



READING CURRICULUM

Page	Content
2-3	Intent, Impact & Implementation
4-6	Content of Lessons
7-9	Progression of VIPERS skills across school
10-11	Whole School Text Overview
12-24	Year Group Overviews – Key texts + Poems & Key Reading Outcomes
24-26	Assessment in Reading
27-29	Ambition and Access in Reading for pupils with SEND
30-31	Reading at Home
32-33	Recommended Websites & Apps

INTENT, IMPLEMENTATION AND IMPACT

Intent

We recognise that without effective communication, little achievement can be made. English is a fundamental part of learning and is taught both discreetly and across the curriculum. It is part of the 'essential knowledge' that is needed in society (National Curriculum, p. 6).

Our aim is for children to leave Manorfield:

- having a good level of word reading, being able to tackle new words confidently and applying their phonic knowledge to segment and blend
- Read with expression fluently leaving them able to enjoy and explore texts without hindrance
- Understand what they read and be able to summarise the main points
- Have a deeper level of understanding about what they read and start to question, analyse and critique
- Enjoy reading a range of texts and genres by both well-known writers and those who are new or less-known
- See reading as a pleasurable activity and understand the importance of it to their emotional and academic progress

Implementation

To enable us to address these aims and ensure full coverage of the 2014 National Curriculum, we use a 'whole book' approach to teaching. Pupils study a class book, which is usually more challenging than one they might be able to read independently. They will use this book as the basis for reading, writing, speaking and listening tasks. Quality texts are at the heart of teaching, exploring and enjoying reading at Manorfield. Throughout the school, stories, poems and non-fiction texts form the basis of literacy and topic work.

The National Curriculum states that pupils should be taught to read fluently, understand extended prose and be encouraged to read for pleasure. Reading is singled out as of extreme importance since through it 'pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually... acquire knowledge [and] build on what they already know' (p13).

EYFS & Key Stage 1

Throughout Key stage 1 children begin their reading journey using the Read, Write Inc. Scheme. In EYFS and Year 1 we use the RWI scheme which is very prescriptive but follows a pattern which works well with the children's learning. In RWI the children read books in pairs every day and the teacher checks their fluency and blending/phonics. There are regular questions to check understanding and further questions to delve deeper into inferred meaning. The children have a reading book each week (matched to their phonic ability) and they are expected to read it several times at home with an adult. The children also have access to a range of free-choice books suited to their phonic ability to take home each week also. The children use

a key text in topic work to enhance their understanding and to explore in more depth as well as building the foundations of reading comprehension skills.

As the children progress to Year 2 where the need for specific phonic-based reading is less the children will typically have RWI Word Time each day, one lesson a week focussing on reading comprehension skills using the VIPERS method and a high-quality class text which is linked with their current topic to create cross-curricular links between reading, writing, geography, history and science. High frequency and common exception words are reinforced each day using flash cards or word games.

Key Stage 2

As the children move into Key Stage 2, the focus moves from word-reading to more in depth understanding of what has been read and thinking critically about it. Reading is taught in direct comprehension lessons looking at a specific reading focus using the VIPERS method. Teachers tailor lessons to meet the needs of the class according to question level analysis of the most recent assessment. Reading is also part of creative literacy sessions with focus such as inference and examination of vocabulary and language is combined with written lessons and role play.

Children read for pleasure daily and display and rotate new books in the teachers display books in the class library and recommend texts based on what they feel individual children will like. The displayed texts in the library are often stories and non-fiction to accompany the current topic. A range of books and genres are used (as well as poetry and picture books).

Class read of the chosen text is done daily. This helps to further understanding and critique of the text whilst allowing the children to still enjoy being read to whilst also gaining a model for expression and fluency.

Impact

The impact of our curriculum is clear to see in children's books. They take pride in their work and enjoy the class texts. This is evident from pupil interviews which shows that pupils are enthusiastic and eager to talk about their current book as well as those that have been shared in class.

The progression of skills can be seen through school as pupils develop their knowledge of the features of genres and their skill in writing for a range of purposes and audiences, manipulating their tone and vocabulary to suit their writing by the time they reach the end of KS2.

Pupils are supported to progress and succeed through our inclusive approach. This may include scaffolding, pre-teaching or catch up. All of which is clearly identified in books, allowing staff to see which work is purely independent.

Through our choices of books and teaching of grammar and vocabulary, children will develop a literary capital which equips them for the wider world in speaking, listening, reading and writing.

The impact of our assessment, marking and feedback process means that fewer children will remain below the age related expectations, seen in our year on year improvement in data, as the assessment informs planning and timely intervention.

Content of Lessons

The planned structure of reading instruction throughout a child's years at Manorfield reflects the research conducted into the aspects of reading tuition that have shown themselves to be beneficial. Our aim is to balance the different aspects of reading instruction based on where the children are in their journey to skilled reading. Our teachers and staff understand that all aspects of reading are being developed at the same time, but that certain aspects will require greater emphasis at key points (e.g. phonics for early readers and increased fluency practice as decoding begins to develop).

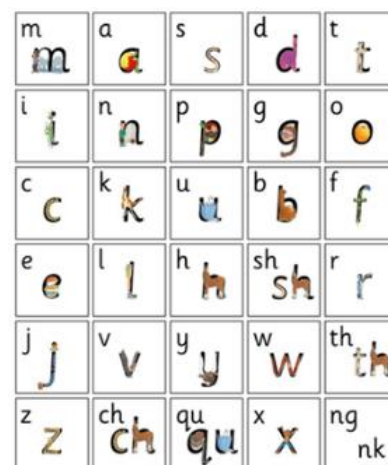
Phonics Instruction

Phonics instruction focuses on the explicit teaching of sound-spelling correspondences and phonemic awareness. It makes up a significant proportion of the reading instruction undertaken during children's first years at school.

Evidence shows that teaching phonics is the best way to teach children to read, e.g. the EEF considers phonics to be one of the most secure and best-evidenced areas¹ of pedagogy, recommending all schools use a systematic approach to teaching it. There is convincing evidence of the value of systematic synthetic phonics (SSP), including the seven-year study by Johnston and Watson undertaken in Clackmannanshire, published in 2005, which has been especially influential in England.²

To teach word reading and spelling successfully, teachers need to understand the principles underpinning the teaching of word reading (decoding) and spelling (encoding). This should include understanding how the alphabetic code of English represents the sounds (phonemes) of the language with single letters and groups of letters (graphemes).

In line with recommendations from the DfE Document 'The Reading Framework' (2022), Manorfield uses the validated SSP programme 'Read, Write, Inc. Phonics'. It is a widely used and highly successful phonics programme. It provides a lively and systematic approach to teaching synthetic phonics. Children learn the 44 common sounds in the English language and how to sound-blend words for reading (decoding). When children enter EYFS they take part in high-quality phonics sessions every day. These are fun sessions involving speaking, listening and reading, where the emphasis is on children's active participation. They learn to use their phonic knowledge for reading and writing in their independent play. As children enter Key Stage 1 (Year 1) they continue to take part in daily sessions on phonics.



Speed Sounds Set 2



They continue learning new sounds (Set 2 and Set 3). They also learn that most sounds can be spelled in more than one way. For example, the f sound can be written as f or ff or ph. This develops their knowledge of spelling choices. They will continue with this phonics and spelling work into Year 2 and beyond.

¹ Rose J (2006). 'Independent review of the teaching of early reading: Final Report' Department for Education and Skills

² Johnston R. and Watson J (2005). 'The effects of synthetic phonics teaching on reading and spelling attainment: a seven-year longitudinal study' Edinburgh: Scottish Executive Central Research Unit. Also see <https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learningtoolkit/phonics/technical-appendix/>

Fluency Practice

Fluency practice focuses on developing fluency through repeated oral reading of a short text or extract. The text needs to be long enough for children to not be able to memorise the entire thing, around 1-1.5 minutes of reading time. It should also be of a difficulty so that almost no child in the class can quite read the text fluently first time without modelling from the teacher³. In the lessons, the teacher reads the text aloud, modelling fluent reading. Any unfamiliar vocabulary and concepts should ideally be done discussed during this model read, though this can be done before or after the model read where the teacher deems it necessary. The teacher should discuss any reading goals that are especially relevant to the class or text type. The children, in pairs, then attempt to read the text aloud to their partner. To ensure both the children are involved, the non-reading partner should track the line that is being read using a ruler. Once the partner has read the text, the partners switch roles. The idea is that every child will read the text aloud at least three times, aiming for greater fluency each time. Their partner is available to support, and the teacher moves around the room to hear different reading pairs and pausing the class to model a particular word or sentence when required.



Comprehension Strategy instruction



Focused teaching, modelling and practicing (I Do, We Do, You Do) of specific comprehension strategies either using stand-alone texts/materials or class texts. Education Endowment Foundation evidence has found that explicit teaching of comprehension strategies to be successful. Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction⁴.

Close Reading

Is the sustained, detailed analysis of a short text or extract and focuses on the development of word knowledge, background knowledge and text knowledge through deep discussion. Close reading involves repeated reading of a text – first read is to gain an overall sense of a text, and subsequent reads involve the discussion of particular themes, vocabulary choices, literary devices, plot points or anything else worthy of focus.



Sequence of Close Reading:

1. Select text
2. identify new concepts and vocabulary – consider explanations, preparing pictures where necessary
3. Identify key stopping points in the text where children will clarify, summarise or explore the meaning of text.

3 Shanahan, T. (2017). *How to Teach Fluency So It Takes*. Shanahan on Literacy, 17 September. Available at: <https://shanahanonliteracy.com/blog/how-to-teach-fluency-so-it-takes> (accessed 7 January 2021).

4 Education Endowment Foundation. (Last updated July 2021) *Meta-Analysis of Reading Comprehension Strategies*. Available at: <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies> (Accessed May 2022)

4. Plan the questions that will be asked at these stopping points (add to next box on planning document) considering how to further discussion based on anticipated answers from children; also consider whether the children will respond to these questions independently, following partner discussions or in writing.
5. Consider what aspects of the text will be focused upon during different reads of the text (e.g. first read establishes meaning; second read focuses on author's use of rhetorical questions; etc.)

