

# English - Reading Curriculum

Knowledge Informed; Skills Rich.



## Vision

Penpol pupils are curious, creative and courageous learners. Our school community believes in authenticity as the foundations of deep-rooted learning. Through our rich and relevant English curriculum, we nurture community-minded, forward-facing international citizens of the future.

## Curriculum Intent: Why do we teach English at Penpol Primary School?

At Penpol Primary School we recognise that secure English skills are the foundations to a successful learning journey and help equip children to succeed in later life. All teachers have a responsibility to develop the children's skills in reading, writing, speaking and listening and through developing a growth mindset can help them to become resilient learners so they can access the curriculum effectively and achieve their full potential.

Penpol Primary School will:

- Support all children in acquiring a wide vocabulary.
- Enable children to speak clearly and confidently and take into account the listeners need.
- Instil a love of reading which will help children develop positive attitudes towards reading for pleasure and information through regular contact with challenging texts.
- Help children become fluent and independent readers with a secure understanding of texts and their structure.
- Ensure that all staff members are aware of planning, assessment, teaching and learning requirements for the English curriculum.

The world in which we live is changing rapidly; we cannot begin to predict the nature of roles and lifestyles our pupils will enjoy in the future. We can be certain, however, that a broad range of skills and dispositions will be required, alongside a well-connected bank of knowledge, in order for them to thrive. We know our amazing pupils well and are clear about our contextual challenges. The least confident pupils joining us at Penpol often need to improve the depth and range of their vocabulary in order to access the academic world. We are highly ambitious for each and every child in our school. We aim to unlock the academic code for all by supporting each pupil to develop a broad, rich and versatile vocabulary. Further, we aim to instil in each of our pupils an unshakeable belief in themselves and their potential for continued growth.

## Implementation: How is Reading taught at Penpol School?

At Penpol Primary School reading is taught in EYFS and KS1 through 'Read, Write, Inc' where lessons and books are matched to each child's specific abilities. The children are assessed a minimum of once per half term. Each week children take home a RWI class book and a book bag book that is linked to their ability. They also take home two 'books of choice' to foster a love of reading through personal choice. These books can either be read by the children or by their adults to model reading with fluency and expression.

Once off the RWI programme, our children begin 'Accelerated Reader' to match books to their ability and undertake daily, whole class VIPERS reading lessons.

We immerse the children by using high quality texts that are relevant to the current topic taught. Each Year group has created a 'Reading Spine' incorporating books from the 'Top 50 recommended Reads', books to celebrate diversity and class/teacher favourites (which support transition).

Throughout the RWI / VIPERS sessions, vocabulary is explored and added to our Tier 1, 2, 3 walls for use across the curriculum.

Talk Through Stories fosters a love of reading and creates language rich children by extending and deepening children's spoken vocabulary through a range of children's literature. It is linked to *Read, Write, Inc* and is taught in EYFS and Key Stage 1 daily, with a focus on one book per week. The story is re-read and the vocabulary explored through short daily activities.

**Day 1:** Introduce the story and read it to the children. At the end of the session, tell them the problem/dilemma in the story.

**Day 2:** Re-read the story with the same amount of love, passion and enthusiasm as you did on Day 1 but using asides to explain vocabulary.

**Day 3:** Have fun with favourite phrases and do the freeze-frame activity so that children construct sentences orally.

**Day 4:** Encourage the children to join in with more of the story and talk about how the problem was resolved. Which sentence is right activity? My turn/Your turn to repeat the sentences before discussing their opinion.

**Day 5:** Invite the children to decide what they think about the characters – are they 'nice' or 'not nice' – and why they think so, then act in role as the teacher plays 'quiz the character'.

## KS2 - Guided Reading

In Key Stage 2, guided reading is taught daily as a whole class as this allows all children (regardless of their personal word recognition and phonics skills) to access, experience and discuss high-quality texts and to be taught the key comprehension skills therefore preventing them from being held back by the mechanical skills of reading.

