



English: Reading Curriculum - Federation

Essential Knowledge

National Curriculum: Purpose of Study

English has a pre-eminent place in education and in society. A high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others, and through their reading and listening, others can communicate with them. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know. All the skills of language are essential to participating fully as a member of society; pupils who do not learn to speak, read and write fluently and confidently are effectively disenfranchised.

National Curriculum Aims

The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written language, and to develop their love of literature through widespread reading for enjoyment. The national curriculum for English aims to ensure that all pupils:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate

Spoken Language

The national curriculum for English reflects the importance of spoken language in pupils' development across the whole curriculum – cognitively, socially and linguistically. Spoken language underpins the development of reading and writing. The quality and variety of language that pupils hear and speak are vital for developing their vocabulary and grammar and their understanding for reading and writing. Teachers should therefore ensure the continual development of pupils' confidence and competence in spoken language and listening skills. Pupils should develop a capacity to explain their understanding of books and other reading, and to prepare their ideas before they write. They must be assisted in making their thinking clear to themselves as well as to

others, and teachers should ensure that pupils build secure foundations by using discussion to probe and remedy their misconceptions. Pupils should also be taught to understand and use the conventions for discussion and debate.

All pupils should be enabled to participate in and gain knowledge, skills and understanding associated with the artistic practice of drama. Pupils should be able to adopt, create and sustain a range of roles, responding appropriately to others in role. They should have opportunities to improvise, devise and script drama for one another and a range of audiences, as well as to rehearse, refine, share and respond thoughtfully to drama and theatre performances. Statutory requirements which underpin all aspects of spoken language across the 6 years of primary education form part of the national curriculum. These are reflected and contextualised within the reading and writing domains which follow.

Year 1 to Year 6

Pupils should be taught to:

- listen and respond appropriately to adults and their peers
- ask relevant questions to extend their understanding and knowledge
- use relevant strategies to build their vocabulary
- articulate and justify answers, arguments and opinions
- give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- speak audibly and fluently with an increasing command of Standard English
- participate in discussions, presentations, performances, role play/improvisations and debates
- gain, maintain and monitor the interest of the listener(s)
- consider and evaluate different viewpoints, attending to and building on the contributions of others
- select and use appropriate registers for effective communication

Reading

The programmes of study for reading at key stages 1 and 2 consist of 2 dimensions:

- word reading
- comprehension (both listening and reading)

It is essential that teaching focuses on developing pupils' competence in both dimensions; different kinds of teaching are needed for each.

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 (ie unskilled readers) when they start school.

Good comprehension draws from linguistic knowledge (in particular of vocabulary and grammar) and on knowledge of the world. 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. All pupils must be encouraged to read widely across both fiction and non-fiction to develop their knowledge of themselves and the world they live in, to establish an appreciation and love of reading, and to gain knowledge across the curriculum. Reading widely and often 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.

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

Early Reading and Phonics

Our children will learn to read affectively using the Essential Letters and Sounds (ELS) programme. We use this programme alongside our language rich environments, where children are immersed in talk and stories. At Stonehouse Park Federation we believe that children must learn to read independently and fluently alongside understanding the enjoyment of experiencing books.

Children must be able to:

- Decode letter and sound correspondence quickly, using their phonic knowledge and skill.
- Read harder to read and spell words on sight.
- Understand what they have read
- Read aloud with fluency and expression

We understand that children need to be able to read to access the wider curriculum and therefore need to be able to apply their phonic knowledge and skills throughout all subjects and lessons.

Our whole class daily phonics sessions start from the first day of Reception. Through ELS' rigorous and systematic approach to teaching phonics, children will learn the correspondence between graphemes and sounds. ELS sessions are designed to reduce children's cognitive load so that they can predict what is coming next and focus on the content of the session, knowing what they need to do to achieve success. All staff that teach ELS phonics have had the ELS training ensuring that all of our staff understand the structure and terminology used in ELS. Therefore, there will be consistency across the school with all children receiving quality-first teaching in every phonics lesson.

