



# Corporation Road Community Primary School



## Reading Strategy

COMMUNITY PRIMARY  
SCHOOL

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



At Corporation Road Community Primary school we believe that being able to read holds the key to our children's future successes. Throughout their time at our school, we build upon and teach them reading skills which prepare them for secondary school and adult life.

Reading unlocks the wider curriculum and allows our children to engage in both the real world and a world of imagination. They have opportunities to access language rich texts; reading these together and independently, listening to, sharing and discussing. It allows them to examine their own and others' experiences, feelings and ideas, giving these order and meaning. We believe it is integral to broadening a child's intellectual, emotional, spiritual, moral and social development.

### Our intent for reading through the wider English Curriculum:

- Children become fluent readers across Early Years and Key Stage 1. They can then further develop their comprehension skills and broaden their knowledge of vocabulary across Key Stage 2.
- To expose our children to language rich texts, both fiction and non-fiction, inspiring and engaging them and opening the door to the real world and a world of imagination.
- 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 what they have read.
- Our children can read for meaning but also enjoy books whether that be listening to, sharing with a friend or reading individually for pleasure.

### Implementation

#### **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 (**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**). In school we do also use the language of digraph.

### 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.

### 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. These books are changed weekly, and the children are expected to re-read to build fluency. Teachers 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**). In Year 2, once the children have read up to unit 34 and are fluent, they will choose a book to read. By this point in the scheme they have all the knowledge to be fluent readers.

### Assessment

Ongoing assessment is completed by the teacher. Across Reception and KS1, the children are assessed on their ability to segment and blend to read words once a unit has been taught. Assessment is built into the sequence of teaching. If a child does not pass their Phonics Screening test, intervention is provided.

### 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 build opportunities into their teaching to promote fluency. They model good reading, what to do if they get stuck and re-reading. Once our children complete Year 1, they have the phonemic knowledge to be able to read fluently. They build upon this in Year 2, continuing Phonics to learn further spellings of sounds. The following progression of decoding from the National Curriculum is followed:

Year 2	Year 3/4	Year 5/6
<ul style="list-style-type: none"> <li>Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent</li> <li>Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes</li> <li>Read accurately words of two or more syllables that contain the same graphemes as above</li> <li>Read words containing common suffixes</li> <li>Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</li> <li>Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered</li> </ul>	<ul style="list-style-type: none"> <li>Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet</li> <li>Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word</li> </ul>	<ul style="list-style-type: none"> <li>Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet.</li> </ul>

<ul style="list-style-type: none"> <li>• Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation</li> <li>• Re-read these books to build up their fluency and confidence in word reading.</li> </ul>		
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### Home Reading beyond KS1

Once children have completed the Sounds-Write phonics scheme, they are able to choose a book to read for pleasure from a carefully chosen selection of year group specific texts. This continues up to Year 6. These books are not fully decodable and rely upon the children to apply a variety of taught strategies to support fluency and comprehension.

### Our approach to Reading

Reading is taught discretely using age appropriate texts. Decodable books are used to support children in Reception and Key Stage 1. Throughout school, we promote a love of reading. We have reading areas in classrooms, which the children can access independently. We have a library which the children access fortnightly and across the year we have volunteers who listen to children read. Our library is also open to parents and pupils across the year. Across school, adults read to children during a daily story time session. This is an opportunity for children to listen to and enjoy stories and non-fiction texts for pleasure. Class novels have been carefully selected by teachers to ensure children are exposed to a wide variety of literature.

### Early Years

Children in Early Years listen and take part in *'five a day'* language rich experiences each day (stories, poems, raps, rhymes, nursery rhymes, tongue twisters, songs). This is an approach adopted across the trust we are part of. We encourage a love of reading by providing an enabling environment. We have a range of stimulating books in our areas of learning, which include, poetry, songs, fiction and non-fiction. 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. Throughout the day, children can choose books independently and share them with their friends.

Once discrete Phonics lessons have begun, children are given a decodable reading book to practise segmenting and blending the sounds that have been taught. They read individually to their teacher/TA and take part in grouped reading sessions. Their decodable reading book consolidates the learning which has taken place in class. At times across the year we hold sessions to encourage parents to come and take part in phonic lessons and listen to stories. We end the day with a story chosen by the teacher, TA or children.

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.

### Key Stage 1

In Year 1, children are grouped and read 1:1 with an adult over a rolling timetable to develop their fluency and verbal comprehension. The same decodable book is sent home and usually changed after a week.

