



Cheriton Bishop Community Primary School

Reading Curriculum Statement



Reading

Our core purpose is for children to develop a love for reading and become independent, fluent readers of a wide range of reading materials including fiction, non-fiction and poetry. Through the design of our curriculum we aim to create a reading culture where children: access inspiring, diverse and challenging texts across a range of genres; read for pleasure; grow their imaginations; escape to new and wider worlds; cultivate reading preferences; share and recommend texts; recognise authors and styles; open doors, understand and apply; communicate, articulate and perform, discuss and challenge; expand vocabulary banks; access learning across the curriculum; apply learning to written work and be ready for their next stage in learning and education. We celebrate reading!

To become an expert reader, children at our school will:

- have a secure knowledge and understanding of phonics, including the ability to apply phonics to develop early reading
- employ a range of other strategies to apply to their reading
- be inspired to have a lifelong love of reading
- read widely and for a range of purposes
- be taught the comprehension and decoding skills required to achieve age related expectations
- experience high-quality texts in a variety of text types as models for writing
- develop and understand a high level of vocabulary from all tiers (Alex Quigley) through regular exposure and specific vocabulary teaching

Vocabulary

Children's command of vocabulary is fundamental to learning and progress across the curriculum. Vocabulary is developed actively, building systematically on pupil's current knowledge and deepening their understanding of etymology and morphology (word origins and structures) to increase their store of words. Simultaneously, pupils make links between known and new vocabulary, and discuss and apply shades of meaning. In this way, children expand the vocabulary choices that are available to them. It is essential to introduce technical vocabulary which define each curriculum subject. Vocabulary development is underpinned by an oracy culture and a tiered approach. High value is placed on the conscious, purposeful selection of well-chosen vocabulary and appropriate sentence structure to enrich access to learning and feed into written work across the curriculum.

Accelerated Reader (AR)

Once a child has reached orange band books and the staff have assessed they have the fluency and comprehension skills needed to access the scheme they will begin with an initial assessment. Each child is then given a range of books in which they are guided to select from.

Reading for pleasure

We aim for children to read daily and support them in selecting a wide range of texts. Each class has a class reader – a story or text that is specifically chosen for the adult to read to the class (their may to times that a child is chosen to support this process). A class ‘book of the week’ is chosen by a selected child and shared during assembly.

Vocabulary

We use WEEE as an acronym to support the identification a new Word to Explore, Explain and Exemplify’. New vocabulary is explored in a variety of ways from morning mastery tasks to discussions and displays.

Phonics

As children join reception Phonics is taught systematically, using the structure recap, teach, practice and apply. This is supported by a range of additional resources including Phonics Bug. An individualised approach to need at every stage secures excellent development of the child’s phonological awareness.

English sequences

Good pedagogy and understanding of the children’s needs is used to select inspiring and high-quality texts, supported by the principles of Talk for Writing. Children spend time familiarising themselves with the text before imitating and then inventing their own writing based on a familiar structure.

Reading at home

Reading at home is part of weekly home-learning expectations. Age-related books are selected based on reading ability. Books should be changed as needed and pupils are encouraged to do so independently, as appropriate. Children can access AR and Phonics Gug resources at home and are encouraged to do so.

Guided Reading (GR)

Guided Reading provides important opportunities for the child to develop their reading skills, in particular their reading comprehension. Children work on specific areas of reading comprehension using the VIPERS and images support children’s understanding of these.

Shared reading

Teachers and children collaborate to unpick the text used in the teaching sequence. They look at specific features such as: author intent, what puzzles them, what they know/want to know, what they predict, etc. They rehearse ‘reading as a writer’ so that they can ‘write as a reader’.

Interventions

When intervention needs are identified through teacher assessment, children will have the appropriate feedback and intervention to make rapid progress and fill gaps, including through the use of AR.

Reading Comprehension

Reading comprehension is taught as a discrete skill using the structure of VIPERS – Vocabulary, Inference, Prediction, Explanation, Retrieval and Summarising. This may be individually, in groups or as a whole class, as the staff see best fit.

Wider reading

Children are exposed to fiction and non-fiction across the curriculum, using reading skills for wider understanding and application between subjects. Opportunities arise in many subject areas where a variety of texts are read and analysed. Children also read and rehearse materials for services and performances.

Reading Schemes

We use Phonics Bug to support phonics and early reading followed by a range of reading materials which are organised to ‘books bands’. Pupils join AR, accessing a rich, wide variety of real authors, when they become more confident and fluent.

Reading in the Early Years

Literacy is one of the seven aspects of the Early Years Framework. Reading is planned and taught through 'word reading' and 'comprehension' strands of the framework. Laying the foundations of becoming a fluent reader is fundamental as it unlocks the child's access to the wider curriculum as they move through the school. At Cheriton Bishop, we promote early Reading in children as young as two as we believe it underpins their natural curiosity of storytelling and development of language. Throughout the Early Years, we promote a love of reading and language by selecting a range of high-quality texts for the children to explore and enjoy. Reading activities are also planned for to capture the children's interest and further embed their love of reading. Creating a language-rich environment is carefully considered and planned for in the Early Years at Cheriton Bishop. Opportunities for role play, creating narratives and access to a wide variety of texts can be found throughout the provision.

A child's phonics journey begins as soon as they arrive at Cheriton Bishop. Children in pre-school follow Phase One of the Phonic Bug programme to develop their understanding of sound, rhyme, alliteration and oral blending. This is further developed as they progress onto Phase 2 of the programme when they enter Reception as they begin to learn individual phonemes and corresponding graphemes.

In order to assess impact - a guide

Children talk positively about reading, discussing texts and making recommendations. Children will enjoy reading.

Transitions between classes/year groups are smooth and progressive.

By reading and being exposed to texts, children know more. They make links between texts and use their ever-growing vocabulary, grammatical patterns and ideas in their writing.

Reading is taught progressively, and children will cover National Curriculum objectives at an appropriate stage for individuals.

Attainment is measured using National statutory tests. Each year, children are expected to have made good progress and meet ARE. Some will achieve greater depth and those not meeting ARE will receive specific intervention.

Assessment evidence – a guide

EYFSP	KS1	Years 3-5	Year 6
Reception Baseline assessment	Statutory tests: Year 1 Phonics screening check and Year 2 SATS	Non-statutory evidence gathering grids (Babcock)	Statutory test: Year 6 SATs
Early Learning Goals (ELG)			Year 6 evidence gathering grids for moderation (Babcock)
Ongoing Phonic assessments	Year 2 evidence gathering grids for moderation (BABCOCK)	AR assessments - quizzing and Star Reading, half termly reading assessment	AR assessments - quizzing and Star Reading, half termly reading assessment
Observations of reading behaviour	AR assessments - quizzing and Star		

including through Tapestry.	Reading, half termly reading assessment	SIMs – in-house data and progress tracking	SIMs – in-house data and progress tracking
Talking to pupils and parents.			
Independent and home reading records	SIMs – in-house data and progress tracking	Teacher assessment - observations of reading behaviour and discussion	Teacher assessment - observations of reading behaviour and discussion
Running records to assess fluency and accuracy	Teacher assessment - observations of reading behaviour and discussion	Guided reading records Home reading records 1:1 reading records	Guided reading record sheets Home reading records 1:1 reading records
	Guided reading records Home reading records 1:1 reading records Phonics assessments/checks	Written and verbal responses to reading activities	Written and verbal responses to reading activities

Reading support / intervention

Children who need it receive daily phonics interventions addressing any issues from ongoing phonics assessments. Children who need it receive additional reading opportunities with the teacher /TA which may include pre-teaching, 'mop-up', gap filling and daily quick-fire activities. Where children are not ready for guided reading, they read on a 1:1 basis with the teacher.

	Progression in Reading						
	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Decoding / Word Reading	*use phonic knowledge to decode regular words and read them aloud accurately *read and understand simple sentences *read some common irregular words	*apply phonic knowledge to decode words *respond with the correct sound for graphemes for all 40+phonemes – including alternative sounds *read accurately by	*apply phonic knowledge and skills consistently to decode quickly and accurately *read accurately by blending, including alternative sounds for graphemes *read multi-syllable words containing	*read with fluency a range of age appropriate text types – including fairy stories, myths and legends, poetry, plays, non-fiction books - reading at a speed sufficient for them to focus on	*read with fluency a range of age appropriate text types – including fairy stories, myths and legends, poetry, plays, non-fiction books – reading at a speed sufficient for them to focus on	*fluently and automatically read a range of age-appropriate texts including both modern fiction and those from our literary heritage; books from other cultures; myths, legends and traditional	*fluently and effortlessly read the full range of age-appropriate texts including both modern fiction and those from our literary heritage; books from other cultures; myths, legends and traditional

