



Reading Curriculum Progression

Implementation

We are passionate about reading at Cockwood Primary School. We believe it underpins everything in the curriculum and is the passport to becoming a life-long learner and a successful citizen of the future. It is essential that all children are given an equal chance to develop a love of reading and we constantly strive for ways to engage children in their reading journey. Research shows that children who enjoy reading achieve more highly across the curriculum. Developing a love of books and reading is at the heart of everything we do.

EYFS

Reading is at the core of our curriculum and has been developed in many ways:

- All new parents are provided with information about how to successfully promote a love of at home with guidance on how to read stories and make them part of their daily routine.
- A variety of books are read to the children every day. Careful consideration is made in the choice of books so children can engage and connect emotionally.
- We have a 'reader of the day', children take turns to bring in their favourite reading book and share with the class.
- We provide a cosy reading area within the classroom to entice the children to explore books independently.
- Reading activities are threaded throughout the continuous provision to ensure the children are provided with numerous different opportunities to read or be engaged in activities linked to reading or language development.
- There is a focus on oracy in which talk is valued and children feel confident to express themselves and have a voice. Adults model high quality vocabulary across all areas of learning.
- Read Write Inc is introduced immediately upon arrival in Foundation Stage, ensuring the children begin their reading journey as soon as possible. Direct and focussed phonics is taught everyday.

- There are swift assessments of individual progress within the first 6 weeks and then in RWI children are arranged into groups to suit their level of need.
- We use NELI (Nuffield Early Language Intervention) to improve the oral language skills for some of our children who have relatively poor spoken language. The programme is taught through small groups or 1:1.
- We create a language rich environment that is purposely planned to extend a child's knowledge and thinking with a focus on opportunities for repetition.
- Parental involvement is vital and we use a reading record book as a daily point of contact. We also offer reading and phonics workshops, weekly reading incentives and book related events to engage the whole family.
- Our youngest children have a decodable reading book to take home, which we call our 'book to build' we also send an additional book to share with an adult, which we call our 'book to blossom'

Phonics

Extensive research and evidence indicates that the...*'explicit and systematic teaching of the manipulation of phonemes...and phonemic awareness...is crucial and should be continued until children can automatically process this information. There is evidence that the systematic synthetic approach is particularly effective.'* (OFSTED New Inspection Framework- Overview of research) This is why we follow the Read Write Inc systematic synthetic phonics programme. It also develops all the components of reading instruction as well as decoding skills at the early stage, including fluency, vocabulary development and comprehension.

How we teach high quality phonics:

- Direct and focussed phonics is taught everyday using Read Write Inc. Children will be taught at the level of their phonological knowledge regardless of age.
- Sessions are run in small groups where children are taught to recognise sounds, read decodable green words, red tricky words and alien words. They practise spelling these words and writing them down.
- Children are taught to apply their phonics skills and improve their fluency through the RWInc story books used during these sessions.
- There are regular, rigorous and on-going assessments every half term up-dating individual and groups needs.
- Children who make the slowest progress are quickly identified and a responsive intervention is put in place and reviewed half-termly.
- We carry out 'mock' phonics screening to ensure the children who are in danger of not passing the phonics screening are identified and interventions are put in place.
- We have an experienced phonics lead who is able to support and model best practice providing instant on the spot training.
- Parental involvement is valued and expected and we run phonics workshops to support using the RWInc reading books and activities at home. We also have videos on our website to support parents in the delivery of pure sounds.

Accelerated Reader

Accelerated Reader is a tool we use for all children who have completed RWInc. Every half term we assess the children's reading range (zone of proximal development) and books are chosen to ensure they are reading at the appropriate level. Once a child has read a book they complete an online quiz in school, which helps to determine their level of comprehension. We aim for an 85% pass rate to confirm they have truly understood the vocabulary, content and meaning of the text. The children are given a reading target for each half term and they work towards an individualised target; this is generated through an online assessment based on their reading age and current reading ability. We track the children closely to ensure they are working towards their target and in each class there is a reading chart for them to record and see their own progress towards their target. At the end of each half term we have a reading party or reward for those children reaching their points target. We have our library organised into the Accelerated Reader levels so it makes selecting the appropriate level book easier for the children. We recommend they read within their range as this gives them ownership and an element of choice. We explain that at the bottom of the range they will find the books a comfortable read, however at the top of their range they may find these books more challenging. The range (ZPD) and target points are placed in the front of their reading record books at the start of each new half term so parents/carers are aware of the reading target. Teachers will give updates in the book during the term as a gentle reminder to the pupils on their progress.

