



Our Reading Curriculum

Our Reading Vision

At our school, reading is at the centre of the children's learning. Competence in reading is the key to independent learning and it has a direct effect on progress in all other areas of the curriculum.

We aim to create confident, fluent readers, who are able to gain knowledge and whose imaginations are stimulated. We believe that children should leave our school well-equipped with this fundamental life-skill. We want our children to be 'readers', not just children who can read.

The teaching of reading in our school is rigorous and systematic. In order to become readers, children need to develop the skills of word reading and comprehension.

Word-Reading

Phonics

At our school we teach systematic, synthetic phonics. (See Appendix A for our Phonics Teaching Progression Document.) When children enter the Reception class, they take part in high-quality phonics sessions every day. These are fun sessions involving lots of speaking, listening and games, where the emphasis is on children's active participation. They learn to use their phonic knowledge for reading and writing activities and in their independent play.

In our school we use the synthetic phonics programme Letters and Sounds, with actions for each of the 42 letter sounds.

1. Learning the letter phonemes

Children are taught the 42 main letter sounds. This includes alphabet sounds as well as digraphs such as sh, th, ai and ue and trigraphs such as igh, air and ure.

2. Blending

Children are taught how to blend the phonemes together to read and write new words.

3. Identifying the sounds in words (Segmenting)

Listening for the sounds in words gives children the best start for improving spelling.

4. Tricky words

Tricky words have irregular spellings and do not follow phonic patterns. The children learn to read these words on sight.

As children enter Key Stage 1, daily phonics sessions continue. Children continue to learn that most phonemes can be spelled in more than one way. For example, the **f** sound can be written as **f** as in fan or **ff** as in puff or **ph** as in photo. This develops their knowledge of spelling choices. Children continue with this spelling work into Year 2 and beyond. They learn that most letters and combinations of letters (graphemes) can represent more than one sound. For example, the grapheme **ea** can be read as /ee/ as in leaf or /e/ as in bread. This supports reading development.

Since not all words are phonetically decodable, the teaching and learning of common exception words and high frequency words is emphasised throughout the school.

Comprehension

In our school, children learn to read for meaning. When children are reading one-to-one to an adult, discussion to ensure they have understood what they have read is given equal priority to decoding the words.

All teachers read out loud to their classes daily. From their first days in school, books are read out loud to children, who are encouraged to respond to texts and answer questions. This continues throughout the school, with texts increasing in difficulty. (See Appendix B for a sample of texts taught.) The class texts enable the teachers to introduce new vocabulary to the children, since we believe it is crucial to increase children's vocabulary - 90% of new words are only really encountered when reading. Separate comprehension texts are also used to build skills in all year groups, but increasingly in Key Stage 2. Comprehension skills taught include literal understanding and retrieval (skimming, scanning, finding evidence) and inferential reading skills. (See Appendix C for more detail) Often, class texts are used as a basis for further English teaching, but other texts are simply read for pleasure and specifically to improve comprehension skills.

In order to ensure children are comprehending texts read, teachers constantly ask questions. There is a progression in the level and type of questioning that takes place. This begins with 'local' understanding of the text – making inferences to understand words, sentences or paragraphs and moves towards 'global inference' where children draw overarching meaning from the whole text. Finally, they are encouraged to make 'elaborate inferences', using their knowledge of life and other texts.

Our Reading Scheme

At Leybourne, children are initially given a reading book without text to develop their story telling skills and ability to sequence a story. Phonics is the prime approach to reading and once the children have sufficient phonic knowledge, they are given a reading scheme book. We believe it is essential that children are given phonetically decodable books which match their phonics knowledge. In Reception, children read the Phonics Bugs books, which go up in the phases of Letters and Sounds, so the teacher can be confident that reading books match phonetic understanding of each child.

In Year 1, those children who still need it remain on the Phonics Bug books, but at the end of the Phonics Bugs Phase 3 books, they progress onto the Oxford Reading scheme, which introduces more tricky words. Alongside ORT, Storyworlds texts are used (in sets) to widen the range of words encountered. Children are all heard read one-to-one regularly, which ensures their reading book appropriately matches phonic levels. For children who have completed the Phonics Bugs books but are still not secure with phonics, the Dandelion Scheme is used. At this point, an intervention is usually set up for the child.

This continues into Year 2, then as children complete the reading scheme and become 'free readers', there are three boxes of books for them to choose from. These books have been carefully sorted into levels of difficulty by the teacher.

In Key Stage 2, children who are free readers have their book choices carefully monitored by class teachers and teaching assistants.

Engendering a love of reading

As stated in our reading vision, we want our children to be 'readers', not just children who can read. In order to achieve this, we do all that we can to engender a love of reading in our children. These are some of the strategies we use:

- Reading books out loud to children daily – sharing teachers' love for reading, encouraging the children to read the same texts or other texts by the same authors for themselves.

- Reading for Pleasure time in school, when children have time to sit comfortably and simply enjoy books
- Class reading areas – welcoming areas in every classroom to encourage children to read and enjoy books
- School library – we are lucky to have a library which is a warm and inviting space. Children are able to use the library at least once a week. They may sit and read or may chose to take out books to read at home – this is often a time when children choose non-fiction texts as well as fiction by new or unfamiliar authors.
- Reading Buddies – once a week, children are paired with a child in another class. They love sharing books with their buddies and sometimes they write books for each other too!
- Book-related displays – we have displays all around the school related to reading and books – we really want Leybourne to demonstrate that it is a school that values reading. (See Appendix D)
- Reading challenges – we set up reading challenges and initiatives to continue to enthuse the children, for example, the Remarkable Reading initiative challenged the children to take photographs of themselves reading in unexpected places. They then sent in the photos which were displayed, alongside reviews of the books in the pictures that had been written by the children.
- Book Week. The annual Book Week is a big event in our school. All week there are many book-related activities and the final day always includes dressing up as favourite characters.
- Poetry – reading poems, performing them, learning them off by heart, sharing favourites.

Assessment of Reading

Assessment of reading is on-going. Teachers constantly check that the books children are reading match their phonics ability in Reception Class and KS1 and continue to constantly monitor that books chosen throughout the school are at an appropriate level of difficulty. Issues with reading may be addressed by directing children to more appropriate texts, but pupil progress meetings take place three times a year, so children who require extra reading support can be discussed and targeted interventions then take place.

As children read one-to-one to the teacher, or out loud to a smaller group or the whole class, their reading is assessed against the age-related expectations of the National Curriculum.

