



Deerhurst & Apperley C of E Primary School

Early Reading, Phonics, book coverage and targets
Intent, Implement and Impact

At Deerhurst and Apperley, to support early reading and phonics we currently use Little Wandle Letters and Sounds Revisited (Validated programme by DFE 2021). Our system is effective and impact has been good to date with 91% of our Year 1 children achieving a pass in their Phonic screening (Y2 aut children 2020 tested as a result of COVID interruption and Y2 aut 2021 100% phonic pass (Y1 summer 2021) (second COVID interruption). This document takes into account the requirements of SSP as well as following recommendations explored and reviewed in 'The Reading Framework' July 2021.

[The reading framework - teaching the foundations of literacy \(publishing.service.gov.uk\)](https://publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/95421/reading-framework-2021.pdf).

A complete systematic synthetic phonics (SSP) programme is one that provides:

- all that is essential to teach SSP to children in reception and key stage 1 years of mainstream primary schools
- sufficient support for children in reception and key stage 1 to become fluent readers
- a structured route for most children to meet or exceed the expected standard in the year one phonics screening check
- all national curriculum expectations for word reading through decoding by the end of key stage 1

High expectations of progress for all children

The progression of Little Wandle Letters and Sounds Revised has been devised so that children are taught a cumulative progression of GPCs that they immediately practise through oral blending, reading and spelling words and sentences, and, later on, reading fully decodable books. Children review and revise GPCs and words daily, weekly and across terms and years in order to move this knowledge into their long-term memory. This momentum of progress is aspirational yet achievable, at Deerhurst and Apperley we will maintain pace, practice and participation by all children. How you organise your teaching is central to this. The spiralling curriculum, which includes periods of review, ensures that all children have adequate time to learn new GPCs, then practise, retrieve and apply their learning so it moves into the long-term memory and reading becomes automatic and fluent. The programme lends itself to a mastery approach to teaching phonics. This means that all children in the class learn the same content at the same time and it applies the principle of all the children keeping up. The alphabet contains only 26 letters. Spoken English uses about 44 sounds (phonemes). These phonemes are represented by letters (graphemes). In other words, a sound can be represented by a letter (e.g. 's' or 'h') or a group of letters (e.g. 'th' or 'ear'). Once children begin learning sounds, they are used quickly to read and spell words. This document provides an overview of the teaching of the revisited letters and sounds, Little Wandle programme at Deerhurst and Apperley for intent, implementation and impact for children.

At Deerhurst and Apperley we teach:

- direct, discrete and focused phonics every day in Reception and Key Stage 1
- children read from books with the sounds they know, while they are learning to read
- focused reading skills in Guided and individual reading sessions with teachers and teaching assistants

Early Reading: Intent, Implementation and Impact

Skilled word reading involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Underpinning both is the understanding that the letters on the page represent the sounds in spoken words. This is why phonics should be emphasised in the early teaching of reading to beginners (i.e. unskilled readers) when they start school. In Reception and Year 1 & 2, all reading books are coloured banded by Phonic phase to ensure books are matched to their phonic knowledge to develop children's confidence and accuracy in their reading. As following the guidance and recommendation from The Reading Framework (DfE, July 2021, [The reading framework - teaching the foundations of literacy \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/95421/reading-framework-2021.pdf))

From the National Curriculum 2014, the programmes of study for reading at key stages 1 and 2 consist of two dimensions:

- word reading
- comprehension (both listening and reading)

At Deerhurst and Apperley, we implement this by developing pupils' competence in both dimensions; different kinds of teaching are needed for each through discrete Guided Reading and Phonics sessions daily. This is interconnected within school.

Good comprehension draws from linguistic knowledge (in particular of vocabulary and grammar) and on knowledge of the world. We implement and support children to build on their cultural capital through story telling time, whole school worship, guided reading and daily reading sessions. Comprehension skills develop through pupils' experience of high-quality discussion with the teacher, as well as from reading and discussing a range of stories, poems and non-fiction. Every opportunity to encourage volunteer readers into school is encouraged and efficiently timetabled so there is no slippage of time.


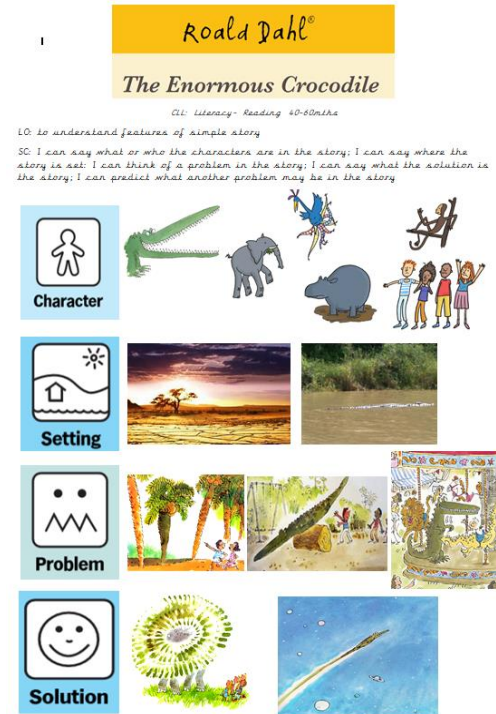
All children are encouraged to read widely across both fiction and non-fiction to develop their knowledge of themselves and the world in which they live, to establish an appreciation and love of reading, and to gain knowledge across the curriculum. Parent and school partnership also focuses on the importance of reading and recording in reading records.

