

Reading



Our Subject Intent

	Cycle A			Cycle B		
	Year 1/2	Year 3/4	Year 5/6	Year 1/2	Year 3/4	Year 5/6
Autumn 1	Darling, put the fire out!	Sticks and stones	Hurry up, you've Benin there a while!	The great animals	The Vikings on the wall	It's all Greek to me!
Autumn 2	Shrimply the best	We built this mega city on rock and roll!	Lavas all you need	Happily Everest after	You crack me up!	Ain't no mountain high enough
Spring 1	A toy story!	Bronze ain't bad!	What did the Romans do for us?	What's the nurse that can happen?	Where's my mummy?	The big Shang theory
Spring 2	Why don't penguins need to fly?	National parks	Walking on sunshine	Wicked weather!	Don't rainforest on my parade	How is fair trade fair?
Summer 1	It's pasture bedtime!	I've got my iron you	Mirror, Royal Signal, Manoeuvre	Location, location, location	Great scot!	Only we can save the world!
Summer 2	On the road again!	Save it for a train-y day	Current affairs	Too hot to handle	Ch-ch-changes!	Who do you think you are, Mr Hitler?



What does Early Reading look like at Downlands?

FS2

Volume of content :

1. The systematic phonics programme 'Sounds Write' is taught from the beginning of reception.
2. Each Child learns the initial Code. **(11 Units)**

Subject delivery:

1. Each child is taught segmenting, blending and phoneme manipulation.
2. Each Child is given an SPP reading book that revises the previous units sound.
3. Phonics is taught in a whole class environment, four times a week.
4. Children are assessed after every **3 units (6 weeks)**.
5. Children are regularly assessed and when not making progress are given 'Keep up' or 'catch up' sessions 3 x weekly.
6. Story books, nursery rhymes and songs are shared regular with children throughout the day.



What does Early Reading look like at Downlands?

Year One

Volume of content :

1. The systematic phonics programme 'Sounds Write' continued in year 1.
2. Each Child learns the Extended Code. **(Units 1-26)**.
3. Children undergo a national phonics screening test in the summer term.

Subject delivery:

1. Each child continues to learn segmentation, blending and phoneme manipulation, as well as dictation.
2. Children learn that one sound can have different spellings.
3. Each Child is given a SPP reading book that revises the previous units sound.
4. Guided reading takes place three times a week and follows a weekly rotation that includes a model read, a model read with prosody, and a final read with discussion around comprehension questions. During these sessions, children work in reading partners or small groups.
5. Phonics is taught in a whole class environment, four times a week.
6. Children are assessed after every **4 units (6 weeks)**.
7. Children's writing curriculum is underpinned by key texts (See Key Text Mapping).
8. At the end of the day, children enjoy shared reading time. These texts are selected by the teacher or the students.
9. When texts are shared in writing lessons, verbal discussion and questions begins the development of comprehension.



What does Early Reading look like at Downlands?

Year Two

Volume of content :

1. The systematic phonics programme 'Sounds Write' continued in year 2.
2. Each Child learns the Extended Code. **(Units 27-49).**

Subject delivery:

1. Each child continues to learn segmentation, blending, phoneme manipulation, and dictation, as well as polysyllabic word building.
2. Children learn that one sound can have different spellings and that one spelling can have different sounds.
3. Each Child is given a SPP reading book that revises the previous units sound. If they have passed the national phonics check they may move onto the colour band books.
4. Phonics is taught in a whole class environment, four times a week.
5. Children are assessed after every **4 units (6 weeks)**.
6. Children's writing curriculum is underpinned by key texts (See Key Text Mapping).
7. At the end of the day, children enjoy shared reading time. These texts are selected by the teacher or the students.
8. When texts are shared in writing lessons, verbal discussion and questions continues the development of comprehension.
9. In the Spring term written comprehension work is built into the English lessons.



What does Reading look like at Downlands?

KS2

Volume of content :

1. Children are encouraged to develop a love of reading.
2. Children are encouraged to read different genres of books as well as a variety of authors.
3. Children have access to a diverse selection of books that have been specifically chosen to ensure children read widely.
4. Children are either on the colour band reading books, or they are a free reader.
5. Children are taught the seven key comprehension skills: retrieval, inference, prediction, summarisation, author choice, vocabulary and comparison and contrast. They are taught these through the PAWSOM Gang.