Extended Reading

Involves the prolonged engagement with a longer text or extract and thus focuses on the development of fluency, word knowledge background knowledge and text knowledge through exposure to the text. These techniques are most likely to be used when needing to reach a specific part of the text for closer analysis and aim for the children to have a good, but not detailed understanding of that section of the story:

- The teacher reads to the class as they follow the text, keeping pace with a ruler. Accountability can be ensured by the teacher pausing and asking the class to say the next word in unison
- Children, selected by the teacher, take it in turns to read a few sentences aloud while the rest of the class keep pace with a ruler. The teacher also takes a turn to model fluent reading. Accountability can be ensured by quick transitions between readers and by the teacher pausing and asking the class to say the next word.
- Children read silently in short bursts, the length of which are carefully managed by the teachers.



Progression of VIPERS Skills

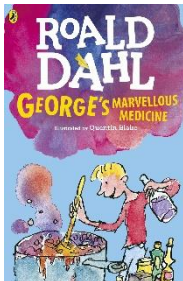

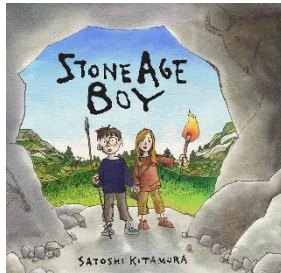
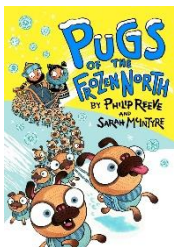
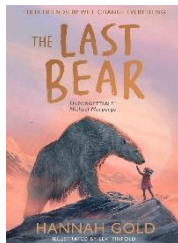
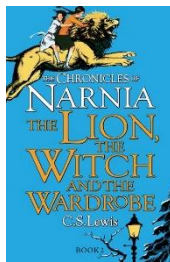
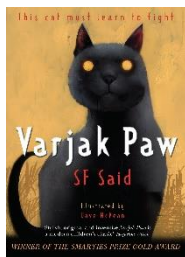
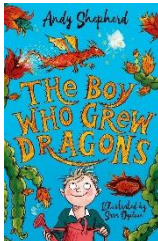
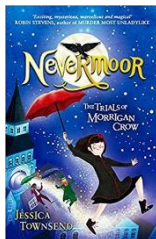
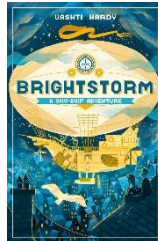
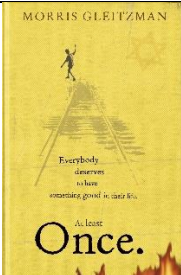
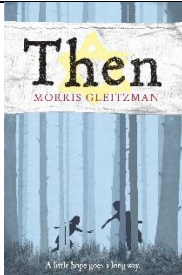
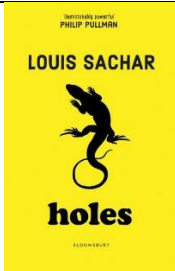
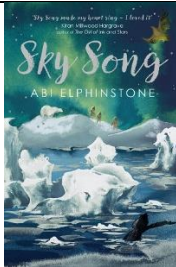

	Y1	Y2	Y3	Y4	Y5	Y6
Vocabulary	<ol style="list-style-type: none"> 1. discussing word meanings, linking new meanings to those already known 2. draw upon knowledge of vocabulary in order to understand the text 3. join in with predictable phrases 4. use vocabulary given by the teacher 5. discuss favourite words and phrases 	<ol style="list-style-type: none"> 1. discussing and clarifying the meanings of words; link new meanings to known vocabulary 2. discussing their favourite words and phrases 3. recognise some recurring language in stories and poems 	<ol style="list-style-type: none"> 1. use dictionaries to check the meaning of words that they have read 2. discuss words that capture the readers interest or imagination 3. identify how language choices help build meaning 4. find the meaning of new words using substitution within a sentence. 	<ol style="list-style-type: none"> 1. using dictionaries to check the meaning of words that they have read 2. use a thesaurus to find synonyms 3. discuss why words have been chosen and the effect these have on the reader 4. explain how words can capture the interest of the reader 5. discuss new and unusual vocabulary and clarify the meaning of these 6. find the meaning of new words using the context of the sentence 	<ol style="list-style-type: none"> 1. explore the meaning of words in context, confidently using a dictionary 2. discuss how the author's choice of language impacts the reader 3. evaluate the authors use of language 4. investigate alternative word choices that could be made 5. begin to look at the use of figurative language 6. use a thesaurus to find synonyms for a larger variety of words 7. re-write passages using alternative word choices 8. read around the word and explore its meaning in the broader context of a section or paragraph. 	<ol style="list-style-type: none"> 1. evaluate how the authors' use of language impacts upon the reader 2. find examples of figurative language and how this impacts the reader and contributes to meaning or mood. 3. discuss how presentation and structure contribute to meaning. 4. explore the meaning of words in context by 'reading around the word' and independently explore its meaning in the broader context of a section or paragraph.
Inference	<ol style="list-style-type: none"> 1. children make basic inferences about characters' feelings by using what they say as evidence. 2. infer basic points with direct reference to the pictures and words in the text 3. discuss the significance of the title and events 4. demonstrate simple inference from the text based on what is said and done 	<ol style="list-style-type: none"> 1. make inferences about characters' feelings using what they say and do. 2. infer basic points and begin, with support, to pick up on subtler references. 3. answering and asking questions and modifying answers as the story progresses 4. use pictures or words to make inferences 	<ol style="list-style-type: none"> 1. children can infer characters' feelings, thoughts and motives from their stated actions. 2. justify inferences by referencing a specific point in the text. 3. ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives. 4. make inferences about actions or events 	<ol style="list-style-type: none"> 1. ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives (I know this because questions) 2. infer characters' feelings, thoughts and motives from their stated actions. 3. consolidate the skill of justifying them using a specific reference point in the text 4. use more than one piece of evidence to justify their answer 	<ol style="list-style-type: none"> 1. drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence 2. make inferences about actions, feelings, events or states 3. use figurative language to infer meaning 4. give one or two pieces of evidence to support the point they are making 5. begin to draw evidence from more than one place across a text. 	<ol style="list-style-type: none"> 1. drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. 2. discuss how characters change and develop through texts by drawing inferences based on indirect clues. 3. make inferences about events, feelings, states backing these up with evidence. 4. infer characters' feelings, thoughts and motives, giving more than one piece of evidence to support each point made. They can draw evidence from different places across the text

Prediction	<ol style="list-style-type: none"> 1. predicting what might happen on the basis of what has been read so far in terms of story, character and plot 2. make simple predictions based on the story and on their own life experience. 3. begin to explain these ideas verbally or through pictures. 	<ol style="list-style-type: none"> 1. predicting what might happen on the basis of what has been read in terms of plot, character and language so far 2. make predictions using their own knowledge as well as what has happened so far to make logical predictions and give explanations of them 	<ol style="list-style-type: none"> 1. justify predictions using evidence from the text. 2. use relevant prior knowledge to make predictions and justify them. 3. use details from the text to form further predictions. 	<ol style="list-style-type: none"> 1. justify predictions using evidence from the text 2. use relevant prior knowledge as well as details from the text to form predictions and to justify them 3. monitor these predictions and compare them with the text as they read on 	<ol style="list-style-type: none"> 1. predicting what might happen from details stated and implied 2. support predictions with relevant evidence from the text 3. confirm and modify predictions as they read on 	<ol style="list-style-type: none"> 1. predicting what might happen from details stated and implied 2. support predictions by using relevant evidence from the text 3. confirm and modify predictions in light of new information
Explaining	<ol style="list-style-type: none"> 1. give my opinion including likes and dislikes. 2. link what they read or hear to their own experiences 3. explain clearly my understanding of what has been read to the them 4. express views about events or characters 	<ol style="list-style-type: none"> 1. explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves 2. express my own views about a book or poem 3. discuss some similarities between books 4. listen to the opinion of others 	<ol style="list-style-type: none"> 1. discussing the features of a wide range of fiction, poetry, plays, non-fiction and reference books 2. identifying how language, structure, and presentation contribute to meaning of both fiction and non-fiction texts 3. recognise authorial choices and the purpose of these 	<ol style="list-style-type: none"> 1. discussing words and phrases that capture the reader's interest and imagination 2. identifying how language, structure, and presentation contribute to meaning 3. recognise authorial choices and the purpose of these 	<ol style="list-style-type: none"> 1. provide increasingly reasoned justification for my views 2. recommend books for peers in detail 3. give reasons for authorial choices 4. begin to challenge points of view 5. begin to distinguish between fact and opinion 6. identifying how language, structure and presentation contribute to meaning 7. discuss and evaluate how authors use language, including figurative language, considering the impact on the reader 8. explain and discuss their understanding of what they have read, including through formal presentations and debates. 	<ol style="list-style-type: none"> 1. provide increasingly reasoned justification for my views 2. recommend books for peers in detail 3. give reasons for authorial choices 4. begin to challenge points of view 5. begin to distinguish between fact and opinion 6. identifying how language, structure and presentation contribute to meaning 7. discuss and evaluate how authors use language, including figurative language, considering the impact on the reader 8. explain and discuss their understanding of what they have read, including through formal presentations and debates. 9. distinguish between fact, opinion and bias explaining how they know this.