Class teachers chose class books for whole class reading for pleasure to encourage children to read widely and increases pupils' vocabulary because they encounter words they would rarely hear or use in everyday speech. Reading also feeds pupils' imagination and opens up a treasure-house of wonder and joy for curious young minds.

Texts are well chosen across school and each academic year classical texts are put into planning grids and implemented to ensure children have a breadth and knowledge of variety of text types.

Year/ Group	Intent	Implement	Impact
Pre-School Early Years Foundation Stage 3 and 4 Year Olds	Early Years Framework 2021	<u>Adult led Activities and 'In the moment Planning' (ITMP)</u> <ul style="list-style-type: none">• Story time with culturally diverse, imaginative and ambitious book chosen by children and adults• Wordless Picture books• Story making• World Book Day	All children will have the opportunity to develop and build upon their cultural capital as well as their understanding of <u>Individual Liberty</u> - to reflect and embrace other people's similarities and differences and <u>Respect and Tolerance</u> - to challenge gender, cultural and racial stereotyping supporting our British Values Curriculum across the setting of Little Deers and Deerhurst and Apperley. Wordless Picture books will support vocabulary and inference skills.
	Educational Programme	The table below outlines the most relevant statements taken from the Early Learning Goals in the EYFS statutory framework and the Development Matters age ranges for Three and Four-Year-Olds to match the programme of study for reading.	
	Literacy	The most relevant statements for reading are taken from the following areas of learning: <ul style="list-style-type: none">• Communication and Language• Literacy• Expressive Arts and Design• Understanding the World	
	It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).		
	Reading: Word Reading		
	Phonics and Decoding		
	Three and Four-Year-Olds	Literacy <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 words• recognise words with the same initial sound, such as money and mother	
	Fluency		
	Three and Four-Year-Olds	Literacy <ul style="list-style-type: none">• Understand the five key concepts about print:<ul style="list-style-type: none">• print has meaning• the names of different parts of a book• print can have different purposes• page sequencing• we read English text from left to right and from top to bottom• Develop their phonological awareness, so that they can:<ul style="list-style-type: none">• spot and suggest rhymes• count or clap syllables in words• recognise words with the same initial sound, such as money and mother	
	Reading: Comprehension		
Understanding and Correcting Inaccuracies			

