

## Key Principles:

At Kingsthorne Primary School, reading is an important part of all children's learning and progress. We want our pupils to become motivated and enthusiastic reading detectives with a lifelong love of literature through listening and engaging with books selected by adults, their peers and themselves. It is our intention to encourage an enjoyment of reading for pleasure; to use reading to provoke thought within children and to provide regular opportunities for pupils to read independently, out loud and to be read to. We also aim to use reading as a 'passport to experiences, places and times' that our pupils may never experience and to provide the chance for **every child to become a reader**.

Early reading is of the utmost importance and a love for reading is developed from the moment pupils enter EYFS through the initial steps to reading of sounds, words and sentences. Phonics is emphasised in the early teaching of reading to beginners, when they start school, through the program 'Letters and Sounds'. This is where the skill for decoding begins and the passion for books is ignited.

We believe that all pupils should have the opportunity to be fluent, confident readers who are able to successfully comprehend and understand a wide range of texts and genres from a variety of authors, independently.

We intend to encourage all pupils to read widely across both fiction and non-fiction to develop their knowledge of themselves and the world in which they live, to establish an appreciation and love of reading, to gain knowledge across the curriculum and develop their comprehension skills.

We teach the National Curriculum, supported by a clear skills and knowledge progression. This ensures that skills and knowledge are built on year by year and sequenced appropriately to maximise learning for all children. At Kingsthorne, we have a skills based approach to reading using VIPERS skills within regular Guided Reading lessons (Vocabulary, Inference, Prediction, Explain, Retrieve and Sequence/Summarise).

We understand the importance of parents and carers in supporting their children to develop both word reading and comprehension skills, and so we want to encourage a home-school partnership, which enables parents and carers to support and enhance the skills being taught in school.

It is our intention to ensure that, by the end of their primary education, all pupils are able to read fluently, and with confidence, in any subject in their forthcoming secondary education.

Nursery	What we teach
<p><b><u>Communication and Language</u></b></p> <p><b>Birth to three:</b></p> <ul style="list-style-type: none"> <li>• Watch someone’s face as they talk.</li> <li>• Enjoy singing, music and toys that make sounds.</li> <li>• Listen and respond to a simple instruction.</li> <li>• Understand simple instructions like “give to nanny” or “stop”.</li> <li>• Recognise and point to objects if asked about them.</li> <li>• Generally focus on an activity of their own choice and find it difficult to be directed by an adult.</li> <li>• Listen to other people’s talk with interest, but can easily be distracted by other things</li> <li>• Make themselves understood, and can become frustrated when they cannot.</li> <li>• Start to say how they are feeling, using words as well as actions.</li> <li>• Start to develop conversation, often jumping from topic to topic.</li> <li>• Develop pretend play: ‘putting the baby to sleep’ or ‘driving the car to the shops’</li> <li>• Use the speech sounds p, b, m, w.</li> <li>• Pronounce: - l/r/w/y - s/sh/ch/dz/j - f/th - multi-syllabic words such as ‘banana’ and ‘computer’</li> <li>• Listen to simple stories and understand what is happening, with the help of the pictures.</li> <li>• Identify familiar objects and properties for practitioners when they are described. For example: ‘Katie’s coat’, ‘blue car’, ‘shiny apple’.</li> <li>• Understand and act on longer sentences like ‘make teddy jump’ or ‘find your coat’.</li> <li>• Understand simple questions about ‘who’, ‘what’ and ‘where’ (but generally not ‘why’).</li> </ul> <p><b>3-4 Years</b></p> <ul style="list-style-type: none"> <li>• Enjoy listening to longer stories and can remember much of what happens.</li> <li>• Pay attention to more than one thing at a time, which can be difficult.</li> <li>• Use a wider range of vocabulary.</li> <li>• Understand a question or instruction that has two parts, such as “Get your coat and wait at the door”.</li> <li>• Understand ‘why’ questions, like: “Why do you think the caterpillar got so fat?”</li> <li>• Sing a large repertoire of songs.</li> <li>• Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</li> <li>• Develop their communication, but may continue to have problems with irregular tenses and plurals, such as ‘runned’ for ‘ran’, ‘swimmed’ for ‘swam’.</li> <li>• Develop their pronunciation but may have problems saying: - some sounds: r, j, th, ch, and sh - multisyllabic words such as ‘pterodactyl’, ‘planetarium’ or ‘hippopotamus’</li> <li>• Use longer sentences of four to six words.</li> </ul>	<p><b><u>Literacy- Reading</u></b></p> <p><b>Birth to three:</b></p> <ul style="list-style-type: none"> <li>• Enjoy songs and rhymes, tuning in and paying attention.</li> <li>• Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo.</li> <li>• Say some of the words in songs and rhymes.</li> <li>• Copy finger movements and other gestures.</li> <li>• Sing songs and say rhymes independently, for example, singing whilst playing.</li> <li>• Enjoy sharing books with an adult.</li> <li>• Pay attention and respond to the pictures or the words.</li> <li>• Have favourite books and seek them out, to share with an adult, with another child, or to look at alone.</li> <li>• Repeat words and phrases from familiar stories.</li> <li>• Ask questions about the book. Makes comments and shares their own ideas.</li> <li>• Develop play around favourite stories using props.</li> <li>• Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo.</li> </ul> <p><b>3-4 Years</b></p> <ul style="list-style-type: none"> <li>• Understand the five key concepts about print: <ul style="list-style-type: none"> <li>- print has meaning</li> <li>- print can have different purposes</li> <li>- we read English text from left to right and from top to bottom</li> <li>- the names of the different parts of a book</li> <li>- page sequencing</li> </ul> </li> <li>• Develop their phonological awareness, so that they can: <ul style="list-style-type: none"> <li>- spot and suggest rhymes</li> <li>- count or clap syllables in a word</li> <li>- recognise words with the same initial sound, such as money and mother</li> </ul> </li> <li>• Engage in extended conversations about stories, learning new vocabulary.</li> </ul>



### Pupils who are falling behind:

- Small group intervention for Wellcomm
- Key workers for groups of children. These staff will know the children's individual levels to be able to help them progress at a faster rate;
- Story sacks and puppets used to develop their love of reading- could these be sent home?

### Legacy Books read across the year:



### EY's No Outsiders Books read across the year:



### Reception

### What we teach

#### Communication and Language

##### 3 – 4 years:

- Enjoy listening to longer stories and can remember much of what happens.
- Pay attention to more than one thing at a time, which can be difficult.
- Use a wider range of vocabulary.
- Understand a question or instruction that has two parts, such as "Get your coat and wait at the door".
- Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"
- Sing a large repertoire of songs.
- Know many rhymes, be able to talk about familiar books, and be able to tell a long story.
- Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'.
- Develop their pronunciation but may have problems saying: - some sounds: r, j, th, ch, and sh - multisyllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus'
- Use longer sentences of four to six words.
- Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.
- Start a conversation with an adult or a friend and continue it for many turns.
- Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."

#### Children in Reception

- Understand how to listen carefully and why listening is important.

#### Reading

##### 3-4 years:

- Understand the five key concepts about print: - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book - page sequencing
- Develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother
- Engage in extended conversations about stories, learning new vocabulary.
- Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy.

#### Children in Reception

- Read individual letters by saying the sounds for them.
- Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.
- Read some letter groups that each represent one sound and say sounds for them.
- Read a few common exception words matched to the school's phonic programme.
- Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.



- Learn new vocabulary.
- Use new vocabulary through the day.
- Ask questions to find out more and to check they understand what has been said to them.
- Articulate their ideas and thoughts in well-formed sentences.
- Connect one idea or action to another using a range of connectives.
- Describe events in some detail.
- Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.
- Develop social phrases.
- Engage in story times.
- Listen to and talk about stories to build familiarity and understanding.
- Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.
- Use new vocabulary in different contexts.
- Listen carefully to rhymes and songs, paying attention to how they sound.
- Learn rhymes, poems and songs
- Engage in non-fiction books.
- Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.