Teachers provide children with a high-quality text that provides appropriate level of challenge. Throughout guided reading sessions, teachers will model specific objectives, strategies and reading. Children will be given the opportunity to read the text for understanding during guided reading. A variety of reading approaches will be used. For example, children to read out loud to an adult, partner reading, silent independent reading and whole class reading. Children will be asked VIPERS (Vocabulary, Infer, Predict, Explain, Retrieve and Summaries) questions to answer during guided reading sessions. Children can verbally discuss questions, work in partners, work in groups, class discussions or record their answers independently in their notepad books. Mappix needs to be updated regularly to monitor the children's reading progress. Please see Appendix 3 – Whole Class Guided Reading Sequence for more information about the teaching of Whole Class Guided Reading.

## Accelerated Reader

Accelerated Reader is introduced at Year 2 and used across KS2. A child reads a book, takes an online quiz, and gets immediate feedback. Children respond to regular feedback and are motivated to make progress with their reading skills.

A comprehensive set of reports reveals how much a child has been reading, at what level of complexity, and how well they have understood what they have read.

Every term, children take the Star Reading test which generates a ZPD range. From this, teachers are able to set children reading targets and once children have completed their book, they take a comprehension quiz. The Zone of Proximal Development (ZPD) defines the readability range within which children should read to best develop their reading, while avoiding frustration. The ZPD is especially useful for children using Renaissance Accelerated Reader, which lists readability levels for all quizzed books. Children are encouraged to read a wide breadth of texts from fiction to non-fiction.

## Reading Buddies

Reading Buddies is a programme in our school. During Reading Buddies, each child is partnered with a child from a different year group. Children will spend time with their reading partner and they will listen to each other read a book or their own writing.

The younger children benefit from Reading Buddies as they:

- Enjoy hearing stories read aloud to them
- Have the opportunity to have conversations about topics that interest them
- Have regular opportunities to practice familiar reading with 1:1 assistance
- Enjoy a fun, positive reading experience in a relaxed environment

The older children benefit from Reading Buddies as they:

- Further develop their own reading skills
- Foster leadership and problem-solving skills
- Improve self-confidence that comes from being looked up to
- Feel a sense of importance by helping someone in their community

### **Impact: What will we see from the teaching of English?**

Through regular and robust assessments in RWI children make good progress with their decoding and early reading skills. Progression through KS2 is mapped through use of accelerated reader, whole class marking for Vipers Guided Reading sessions. These also apply to some children in KS1 who are off the RWI programme and are ready for that level of challenge.

Acquisition of high-level language is also tracked through application in writing and oral literacy.

All of these well-delivered, clearly assessed elements of reading lead to children at Penpol being engaged, enthusiastic and avid readers. Children at Penpol are well-equipped to enter the next stages in their learning, feeling confident to apply their skills across the broad curriculum.

End of Phase Outcomes for Assessing Children's Reading

	Working towards the expected standard	Working at the expected standard	Working at greater depth
EYFS	Engage in extended conversations about stories, learning new vocabulary. Read individual letters by saying the sounds for them. Understand the five key concepts about print: print has meaning print can have different purposes we read English text from left to right and from top to bottom the names of the different parts of a book page sequencing	<b>ELG: Word Reading</b> Children at the expected level of development will: - Say a sound for each letter in the alphabet and at least 10 digraphs; - Read words consistent with their phonic knowledge by sound-blending; - Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.	
Key Stage 1	The pupil can: <ul style="list-style-type: none"> <li>• read accurately by blending the sounds in words that contain the common graphemes for all 40+ phonemes*</li> <li>• read accurately some words of two or more syllables that contain the same grapheme- phoneme correspondences (GPCs)*</li> <li>• read many common exception words.*</li> </ul> In a book closely matched to the GPCs as above, the pupil can: <ul style="list-style-type: none"> <li>• read aloud many words quickly and accurately without overt sounding and blending</li> <li>• sound out many unfamiliar words accurately.</li> </ul> In a familiar book that is read to them, the pupil can: <ul style="list-style-type: none"> <li>• answer questions in discussion with the teacher and make simple inferences.</li> </ul>	The pupil can: <ul style="list-style-type: none"> <li>• read accurately most words of two or more syllables</li> <li>• read most words containing common suffixes*</li> <li>• read most common exception words.</li> </ul> In age-appropriate books, the pupil can: <ul style="list-style-type: none"> <li>• read most words accurately without overt sounding and blending, and sufficiently fluently to allow them to focus on their understanding rather than on decoding individual words</li> <li>• sound out most unfamiliar words accurately, without undue hesitation.</li> </ul> In a book that they can already read fluently, the pupil can: <ul style="list-style-type: none"> <li>• check it makes sense to them, correcting any inaccurate reading</li> <li>• answer questions and make some inferences</li> <li>• explain what has happened so far in what they have read.</li> </ul>	The pupil can, in a book they are reading independently: <ul style="list-style-type: none"> <li>• make inferences</li> <li>• make a plausible prediction about what might happen on the basis of what has been read so far</li> <li>• make links between the book they are reading and other books they have read.</li> </ul>

