

Reading and Phonics

Intent, Implementation & Impact

Intent

At Wingrave Church of England School we believe that reading is the gateway to learning and has high priority across the whole curriculum. Our intent is that all children read with fluency and understanding, equipping them to become readers for life. We strive to promote confidence in the children as readers and for them to become aware of reading as a source of communication, information, research, interest and pleasure. Across the curriculum, high quality engaging texts provide all children with opportunities to read across a wide selection of genres. Our children enjoy a range of texts linked to their class topics, which supports the acquisition of subject specific vocabulary. Daily throughout the school, children read individually, share class novels, read in small groups and are read to by adults. Our curriculum closely follows the aims of the English National Curriculum (2014) to enable all children to:

- read fluently and with good understanding
- develop the habit of reading widely and often (with weekly submission of reading record books)
- acquiring a wide vocabulary and understanding of grammar
- using discussion (paired talk) and class debates in order to learn, showing an ability to elaborate, challenge and explain clearly
- being competent in the art of speaking and listening: making formal presentations, oracy competition, performances and Pupil Voice.

These aims are embedded across our English lessons and in our wider curriculum, where expectations of writing are consistently high. Children continue to develop speaking and listening skills whilst being presented with a wide range of reading skills.

Through accurate assessment, where gaps in learning are identified, interventions ensure all children make progress to support them in accessing the full curriculum. We want our children to develop a love of reading and become lifelong readers with the skills they need for their future. To support the children's love of reading we ensure that we invite visiting authors to our school, ask the children to recommend reading books for our school library, host visiting book fairs and encourage the children to dress up as their favourite book characters for World Book Day.

Early Reading and Phonics

We use the Essential Letters and Sounds to teach our children Phonics as this is a systematic and synthetic phonics programme which ensures children gain a vast knowledge of the alphabetic code and to become fluent readers by the end of Key Stage One. This way, children can focus on developing their fluency and comprehension as they move through the school. They are also taught the skills of blending for reading and segmenting for spelling. It is our belief that this programme provides the foundations of learning to ensure all children regardless of their backgrounds, needs or abilities become fluent readers and writers. The programme is delivered consistently throughout EYFS and Year 1 by trained staff who know the needs of all their children due to the half termly assessments that take place. All children are closely monitored so that any children who are struggling or who have gaps or misconceptions are identified early and additional support put in place.

In Key Stage 2, Reciprocal reading is a cooperative learning strategy that aims to improve pupils reading and comprehensive skills (see implementation for more detail).

Implementation

Phonics is taught daily to all children in Reception and Year One in engaging, lively and interactive lessons as a whole class. Each lesson has a clear structure: revisit, teach, practise and apply. There are booklets that children record their learning in which enables children to practise and apply blending and segmenting skills at letter-sound, word, sentence and text levels. Children are taught 'Harder to Read and Spell' words which they learn how to read and write. Half termly assessments take place in Reception and Year 1. We use the Phonics Tracker assessments which test the children on the phonemes and Harder to Read and Spell words taught that half term. The results from these assessments are used to inform our interventions. Daily Phonics interventions are in place for children who are not achieving their expected target. In these interventions the children recap phonemes and Harder to Read and Spell words, and practice blending and segmenting. Extra support is provided to those children in Year 2 who have not passed the Phonics screening in Year 1. Children who have received all the Phonics learning by the end of Year 1, progress on to the Essential Letters and Sounds Spelling scheme in Year 2.

The children are provided with reading books that match their current Phonics level. We encourage the children to read these books regularly at home. Children change their reading books once a week and have access to E-Books that match their phonic ability too. The staff check children's reading levels weekly to ensure the children are accessing the correct reading scheme book.

Children in KS1 take part in group, guided reading sessions each week. Reception class read 1:1 with an adult every week. They are introduced to Guided Reading in the Summer Term when they are ready.

In KS2 there is a structured method of Guided Reading, known as reciprocal reading. This is where the children are gradually taught to take on roles to explore and find meaning in texts. Reciprocal reading emphasises teamwork and supports independent comprehension skills. It is a cooperative learning strategy that aims to improve pupils' comprehension skills, with 4 components:

- Predicting
- Clarifying
- Questioning
- Summarising

In Year 3, this happens via teacher-led whole class Guided Reading before eventually moving into set Guided Reading groups, which then continues throughout the rest of Key Stage 2.