Subject delivery:

1. Children's writing curriculum is underpinned by key texts.
2. Children have 4 guided reading sessions a week, lasting 25 minutes.
3. Guided reading sessions follow a four lesson plan: Immersion in the text, exploration of vocabulary, key comprehension skill practice and pupil comprehension skill led.
4. This is run on a two week cycle, with an assessment at the end.
5. NFER (or SATs) Reading comprehension papers are taken once a term (accept for year 1).
6. At the end of every two week unit, children are assessed on the key comprehension skill.
7. Each guided reading session has built in opportunities for formative assessment.
8. Guided Reading sessions are clearly planned, with key vocabulary chosen and key questions selected.
9. All comprehension based guided reading sessions will have a learning objective and date.
10. Guided reading sessions can be recorded through photos, flipcharts and seesaw.

Reading – Progression of skills (Word Reading)



SKILL	FS2	End of KS1	End of LKS2	End of UKS2
Phonics and Decoding	<p>RECEPTION – Initial Code</p> <p>Read individual letters by saying the sounds for them.</p> <p>Blend sounds into words, so that they can read short words made up of letter-sound correspondences.</p> <p>Read some letter groups that each represent one sound and say sounds for them.</p> <p>Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</p> <p>Say a sound for each letter in the alphabet and at least 10 digraphs.</p> <p>Read words consistent with their phonic knowledge by sound-blending.</p>	<p>YEAR 1 – Extended Code (1-26)</p> <p>To apply phonic knowledge and skills as the route to decode words.</p> <p>To blend sounds in unfamiliar words using the GPCs that they have been taught.</p> <p>To respond speedily, giving the correct sound to graphemes for all of the 40+ phonemes.</p> <p>To read words containing taught GPCs.</p> <p>To read words containing -s, -es, -ing, -ed and -est endings.</p> <p>To read words with contractions, e.g. I'm, I'll and we'll.</p> <p>YEAR 2 -Extended Code (27-49)</p> <p>To continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent.</p> <p>To read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.</p> <p>To accurately read most words of two or more syllables.</p> <p>To read most words containing common suffixes.*</p>	<p>YEAR 3</p> <p>To use their phonic knowledge to decode quickly and accurately (may still need support to read longer unknown words).</p> <p>To apply their growing knowledge of root words and prefixes, including in-, im-, il-, ir-, dis-, mis-, un-, re-, sub-, inter-, super-, anti- and auto- to begin to read aloud.*</p> <p>To apply their growing knowledge of root words and suffixes/word endings, including -ation, -ly, -ous, -ture, -sure, -sion, -tion, -ssion and -cian, to begin to read aloud.*</p> <p>YEAR 4</p> <p>To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill.</p> <p>To apply their knowledge of root words, prefixes and suffixes/word endings to read aloud fluently.*</p>	<p>YEAR 5</p> <p>To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues.</p> <p>To apply their growing knowledge of root words, prefixes and suffixes/ word endings, including -sion, -tion, -cial, -tial, -ant/-ance/-ancy, -ent/- ence/-ency, -able/-ably and -ible/ibly, to read aloud fluently.*</p> <p>YEAR 6</p> <p>To read fluently with full knowledge of all Y5/ Y6 exception words, root words, prefixes, suffixes/word endings* and to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues.</p>
Common exception Words	<p>Read a few common exception words matched to the school's phonic programme.</p> <p>To read some common irregular words.</p>	<p>YEAR 1</p> <p>To read Y1 common exception words, noting unusual correspondences between spelling and sound and where these occur in words.</p> <p>YEAR 2</p> <p>To read most Y1 and Y2 common exception words*, noting unusual correspondences between spelling and sound and where these occur in the word.</p>	<p>YEAR 3</p> <p>To begin to read Y3/Y4 exception words.*</p> <p>YEAR 4</p> <p>To read all Y3/Y4 exception words*, discussing the unusual correspondences between spelling and these occur in the word.</p>	<p>YEAR 5/6</p> <p>To read most Y5/ Y6 exception words, discussing the unusual correspondences between spelling and sound and where these occur in the word.</p>
Fluency	<p>Blend sounds into words, so that they can read short words made up of letter-sound correspondences.</p> <p>Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</p> <p>Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words</p>	<p>YEAR 1</p> <p>To accurately read texts that are consistent with their developing phonic knowledge, that do not require them to use other strategies to work out words.</p> <p>To reread texts to build up fluency and confidence in word reading.</p> <p>YEAR 2</p> <p>To read aloud books (closely matched to their improving phonic knowledge), sounding out unfamiliar words accurately, automatically and without undue hesitation.</p> <p>To reread these books to build up fluency and confidence in word reading.</p> <p>To read words accurately and fluently without overt sounding and blending, e.g. at over 90 words per minute, in age-appropriate texts.</p>	<p>YEAR 3,4,5 & 6</p> <p>At this stage, teaching comprehension skills should be taking precedence over teaching word reading and fluency specifically. Any focus on word reading should support the development of vocabulary.</p>	