**Early Learning Goal:**

**Listening, Attention and Understanding-**

*\*Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.*

*\* Make comments about what they have heard and ask questions to clarify their understanding.*

*\*Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.*

**Speaking-**

*\*Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.*

*\*Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.*

*\*Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.*

- Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.
- Form lower-case and capital letters correctly.
- Spell words by identifying the sounds and then writing the sound with letter/s.
- Re-read what they have written to check that it makes sense.

**Early Learning Goal**

**Word Reading-**

*\*Say a sound for each letter in the alphabet and at least 10 digraphs.*

*\*Read words consistent with their phonic knowledge by sound-blending.*

*\*Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.*

**Comprehension-**

*\*Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.*

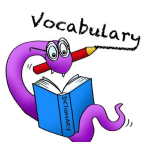
*\*Anticipate (where appropriate) key events in stories.*

*\*Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.*

**Fluency**

At this stage, children should be helped to read words using sounding out and blending, and repeating words said by an adult; Children need to develop the number of words they can read automatically;

**VIPERS**



**Vocabulary:**

1a draw on knowledge of vocabulary to understand texts




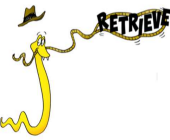

**Inference**

1d make inferences from the text



**Predict:**

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

<p>Children use talking about books to clarify their thinking, ideas and feelings. Eg linking to their own experiences.</p>	<p>Children can infer meaning about characters' feelings using pictures and verbally link these to their own experience.</p>	<p>Makes suggestions about what might happen next or how a story might end based on events so far. <b>Innovate stories through role play and small world play.</b></p>			
	<p><b>Explain:</b> Not a content domain Explain why they have come to a certain conclusion or to explain their preferences, thoughts and opinions about a text.</p>		<p><b>Retrieve:</b> 1b identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information</p>		<p><b>Sequence:</b> 1c identify and explain the sequence of events in texts</p>
<p>To build up vocabulary that reflects the breadth of their experiences. To extend vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words. To use vocabulary and forms of speech that are increasingly influenced by their experiences of books. To suggest how a story might end. To begin to understand 'why' and 'how' questions. To answer 'how' and 'why' questions about their experiences and in response to stories or events</p>	<p>Children can answer simple recall questions about stories without pictures or prompts.</p>	<p>Children recall and order key events from the text. They use a story line or narrative in their role play and small world play.</p>			
<p><b>Prior skills:</b> Phase 1 Letters and Sounds;</p>	<p><b>Non Negotiables:</b></p> <ul style="list-style-type: none"> <li>Identify letters and sounds;</li> <li>Recognise and join in with predictable phrases.</li> <li>Know how to handle books correctly and turn pages carefully;</li> <li>Re-tell the main points of a story and be able to sequence;</li> <li>Make predictions on basis of what has been read.</li> <li>Begin to make inferences about why something has happened;</li> <li>Read aloud with developing pace and expression, i.e. pause at full stop; raise voice for question.</li> <li></li> </ul>				
<p><b>What should be seen in the classroom</b> Daily Phonics teaching; Either whole class or small group phonics teaching; Daily individual reading as part of Guided Reading; Additional Daily individual reading for some; Daily story time; Use of the book corner for reading for enjoyment during child-led learning; Adults regularly <b>modelling</b> reading and sharing books with individuals and groups of children; Children regularly reading to an adult 1:1; every child should be reading at least twice a week; Children using iPads to access phonics games, Teach Your Monster to Read and Bug Club to read books at their own reading level; Book of the week read daily linked to the topic theme; Daily Wellcomm sessions to improve the children's speech and language. This then turns into daily group reading sessions (using bug club books) in the Spring and Summer terms; Daily Talk 4 Writing sessions (in Autumn and Spring terms) based on traditional tales;</p>					
<p style="text-align: center;"><b>Autumn</b></p>	<p style="text-align: center;"><b>Spring</b></p>	<p style="text-align: center;"><b>Summer</b></p>			
<p>Throughout the term, children will be taught phonics daily, following Little Wandle Letters and Sounds revised. (See programme overview on Phonics)</p> <p><b>Guided Reading:</b> This will support each of these sounds through a fully decodable shared text, exploring vocabulary, whisper reading, prosody (modelled read) and comprehension using VIPERS; These sessions will develop the reading for enjoyment and encourage the children's confidence.</p> <p>Fluency is developed by regular practise.</p>	<p>Throughout the term, children will be taught phonics daily, following Little Wandle Letters and Sounds revised. (See programme overview on Phonics)</p> <p><b>Guided Reading:</b> This will support each of these sounds through a fully decodable shared text, exploring vocabulary, whisper reading, prosody (modelled read) and comprehension using VIPERS; These sessions will develop the reading for enjoyment and encourage the children's confidence.</p> <p>Fluency is developed by regular practise. They will develop their understanding of comprehension and begin to answer simple written answers.</p> <p>Regular half termly assessments of individuals reading and phonics; Continue to target specific individuals who aren't on track;</p>	<p>Throughout the term, children will be taught phonics daily, following Little Wandle Letters and Sounds revised. (See programme overview on Phonics)</p> <p><b>Guided Reading:</b> This will support each of these sounds through a fully decodable shared text, exploring vocabulary, whisper reading, prosody (modelled read) and comprehension using VIPERS; These sessions will develop the reading for enjoyment and encourage the children's confidence. They will develop their understanding of comprehension – know the key question words and what these are requiring as an answer: who – a person; where – a place; when – a time; why – because...;</p> <p>As before, these sessions will build on previous knowledge developed; How to answer a question;</p> <p>Fluency is developed by regular practise.</p> <p>Regular half termly assessments of individuals reading and phonics; Continue to target specific individuals who aren't on track;</p>			

Little Wandle Letters and Sounds Revised Programme Overview for Reception:

**Reception**

Autumn 1 Phase 2 graphemes	New tricky words
s a t p i n m d g o c k c k e u r h b f l	is I the

Autumn 2 Phase 2 graphemes	New tricky words
ff ll ss j v w x y z zz qu ch sh th ng nk <ul style="list-style-type: none"> <li>• words with –s /s/ added at the end (hats sits)</li> <li>• words ending in s /z/ (his) and with –s /z/ added at the end (bags sings)</li> </ul>	put* pull* full* as and has his her go no to into she push* he of we me be

\*The tricky words 'put', 'pull', 'full' and 'push' may not be tricky in some regional pronunciations; in which case, they should not be treated as such.

Spring 1 Phase 3 graphemes	New tricky words
ai ee igh oa oo oo ar or ur ow oi ear air er <ul style="list-style-type: none"> <li>• words with double letters</li> <li>• longer words</li> </ul>	was you they my by all are sure pure

Spring 2 Phase 3 graphemes	No new tricky words
Review Phase 3 <ul style="list-style-type: none"> <li>• words with double letters, longer words, words with two or more digraphs, words ending in –ing, compound words</li> <li>• words with s /z/ in the middle</li> <li>• words with –s /s/ /z/ at the end</li> <li>• words with –es /z/ at the end</li> </ul>	Review all taught so far

Summer 1 Phase 4	New tricky words
Short vowels with adjacent consonants <ul style="list-style-type: none"> <li>• CVCC CCVC CCVCC CCCVC CCCVCC</li> <li>• longer words and compound words</li> <li>• words ending in suffixes: –ing, –ed /t/, –ed /id/ /ed/, –est</li> </ul>	said so have like some come love do were here little says there when what one out today

Summer 2 Phase 4 graphemes	No new tricky words
Phase 3 long vowel graphemes with adjacent consonants <ul style="list-style-type: none"> <li>• CVCC CCVC CCCVC CCV CCVCC</li> <li>• words ending in suffixes: –ing, –ed /t/, –ed /id/ /ed/, –ed /d/ –er, –est</li> <li>• longer words</li> </ul>	Review all taught so far