		<table><tr><td rowspan="2">Three and Four-Year-Olds</td><td>Communication and Language</td><td><ul style="list-style-type: none">• Enjoy listening to longer stories and can remember much of what happens.• Understand ‘why’ questions, like: “Why do you think the caterpillar got so fat?”• Be able to express a point of view and debate when they disagree with an adult or a friend, using words as well as actions.</td></tr><tr><td>Literacy</td><td><ul style="list-style-type: none">• Engage in extended conversations about stories, learning new vocabulary.</td></tr><tr><td colspan="3">Comparing, Contrasting and Commenting</td></tr><tr><td>Three and Four-Year-Olds</td><td>Communication and Language</td><td><ul style="list-style-type: none">• Be able to express a point of view and debate when they disagree with an adult or a friend, using words as well as actions.</td></tr><tr><td colspan="3">Words in Context and Authorial Choice</td></tr><tr><td rowspan="2">Three and Four-Year-Olds</td><td>Communication and Language</td><td><ul style="list-style-type: none">• Use a wider range of vocabulary.</td></tr><tr><td>Literacy</td><td><ul style="list-style-type: none">• Engage in extended conversations about stories, learning new vocabulary.</td></tr><tr><td colspan="3">Inference and Prediction</td></tr><tr><td>Three and Four-Year-Olds</td><td>Communication and Language</td><td><ul style="list-style-type: none">• Understand ‘why’ questions, like: “Why do you think the caterpillar got so fat?”</td></tr><tr><td colspan="3">Poetry and Performance</td></tr><tr><td rowspan="2">Three and Four-Year-Olds</td><td>Communication and Language</td><td><ul style="list-style-type: none">• Sing a large repertoire of songs.• Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</td></tr><tr><td>Expressive Arts and Design</td><td><ul style="list-style-type: none">• Take part in simple pretend play, using an object to represent something else even though they are not similar.• Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc.• Remember and sing entire songs.• Sing the pitch of a tone sung by another person (‘pitch match’).• Sing the melodic shape (moving melody, such as up and down and down and up) of familiar songs.• Create their own songs, or improvise a song around one they know.</td></tr></table>	Three and Four-Year-Olds	Communication and Language	<ul style="list-style-type: none">• Enjoy listening to longer stories and can remember much of what happens.• Understand ‘why’ questions, like: “Why do you think the caterpillar got so fat?”• Be able to express a point of view and debate when they disagree with an adult or a friend, using words as well as actions.	Literacy	<ul style="list-style-type: none">• Engage in extended conversations about stories, learning new vocabulary.	Comparing, Contrasting and Commenting			Three and Four-Year-Olds	Communication and Language	<ul style="list-style-type: none">• Be able to express a point of view and debate when they disagree with an adult or a friend, using words as well as actions.	Words in Context and Authorial Choice			Three and Four-Year-Olds	Communication and Language	<ul style="list-style-type: none">• Use a wider range of vocabulary.	Literacy	<ul style="list-style-type: none">• Engage in extended conversations about stories, learning new vocabulary.	Inference and Prediction			Three and Four-Year-Olds	Communication and Language	<ul style="list-style-type: none">• Understand ‘why’ questions, like: “Why do you think the caterpillar got so fat?”	Poetry and Performance			Three and Four-Year-Olds	Communication and Language	<ul style="list-style-type: none">• Sing a large repertoire of songs.• Know many rhymes, be able to talk about familiar books, and be able to tell a long story.	Expressive Arts and Design	<ul style="list-style-type: none">• Take part in simple pretend play, using an object to represent something else even though they are not similar.• Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc.• Remember and sing entire songs.• Sing the pitch of a tone sung by another person (‘pitch match’).• Sing the melodic shape (moving melody, such as up and down and down and up) of familiar songs.• Create their own songs, or improvise a song around one they know.	
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Year/ Group	Intent	Implement	Impact																				
<p>Reception Early Years Foundation Stage</p> <p>Reception Year</p> <p>4-5 Year olds</p>	<p>Educational Programme</p> <p>Literacy</p> <p>It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).</p>	<p>Children are taught to identify features of stories which are shared such as Character, Setting, Problem and Solution (as demonstrated in the photo)</p> <p>Children introduced to reading skill characters to develop early comprehension skills.</p>  <ul style="list-style-type: none"> • Storytime opportunities weekly with culturally diverse, imaginative and ambitious book chosen by children and adults • Wordless Picture books • Story making • World Book Day • Reading opportunities in Worship • E-books, Video/ Audiobooks available for children to access for group and individual reading • EYFS Profile highlights the strands of poetry and rhymes as well as songs. • CCP 10 minute Phonic home workout book used to consolidate  <table border="1"> <thead> <tr> <th colspan="4">Reading: Word Reading</th> </tr> <tr> <th colspan="4">Phonics and Decoding</th> </tr> </thead> <tbody> <tr> <td>Reception</td> <td colspan="2">Literacy</td> <td> <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 letter-sound correspondences. • Read some letter groups that each represent one sound and say sounds for them. • Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. </td> </tr> <tr> <td>ELG</td> <td>Literacy</td> <td>Word Reading</td> <td> <ul style="list-style-type: none"> • 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. </td> </tr> <tr> <th colspan="4">Common Exception Words</th> </tr> </tbody> </table>	Reading: Word Reading				Phonics and Decoding				Reception	Literacy		<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 letter-sound correspondences. • Read some letter groups that each represent one sound and say sounds for them. • Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. 	ELG	Literacy	Word Reading	<ul style="list-style-type: none"> • 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. 	Common Exception Words				<p>Children are on levelled books for Year 1 and are confident readers (for the phonics phase they are working within) ensuring phonics screening is successful in Year 1.</p> <p>Children are able to demonstrate understanding when talking with others about what they have read.</p> <p>All children will have the opportunity to develop and build upon their cultural capital as well as their understanding of <u>Individual Liberty</u> - to reflect and embrace other people's similarities and differences and <u>Respect and Tolerance</u> - to challenge gender, cultural and racial stereotyping supporting our British Values Curriculum.</p>
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		Reception	Literacy		<ul style="list-style-type: none">Read a few common exception words matched to the school’s phonic programme.
		Fluency			
		Reception	Literacy		<ul style="list-style-type: none">Blend sounds into words, so that they can read short words made up of letter-sound correspondences.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.
		ELG	Literacy	Reading	<ul style="list-style-type: none">Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.
		Reading: Comprehension			
		Understanding and Correcting Inaccuracies			
		Reception	Communication and Language		<ul style="list-style-type: none">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.Listen carefully to rhymes and songs, paying attention to how they sound.Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.
		ELG	Literacy	Comprehension	<ul style="list-style-type: none">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.
		Comparing, Contrasting and Commenting			
		Reception	Understanding the World		<ul style="list-style-type: none">Compare and contrast characters from stories, including figures from the past.
		ELG	Communication and Language	Listening, Attention and Understanding	<ul style="list-style-type: none">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.
				Speaking	<ul style="list-style-type: none">Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.
		Words in Context and Authorial Choice			