Reading– progression of skills (Comprehension)



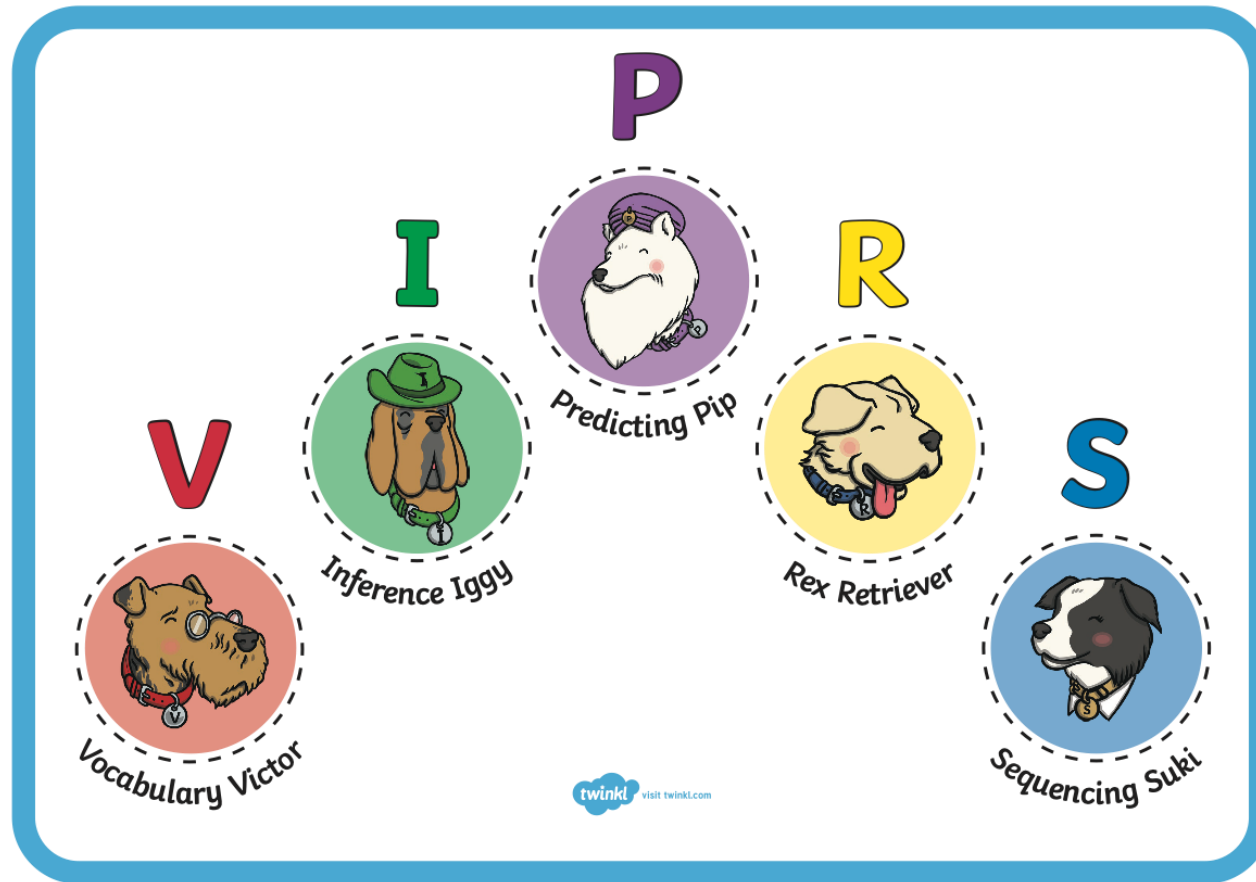
SKILL	FS2	End of KS1	End of LKS2	End of UKS2
Understanding and Retrieval	<p>Listen to and talk about stories to build familiarity and understanding. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p> <p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>Engage in story times.</p>	<p>YEAR 1 To check that a text makes sense to them as they read and to self- correct. To retell familiar stories in increasing detail.</p> <p>YEAR 2 To show understanding by drawing on what they already know or on background information and vocabulary provided by the teacher. To check that the text makes sense to them as they read and to correct inaccurate reading. To ask and answer questions about a text. To recognise that non- fiction books are often structured in different ways.</p>	<p>YEAR 3 To recognise, listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. To retrieve and record information from non- fiction texts.</p> <p>YEAR 4 To use appropriate terminology when discussing texts (plot, character, setting). To use all of the organisational devices available within a non- fiction text to retrieve, record and discuss information. To use dictionaries to check the meaning of words that they have read.</p>	<p>YEAR 5 To read a wide range of genres, identifying the characteristics of text types (such as the use of the first person in writing diaries and autobiographies) and differences between text types. To use knowledge of texts and organisation devices to retrieve, record and discuss information from fiction and non-fiction texts.</p> <p>YEAR 6 To explain and discuss their understanding of what they have read, including through formal presentations and debates. To retrieve, record and present information from non-fiction texts. To use non-fiction materials for purposeful information retrieval (e.g. in reading history, geography and science textbooks) and in contexts where pupils are genuinely motivated to find out information .</p>
Comparing, Contrasting , Commenting and summarising.	<p>Compare and contrast characters from stories, including figures from the past. Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.</p> <p>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.</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>Anticipate (where appropriate) key events in stories.