

How Early Reading is Taught in EYFS and KS1:

Nursery (EYFS 1)

- Early reading begins with a love of stories, so nursery read a selection of books daily, including stories from their 'Favourite 5', which changes each half term.
- Early phonics involves lots of listening to and identifying sounds. Games and listening walks are used to tune into sounds.
- Mid-year, children will be introduced to RWI's 'Fred Talk' through 'Fred Stories' and 'Fred games'
- In term 5, children will begin to familiarise with the pictorial side of the RWI flash cards
- In term 6, children will begin to learn the sounds associated with the pictures.

Reception (EYFS 2)

- Reception start the year with a 20 minute lesson of phonics every day following the RWI programme of study. They build up to 40 minutes of phonics by the end of the year. Pupils are assessed at least every half term and those falling behind are quickly identified for extra practice. Those in the lowest 20% are targeted for 1:1 tutoring and gaps in learning for all pupils are addressed through extra practice, pinny time and Fred games.
- Individual reading with an adult happens for all pupils once a week. Reading diaries are monitored during this time.
- Pupils who fall into the category of the lowest 20% are heard to read every day by an adult.
- A home reading culture is encouraged by offering a range of reading opportunities to reception children. Children are able to choose a 'read to me' book from the class library, for parents to read to their children and enjoy. This is reading for pleasure. Parents also have the option to borrow story packs for more fun reading.
- Speed sounds books are the first 'hear me read' books sent home for children to practice reading their sounds, as they are learnt. When they can blend, they will read sound blending books to practice reading words. They will then move on to reading simple sentences or 'ditties' which are first taught in class and then sent home on a sheet of paper to practice at home. At this stage, children will take home a ditty a day. Once confident with the photocopied ditties, children move on to reading books.
- Individual 'hear me read' books are closely matched to phonics teaching. A black and white copy of the text from the daily lesson goes home along with a complimentary text based on the same phonemes/graphemes (RWI Book Bag Book).
- Parents are also given the option of selecting 'read with me' books to borrow, which are phonetic books to read alongside their children to help them build confidence with the support of their grown-ups. These are not linked to our phonics scheme and so not intended for children to read independently.
- Class story time occurs at least once per day, drawing from the school's recommended reads, including Pie Corbett's Reading Spine. Pupils also have a 'Favourite 5' selection of texts every half term. They choose one book daily for the class teacher to read aloud. This encourages them to become very familiar with the narrative structure, repeated refrains and vocabulary in the 5 books chosen. Pupils choose the story based on a democratic system of voting.

KS1

- 40 minutes of phonics taught every day following the RWI programme of study. Pupils are taught in homogenous groupings. Pupils are assessed at least every half term and those falling behind are quickly identified for extra practice. Those in the lowest 20% are targeted for 1:1 tutoring and 'extra practice'. Other pupils' gaps in knowledge are quickly identified and addressed through pinny time, extra practice and Fred games as needed.
- Once pupils confidently complete the RWI phonics programme, they transfer to daily 'ERIC' lessons – Everyone Reading in Class – where reading skills are taught explicitly for 30 minutes per day through engaging, daily reading lessons using high quality texts and addressing the reading VIPERs.
- From Term 3 whole class ERIC is taught in Year 2. This is taught 3 times a week and focusses on prediction, vocabulary and retrieval.
- Individual reading with an adult happens for all pupils at least once a week. Reading diaries are monitored during this time for parental engagement.
- Pupils who fall into the category of the lowest 20% are heard to read every day by an adult.
- Home reading books go home daily along with a story book to share with an adult. Pupils are expected to read 5 times a week, to an adult.