		Communication and Language		<ul style="list-style-type: none">• Learn new vocabulary.• Use new vocabulary throughout the day.• 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 to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.	
		Communication and Language	Speaking	<ul style="list-style-type: none">• Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.	
		Literacy	Comprehension	<ul style="list-style-type: none">• Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.• Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.	
		Inference and Prediction			
		Communication and Language	Speaking	<ul style="list-style-type: none">• Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.	
		Literacy	Comprehension	<ul style="list-style-type: none">• Anticipate (where appropriate) key events in stories.	
		Poetry and Performance			
		Reception	Communication and Language		<ul style="list-style-type: none">• Engage in story times.• Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.• Learn rhymes, poems and songs.
			Expressive Arts and Design		<ul style="list-style-type: none">• Sing in a group or on their own, increasingly matching the pitch and following the melody.• Develop storylines in their pretend play.
		ELG	Literacy	Comprehension	<ul style="list-style-type: none">• Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.
			Expressive Arts and Design	Creating with Materials	<ul style="list-style-type: none">• Make use of props and materials when role playing characters in narratives and stories.
				Being Imaginative and Expressive	<ul style="list-style-type: none">• Invent, adapt and recount narratives and stories with their peers and their teacher.• Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time to music.
		Non-Fiction			
		Reception	Communication and Language		<ul style="list-style-type: none">• Engage in non-fiction books.• Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.

		ELG	Communication and Language	Speaking	<ul style="list-style-type: none">• Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.		
			Literacy	Comprehension	<ul style="list-style-type: none">• Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.		

Year/Group	Intent	Implement - Year 1 & Year 2	Impact
<p>Year 1 Aged 5 - 6</p>	<p><u>Word Reading (linked to Phonics Intent, Implementation and Impact progression plan)</u> 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 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>Comprehension</u> Pupils should be taught to:</p> <ul style="list-style-type: none"> • 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. 	<p>Children take part in daily focused phonics and guided reading sessions.</p> <p>Children are appropriately grouped with peers with similar attainment in guided reading.</p> <p>Phonic application is constantly reinforced during writing, oracy derived performances, drama and worship.</p> <p>Guided Reading sessions are implemented each day and key questions used for deeper understanding as well as follow up activities.</p> <p>Children with SEND & Vulnerable group have extra reading sessions through Headteacher, SENDCO and volunteer reading sessions.</p>	<p>Children are able to apply and practise their phonic knowledge to read age appropriate books from class library (beyond colour banded reading books)</p> <p>Children become confident readers and progress through levels.</p> <p>Those that are identified as needing support make good progress and reading ages are measured through our V.G tracking document.</p>

Year Group	Intent		Impact
Year 2 Aged 6-7	<p><u>Word Reading</u> Pupils should be taught to:</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 • re-read these books to build up their fluency and confidence in word reading. <p><u>Comprehension</u> Pupils should be taught to:</p> <ul style="list-style-type: none"> • 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 	<p>Through implementation of reading children also identify common exception words and these are used in their writing.</p> <p>Comprehension homework books are consistent throughout school and consolidate and expand comprehension together in school. As well as adding impact to other subjects in the curriculum.</p> <p>In the moment reading is used to develop background knowledge, prediction, visualisation, inference and spotting new and interesting vocabulary to 'magpie' for their own work and expanding vocabulary.</p>	<p>Impact on KD1 writing and reading outcomes in relation to STA assessment.</p> <p>Rising Star assessment gives accurate feedback and teachers used by teacher to discuss next steps with children and parents.</p> <p><u>KS1 Reading SATS Results 2019</u> EXS 88% NAT 75% GDS 44% NAT 25%</p> <p><u>KS2 Reading SATS Results 2019</u> EXS 86% NAT 73% GDS 43% NAT 27%</p>

	<ul style="list-style-type: none"> • 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. 		
SEND/ Intervention Strategies	Children who are making the slowest progress (the 20%) are supported with daily individual reading and are given opportunities to develop their reading comprehension with appropriately chosen books which will support their interest and engender a love of reading.	<p>Short Sharp interventions for reading are addressed.</p> <p>Children with SEND and the V.G have opportunities for 'Pets for Therapy' sessions to encourage reading and discussion.</p> <p>Reading ages are checked for progress of the slowest learners to narrow gaps.</p>	<p>VG and Children with SEN make progress in their reading.</p> <p>All staff use AFL to move learning on and the VG tracker identifies small steps of progress.</p>