Retrieval	<ol style="list-style-type: none"> 1. answer a question about what has just happened in a story 2. develop their knowledge of retrieval through images 3. recognise characters, events, titles and information. 4. recognise differences between fiction and non-fiction texts. 5. retrieve information by finding a few key words. 6. Contribute ideas and thoughts in discussion 	<ol style="list-style-type: none"> 1. answer a question about what has just happened in a story 2. develop their knowledge of retrieval through images 3. recognize characters, events, titles and information. 4. recognize differences between fiction and non-fiction texts. 5. retrieve information by finding a few key words. 6. Contribute ideas and thoughts in discussion 	<ol style="list-style-type: none"> 1. use contents page and subheadings to locate information 2. learn the skill of 'skim and scan' to retrieve details. 3. begin to use quotations from the text. 4. retrieve and record information from a fiction text. 5. retrieve information from a non-fiction text 	<ol style="list-style-type: none"> 1. confidently skim and scan texts to record details, using relevant quotes to support their answers to questions 2. retrieve and record information from a fiction or non-fiction text 	<ol style="list-style-type: none"> 1. confidently skim and scan, and also use the skill of reading before and after to retrieve information. 2. use evidence from across larger sections of text 3. read a broader range of texts including myths, legends, stories from other cultures, modern fiction and archaic texts 4. retrieve, record and present information from non-fiction texts 5. ask my own questions and follow a line of enquiry. 	<ol style="list-style-type: none"> 1. Children confidently skim and scan, and also use the skill of reading before and after to retrieve information using evidence from across whole chapters or texts 2. Read a broader range of texts including myths, legends, stories from other cultures, modern fiction, plays, poetry and archaic texts. 3. Retrieve, record and present information from a wide variety of non-fiction texts. 4. Ask my own questions and follow a line of enquiry.
Summarise/Sequence	<ol style="list-style-type: none"> 1. retell familiar stories orally e.g fairy stories and traditional tales 2. sequence the events of a story they are familiar with 3. begin to discuss how events are linked 	<ol style="list-style-type: none"> 1. discuss the sequence of events in books and how items of information are related. 2. retell using a wider variety of story language. 3. order events from the text. 4. begin to discuss how events are linked focusing on the main content of the story. 	<ol style="list-style-type: none"> 1. identifying main ideas drawn from a key paragraph or page and summarising these 2. begin to distinguish between the important and less important information in a text. 3. Give a brief verbal summary of a story. 4. Observe and learn from teachers beginning to model how to record summary writing 5. identify themes from a wide range of books 6. make simple notes from one source of writing 	<ol style="list-style-type: none"> 1. use skills developed in year 3 in order to write a brief summary of main points, identifying and using important information 2. identifying main ideas drawn from more than one paragraph 3. identify themes from a wide range of books 4. summarise whole paragraphs, chapters or texts 5. highlight key information and record it in bullet points, diagrams, maps etc 	<ol style="list-style-type: none"> 1. summarising the main ideas drawn from more than one paragraph, page, chapter or the entire text identifying key details to support the main ideas. 2. make connections between information across the text and include this is an answer. 3. discuss the themes or conventions from a chapter or text 4. identify themes across a wide range of writing 	<ol style="list-style-type: none"> 1. summarise information from across a text and link information by analysing and evaluating ideas between sections of the text. 2. summarising the main ideas drawn from more than one paragraph, identifying key details to support the main ideas 3. make comparisons across different books. 4. summarise entire texts, in addition to chapters or paragraphs, using a limited amount of words or paragraphs.

Manorfield Reading Journey

	Autumn			Spring			Summer		
EYFS									
	Rhyming Story	Action/Adventure	Non-Fiction	Traditional Tale	Adventure/ Story from another culture	A folk story from another culture	Non-Fiction	Traditional Tale	Rhyming story/adventure
Year 1									
	Fiction based on traditional tale	Fiction based on traditional tale	Traditional Tale	Story with a message	Action/Adventure				
Year 2									
	Classic Fiction – Animal Story	Animal/Adventure Story	Animal/Adventure Story	Classic Fiction - Fantasy	Fiction based on traditional tale				

Year 3	 <p>Classic Fiction - Adventure</p>		 <p>Classic Fiction - Fantasy</p>		 <p>Historical Fiction</p>
Year 4	 <p>Adventure Story</p>	 <p>Story with a message</p>	 <p>Classic Fiction - Fantasy</p>		 <p>Fantasy Adventure</p>
Year 5	 <p>Fantasy Story</p>		 <p>Fiction – Magic & Mystery</p>		 <p>Adventure Story</p>
Year 6	 <p>Historical Fiction</p>	 <p>Historical Fiction</p>	 <p>Classic Fiction-Adventure</p>	 <p>Fantasy Adventure</p>	 <p>Comedy Horror</p>

Reading Curriculum in EYFS



Key Texts (Fiction/Non-Fiction)		
Key Stories and Books	Autumn	Funny Bones by Janet and Allan Ahlberg Supertato by Sue Hendra and Paul Linnet Real Superheroes- A celebration of keyworkers by Julia Seal
	Spring	Goldilocks and the Three Bears Kiana's Iditarod by Shelley Gill Tiger Child - A folk tale from India
	Summer	Look inside a farm by Katie Daynes The Very Hungry Caterpillar by Eric Carle The Gruffalo by Julia Donaldson
Key rhymes and poems	Autumn	Wheels on the Bus Heads, Shoulders, Knees, and Toes Dem Bones
	Spring	5 Little Speckled Frogs 10 Green Bottles
	Summer	Old Macdonald had a farm Commotion in the Ocean- Giles Andreae (poems)

Key Reading Outcomes – Early Learning Goals (EYFS Profile Handbook 2022)	
Word Reading	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.
Comprehension	Children at the expected level of development will: -Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary; -Anticipate – where appropriate – key events in stories; -Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.
Speaking	Children at the expected level of development will: -Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary; -Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate; -Express their ideas and feelings about their experiences using full sentences, including use of past, present, and future tenses and making use of conjunctions, with modelling and support from their teacher.

Reading Curriculum in Year 1



Key Texts		
Key Stories and Books	Autumn	The Deep Dark Wood by Algy Craig Hall and Ali Pye Fairy Tale Pets by Tracey Corderoy Jorge Martin
	Spring	Town Mouse Country Mouse by Libby Walden and Richard Jones Poppy and the Blooms by Fiona Woodcock
	Summer	The Clockwork Dragon by Jonathan Emmett and Elys Dolan
Key rhymes and poems	Autumn	Twinkle Twinkle Little Star by Jane Taylor (Full Poem) 'Twas the Night Before Christmas by Clement Clarke Moore
	Spring	There was an old man from Peru Cats Sleep Anywhere by Eleanor Farjeon
	Summer	The Ning Nang Nong by Spike Milligan Bed in Summer by R.L Stevenson

Key Reading Outcomes from National Curriculum Year 1 Program of Study & link to Manorfield Key Reading Skills	
Develop pleasure in reading, motivation to read, vocabulary and understanding by:	
<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 (<i>Vocabulary Objective 5</i>) - being encouraged to link what they read or hear read to their own experiences (<i>Explain Objective 1</i>) - becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics (<i>Vocabulary Objective 3</i>) - recognising and joining in with predictable phrases (<i>Vocabulary Objective 3</i>) - learning to appreciate rhymes and poems, and to recite some by heart (<i>Vocabulary Objective 3</i>) - discussing word meanings, linking new meanings to those already known (<i>Vocabulary Objective 1</i>) 	
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 (<i>Vocabulary Objective 4</i>) - checking that the text makes sense to them as they read and correcting inaccurate reading (<i>Sequence Objective 1</i>) - discussing the significance of the title and events (<i>Sequence Objective 3</i>) - making inferences on the basis of what is being said and done (<i>Inference Objective 1</i>) - predicting what might happen on the basis of what has been read so far participate in discussion about what is read to them, taking turns and listening to what others (<i>Prediction Objective 1</i>) - explain clearly their understanding of what is read to them (<i>Explain Objective 3</i>) 	

Activities to Support Reading in Year 1
<p>Model and demonstrate directionality and correct book handling</p> <p>Relate spoken words to written words in context</p> <p>Encourage children to act out parts of the story and retell the story in their own words</p> <p>Transcribe the children's oral responses into written ones</p> <p>Jump in –Encourage children to continue the story to the end of the punctuation in a known story</p> <p>Choral response –Encourage children to read as a group or popcorn ideas to share</p> <p>MTYT –Allow children to discuss in partners or read together</p>

Key Reading Skills	
Year 1 Vocabulary	6. discussing word meanings, linking new meanings to those already known 7. draw upon knowledge of vocabulary in order to understand the text 8. join in with predictable phrases 9. use vocabulary given by the teacher 10. discuss favourite words and phrases
Year 1 Inference	5. children make basic inferences about characters' feelings by using what they say as evidence. 6. infer basic points with direct reference to the pictures and words in the text 7. discuss the significance of the title and events 8. demonstrate simple inference from the text based on what is said and done
Year 1 Prediction	4. predicting what might happen on the basis of what has been read so far in terms of story, character and plot 5. make simple predictions based on the story and on their own life experience. 6. begin to explain these ideas verbally or through pictures.
Year 1 Explaining	5. give my opinion including likes and dislikes. 6. link what they read or hear to their own experiences 7. explain clearly my understanding of what has been read to them 8. express views about events or characters
Year 1 Retrieval	7. answer a question about what has just happened in a story 8. develop their knowledge of retrieval through images 9. recognise characters, events, titles and information. 10. recognise differences between fiction and non-fiction texts. 11. retrieve information by finding a few key words. 12. Contribute ideas and thoughts in discussion
Year 1 Sequence	4. retell familiar stories orally e.g fairy stories and traditional tales 5. sequence the events of a story they are familiar with 6. begin to discuss how events are linked

Key Questions	
Year 1 Vocabulary	<ul style="list-style-type: none"> • What does the word mean in this sentence? • Find and copy a word which means • Which word in do you think is the most important? Why? • Which of the words best describes the character or setting? • Which word in this part do you think is the most important? • Why do you think they repeat this word in the story?
Year 1 Inference	<ul style="list-style-type: none"> • What do you think.....means? • Why do you think that? • How do you think. ...? • When do you think. ...? • Where do you think. ? • How does make you feel? • Why did happen?
Year 1 Prediction	<ul style="list-style-type: none"> • Looking at the cover and the title, what do you think this book is about? • Where do you think.....will go next? • What do you think... will say / do next? • What do you think this book will be about? Why? • How do you think that this will end? • Who do you think has done it? • What might.....say about that? • Can you draw what might happen next?
Year 1 Explaining	<ul style="list-style-type: none"> • Is there anything you would change about this story? • What do you like about this text? • Who is your favourite character? Why?
Year 1 Retrieval	<ul style="list-style-type: none"> • Who is your favourite character? • Why do you think all the main characters are ... in this book? • Would you like to live in this setting? Why/why not? • Who is/are the main character(s)? • When/where is this story set? • Which is your favourite/worst/ funniest/scariest part of the story? • Is this a fiction or a non-fiction book? How do you know?
Year 1 Sequence	<ul style="list-style-type: none"> • What happens in the beginning of the story? • Can you number these events in the story? • How/where does the story start? • What happened at the end of the....? • Can you retell the story to me in 20 words or less? • What happened before that? • Can you sequence the key moments in this story?

