



Reading Subject Intent

Reading is essential for all pupils at Straits Primary School and is at the heart of our curriculum. Reading skills are taught and applied in creative and inspiring lessons, in a range of subject areas. Our aim is to teach children to become confident and competent readers by learning how to decode, then comprehend, a wide range of texts with increased independence. We aim to ensure that all children leave our school with good word recognition and good language comprehension, as well as a love for reading.

Essential Characteristics in this subject

- Excellent phonic knowledge and skills.
- Fluency and accuracy in reading across a wide range of contexts throughout the curriculum.
- Knowledge of an extensive and rich vocabulary.
- An excellent comprehension of texts.
- The motivation to read for both study and for pleasure.
- Extensive knowledge through having read a rich and varied range of texts.

Threshold Concepts

- **Read words accurately**
This concept involves decoding and fluency.
- **Understand texts**
This concept involves understanding both the literal and more subtle nuances of texts.

Reading and The National Curriculum: Key Stage 1

Year 1 programme of study

Reading - word reading

Pupils should 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 books aloud, accurately, that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words
- reread these books to build up their fluency and confidence in word reading

Reading - Comprehension

Pupils should 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 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

Year 2 programme of study

Reading - word reading

Pupils should 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
- reread these books to build up their fluency and confidence in word reading

Reading - Comprehension

Pupils should 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

Reading and The National Curriculum: Key Stage 2

Years 3 and 4 programme of study

Reading - word reading

Pupils should be taught to:

- apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in - see [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

Reading - Comprehension

Pupils should be taught to:

- develop positive attitudes to reading, and an 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 1 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

Years 5 and 6 programme of study

Reading - word reading

Pupils should 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

Reading - Comprehension

Pupils should be taught to:

- maintain positive attitudes to reading and an 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 1 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

Implementation of Straits Primary School Reading Programme of Study

IMPLEMENT

Phonics

Early reading skills are taught through a systematic, synthetic phonics programme which is implemented daily in Foundation and Year 1. At Straits, we follow the DfE accredited Essential Letters and Sounds programme by Oxford Owl to teach phonics to the whole class. If a child is falling behind, they then have additional small group or 1:1 'keep-up' sessions using ELS interventions (oral blending, grapheme/phoneme correspondence and/or blending for reading). Any children who have not yet fully mastered phonics in Year 1 continue with small group phonics into Year 2. In Year 2, the focus changes from decoding and blending sounds for reading to segmenting sounds for spelling. All staff who teach phonics plan engaging and exciting sessions to ensure fantastic progress. Children have regular opportunities to revisit, learn, practise and apply their phonics knowledge during sessions using a range of resources and strategies.

Guided Reading

Guided Reading sessions are the main method of teaching reading skills in Key Stage 1 (in addition to phonics sessions). They provide the children with lots of opportunities to apply their phonic knowledge and also develop essential reading skills to ensure all children enjoy reading. Guided Reading is taught in small groups, each led by an adult, using quality texts with an interesting hook to engage the children. Initially, in Foundation and Year 1, Floppy's Phonics books are used so that they match where the children are working within their phonics sessions. The primary focus of Guided Reading in Key Stage 1 is decoding, fluency and vocabulary with some focus on basic comprehension (e.g. retrieving information from a text – who, when, where?). All children have a Reading Journal in which they complete focused tasks to ensure they are applying the reading skills taught.

Whole Class Reading

Whole Class Reading is the main method of teaching reading skills in Key Stage 2. All of these lessons begin with a RIC starter to allow the children to quickly practise retrieval, interpret and choice questions regularly. During Whole Class Reading sessions, the children experience a range of text types, carefully chosen for their challenging vocabulary. These include fiction, non-fiction and poetry; they are sometimes whole texts and are sometimes extracts. Generally, all children in the class read, discuss and work around the same text in a lesson and adults are moved around to support individuals or groups when necessary to provide extra scaffolding or challenge. The teacher models 'being a good reader', regularly revisiting phonics strategies for decoding and tackling unfamiliar words. The children have the opportunity to read individually, in pairs, aloud to the class and also to adults, as the reading part of the lesson is approached in different ways in different lessons. The children are given the opportunity for plenty of talk about new vocabulary and texts and are encouraged to offer opinions and challenge others. The primary focus of Whole Class Reading in Key Stage 2 is comprehension and all content domains from the National Curriculum are covered (word reading, determining importance, inference, summarising, predicting, evaluating, organisation, vocabulary and making links). As in Key Stage 1, all children in Key Stage 2 will have a Reading Journal in which they complete focused tasks within most Whole Class Reading sessions.

Home Reading

From Foundation, the children are provided with home reading books which they take home to read and share with adults. These are also regularly shared one to one with adults in school. The home reading books are from Oxford University Press in Foundation and Year 1; these are fully decodable and match the area of Essentials Letters and Sounds that they are currently learning. During Year 2, we aim for most children to then progress onto the Oxford Reading Tree scheme to apply their phonics knowledge and increase confidence and fluency. The schemes include a range of fiction and non-fiction texts. The stories include sets of familiar characters and the children enjoy reading about their adventures. After stage 11 of Oxford Reading Tree, the children move on to books that have been colour-banded (brown, grey, blue then burgundy). This allows the children to effectively become 'free readers' but restricts them to appropriate books within a particular colour band. This ensures that children are reading books appropriate to their age and reading ability but also ensures they are reading a range of high-quality texts by different authors. Children will remain on book bands as they move through Key Stage 2. Throughout their time at Straits, the children will be provided with a reading diary. The purpose of these is to log what the children are reading and act as a communication tool

between home and school, showing when they have read, the pages read and share some key points of discussion between the child and adult. These should be used throughout all year groups.

Shared Reading

Teachers regularly read aloud to the class so the children get to know and love different stories, poetry and information books and they experience what it is like to enjoy and become immersed in a book. This also extends children's vocabulary and comprehension, as well as supporting their writing. The main purpose of shared reading is to encourage a love of reading amongst the children. All classes have four allocated 'ERIC' (everyone reads in class) slots on their weekly timetable and two of these are for the teacher to share high-quality class texts with the children. Shared reading also happens as part of writing lessons in school where children are exposed to high-quality WAGOLs (what a good one looks like). For example, the children may read and share a good persuasive speech as part of the introduction to a new unit before they have the chance to develop and write their own. During writing lessons, there is always a focus on reading, understanding and using new vocabulary and this is added to a vocabulary display in every classroom.

Year Group	Shared Texts	
Foundation	Owl Babies The Gruffalo Handa's Surprise Goodnight Moon Mr Gumpy's Outing Rosie's Walk Six Dinner Sid Shhh! Mrs Armitage Whatever Next On the Way Home Farmer Duck	Colour Monster The Gingerbread Man Three Little Pigs Goldilocks Little Red Hen Rama and Sita Aliens Love Underpants On the Moon What the Ladybird Heard The Very Hungry Caterpillar Bumblebear Jasper's Beanstalk
Year 1	Peace at Last Can't You Sleep Little Bear? The Elephant and the Bad Baby Avocado Baby The Tiger Who Came to Tea Lost and Found Knuffle Bunny	Beegu Dogger Cops and Robbers Elmer The Gruffalo The Lighthouse Keeper's Lunch Traditional Tales
Year 2	Traction Man is Here Meerkat Mail Amazing Grace	Emily Brown and the Thing Frog and Toad Together The Owl who was Afraid of the Dark

	Pumpkin Soup Who's Afraid of the Big Bad Book? Dr Xargle's Book of Earthlets Not Now Bernard Tuesday The Flower Gorilla	The Giraffe, the Pelly and Me Fantastic Mr Fox The Hodgeheg Flat Stanley Willa and Old Miss Annie Where The Wild Things Are
Year 3	The Iron Man Cat Tales: Ice Cat The Sheep-pig The Abominables	The Battle of Bubble and Squeak Hansel and Gretel Stone Age Boy How to Wash a Woolly Mammoth
Year 4	Bill's New Frock Charlotte's Web Why the Whales Came The Firework-Maker's Daughter	Voices in the Park Escape from Pompeii The Explorer The Vanishing Rainforest
Year 5	The Wolves of Willoughby Chase Varjak Paw Street Child The Midnight Fox	FARThER Boy in the Tower Lady Daisy Letters From the Lighthouse
Year 6	Holes Clockwork Skellig	Fireweed River Boy The Arrival