</p>	<p><u>Year 1</u> To listen to and discuss a wide range of fiction, non-fiction and poetry at a level beyond that at which they can read independently. To link what they have read or have read to them to their own experiences. To join in with discussions about a text, taking turns and listening to what others say. To discuss the significance of titles and events.</p> <p><u>Year 2</u> To participate in discussion about books, poems and other works that are read to them (at a level beyond at which they can read independently) and those that they can read for themselves, explaining their understanding and expressing their views. To become increasingly familiar with and to retell a wide range of stories, fairy stories and traditional tales. To discuss the sequence of events in books and how items of information are related. To make links between the text they are reading and other texts they have read (in texts that they can read independently). To recognise simple recurring literary language in stories and poetry.</p>	<p><u>Year 3/4</u> To discuss and compare texts from a wide variety of genres and writers. To read for a range of purposes. To identify themes and conventions in a wide range of books. To refer to authorial style, overall themes (e.g. triumph of good over evil) and features (e.g. greeting in letters, a diary written in the first person or the use of presentational devices such as numbering and headings). To identify how language, structure and presentation contribute to meaning. To identify main ideas drawn from more than one paragraph and summarise these.</p>	<p><u>Year 5</u> To 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. To identify main ideas drawn from more than one paragraph and to summarise these. To recommend texts to peers based on personal choice.</p> <p><u>Year 6</u> To read for pleasure, discussing, comparing and evaluating in depth across a wide range of genres, including myths, legends, traditional stories, modern fiction, fiction from our literary heritage and books from other cultures and traditions. To recognise more complex themes in what they read (such as loss or heroism). maintaining a focus on the topic and using notes where necessary. To listen to guidance and feedback on the quality of their explanations and contributions to discussions and to make improvements when participating in discussions. To draw out key information and to summarise the main ideas in a text. To distinguish independently between statements of fact and opinion, providing reasoned justifications for their views. To compare characters, settings and themes within a text and across more than one text.</p>

Reading– progression of skills (Comprehension)



