



“A reader lives a thousand lives before he dies.”

Curriculum Learning Guide

Reading

How is Reading taught at Low Ash?

Curriculum Intent

At Low Ash, we want all children to read for pleasure. We believe that Reading underpins all areas of the curriculum and provides children with the freedom and ownership of their learning. To embed this, we take a holistic approach, choosing texts from a broad range of genres and cultures. This allows children to develop their own reading preferences. We want to inspire and guide children to become fluent and confident readers, with a wealth of vocabulary, which can be transferred into writing. It is our intention that children will immerse themselves in books and texts, to clearly understand authorial techniques and the effect that this has on the reader. This will enable children to develop both as readers and writers. We want children to realise that reading is a key that will unlock opportunities for them both at school and in later life.

Implementation

Our reading curriculum is centred around carefully selected texts from 5 key strands. These are: Classical, Nonsense, A shift in Time, Layered Plot and Unusual Narrator. Wherever possible, these link into the wider curriculum, to support and deepen the children's knowledge in other subjects.

Early Reading

Children have a stand - alone phonics lesson each morning, using Letters and Sounds and following sequenced and pacy planning. Lessons follow a Revisit, New Teach, Practise and Apply approach. Teaching is consistent across classes and taught in a whole class setting. Regular, weekly assessments of all children quickly identify any gaps, which are then filled by instant intervention. This largely enables all children to reach planned milestones together.

Home reading books work in tandem with Phonics teaching to ensure that children can decode fluently and read with understanding. To further enrich children's home learning opportunities each child has their own virtual bookshelf on Reading Planet, which they can access at any time. This begins a child's journey of reading for pleasure.

Whole School

Each year group has a class text, which they focus on each half term. The teacher reads the text to the children daily, modelling reading for pleasure and fluency. Text choices are carefully chosen to enable the children to make progress with reading. In Key Stage 1, children are taught reading daily through differentiated reading sessions using a wide variety of texts. In Key Stage 2, three discrete reading lessons are taught weekly either using the whole class text or additional texts chosen to support areas of curriculum and the five key strands. These lessons focus on the other National Curriculum objectives. Reading is taught with a mixture of whole class based and differentiated lessons.

Reading for Pleasure

Each classroom has a reading area which children are encouraged to use regularly and they are also given the opportunity to visit the school library on a weekly basis. Reading clubs take place in both Key Stage 1 and 2 giving children the opportunity to discuss and share favourite texts and authors and further develop a love for reading. The reading shed in our inner garden provides the opportunity for children to read and be inspired in an outdoor setting. Upper Key Stage 2 are trained as reading leaders and support Key Stage 1 children with two weekly reading session, which they independently plan, resource and deliver.

Impact

Children will be fluent readers, who will read through choice and be able to express their preferences and opinions around authors and books. Children will have a rich and varied curriculum knowledge because of the wealth of text they are exposed to and because they can read with understanding. Children will be confident with the different skills required to be an all-round reader and will be able to apply their knowledge to their writing.

Reading in EYFS	Understand the 5 key concepts about print	Phonological awareness	Awareness of stories
Nursery	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • Know that print has meaning • Know that print can have different purposes • We read English texts from left to right and top to bottom • The names of the different parts of a book <p>Page sequencing</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • Spot and suggest rhymes • Count or clap syllables in a word • Recognise words with the same initial sound • 	<p>Pupils should be taught to:</p> <p>Engage in extended conversations about stories, learning new vocabulary.</p>
Reception		<ul style="list-style-type: none"> • 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 and sound correspondences • Read some digraphs or trigraphs which represent one sound and say the sounds for them. • Read a few common exception words matched to the school's phonics programme. • Read simple phrases and sentence made up of words with known letter/sound correspondences and a few common exception words. 	<p>Reread books to build up their confidence in word reading, their fluency and their enjoyment.</p> <p>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.</p>

