



Harvington C.E. First and Nursery School

Reading

Intent and Implementation

Progression of Knowledge and Skills for Reading

Reading Curriculum Intent Statement:

At Harvington CE First and Nursery School we believe that language and English is fundamental to the overall development of the child and enables their access to the curriculum in all its aspects. It is acknowledged that, "Speaking and listening, together with reading and writing, are prime communication skills that are central to children's intellectual, social and emotional development" (Rose 2006). We believe that the acquisition of reading is fundamental to every other curriculum area. We encourage reading for meaning, fluency, accuracy and pleasure showing signs of increasing independence and confidence. It is important that every child is able to access the curriculum and that they are able to feel they have succeeded. To do this, teachers ensure that appropriate reading material is chosen and questions are differentiated so that every child is able to achieve and is exposed to a variety of rich texts.

Our curriculum intent includes planned opportunities to:

- Build an English curriculum that develops learning and results in the acquisition of knowledge and skills so that all children know more, remember more and understand more.
- Provide opportunities across all curricular areas for the development of reading skills.
- Inspire children to enjoy reading across a range of genres and formats.
- Enable children to compare and contrast what they read with their own lives.
- Provide opportunities for children to discuss their thoughts and feelings about different texts and make links to what they already know.
- Allow children of all abilities to be able to succeed in all English lessons because work will be appropriately challenging.
- Develop ambitious vocabulary choices.
- Learn in a stimulating environment that promotes reading, both inside and outside the classroom.
- Develop a voice to promote change and a confidence to speak out about issues that are important to us.
- Develop the social, moral, spiritual and cultural development of all our learners.
- Reinforce our Christian values.
- Promote confidence, enthusiasm and resilience.

Reading Curriculum Implementation:

Planning:

Long term planning: National Curriculum and Development Matters objectives.

Medium Term: Overview showing which objectives are covered throughout the half term

Short Term: Weekly English planning and phonics lessons.

Assessment:

At Harvington First and Nursery School, we recognise that Assessment for learning lies at the heart of promoting learning and in raising standards of attainment. We further recognise that effective AFL depends on using the information gained.

Assessment procedures within our school:

- Make ongoing assessments and respond appropriately to pupils during 'day-to-day' teaching. These 'immediate' responses are mainly verbal with some being recorded for assessment evidence. They also inform next steps for learning.
- Teachers use immediate feedback during the lesson to check each child's understanding and move their learning on there and then.
- Each half term, children in Reception and KS1 take a phonics assessment.
- Each term children take the 'PIRA' reading paper which gives them a standardised score transferred as working towards, at expected level or at greater depth.
- We use 'Excel' to record our assessments from Nursery-Year 5. Children are assessed in reading and given an overall judgement. The judgements are: working below the year group, working towards, expected and greater depth. Results are tracked termly by the reading lead and assessment lead.
- At the end of Year 1 children take their phonics assessments.
- At the end of Year 2, children take their SAT's.
- Children's progress is discussed with parents at parents' evenings and recorded on their end of year report.

Phonics

Phonics is a strategy used to teach children how to read. It runs alongside other teaching methods such as guided reading and shared reading to help children develop reading skills. It teaches children word recognition and spelling through the introduction of new letters and sounds.

At Harvington we use the Essential Letters and Sounds scheme to teach phonics across Reception and KS1. We follow ELS expectations (Phase 1 phonics) in Nursery to prepare children for future learning.

In Year One, children take a "Phonics Screening Check"; a statutory assessment required by legislation. Those children who do not meet the pass mark for the assessment will be given support and intervention programmes in Year Two to provide them with sufficient knowledge and understanding to pass the test. In Key Stage Two, teachers use formative and summative assessments to plan and deliver differentiated interventions for those children that may need extra support.

Lesson structure

The ELS scheme provides flipcharts for teachers to use that follow the structure below (which is outlined in the original Letters and Sounds document):

Stage 1 - Introduction

Stage 2 - Revisit and Review – 5 minutes

- Practise previously learned letters
- Practise oral blending and segmentation

Stage 3 - Teach – 5 minutes

- Teach a new letter/sound/word

Stage 4 - Practise – 5 minutes

- Practise reading and/or spelling a word with the new letter/sound.

Stage 5 - Apply – 10 minutes

- Children to work independently or with an adult, using their new sound to apply into words/sentences.

Phonic Coverage

Nursery	Reception	Year 1	Year 2
Phase 1	Phase 2 Phase 3 Phase 4	Phase 4 (recap) Phase 5	ELS essential spellings

Moderation:

In school moderation during whole staff meetings, training days and Key Stage meetings. Cluster school moderations for each year in KS1 and KS2 throughout the year, identifying an agreed judgement and next steps for learning. Early Years moderation with the cluster group.