How Reading is Taught in KS2:

KS2

- 30 minutes of daily instruction in reading takes place during ERIC ('Everyone Reading in Class' - see lesson overview below)
- High quality texts are chosen, linking to the writing text/class book. These books are read the term before to inform the writing in the next term.
- Pupils who have not yet exited the phonics scheme access age-appropriate targeted phonics sessions.
- In line with the Reading Framework updates:
 - Reading is taught as a whole class
 - Children are taught domains of reading and comprehensions through extracts of texts. Skills are not taught explicitly.
 - Daily Drop Everything and Read time takes place daily in every class – where the adult reads aloud to the class
 - Children have the chance to discuss and recommend books each week in a 'Reading for Pleasure' session
 - We have an inclusivity and diversion reading spine which is embedded in our classrooms and libraries
- Individual reading with an adult happens for all pupils at least once a week during ERIC sessions. Reading diaries are monitored during this time.
- Our aim for pupils who fall into the category of the lowest 20% and all Pupil Premium is to read to an adult daily.
- Home reading books go home daily. Pupils are expected to read 5 times per week at home and parents are expected to complete pupils' reading diaries every time they read. To promote reading at home children receive a raffle ticket each time they read which goes into a weekly raffle draw to win a book to keep.
- Sticker bookmarks are used to encourage reading at home and children who fill their bookmarks receive a prize.
- Pupils are supported in choosing a home reading book from a range of quality texts from the library. Books are banded and children are given a banding linked to their reading age which is reassessed termly. They are encouraged to read a wide range of titles and authors, achieving an appropriate balance between relaxation and challenge.
- A weekly 'Author of the Week' assembly promotes a range of authors and celebrates children who have read at home.

Lesson Structure for ERIC KS2
4 weeks fiction/ 1 weeks non fiction/ 1 week poetry

Day	Focus
Monday Familiarisation and vocabulary	<ul style="list-style-type: none"> • Read the text extract aloud to the children once, without showing it to them, such that they are completely immersed. • Next, re-read it with them following it with their fingers on their copy of the text. • Draw attention to any unfamiliar vocabulary and display it on working walls to reference throughout the week • Vocabulary based activities - i.e. definitions, put into sentence
Tuesday Echo reading IPERS	<ul style="list-style-type: none"> • Echo read the text, sentence by sentence, with children mimicking the teacher's intonation • Orally revisit vocabulary from Monday • Discuss text and questions • Teacher models questions 1 and 2 with explicit teaching of answering questions <i>(Question 1 I do/ Question 2 - We do/Question 3-5 – you do)</i>
Wednesday Paired reading IPERS	<ul style="list-style-type: none"> • Pupils read the text in pairs, taking turns at appropriate junctures in the text • Orally revisit vocabulary from Monday • Teacher models questions 1 and 2 with explicit teaching of answering questions <i>(Question 1 I do/ Question 2 - We do/Question 3-5 – you do)</i>
Thursday Cold text and questions	<ul style="list-style-type: none"> • Cold task – unseen text and questions – you may want to focus on a particular type of question/skill or a range. This should support AfL and focus next steps in ERIC. Text should be increasing reading stamina within a given timeframe.
Friday Reading for Pleasure <i>(teacher listens readers)</i>	<ul style="list-style-type: none"> • Children are to select a text to read for pleasure. Ideally this should be their banded reading book but they are 'free to choose' (within reason) a book they want to. This could be non -fiction, poetry, graphic novel..... • Have a discussion a beginning or end about books children have been reading/ recommendations of books they have enjoyed