**Books read across the term – linked to writing:**

**Books read across the term – linked to writing:**

**Books read across the term – linked to writing:**

**Pupils who are falling behind:**  
 Will be selected to be part of an intervention group where the focus will be on phonic sounds, segmenting and blending and reading with fluency; automatic recall of words familiar rather than overt sounding out;  
 These pupils may fall into the lower 20% and will therefore take part in additional 1:1 or small group reading sessions in a week with CT or TA;  
 Pupils who are severely behind their peers will continue to receive additional 1:1 and small group phonics interventions – targeting sounds, segmenting, blending and word recognition;  
 Beanstalk reading volunteer to read twice a week with 3 of the bottom 20% children;



**Legacy Books read across the year:**



**EY's No Outsiders Books read across the year:**



Year 1		What we teach	
Reading – Word reading		Reading – Comprehension	
Skills	Objectives	Skills	Objectives
<b>Common Exception Words</b>	W1 To read Y1 common exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.	<b>Understanding</b>	develop pleasure in reading, motivation to read, vocabulary and understanding by: <ul style="list-style-type: none"> <li>listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently</li> <li>being encouraged to link what they read or hear read to their own experiences</li> <li>becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics</li> <li>recognising and joining in with predictable phrases</li> <li>learning to appreciate rhymes and poems, and to recite some by heart</li> <li>discussing word meanings, linking new meanings to those already known</li> </ul>
<b>Phonics and decoding</b>	<ul style="list-style-type: none"> <li>Apply phonics knowledge and skills as the route to decode words;</li> <li>Respond speedily with the correct sounds to graphemes for all 40+ phonemes &amp; alternate sounds for graphemes;</li> <li>Read accurately by blending sounds in unfamiliar words containing GPS's that have been taught;</li> <li>Read words containing GPCs and s, es, ing, ed, er and est endings;</li> <li>Read other words of more than one syllable that contain GPSs;</li> <li>Read words with contractions (I'll, we'll, I'm, it's) &amp; understand the apostrophe stands for an omitted letter;</li> <li>Read aloud accurately books that are consistent with their developing phonics knowledge and that do not require them to use other strategies to work out words;</li> <li>Re-read these books to build up the fluency and confidence in word reading;</li> </ul>		<b>Connecting and becoming familiar with texts</b>
<b>Fluency</b>	At this stage, children should be helped to read words without overt sounding out and blending, after a few encounters;		

**VIPERS**

<p><b>Vocabulary:</b> 1a draw on knowledge of vocabulary to understand texts</p>	<p><b>infer Inference</b> 1d make inferences from the text</p>	<p><b>Predict:</b> 1e predict what might happen on the basis of what has been read so far</p>	<p><b>Explain:</b> Not a content domain Explain why they have come to a certain conclusion or to explain their preferences, thoughts and opinions about a text.</p>	<p><b>Retrieve:</b> 1b identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information</p>	<p><b>Sequence:</b> 1c identify and explain the sequence of events in texts</p>
--	--	---	---	--	---



Children discuss new word meanings and link them to words they already know.	Children can infer meaning about characters' feelings using pictures and verbally link these to their own experience.	Children make simple predictions based on the story and on their own life experience. They can begin to explain these ideas verbally or through pictures. Adults might scribe their ideas.	To discuss word meaning and link new meanings to those already known.	Children can answer questions about what has just happened in a story.	Children retell and order events from the text. They begin to discuss how events are linked.
--	---	--	---	--	--

<p><b>Prior skills:</b> Phases 2-4 Letters and Sounds; High Frequency words from Reception.</p>	<p><b>Non Negotiables:</b></p> <ul style="list-style-type: none"> <li>Identify which words appear again and again.</li> <li>Recognise and join in with predictable phrases.</li> <li>Relate reading to own experiences.</li> <li>Re-read if reading does not make sense.</li> <li>Re-tell with considerable accuracy.</li> <li>Discuss significance of title and events.</li> <li>Make predictions on basis of what has been read.</li> <li>Make inferences on basis of what is being said and done.</li> <li>Read aloud with pace and expression, i.e. pause at full stop; raise voice for question.</li> <li>Recognise: capital letters; full stops; question marks; exclamation marks; ellipsis #</li> <li>Know why the writer has used the above punctuation in a text.</li> <li>Know difference between fiction and nonfiction texts.</li> </ul> <p>Children can generate literal recall questions. They are taught how to ask questions before, during and after reading. <b>Children read confidently by decoding using the sounds they have been taught so far. They have a growing number of words they can read automatically.</b></p>
---	--

**What should be seen in the classroom**  
Daily Phonics teaching;  
Either whole class or small group phonics teaching;  
Daily individual reading as part of Guided Reading;  
Additional Daily individual reading for some;  
Daily story time;  
Use of the book corner for reading for enjoyment during Guided Reading times;  
Children using iPads to access Bug Club and read books at their own reading level;

Autumn	Spring	Summer
<p>Throughout the term, children will be taught phonics daily, following Little Wandle Letters and Sounds revised. (See programme overview on Phonics) and be introduced to the Common Exception words for Y1.</p> <p><b>Guided Reading:</b> This will support each of these sounds through a fully decodable shared text, exploring vocabulary, whisper reading, prosody (modelled read) and comprehension using VIPERS; These sessions will develop the reading for enjoyment and encourage the children's confidence.</p> <p>Fluency is developed by regular practise.</p> <p>Regular assessments of individuals reading and phonics; Continue to target specific individuals who aren't on track;</p>	<p>Throughout the term, children will be taught phonics daily, following Little Wandle Letters and Sounds revised. (See programme overview on Phonics)</p> <p><b>Guided Reading:</b> This will support each of these sounds through a fully decodable shared text, exploring vocabulary, whisper reading, prosody (modelled read) and comprehension using VIPERS; These sessions will develop the reading for enjoyment and encourage the children's confidence.</p> <p>Fluency is developed by regular practise. They will develop their understanding of comprehension – know the key question words and what these are requiring as an answer: who – a person; where – a place; when – a time; why – because...;</p> <p>Fluency is developed by choral reading in Whole class reading and echo reading in small groups where needed.</p> <p style="text-align: center;">Preparation for Phonics test:</p>	<p>Throughout the term, children will be taught phonics daily, following Little Wandle Letters and Sounds revised. (See programme overview on Phonics) children will revisit and revise key words / high frequency words from Rec &amp; Y1 &amp; CEW for Y1.</p> <p><b>Guided Reading:</b> This will support each of these sounds through a fully decodable shared text, exploring vocabulary, whisper reading, prosody (modelled read) and comprehension using VIPERS; These sessions will develop the reading for enjoyment and encourage the children's confidence.</p> <p>Fluency is developed by regular practise.</p> <p>As before, these sessions will build on previous knowledge developed; How to answer a question and how to record a simple answer;</p> <p>Regular assessments of individuals reading and phonics; Continue to target specific individuals who aren't on track to pass the phonics test;</p>

**Year 1**

Autumn 1	Review tricky words Phases 2–4
Review Phase 3 and 4 <b>Phase 5</b> /ai/ ay play /ow/ ou cloud /oi/ oy toy /ea/ ea each	Phases 2–4: the put* pull* full* push* to into I no go of he she we me be was you they all are my by sure pure said have like so do some come love were there little one when out what says here today

\*The tricky words 'put', 'pull', 'full' and 'push' may not be tricky in some regional pronunciations; in which case, they should not be treated as such.

Autumn 2 Phase 5 graphemes	New tricky words
/ur/ ir bird /igh/ ie pie /ool/ yool ue blue rescue /yool/ u unicorn /oal/ o go /igh/ i tiger /ai/ a paper /eel/ e he /ai/ a-e shake /igh/ i-e time /oal/ o-e home /ool/ lyool u-e rude cute /eel/ e-e these /ool/ lyool ew chew new /eel/ ie shield /or/ aw claw	their people oh your Mr Mrs Ms ask* could would should our house mouse water want

\*The tricky word 'ask' may not be tricky in some regional pronunciations; in which case, it should not be treated as such.