Reading Curriculum in Year 2



Key Texts		
Key Stories and Books	Autumn	The Owl who was Afraid of the Dark by Jill Tomlinson Armstrong by Torben Kuhlmann
	Spring	Zoe's rescue zoo – The Eager Elephant by Amelia Cobb Zoe's rescue zoo – The Lonely Lion Cub by Amelia Cobb
	Summer	The BFG by Roald Dahl Jim and the Beanstalk by Raymond Briggs
Key poems	Autumn	The Telescope by Louise Glück
	Spring	Going on Safari – Scholastic resource bank
	Summer	I love my Garden – Literacy Shed +

Key Reading Outcomes from National Curriculum Year 2 Program of Study & link to Manorfield Key Reading Skills

Develop pleasure in reading, motivation to read, vocabulary and understanding by:

- 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 (*Vocabulary Objective 1*)
- discussing the sequence of events in books and how items of information are related (*Sequence Objective 2*)
- becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales (*Sequence Objective 2*)
- being introduced to non-fiction books that are structured in different ways (*Explanation Objective 1 & 3*)
- recognising simple recurring literary language in stories and poetry (*Vocabulary Objective 3*)
- discussing and clarifying the meanings of words, linking new meanings to known vocabulary (*Vocabulary Objective 1*)
- discussing their favourite words and phrases (*Vocabulary Objective 2*)
- continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear (*Sequence Objective 2*)

Understand both the books that they can already read accurately and fluently and those that they listen to by:

- drawing on what they already know or on background information and vocabulary provided by the teacher (*Vocabulary Objective 2*)
- checking that the text makes sense to them as they read and correcting inaccurate reading (*Retrieval Objectives 1 & 5*)
- making inferences on the basis of what is being said and done (*Inference Objective 1 & 2*)
- answering and asking questions (*Retrieval Objective 1 & 2*)
- predicting what might happen on the basis of what has been read so far (*Prediction Objective 1 & 2*)
- 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 (*Inference Objective 3 & Retrieval Objective 5*)
- explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves (*Explanation Objective 1*)

Activities to Support Reading in Year 2

Relate spoken words to written words in context
 Encourage children to retell parts of the story from memory
 Transcribe the children's oral responses into written ones and model structures for answering question
 Always ask the children to explain their responses to questions –How do you know?
 Jump in –Encourage children to continue the story to the end of the punctuation in a known story
 Choral response –Encourage children to read as a group or popcorn ideas to questions asking for deeper responses when needed
 MTTT –Allow children to discuss in partners or read together
 Ask children to become Reading Detectives and search for clues within texts
 Model reading strategies –re-reading for clarity and understanding

Key Reading Skills		
Year 2 Vocabulary	<ol style="list-style-type: none">1. discussing and clarifying the meanings of words; link new meanings to known vocabulary2. discussing their favourite words and phrases3. recognise some recurring language in stories and poems	
Year 2 Inference	<ol style="list-style-type: none">1. make inferences about characters’ feelings using what they say and do.2. infer basic points and begin, with support, to pick up on subtler references.3. answering and asking questions and modifying answers as the story progresses4. use pictures or words to make inferences	
Year 2 Prediction	<ol style="list-style-type: none">1. predicting what might happen on the basis of what has been read in terms of plot, character and language so far2. make predictions using their own knowledge as well as what has happened so far to make logical predictions and give explanations of them	
Year 2 Explaining	<ol style="list-style-type: none">1. explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves2. express my own views about a book or poem3. discuss some similarities between books4. listen to the opinion of others	
Year 2 Retrieval	<ol style="list-style-type: none">1. answer a question about what has just happened in a story2. develop their knowledge of retrieval through images3. recognize characters, events, titles and information.4. recognize differences between fiction and non-fiction texts.5. retrieve information by finding a few key words.6. Contribute ideas and thoughts in discussion	
Year 2 Sequence	<ol style="list-style-type: none">1. discuss the sequence of events in books and how items of information are related.2. retell using a wider variety of story language.3. order events from the text.4. begin to discuss how events are linked focusing on the main content of the story.	
Key Questions		
Year 2 Vocabulary	<ul style="list-style-type: none">•Can you find a noun/adjective/verb that tells/shows you that...?•Why do you think that the author used the word... to describe...?•Which other word on this page means the same as...?	<ul style="list-style-type: none">•Find an adjective in the text which describes...•Which word do you think is most important in this section? Why?•Which word best describes...?
Year 2 Inference	<ul style="list-style-type: none">•What do you think.... means?•Why do you think that?•Why do you think...?	<ul style="list-style-type: none">•How do you think....?•When do you think...?•Where do you think...?•How has the author made us think that...?
Year 2 Prediction	<ul style="list-style-type: none">•Where do you think.... will go next?•What do you think... will say/do next?•What do you think this book will be about? Why?•How do you think that this will end? What makes you say that?	<ul style="list-style-type: none">•Who do you think has done it?•What might.... say about that?•How does the choice of character affect what will happen next?
Year 2 Explaining	<ul style="list-style-type: none">•What is similar/different about two characters?•Explain why... did that..•Is this as good as...?•Which is better and why?	<ul style="list-style-type: none">•Does the picture help us? How?•What would you do if you were...?•Would you like to live in this setting? Why?•Is there anything you would change about this story?•Do you agree with the author’s...? Why?
Year 2 Retrieval	<ul style="list-style-type: none">•Who is/are the main character(s)?•When/where is this story set? How do you know?•Which is your favourite/worst/funniest/ scariest part of the story? Why?	<ul style="list-style-type: none">•Tell me three facts you have learned from the text.•Find the part where..•What type of text is this?•What happened to ... in the end of the story
Year 2 Sequence	<ul style="list-style-type: none">•What happens in the story’s opening?•How/where does the story start?•What happened at the end of the...?•What is the dilemma in this story?	<ul style="list-style-type: none">•How is it resolved?•Can you retell the story to me in 20 words or less?•Can you summarise in 3 sentences the beginning, middle and end of this story

Reading Curriculum in Year 3



Key Texts		
Key Stories and Books	Autumn	George's Marvellous Medicine by Roald Dahl
	Spring	The Iron Man by Ted Hughes
	Summer	Stone Age Boy by Satoshi Kitamura
Key poems	Autumn	The Sound Collector by Roger McGough
	Spring	Wynken, Blynken and Nod by Eugene Field The Land of Counterpane by R.L. Stevenson
	Summer	Adventures of Isabel by Ogden Nash

Key Reading Outcomes from National Curriculum Year 3 Program of Study & link to Manorfield Key Reading Skills

Develop positive attitudes to reading, and an understanding of what they read, by:

- develop positive attitudes to reading and understanding of what they read by identifying how language, structure, and presentation contribute to meaning (*Explanation Objective 2*)
- listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks (*Explanation Objective 1 & Summarising Objective 5*)
- reading books that are structured in different ways and reading for a range of purposes (*Explanation Objective 2*)
- using dictionaries to check the meaning of words that they have read (*Vocabulary Objective 4*)
- increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally (*Explanation Objectives 1 & 5*)
- 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 (*Explanation Objective 1*)
- discussing words and phrases that capture the reader's interest and imagination (*Vocabulary Objective 2*)
- recognising some different forms of poetry [for example, free verse, narrative poetry] (*Explanation Objectives 1 & 5*)
- understand what they read, in books they can read independently, by checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context (*Vocabulary Objectives 1 & 3 + Summarising Objective 2*)
- asking questions to improve their understanding of a text (*Inference Objective 3*)
- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence predicting what might happen from details stated and implied, identifying main ideas drawn from more than one paragraph and summarising these (*Inference Objectives 2 & 3 + Summarising Objective 1*)
- retrieve and record information from non-fiction (*Retrieval Objective 5*)
- 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 (*Explanation Objectives 1, 2 & 3*)

Understand what they read, in books they can read independently, by:

- drawing on what they already know or on background information and vocabulary provided by the teacher (*Vocabulary Objective 2*)
- checking that the text makes sense to them as they read and correcting inaccurate reading (*Retrieval Objectives 1 & 5*)
- making inferences on the basis of what is being said and done (*Inference Objectives 1 & 2*)
- answering and asking questions (*Retrieval Objectives 1 & 2*)
- predicting what might happen on the basis of what has been read so far (*Prediction Objectives 1 & 2*)
- 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 (*Inference Objective & Retrieval Objective 5*)
- explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves (*Explanation Objective 1*)

Activities to Support Reading in Year 3

Transcribe the children's oral responses into written ones and model structures for answering question
 Always ask the children to explain their responses to questions –How do you know?
 Model creating story maps of events and speech bubbles to demonstrate characters' actions, thoughts and feelings
 Relate the text type back to the writing the children have completed
 Model how to construct a summary of a text
 Jump in –Encourage children to continue the story to the end of the punctuation in a known story
 Choral response –Encourage children to read as a group or popcorn ideas to questions asking for deeper responses after the initial response
 MTTT –Allow children to discuss in partners or read together
 Ask children to become Reading Detectives and search for clues within texts
 Model reading strategies –re-reading for clarity and understanding

Key Reading Skills	
Year 3 Vocabulary	<ol style="list-style-type: none"> 1. use dictionaries to check the meaning of words that they have read 2. discuss words that capture the readers interest or imagination 3. identify how language choices help build meaning 4. find the meaning of new words using substitution within a sentence.
Year 3 Inference	<ol style="list-style-type: none"> 1. children can infer characters' feelings, thoughts and motives from their stated actions. 2. justify inferences by referencing a specific point in the text. 3. ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives. 4. make inferences about actions or events
Year 3 Prediction	<ol style="list-style-type: none"> 1. justify predictions using evidence from the text. 2. use relevant prior knowledge to make predictions and justify them. 3. use details from the text to form further predictions.
Year 3 Explaining	<ol style="list-style-type: none"> 1. discussing the features of a wide range of fiction, poetry, plays, non-fiction and reference books 2. identifying how language, structure, and presentation contribute to meaning of both fiction and non-fiction texts 3. recognise authorial choices and the purpose of these
Year 3 Retrieval	<ol style="list-style-type: none"> 1. use contents page and subheadings to locate information 2. learn the skill of 'skim and scan' to retrieve details. 3. begin to use quotations from the text. 4. retrieve and record information from a fiction text. 5. retrieve information from a non-fiction text
Year 3 Summarise	<ol style="list-style-type: none"> 1. identifying main ideas drawn from a key paragraph or page and summarising these 2. begin to distinguish between the important and less important information in a text. 3. Give a brief verbal summary of a story. 4. Observe and learn from teachers beginning to model how to record summary writing 5. identify themes from a wide range of books 6. make simple notes from one source of writing