SKILL	FS2	End of KS1	End of LKS2	End of UKS2
Vocabulary & Author Voice	<p>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. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. 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.</p>	<p>YEAR 1 To discuss word meaning and link new meanings to those already known. YEAR 2 To discuss and clarify the meanings of words, linking new meanings to known vocabulary. To discuss their favourite words and phrases.</p>	<p>YEAR 3 To check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context. To discuss author's' choice of words and phrases for effect. YEAR 4 Discuss vocabulary used to capture readers' interest and imagination.</p>	<p>YEAR 5 To discuss vocabulary used by the author to create effect including figurative language. To evaluate the use of author's' language and explain how it has created an impact on the reader. YEAR 6 To analyse and evaluate the use of language, including figurative language and how it is used for effect, using technical terminology such as metaphor, simile, analogy, imagery, style and effect.</p>
Inference & Prediction.	<p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Anticipate (where appropriate) key events in stories.</p>	<p>YEAR 1 To begin to make simple inferences. To predict what might happen on the basis of what has been read so far. YEAR 2 To make inferences on the basis of what is being said and done. To predict what might happen on the basis of what has been read so far in a text.</p>	<p>YEAR 3 To ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives. To justify predictions using evidence from the text. YEAR 4 To draw inferences from characters' feelings, thoughts and motives that justifies their actions, supporting their views with evidence from the text. To justify predictions from details stated and implied.</p>	<p>YEAR 5 To draw inferences from characters' feelings, thoughts and motives. To make predictions based on details stated and implied, justifying them in detail with evidence from the text. YEAR 6 To consider different accounts of the same event and to discuss viewpoints (both of authors and of fictional characters). To discuss how characters change and develop through texts by drawing inferences based on indirect clues.</p>
Performance	<p>Retell the story, once they have developed a deep familiarity with the text; exact repetition and in their own words. Learn rhymes, poems and songs. Sing in a group or on their own, increasingly matching the pitch and following the melody. Develop storylines in their pretend play. Make use of props and materials when role playing characters in narratives and stories. Invent, adapt and recount narratives and stories with their peers and their teacher.</p>	<p>YEAR 1 To recite simple poems by heart. YEAR 2 To continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some with appropriate intonation to make the meaning clear.</p>	<p>YEAR 3 To prepare and perform poems and play scripts that show some awareness of the audience when reading aloud. To begin to use appropriate intonation and volume when reading aloud. YEAR 4 To recognise and discuss some different forms of poetry (e.g. free verse or narrative poetry). To prepare and perform poems and play scripts with appropriate techniques (intonation, tone, volume and action) to show awareness of the audience when reading aloud.</p>	<p>YEAR 5 To continually show an awareness of audience when reading out loud using intonation, tone, volume and action. YEAR 6 To confidently perform texts (including poems learnt by heart) using a wide range of devices to engage the audience and for effect.</p>

PAWSOM GANG – KS1



PAWSOM GANG – KS2





What Does **Vocabulary Victor** Do?



Vocabulary Victor helps with content domain **2a**:

Give/explain the meaning of words in context.

This means that he is there to help you to work out the **meaning** of words you don't know.

He helps you to do this by looking at the words or phrases you're unsure of in **context**.

This means using the story so far, the sentences around the words and what you already know about the plot to figure out what the words must mean.





What Does Rex Retriever Do?



Rex Retriever helps with content domain **2b**:

Retrieve and record information/identify key details from fiction and non-fiction.

This means that he is there to help you to find **key pieces of information** within the text you are reading.

He helps you to do this by looking through the text for a specific answer.

With Rex Retriever questions, the answer you are looking for is always in the text somewhere... you just have to find and **retrieve** it!





What Does Predicting Pip Do?



Predicting Pip helps with content domain 2e:

Predict what might happen from details stated and implied.

This means that she is there to help you to try to make a **logical and reasonable guess about what could happen next**.

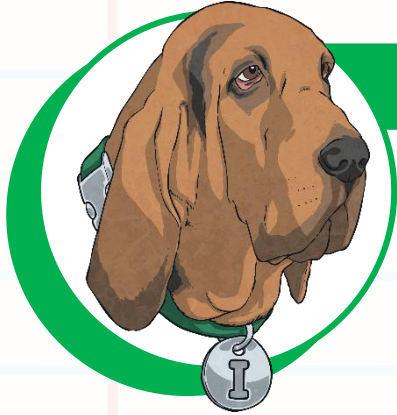
She helps you to do this by getting you to look at what has already happened, what the characters may have hinted is coming up or what has been implied by the author's use of language.

If someone brought a cake lit with candles into a party, what would **logically** happen next?





What Does Inference Iggy Do?



Inference Iggy helps with content domain 2d:

Make inferences from the text/explain and justify inferences with evidence from the text.

