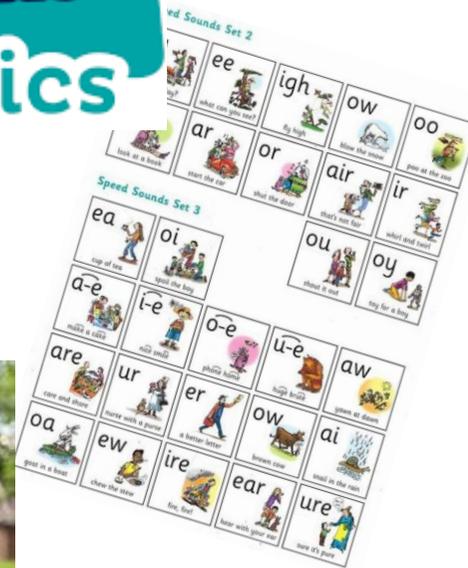


Reading at Copperfield

Read Write Inc. Phonics



CONTENTS

3. Subject Leadership at Copperfield
4. How does the role of Subject Leader fit into Copperfield's Ofsted Statement of Action?
6. Aligning INTENT, IMPLEMENTATION AND IMPACT to the Education Inspection Framework to ensure we meet the criteria for a good quality of education
8. Reading on a Page
9. Long Term Plan
16. Key Assessment Criteria
24. Vocabulary Progression
44. Overview/Frequently Asked Questions

Subject Leaders at Copperfield

- Subject Leaders provide professional leadership for a subject or group of subjects to secure high-quality first teaching, a rich curriculum and the effective use of resources. The success of this will be measured by the impact on learning and progress for pupils.
- We do not expect Subject Leaders to be an 'expert' in the subject they lead. What is important is that they have the overview of what is going well and what needs to be improved – based on evidence.
- Subject leaders at Copperfield are part of both the Middle Leadership and the Copperfield Extended Leadership Teams
- Each Subject Leader has an assigned Mentor (from SLT)

All Subject Leaders will

- Be part of our distributed leadership
- Utilise the expertise, passion, pedagogical awareness and strengths of other leadership team members
- Establish a collective responsibility for demonstrating that everyone makes a difference
- Moving the school forward through driving the implementation aspect of each subject
- Professionally develop themselves and other staff team members
- Raise standards across all aspects of the curriculum
- Enrich the curriculum
- Share knowledge, expertise, skill, passion and enthusiasm

How does the role of Subject Leader fit into Copperfield's Ofsted Statement of Action?

The staff, pupils and school community are working on areas identified in the May 2021 Ofsted inspection.

'Leaders are developing their plans to ensure that all areas of the curriculum are equally ambitious and well sequenced. Currently, they are focusing on science and history. Leaders should review existing wider curriculum planning to ensure that essential knowledge is explicitly identified and sequentially mapped out from Nursery to Year 6. For this reason, the transition arrangement has been applied in this case'.

This handbook, along with every other handbook, maps out the sequential curricular links from Nursery to Year 6.

Our Curriculum Statement

Copperfield has an ambitious and aspirational curriculum designed to meet each individual's needs and to give all learners the knowledge and cultural capital they need to succeed in life. Strong teachers have been appointed to key posts within the school. They are aware of national curriculum developments, and pedagogical developments, and a range of strategies are implemented to improve practice, and to better meet the needs of pupils more effectively'

Our Four Drivers, making a well sequenced and ambitious curriculum.

Ethical, informed Individuals.

At Copperfield we aim to build confident, open-minded individuals who feel safe and secure within a caring environment based on mutual respect where everyone is valued and is able to maximise their individual potential. Children from our community may need to develop their self-esteem, confidence and communication skills. An example of this is our comprehensive PSHE curriculum, weekly Values Assembly, and expansive Wellbeing Programme, which all support with self-esteem, independence, perseverance and self-discipline. Our curriculum will also prepare our children to successfully engage with the wider community, as we educate the children on inclusivity and British values. Our 'hands-on' approach to learning in all areas of the curriculum will ensure the children have many opportunities to practice the traits and values they are learning on a daily basis.

Ambitious Capable Learners (Skills and Knowledge).

Our aim is to make learning exciting, enjoyable, relevant and appropriately challenging to build upon what learners already know. Reading is at the heart of our curriculum, it is central to all that we do. Children will read and enjoy a range of books from a myriad of genres. Enriching the children's vocabulary, knowledge and imagination. We also aim for every child to become confident and competent mathematicians, achievable through our maths mastery approach. Beyond the core subjects, the children's knowledge and awareness of how the wider curriculum, such as the arts, humanities, and sports, can be applied in, and have an impact on, their community will be explored. The children will be able to recite key facts and demonstrate their learning of news skills through various forms of outcomes.