Key Questions		
Year 3 Vocabulary	<ul style="list-style-type: none"> •What does this word/phrase/sentence tell you about the character/setting/mood? •Can you find this word in the dictionary? •By writing in this way, what effect has the author created? 	<ul style="list-style-type: none"> •What other words/phrases could the author have used here? •How has the author made you feel by writing...? •Which word tells you that...? •Find and highlight the word that is closest in meaning to...?
Year 3 Inference	<ul style="list-style-type: none"> •What do you think.... means? •Why do you think that? •Why do you think...? •How do you think....? •Can you explain why....? •What do these words mean and why do you think that the author chose them? 	<ul style="list-style-type: none"> •Find and copy a group of words which show...? •How does the description of ... show that they are...? •Who is telling the story? •Why has the character done this at this time?
Year 3 Prediction	<ul style="list-style-type: none"> •Can you think of another story with a similar theme? •Which stories have openings like this? •Do you think that this story will develop the same way? •Why did the author choose this setting? Will that influence the story? 	<ul style="list-style-type: none"> •What happened before this and what do you think will happen after? •Do you think the setting will have an impact on plot moving forward?
Year 3 Explaining	<ul style="list-style-type: none"> •What is similar/different about two characters? •Explain why... did that. •Describe different characters' reactions to the same event. •Is this as good as...? •Which is better and why? 	<ul style="list-style-type: none"> •Why do you think they chose to order the text in this way? •What is the purpose of this text and who do you think it was written for? •What is the author's viewpoint? How do you know? •How are these two sections in the text linked?
Year 3 Retrieval	<ul style="list-style-type: none"> •Who are the characters in this text? •When / where is this story set? How do you know? •Which part of the story best describes the setting? •What do you think is happening here? 	<ul style="list-style-type: none"> •What might this mean? •How might I find the information quickly? •What can I use to help me navigate this book? •How would you describe the story? •Whose perspective is the story told from?
Year 3 Summarise	<ul style="list-style-type: none"> •What is the main point in this paragraph? •Sum up what has happened so far in X words or less. •Which is the most important point in these paragraphs? 	<ul style="list-style-type: none"> •Do any sections/paragraphs deal with the same themes? •Have you noticed any similarities between this text and any others you have read? •What do I need to jot down to remember what I have read

Reading Curriculum in Year 4



Key Texts		Key Poems & Rhymes	
Autumn	Pugs of the Frozen North by Philip Reeve & Sarah McIntyre The Last Bear by Hannah Gold	Autumn	Mr Nobody by Anonymous Invictus by William Ernest Henley
Spring	The Lion the Witch and the Wardrobe by C.S Lewis	Spring	A Tiger's Tale by John Bennett
Summer	Varjak Paw by S.F Said	Summer	From a Railway Carriage by R.L. Stevenson The Witches' Spell from Macbeth by William Shakespeare

Key Reading Outcomes from National Curriculum Year 4 Program of Study & link to Manorfield Key Reading Skills

Develop positive attitudes to reading, and an understanding of what they read, by:

- develop positive attitudes to reading and understanding of what they read by identifying how language, structure, and presentation contribute to meaning (*Explanation Objective 2*)
- listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks (*Explanation Objective 1 & Summarising Objective 5*)
- reading books that are structured in different ways and reading for a range of purposes V4: using dictionaries to check the meaning of words that they have read (*Explanation Objective 2*)
- increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally (*Explanation Objectives 1 & 5*)
- 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 (*Explanation Objective 1*)
- discussing words and phrases that capture the reader's interest and imagination (*Vocabulary Objective 2*)
- recognising some different forms of poetry [for example, free verse, narrative poetry] (*Explanation Objectives 1 & 5*)
- understand what they read, in books they can read independently, by checking that the text makes sense to them, discussing their understanding and V1: explaining the meaning of words in context (*Vocabulary Objectives 1, 2 & 3*)
- asking questions to improve their understanding of a text (*Inference Objective 3*)
- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence predicting what might happen from details stated and implied (*Inference Objectives 2 & 3*)
- identifying main ideas drawn from more than one paragraph and summarising these (*Summarising Objective 1*)
- retrieve and record information from non-fiction (*Retrieval Objective 5*)
- 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 (*Explanation Objective 1, 2 & 3*)

Understand what they read, in books they can read independently, by:

- understand what they read, in books they can read independently, by checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context (*Vocabulary Objective 1, 2 & 3*)
- asking questions to improve their understanding of a text (*Inference Objective 3*)
- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence predicting what might happen from details stated and implied (*Inference Objectives 2 & 3*)
- identifying main ideas drawn from more than one paragraph and summarising these (*Summarising Objective 1*)
- retrieve and record information from non-fiction (*Retrieval Objective 5*)
- 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 (*Explanation Objectives 1, 2 & 3*)

Activities that Support Reading in Year 4

Transcribe the children's oral responses into written ones and model structures for answering question
 Always ask the children to justify their responses to questions –How do you know?
 Create comparison grids for different fiction and non-fiction texts
 Create semantic grids of texts to help to categorise key information
 Write information gained from the text into a different context
 Fully develop skimming and scanning techniques –faster finger first –to find particular parts of the text
 Relate the text type back to the writing the children have completed
 Model how to construct a summary of a text
 Jump in –Encourage children to continue the story to the end of the punctuation in a known story
 Choral response –Encourage children to read as a group or popcorn ideas to questions asking for deeper responses after the initial response
 MTT –Allow children to discuss in partners or read together
 Ask children to become Reading Detectives and search for clues within texts
 Model reading strategies –re-reading for clarity and understanding

Key Reading Skills	
Year 4 Vocabulary	<ol style="list-style-type: none"> 1. using dictionaries to check the meaning of words that they have read 2. use a thesaurus to find synonyms 3. discuss why words have been chosen and the effect these have on the reader 4. explain how words can capture the interest of the reader 5. discuss new and unusual vocabulary and clarify the meaning of these 6. find the meaning of new words using the context of the sentence
Year 4 Inference	<ol style="list-style-type: none"> 1. ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives (I know this because questions) 2. infer characters' feelings, thoughts and motives from their stated actions. 3. consolidate the skill of justifying them using a specific reference point in the text 4. use more than one piece of evidence to justify their answer
Year 4 Prediction	<ol style="list-style-type: none"> 1. justify predictions using evidence from the text 2. use relevant prior knowledge as well as details from the text to form predictions and to justify them 3. monitor these predictions and compare them with the text as they read on
Year 4 Explaining	<ol style="list-style-type: none"> 1. discussing words and phrases that capture the reader's interest and imagination 2. identifying how language, structure, and presentation contribute to meaning 3. recognise authorial choices and the purpose of these
Year 4 Retrieval	<ol style="list-style-type: none"> 1. confidently skim and scan texts to record details, 2. using relevant quotes to support their answers to questions 3. retrieve and record information from a fiction or non-fiction text
Year 4 Summarise	<ol style="list-style-type: none"> 1. use skills developed in year 3 in order to write a brief summary of main points, identifying and using important information 2. identifying main ideas drawn from more than one paragraph 3. identify themes from a wide range of books 4. summarise whole paragraphs, chapters or texts 5. highlight key information and record it in bullet points, diagrams, maps etc

Key Questions		
Year 4 Vocabulary	<ul style="list-style-type: none"> •Can you find the meaning of a word with a similar meaning in a dictionary or thesaurus? •What does this word/phrase/sentence tell you about the character/setting/mood? •By writing..., what effect has the author created? 	<ul style="list-style-type: none"> •Do you think they intended to? •What other words/phrases could the author have used here? Why? How has the author...? •Which word is closest in meaning to...?
Year 4 Inference	<ul style="list-style-type: none"> •What do you think.... means? •Why do you think that? Could it be anything else? •I think....; do you agree? Why / why not? •How do you think....? •Can you explain why....? •Can you explain why based on two different pieces of evidence? 	<ul style="list-style-type: none"> •What do these words mean and why do you think that the author chose them? •Find and copy a group of words which show that... •What impression of ...do you get from this paragraph?
Year 4 Prediction	<ul style="list-style-type: none"> •Can you think of another text with a similar theme? How do their plots differ? •Which stories have openings like this? Do you think that this story will develop the same way? 	<ul style="list-style-type: none"> •Why did the author choose this setting? Will that influence the story? •What does this paragraph suggest what will happen next? •Do you think ... will happen? Explain your answers with evidence from the text
Year 4 Explaining	<ul style="list-style-type: none"> •What is similar/different about two characters? Did the author intend that? •Explain why... did that. •Describe different characters' reactions to the same event. •Is this as good as...? •Which is better and why? 	<ul style="list-style-type: none"> •What can you tell me about how this text is organised? •Why is the text arranged in this way? •What is the purpose of this text and who is the audience? •How does the author engage the reader here? •Which section was the most ...? Why?
Year 4 Retrieval	<ul style="list-style-type: none"> •Find the... in this text. Is it anywhere else? •When/where is this story set? How do you know? •Find the part of the story that best describes the setting. 	<ul style="list-style-type: none"> •What do you think is happening here? Why? •What might this mean? •Whose perspective is the story told by and how do you know? •How can you use the subheading to help you here?
Year 4 Summarise	<ul style="list-style-type: none"> •What is the main point in this paragraph? Is it mentioned anywhere else? •Sum up what has happened so far in X words/seconds or less. •Which is the most important point in these paragraphs? Why? 	<ul style="list-style-type: none"> •Do any sections/paragraphs deal with the same themes? •How might I record this to ensure the best possible outcome?

