

Reading

At Stokes Wood Primary School we teach children the content of the national curriculum 2014 in reading. The programme of study for each year group is separated into two strands: Word reading and reading (and listening) comprehension.

In Nursery, Reception and KS1, the phonics element of the word reading strand is taught using the ALS Phonics Programme, a scheme of work rolled out across Leicester City Local Authority Schools. This scheme of work meets the core criteria for phonics teaching laid out by the Department for Education. It also includes other strategies and approaches to teach early reading skills.

The ALS approach to reading is the quality-first teaching of phonics, shared and guided reading led by Ann Smalberger. Ann Smalberger is an independent teaching and learning consultant who has been teaching children to read for more than twenty years. She has supported teachers to develop their skills as ASTs, CLLD (Communication, Language and Literacy Development) consultants and (Ethnic Minority Achievement) consultants.

Ann has adapted the planning for the teaching of phonics, shared and guided reading. The approach is multi-sensory and caters for all learning styles (visual, auditory and kinaesthetic).

The ALS training program is funded by the Leicester Local Authority by de-delegated funding.

All Nursery, Reception and KS1 teachers and teaching assistants at Stokes Wood Primary School have received training from Ann Smalberger in all aspects of the ALS programme. Teachers and teaching assistants in Year 3 and other KS2 year groups also use this approach to support pupils who have some SEND or have fallen behind for other reasons. They have received the relevant training.

To support Covid catch-up in Year 3, additional daily phonics interventions are being delivered.

Phonics – The programme recommends whole class discrete daily phonics lessons starting at Phase 1 in the Nursery, Phase 2, 3 and 4 in Reception and continuing with Phase 4 and 5 in Year 1. The lesson plan changes according to the Phase, however it follows the same structure – Review, Teach, Practice, Apply. Children who are falling behind also receive phonics interventions at the appropriate level in each year group. However, the sequence is adapted for cohorts where there is a wide range of ability or where there has been disruption to teaching (for example Covid). In these situations, year groups **may** be set to ensure pupils are receiving teaching in the appropriate phase and or pupils will receive additional interventions to secure their basic phonic knowledge. Pupils' reading books are closely matched to the phonic knowledge they have been taught so they can practise it in their reading.

Phase 1 Phonics is taught throughout the Nursery year. It has 7 different aspects which all develop auditory skills. The aspects are as follows:

Environmental Sounds; Instrumental Sounds; Body percussion; Rhythm and Rhyme; Alliteration; Voice sounds and Oral Blending and Segmenting. An aspect is taught every day, either whole class or in groups, depending on the aspect being taught. Rhythm and Rhyme and Alliteration continue to be taught throughout the primary years.

Phase 1 continues to be taught and reviewed during the first half term of the Reception year.

Phase 2 Phonics begins when the children are secure with their oral blending and segmenting. During the daily whole class lessons the children are taught phoneme-grapheme correspondence. There are 18 phonemes and 23 graphemes taught in Phase 2. Four phonemes are taught every week, with a revision lesson on the fifth day. The children learn how to blend to read and segment to write words and sentences containing these phonemes. Emphasis is made on learning new vocabulary and reading is familiar and meaningful to the children. Reading and writing strategies (or mantras) are taught so that the children will apply the strategies in their independent work - (for reading - 'look at the letters, make the sounds and blend the sounds together' and for writing – 'say the word, robot the word and write the word').

These are also used during shared and guided reading and writing. Letter formation and handwriting practice is embedded into the lessons.

Phase 3 Phonics begins to introduce digraphs and trigraphs (25 phonemes).

Phase 4 Phonics introduces adjacent consonants.

Phase 5 Phonics introduces alternative spellings. These lessons revise the previously learnt grapheme and then introduce the new grapheme. Phase 5 usually finishes at the end of Year 1 although Year 2 will revise the Phase during the first term.

Assessment – All children are baseline assessed at the beginning of the academic year. They are then assessed at the end of every phonic block. This will give an early indication of those children that need additional daily interventions outside the daily phonics lesson.

High Frequency Words – High frequency words (tricky words) as they are also known, are taught outside of the phonics lessons. Children are given 'flashcards' to take home to learn to read and spell. Some of the high frequency words are decodable. The children are encouraged to 'see the word and say the word'. This is to encourage fluency in their reading.