In Year 2, children are grouped as in Year 1 and read 1:1 with an adult over a rolling timetable. As fluency is developing, written comprehension begins. The children are taught comprehension strategies for the following skills:

- Understanding words
- Finding information
- Sequencing
- Similarities and differences
- Predicting

- Inferring

### Lower and Upper Key Stage 2

In Key Stage 2, reading is primarily taught through a whole class approach. In some cohorts, a grouped approach may be used if required. Our children are taught a variety of comprehension skills using different genres of texts (**Appendix 4**). The children then have opportunities to practise this skill, with teacher scaffolding and input targeted to develop the skills taught. Children then independently demonstrate their ability. Teachers carefully consider their sequence of teaching, ensuring that skills are continually revisited and opportunities to embed the strategies are given.

Comprehension skills taught 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

### Reading Plus

Children across KS2 access Reading Plus three times a week. When first starting, they complete a baseline assessment giving them a starting point for the scheme.

### Comprehension Progression

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.

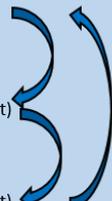
Teachers use this document to ensure they are aware of the end of year outcomes expected in their year group and ensure as many children are working towards this outcome (**Appendix 5**).

Content domains	
Key Stage 1	Key Stage 2
1a Draw on knowledge of vocabulary to understand texts	2a Give / explain the meaning of words in context
1b Identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information	2b Retrieve and record information / identify key details from fiction and non-fiction
1c Identify and explain the sequence of events in texts	2c Summarise main ideas from more than one paragraph
1d Make inferences from the text	2d Make inferences from the text / explain and justify inferences with evidence from the text
1e Predict what might happen on the basis of what has been read so far	2e Predict what might happen from details stated and implied
	2f Identify / explain how information / narrative content is related and contributes to meaning as a whole
	2g Identify / explain how meaning is enhanced through choice of words and phrases
	2h Make comparisons within the text

## Suggested Teaching Sequence for Reading Lessons

We have devised a suggested teaching sequence. This is a suggested sequence to ensure that the teaching of reading is specific to the needs of the cohort.

### Suggested Teaching Sequence: Reading

Reception	Year 1	Year 2		Lower and Upper Key Stage 2
Reading group 1 (Teacher)  Reading Group 2 (Teaching assistant)  Reading Group 3 (Teaching assistant) 	<b>Day 1: New Decodable reader</b> <ul style="list-style-type: none"> <li>Identify the target sounds</li> <li>Read everyday words and words with the target sound (if appropriate)</li> <li>Read the text to the children.</li> <li>Choral reading</li> </ul>	<b>Day 1: New Decodable reader</b> <ul style="list-style-type: none"> <li>Identify the target sounds</li> <li>Read everyday words and words with the target sound (if appropriate)</li> <li>Read the text to the children.</li> <li>Choral reading</li> </ul>		<b>New text</b> <ul style="list-style-type: none"> <li>Read the text</li> <li>Identify unfamiliar words and use the strategies to identify the meaning</li> </ul> <i>*Written questions around word meaning may be an additional session</i>
	<b>Take the book home</b>	<b>Take the book home</b>		
	<b>Days 2-5</b> <ul style="list-style-type: none"> <li>Read everyday words and words with the target sound (if appropriate)</li> <li>Independent reading, developing fluency</li> <li>Adult drop in to listen to 1:1 readers</li> <li>Discussion of the text</li> </ul>	<b>Day 2 - 5</b> <ul style="list-style-type: none"> <li>Reading to develop fluency either with an adult or independently</li> </ul>	<b>Day 2 - 5</b> <ul style="list-style-type: none"> <li>Taught and practised comprehension</li> </ul>	<b>Teach and practise comprehension</b> <ul style="list-style-type: none"> <li>This will include strategies such as finding information, the main idea and, if appropriate to the text, inference.</li> </ul> <i>*Earlier in the year these skills will be taught explicitly in the sequence</i>
<b>Day 1:</b> Read the text to the children. Children to read, adult drop in.  <b>Take the book home</b>  <b>Day 2:</b> Read and adult drop in  <b>Day 3:</b> Read and adult drop in  <i>Individual reading for SEN and children not reading at home.</i>	<i>Individual reading books for SEN children and other children identified by the teacher where necessary.</i>		<b>Class Novel Comprehension</b> <ul style="list-style-type: none"> <li>Using the chosen class novel</li> </ul>	

*The suggested sequence may not always start on a Monday.*

## Reading Strategies

As a school, we have developed a clear set of strategies which are explicitly taught to the children (**Appendix 6 & 7**). 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. Posters are displayed in classrooms.

