



## Clipston Primary School – Overview for Reading

Reception	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
<p>We use Read, Write Inc. as our systematic, synthetic Phonics Programme.</p> <p>Read, Write Inc. phonics flashcards are provided to each child as part of transition into Reception.</p> <p>Phonics lesson 5x per week with additional interventions to ‘catch up’ any children at risk of falling behind, including as a result of absence.</p> <p>Children take the Read, Write Inc. books home to read and parents are encouraged to help their child practise the skills they are taught in school.</p> <p>We provide Phonics and Reading Workshops to support EYFS parents with a focus on developing prosody, as well as how to support their child with phonics using Pure Sounds.</p> <p>‘Books We Know Well’ have been identified on the basis of their synopsis, language development and vocabulary acquisition. These are read regularly to the children – at least one per day – during story time.</p> <p>Sharing books enables children to get to know the sounds, rhythms and words used in the way we write. This is different from how we talk, so hearing</p>	<p>We use Read, Write Inc. as our systematic, synthetic Phonics Programme.</p> <p>Children in Year 1 (and Year 2 children who did not meet the standard in the phonics screening check) continue with Phonics lessons 5x per week with additional interventions to ‘catch up’ any children at risk of falling behind, including as a result of absence.</p> <p>Children take the Read, Write Inc. books home to read and parents are encouraged to help their child practise the skills they are taught in school.</p> <p>During the autumn term of Year 2, children who are fluent in phonics (and have met the standard of the Phonics Check in Year 1) progress from Read Write Inc. books onto levelled “real” reading books as well as levelled books from a wider variety of “schemes”.</p> <p>Parents of children in Year 1 are encouraged to attend the Phonics and Reading Workshops and Year 2 parents are welcome, too.</p> <p>‘Other Books We Love’ and specific chapter books have been carefully selected to build reading stamina. These are shared regularly with the</p>	<p>We use Read, Write Inc. as our systematic, synthetic Phonics Programme for children who did not meet the standard of the phonics screening re-sit in Year 2.</p> <p>It is our intention that almost all children will progress from Read Write Inc. books onto levelled “real” reading books in Year 3 although levelled books from a wider variety of “schemes” re available to support those children who are still developing reading confidence. These are changed at least weekly.</p> <p>Reading assessments and ongoing assessment identifies children who require additional support in reading.</p> <p>‘Recommended Reads’ are chosen and actively promoted for each year group.</p> <p>Children have access to a wide range of books in their Class Library from which they are encouraged to choose a book to borrow.</p> <p>A Reading Information Evening is provided to support parents.</p> <p>Reading volunteers visit weekly to read with children.</p> <p>Whole class guided reading follows Literacy Shed VIPERS units of work.</p>	<p>Most children in Years 5 and 6 are Free Readers.</p> <p>Where required, reading books are closely matched to children’s reading level and interests.</p> <p>Reading assessments and ongoing assessment identifies children who require additional support in reading.</p> <p>‘Recommended Reads’ are chosen and actively promoted for each year group.</p> <p>Children have access to a wide range of books in their Class Library from which they are encouraged to choose a book to borrow.</p> <p>A Reading Information Evening is provided to support parents.</p> <p>Children have the opportunity to make recommendations to their peers.</p> <p>Whole class guided reading follows Literacy Shed VIPERS units of work.</p> <p>Children take part in an end-of-year production where they perform a complete play script to an audience.</p> <p>Regular opportunities for children to read and be read to are provided throughout the curriculum.</p>

<p>stories helps children learn how to read.</p> <p>'Recommended Reads' are chosen and actively promoted for each year group.</p> <p>Reading volunteers visit weekly to read with children and run 'Library Time'.</p>	<p>children – at least once per day – during story time.</p> <p>'Recommended Reads' are chosen and actively promoted for each year group.</p> <p>Reading volunteers visit weekly to read with children and run 'Library Time'.</p> <p>Year 2 partake in whole class guided reading, following Literacy Shed VIPERS units of work.</p>	<p>Regular opportunities for children to read and be read to are provided throughout the curriculum.</p>	
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## Clipston Primary School – End Points for Reading

Reception <small>See also 'Phonics Programme' below</small>	Year 1 & Year 2 <small>See also 'Phonics Programme' below</small>	Year 3 & Year 4	Year 5 & Year 6
<b>Reading is Prioritised – Word Reading</b>			
Read books with simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.	In age-appropriate books, read most “regular” words accurately, developing fluency and prosody over overt sounding and blending.	Read age-appropriate books with growing confidence and fluency.	Read age-appropriate books with confidence and fluency (including whole novels).
Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.	In age-appropriate books, sound out most unfamiliar words accurately, without undue hesitation.	Read aloud with increasing awareness of appropriate intonation.	Read aloud with intonation that shows understanding.
Read a few common exception words matched to the school’s phonic programme	Read accurately an increasing number of words of two or more syllables.	Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.	Apply their growing knowledge of root words, prefixes and suffixes (refer to NC Appendix 1: Years 5 & 6) to read aloud and understand new words that they meet.
	Read most words containing common suffixes, including –er, -est, -ed, -s, -es, -ing, -ly, -tion.	Apply their growing knowledge of root words, prefixes and suffixes (refer to NC Appendix 1: Years 3 & 4) to read aloud and understand new words that they meet.	
	Read most common exception words (refer to NC Appendix 1: Years 1 & 2).		

