

West Haddon Primary School

Reading Overview

EYFS	KS1	Lower KS2	Upper KS2
<p>We use Read, Write Inc. as our systematic, synthetic Phonics Programme.</p> <p>Phonics lesson 5x per week with additional interventions to 'catch up' any children at risk of falling behind, including as a result of absence.</p> <p>Children take the Read, Write Inc. books home to read and parents are encouraged to help their child practise the skills they are taught in school.</p> <p>Suggested books have been identified on the basis of their synopsis, language development and vocabulary acquisition. These are read regularly to the children - at least one per day - during story time.</p> <p>Sharing books enables children to get to know the sounds, rhythms and words used in the way we write. This is different from how we talk, so hearing stories helps children learn how to read. 'Recommended Reads' are chosen and actively promoted for each year group.</p> <p>Reading volunteers visit weekly to read with children.</p> <p>'Library Time' is given to each year group during school time and once a week after school.</p>	<p>We use Read, Write Inc. as our systematic, synthetic Phonics Programme.</p> <p>Children in Year 1 (and Year 2 children who did not meet the standard in the phonics screening check) continue with Phonics lessons 5x per week with additional interventions to 'catch up' any children at risk of falling behind, including as a result of absence.</p> <p>Children take the Read, Write Inc. books home to read and parents are encouraged to help their child practise the skills they are taught in school.</p> <p>Children progress from Read Write Inc. phonic books onto levelled books from a wider variety of "schemes".</p> <p>Children can also take home a choosing book to further develop a love of reading.</p> <p>Suggested books and specific chapter books have been carefully selected to build reading stamina. These are shared regularly with the children - at least once per day - during story time. 'Recommended Reads' are chosen and actively promoted for each year group.</p> <p>Reading volunteers visit weekly to read with children.</p> <p>'Library Time' is given to each year group during school time and once a week after school.</p> <p>Children partake in daily guided reading sessions which is rota based. (Guided reading,</p>	<p>We use Read, Write Inc. as our systematic, synthetic Phonics Tutoring Programme for children who did not meet the standard of the phonics screening re-sit in Year 2.</p> <p>Where required, reading books are closely matched to children's reading level and interests.</p> <p>Children can take home a choosing book to further develop a love for reading. These are changed at least weekly.</p> <p>Reading assessments and ongoing assessment identifies children who require additional support in reading.</p> <p>'Recommended Reads' are chosen and actively promoted for each year group.</p> <p>Children have access to a wide range of books in their class.</p> <p>Regular opportunities for children to read and be read to are provided throughout the curriculum.</p> <p>Reading volunteers visit weekly to read with children. 'Library Time' is given to each year group during school time and once a week after school.</p> <p>Children partake in daily guided reading sessions which is rota based. (Guided reading, individual read, audio books, first news, genre read)</p>	<p>Children continue to read staged books up to stage 20 and then they move to free readers.</p> <p>Where required, reading books are closely matched to children's reading level and interests.</p> <p>Reading assessments and ongoing assessment identifies children who require additional support in reading.</p> <p>'Recommended Reads' are chosen and actively promoted for each year group.</p> <p>Children have the opportunity to make recommendations to their peers.</p> <p>Children take part in an end-of-year production where they perform a complete play script to an audience.</p> <p>Regular opportunities for children to read and be read to are provided throughout the curriculum.</p> <p>Reading volunteers visit weekly to read with children.</p> <p>'Library Time' is given to each year group during school time and once a week after school.</p> <p>Children partake in daily guided reading sessions which is rota based. (Guided reading, individual read, audio books, first news, genre read)</p>

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End points for Reading – Word Reading			
EYFS	KS1	Lower KS2	Upper KS2
<p>Say a sound for each letter in the alphabet and at least 10 digraphs.</p> <p>Read books with simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</p> <p>Read a few common exception words matched to the school's phonic programme.</p>	<p>In age-appropriate books, read most "regular" words accurately, developing fluency and prosody over overt sounding and blending.</p> <p>In age-appropriate books, sound out most unfamiliar words accurately, without undue hesitation.</p> <p>Read accurately an increasing number of words of two or more syllables.</p> <p>Read most words containing common suffixes, including -er, -est, -ed, -s, -es, -ing, -ly, -tion.</p> <p>Read most common exception words</p>	<p>Read age-appropriate books with growing confidence and fluency.</p> <p>Read aloud with increasing awareness of appropriate intonation.</p> <p>Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</p> <p>Apply their growing knowledge of root words, prefixes and suffixes (refer to NC Appendix 1: Years 3 & 4) to read aloud and understand new words that they meet.</p>	<p>Read age-appropriate books with confidence and fluency (including whole novels).</p> <p>Read aloud with intonation that shows understanding. Apply their growing knowledge of root words, prefixes and suffixes (refer to NC Appendix 1: Years 5 & 6) to read aloud and understand new words that they meet.</p>
End points for Reading – Comprehension			
EYFS	KS1	Lower KS2	Upper KS2
<p>Share their ideas and thoughts about what they have heard read.</p> <p>Try to use new words they have learned by listening to what has been read.</p> <p>Ask questions to find out more about a story that has been read to them.</p>	<p>Explain what has happened so far in what they have read.</p> <p>Check that the text makes sense to them as they read and correct inaccurate reading.</p> <p>Make some inferences on the basis of what is being said and done.</p> <p>Answer and ask questions about what has been read by retrieving information.</p> <p>Make simple predictions for what might happen next on the basis of what has been read so far.</p>	<p>Explain and discuss their understanding of what they have read.</p> <p>Check that the text makes sense to them, using a dictionary to check the meaning of new words they have read.</p> <p>Draw simple inferences about what they have read e.g. inferring a character's feelings and thoughts from their actions, and begin to provide reasons using evidence from the text.</p> <p>Retrieve information to answer questions and ask questions to improve their understanding of a text.</p> <p>Predict what might happen next and why on the basis of</p>	<p>Explain and discuss their understanding of what they have read, building on their own and others' ideas and challenging views courteously.</p> <p>Work out the meaning of words from the context.</p> <p>Draw inferences about what they have read e.g. inferring a character's feelings, thoughts and motives from their actions, and justifying these with evidence from the text.</p> <p>Retrieve information from fiction and non-fiction texts and ask questions to improve understanding.</p> <p>Predict what might happen from details stated and implied.</p>

