

Leominster Primary School

The Intent, Implementation and Impact of our Reading Curriculum

We aim to provide a high-quality reading education by teaching every child to read and keep them reading.

Why? To change everything: reading trumps background.





INTENT Reception and KS1

Children learn to read using the simple view of reading: we teach both word-reading and language comprehension.

Word reading

Children learn a simple alphabetic code, followed later by a more complex code. All reading books progress cumulatively, matched to the sounds children know.

Language comprehension in KS1 and Reception

We help children enjoy stories and poems from the minute they come into school. We know and love the books we read aloud, so children will want to hear the same story over and over again. We use similar emphasis and intonation on each reading, so children can join in the retelling.

INTENT KS2

To encourage children who can read, to read widely and often for themselves.

To ensure children have access to the best books available, written by authors for children to read and enjoy. Books that will encourage children to:

- Feel something: curiosity, anger, anxiety, excitement, amusement
- Seek something: pleasure, challenge, fulfilment, comfort, escape
- Learn something new, either connected with something we're teaching or something they might already be interested in

To develop positive attitudes to reading and encourage children to participate in discussion about books they have read

Reading comprehension relies heavily on background knowledge and vocabulary. Our aim is to make it more likely that a child will understand the next book they read.

To support children's word reading skills by:

- Teaching children to apply their knowledge of root words, prefixes and suffixes to unfamiliar words
- To support the children in their understanding of new words they meet

All the above to develop resilience



This is the knowledge and understanding gained at the end of each year group:

	KS1		KS2			
Reading – Word Reading	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Phonics and Decoding	<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 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 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</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,</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>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 accurately read most words of two or more syllables.</p> <p>To read most words containing common suffixes.*</p>	<p>suffixes/word endings, including -ation, -ly, -ous, -ture, -sure, -sion, -tion, -ssion and -cian, to begin to read aloud.*</p>		<p>including -sion, -tion, -cial, -tial, -ant/-ance/-ancy, -ent/-ence/-ency, -able/-ably and -ible/ibly, to read aloud fluently.*</p>
<p>Common Exception 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 sound and where 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>
<p>Fluency</p>	<p>To accurately read texts that are consistent with their developing phonic knowledge, that do not require them to use other strategies to work out words.</p> <p>To reread texts to build up fluency and confidence in word reading.</p>	<p>To read aloud books (closely matched to their improving phonic knowledge), sounding out unfamiliar words accurately, automatically and without undue hesitation.</p> <p>To reread these books to build up fluency and</p>	<p><i>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.</i></p>		

		<p>confidence in word reading.</p> <p>To read words accurately and fluently without overt sounding and blending, e.g. at over 90 words per minute, in age-appropriate texts.</p>				
Reading – Comprehension	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Understanding and Correcting Inaccuracies	To check that a text makes sense to them as they read and to self-correct.	<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	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 participate in discussion about books, poems and other works that are read to them (at a level beyond at which they can read independently) and	To recognise, listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.	<p>To discuss and compare texts from a wide variety of genres and writers.</p> <p>To read for a range of purposes.</p>	To read a wide range of genres, identifying the characteristics of text types (such as the use of the first person in	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