## Assessment of Reading

Informal, ongoing assessments are carried out when reading with, to or discussing a text. We have 25 reading objectives which cover the National Curriculum in each year group. These are used as a focus for these ongoing assessments. Unfamiliar texts are used to assess comprehension. These are completed at the end of a teaching sequence in key stage 2 and are also used as evidence against the 25 objectives.

## Texts in the wider English Curriculum

Throughout school we ensure that our children are exposed to a range of texts and, where opportunity arises, in the wider curriculum. Teachers have carefully selected class novels, which are read to the children during story time. These novels are also used in key stage 2 as part of their comprehension sequence. Each class displays the title of their class novel on their door. Adults and visitors are encouraged to ask the children about the novel. Children in Reception and key stage 1 have the opportunity to vote for texts read in class.

### **Reading at home**

We encourage our children to read at home **at least three times a week**. This is monitored by staff on a daily basis and children are listened to in school to ensure they are having the opportunity to read aloud, to an adult. This is monitored on a termly basis, using a pyramid scheme. The lowest 20% in each class are a priority as well as those who don't read at home. Teachers are aware of who these children are.

### **Reward System**

If a child reads, at home, three or more times a week, they receive a sticker. For every week that they read three times or more, they receive a raffle ticket. This is entered into a class raffle and a winner is drawn every half term. The winner receives a book voucher to spend in the local book shop.

### **Developing a reading culture**

We are continually working hard to develop a reading culture in school, one which our children are exposed to from Nursery through to Year 6. Our actions have included:

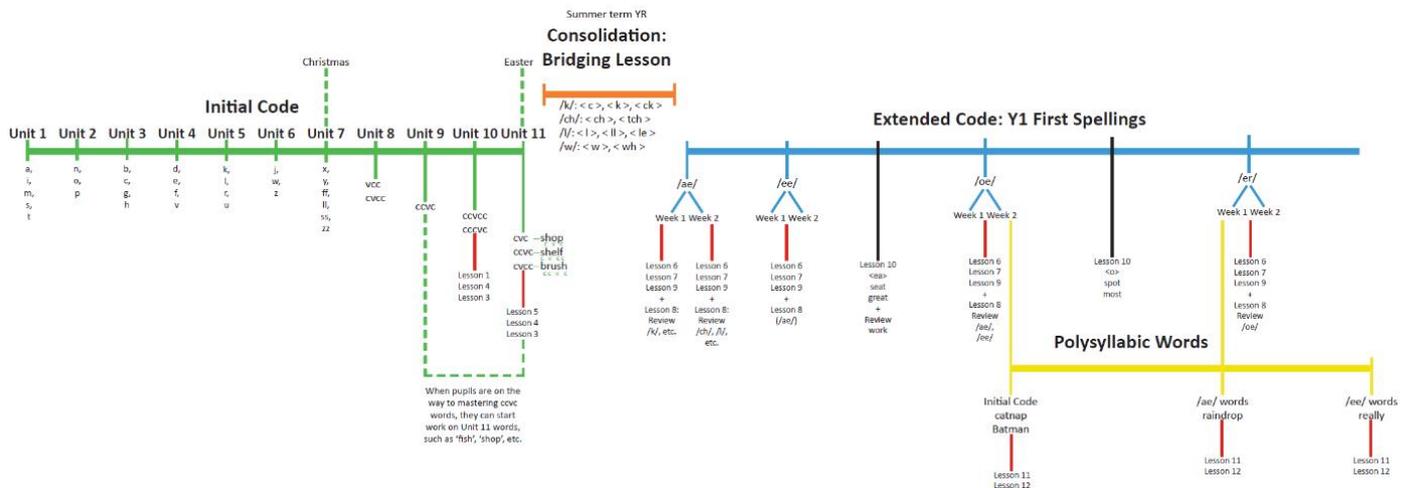
- Each class has a dedicated daily story time.
- Teachers (in years 1-6) have carefully selected class novels to read at story time. These are texts which our staff think will engage and excite our children. We will endeavour to update these to ensure we are exposing the children to new books. We have signs on our classroom doors so visitors know what we are reading.
- We have started a whole school display so children can share with friends what they are reading. This will spark conversations about different texts.
- Displays in class and across school include books or links to books such as English displays
- We have weekly sessions dedicated to independent reading for pleasure time.
- Prizes for good work and kindness are primarily books.
- Our staff are reading role models.
- We have a school library which children access with their peers. Books are organised into fiction and non-fiction. Children can find books linked to topics as well as classic novels and picture books. Our library is updated to ensure children are exposed to new and interesting literature.
- Our library is open to parents and pupils after school across the year.
- We have 'Reading Sheds' on the playground, where children can read during break time and lunch time.
- We have Librarians who organise books to be taken onto the playground, keep the library tidy and ensure book areas across school are neat and tidy.
- We celebrate World Book Day and recognise significant events throughout the year linked to reading, texts or authors.
- We organise parent workshops to support and promote reading at home.