Phonics: Intent, Implementation and Impact

	Phonics Programme	Intent	Implement	Impact
Pre-School Early Years Foundation 3-4 Year Olds	<p><u>Essex Works Ultimate Guide to Phonological Awareness</u></p> <p>Stage 1 - Speech Detection</p> <p>Before a child can make good progress in learning the written representation of sounds he/she needs to be able to:</p> <ul style="list-style-type: none"> • Recognise speech sounds as distinct from other environmental sounds • Isolate individual words in speech flow • Recognise that words can rhyme • Recognise that words have syllable structure • Recognise onset and rime • Recognise that words can begin and end with the same sound and have the same medial sound(s) • Recognise that words can be broken down into individual phonemes orally • Blend and segment the sounds orally <p>Stage 2 - Syllable Awareness</p> <p>It is important that <u>syllable awareness</u> is taught in distinct stages. The ultimate aim is for the child to internalise the word structure; this will demonstrate that the skill has been effectively learned.</p> <p>Stage 3 - Onset and Rime</p> <p>The 'onset' of a syllable is its initial consonant(s) and the 'rime' is the vowel and any following consonants in the syllable e.g. in 'cat' the onset is the consonant /c/ and the rime is -at.</p> <p>This stage usually develops after syllable awareness and before phoneme awareness and is considered a crucial aspect of reading development.</p>	<p>The ability to attend to and distinguish between both environmental and speech sounds from one another is important as it provides the basis for the development of spoken language and early literacy. Learning to distinguish one environmental sound from another helps to develop understanding of the crucial concepts 'same/different', as well as the ability to hear differences and label and identify them.</p> <p>The ability to identify speech from environmental sounds raises awareness that speech has a communicative purpose.</p>	<p>Stage One - Speech Detection</p> <p>1.1 Recognise non-speech sounds</p> <p>Listening walk A listening moment Drum outdoors Listen for the Sound Mrs Browning has a box Describe and find it Socks and shakers Which instrument? Adjust the volume Grandmother's footsteps Matching sound makers Matching sounds Hidden instruments Noisy neighbour one Noisemakers on or off Sound Simon says... Making and repeating sounds</p> <p>1.2 - Recognise speech sounds as distinct from other environmental sounds</p> <p>Action Songs Don't Wake the Puppet Simon Says Distinguishing sounds - musical barrier game</p> <p>1.3 - Recognise that sentences are made up of individual words</p> <p>Speech detection - 'jumping' game Speech detection - track game</p> <p>Stage Two - Syllable Awareness</p> <p>2.1 - Syllable Segmentation</p> <p>Syllabubbles Syllable Clapping Syllable - 'Jumping' Game Syllable Track Game Syllable segmenting- Syllable Snap Syllable Sorting Syllable segmenting- Syllable Lotto</p> <p>2.2 - Syllable Blending</p> <p>Syllable blending game Syllable blending- syllable pairs Compound word blending</p> <p>2.3 - Syllable Deletion</p> <p>Compound word deletion Compound word deletion- verbal Compound word list Syllable deletion Sample questions</p> <p>Stage Three - Onset and Rime</p> <p>3.1- Recognise that words can be broken down into onset and rime</p> <p>Onset posting Onset and rime detection/ blending Onset and rime ladders</p> <p>3.2 - Onset Identification</p> <p>Onset vs Initial sound</p>	<p><i>All children will be able to:</i></p> <ul style="list-style-type: none"> • Recognise non - speech sounds • Syllable segmentation • Syllable blending • Syllable detection <p><i>Most children will be able to:</i></p> <ul style="list-style-type: none"> • Recognise speech sounds as distinct from other environmental sounds <p><i>Some children will be able to:</i></p> <ul style="list-style-type: none"> • Recognise that sentences are made up of individual words • will also be able to match that sound to its grapheme

