



Our Curriculum

Reading



Reading Curriculum

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Intent

At Spaxton Church of England Primary School, reading is an integral part of our curriculum. We all know that English is a vital way of communicating. English is at the heart of all children's learning. It enables children both to communicate with others effectively for a variety of purposes and to examine their own and others' experiences, feelings and ideas, giving these order, meaning and appreciation of the world around them. A platform that allows our children to see beyond what they know, share in cultural experiences and develop the vocabulary they need to effectively express themselves. Reading and writing are central to children's intellectual, emotional and social development it has an essential role across the curriculum and helps pupils' learning to be coherent and progressive. Through speaking and listening, reading and writing children learn to express themselves creatively and imaginatively and communicate with others effectively.

It is our intention that our children acquire the necessary knowledge, skills and understanding to become lifelong learners and linguists. Through cultivating the behaviours that they will need to be discerning readers as they read frequently and widely using self-regulation strategies and discuss what they read. We strive to ensure that all our children receive a well-rounded learning experience when reading, speaking and listening which will equip them with the fundamental tools in order to fulfil 'Together we Flourish and Achieve'. We aim to ensure that every child becomes a reader, a writer and confident speaker through promoting a love for reading for all ages. It is our intention to immerse our children in the wonders of quality texts to instil a love for reading, a passion for discovery and a confidence to explore their imagination through our book rich curriculum.

This is underpinned by our school curriculum intent which in turn is underpinned by the QET principles.

At Spaxton, we deliver a broad and balanced curriculum to all our pupils. Through our ambitious curriculum offer, that has been carefully designed to ensure it is sequential and progressive through each stage, we believe it allows:

1. **Holistic Development:** It supports the overall development of our children, addressing their academic, social, emotional, and physical needs. This approach ensures that our pupils at Spaxton are well-rounded and prepared for next stage of learning and any other future challenges.
2. **Engagement and Motivation:** A varied curriculum keeps our pupils engaged and motivated by offering a range of subjects and activities. Our broad and balanced curriculum offer helps cater to different interests and learning styles, making education more enjoyable and effective for all.
3. **Critical Thinking and Problem-Solving:** Exposure to a wide range of subjects encourages critical thinking and problem-solving skills. Our pupils learn to make connections between different areas of knowledge, enhancing their cognitive abilities.
4. **Cultural Awareness and Respect:** Our broad curriculum includes subjects like history, geography, and the arts, which help our pupils understand and appreciate different cultures and perspectives. This fosters respect and empathy for others. This is particularly important due to our village rural location.
5. **Preparation for Future Learning:** Our balanced curriculum provides a strong foundation in core subjects like English and maths while also introducing pupils to other areas of knowledge. This prepares them for more specialised learning in secondary education and beyond
6. **Personal Growth and Well-being:** Subjects like physical education, music, and art contribute to pupils' physical and emotional well-being. They provide opportunities for self-expression, creativity, and physical activity, which are crucial for healthy development.

Our school curriculum is bespoke and designed to meet the needs of the children in our school. It is underpinned by the Quantock Education Trust curriculum principles (SMART) which guide the development and review of the curriculum in all schools in the Trust:

- A strong and carefully Sequenced curriculum, so that children and young people's learning progresses in a way that builds knowledge intentionally and cumulatively

- A curriculum that Motivates children and young people so they can value and experience joy in learning whilst developing their own unique voice.
- An Ambitious curriculum, so that children and young people are challenged and empowered to think deeply and critically and grapple with complexity, challenge assumptions, question accepted authorities and embrace curiosity.
- A curriculum that is Responsive, so that it meets the needs of children and young people in our local community as well as opening doors to the wider world.
- A curriculum that is Transformative, so that children and young people can put their learning to use as active citizens, working for social justice, environmental stewardship and a healthy, equitable world, enabling them to build character and shape their future.

Implementation

The National Curriculum states that pupils should be taught to read fluently, understand extended prose and be encouraged to read for pleasure. Reading is singled out as 'extreme importance since through it pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually' (p13) Reading allows pupils to 'acquire knowledge' and to 'build on what they already know' (p13). Schools are expected to have access to library facilities and support and encourage reading at home.