Phonics sessions must follow ELS' consistent structure:

Phase 2, 3 and 5

Day 1	Day 2	Day 3	Day 4	Day 5
Review	Review	Review	Review	Review newly taught sounds for the week,
Teach new sound	Teach new sound	Teach new sound	Teach new sound	previously taught graphemes, and
Practise	Practise	Practise	Practise	harder to read and spell (HRS) words
Use the Apply sound-specific sheet	Use the Apply sound-specific sheet	Use the Apply sound-specific extract sheet	Use the Apply sound-specific extract sheet	Practise – reading and writing words
Review	Review	Review	Review	Apply – reading decodable books and writing phrases and sentences

Phase 4 and review sessions:

Day 1	Day 2	Day 3	Day 4	Day 5
Review	Review	Review	Review	Review
Teach and practise	Teach and practise	Teach and practise	Teach and practise	Teach and practise
Apply	Apply	Apply	Apply	Apply

ELS' whole school approach ensures that all children are benefitting from a full phonic curriculum. However, children who encounter difficulties with the ELS' rigorous and pacy approach, receive targeted, timely and strategic intervention. Daily interventions occur using Afl to target missed learning from the daily sessions, with targeted interventions focusing on more specific learning needs identified from either the end of unit assessment, or diagnostic assessments.

Additionally to this children regularly read books that are closely matched to their phonic ability and skill, allowing them to apply what they have learnt in their daily phonic sessions. Children re-read this book at least 4 times between home and school within a week, building their fluency and accuracy.

By the end of Key Stage 1 children will be able to:

Decode by identifying each sound within a word and blending them fluently.		To read harder to read and spell words on sight.		To understand what they have read and develop their vocabulary.		To read aloud with fluency and expression	
Reception Term 1 Phase 2	Reception Term 2 Phase 2	Reception Term 3 Phase 3	Reception Term 4 Phase 3	Reception Term 5 Phase 4	Reception Term 6 Phase 5	Reception Term 6 Phase 5	Reception Term 6 Phase 5
<p>Children to learn pure sounds: s, a, t, p, i, n, m, d, g, o, c, k, ck, e, u, r, ss, h, b, l, ll, f, ff</p> <p>Children will also learn to sight read: l, no, go, put, of, is, to, go, into, pull, as, his.</p>	<p>Children to learn pure sounds: i, v, w, x, y,</p> <p>Children to learn the digraphs: zz, qu, ch, sh, th, ng, nk, ai, ee, oa.</p> <p>Children to learn the trigraph: igh</p> <p>Children will also learn to sight read: He, she, buses, we, me, be, push, was, her, my, you</p>	<p>Children to learn the digraphs: ar, ur, oo, or, ow, oi, er</p> <p>Children to learn the trigraphs: ear, air</p> <p>Children will also learn to sight read: they, all, ball, tall, when, what.</p>	<p>Children will review and consolidate knowledge of the Phase 2 GPCs.</p> <p>Children to secure and consolidate their segmenting and blending of Phase 2 GPCs.</p> <p>Children will learn to sight read: said, so, have, were, out, like, some, come, there, little, one, do, children, love</p>	<p>Children to continue to consolidate their oral blending skills.</p> <p>Children will learn to segment and blend with new word structures: CVCC, CCVC, CCVCC, CCCVC, CCCVCC,</p> <p>Children to learn that suffixes are added to the end of the word and what sound they make. To learn the suffixes: -ed /t/, -ed /d/, -ed /ed/, -er, -est.</p>	<p>Children to learn 20 new GPC's: ay /ai/, ou /ow/, ie /igh/, ea /ee/, oy /oi/, ir /ur/, ue /oo/, aw /or/, wh /wh/, ph /f/, ew /oo/, oe /oa/, au /or/, ey /ee/, a-e /ai/, e-e /ee/, i-e /igh/, o-e /oa/, u-e /oo/, c /s/,</p> <p>To segment and blend with the 20 new GPCs learnt.</p> <p>Children will also learn to read by sight: oh, their, people, Mr, Mrs, your, ask, should, would, could, asked, house, mouse, water, want, very.</p>		
<p>Children will learn to: Orally blend To segment and blend with the 23 new Grapheme-phoneme correspondences (GPCs) learnt.</p>		<p>Children will continue to secure their oral blending skills.</p> <p>Children will learn to segment and blend with the 29 new GPCs learnt in Phase 3.</p> <p>To recap all HRSW learnt in Phase 2.</p>		<p>To review all GPC's learnt in Phase 2 and 3.</p> <p>To consolidate and secure segmenting and blending with GPC's in Phase 2 and 3.</p> <p>To review all HRSW learnt in Phase 2 and 3.</p>			