Reading comprehension tasks provide specific assessment opportunities, relating to statutory requirements for each year group. For example, specific questions in Year 2 may judge whether children are able to draw on what they already know to answer a question or make inferences based on the basis of what is being said and done, whereas a Year 5 comprehension may test whether children can distinguish between statements of fact or opinion, or evaluate an author's use of figurative language. We use age-related assessment grids for each year group. Ongoing reading assessment usually takes place during daily reading or comprehension tasks, but in KS2 reading comprehension tests are occasionally set and by Upper KS2, specific reading tests are taken, in order to prepare children for the Year 6 SATs. Reading moderation takes place across year groups at least twice a year and with other schools in our collaboration when possible.

Parental Involvement

At our school, we believe that the most enthusiastic readers are created when school and home work together in partnership. To that end, we involve parents as much as possible. When children are in their first term at school, the parents are invited into the Reception class to join in with phonics sessions. There is also a Phonics Evening for parents, during which parents are guided to support the early reading of their children in a way that is consistent with the school approach.

Children take their reading books home and read to parents, siblings and carers. Once they are free-readers, they often read independently, but we encourage children to continue to read to and with their parents, right up to Year 6. Each child has a Reading Diary to record reading done at home, along with any comments, enabling good communication about reading to take place between school and home.

We also welcome parents, grandparents and carers to come into school and read with the children. We offer guidance and support to helpers. This enables the children to read one-to-one regularly and they certainly enjoy sharing books with different adults.

In addition to this, we have a group of parent helpers who organise and run our school library. Parents are always extremely supportive of all reading initiatives, whether it is encouraging children to read in unusual locations, raising money for new books for the classrooms by spending money at book fairs, dressing their children up during Book Week or, most importantly, hearing children read and reading to them at home.

Appendix A



Leybourne Ss Peter & Paul CEP Academy



Phonics Teaching Progression – EYFS

	<u>Progression</u>	<u>Term 1</u>
<p>Phase 1 (continuous through Phase 2 – 6) Show awareness of rhyme and alliteration. Distinguish between different sounds in the environment and phonemes. Explore and experiment with sounds and words.</p>	<p>Phase 2 Working on: <i>Using common consonants and vowels. Blending for reading & segmenting for spelling CVC words.</i></p> <p>Working on: <i>Knowing that words are constructed from phonemes & phonemes are represented by graphemes.</i></p> <p>Letter progression: one set per week Set 1: s, a, t, p Set 2: i, n, m, d Set 3: g, o, c, k Set 4: ck, e, u, r Set 5: h, b, f, ff, l, ll, ss</p> <p>Read and write some HF words: the, to, go, no.</p>	<p>Week 1 Focus – Introduce children to Set 1: s a t p</p> <ul style="list-style-type: none"> Teach set 1 letters Practise the letters and sounds learned so far Briefly practise oral blending and segmentation <p>(ORT books without text in order to develop language skills, sequencing of a story and understand about how books are read)</p>
		<p>Week 2 Focus – Introduce children to Set 1: s a t p</p> <ul style="list-style-type: none"> Teach set 1 letters Practise the letters and sounds learned so far Briefly practise oral blending and segmentation <p>(ORT books without text in order to develop language skills, sequencing of a story and understand about how books are read)</p>
		<p>Week 3 Phase 2 - Focus – Introduce children to Set 2: i n m d</p> <ul style="list-style-type: none"> Teach set 2 letters Practise all previously learned letters and sounds Briefly practise oral blending and segmentation Teach blending with letters (blending for reading) Practise blending for reading Practise blending and reading the high frequency words <i>is, it, in, at</i> <p>(Phonics Bug Books set 1 and 2)</p>
		<p>Week 4 Phase 2 - Focus – Introduce children to Set 3: g o c k</p> <ul style="list-style-type: none"> Teach set 3 letters Practise previously learnt letters and sounds Briefly practise oral blending and segmentation Teach blending with letters (blending for reading) Teach segmentation for spelling Teach blending and reading the HFW ‘and’ Demonstrate reading captions using words with set 1 and 2 letters and ‘and.’ <p>(Phonics Bug Books set 3)</p>
		<p>Week 5 Phase 2 - Focus – Introduce children to Set 4: ck e u r</p> <ul style="list-style-type: none"> Teach ck and explain its use at the end of words and practise reading words ending in ck Teach the three other set 4 letters Practise previously learnt letters and sounds Briefly practise oral blending and segmentation Practise blending to read words

		<ul style="list-style-type: none"> • Practise segmentation to spell words • Teach reading the tricky words to and the • Support children in reading captions using set 1-4 letters and the, to and and • Demonstrate spelling captions using sets 1 – 4 letters and and <p style="text-align: right;">(Phonics Bug Books set 4)</p> <hr/> <p>Week 6 Phase 2 - Focus – Introduce children to Set 5: h b f,ff l,ll ss</p> <ul style="list-style-type: none"> • Teach set 5 letters and sounds • Explain ff, ll, and ss at the end of words • Practise previously learnt letters and sounds • Practise blending to read words • Practise segmentation to spell words • Teach reading the tricky words no, go and l • Support children in reading captions using set 1-5 letters and no, go, l, the, to • Demonstrate spelling captions using sets 1 – 5 letters and and, to, the <p style="text-align: right;">(Phonics Bug Books set 5)</p> <hr/> <p>Week 7 Phase 2 - Focus – Revision of Phase 2</p> <ul style="list-style-type: none"> • Revise previously learned letters and sounds • Revise tricky words no, go, l, the, to • Continue to support children in reading words and captions <p style="text-align: right;">(Phonics Bug Books set 5)</p>
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Term 2

