



**Rossmere
Academy**
ENRICHING EDUCATION

Reading Curriculum and Progression in Skills

September 2023

Reading Curriculum – Whole School

Phonics	Reading for understanding	Sharing books as a class	Teaching reading
<p>Read Write Inc Phonics is taught to all children (From Spring 2 in nursery) until they successfully complete the programme (usually by Summer Term Year 1, although may be also taught in Year 2 and 3). This is taught as a full English lesson of up to 1 hour a day, with children grouped by ability after screening every 6 weeks.</p> <p>Children in Y5/6 who are still not secure in phonics will have one to one intervention in Read Write Inc Fresh Start.</p> <p>Phonics lessons are taught every day from 9.20-10.20 and are the English lesson for children at this stage of development. Lessons are taught by a combination of teachers and learning coaches.</p> <p>One to one and small group phonics intervention is planned for children who are at risk of falling behind.</p> <p>Children with identified additional needs (e.g. dyslexia) work through the Lexia online programme to improve their skills.</p>	<p>Once children can read with a level of fluency and have mastered decoding and blending, they will start on Accelerated Reader. All children take a termly online test (Star Reader Test) that assesses Reading Age, speed and understanding and gives a level of books they should be reading. Children select their own books at the correct level and when they have finished, they take an online quiz to check their understanding.</p> <p>Independent reading time is from 8.40 to 9am every day, and children are expected to also take their books home to read. Independent reading at home and school is recorded on Boom Reader. Children will use this time to develop a love of independent, quiet reading so the ‘ambience’ is vital with calm music etc.</p> <p>Teachers will check up on a child’s confidence, fluency and understanding by hearing them read every week and also by checking Accelerated Reader reports.</p> <p>Termly PIRA comprehension tests are an added check of whether children are understanding what they are reading and applying their skills independently.</p>	<p>All classes have class reading time at the end of every day (3– 3.15) where an adult reads a well-chosen class book. This is an opportunity for adults to model to children how to read aloud. Where longer chapter books are read (KS2) this should be the same book as used in other English lessons with the time used to move the story on.</p> <p>These books are chosen for the quality of language, themes included and to extend learning from English lessons (often the same book is used in English lessons, especially where it is a longer novel). In KS1/EYFS books are chosen to match a theme or books by the same author.</p> <p>Teachers plan for class reading time by selecting reading material carefully to extend knowledge, vocabulary and develop a love of reading. Careful questioning is used to help check children’s understanding of new words.</p> <p>A display of ‘books we have read’ and ‘books by the same author’ or ‘books of the same genre’ should be available in each area of school.</p>	<p>Reading skills are taught within English lessons and are linked to writing skills where appropriate, rather than as a separate lesson.</p> <p>Every class will also have reading lessons at other times during the week (see year group for details)</p> <p>Children are taught all skills of reading through use of a quality text, which may either be the class text or an extract that has been chosen for a specific purpose.</p> <p>Teachers plan to teach reading skills as part of a teaching sequence that is progressive – each skill building on what the children already know.</p> <p>Reciprocal reading intervention is planned for children in Key Stage 2 who are at risk of falling behind in their reading. This follows the reading domains that will also be covered in whole class teaching.</p> <p>Children will respond to reading tasks in their book. This may be in the form of answers to questions or a longer written response to what they have read.</p>

Please note: Examples of reading activities to be used are available on Sharepoint

Sparkles / Nursery progression in reading skills

Note: In Nursery/Sparkles children will be taught the expectations of careful listening and why this is important helping them to engage in story time. They will be encouraged to use a wider range of vocabulary that is influenced by fiction, non-fiction, rhymes and songs.

Fluency

Fluency will be demonstrated by an adult reading to the children daily:

- Knowing that text is read starting from left and moving to the right
- Knowing that text can be read
- Learning simple rhymes that can be repeated
- Listening to and joining in with repetitive stories and rhymes

Authorial Intent

In Nursery/Sparkles children must be exposed to a variety of books, both fiction and non-fiction and be told how they are different.

Language Structure and Organisation

This will be taught during every story time:

- Being able to engage in story time, listening and looking at the pictures.
- Being able to listen to and talk about stories displaying some understanding.
- Developing their knowledge of vocabulary.

Comprehension

Retrieve	Question	Infer	Predict	Summarise
Starting to answer questions about a story or the pictures in a book, or listening to an adult answer their own questions	Teachers model how to ask questions about a story e.g. 'I wonder what he's going to do next?'	Using pictures in a book to tell them about the story.	Questions of – 'I wonder what will happen' to encourage excitement about what will happen next.	Begin to retell a simple story using pictures or words

Reception progression in reading skills

Note: in Reception where children may not be fluent readers yet, aspects of the reading curriculum will be covered by an adult reading to the children and books being shared. Children will be taught the expectations of careful listening and why this is important helping them to engage in story time. They will be encouraged to use a wider range of vocabulary that is influenced by fiction, non-fiction, rhymes and songs.

