amuse, to convince, to inform, to instruct, to describe, to record information or to explain something
- You need to think about how and what the author was thinking and use this to help you make decisions about the writer's point of view
- You should look for details in the text to support or reject the ideas you have made (these can be underlined)
- Writers don't always tell you what they think or believe or why they have written the text. Sometimes you have to try to think how they do and work it out for yourself
- In the text there are words and information for you to find, underline and use in choosing the correct answer to each question
- Consider all possible answers before making the decision

Finding Similarities and Differences

- Make sure you understand the question and underline the key words
- Sometimes it's easy to see the different or same if you are comparing two things or more than two things by using a diagram to help
- Check all possibilities
- Look for the same information about all things compared
- Use a Graphic Organizer

COMMUNITY PRIMARY
SCHOOL



Cause and effect

- The cause leads to the effect and they are connected
- You may be told one of them and may need to work the other one out
- Look for keywords in the question and underline them
- Find words in the text that are connected to key question words
- Check all your answers

COMMUNITY PRIMARY
SCHOOL



Appendix 8: Colourful Semantics

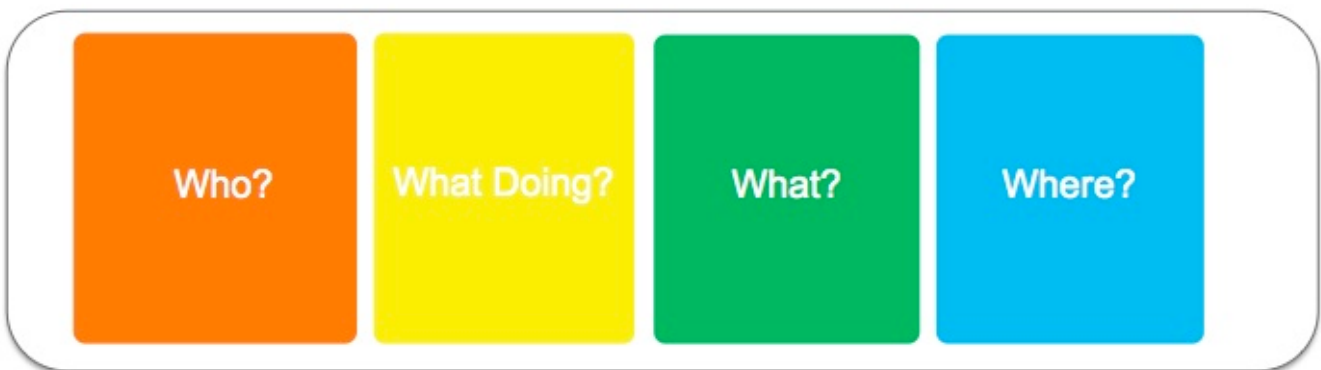


What is Colourful Semantics?

Colourful semantics is an approach created by Alison Bryan. It is aimed at helping children to develop their grammar but it is rooted in the meaning of words (semantics). Colourful semantics reassembles sentences by cutting them up into their thematic roles and then colour codes them.

The approach has 4 key colour coded stages. There are further stages for adverbs, adjectives, conjunctions and negatives.

1. WHO – Orange
2. WHAT DOING – Yellow
3. WHAT – Green
4. WHERE – Blue



The approach helps children to organise their sentences into key levels. The approach is used in stages and helps children develop language and vocabulary in addition to grammatical structure. It can be used to help children who are starting to develop language and have limited vocabulary, to confident talkers who struggle to organise the grammatical content of their sentences.

Who can use Colourful Semantics?

The approach can be used with children with a range of Speech, Language and Communication Needs including:

- Specific Language Impairment
- Developmental Delay or Disorder
- Autistic Spectrum Condition
- Down Syndrome
- Literacy difficulties

Why use Colourful Semantics?

There are a range of benefits to using this approach, including but not limited to;

- Encouraging wider vocabulary
- Making sentences longer
- Helping children to answer questions or generate responses to questions
- Developing use of nouns, verbs, prepositions and adjectives
- Improves story telling skills
- Can be transferred to written sentences and written language comprehension
- Can be carried out individually or in small groups