## Appendices

1. Sounds-Write timeline
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



## Appendix 1: Sounds-Write timeline



## 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 ay ea a-e
2	First spellings of sound /ee/ - ee ea y e
3	Spelling <ea> representing /ae/ & /ee/
4	First spellings of sound /oe/ - o oa ow oe o-e
5	Spelling <o> 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 <sub>m</sub> /oo/ <sub>n</sub> - oo ew ue u-e o
11	Sound /ie/ by spellings i igh ie i-e y
12	Sound <sub>b</sub> /oo/ <sub>k</sub> by spellings oo u oul
13	Spelling <oo> representing <sub>m</sub> /oo/ <sub>n</sub> & <sub>b</sub> /oo/ <sub>k</sub>
14	Sound /u/ by spellings u o ou
15	Spelling <ou> representing /ow/ /u/ <sub>m</sub> /oo/ <sub>n</sub>
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 /or/ - or aw a au ar
20	Sound /air/ by spellings air are ear eir ere (<ayer > as in 'prayer' and <ayor > as in 'mayor')
21	Sound /ue/ by spellings ue u-e u ew eu
22	Spelling <ew> representing <sub>m</sub> /oo/ <sub>n</sub> & /ue/
23	Sound /oy/ by spellings oi oy
24	Sound /ar/ by spellings ar a al au

EXTENDED CODE continued	
25	Sound /o/ by spellings o a
26	Spelling <a> representing /a/ /o/ /ae/ & /ar/
27	More spellings of sound /ae/ - a ei ey eigh
28	Sound /d/ by spellings d dd ed
29	More spellings of sound /ee/ - ey ie i
30	Sound /i/ by spellings i ui e y
31	Spelling <y> representing /y/ /i/ /ie/ & /ee/
32	More spellings of sound /oe/ - ou ough
33	Sound /n/ by spellings n nn gn kn
34	More spellings of sound /er/ - ar ear our
35	Sound /v/ by spellings v ve vv
36	Sound <sub>m</sub> /oo/ <sub>n</sub> 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 /f/ by spellings f ff gh ph
41	Spelling <gh> representing /f/ & /g/
42	Sound /m/ by spellings m mm mb mn
43	More spellings of sound /or/ - ore oar our augh 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 bt
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	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	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	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	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	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	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	Lost! Is it magic Box in the Loft The Lost Box Elf Dust

	9	CCVC words	to  from, stop, still, gran	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	The fish dish The Queen's Quill The song thrush Chimp Chums This and that Singing Dad Doctor Duck The Big match Gran is cross The trunk and the skunk The scrap rocket Splash & squelch Pip Gets Rich Chips for Lunch Hush The Cash The Path up the Hill Thump Thump The Trick Raj Gets a Shock The Ring The Sting The Quest The Quilt When Meg Was a Pup When Dad got Cross A Wicked Snack Dan is Trapped Sinking Sand The Fishing Trip

Year 1	Unit	Code Knowledge	Key Words	Title
	1	Sound /ae/ first spellings	They, came, day, made, make  Away, play, take, way, may, say, great	Ted save the day The snake and the drake The fun day The Mail Viv Wails Jake the Snake Late

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	A secret at school Queen Aneena's Feast The Tree Sweet Dream The Heap of Sand The Mean Robot Pete
3	Spelling <ea>		Billy's easy day
4	Sound /oe/ first spellings	So, go, no, don't, oh, old  Going, home, know, only, told, clothes, boat, window, snow, most, cold, grow	Home sweet home Raj gets a soak Toad Moans and Groans Toad in a Hole The Note
5	Spelling <o>		The golden glow
6	Sound /er/ first spellings	Her, were  Over, after, never, first, work, different, girl, under, better, ever, birds, river	The worst day A fern on the turf My Turn Meg Gets Dirty Pasta with Butter
7	Sound /e/	Said  Again, head, many, any, friends	Playing dead with Ted Guests at the wedding Bread and Jam Raj Bumps his Head
8	Sound /ow/	Out, down, now, about, house  How, our, round, shouted, mouse, around, town, found	The greatest show in town A hound in town The upside-down Browns The Tree House
9	Spelling <ow>		Mr Brown Miss Flower's Project
10	Sound /oo/ first spellings (as in moon)	To, you, do, into, too  School, who, food, soon, room	The rules at school (oo as in moon) Zoom The Blue Scooter School Rules Club 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	A fine time at playgroup (ie) Spike says The Night Flight I Spy The Kite A Nice Life Tadpoles Show Time (Mix Split Digraphs)
12	Sound /oo/ first spellings (as in book)	Looked, look	The fight by the brook (oo as in book) In the Wood