This means that he is there to help you to **pick up ideas from the text** that are **not always written** in the text itself.

He helps you to do this by getting you to read the text as if you are a detective. **You're not looking for what is there – you're looking for what is meant by it.**

For example, if the text says 'Jenni's face was red – she wrinkled her brow and began to shout', what could you **infer** about how Jenni feels?





What Does Summarising Sheba Do?



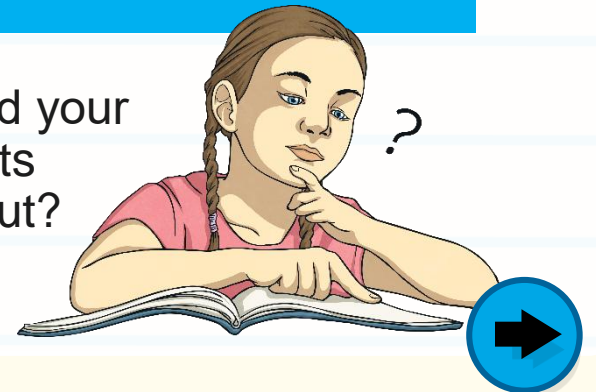
Summarising Sheba helps with content domain 2c:

Summarise main ideas from more than one paragraph.

This means that she is there to help you to **sum up** what you've read.

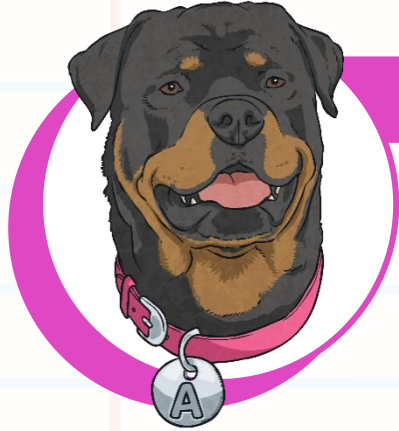
She helps you to do this by reading the text, **picking out the key points** that are really important and giving a quick rundown of the text's main ideas.

Imagine that you've read a book and have to send your friend a message about the plot – which key points would you tell them and which would you leave out?





What Does Arlo the Author Do?



Arlo the Author helps with content domain 2g:

Identify/explain how meaning is enhanced through choice of words and phrases.

This means that he is there to help you to spot examples of **ambitious vocabulary** and **figurative language** within the text.

When you find them, Arlo helps you to think about **why** the author made those vocabulary choices and how they give a **certain meaning** to the text.

For example, an author could say that the water in a lake was still and reflective. However, for effect, they could describe the water as 'like a sheet of glass'.





What Does Cassie the Commentator Do?



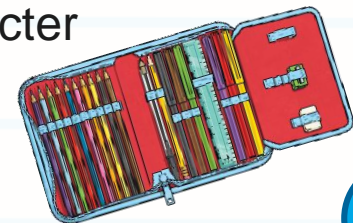
Cassie the Commentator helps with content domains **2f** and **2h**:

2f: Identify/explain how information/narrative content is related and contributes to meaning as a whole.