Year 1 Term 1 Phase 5	Year 1 Term 2 Phase 5	Year 1 Term 3 Phase 5	Year 1 Term 4 Phase 5	Year 1 Term 5	Year 1 Term 6
<p>Children to consolidate knowledge of 20 GPC's learnt in Phase 5.</p> <p>Children to secure skill of segmenting and blending with the 20 learnt phase 5 GPCs.</p>		<p>Children to learn alternative spellings for previously taught sounds.</p> <p>Children to learn 49 new GPCs.</p> <p>To review and consolidate Phase 2, 3, 4 and 5 GPC's,</p> <p>Children to segment and blend using previously learnt GPCs.</p>		<p>Children to secure and consolidate previously taught GPCs for reading.</p> <p>Children to segment and blend using these GPC's.</p>	
	<p>To learn 2 new Phase 5 GPC's: y /ee/, al /or/,</p> <p>Children will learn to sight read: please, once, any, many, again, who, whole, where, two.</p>	<p>Children to learn the alternative spellings for:</p> <p>/ai/- a, ey, ea, eigh, /ar/- a /igh/ - i, y /oa/- o, ou /o/- a /oo/- u /c/- ch /sh/- ch /e/- ea /ur/- or, ear, /oo/- ou /ee/- ie /v/- ve /i/- y /air/-are, ere, ear /ch/- tch</p> <p>Children to learn to read by sight: Here, sugar, friend, because</p>	<p>Children learn the alternative spellings for:</p> <p>/u/- o /j/- g, dge, /s/- st /s/- ce, se /n/- gn, kn, /r/- wr /m/- mb /z/- se, ze /ear/- eer, ere /sh/- ti, tion /ar/- al /or/-augh /sh/- ssi /zh/- -si /sh/- ti/tious, ci/cious/cion/cian</p>		

Comprehension

Children are explicitly taught the skills of reading (outlined in the National Curriculum and the KS1 and KS2 test domains) through the use of VIPERS which were created by Rob Smith (The Literacy Shed).

The Reading Vipers can be used by both KS1 and KS2 with a little adaption. The main difference being in the S.

Sequence- KS1

Summarise-KS2

In KS1, 'Explain'; is not one of the content domains, rather it asks children why they have come to a certain conclusion, to explain their preferences, thoughts and opinions about a text.

Vocabulary

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
To be exposed to and understand new vocabulary introduced through story.	<p>Understand the meaning of words in context.</p> <p>To begin to understand that single words may have different meanings.</p> <p>To begin to understand Non-literal meanings e.g. Make up your mind.</p> <p>To begin to understand that new words can be made by joining two words together.</p> <p>To begin to understand the function and</p>	<p>Understand the meaning of words in context.</p> <p>To understand that single words may have different meanings.</p> <p>To understand Non-literal meanings e.g. Make up your mind.</p> <p>To understand that new words can be made by joining two words together.</p> <p>To understand the function and purpose of language.</p>	Understand the meaning of words in context.	Understand the meaning of words in context.	Understand the meaning of words in context.	Understand the meaning of words in context.