Reception Early Years Foundation Reception Year 4-5 year old	Phonics Programme	Intent	Implement	Impact				
	<p><u>Essex Works Ultimate Guide to Phonological Awareness</u></p> <p>Stage 4 - Rhyme Detection</p> <p>Stage 5 - Initial Sounds</p> <p>Stage 6 - Rhyme Production</p>	<p><u>Little Wandle Letters and Sounds Revised 2021: Programme progression</u></p> <p>This programme overview shows the progression of GPCs and tricky words that we teach term-by-term. The progression has been organised so that children are taught from the simple to more complex GPCs, as well as taking into account the frequency of their occurrence in the most commonly encountered words. All the graphemes taught are practised in words, sentences, and later on, in fully decodable books. Children review and revise GPCs and words, daily, weekly and across terms and years, in order to move this knowledge into their long term memory.</p> <p>Children need to learn to read as quickly as reasonably possible, so they can move from learning to read, to reading to learn, giving them access to the treasure house of reading. Our expectations of progression are aspirational yet achievable as we maintain pace, practice and participation by all children. Children who are not keeping-up with their peers should be given additional practice immediately through keep-up sessions.</p>	<div><div>Stage Four - Rhyme Detection</div><div>4.1 - Recognise that words can rhyme</div><div>Rhyming pairs</div><div>Match the rhyme</div><div>Rhyming lotto</div><div>Happy families</div></div> <div><div>Stage Five - Initial Sounds</div><div>5.1 - Recognise that words can begin with the same sound</div><div>Initial- bubbles Game</div><div>Silent Sorting (C-V-C Words)</div><div>Initial Sound Pairs</div><div>Initial Sound- Odd One Out</div></div> <div><div>5.2 - Production of words with the same sound</div><div>Pass the bean bag</div><div>I went to the shop</div><div>Track Game</div></div> <div><div>Stage Six - Rhyme Production</div><div>6.1 - Production of Rhyming Strings</div><div>Name rhymes</div><div>Rhyme time</div><div>Rhyming sentence</div><div>Rhyming songs</div></div> <p>Direct, discrete and focused phonics is taught in daily in Reception following the below sequence of teaching beginning with activities from Stage 4 -6.</p> <p>Sequence of teaching in a discrete phonics session</p> <div><div>Introduction</div><div>Objectives and criteria for success</div><div>↓</div><div>Revisit and review</div><div>↓</div><div>Teach</div><div>↓</div><div>Practise</div><div>↓</div><div>Apply</div><div>↓</div><div>Assess learning against criteria</div></div>	<p><i>All children will be able to:</i></p> <ul style="list-style-type: none">recognise words that can rhymerecognise that words can begin with the same soundcan say a set of words with the same soundto be able to identify which sound is heard at the beginning or end of a wordwill be able to match that sound Phase 2 to its grapheme <p><i>Most children will be able to:</i></p> <ul style="list-style-type: none">will begin to be able to identify which sound is heard at the beginning, end or middle of a word <ul style="list-style-type: none">will be able to match that Phase 3 sounds to its graphemerecognise <p><i>Some children will be able to:</i></p> <p>Identify all Phases 2 and 3 sounds and successfully segment and blend words with ease as well as consolidating their understanding of CCVC and CVCC words.</p>				
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Year 1 5- 6 years old	Phonics Programme		Intent	Implement	Impact
	Little Wandle Year 1		The real focus throughout the phase is to not only learn the new graphemes for reading but also to learn to read words with alternative pronunciations. Children also will need to learn alternative spellings for each phoneme. Some of the alternatives will already have been encountered in the high-frequency words that have been taught.	<div>Direct, discrete and focused phonics is taught in daily in Reception following the below sequence of teaching.</div> <div><div>Sequence of teaching in a discrete phonics session</div><div><div>Introduction</div><div>Objectives and criteria for success</div><div>↓</div><div>Revisit and review</div><div>↓</div><div>Teach</div><div>↓</div><div>Practise</div><div>↓</div><div>Apply</div><div>↓</div><div>Assess learning against criteria</div></div></div> <div>All Class Teachers, HLTA and Early Years practitioners are aware that phonics is the step up to word recognition. Automatic reading of all words - decodable and tricky - is the ultimate goal</div>	By the end of this phase children will begin reading words fluently and no longer be blending and segmenting familiar words. Most children will pass the phonics screening. Some children will not have passed the phonics screening and will continue to have further support their progress in their Early Reading and Phonics. These children will be discussed with/ highlighted to the SENDCO for further assessment and monitoring if not previously identified as needing support through SEN graduated pathway.
	Autumn 1	Review tricky words Phases 2-4			
	Review Phase 3 and 4 Phase 5 /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 /oo/ /yoo/ ue blue rescue /yoo/ u unicorn /oa/ o go /igh/ i tiger /ai/ a paper /ee/ e he /ai/ a-e shake /igh/ i-e time /oa/ o-e home /oo/ /yoo/ u-e rude cute /ee/ e-e these /oo/ /yoo/ ew chew new /ee/ 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			
	/ee/ y funny /e/ ea head /w/ wh wheel /oa/ oe ou toe shoulder /igh/ y fly /oa/ ow snow /j/ g giant /f/ ph phone /l/ le al apple metal /s/ c ice /v/ ve give /u/ o-e o ou some mother young /z/ se cheese /s/ se ce mouse fence /ee/ ey donkey /oo/ ui ou fruit soup	any many again who whole where two school call different thought through friend work			

