

Intent

- To foster a love of reading for pleasure through engagement with a variety of texts.
- To be equipped with a range of tools and strategies for reading.
- To know and recite a wide range of stories.

Implementation

- Daily phonics sessions in EYFS and KS1
- Daily book talk sessions in EYFS and KS1
- Daily story time in EYFS and KS1
- Reading and comprehension opportunities within text-based writing units.
- Children to be heard read once a fortnight in Reception and KS1
- Children are to be provided with 2 books weekly, matched to their phonic knowledge and skill
- Children are to choose a book to read for pleasure weekly
- Diverse and age-appropriate fiction and non-fiction texts are to be readily available in each classroom
- Book voting stations are to be in each classroom
- Phonics and reading interventions twice a week for lowest 20% in Reception and KS1
- Daily phonics keep up sessions in Reception and Year 1
- Reading trackers to be updated every half term to identify children who need support
- Half termly Phonics Screening checks to be completed in KS1
- Phonics Screening check to be completed in Summer 2 in Reception

F1	Curriculum	Knowledge	Skills	Vocabulary
	<ul style="list-style-type: none"> • Enjoy listening to longer stories and can remember much of what happens. • Understand the five key concepts about print: <ul style="list-style-type: none"> - 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 	<ul style="list-style-type: none"> • To know that print has meaning (logos and signs) • To know that print can have different purposes (signs, labels, names, stories, making choices from a menu) • To know, in English, text is read from left to right and from top to bottom. • To know the terms front cover, text, words, pages, pictures. • To know some traditional tales. • To know some nursery rhymes. 	<ul style="list-style-type: none"> • To identify a range of logos and signs. (e.g. Asda, Netflix, Peppa Pig, McDonalds) • To be track text from left to right and top to bottom. • To be able to return sweep. • To be able to play with words which rhyme. • To be able to clap/tap out syllables in a word after being modelled by a teacher. 	front cover text words pages pictures rhythm rhyme songs nursery rhyme

	<ul style="list-style-type: none"> Develop their phonological awareness, so that they can: <ul style="list-style-type: none"> - 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. 	<ul style="list-style-type: none"> To know that words are made up of sounds (blending and segmenting) <p>During daily story time - <u>Exposure</u> to:</p> <ul style="list-style-type: none"> Sentences start with capital letters and end with full stops. The idea of a word, some are longer than others. How there is always a space before and after a word. To know two words that sound the same rhyme. To know that a word can be split into chunks. To know that some words start with the same sound. 	<ul style="list-style-type: none"> To be able to orally blend words. To be able to orally segment words. To be able to recognise that some words sound the same. (e.g. which is the odd one out? Monkey, mummy, money, rabbit. Silly soup game) To be able to listen to stories. To be respond to stories. To be able discuss pictures. To join in with stories and mimic key phrases. To gain new vocabulary from texts. (e.g. respond to the book using appropriate book talk) 	blending segmenting tongue twisters sounds traditional tales
F2	Curriculum	Knowledge	Skills	Vocabulary
	<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– 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. Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Re-read what they have written to check that it makes sense. 	<ul style="list-style-type: none"> To know what a letter is. To know that a letter makes a sound. To know that sounds can be put together to make words. To have grapheme phoneme correspondence. To know all of the graphemes for all of the letters of the alphabet and 10 digraphs. To know 10 common exception words. To know that text has meaning. To understand that a string of words (sentence) needs to make sense. 	<ul style="list-style-type: none"> To be able to match letters to sounds. To be able to push the sounds together and say the word. To be able to read cvc words. (3 units of sound e.g. cat, shop, chick) To recognise that 2/3 letters together can make one sound. To be able to say the sound for the letter groups. To be able to read 2 syllable words using the sounds that they know. (e.g. rabbit, himself) To be able to recognise and read 10 common exception words. To be able to read short captions and simple sentences. (largely decodable and matched to children’s individual phonetic knowledge) To be able to discuss a text that they have read. To enjoy reading. To gain a fluency whilst reading. To be able to answer direct questions about what they have read. To be able to answer inference questions about what they have read. 	<i>In addition to F1:</i> Grapheme Phoneme Digraph Trigraph Adjacent consonants Letter groups Common exception words Retell Predict
Year 1	Curriculum	Knowledge	Skills	Vocabulary
	National curriculum objectives word reading.	Word Reading <ul style="list-style-type: none"> To know grapheme phoneme correspondences for set 2 sounds. 	Word Reading <ul style="list-style-type: none"> To be able to recall phonemes when shown graphemes. 	<i>In addition to F2:</i> Suffix Fluent