	purpose of language.					
Infer						
Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
To be able to make comments about a story as it is being read. To be able to talk about the main characters thoughts and feelings.	Infer from pictures/visual clues. <i>Infer through what is being said.</i> Infer through what is being done.	Infer through what is being said. <i>Infer through what is being done.</i>	Infer through what is being said and done. <i>Infer characters' feelings.</i> Infer characters' thoughts. <i>Infer characters' motives.</i> Infer characters' feelings, thoughts and motives.	Infer through what is being said and done with evidence from the text. <i>Infer character's feelings with evidence from the text.</i> Infer character's thoughts with evidence from the text. <i>Infer character's motives with evidence from the text.</i> Infer character's feelings, thoughts and motives with evidence from the text.	Infer characters' feelings with evidence from the text, using Point Evidence Explain as a structure. <i>Infer character's thoughts with evidence from the text, using Point Evidence Explain as a structure.</i> Infer character's motives with evidence from the text, using Point Evidence Explain as a structure.	<i>Infer characters' feelings, thoughts and motives with evidence from the text, using Point Evidence Explain as a structure.</i> Discuss how characters change and develop through the texts by drawing inferences. <i>Consider different accounts of the same event and discuss view points.</i> Consider different accounts of the same events and how characters have changed/developed to get to this viewpoint.
Predict						
Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
To be able to act out possible conversations	Predict what might happen based on	Distinguish clues when reading that	Explain/justify predictions made	Explain/justify predictions made	Predict what might happen from details	<i>Predict what might happen from details</i>

between characters in play.	what has been read so far	may be useful when predicting. Make a plausible prediction based on what has been read so far.	using evidence from the text. Revise prediction based on new information. Make multiple predictions with evidence across a text. Predict what might happen from details stated.	using evidence from the text. Revise prediction based on new information. Make multiple predictions with evidence across a text. Predict what might happen from details implied.	stated based on themes. Predict what might happen from details stated based on genres. Predict what might happen from details stated based on conventions (cliché/device that acts as a defining feature of a genre.) Predict what might happen from details stated based on knowledge of the author. With increasing independence, predict what might happen from details stated based on themes, conventions, knowledge of the author and genres.	stated based on themes. Predict what might happen from details stated based on genres. Predict what might happen from details stated based on conventions (a cliché/device that acts as a defining feature of a genre). Predict what might happen from details based on knowledge of the author. With increasing independence, predict what might happen from details implied on themes, conventions, knowledge of the author and genres.
Explain						
Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
To links events in the story to their own experiences.	Discuss how language	Discuss how language	Identify how structure and presentation	Identify how structure and presentation	Identify how language, structure and presentation	Identify how language, structure and presentation

	<p>contributes to meaning. Discuss words and phrases that capture the reader's interest. Explain what has happened in a text.</p>	<p>contributes to meaning. Discuss words and phrases that capture the reader's interest. Explain what has happened in a text.</p>	<p>contributes to meaning. Discuss words that capture the reader's interest. Identify how language contributes to meaning.</p>	<p>contributes to meaning. Discuss words that capture the reader's interest. Identify how language contributes to meaning. Discuss phrases that capture the reader's interest. Identify how language, structure and presentation contribute to meaning. Discuss words and phrases that capture the reader's interest.</p>	<p>contributes to meaning. Distinguish between statements of fact and opinion. Evaluate how authors use language considering the impact on the reader. Evaluate how authors use language, including figurative language, considering the impact on the reader. Make comparisons (how authors use language, including figurative language, considering the impact on the reader) within books/texts. Make comparisons (how authors use language, including figurative language,</p>	<p>contributes to meaning. Distinguish between statements of facts and opinion. Evaluate how authors use language considering the impact on the reader. Evaluate how authors use language, including figurative language, considering the impact on the reader. Make comparisons (how authors use language, including figurative language,</p>
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					considering the impact on the reader) across books/texts.	
Retrieve						
Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
To be able to identify the main characters in a story.	Develop familiarity with key stories, fairy stories and traditional tales	Find evidence in the text to answer literal comprehension questions. Find evidence in the text where the question uses synonyms and pronouns.	Find evidence in the text. Find evidence in the text where the question uses synonyms and pronouns. Find evidence in the text, taking evidence from across multiple sentences to link meaning.	Find evidence in the text. Find evidence in the text where the question uses synonyms and pronouns. Find evidence in the text, taking evidence from across multiple sentences to link meaning.	Find evidence in the text. Find evidence in the text where the question uses synonyms and pronouns. Find evidence in the text, taking evidence from across multiple sentences to link meaning.	Find evidence in the text. Find evidence in the text where the question uses synonyms and pronouns. Find evidence in the text, taking evidence from across multiple sentences to link meaning.
Summarise/ Sequence						
Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
To be able to talk about the main plot and the problem in a story. To be able to sequence a story.	Sequence events from a known text given in pictorial form. Sequence simple events from a known text.	Sequence using text specific vocabulary. Discuss the sequence of events in books and how items of information are related.	Identify key points and determine what's important (within a paragraph). Identify main ideas drawn from more than one paragraph and summarise these. Identify themes and conventions in a	Identify key points and determine what's important (within a paragraph). Identify main ideas drawn from more than one paragraph and summarise these. Identify themes and conventions in a	Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas. Identify and discuss themes and conventions in and across a wide range of writing.	Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas. Identify and discuss themes and conventions in and across a wide range of writing.

