

Reading at Boringdon Primary School

Strand	Aspect	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Reading for Pleasure and independent reading	Intent	<p>Create a culture where children love reading fiction and non-fiction books, actively engage with it at every opportunity and where their imagination and understanding of the world is developed through it.</p> <p>Create a culture of reading where children are exposed to a range of high-quality texts in a variety of contexts and have opportunities to browse literature, hear texts read aloud as well as participate in structured reading activities</p> <p>To build preferences in reading and to choose to read</p> <p>To recognise authors and styles of reading that individuals enjoy</p> <p>Engage in book discussion in a range of contexts, alongside both adults and peers</p> <p>Share and recommend a range of books</p>						
	Implementation	<p>Ks1: Children develop reading for pleasure through daily RWI sessions and adults reading stories out loud.</p> <p>Ks2: reading whole books as a class and Accelerated Reading -choosing fiction and non-fiction books they enjoy to read independently and talking regularly about the books they are reading and love;</p>						
	Progression	<p>Show an active interest in books and talk about what they have seen and heard in stories read to them</p>	<p>Participate actively in listening and sharing a wide range of books</p> <p>Choose to read</p>	<p>Read independently, demonstrating increasing stamina</p> <p>Show developing preferences through book choice</p>	<p>Accelerated Reading:</p> <p>Read for a range of purposes independently</p> <p>Choose appropriate texts with support</p> <p>Demonstrate engagement with reading</p> <p>Read for sustained periods of time</p> <p>Complete books</p>	<p>Accelerated Reading:</p> <p>build on Year 3</p> <p>Engaging actively in book discussion</p> <p>Respond to reading in a written form</p>	<p>Accelerated Reading:</p> <p>Read a broader range of texts including those from literary heritage and more challenging texts</p> <p>Recommend books they have read to their peers, giving reasons for their choices.</p> <p>Demonstrate continuing engagement with reading:</p> <p>Read longer books for more sustained periods of time</p>	<p>Accelerated Reading:</p> <p>build on Year 5</p> <p>Engage actively in book discussions with and without adult support</p> <p>Respond to reading in a written form, beginning to develop a critical stance</p> <p>Complete a wider range of more challenging and lengthier books</p>

Reading to Children	Intent	Building a bank of story and rhyme knowledge	Widen knowledge of texts and authors, including non-fiction and poetry Sustain stamina in listening to and reading texts Make connections within a book	Introduce children to a wider range of authors and contexts that develop joy of reading and understanding of reading and their cultural capital	Continue to develop and read a wide range of authors and texts that develop joy in reading and their cultural capital. Expose children to challenging and archaic texts, e.g, language, themes, etc.		
	Implementation	Ks1: Model reading in RWI and reading books to the children in class. KS2: Reading of the class text to and with children.					
	Progression	Teachers choose a range of texts that develop cultural capital, texts they are passionate about and texts they know children will love		Teachers read 3 texts (1 for each term), during whole class reading and throughout the week.			
		Elmer, Handa's Hen, Handa's Surprise, We are Going on a Bear Hunt, Can't You Sleep Little Bear, Superworm, The Very Hungry Caterpillar, Sharing a Shell, Rainbow Fish, Supertato, Goldilocks and the Three Little Bears,		Whole class Cultural capital text term 1: Kasia's Surprise Whole class text term 2: Fantastic Mr Fox Whole class text 3: Stig of the Dump	Whole class Cultural capital text term 1: When Stars are Scattered Whole class text term 2: The Boy Who Grew Dragons Whole class text 3: The Lion the Witch and the Wardrobe	Whole class Cultural capital text term 1: Journey to Jo'burg Whole class text term 2: Letters from the Lighthouse Whole class text term 3: Infinite Lives of Maisie Day	Whole class Cultural capital text term 1: Oranges in no-man's land Whole class text term 2: The London Eye Mystery Whole class text term 3: Holes

		Gingerbread Man						
Reading as a writer	Progression		<p>Year 1:</p> <p>develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently 	<p>Year 2:</p> <p>During year 2, teachers should continue to focus on establishing pupils' accurate and speedy word-reading skills. They should also make sure that pupils listen to and discuss a wide range of stories, poems, plays and information books; this should include whole books.</p>	<p>Year 3 and 4:</p> <p>As their decoding skills become increasingly secure, teaching should be directed more towards developing their vocabulary and the breadth and depth of their reading, making sure that they become independent, fluent and enthusiastic readers who read widely and frequently.</p>	<p>Year 5 and 6:</p> <p>During years 5 and 6, teachers should continue to emphasise pupils' enjoyment and understanding of language, especially vocabulary, to support their reading and writing. Pupils' knowledge of language, gained from stories, plays, poetry, non-fiction and textbooks, will support their increasing fluency as readers, their facility as writers, and their comprehension.</p>		
	Implementation:		<p>Fiction:</p> <p>The Three Little Pigs,</p> <p>Non-fiction:</p> <p>How to Wash a Woolly Mammoth</p>	<p>Fiction:</p> <p>A mouse called Julian, Traction Man, Little Red Riding Hood</p> <p>Non-Fiction:</p> <p>How to Catch Santa, A Tail like This, Amelia Earhart, Reptiles, This is How We Do It.</p> <p>Poetry:</p> <p>Tell me a Dragon</p>	<p>Fiction:</p> <p>Voices in the Park, Arthur and the Golden Rope,</p> <p>Non-Fiction:</p> <p>Rocks, Fantastically Great Women, How to Grow your Own Lettuce, Anthology of intriguing animals</p> <p>Poetry:</p> <p>Paint me a Poem</p>	<p>Fiction:</p> <p>Myth Atlas, Escape to Pompeii, A Walk in London, Evie and the Wild Woods, Bill's New Frock</p> <p>Non-Fiction:</p> <p>Everest, A question of History – Vikings, Dare to Care for a Dragon</p>	<p>Fiction: Princess' Blanket, Varjak's Paw, Kensuke's Kingdom, Inside the Villains,</p> <p>Non-Fiction:</p> <p>Shackleton's Journey, Jungle Survival, Snakes</p> <p>Poetry:</p> <p>The Sea</p>	<p>Fiction: The Ice Bear, Hansel and Gretel, Chitty Chitty Bang Bang</p> <p>Non-Fiction:</p> <p>Dragonology, Wallace and Gromit Cracking Contraptions</p> <p>Poetry:</p> <p>The Lost Words</p>