Spring 1 Phase 5 graphemes	New tricky words
/eel/ y funny /el/ ea head /w/ wh wheel /oal/ oe ou toe shoulder /igh/ y fly /oal/ ow snow /lj/ g giant /fj/ ph phone /l/ le al apple metal /s/ c ice /v/ ve give /ul/ o-e o ou some mother young /z/ se cheese /sl/ se ce mouse fence /eel/ ey donkey /ool/ ui ou fruit soup	any many again who whole where two school call different thought through friend work

Spring 2 Phase 5 graphemes	New tricky words
/ur/ or word /oo/ u owl awful could /air/ are share /or/ au aur oor al author dinosaur floor walk /ch/ tch ture match adventure /ar/ al a half* father* /or/ a water schwa in longer words: different /o/ a want /air/ ear ere bear there /ur/ ear learn /r/ wr wrist /s/ st sc whistle science /c/ ch school /sh/ ch chef /z/ ze freeze schwa at the end of words: actor	once laugh because eye

\*The tricky words 'half' and 'father' may not be pronounced as this in some regional pronunciations; in which case, they should not be treated as such.

**Summer 1: Phonics screening check review – no new GPCs or tricky words**

Summer 2 Phase 5 graphemes	New tricky words
/ai/ eigh aigh ey ea eight straight grey break /n/ kn gn knee gnaw /m/ mb thumb /ear/ ere eer here deer /zh/ su si treasure vision /lj/ dge bridge /i/ y crystal /lj/ ge large /sh/ ti ssi si ci potion mission mansion delicious /or/ augh our oar ore daughter pour oar more	busy beautiful pretty hour move improve parents shoe

**Pupils who are falling behind:**

Will be selected to be part of an intervention group where the focus will be on phonic sounds, segmenting and blending and reading with fluency; quick

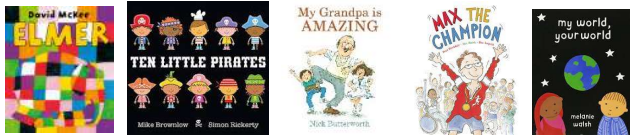
These pupils may fall into the lower 20% and will therefore take part in additional 1:1 or small group reading sessions in a week with CT or TA;

Pupils who are severely behind their peers will continue to receive additional 1:1 and small group phonics interventions – targeting sounds, segmenting, blending and word recognition;

**Legacy Books read across the year:**



**No Outsiders Books read across the year:**



Year 2		What we teach	
Reading – Word reading		Reading – Comprehension	
Skills	Objectives	Skills	Objectives
<b>Common Exception Words</b>	To read Y1 & Y2 common exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.	<b>Understanding</b>	Pupils should be taught to develop pleasure in reading, motivation to read, vocabulary and understanding by: <ul style="list-style-type: none"> <li>listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently</li> <li>discussing the sequence of events in books and how items of information are related</li> <li>becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales</li> <li>being introduced to non-fiction books that are structured in different ways</li> <li>recognising simple recurring literary language in stories and poetry</li> <li>discussing and clarifying the meanings of words, linking new meanings to known vocabulary</li> <li>discussing their favourite words and phrases</li> <li>continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear</li> </ul>
<b>Phonics and decoding</b>	Pupils should be taught to: <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> <li>read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation re-read these books to build up their fluency and confidence in word reading.</li> </ul>	<b>Connecting and becoming familiar with texts</b>	Understand both the books they can already read accurately and fluently and those they listen to by: <ul style="list-style-type: none"> <li>drawing on what they already know or on background information and vocabulary provided by the teacher</li> <li>checking that the text makes sense to them as they read and correcting inaccurate reading</li> <li>making inferences on the basis of what is being said and done</li> <li>answering and asking questions</li> <li>predicting what might happen on the basis of what has been read so far                             <ul style="list-style-type: none"> <li>Participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say.</li> <li>Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.</li> </ul> </li> </ul>
<b>Fluency</b>	At this stage, children should be able to read all common graphemes; they should be able to read unfamiliar words containing these accurately and without undue hesitation; children will increase their fluency by being able to read these words automatically;		

**VIPERS**

<p><b>Vocabulary:</b></p>	<p><b>Inference</b></p>	<p><b>Predict:</b></p>	<p><b>Explain:</b> Not a content domain Explain why they have come to a certain</p>	<p><b>Retrieve:</b> 1b identify / explain key aspects of fiction and non-</p>	<p><b>Sequence:</b> 1c identify and explain the sequence of events in texts</p>
---------------------------	-------------------------	------------------------	---	---	---



1a draw on knowledge of vocabulary to understand texts	1d make inferences from the text	1e predict what might happen on the basis of what has been read so far	conclusion or to explain their preferences, thoughts and opinions about a text.	fiction texts, such as characters, events, titles and information	
Children begin to find the meaning of new words using the context of the sentence. They use pictures to help support this skill.	Children make inferences about characters' feelings using what they say and so to infer basic points and begin, with support to pick up on more subtle references.	Children make predictions using their own knowledge as well as what has happened so far to make logical predictions and give explanations of them.	<b>To discuss and clarify the meanings of words, linking new meanings to known vocabulary.</b> To discuss their favourite words and phrases. <b>Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.</b> • Listen to, discuss and express views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently.	Children can explain their understanding of independent reading by answering simple questions about what they have just read.	Children retell and order events from the text. They begin to discuss how events are linked. They are able to focus on the main content of the story.

<p><b>Prior skills:</b> Phases 2-5 Letters and Sounds; and Alternate pronunciations; High Frequency words from Reception; Common Exception words for Y1;</p>	<p><b>Non Negotiables:</b></p> <ul style="list-style-type: none"> <li>• Secure with year group phonic expectations.</li> <li>• Recognise simple recurring literary language.</li> <li>• Read ahead to help with fluency and expression.</li> <li>• Comment on plot, setting &amp; characters in familiar &amp; unfamiliar stories.</li> <li>• Recount main themes and events.</li> <li>• Comment on structure of the text.</li> <li>• Use commas, question marks and exclamation marks to vary expression.</li> <li>• Read aloud with expression and intonation.</li> <li>• Recognise: commas in lists; apostrophe of omission and possession (singular noun)</li> <li>• Identify past/present tense and why the writer has used a tense.</li> <li>• Use content and index to locate information.</li> </ul> <p>Children generate literacy recall questions of their own which go with the text they are reading before, during and after reading. Children can use their own question words and begin to be able to change their questions as they progress through the text</p> <p><b>Children can read at a speed of 90 words per minute.</b></p> <p><b>Children develop expression when reading aloud, particularly where characters are speaking in a story.</b></p>
--	---

**What should be seen in the classroom**  
Daily Phonics teaching;  
Either whole class or small group phonics teaching;  
Daily individual reading as part of Guided Reading;  
Additional Daily individual reading for some;  
Daily story time;  
Use of the book corner for reading for enjoyment during Guided Reading times;  
Children using iPads to access Bug Club and read books at their own reading level;