		<p>what has been read and inferences made so far.</p> <p>Identify the main ideas drawn from more than one paragraph and summarise these.</p> <p>Identify how language, structure and presentation contribute to meaning.</p>	<p>Summarise main ideas, identifying key details and using quotations (where applicable).</p>
Developing a Love of Reading			
EYFS	KS1	Lower KS2	Upper KS2
<p>Listen carefully to and engage with books being read during story time, including fiction non-fiction and poetry.</p> <p>Talk about stories to build familiarity and understanding.</p> <p>Retell a familiar story; some as exact repetition, some in their own words.</p> <p>Listen carefully to rhymes and sounds, paying attention to how they sound.</p> <p>Learn age-appropriate rhymes, poems and songs.</p> <p>Be able to talk about familiar and favourite books they know well.</p>	<p>Listen to, discuss and express views about a range of books, including poetry, fiction and non-fiction.</p> <p>Discuss the sequence of events in a book and how items of information are related.</p> <p>Retell a range of familiar stories e.g. traditional fairy tales and well-known books.</p> <p>Recognise simple recurring literary language in stories and poetry.</p> <p>Discuss and clarify meanings of new words.</p> <p>Share their favourite words and phrases.</p> <p>Learn age-appropriate poems by heart and perform these out loud to an audience.</p> <p>Be able to talk about books they know well, expressing opinions about favourite books and stories.</p>	<p>Listen to, discuss and express views about a wide range of books, including fiction, poetry, plays, non-fiction and reference books that are structured in different ways.</p> <p>Identify themes and conventions in a wide range of books.</p> <p>Increased familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally.</p> <p>Discuss words and phrases that capture the reader's interest and imagination.</p> <p>Recognise some different forms of poetry e.g. free verse, haiku.</p> <p>Share and talk about books, expressing opinions about favourite books, stories, genre and authors.</p> <p>Learn age-appropriate poems by heart and perform these out loud to an audience, considering aspects of performance such as volume and facial expression.</p> <p>Prepare readings to read aloud and perform to an audience e.g. church services and assemblies.</p>	<p>Maintain positive attitudes to reading by continuing to read, enjoy and discuss a wide range of fiction, poetry, plays, non-fiction and reference books - including traditional, modern and stories from other cultures and traditions.</p> <p>Make comparisons within and across books e.g. of the same genre, written by the same author, with a similar theme.</p> <p>Read books that are structured in different ways and for different purposes.</p> <p>Evaluate how authors use language, including figurative language, considering the impact on the reader.</p> <p>Recommend books they have read to their peers, giving reasons for their choices.</p> <p>Share and talk about their favourite books and authors, further developing opinions, answering questions and giving reasons why.</p> <p>Learn age-appropriate poems by heart and perform these out loud with appropriate intonation, tone and volume so that the meaning is clear to an audience.</p> <p>Prepare plays and readings to read aloud and perform to an</p>

			audience e.g. end of year production, church services and assemblies.
Phonics			
EYFS	KS1	Lower KS2	Upper KS2
<p>Read individual letters, digraphs and trigraphs by saying the corresponding grapheme-phoneme correspondences for them.</p> <p>Segment words into the correct grapheme-phoneme correspondences.</p> <p>Blend individual phonemes in words so that they can make the whole word and read it.</p> <p>Refer to West Haddon School's separate phonics programme.</p>	<p>Apply phonic knowledge and skills as the route to decode unfamiliar words.</p> <p>Read aloud books closely matched to their phonic knowledge.</p> <p>Read familiar books to build up their fluency and confidence in word reading.</p> <p>Refer to West Haddon School's separate phonics programme.</p>	<p>Phonics intervention for those children not meeting the standard of the Phonics check re-sit in Year 2. Phonics tutoring programme for identified children.</p>	