Impact

Attainment in reading is measured using the standardised assessments at the end of each term. At the end of Key Stage 2, these results are measured by national assessments (SATs). Attainment in phonics is measured by the Phonics Screening Check at the end of Year 1.

By the end of Key Stage 2 we aspire that children are fluent, confident and able readers, who can access a range of texts for pleasure and enjoyment, as well as using their reading skills to unlock learning in all areas of the curriculum. However, we firmly believe that reading is the key to all learning and therefore have confidence that the impact of our reading curriculum goes beyond the results of the statutory assessments.

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Matthew 13:31-32



Knowledge & Skills Progression							
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Phonics and Decoding	<p>To enjoy rhyming and rhythmic activities.</p> <p>To show an awareness of rhyme and alliteration.</p> <p>To recognise rhythm in spoken words.</p> <p>To continue a rhyming string.</p> <p>To hear and say the initial sound in words.</p> <p>To segment the sounds in simple words and blend them together and know which letter represents some of them.</p>	<p>To apply phonic knowledge and skills as the route to decode words.</p> <p>To blend sounds in unfamiliar words using the GPCs that they have been taught.</p> <p>To respond speedily, giving the correct sound to graphemes for all of the 40+ phonemes.</p> <p>To read words containing taught GPCs.</p> <p>To read words containing -s, -es, -ing, -ed and -est endings.</p>	<p>To continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent.</p> <p>To read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.</p> <p>To accurately read most words of two or more syllables.</p> <p>To read most words containing common suffixes.*</p>	<p>To use their phonic knowledge to decode quickly and accurately (may still need support to read longer unknown words).</p> <p>To apply their growing knowledge of root words and prefixes, including in-, im-, il-, ir-, dis-, mis-, un-, re-, sub-, inter-, super-, anti- and auto- to begin to read aloud.*</p> <p>To apply their growing knowledge of root words and suffixes/word endings, including -ation, -ly, -ous, -ture, -sure, -sion, -tion, -ssion and -cian, to begin to read aloud.*</p>	<p>To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill.</p> <p>To apply their knowledge of root words, prefixes and suffixes/word endings to read aloud fluently.*</p>	<p>To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues.</p> <p>To apply their growing knowledge of root words, prefixes and suffixes/word endings, including -sion, -tion, -cial, -tial, -ant/-ance/-ancy, -ent/-ence/-ency, -able/-ably and -ible/ibly, to read aloud fluently.*</p>	<p>To read fluently with full knowledge of all Y5/ Y6 exception words, root words, prefixes, suffixes/word endings* and to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues.</p>

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	<p>To link sounds to letters, naming and sounding the letters of the alphabet.</p> <p>To use phonic knowledge to decode regular words and read them aloud accurately.</p>	To read words with contractions, e.g. I'm, I'll and we'll.					
Common Exception Words	To read some common irregular words.	To read Y1 common exception words, noting unusual correspondences between spelling and sound and where these occur in words.	To read most Y1 and Y2 common exception words*, noting unusual correspondences between spelling and sound and where these occur in the word.	To begin to read Y3/Y4 exception words.*	To read all Y3/Y4 exception words*, discussing the unusual correspondences between spelling and these occur in the word.	To read most Y5/ Y6 exception words, discussing the unusual correspondences between spelling and sound and where these occur in the word.	
Fluency	<p>To show interest in illustrations and print in books and print in the environment.</p> <p>To recognise familiar words and signs such as own name and advertising logos.</p> <p>To look and handle books independently (holds books the correct way up and turns pages).</p> <p>To ascribe meanings to marks that they see in different places.</p>	<p>To accurately read texts that are consistent with their developing phonic knowledge, that do not require them to use other strategies to work out words.</p> <p>To reread texts to build up fluency and confidence in word reading.</p>	<p>To read aloud books (closely matched to their improving phonic knowledge), sounding out unfamiliar words accurately, automatically and without undue hesitation.</p> <p>To reread these books to build up fluency and confidence in word reading.</p> <p>To read words accurately and fluently without overt sounding and blending, e.g. at over 90 words per minute, in age-appropriate texts.</p>	At this stage, teaching comprehension skills should be taking precedence over teaching word reading and fluency specifically. Any focus on word reading should support the development of vocabulary.			

