



Reading



At Layfield, we recognise how essential it is for every child to acquire the relevant knowledge and skills to be able to read and to become a life-long reader and learner.

As a school, we are committed to the delivery of excellence in the teaching of reading and we believe that a quality reading curriculum should develop a child's love of books and of reading and teach them the skills they need to achieve this. The skills taught follow a clear pathway of progression to help children develop their fluency and confidence whilst fostering their enjoyment of the written word.

Through the teaching of reading and the sharing of books and other literature, we aim to ensure that every child is able to develop a rich vocabulary that they can draw upon.

Our reading curriculum provides purposeful opportunities for discussion, reading and writing and links closely to the aims of the National Curriculum for English 2014.

The National Curriculum for English (Reading), aims to ensure that all pupils :

- read easily, fluently and with good understanding
- develop the habit of reading widely fluently 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

Our curriculum is designed to provide a coherent and progressive development of knowledge, skills and understanding.

We want Pupils to:

Love learning about English and our rich and varied literary heritage.

Achieve their full potential by gaining high standards of Language and Literacy.

Develop curiosity about language and literature - using their learning to write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences.

Have fun, learning new poems, reading new books and creating writing in different genres.

Be inspired by stories, texts and experiences.

Have memorable experiences and discuss them in order to learn.

Learn life skills by understanding how literacy can enrich their lives.

Develop a passion for reading for pleasure and information.

Pupils at Layfield are taught to read fluently and to understand extended prose (both Fiction and Non – Fiction). In order for them to become successful independent readers, our reading curriculum is designed to help them to secure knowledge of word reading and comprehension skills.

At Layfield, this journey starts with systematic synthetic phonics and in order to implement this programme, the following sequence is followed within school:

- In Nursery, Phase 1 phonics is taught. This supports the development of listening skills, sound identification and rhyming and rhythm awareness. The children are exposed to a language rich environment with the emphasis on the development of speech and language. Children are taught to segment and blend orally.
- Children in Reception and KS1 are taught a discrete phonics session daily for twenty minutes. Groups are differentiated to ensure that all children reach their full potential. Children are encouraged to embed their learning through the writing and reading tasks they undertake during activities across the curriculum. These lessons are taught using the following sequence of teaching structure:
 - Revisit - recap on previously taught sounds
 - Teach – teach a new sound or word.
 - Practise – provide opportunities to practise saying and reading the sound through games and activities for children
 - Apply – apply the new skill to read and write words, captions and sentences. (Please see Appendix A)
- The introduction of new phonemes is supported by the use of 'Jolly Phonics' Action Words (see Appendix B)
- High Frequency (Tricky) words are taught as set out in 'Phonics Play'.
- Phonetic vocabulary is explicitly taught and referred to by the staff and children. This is further embedded during lessons across the curriculum, e.g. Phonics, phonemes, trigraph.

- All staff use 'pure' sounds (sss not 'suh')
- All staff make use of 'Sound Buttons' to teach pupils to distinguish the sounds within words and to support reading.
- All staff make use of a range of resources (phonics displays etc.), within their classrooms and teach the children to engage with them to reinforce their learning and to support writing and reading across the curriculum.
- Books for early readers are organised in the same order as our phonics programme. They are phonetically decodable and include tricky words. Children are provided with a range of texts including, fiction, non-fiction and traditional tales.
- Children are encouraged to use a variety of strategies and reading skills and are taught how to do this. The use of 'Action Words' supports the children in accessing real books.

Jolly Phonics is our core phonics teaching programme. Lessons are supplemented by other high-quality phonics resource providers, for example from Phonics Play.

As the children develop confidence as readers, the 'VIPERS' skills and 'RM Benchmarking' are introduced. These approaches are reinforced during any additional reading opportunities in English lessons and also in other areas of the curriculum.

VIPERS stands for 'Vocabulary, Inference, Prediction, Explanation, Retrieval and Summarise', the comprehension aspects of learning to read. Teachers plan their reading lessons using these aspects to generate questions about a given book or text.