Resources:

Children have access to a wide range of fiction and non-fiction texts to support them with reading, as well as specific resources to develop their reading fluency and comprehension, such as high-frequency word mats, learning walls, flash cards and comprehension activities. Websites, such as Purple Mash (Serial Mash), Read Write Inc, Oxford Owl and Phonics Play are also valuable resources in teaching reading. Each class from Year 1-Year 5 have challenging sets of whole class reading books to develop reading and vocabulary skills.

The teaching of reading is also enriched through:

- Theme and cross-curricular lessons.
- Whole school World Book Day activities
- School trips
- Homework tasks in Years 2-5.
- Computing sites and apps.
- Family learning sessions and family workshops.

Monitoring: Reading is monitored by the Reading Lead each half term, following the Monitoring policy. This includes observations of lessons, discussions with children and analysing assessments. The Reading Lead is responsible for writing, updating and evaluating the Reading Action plan. Each term assessment data is analysed against target data and priorities set for all classes.

Reading Band Levels:

Book Colour	Corresponding phonics level	Expected level
Pink Level	Phase 2	Autumn term YR
Red level	Phase 3	Spring term YR/Summer YR
Yellow Level	Phase 3/4	Summer YR/Autumn Y1
Yellow/Blue Level	Phase 4	Autumn Y1
Green Level	Phase 5	Spring Y1
Orange Level	Phase 6	Summer Y1/Autumn Y2
Turquoise Level		Y2
Purple Level		Y2
Gold Level		Y2
White Level/Lime		Y2

Skills Progression:

EYFS - Nursery

Nursery: 3 and 4 year olds will be learning to:		Planned learning activities
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.		Daily phonics lessons Whole class shared reading sessions Reading opportunities within provision and in displays Individual reading to an adult
		Assessments Observations from planned learning intentions which feed into half termly excel assessment

Phonics Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Phonics	Letters and sounds- ASPECT 1 and 2 General sound discrimination – environmental sounds and instrumental sounds	Letters and sounds- ASPECT 3 General sound discrimination – body percussion	Letters and sounds- ASPECT 4 - Rhythm and rhyme	Letters and sounds- ASPECT 5 AND 6 Alliteration and voice sounds.	Letters and sounds- ASPECT 7 Oral blending and segmenting	Letters and sounds- ASPECT 7 Oral blending and segmenting

EYFS – Reception

Expectations at the end of Reception	Planned learning activities
ELG: Comprehension Children at the expected level of development will: • 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. ELG: Word Reading Children at the expected level of development will: • 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. Children in Reception will be learning to: • 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 harder to read 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. • Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.	Daily ELS phonics lessons Whole class reading sessions Reading opportunities within English lessons and other lessons Reading opportunities within provision and in displays Individual reading to an adult Assessments • Half termly phonics assessments- Phase 2, 3, 4 phonics assessments (completed using the ELS website) once per half term. Assessment spreadsheet completed each half term.

Expectations at the End of Year One	Planned Learning opportunities
<u>Word Reading:</u> • Apply phonic knowledge and skills as the route to decode words • Respond speedily with the correct sound to graphemes 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 aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words • Re-read these books to build up their fluency and confidence in word reading. <u>Reading Comprehension</u> • Develop pleasure in reading, motivation to read, vocabulary and understanding by: • 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 read 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: • 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.	Daily ELS phonics lessons Whole class reciprocal reading sessions Reading opportunities within English lessons and other lessons Texts link to themes Individual reading to an adult Class author: David McKee Whole class guided reading texts: Owl Babies The Gigantic Turnip Not now Bernard The Storm Whale Assessments PIRA 1-End of each term Year 1 phonics assessment-end of year Phase 4,5 phonics assessments (found attached to the English policy) once per half term. Teacher assessment termly

Expectations at the End of Year Two	Planned Learning opportunities
Word Reading • 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 • Re-read these books to build up their fluency and confidence in word reading. Reading Comprehension • 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 • 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.	Daily ELS phonics lessons Whole class reciprocal reading sessions Reading opportunities within English lessons and other lessons Text links to themes Individual reading to an adult-target readers 3x per week Class author: Oliver Jeffers Whole class guided reading texts: Someone Swallowed Stanley The Diary of a killer cat Flat Stanley Dinosaur Trouble Assessments PIRA 2-End of each term End of Year 2 SATs Phase 5,6 phonics assessments (found attached to the English policy) once per half term. Teacher assessment termly