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	<p>To begin to break the flow of speech into words.</p> <p>To begin to read words and simple sentences.</p> <p>To read and understand simple sentences.</p>						
Understanding and Correcting Inaccuracies	<p>To know that print carries meaning and, in English, is read from left to right and top to bottom.</p> <p>To understand humour, e.g. nonsense rhymes, jokes.</p>	To check that a text makes sense to them as they read and to self-correct.	<p>To show understanding by drawing on what they already know or on background information and vocabulary provided by the teacher.</p> <p>To check that the text makes sense to them as they read and to correct inaccurate reading.</p>				
Comparing, Contracting and Commenting	<p>To listen to stories with increasing attention and recall.</p> <p>To anticipate key events and phrases in rhymes and stories.</p> <p>To begin to be aware of the way stories are structured.</p> <p>To describe main story settings, events and principal characters.</p> <p>To enjoy an increasing range of</p>	<p>To listen to and discuss a wide range of fiction, non-fiction and poetry at a level beyond that at which they can read independently.</p> <p>To link what they have read or have read to them to their own experiences.</p> <p>To retell familiar stories in increasing detail.</p> <p>To join in with discussions about a text, taking turns and listening to what others say.</p>	<p>To participate in discussion about books, poems and other works that are read to them (at a level beyond at which they can read independently) and those that they can read for themselves, explaining their understanding and expressing their views.</p> <p>To become increasingly familiar with and to retell a wide range of stories, fairy stories and traditional tales.</p> <p>To discuss the sequence of events in books and</p>	<p>To recognise, listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</p> <p>To use appropriate terminology when discussing texts (plot, character, setting).</p>	<p>To discuss and compare texts from a wide variety of genres and writers.</p> <p>To read for a range of purposes.</p> <p>To identify themes and conventions in a wide range of books.</p> <p>To refer to authorial style, overall themes (e.g. triumph of good over evil) and features (e.g. greeting in letters, a diary written in the first person or the use of presentational devices such as numbering and headings).</p>	<p>To read a wide range of genres, identifying the characteristics of text types (such as the use of the first person in writing diaries and autobiographies) and differences between text types.</p> <p>To participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views</p>	<p>To read for pleasure, discussing, comparing and evaluating in depth across a wide range of genres, including myths, legends, traditional stories, modern fiction, fiction from our literary heritage and books from other cultures and traditions.</p> <p>To recognise more complex themes in what they read (such as loss or heroism). To explain and discuss their understanding of what they have read, including through</p>

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	<p>books.</p> <p>To follow a story without pictures or props.</p> <p>To listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions.</p> <p>To demonstrate understanding when talking with others about what they have read.</p>	<p>To discuss the significance of titles and events.</p>	<p>how items of information are related.</p> <p>To recognise simple recurring literary language in stories and poetry.</p> <p>To ask and answer questions about a text.</p> <p>To make links between the text they are reading and other texts they have read (in texts that they can read independently).</p>		<p>To identify how language, structure and presentation contribute to meaning.</p> <p>To identify main ideas drawn from more than one paragraph and summarise these.</p>	<p>courteously.</p> <p>To identify main ideas drawn from more than one paragraph and to summarise these.</p> <p>To recommend texts to peers based on personal choice.</p>	<p>formal presentations and debates, maintaining a focus on the topic and using notes where necessary.</p> <p>To listen to guidance and feedback on the quality of their explanations and contributions to discussions and to make improvements when participating in discussions.</p> <p>To draw out key information and to summarise the main ideas in a text.</p> <p>To distinguish independently between statements of fact and opinion, providing reasoned justifications for their views.</p> <p>To compare characters, settings and themes within a text and across more than one text.</p>
<p>Words in context and Authorial Choice</p>	<p>To build up vocabulary that reflects the breadth of their experiences.</p> <p>To extend vocabulary, especially by grouping and naming, exploring</p>	<p>To discuss word meaning and link new meanings to those already known.</p>	<p>To discuss and clarify the meanings of words, linking new meanings to known vocabulary.</p> <p>To discuss their favourite words and phrases.</p>	<p>To check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.</p> <p>To discuss authors' choice of words and phrases for effect.</p>	<p>Discuss vocabulary used to capture readers' interest and imagination.</p>	<p>To discuss vocabulary used by the author to create effect including figurative language.</p> <p>To evaluate the use of authors' language and explain how it has created an</p>	<p>To analyse and evaluate the use of language, including figurative language and how it is used for effect, using technical terminology such as metaphor, simile, analogy, imagery, style and effect.</p>