		Put, could, good, would, took, couldn't, book, looking, looks, pulled	The Bush
13	Spelling <oo>		The Tooth
14	Sound /u/	Some, come  Other, something, suddenly, another, jumped, mother, coming	The sad monkey Fred gets in Trouble
16	Sound /s/	house, mouse (already learnt in /ow/)	Five Excited Mice Carrots and Celery
18	Sound /l/	little	The Camel The Paddle Apple Crumble
19	Sound /or/ first spellings	For, all, your, called, saw  Water, or, door, small, because, morning, horse	The Fort Dan Draws a Monster The Tent on the Lawn March The mystery of the waterfall
20	Sound /air/	There, their  Where, bear, air, there's	Fairy Wings Careless Fairy Not Fair Bears Fear The scare on the lake
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	Too Far Trip to the Farm

## SCHOOL

Year 2	Unit	Code Knowledge	Key words
	27	Sound /ae/ more spellings	Baby, gave, place
	28	Sound /d/	lived
	29	Sound /ee/ more spellings	
	30	Sound /i/	
	31	Spelling <y>	
	32	Sound /oe/ more spellings	
	33	Sound /n/	Know, gone
	34	Sound /er/ more spellings	
	35	Sound /v/	Of, have  Gave, live, I've
	36	Sound /oo/ (as in moon) more spellings	through
	37	Sound /j/	magic

	38	Sound /g/	
	39	Spellings <g>	
	40	Sound /f/	
	41	Spelling <gh>	
	42	Sound /m/	Some, come, something
	43	Sound /or/ more spellings	Thought, more, before
	44	Sound /h/	who
	45	Sound /k/	school
	46	Sound /r/	
	47	Sound /t/	
	48	Sound /z/	Is, his, was, as These, please, use
	49	Sound /eer/	here
	50	Sound schwa /a/	The, a, children Around, garden, across, dragon

#### 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	Concluding	Summarising	Inferring	Cause & Effect	Fact or Opinion	Point of view & purpose
Year 3	Butterflies Strawberry bars	My birthday The Full Tummy Cafe	Our family outing Destination: New Zealand	Diary of Ben's tennis ball The lifecycle of a silkworm	Delicious drinks Turtles and tortoises	The mushroom hunt The story of Momotaro	Guide dogs Ban cats!	Seahorses One of those days	The story of King Midas Surprise dinner!	How to stay safe around water Floating liquids	A plant that eats insects The country life is for me!	Request for a bike track Double trouble
Year 4	Waterskiing Trapped	The Sydney Opera House Mystery	Uniforms Sailing is fun	Misery Planting seedlings	Favourite recipes Frogs/Toads	The aviary Rules	The Taj Mahal The world's most boring game	Marie Antoinette Whale sharks	Stuck in the sand Favourite sports	Smallpox – A deadly disease Healthy weight loss	The Channel Tunnel The blue-ringed octopus	Christmas cards Pocket money
Year 5	The case of the Cottingley fairies The animal whisperer	Saint Valentine's Day Buried treasure	Learning a musical instrument Working dogs	The dare Disappearing coin trick	Dragons The fox and the cat/The seven-minded fox and the one-minded owl	Being popular Murder mystery party	Fear of flying Learning	Speech exams Clowning around	The Wesley mystery Family history	How to conserve water Changing matter	Redbacks vs Tigers Bonsai trees	Kids in the kitchen Giftlands
Year 6	Jupiter Sunny days	The International Red Cross Ski surprise!	Cane toads in Australia Robin Hood – fact or fiction?	An exciting day Make a rocket boat!	The echidna and the platypus The snake and the fox/Saving Gelato	Penguin Island My diary	The Mona Lisa The worst day of the year!	Trapped miners free after 14 days! David Copperfield – Master of illusions	Bindiyup Rock Ignorance	Global warming Letter from Pupil Council	Letter to the editor Fight for BMX track continues	Too much TV! Letter from Wolfie