<p>To link what they have read or have read to them to their own experiences.</p> <p>To retell familiar stories in increasing detail.</p> <p>To join in with discussions about a text, taking turns and listening to what others say.</p> <p>To discuss the significance of titles and events.</p>	<p>those that they can read for themselves, explaining their understanding and expressing their views.</p> <p>To become increasingly familiar with and to retell a wide range of stories, fairy stories and traditional tales.</p> <p>To discuss the sequence of events in books and how items of information are related.</p> <p>To recognise simple recurring literary language in stories and poetry.</p> <p>To ask and answer questions about a text.</p> <p>To make links between the text they are reading and other texts they have read (in texts that they can read independently).</p>	<p>To use appropriate terminology when discussing texts (plot, character, setting).</p>	<p>To identify themes and conventions in a wide range of books.</p> <p>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).</p> <p>To identify how language, structure and presentation contribute to meaning.</p> <p>To identify main ideas drawn from more than one paragraph and summarise these.</p>	<p>writing diaries and autobiographies) and differences between text types.</p> <p>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.</p> <p>To identify main ideas drawn from more than one paragraph and to summarise these.</p> <p>To recommend texts to peers based on personal choice.</p>	<p>literary heritage and books from other cultures and traditions.</p> <p>To recognise more complex themes in what they read (such as loss or heroism).</p> <p>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.</p> <p>To listen to guidance and feedback on the quality of their explanations and contributions to discussions and to make improvements when participating in discussions.</p> <p>To draw out key information and to summarise the main ideas in a text.</p> <p>To distinguish independently between statements of fact and opinion, providing reasoned justifications for their views.</p>
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						To compare characters, settings and themes within a text and across more than one text.
Words in Context and Authorial Choice	To discuss word meaning and link new meanings to those already known.	To discuss and clarify the meanings of words, linking new meanings to known vocabulary. To discuss their favourite words and phrases.	To check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context. To discuss authors' choice of words and phrases for effect.	Discuss vocabulary used to capture readers' interest and imagination.	To discuss vocabulary used by the author to create effect including figurative language. To evaluate the use of authors' language and explain how it has created an impact on the reader.	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.
Inference and Prediction	To begin to make simple inferences. To predict what might happen on the basis of what has been read so far.	To make inferences on the basis of what is being said and done. To predict what might happen on the basis of what has been read so far in a text.	To ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives.	To draw inferences from characters' feelings, thoughts and motives that justifies their actions, supporting their views with	To draw inferences from characters' feelings, thoughts and motives. To make predictions	To consider different accounts of the same event and to discuss viewpoints (both of authors and of fictional characters). To discuss how characters change and develop through texts by drawing

			To justify predictions using evidence from the text.	evidence from the text. To justify predictions from details stated and implied.	based on details stated and implied, justifying them in detail with evidence from the text.	inferences based on indirect clues.
Poetry and Performance	To recite simple poems by heart.	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.	To prepare and perform poems and play scripts that show some awareness of the audience when reading aloud. To begin to use appropriate intonation and volume when reading aloud.	To recognise and discuss some different forms of poetry (e.g. free verse or narrative poetry). To prepare and perform poems and play scripts with appropriate techniques (intonation, tone, volume and action) to show awareness of the audience when reading aloud.	To continually show an awareness of audience when reading out loud using intonation, tone, volume and action.	To confidently perform texts (including poems learnt by heart) using a wide range of devices to engage the audience and for effect.

Non-Fiction		To recognise that non-fiction books are often structured in different ways.	To retrieve and record information from non-fiction texts.	<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>	To use knowledge of texts and organisation devices to retrieve, record and discuss information from fiction and non-fiction texts.	<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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IMPLEMENTATION Reception and KS1

This is how it works:

- English writing lessons have a foci on a range of high quality texts
- Daily 30 minutes of Read, Write, Inc (phonics and reading) grouped across Reception, Year 1 and Year 2
- Twice a week whole class reading comprehension
- Regular 1:1 reading
- At least three times a week story time to share the love of reading

Word reading

- High quality texts are chosen linked to topics, where possible
- Going home books are stored in each classroom for children to choose their books independently to enthuse a love of reading
- RWI books are stored in central location
- RWI teachers will send home Book-Bag books based on the sounds the children have learnt and they will read them aloud to the children before they take them home to read



- Miscue analysis used at least once half termly to assess reading level
- Half-termly Read, write, inc assessments to group the children

Language comprehension

1. We decide the books that are enjoyable to read to children. We select:
 - Stories that elicit a response: curiosity, anger, anxiety, excitement, amusement
 - Non-fiction either connected with something that we are teaching or something the children might be interested in
2. We make sure we have read books ourselves before reading it to the children so that we share our excitement with the children and children are excited about the text
3. We set up a reading area in each classroom
 - Start by selecting 30 books, gradually adding more week by week, taking out others as the year progresses
 - Create a 'window display' of themed books – by author or theme
 - Set up a table top display of our favourite five story books with book marks to sell the book to the child e.g. this book is funny. This book is sad etc. This supports democracy in our school through voting for our top five.
4. We read stories to children with love, confidence and enjoyment

All language comprehension skills are objective based taken from whole school progression of skills

IMPLEMENTATION KS2

This is how it works:

- English writing lessons have a focus on a range of high quality texts, across a range of genres, to provide opportunities for children to be exposed to different types of texts
- Daily quiet reading to encourage reading for pleasure and time for teachers to read 1:1 with children
- Daily opportunities for children to complete their 'Accelerated Reader' quizzes and work towards moving up the levels
- Whole class reading 5 x per week. 3 sessions a week, classes will study whole books, with a focus on high quality reading modelling from the teacher, discussion and questioning. Teachers will explain settings, characters, plots and themes to children and then question them to see what they remember. We will use 'The Literacy Shed +' to resource and support these lessons. 2 lessons per week will be 'VIPERS' skills lessons where reading skills will be explicitly taught and practiced. VIPERS is an acronym to aid the recall of the 6 reading domains as part of the UK's reading curriculum. They are the key areas which we feel children need to know and understand in order to improve their comprehension of texts. VIPERS stands for:
 - V**ocabulary
 - I**nference
 - P**rediction
 - E**xplanation



Retrieval

Sequence or Summarise

The 6 domains focus on the comprehension aspect of reading and not the mechanics: decoding, fluency, prosody etc. As such, VIPERS is not a reading scheme but rather a method of ensuring that teachers ask, and students are familiar with, a range of questions. They allow the teacher to track the type of questions asked and the children's responses to these which allows for targeted questioning afterwards

- Provide opportunities for story time when appropriate – such as the end of the day

Word reading

- High quality texts are chosen linked to topics, where possible, so as to provide more meaningful learning
- Accelerated reader books are stored in a central location for children to choose their books independently to enthuse a love of reading

Language comprehension

- All language comprehension skills are objective based and taken from the whole school progression of skills
- We talk to children about what they are reading and engage them in conversation about characters, plots, themes, etc. We then promote similar authors and books by the same author
- Daily opportunities for children to quiz after completing their Accelerated Reader books ensure that staff and children can check their understanding of what has been read

This is what adults will do across the whole school:

- Learning walks to ensure that reading / phonics are being taught
- Support, encourage and foster a love for reading
- Members of staff to listen to readers at different parts of the day
- Research new innovative techniques / programmes
- Leaders to provide opportunities for staff training across the school

This is how we support:

- Use of coloured overlays / paper for preferences
- Fred talk for decoding
- Offer children intervention in addition to main class teaching:
 - Children are assessed on entry point
 - Clear expectations are highlighted for end of intervention
 - Small group / 1:1 adult support then put into place



- For all other children:
 - In Reception / KS1 Read, write inc assessments group children accordingly
 - We use teacher and self-assessment to quickly identify any child who requires additional support

This is how we challenge:

- Read, Write, Inc assessments ensure children are accurately grouped
- Miscue assessments ensure children are at appropriate level
- Greater depth children in KS1 make links between the book they are reading and other books they have read
- Greater depth children in Year 6 have opportunities to work in small groups with a teacher to further challenge their reasoning and comprehending
- Teachers monitor results from Accelerated Reader quizzes to ensure that children are choosing books with an appropriate level of challenge and direct children to genres and authors that offer more breadth to their reading
- Provide opportunities for children to take part in selected festivities in the community – eg. Hay Festival

IMPACT

This is what you might typically see:

- Happy and engaged learners
- Open ended investigations- low threshold/high ceiling tasks
- Different representations of texts
- Paired/group work
- A range of different activities including use of technology
- Engagement and perseverance
- Self-motivated children
- Resilient learners
- Children talking positively
- Classrooms which promote reading for pleasure through bright and inviting book corners and displays

Word reading

We aim for Read, Write, Inc to become redundant by the middle of Year 2

Language comprehension

Teachers



- Know the importance of reading
- Know how to engage children in texts when reading aloud

Parents

- Know the importance of reading to their children at home
- School gives guidance on how they can read to their children
- School encourages children to read regularly with their children through incentives

Children

- Enjoy listening to stories and poems
- Can join in with familiar stories and poems
- Learn new vocabulary
- Talk about the books that they have enjoyed learning
- Utilise the language and vocabulary from books they have read in their own writing

This is how we know how well our children are doing:

- Tracking
- Pupil progress meetings
- Teacher assessment/ targets
- Marking and feedback
- Forensic analysis of test / assessment results
- Targeted use of TAs
- Pupil voice

This is the impact of teaching:

- Confident children who can talk about what they have read
- Children who are enjoying their learning in Reading sessions
- Depth of understanding/application in different reading skills
- Children ready for the next step in education



- Fluent readers who can comprehend
- Children will be able to transfer the taught skills into their reading and writing