	<p>Phase 3 Working on: <i>Knowing one grapheme for each of the 44 phonemes</i></p> <p>Working on: <i>Reading and spelling CVC words using a wider range of letters, short vowels, some consonant digraphs and double letters.</i></p> <p>Consonant digraphs ch, sh, th, ng</p> <p>Working on: <i>Reading & spelling CVC words using letters & short vowels.</i></p> <p>Letter progression Set 6: j, v, w, x Set 7: y, z, zz, qu Practise Blending and segmenting 2 syllable words. Read and write further HF words.</p> <p>Working on: <i>Reading and spelling a wide range of CVC words using all letters and less frequent consonant digraphs & some long vowel phonemes.</i></p> <p>Graphemes:</p>	<p>Week 1 and 2 Phase 3 - Focus – Introduce children to Set 6: j v w x</p> <ul style="list-style-type: none"> • Practise previously learned letters and sounds • Teach set 6 letters and sounds • Learn an alphabet song • Practise blending for reading • Practise segmentation for spelling • Practise reading high frequency words • Read sentences using sets 1 – 6 letters and the tricky words no, l, go, the, to <p style="text-align: right;">(Phonics Bug Books set 6)</p> <hr/> <p>Week 3 Phase 3 - Focus – Introduce children to Set 7: y, z,zz, qu</p> <ul style="list-style-type: none"> • Practise previously learned letters and sounds • Teach set 7 letters and sounds • Point to the letters in the alphabet while singing the alphabet song • Practise blending for reading • Practise segmentation for spelling • Practise teaching the tricky words he, she • Practise reading and spelling HFW • Teach spelling the tricky words the and to • Practise reading captions and sentences with sets 1-7 letters and he, she, no, go, l, the, to <p style="text-align: right;">(Phonics Bug Books set 7)</p> <hr/> <p>Week 4 and 5 Phase 3 – Focus</p> <ul style="list-style-type: none"> • Teach the four consonant digraphs. sh, ch, th, ng • Practise blending for reading. • Teach reading the tricky words we, me, be • Practise reading two syllable words
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	<p>ear, air, ure, er, ar, or, ur, ow, oi, ai, ee, igh, oa, oo</p>	<ul style="list-style-type: none"> • Be able to sing the alphabet song and point to each letter • Practise previously learned GPCs • Practise segmentation for spelling • Practise reading and spelling HFWs • Practise writing captions and sentences • Practise reading captions and sentences <p>(Phonics Bug Books set 8)</p>
		<p>Week 6 Phase 3 Focus</p> <ul style="list-style-type: none"> • Teach the four vowel digraphs ai, ee, igh, oa Practise blending for reading • Teach reading the tricky words was, no, go • Practise reading two syllable words • Practise reading captions and sentences • Practise previously learned GPCs • Practise segmentation for spelling. • Practise reading and spelling HFWs • Point to the letters in the alphabet whilst singing the alphabet song • Practise writing captions and sentences <p>(Phonics Bug Books set 9)</p>
		<p>Week 7 Phase 3 – Focus</p> <ul style="list-style-type: none"> • Revise previously learnt GPCs • Teach four more vowel digraphs: oa, oo (long vowel sound) , ar,oo (short vowel) • Practise reading and spelling HFWs • Point to the alphabet whilst singing the alphabet song • Practise reading the tricky word my • Practise blending for reading • Practise segmentation for spelling • Teach spelling two syllable words • Reading and writing captions and sentences <p>(Phonics Bug Books set 10)</p>

Term 3

		<p>Week 1 Phase 3 – Focus</p> <ul style="list-style-type: none"> • Revise previously learnt GPCs • Teach vowel digraph ow • Practise reading and spelling HFWs • Point to the alphabet whilst singing the alphabet song • Practise letter names • Practise blending for reading • Practise segmentation for spelling • Teach spelling two syllable words • Reading and writing captions and sentences. • Teach reading the tricky word 'you' <p>(Phonics Bug Books set 10)</p>
		<p>Week 2 Phase 3 – Focus</p> <ul style="list-style-type: none"> • Revise previously learnt GPCs • Teach vowel digraph ur • Practise reading and spelling HFWs • Point to the alphabet whilst singing the alphabet song • Practise letter names • Practise blending for reading • Practise segmentation for spelling • Teach spelling two syllable words • Reading and writing captions and sentences. • Revise reading the tricky word 'you'

		<p style="text-align: center;">(Phonics Bug Books set 10)</p> <hr/> <p><u>Week 3</u> Phase 3 – Focus</p> <ul style="list-style-type: none"> • Teach four more vowel digraphs oi, ear , air, er • Practise letter names • Teach reading and spelling high frequency words • Teach spelling two syllable words • Practise previously learned GPCs • Practise blending for reading • Practise Segmentation for spelling. Sound talk and sound buttons • Practise Reading and writing captions and sentences <p style="text-align: center;">(Phonics Bug Books set 11)</p> <hr/> <p><u>Week 4</u> Phase 3 – Focus</p> <ul style="list-style-type: none"> • Teach last trigraph ure • Practise letter names • Teach reading and spelling high frequency words • Teach spelling two syllable words • -Practise previously learned GPCs • Practise blending for reading • Practise Segmentation for spelling. Sound talk and sound buttons/dashes (beans and sausages) • Practise Reading and writing captions and sentences <p style="text-align: center;">(Phonics Bug Books set 11)</p>
		<p><u>Week 5</u> Phase 3 – Focus</p> <ul style="list-style-type: none"> • Practise all GPCs • Practise letter names • Teach reading and spelling high frequency words • Teach spelling two-syllable words • Teach reading the tricky word all • Practise blending for reading • Practise Segmentation for spelling. Sound talk and sound buttons/ • Practise Reading and writing captions and sentences <p style="text-align: center;">(Phonics Bug Books set 12)</p> <hr/> <p><u>Week 6</u> Phase 3 – Focus</p> <ul style="list-style-type: none"> • Practise all GPCs and teach ue • Practise letter names • Teach reading and spelling high frequency words • Teach spelling two-syllable words • Teach reading the tricky word are • Practise blending for reading • Practise Segmentation for spelling. Sound talk and sound buttons/dashes • Practise Reading and writing captions and sentences <p style="text-align: center;">(Phonics Bug Books set 12)</p>

Term 4

Week 1

Phase 3 – Focus

- Practise all GPCs and teach **ea**
- Practise letter names
- Teach reading and spelling high frequency words
- Teach spelling two-syllable words
- Teach reading the tricky word **are**
- Practise blending for reading
- Practise Segmentation for spelling. Sound talk and sound buttons/dashes
- Practise Reading and writing captions and sentences

(Phonics Bug Books set 13)

Week 2 and 3

Phase 3 – Focus

- Practise all GPCs
- Practise letter names
- Practise reading high frequency words
- Practise Reading sentences
- Practise reading the tricky words
- Practise blending for reading. Full Circle
- Practise Segmentation for spelling. Full Circle
- Teach new graphemes (focus on split digraphs – i-e, a-e)

(Phonics Bug Books set 14-16)

Week 4

Phase 3 – Focus

- Practise all GPCs
- Practise letter names
- Practise reading high frequency words
- Practise Reading sentences
- Practise reading the tricky words
- Practise blending for reading.
- Practise Segmentation for spelling
- Teach new graphemes (focus on split digraphs: o-e, e-e, u-e)

(Phonics Bug Books set 15-18)

Phase 4

Working on: Segmenting adjacent consonants in words & apply in spelling. CCVC, CVCC

Working on: Blending adjacent consonants in words and applying this skill when reading unfamiliar texts.

Moving on to: CCCVC, CCVCC, CCCVCC

Children who secure Phase 4 at the end of Reception have the best chance of passing the Y1 Phonics Screening Check.