Autumn	Spring	Summer
<p><i>Throughout the term, children will revisit and revise key words / high frequency words from Rec &amp; Y1 (see Appendix 1 p193-195 L&amp;S) and be introduced to the Common Exception words for Y2.</i></p> <p><i>They will develop a love of reading through their growing confidence at decoding and understanding a text; they will develop their fluency;</i></p> <p><b>Phonics teaching will re-cap phase 5 and will then move onto teaching / learning spelling rules.</b> <b>Guided Reading:</b> This will support children to become a fluent reader, reading texts that are gradually becoming more complex to read and the difficulty of vocabulary increases. Again, each text will explore vocabulary, whisper reading, prosody (modelled read) and comprehension using VIPERS; These sessions will develop the reading for enjoyment and encourage the children's confidence.</p> <p>Fluency is developed by regular practise. The main focus will be on how to read a question carefully, what does the question word ask you to look for in the text; look in the text for the relevant information and develop the skills of answering a question accurately;</p> <p>Fluency is developed by choral reading in Whole class reading and echo reading in small groups where needed.</p>	<p><i>During this term, pupils should be continuing to consolidate previous learning; they should be becoming confident readers who read for enjoyment and want to read; During this term silent reading will be a focus;</i></p> <p><i>Throughout the term, pupils will revisit and revise key words / high frequency words from Rec &amp; Y1 (see Appendix 1 p193-195 L&amp;S) and consolidate the Common Exception words for Y2.</i></p> <p><b>Guided Reading:</b> will continue to support topic and reading different texts and books at the pupil's reading level through a shared text, using VIPERS; The main focus will be on how to read a question carefully, scan the text for the relevant information, underline or circle in the text and then develop the skills of answering a question accurately;</p> <p>Fluency is developed by choral reading in Whole class reading and echo reading in small groups where needed.</p>	<p><i>Throughout the term, children will revisit and revise key words / high frequency words from Rec &amp; Y1 (see Appendix 1 p193-195 L&amp;S) and embed the Common Exception words for Y2.</i></p> <p>The main focus this term will be through using old SATs papers for children to understand the pace and timings required for the test; encouraging children to look carefully at a question and then look in the text for the relevant information; to pace themselves with a longer text; to use the question papers to support where the answers are to be found;</p> <p><b>Guided Reading:</b> will continue to develop and embed texts and books at the children's reading level through a shared text, using VIPERS; The main focus will be on how to read a question carefully, scan the text for the relevant information and develop the skills of answering a question accurately, knowing what sort of answer a question word demands;</p> <p>Fluency is developed by choral reading in Whole class reading and echo reading in small groups where needed.</p>

<p><b>Pupils who are falling behind:</b> Children who didn't pass the Y1 phonics test will be specifically targeted to plug their individual gaps;</p>	<p><b>Pupils who are falling behind:</b> Children who didn't pass the Y1 phonics test will be specifically targeted to plug their individual gaps.</p>
--	--

Will be selected to be part of an intervention group where the focus will be on phonic sounds, segmenting and blending and reading with fluency;

These pupils may fall into the lower 20% and will therefore take part in additional 1:1 or small group reading sessions in a week with CT or TA;

Pupils who are severely behind their peers will continue to receive additional 1:1 and small group phonics interventions – targeting sounds, segmenting, blending and word recognition.

As previously, interventions will continue;  
In addition, children who are confident readers but have been unsuccessful in a test may need additional test technique through small group intervention

**Legacy Books to be read across the year:**



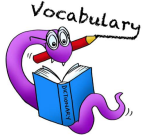





**No Outsiders Books to be read across the year:**



**Year 3 What we teach**

Reading – Word reading		Reading – Comprehension	
Skills	Objectives	Skills	Objectives
<b>Common Exception Words</b>	W1 To read Y3 common exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.	<b>Understanding</b>	Develop positive attitudes to reading and understanding of what they read by C1 checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context C2 asking questions to improve their understanding of a text C3 identifying main ideas drawn from more than one paragraph and summarising these
<b>Phonics and decoding</b>	W2 To use their phonic knowledge to decode quickly and accurately (may still need support to read longer unknown words). W3 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 and understand new words they meet. W4 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 and to understand new words they meet.	<b>Connecting and becoming familiar with texts</b>	Understand what they read, in books they can read independently, by: C4 Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally C5 Identifying themes and conventions in a wide range of books C6 Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks C7 Reading books that are structured in different ways and reading for a range of purposes C8 Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say C9 Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action C10 Recognising some different forms of poetry [for example, free verse, narrative poetry]
<b>Fluency</b>	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.		

**VIPERS**

 <b>Vocabulary</b> 2a To give/ explain the meaning of words in context	 <b>infer</b> 2d To draw inferences such as inferring characters' feelings, thoughts and motives from their actions,	 <b>Predict</b> 2e To predict what might happen from details stated and implied To justify predictions using evidence <b>from the text</b>	 <b>Explain</b> 2g To identify and discuss words and phrases that capture the reader's interest and imagination	 <b>RETRIEVE</b> 2b To retrieve and record information from a fiction text. <b>To identify key details from fiction and non-fiction</b>	 <b>Summarise</b> 2c To identify main ideas drawn from more than one paragraph and
---	---	--	---	---	---

To use dictionaries to check the meaning of words that they have read	and justifying inferences with evidence		2h make comparisons within the text <b>2f To identify how language, structure, and presentation contribute to meaning as a whole</b>		<b>summarising these</b>
Children begin to find the meaning of new words using substitution within a sentence	Children can infer characters' feelings, thoughts and motives from their stated actions. They begin to justify them by referencing a specific point in the text.	Children use relevant prior knowledge to make predictions and justify them. They are taught the skill of using details from the text to form further predictions.	Children can discuss authors' choice of words and phrases for effect.	Children begin to learn the skill of 'skim and scan' to retrieve details. Children begin to use quotations from the text.	Children begin to distinguish between the important and less important information in a text. They are able to give a brief verbal summary of. Teachers begin to model how to record summary writing.

**Non Negotiables:**

Comment on the way characters relate to one another.  
 Know which words are essential in a sentence to retain meaning.  
 Draw inferences such as inferring characters' feelings, thoughts and motives from their actions.  
 Recognise how commas are used to give more meaning.  
 Recognise inverted commas  
 Recognise:  
 plurals  
 pronouns and how used  
 collective nouns  
 adverbs  
 Explain the difference that the precise choice of adjectives and verbs make.  
 Children generate a variety of questions – recall and inferential to help them understand the text further.  
 Introduce the idea of 'story themes'  
 Love, friendship, revenge, learn a lesson, good vs evil etc.  
**Fluency is developed by choral reading in Whole class reading and reading in small groups where needed.**

<b>Autumn LEGACY BOOKS</b>	<b>Spring LEGACY BOOKS</b>	<b>Summer LEGACY BOOKS</b>
<p>As children have completed their phonics teaching in KS1, children should come to year 3 able to read KS1 books fluently; segmenting, blending and reading HF words smoothly. Children should be aware of the KS1 content domains and should be able to answer questions, both oral and written, from each content domain and relate their answers to their own experiences. Children will be introduced to Accelerated Reading and read independently for up to 20 minutes in the first term.</p> <p><b>What is taught</b>  <b>Word Reading:</b>            Children are taught to use phonics and spelling rules to identify unfamiliar words and use context to support understanding. Children are supported in the classroom to read independently, and this is encouraged by the use of building up reading stamina using AR, using a range of texts for comprehension, as well as reading high-quality texts during writing and composition lessons. This way children are immersed in reading for a purpose, reading for pleasure and reading for information.</p> <p><b>Comprehension:</b>            Reading comprehension is woven throughout the curriculum in year 3, including topic-based independent research, English-based independent research and when reading a class text. Comprehension is also explicitly taught through whole-class guided reading sessions and whole-class comprehension lessons. Children are introduced initially to narratives and non-fiction information books.</p> <p><b>What should be seen in the classroom</b></p>	<p>During the spring term, children should be familiar and increasingly secure with the building blocks of comprehension: understanding meaning of sentences (vocabulary) in context and being able to find specified points (retrieval). Children should be confident to identify these question types and how to unpick what is required as an answer. They will be introduced to more cognitively complex domains, such as explaining or justifying inferences, comparisons within the text and implied predictions. Reading during AR will be for 30 minutes.</p> <p><b>What is taught</b>  <b>Word Reading:</b>            Children are taught to use phonics and spelling rules to identify unfamiliar words and use context to support understanding. Children are supported in the classroom to read independently, and this is encouraged by the use of building up reading stamina using AR, using a range of texts for comprehension, as well as reading high-quality texts during writing and composition lessons. This way children are immersed in reading for a purpose, reading for pleasure and reading for information.</p> <p><b>Comprehension:</b>            Reading comprehension is woven throughout the curriculum in year 3, including topic-based independent research, English-based independent research and when reading a class text. Comprehension is also explicitly taught through whole-class guided reading sessions and whole-class comprehension lessons. Children are secure in</p>	<p>Children should be confident with most of the content domains in comprehension lessons (a range of the VIPERS skills) and should be able to identify these from both oral and written questions in all areas of the curriculum. Vocabulary and retrieval questions should be embedded securely. CEW for Y3 and HF words should be embedded. Children read for 30 minutes independently during AR sessions.</p> <p><b>What is taught</b>  <b>Word Reading:</b>            Children are taught to use phonics and spelling rules to identify unfamiliar words and use context to support understanding. Children are supported in the classroom to read independently, and this is encouraged by the use of building up reading stamina using AR, using a range of texts for comprehension, as well as reading high-quality texts during writing and composition lessons. This way children are immersed in reading for a purpose, reading for pleasure and reading for information.</p> <p><b>Comprehension:</b>            Reading comprehension is woven throughout the curriculum in year 3, including topic-based independent research, English-based independent research and when reading a class text. Comprehension is also explicitly taught through whole-class guided reading sessions and whole-class comprehension lessons. Children use a wide range of text types, and are able to identify broadly in terms of fiction and non-fiction and also</p>