Fluency

Fluency and word reading will be taught daily in Read Write Inc Phonics lessons, but skills must be reinforced in other lessons throughout the week:

- Being able to orally blend when modelled by an adult.
- Knowing that text is read starting from the left and moving to the right.
- Being able to read a few common exception words in line with our Read, Write Inc programme.
- Being able to read simple phrases and sentences made up of words with known letter-sound correspondence.
- Read words consistent with their phonic knowledge by sound-blending.
- Have the ability to re-read what they have written to check that it makes sense.
- Children learn to appreciate simple rhymes and poems, reciting some by heart (link to whole class reading and singing)
- Recognise and join in with predictable phrases used in whole class reading of repetitive texts

Authorial Intent

In Reception this must be taught whenever a book is read to children. Teachers will link this to text structure.

Language Structure and Organisation

This will be covered in Read Write Inc Phonics lessons but must also be taught when teachers share a class book and in other curriculum areas when text is used:

- Being able to engage in story time.
- Being able to listen to and talk about stories displaying some understanding.
- Developing their knowledge of vocabulary.
- Being able to articulate their thoughts in well-formed sentences in relation to an event or activity.

Comprehension

Retrieve

Being able to answer who, where and when questions verbally with some

Question

Teach children to ask direct questions after a discussion about a text.

Infer

Support the children in being able to understand same and different when comparing.

Predict

Use what children know and what they can see to predict events from a story.

Summarise

Children to talk fluently to explain a sequence of events in order.

extended thought and explanation.	Support the children to develop their ability to question in context of what is being discussed.	Develop ability to use picture and context cues to infer information.	Use familiar stories to develop prediction skills that can be orally shared.	Be able to demonstrate their knowledge of a story or text by drawing our key points to display understanding.
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Year 1 progression in reading skills

Note: in Y1 where children may not be fluent readers yet, aspects of the reading curriculum will be covered by an adult reading to the children and books being shared. This is to continue to use reading to develop knowledge of texts and introduce children to new vocabulary and language.

Year 1 children will have a 30 minute English lesson every afternoon where skills of reading and writing are taught explicitly. In the spring / summer term this will reduce as fewer children are having daily phonics lessons.

Fluency

Fluency and word reading will be taught daily in Read Write Inc Phonics lessons, but skills must be reinforced in other lessons throughout the week and when children read to an adult:

- The teacher will use choral reading and will demonstrate to the children how to read aloud.
- Being able to read a few common exception words in line with our Read, Write Inc programme.
- Being able to read simple phrases and sentences made up of words with known letter-sound correspondence.
- Read words consistent with their phonic knowledge by sound-blending
- Children are encouraged to re-read to build up fluency and confidence in word reading (sight reading and blending)
- Children learn to appreciate simple rhymes and poems, reciting some by heart (link to whole class reading, singing and music lessons and assembly singing)
- Recognise and join in with predictable phrases used in whole class reading (repetitive texts e.g. The Gruffalo)

Authorial Intent

In Year 1 this must be taught whenever a book is read to children. Teachers will link this to text structure.

Children must understand the difference between fiction (narrative) and non-fiction (non-narrative)

Language Structure and Organisation

This will be covered in Read Write Inc Phonics lessons but must also be taught when teachers share a class book and in additional reading lessons:

- Begin to understand the structure of a non-fiction text
- Discussing word meanings, linking new words to those already known. This will be covered in whole class reading at the end of the day and while reading texts related to topics.
- Recognising simple recurring literacy language in stories and poems

Comprehension

Retrieve	Question	Infer	Predict	Summarise
<p>Answer questions about what they have just read – initially this will be verbal with discussions about a text the teacher is reading, building to children recording answers to questions (in the style of PIRA tests)</p>	<p>Teach children to ask questions about the text before, during and after reading</p>	<p>Talk about what they already know – background information, vocabulary, pictures every time a new text is introduced. Make inferences about the text on the basis of what they can see and what others are saying.</p>	<p>Predict what might happen next on the basis of what they already known. This will be taught in modelled discussions with the class during whole class story time.</p>	<p>Explain clearly what they have read either one to one while reading to an adult or summarising a story that has been read to them either verbally or in a piece of writing or pictures.</p>

Year 2 progression in reading skills

Note: in Y2 there is an expectation that all children are fluent readers with a good understanding of phonics. For those who are not yet at this level, being part of whole class reading time will help to improve their skills and widen their vocabulary.

There will be 2 additional reading lessons every week of 30 minutes.