Key Stage 2	The English reading and mathematics frameworks have been removed to reduce assessment burdens in schools.		
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### Writing Knowledge and Skills Progression

	<b>Reading for Pleasure</b>	<b>Phonics/Decoding</b>	<b>Making Links</b>	<b>Vocabulary</b>	<b>Inference</b>	<b>Prediction</b>	<b>Explanation</b>	<b>Retrieval</b>	<b>Sequence / Summarise</b>
Reception									
Year 1	<b>Reading for Pleasure</b>	<b>Phonics/Decoding</b>	<b>Asking Questions / Making Links</b>	<b>Vocabulary</b>	<b>Inference</b>	<b>Prediction</b>	<b>Explanation</b>	<b>Retrieval</b>	<b>Sequence</b>

	<p>Listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently</p> <p>Develop pleasure in reading and am familiar with key stories, fairy and traditional tales, can retell them and consider their particular characteristics.</p> <p>Develop pleasure in reading, rhymes and poems, and recite some by heart.</p> <p>Check the text makes sense to them and correct when reading inaccurately.</p>	<p>Use their phonics to decode words</p> <p>Respond speedily with the correct sound of 40+ graphemes and know the alternatives.</p> <p>Read accurately by blending sounds in unfamiliar words</p> <p>Read words containing suffixes – s, –es, –ing, –ed, –er and –est</p> <p>Read common exception words</p> <p>Read words of more than one syllable</p> <p>Read words with contractions and understand what the apostrophe represents.</p> <p>Read aloud accurately books that are consistent with my phonic knowledge</p> <p>Re-read books to build up my fluency and confidence in word reading.</p>	<p>Encouraged to link what they've read or heard to their own experiences.</p>	<p>Join in with predictable phrases.</p> <p>Beginning to draw on what they already know and use vocabulary provided by the teacher.</p>	<p>Make inferences on the basis of what is being said and done</p>	<p>Predict what might happen on the basis of what has been read so far</p>	<p>Explain clearly their understanding of what is read to them.</p> <p>Participate in discussion about what is read to them, taking turns and listening to what others say.</p>	<p>Understand the significance of the title and events</p>	<p>Becoming familiar with key stories, fairy stories and traditional tales, retelling them.</p>
Year 2	<b>Reading for Pleasure</b>	<b>Phonics/Decoding</b>	<b>Asking Questions / Making Links</b>	<b>Vocabulary</b>	<b>Inference</b>	<b>Prediction</b>	<b>Explanation</b>	<b>Retrieval</b>	<b>Sequence</b>