We expect children to read at home on a regular basis. Children take home a school reading book and also choose a second book taken from the class or school libraries. These books are closely matched to the child's reading ability (95% fluency).

To support the children in reading for pleasure, parents are given 'Recommended Reading' and 'A Parent Guide to Year...' booklet at the welcome meeting for each year group during the Summer Term.

We have an attractive school library, which the children use regularly. All our classrooms have designated areas for books and a class library. Children are also encouraged to visit the local library in Yarm – visits are arranged and activities are promoted. It is our aim to promote and celebrate the love of reading at every opportunity. To foster this love of books further, each class also shares a story or book at the end of each day. In this way children are further immersed in a variety of rich language and can continue to develop their appreciation of our rich and varied literary heritage.

Early Years

In Nursery and Reception, literacy is about understanding and being understood. Early literacy skills are rooted in children's enjoyable experiences at school through talking, singing, playing, reading and writing. Opportunities are provided so that children develop the ability to interpret, create and communicate meaning through writing and reading in different media, such as picture books, logos, environmental print and digital technologies. They are encouraged to observe and join in the diverse ways that different people and communities use literacy for different purposes. Most importantly, the provision and activities mean that reading is engaging, purposeful and creative.

Developing literacy competence and skills is a complex, challenging yet rewarding journey that requires high-quality pedagogical activities to enhance learning. At our school, children are listened to by attentive adults who recognise and value their choices. We offer enjoyable, playful opportunities to being included and involved in the reading practices of their home, early years setting, and community environments.

Children have regular access to experiences of creating and sharing a range of texts in a variety of ways, with different media and materials, with adults and peers, both indoors and outdoors, as well as learning about using different signs and symbols, exploring sound and developing alphabetic and phonetic skills.

Early Learning Goals	
EY	
Reading	Children at the expected level of development will: <ul style="list-style-type: none">• Say a sound for each letter in the alphabet and at least 10 digraphs;• Read words consistent with their phonic knowledge by sound blending;• Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

Key Stage 1

Our curriculum for reading at key stages 1 and 2 develops pupils' competence in word reading and comprehension. Pupils are taught how to plan, revise and evaluate their writing. These aspects of writing are incorporated into composition lessons.

During year 1, teachers build on work from the Early Years Foundation Stage, making sure that pupils can sound and blend unfamiliar printed words quickly and accurately using the phonic knowledge and skills that they have already learnt. We ensure that pupils continue to learn new grapheme-phoneme correspondences (GPCs) and revise and consolidate those learnt earlier. The understanding that the letter(s) on the page represent the sounds in spoken words underpins pupils' reading and spelling of all words. This includes common words containing unusual GPCs. The term 'common exception words' is used throughout the programmes of study for such words.

Alongside this knowledge of GPCs, pupils develop the skill of blending the sounds into words for reading and establish the habit of applying this skill whenever they encounter new words. This is supported by practice in reading books consistent with their developing phonic knowledge and skill and their knowledge of common exception words. At the same time opportunities are planned so that children regularly hear, share and discuss a wide range of high-quality books to develop a love of reading and broaden their vocabulary.

Pupils are helped to read words without overt sounding and blending after a few encounters. Those who are slow to develop this skill are given extra practice.

By the beginning of year 2, pupils should be able to read all common graphemes and unfamiliar words containing these graphemes in books that are matched closely to each pupil's level of word reading knowledge. They should also be able to read many common words containing GPCs taught so far [for example, shout, hand, stop, or dream], without needing to blend the sounds out loud first. Pupils' reading of common exception words [for example, you, could, many, or people], should be secure. Pupils increase their fluency by being able to read these words easily and automatically. Finally, pupils are provided with regular opportunities to retell some familiar stories that have been read to and discussed with them or that they have acted out during year 1.

During year 2, teachers continue to focus on establishing pupils' accurate and speedy word reading skills. They make sure that pupils listen to and discuss a wide range of stories, poems, plays and information books; this should include whole books.