Week 5 and 6

Phase 4 – Focus

- Practice recognition and recall of phase 2/3 grapheme
- Reading and spelling of CVC words.
- Teach and practice reading and spelling CVCC words
- Teach reading *tricky words* said, no
- Teach spelling *tricky words*, he, she, we, me, be
- Practise reading and spelling HFWs
- Practise reading and writing sentences

(Phonics Bug Books set 15-18)

Term 5

Week 1

Phase 4 – Focus

- Practice recognition and recall of phase 2/3 grapheme.
- Reading and spelling of CVC and cvcc words.
- Teach and practice reading and spelling CVCC words
- Teach reading *tricky words* **that, then, this, them, they**
- Teach spelling *tricky words*, **that, then, this, them, they**
- Practise reading and spelling HFWs
- Practise reading and writing sentences

(Phonics Bug Books set 15-18)

Week 2 and 3

Phase 4 – Focus

- Practice recognition and recall of phase 2/3 grapheme.
- **Teach** and practice reading and spelling words containing adjacent consonants (ccvc/cccvc/cccvc)
- Teach reading *tricky words* **were, there, little, one**
- Teach spelling *tricky words*, **they, are, all**
- **Practise** HFWs phase 4 words
- Practise reading sentences

(Phonics Bug Books set 15-18)

Week 4

Phase 4 Focus

- Practise all GPCs and teach **aw, au, wh**
- Practise recognition and recall of Phase 2/3 graphemes
- Practise reading and spelling words containing adjacent consonants
- Teach reading the tricky words: **do, when, out, what**
- Teach spelling the tricky words: **my, her**
- Practise reading and spelling HFW
- Practise reading and writing sentences

(Phonics Bug Books set 15-18)

Week 5

Phase 4 Focus

- Practise recognition and recall of Phase 2/3 graphemes
- Practise reading and spelling words containing adjacent consonants
- Teach reading the tricky words
- Teach spelling the tricky words
- Practise reading and spelling HFW
- Practise reading and writing sentences

(Phonics Bug Books set 15-18)

Term 6

Week 1

Phase 4 Focus

- Practise all GPCs and teach **oe**
- Practise recognition and recall of Phase 2/3 graphemes
- Practise reading and spelling words containing adjacent consonants
- Teach reading the tricky words
- Teach spelling the tricky words

		<ul style="list-style-type: none"> • Practise reading and spelling HFW • Practise reading and writing sentences <p>(Phonics Bug Books set 15-18)</p>
		<p>Week 2 Phase 4 Focus</p> <ul style="list-style-type: none"> • Practise all GPCs and teach ph, tion • Practise recognition and recall of Phase 2/3 graphemes • Practise reading and spelling words containing adjacent consonants • Teach reading the tricky words • Teach spelling the tricky words • Practise reading and spelling HFW • Practise reading and writing sentences <p>(Phonics Bug Books set 15-18)</p>
		<p>Week 3 Phase 4 Focus</p> <ul style="list-style-type: none"> • Practise all GPCs • Practise recognition and recall of Phase 2/3 graphemes • Practise reading and spelling words containing adjacent consonants • Teach reading the tricky words • Teach spelling the tricky words • Practise reading and spelling HFW • Practise reading and writing sentences <p>(Phonics Bug Books set 15-18)</p>
		<p>Week 4 Phase 4 Focus</p> <ul style="list-style-type: none"> • Practise all GPCs and teach are • Practise recognition and recall of Phase 2/3 graphemes • Practise reading and spelling words containing adjacent consonants • Teach reading the tricky words • Teach spelling the tricky words • Practise reading and spelling HFW • Practise reading and writing sentences <p>(Phonics Bug Books set 15-18)</p>
		<p>Week 5 Phase 4 Focus</p> <ul style="list-style-type: none"> • Practise all GPCs and teach tios/cious • Practise recognition and recall of Phase 2/3 graphemes • Practise reading and spelling words containing adjacent consonants • Teach reading the tricky words • Teach spelling the tricky words • Practise reading and spelling HFW • Practise reading and writing sentences <p>(Phonics Bug Books set 15-18)</p>

Week 6 and 7

Phase 4 Focus

- Practise all GPCs
- Practise recognition and recall of Phase 2/3 graphemes
- Practise reading and spelling words containing adjacent consonants
- Teach reading the tricky words
- Teach spelling the tricky words
- Practise reading and spelling HFW
- Practise reading and writing sentences

(Phonics Bug Books set 15-18)



Term 1		
	<p>Phase 4</p> <p>Working on: <i>Segmenting adjacent consonants in words & apply in spelling. CCVC, CVCC</i></p> <p>Working on: <i>Blending adjacent consonants in words and applying this skill when reading unfamiliar texts.</i></p> <p><i>Moving on to: CCCVC, CCVCC, CCCVCC</i></p> <p>Children who secure Phase 4 at the end of Reception have the best chance of passing the Y1 Phonics Screening Check.</p>	<p>Week 1-7</p> <p>Phase 4 Focus</p> <ul style="list-style-type: none"> • Practise all GPCs • Practise recognition and recall of Phase 2/3 graphemes • Practise reading and spelling words containing adjacent consonants • Teach reading the tricky words • Teach spelling the tricky words • Practise reading and spelling HFW • Practise reading and writing sentences <p>(Phonics Bug Books - Phase 5 set 18-27 to be used for Year 1 children who are not yet secure with Phase 5 phonics. Once they are confident they are moved onto the ORT scheme books).</p>
Term 2		
	<p>Phase 5</p> <p>New focus:</p> <ul style="list-style-type: none"> • Practise recognition and recall of phase 2,3, 4 and 5 graphemes as learnt • Practise reading and spelling words with adjacent consonants and newly learned graphemes • Practise reading and spelling HF and polysyllabic words • Practise reading and writing sentences 	<p>Week 1</p> <p>Recap and revise Phases 2, 3 and 4.</p> <p>Teach and focus: ay as in may I play ea as in eat a peach ie as in pie aw as in saw, saw, saw</p> <p>Teach compound word: playground</p> <p>Tricky Words Read: Mr, Mrs</p> <p>Write: some. come</p> <p>Teach days of week</p> <hr/> <p>Week 2</p> <p>Recap and revise Phases 2, 3 and 4.</p> <p>Teach and focus: ue as in blue glue e-e as in compete i-e as in kite wh as in what, when, why</p> <p>Teach syllables e.g. bluebell</p> <p>Tricky Words Read: people, oh</p> <p>Write: said, have</p> <p>Teach days of week</p>