Year 2 6-7 years old	Phonics Programme		Intent	Implement	Impact								
	<p><u>Links to Early Reading and Phonics progression</u></p> <p>Review Common exception words Spellings Punctuation Grammar Dictation Review Changing words by adding suffix 'ed', 'ing', 'er', 'est', 'se/es', 'ly', 'ful', 'less', 'en'.</p> <p>Children will be reading longer and less familiar texts independently and fluently. It is crucial that at this point children are now reading to learn to gain new information and reading for pleasure. Children should be able to read the 300 high frequency words. At this point it is important that comprehension strategies are developed so that children clarify meaning, ask and answer questions about the texts they are reading, construct mental images during reading and summarise what they have read. In spelling children are introduced to the adding of suffixes and how to spell longer words.</p> <p><u>Spellings</u> Children are encouraged to develop strategies for learning spellings.</p>		Children should know most of the common grapheme-phoneme correspondences (GPCs). They should be able to read hundreds of words, doing this in three ways: ■ reading the words automatically if they are very familiar; ■ decoding them quickly and silently because their sounding and blending routine is now well established; ■ decoding them aloud. Children's spelling should be phonemically accurate, although it may still be a little unconventional at times. Spelling usually lags behind reading, as it is harder. (See Appendix 3: Assessment.)	<p>Children are encouraged to develop strategies to read less familiar words and texts.</p> <div><p>Introduction Objectives and criteria for success</p><p>↓</p><p>Revisit and review</p><p>↓</p><p>Teach</p><p>↓</p><p>Practise</p><p>↓</p><p>Apply</p><p>↓</p><p>Assess learning against criteria</p></div>	<p>During and by the end of this phase, children become fluent readers and increasingly accurate spellers.</p> <p>At this stage many children will be reading longer and less familiar texts independently and with increasing fluency.</p> <p>The shift from learning to read to reading to learn takes place and children read for information and for pleasure.</p>								
	<table><tr><th>Strategy</th><th>Explanation</th></tr><tr><td>Syllables</td><td>To learn a word by listening to how many syllables there are so it can be broken into smaller bits. (e.g. Sep-tem-ber)</td></tr><tr><td>Base Words</td><td>To learn a word by finding its base word. (e.g. jumping- base word jump +ing</td></tr><tr><td>Analogy</td><td>To learn a word use a word that is already learnt. (e.g. could, would, should)</td></tr><tr><td>Mnemonics</td><td>To learn a word by making up a sentence to help remember them. (e.g. could - OU Lucky Duck; people eat orange peel like elephants</td></tr><tr><td>Homophones</td><td>Homophones are words that sound the same but have different spellings/meanings. For example sail/sale, see/sea.</td></tr></table>					Strategy	Explanation	Syllables	To learn a word by listening to how many syllables there are so it can be broken into smaller bits. (e.g. Sep-tem-ber)	Base Words	To learn a word by finding its base word. (e.g. jumping- base word jump +ing	Analogy	To learn a word use a word that is already learnt. (e.g. could, would, should)
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SEND/ Intervention Strategies	Phonics Programme	Intent	Implement	Impact
	<p><u>Little Wandle Keep-up every day</u></p> <p>We can learn from the considerable research in maths mastery, which identifies that differentiation is not through subject content, but through urgent intervention for those children who are not meeting objectives and, for those who have rapidly grasped the concept, enrichment rather than acceleration.</p> <p>Children who are not keeping up with their peers (the children who make the slowest progress - the lowest 20%) should be given additional practice immediately through keep-up sessions consistently with class teacher or teaching assistant.</p> <p><u>Identifying children</u></p> <ul style="list-style-type: none"> • Class Teacher will use assessment for learning and assessment results to identify children that require daily individual keep-up lessons. • Use the flow charts 'Identifying for Keep-up in Reception/Year 1' to help you work out exactly what support each child needs. • Class Teacher will continue to teach new GPCs within class sessions to the children who have keep-up teaching. 	<p><u>Identifying gaps</u></p> <p>Identify exactly what gaps (key skills and GPCs) the child needs to work on.</p> <p>Highlight the key skills and GPCs/tricky words that the child is already secure with on the 'Individual Keep-up content' sheet.</p>	<p>Activities are chosen to support skill which child needs to develop for example; children who have difficulty in segmenting words into single sounds may find the strategy of breaking words into onset and rime a useful intermediate step in the development of segmentation skills.</p> <p>Planning keep-up</p> <p>Class teacher will:</p> <ul style="list-style-type: none"> • Ensure key skills and GPCs are the focus of each keep-up session. • Pick a different GPC to focus on during each keep-up session and review some GPCs as well. • Annotate the 'Individual Keep-up plan' with the words that you teach in each session and • tick those that the child can read. <p>Gloucestershire Graduated Pathway is followed with My Plan reviewed 3 times a year between staff, SENDCO and parents. Pupil voice is obtained regarding their learning and progress.</p>	<p>Closing the gap in progress for children who make the slowest progress.</p> <p>V.G. tracker identifies small steps of progress.</p>


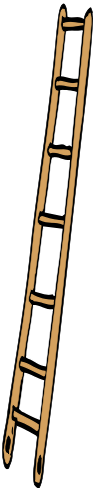
Book Coverage is carefully thought out


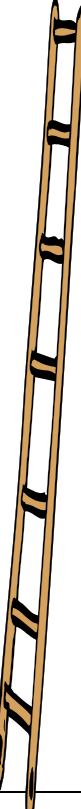
2021 - 22				
Term	Reception	Class 1	Class 2	Class 3
One	Traditional tales: Billy Goats Gruff Oral retelling: 3 Little Pigs Character actions: Goldilocks Troll Stroll by Elli Woollard Three Little Rigs by David Gordon Goldilocks and Just the One Bear by Leigh Hodgkinson Me and You by Anthony Browne	Enid Blyton - Mr Galliano's Circus (Class Novel) Julia Donaldson—The singing mermaid Non Fiction: Peter Spiers—Circus' The Fabulous Foscett family	Fantastic Beasts and Where to Find Them – JK Rowling Journey – Aaron Becker The Highland Falcon Thief (Class Reader)	The Lost Words by Robert McFarlane and Jackie Morris (poetry) A Slip in Time by Maggie Pearson Darwin's Dragons by Lindsay Galvin (Class Novel)
Two	Leaf Man by Lois Ehlert Fletcher and the Falling Leaves by Julia Rawlinson; Tidy by Emily Gravett It Was a Cold Dark Night (Collins Big Cat) by Tim Hopgood	Matt Haig—Evie and the animals— Christmas stories and poetry - various	Escape from Pompeii – Christina Balit Great Expeditions: 50 Journeys that changed our world – Mark Steward	The Matchbox Diary by Paul Fleischman Oliver Twist by Charles Dickens Wallace and Gromit's Cracking Contraptions
Three	Custard the Dragon by Ogden Nash The Dragon Machine by Helen Ward and Wayne Anderson Puff the Magic Dragon by Leonard Lipton and Peter Yarrow The Last Dragon by Judith Nicholls I Wish I Had a Dragon by Shel Silverstein	Roald Dahl The Enormous Crocodile (Class Novel) The Paper Dolls by Julia Donaldson Non fiction – The Great Fire of London	Spaced Out - Brian Moses and James Carter Rosie Revere, Engineer/ How to Train a Dragon/ The Most Magnificent Thing Beowulf – Michael Morpurgo Swallows and Amazons – Aurthur Ransome (Class Reader – possibly over 2 terms)	The Watertower by Gary Crew Room 13 by Robert Swindells (Class novel)