Shared Reading – whole class lessons to teach the strategies used for reading. The strategies are taught using 'mantras' that the children have learnt in their phonics lessons. They apply their phonic knowledge during the lessons and answer comprehension questions. Lessons cater for all learning styles and emphasises speaking and listening. Talk partners are used in most lessons.

Guided Reading – the children are grouped into ability groups of up to 6 children. The children each have a book and are encouraged to apply the skills they have learnt in shared reading. They read individually by themselves and the teacher listens to them in turn, asking questions. After the children have read, they are asked questions about what they have read and to find evidence in the text. Inference questions are also asked. Speaking and listening is emphasised. Group or individual assessments are kept throughout the sessions.

Pupils read books which allow them to practise their phonic skills at the appropriate level and build their comprehension strategies.

Shared Writing - whole class lessons to teach the strategies used for writing, using the mantras taught in the phonics lessons.

Guided writing – the children are grouped in ability groups and are encouraged to apply the writing strategies taught during shared writing. Work is planned to support and challenge children appropriately.

In all year groups, there are number of processes, skills and expectations which all children should develop, working with books at their independent level for reading and using books which are shared and read to them.

Year by year objectives and progression statements

For each year group, the reading comprehension strand of the programme of study is further broken down.

There is added detail in these aspects to support the progression in skills children need to take in order to become proficient readers by the age of eleven. Key objectives are shown in bold. Additional progression statements beyond the NC2014 expectations are shown in italics. See below.

Key pupil targets

We believe that children should understand the progress they are making and the steps they need to take. The long list of criteria is for teacher and parent use. We have identified the key learning steps for each year group that should be used as targets. This should be used flexibly, identifying others from the long list if these are required.

NB It is not intended that any of these documents be used as a tick-sheet of skills. Teacher and pupil judgements should be based on how well the child is achieving within each of these aspects and with what level or reading age of text the children is able to do these with.

Reading Strands

The development of reading is made on the basis of a series of strands:

Word reading

Children should decode using phonics and graphic knowledge (phonics first approach) and through reading common exception words/sight words.

As decoding develops children should learn to read quickly and fluently words they have decoded on several occasions and not decode every word.

Reading (and listening) comprehension:

This is separated into 2 strands: Comprehension strategies and Response to texts. Within each of these there are generic skills that need to be taught to children at all ages.

Key strands for focus:

- Children should be taught to develop pleasure in reading, motivation to read, vocabulary and understanding
- Children should listen to and discuss a wide range of poetry, stories and non-fiction including reference books

Comprehension Strategies

Children should be taught to understand the books they can read and those read aloud to them by:

1. Visualising
2. Predicting
3. Understanding vocabulary: developing strategies for this including recognising what they don't understand
4. Use background knowledge and experiences
5. Asking questions about the text
6. Developing inference
7. Summarising

Children need to:

- Read aloud and learn: poetry, plays and stories (*and non-fiction texts too!*)
- Discuss what they read with other children and adults with developing confidence and independence and in developing detail.
- Listen to stories read aloud by the teacher and understand these, including being encouraged to visualise, make inferences and ask questions as an active listener (shared reading).

NB: One of the main key performance indicators for reading achievement is based on the level of text the child can decode and comprehend simultaneously. Bold type in the book bands at the top of each page indicate expected levels for the end of each year. B, W, S indicate the target tracker levels of beginning, working within and secure (having achieved) the end of year expectation.

End of Nursery

NB Key elements of each development stage are indicated in bold.
Additional statements not explicit in EYFSP 20/21 are shown in italics.

Aspect	
Concepts of print	I understand the five key concepts about print: - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book - page sequencing
	I am developing my phonic skills so that I can: - spot and suggest rhymes, count or clap syllables in a word, recognise words with the same initial sound.
	<i>I know that illustrations help me understand print and understanding.</i>
	<i>I know what a return sweep is.</i>
	<i>I know to read the left page before the right page.</i>
	<i>I know that a spoken word matches a group of letters.</i>
	<i>I know where to start reading</i>
	<i>I can complete phase 1 phonics.</i>

End of Reception

Bold type indicates EYFSP age related expectation for end of year

At the end of YR, children should be on the yellow band of AR

NB Key elements of each development stage are indicated in bold.