	<p>Re-read books to build up fluency and confidence in word reading</p> <p>Motivated to read, and show my understanding by discussing my favourite words and phrases.</p> <p>Building up a repertoire of poems learnt by heart with appropriate intonation</p>	<p>Continue to apply phonic knowledge and skills as the route to decode words</p> <p>Read accurately by blending the sounds in words that contain the graphemes taught so far</p> <p>Read accurately words of two or more syllables</p> <p>Read words containing common suffixes.</p> <p>Read further common exception words</p> <p>Read most words quickly and accurately without overt sounding and blending</p> <p>Read aloud books closely matched to my phonic knowledge sounding out unfamiliar words accurately without hesitation</p>		<p>Listen to, discuss and express views about a wide range of poetry, stories and non-fiction at a level beyond that which can read independently</p> <p>Recognise simple recurring literary language in stories and poetry</p> <p>Discuss and clarify the meanings of words, linking new meanings to known vocabulary</p>	<p>Make inferences on the basis of what is being said and done</p>	<p>Predict what might happen on the basis of what has been read so far</p>	<p>Participate in discussion about books that can read for independently taking turns and listening to what others say</p> <p>Explain and discuss understanding of books that are listened to and that can be read independently</p>	<p>Answer and ask questions</p>	<p>Can discuss the sequence of events in books and how information is related</p> <p>Been introduced to non-fiction books that are structured in different ways, e.g., using alphabetical order</p> <p>Familiar with and can retell a wider range of stories, fairy stories and traditional tales</p>
Year 3	<b>Reading for Pleasure</b>	<b>Phonics/Decoding</b>	<b>Asking Questions / Making Links</b>	<b>Vocabulary</b>	<b>Inference</b>	<b>Prediction</b>	<b>Explanation</b>	<b>Retrieval</b>	<b>Sequence / Summarise</b>

	<p>Participate in discussions about books read to them and read by them and those read by themselves taking turns and listen to what others say.</p> <p>Read books that are structured in different ways.</p> <p>Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</p> <p>Recognising some different forms of poetry</p>	<p>Apply knowledge of root words, prefixes and suffixes both to read aloud and understand the meaning of new words they meet.</p> <p>Read further exception words, noting the unusual correspondence between spelling and sound.</p>	<p>Asking questions to improve their understanding of the text</p>	<p>Teaching should be aimed more at developing vocabulary and breadth of reading.</p> <p>Identifying how language, structure and presentation contribute to meaning</p> <p>Checking the text makes sense to them, discussing their understanding and explain the meaning of words in context</p> <p>Discussing words and phrases that capture the readers interest and imagination</p> <p>Use dictionaries to check the meaning of words.</p> <p>Discuss words and phrases that capture a readers interest and imagination.</p>	<p>Drawing inferences such as inferring characters feelings, thoughts and motives from their actions and justifying inferences with evidence</p>	<p>Predicting what might happen from details stated and implied</p>	<p>Familiar with a wide range of books and enjoy discussing the ideas and themes they contain.</p>	<p>Retrieve and record information from non-fiction</p>	<p>Identifying main ideas drawn from more than 1 paragraph and summarising these</p> <p>Increasing familiarity with a wide range of books, including fairy tales, myths and legends and retelling some of these orally</p> <p>Identifying themes and conventions in a wide range of books</p>
Year 4	<b>Reading for Pleasure</b>	<b>Phonics/Decoding</b>	<b>Asking Questions / Making Links</b>	<b>Vocabulary</b>	<b>Inference</b>	<b>Prediction</b>	<b>Explanation</b>	<b>Retrieval</b>	<b>Sequence / Summarise</b>

	<p>Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</p> <p>Recognising some different forms of poetry</p>	<p>Read further exception words, noting the unusual correspondence between spelling and sound, and where these occur in a word.</p> <p>Read books that are structured in different ways.</p>	<p>Asking questions to improve their understanding of the text</p> <p>Identifying themes and conventions in a wide range of books</p>	<p>Apply knowledge of root words, prefixes and suffixes to understand the meaning of new words they meet.</p> <p>Identifying how language, structure and presentation contribute to meaning</p> <p>Discuss words and phrases that capture a readers interest and imagination.</p> <p>Use dictionaries to check the meaning of words.</p> <p>Discussing words and phrases that capture the readers interest and imagination</p>	<p>Drawing inferences such as inferring characters feelings, thoughts and motives from their actions and justifying inferences with evidence</p>	<p>Predicting what might happen from details stated and implied</p>	<p>Familiar with a wide range of books and enjoy discussing the ideas and themes they contain.</p> <p>Checking the txt makes sense to them, discussing their understanding and explain the meaning of words in context</p>	<p>Retrieve and record information from non-fiction</p>	<p>Identifying main ideas drawn from more than 1 paragraph and summarising these</p> <p>Increasing familiarity with a wide range of books, including fairy tales, myths and legends and retelling some of these orally</p>
Year 5	<b>Reading for Pleasure</b>	<b>Phonics/Decoding</b>	<b>Asking Questions / Making Links</b>	<b>Vocabulary</b>	<b>Inference</b>	<b>Prediction</b>	<b>Explanation</b>	<b>Retrieval</b>	<b>Sequence / Summarise</b>