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| | | <ul style="list-style-type: none">• Reread books to build up their confidence in word reading, their fluency and their enjoyment.• Say a sound for each letter in the alphabet and at least 10 digraphs;<ul style="list-style-type: none">- 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. | |
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	Word Reading	Comprehension
Year 1	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • apply phonic knowledge and skills as the route to decode words • respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes • read accurately by blending sounds in unfamiliar words containing GPCs that have been taught • read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word • read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings • read other words of more than one syllable that contain taught GPCs • read words with contractions [for example, I’m, I’ll, we’ll], and understand that the apostrophe represents the omitted letter(s) • read books aloud, accurately, that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words • reread these books to build up their fluency and confidence in word reading 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • develop pleasure in reading, motivation to read, vocabulary and understanding by: <ul style="list-style-type: none"> • listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently • being encouraged to link what they read or hear to their own experiences • becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics • recognising and joining in with predictable phrases • learning to appreciate rhymes and poems, and to recite some by heart • discussing word meanings, linking new meanings to those already known • understand both the books they can already read accurately and fluently and those they listen to by: <ul style="list-style-type: none"> • drawing on what they already know or on background information and vocabulary provided by the teacher • checking that the text makes sense to them as they read, and correcting inaccurate reading • discussing the significance of the title and events • making inferences on the basis of what is being said and done • predicting what might happen on the basis of what has been read so far • participate in discussion about what is read to them, taking turns and listening to what others say • explain clearly their understanding of what is read to them

Year 2

Pupils should be taught to:

- continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent
- read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes
- read accurately words of two or more syllables that contain the same graphemes as above
- read words containing common suffixes
- read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
- read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered
- read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation
- reread these books to build up their fluency and confidence in word reading

Pupils should be taught to:

- develop pleasure in reading, motivation to read, vocabulary and understanding by:
 - 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
 - discussing the sequence of events in books and how items of information are related
 - becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales
 - being introduced to non-fiction books that are structured in different ways
 - recognising simple recurring literary language in stories and poetry
 - discussing and clarifying the meanings of words, linking new meanings to known vocabulary
 - discussing their favourite words and phrases
 - continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear
- understand both the books that they can already read accurately and fluently and those that they listen to by:
 - drawing on what they already know or on background information and vocabulary provided by the teacher
 - checking that the text makes sense to them as they read, and correcting inaccurate reading
 - making inferences on the basis of what is being said and done
 - answering and asking questions
 - predicting what might happen on the basis of what has been read so far

		<ul style="list-style-type: none"> • 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 • explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves
<p>Year 3/4</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in - see English appendix 1 , both to read aloud and to understand the meaning of new words they meet • read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • develop positive attitudes to reading, and an understanding of what they read, by: <ul style="list-style-type: none"> • listening to and discussing a 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 • using dictionaries to check the meaning of words that they have read • increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally • identifying themes and conventions in a wide range of books • preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action • discussing words and phrases that capture the reader’s interest and imagination • recognising some different forms of poetry [for example, free verse, narrative poetry] • understand what they read, in books they can read independently, by: <ul style="list-style-type: none"> • checking that the text makes sense to them, discussing their understanding, and explaining the meaning of words in context • asking questions to improve their understanding of a text

		<ul style="list-style-type: none"> • drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • predicting what might happen from details stated and implied • identifying main ideas drawn from more than 1 paragraph and summarising these • identifying how language, structure, and presentation contribute to meaning • retrieve and record information from non-fiction • 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>Year 5/6</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English appendix 1, both to read aloud and to understand the meaning of new words that they meet 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • maintain positive attitudes to reading and an understanding of what they read by: <ul style="list-style-type: none"> • 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 • 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 • recommending books that they have read to their peers, giving reasons for their choices • identifying and discussing themes and conventions in and across a wide range of writing • making comparisons within and across books • learning a wider range of poetry by heart

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| | | <ul style="list-style-type: none">• 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• understand what they read by:<ul style="list-style-type: none">• 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• drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence• predicting what might happen from details stated and implied• summarising the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas• identifying how language, structure and presentation contribute to meaning• discuss and evaluate how authors use language, including figurative language, considering the impact on the reader• distinguish between statements of fact and opinion• retrieve, record and present information from non-fiction• 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, maintaining a focus on the topic and using notes where necessary• provide reasoned justifications for their views |
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