<p>Phonics teaching in small groups, to the children who did not pass the re-take in Y2 of Phonics screening. Differentiated groups, whereby any child below their reading age is supported, and where children on track for achieving greater depth are being challenged. Daily individual reading for the lowest attainers Daily individual reading for some 30 minutes whole class guided reading 4 times a week 1 x weekly comprehension lesson AR session - fluency</p>	<p>narratives and non-fiction as in autumn, and are introduced to poetry and more specific non-fiction such as letters, emails and postcards.</p>	<p>specifically through different genres of fiction and different purposes of non-fiction.</p>
--	---	--

**Pupils who are falling behind:**

- accelerated progress and good progress made for pupils through use of quality-first teaching techniques. (Adult support, differentiation, scaffold materials and support materials – such as overlays or enlarged texts)
- Identified through TA, termly tests and STAR reader tests.
- Supported through use of pupil progress meetings, and subsequent interventions, in relation to TA, termly tests and STAR reader tests.
- small groups supported by an adult through WCR sessions
- adult support for specific individuals during AR – this could be 1:1 reading or 1:2 reading with targeted children
- small group interventions in the afternoons (informed by pupil progress meetings)

**Legacy books to be read across the year:**



**No Outsiders Books to be read across the year**

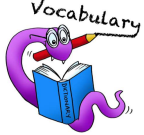







**Year 4** **What we teach**

<b>Reading – Word reading</b>	<b>Reading – Comprehension</b>
-------------------------------	--------------------------------

Skills	Objectives	Skills	Objectives
<b>Common Exception Words</b>	<p>W1 To read Y3 common exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</p>	<b>Understanding</b>	<p>Develop positive attitudes to reading and understanding of what they read by</p> <p>C1 checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</p> <p>C2 asking questions to improve their understanding of a text</p> <p>C3 identifying main ideas drawn from more than one paragraph and summarising these</p>
<b>Phonics and decoding</b>	<p>W2 To use their phonic knowledge to decode quickly and accurately (may still need support to read longer unknown words).</p> <p>W3 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 and understand new words they meet.</p> <p>W3 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 and to understand new words they meet.</p>	<b>Connecting and becoming familiar with texts</b>	<p>Understand what they read, in books they can read independently, by:</p> <p>C4 Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</p> <p>C5 Identifying themes and conventions in a wide range of books</p> <p>C6 Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p>C7 Reading books that are structured in different ways and reading for a range of purposes</p> <p>C8 Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say</p> <p>C9 Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</p> <p>C10 Recognising some different forms of poetry [for example, free verse, narrative poetry]</p>
<b>Fluency</b>	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.		

# VIPERS

 <p><b>Vocabulary</b></p>	 <p><b>infer</b></p>	 <p><b>Predict</b></p>	 <p><b>Explain</b></p>	 <p><b>RETRIEVE</b></p>	 <p><b>Summarise</b></p>
<p>2a To give/ explain the meaning of words in context To use dictionaries to check the meaning of words that they have read</p>	<p>2d To draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p>	<p>2e To predict what might happen from details stated and implied To justify predictions using evidence from the text</p>	<p>2g To identify and discuss words and phrases that capture the reader's interest and imagination 2h make comparisons within the text 2f To identify how language, structure, and presentation contribute to meaning as a whole</p>	<p>2b To retrieve and record information from a fiction text. To identify key details from fiction and non-fiction</p>	<p>2c To identify main ideas drawn from more than one paragraph and summarising these</p>
<p>Children find the meaning of new words using the context of the sentence. They also link new words to other words they already know.</p>	<p>Children can infer characters' feelings, thoughts and motives from their stated actions. They will consolidate the skill of justifying them using a specific reference point in the text.</p>	<p>Children use relevant prior knowledge as well as details from the text to form predictions and to justify them. They are taught to monitor these predictions and compare them with the text as they read on.</p>	<p>Discuss vocabulary used to capture readers' interest and imagination.</p>	<p>Children confidently skim and scan texts to record details, using relevant quotes to support their answers to questions.</p>	<p>Children use skills developed in year 3 and are able to write a brief summary of main points, identifying and using important information</p>

**Non Negotiables Y4: (For prior skills see NN Y3)**

Give a personal point of view on a text.  
 Re-explain a text with confidence.  
 Justify inferences with evidence, predicting what might happen from details stated or implied.  
 Use appropriate voices for characters within a story.  
 Recognise apostrophe of possession (plural)  
 Identify how sentence type can be changed by altering word order, tenses, adding/deleting words or amending punctuation.  
 Children generate a variety of questions – recall and inferential and questions about the deeper meaning of a text to help them understand the text further.  
 Develop the idea of story themes.  
 Courage, overcoming obstacles etc.  
 Explain why a writer has used different sentence types or a particular word order and the effect it has created.  
 Skim & scan to locate information and/or answer a question.

Autumn	Spring	Summer
<p><i>After undertaking the transition from KS1 to KS2 last year, pupils should be familiar with routines and expectations during both whole class reading and Accelerated Reader sessions. They should be aware of the question types (VIPERS) and have a basic understanding of how to approach answering these in a test situation. They should be becoming more independent and self-sufficient readers and reading an increasing breadth of genres and authors for pleasure.</i></p> <p><b>What is taught</b>  <b>Word Reading:</b>                      Word reading is interweaved across both reading and writing. CEW are selected as a focus for writing and therefore the expectation of reading is embedded through pronunciation and word meaning activities.                      Spelling sessions introduce new rules and patterns, which will be reinforced and developed during reading sessions.                      AR data informs the level at which a pupil is reading and accessing.</p> <p><b>Comprehension:</b>                      VIPERS skills are built upon and developed during this term, with a focus on how to tackle these types of questions independently. A variety of fiction texts, non-fiction texts and poetry are used.                      Pupils are expected to read aloud daily.                      Cracking Comprehension is used to apply skills to mixed questions.                      AR data informs how well a pupil is accessing a text.</p> <p><b>What should be seen in the classroom</b>                      Daily individual reading for some                      Daily story time                      Daily phonics if needed                      Links to spelling</p>	<p><i>During this term, pupils should be continuing to read for pleasure and enjoying a varied diet of books during their AR sessions. Their whole class reading sessions will develop their analysis and understanding of authorial intent and their ability to approach VIPERS questions independently. Their reading will develop their understanding and use of language, which should translate into their own writing.</i></p> <p><b>What is taught</b>  <b>Word Reading:</b>                      Word reading is interweaved across both reading and writing. CEW are selected as a focus for writing and therefore the expectation of reading is embedded through pronunciation and word meaning activities.                      Spelling sessions introduce new rules and patterns, which will be reinforced and developed during reading sessions.                      AR data informs the level at which a pupil is reading and accessing.</p> <p><b>Comprehension:</b>                      As Autumn Term, with the additional focus of using reading skills in their writing.</p>	<p><i>During this term, pupils should continue to enjoy a varied diet of books from an increasing range of genres and authors. Within whole class reading sessions, they should be exposed to a wide variety of increasingly challenging texts. Their knowledge of VIPERS should continue to be developed so that they are constantly developing the skills needed to tackle questions independently.</i></p> <p><b>What is taught</b>  <b>Word Reading:</b>                      Word reading is interweaved across both reading and writing. CEW are selected as a focus for writing and therefore the expectation of reading is embedded through pronunciation and word meaning activities.                      Spelling sessions introduce new rules and patterns, which will be reinforced and developed during reading sessions.                      AR data informs the level at which a pupil is reading and accessing.</p> <p><b>Comprehension:</b>                      As Spring Term.</p>