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	<p>the meaning and sounds of new words.</p> <p>To use vocabulary and forms of speech that are increasingly influenced by their experiences of books.</p>					<p>impact on the reader.</p>	
Inference and Prediction	<p>To suggest how a story might end.</p> <p>To begin to understand 'why' and 'how' questions.</p> <p>To answer 'how' and 'why' questions about their experiences and in response to stories or events.</p>	<p>To begin to make simple inferences.</p> <p>To predict what might happen on the basis of what has been read so far.</p>	<p>To make inferences on the basis of what is being said and done.</p> <p>To predict what might happen on the basis of what has been read so far in a text.</p>	<p>To ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives.</p> <p>To justify predictions using evidence from the text.</p>	<p>To draw inferences from characters' feelings, thoughts and motives that justifies their actions, supporting their views with evidence from the text.</p> <p>To justify predictions from details stated and implied.</p>	<p>To draw inferences from characters' feelings, thoughts and motives.</p> <p>To make predictions based on details stated and implied, justifying them in detail with evidence from the text.</p>	<p>To consider different accounts of the same event and to discuss viewpoints (both of authors and of fictional characters).</p> <p>To discuss how characters change and develop through texts by drawing inferences based on indirect clues.</p>
Poetry and Performance	<p>To listen to and join in with stories and poems, one-to-one and also in small groups.</p> <p>To join in with repeated refrains in rhymes and stories.</p> <p>To use intonation, rhythm and phrasing to make the meaning clear to others.</p> <p>To develop preference for</p>	<p>To recite simple poems by heart.</p>	<p>To continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some with appropriate intonation to make the meaning clear.</p>	<p>To prepare and perform poems and play scripts that show some awareness of the audience when reading aloud.</p> <p>To begin to use appropriate intonation and volume when reading aloud.</p>	<p>To recognise and discuss some different forms of poetry (e.g. free verse or narrative poetry).</p> <p>To prepare and perform poems and play scripts with appropriate techniques (intonation, tone, volume and action) to show awareness of the audience when reading aloud.</p>	<p>To continually show an awareness of audience when reading out loud using intonation, tone, volume and action.</p>	<p>To confidently perform texts (including poems learnt by heart) using a wide range of devices to engage the audience and for effect.</p>

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	<p>forms of expression.</p> <p>To play cooperatively as part of a group to develop and act out a narrative.</p> <p>To express themselves effectively, showing awareness of listeners' needs.</p>						
Non-Fiction	<p>To know that information can be relayed in the form of print.</p> <p>To know that information can be retrieved from books and computers.</p>	<p>To recognise that non-fiction books are often structured in different ways.</p> <p>To begin to know the features of non-fiction texts.</p>	<p>To recognise that non-fiction books are often structured in different ways.</p> <p>To know the features of non-fiction texts.</p>	<p>To retrieve and record information from non-fiction texts.</p>	<p>To use all of the organisational devices available within a non-fiction text to retrieve, record and discuss information.</p> <p>To use dictionaries to check the meaning of words that they have read.</p>	<p>To use knowledge of texts and organisation devices to retrieve, record and discuss information from fiction and non-fiction texts.</p>	<p>To retrieve, record and present information from non-fiction texts.</p> <p>To use non-fiction materials for purposeful information retrieval (e.g. in reading history, geography and science textbooks) and in contexts where pupils are genuinely motivated to find out information (e.g. reading information leaflets before a gallery or museum visit or reading a theatre programme or review).</p>
<p><i>* These are detailed in the word lists within the spelling appendix to the national curriculum (English Appendix 1). Teachers refer to these to exemplify the words that pupils should be able to read as well as spell.</i></p>							

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