		<p>Week 3 Recap and revise Phases 2, 3 and 4. Teach and focus: o-e as in phone home ph as in take a photograph of an elephant ou as in shout out au as in dinosaur</p> <p>Revise compound word: playground</p> <p>Tricky Words Read: looked, called</p> <p>Write: like, so</p> <p>Revise days of week Teach common exception word: <u>house</u></p>
		<p>Week 4 Teach and focus: oe as in toe oy as in ahoy that boy ew as in chew the stew</p> <p>Teach syllables (e.g. toenail)</p> <p>Tricky Words Read: asked, their</p> <p>Write: there, were</p> <p>Teach: (syllables)</p>
		<p>Week 5 Teach and focus: u-e as in huge brute a-e as in make a cake</p> <p>Teach compound word: bedroom</p> <p>Tricky Words Revise all tricky words</p> <p>Recap: Thursday, Saturday</p>
	<p>Phase 5 New focus:</p> <ul style="list-style-type: none"> • Practise recognition and recall of graphemes and different pronunciations of graphemes as they are learned. • Practise reading and spelling words with adjacent consonants and newly learned graphemes • Practise reading and spelling HF and polysyllabic words • Practise reading and writing sentences 	<p>Week 6 Teach and focus: i as in find o as in cold, told, fold, bold c as in circle g as in giant</p> <p>Tricky Words Read: where, who, once, because, water Read words with contractions: e.g. I'm, I'll, won't don't Read other words of more than one syllable e.g. behind, danger Read words containing -s and -es endings Write: one, do</p>

Term 3

Phase 5

New focus:

- Practise recognition and recall of graphemes and different pronunciations of graphemes as they are learned.
- Practise reading and spelling words with adjacent consonants and newly learned graphemes
- Practise reading and spelling HF and polysyllabic words
- Practise reading and writing sentences

New focus:

- Practise recognition and recall of graphemes and different pronunciations as they are learned
- Teach alternative spellings of phonemes for writing
- Practise reading and spelling words with adjacent consonants and words with newly learned graphemes.
- practise reading and spelling HF and polysyllabic words
- Practise reading and writing sentences

Week 1

Teach and focus:

ch as **school** and **chef**
 u as in **put**
 ow as in **blow** the **snow**

Tricky Words

Read: *again, work, mouse, friends*

Read words with contractions: e.g. they'll

Read other words of more than one syllable e.g. **window, Christmas**

Read words containing –ing and –ed endings

Write: *little*

Week 2

Teach and focus:

ie as in **field, shield**

a as in **what, was**

y as in **by, my, very,**

Revise up to here

Tricky Words

Read: *many, any, eyes, please*

Read words with contractions: e.g. we'll

Read other words of more than one syllable e.g. **stopwatch, crunchy**

Read words containing –er and –est endings

Write: *when, what*

Week 3

Teach and focus:

ou as in **could, should, would, you, shoulder**

ea as in **bread**

Revise all alternative pronunciations

Tricky Words

Read: *thought, through, laughed, different*

Read words with contractions: e.g. can't, couldn't, you're, you've

Read other words of more than one syllable e.g. **breakfast, mouldy**

Revise reading words with suffixes previously taught (–s and –es endings, –ing and –ed endings and –er and –est endings)

Write: *out*

Week 4

Teach and focus:

- /k/
- /oi/

c - **cat**, ck - **back**, k - **kit** (qu - **mosquito**, x - **except**, ch – **school**)

oi - **coin**, oy – **boy**

Week 5

Teach and focus:

- /n/
- /ow/

n - **net**, nn - **funny**, (pn - **pneumatic**, mn – **mnemonic**)

oa- **boat**, (ow- **blow /snow**)

Teach: *Wednesday /n/*

		<p>Week 6 Teach and focus:</p> <ul style="list-style-type: none"> • /f/ • /ai/ <p>f - fin, ff - cliff, ph - photo (gh - tough)</p> <p>ai – snail in the rain, ay – may I play, a-e – make a cake (a- baby)</p>
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Term 4		
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<p>Prior Learning: What have the children already been taught?</p> <ul style="list-style-type: none"> • One representation for each phoneme (identified below) • To segment and blend words with CVC, CCVC, CVCC, CCVCC and some polysyllabic words (including compound words). • Alternative graphemes for 18 phonemes • Alternative pronunciations for 12 graphemes <p>Tricky words There are few tricky words in the remainder of phase 5. All are focused on spelling and can be spaced, as appropriate, throughout the rest of the year: oh, their, people, Mr, Mrs, looked, called, asked.</p> <p>In addition to these words, ensure that children can read and spell ALL tricky words from phase 2-5 and can decode and encode the decodable words for all phases.</p>	<p>Week 1 Teach and focus:</p> <ul style="list-style-type: none"> • /s/ • /igh/ <p>Adding -s and -es</p> <p>s – sun, ss – miss, (sc – scent, st – listen)</p> <p>igh – night, ie – tie, y – by, i-e – kite, l, i- Friday (eigh – height, eye, l, ye – goodbye, y-e – type)</p> <p>Practise reading and spelling days of the week</p> <p>Plurals – adding s and es to words (plural of nouns and the third person singular of verbs) eg cats, dogs, spends, rocks, thanks, catches</p>	<p>Week 2 Revise the previous 4 weeks grapheme choices:</p> <ul style="list-style-type: none"> • /k/ • /oi/ • /n/ • /ow/ • /f/ • /ai/ • /s/ • /igh/
	<p>Week 3 Teach and focus:</p> <ul style="list-style-type: none"> • /w/ • /oa/ <p>w – wet, wh – what, when, why (u – penguin, o – one)</p> <p>oa – there is a goat in the boat, ow – as in blow the snow, oe – toe, o – go, o-e – phone home, (oh, ol – yolk)</p>	
	<p>Week 4 Teach and focus:</p> <ul style="list-style-type: none"> • /m/ • /ee/ <p>m – mat, mm – summer, (mb – lamb, me – some, mn – autumn)</p> <p>ee – show me your teeth, ea – eat a peach, e – he, ie – field, e-e – as in compete, y – very, , (eo – people)</p> <p>Teach compound word: blackberry</p>	