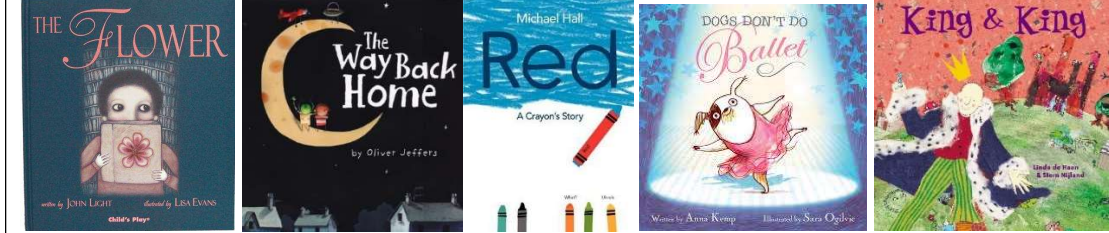
Precision folders Daily individual reading Daily story time 30 minutes whole class guided reading daily – Monday and Friday linked to class text with 3 texts that are linked Tues, Weds and Thurs		
--	--	--

**Pupils who are falling behind:**  
 Intervention for pupils who need additional comprehension support, with a focus on VIPERS skills.  
 Intervention for pupils who need additional word reading support, with a focus on phonics (if needed) and spelling rules and patterns.  
 CT or TA focus group within WCR sessions.  
 Lower attaining pupils in AR will take part in several sessions of 1:1 reading with the CT or TA and be supported to choose suitable books.

**Legacy books to be read across the year:**



**No Outsiders Books to be read across the year**



**Year 5 What we teach**

Reading – Word reading		Reading – Comprehension	
<b>Phonics and decoding</b> *apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet	<b>Understanding</b> * checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context *asking questions to improve their understanding *provide reasoned justifications for their view	<b>Connecting and becoming familiar with texts</b> *continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks *reading books that are structured in different ways and reading for a range of purposes *making comparisons within and across books *increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions *identifying and discussing themes and conventions in and across a wide range of writing 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 courteously *explain and discuss their understanding of what they have read, including through formal presentations and debates, *distinguish between statements of fact and opinion recommending books that they have read to their peers, giving reasons for their choices *learning a wider range of poetry by heart preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience	<b>Common Exception Words</b> To read most Y5/ Y6 exception words, discussing the unusual correspondences between spelling and sound and where these occur in the word.
<b>Fluency</b>	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.		

**VIPERS**

<p><b>Vocabulary</b></p> <p>2a To give/ explain the meaning of words in context          To use dictionaries to check the meaning of words that they have read</p>	<p><b>infer</b></p> <p>2d To draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p>	<p><b>Predict</b></p> <p>2e To predict what might happen from details stated and implied          To justify predictions using evidence from the text</p>	<p><b>Explain</b></p> <p>2g To identify and discuss words and phrases that capture the reader's interest and imagination          2h make comparisons within the text  <b>2f To identify how language, structure, and presentation contribute to meaning as a whole</b></p>	<p><b>RETRIEVE</b></p> <p>2b To retrieve and record information from a fiction text.          To identify key details from fiction and non-fiction</p>	<p><b>Summarise</b></p> <p>2c To identify main ideas drawn from more than one paragraph and summarising these</p>
--	---	---	---	--	---



Children 'read around the word' and explore its meaning in the broader context of a section or paragraph.	Children can infer characters' feelings, thoughts and motives, giving one or two pieces of evidence to support the point they are making. They begin to draw evidence from more than one place across a text.	Predictions are supported by relevant evidence from the text. Children confirm and modify predictions as they read on.	<b>To discuss vocabulary used by the author to create effect including figurative language. To evaluate the use of authors' language and explain how it has created an impact on the reader.</b>	Children confidently skim and scan, and also use the skill of reading before and after to retrieve information. They use evidence from across larger sections of text.	Children begin to make connections between information across the text and include this information in their written summaries.
---	---	--	--	--	---

**Non Negotiables: Y5: (see Y4 NN for prior skills)**

Summarise main points of an argument or discussion within their reading and make up own mind about issue/s.

Compare between two texts

Appreciate that people use bias in persuasive writing.

Appreciate how two people may have a different view on the same event.

Draw inferences and justify with evidence from the text.

Vary voice for direct or indirect speech.

Recognise clauses within sentences.

Explain how and why a writer has used clauses to add information to a sentence.

Use more than one source when carrying out research.

Create a set of notes to summarise what has **been read**.

Children actively generate a variety of questions to focus the reading and adjust questions in light of evidence from the text. Adults model the use of critical thinking skills that take the discussion deeper and beyond the text

**Children can read silently, they recognise words automatically and group words quickly to help them gain meaning from what they read. Fluent readers read aloud effortlessly and with expression. Their reading sounds natural, as if they are speaking.**

Autumn	Spring	Summer
<p><i>At the start of Year 5 children should be able to make informed decisions on their choice of book, picking a book that they enjoy, which encourage them to read for a sustained period of time. Children understand the rules for silent reading and will demonstrate their understanding of the text (AR quizzes). Children have opportunity to develop fluency through modelled reading, reading silently, group reading and reading sections of a text to the class. Children are developing their understanding of all VIPERS skills.</i></p> <p><b><u>What is taught</u></b> <b><u>Word Reading:</u></b> Word reading is interweaved across both reading and writing. CEW are selected as a focus for writing and therefore the expectation of reading is embedded through pronunciation and word meaning activities.</p> <p><b><u>Comprehension:</u></b> VIPERS skills are addressed through guided reading sessions. Skills are modelled in prior to children independently answering tackling these skills. PPE is taught as a skill to tackle comprehension alongside skimming and scanning. Variety of texts are used, which are linked to writing genres. Daily opportunity for children to read aloud and develop fluency- in addition to modelled fluency. Cracking comprehension sessions, to allow the children to tackle "cold" reading challenges, under timed conditions to improve pace.</p>	<p><i>Children are continuing to read widely and broaden their choices of text, selecting unfamiliar texts. Children should be enthused to demonstrate their understanding of texts (AR quizzes). Children are continuing to develop confidence if fluency and can read with others demonstrating expression. Children understand what each VIPERS skill means and can link this to relevant question types.</i></p> <p><b><u>What is taught</u></b> <b><u>Word Reading:</u></b> Word reading is interweaved across both reading and writing. CEW are selected as a focus for writing and therefore the expectation of reading is embedded through pronunciation and word meaning activities.</p> <p><b><u>Comprehension:</u></b> VIPERS skills are addressed through guided reading sessions. Vocabulary, predicting and retrieval skills are approached more independently by the children. Other skills are still modelled in prior to children independently answering tackling these skills. PPE continues to develop as a skill to tackle comprehension alongside skimming and scanning. Variety of texts are still used, which are linked to writing genres. Daily opportunity for children to read aloud and develop fluency- in addition to modelled fluency. Cracking comprehension sessions, to allow the children to tackle "cold" reading challenges, under timed conditions to improve pace</p>	<p><i>Children should be able to demonstrate a strong enjoyment of reading. They can confidently pick texts that engage them and read for sustained periods of time. Children will have the opportunity to continue to develop fluency and expression. Children have a secure understanding of the VIPERS and can identify different question types.</i></p> <p><b><u>What is taught</u></b> <b><u>Word Reading:</u></b> Word reading is interweaved across both reading and writing. CEW are selected as a focus for writing and therefore the expectation of reading is embedded through pronunciation and word meaning activities.</p> <p><b><u>Comprehension:</u></b> VIPERS skills are addressed through guided reading sessions. Children are more able to tackle VIPERS skills independently, with minimal modelling. Children confidently use PPE as a skill to tackle comprehension alongside skimming and scanning. Variety of texts are still used, which are linked to writing genres. Daily opportunity for children to read aloud and develop fluency- in addition to modelled fluency. Cracking comprehension sessions, to allow the children to tackle "cold" reading challenges, under timed conditions to improve pace.</p>

**What should be seen in the classroom (ideas)**

- Daily individual reading for some
- Daily story time
- Daily phonics if needed
- Links to spelling
- Precision folders
- Daily individual reading
- Daily story time
- WCR
- Recommending books that they have read to their peers, giving reasons for their choices Participate in discussions about books, building on their own and others' ideas and challenging views courteously

**Pupils who are falling behind:**

Pupils will be selected to be part of an intervention group with a focus on fluency, test revision and skill.  
 Pupils will receive additional adult support during WCR sessions.  
 These pupils may fall into the lower 20% and will therefore take part in several sessions of 1:1 reading with the CT or TA.  
 Pupils, who are working severely behind their peers, will require small group attention. This will take place during morning English lessons. They will also take part in 1:1 reading with the CT or TA several times a week –potentially selecting books from KS1 if they can't access AR.

