Reading
Phonics - Accelerated Reader



Our Approach to Reading at Higher Failsworth Primary School

Intent

At Higher Failsworth Primary School, we aim to provide children with an English-rich environment which provides a rich cultural, emotional and diverse reading curriculum. We strive to ensure that all our learners learn to read regardless of their background, needs or ability. We use high quality texts and inspiring learning opportunities to ensure that our learners:

- Gain a life-long enjoyment of reading;
- Can read easily, fluently and with good understanding;
- Develop the habit of reading widely and often, both for pleasure and information;
- Apply a knowledge of structured synthetic phonics, through RWI, in order to decode unfamiliar words with increasing accuracy and speed;
- Be able to read with expression, clarity and confidence;
- Acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading;
- Appreciate our rich and varied literary heritage;
- Read and respond to a wide range of texts;
- Develop a deeper level of emotional intelligence and empathy;
- Enjoy a pleasurable reading environment in which all children feel confident to express themselves;
- Are exposed to high quality English experiences through a cross-curricular topic approach;
- Read fluently, and with confidence, in any subject in their forthcoming secondary education.

Implementation

At Higher Failsworth, we adopt a collaborative approach to the teaching of reading to ensure all needs are catered for and met. Whole class, guided, partner and independent work are at the heart of delivering our reading curriculum. Through the delivery of our reading curriculum, we ensure:

- A consistent and robust teaching and learning of early reading and phonics in FS and KS1, so that pupils are able to read with increased speed and fluency and access the wider curriculum;
- That all pupils are provided with books that match and support their phonics development and ability through the Read Write Inc. early reading and phonics programme.
- That all pupils have opportunities to develop their reading skills daily, and are encouraged to read at home with an adult.
- That all pupils are provided with a text rich environment in order to encourage a positive culture of reading throughout all classes and promote pupils' enjoyment of reading.
- That high quality teaching and learning experiences we will develop children's skills and competence.
- The use of core texts which underpin the majority of our English lessons;
- The use of high quality texts whereby pupils are encouraged to develop their vocabulary, consider a range of issues and deeper meanings in texts, develop comprehension skills and enjoyment of books;
- That reading skills are continually developed through the wider curriculum.

Impact

As a result of our Reading Curriculum, all pupils will be able to read with accuracy, speed, confidence, fluency and understanding, ready to access the secondary school curriculum. We know that:

- All pupils will make at least good progress from their starting points;
- All pupils will develop a lifelong enjoyment of reading and books;
- Regular and summative assessment of reading and phonics skills allows for any child in need of intervention to receive it and catch up quickly;
- Through teaching and learning observations, there is evidence of resilience and increased enjoyment of Reading;
- Pupils become fluent readers, confident speakers and willing writers;
- Reading for pleasure is the cornerstone of our approach, with an inviting and well organised school library which children access both within the timetable and in their own time;
- High standards of handwriting, across the curriculum, has developed our children's personal care, pride, concentration and perseverance;
- Within writing, pupils challenge themselves to use higher level vocabulary in spoken and written work.

Reading - Threshold Concepts



At Higher Failsworth, we follow the EYFS Early Learning Goals for Literacy where pupils are early identified to begin the Read, Write, Inc Phonics programme which continues until the majority of our pupils are able to access and achieve in the Phonics Screener (in which the first assessment takes place in Year 1). Pupils in Year 2 onwards are then exposed to Reading VIPERS (Vocabulary, Inference, Prediction, Explanation, Retrieval, Sequencing and Summarising).

EYFS Early Learning Goals for Reading

Comprehension	• Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. • Anticipate (where appropriate) key events in stories. • Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.
Word Reading	• 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.
Writing	• Write recognisable letters, most of which are correctly formed. • Spell words by identifying sounds in them and representing the sounds with a letter or letters. • Write simple phrases and sentences that can be read by others.