# Appendix 5: Curriculum for Progression in reading

## Reading Comprehension | Curriculum Progression for Learning

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>VOCABULARY</b> CD: 1a, 2a	Children use vocabulary from stories in their own conversation and explanations.  Joins in and continues with predictable words, phrases and refrains.	Discuss new word meanings – making links to words already known (enormous means big).  Able to find new words within a short text.	Find and explain the meaning of new words, using a knowledge of similar words, prefixes and suffixes and the wider text content.  Can comment on language choice for words chosen by the authors E.g. slimy is a good word to describe a slug because they are wet.  Able to identify and discuss the effect of alliteration.	Can attempt to explore the meanings of new ambitious vocabulary read in context by using knowledge of etymology (origin), morphology (the root word) or the context of the word (sentence, paragraph, text themes). <i>This is progressive via the texts chosen and vocabulary choices afforded.</i>	Can identify the effects of different words and phrases to create different images and atmosphere. E.g. powerful verbs, descriptive adjectives, adverbs.  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 recognise writer intention by the words the author uses (sarcasm, mockery, irony).  Give and explain the meaning of words by using contextual clues and using syntactic information to check the meaning selected 'It's' the sentence.	Can recognise writer intention by the words the author uses (sarcasm, mockery, irony), considering the impact on the reader.  Give / explain the meaning of words in context (2a)
<b>IDENTIFY &amp; RETRIEVE</b> 1b, 2b	Can answer simple questions about a text orally and possibly in shared or independent writing.  Recall simple main events, characters in stories.  Retell simple facts in non-fiction books	Read a sentence and understand its meaning.  Can answer simple questions in relation to a direct retrieval question.  Distinguishes between fiction and non-fiction and can find simple information from a range of books.  Can retrieve relevant details in fiction books  Can retrieve relevant facts in non-fiction books  Beginning to identify some features in fact and fiction	Recall specific simple information (e.g. names of characters or places – find and copy a word or phrase).  Find information in non-fiction books using features (e.g. contents, index, and sections of the book).  Retrieve and explain relevant details from fiction and non-fiction to demonstrate understanding of character, events and information (1b) Questions will range from those requiring only simple retrieval in concrete tasks with little or no inference to those requiring some inference in more abstract tasks.	Can skim (general 'feel of text') and scan (for specific words) short texts to identify key words / purpose of the text. Begins to text mark.  Can confidently use knowledge of the alphabet to locate information (dictionary / index).  Can discuss fact and how it differs from opinion  Can identify key / relevant facts in fiction and non-fiction texts	Use features and structure of a non-fiction text (contents, index, s-heading, captions, text boxes) effectively to find and record information.  Effectively use the precise wording from the text (quote) to answer retrieval questions and support discussions.  Can distinguish between fact and opinion.	Use features and structure of across a range of non-fiction text (contents, index, s-heading, captions, text boxes) effectively to find and record information. Use text marking effectively to organise response.  Can locate and retrieve relevant information from different points in a text, identifying key details, in order to provide answers which include quotes and references from the text.  Can distinguish between fact and opinion, with evidence from the text.	Can decide on the quality and usefulness of a text when researching and justify decisions to others.  Retrieve, record, synthesise and skilfully present relevant information from research, including leaflets, programmes, IT texts and reviews.  Retrieve and record information / identify key details from fiction and non-fiction (2b)
<b>SEQUENCE &amp; SUMMARISE</b> CD: 1c, 2c	Recognise the beginning, middle and end of stories. Put these pictures in order.  Can discuss the sequence of story verbally retelling using key phrases, e.g. once upon a time, happily ever after	Can retell known stories, including significant events / main ideas in sequence.  Can re-tell key events in stories using a wider range of time conjunctions to give chronology and detail	Identify events and how they fit together, using time marker words. E.g. then, before, next, earlier. What was the next thing to happen after the character ate breakfast.  Can summarise a story – giving the main points in sequence.  Identify sequences of events in a range of texts (1c)	Identify the events that are presented in more detail and those that are 'skimmed over'.  Can summarise the main points in a text, in both fiction and non-fiction examples.  To sequence sentences taken directly from the text	Recognise the sequence in a story – and identify the introduction, build up, climax or conflict and resolution.  Look for information in the text – and decide what is important and how it is connected. (Omit any unnecessary or unconnected information).  Begin to sequence events which have been reordered	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 within a given word count, linking the main ideas and points. E.g. which sentence best summarise Which sentence could you leave out?  To sequence events which have been reordered	Be able to identify a time sequence in a complex text with time shifts (e.g. flashbacks, fast forward etc).  Can summarise information across a range of texts.  Summarise main ideas from more than one paragraph (2c)
<b>INFER</b> CD: 1d, 2d	Be able to link a story to their own lives 'That happened to me!'  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	Draw on their own experiences 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 think... because'. (E.g. the children were scared of the dragon, because they ran away. Can read the pictures and clues from the text to say how a character is feeling  Can begin to give a simple reason for their thoughts and opinion using some evidence from the text	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. 'Children had to work all day in the mines, and that is why they are tired'. How does the way the character said that, let us know how he was feeling?  Make simple and general inferences based on the text (1d)  Questions will range from those requiring only simple retrieval in concrete tasks with little or no inference to those requiring some inference in more abstract tasks.	Gather information from more than one point across the text to draw together an inferential opinion about a character or event. E.g. Why do you think King Midas's daughter was called Margold? What different emotions might the gladiator have felt, and how do you know?  Make simple and general inferences based on the text (1d)	Make an accurate inference regarding feelings, thoughts and motives and justify with evidence from the text. E.g. what clues in the text tell us that he wasn't happy? Explain the ropes that the men were using were 'snapped'? Why is space tourism impossible for most people?	Make an accurate inference regarding feelings, thoughts and motives and justify with evidence from more than one point in the text. E.g. what clues in the text tell us that he wasn't happy? Explain the ropes that the men were using were 'snapped'? Why is space tourism impossible for most people? (WITH MORE THAN ONE EXAMPLE)	Make inferences about authorial intent, themes, characters and aspects of plot, using appropriate evidence from the text. What impressions do you get from the character at this point? Give two pieces of evidence to support your answer. How is the theme of weather used to convey emotions across the text?  Make inferences from the text / explain and justify inferences with evidence from the text (2d)