By the beginning of year 3, pupils should be able to read books written at an age-appropriate interest level. They should be able to read them accurately and at a speed that is sufficient for them to focus on understanding what they read rather than on decoding individual words. They should be able to decode most new words outside their spoken vocabulary, making a good approximation to the word's pronunciation. As their decoding skills become increasingly secure, teaching is directed more towards developing their vocabulary and the breadth and depth of their reading, making sure that they become independent, fluent and enthusiastic readers who read widely and frequently. They should be developing their understanding and enjoyment of stories, poetry, plays and non-fiction, and learning to read silently. They should also be developing their knowledge and skills in reading non-fiction about a wide range of subjects. They should be learning to justify their views about what they have read: with support at the start of year 3 and increasingly independently by the end of year 4.

By the beginning of year 5, pupils should be able to read aloud a wider range of poetry and books written at an age-appropriate interest level with accuracy and at a reasonable speaking pace. They should be able to read most words effortlessly and to work out how to pronounce unfamiliar written words with increasing automaticity. If the pronunciation sounds unfamiliar, they should ask for help in determining both the meaning of the word and how to pronounce it correctly.

They should be able to prepare readings, with appropriate intonation to show their understanding, and should be able to summarise and present a familiar story in their own words. They should be reading widely and frequently, outside as well as in school, for pleasure and information. They should be able to read silently, with good understanding, inferring the meanings of unfamiliar words, and then discuss what they have read.

Skills Progression - EYFS

EYFS Skills and knowledge progression (Reading in bold)						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2

Nursery Skills	<p>To be able to mark make and identify their marks. (Au1)</p> <p>To recognise familiar logos and labels within the environment. (Au1)</p>	<p>To find and identify familiar letters, e.g. letters in their names. (Au2)</p> <p>To talk about and retell a range of familiar stories. (Au2)</p> <p>To begin to explore initial sounds in familiar words. (Au2)</p>	<p>To begin to attempt writing familiar letters, e.g. letters in their name. (Sp1)</p> <p>Adults will consistently model correct formation. (Sp1)</p> <p>To find and identify familiar letters, e.g. letters in their names. (Sp1)</p> <p>To talk about and retell a range of familiar stories. (Sp1)</p>	<p>To be able to mark make and give meaning to their marks. (Sp2)</p> <p>To begin to form some letters correctly, e.g. letters in their name. (Sp2)</p>	<p>Children will begin to identify some sounds during oral blending games. (Su1)</p> <p>To begin to make predictions about a story, sometimes supported by an adult with vocabulary. (Su1)</p>	<p>Lots of games focussing on oral blending. (Su2)</p> <p>Children are able to identify initial sounds and blend familiar CVC words. (Su2)</p> <p>Make predictions about a story using the relevant vocabulary with independence. (Su2)</p> <p>To mark make for a purpose and be able to talk about the marks. (Su2)</p>
Nursery Knowledge	<p>To know that text can be used as a form of identification. (Au1)</p> <p>To know that text has a meaning. (Au1)</p> <p>To know that text is read from left to right and top to bottom in English. (Au1)</p> <p>To name and talk about the different parts of a book, e.g. front cover/ back cover/ spine/ pages. (Au1)</p>	<p>To know that letters are used to make up words. (Au2)</p> <p>To know that each letter makes a sound – focussing on sounds in their names. (Au2)</p> <p>To learn that stories have a sequence; beginning, middle and end. (Au2)</p> <p>To know that text is read from left to right and top to bottom in English. (Au2)</p>	<p>To know that each letter makes a sound – focussing on sounds in their names. (Sp1)</p> <p>To join in with repetition within stories and rhymes. (Sp1)</p> <p>To be able to talk about different parts of the story. (Sp1)</p>	<p>To be able to talk about their marks with confidence. (Sp2)</p> <p>(Sp2) To be able to talk about different parts of the story.</p>	<p>To know that blending sounds makes words. (Su1)</p> <p>To identify the pictures with corresponding. (Su1)</p> <p>To join in with repetition within stories. (Su1)</p> <p>To be able to talk about different parts of the story. (Su1)</p>	<p>To identify CVC words orally. (Su2)</p> <p>To be able to segment sounds in CVC words. (Su2)</p> <p>To know that letters make sounds. (Su2)</p> <p>To join in with repetition within stories. (Su2)</p> <p>To engage in extended conversations about stories. (Su2)</p>