		<p>Week 5 Teach and focus:</p> <ul style="list-style-type: none"> • /ch/ • /e/ <p>ch - chip, tch – catch</p> <p>e - egg, ea - head (ai - said, ay - says, ie - friend, eo - leopard, a - any)</p> <hr/> <p>Week 6 Teach and focus:</p> <p>-un</p> <p>Prefixes Adding the prefix –un eg unhappy, unfair, undo</p> <p>Teach syllables eg rabbit, pocket</p>
Term 5		
	<p>Prior Learning: What have the children already been taught?</p> <ul style="list-style-type: none"> • One representation for each phoneme (identified below) • To segment and blend words with CVC, CCVC, CVCC, CCVCC and some polysyllabic words (including compound words). • Alternative graphemes for 18 phonemes • Alternative pronunciations for 12 graphemes <p>Tricky words There are few tricky words in the remainder of phase 5. All are focused on spelling and can be spaced, as appropriate, throughout the rest of the year: oh, their, people, Mr, Mrs, looked, called, asked.</p> <p>In addition to these words, ensure that children can read and spell ALL tricky words from phase 2-5 and can decode and encode the decodable words for all phases.</p>	<p>Week 1 Revise the previous 4 weeks grapheme choices:</p> <ul style="list-style-type: none"> • /w/ • /oa/ • /m/ • /ee/ • /ch/ • /e/ <hr/> <p>Week 2 Teach and focus:</p> <ul style="list-style-type: none"> • /ng/ • /or/ <p>ng - ring, (ngue - tongue)</p> <p>or - for, aw - saw, au - dinosaur, ore - more, al - talk, our - four, your, (augh - caught, , oor - door, oa - broad)</p> <p>Teach compound word: beanstalk</p> <p>Suffixes Adding the endings –ing, -ed, and –er to verbs where no change is needed to the root word. eg hunting, hunted, hunter, jumping, jumped, jumper</p> <hr/> <p>Week 3 Teach and focus:</p> <ul style="list-style-type: none"> • /oo/ <p>oo – room on the broom, ew – chew the stew, ue – blue glue, u-e – huge brute, (ui – fruit on the suit, o - to, ou - soup, wo - two, o-e - lose)</p> <p>Teach common exception word: school</p> <hr/> <p>Week 4 Teach and focus:</p> <ul style="list-style-type: none"> • /v/ • /l/ <p>v - vet, ve – have, love (f - of) l- leg, pill (nostril)</p>

		<p>Week 5 Teach and focus:</p> <ul style="list-style-type: none"> • /ear/ <p>ear – dear, ere – here, eer – deer (ier – tier)</p> <hr/> <p>Week 6</p> <p>Revise the previous 4 weeks grapheme choices:</p> <ul style="list-style-type: none"> • /ng/ • /or/ <p>ng - ring, (ngue - tongue)</p> <ul style="list-style-type: none"> • /oo/ • /v/ • /l/ • /ear/
Term 6		
	<p>Prior Learning: What have the children already been taught?</p> <ul style="list-style-type: none"> • One representation for each phoneme (identified below) • To segment and blend words with CVC, CCVC, CVCC, CCVCC and some polysyllabic words (including compound words). • Alternative graphemes for 18 phonemes • Alternative pronunciations for 12 graphemes <p>Tricky words There are few tricky words in the remainder of phase 5. All are focused on spelling and can be spaced, as appropriate, throughout the rest of the year: oh, their, people, Mr, Mrs, looked, called, asked.</p> <p>In addition to these words, ensure that children can read and spell ALL tricky words from phase 2-5 and can decode and encode the decodable words for all phases</p>	<p>Week 1 Teach and focus:</p> <ul style="list-style-type: none"> • -er, • -est <p>Suffixes Adding -er and -est to adjectives where no change is needed to the root word eg quicker, quickest.</p> <hr/> <p>Week 2 Teach and focus:</p> <ul style="list-style-type: none"> • /air/ • /ar/ <p>air - fair, are - care, ear - bear (ere - there, eir - their) /ar/ - farm, a – father (al – calm, are, au – aunt, ear – heart)</p> <p>Teach compound word: farmyard</p> <hr/> <p>Week 3 Teach and focus:</p> <ul style="list-style-type: none"> • /o/ <p>/o/ like in swan, swamp</p> <hr/> <p>Week 4 Teach and focus:</p> <ul style="list-style-type: none"> • /er/ <p>er - corner, summer, winter, sister</p> <p>Teach syllables eg thunder</p> <hr/> <p>Week 5 Revise the previous 4 weeks grapheme choices:</p> <p>Revise syllables eg car-rot</p> <hr/> <p>Week 6 Revise and consolidate all Phase 5 previously taught</p>



Phonics Teaching Progression – Year 2

<u>Progression</u>		<u>Term 1</u>
<p>Phase 1 continuous through Phase 2 - 6</p> <p><i>Show awareness of rhyme and alliteration. Distinguish between different sounds in the environment and phonemes. Explore and experiment with sounds and words.</i></p>	<p>Phase 5</p> <ul style="list-style-type: none"> Practise recognition and recall of graphemes and different pronunciations of graphemes as they are learned. Practise reading and spelling words with adjacent consonants and newly learned graphemes Practise reading and spelling HF and polysyllabic words Practise reading and writing sentences Practise alternative spellings of phonemes for writing 	<p>Phase 5 Revision</p> <p>Secure the reading and spelling of words containing different spellings for phonemes / different pronunciations of graphemes.</p> <p>Recognise vowel digraphs in words e.g. leaf, road.</p> <p><i>**Children continue to read ORT books suited to their reading ability and once ready they become 'Free Readers.' At this point children will have secure phonic knowledge and books are organised into three levels for 'free Readers' considering elements such as difficulty of vocabulary, number of words on a page and content**</i></p>
	<u>Term 2</u>	
	<p>Phase 6</p>	<p>Phase 6</p> <p>Understand and begin to learn the conventions for adding the suffix – ed for past tense and –ing for present tense, including where the root word changes.</p> <p>Learn some irregular past tense verbs e.g. came, went, said.</p>
<u>Term 3</u>		
	<p>Phase 6</p>	<p>Phase 6</p> <p>Split compound words into their component parts and use this knowledge to support spelling.</p> <p>Spell common homophones e.g. their, there.</p>
<u>Term 3</u>		
	<p>Phase 6</p>	<p>Phase 6</p> <p>Split compound words into their component parts and use this knowledge to support spelling.</p> <p>Spell common homophones e.g. their, there.</p>
<u>Term 4</u>		
	<p>Phase 6</p>	<p>Phase 6</p> <p>Learn how to add common inflections (suffixes) to words, e.g. -est, -less, -ful, -ness, -ment, -tion.</p> <p>Practise adding plural endings s, es.</p> <p>Hear and clap syllables in words.</p>
<u>Term 5</u>		
	<p>Phase 6</p>	<p>Phase 6</p> <p>Add common prefixes to root words and to understand how they change meaning.</p> <p>Learn and practise further HF words e.g. could, would, people.</p>
<u>Term 6</u>		
	<p>Phase 6</p>	<p>Phase 6</p> <p>Discriminate between syllables in multi-syllabic words as an aid to spelling.</p> <p>Practise adding endings to words ending in -y e.g. happy, happier, happiest, happiness</p>

Learn how to proofread as part of the writing process. Edit misspellings of known words or rules and conventions which have been taught.

Begin to use a simple dictionary to check spellings and meanings of unfamiliar words.