Experiences to Inspire

Aware that children seldom explore beyond their very immediate community, our curriculum is designed to broaden the children's horizon. To inspire. The curriculum will be brought alive through hands-on experiences designed to teach and link new skills and knowledge to prior learning. Where possible, the learning will happen beyond the classroom, either on the school grounds, local community or beyond. To enhance their learning for each topic, the children will meet knowledgeable and engaging individuals (virtually or physically) whilst also immerse themselves in the worlds of craft, art, food and sport – taking the learning of skills and knowledge beyond textbooks and into real life experiences. Reach2's 11b411 has also been embedded into our curriculum, to help enrich the children's learning even further.

Successful in Society

Mindful that some challenges in the local community could have an impact on the children's learning and progress, the school continues to be an outward looking school. Through using the curriculum and resources at our disposal, we openly encourage the parents to engage with, and learn from, the children's curriculum and thus better place them to progress and prosper along with their children. Termly invitations to curriculum days, parent & teacher curriculum conferences and parent workshops with keynote speakers all come together as a package of support, upskilling and development for parents. This level of support for the support network is designed to elevate the standing of education, increase parental engagement and drive progress in the community. Running throughout the curriculum are our values we embed the 6 values in everything we do.

Aligning INTENT, IMPLEMENTATION AND IMPACT to ensure we meet the criteria for a good quality of education in the Education Inspection Framework

INTENT

Our curriculum is:

- deliberately ambitious
- designed to give all learners, particularly the most disadvantaged and SEND or high needs, the knowledge and cultural capital they need to succeed in life
- coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment
- broad and balanced, and allows all pupils access to the full range of subjects, throughout all years, from Nursery to Year 6
- successfully adapted to meet the needs of all learners, especially those with SEND, to develop their knowledge, skills and abilities to apply what they know and can do with increasing fluency and independence

IMPLEMENTATION

1. Teachers have good subject knowledge of the subject(s) they teach, and leaders support those teaching outside their main areas of expertise
2. Teachers:
 - present subject matter clearly, promoting appropriate discussion about the subject matter they are teaching
 - check learners' understanding systematically
 - identify misconceptions accurately
 - provide clear, direct feedback
 - respond, and adapt their teaching as necessary
3. Teaching is designed to move learning from short term memory to long term memory and build strong connections between prior learning and new learning.
4. Teachers and Leaders:
 - use assessment well to help learners embed and use knowledge fluently, or to check understanding and inform teaching
 - understand the limitations of assessment, and do not use it in a way that creates unnecessary burdens for staff and learners
5. Teachers create an environment that focuses on pupils:
 - textbooks and other teaching materials that teachers select – in a way that does not create unnecessary workload for staff – reflect the school's ambitious intentions for the course of study
 - materials clearly support the intent of a coherently planned curriculum, sequenced towards cumulatively sufficient knowledge and skills for future learning and employment
6. Work given to pupils is demanding and matches the aims of the curriculum in being coherently planned and sequenced towards cumulatively sufficient knowledge
7. Reading is prioritised to allow pupils to access the full curriculum offer
8. A rigorous and sequential approach to the reading curriculum develops pupils' fluency, confidence and enjoyment in reading:
 - At all stages, reading attainment is assessed and gaps are addressed quickly and effectively for all pupils

- Reading books matched children’s current level and allow them to be successful when reading independently.
9. The sharp focus on ensuring that younger children gain phonics knowledge and language comprehension necessary to read, and the skills to communicate, gives them the foundations for future learning
 10. Teachers ensure that their own speaking, listening, writing and reading of English support pupils in developing their language and vocabulary well

IMPACT

1. Pupils develop detailed knowledge and skills across the curriculum, and as a result achieve well. This is reflected in results from national tests
2. Pupils are ready for the next stage of education:
 - they have the knowledge and skills they need to go on to destinations that meet their interests and aspirations, and the course of study
 - those with SEND achieve the best possible outcomes
3. Pupils’ work across the curriculum is of good quality
4. *Pupils:*
 - *read widely and often, with fluency and comprehension appropriate to their age*
 - *have expanded vocabulary from books and storytelling.*

Develop expressive and receptive language through talk and listening.

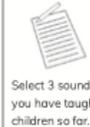
ON A PAGE Phonics at Copperfield Academy

Phonics lessons

Phonics is taught daily for all children from reception to year 2, and as needed in KS2. For nursery phonics is taught in the Summer term. Children are split into ability groups for a 45minute (30minutes in Reception) session following the read write inc. lesson guidance. Children are reassessed in week 3 of every term. In year 1 and 2 an additional afternoon session is taught to help fill gaps in children's knowledge and so that all children are exposed to sounds regardless of phonics group.

RWI Lesson Example:

Every Day: First 10 minutes is a speed sound lesson e.g.

