



Reading Curriculum Statement

Intent

The national curriculum for reading aims to ensure that all pupils are taught:

- word reading
- comprehension (both listening and reading)

At Beechwood Primary School our teaching focuses on developing pupils' competence in both word reading and comprehension. Explicit teaching is carried out to ensure every child leaves our school reading fluency and with a love of reading.

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 a priority in our Foundation Stage and Key Stage 1 using the Read Write Inc. scheme.

Good comprehension draws from linguistic knowledge (in particular of vocabulary and grammar) and on knowledge of the world. Our comprehension lessons develop the pupils skills through high-quality discussions with the teacher, as well as from reading and discussing a range of stories, poems and non-fiction. Our 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. We use reading to increase pupils' vocabulary as we understand they encounter words they would rarely hear or use in

everyday speech. We harness reading to also feeds pupils' imagination and increase their love for writing.

Implementation

We follow a prescriptive model rooted in quality first teaching of key reading strands.

Monday- Reading, developing fluency, reading aloud, discussions with peers and staff

Tuesday- Vocabulary focus- making connections and understanding new words

Wednesday and Thursday- Comprehension focus- explicit teaching of comprehension skills ie summarising, sequencing, inferring etc. High quality questions design to clarify understanding and explore meaning, SATs style questions to help assess children's understanding

The staff use the planning sessions to read their texts, highlight key vocabulary and concepts which allow students to fully understand the text.

School Vision

Explore, Discover, Achieve

Explore – We explore a range of stories, authors, themes and emotions using a wide variety of texts. The children explore different purposes for reading, for example reading for pleasure and reading to research,

Discover – Children can discover what types of stories and texts sparks their imagination (poetry, fantasy, mystery, thriller, non-fiction) opening up a treasure house of wonder and joy for curious young minds. We can discover new words, worlds and characters which will shape their minds.

Achieve – Our mission is to ensure that all pupils who leave Beechwood Primary School are able to read fluently and carry their love of reading with them throughout their lives.

Impact

We ensure that children who learn how to read at Beechwood Primary leave us with good skills, in decoding, comprehension and who love reading. They will leave knowing how vital reading is to their education, lives and wellbeing. We will equip with the necessary skills to tackle new and unfamiliar words with confidence. Beechwood Primary School

teaches children about a range of books and authors and our children will expertly discuss their favourite texts and listen expertly to others about their choices.

Curriculum Coverage

Reading Skills in Foundation Stage

- Phonics underpins the teaching of early reading in Foundation Stage. Children develop their phonological awareness along with learning phonemes to enable them to decode and read new words.
- Phonics is taught through Read Write Inc and children are split into homogenous groups.
- The table below shows the progression in sounds through the scheme and the progression through book stages along with the sound that is being consolidated in that book.

Pre Set 1	Children should arrive at Beechwood having experienced 'Phase 1' phonics and this is reinforced in foundation stage throughout the curriculum. Focus on listening skills, rhyming, rhythm and alliteration.
Set 1	Single letter sounds: m, a, s, d, t, l, n, p, g, o, c, k, e, u, r, l, h, b, f, j, v, w, y, z, x. Digraphs: th, ch, sh, qu, nk, ng
Set 2	Ay, ee, igh, ow, oo, oo, ar, or air, ir, ou, oy.
Set 3	Ea, oi, a-e, i-e, o-e, u-e, aw, are, ur, er, ow, ai, oa, ew, ire, ear, ure, tious/cious, tion.
Additional Sounds	Ck, ph, wh, kn, ue, ie, e-e,

RWI Book Stages	Focus sounds in book.
Red (Ditty)	All set 1 single letter sounds.
Green	Set 1. Focus on a, e, i, o and u
Purple	Set 1. Focus on a, e, i, o and u.
Pink	Set 1 digraphs (ch, sh, th, qu, ng, nk). Some Set 2 sounds. Ay, ee, igh, ow, oo
Orange	Set 2 sounds (ay, ee, igh, ow, oo, oo, ar, or, air, ir, ou, oy) Set 3 sound: oi
Yellow	Multisyllabic words using set 1 sounds.