Four	The Storm Whale by B Davies Big Blue Whale by N Vavies	Fiction The day the crayons quit. Poetry – Michael Rosen – I never know how a poem starts	The Tempest – William Shakespeare Dragonology/ Dinosaurium/ An Anthology of Intriguing Animals	Cloudbusting by Malorie Blackman Trust Me, Jack’s Beanstalk Stinks by Eric Braun
Five	Ketchup on Your Cornflakes? by Nick Sharratt The Giant Jam Sandwich by John Vernon Lord The Gingerbread Man Strega Nona by Tomie dePaola	My naughty little sister (Class Novel) Shirley Hughes— Non Fiction: Weather Florence Nightingale LS Lowery The first aeroplane flight	BFG – Roald Dahl (Class Reader) Gender Swapped Fairy Tales - Karrie Fransman and Jonathan Plackett Michael Rosen Poetry	Macbeth by William Shakespeare
Six	This book just ate my dog by R Byrne The Way to the Zoo by J Burningham	Anthony Browne—Gorilla Poems to perform by Julia Donaldson	A Planet Full of Plastic - Neal Layton Malala’s Magic Pencil – Malala Yousafzai	Stories of King Arthur and the Knights of the Round Table Rain Player by David Wisniewski Sensational by Roger McGough

Example

TARGETS

	Word Reading	Comprehension	Spoken Language (Common across Key Stage 1 and Key Stage 2)
<div>Year 1</div> 	<ul style="list-style-type: none">• I can apply phonic knowledge and skills as the route to decode words• I can respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes• I can read accurately by blending sounds in unfamiliar words containing GPCs that have been taught• I can read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word• I can read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings• I can read other words of more than one syllable that contain taught GPCs• I can read words with contractions, and understand that the apostrophe represents the omitted letter(s)• I can 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• I can reread these books to build up their fluency and confidence in word reading.	<ul style="list-style-type: none">• I can 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• I can understand both the books I can already read accurately and fluently and those I 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• I can participate in discussion about what is read to me, taking turns and listening to what others say• I can explain clearly my understanding of what is read to me	<ul style="list-style-type: none">• I can listen and respond appropriately to adults and my peers• I can ask relevant questions to extend my understanding and knowledge• I can use relevant strategies to build their vocabulary• I can articulate and justify answers, arguments and opinions• I can give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.• I can maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments• I can use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas• I can speak audibly and fluently with an increasing command of Standard English• I can participate in discussions, presentations, performances, roleplay/improvisations and debates• I can gain, maintain and monitor the interest of the listener(s)• I can consider and evaluate different viewpoints, attending to and building on the contributions of others• I can select and use appropriate registers for effective communication

	Word Reading	Comprehension	Spoken Language (Common across Key Stage 1 and Key Stage 2)
<p>year 2</p> 	<ul style="list-style-type: none"> • I can continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent • I can read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes • I can read accurately words of two or more syllables that contain the same graphemes as above • I can read words containing common suffixes • I can read further common exception words, noting unusual correspondence between spelling and sound and where these occur in the word • I can read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered • I can read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation • I can reread these books to build up their fluency and confidence in word reading. 	<ul style="list-style-type: none"> • I can develop pleasure in reading, motivation to read, vocabulary and understanding by: <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 • I can understand both the books that I can already read accurately and fluently and those that I 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 * 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 • I can participate in discussion about books, poems and other works that are read to me and those that I can read to myself, taking turns and listening to what others say. • I can explain and discuss my understanding of books, poems and other material, both those that I listen to and those that I read for myself. 	<ul style="list-style-type: none"> • I can listen and respond appropriately to adults and my peers • I can ask relevant questions to extend my understanding and knowledge • I can use relevant strategies to build their vocabulary • I can articulate and justify answers, arguments and opinions • I can give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings. • I can maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments • I can use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas • I can speak audibly and fluently with an increasing command of Standard English • I can participate in discussions, presentations, performances, roleplay/improvisations and debates • I can gain, maintain and monitor the interest of the listener(s) • I can consider and evaluate different viewpoints, attending to and building on the contributions of others • I can select and use appropriate registers for effective communication

Year 3&4 Reading Checklist

Word Reading

I can:

- ☐☐☐ 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.

Assessment Point 1:

Point 2:

Point 3:

Comprehension

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]*

Assessment Point 1:

Point 2:

Point 3:

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.

Assessment Point 1:

Point 2:

Point 3:

Year 5&6 Reading Checklist

Reading - Word Reading

I can:

- ☐☐☐ 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.

Assessment Point 1:

Point 2:

Point 3:

Reading - Comprehension

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*
- ☐☐☐ *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.*

Assessment Point 1:

Point 2:

Point 3:

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.

Assessment Point 1:

Point 2:

Point 3:

