KEY STAGE 1 & 2 ENGLISH – READING

At Benedict Biscop CE Academy we use a range of reading schemes which develop skills and understanding (Read, Write Inc, New Way, Oxford Reading Tree and Accelerated Reader).

Coverage:

Key Stage 1	Key Stage 2
• Listen to traditional tales. • Listen to a range of texts. • Learn some poems by heart. • Become familiar with a wide range of texts of different lengths. • Discuss books. • Build up a repertoire of poems to recite. • Use the class and school libraries. • Listen to short novels over time.	• Read and listen to a wide range of styles of text, including fairy stories, myths and legends. • Listen to and discuss a wide range of texts. • Learn poetry by heart. • Increase familiarity with a wide range of books, including myths and legends, traditional stories, modern fiction, classic British fiction and books from other cultures. • Take part in conversations about books. • Learn a wide range of poetry by heart. • Use the school and community libraries. • Look at classification systems. • Look at books with a different alphabet to English. • Read and listen to whole books.

Aims:

The programmes of study for reading at key stages 1 and 2 consist of two dimensions:

 word reading

 comprehension (both listening and reading).

It is essential that teaching focuses on developing pupils' competence in both dimensions; different kinds of teaching are needed for each. Skilled word reading involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Underpinning both is the understanding that the letters on the page represent the sounds in spoken words. This is why phonics should be emphasised in the early teaching of reading to beginners (i.e. unskilled readers) when they start school. Good comprehension draws from linguistic knowledge (in particular of vocabulary and grammar) and on knowledge of the

world. Comprehension skills develop through pupils' experience of high-quality discussion with the teacher, as well as from reading and discussing a range of stories, poems and non-fiction. All pupils must be encouraged to read widely across both fiction and non-fiction to develop their knowledge of themselves and the world in which they live, to establish an appreciation and love of reading, and to gain knowledge across the curriculum. Reading widely and often increases pupils' vocabulary because they encounter words they would rarely hear or use in everyday speech. Reading also feeds pupils' imagination and opens up a treasure-house of wonder and joy for curious young minds. It is essential that, by the end of their primary education, all pupils are able to read fluently, and with confidence, in any subject in their forthcoming secondary education.

Characteristics of readers:

• 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.

READING Curriculum Progression:

Strand of English	Essential key Skills	Specific Outcomes				
		P Scales	KS1	Lower KS2	Upper KS2	Level 6
Reading	To read words accurately	P5 • Select a few words, symbols or pictures and derive some meaning (when presented in a familiar way). • Match objects to pictures and symbols. P6 • Select and recognise or read a small number of	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	• 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. (Note: this should be through normal reading rather than direct teaching.)	

| | | | words or symbols linked to a familiar vocabulary.
• Match letters and short words.
P7
• Distinguish between print or symbols and pictures in texts.
P8
• Recognise or read a growing repertoire of familiar words or symbols, including their own names.
• Associate sounds with patterns in rhymes, with syllables, and with words or symbols.
Early Years
• Begin to read words and simple sentences.
• Hear and say the initial sound in words.
• Segment sounds in simple words and blend them, knowing which letter | 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 and that | | | |

		represents some of them. • Link sounds to letters, naming and sounding the letters of the alphabet. • Read some irregular words (such as was, of, the, to, you, I, is, said, that, he, his, she, her, for, are, as, they, we, were, be, this, have, or, one, by, what, with, then, do, and, there)	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 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 books to build up fluency and confidence in word reading.				
		To understand texts	P4 • Listen and respond to familiar rhymes and stories. • Show some understanding of how books work. P5 • Show curiosity about content. P7 • Show an interest in the activity of reading. • Predict elements of a narrative, e.g. when the adult stops reading, fill in the missing word.	• Discuss events. • Predict events. • Link reading to own experience. • 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.	• Draw inferences from reading. • Predict from details stated and implied. • 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	• Recommend books to peers, giving reasons for choices. • 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.	Understand increasingly challenging texts through: • learning new vocabulary and using dictionaries • making inferences and referring to evidence in the text • knowing the purpose, audience for and context of the writing and drawing on this knowledge to support comprehension

		• Understand the conventions of reading, e.g. following text left to right, top to bottom and page following page. • Know that their name is made up of letters. P8 • Understand that words, symbols and pictures convey meaning. • Recognise at least half of the letters of the alphabet by shape, name or sound. Early Years • Enjoy reading and listening to 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.	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 how language, structure and presentation contribute to meaning. • Ask questions to improve understanding of a text.	• 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. • Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader. • Retrieve and record information from non-fiction.	• checking understanding to make sure that what is read makes sense. Know how language, including figurative language, grammar, text structure and organisational features present meaning. • Recognise a range of poetic conventions and understand how these have been used. • Study setting, plot and characterisation and the effects of these. • Understand the ways that great dramatists make their works effective on stage. • Make critical comparisons across texts.

					• Participate in discussion about books, taking turns and listening and responding to what others say.	