Reading - Phonics and Decoding

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
• Apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent • Responds speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes. • Reads accurately by blending sounds in unfamiliar words containing GPCs that have been taught. • Reads common exception words, noting unusual correspondences between spelling and sound and where these occur in the word. • Reads words containing GPCs and –s, -es, -ing, -ed, -er and –est endings. • Reads words with other words of more than one syllable that contain taught GPCs. • Reads words with contractions (for example I'm, I'll, we'll), and understand that the apostrophe represents the omitted letter(s). • Reads aloud accurately books that are consistent with their developing phonic knowledge and that do not require use of other strategies to work out words. • Re-reads books to build up fluency and confidence in word reading. • Reads accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes. • Reads accurately words of two or more syllables that contain the same graphemes as above. • Reads words containing common suffixes.	• Reads further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word. • Reads most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered. • Reads aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation. • Re-reads books to build up fluency and confidence in word reading.	• Applies their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English appendix 1 to read aloud. • Reads further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.	• Applies their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English appendix 1 to read aloud. • Reads further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.	• Applying their growing knowledge of root words, prefixes and suffixes (morphology and etymology) to read aloud new words that they meet.	• Applying their growing knowledge of root words, prefixes and suffixes (morphology and etymology) to read aloud new words that they meet.

Reading - Vocabulary

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
• Discussing word meanings, linking new meanings to those already known • Draw upon knowledge of vocabulary in order to understand the text • Join in with predictable phrases • Use vocabulary given by the teacher • Discuss his/her favourite words and phrases	• Discussing and clarifying the meanings of words; link new meanings to known vocabulary. • discussing their favourite words and phrases. • recognise some recurring language in stories and poems	• Use dictionaries to check the meaning of words that they have read • Discuss words that capture the reader's interest or imagination • Identify how language choices help build meaning • Find the meaning of new words using substitution within a sentence.	• Using dictionaries to check the meaning of words that they have read • Use a thesaurus to find synonyms • Discuss why words have been chosen and the effect these have on the reader • Explain how words can capture the interest of the reader • Discuss new and unusual vocabulary and clarify the meaning of these • Find the meaning of new words using the context of the sentence	• Explore the meaning of words in context, confidently using a dictionary • Discuss how the author's choice of language impacts the reader • Evaluate the author's use of language • Investigate alternative word choices that could be made • begin to look at the use of figurative language • use a thesaurus to find synonyms for a larger variety of words • re-write passages using alternative word choices • read around the word' and *explore its meaning in the broader context of a section or paragraph	• Evaluate how the authors' use of language impacts upon the reader • Find examples of figurative language and how this impacts the reader and contributes to meaning or mood. • Discuss how presentation and structure contribute to meaning. • Explore the meaning of words in context by 'reading around the word' and independently explore its meaning in the broader context of a section or paragraph.



Reading - Inference

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
• Children make basic inferences about characters' feelings by using what they say as evidence. • Infer basic points with direct reference to the pictures and words in the text • Discuss the significance of the title and events • Demonstrate simple inference from the text based on what is said and done	• Make inferences about characters' feelings using what they say and do. • Infer basic points and begin, with support, to pick up on subtle references. • Answering and asking questions and modifying answers as the story progresses • Use pictures or words to make inferences	• Children can infer characters' feelings, thoughts and motives from their stated actions. • Justify inferences by referencing a specific point in the text. • Ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives. • Make inferences about actions or events	• Ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives (I know this because questions) • Infer characters' feelings, thoughts and motives from their stated actions. • Consolidate the skill of justifying them using a specific reference point in the text • Use more than one piece of evidence to justify their answer	• Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. • Make inferences about actions, feelings, events or states • Use figurative language to infer meaning • Give one or two pieces of evidence to support the point they are making. • Begin to draw evidence from more than one place across a text.	• Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. • Discuss how characters change and develop through texts by drawing inferences based on indirect clues. • Make inferences about events, feelings, states backing these up with evidence. • Infer characters' feelings, thoughts and motives, giving more than one piece of evidence to support each point made. They can draw evidence from different places across the text



