Reading

Intent and Implementation

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Reading Intent and Implementation

Why do we teach Reading?

English has a pre-eminent place in education and in society. A high-quality education in English will teach pupils to communicate their ideas and emotions to others, and through their reading and listening, others can communicate with them.

Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development.

Reading also enables pupils both to acquire knowledge and to build on what they already know. All the skills of language are essential to participating fully as a member of society; pupils who do not learn to speak, read and write fluently and confidently are effectively disenfranchised.

What is our curriculum aim?

The national curriculum for reading aims to ensure that all pupils:

- Read easily, fluently and with good understanding.
- Develop the habit of reading widely and often, for both pleasure and information.
- Acquire a wide vocabulary, an understanding of grammar and appreciate our rich and varied literary heritage.
- Develop comprehension skills through high-quality discussion with teachers, group reading and independent reading.

- Use reading to feed their imaginations and open up a treasure house of wonder and joy for their curious, young minds.

- Read with increasing fluency, with confidence in any subject across the whole curriculum.

Reading Intent and Implementation

How is reading taught at Shinfield?

Reading is taught using a range of approaches that provide an array of opportunities to develop a love of reading that we hope will stay with them for life. This should empower them to succeed in other curriculum areas. All children will experience:

- Direct, focused, high-quality phonics taught everyday in EYFS and Year 1 as a method to teach children to read the sounds in words. It helps children to learn to read quickly and skillfully. Decoding as a method to read unfamiliar words enables children to read with increasing fluency and begin to apply their phonic knowledge to spell words. Additional support and interventions are provided by highly trained teachers and teaching assistants across EYFS & KS1 Little Wandle Letters and Sounds 'Keep up' programme which provides a high quality and progressive teaching programme.

- A range of high-quality texts are available as printed books through the class book shelves and school library. Texts reflect the interests of the children and our school community, providing diverse and culturally rich texts.

- A whole-class reading approach is adopted in Year 2 so that all children are immersed in high-quality literature, discussions and reasoning to develop fluency, comprehension, vocabulary, as well as listening to high-quality modelled reading. In addition, children read weekly in group reading sessions with books matched to their reading ability.

- Little Wandle reading scheme books provide decodable reading material to ensure that, as children move through the early stages of acquiring phonic knowledge and skills, they can practice by reading texts closely matched to their level of phonic attainment. Texts from a range of genres are matched by phonics phases to ensure children are reading at 90% fluency.

- Children reading fluently move on from the Little Wandle reading books to reading books from our Oxford Reading Tree scheme. These books are colour banded.
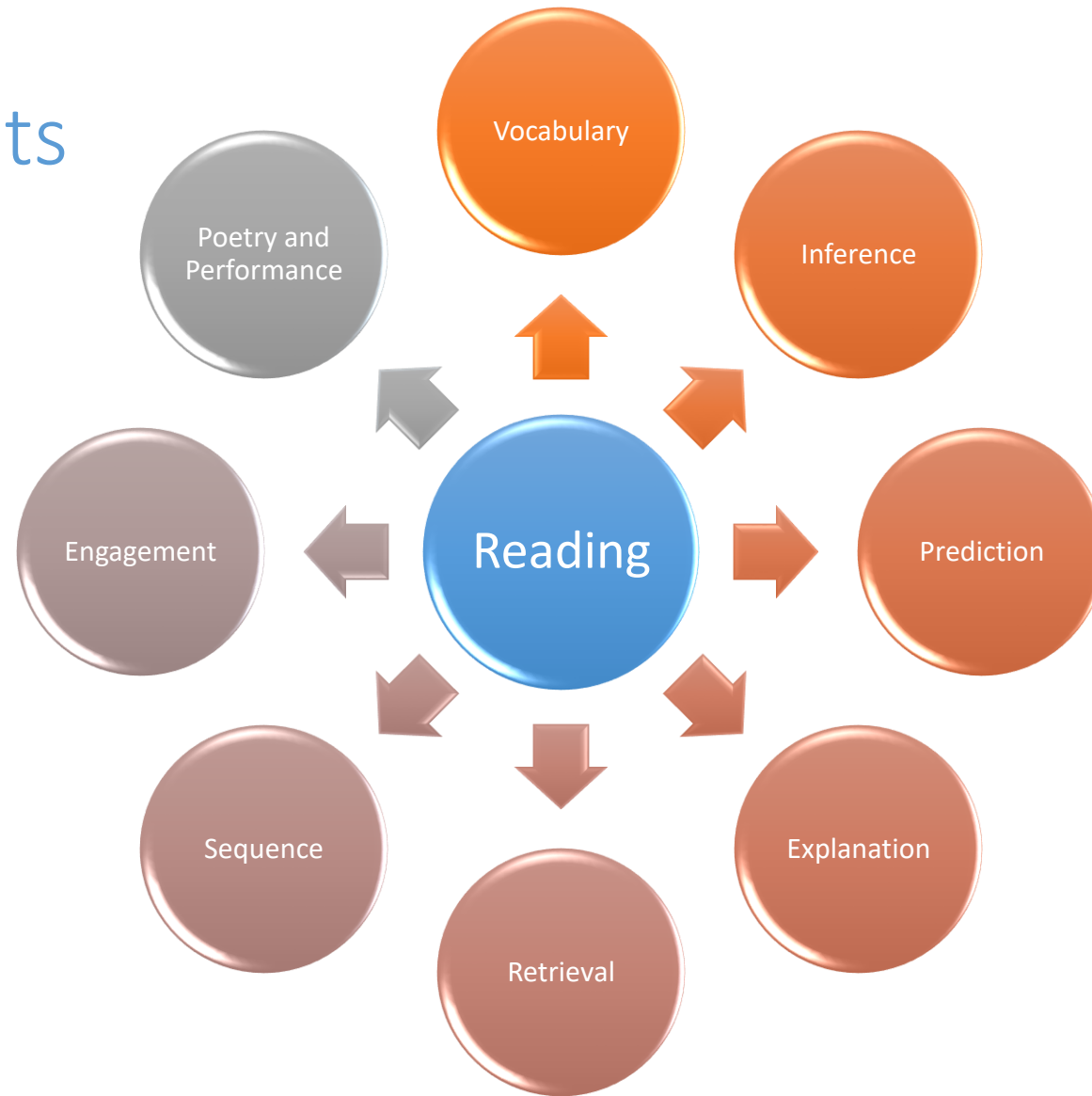
Reading Spine