Expectations at the End of Year Three	Planned Learning opportunities
<u>Word Reading</u> • Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet • Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. <u>Reading Comprehension</u> • Develop positive attitudes to reading and understanding of what they read by: ♣ 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: ♣ 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 ♣ 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 one 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.	Whole class reciprocal reading sessions Reading opportunities within English lessons and other lessons Text links to themes Individual reading to an adult-target readers 3x per week Class author: Roald Dahl Whole class guided reading texts: Egyptian Cinderella The Lion, the Witch and the Wardrobe Stone Age Boy George's Marvellous Medicine The Boy who Grew Dragons Romans on the Rampage Assessments PIRA 3-End of each term Teacher assessment termly

Expectations at the End of Year Four	Planned Learning opportunities
<u>Word Reading</u> • Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet • Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. <u>Reading Comprehension</u> • Develop positive attitudes to reading and understanding of what they read by: ♣ 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: ♣ 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 ♣ 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 one 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.	Whole class reciprocal reading sessions Reading opportunities within English lessons and other lessons Text links to themes Individual reading to an adult-target readers 3x per week Class author: Emma Carroll Whole class guided reading texts: Letters from the Lighthouse Vanishing Rainforest Skychasers The Firework Maker's Daughter Assessments PIRA 4-End of each term Teacher assessment termly

Expectations at the End of Year Five	Planned Learning opportunities
<u>Word Reading</u> • 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. <u>Reading-Comprehension</u> • Maintain positive attitudes to reading and understanding of what they read by: ♣ 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 English – key stages 1 and 2 34 Statutory requirements ♣ 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 ♣ 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: ♣ 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 one 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.	Whole class reciprocal reading sessions Reading opportunities within English lessons and other lessons Text links to themes Individual reading to an adult-target readers 3x per week Class author: Michael Morpurgo Whole class guided reading texts: Beowulf Kensuke’s Kingdom Wonder David Attenborough Boy at the Back of the Classroom Shakespeare Assessments PIRA 5-End of each term Teacher assessment termly

For guidance on GD-see the English assessment grids.

Mastery

What does "Mastery in Reading" look like?

What is Mastery?

A child's ability to skilfully **apply** their learning in more in-depth ways is called **Mastery**. Mastery is not just knowing a fact, but it is using that fact in increasingly more complex situations to extend their learning. Mastery also enables children to work in ways which show a deeper understanding of a given task.

What is Mastery in Reading?

- Complete independence in using a concept, skills or knowledge
- Fluency in the application of a concept, skills or knowledge
- Ability to apply learning across subject boundaries
- Consistency in application over a period of time
- Ability to apply without reminders or pre-teaching
- Ability to explain connections with other learning
- Evidence of resilience in applying their learning
- Ability to teach to another

Examples of how we ensure Cultural Capital in Reading

The aim of Reading teaching is to:

- Give children the knowledge they need to develop an understanding of people, places, events and environments through a wide range of high quality texts.
- Inspire curiosity and fascination across many different areas that will remain with children for the rest of their lives through reading books of different genres (fiction and non-fiction).
- Instil a love of reading that encourages children to explore different cultures increasingly independently through their book choices.
- Encourage discussion to ensure the content of class texts are understood/debated.
- Expose children to challenging, quality books that deepen their knowledge and introduce new concepts and vocabulary.
- Provide books, magazines and electronic texts that support cross-curricular learning e.g. for history, geography, music etc.
- Develop key reading skills to ensure children are able to access the texts provided and can continue to learn through reading.

Our curriculum intent includes planned opportunities to:

- Build an English curriculum that develops learning and results in the acquisition of knowledge and skills so that all children know more, remember more and understand more.
- Provide opportunities across all curricular areas for the development of reading skills.
- Inspire children to enjoy reading across a range of genres and formats.
- Enable children to compare and contrast what they read with their own lives.
- Provide opportunities for children to discuss their thoughts and feelings about different texts and make links to what they already know.
- Allow children of all abilities to be able to succeed in all English lessons because work will be appropriately challenging.
- Develop ambitious vocabulary choices.
- Learn in a stimulating environment that promotes reading, both inside and outside the classroom.
- Develop a voice to promote change and a confidence to speak out about issues that are important to us.
- Develop the social, moral, spiritual and cultural development of all our learners.
- Reinforce our Christian values.
- Promote confidence, enthusiasm and resilience.

Examples of how Reading skills are relevant for future jobs:

Please use this list to suggest to children how these skills can be used. Suggest that this format is used to display with the learning objective:

Learning Objective:
How you can use this learning for a job when you are older:

- Editor
- Author
- Journalist
- Actor
- Archivist
- Librarian
- Lawyer
- Translator
- Teacher
- Lecture at university
- Literary agent
- Bookseller