			wide range of books.	wide range of books.	Summarise comparisons within and across books.	Summarise and make comparisons within and across books.
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The Reading Cycle:

Day	Reading Cycle Day	What happens during the lesson?
1. Monday	Reading skills teaching	<ul style="list-style-type: none"> • Discuss vocabulary identified by the teacher as potentially difficult (give children the meaning so that they can access the text). • Read a section of the book to the children (asking questions to promote thinking or clarify children's understanding). • Introduce task to children and model any support they will need. • Children to complete task.
2. Tuesday	Reading skills teaching	<ul style="list-style-type: none"> • Discuss vocabulary identified by the teacher as potentially difficult (give children the meaning so that they can access the text). • Read a section of the book to the children (asking questions to promote thinking or clarify children's understanding). • Introduce task to children and model any support they will need. • Children to complete task.
3. Wednesday	Reading skills teaching	<ul style="list-style-type: none"> • Discuss vocabulary identified by the teacher as potentially difficult (give children the meaning so that they can access the text). • Read a section of the book to the children (asking questions to promote thinking or clarify children's understanding). • Introduce task to children and model any support they will need. • Children to complete task.
4. Thursday	Application of reading skills to a known text	<ul style="list-style-type: none"> • Read a section of the book to the children (asking questions to promote thinking or clarify children's understanding). • Model question style to the children. • Children to answer comprehension-styled questions.
5. Friday	Application of reading skills to an unknown text	<ul style="list-style-type: none"> • Introduce unknown text to children (support children with understanding the text as needed- class/group/individually as required). • Model question style to the children. • Children to answer comprehension-styled questions.

Day 1-3 will be teaching specific reading skills in accordance with the National Curriculum. The children will be using the same book (reading a little bit each day) throughout these days, giving the children an opportunity to understand the book and analyse what is happening. Children will complete a task based on their learning; however, this should not be just answering questions. Examples might be: writing a diary entry as a character (inference/prediction-styled), roll-on-the-wall (retrieval-styled) and drawing a picture based on information they are given (inference/vocabulary- styled). The teaching focus should be on the quality of the inference and NOT the quality of the diary, for example.

Day 4 will involve continuing to read the book. Children will then answer comprehension-style questions on the text. These questions should incorporate the skills that the children have been working on that week. It is important that children have the opportunity to answer questions based on a text they know. This means that the children will focus on the question styles and will not need as much time unpicking who characters are and what has been happening in the story- they will be familiar with the storyline already.

Day 5 will be where children practice answering similar questions on an unknown text. This means that teachers will source a section of a book that is of high quality. Children will read the text and answer questions, again linking back to the skills that they have been taught that week. This is an important part of the cycle as it introduces the children to different text types and the writing styles of lots of different authors. It also helps children with reading speed and answering questions on texts that they have not seen before.