The 2014 Curriculum divides reading skills into two dimensions:

- Word reading/ decoding
- Comprehension

We recognise that both these elements are essential to success and we support the acquisition of both sets of skills through various methods. We recognise that these areas are clearly linked to the other aspects of English learning: speaking and listening, writing, grammar and vocabulary. We also understand that reading is a developmental process and part of life-long learning and we encourage and praise children at every stage of it.

Our aims:

Pupils learn to read easily and fluently through daily phonics in EYFS and Key Stage One, regular guided reading with adults in school, carefully planned 'read aloud' sessions, wide opportunities for reading for pleasure and across the curriculum and opportunity to share and enjoy books at home.

The daily, rigorous phonics sessions in EYFS and Key Stage 1 follow the Little Wandle Programme, which ensures children build on their growing knowledge of the alphabetic code, mastering phonics to read and spell as they move through school.

Pupils are encouraged to read widely, through our use of differing class texts, library visits and high quality reading corners and books in classrooms.

Pupils in EYFS and Key Stage One, have the opportunity to take home books which are maybe above their independent reading level but are intended to be shared with an adult at home to nurture reading for pleasure.

Pupils are encouraged to read for pleasure through quiet reading time, listening to an adult read aloud, book talk and recommendations.

Pupils also have regular opportunities across the curriculum to practise their reading skills (e.g. to retrieve information) and comprehension is assessed in a formal way as per our assessment cycle.

Pupils are exposed to a range of carefully chosen texts during their time at our school.

Key Stage Two pupils, who are struggling with reading or making slow progress, are given regular interventions (e.g. Little Wandle Catch Up groups, Herts for Learning Fluency project, daily readers as part of our pupil premium Strategy).

Reading Offer:

| | Phonics lesson (KS1) or SPAG session (KS2) | Guided Reading | Whole Class Reading | Class Reader |
|-----------------------------|---|--|---|--|
| Starling EYFS and KS1 | 20 minutes daily in small groups + daily keep up intervention as required | 3 times a week following Little Wandle structure (fluency, prosody, comprehension) | | Daily |
| Kingfisher Years 3 and 4 | 20 minutes daily | | 4 times a week (following fluency, prosody, comprehension and delve deeper) | 4 times a week with one further session dedicated to Book Talk |
| Peregrine Years 5 and 6 | 20 minutes daily | | 4 times a week (following fluency, prosody, comprehension and delve deeper) | 4 times a week with one further session dedicated to Book Talk |

Developing a love of reading:

- We have a dedicated library area and each class in the school has a collection of books within their reading corner.
- We set up interactions from authors and poets.
- There is lots of talk and discussion about reading in a variety of contexts, both formal and informal.
- We encourage our children to take part in the Library Summer Reading Challenge and we also celebrate World Book Day with a particular focus.
- We have a range of texts celebrating diversity in all its forms, which are shared regularly with our children.
- Children are expected to read at home at least five times a week. These texts are carefully chosen to enable children to practise their fluency.
- Reading at home is monitored systematically by staff who liaise directly with parents if it is not happening. This happens through monitoring in home reading logs and regular book talk discussions in Key Stage 2.
- EYFS and Key Stage 1 hold parent/carer phonics and reading workshops.

Little Wandle Progression Programme

Little Wandle Letters and Sounds Revised 2021: Programme progression

Reception and Year 1 overviews

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.

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 if schools 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.

Reception

| Autumn 1 Phase 2 graphemes | New tricky words |
|---|------------------|
| s a t p i n m d g o c k c k e u r h b f l | is I the |

| Autumn 2 Phase 2 graphemes | New tricky words |
|--|--|
| ff ll ss j v w x y z zz qu ch sh th ng nk * words with -s /s/ added at the end (hats sits) * words ending in s /z/ (his) and with -s /z/ added at the end (bags sings) | put* pull* full* as and has his her go no to into she push* he of we me be |

*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.