Reading - Predicting

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
• Predicting what might happen on the basis of what has been read so far in terms of story, character and plot • Make simple predictions based on the story and on their own life experience. • Begin to explain these ideas verbally or through pictures.	• Predicting what might happen on the basis of what has been read in terms of plot, character and language so far • Make predictions using their own knowledge as well as what has happened so far to make logical predictions and give explanations of them	• Justify predictions using evidence from the text. • Use relevant prior knowledge to make predictions and justify them. • Use details from the text to form further predictions.	• Justify predictions using evidence from the text. • Use relevant prior knowledge as well as details from the text to form predictions and to justify them. • Monitor these predictions and compare them with the text as they read on	• Predicting what might happen from details stated and implied • Support predictions with relevant evidence from the text. • Confirm and modify predictions as they read on.	• Predicting what might happen from details stated and implied • Support predictions by using relevant evidence from the text • Confirm and modify predictions in light of new information.



Reading - Explaining

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
• Give my opinion including likes and dislikes (not nc objective). • Link what they read or hear to their own experiences • Explain clearly my understanding of what has been read to them • Express views about events or characters	• Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves • Express my own views about a book or poem • Discuss some similarities between books • Listen to the opinion of others	• Discussing the features of a wide range of fiction, poetry, plays, non-fiction and reference books • Identifying how language, structure, and presentation contribute to meaning of both fiction and non-fiction texts • Recognise authorial choices and the purpose of these	• Discussing words and phrases that capture the reader's interest and imagination • Identifying how language, structure, and presentation contribute to meaning • Recognise authorial choices and the purpose of these	• Provide increasingly reasoned justification for my views • Recommend books for peers in detail • Give reasons for authorial choices • Begin to challenge points of view • Begin to distinguish between fact and opinion • Identifying how language, structure and presentation contribute to meaning • Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader • Explain and discuss their understanding of what they have read, including through formal presentations and debates.	• Provide increasingly reasoned justification for my views • Recommend books for peers in detail • Give reasons for authorial choices • Begin to challenge points of view • Begin to distinguish between fact and opinion • Identifying how language, structure and presentation contribute to meaning • Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader • Explain and discuss their understanding of what they have read, including through formal presentations and debates. • Distinguish between fact, opinion and bias explaining how they know this



Reading - Retrieval

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
• Answer a question about what has just happened in a story. • Develop their knowledge of retrieval through images. • Recognize characters, events, titles and information. • Recognize differences between fiction and non-fiction texts. • Retrieve information by finding a few key words. • Contribute ideas and thoughts in discussion	• Independently read and answer simple questions about what they have just read. • Asking and answering retrieval questions • Draw on previously taught knowledge • Remember significant event and key information about the text that they have read monitor their reading, checking words that they have decoded, to ensure that they fit within the text they have already read	• Use contents page and subheadings to locate information • Learn the skill of 'skim and scan' to retrieve details. • Begin to use quotations from the text. • Retrieve and record information from a fiction text. • Retrieve information from a non-fiction text	• Confidently skim and scan texts to record details, • Using relevant quotes to support their answers to questions. • Retrieve and record information from a fiction or non-fiction text.	• Confidently skim and scan, and also use the skill of reading before and after to retrieve information. • Use evidence from across larger sections of text • Read a broader range of texts including myths, legends, stories from other cultures, modern fiction and archaic texts. • Retrieve, record and present information from non-fiction texts. • Ask my own questions and follow a line of enquiry.	• Children confidently skim and scan, and also use the skill of reading before and after to retrieve information. *They use evidence from across whole chapters or texts • Read a broader range of texts including myths, legends, stories from other cultures, modern fiction, plays, poetry and archaic texts. • Retrieve, record and present information from a wide variety of non-fiction texts. • Ask my own questions and follow a line of enquiry.