		blending taught GPS *read common exception words eg: the, said, once, she, friend, school *read common suffixes -s, -es, -ing, -ed, -est *read multi-syllable words containing taught GPCs *read contractions such as I'm, can't, we'll. *Know that apostrophes represent omitted letters *read aloud phonically-decodable texts *read pseudo words with accuracy – including vowel digraphs and trigraphs	these graphemes *read common suffixes such as: -ment, -less, -ness, -ful and -ly *read exception words, noting unusual correspondences (including words from the Y2 Spelling appendix such as because, beautiful, everybody, should, whole, parents, money) *read most words quickly and accurately without overt sounding and blending *read some phonically-decodable books with fluency, sound out unfamiliar words automatically *reread books to build up fluency and confidence	understanding with some support *read most common exception words by sight – including all those in the Y2 spelling appendix – noting unusual correspondence between spelling and sound *know the full range of GPCs and use phonic skills consistently and automatically to address unfamiliar or challenging words *determine the meaning of new words by sometimes applying knowledge of root words and their affixes eg: disagree, misbehave, incorrect *prepare poems and scripts to read aloud/perform – show appropriate intonation and volume when reciting	understanding *read most common exception words effortlessly – noting unusual correspondence between spelling and sound *know the full range of GPCs and use phonic skills consistently and automatically to address unfamiliar words with few errors *determine the meaning of new words by sometimes applying knowledge of root words and their affixes eg information, invasion, enclosure, mountainous *prepare poems and play scripts to read aloud and perform – demonstrating understanding by showing appropriate intonation and volume when reciting to reading aloud	stories; poetry; plays; non-fiction and reference or text books *determine the meaning of new words by applying morphological knowledge of root words and affixes eg: suspect/suspicious, change/changeable, receive/reception *know securely the different pronunciations of words with the same letter-string eg: bought, rough, cough, though, plough *use appropriate intonation, tone and volume when reciting or reading aloud to an audience with an intention to make the meaning clear	stories; poetry; plays; non-fiction and reference or text books *determine the meaning of new words by applying morphological knowledge of root words and affixes eg: ambitious, infectious, observation, innocence *use appropriate intonation, tone and volume when reciting or reading aloud to an audience making the meaning clear by how they present the text
Range of reading		*listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently *link what they read or hear read to their own experiences	*listen to, discuss and express 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	*listen to, discuss and express views about a wide range of fiction, poetry and plays – sometimes at a level beyond that which they can read independently	*listen to, discuss and express views about a wide range of fiction, poetry and plays – beginning to justify comments	*read a growing repertoire of texts – both fiction and non-fiction	*demonstrate a positive attitude by frequently reading a wide range of texts – both fiction and non-fiction

Familiarity with texts		<ul style="list-style-type: none"> *become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics *recognise and join in with predictable phrases 	<ul style="list-style-type: none"> *become increasingly familiar with and retell a wide range of stories, fairy stories and traditional tales *recognise simple recurring literary language in stories and poetry 	<ul style="list-style-type: none"> *identify themes and conventions in a range of books 	<ul style="list-style-type: none"> *identify themes and conventions in a range of books including the conventions of myths and play scripts and begin to make comparisons 	<ul style="list-style-type: none"> *be familiar with a range of text types including modern and traditional fiction; books from other cultures; myths, legends and traditional stories; poetry; plays; non-fiction and reference books *discuss and comment on themes and conventions in various genres 	<ul style="list-style-type: none"> *demonstrate familiarity with different texts types *accurately identify and comment on the features, themes and conventions across a range of texts and understand their use
Poetry and Performance		<ul style="list-style-type: none"> *appreciate rhymes and poems, and recite some by heart 	<ul style="list-style-type: none"> *build up a repertoire of poems learnt by heart, appreciate these and recite some with appropriate intonation to make the meaning clear 	<ul style="list-style-type: none"> *recognise some different forms of poetry such as shape poems, free verse or narrative and explain their differences 	<ul style="list-style-type: none"> *recognise, compare and evaluate several different forms of poetry such as free verse, rhyming, shape, narrative, humorous etc... 	<ul style="list-style-type: none"> *read and recite age-appropriate and more challenging poetry that has been learned by heart 	<ul style="list-style-type: none"> *demonstrate that they have learned a wide range of poetry by heart
Word Meanings		<ul style="list-style-type: none"> *discuss word meanings, link new meanings to those already known 	<ul style="list-style-type: none"> *discuss and clarify the meanings of words, linking new meanings to known vocabulary *discuss favourite words and phrases 	<ul style="list-style-type: none"> *explain the meaning of words in context; use dictionaries to check meanings *discuss words and phrases that capture the reader's interest and imagination 	<ul style="list-style-type: none"> *explain the meaning of more words in context with greater precision; using dictionaries to check meanings independently *discuss and explain words and phrases that capture reader's interest/imagination 	<ul style="list-style-type: none"> *discuss their understanding of the meaning of words in context – finding other words which are similar 	<ul style="list-style-type: none"> *explore finer meanings of words *show, discuss and explore their understanding of the meaning of vocabulary in context

