



Stoke Row Church of England Primary School

Curriculum Statement for Reading

At Stoke Row we know that teaching a child to read is vital and provides children with the key skills needed to help them understand the world around them and prepare them for their **Bright Futures**. Our priority is both the teaching of reading skills and promoting and developing a love of reading. This in turn supports our children to become lifelong, confident readers. We believe that high-quality texts are key to motivating children to read and instilling a love of literature. Having shared story times is important and the impact this can have should not be underestimated as they help to develop listening skills, comprehension and story language. It is also during these sessions that children will start to develop an idea about what types of books they enjoy and want to hear repeatedly. At school, the teachers read a variety of high quality texts to the children on a regular basis to help develop these skills and the love of reading. As children begin to read, we focus on decoding using phonics, in addition to other strategies, e.g. whole word recognition, rhyme and context. Alongside teaching children the skills they need to read at word level we also teach them comprehension skills such as re-telling events in order, predicting what could happen next and inferring how someone feels or why it might have happened.

Intent:

To begin to develop lifelong enjoyment and pleasure in reading as a key part of their **Bright Futures** by exposing all children to a range of authors, genres and books on different topics and interests.

To develop happy healthy and curious learners who read confidently and independently.

To provide children with the skills and strategies necessary to develop into competent and fluent readers.

To enable children to understand the meaning of what is read to them and what they read independently and be able to respond to it and justify their answers.

To develop appreciation of the work of different authors, poets and illustrators.

To enable children to be familiar with a large bank of rhymes and stories including nursery rhymes, traditional tales and stories from other cultures.

To effectively assess children's fluency and understanding

To provide opportunities for all children to access the reading curriculum and make progress regardless of gender, age, ability, disability, ethnic origin, faith, culture, social circumstances and sexual orientation.

Implementation:

To develop all children's reading through daily phonics lessons and quality first teaching.

To plan opportunities for reading across the curriculum.

To ensure all pupils progress is monitored and evaluated closely so that all children can reach (and exceed) their full potential and so any additional support can be put in place for children who are struggling.

To use phonetically decodable books which are matched directly with a child's phonological awareness.

To ensure that teachers model reading, shared reading and a love of reading

Impact:

Children will be able to read and will show increasing confidence, resilience and independence in both their reading and their reading skills so that they continue to become lifelong readers in their **Bright Futures**.

Children will have a love of reading and develop preferences on what type of genre or topic they like to read.

Children will have a book appropriate to their developing phonic knowledge and matched to their fluency and understanding.

Children will be exposed to a range of different genres and authors.

Children will be able to understand what is read to them and answer questions including making inferences and making connections between texts.

Every child will make progress from their starting point.

Children with SEND will develop reading skills and knowledge and begin to apply this across the curriculum.

EYFS	
Communication and language	Literacy
Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.	Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Anticipate (where appropriate) key events in stories. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play. Say a sound for each letter in the alphabet and at least 10 digraphs.

	Read words consistent with their phonic knowledge by sound-blending. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.
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	Key stage 1		Lower Key stage 2		Upper Key Stage 2	
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6

Word Reading	apply phonic knowledge and skills as the route to decode words match all 40+ graphemes to their phonemes read accurately by blending sounds in unfamiliar words read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word read compound words read words with –s, –es, –ing, –ed, –er and –est endings read words which start with -un divide words into syllables read other words of more than one syllable that contain taught GPCs read words with contractions and understand that the apostrophe represents the missing letter(s) read books aloud, accurately, that are consistent with their developing phonic knowledge reread these books to build up their fluency and confidence in word reading	decode automatically and fluently blend sounds in words that contain the graphemes already learnt recognise and read 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 read and comment on unusual correspondences between grapheme and phoneme 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	apply knowledge of root words, prefixes and suffixes 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 attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words	apply knowledge of root words, prefixes and suffixes 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 attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words	apply knowledge of root words, prefixes and suffixes 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 attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words re-read and read ahead to check for meaning	apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of new words they meet use combined knowledge of phonemes and word derivations to pronounce words correctly e.g. arachnophobia attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words read fluently, using punctuation to inform meaning