Appendix B

Sample of Books Read

Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>“Barry the Fish with Fingers” , “Doug the Bug” and all the “Supertato” books by Sue Hendra “The Christmas Story” and “The Easter Story” by Brian Wildsmith “Princess Smarty Pants” by Babette Cole “The Graet Race- Story of the Chinese Zodiac” by Dawn Casey “We’re Going on a Bear Hunt” by Michael Rosen “Little Red Hen” “Superworm” by Julia Donaldson</p>	<p>“The Lighthouse Keeper’s Lunch” by Ronda and David Armitage “The Storm Whale” and “Grandad’s Island” by Benji Davies “The Owl who was afraid of the Dark” by Jill Tomlinson “The Christmas Collar” “Jack and the beanstalk” and other traditional tales “Jim and the Beanstalk” by Raymond Briggs</p>	<p>“Fing” by David Walliams “The Hedgehog” by Dick King-Smith “Flat Stanley” and “Flat Stanley in Space” by Jeff Brown Animal poems “The Twits” and “The Magic Finger” by Roald Dahl “Samson’s Titanic Journey” by Lauren Graham</p>	<p>“Egyptian Cinderella” by Shirley Climo “How to wash a woolly mammoth” by Michelle Robinson “Cave Boy” by Cathy East “The Christmasaurus” by Tom Fletcher “The Lion, the Witch and the Wardrobe” by CS Lewis “Dear Greenpeace” by Simon James “George’s Marvellous Medicine” by Roald Dahl</p>	<p>“Charlie and the Chocolate Factory” by Roald Dahl “My Friend Walter” by Michael Morpurgo “Escape from Pompeii” by Christina Balit “The Ice Monster” by David Walliams “Tilly and the Time Machine” by Adrian Edmundson. Christina Rossetti poems “The Jungle Book” by Rudyard Kipling</p>	<p>“A Pig Called Henry” and “A Horse Called Deathblow” by Karen Wallace “A Midsummer Night’s Dream” by Shakespeare “Kensuke’s Kingdom” by Michael Morpurgo “The Boy and the Tiger” Short stories compiled by Pie Corbett “Journey to the River Sea” by Eva Ibbotson “Greek Myths” by Geraldine McCauchrean “The Odyssey” by Pauline Francis “Varjak Paw” by SF Said</p>	<p>“The Boy in the Striped Pyjamas” by John Boyne “Evacuee” by Jan Pollard “A Paralympian Story” by Ade Adepitan “The London Eye Mystery” by Siobhan Dowd “Stig of the Dump” by Clive King</p>

Appendix C

Progression of *Literal Understanding and Retrieval*

<p>Literal Understanding and Retrieval</p>	<p>Children recall key facts from a story which has been read to them. They use visual literacy to: find information from a picture; point to information on the page in order to locate the answer which can be found easily in the text e.g. what was Red Riding Hood taking to her grandmother? What was Humpty Dumpty sitting on? Can you find out what Winnie the Pooh likes to eat best? Show me how you know. They can: recognise and read their name; recognise, point to, or find and read aloud words and phrases they have learned.</p>	<p>In addition to using visual literacy, children learn to: use their growing phonic knowledge and vocabulary knowledge to recognise words and phrases which locate information found explicitly in the text; They are learning to: talk about the title and how it relates to the events in the text; explain key facts about what is read to them from a variety of texts, including poems, non-fiction and stories e.g. key characters, places and events; retrieve answers to simple literal <i>who, what, where, when, which, who</i> and <i>how</i> questions.</p>	<p>Children begin to scan for key words in the text order to locate answers; begin to analyse the wording of a question in order to choose what to look for e.g. <i>What did the princess do first when she arrived at the castle? Key words: first, princess, castle;</i> sometimes can find answers where the question word does not match the text word; They learn to: navigate different paragraphs of information texts, locating the most suitable paragraph e.g. by reading subheadings or using other visual information, in order to retrieve solutions; recognise simple recurring literary language; locate and discuss favourite words and phrases; read (and recite) a repertoire of poems including classical poetry; draw on vocabulary-knowledge to understand texts and solve problems; check the text makes sense as they read.</p>
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Skill	Year 3	Year 4	Year 5	Year 6 >
<p>Literal Understanding and Retrieval</p>	<p>Children are becoming more familiar with retrieving facts and information where question words and text language vary (i.e. where the literal answer is somewhat 'hidden' in the vocabulary used); they scan for alternative synonyms or phrases. They can: check the accuracy of what they are retrieving by reading around the words or phrases they find; locate and discuss words and phrases they find interesting; ask questions which improve their own understanding.</p>	<p>Children develop their reading retrieval skills, working across a wider range of text types with growing familiarity; they work with texts of increasing length, to retrieve information across the whole text as well as at a local level; Children can skim a whole text first to select which paragraph or section of text an answer may be located in; they then scan the paragraph or section to retrieve the information they need, using the text to support their answer where necessary.</p>	<p>Children can: discuss their understanding and explore the meaning of words in context; ask questions which develop their understanding; retrieve key details and begin to find quotations from a whole text; They are learning to locate the author or poet's viewpoint, either where it is explicitly stated, or when it can be retrieved through using similar words and phrases; understand some challenging vocabulary and its meaning within</p>	<p>During text-discussion, children can maintain focus on the subject, using notes when necessary; independently locate information and provide reasoned justifications for their views; routinely find accurate quotations from a whole text; retrieve and summarise details to support opinions and predictions; using skimming, scanning and text-marking to support answers to questions which require analysis e.g. of mood /setting /characters and to support own viewpoint.</p>

			context, sometimes supported by using a dictionary or thesaurus.	
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'Retrieval questions are literal ('looking') questions. Retrieval is often the first comprehension skill pupils secure as it has the lowest cognitive domain; the answers are there in the text for pupils to find. There are varying degrees of literal when it comes to retrieval questions. For example, if a question asks: '*What is the girl's name?*' and in the text it says: '*The girl's name is Fiza.*', this is a completely literal retrieval question as the answer is stated directly in the text. However, only a few retrieval questions are as literal as this. Pupils usually have to think carefully to find and search for the right piece of information to answer retrieval questions.'