	Multisyllabic words using some set 2 sounds (igh, ee, ow, oo oo). Set 3 sounds (ea)
Blue	Alternative sounds (oor, ore, long a, long e, y making /ee/, ie and long I, oe and long o) Multisyllabic words using: Set 2 sounds (ar, or, air, ir, ou, oy, ay, ee, igh, ow) Set 3 sounds (oi, a-e, ea, i-e, o-e)
Grey	Multisyllabic words using Set 2 sounds (oo, or, air, ir, ou, ay, ow, Set 3 sounds (u-e, aw, are, ur, er, ow, a-e, o-e, oa, ew, ure, ture Alternative sounds (ue, oor, ore, aigh, long a, long o, ue, our sounding /ure/)

Reading Skills in Year 1

- During the early years of compulsory schooling, much of the focus is to develop confident readers, mainly using the phonics approach.
- Phonics is the relationship between printed letters and the sounds they make. Children will first learn the most common letter sounds, and then look at more difficult patterns such as recognising that ‘ow’ sounds different in ‘cow’ than in ‘low’, or that both ‘ai’ and ‘ay’ make the same sound in different words.

Reading Skills taught in Year 1:

- Learn the 40+ main speech sounds in English and the letters that represent them
- Blend sounds together to form words
- Read aloud when reading books that contain familiar letter sound patterns
- Listen to, and talk about a range of stories, poems and non-fiction texts
- Learn about popular fairy tales and folk stories, and retell the stories
- Join in with repeated phrases in familiar books
- Make predictions about what might happen next in a book
- Explain clearly what has happened in a book they’ve read or listened to

Year 2 Reading Skills in Year 2

- As children move through Key Stage 1, the new curriculum intends that almost all children will secure the basic skills of decoding so that they can become fluent readers. As their reading confidence grows they can begin to write their own ideas down.
- Decoding is the ability to read words aloud by identifying the letter patterns and matching them to sounds. Once children are able to 'decode' the writing, they can then start to make sense of the words and sentences in context. Watch out for hard-to-decode words such as 'one' and 'the'. These just have to be learned by heart.

Reading Skills taught in Year 2:

- Read words aloud confidently, without obvious blending or rehearsal
- Learn letter patterns so that decoding becomes fluent and secure by end of year
- Blend letter sounds, including alternative patterns, e.g. recognising 'ue' as the 'oo' sound
- Read aloud words which contain more than one syllable
- Recognise common suffixes, such as -ing and -less
- Read words which don't follow phonetic patterns, such as 'one', 'who'
- Become familiar with a wide range of fairy stories and traditional tales
- Discuss favourite words and the meaning of new words
- Check that what has been read makes sense, and selfcorrect reading where necessary
- Make predictions about what might happen next in a story
- Children will be expected to read aloud books which are appropriate for their reading ability. During Year 2 their increasing knowledge of decoding should allow them to read a wide range of children's books.

Reading Skills in Years 3 and 4

- In lower Key Stage 2, your child will build on their work from the infants to
- become more independent in their reading. Most children will be confident
- at decoding most words, so will focus more on developing their comprehension skills and they will now begin to use their reading to support their

- learning about other subjects. Children who are not yet fluent readers will
- be supported with intervention programmes such as ‘Catch-up’.
- Specific coverage taught in reading from National Curriculum in years 3 & 4:
- Extend skills of decoding to tackle more complex words, including
- words with unusual spelling;
- Read a wide range of fiction and non-fiction books;
- Recognise some different forms of poetry;
- Use dictionaries to find meanings of words;
- Become familiar with a range of traditional and fairy tales including telling some orally (we do this regularly and you might hear this referred to as ‘Talk for Writing’);
- Identify words which have been chosen to interest the reader;
- Ask questions about what they have read;
- Draw simple inferences about events in a story, such as how a character might be feeling;
- Make predictions about what might happen next in a story;
- Summarise ideas from several paragraphs of writing;
- Find and record information from non-fiction texts;
- Take part in discussions about reading and books.

Reading Skills in Years 5 and 6

- In upper Key Stage 2, there is an expectation that children will be fluent at reading aloud different texts. (Any children who are not yet fluent will be supported with intervention programmes such as ‘Catch-up’.) There is a continued focus on higher level comprehension skills such as information retrieval, contrasting and comparing and the use of technical vocabulary and the application of these skills for a range of purposes to support learning.
- Specific coverage taught in reading from National Curriculum in years 5 & 6:
- Extend skills of decoding to tackle complex words by applying knowledge of spelling to help read and understand words.
- Maintain a positive attitude to reading by continuing to read and discuss an increasingly wide range of fiction and non-fiction books, preparing poems and plays to read aloud and recommending books;
- Learning some different forms of poetry by heart;
- Making sure they understand what they read by checking the meaning of new words, asking questions, drawing inferences, making predictions, summarising ideas and identifying features of the text;
- Discuss and evaluate impact of language (including figurative language) on the reader;
- Know the difference between fact and opinion;
- Use non-fiction texts to find information and present this;
- Have discussions about books they have read or have been read to them, explaining their ideas with reasoned justifications and understanding and challenging the views of others;
- Take part in formal presentations and debates, maintaining focus.