Reading - Summarising and Sequencing

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
• Retell familiar stories orally e.G fairy stories and traditional tales • Sequence the events of a story they are familiar with • Begin to discuss how events are linked	• Discuss the sequence of events in books and how items of information are related. • Retell using a wider variety of story language. • Order events from the text. • Begin to discuss how events are linked focusing on the main content of the story.	• Identifying main ideas drawn from a key paragraph or page and summarising these • Begin to distinguish between the important and less important information in a text. • Give a brief verbal summary of a story. • Teachers begin to model how to record summary writing. • Identify themes from a wide range of books • Make simple notes from one source of writing	• Use skills developed in year 3 in order to write a brief summary of main points, identifying and using important information. • Identifying main ideas drawn from more than one paragraph. • Identify themes from a wide range of books • Summarise whole paragraphs, chapters or texts • Highlight key information and record it in bullet points, diagrams, maps etc	• Summarising the main ideas drawn from more than one paragraph, page, chapter or the entire text identifying key details to support the main ideas. • Make connections between information across the text and include this is an answer. • Discuss the themes or conventions from a chapter or text • Identify themes across a wide range of writing	• Summarise information from across a text and link information by analysing and evaluating ideas between sections of the text. • Summarising the main ideas drawn from more than one paragraph, identifying key details to support the main ideas • Make comparisons across different books. • Summarise entire texts, in addition to chapters or paragraphs, using a limited amount of words or paragraphs.



Reading Long Term Plan: Year 2 - Year 6

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 2	Still accessing Phonics Squash and squeeze (2.8) Aliens love underpants (2.8) Incredible book eating boy (2.8)	Still accessing Phonics How to hide a lion(3.3) Shopping Basket(3.3) Smartest Giant in Town (3.4)	Still accessing phonics Meerkat mail (3.4) Poem	Squash and squeeze (2.8) Aliens love underpants (2.8) Incredible book eating boy (2.8) Magic finger (3.1) chapter book Poem	How to hide a lion(3.3) Shopping Basket(3.3) Smartest Giant in Town (3.4) Tear thief (4.3) Poem	Burglar bill (3.4) Giraffes can't dance(3.8) The day the crayons quit (3.8) Giraffe the pelly and me (4.7) Poem
Year 3	Owl babies (2.4) The Owl who was afraid of the dark (2.7)	Winnie in the winter (2.7) Flat Stanley(book level 3.2) age 5-8	The tunnel (2.7) Fantastic Mr Fox (book level 4.1)	Funnybones (3.)6 Bill's New Frock(book level 4.3)	The Owl who was afraid of the dark (2.7) A Hundred Mile An Hour Dog (book level 4.8)	Flat Stanley(3.2) Hodgeheg(5.2)
Year 4	The Roman Bean Feast (level 3.2) 9-13	The Twits (book level 4.4) age 9-13	The king who threw away his throne (level 4.1) age 9-13	Charlotte's Web (reading level 4.4) 9-13	Plague: A Cross on the Door (reading level 4.2) age 9-13	Iron Man book level (4.7) age 9-13
Year 5	The Butterfly Lion(4.6)	The Explorer (4.5)	Who Let the Gods Out (5.8)	Desperate desserts(5.1)	Goodnight Mr Tom (5.1)	How to Train Your Dragon (6.7)
Year 6	The Boy at the Back of the Class (book level 5.4)	Holes (4.6)	Friend or Foe (4.6)	Kensuke's Kingdom (4.7)	Consolidation of reading skills	Non Fiction text

Children in year 2 have access to RWI until the second autumn term. If they are prepared to move on from RWI, they will begin guided reading. By spring 2, the majority of children have access to two distinct groups of guided reading depending on their reading level.



Every week, all year groups utilise a non-fiction text to expand their repertoire of text genres.
Each term, all year groups will utilise a poetry text for a week.