| Spring 1 Phase 3 graphemes | New tricky words |
|---|--------------------------------------|
| ai ee igh oa oo oo ar or ur ow oi ear air er * words with double letters * longer words | was you they my by all are sure pure |

| Spring 2 Phase 3 graphemes | No new tricky words |
|---|--------------------------|
| Review Phase 3 * words with double letters, longer words, words with two or more digraphs, words ending in -ing, compound words * words with s /z/ in the middle * words with -s /s/ /z/ at the end * words with -es /z/ at the end | Review all taught so far |

| Summer 1 Phase 4 | New tricky words |
|---|---|
| Short vowels with adjacent consonants * CVCC CCVC CCVC CCVC CCVC * longer words and compound words * words ending in suffixes: -ing, -ed /t/, -ed /id/ /ed/, -est | said so have like some come love do were here little says there when what one out today |

| Summer 2 Phase 4 graphemes | No new tricky words |
|--|--------------------------|
| Phase 3 long vowel graphemes with adjacent consonants * CVCC CCVC CCVC CCVC * words ending in suffixes: -ing, -ed /t/, -ed /id/ /ed/, -ed /d/ -er, -est * longer words | Review all taught so far |

Year 1

| Autumn 1 | Review tricky words Phases 2–4 |
|--|--|
| Review Phase 3 and 4 Phase 5 <i>/ai/</i> ay play <i>/ow/</i> ou cloud <i>/oi/</i> oy toy <i>/ea/</i> 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 |
|--|--|
| <i>/ur/</i> ir bird <i>/igh/</i> ie pie <i>/oo/ /yoo/</i> ue blue rescue <i>/yoo/</i> u unicorn <i>/oa/</i> o go <i>/igh/</i> i tiger <i>/ai/</i> a paper <i>/ee/</i> e he <i>/ai/</i> a-e shake <i>/igh/</i> i-e time <i>/oa/</i> o-e home <i>/oo/ /yoo/</i> u-e rude cute <i>/ee/</i> e-e these <i>/oo/ /yoo/</i> ew chew new <i>/ee/</i> ie shield <i>/or/</i> 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 |
|--|---|
| <i>/ee/</i> y funny <i>/e/</i> ea head <i>/w/</i> wh wheel <i>/oa/</i> oe ou toe shoulder <i>/igh/</i> y fly <i>/oa/</i> ow snow <i>/j/</i> g giant <i>/f/</i> ph phone <i>/l/</i> le al apple metal <i>/s/</i> c ice <i>/v/</i> ve give <i>/u/</i> o-e o ou some mother young <i>/z/</i> se cheese <i>/s/</i> se ce mouse fence <i>/ee/</i> ey donkey <i>/oo/</i> ui ou fruit soup | any many again who whole where two school call different thought through friend work |

| Spring 2 Phase 5 graphemes | New tricky words |
|---|------------------------|
| /ʊr/ or word /oʊ/ u owl awful could /air/ are share /or/ au aur oor al author dinosaur floor walk /ch/ tch ture match adventure /ar/ al a half* father* /or/ a water schwa in longer words: different /o/ a want /air/ ear ere bear there /ur/ ear learn /r/ wr wrist /s/ st sc whistle science /c/ ch school /sh/ ch chef /z/ ze freeze schwa at the end of words: actor | once laugh because eye |

*The tricky words 'half' and 'father' may not be pronounced as this in some regional pronunciations; in which case, they should not be treated as such.

Summer 1: Phonics screening check review – no new GPCs or tricky words

| Summer 2 Phase 5 graphemes | New tricky words |
|---|---|
| /ai/ eigh aigh ey ea eight straight grey break /n/ kn gn knee gnaw /m/ mb thumb /ear/ ere eer here deer /zh/ su si treasure vision /j/ dge bridge /i/ y crystal /j/ ge large /sh/ ti ssi si ci potion mission mansion delicious /or/ augh our oar ore daughter pour oar more | busy beautiful pretty hour move improve parents shoe |

Progression Map for Reading

| Reading – Word Reading | EYFS | KS1 | | KS2 | | | |
|---------------------------|--|--|---|--|---|---|--|
| | Three and Four-Year-Olds Reception Early Learning Goals | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| Phonics and Decoding | <p>Develop their phonological awareness, so that they can:</p> <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 <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>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>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>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>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>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>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> |

| | | | | | | | |
|--------------------------------------|--|---|---|---|---|---|--|
| | <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p> | | | | | | |
| <p>Common Exception Words</p> | <p>Read a few common exception words matched to the school's phonic programme.</p> <p>To read some common irregular words.</p> | <p>To read Y1 common exception words, noting unusual correspondences between spelling and sound and where these occur in words.</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>To begin to read Y3/Y4 exception words.*</p> | <p>To read all Y3/Y4 exception words*, discussing the unusual correspondences between spelling and these occur in the word.</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

Understand the five key concepts about print: 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

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.

Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

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.

To reread texts to build up fluency and confidence in word reading.

To read aloud books (closely matched to their improving phonic knowledge), sounding out unfamiliar words accurately, automatically and without undue hesitation.

To reread these books to build up fluency and confidence in word reading.

To read words accurately and fluently without overt sounding and blending, e.g. at over 90 words per minute, in age-appropriate texts.

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.

| Reading – Comprehension | EYFS | KS1 | | KS2 | | | |
|---|--|---|--|--------|--------|--------|--------|
| | Three and Four-Year-Olds Reception Early Learning Goals | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| Understanding and Correcting Inaccuracies | <p>Enjoy listening to longer stories and can remember much of what happens.</p> <p>Understand ‘why’ questions, like: “Why do you think the caterpillar got so fat?”</p> <p>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</p> <p>Listen to and talk about stories to build familiarity and understanding.</p> <p>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>To check that a text makes sense to them as they read and to self-correct.</p> | <p>To show understanding by drawing on what they already know or on background information and vocabulary provided by the teacher.</p> <p>To check that the text makes sense to them as they read and to correct inaccurate reading.</p> | | | | |

Comparing, Contrasting and Commenting

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.

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.

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.

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.

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 retell familiar stories in increasing detail.

To join in with discussions about a text, taking turns and listening to what others say.

To discuss the significance of titles and events.

To participate in discussion about books, poems and other works that are read to them (at a level beyond that 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 recognise simple recurring literary language in stories and poetry.

To ask and answer questions about a text.

To make links between the text they are reading and other texts they have read (in texts that they can read independently).

To recognise, listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.

To use appropriate terminology when discussing texts (plot, character, setting).

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.

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 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.

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).

To 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.

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>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> | | | | | | |
| <p>Words in Context and Authorial Choice</p> | <p>Use a wider range of vocabulary.</p> <p>Engage in extended conversations about stories, learning new vocabulary.</p> <p>Learn new vocabulary.</p> <p>Use new vocabulary throughout the day.</p> | <p>To discuss word meaning and link new meanings to those already known.</p> | <p>To discuss and clarify the meanings of words, linking new meanings to known vocabulary.</p> <p>To discuss their favourite words and phrases.</p> | <p>To check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.</p> <p>To discuss authors' choice of words and phrases for effect.</p> | <p>Discuss vocabulary used to capture readers' interest and imagination.</p> | <p>To discuss vocabulary used by the author to create effect including figurative language.</p> <p>To evaluate the use of authors' language and explain how it has created an impact on the reader.</p> | <p>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> |
| | <p>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>Use new vocabulary in different contexts.</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction,</p> | | | | | | |

| | | | | | | | |
|--|---|---|---|--|--|---|---|
| | <p>rhymes and poems when appropriate.</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>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</p> | | | | | | |
| <p style="writing-mode: vertical-rl; transform: rotate(180deg);">Inference and Prediction</p> | <p>Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"</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>To begin to make simple inferences.</p> <p>To predict what might happen on the basis of what has been read so far.</p> | <p>To make inferences on the basis of what is being said and done.</p> <p>To predict what might happen on the basis of what has been read so far in a text.</p> | <p>To ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives.</p> <p>To justify predictions using evidence from the text.</p> | <p>To draw inferences from characters' feelings, thoughts and motives that justifies their actions, supporting their views with evidence from the text.</p> <p>To justify predictions from details stated and implied.</p> | <p>To draw inferences from characters' feelings, thoughts and motives.</p> <p>To make predictions based on details stated and implied, justifying them in detail with evidence from the text.</p> | <p>To consider different accounts of the same event and to discuss viewpoints (both of authors and of fictional characters).</p> <p>To discuss how characters change and develop through texts by drawing inferences based on indirect clues.</p> |