Additional statements not explicit in EYFSP20/21 are shown in italics.

Aspect	Target
Word reading	I can read individual letters by saying the sounds for them.
	I can blend sounds into words, so that I can read short words.
	I can read some letter groups that each represent one sound and say sounds for them.
	I can read a few sight words.
	I can read simple phrases and sentences made up of words with known letter sounds.
	<i>I can match spoken words to printed words</i>
Wider decoding and reading strategies	I can re-read books to build up my confidence in word reading I can develop my fluency, understanding and enjoyment.
	<i>I can locate familiar words in the text and use them to help me read.</i>
	<i>I can look at the first letter, make the sound and cross check with the picture.</i>

End of Year 1

Bold type indicates National Curriculum age related expectation for end of year

At the end of Y1, children should be on turquoise book band of the AR scheme

NB Key targets of each development stage are indicated in bold.

Additional statements not explicit in NC2014 are shown in italics.

Aspect	
Word reading	I use phonic knowledge to decode books accurately that have the phoneme / grapheme correspondences in that I know
	<i>I use phonic knowledge to help me to decode words from RR L17</i>
	I respond speedily with the correct sound for graphemes for all 40+ phonemes including alternative sounds for graphemes
	<ul style="list-style-type: none"> <i>I can read phase 2 graphemes and words with these in</i>
	<ul style="list-style-type: none"> <i>I can read phase 3 graphemes and words with these in</i>
	<ul style="list-style-type: none"> <i>I can read phase 5 graphemes and words with these in</i>
	I read exception / sight words from <i>phase 2 to phase 5</i> and spot unusual letter sound correspondences.
	I read words containing graphemes I know that have endings -s, -es, -ing, -ed, -ed, -er, and – est
	I read words with more than one syllable that contain graphemes I know
	<i>I check that what I say matches the expected letters and graphemes across the word.</i>
Wider decoding skills	I read words with missing letters and understand the apostrophe shows there is a missing letter e.g. I'm, I'll, we'll
	<i>I try to correct myself as I am reading</i>
	<i>I re-read words or phrases to check / confirm or problem - solve</i>
	I re-read sentences and books to build up fluency and confidence in word reading
	<i>I show awareness of a range of punctuation marks (?!.).</i>
<i>I locate some pages / sections of interest.</i>	
Comprehension strategies	I understand what I read and can retell it in sequence
	I talk about word meanings and I link new meanings to these
	I check the text makes sense to me as I read and I self-correct when I make mistakes.
	I make inferences on the basis of what is being done and make predictions on the basis of what has been read so far.
I am beginning to link what I read or hear read to my own experiences (using background knowledge)	
Response to text	<i>I identify simple features (language / structure) of key stories and simple non-fiction. (font styles, labels, titles, captions)</i>
	I am becoming very familiar with key stories, fairy stories and traditional tales and I can retell them.
	I listen to and discuss a wide range of poems, stories and non-fiction.
	I can explain clearly what I understand when someone reads to me.
	I am learning to appreciate rhymes and poems and I can recite some by heart.

End of Year 2

Bold type indicates National Curriculum age related expectation for end of year

At the end of Y2, children should be on the gold band of AR. Some children will reach the white band.

NB Key elements of each development stage are indicated in bold.

Additional statements not explicit in NC2014 are shown in italics.