	<p>Continuing to read and discuss an increasingly wide range of fiction, poetry, non-fiction and reference books or textbooks</p> <p>Reading books that are structured in different ways and reading for a range of purposes.</p> <p>Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage and books from other cultures and traditions</p> <p>Recommending books that they have read to their peers, giving reasons for their choices</p> <p>Learning a wider range of poetry by heart</p> <p>Preparing poems and plays to be read aloud and to perform, showing understanding through intonation, tone</p>		<p>Making comparisons within and across books</p> <p>Identifying and discussing themes and conventions in and across a wide range of writing</p> <p>Ask questions to improve their understanding</p> <p>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</p>	<p>Apply their growing knowledge of word families, root words, prefixes and suffixes (morphology and etymology) both to read aloud and understand the meaning of new vocabulary.</p> <p>Check the book makes sense to them, discussing their understanding and exploring the meaning of words in context</p> <p>Identifying how language, structure and presentation contribute to meaning</p> <p>Discuss and evaluate how authors use of language, including figurative language, considering the impact on the reader</p>	<p>Drawing inferences such as characters feelings, thoughts and motives from their actions and justifying inferences with evidence</p>	<p>Predicting what might happen from details stated and implied</p>	<p>Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and including notes where necessary</p> <p>Provide reasoned justifications for their views</p> <p>Distinguish between statements of fact and fiction</p>	<p>Retrieve, record and present information from non-fiction</p>	<p>Summarising the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas</p>
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	and volume so that the meaning is clear to an audience								
Year 6	<b>Reading for Pleasure</b>	<b>Phonics/Decoding</b>	<b>Asking Questions / Making Links</b>	<b>Vocabulary</b>	<b>Inference</b>	<b>Prediction</b>	<b>Explanation</b>	<b>Retrieval</b>	<b>Sequence / Summarise</b>

	<p>Reading books that are structured in different ways and reading for a range of purposes</p> <p>Increased familiarity with books from other cultures and traditions and can compare to books from our literary heritage.</p> <p>Recommending books they have read to others giving reasons for their choices.</p> <p>Learning a wide range of poetry by heart.</p> <p>Prepare and perform poems and plays to read aloud showing intonation, tone and volume to show meaning.</p>		<p>Making comparisons within and across texts including different text types.</p> <p>Ask searching questions to improve their own understanding of a text.</p>	<p>Apply their growing knowledge of word families, root words, prefixes and suffixes (morphology and etymology) to read out loud and to understand and compare meanings of new vocabulary in context.</p> <p>Identifying how language, structure and presentation contribute to meaning.</p> <p>Checking the book makes sense to them, discussing their understanding and exploring the meaning of words in context.</p> <p>Discuss and evaluate how authors use of language, including figurative language, considering the impact on the reader.</p>	<p>Draw inferences such as inferring characters feelings, thoughts and motives from their actions and justifying inferences with evidence.</p>	<p>Predicting what might happen from details stated and implied</p>	<p>Explain and discuss their understanding of what they have read, including through formal presentation and debates, maintaining a focus on the topic and using notes where necessary</p> <p>Provide reasoned justifications for their views</p> <p>Read and discuss a wide range of fiction and non-fiction, poems, plays and other reading material for a range of purposes.</p> <p>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</p> <p>Distinguish between</p>	<p>Retrieve, record and present information from non-fiction</p> <p>Identify and discussing themes across a wide range of texts.</p>	<p>Summarising the main ideas drawn from more than 1 paragraph, identifying key details that support main ideas.</p>
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