Sound	Say the sound	Read the sound	Review the sounds	Write the letter	Speed write	Fred Talk (oral)	
s stretchy - see p.34	 Keep your teeth together and hiss	 Use Picture Sound Cards: sssnake, ssssnail, sssspider, ssssun	 Draw the snake on the board, then write s next to it.	 Spot the new sound in the pack	 Stitcher down the snake	 Select 3 sounds you have taught children so far.	 s-a-dsad s-a-t sat s-i-t sit

Speed Sounds Set 1 Lesson Plan

<p>Learning to blend Review the sounds</p>  <p>1. Blending orally without Speed Sounds Cards</p>  <p>2. Blending with Speed Sounds Cards</p>  <p>3. Blending with magnetic sound cards</p> 	or	<p>Blending independently Read the Phonics Green Word Cards: 'Special Friends', 'Fred Talk', read the word</p>  <p>Review the words: 1. 'Special Friends', 'Fred Talk', read the word 2. 'Fred in your head' 3. Speedy reading</p> <p>Reading assessment: 'Special Friends', 'Fred Talk', read the word</p> 
<p>Spelling Using Fred Fingers</p> 		

30minute story session for red ditty – grey groups, example of 5-day lesson sequence

- Story Book Day 1:
 - Story green words
 - Speedy green words
 - Story red words
 - Partner practice speedy sounds and story green words
 - Story introduction
 - First Read – children
 - Read Aloud – teacher.
- Day 2:
 - Speedy green words (from story)
 - Red words (from story)
 - Second read – children
 - Hold a sentence (sentence from story)
- Day 3:
 - Partner practice speedy green words and red words
 - Third Read and voice choice.
 - Questions to talk about
- Day 4:
 - Speedy green words and red words (from story)
 - partner Read - children
 - Questions to read and answer.
- Day 5:
 - Spelling test
 - Final read
 - Story books sent home

Nursey Lesson example:

- Autumn and spring term
 - Nursery rhymes and story time to develop language. Repeat these over and over so that children can join in (include actions to support).
 - Planned talk throughout the day. Think about vocabulary to introduce and give children opportunities to talk through play
 - Use forced alternatives to provide children with language rather than just noting what they say.
 - Before teaching set 1 sounds: teach 'pure sounds'. Use Fred talk to teach oral blending and teach children to name the pictures.
- Summer Term

- 10-15minutes per day
- Introduce at least 1 new sound weekly.
- Start teaching children to blend in small groups once children can read all single letter sounds.

How is phonics assessed?

Children are assessed every half term, usually in week three.

1. Sound Knowledge
2. Ability to blend (Fred Talk)
3. Speedy reading (accuracy and fluency)

Term 1 and 4 = assessment 1

Term 2 and 5 = assessment 2

Term 3 and 6 = assessment 3

<p>Sound Knowledge Set 1 single-letter Sounds</p> <p>d a s m t o n p g i k u b c f e l h r j x y w z v</p> <p>___ out of 25 (Set 1 single-letter Sounds only)</p>	<p>Sound Knowledge Set 1 Special Friends</p> <p>ch qu sh th ng nk ff ll ss ck</p> <p>___ out of 10 (Set 1 Special Friends only) ___ out of 35 (Set 1 single-letter Sounds and Special Friends)</p>
<p>Sound Knowledge Set 2</p> <p>oo ee ay ow oo igh ou or air ir ar oy</p> <p>___ out of 12 (Set 2 only) ___ out of 47 (Set 1 and Set 2)</p>	<p>Sound Knowledge Set 3</p> <p>ea oi a-e i-e o-e u-e aw are ur er ow ai oa ew ire ear ure au e-e ue le ph wh kn tious tion cious</p> <p>___ out of 27 (Set 3 only) ___ out of 74 (Set 1, Set 2 and Set 3)</p>

Set 1 Sounds Group C	<i>d-u-g ch-a-t t-e-n p-o-t t-i-n</i>
Ditty Group	in am red bin yes
Red Group	chip mash pink thin fas gip guk rab
Green Group	flat this sand king thid quig criff yoss
Purple Group	kiss quick habit splash crell penk chash strack with off thin will his them that have
Pink Group	tray creep sight throw zoom brook skay spoom dight fleep lots black long thing next went help stop
Orange Group	spark porch pair house joy dirt norg ouf firb stoy rest smell throw play feel food when from
Yellow Group	looking sunlight often himself pellin lobbox shorg parfop high hair night sleep boy quick little think know smart

PHONICS KEY ASSESSMENT CRITERIA

	YR children can:	Y1 children can:	Y2 children can:
End of Autumn 1	Read single-letter Set 1 sounds (first 16)	Read Purple Storybooks Read Set 2 sounds	Read Blue Storybooks with increasing fluency and comprehension
End of Autumn term	Read all Set 1 single-letter sounds Blend sounds into words orally	Read Pink Storybooks Read first 9 Set 3 sounds	Read Grey Storybooks
End of Spring 1	Blend sounds to read words Read short Ditty stories Read Set 1 Special Friends	Read Orange Storybooks Read 17 Set 3 sounds	Read Grey Storybooks with fluency and comprehension
End of Spring term	Read Red Storybooks Read 4 double consonants	Read Yellow Storybooks Read all Set 3 sounds and additional graphemes (e-e, ie, ue, au, kn, wh, ph)	Access RWI Comprehension and Spelling programmes
End of Summer 1	Read Green Storybooks	Read Yellow Storybooks	Access RWI Comprehension and Spelling programmes
End of Summer term	Read Green or Purple Storybooks Read first 6 Set 2 sounds	Read Blue Storybooks	Access RWI Comprehension and Spelling programmes