Reception	Year 1 & Year 2	Year 3 & Year 4	Year 5 & Year 6
<b>Reading is Prioritised – Reading Comprehension</b>			
Share their ideas and thoughts about what they have heard read.	Explain what has happened so far in what they have read.	Explain and discuss their understanding of what they have read.	Explain and discuss their understanding of what they have read, building on their own and others' ideas and challenging views courteously.
Try to use new words they have learned by listening to what has been read.	Check that the text makes sense to them as they read and correct inaccurate reading.	Check that the text makes sense to them, using a dictionary to check the meaning of new words they have read.	Work out the meaning of words from the context.
Ask questions to find out more about a story that has been read to them.	Make some inferences on the basis of what is being said and done.	Draw simple inferences about what they have read e.g. inferring a character's feelings and thoughts from their actions, and begin to provide reasons using evidence from the text.	Draw inferences about what they have read e.g. inferring a character's feelings, thoughts and motives from their actions, and justifying these with evidence from the text.
	Answer and ask questions about what has been read by retrieving information.	Retrieve information to answer questions and ask questions to improve their understanding of a text.	Retrieve information from fiction and non-fiction texts and ask questions to improve understanding.
	Make simple predictions for what might happen next on the basis of what has been read so far.	Predict what might happen next and why on the basis of what has been read and inferences made so far.	Predict what might happen from details stated and implied.
		Identify the main ideas drawn from more than one paragraph and summarise these.	Summarise main ideas, identifying key details and using quotations (where applicable).
		Identify how language, structure and presentation contribute to meaning.	Distinguish between statements of fact and opinion.

Reception	Year 1 or Year 2	Year 3 or Year 4	Year 5 or Year 6
<b>Developing a Love of Reading</b>			
Listen carefully to and engage with books being read during story time, including fiction and non-fiction.	Listen to, discuss and express views about a range of books, including poetry, fiction and non-fiction.	Listen to, discuss and express views about a wide range of books, including fiction, poetry, plays, non-fiction and reference books that are structured in different ways.	Maintain positive attitudes to reading by continuing to read, enjoy and discuss a wide range of fiction, poetry, plays, non-fiction and reference books – including traditional, modern and stories from other cultures and traditions.
Talk about stories to build familiarity and understanding.	Discuss the sequence of events in a book and how items of information are related.	Identify themes and conventions in a wide range of books.	Make comparisons within and across books e.g. of the same genre, written by the same author, with a similar theme.
Retell a familiar story; some as exact repetition, some in their own words.	Retell a range of familiar stories e.g. traditional fairy tales and 'Books we know well'.	Increased familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally.	Read books that are structured in different ways and for different purposes.
Listen carefully to rhymes and sounds, paying attention to how they sound.	Recognise simple recurring literary language in stories and poetry.	Discuss words and phrases that capture the reader's interest and imagination.	Evaluate how authors use language, including figurative language, considering the impact on the reader.
Learn age-appropriate rhymes, poems and songs.	Discuss and clarify meanings of new words.	Recognise some different forms of poetry e.g. free verse, haiku.	Recommend books they have read to their peers, giving reasons for their choices.
Be able to talk about familiar and favourite books they know well.	Share their favourite words and phrases.	Share and talk about books, expressing opinions about favourite books, stories, genre and authors.	Share and talk about their favourite books and authors, further developing opinions, answering questions and giving reasons why .
	Learn two age-appropriate poems by heart and perform these out loud to an audience.	Learn a further two age-appropriate poems by heart and perform these out loud to an audience, considering aspects of performance such as volume and facial expression.	Learn a further two age-appropriate poems by heart and perform these out loud with appropriate intonation, tone and volume so that the meaning is clear to an audience.
	Be able to talk about books they know well, expressing opinions about favourite books and stories.	Prepare readings to read aloud and perform to an audience e.g. church services and assemblies.	Prepare plays and readings to read aloud and perform to an audience e.g. end of year production, church services and assemblies.

Reception	Year 1 or Year 2	Year 3 or Year 4	Year 5 or Year 6
<b>Phonics Programme</b>			
Read individual letters, digraphs and trigraphs by saying the corresponding grapheme-phoneme correspondences for them.	Apply phonic knowledge and skills as the route to decode unfamiliar words.	Phonics intervention for those children not meeting the standard of the Phonics check re-sit in Year 2.	
Segment words into the correct grapheme-phoneme correspondences.	Read aloud books closely matched to their phonic knowledge.		
Blend individual phonemes in words so that they can make the whole word and read it.	Re-read these books to build up their fluency and confidence in word reading.		
Refer to Clipston School's separate term by term phonics schedule in the Reading Policy.	Refer to Clipston School's separate term by term phonics schedule in the Reading Policy.		