<b>PREDICT</b> CD: 1e, 2e	Can make simple predictions, for example, what the book might be about from the title, how the story might develop and how the story might end.	Predict what might happen next, based on the text so far.	Make predictions about a text using a range of clues. E.g. experience of books by the same author, experience of the same text type (e.g. repetitive story, or the blurb).  Make simple and general predictions based on the text (1e)	Make predictions from what is stated, implied and wider experience. E.g. How do you think the character may feel when she returned to the farm, looking a mess (how do you feel when looking a mess, think about the weather and relationships with other characters).	Make predictions from what is stated, implied and growing experience of books and themes. E.g. weak over strong, wise over foolish.	Modify predictions in light of new information, giving reasoned evidence from a point in the text to support the change.	Use evidence from different parts of the text to justify both initial and revised predictions. E.g. Do you think Martine will change her behaviour on future giraffe rides? Explain your choice fully, using evidence from the text.  Predict what might happen from details stated and implied (2e)
<b>CONTENT &amp; STRUCTURE</b> CD: 2f	Identify the beginning and end of stories E.g. knowing once upon a time is an opener, and happily ever after is an ending.  MAIN IDEA E.g. knowing once upon a time is an opener, and happily ever after is an ending.  Recognise simple differences between different types of texts and that books can be used to find information.	Recognise a range of patterns in texts, including poems. E.g. story conventions – opening, rhyme, themes in traditional tales.  Recognise how written language is structured differently in stories, poems and non-fiction.  Recognise simple features of non-fiction texts visually e.g. labels, photographs, contents page, index, text and the general layout of the text  Can identify the significance of the title.	Recognise the features of a range of taught non-fiction texts E.g. text-features (logos/report, letter, receipt).  Recognise that narrative is generally organised in paragraphs  Recognise the effect of basic punctuation E.g. use of exclamation mark, question for the reader  Recognise and begin to use some of the features of non-fiction text e.g. contents page, glossary  Identify the significance and the main events and title.	Understand the purpose of a paragraph and chapter in the organisation of a narrative.  Identify themes and conventions within texts E.g. diary entry is written in the first person, the purpose of different parts of non-fiction texts (subheadings, captions, numbering) and different forms of poetry, Bold, Italics, rhetorical questions  Identifies the main ideas in a paragraph and how these are linked to the title (showing cohesion)	Compare the structure of different stories to discover how they differ in pace, build up, sequence, complication and resolution  Identifies links between the beginning and concluding paragraphs  Identifies the main ideas across a number of paragraphs and how they are linked to each other and the title	Understand that a narrative often has an underlying theme and can use evidence to suggest what this may be.  Can recognise some features of fiction genres E.g. science fiction, adventure, mystery  Identifies the main ideas across a number of paragraphs and how they are linked to each other and the title	Can explain how the structural choices support the writer's theme or purpose (e.g. in fiction, decisions about plot structure, character development, or flashbacks/forwards). In non-fiction, looking at how a writer organises information so that the reader can compare and contrast ideas (e.g. first and last paragraph linkage)  Able to identify and discuss the effectiveness of cohesive device used across a text (e.g. a word or grammatical structure that signals a link between ideas within and across clauses, sentences and paragraphs).  Identify / explain how information / narrative content is related and contributes to meaning as a whole (2f)
<b>ENHANCED MEANING</b> CD: 2g	Can identify whether a word is a simple noun or 'another kind of word'	Identify simple descriptive language linked to colour, size and simple emotions.	Identify vocabulary to infer the reader, through creating characters that show what they are like, do and say, as well as their appearance.  Identify vocabulary that shows that the way characters speak, reflects their personality E.g. the verbs used for dialogue shows how the character is feeling.  Identify simple noun phrases in reading E.g. The massive queue. My best friend.	Identify language and techniques that the author has used to create tension or urgency (e.g. short sentences)  Identify viewpoint of a text, for example narration is sympathetic or disapproving of the main character  Identify vocabulary that shows that the way characters speak, reflects their personality – and provide evidence from the text to support this E.g. the verbs used for dialogue shows how the character is feeling.	Children able to identify a range of simple and complex sentences – and the impact that they have on the reader E.g. to show a rambling thought, a snap decision  Children can identify adverbs to identify time, place and manner	Knows the difference between literal and figurative language (similes, metaphor) and can discuss the effects on imagery, time, place and manner).	Discuss and evaluate how authors use language (including figurative language) considering the impact on the reader.  Identify / explain how meaning is enhanced through choice of words and phrases (2g)
<b>COMPARISON</b> CD: 2h	Able to say if a story reminds them of any other that they may have read.	Make connections between text and text type E.g. this is like a traditional story because there is an evil witch	Able to draw similarities and difference between characters texts E.g. which three characters have 'black hair' / which character does not. This book just has information about making, this one has information about all birds	Recognise different characters reactions to the same event	Recognise characters' similarities and differences in relation to an event or at different times E.g. how did the character change over time?	Using the text as evidence, give similarities and differences between given aspects.	Using the text as evidence, give similarities and differences between given aspects – and represent the information in different ways (tables, Venn diagram, lists etc)  Make comparisons within the text (2h)