Reading Curriculum in Year 5



Key Texts		Key Poems & Rhymes	
Autumn	The Boy who Grew Dragons by Andy Shepherd	Autumn	Jabberwocky by Lewis Carroll
Spring	Nevermoor by Jessica Townsend	Spring	I Wandered Lonely as a Cloud by William Wordsworth Leisure by W.H. Davies
Summer	Brightstorm by Vashti Hardy	Summer	The Night Mail by W.H. Auden

Key Reading Outcomes from National Curriculum Year 5 Program of Study & link to Manorfield Key Reading Skills

Maintain positive attitudes to reading and understanding of what they read by:

- continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks (*Retrieval Objective 3*)
 - reading books that are structured in different ways and reading for a range of purposes (*Summarising Objective 2*)
 - 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 recommending books that they have read to their peers, giving reasons for their choices (*Retrieval Objective 3*)
 - identifying and discussing themes and conventions in and across a wide range of writing (*Summarising Objective 3*)
 - learning a wider range of poetry by heart E3: making comparisons within and across books (*Summarising Objective 2*)
 - 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 (*Summarising Objective 2*)
 - understand what they read by: checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context (*Vocabulary Objective 1*)
 - asking questions to improve their understanding (*Inference Objectives 1 & 2*)
 - drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence predicting what might happen from details stated and implied (*Inference Objectives 1 & 2*)
 - summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas E6: identifying how language, structure and presentation contribute to meaning (*Summarising Objective 1*)
 - discuss and evaluate how authors use language, including figurative language, considering the impact on the reader (*Vocabulary Objective 5 and Inference Objective 3*)
 - distinguish between statements of fact and opinion (*Explanation Objective 5*)
 - retrieve, record and present information from non-fiction (*Explanation Objective 8*)
- S3/4: participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' (*Summarising Objectives 3 & 4*)

Activities to Support Reading in Year 5

Transcribe the children's oral responses into written ones and model structures for answering question.
 Ensure that a full answer is modelled to the children (3 marks Qs)
 Always ask the children to justify their responses to questions –How do you know?
 Ask children to keep a running response in their reading journal.
 Create comparison grids for different fiction and non-fiction texts
 Create semantic grids of texts to help to categorise key information
 Write information gained from the text into a different context
 Change part of the text from fiction to non-fiction and vice-versa.
 Fully develop skimming and scanning techniques –faster finger first –to find particular parts of the text
 Relate the text type back to the writing the children have completed
 Model how to construct a summary of a text
 Jump in –Encourage children to continue the story to the end of the punctuation in a known story
 Choral response –Encourage children to read as a group or popcorn ideas to questions asking for deeper responses after the initial response
 MTTT –Allow children to discuss in partners or read together
 Ask children to become Reading Detectives and search for clues within text
 Create Venn diagrams to demonstrate similarities and differences between plots, characters, settings etc

Key Reading Skills	
Year 5 Vocabulary	<ol style="list-style-type: none"> 1. explore the meaning of words in context, confidently using a dictionary 2. discuss how the author's choice of language impacts the reader 3. evaluate the authors use of language 4. investigate alternative word choices that could be made 5. begin to look at the use of figurative language 6. use a thesaurus to find synonyms for a larger variety of words 7. re-write passages using alternative word choices 8. read around the word and explore its meaning in the broader context of a section or paragraph.
Year 5 Inference	<ol style="list-style-type: none"> 1. drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence 2. make inferences about actions, feelings, events or states 3. use figurative language to infer meaning 4. give one or two pieces of evidence to support the point they are making 5. begin to draw evidence from more than one place across a text.
Year 5 Prediction	<ol style="list-style-type: none"> 1. predicting what might happen from details stated and implied 2. support predictions with relevant evidence from the text 3. confirm and modify predictions as they read on
Year 5 Explaining	<ol style="list-style-type: none"> 1. provide increasingly reasoned justification for my views 2. recommend books for peers in detail 3. give reasons for authorial choices 4. begin to challenge points of view 5. begin to distinguish between fact and opinion 6. identifying how language, structure and presentation contribute to meaning 7. discuss and evaluate how authors use language, including figurative language, considering the impact on the reader 8. explain and discuss their understanding of what they have read, including through formal presentations and debates.
Year 5 Retrieval	<ol style="list-style-type: none"> 1. confidently skim and scan, and also use the skill of reading before and after to retrieve information. 2. use evidence from across larger sections of text 3. read a broader range of texts including myths, legends, stories from other cultures, modern fiction and archaic texts 4. retrieve, record and present information from non-fiction texts 5. ask my own questions and follow a line of enquiry.
Year 5 Summarise	<ol style="list-style-type: none"> 1. summarising the main ideas drawn from more than one paragraph, page, chapter or the entire text identifying key details to support the main ideas. 2. make connections between information across the text and include this is an answer. 3. discuss the themes or conventions from a chapter or text 4. identify themes across a wide range of writing

Key Questions		
Year 5 Vocabulary	<ul style="list-style-type: none"> •Can you quickly find...in the dictionary and thesaurus? •What does this word/phrase/sentence tell you about the character/setting/mood? •By writing..., what effect has the author created? Do you think they intended to? •What other words/phrases could the author have used here? Why? •How has the author made you/this character feel by writing...? Why? 	<ul style="list-style-type: none"> •Find and highlight the word which is closest in meaning to ... •Find a word which demonstrates... •Can you rewrite this in the style of the author using your own words? •How have simile and metaphor been used here to enhance the text?
Year 5 Inference	<ul style="list-style-type: none"> •What do you think... means? Why do you think that? Could it be anything else? •I think...; do you agree? Why/why not? •Why do you think the author? decided to...? •Can you explain why...? Can you give me evidence from somewhere else in the text? 	<ul style="list-style-type: none"> •What do these words mean and why do you think that the author chose them? •How does the author make you feel? •What impression do you get from these paragraphs
Year 5 Prediction	<ul style="list-style-type: none"> •Can you think of another story with a similar theme? How do their plots differ? 	<ul style="list-style-type: none"> •Why did the author choose this setting? Will that influence the story? •Which stories have openings like this? Do you think that this story will develop the same way?
Year 5 Explaining	<ul style="list-style-type: none"> •What is similar/different about two characters? Did the author intend that? •Explain why... did that •Describe different characters' reactions to the same event •Does this story have a moral? •Which is better and why? 	<ul style="list-style-type: none"> •How is the text organised and what impact does this have on you as a reader? •Why has the text been written this way? •How can you tell whether it is fact and opinion? •How is this text <u>similar</u> to the writing we have been doing? •How does the author engage the audience?
Year 5 Retrieval	<ul style="list-style-type: none"> •Find the... in this text. Is it anywhere else? •When/where is this story set? Find evidence in the <u>text</u> •Find the part of the story that best describes the <u>setting</u>. 	<ul style="list-style-type: none"> •What do you think is happening here? Why? •Who is telling this story? •Can you skim/scan quickly to find the answer?
Year 5 Summarise	<ul style="list-style-type: none"> •What is the main point in this paragraph? Is it mentioned anywhere else? •Sum up what has happened so far in... words/seconds or less •Which is the most important point in these paragraphs? Why? 	<ul style="list-style-type: none"> •Do any sections/paragraphs deal with the same themes? •Can you find a text with a similar theme?

Reading Curriculum in Year 6



Key Texts		Key Poems & Rhymes	
Autumn	Once by Morris Gleitzman Then by Morris Gleitzman	Autumn	'In Flanders fields' by John McCrae
Spring	Holes by Louis Sachar Sky Song by Abi Elphinstone	Spring	'Matilda, Who Told Lies and was Burned to Death' by Hilaire Belloc The Eagle by Alfred Lord Tennyson
Summer	Crater Lake by Jennifer Killick	Summer	The Highwayman by Alfred Noyes

Key Reading Outcomes from National Curriculum Year 6 Program of Study & link to Manorfield Key Reading Skills

Maintain positive attitudes to reading and understanding of what they read by:

- continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks (*Retrieval Objective 3*)
- reading books that are structured in different ways and reading for a range of purposes (*Summarising Objective 2*)
- 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 recommending books that they have read to their peers, giving reasons for their choices (*Retrieval Objective 3*)
- identifying and discussing themes and conventions in and across a wide range of writing (*Summarising Objective 3*)
- learning a wider range of poetry by heart (*Summarising Objective 2*)
- making comparisons within and across books (*Explanation Objective 3*)
- 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 (*Summarising Objective 2*)
- understand what they read by: checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context (*Vocabulary Objective 1*)
- asking questions to improve their understanding (*Inference Objectives 1 & 2*)
- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence predicting what might happen from details stated and implied (*Inference Objectives 1 & 2*)
- summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas (*Summarising Objective 1*)
- identifying how language, structure and presentation contribute to meaning (*Explanation Objective 6*)
- discuss and evaluate how authors use language, including figurative language, considering the impact on the reader (*Vocabulary Objective 5 & Inference Objective 3*)
- distinguish between statements of fact and opinion (*Explanation Objective 5*)
- retrieve, record and present information from non-fiction (*Explanation Objective 8*)
- participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' (*Summarising Objectives 3 & 4*)

Activities that Support Reading in Year 6

Transcribe the children's oral responses into written ones and model structures for answering question.
 Ensure that a full answer is modelled to the children (3 marks Qs)
 Always ask the children to justify their responses to questions –How do you know?
 Ask children to keep a running response in their reading journal.
 Summarise each of the main characters and return and add to these as reading progresses.
 Create comparison grids for different fiction and non-fiction texts
 Create semantic grids of texts to help to categorise key information
 Write information gained from the text into a different context
 Change part of the text from fiction to non-fiction and vice-versa.
 Fully develop skimming and scanning techniques –fastest finger first –to find particular parts of the text
 Relate the text type back to the writing the children have completed Model how to construct a summary of a paragraph, text, story.
 Jump in –Encourage children to continue the story to the end of the punctuation in a known story
 Choral response –Encourage children to read as a group or popcorn ideas to questions asking for deeper responses after the initial response
 MTTT –Allow children to discuss in partners or read together
 Ask children to become Reading Detectives and search for clues within text
 Create Venn diagrams to demonstrate similarities and differences between plots, characters, settings etc.