How to teach skills to support successful retrieval:

Skill	Teaching Guidance
Scanning	<p>Scanning is reading rapidly in order to find specific facts or information. Through regular, timed practice teachers should teach pupils to:</p> <ul style="list-style-type: none"> • decide on a few key words or phrases/ search terms. Teach pupils to be human search engines! • look for the first few letters of the word/s they are looking for. • look for words in bold letters or italics for important pieces of information. • look for bullet points or numbered lists that might contain the information they need. • find the section they need in the text using the question words. • let their eyes float rapidly down the page until they find the key word or phrase they want. • when their eye catches one of the key words, read the surrounding material carefully to check that it conveys the correct information. • scan for a person when the question word is who, scan for a place when the question word is where, scan for a time/date/day/month/year/season when the question word is when, scan for a time/distance when the question asks how long. • search for proper nouns when scanning for names of people or places. • scan for pronouns that link to the key question words. For example, a question may ask: <i>What did George want to do with the snake?</i> The text may read "<i>He would have liked to put a snake down her neck.</i>" Pupils will need to understand that the 'he' is George. • scan to check information. For example, when answering true or false questions – pupils should be taught to always find answers in text and check even if they think they remember the answer from initial reading.
Skimming	<p>Skimming is reading rapidly to get a general overview of the text. Pupils will use skimming for retrieval when working across whole texts. Pupils will first skim the entire text to find which section/paragraph the answer is in and then scan that section/paragraph for the specific piece of information. Through regular, timed practice teachers should teach pupils to:</p> <ul style="list-style-type: none"> • ignore details and look for main ideas. • in non-fiction, read only the subheadings or titles of paragraphs. • glance through the main headings in each chapter just to see a word or two. Read the <i>headings of charts and tables.</i> • read the first sentence of each paragraph to find out what it is about. • read the first and last paragraphs.

	<ul style="list-style-type: none"> • quickly read the sentences containing <i>key words</i> indicated in bold or italics. • note down any key dates, names or technical words that <i>might</i> help the reader to find what they are looking for when answering more specific questions later on. • Read the <i>contents page</i> or <i>chapter overview</i> to learn the main divisions of ideas.
Text marking	<p>Text marking is intrinsically linked to skimming. It should be completed as a text is skimmed for the first time in order to help pupils find their way to information quickly once they begin answering questions.</p> <p>Through regular practice teachers should teach pupils to:</p> <ul style="list-style-type: none"> • circle or mark key information as they read. This will help them locate information quickly when answering questions e.g. places and characters' names. • highlight tricky words, interesting words and any similes they notice as they read. • highlight important information like dates and times – these are useful when answering 'complete the table' and 'true or false' questions. • write a quick summary of each paragraph in the margin. This can help pupils find the right place in the text to answer a question.
Find and copy	<p>Pupils find answering 'find and copy' questions notoriously difficult, despite this being a basic retrieval skill. Children need to be given plenty of opportunities to practise find and copy skills within a range of text types.</p> <p>Regular practice could involve finding and copying words from different word classes under timed conditions. For example, adjectives, verbs, or different groups of words e.g. that describe character/similes/expanded noun phrases. This will support accuracy when it comes to answering comprehension 'find and copy' questions.</p> <p>Teachers should teach pupils to:</p> <ul style="list-style-type: none"> • find and copy both words and groups of words and to check their answers to ensure accuracy of copying – particularly deciding how much of a sentence they should copy when the question asks for a group of words. • decide what the 'find and copy' question is asking them to look for by analysing the question. • be specific and precise when finding the answer to 'find and copy' questions. • scan the text for the question language or synonyms/pronouns linked to the question language. • read around the word or group of words they have found to ensure that they are copying the correct information.
Use of evidence	<p>The use of evidence to support answers to comprehension questions when reading is a key requirement for the end of Key Stage 2 Reading assessments. Using evidence directly from the text is linked to being able to find and copy accurately. To help support pupils' use of evidence, they should be taught to:</p> <ul style="list-style-type: none"> • point to/underline/highlight where they found answers to retrieval questions in a text (this is the first step in the use of evidence). • 'prove it' by using quotations from texts to support answers/ideas/opinions. • answer 'how do you know?' questions using direct quotations from texts. • read persuasive texts and balanced arguments, finding evidence for different viewpoints. • use prescribed sentence starters to support their use of evidence. <i>E.g. In the text..., I know this because..., The key point is..., The author has written..., The evidence for this is...</i>

Progression of **Inferential Reading Skills**

Skill	Reception	Year 1	Year 2
Inferential Reading Skills	Children begin to - understand the feelings of characters in texts they listen to e.g. why Little Bear might want his mummy at bedtime, or that the Gingerbread man might be brave – when the text does not explicitly say so; use pictures in texts which give clues; feel the mood of a setting, such as a scary forest or a funny event e.g. The Enormous Turnip; guess what could happen next.	Children learn to - discuss the significance of the title and events; make simple inferences when a book is read to them e.g. how each of the bears feel when they discover Goldilocks, or why Jack is called 'lazy'; why the title 'Upside Down' might be suitable for an information text about bats; why the ugly sisters might feel jealous; predict what might happen next in a sequenced story, based on what has been read so far; begin to explain their understanding of what is read to them, beyond that which is explicitly stated. In support of inference skills, pupils discuss word meanings, linking new meanings to those already known; they draw on what they already know or on background information and vocabulary provided by the teacher.	Children learn to - make some inferences, answering 'how' and 'why' questions which may reach beyond the text; guess feelings of characters and the reasons for these feelings, particularly when based on the child's personal experiences e.g. why Owl might be afraid of the dark; predict what might happen next, on the basis of what has been read so far; explain their understanding of what is read to them, beyond that which is explicitly stated e.g. make a sequence of events, or explain a moral or message; learn about cause and effect e.g. what has prompted a character's behaviour. In support of inference skills, children discuss and clarify the meanings of words, linking new meanings to known vocabulary provided by the teacher.

Skill	Year 3	Year 4	Year 5	Year 6
Inferential Reading Skills	Children learn to - with support, identify themes across the text e.g. loyalty and treachery in Lion, Witch, Wardrobe; draw inferences such as characters' feelings, thoughts and motives for their actions e.g. why Edmund lied; begin to justify their inferences by locating textual evidence; predict what might happen from implied details or from other stories they know. In support of inference skills, children use dictionaries to check meanings of new vocabulary; with	With growing confidence, gathering experience from texts, children learn to - identify themes across the text; draw inferences such as inferring characters' feelings, thoughts and motives for their actions; justify their inferences with textual evidence, as a familiar exercise; predict what might happen from implied details. In support of inference skills, children use dictionaries with growing independence, to define	Children learn to - draw inferences independently, often justifying with textual evidence; make predictions from implied details, both before and after events; identify and discuss themes across a wide range of texts, both fiction, non-narrative and poetry; summarise main ideas; make comparisons within and across texts, referring to both reference points;	With confidence, fluency and independence, children - draw hidden inferences, justifying with textual evidence, including quotations which illustrate; make reasoned predictions from implied details; identify and discuss themes across a wide range of texts; summarise main ideas across whole text, note developments e.g. of a character or relationship; make comparisons within and across texts, using evaluative skills;

	support they talk about what words mean in context.	new vocabulary; they discuss and explain words and phrases to explore meanings in context.	discuss and explore the precise meaning of words and phrases in context.	work out the nuanced meanings of words and phrases in context.
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Appendix D

Reading Displays