<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 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. <p><u>National Curriculum objectives Reading Comprehension.</u> <u>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</u></p> <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 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 	<ul style="list-style-type: none"> • To know words can be decoded through breaking them into the smallest number of sounds. • To know that some words are not spelt how they sound. • To know there are common endings on words - s/es (plurals) • To know there are common suffixes on words: - ing (present tense) and ed (past tense). - er and est used as comparisons. • To know that some words have more than one syllable and can be chunked in order to read them. • To know what an apostrophe is. • To know that an apostrophe is used to shorten two words and make one new word - this is a contraction. • To know that the apostrophe represents the missing letters in a contraction. • To know what fluent reading sounds like. <p><u>Comprehension</u> <u>Pleasure in reading, motivation to read, vocabulary and understanding.</u></p> <ul style="list-style-type: none"> • To know how to listen and discuss poems and stories. • To know how to link what they hear to their own experiences. • To know a range of key stories, fairy tales and traditional tales. • To know the characteristics (structure, characters etc) of traditional stories and fairy tales. • To know that phrases are repeated and can be predicted. • To know a range of rhymes / poems really well, appreciating them. • To know what words mean - knowing they should ask if unsure. <p><u>Understanding what they read.</u></p> <ul style="list-style-type: none"> • To know whether a sentence / piece of text makes sense. • To know how to self-correct. • To know that titles are chosen for a reason. • To know why key events have happened in stories. • To know that authors don't tell us everything and that we have to infer some information from what is said and done. • To know that we can use what we have read to predict what might happen. (Knowing that predictions don't have to be accurate as long as they are plausible). • To know how to listen to what is read and then discuss. 	<ul style="list-style-type: none"> • To be able to blend sounds to read words using their phonic knowledge. • To be able to read on sight all Year 1 common exception words. • To be able to read words in contracted form e.g. I'm, I'll, we'll • To be able to read aloud accurately consistently with their developing phonic knowledge. • To be able to identify when reading does not make sense. • To be able to self-correct/self-check reading when it does not make sense. • To be able to read a familiar book, appropriately matched to phonic phases, with fluency and confidence. • To be able to read words with alternative graphemes. • To be able to apply phonic knowledge to decode alien words. <p><u>Comprehension</u> <u>Pleasure in reading, motivation to read, vocabulary and understanding.</u></p> <ul style="list-style-type: none"> • To be able to express an opinion about a story, poem or rhyme. • To be able to remember and retell a range of key stories, fairy tales, traditional tales, poems and rhymes. • To be able to identify the structure and key characteristics of stories e.g. beginning, problem, resolution, ending, story language (one upon a time, happily ever after etc). • To be able to join in with repeated phrases and predict when these will occur. • To be able to draw on knowledge from own experiences and from information given to them by the teacher. • To be able to discuss what words mean. • To be able answer a range of comprehension questions including literal, inference and prediction. <p><u>Understanding what they read.</u></p>	<p>Fluency Syllables Split digraph Alien words</p>
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	<ul style="list-style-type: none"> • discussing word meanings, linking new meanings to those already known <p>Understand what they read, in books they can read independently, by:</p> <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. 	<p>Exposure:</p> <ul style="list-style-type: none"> • To be exposed to a wide range of stories, poems etc beyond their reading level. 	<ul style="list-style-type: none"> • To be able to think about what they have read, process it and discuss whether it makes sense. • To be able to self-correct / self-check to ensure reading makes sense. • To be able to talk about why a story has a particular title. 	
Year 2	Curriculum	Knowledge	Skills	Vocabulary
	<p><u>National Curriculum objectives word reading.</u></p> <ul style="list-style-type: none"> • 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 	<p><u>In addition to Year 1:</u></p> <p><u>Word Reading</u></p> <ul style="list-style-type: none"> • To know grapheme phoneme correspondences for Set 1 and Set 2. • To know the alternative graphemes that can represent the same phoneme and look for these in words. • To know there are common suffixes: <ul style="list-style-type: none"> - ment - less - ness - ful - ly • To know Year 2 common exception words. <p><u>Comprehension</u></p> <p><u>Pleasure in reading, motivation to read, vocabulary and understanding.</u></p> <ul style="list-style-type: none"> • To know how stories build (story map). • To know that non-fiction texts are structured in different ways. • To know that we can identify our favourite words and phrases. • To know some poems by heart. <p><u>Understanding what they read.</u></p>	<p><u>In addition to Year 1:</u></p> <p><u>Word Reading</u></p> <ul style="list-style-type: none"> • To be able to read words with alternative graphemes. • To be able to read words of 2 or more syllables. • To be able to recognise and read common suffixes automatically. • To be able to read 90% of the Year 2 Common Exception words. • To be able to read fluently and accurately, at a similar pace to the child's talking. <p><u>Comprehension</u></p> <p><u>Pleasure in reading, motivation to read, vocabulary and understanding.</u></p> <ul style="list-style-type: none"> • To be able to discuss poems and stories giving their opinion, explaining why and comparing to other texts. • To be able to retell a wider range of stories and traditional tales. • To be able to recite a range of poems using intonation to make them clear. 	<p><u>In addition to Year 1:</u></p> <p>Clarify</p> <p>Summarise</p>

<ul style="list-style-type: none"> • re-read these books to build up their fluency and confidence in word reading. <p><u>National Curriculum objectives Comprehension</u> <i>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</i></p> <ul style="list-style-type: none"> • 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. <p><i>Understand both the books that they can already read accurately and fluently and those that they listen to by:</i></p> <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. • 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 	<ul style="list-style-type: none"> • To know that authors do not tell us everything and we need to be able to infer meaning from what is said or done. <p><i>Exposure:</i></p> <ul style="list-style-type: none"> • To be exposed to a wide range of stories, poems etc beyond their reading level including contemporary, classic and non-fiction. 	<p><u>Understanding what they read.</u></p> <ul style="list-style-type: none"> • To be able to use prior knowledge to help understand a text. • To be able to clarify unfamiliar vocabulary. • To be able to correct inaccurate reading. • To be able to infer from what is said or done to inform understanding of the text and be able to answer questions. • To be able to make a plausible prediction about what might happen in a text. 	
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	<i>for themselves, taking turns and listening to what others say</i> <ul style="list-style-type: none">• <i>explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves</i>			
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