Reading on a Page

Reading lessons

Reading lessons are taught daily for all children from Nursery to Year 6. EYFS and KS1 focus on prosody and introducing the reading skills. In KS2 children have a daily 45 minute Reading lesson. Over a five day series of lessons, one is dedicated to prosody, three to a reading skill and one to the development of comprehension. We focus on the skills of inference, questioning, evaluating, summarising, making connections, clarifying and predicting. Master slides are provided to ensure on a consistent lesson structure. In Year 3 and 4 we focus on one skill per week and cycle through the skills. In Year 5 and 6 we start to blend skills. Lesson three of a skill focus is to be recorded in children's book so independent understanding can be assessed. Reading lessons follow the 4 Slide Approach by recapping the text or skill focus, discussing focus or new vocabulary, introducing or discussing the skill focus and then introducing the new section of text. We model reading through the graduated approach. The teacher reads a section, modelling the focus skill, as a whole class the skill will be applied to a section of text and children will then work in pairs to apply the focus skill on a designated section of text.

Skill Focus:

Our reading focus is on fluency

What is fluency? Why is it important that we read fluently?

Reading fluently makes it easier to understand.

Fluent reading frees your brain to understand what is being read. It helps you comprehend the text.

What makes good fluency?

You read at a good speed
You stop at full stops
You pause at commas
Your reading sounds like talking
Your voice goes down at a full stop
Your voice goes up at a question mark

FLUENCY CHECKLIST:

- ✓ **ACCURACY:** I read the words correctly
- ✓ **RATE:** I read not too fast and not too slow
- ✓ **EXPRESSION:** I read with feeling, and I didn't sound like a robot
- ✓ **PUNCTUATION:** I follow most or all of the punctuation marks as I read the text

Our reading focus is Inference

What is inferring? What do we use?

We use clues and prior knowledge to find out information that is implied or not directly stated by the author. We can infer knowledge about characters, settings and mood.

E.g. "...tears ran down the boy's face"
We can infer from this that the boy is sad because the text says, "tears ran down his face" and usually when someone is crying they are upset.
Though the text does not tell us directly how the boy is feeling, we can *infer* that he is sad using our own prior knowledge.

What makes good inferring?

- ✓ Using evidence from the text – "because"
- ✓ Using detail from the text – "Quoting"

Why do we infer?

We infer as we read to find out information the author doesn't tell us.

Inference Stems

Linked with because!

- "The word" tells me...
- "The part" tells me...
- "This makes me think that..."
- I think this character...
- I think the setting is...
- I think the mood is...
- I think the author's viewpoint is...

Inference

Making a guess using clues that are given in the text and information you already know.

Our reading focus is on clarifying

What is clarifying? Why do we clarify?

To clarify something makes it easier to understand.

There are 2 parts to clarifying:
1. Identifying or admitting being stuck on a word or idea.
2. Working out how to solve the problem.

We clarify our understanding as we read to deepen our understanding of texts – both ideas and vocabulary.

We are more likely to understand the whole text if we are clarifying as we read.

What makes good clarifying?

Stopping and checking we understand as we read, independently using as many strategies as possible such as context and grammar.

Clarifying Stems

- I think that means...
- I didn't understand...
- What does " " mean?
- I need to reread this part because...
- " " is a tricky word so I...
- I didn't understand " " so I reread because it doesn't make sense.

Clarifying Strategies

To clarify a word...

- I reread...
- I look for word parts that I know...
- I try to blend the sounds together...
- I think of another word that looks the same...
- I read on to find clues...
- I try another word that makes sense...

Our reading focus is Prediction

What is predicting? Why do we predict?

To predict means to make a statement about what might happen based upon experience or knowledge.

Other words for 'predict' include:

- guess
- forecast
- foresee

We predict when we read to engage and interact with the text and think ahead to help us make connections.

What makes good predicting?

- Backing up your prediction with evidence from the text e.g. I think this book will be about a forest **because** there are pictures of trees on the cover.
- Using your knowledge of what has happened in the text so far to inform what you think might happen next.

Predicting Stems

- I think this book will be about... because...
- I wonder if...
- I predict...
- I imagine...
- The next part might be about...

MAKING PREDICTIONS

write a **GUESS** based on clues from the text.

You might be correct, or the author might have surprised you!

Our reading strategy is Questioning

What is questioning? Why do we ask questions?

When we ask questions, we think more deeply about the whole text and we check our understanding as we read.

We ask questions to:

- seeking information,
- understand an author's purpose,
- Better understand character and events

What makes good questions?