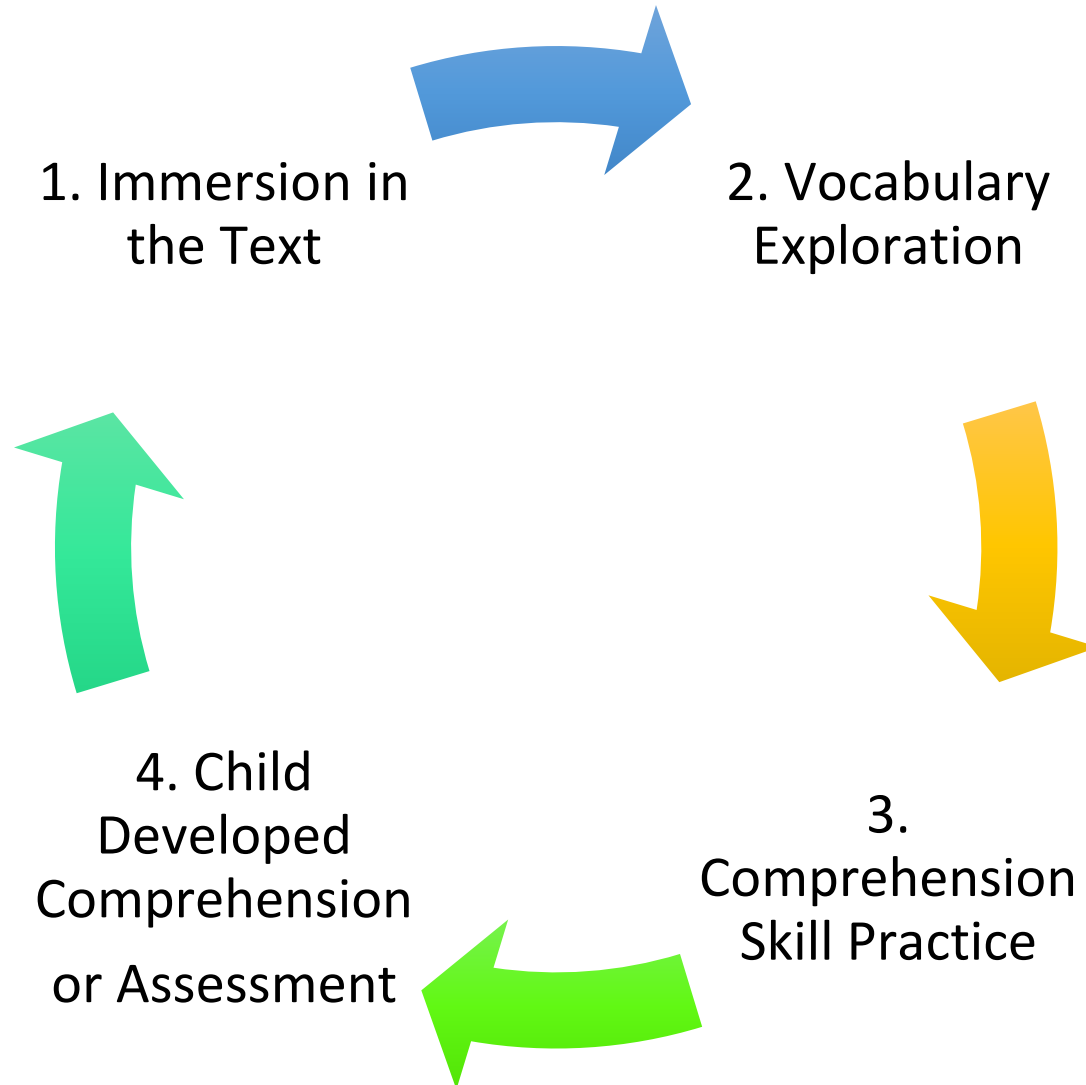
2h: Make comparisons within the text.

This means that she is there to help you to do two things:

- explain how certain parts of a text build or change an overall message or meaning;
- say how characters or events within the story are similar to or different from each other or how a single character changes over the course of a story.