Year 1

That Rabbit Belongs to Emily Brown – Cressida Cowell and Neal Layton
Numenia and The Hurricane – Fiona Halliday
Cinnamon – Neil Gaiman
I Can Only Draw Worms – Will Mabbitt
King of The Classroom – Derrick Barnes and Vanessa Brantley-Newton
Goodnight Everyone – Chris Haughton
Oof Makes an Ouch! – Duncan Beedle
We're Going On a Bear Hunt – Michael Rosen
Peace at Last – Jill Murphy
The Bad-Tempered Ladybird – Eric Carle
Funnybones - Allan Ahlberg
The Gruffalo – Julia Donaldson

Hairy Maclary from Donaldson's Dairy – Lynley Dodd
Owl Babies – Martin Waddell
The Smile Shop – Satoshi Kitamura
The Emperor of Absurdia – Chris Riddell
There Are Cats in This Book – Viviane Schwarz
Mister Magnolia – Quentin Blake
Katie's Morag Island Stories – Mairi Hedderwick
My Friend Bear – Jez Alborough
Avocado Baby – John Burningham
The Tiger Who Came to Tea – Judith Kerr
Meg and Mog – Helen
Not Now, Bernard – David Mckee
A Dark, Dark Tale – Ruth Brown
Dogger – Shirley Hughes
I Want My Hat Back – Jon Klassen

The Dark – Lemony Snicket
You Can't Take an Elephant on the Bus – Patricia Cleveland-Peck
Penguin – Polly Dunbar
You Choose – Pippa Goodhart
Stanley's Stick – Neal Layton and John Hegley
What to do if an Elephant Stands on your Foot – Michelle Robinson
How to Wash a Woolly Mammoth – Michelle Robinson
Dinosaurs in the Supermarket! – Timothy Knapman

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Year 2			

Salty Dogs – Matty Long
Don't Look in This Book – Samuel Langley-Swain
Gorilla – Anthony Browne
Dr Xargle's Book of Earthlets – Jeanne Willis
The Legend of Spud Murphy – Eoin Colfer
Mr Majeika – Humphrey Carpenter
Jinnie Ghost – Berlie Doherty
I was a Rat! Or the Scarlet Slippers – Philip Pullman
The Day the Crayons Quit – Drew Daywalt
Tuesday – David Wiesner
Beaver Towers – Nigel Hinton
The Happy Lion – Louise Fatio and Roger Duviosin

A Royal Lullabyhullaballoo – Mick Inkpen
Triangle – Mac Barnett
Fungus the Bogeyman – Raymond Briggs
Mrs Wobble the Waitress – Allan Ahlberg
The Adventures of Captain Underpants – Dav Pilkey
The Dunderheads – Paul Fleischman
The Man Whose Father was a Pirate – Margaret Mahy
Pirate School – Just a bit of Wind – Jeremy Strong
The Giraffe and the Pelly and Me – Roald dahl
Mog Time Treasury: Six Stories About Mog the Forgetful Cat – Judith Kerr
Uncle Gobb and the Dread Shed – Michael Rosen
Mr Wolf's Pancakes – Jan Fearnley