Meeting the needs of all chn

Targeted interventions are tailored to support pupils' needs. We will always assess a child's starting point and unpick what intervention is needed to move that child's reading forward. This may be a phonics based resource in a small group or 1:1 session, or a daily additional reading session with an adult to address a particular need. Pupils may work in small groups on fluency and reading with prosody to support understanding of a text or comprehension tasks to develop understanding. We will look for ways to engage reluctant readers such as purchasing specific texts, such as a magazine of their choice, which will motivate them to read.

We believe in using pupil voice to find out what the children think about reading and we use pupil surveys to adapt and improve our reading offer. Termly we ask children to give us a list of books they would like to see in the library and we aim to purchase new books on a regular basis to ensure we have books that will appeal to every learner.

Teaching Reading

In KS2 we teach reading through a mixed diet of Guided Reading sessions with the teacher and Whole-class reading. We have a reading overview to ensure a wide range of genres and text types are covered throughout the year. These are often linked to the class topic to support reading across the curriculum. Teachers use VIPERS as an acronym to aid the recall of the 6 reading domains that focus on the

comprehension aspect of reading. It is a method to ensure teachers ask, and students are familiar with, a range of questions. This allows teachers to track the type of questions asked and the children's responses to these which allows for targeted questioning afterwards.

VIPERS stands for

Vocabulary

Inference

Prediction

Explanation

Retrieval

Sequence or **S**ummarise

Whenever a child has taken part in a Guided Reading group the teacher will write an individual comment in their reading record book.

During Whole-class reading, the teacher will model reading aloud with fluency and expression, whilst children can listen to the expert and then have a go for themselves. Whole-class reading offers the benefits of increased exposure to challenging texts and provides an opportunity for class discussion. The first read of the text focuses on modelling fluency and expression and the second read then focuses on comprehension. Re-reading the text in a pair or individually relieves any pressure and allows the child to improve their own bank of vocabulary and work on their fluency skills because they already know what the text should sound like when read aloud.

Library

We have an extensive library, which is continually updated and improved. We use the Junior Librarian system and children enjoy choosing their books and scanning them in and out. Encouraging them to respect and use the library correctly is preparing them for becoming life-long readers and future users of the local library. We have a dedicated member of staff who runs the library and ensures it is well-organised and an engaging space for the children to explore a range of books.

Reading for Pleasure

Throughout the year we have a range of events to develop a love of reading including 'Catch Me Reading' competitions; 'Bring and Buy book sale', run by the School Council, for both pupils and parents; Year 6 and Foundation reading buddies; World Book Day and themed days, such as 'Dragon Day' when we have a reading tent in the village hall and all children go and read inside the dragon!

Each class has a class book that is read by the teacher purely for pleasure and enjoyment. Quality time sharing a book is so important as it allows children to develop their imaginations, gives them an understanding of the world and develops empathy for others. It is through hearing stories that children are exposed to a wide range of words, meet various character types and learn the nuances of storytelling.

We also have a selection of books in each classroom which the children also have access to, these always include some titles linked to their current topic along with a selection of other genres. Making books easily accessible promotes the culture of Pennac's 'Rights of a Reader', the right to 'dip into a book'. 'the right to ;read anything' and the right to 'read anywhere'. Although we encourage children to read and complete books it is equally important to know we read for a variety of purposes and we all read in different ways.

Expectations in Early Reading

Below is the minimum number of sounds expected to be known by the end of a given term as suggested by RWInc, the phonic programme we use.

Reception			
Autumn 1	Spring 1	Summer 1	Summer 2
25 (single sounds)	31 (including Set 1 Special Friends)	35 (including 4 double consonants ff, ll, ss, ck. These are taught during Word Time 1.7)	41 (including first 6 Set 2)
Year 1			
Autumn 1	Spring 1	Summer 1	
47 (including last 6 Set 2)	57 (including first 10 Set 3)	64 (including last 7 Set 3)	

End Points in Reading

We have identified clear 'end-points' for reading, establishing what our pupils need to know and be able to do at the end of KS1, end of year 4 and then the end of KS2. We use the National Curriculum statutory requirements to inform our assessments.

	End of KS1	End of Lower KS2	End of Upper KS2
Word Reading	<p><i>Children will:</i></p> <ul style="list-style-type: none"> • 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 	<p><i>Pupils should be taught to:</i></p> <ul style="list-style-type: none"> • apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) both to read aloud and to understand the meaning of new words they meet 	<p><i>Pupils should be taught to:</i></p> <ul style="list-style-type: none"> • apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet.

	<p>in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes</p> <ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word 	
<p>Comprehension</p>	<p><i>Pupils will be taught to:</i></p> <ul style="list-style-type: none"> • 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 	<p><i>Develop positive attitudes to reading and understanding of what they read, by:</i></p> <ul style="list-style-type: none"> • listening to and discuss a wide range of fiction, poetry, plays, non-fiction and 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 	<p><i>Maintain positive attitudes to reading and understanding of what they read by:</i></p> <ul style="list-style-type: none"> • 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

	<p>related</p> <ul style="list-style-type: none"> • 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 <p><i>Understand both the books that they can already read accurately and fluently and those that they listen to by:</i></p> <ul style="list-style-type: none"> • 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, 	<ul style="list-style-type: none"> • identifying themes and conventions in a wide range of books • preparing poems and play scripts to read aloud and to perform, improve intonation, tone and volume • discussing words and phrases that capture the reader's interest and imagination • recognising some different forms of poetry [for example, free verse, narrative poetry] <p><i>Understand what they read, in books they can read independently, by:</i></p> <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • 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 	<p>traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions</p> <ul style="list-style-type: none"> • recommending books that they have read to their peers, giving reasons for their choices • identifying and discuss 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 <p><i>Understand what they read by:</i></p> <ul style="list-style-type: none"> • 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
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	<p>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</p> <ul style="list-style-type: none"> • explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves 		<p>presentation contribute to meaning</p> <ul style="list-style-type: none"> • 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
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Assessing Reading

- At the end of Year 1 children take part in the government phonic screening assessment. Those children who do not pass the screening are monitored closely and receive an additional phonics intervention alongside daily phonic sessions.
- Every half term those children on the Accelerated Reader programme, will complete a STAR reading assessment. This informs teachers of a pupil's current reading age, scaled score and their appropriate reading range. They are monitored and tracked closely to ensure every child is making adequate progress. Progress is shared with parents regularly.
- Day to day reading is assessed through Accelerated Reader quizzes and we aim for 85% comprehension. The children work towards an individualised points target which is checked weekly by teachers. If a child is persistently struggling to meet their target then a short-term intervention will be put in place, this could be 1:1 reading, support selecting appropriate texts, quiz report printed and sent home after every quiz or additional phonics support.

- Our more confident readers will also take vocabulary quizzes linked to their reading books, this revisits and embeds vocabulary and checks they understand the words in context.
- In January, Year 2 and 6 undertake mock SATs assessments in reading using past papers, the scores are moderated across our trust to ensure our pupils are on track and in line with our expectations,
- At the end of Year 2 and 6, Key Stage 1 and 2 government assessments are completed for reading.

Staff Development

All staff have received training on the RWI programme from a RWI lead within our trust, this is to ensure that we have a shared understanding of the pedagogy associated with early reading and we understand the importance of phonics. The school is part of the Somerset Literacy Network and we attend termly briefings to ensure our subject lead is continually looking for ways to improve reading across the school. Staff have attended workshops linked to developing whole class reading and we are taking part in the Devon Right to Read project.

Impact

By the time children leave Cockwood Primary School, our aim is for all children to be competent readers reading at least at the expected level. We hope to have inspired a love of reading and given them endless opportunities to read for pleasure. We want our readers to have experienced a wide range of genres including studying a Shakespeare play, a wide range of poetry and to have read across the curriculum to broaden their own knowledge of subject areas. We want our children to be able to participate in discussions about books and recognise themes and conventions in narratives. Developing reading is so much more than a tick box and we want our pupils to be life-long lovers of books who read for a range of purposes and gain immense pleasure from losing themselves in a great story. Reading is the key that unlocks learning potential and our curriculum aims to embed reading across the entire children for all children.