Comprehension	develop pleasure in reading, motivation to read, vocabulary and understanding	talk about and give an opinion about a wide range of texts	read a range of fiction, poetry, plays and non-fiction texts	know which books to select for specific purposes, especially in relation to science, geography and history learning	am familiar with and can talk about a wide range of books and text types	am familiar with and can talk about a wide range of books and text types
	listen to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently	discuss the sequence of events in books and how they relate to each other	discuss the texts that I read	use a dictionary to check the meaning of unfamiliar words	discuss the features of different text types, including myths, legends, traditional stories and books from other cultures	discuss the features of different text types, including myths, legends, traditional stories and books from other cultures
	link what they read or hear to their own experiences	use prior knowledge, including context and vocabulary, to understand texts	read aloud and independently, taking turns and listening to others	discuss and record words and phrases that writers use to engage and impact on the reader	read non-fiction texts and identify the purpose, structure and grammatical features, evaluating how effective they are	read books that are structured in different ways
	retell key stories using narrative language and considering their particular characteristics	become increasingly familiar with and retell a wider range of stories, fairy stories and traditional tales	explain how non-fiction books are structured in different ways and can use them effectively	identify some of the literary conventions in different texts	identify significant ideas, events and characters; and discuss their significance	recognise texts that contain features from more than one text type
	recognise and join with predictable phrases	read for meaning and check that the text makes sense, going back and re-reading when it does not	explain some of the different types of non-fiction books	prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action	recite poems by heart	evaluate how effectively texts are structured and presented
	learn some poems and rhymes by heart	begin reading non-fiction books that are structured in different ways	ask relevant questions to get a better understanding of a text	explain the meaning of words in context	prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone, volume and action	read non-fiction texts to help with my learning
	discuss word meanings, linking new meanings to those already known	recognise simple recurring literary language in stories and poetry	predict what might happen based on details I have	ask relevant questions to improve my understanding of a text	make comparisons within and across books	read accurately and check that I understand
	use what they already know to understand texts	talk about favourite words and phrases in stories and poems	draw inferences such as inferring a characters' feelings, thoughts and motives from their actions	infer meanings and begin to justify them with evidence from the text	check that the book makes sense to them, discuss their understanding and explore the meaning of words in context	recommend books to others and give reasons for my recommendations
	check that the text makes sense and correct when it doesn't	recite poems with appropriate intonation to make the meaning clear	use a dictionary to check the meaning of unfamiliar words	predict what might happened from details stated and from the information I have deduced	ask questions to improve their understanding	identify the key points and themes in texts
	discuss the significance of the title and events	understand both the books that they can already read accurately and fluently and those that they listen to	identify the main point of a text	identify where a writer has used precise word choices for effect to impact on the reader	draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence	identify and discuss the conventions in different text types
	make predictions about the events in the text	make predictions based on what I have read	explain how structure and presentation contribute to the meaning of texts	identify some text type organisational features, for example, narrative, explanation and persuasion	predict what might happen from details stated and implied	recite a range of poems by heart e.g. narrative verse, sonnet
	draw inferences from the text and/or illustrations	make inferences on the basis of what is being said and done	use non-fiction texts to retrieve information	retrieve information from non-fiction texts	distinguish between statements of fact and opinion	prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone, volume and action
	discuss and explain what is read to them, taking turns and listening to what others say	answer and ask questions	prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action	build on others' ideas and opinions about a text in discussion	retrieve, record and present information from non-fiction	identify how language, structure and presentation contribute to meaning
		explain and discuss books, poems and other works, taking turns and listening to what others say			give reasons for their views	discuss and evaluate how authors use language, including figurative language, considering the impact on the reader