

Subject

Reading

Aims/Intent

INTENT = Every child a *fluent* reader!

English has a pre-eminent place in education and in society. The high-quality English Curriculum at Weston School teaches pupils to fluently communicate their ideas and thoughts from their reading to others.

Through reading, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually – and also imaginatively. Literature plays a key role in such development. Reading enables pupils both to acquire knowledge (cultural capital) and to build on what they already know.

The overarching aim for English in the national curriculum and in Weston School is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written language, and to develop their love of literature through widespread reading for enjoyment.

The Weston Reading Curriculum aims to ensure that all pupils:

- **read easily, fluently and with good understanding**
- **develop the habit of reading widely and often, for both pleasure and information**
- **acquire a wide vocabulary (increasing cultural capital), an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language**
- **appreciate our rich and varied, diverse literary heritage through offering the best literature as models**
- **use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas.**

The programmes of study for reading consist of 2 dimensions:

- word reading
- comprehension (both listening and reading)

In Weston School teaching focuses on developing pupils' competence in both dimensions; thus, different kinds of teaching are needed for each.

Skilled word reading involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Underpinning both is the understanding that the letters on the page represent the sounds

in spoken words. This is why phonics is emphasised in the early teaching of reading to beginners (ie unskilled readers) when they start school. The school have purchased the 'Little Wandle' phonics scheme to support the teaching and learning of phonics. Reading books are purchased and used to match reading levels with phonic phases. Pre-readers are encouraged to develop a love and understanding of the concept of a book through well-chosen core picture books.

Good comprehension draws from linguistic knowledge (in particular of vocabulary and grammar) and on knowledge of the world. Comprehension skills develop through pupils' experience of high-quality discussion with the teacher in Guided Reading/English lessons, as well as from reading and discussing a range of stories, poems and non-fiction from the school's library. We use 'Blanks Level questioning techniques to assess and develop pupils' understanding of the texts read. All pupils are encouraged to read widely across both fiction and non-fiction to develop their knowledge of themselves and the world they live in, to establish an appreciation and love of reading, and to gain knowledge across the curriculum. Reading widely and often increases pupils' vocabulary because they encounter words they would rarely hear or use in everyday speech – increasing their cultural capital. Reading also feeds pupils' imagination and opens up a treasure house of wonder and joy for curious young minds.

Curriculum Content:

Nursery

Pupils will be taught to:

- 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
- Develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother
- Engage in extended conversations about stories, learning new vocabulary.

Reception

Pupils will be taught to:

- Read individual letters by saying the sounds for them.
- Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.
- Read some letter groups that each represent one sound and say sounds for them.
- Read a few common exception words matched to the school's phonic programme.
- Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.
- Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.

Pupils will also re-visit learning from the prior year group to reinforce connections and to help them to truly master the learning.

Year 1

Word reading

Pupils will be taught to:

- apply phonic knowledge and skills as the route to decode words
- respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes
- read accurately by blending sounds in unfamiliar words containing GPCs that have been taught
- read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
- read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings
- read other words of more than one syllable that contain taught GPCs
- read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)
- read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words
- re-read these books to build up their fluency and confidence in word reading.

Comprehension

Pupils will be taught to:

-develop pleasure in reading, motivation to read, vocabulary and understanding by:

- listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently
- being encouraged to link what they read or hear read to their own experiences
- becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics
- recognising and joining in with predictable phrases
- learning to appreciate rhymes and poems, and to recite some by heart
- discussing word meanings, linking new meanings to those already known

-understand both the books they can already read accurately and fluently and those they listen to by:

- drawing on what they already know or on background information and vocabulary provided by the teacher
- checking that the text makes sense to them as they read and correcting inaccurate reading
- discussing the significance of the title and events
- making inferences on the basis of what is being said and done
- predicting what might happen on the basis of what has been read so far

-participate in discussion about what is read to them, taking turns and listening to what others say

-explain clearly their understanding of what is read to them

Pupils will also re-visit learning from prior year groups to reinforce connections and to help them to truly master the learning.

Year 2

Word Reading

Pupils will be taught to:

- continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent
- read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes
- read accurately words of two or more syllables that contain the same graphemes as above
- read words containing common suffixes
- read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
- read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered
- read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation
- re-read these books to build up their fluency and confidence in word reading

Comprehension

Pupils will be taught to:

-develop pleasure in reading, motivation to read, vocabulary and understanding by:

- listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently
- discussing the sequence of events in books and how items of information are related
- becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales
- being introduced to non-fiction books that are structured in different ways
- recognising simple recurring literary language in stories and poetry
- discussing and clarifying the meanings of words, linking new meanings to known vocabulary
- discussing their favourite words and phrases
- continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear

-understand both the books that they can already read accurately and fluently and those that they listen to by:

- drawing on what they already know or on background information and vocabulary provided by the teacher
- checking that the text makes sense to them as they read and correcting inaccurate reading
- making inferences on the basis of what is being said and done
- answering and asking questions
- predicting what might happen on the basis of what has been read so far

-participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say

-explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.

Pupils will also re-visit learning from prior year groups to reinforce connections and to help them to truly master the learning.

Years 3 & 4

Word Reading

Pupils will be taught to:

- apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in [English Appendix 1](#), both to read aloud and to understand the meaning of new words they meet
- read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word

Comprehension

Pupils will be taught to:

-develop positive attitudes to reading and understanding of what they read by:

- listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- reading books that are structured in different ways and reading for a range of purposes
- using dictionaries to check the meaning of words that they have read
- increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally
- identifying themes and conventions in a wide range of books
- preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action
- discussing words and phrases that capture the reader's interest and imagination
- recognising some different forms of poetry [for example, free verse, narrative poetry]

- understand what they read, in books they can read independently, by:

- checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context
- asking questions to improve their understanding of a text
- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- predicting what might happen from details stated and implied
- identifying main ideas drawn from more than one paragraph and summarising these
- identifying how language, structure, and presentation contribute to meaning

-retrieve and record information from non-fiction

-participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say

Pupils will also re-visit learning from prior year groups to reinforce connections and to help them to truly master the learning.

Years 5 & 6

Word Reading

Pupils will be taught to:

- apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in [English Appendix 1](#), both to read aloud and to understand the meaning of new words that they meet.

Comprehension

Pupils will be taught to:

-maintain positive attitudes to reading and understanding of what they read by:

- continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- reading books that are structured in different ways and reading for a range of purposes
- increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions
- recommending books that they have read to their peers, giving reasons for their choices
- identifying and discussing themes and conventions in and across a wide range of writing
- making comparisons within and across books
- learning a wider range of poetry by heart
- preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience

-understand what they read by:

- checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
- asking questions to improve their understanding
- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- predicting what might happen from details stated and implied
- summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas
- 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

-distinguish between statements of fact and opinion

-retrieve, record and present information from non-fiction

-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

-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

-provide reasoned justifications for their views.

Pupils will also re-visit learning from prior year groups to reinforce connections and to help them to truly master the learning.