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 tied to the school's phonics teaching approach and early reading strategy.

<b>Book Levels</b>	BB: Yellow * ORT: 4	BB: Orange / Turquoise * ORT: 7	BB: Lime / Lime + ORT: 12	BB: Brown ORT: 1	BB: Grey ORT: 16	BB: Dark Blue ORT: 18	BB: Dark Red ORT: 20
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\*These should be matched to the specific phonic sounds that the children know

## 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 / rewind.

 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

 Post it 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* *2a Give/explain meaning of words in context* **Understanding Words**

- Read the question carefully to understand what you are being asked
- Use a ruler to skim and scan for the key word(s)
- Find the word, draw a line 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 sentences before and after, and even the whole paragraph if you need to. Fast forward / rewind.
- Use 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*

### *2b 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

### *1c Identify and explain the sequence of events in texts*

### *2c Summarise main ideas from more than one paragraph* **Sequencing**

- Remember order is very important
- Ask, 'Which events need to be sequenced?'
- Find the events listed as possible answers and underline them
- Work out how these events fit together (are related)
- 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 deciding (making 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 form that the answer should take.
- For example, a one word answer or a more detailed explanation may be required
- Find relevant information in the text, underline it and establish how it is linked.
- Words like *while, but, and, when, as*, may be significant in establishing how the information is linked
- Unnecessary and irrelevant information should be omitted 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 how it is connected
- Use a ruler if necessary to locate key words and phrases
- Leave out (omit) any unnecessary or unconnected information
- How few words can you summarise a piece of text in?
- Check all possible answers before making any decisions

### *1d Make inferences from the text* *2d 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.
- Educated guesses based on supporting evidence
- You can't just make it up
- EVIDENCE AND JUSTIFICATION

### *1e Predict what might happen on the basis of what has been read so far* *2e 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
- Post it note 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 express a particular point of view, to amuse, to entertain, 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 choices 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 like they do and work it out for yourself.
- In the text there are details 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 Organiser



### *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