Key Reading Skills	
Year 6 Vocabulary	<ol style="list-style-type: none"> 1. evaluate how the authors' use of language impacts upon the reader 2. find examples of figurative language and how this impacts the reader and contributes to meaning or mood. 3. discuss how presentation and structure contribute to meaning. 4. explore the meaning of words in context by 'reading around the word' and independently explore its meaning in the broader context of a section or paragraph.
Year 6 Inference	<ol style="list-style-type: none"> 1. drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. 2. discuss how characters change and develop through texts by drawing inferences based on indirect clues. 3. make inferences about events, feelings, states backing these up with evidence. 4. infer characters' feelings, thoughts and motives, giving more than one piece of evidence to support each point made. They can draw evidence from different places across the text
Year 6 Prediction	<ol style="list-style-type: none"> 1. predicting what might happen from details stated and implied 2. support predictions by using relevant evidence from the text 3. confirm and modify predictions in light of new information
Year 6 Explaining	<ol style="list-style-type: none"> 1. provide increasingly reasoned justification for my views 2. recommend books for peers in detail 3. give reasons for authorial choices 4. begin to challenge points of view 5. begin to distinguish between fact and opinion 6. identifying how language, structure and presentation contribute to meaning 7. discuss and evaluate how authors use language, including figurative language, considering the impact on the reader 8. explain and discuss their understanding of what they have read, including through formal presentations and debates. 9. distinguish between fact, opinion and bias explaining how they know this.
Year 6 Retrieval	<ol style="list-style-type: none"> 1. Children confidently skim and scan, and also use the skill of reading before and after to retrieve information using evidence from across whole chapters or texts 2. Read a broader range of texts including myths, legends, stories from other cultures, modern fiction, plays, poetry and archaic texts. 3. Retrieve, record and present information from a wide variety of non-fiction texts. 4. Ask my own questions and follow a line of enquiry.
Year 6 Summarise	<ol style="list-style-type: none"> 1. summarise information from across a text and link information by analysing and evaluating ideas between sections of the text. 2. summarising the main ideas drawn from more than one paragraph, identifying key details to support the main ideas 3. make comparisons across different books. 4. summarise entire texts, in addition to chapters or paragraphs, using a limited amount of words or paragraphs.

Key Questions		
Year 6 Vocabulary	<ul style="list-style-type: none"> • What does this word/phrase/sentence tell you about the character/setting/mood? • By writing..., what effect has the author created? Do you think they intended to? • Can you find examples of simile, metaphor, hyperbole or personification in the text? 	<ul style="list-style-type: none"> • Why has the text been organised in this way? Would you have done it differently? • What other words/phrases could the author have used here? Why? How has the author made you/this character feel by writing...? Why?
Year 6 Inference	<ul style="list-style-type: none"> • What do you think... means? Why do you think that? Could it be anything else? • I think...; do you agree? Why/why not? • Why do you think the author decided to...? • Can you explain why...? 	<ul style="list-style-type: none"> • What do these words mean and why do you think that the author chose them? • How do other people's descriptions of ...show that...? • Where else in the text can we find the answer to this question?
Year 6 Prediction	<ul style="list-style-type: none"> • Can you think of another story with a similar theme? How do their plots differ? • Which stories have openings like this? Do you think that this story will develop the same way? 	<ul style="list-style-type: none"> • Why did the author choose this setting? Will that influence the story?
Year 6 Explaining	<ul style="list-style-type: none"> • What is similar/different about two characters? Did the author intend that? • Explain why... did that. • Describe different characters' reactions to the same event. • Does this story have a moral? • Which is better and why? • Can you identify where the author has shown bias towards a particular character? 	<ul style="list-style-type: none"> • Is it fact or is it opinion? How do you know? • How does the author make you feel at this point in the story? Why did they do that? • Can you explain it in a different way?
Year 6 Retrieval	<ul style="list-style-type: none"> • Find the... in this text. Is it anywhere else? • Can you skim the next... and find me the answer to...? • When/where is this story set? Find evidence in the text. • Find the part of the story that best describes the setting. 	<ul style="list-style-type: none"> • What do you think is happening here? Why? • Who is telling this story? • What genre is...? • Can you look at these other texts and find me what is similar and what is different?
Year 6 Summarise	<ul style="list-style-type: none"> • What is the main point of the text? • Can you look in this paragraph? What does the author mean? Is it mentioned anywhere else? • Sum up what has happened so far in... words/seconds or less. 	<ul style="list-style-type: none"> • Can you read the text and summarise what has happened? • Which is the most important point in these paragraphs? Why? • Do any sections/paragraphs deal with the same themes?

Assessment in Reading

EYFS

While children are learning to read, they work in progress groups to master each level of phonics and reading. The reading leader assesses and re-groups children every half-term. This allows children to move through the phonic stages as quickly as possible. Children work in these progress group for one hour each day. This means they are learning at their 'challenge' level for five hours a week. (EYFS children build up to this throughout the year).

Year 1

In Year 1 children continue to work in their progress groups for phonics, regularly being assessed to enable progress throughout the stages.

By the Spring Term, Year 1 children begin to answer some comprehension questions on an unseen text in a guided and supported group.



In the Summer term, all Year 1 pupils will undertake the Year 1 Phonics Screening. The phonics screening check is taken individually by all children in Year 1 in England. It is designed to give teachers and parents information on how children are progressing in phonics. There are two sections in this 40-word check which assesses phonics skills and knowledge learned through Reception and Year 1. Children will read the words for their teacher in one sitting of about 5-10 minutes. Results will be reported to parents. Any children who do not meet the expected standard will be supported with additional intervention and support. They will then re-sit the phonics screening in Year 2.

Year 2

During the Autumn term of Year 2, some children will continue to work in their progress groups for phonics, regularly being assessed to enable progress throughout the stages. By the end of Spring term, the aim is for all children to graduate from the Read, Write Inc. phonics scheme. Following this, children will be assessed for an appropriately levelled reading book using miscue analysis. Children should be able to read 95% of the words in a suitable level text. Progress in word reading accuracy and fluency rate will be tracked.



Throughout Year 2, children will be assessed using Year 2 SAT past papers in preparation for the statutory assessments in the summer term. SATs is an acronym for Standard Assessment Tests. Year 2 SATs are statutory in the UK nationwide and serve as a marker to evaluate how well children are learning and retaining the information taught in KS1 before they progress into KS2. This subject will be tested in the SATs over two separate papers:

Paper 1 - a selection of age-appropriate texts with a total word count of 600 words, with questions spread out between each body of text. The questions are to test their comprehension.

Paper 2 - children will be given a reading booklet with a selection of passages covering fiction, non-fiction, and poetry. It totals around 900 words with questions at the end of each passage, designed to test a child's understanding and attention to detail. Children will be given a separate booklet to write down their answers.

Each paper is worth 50% of the total mark. Although these are formal texts, children are not strictly timed as they are too young to be expected to complete a test at speed - this is not what the tests are intended to assess.

Year 3 & Year 4

Throughout Lower Key Stage 2, the children will be assessed on their comprehension using 'Headstart' assessments in the Autumn, Spring and Summer terms. Teachers will structure the assessments in age-appropriate sections with no formal time restraints.

At 4 key points during the year, (Start of Autumn 1, start of Autumn 2, Start of Spring 1 and start of Summer 1) children will be assessed for an appropriately levelled reading book using miscue analysis. Children should be able to read 95% of the words in a suitable level text. Progress in word reading accuracy and fluency rate will be tracked.

Year 5

Throughout Year 5, the children will be assessed on their comprehension using 'Headstart' assessments in the Autumn and Spring terms. Children will sit these in 1 sitting using the recommended time limit of 1 hour. In the Summer term, children will undertake a reading SAT paper in preparation for starting Year 6.

At 4 key points during the year, (Start of Autumn 1, start of Autumn 2, Start of Spring 1 and start of Summer 1) children will be assessed for an appropriately levelled reading book using miscue analysis. Children should be able to read 95% of the words in a suitable level text. Progress in word reading accuracy and fluency rate will be tracked.

Year 6

Throughout Year 6, the children will be assessed on their comprehension using past papers of the Statutory Reading Assessments. This is in preparation for the SATs which are held during May each year. SATs (Standard Assessment Tests) are designed to evaluate children's progress throughout Key Stage 2 (Years 3-6). SATs exams are set and marked outside the school. In Year 6, the SATs become more formal – they're taken in a formal setting with a time limit. During the reading test, children will usually have three different texts to read. These will be a mixture of fiction and non-fiction writing, including poetry. They will answer questions which assess comprehension and inference skills. Inference means they'll have to use a mixture of evidence from the text and their own reasoning skills. The questions range from multiple choice answers to longer, written responses. In school, children will have done lots of practice questions so that they're familiar with answering the different types of questions against a set time.

At 4 key points during the year, (Start of Autumn 1, start of Autumn 2, Start of Spring 1 and start of Summer 1) children will be assessed for an appropriately levelled reading book using miscue analysis. Children should be able to read 95% of the words in a suitable level text. Progress in word reading accuracy and fluency rate will be tracked.



Ambition and Access in Reading for pupils with SEND

The skill and enjoyment of reading is vital to all children, whatever their ability. It is imperative that we provide learning opportunities matched to the needs of children with learning difficulties and we consider each child's abilities. To ensure that all children can make progress and continually develop their skills we endeavour to create an inclusive learning environment, have high ambition for children with SEND and ensure access to materials and support meet the child's individual needs.

Create an Inclusive Environment for reading:

- There should be a **range of texts** to meet the needs of all children in each class. These will be well organised and all children will be taught how to navigate these areas, helping them to select texts that they are able and want to read.
- Children will **read matched books with an adult or peers** as often as possible.
- **Modelled, shared and peer talk is important** to the understanding of what is being read, for example, the historical and geographical setting for a story can help a child's comprehension.
- Ensure that the physical environment and the displayed **print is accessible to the learners**. Use a dyslexia friendly font or handwriting, ensuring that it is **appropriately sized**.
- Teachers consider how words can be organised to support learners, e.g. **using different colour backgrounds** for different word classes, or organising words in alphabetical order.
- **Topic-related vocabulary that has been taught are displayed on a working wall** – these will support children with both reading and writing these words.
- **Hearing texts beyond their fluency level** ensures that children are having opportunities to extend their vocabulary. This can also free up working memory.
- Use **drama and role-play activities** to enable children to explore the meaning of text through first-hand experience thereby deepening their understanding. Drama and role-play also provide engaging activities which are accessible to all learners.

Ambition – What are we aiming for children with SEND to achieve in this subject?

By the time children leave Manorfield, they can read for enjoyment as well as having an understanding of what they are reading so that they can be successful in everyday life.

