

The Priestley Progress Path

Reading



Placing learning at the heart of everything we do.

Intent



Our intent is to nurture a love of reading thus allowing our children to discover a world of fantasy, fiction and fact. Through our varied and rich reading curriculum we intend for our children to develop the comprehension and word-reading skills to become successful life-long readers and to achieve the necessary skills to progress in all areas of the curriculum.

By exposing our children to a wide range of genres, styles and authors, children become independent advocates and critical thinkers of the ingredients needed to make a good book. Children will confidently share opinions and recommendations with their peers and teachers. We encourage children to read widely across both fiction and non-fiction texts, to enable them to develop awareness of themselves and the world in which they live. As a result, pupils at Priestley Primary School learn, consider, investigate, aspire to and muse over what their future could become and how they may choose to lead their lives.

Through regular teaching and modelling of essential reading skills such as predicting, interpreting and retrieving, our children learn how to engage with, and have a deeper understanding of the texts they read. By the end of their time at primary school the children should be able to read fluently and with confidence, preparing them for their forthcoming secondary education.

At Priestley Primary School we recognise the importance of providing opportunities to value reading by offering engaging and stimulating reading environments and encouraging access to school and community libraries. We also recognise the importance of building a home-school partnership which enables parents and carers to understand and support the skills and reading ethos of the school.

Reading is the key to unlocking the rest of the school curriculum and is a crucial life skill. As such, reading needs to be right from the very start of a child's school journey. At Priestley Primary School we aim to make all of our pupils 'readers'. We aim to ensure a balanced mix of approaches to reading so that our children achieve the skills required, a positive attitude, confidence as well as interest and a life-long love of literature.

'The more that you read, the more things you will know. The more you learn, the more places you'll go.'
Dr. Seuss

Across the school we aim to foster a life-long love of reading. In order to achieve this, adults regularly share carefully selected texts in class to engage the children whilst modelling reading with expression. We have an engaging and purposeful library filled with high quality reading material. We have regular library sessions to teach the children the skills needed to choose an appropriate book and encourage them to read for pleasure. Throughout the year, we have events promoting the love of reading such as author visits, World Book Day, book fayres and visits to the local library. Through our Around the World Reading Challenge, we encourage and celebrate the reading achievements of the children over the academic year.

We provide opportunities for children to practise the skills they have gained during their daily reading lessons, in other curriculum areas. The children are able to research and further their knowledge and understanding in a variety of subjects. As a school we emphasise the importance of developing a rich and wide vocabulary in all subject areas, to ensure confidence and understanding when encountering unfamiliar words in their reading.

Implementation

We teach phonics and reading skills as whole class lessons, so that all children have access to the age-related skills and knowledge contained in the National Curriculum. Within lessons, teachers and teaching assistants target support for children who need it to enable them to achieve at an age-related level wherever possible. Other children are also given opportunities to demonstrate a greater depth of understanding through extended answers, targeted questioning requiring more reasoned answers and making greater links across and between texts.

Phonics: Early Years and Key Stage 1:

Pupils are taught as a whole class, focussing on individual sounds, groups of sounds and common exception words within different 'phases'. We have an agreed progression for the teaching of new sounds and use a variety of published schemes (Phonic Club, Reading Planet) and resources to support this. The children learn the forty-four phonemes (sounds) and their corresponding graphemes (letters that represent the sound). They learn to speedily recognise the sound through pictures and phrases, and to orally segment and blend the sounds in words. The children also learn how to write the phonemes within words. They have access to high quality reading books to match their phonic knowledge in order to be able to read with confidence and fluency. Children who require support are given additional support from teachers and teaching assistants, either within the whole class lesson or as part of planned interventions that take place in addition to the lesson.

During the Summer Term in Year 1, pupils undertake a Phonics Screening Test which assesses their ability to apply what they have learnt. After this, lessons move towards whole class reading lessons that take the same model as Years 2 to 6. Pupils who do not pass their Phonics Screening Test continue to have intervention to support the acquisition of these key skills

In addition, at Key Stage One the children have timetabled reading sessions to access higher level texts and to develop reading skills such as prediction and inference in preparation for Key Stage Two. Our children are encouraged to read regularly at home from decodable texts linked to their current level of phonic development.

In Key Stage Two we have a daily focused Teaching of Reading lesson linked to the National Curriculum. This is a whole class approach, using high quality texts and a range of genres, to develop comprehension and higher order reading skills. These lessons include a high focus on the development and understanding of higher-level vocabulary, in order for the children to use these in spoken and written forms with confidence. The children are taught to discuss and consider the vocabulary choices made by authors and the impact on the reader. During these lessons, the children are taught skills to help them retrieve information from texts and to make inferences about characters, themes and events. At home the children are encouraged to regularly read a variety of fiction and nonfiction texts.