						Poetry:		
Application of phonics	Intent Children use phonic knowledge to decode regular words and read them aloud accurately.							
	Implementation	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Progression	Children use phonic knowledge to decode regular words and read them aloud accurately.	To apply phonic knowledge and skills as the route to decode words. To blend sounds in unfamiliar words using the GPCs that they have been taught. To respond speedily, giving the correct sound to graphemes for all of the 40+ phonemes. To read words containing taught GPCs. To read words containing -s, -es, -ing, -ed and -est endings. To read words	To continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent. To read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes. To accurately read most words of two or more	To use their phonic knowledge to decode quickly and accurately (may still need support to read longer unknown words). To apply their growing knowledge of root words and prefixes, including in-, im-, il-, ir-, dis-, mis-, un-, re-, sub-, inter-, super-, anti and auto- to begin to read aloud.* To apply their growing knowledge of root words and suffixes/word	To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill. To apply their knowledge of root words, prefixes and suffixes/word endings to read aloud fluently.*	To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues. To apply their growing knowledge of root words, prefixes and suffixes/ word endings, including -sion, -tion, -cial, -tial, -ant/-ance/-ancy, -ent/-ence/-ency, -able/-ably and -ible/ibly, to	To read fluently with full knowledge of all Y5/ Y6 exception words, root words, prefixes, suffixes/word endings* and to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues.

			with contractions, e.g. I'm	syllables. To read most words containing common suffixes.*	endings, including -ation, -ly, -ous, -ture, -sure, -sion, -tion, -ssion and -cian, to begin to read aloud.		read aloud fluently.*	
Comprehension		Reception	Year 1	Year 2	Year 3 and 4		Year 5 and 6	
		Children read and understand simple sentences. They demonstrate understanding when talking with others about what they have read.	build up their fluency and confidence in word reading Pupils should be taught to : • develop pleasure in reading, motivation to read, vocabulary and understanding by: • listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can	Pupils should be taught to: • 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	Pupils should be taught to: • develop positive attitudes to reading and understanding of what they read by: • listening to and discussing a 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 • 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 • identifying themes and conventions in a wide range of books • preparing poems and play scripts to read aloud and to perform, showing		Pupils should be taught to: • maintain positive attitudes to reading and understanding of what they read by: • 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 traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions recommending books that they have read to their peers, giving reasons for their choices • identifying and discussing •	

			<p>read independently</p> <ul style="list-style-type: none"> • being encouraged to link what they read or hear read to their own experiences • becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics • recognising and joining in with predictable phrases learning to appreciate rhymes and poems and to recite some by heart • discussing word meanings, linking new 	<p>independently</p> <ul style="list-style-type: none"> • discussing the sequence of events in books and how items of information are related • 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 	<p>understanding through intonation, tone, volume and action</p> <ul style="list-style-type: none"> • discussing words and phrases • that capture the reader's interest and imagination • recognising some different forms of poetry (e.g. free verse, narrative poetry) • understand what they read, in books they can read independently, by: <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 one paragraph and summarising these • identifying how language, structure, and presentation contribute to meaning • retrieve and record information from non-fiction 	<p>themes and conventions in and across a wide range of writing</p> <ul style="list-style-type: none"> • 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 • understand what they read by: <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 one paragraph, identifying key details that support the main ideas • identifying how language, structure and presentation contribute to meaning • discuss and evaluate
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			<p>meanings to those already known • understand both the books they can already read accurately and fluently and those they listen to by: • 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</p>	<p>to know 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 • understand both the books that they can already read accurately and fluently and those that they listen to by: • drawing on what they already know or on background information and vocabulary</p>	<p>participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening</p>	<p>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</p>
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				<p>provided by the teacher</p> <ul style="list-style-type: none">checking that the text makes sense to them as they read and correcting inaccurate readingmaking inferences on the basis of what is being said and doneanswering and asking questionspredicting what might happen on the basis of what has been read so farparticipate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns		
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				<p>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		
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