School Libraries

Over recent years, the main school library and class book corners have been developed and now provide a large variety of texts by fantastic authors that ignite the children's passion for reading. These books can be signed out of the school library and borrowed from book corners for the children to take home and share with their families. These books may not be able to be read independently by the children but can be shared with an adult at home. There are also copies of many of our 'class texts' in the libraries so that children can re-read them once they have been read by the teacher. We have a team of dedicated librarians from Key Stage 2 who work in the main school library. During lunchtimes, children can attend the library to borrow and return books and the older librarians hold "Story Time" for Key Stage 1 children to share the library's exciting texts with our younger readers.

Implementation: Progression of Skills

	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
Read words accurately This concept involves decoding and fluency.	• 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 phonic knowledge	• Apply a growing knowledge of root words, prefixes and suffixes (etymology and morphology). • Read further exception words, noting the spellings.	Apply knowledge of root words, prefixes and suffixes. • Read age-appropriate books with confidence and fluency (including whole novels). (Note: this should be through normal reading rather than direct teaching.)

	and that do not require other strategies to work out words. • Re-read these books to build up fluency and confidence in word reading. • 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 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 books to build up fluency and confidence in word reading.		
Understand texts This concept involves understanding	Discuss events. • Predict events.	Draw inferences from reading. • Predict from details stated and implied.	Recommend books to peers, giving reasons for choices.

both the literal and more subtle nuances of texts.	• Link reading to own experiences and other books. • Join in with stories or poems. • Check that reading makes sense and self-correct. • Infer what characters are like from actions. • Ask and answer questions about texts. • Discuss favourite words and phrases. • Listen to and discuss a wide range of texts. • Recognise and join in with (including role-play) recurring language. • Explain and discuss understanding of texts. • Discuss the significance of the title and events. • Make inferences on the basis of what is being said and done.	• Recall and summarise main ideas. • Discuss words and phrases that capture the imagination. • Retrieve and record information from non-fiction, using titles, headings, sub-headings and indexes. • Prepare poems and plays to read aloud with expression, volume, tone and intonation. • Identify recurring themes and elements of different stories (e.g. good triumphing over evil). • Recognise some different forms of poetry. • Explain and discuss understanding of reading, maintaining focus on the topic. • Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. • Predict what might happen from details stated and implied. • Identify main ideas drawn from more than one paragraph and summarise these.	• Identify and discuss themes and conventions in and across a wide range of writing. • Make comparisons within and across books. • Learn a wide range of poetry by heart. • Prepare 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. • Check that the book makes sense, discussing understanding and exploring the meaning of words in context. • Ask questions to improve understanding. • Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. • Predict what might happen from details stated and implied. • Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas. • Identify how language, structure and presentation contribute to meaning.
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		• Identify how language, structure and presentation contribute to meaning. • Ask questions to improve understanding of a text.	• Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader. • Retrieve and record information from non-fiction. • Participate in discussion about books, taking turns and listening and responding to what others say. • Distinguish between statements of fact and opinion. • Provide reasoned justifications for views.
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Pathways to the Future in Reading



At Straits Primary, we believe that our six 'Pathways to the Future' are the key skills, attitudes, aptitudes and values which children need to develop throughout their lives for their journey into the future. Many of us do not know what the jobs in the future may be and the technology that the children will use as adults has not yet been invented. We therefore need to equip them so that they can apply themselves in a variety of different situations and so that we can enable them to become lifelong learners.

Pathways to the Future has been embedded into the ethos of the school for many years. All children strive to master each of the elements in each 'pathway' in order to become a Straits Model Citizen. The five British Values are also embedded within our Pathways.

Pathways to the Future are not lessons taught in isolation; they are interwoven throughout our curriculum and in every aspect of life at Straits. Reading provides many opportunities for developing these core 'pathways', particularly through **collaboration**, **resourcefulness** and **reflection**. Children are given many opportunities to master negotiating, influencing, listening, analysing, decision making, questioning and reasoning through Reading lessons, as well as many other 'pathway elements'.