Impact

As a result of our Reading Curriculum, our pupils are able to read with accuracy, confidence, fluency and understanding and be able to access reading across the curriculum. The school has a positive reading culture where children enjoy, engage with, and have understanding of a wide range of literature and authors. They are able to decode, use, and understand challenging vocabulary they have encountered throughout their reading journey, and link this with their spoken and written language. We aim to ensure that our children's attainment is in line or exceeds their potential, when we consider the varied starting points of all the children.

We use a variety of strategies to evaluate the knowledge and skills of reading:

- *CPD to ensure that teacher pedagogy and assessment is secure*
- *Regular feedback, marking and pupil voice*
- *Subject monitoring including lesson observations*
- *Formal assessment to track progress and identify gaps*
- *Low stakes assessments*
- *Across the school and cluster school moderation ensuring secure teacher judgements*
- *Cross-curricular opportunities to apply reading skills.*





Word Reading, Phonics & Decoding

1. *say a sound for each letter in the alphabet and at least 10 digraphs.*
2. *read words consistent with their phonic knowledge by sound-blending.*
3. *read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.*
4. *blend sounds into words, so that they can read short words made up of letter-sound correspondences.*
5. *read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.*
6. *re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment.*
7. *independently read yellow book banded books.*
8. *be secure in Phase 4 phonics.*

Fluency

1. *show interest in illustrations and print in books and print in the environment.*
2. *recognise familiar words and signs, such as own name and advertising logos.*
3. *look at books independently.*
4. *handle books carefully.*
5. *hold books the correct way up and turn pages.*
6. *begin to read words and simple sentences.*
7. *begin to break the flow of speech into words.*
8. *read and understand simple sentences.*

EYFS Readers

Will be able to:



Non-fiction

1. *engage in non-fiction books.*
2. *listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.*

Poetry

1. *make use of props and materials when role playing characters in narratives and stories.*
2. *invent, adapt and recount narratives and stories with their peers and their teacher.*
3. *perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time to music*

Comprehension

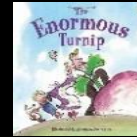
1. demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.
2. anticipate (where appropriate) key events in stories.
3. use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.
4. anticipate (where appropriate) key events in stories.
5. understand 'why' questions, like: "Why do you think the caterpillar got so fat?"
6. offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.



EYFS Bookshelf



Goldilocks & the 3 Bears
(Mara Alperin)



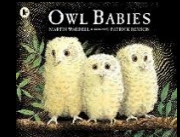
The Enormous Turnip
(Katie Daynes)



Jack & the Beanstalk
(Susanna Davidson)



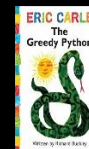
Peace at Last
(Jill Murphy)



Owl Babies
(Martin Waddell)



The Mixed-Up Chameleon
(Eric Carle)



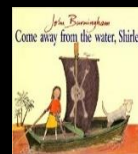
The Greedy Python
(Eric Carle)



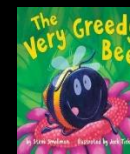
See You Later Alligator
(Laura McGreggor)



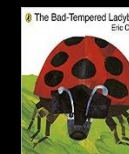
Sharing a Shell
(Julia Donaldson)



Come Away from the Water Shirley
(John Burningham)



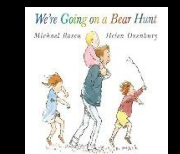
The Very Greedy Bee
(Steve Smallman)



The Bad-Tempered Ladybird
(Eric Carle)



Mr Gumpy's Outing
(John Burningham)



We're Going on a Bear Hunt
(Michael Rosen)



Word Reading

1. use their knowledge of phonics to decode words and read new words.
2. read speedily read 40+ phonemes.
3. blend sounds they know in unfamiliar words.
4. read words with contractions. For example, I'm, I'll, we'll can't, didn't and understand that the apostrophe represents the omitted letter(s)
5. read words ending in -s, -es, -ing, -ed, -er and -est
6. read year group common exception words.
7. read other words of more than one syllable, using the GPCs they know.
8. read aloud accurately books that contain the phonemes they know.
9. re-read their books to build fluency and confidence in their reading.