	To learn a range of Nursery Rhymes. (Au1)	To name and talk about the different parts of a book, e.g. front cover/ back cover/ spine/ pages (Au2) To begin to acknowledge initial sounds and their relevance in the environment (Au2)				
Phonics	Phase 1	Phase1 Phase 2 One sound per week	Phase 1 Phase 2 One sound per week	Phase 1 Phase 2 One sound per week	Phase 1 Phase 2 One sound per week	Phase 1 Phase 2 One sound per week
Reception Knowledge	<p>Knowing that words can be written. (Au1)</p> <p>Knowing the sounds that the taught letters make. (Au1)</p> <p>Knowing what the taught letters looks like. (Au1)</p> <p>Knowing how to write the taught letters. (Au1)</p> <p>Knows how to sequence familiar stories. (Au1)</p>	<p>Knowing that words can be written. (Au2)</p> <p>Knowing the sounds that the taught letters make. (Au2)</p> <p>Knowing what the taught letters looks like. (Au2)</p> <p>Knowing how to write the taught letters. (Au2)</p> <p>Recognising taught HFW in text. (Au2)</p> <p>Knows how to sequence familiar stories. (Au2)</p>	<p>Knowing that words can be written. (Sp1)</p> <p>Knowing the sounds that the taught letters make. (Sp1)</p> <p>Knowing what the taught letters looks like. (Sp1)</p> <p>Knowing how to write the taught letters. (Sp1)</p> <p>Recognising taught HFW in text. (Sp1)</p> <p>Knows how to spell some familiar words. (Sp1)</p>	<p>Knowing the sounds that the taught phonemes make. (Sp2)</p> <p>Knowing what the taught phonemes look like. (Sp2)</p> <p>Knowing how to write the taught letters. Recognising taught HFW in text. (Sp2)</p> <p>To know that a sentence starts with a capital letter and ends with a full stop. (Sp2)</p> <p>Knows how to spell some familiar words. (Sp2)</p>	<p>Knowing the sounds that the taught phonemes make. (Su1)</p> <p>Knowing what the taught phonemes look like. (Su1)</p> <p>Knowing how to write the taught letters. (Su1)</p> <p>Recognising taught HFW in text. (Su1)</p> <p>To know that a sentence starts with a capital letter and ends with a full stop. (Su1)</p> <p>Knowing that sentences can be</p>	<p>Knowing the sounds that the taught phonemes make. (Su2)</p> <p>Knowing what the taught phonemes look like. (Su2)</p> <p>Knowing how to write the taught letters. (Su2)</p> <p>Recognising taught HFW in text. (Su2)</p> <p>To know that a sentence starts with a capital letter and ends with a full stop. (Su2)</p> <p>Knowing that sentences can be</p>

					<p>extended by using a connective. (Su1)</p> <p>Uses learnt words and phrases to discuss familiar stories or during role play. (Su1)</p> <p>Knows how to spell some familiar words. (Su1)</p> <p>Knowing that sentences can be extended by using a connective. (Su1)</p> <p>Uses learnt words and phrases to discuss familiar stories or during role play. (Su1)</p> <p>Knows how to spell some familiar words. (Su1)</p>	<p>extended by using a connective. (Su2)</p> <p>Uses learnt words and phrases to discuss familiar stories or during role play. (Su2)</p>
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Key Skills Progression - Word Reading