Aspect	Target
Word reading	I read correctly by blending the sounds in words that contain the common graphemes for all 40+ phonemes
	I read accurately words of two or more syllables using a range of graphemes
	I sound out most new words correctly and fluently
	I read most words with common suffixes -ed, -ing, -est, -er, -ful
	I read a range of common exception / sight words
	<i>I use phonic knowledge to decode new text from RR L21 to RR L23 accurately and fluently</i>
Wider decoding and reading strategies	I check that the text makes sense to me as I read, thinking does it look right and make sense and I correct my mistakes
	I re-read books with fluency, expression and intonation to build up my confidence in reading
	<i>I am developing my skills to read silently or quietly to myself with increasing speed and independence</i>
	<i>I use punctuation to help me to read with expression and to keep track of information in longer sentences . ? ! ,</i>
Comprehension strategies	I predict what might happen on the basis of what I have read so far
	<i>I recall specific information from my reading or look back at the text to find information</i>
	I discuss the sequence of events in books and how information is related
	I make simple inferences on the basis of what is being said and done
	I talk about and clarify the meanings of words, linking new meanings to what I already know
	I use knowledge I already have to help me to understand text
	I answer and ask questions about what I read
Response to text	I listen to and can talk about different poetry, stories and information text including what I like and don't like
	I explain what has happened so far in what I have read and discuss my understanding of books, poems and other writing
	<i>I know and can recite poems with appropriate intonation to make the meaning clear</i>
	<i>I talk about my favourite words and phrases and identify familiar patterns in language</i>
	I recognise simple recurring literary language in stories and poems
	I make links between the book I am reading and other books I have read
	<i>I talk about how non-fiction books are structured e.g. contents, index, glossary, titles, sub title</i>

End of Year 3

Bold type indicates National Curriculum age related expectation for end of year.

At the end of Y3, children should be on the red band of AR. Some children will reach yellow band.

NB Key elements of each development stage are indicated in bold.

Additional statements not explicit in NC2014 are shown in italics.

Aspect	Target
Word reading	I use my developing understanding about root words, prefixes and suffixes to help me to read aloud with increasing fluency and understanding.
	I read a wider range of common exception / tricky words
	<i>I break words into syllables to decode unknown words speedily</i>
Wider decoding strategies	I notice mistakes I make in my reading <i>using meaning, language structures and visual information</i> and correct myself as a result
	<i>I use the range of punctuation accurately at the end of the sentence and commas within sentences to help to read with expression</i>
	<i>I re-read sentences from the beginning if I stopped to decode a difficult word to maintain the sense and my understanding of it</i>
	<i>I read silently most of the time and am developing better pace in reading.</i>
	<i>I sustain interest in longer texts, returning to them easily after a break</i>
Comprehension strategies	I use my developing knowledge about root words, prefixes and suffixes to help me to understand the meaning of new vocabulary.
	I explain the meaning of words in context
	<i>I ask about the meanings of words I don't understand</i>
	<i>I make simple connections within a text</i>
	I predict what might happen from details that are stated and implied
	I find and record information from non-fiction texts
	I check the text makes sense to me
	I ask questions to improve my understanding of a text
	I identify main ideas taken from a paragraph and summarise these
	I make inferences such as inferring characters' feelings and thoughts from their actions or from what they say.
<i>I find evidence from the text to help me to show my understanding.</i>	
Response to text	I understand what I read in books and can discuss this <i>including expressing opinions about what I have read.</i>
	I identify themes in a range of books.
	<i>I retell some stories orally</i>
	I listen to and can discuss a wide range of fiction, poetry, non-fiction and plays
	I read aloud and perform poems and play scripts showing my understanding through intonation, volume and actions.
	I recognise some different forms of poetry, stories and non-fiction texts
	<i>I talk about some organisational features of texts</i>

End of Year 4

Bold type indicates National Curriculum age related expectation for end of year

At the end of Y4, children should be on the yellow band of AR. Some children will reach orange band.

NB Key elements of each development stage are indicated in bold.

Additional statements not explicit in NC2014 are shown in italics.