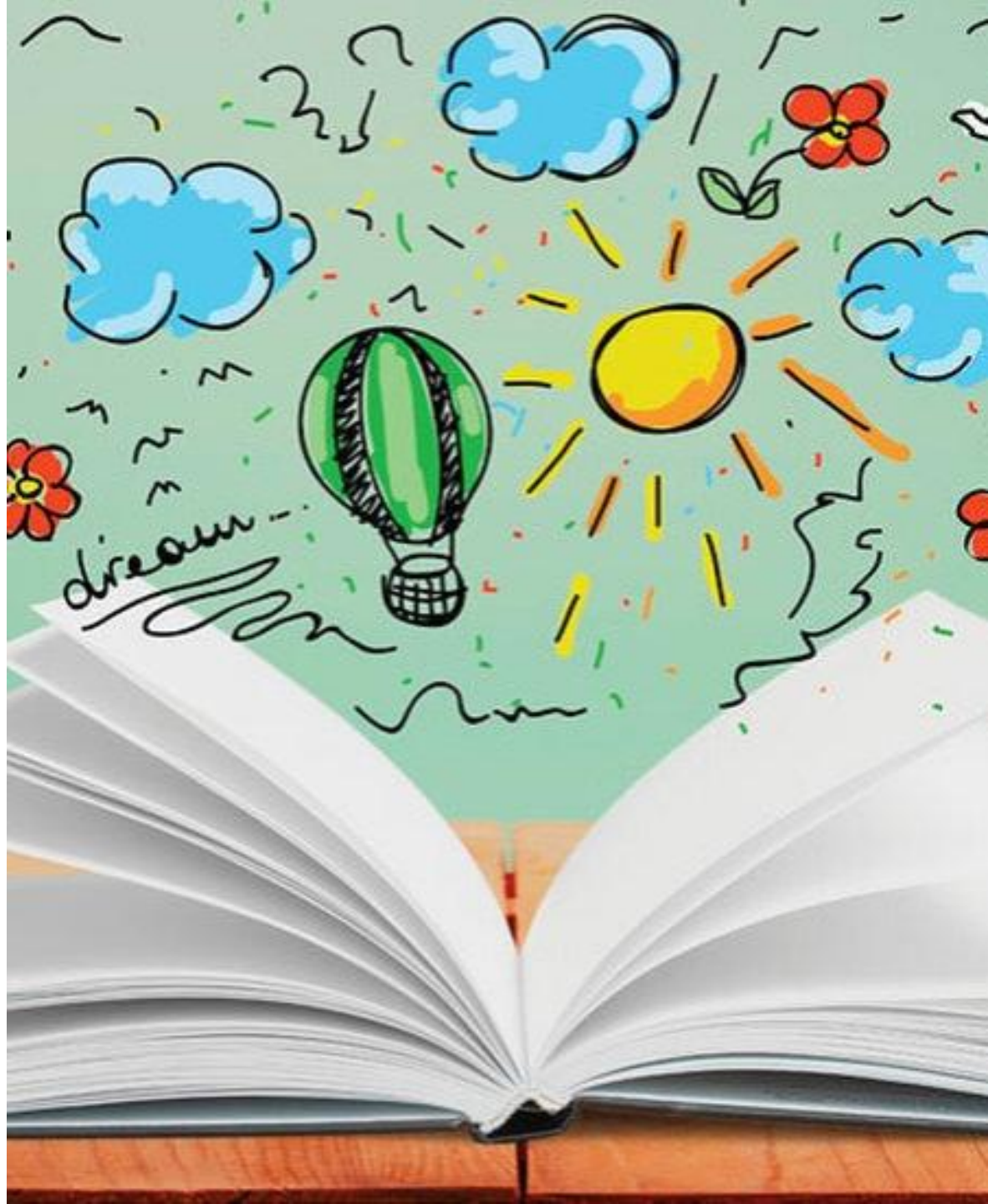


The 4 Lesson Cycle



Immersion in Text

- Adults read texts allowed and allow children to enjoy and immerse themselves in the text.
- This may be aided by activities that explore elements of the text to ensure children can imagine and visualize what they are listening to.



Vocabulary Exploration

- Expanding children's vocabulary by looking at language used within the text.
- This may be adult or child led.
- Activities to be fun and engage children in the world of words.



Comprehension Skill Practice.

- Children are taught a comprehension skill from the Pawsom Gang.
- This may be whole class, group, paired or independent practice.
- Children will use the text that has been explored on the first two days.



Child developed Comprehension.

- Children generate their own comprehension questions based on the skill they have been learning.
- This may be whole class, group, paired or independent practice.
- It may need to be heavily scaffolded to begin with.
- This is done on the 1st week.

Questions with Sequencing Suki

Suki likes everything in order! She will help you sequence in a text.



Vocabulary Questions with Vocabulary Victor

Vocabulary Victor will help you to look at how authors and chosen to use certain words and phrases.



Questions with Rex Retriever

er will help you to go into a text and retrieve the facts.



Inference Questions with Inference Iggy

Inference Iggy will help you hunt for clues in a text about how might be feeling or why something is happening.



Questions with Predicting Pip

Pip tries to see the future and she will help you work out what en next.



Assessment

- Children complete an assessment on the skill that they have been practicing.
- This happens at the end of the two week cycle (2nd week).
- These can be downloaded from the twinkl website or teacher generated.

Joining Your Reading with The Rats of Newtown

Newtown is a sleepy little town upon the
now, it was once very noisy. What made
infested with them that nobody wanted to

here wasn't a barn, a room or a cupboard
The rats had gnawed on every wheel of
wine and beer were not safe. The rats were
down into the liquid while holding onto

did something even worse. They
d, hurried and scurried so
people in Newtown couldn't
think. They also couldn't
sleep. Every mother across