	Y1	Y2	Y3	Y4	Y5	Y6
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Word Reading	Decoding	<p>Decode words using phonics knowledge.</p> <p>Blend sounds in unfamiliar words.</p> <p>Respond speedily with the correct sounds to graphemes for all 40+ phonemes.</p>	<p>Continue to decode words (until automatic decoding is fully embedded).</p> <p>Read accurately by blending sounds.</p>		
	Word Recognition	<p>Read common 'exception' words ('tricky' words, eg. <i>the, my, said</i>).</p> <p>Read aloud accurately (texts that match phonic knowledge).</p> <p>Re-read books to build fluency and confidence.</p>	<p>Read common 'exception' words ('tricky' words, e.g. <i>you, could, many, people</i>).</p> <p>Read familiar words quickly and accurately without blending (e.g. <i>shout, hand, stop, dream</i>).</p> <p>Read aloud books matched to phonics knowledge.</p> <p>Re-read books to build fluency and confidence.</p>	<p>Read common exception words (a wider range of 'tricky' words), noting unusual correspondences between spelling and sound.</p> <p><i>Any other word reading teaching should focus on development of vocabulary</i></p>	
	Patterns and Rhyme	<p>Recognise and join in with predictable phrases.</p> <p>Learn to appreciate rhymes and poems, reciting some by heart.</p>	<p>Recognise simple recurring language in stories and poetry.</p> <p>Continue to build up a repertoire of poems.</p>	<p>Recognise different forms of poetry.</p>	<p>Learn a wider range of poetry by heart.</p>
	Grammatical Features	<p>Read words containing taught grapheme-phoneme correspondences and common prefixes and</p>	<p>Read accurately words of two or more syllables containing taught grapheme-phoneme correspondences.</p>	<p>Apply growing knowledge of root words, prefixes and suffixes in reading aloud and in understanding new vocabulary.</p>	<p>Apply growing knowledge of root words, prefixes and suffixes (morphology) in reading aloud and in understanding new vocabulary.</p>

	<p>suffixes (-s, -es, -ing, -ed, -er, -est and un-).</p> <p>Read words with more than one syllable.</p> <p>Read words with contractions, and understand the function of the apostrophe (e.g. I'm, can't, he's).</p>	<p>Read words containing common prefixes and suffixes (-ment, -less, -ful).</p>		
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Key Skills Progression - Comprehension

		Y1	Y2	Y3	Y4	Y5	Y6
Comprehension	Understanding	<p>Develop pleasure in reading and motivation to read.</p> <p>Listen to/discuss a wide range of texts.</p> <p>Begin to link what is read to own experiences.</p> <p>Become familiar with key stories (e.g. fairy stories and traditional tales), retelling them and considering particular characteristics.</p> <p>Clearly explain understanding of what is read to them, participating in discussion.</p>	<p>Develop pleasure in reading and motivation to read.</p> <p>Listen to, discuss and express views on a range of texts.</p> <p>Retell and become increasingly familiar with a range of stories (e.g. fairy stories and traditional tales), and non-fiction books that are structured in different ways.</p> <p>Discuss favourite words and phrases.</p> <p>Participate in discussion about what is read to them.</p>	<p>Develop positive attitudes to reading and what is read.</p> <p>Listen to and discuss a wide range of texts (structured in a variety of ways for different purposes), increasing familiarity with a wider range of fiction (fairy stories, myths and legends).</p> <p>Orally retell familiar stories.</p> <p>Discuss words/phrases that capture the reader's interest/imagination.</p> <p>Identify how language, structure and presentation contribute to meaning.</p> <p>Participate in discussion about what is read.</p> <p>Check that the text makes sense, understanding the meaning of words in context.</p> <p><i>Develop an understanding of the conventions of different texts.</i></p>		<p>Maintain positive attitudes to reading and understanding of what is read.</p> <p>Read/discuss an increasingly wide range of texts (structured in a variety of ways for different purposes), increasing familiarity with a wider range of fiction (myths, legends traditional stories, modern fiction, fiction from our literary heritage and books from other cultures/traditions).</p> <p>Discuss/evaluate author's use of language and its impact upon a reader.</p> <p>Identify how language, structure and presentation contribute to meaning.</p> <p>Participate in discussion about what is read, building on own ideas and challenging others.</p> <p>Check that a book makes sense, discussing understanding and exploring meanings of the words in context.</p> <p>Make book recommendations with justification.</p>	