- Asking more open ended questions which encourage thinking about the text.
- The questions in bold are more likely to be open questions but can also be closed e.g. Why was she feeling sad? Closed
- Why do you think Harry acted in that way? Open

ASKING QUESTIONS

THICK Questions

These questions usually have a simple yes/no right/wrong answer.

Who...
What...
Where...
When...
Why...
How...

THIN Questions

The question has got something to do with your understanding of the story.

Where...
What...
When...
Who...
Why...
How...

Our reading focus is on making connections

What is making connections?

Connections are links that readers can make between what they are reading and things they already know about.

There are 3 types of text connections:

1. Text to self: When we make connections with events or characters in the text with people we know, things we have done, places we have been, experiences we have had etc.
2. Text to text: When we connect events or characters we are reading about to other texts we have read.
3. Text to world: When we connect events, character or concepts in a text to real life events, people or issues. This includes: social, political, economic, environmental and cultural issues.

Why do we make connections?

Making connections help you to make sense of new information and better understand what you are reading

Making connections Stems

Text to self:

- I know about this because I...
- I've been to/seen...
- I saw a programme about this...
- I can identify with this character because...

Text to text:

- I think this book is a "[genre]" book because...
- This reminds me of " " because...
- This character is similar to " " because...

Text to world:

- This links to...
- This is because...

Our reading strategy is Evaluating

What is evaluating?

To: Comment on the quality of what you read and make comparisons.

Say: How the author/text made you think or feel

Why do we evaluate?

- ✓ To deepen our understanding of texts and what the author wants us to or feel.
- ✓ To help us to understand more
- ✓ Use these ideas in our writing

What makes good evaluations?

- ✓ Look for techniques the writer has used: layout, language, sentences structure
- ✓ Say why they may have done this This is where we use explaining skills!

Evaluating stems

- The word/phrases " " works well because...
- I like the way the author uses " " it makes me think about " "
- I think it would have read better if " "
- It's very clever the way the author uses (e.g. imagery) because " "
- That sentence has high impact because " "

EVALUATE



I make judgments about the text and explain why.

Our reading focus is Summarising

What is summarising?

It is expressing the main ideas of a piece of text in a concise way.

You can summarise as:

- Setting or Character
- Problem/Event

Why do we summarise?

To know we understand the main ideas of what we have read.

What makes good summarising?

- Short and concise!
- Includes the main ideas not lots of detail.
- Should be in a logical order

Summarising Stems

- The most important ideas are...and I know this because...
- The key idea is...
- This book/chapter/ paragraph is about...
- The first/middle/last part was about...
- The main theme is ...
- The headline would be...
- In 10 words...

SUMMARISE IT

Shorter than the text

Use your own words

Main ideas only

Long Term Plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	Don't put your finger in the jelly, Nelly!	10 little fingers and 10 little toes	Brown Bear, Brown Bear, <u>What</u> do you see?	Dear <u>Zoo</u>	There's a bear on my chair	We're going on a bear hunt
Reception	The Three Little Pigs	Stick Man	Peace at Last	The Gruffalo	The Very Hungry Caterpillar	Billy's Bucket
Year 1	Here We Are	<u>Beegu</u> – Alexis Deacon	The Dark – Lemony Snicket	It Starts <u>With</u> a Seed	Into The Forest – Anthony Browne	Dogger – Shirley Hughes
Year 2	Gorilla - Anthony Browne	How to find gold – Viviane Schwarz	Dear Greenpeace – Simon James	Traction Man – Mini Grey	The Dragon Sitter – Josh Lacey	Ocean Meets Sky
Year 3	<u>The Tunnel</u> - Anthony Browne <u>Voices in the park</u> - Anthony Browne <u>Tin Forest</u> – Helen Ward	<u>Hansel and Gretel</u> - Michael Morpurgo –	<u>Stone Age Hunters, Gatherers and Wolly Mammoths</u> – Marcia Williams	<u>Iron Man</u> – Ted Hughes	<u>Krindlekrax</u> – Philip Ridley	<u>Scales and Scoundrels</u> – Sebastian <u>Girner</u>
Year 4	<u>The Enchanted Woods</u> – Enid Blyton	<u>James and the Giant Peach</u> – Roald Dahl	<u>Anglo Saxon Boy</u> – Tony Bradman	<u>Floodland</u>	<u>Jungle of Jeopardy</u> – <u>Jemma Hatt</u>	<u>How to Train Your Dragon</u> – Cressida Cowell
Year 5	Journey to the River – Eva Ibbotson	The Lion, The <u>Witch</u> and the Wardrobe CS Lewis	<u>Harry Potter and the Philosopher's Stone</u> – JK Rowling	Boy Overboard	Outlaw- Michael Morpurgo	<u>Tom's Midnight Garden</u> – <u>Philippa Pearce</u>
Year 6	<u>The Girl of Ink and Stars</u> – Kiran Millwood Hargrave	<u>The Boy in the Striped Pyjamas</u>	Wonder	<u>Clockwork</u> – Philip Pullman	<u>Skellig</u> – David Almond	<u>Pig Heart Boy</u> – Malorie Blackman