Understanding	<ul style="list-style-type: none"> *demonstrate their understanding when talking with others about what they have read. 	<ul style="list-style-type: none"> *draw on what they already know or on background information and vocabulary provided by the teacher *check that the text makes sense to them as they read and correct inaccurate reading 	<ul style="list-style-type: none"> *discuss the sequence of events in books and how items of information are related *draw on what they already know or on background information and vocabulary provided by the teacher *check that the text makes sense to them as they read and correct inaccurate reading 	<ul style="list-style-type: none"> *check the text makes sense, reading to the punctuation and usually re-reading or self-checking *explain and discuss their understanding of the text eg: explain events; describe a character's actions *identify how language, structure and presentation contribute to meaning eg: trembling indicates that the child is scared; text box provides a list of quick facts 	<ul style="list-style-type: none"> *check that the text makes sense, reading to the punctuation and habitually re-reading *explain and discuss their understanding of the text eg: describe a sequence of events; the way a character changes through the story etc... *identify and summarise main ideas drawn from more than one paragraph *identify how language, structure and presentation contribute to meaning including identifying key topics within paragraphs 	<ul style="list-style-type: none"> *provide straightforward explanations for the purpose of the language, structure and presentation of texts eg: use of bullet points; how a letter is set out; introductory paragraphs *make comparisons within and across texts eg: compare two ghost stories *distinguish fact from opinion with some accuracy and awareness of ambiguity *summarise main ideas from more than one paragraph – identifying key details which support the main idea 	<ul style="list-style-type: none"> *identify language, structural and presentational features in texts and explain how they contribute to meaning *use contextual evidence to make sense of the text *make accurate and appropriate comparisons within and across different texts *distinguish between fact and opinion accurately and discuss ambiguity between the two *confidently summarise content drawn from more than one paragraph
Inference		<ul style="list-style-type: none"> *discuss the significance of the title and events *make inferences on the basis of what is being said and done 	<ul style="list-style-type: none"> *make inferences on the basis of what is being said and done *answer and ask questions 	<ul style="list-style-type: none"> *draw inferences and justify with evidence eg: characters' feelings, thoughts and motives from their actions or words 	<ul style="list-style-type: none"> *draw inferences and justify with evidence eg: characters' feelings, thoughts and motives from their actions /words – and draw comparisons with little prompting 	<ul style="list-style-type: none"> *draw inferences and justify these with evidence from the text eg: explain how a character's feelings changed and how they know this 	<ul style="list-style-type: none"> *make developed inferences and explain and justify with textual evidence to support their reasoning
Prediction		<ul style="list-style-type: none"> *predict what might happen on the basis of what has been read so far 	<ul style="list-style-type: none"> *predict what might happen on the basis of what has been read so far 	<ul style="list-style-type: none"> *predict what might happen from simple details both stated and implied 	<ul style="list-style-type: none"> *make credible predictions about what might happen from details stated and implied 	<ul style="list-style-type: none"> *make credible and insightful predictions 	<ul style="list-style-type: none"> *make credible and insightful predictions which are securely rooted in text
Authorial intent						<ul style="list-style-type: none"> *discuss and evaluate how authors use language, including figurative language – and its 	<ul style="list-style-type: none"> *identify the effect of language, including figurative; explain and evaluate its effect – including

						effect on the reader	impact and suitability of choice
Non-fiction		*listen to and discuss a range of non-fiction texts, draw on what they already know and on background information and vocabulary provided by the teacher	*be introduced to non-fiction books that are structured in different ways	*listen to and discuss a range of non-fiction and reference or text books that are structured in different ways; identify their characteristics and recognise typical presentational features *retrieve and record information from non-fiction texts	*listen to and discuss a range of non-fiction and reference or text books that are structured in different ways recognising typical presentational features *know how information is signposted in reference book and use this to retrieve and record information from non-fiction / reference texts	*confidently retrieve, record and present information from non-fiction texts	*retrieve, record and present information from non-fiction texts – independently and creatively
Discussing reading		*participate in discussion about what is read to them, take turns and listen to what others say *explain clearly their understanding of what is read to them	*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 other say *explain and discuss their understanding of books, poems and other material, both those that they listen to and those they read for themselves	*engage with a range of texts, making choices and explaining preferences; start to know preferred authors and text types; talk about books read both in and out of school *during discussion about texts, ask questions to improve their understanding; take turns and listen to what others have to say	*engage with a range of texts, making choices and explaining preferences; know some text types; talk about books read both in and out of school making textual references *during discussion about texts, ask relevant questions to improve their understanding; take turns and build on what others have to say	*recommend books to others – giving detailed reasons *readily ask pertinent questions to enhance understanding *participate confidently in discussion about books, expressing and justifying opinions, building on ideas and challenging others' views courteously *explain what they know or have read – including through formal presentations and debates, using notes where necessary	*state own preferences and recommend books to others – giving substantiated reasons *pose hypotheses and ask probing questions to enhance understanding *discuss books, expressing and justifying opinions, building ideas and challenging others' views courteously *explain their understanding of what they have read – including through formal presentations and debates – maintaining a focus on the topic