



Reading

Reading is a complex process. It starts with recognising symbols used to represent our spoken language and gradually, through practice, becomes fluent and automatic. This develops a 'reader' who is able to elicit and interpret meaning from a text.

Our Intent

At Milecastle, we believe that reading is central to learning and a key driver to the curriculum. We believe that every child has a right to learn to read and are determined that, by the end of their primary education, all pupils are able to read fluently and with confidence, in any subject.

It is our intention to lay the solid foundations of reading through the systematic teaching of phonics. We want pupils to show resilience and perseverance when identifying the sound-spelling correspondences and use this knowledge to decode words of various difficulties.

As pupils move through their reading journey they will become more fluent and will read with greater stamina. Once these early reading skills have become embedded, our pupils will be able to make independent decisions about what to read. These solid foundations will ensure they are resilient so they are able to persevere with more challenging texts.

It is our intention to immerse pupils in the wonders of quality texts from the very beginning of their reading journey including texts which they are not yet able to read for themselves. We want to develop an appreciation and love of reading, a passion for discovery and a confidence to explore their imagination. The reading spines are planned systematically with this in mind and pupil progress towards end points is monitored regularly.

Implementation

How is English organised across school?

At Milecastle, reading underpins all curriculum areas.

All staff are trained in Sounds-Write and it is taught from the very beginning of Reception until the end of Year 6. We believe that having a consistent approach throughout school is vital in ensuring that our pupils become confident, independent readers who have the skills required to access the rest of the curriculum.

Reading in EYFS

The teaching of phonics begins in the second full week of reception using the Initial Code of the Sounds-Write programme. Reading is taught daily through their phonics session with additional reading practice at various points during the day. As soon as a child has mastered the skill of blending words independently, they are given a decodable book to read both in school and at home. These books are re-read in order to develop fluency. Books match exactly to our phonics scheme with Sound-Spelling correspondences and more complex word structures being introduced in line with Sounds-Write. Within the classroom, reading can be seen happening in a number of different ways: shared reading from a decodable text, adults reading and sharing stories with children, adults listening to children read their decodable books and children reading independently or with a friend. Parents are well-informed about how we teach reading and are encouraged to support their children at home.

Reading in Key Stage 1

At the beginning of Key Stage 1, reading books continue to be fully decodable and matched to each child's stage of learning. Pupils read and re-read these to the teaching and support staff regularly and are strongly encouraged to read them at home. Once pupils are fluent and their phonic skills are automatic, they begin to read a wider range of self-chosen texts to which they apply all of their reading skills. Through this we aim to promote a love of reading and to expose our children to a variety of different texts. Leading on from the mastery of phonics, pupils are taught comprehension skills. This happens in a variety of different ways such as whole class or small group teaching. This develops into children being taught how to record their answers formally.

Reading in Key Stage 2

Whole Class Reading sessions are used to build and develop comprehension and reading skills. Pupils read a wide range of texts, develop their fluency and practise a range of different comprehension skills: give/explain the meaning of words in context; retrieve and record information/identify key details from fiction and non-fiction; summarise main ideas from more than one paragraph; making inferences from the text/ explain and justify inferences with evidence from the text; predict what might happen from details stated and implied; identify/ explain how information/narrative content is related and contributes to meaning as a whole; identify and explain how meaning is enhanced through choice of words and

phrases; make comparisons within the text. However, reading is not viewed as a 'stand-alone' subject. Texts are studied within the units of work we teach and the skills and knowledge acquired feed directly into the teaching of writing. Reading is further developed through the choice of quality texts in other curriculum areas. Pupils throughout the school are read to daily and texts are carefully chosen to ensure breadth and depth across the school. We promote a love of reading in a variety of ways. Pupils have access to both class and school libraries and are encouraged to select challenging and interesting texts. Reading challenges happen regularly and there are book fairs and family reading events in school every year.