Knowledge of the world | knowledge of literature in English | developing language | Exploring different ways of telling stories | exploring points of view | knowledge of different people

Copperfield Academy Reading Progression Map

	EYFS	KS1/ Phase 2		Lower KS2 / Phase 3		Upper KS2 / Phase 4	
		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Reading – Word: Phonics and Decoding	<p>To enjoy rhyming and rhythmic activities.</p> <p>To show an awareness of rhyme and alliteration.</p> <p>To recognise rhythm in spoken words.</p> <p>To continue a rhyming string.</p> <p>To hear and say the initial sound in words.</p> <p>To segment the sounds in simple words and blend them together and know which letter represents some of them.</p> <p>To link sounds to letters, naming and sounding the letters of the alphabet.</p> <p>To use phonic knowledge to decode regular words and read them aloud accurately.</p> <p>RWI Set 1 and Set 2 sounds to be taught in reception.</p>	<p>RWI Set 3 sounds to be taught, whilst still recapping Set 1 and Set 2 sounds.</p> <p>To apply phonic knowledge and skills as the route to decode words.</p> <p>To blend sounds in unfamiliar words using the phonics sounds 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 phonic sounds.</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>RWI Children to have a good knowledge and understanding of Set 1, Set 2 and Set 3 sounds.</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 accurately read most words of two or more syllables.</p> <p>To read most words containing common suffixes.*</p>	<p>RWI Children to have a good knowledge and understanding of Set 1, Set 2 and Set 3 sounds.</p> <p>Complex speed sound is revisited daily.</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 suffixes/word endings, including -ation, -ly, -ous, -ture, -sure, -sion, -tion, -ssion and -cian, to begin to read aloud.*</p>	<p>RWI Children to have a good knowledge and understanding of Set 1, Set 2 and Set 3 sounds.</p> <p>Complex speed sound is revisited daily.</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>RWI Children to have a good knowledge and understanding of Set 1, Set 2 and Set 3 sounds.</p> <p>Complex speed sound is revisited daily.</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, including -sion, -tion, -cial, -tial, -ant/-ance/-ancy, -ent/-ence/-ency, -able/-ably and -ible/ibly, to read aloud fluently.*</p>	<p>RWI Children to have a good knowledge and understanding of Set 1, Set 2 and Set 3 sounds.</p> <p>Complex speed sound is revisited daily.</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>
Common Exception Words	<p>To read some common irregular words in line with RWI.</p>	<p>To read Y1 common exception words, noting unusual correspondences between spelling and sound and where these occur in words. These words will be taught during RWI lessons and will be called Red 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 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>To continue to use strategies taught to make relationships between words to read unknown vocabulary</p>

	EYFS	KS1/ Phase 2		Lower KS2 / Phase 3		Upper KS2 / Phase 4	
		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p>To show interest in illustrations and print in books and print in the environment.</p> <p>To recognise familiar words and signs such as own name and advertising logos.</p> <p>To look and handle books independently (holds books the correct way up and turns pages).</p> <p>To ascribe meanings to marks that they see in different places.</p> <p>To begin to break the flow of speech into words.</p> <p>To begin to read words and simple sentences.</p> <p>To read and understand simple sentences.</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 word accurately, automatically and without undue hesitation.</p> <p>To reread these books to build up fluency and 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>	<p>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.</p>			
<p>Understanding and Correcting Inaccuracies</p>	<p>To know that print carries meaning and, in English, is read from left to right and top to bottom.</p> <p>To understand humour, e.g. nonsense rhymes, jokes.</p>	<p>To check that a text makes sense to them as they read and to self- correct.</p>	<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>				

	EYFS	KS1/ Phase 2		Lower KS2 / Phase 3		Upper KS2 / Phase 4	
		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Comparing, Contrasting and Commenting	<p>To listen to stories with increasing attention and recall.</p> <p>To anticipate key events and phrases in rhymes and stories.</p> <p>To begin to be aware of the way stories are structured.</p> <p>To describe main story settings, events and principal characters.</p> <p>To enjoy an increasing range of books.</p> <p>To follow a story without pictures or props.</p> <p>To listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions.</p> <p>To demonstrate understanding when talking with others about what they have read.</p>	<p>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.</p> <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>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 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 recognise, listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</p> <p>To use appropriate terminology when discussing texts (plot, character, setting).</p>	<p>To discuss and compare texts from a wide variety of genres and writers.</p> <p>To read for a range of purposes.</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>To read a wide range of genres, identifying the characteristics of text types (such as the use of the first person in 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>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 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> <p>To compare characters, settings and themes within a text and across more than one text.</p>