Books underpinning ERIC/DEAR/Writing

Year Group	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
EYFS	The Rainbow Fish	Owl Babies	Farmer Duck	Billy Goats gruff	Mrs Armatage on wheels	Supertato
Poetry	A Treasury of Songs	A Treasury of Songs	Sharing a Shell	My Many Coloured Days	This Little Puffin	This Little Puffin
Y1 Core Text Poetry	Peace at Last Fantastic First Poems	Goldilocks Fantastic First Poems	Where the Wild Things are Here's a Little Poem	Beegu Here's a Little Poem	The Gingerbread Man Hey Little Bug	Traction Man We Were Very Young
Y2 Core Text Poetry	Storm Whale A First Poetry Book	Meerkat Mail A First Poetry Book	The Snail and the Whale Heard it in the Playground	Man on the moon Heard it in the Playground	The Flower Crazy Mayonnaisy Mum	The Day the Crayons Quit The Works
Y3 DEAR/ERIC (4 weeks)	The Twits	Arthur & the Golden Rope	The Hodgeheg	The Iron Man	The Lion, Witch & the Wardrobe	<i>Children's Choice of class text</i>
Non fiction (1 week)	Comprehension Ninja	Comprehension Ninja	Comprehension Ninja	Comprehension Ninja	Comprehension Ninja	Comprehension Ninja
Poetry (1 week)	Utterly Brilliant Poems	Utterly Brilliant Poems	World's Greatest Space Cadet	World's Greatest Space Cadet	Quick Let's Get Out of Here	Quick Let's Get Out of Here
Y4 DEAR/ERIC (4 weeks)	Bill's New Frock	Krindlekrax	Charlotte's Web	The Firework Maker's Daughter	The Last Bear	<i>Children's Choice of class text</i>
Non fiction (1 week)	Comprehension Ninja	Comprehension Ninja	Comprehension Ninja	Comprehension Ninja	Comprehension Ninja	Comprehension Ninja
Poetry (1 week)	Hot Like Fire	Hot Like Fire	Sensational	Sensational	Deep in the Green Wood	Riding a Lion
Y5 DEAR/ERIC (4 weeks)	Holes	Wolf Brother	Varjak Paw	The Explorer	Tom's Midnight Garden	<i>Children's Choice of class text</i>
Non fiction (1 week)	Comprehension Ninja	Comprehension Ninja	Comprehension Ninja	Comprehension Ninja	Comprehension Ninja	Comprehension Ninja
Poetry (1 week)	The Magic Box	The Magic Box	Juggling with Gerbils	Juggling with Gerbils	The Works 4	The Works 4
Y6 DEAR/ERIC (4 weeks)	Skellig/ The Boy at the Back of the Classroom	The Nowhere Emporium	There's a boy in the girls' bathroom	Stormbreaker	The Last Wild	<i>Children's Choice of class text</i>
Non fiction (1 week)	Comprehension Ninja	Comprehension Ninja	Comprehension Ninja	Comprehension Ninja	Comprehension Ninja	Comprehension Ninja
Poetry (1 week)	Ted Hughes – Poems for Children	Collected Poems for Children	Collected Poems for Children	Carol Ann Duffy	The Works	The Works

**English - Reading
EYFS objectives**

ELG

- 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.

Reading – Year 1

Expected

Year 1

- Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes
- Read accurately by blending sounds in unfamiliar words containing GPCs (Grapheme phoneme correspondence)
- Read aloud accurately books that are consistent with their developing phonic
- Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
- With support, predict what might happen on the basis of what has been read (or images seen)
- Check that the text makes sense to them as they read and correct inaccurate reading
- With support, children are motivated to discuss new vocabulary and they can make plausible links to words they know
- Drawing on what they know, their experiences and information/ideas/vocabulary provided by the teacher make connections about stories
- With help, asking and answering appropriate questions related to text

Greater Depth

Year 1

- *With prompting, is beginning to discuss the author's vocabulary choices 'Why do you think he used...?'*
- *With teacher help, discuss their favourite words and phrases and begin to suggest and give reasons*
- *With support make inferences based on what is being said and done*

Reading – Year 2

Expected

Year 2

- Read accurately most words of two or more syllables
- Read most words containing common suffixes*
- Read most common exception words*.
- In age-appropriate books, the pupil can:
- Read words accurately and fluently without overt sounding and blending
- Sound out most unfamiliar words accurately, without undue hesitation and check it makes sense to them
- Discuss and explain their understanding of the meaning of vocabulary in the context of the text
- Answer questions and make some inferences on the basis of what is being said and done
- Asking and answering appropriate questions related to text