Aspect	Target
Word reading	I use what I know about root words, prefixes and suffixes to help me to read aloud with fluency, understanding and expression
	I read a wider range of common exception / tricky words and I can see what makes them tricky.
	<i>I break words into different sized chunks, including syllables, to decode unknown words</i>
Wider decoding and reading strategies	I notice mistakes I make in my reading and correct them because the text doesn't make sense using meaning, language structure and visual information
	<i>I use the range of punctuation accurately both at the end of the sentence and within the sentence to help expression, pace, fluency and understanding</i>
	<i>I am developing my skills to skim read text and scan to find information and ideas.</i>
	<i>I re-read sentences from the beginning if I stopped to decode a difficult word to maintain the sense and my understanding of it</i>
Comprehension strategies	I use what I know about root words, prefixes and suffixes to help me to understand the meaning of new vocabulary.
	<i>I make sensible predictions about what might happen from details that are stated and implied and can justify my prediction by referring to the story</i>
	I identify and discuss words and phrases that make the reader interested.
	I explain the meaning of words in context
	<i>I ask about the meanings of words I don't understand</i>
	I use dictionaries to check the meaning of words I have read.
	<i>I make connections between different pieces of information I read within a text</i>
	I check the text makes sense to me
	I identify how language, structure and presentation contribute to meaning
	I ask questions to improve my understanding of a text
	I identify main ideas taken from more than one paragraph and summarise these
I make inferences such as inferring characters' feelings, thoughts and motives from their actions	
I find evidence from the text to help me to support inferences	
Response to reading	I understand what I read in books and can discuss this
	I find and record information from non-fiction texts
	I identify themes, structures and some purposes in a wide range of books.
	I listen to and can discuss a wide range of fiction, poetry, non-fiction and plays
	I read aloud and perform poems and play scripts showing my understanding through intonation, tone, volume and actions.
	I recognise some different forms of poetry, stories and non-fiction texts
	<i>I talk about organisational features of texts</i>

End of Year 5

Bold type indicates National Curriculum age related expectation for end of year

At the end of Y5, children should be on the orange band of AR.

NB Key elements of each development stage are indicated in bold. - Additional statements not explicit in NC2014 are shown in italics.

Aspect	Target
Word reading	I often apply my knowledge of root words, prefixes and suffixes to help me to read fluently and understand the meaning of new words.
	<i>I break long polysyllabic words into syllables with speed and read across the entire word.</i>
Wider decoding and reading strategies	<i>I read fluently with intonation, expression, appropriate pace and use of pauses to entertain and maintain interest</i>
	<i>I try to notice mistakes in my reading when reading higher level texts and sometimes correct them because the text doesn't make sense.</i>
	<i>I understand how the meaning of sentences is shaped by punctuation, word order and linking words and phrases and use the punctuation to help to show this.</i>
	<i>I scan text to find key words and phrases</i>
	<i>I skim read a text to get the gist of it.</i>
	<i>I know that I sometimes need to re-read a text carefully to understand it fully</i>
	<i>I read longer texts with increasing pace and stamina</i>
Comprehension strategies	I check books make sense to me and can talk about my understanding of <i>significant ideas, events and characters.</i>
	<i>I summarise the key points of a paragraph</i>
	<i>I summarise the main ideas drawn from more than one paragraph</i>
	<i>I explore the meaning of words in context and I ask about the meanings of words I don't understand</i>
	I predict what might happen from details stated and implied.
	I ask questions to improve my understanding.
	I understand how the language, structure and presentation contribute to meaning.
	<i>I make inferences such as inferring characters' feelings, thoughts and motives from their actions and I can sometimes find evidence to support this.</i>
<i>I connect the information that I read within paragraphs, texts and to other books</i>	
Response to text	<i>I sometimes give reasoned justifications for my views based on evidence from the text.</i>
	I am beginning to understand the difference between fact and opinion
	<i>I identify and discuss themes and conventions in a range of writing.</i>
	I comment on how and why a writer has used certain word choices
	I read poems and plays aloud and perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.
	I know a wider range of poetry by heart.
	I recommend books I have read to friends and give reasons for my choices.
	I read and understand texts (paper based and digital) that are structured in different ways and read for a range of purposes and can explain the main purpose of these.
	<i>I make comparisons within and across books commenting on similarities and differences.</i>
	I read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books building on my own and others' ideas
	<i>I can find, record and present information from non-fiction texts</i>

End of Year 6

Bold type indicates National Curriculum age related expectation for end of year

By the end of Y6, children should be on the orange band on AR. Some children will reach red dot band.

NB Key elements of each development stage are indicated in bold. - Additional statements not explicit in NC2014 are shown in italics.