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|-------------------------------|--|---|---|--|--|--|--|
| Poetry and Performance | <p>Sing a large repertoire of songs.</p> <p>Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</p> <p>Take part in simple pretend play, using an object to represent something else even though they are not similar.</p> | <p>To recite simple poems by heart.</p> | <p>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>To prepare and perform poems and play scripts that show some awareness of the audience when reading aloud.</p> <p>To begin to use appropriate intonation and volume when reading aloud.</p> | <p>To recognise and discuss some different forms of poetry (e.g. free verse or narrative poetry).</p> <p>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>To continually show an awareness of audience when reading out loud using intonation, tone, volume and action.</p> | <p>To confidently perform texts (including poems learnt by heart) using a wide range of devices to engage the audience and for effect.</p> |
| | <p>Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc.</p> <p>Remember and sing entire songs.</p> <p>Sing the melodic shape (moving melody, such as up and down and down and up) of familiar songs.</p> <p>Create their own songs, or improvise a song around one they know.</p> <p>Engage in story times.</p> <p>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>Learn rhymes, poems and songs.</p> <p>Sing in a group or on their own, increasingly matching the pitch and following the melody.</p> | | | | | | |

Develop storylines in their pretend play.

Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.

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.

Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time to music.

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| <p style="writing-mode: vertical-rl; transform: rotate(180deg);">Non-Fiction</p> | <p>Engage in non-fiction books.</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</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>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</p> | | <p>To recognise that non-fiction books are often structured in different ways.</p> | <p>To retrieve and record information from non-fiction texts.</p> | <p>To use all of the organisational devices available within a non-fiction text to retrieve, record and discuss information.</p> <p>To use dictionaries to check the meaning of words that they have read.</p> | <p>To use knowledge of texts and organisation devices to retrieve, record and discuss information from fiction and non-fiction texts.</p> | <p>To retrieve, record and present information from non-fiction texts.</p> <p>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 (e.g. reading information leaflets before a gallery or museum visit or reading a theatre programme or review).</p> |
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* These are detailed in the word lists within the spelling appendix to the national curriculum (English Appendix 1). Teachers should refer to these to exemplify the words that pupils should be able to read as well as spell.

Impact and Assessment

EYFS and KS1 staff assess pupils learning during every Guided Reading session, they adapt their practice accordingly and keep session notes on guided reading assessment sheets. KS2 children are assessed through their whole class reading sessions as well as using NGRT data and analysis tools

Formal assessments of reading and reading ages is carried out in both Key Stage 1 and 2, termly. The results are analysed and inform next steps in learning, target setting for children and a teacher's future planning.

Children's reading progress is discussed with parents and carers at parent and carer meetings in the autumn and spring term. A full written report is sent to parents and carers in the summer term. However, teachers keep parents and carers regularly updated through informal processes.

All staff attend moderation sessions within school involving the English Lead and Headteacher.

Children's progress in English is assessed using nationally prescribed tests with the Phonics Screening test taking place at the end of Year 1 as well as the end of Key Stage 2 SATS and teacher assessment.

Reading is monitored regularly by the English Lead. The Head Teacher and SENDCo hold termly pupil progress meetings with teachers. Areas for development lead into staff training, interventions and the school SEF, development plan and performance management.

Inclusion

At Spaxton we believe that **All** leaders are leaders of SEND, and as such is it our responsibility to ensure an inclusive approach to promote the wellbeing and academic progress of **all** our children in whole curriculum. By removing barriers to learning and supporting the growth of the whole child we are helping **all** to succeed.

In the Trust, we have adopted an evidence-based approach to supporting **all** of our children as we believe what is good for all can be vital for some.

We use the EEF 'Five a day' principles to support our repertoire of teaching strategies daily in response to individual needs.



These work in conjunction with the work we have been doing on Retrieval with Kate Jones and Rosenshine's Principles of instruction such as small step learning, modelled examples, independent practice.