Fluency

Fluency will be taught daily in Read Write Inc Phonics lessons for those children still accessing the programme, in independent supported reading every morning and in whole class reading time:

- Reading increasingly longer texts through Accelerated Reader to build up their fluency and confidence
- Reading sections of the whole class text using choral reading with the teacher modelling
- Continuing reading started in Year 1 of familiar texts, rhymes etc to be able to recite them.

Authorial Intent

In Year 2 this must be taught during English lessons, reading lessons and whole class reading time.

Children must understand that all text is written for a purpose and an audience – the audience must be discussed with the children.

Identifying words and phrases that capture their imagination is key. These should then be added to the working wall to be used in writing lessons.

Language Structure and Organisation

This will be covered in Read Write Inc Phonics lessons and English lessons, but must also be taught when teachers share a class book and in additional reading lessons:

- Understanding that non-fiction texts are structured in a different way to fiction books.
- Discussing word meanings, linking new words to those already known. This will be covered in whole class reading at the end of the day and while reading texts related to topics. Using the Vocabulary Ninja approach to analysing new vocabulary may be used.
- Understanding the use of dictionaries and search engines to check the meaning of words.

Comprehension

Retrieve	Question	Infer	Predict	Summarise
Learn to skim and scan a text to retrieve simple information in response to a question. Children will learn how to	Learn to ask questions about a text before they read it. This will often be done as a whole class with questions	Discussing what has caused a character to behave in a certain way. Make inferences about the text on the basis of their own experiences and knowledge about similar texts.	Predict what might happen next on the basis of what they have read so far. This will largely be discussion	Explain the sequence of events in a story or text through either listing them, sequencing

respond to the question accurately in writing.	recorded on a working wall for children to refer to as they read the text / the text is read to them.	This may be recorded in a written response to a text such as a letter to a character or written answer to a question. Children will also begin to give written answers to SATs style questions.	with answers added to the working wall.	pictures and discuss the links between events. This will be recorded.
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Year 3 progression in reading skills

Note: in Y3 there is an expectation that all children are fluent readers with a good understanding of phonics. Children who did not reach the expected level in Year 2 reading assessments will require additional intervention in Year 3 (some may still be accessing RWI phonics until they are secure)

There will be 2 additional reading lessons every week of 30 minutes.

Fluency

Fluency will be taught daily in English lessons, in independent supported reading every morning, in reading lessons and in whole class reading time:

- Read accurately and fluently so that they can focus on understanding and not decoding.
- Reading aloud poems, playscripts and stories – varying intonation, volume and action to demonstrate understanding of the text.
- Reading longer words and testing out different pronunciation of sounds.

Authorial Intent

In Year 3 this must be taught during English lessons, reading lessons whole class reading time.

Children must demonstrate understanding of the intent of an author through characters and settings.

Discuss and understand why authors use different types of language.

Language Structure and Organisation

This will be covered in English lessons, but must also be taught when teachers share a class book and in reading lessons:

- Learn the conventions of different types of writing, such as letters and diary entries or structured non-fiction texts with sub headings and bullet points.
- Show understanding of new words through use of dictionaries and search engines, and investigate through knowledge of root words, prefixes and suffixes.

Comprehension

Retrieve	Question	Infer	Predict	Summarise
Learn to skim and scan a larger text to retrieve simple information using organisational devices to support them (e.g. subheadings). Children will learn how to respond to the question accurately in writing.	Learn to ask questions about a text based on their inference and the direction the text is taking. This will often be done as a whole class with questions recorded on a working wall for children to refer to as they read the text / the text is read to them.	Make inferences about the text on the basis of their own experiences and listening to others during discussion. This may be recorded in a written response to a text such as a letter to a character or written answer to a question. Written answers to PIRA style questions will be used.	Predict what might happen next on the basis of what they have read so far. Predictions should be relevant and appropriate. This will largely be discussion with answers added to the working wall, although will move to written predictions.	Begin to distinguish between important and less important information in the text, providing a brief written summary

Year 4 progression in reading skills

There will be 2 additional reading lessons every week of 30 minutes.

Fluency

Fluency will be taught daily in English lessons, in independent supported reading every morning, in reading lessons and in whole class reading time:

- Read longer texts with increased accuracy, fluency, resilience and confidence
- Reading aloud poems, playscripts and stories – varying intonation, volume and action to demonstrate understanding of the text and awareness of audience
- Reading longer words and testing out different pronunciation of sounds.

Authorial Intent

In Year 4 this must be taught during English lessons, reading lessons and whole class reading time.

Children must demonstrate understanding of the intent of an author through characters, settings language and themes.

Discuss and understand why authors use different types of language.

Language Structure and Organisation

This will be covered in English lessons, but must also be taught when teachers share a class book and in reading lessons:

- Learn the conventions, structure, presentation and language that appear in different types of writing, such as letters and diary entries or structured non-fiction texts with sub headings and bullet points.
- Show understanding of new words through use of dictionaries and search engines, and investigate through knowledge of root words, prefixes and suffixes.