Aspect	Target
Word reading	I apply my knowledge of root words, prefixes and suffixes to help me to read fluently and understand the meaning of new words.
	<i>I break long polysyllabic words into syllables with speed and read across the entire word.</i>
Wider decoding and reading strategies	<i>I read fluently with intonation and expression, pauses, pace and emphasis to interest and entertain the audience.</i>
	<i>I notice mistakes in my reading when reading higher level texts and correct them because the text doesn't make sense.</i>
	<i>I read longer complex sentences using commas, brackets, semi colons, colons and dashes accurately to help me and others to understand.</i>
	<i>I scan text to find key words and phrases</i>
	<i>I skim read text to get the gist of a passage</i>
	<i>I know that I sometimes need to re-read a text carefully to understand it fully</i>
Comprehension strategies	<i>I monitor my reading for sense and can talk in detail about my understanding,</i>
	I summarise succinctly the key point of a paragraph
	I summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.
	I explore the meaning of words in context and <i>I ask about the meanings of words I don't understand</i>
	I make inferences such as inferring characters' feelings, thoughts and motives from their actions and justify these with evidence.
	I give reasoned justifications for my views based on evidence from the text.
	<i>I predict what might happen from details stated and implied.</i>
	<i>I ask questions to improve my understanding.</i>
	I find, record and present information from non-fiction texts
	<i>I understand how the language, structure and presentation contribute to meaning.</i>
	<i>I draw on detail to give persuasive answers to questions</i>
Response to text	<i>I know the difference between fact and opinion and can identify this in a text</i>
	I comment on how and why a writer has used certain language, including figurative language (e.g. simile, metaphor, personification)
	I identify and discuss themes and conventions in and across a wide range of writing.
	<i>I read poems and plays aloud and perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.</i>
	<i>I know a wider range of poetry by heart.</i>
	<i>I recommend books I have read to friends and give reasons for my choices.</i>
	<i>I read and understand texts (paper based and digital) that are structured in different ways and read for a range of purposes and can explain the main purpose of these.</i>
	I explain and discuss my understanding of what I have read including through presentation and debates, keeping to my focus, using notes where needed.
	<i>I make comparisons within and across books commenting on similarities and differences.</i>

Year 7)

Bold type indicates age related expectation for end of year

Green and blue dots on AR.

NB Key elements of each development stage are indicated in bold.

Additional statements not explicit in NC2014 are shown in italics

Aspect	Target
Word decoding and reading	<i>I skim and scan effectively and quickly to find or check information</i>
	I check my understanding to make sure what I have read makes sense
	I learn new vocabulary, relating it explicitly to vocabulary I know and using context and dictionaries to help me to understand it.
Comprehension	<i>I understand PEE in response to questions: I make my point then try to back it up with evidence and examples from the text</i>
	I make <i>simple and complex</i> inference and refer to evidence in the text
	I uncover different layers of meaning
	I know how grammar, text structure and organisational features contribute to meaning
	<i>I retrieve and collate information from a range of sources</i>
	I explain the impact of the context on the text
Author purposes, impact on the reader	I use my knowledge of the purpose, audience and context of the writing to support my understanding
	I discuss how the language choices support the writer's theme and purpose in non-fiction text
	I discuss and evaluate how authors' use language and vocabulary, including figurative language (e.g. simile, metaphor, personification) presents meaning
	I can identify and evaluate techniques the author has used to create mood, feelings, messages and attitudes
	<i>I identify and explain the viewpoint of the author and explain the effect on the reader</i>
	<i>I identify and explain the overall effect of a text on the reader.</i>
	<i>I explain how the context of when the text was written influences the meaning.</i>
	<i>I am improving my ability to evaluate texts by comparing how different sources treat the same information</i>
	I read a wide range of fiction and non-fiction including novels, short stories, poems and plays covering wide range of genres, historical periods, forms and authors
	I extract and evaluate relevant information from more complex texts
	I show a confident awareness of the effect of the text, with explanation
	I discuss how structural choices support the writer's theme and purpose
	I analyse and evaluate the styles of individual writers and poets, providing evidence and justifying interpretations
	I recognise a range of poetic conventions and understand how these have been used
	I articulate personal responses to literature, identifying how and why the texts affect the reader due to the author intent
	I understand how the work of dramatists is communicated effectively through performance and how alternative staging allows for different interpretations of a play
I re-read books to make me more familiar with them and give me a basis for making critical comparisons across texts	