		<p>Check that the text makes sense as it is read, correcting inaccurate reading.</p> <p><i>Use of role play to develop identification and exploration of characters and language.</i></p>	<p>Check that the text makes sense as it is read, correcting inaccurate reading.</p> <p><i>Use of role play and drama techniques to develop identification and exploration of characters and language.</i></p>	<p><i>Progression from Year 3 to Year 4 evident in the complexity and challenge of the texts used.</i></p>	<p>Distinguish between fact/opinion.</p> <p>Explain/discuss understanding through formal presentations and debates (using notes where necessary).</p> <p><i>Continue to learn about the conventions of different texts.</i></p> <p><i>Develop an understanding of technical terms (e.g. metaphor, simile, analogy, imagery, style and effect).</i></p> <p><i>Compare characters, settings and themes.</i></p> <p><i>Progression from Year 5 to Year 6 evident in the complexity and challenge of the texts used.</i></p>
	Deducing and inferring	<p>Understand what is read with accuracy and fluency and understand what is listened to.</p> <p>Draw on knowledge, background information and vocabulary whilst reading.</p> <p>Discuss the significance of the title and events.</p> <p>Make inferences on the basis of what is being said and done.</p> <p>Predict what might happen on the basis of what has been read.</p>	<p>Understand what is read with accuracy and fluency and understand what is listened to.</p> <p>Draw on knowledge, background information and vocabulary whilst reading.</p> <p>Make inferences on the basis of what is being said and done.</p> <p>Discuss the sequence of events in a book, and how they are related.</p> <p>Predict what might happen on the basis of what has been read.</p>	<p>Understand what has been read independently.</p> <p>Identify themes and conventions in a wide range of texts.</p> <p>Ask questions to improve own understanding.</p> <p>Predict what might happen from details that are stated or implied.</p> <p>Draw inferences (e.g. thoughts, feelings, motives), justifying responses with evidence.</p> <p>Summarise main ideas across paragraphs.</p>	<p>Identify and discuss themes/conventions across a wide range of texts.</p> <p>Ask questions to improve own understanding, and answer questions providing reasoned justification.</p> <p>Predict what might happen from details stated or implied.</p> <p>Draw inferences (including thoughts, feelings and motives), justifying with evidence.</p> <p>Summarise main ideas across paragraphs, identifying key details that support themes/ideas in a text.</p> <p>Make comparisons within and across books.</p>

			Ask and answer questions.		
	Information and Expression		Recite poems learnt by heart with appropriate intonation/expression to make meaning clear.	Prepare poems and play scripts to perform, showing understanding through use of intonation, tone, volume and action.	Prepare poems and play scripts to perform with use of intonation, tone, volume and action, so that the meaning is clear to an audience.
	Research			Retrieve and record information from non-fiction texts. Use a dictionary to check the meaning of unfamiliar words. <i>Know how to use contents pages and indexes to locate information</i>	Retrieve and record information from non-fiction texts, presenting it to an audience. <i>Know how to use contents pages and indexes to locate information</i>

Assessment

There is a robust assessment procedure in place which enables staff to track and monitor the children's progress. Any children in danger of falling behind are identified and given additional support. Assessment is also used to ensure that the books and texts that children read are closely matched to their reading ability.

- Early readers are regularly assessed as part of the phonics programme. In Year 1, and for Year 2 children who did not pass the statutory Phonics Screening Check in Year 1, this includes the completion of sample phonics screening past papers. Data collected is analysed and used to inform gaps, groupings and planning.
- Interventions are carefully planned and delivered for those children who have been identified as needing extra support in making good progress. These interventions include the running of Booster Classes prior to the start of the school day.
- Children are tracked on individual and cohort tracking sheets.
- As the children develop confidence as a reader, the 'RM Benchmarking' system is used to support the assessment process. In addition to this, summative assessment opportunities are planned into the academic year. Termly 'Cornerstones' reading tests are taken by the children in Year 2-6. In Year 1, the children take the tests in the spring and summer terms.