Comprehension

Retrieve	Question	Infer	Predict	Summarise
Learn to skim and scan a larger text to retrieve simple information and record accurately using evidence from the text.	Generate a variety of questions about a text based on their inference to gain deeper understanding about the text. This will often be done as a whole class with questions recorded on a working wall for children to refer to as they read the text / the text is read to them. Begin to record these questions and their own answers	Make inferences such as about a character’s feelings, thoughts or motives from their actions. Justify inferences with evidence. Begin to identify the difference between fact and opinion. This may be recorded in a written response to a text or a written answer to a question.	Predict what might happen next at the pivotal point in a text. Discuss the different option the author has. Begin to respond by recording predictions in writing, which may include writing their own ending to a story before reading it.	Summarise the main ideas through note taking. Record in written notes

Year 5 progression in reading skills

There will be 2 additional reading lessons every week of 30 minutes.

Fluency

Fluency will be taught daily in English lessons, in independent supported reading every morning, in reading lessons and in whole class reading time:

- Read longer texts with increased resilience and stamina across a range of genre.
- Reading aloud poems, playscripts and stories – varying intonation, volume and action to demonstrate understanding of the text and awareness of audience
- Reading longer words and testing out different pronunciation of sounds.

Authorial Intent

In Year 5 this must be taught during English lessons, reading lessons and whole class reading time.

Children must identify authorial intent across a range of text types.

Discuss and understand why authors use different types of language, including figurative language, considering the impact on the reader.

Language Structure and Organisation

This will be covered in English lessons, but must also be taught when teachers share a class book and in reading lessons:

- Identify how language, structure and presentation contribute to meaning.
- Show understanding of new words through use of dictionaries and search engines, and investigate through knowledge of root words, prefixes and suffixes.

Comprehension

Retrieve	Question	Infer	Predict	Summarise
<p>Retrieve, record and present relevant and appropriate information from a variety of text types using SATs style questions.</p> <p>Record in a variety of forms</p>	<p>Generate a variety of questions about a text based on their inference to gain deeper understanding about the text.</p> <p>Adults model deeper discussion for children to copy.</p> <p>Begin to record these questions and their own answers</p>	<p>Make inferences such as about a character’s feelings, thoughts or motives from their actions. Justify inferences and opinions with evidence from the text (SATs 3 mark questions)</p> <p>Identify the difference between fact and opinion.</p> <p>This may be recorded in a written response to a question.</p>	<p>Predict what might happen next – record responses and revisit to modify after reading more of the text</p> <p>Begin to respond by recording predictions in writing, which may include writing their own ending to a story before reading it.</p>	<p>Summarise the main ideas through note taking, including key details accurately</p> <p>Record in written notes</p>

Year 6 progression in reading skills

In Year 6 many responses to reading will take the form of written answers to SATs style questions to become familiar with style and variety.

There will be 2 additional reading lessons every week of 30 minutes.

Fluency

Fluency will be taught daily in independent supported reading every morning and in whole class reading time:

- Read longer texts with speed, resilience and stamina across a range of genre.
- Reading aloud poems, playscripts and stories – varying intonation, volume and action to demonstrate understanding of the text and awareness of audience
- Reading aloud and showing understanding of new words through knowledge of root words etc.

Authorial Intent

In Year 6 this must be taught during English lessons, reading lessons and whole class reading time.

Children must identify authorial intent of themes and text conventions across a range of text types.

Discuss and evaluate why authors use different types of language, including figurative language, considering the impact on the reader. **Use SATs questions to record**

Language Structure and Organisation

This will be covered in English lessons, but must also be taught when teachers share a class book and in reading lessons:

- Identify how deliberate language, structure and presentation alter meaning.

Comprehension

Retrieve	Question	Infer	Predict	Summarise
<p>Retrieve, record and present relevant and appropriate information from a variety of text types using SATs style questions. With speed</p> <p>Record in a variety of forms</p>	<p>Generate a variety of questions about a text based on their inference to gain deeper understanding about the text.</p> <p>Adults model deeper discussion for children to copy.</p> <p>Begin to record these questions and their own answers</p>	<p>Make inferences such as about a character’s feelings, thoughts or motives from their actions. Justify inferences and opinions with direct evidence from the text (SATs 3 mark questions)</p> <p>Clearly state opinions and justify reasons clearly.</p> <p>This may be recorded in a written response to a question.</p>	<p>Predict what might happen next – record responses and revisit to modify after reading more of the text</p> <p>Begin to respond by recording predictions in writing, which may include writing their own ending to a story before reading it.</p>	<p>Summarise and explain understanding of what they have read maintaining focus and using notes.</p> <p>Record in written notes</p>