**Legacy books to be read across the year:**

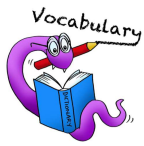







[Y3 do the iron man]

**No Outsiders Books to be read across the year**



Year 6		What we teach	
Reading – Word reading		Reading – Comprehension	
<b>Phonics and decoding</b> *apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet	<b>Understanding</b>	* checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context *asking questions to improve their understanding *provide reasoned justifications for their view	
		<b>Connecting and becoming familiar with texts</b>	*continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks *reading books that are structured in different ways and reading for a range of purposes *making comparisons within and across books *increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions *identifying and discussing themes and conventions in and across a wide range of writing 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 courteously *explain and discuss their understanding of what they have read, including through formal presentations and debates, *distinguish between statements of fact and opinion recommending books that they have read to their peers, giving reasons for their choices *learning a wider range of poetry by heart preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience
<b>Common Exception Words</b>	To read most Y5/ Y6 exception words, discussing the unusual correspondences between spelling and sound and where these occur in the word.		
<b>Fluency</b>	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.		

 <p>2a To give/ explain the meaning of words in context To use dictionaries to check the meaning of words that they have read</p>	 <p><b>infer</b> 2d To draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p>	 <p>2e To predict what might happen from details stated and implied To justify predictions using evidence from the text</p>	 <p>2g To identify and discuss words and phrases that capture the reader's interest and imagination 2h make comparisons within the text 2f To identify how language, structure, and presentation contribute to meaning as a whole</p>	 <p>2b To retrieve and record information from a fiction text. To identify key details from fiction and non-fiction</p>	 <p>2c To identify main ideas drawn from more than one paragraph and summarising these</p>
<p>Children 'read around the word' and independently explore its meaning in the broader context of a section or paragraph.</p>	<p>Children can infer characters' feelings, thoughts and motives, giving more than one piece of evidence to support each point made. They can draw evidence from different places across the text.</p>	<p>Predictions are supported by relevant evidence from the text. Children confirm and modify predictions in light of new information.</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>	<p>Children confidently skim and scan, and also use the skill of reading before and after to retrieve information. They use evidence from across whole chapters or texts.</p>	<p>Children summarise information from across a text and link information by analysing and evaluating ideas between sections of the text.</p>

**Non Negotiables for Y6: (see Y5 NN for prior skills)**

Refer to text to support opinions and predictions.  
 Give a view about choice of vocabulary, structure, etc.  
 Distinguish between fact and opinion.  
 Appreciate how a set of sentences has been arranged to create maximum effect.  
 Recognise: \* complex sentences with more than one subordinate clause \* phrases which add detail to sentences  
 Explain how a writer has used sentences to create particular effects.  
 Skim and scan to aide note-taking.  
 Children actively generate a variety of questions to focus the reading and adjust questions in light of evidence from the text. They ask their own critical thinking questions that take the discussion beyond the text.  
**Children can read silently, they recognise words automatically and group words quickly to help them gain meaning from what they read. Fluent readers read aloud effortlessly and with expression. Their reading sounds natural, as if they are speaking.**

Autumn	Spring	Summer
<p><i>As this is the final stage of primary, all pupils should enter the year with a strong enjoyment for reading. Pupils should know and understand the rules for silent reading (AR) and use this session to engage in books they have personally selected. Pupils should also have a secure understanding of each of the question types (VIPERS) and the skills required to break these down.</i></p> <p><b>What is taught</b>  <b>Word Reading:</b>            Word reading is interweaved across both reading and writing. CEW are selected as a focus for writing and therefore the expectation of reading is embedded through pronunciation and word meaning activities.</p> <p><b>Comprehension:</b>            VIPERS skills are built upon during this term with the expectation that pupils are already fluent in these skills. A variety of texts are used e.g poetry, narrative, reports, biography. Pupils are expected to read aloud daily. Cracking Comprehension is used to apply skills to mixed questions.</p>	<p><i>During this term, pupils should be continuing to consolidate all previous learning from their primary education. Their enjoyment of reading should still be strong. There will be opportunities to further develop their skills through a variety of dedicated sessions aimed at fluency, pace and engagement; test technique, with focused questions and accuracy of answers.</i></p> <p><b>What is taught</b>  <b>Word Reading:</b>            Word reading is interweaved across both reading and writing. CEW are selected as a focus for writing and therefore the expectation of reading is embedded through pronunciation and word meaning activities.</p> <p><b>Comprehension:</b>            As before, with the addition of longer texts are used (previous and specially designed SAT style booklets) for stamina and pace.</p>	<p><i>During the first part of this term, pupils will prepare for their SATs. This will involve breaking down previous reading papers, applying a range of skills to both shorter and longer texts with a focus on fluency, pace and understanding. This is also where pupils try and become more succinct with their answers, whilst still trying to meet the marks awarded for each question.</i></p> <p><b>What is taught</b>  <b>Word Reading:</b>            Word reading is interweaved across both reading and writing. CEW are selected as a focus for writing and therefore the expectation of reading is embedded through pronunciation and word meaning activities.</p> <p><b>Comprehension:</b>            As before, with the addition of poetry and performance, which is focused upon in more depth here.</p> <p><b>Reading objectives are repeated across the year and revisited often.</b></p>



**What should be seen in the classroom**

- Everybody reading a book of their choice for 30 minutes at least 4 times a week (AR)
- Opportunity to select books, magazine, online resources or newspapers during one AR slot per week.
- 1:1 individual reading for the lowest 20% of the class during AR or at another available time
- Daily phonics if needed
- WCR (30 mins) with a variety of texts – both short and long - using VIPERS (following the shared KS2 system and adapting this where necessary)
- Opportunities for books chosen specifically for the year group to be shared and explored with the pupils (Legacy) through WCR or self-selected shared reading time.
- Recommending books that they have read to their peers, giving reasons for their choices
- Participate in discussions about books, building on their own and others’ ideas and challenging views courteously
- PM interventions for pupils who are falling behind

**Pupils who are falling behind:**

Pupils will be selected to be part of an intervention group with a focus on fluency, test revision and skill.  
Pupils will receive additional adult support during WCR sessions.  
These pupils may fall into the lower 20% and will therefore take part in several sessions of 1:1 reading with the CT or TA.  
Pupils, who are working severely behind their peers, will require small group attention. This will take place during morning English lessons. They will also take part in 1:1 reading with the CT or TA several times a week.

**Pupils who are falling behind:**

Pupils will be selected to be part of an intervention group with a focus on fluency, test revision and skill.  
Pupils will receive additional adult support during WCR sessions.  
These pupils may fall into the lower 20% and will therefore take part in several sessions of 1:1 reading with the CT or TA.  
Pupils who found the tests unmanageable, due to complex needs will benefit from 1:1 reading and small group reading in this time to get themselves ‘secondary ready’.

**Legacy books to be read across the year**



**No Outsiders Books to be read across the year**