Gobbolino the Witch's Cat – Ursula Williams
The Enchanted Wood – Enid Blyton
Clarice Bean, That's Me – Lauren Child
The Story of Babar – Jean De Brunhoff
Nim's Island – Wendy Orr
The Tear Thief – Carol Ann Duffy
How to Live Forever – Colin Thompson
Press Here – Herve Tullet
The Penderwicks – Jeanne Birdsall
The Dragonsitter – Josh Lacey

Reading Progression Map – Vocabulary

Early Learning Goal	• **demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;** • **use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.**

	Fluency	Correcting Inaccuracies	Building Vocabulary
1	• To accurately read texts that are consistent with their developing phonic knowledge, that do not require them to use other strategies to work out words. • To reread texts to build up fluency and confidence in word reading.	• Check that a text makes sense to them as they read and to self- correct. • Use knowledge of sentence grammar to check if reading 'sounds right'.	• Discuss word meaning and link new meanings to those already known.
2	• 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 fluency and confidence in word reading. • Read words accurately and fluently without overt sounding and blending, e.g. at over 90 words per minute, in age-appropriate texts.	• Use sentence grammar to support understanding of unfamiliar words. • Check that the text makes sense to them as they read and to correct inaccurate reading.	• Increase vocabulary using understanding of context to know what they mean. • Show understanding by drawing on what they already know or on background information and vocabulary provided by the teacher. • Discuss and clarify the meanings of words, linking new meanings to known vocabulary. • Discuss their favourite words and phrases.

Reading Progression Map – Inference

Early Learning Goal	• **Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary**

1	• Use context to support understanding of texts. • Make basic inferences such as know who is speaking. • Link what they have read or have read to them to their own experiences.
2	• Make inferences on the basis of what is being said and done. • Give reasons for why events happen and characters behave as they do.

Reading Progression Map – Prediction

Early Learning Goal	• **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;**

1	• Make reasoned predictions. • Discuss the significance of titles and make predictions from these. • Predict what might happen on the basis of what has been read so far.
2	• Make predictions based on knowledge of the text or the author. • Predict what might happen on the basis of what has been read so far in a text. • Recognise simple recurring literary language in stories and poetry and use this to predict patterns in stories and poems.

Reading Progression Map – Explanation

Early Learning Goal	• **Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.**
1	• Recognises the different features of books; chapters, pages, contents etc. • Recognise the main features of different texts; e.g. openings, problems and endings; instructional features; information. • Recognise and talk about the effect of language patterns and repetition. • Understand the difference between fact and fiction.
2	• Recognise and explain organisational features of texts. • Identify the purpose of a book.

Reading Progression Map – Retrieval

Early Learning Goal	• **Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;**
1	• Find specific information in simple texts.
2	• Gather ideas and information from across a text. • Navigate texts to retrieve information.

Reading Progression Map – Sequence

Early Learning Goal	• **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;**
1	• Identify the main events in stories • Identify the main characters in stories • To retell familiar stories in increasing detail.
2	• Become increasingly familiar with and to retell a wide range of stories, fairy stories and traditional tales. • Discuss the sequence of events in books and how items of information are related.

Reading Progression Map – Engagement

1	• Use patterns and repetition to support oral retelling. • Make personal reading choices and explain reasons for choices. • Make links between events and ideas in texts and personal experience. • Recognise the differences between fiction and non-fiction texts and their purposes. • Begins to make links between different texts • Listen to and discuss a wide range of fiction, non-fiction and poetry at a level beyond that at which they can read independently. • Join in with discussions about a text, taking turns and listening to what others say.
2	• Choose and read whole books at appropriate levels. • Talk about reasons for book choices. • Use books and stories as a stimuli for role play • Participate in discussion about books, poems and other works that are read to them (at a level beyond at which they can read independently) and those that they can read for themselves, explaining their understanding and expressing their views. • Ask and answer questions about a text. • Make links between the text they are reading and other texts they have read (in texts that they can read independently).

Reading Progression Map – Engagement

Early Learning Goal	• **Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.** • **Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.**

1	• Use patterns and repetition to support oral retelling. • Make personal reading choices and explain reasons for choices. • Make links between events and ideas in texts and personal experience. • Recognise the differences between fiction and non-fiction texts and their purposes. • Begins to make links between different texts • Listen to and discuss a wide range of fiction, non-fiction and poetry at a level beyond that at which they can read independently. • Join in with discussions about a text, taking turns and listening to what others say.
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Reading Progression Map – Poetry and Performance

Early Learning Goal	• **use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.**

1	• Recite simple poems by heart.
2	• Continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some with appropriate intonation to make the meaning clear.