Comprehension

1. say what they like and do not like about a text.
2. link their reading to their own experiences.
3. retell key stories orally using narrative language.
4. learn some poems and rhymes by heart.
5. discuss the meanings of new words, linking them to words already known.
6. listen to, discuss and enjoy a range of non-fiction texts.
7. use what they already know to understand texts.
8. recognise and join in with repeated words and phrases.
9. check that texts make sense when reading; be able to self-correct.
10. pick out the title from other text.
11. predict what a character might do next.
12. make inferences about how a character feels based on what they say and do.
13. retell known stories, traditional tales and fairy stories.
14. know the difference between fiction and non-fiction texts.
15. Take part in discussion about what is read to them, thinking turns and listening to others.
16. explain clearly their understanding of what is read to them.

Year One Readers

Will be able to:



Word Reading

1. *apply phonic knowledge and skills consistently to decode quickly and accurately.*
2. *recognise, decode and read alternative sounds for graphemes.*
3. *blend sounds in words that contain the graphemes they have learnt.*
4. *read word containing common suffixes such as -ment, -less, -ness, -ful, and -ly.*
5. *read common exception words and talk about the unusual spelling and sound in the word.*
6. *read most words without overtly segmenting and blending, once they are familiar.*
7. *read most words quickly and accurately, without sounding and blending when they have read them before.*
8. *read some phonetically decodable books, with fluency, sound out unfamiliar words automatically.*
9. *read most suitable books accurately, showing fluency and confidence.*

Year Two Readers

Will be able to:



Comprehension

1. *fully engage with reading and take pleasure from books and texts.*
2. *talk about and give their opinion about a range of poetry, stories and non-fiction texts.*
3. *discuss the sequence of events in books and how they relate to each other.*
4. *retell stories, including fairy stories and traditional tales.*
5. *talk about how a non-fiction book is set out.*
6. *ask and answer questions about texts.*
7. *discuss the meanings of words, linking new meanings to known vocabulary.*
8. *discuss favourite words and phrases.*
9. *enjoy listening to and discussing poetry, some of which they can read independently.*
10. *recite some poems by heart with appropriate intonation.*
11. *find recurring language in stories and poems.*
12. *read for meaning and check that the text makes sense and re-read when it doesn't.*
13. *make predictions based on what they have read.*
14. *make simple inferences from illustrations, events, characters' actions and speech.*

KS1 Key Vocabulary



alliteration

onomatopoeia

enjoy

decode

define

retrieve

sequence

infer

predict

phonics

blend

segment

digraph, trigraph

grapheme

phoneme

decode

suffix

fluency

fiction

non-fiction

fairy stories

classic poem

contemporary poem

traditional tales

repetition

sequence

prediction

character

event

illustration

contraction

common exception word

compound word

vocabulary

expression

title

cover

book blurb

glossary

capital letter

full stop

question mark

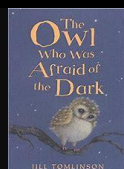




Year One/Two Bookshelf



Small Mouse, Big City
(Simon Prescott)



The Owl who was Afraid of the Dark
(Jill Tomlinson)



The Somethingosaur
(Tony Mitton)



Window
(Jeannie Baker)



Ocean Meets Sky
(The Fan Brothers)



Dear Dinosaur
(Chae Strathie)



The Pirate Cruncher
(Jonny Duddle)



The Enchanted Wood
(Enid Blyton)



Dare to Care for a Pet Dragon
(MP Robertson)



The Night Pirates
(P Harris & D Allwight)



Dragon Post
(Emma Yarlett)



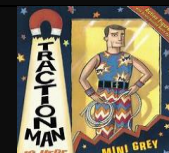
Supertato
(Sue Hendra)



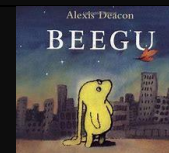
Man on the Moon
(Simon Bartram)



The Memory Tree
(Britto Teckentrup)



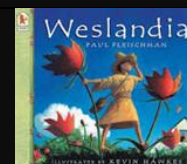
Traction Man
(Mini Grey)



Beegu
(Alexis Deacon)



Once There Were Giants
(Martin Waddell)



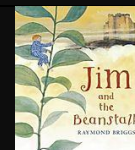
Weslandia
(Paul Fleischman)



Snail Trail
(Ruth Brown)



The Street Beneath my Feet
(C Guillian & Y Zommer)



Jim and the Beanstalk
(Raymond Briggs)



Happy the Poisonous Centipede
(Lynne Reid Banks)



Iggy Peck Architect
(Andrea Beatty)



Year Three & Four Readers

Will be able to:

Comprehension

1. *develop positive attitudes to reading and understanding.*
2. *listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books.*
3. *read books that are structured in different ways and reading for a range of purposes.*
4. *use dictionaries to check the meaning of words that they have read.*
5. *use a thesaurus to find new words.*
6. *increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retell some of these orally.*
7. *identify themes and conventions in a wide range of books. e.g. a theme of 'journeys' or 'invasion'*
8. *prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action.*
9. *discuss words and phrases that capture the reader's interest and imagination.*
10. *recognise some different forms of poetry [for example, free verse, narrative poetry].*
11. *read independently and they can show that they understand what they have read.*
12. *check that the text makes sense using the punctuation and usually re-reading to help self-correct.*
13. *discuss their understanding and explaining the meaning of words in context.*
14. *ask questions to improve their understanding of a text.*
15. *draw inferences such as inferring characters' feelings, thoughts and motives from their actions.*
16. *justify inferences with evidence from the text.*
17. *predict what might happen from details stated and implied.*
18. *identify main ideas drawn from more than one paragraph and summarise these.*
19. *identify how language, structure, and presentation contribute to meaning e.g. the use of the word 'trembling' indicates that the kitten is scared.*
20. *retrieve and record information from non-fiction.*
21. *participate in discussion about books that are read to them.*
22. *participate in discussions about books that they can read for themselves.*
23. *take turns and listening to what others say during discussions.*

Word Reading

1. *read with fluency a range of age-appropriate texts types (which may include fairy stories, myths and legends, poetry, plays and non-fiction books).*
2. *read at speed sufficient for them to focus on understanding.*
3. *read further exception words, noting the unusual correspondences between spelling and sound,*
4. *know the full range of GPCs and use phonic skills consistently and automatically to address unfamiliar or challenging words.*
5. *apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of new words they meet. e.g. disagree, misbehave, incorrect.*
6. *prepare poems and play scripts to read aloud and perform. Show appropriate intonation and volume when reciting or reading aloud.*
7. *attempt to read new and unfamiliar words drawing on prior knowledge of familiar looking words.*



Lower KS2 Key Vocabulary



inferring *motives* *intonation*
Volume *Tone* *action*
free verse poem *narrative poem* *plays*
reference *genres*
themes
structure *evidence* *support*
paragraphs *enjoy*
define
retrieve *summarise* *infer*
predict *relate* *explore*
compare *enjoy* *decode*
thoughts *feelings* *character*
event *illustration* *register.*





Year Three/Four Bookshelf



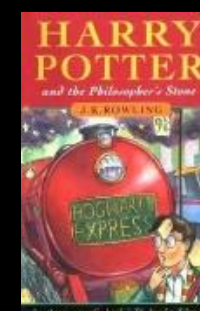
Ironman
(Ted Hughes)



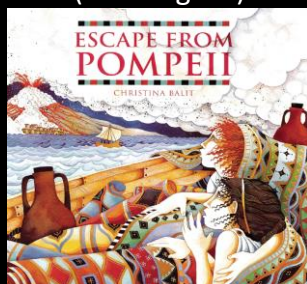
Stig of the Dump
(Clive King)



The Thieves of Ostia
(Caroline Lawrence)



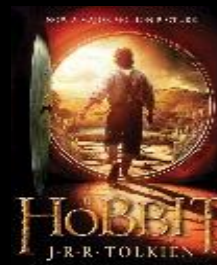
The Philosopher's Stone
(JK Rowling)



Escape from Pompeii
(Christina Bulit)



Who let the Gods Out?
(Maz Evans)



The Hobbit
(JRR Tolkien)



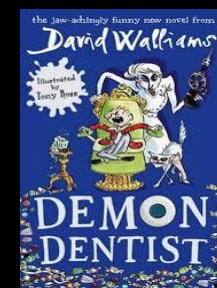
How to Train Your Dragon?
(Cressida Cowell)



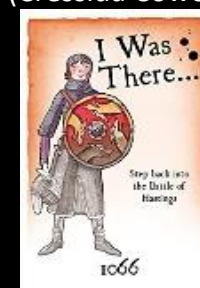
The Wind in the Willows
(Kenneth Grahame)



Sky Hawk
(Gill Lewis)



The Demon Dentist
(David Walliams)



1066 (I Was There)
Jim Eldridge



Year Five & Six Readers

Will be able to:

Word Reading

1. *apply their growing knowledge of root words, prefixes and suffixes both to read aloud and to understand the meaning of new words that they meet.*
2. *fluently and automatically read a range of age-appropriate texts from the following: modern fiction classic texts; books from other cultures; myths, legends and traditional stories; poetry; plays; non-fiction and reference.*
3. *determine the meaning of new words by applying knowledge of root words and affixes e.g. suspect/suspicious, change/changeable, receive/reception.*
4. *know securely the different pronunciations of words with the same letter-string e.g. bought, rough, cough, though, plough.*
5. *use appropriate intonation, tone and volume when reciting or reading aloud to an audience, to make the meaning clear.*



Comprehension

1. *maintain positive attitudes to reading and understanding of what they read.*
2. *continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference/textbooks.*
3. *read books that are structured in different ways and read for a range of purposes.*
4. *increase 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.*
5. *recommend books that they have read to their peers, giving reasons for their choices.*
6. *identify and discuss themes and conventions in and across a wide range of writing*
7. *make comparisons within and across books.*
8. *learn a wider range of poetry by heart.*
9. *prepare 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.*
10. *check that the book makes sense and discuss their understanding and explore the meaning of words in context.*
11. *readily ask questions to enhance understanding.*
12. *draw inferences such as characters' feelings, thoughts and motives from their actions, and justify them with evidence.*
13. *predict what might happen from details stated and implied.*
14. *summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.*
15. *identify how language, structure and presentation contribute to meaning.*
16. *discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.*
17. *distinguish between statements of fact and opinion.*
18. *retrieve, record and present information from non-fiction.*
19. *participate in discussions about books that are read to them and those that read for themselves, building on their own and others' ideas and challenging views courteously.*
20. *explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary.*
21. *provide reasoned justifications for their views.*

Upper KS2 Key Vocabulary



conventions

figurative language

debates

justifications

literacy heritage

cultures

traditions

context

comparisons

define

retrieve

summarise

infer

predict

relate

explore

compare

thoughts

feelings

character

event

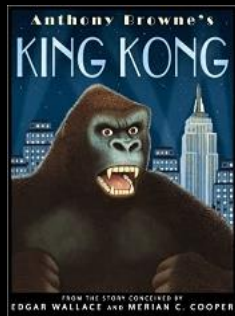
illustration

intonation

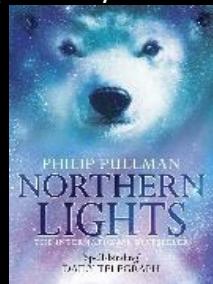
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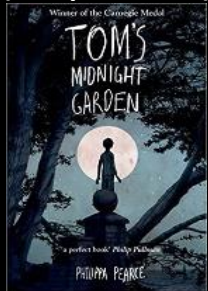
Year Five/Six Bookshelf



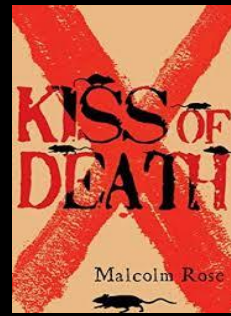
King Kong
(Anthony Browne)



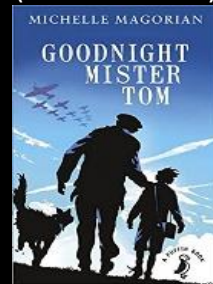
Northern Lights
(Philip Pullman)



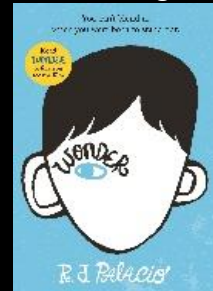
Tom's Midnight Garden
(Philippa Pearce)



Kiss of Death
(Malcolm Rose)



Goodnight Mr Tom
(Michelle Magorian)



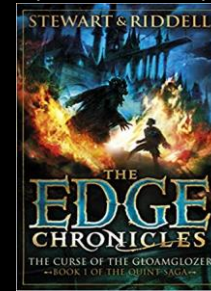
Wonder
(R.J. Palacio)



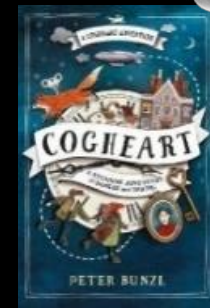
Pig Heart Boy
(Malorie Blackman)



Call of the Wild
(Jack London)



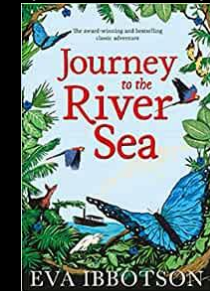
The Curse of the Gloamglozer
(Paul Stewart & Chris Riddell)



Cogheart
(Peter Bunzl)



Holes
(Louis Sachar)



Journey to the River Sea
(Eva Abbottson)