	EYFS	KS1/ Phase 2		Lower KS2 / Phase 3		Upper KS2 / Phase 4	
		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Clarifying (Vocabulary Understanding)	<p>To build up vocabulary that reflects the breadth of their experiences.</p> <p>To extend vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.</p> <p>To use vocabulary and forms of speech that are increasingly influenced by their experiences of books.</p>	<p>To discuss word meaning and link new meanings to those already known.</p>	<p>To discuss and clarify the meanings of words, linking new meanings to known vocabulary.</p> <p>To discuss their favourite words and phrases.</p>	<p>To check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.</p>	<p>Discuss vocabulary used to capture readers' interest and imagination.</p> <p>To discuss words and phrases that capture the reader's interest</p>	<p>To discuss vocabulary used by the author to create effect including figurative language.</p> <p>To evaluate the use of authors' language and explain how it has created an impact on the reader.</p> <p>Children read around the word and are taught to explore its broader meaning within a section or paragraph.</p>	<p>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.</p> <p>Children read around the word and independently explore its broader meaning within a section or paragraph.</p>
Inference	<p>To begin to understand 'why' and 'how' questions. To answer 'how' and 'why' questions about their experiences and in response to stories or events.</p> <p>Children infer characters' feelings using pictures and own experiences to talk about them.</p>	<p>To begin to make simple inferences.</p> <p>To make inference from texts based on what has been said or done in the book.</p> <p>To make links from my own experience to what has been read which will help develop an understanding of the text.</p>	<p>To make inferences on the basis of what is being said and done.</p> <p>To make inference from the text based on what has been said in the book.</p> <p>To draw on what is already know or on background information and vocabulary provided by the teacher.</p>	<p>To ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives.</p> <p>To draw inferences such as inferring characters' feeling from their actions.</p>	<p>To draw inferences from characters' feelings, thoughts and motives that justifies their actions, supporting their views with evidence from the text.</p> <p>To discuss words and phrases that capture the readers' interest and imagination.</p> <p>To identify how language, structure and presentation contributes to meaning.</p>	<p>To draw inferences from characters' feelings, thoughts and motives.</p> <p>To discuss and evaluate how authors use language to contribute to meaning.</p>	<p>To consider different accounts of the same event and to discuss viewpoints (both of authors and of fictional characters).</p> <p>To discuss how characters change and develop through texts by drawing inferences based on indirect clues.</p> <p>To draw inferences such as inferring characters' feelings, thoughts and motives from their actions and justifying inferences with evidence.</p>
Prediction	<p>To suggest how a story might end.</p> <p>Using pictures from the story, and talk to others about this.</p> <p>Innovate through role play.</p>	<p>To predict what might happen on the basis of what has been read so far in a story, to make sensible predictions about what could happen next and begin to explain them verbally and through pictures.</p>	<p>To predict what might happen on the basis of what has been read so far in a text, to make sensible predictions about what could happen next and give explanations of them.</p>	<p>To justify predictions using evidence from the text.</p> <p>Children are taught the skill of using details from the text to form further predictions.</p>	<p>To justify predictions from details stated and implied.</p> <p>Children monitor predictions, and compare them with the text as they read on.</p>	<p>To make predictions based on details stated and implied, justifying them in detail with evidence from the text. Children confirm and modify predictions as they read on.</p>	<p>To continue make predictions based on details stated and implied, justifying them in detail with evidence from the text (using 'show not tell' sentences').</p>

	EYFS	KS1/ Phase 2		Lower KS2 / Phase 3		Upper KS2 / Phase 4	
		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Explanation	<p>To anticipate key events and phrases in rhymes and stories.</p> <p>To describe main story settings, events and principal characters.</p> <p>To enjoy an increasing range of books.</p> <p>To follow a story without pictures or props.</p> <p>To listen to stories and begin to discuss how they might be feeling and why.</p>	<p>To explain preferences, thought and opinions about the text.</p>	<p>To discuss their favourite words and phrases and explain why they enjoyed them.</p> <p>To explain their preferences, thoughts and opinions about the text.</p> <p>To explain why organisation of a text are important.</p>	<p>To justify answers using evidence from the text.</p> <p>To explain how content is related and contributes to the meaning as a whole.</p> <p>To explain how meaning is enhanced through choice of language.</p> <p>To explain themes and patterns that develop across a text.</p>	<p>To justify answers using a range of evidence from the text.</p> <p>To explain how meaning is enhanced through languages, phrases and actions.</p> <p>I can explain how information contributes to the overall experience.</p>	<p>To explain how language structure and presentation contribute to meaning.</p> <p>To explain how actions and descriptions can effect what might happen in a text.</p>	<p>To continue to explain how language structure and presentation contribute to meaning.</p> <p>To continue to explain how actions and descriptions can effect what might happen in a text.</p>
Retrieval	<p>To be able to recall repeated phrases in well-known stories.</p>	<p>To explain clearly, what has been read by retelling the main points.</p> <p>To discuss the significance of the title and events of a book.</p> <p>To explain clearly their understanding of what has happened in the story someone has read to me.</p>	<p>To explain clearly my understanding of a text when it has been read to me or when I read it myself.</p> <p>I can ask and answer question about what I have read by using the RWI 'find it, prove it!' technique.</p>	<p>To ask questions to improve their understanding.</p> <p>To retrieve, record and present information and explain the purpose.</p>	<p>To ask challenging questions to improve their understanding.</p> <p>To retrieve, record and present information and explain the purpose.</p>	<p>To retrieve, record and present information from non-fiction.</p> <p>To ask questions to improve my understanding and use evidence to support my answers.</p>	<p>To retrieve, record and present information from non-fiction.</p> <p>To ask questions to improve my understanding.</p> <p>To answer arrange of inference question using evidence to support my answers.</p>
Poetry and Performance	<p>To listen to and join in with stories and poems, one-to-one and also in small groups.</p> <p>To join in with repeated refrains in rhymes and stories.</p> <p>To use intonation, rhythm and phrasing to make the meaning clear to others.</p> <p>To develop preference for forms of expression.</p> <p>To play cooperatively as part of a group to develop and act out a narrative.</p> <p>To express themselves effectively, showing awareness of listeners' needs.</p>	<p>To recite simple poems by heart.</p>	<p>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</p>	<p>To prepare and perform poems and play scripts that show some awareness of the audience when reading aloud.</p> <p>To begin to use appropriate intonation and volume when reading aloud.</p>	<p>To recognise and discuss some different forms of poetry (e.g. free verse or narrative poetry).</p> <p>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.</p>	<p>To continually show an awareness of audience when reading out loud using intonation, tone, volume and action.</p>	<p>To confidently perform texts (including poems learnt by heart) using a wide range of devices to engage the audience and for effect.</p>