The benefits of being able to read and being a reader are:

- Neurological: reading helps to develop children's brains and increases their memory function.
- Educational: children will access text-based learning across all subjects and improves attention spans and can lead to better concentration.
- Psychological – reading helps children to grow in confidence and independence. Reading helps children to develop a greater understanding of the world around them, human nature, and decision-making.
- Socially: reading helps children to increase their social status among their peers, their self-image and self-confidence. Reading helps to develop a better understanding of cultures and community.
- Linguistics: children develop a rich vocabulary, correct grammar, improved writing, improved spelling, and articulate verbal communication.

Access – What amendments are made to the subject in order to help children with SEND to achieve?

- Regular assessment using 2Eskimos and specialist assessments ensure that children with SEN are reading at the most appropriate level. Assessments also help to identify strength and weaknesses in reading and target teaching and focus support on the needs of the child.

How can we support learners who struggle with developing fluency (including phonics knowledge and word recognition)?

- Whilst phonics should be the first strategy for common exception words, if children have difficulty retaining words, precision teaching and word-level interventions should be used with children. Consolidation can also come through children being able to independently revisit through accessing word mats on their tables or accessing these words on display in the classroom.
- Re-reading taught or familiar texts is key to building children's confidence; have a box of taught or familiar books for individual children to independently revisit during reading lessons, reading for pleasure, paired reading or if reading with volunteers.
- Ensure that children have sufficient practice in reading, and rereading, books matched to their phonic knowledge so that they can build up their bank of words that can be read speedily.

How can we support learners who struggle with comprehending texts (including vocabulary, reasoning, and print-concepts)?

- Talk about the book before reading; make predictions and ignite prior knowledge by talking about what they may already know about the genre, the author, or other books they have read with a similar or the same setting. Making links with other books will support children with understanding the text they are preparing to read, whilst making predictions will support with building enjoyment – they will want to read on to find out what happens next!
- Practise deepening comprehension of shorter extracts of the text, e.g., looking closely at small chunks such as sentences or paragraphs to discuss between reading. Discuss reading at smaller intervals, e.g., after each sentence or paragraph, rather than at the end of a chapter; looking for inferences and authorial word choices within sentences rather than inferences related to broader reading such as characters' motivations or themes.
- Giving children opportunities for re-reading following book talk will deepen their understanding as they will be able to give greater attention to the meaning.
- Support readers with understanding and retaining new vocabulary by pre-teaching new words prior to tackling the text.
- Have class 'read-alouds' which gives all learners access to age appropriate texts. Plan for discussions at key points which will deepen all children's understanding. Listening to texts being read out loud will also extend children's vocabulary.
- Use drama and role-play activities to enable learners to explore the meaning of text through first-hand experience thereby deepening their understanding. Drama and role-play also provide engaging activities which are accessible to all children.

How can we support learners who struggle with attention?

- Wherever possible and practical, allow the child choice in the reading material, e.g., choosing a text from a selection of texts.
- Use props or guides to support children to focus on following the print in the text in front of them. This could be a lolly stick, cardboard pointing finger or a reading ruler.
- For younger children, using story sacks or props representing characters or objects in the story can support with maintaining attention, as well as deepening understanding.
- Sharing the reading between the child and the adult supporting, e.g., taking turns on alternate pages, will help if the learner has difficulties with reading stamina as well as maintaining focus.
- Timetable reading sessions so they are short and frequent; some children may benefit from multiple shorter sessions each day.
- Where reading sessions are required to be longer, plan for regular movement breaks.

How can we support learners who struggle with change and transition?

- In advance of the lesson, show children the book they will be reading; draw them in through reading the blurb, making real life connections or connections with texts they have already read.
- Always begin the lesson with a 'safe' activity – this could be listening to the teacher modelling reading, talking about a book together, or re-reading a familiar text that the learner feels confident with and can be successful with.
- Have a clear teach-practise-apply model to reading lessons and ensure that lessons always follow this structure; children with SEN will feel more confident if there is a familiar routine to lessons.
- With a fiction text, always finish the book, either within the lesson, or across a sequence of lessons. If the lesson is using an extract and the children are engaged, make time to read the text outside of the lesson; it is frustrating for readers to not be able to complete a book, and find out what happens in the end. The reading for enjoyment is also lost if the text is not read completely.

Reading at Home

From the start of their reading journey here at Manorfield, children will bring books home to further practise the reading skills they are learning at school as well as to continue their love and enjoyment of reading across a range of genres. We cannot underestimate the power of reading and the impact this has on a child's academic success and overall wellbeing. Many studies have found that reading for pleasure is more important for children's cognitive development than their parents' level of education and is a more powerful factor in life achievement than socio-economic background ⁶. Children who read books often at age 10 and more than once a week at age 16 gain higher results in maths, vocabulary and spelling tests at age 16 than those who read less regularly ⁵.

Throughout school, children will bring home 2 books. A 'Practice Book' as well as a 'Sharing Book'. Children will select books in with the support and guidance of an adult in class. Talking about books enables the children to be challenged into choosing new genres and authors.

Practice Book –

This book has been carefully matched to your child's current reading level. If your child is reading it with little help, please don't worry that it's too easy – your child needs to develop fluency and confidence in reading. Listen to them read the book. Remember to give them lots of praise – celebrate their success! If they can't read a word, read it to them. After they have finished, talk about the book together.



Sharing book -

To encourage your child to become a lifelong reader, it is important that they learn to read for pleasure. The sharing book is a book they have chosen for you to enjoy together.

Please remember that you shouldn't expect your child to read this alone. Read it to or with them. Discuss the pictures, enjoy the story, predict what might happen next, use different voices for the characters, explore the facts in a non-fiction book. The main thing is that you have fun!

For their Practice Book in EYFS, Year 1 and for some in Year 2, children will bring home the Read, Write, Inc. phonics book that they have been using in their lessons that week in school. The National Curriculum says that pupils should be taught to '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' ⁶. This is why we send home books that have been carefully structured in cumulative steps for children learning to read, so that they can decode every word as their knowledge of the alphabetic code increases. These books are often referred to simply as 'decodable' books.





From Year 2 through to Year 6 we use Collins 'Big Cat' books as our Practice Books. Collins Big Cat books are carefully created to facilitate success, so children enjoy and make progress in reading. They are developed in line with the Institute of Education guidelines matching textual features, sentence structures and plot motifs to book bands, so as not to exceed children's cognitive load. Authors, illustrators, genres, subject matter and formats are all carefully chosen to appeal to children and provide a wide range of reading experiences. From authors and illustrators, to characters, topics, artwork and photography, Manorfield is committed to reflecting our diverse readership, so all children can relate to and empathise with the characters and recognise themselves and their worlds in our books.

Most importantly of all, in all year groups, we encourage children to be reading at home every night. Sharing a book together with your child gives you the opportunity to escape into another world with your child and can be bonding and relaxing. Reading for pleasure will help develop your child's vocabulary, communication, empathy, imagination and concentration. Whether this is sharing books by reading together (this is important for all year groups) or beginning to read more independently, we advise that all children read for at least 10 minutes a day. Ideally, 20 minutes a day would be the most beneficial. Reading for just 20 minutes a day = 1.8 million words a year! Once a child is reading independently, they still need to be able to retell their texts coherently and confidently to a parent/carer using book vocabulary and answer questions about what they are reading.

5 Sullivan and Brown (2013) Social inequalities in cognitive scores at age 16: The role of reading. Available at <https://readingagency.org.uk/about/impact/002-reading-facts-1/> (Accessed May 2022).

6 Department for Education (2013). 'The national curriculum in England. Framework document, September 2013' London: Department for Education

7 Taylor (2011) Reading at 16 linked to better job prospects. <https://readingagency.org.uk/about/impact/002-reading-facts-1/> (Accessed May 2022)

Recommended Websites & Apps

Ofsted [Research review series: English - GOV.UK \(www.gov.uk\)](#)

Phonics

Our school website has a great page all about Read, Write, Inc. Phonics including some useful parent's videos:

<https://www.manorfield.leics.sch.uk/Parents/Read-Write-Inc/>

Also, on our school website you can watch Mrs Beeching, our lead phonics teacher, demonstrate all of the sounds. Great for reinforcing pronunciation and letter formation at home.

<https://www.manorfield.leics.sch.uk/Phonics-Videos/>

'Phonics Play Comics' have free decodable comics to either read on screen or print out.

<https://phonicsplaycomics.co.uk/>

BBC 'BiteSize' has an excellent page with videos and activities for all phases.

<http://www.bbc.co.uk/schools/wordsandpictures/index.shtml>

A helpful guide for parents on the RWI Scheme, including explanatory videos, can be found at:

<https://home.oxfordowl.co.uk/reading/reading-schemes-oxford-levels/read-write-inc-phonics-guide/>

Useful Apps for tablets:

CBeebies 'Go Explore' – JoJo & Gran Gran 'Letters to St Lucia' game is excellent for practicing letter formation

Meet the Alphablocks!

PocketPhonics Stories – pronounces phonics with an English EYFS teacher's voice, cursive writing and decodable stories.

Stories & Books

BBC Nursery Rhymes & Songs. A collection of nursery songs from the Early Learning series Listen and Play and Playtime, both of which are currently available on iplayer and as podcasts.

<https://www.bbc.co.uk/teach/school-radio/nursery-rhymes-songs-index/zhwdgwx>

Book Trust - Suggested books for children, advice on how to read with your child, book lists, fun games, competitions to win free books, Children's Book Club etc.

<https://www.booktrust.org.uk/books-and-reading/>

Love Reading - Expert recommendations and opening extracts of books

<https://www.lovereadings.co.uk/>

StoryNory – Storynory features a collection of original, fairytale, and classic children’s audio stories.

<https://www.storynory.com/>

Books for Topics – an excellent website recommending books by age, topic or interest.

<https://www.booksfortopics.com/>

The School Reading List - Suggested reading books for primary & secondary aged children in the UK

<https://schoolreadinglist.co.uk/category/reading-lists-for-primary-school-pupils/>

Peter’s – 100 Books for Every Year Group

100 of the best books for each year group from Nursery to Year 6, hand-picked by their own in-house team of curriculum specialists. These are the books they think are must-haves for any classroom. Lists include a wide range of reads from new titles to ever-popular classics, and a mix of scheme and non-scheme books.

<https://peters.co.uk/100-books-for-every-year-group-primary>