Greater Depth

Year 2

- *Make a plausible prediction about what might happen on the basis of what has been read so far. Give reasons for this*
- *Make inferences*
- *With greater confidence, can discuss vocab choices and begin to consider the impact*
- *Discuss their favourite words and phrases and give reasons for this*
- *Make links between the book they are reading and other books they have read*

Reading – Year 3

Expected

- Pupils read further exception words (see English Appendix 1: Spelling) and note the unusual correspondences between spelling and sound, and where these occur in the word.
- Pupils are able to retrieve and record information
- Make predictions based on details stated and implied
- Draw on contextual evidence to make sense of what is read
- Explain and discuss their understanding of what they have read and words they have encountered
- Ask questions to enhance understanding of the text
- Draws inferences such as inferring characters' feelings, thoughts and motives from their actions
- Explain and justify their personal opinions about the text
- Make basic comparisons within and across different texts
- Identifying main ideas drawn from more than one paragraph and summarise these
- Asking and answering appropriate questions related to text

Greater Depth

Pupils can:

- *Make simple comments that show awareness of the effect of the text on the reader (e.g. commenting on the language used to create mood or build tension) Which words created a... mood? What does the word... indicate?*
- *Identify how punctuation adds effect and the impact this has*

Reading – Year 4

Reading – Year 4	
Expected	Greater Depth
<p>Pupils read further exception words (see English Appendix 1: Spelling) and note the unusual correspondences between spelling and sound, and where these occur in the word.</p> <ul style="list-style-type: none"> Pupils are able to retrieve and record information Make predictions based on details stated and implied Draw on contextual evidence to make sense of what is read Explain and discuss their understanding of what they have read and words they have encountered Ask questions to enhance understanding of the text Draws inferences such as inferring characters' feelings, thoughts and motives from their actions Explain and justify their personal opinions about the text Make basic comparisons within and across different texts Identifying main ideas drawn from more than one paragraph and summarise these Asking and answering appropriate questions related to text 	<p><i>Pupils can:</i></p> <ul style="list-style-type: none"> <i>Make simple comments that show awareness of the effect of the text on the reader (e.g. commenting on the language used to create mood or build tension) Which words created a... mood? What does the word... indicate?</i> <i>Identify how punctuation adds effect and the impact this has</i>

Reading – Year 5

Reading – Year 5	
Expected	Greater Depth
<p>Pupils read aloud and understand the meaning of new words (English Appendix 1: Spelling)</p> <ul style="list-style-type: none"> Pupils are able to retrieve and record information Make predictions based on details stated and implied Show growing confidence when drawing from contextual evidence to make sense of what is read, and participates in discussion to explore words with different meanings. Identify themes and conventions through discussion and comment Discuss and explain their understanding of the meaning of vocabulary in context Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence Express views formed through independent reading and books that are read to them, explaining personal opinions Are able to make comparisons within and across different texts Identify key details that support main ideas, and to use them to summarise content drawn from more than one paragraph 	<p><i>Pupils can:</i></p> <ul style="list-style-type: none"> <i>Use generally relevant textual references or quotations (PEE)</i> <i>Make comments about the authors choice of language/structure/full range of punctuation/presentation and effect on the reader e.g. the ? makes you think that...</i>

Reading – Year 6

Expected

The pupil can:

- Read age-appropriate books with confidence and fluency (including whole novels)
- Retrieve and record information
- Predict what might happen from details stated and implied
- Read aloud with intonation that shows understanding
- Work out the meaning of words from the context
- Explain and discuss their understanding of what they have read, drawing inferences and justifying these with evidence
- Make comparisons within and across books
- Summarise main ideas, identifying key details and using quotations for illustration
- Asking and answering appropriate questions relating to text

Greater Depth

Pupils can:

- *Identify key details using quotations for illustration (Point, Explanation, Evidence)*
- *Evaluate how authors use language (including figurative language), structure, presentation, punctuation, considering the **intention and impact on the reader**. This should include summarising these features across the text*