Year group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	The Colour Monster	Goldilocks and the Three Bears	The Little Red Hen	Rosie's Walk	Dogger	The Very Hungry Caterpillar
Year 1	The Three Billy Goats Gruff	Stories linked to winter and Christmas	The Three Little Pigs	A range of instructional texts	Jack and the Beanstalk	Poetry
Year 2	A range of senses poems The Lighthouse Keeper's Lunch	The Bog Baby The Highway Rat	Invention Riddle Poems Rosie Revere, Engineer	The Lost Happy Endings The Tear Thief	Poem 'Wings' (SATs)	Alfie's Star Amelia Earhart biography
Year 3	Matilda The Magic Box A range of play scripts Captivating Colosseum Gladiator School	Boudicca Incredible Book Eating Boy Christmasaurus	The Storm (Poetry) Mousehole Cat Pugs of Frozen North	Escape from Pompeii Danger Gang	The Magic Paintbrush Newcastle Forest Dragons Tell Me a Dragon Danger Gang	Theseus and the Minotaur The Boy Who Grew Dragons
Year 4	Poetry The Iron Man		The Boy at the Back of the Class		Why the Whales Came	
Year 5	The Lion, The Witch and the Wardrobe		The Explorer		Skellig	
Year 6	The Nowhere Emporium		Carrie's War/ Goodnight Mister Tom		Wonder/Can You See Me?	

How do we plan for Reading?

EYFS

The books children read is determined by their stage of phonic development. Planning follows the systematic and synthetic approach laid out in the Sound-Write programme. Class texts are carefully chosen to support the enquiry questions, the children's interests and the development of new vocabulary. It is through these careful choices that our youngest pupils begin their reading journey and a love of reading.

Key Stage 1

Whole class texts are carefully selected to ensure that they introduce children to a rich vocabulary, a range of sentence structures and a variety of different text features. Sequences of lessons are thoroughly planned so that texts are analysed in terms of the vocabulary, structure and language features. When planning, teachers consider the key

Content Domains identified in the National Curriculum with a key focus on vocabulary, retrieval and inference and deduction. Lessons facilitate discussions around a text and pupils are encouraged to be active participants. Planning also takes into account where there is a need for intervention and additional support.

Reading of the text

- Shared reading
- Paired reading
- Choral reading
- Modelled reading
- Independent reading

Discussion

- Identifying and analysing new vocabulary
- Making links with topic areas and other texts
- Understanding the audience/purpose of the text

Whole class comprehension

- Focus on chosen content domains
- Modelling of how to answer specific question types
- Independent/paired/group work

Assessment

- Sharing answers
- Editing/redrafting
- Feedback opportunities
- Formative assessment opportunities for teacher

Key Stage 2

Novels are carefully selected to inspire and engage the pupils. The novels chosen provide excellent opportunities for pupils to demonstrate a range of comprehension skills. In addition to novels, pupils are exposed on a weekly basis to a range of different text types across fiction, non-fiction and poetry. When planning reading sessions, teachers carefully consider previous learning, areas of need and areas for further challenge identified through formative assessment. They also consider which content domains to focus on. Whole class reading lessons are planned as follows:

Reading of the text

- Shared reading
- Paired reading
- Choral reading
- Modelled reading
- Independent reading
- Feedback opportunities

Discussion

- Identifying and analysing new vocabulary
- Making links with topic areas and other texts
- Understanding the audience/purpose of the text
- Feedback opportunities

Whole class comprehension

- Focus on chosen content domains
- Modelling of how to answer specific question types
- Independent/paired/group work

Assessment

- Sharing answers
- Editing/redrafting
- Feedback opportunities
- Formative assessment opportunities for teacher

Interventions are planned and delivered regularly based on teachers' assessments. Intervention groups are fluid and are used to close gaps and to prevent children from falling behind.

Progression documents

Our progression documents map out how skills are developed and built upon through each phase. They ensure that pupils continue to make good progress in every area of reading.

Strand	Reception	Year 1	Year 2	Years 3 and 4	Years 5 and 6
Word Reading	<ul style="list-style-type: none"> apply phonic knowledge and skills as the route to decode words respond speedily with the correct sound to graphemes that have been taught read accurately by blending sounds in unfamiliar words containing GPCs that have been taught read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word 	<ul style="list-style-type: none"> apply phonic knowledge and skills as the route to decode words respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes read accurately by blending sounds in unfamiliar words containing GPCs that have been taught read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings read other words of more than one syllable that contain taught GPCs read words with contractions [for example, I'm, I'll, we'll], 	<ul style="list-style-type: none"> continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes read accurately words of two or more syllables that contain the same graphemes as above read words containing common suffixes read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered read aloud books 	<ul style="list-style-type: none"> apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. 	<ul style="list-style-type: none"> apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet

		<p>and understand that the apostrophe represents the omitted letter(s)</p> <ul style="list-style-type: none"> read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words <p>re-read these books to build up their fluency and confidence in word reading.</p>	<p>closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation</p> <p>re-read these books to build up their fluency and confidence in word reading.</p>		
Comprehension	<p>Answer questions about a text.</p> <p>Re-tell stories that have been read to them using some learnt phrases and some of their own using new vocabulary.</p> <p>Can share a book with their peer, re-telling key parts in the stories.</p> <p>Can use recently learnt vocabulary in their role play.</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 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 	<p>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> 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 independently 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 	<p>Develop positive attitudes to reading and understanding of what they read by:</p> <ul style="list-style-type: none"> 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 	<p>Maintain positive attitudes to reading and understanding of what they read by:</p> <ul style="list-style-type: none"> 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

		<p>joining in with predictable phrases</p> <ul style="list-style-type: none"> learning to appreciate rhymes and poems, and to recite some by heart discussing word meanings, linking new meanings to those already known understand both the books they can already read accurately and fluently and those they listen to by: <ul style="list-style-type: none"> 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 reading discussing the significance of the title and events making inferences on the basis of what is being said and done predicting what might happen on the basis of what has been read so far participate in discussion about what is read to them, taking 	<p>non-fiction books that are structured in different ways</p> <ul style="list-style-type: none"> recognising simple recurring literary language in stories and poetry discussing and clarifying the meanings of words, linking new meanings to known vocabulary discussing their favourite words and phrases <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> 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 reading 	<p>some of these orally</p> <ul style="list-style-type: none"> identifying themes and conventions in a wide range of books preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action discussing words and phrases that capture the reader's interest and imagination recognising some different forms of poetry [for example, 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 	<p>other cultures and traditions</p> <ul style="list-style-type: none"> recommending books that they have read to their peers, giving reasons for their choices identifying and discussing themes and conventions in and across a wide range of writing <ul style="list-style-type: none"> making comparisons within and across books learning a wider range of poetry by heart <ul style="list-style-type: none"> 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
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		<p>turns and listening to what others say</p> <ul style="list-style-type: none"> explain clearly their understanding of what is read to them. 	<ul style="list-style-type: none"> making inferences on the basis of what is being said and done answering and asking questions <ul style="list-style-type: none"> predicting what might happen on the basis of what has been read so far participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say <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. 	<ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> retrieve and record information from non-fiction participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say. 	<p>from their actions, and justifying inferences with evidence</p> <ul style="list-style-type: none"> predicting what might happen from details stated and implied <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> discuss and evaluate 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
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					what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary <ul style="list-style-type: none">▪ provide reasoned justifications for their views.
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How is reading evidenced?

EYFS and Year 1

Teachers keep records for each child to document their progress and to highlight areas for further practice. Reading diaries provide a tool for communication between home and school. Parents and school staff comment on skills and fluency. Reading records show where children are in terms of their phonic development and determine which books they will read. Some work is evidenced in English books where appropriate.

Years 2 to 6

When appropriate, responses to questions are recorded in books. Records are kept of which books pupils are reading, including for those who still need the support of a decodable reader.

Impact

The impact of teaching is measured through regular assessment. Daily formative assessment ensures that any children requiring further support are identified immediately. This assessment takes place during phonic lessons, whole class reading sessions and one to one reading sessions. Summative assessment (half termly assessments for Sounds-Write, termly for reading comprehension) provide a clear picture of which children are making good or better progress and working at the expected standard. By the end of reception, the vast majority of children are secure in their knowledge and application of the Initial Code. By the end of Key Stage One, most children are secure in the Extended Code and have been able to move on from fully decodable books. By the end of Key Stage Two, the majority of children are fluent, confident readers with a wide range of comprehension skills which they are able to apply in a range of different subject areas. The children at Milecastle Primary School share a love of reading. They talk enthusiastically about the books they read and share their experiences willingly. Pupils read fluently and are able to describe the texts they are reading. They read widely, using reading as a tool in other curriculum areas to extend and deepen their learning. We strive to ensure that our children's progress and attainment is in line with or exceeds their potential.