	EYFS	KS1/ Phase 2		Lower KS2 / Phase 3		Upper KS2 / Phase 4	
		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Questioning	<p>With support, children are beginning to understand simple recall questions, using given starting words (who and how).</p> <p>With support, children can generate simple recall questions using given starting words (who, when, how, why) to clarify what they are thinking about a story.</p>	Children generate literal recall questions of their own to match the text they are reading, before, during and after reading. Children use their own question words and ask questions which can be answered using the text.	Children generate literal recall questions of their own which go with the text they are reading, before, during and after reading. Children use their own question words and begin to be able to change their questions as they progress through the text.	Children generate a variety of questions, including retrieval and inferential questions to help them understand a text further.	Children generate a variety of questions, including retrieval, inferential and questions about the deeper meaning or themes of a text to help them understand further.	Children actively generate a variety of questions to focus the reading and adjust questions in light of evidence from the text. Adults model the use of critical thinking questions that take the discussion deeper and beyond the text, which the children begin to use.	Children actively generate a variety of questions to focus the reading and adjust questions in light of evidence from the text. They ask their own critical thinking questions that take the discussion deeper and beyond the text.
Summarising	Children recall and order some key events from the text. They also introduce a story line or narrative in their play.	Children retell and sequence main events from texts and discuss how the events are related, focussing on the main content of the text.	Children retell and sequence events from texts and discuss how the events are related and how they shape the story, focussing on the main content of the text.	Children begin to distinguish between important and unimportant information in a text and synthesise the key points to give a brief verbal summary. Teachers model how to record for children to begin.	Children distinguish between important and unimportant information in a text and synthesise the key points to give a brief written summary.	Children summarise information from across a text and make connections by analysing, evaluating, and synthesising ideas within a text.	Children summarise information from across a text and make connections by analysing, evaluating, and synthesising ideas within and between texts.
Non-Fiction	<p>To know that information can be relayed in the form of print.</p> <p>To know that information can be retrieved from books and computers.</p>	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>	<p>know that information can be relayed in the form of print.</p> <p>To know that information can be retrieved from books and computers.</p>

VOCABULARY PROGRESSION

Three Tier 2 or Tier 3 words are chosen for each Reading Lesson in KS1 and 2. These are determined by the class teacher using their knowledge of the children in their class.

All children should be able to name the identified reading skills and discuss their meaning, purpose and how they are applied – at and age appropriate level.

OVERVIEW OF SUBJECT/MONITORING/PROGRESSION/COVERAGE AND OUTCOMES

- Has the school made the objectives of their curriculum clear for your subject?
- Does the school's curriculum for your subject align with national policy and statutory requirements?
- How do you know your curriculum is working? Can you demonstrate how you know?
- Why is the curriculum right for the children in your school at this time?
- What are the strengths of your current subject curriculum?
- What are the areas of the curriculum that might need development?
- How effectively are curriculum policies and plans translated into practice?
- Is the same importance given to all foundation subjects?
- How is the curriculum delivered across each year group and across key stages, ensuring progress in skills, knowledge and understanding from different starting points?
- How is progress and attainment measured?
- How are pupils given opportunities to apply basic skills in your subject?
- Where is the evidence of pupils' SMSC development?
- What is the impact of the curriculum in your subject on the pupils' outcomes

