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| **Year R** | | |
| **Reading – Word reading** | | |
| **Skills** | **Objectives** | **What should be seen in the classroom?** |
| **Phonics and decoding** | • Continues a rhyming string.  • Hears and says the initial sound in words.  • Can segment the sounds in simple words and blend them together and knows which letters represent some of them.  • Links sounds to letters, naming and sounding the letters of the alphabet.  •Begins to read words and simple sentences.    •Knows that information can be retrieved from books and computers.  ELG  **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.** | Phonics lessons  Teachers use the Floppy Phonics (Sounds and Letters) scheme to deliver phonics teaching.  Each session follows the following format:  Revisit/review - (children recap on all PGCs covered so far)  Teach – children are introduced to a new PGC with picture and actions, often via the IWB resources from the scheme  Practise – children practise blending and segmenting words containing the target PGC  Apply – children read or write words or sentences containing the target PCC  In addition to this phonics games are played /activities provided, in order to secure the skills of oral blending and rhyming and alliteration.  Guided Reading  Initially children work on concepts about print and become familiar with ‘how books work.’ They also learn to talk about books using pictures as clues. This is covered during story time or big read sessions.  Children are taught to read in small ability groups of up to 6 children or in some cases individually, working only with known PGCS and a few common exception words if necessary.  Children should read at least twice per week.  The Environment  Graphemes and words are displayed around the environment to reinforce and support learning and application. |
| **Sight words/**  **Common Exception Words** | Children should be able to read exception words from both the pink and red word lists and apply their knowledge of these to their reading books. |

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| **Year R** | | |
| **Reading - Comprehension** | | |
| **Skills** | **Objectives** | **What should be seen in the classroom?** |
| **Understanding Books** | • 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 | Teachers model and talk about stories and books during ‘big reads’ (using a large text with the whole class) and also plan these into guided reading sessions.  Teachers select vocabulary from stories to explain during the text in order to support understanding.  Children are encouraged to discuss stories within class and guided groups, as well as on an individual basis. |
| **Reading for pleasure** | • Enjoys an increasing range of books. | Children are read to several times a day.  Children are able to select story books to take home and change as frequently as they wish from the class libraries. |
| **Understanding** | Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books.  **ELG**  **They demonstrate understanding when talking with others about what they have read.** |  |

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| **Year 1** | | |
| **Reading – Word reading** | | |
| **Skills** | **Objectives** | **What should be seen in the classroom?** |
| **Phonics and decoding** | * apply phonic knowledge and skills as the route to decode words * respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes   Reads words containing alternative vowel di and trigraphs from phase 5   * read accurately by blending sounds in unfamiliar words containing GPCs that have been taught * read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings * read other words of more than one syllable that contain taught GPCs   Reads words containing adjacent consonants at the beginning and end of words – phase 4   * read words with contractions [for example, I’m, I’ll, we’ll], and understand that the apostrophe represents the omitted letter(s) * read books aloud, accurately, that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words * reread these books to build up their fluency and confidence in word reading | Teachers use the Floppy Phonics Sounds and Letters scheme to plan the teaching of new PGCS and use the books from this scheme along with other carefully matched phonic readers grouped within the same band to practice and apply the sounds taught.  The core reading scheme is used to introduce words with a range of endings. This is planned into guided reading sessions.  The core reading scheme offers opportunities for the children to work on the acquisition of high frequency sight words.  Children are taught to read in small ability groups in order to further develop decoding and fluency skills.  Children read at least twice per week , with children working below expectation reading more frequently.  Homework  This should support children to read words and texts fluently, by means of practising their book or flashcards given.  Children should read at least twice per week .  The KS1 reading domains can be taught orally, either in small groups or as a whole class, via the class book. The VIPERS symbols should be shown as each skill is worked on .  Learning activities can include:   * Finding specific high frequency or tricky words (decoding) * Finding words with a certain phonic pattern (decoding) * Drawing and labelling a picture of someone or something from the text (visualising) * Ordering pictures from a story they have read or heard (sequencing) * Matching sentences to pictures from a text read (accurate decoding) * Drawing what they think comes next in a partially read story (predicting) * Fill in cloze passages about the text (retrieving) * Read, write and draw. * Draw a comic strip in sequence     Any recorded work should be placed in the English skills book. The children should be clear that these activities are helping them with their reading skills and the learning intention/ WALT should reflect this. |
| **Sight words/**  **Common Exception Words** | * Read common exception words, noting unusual correspondences between spelling and sound where these occur in the word * the, a, do, to, today, of, said, says, are, were, was, is, his, has, I, you, your, they, be, he, me, she, we, no, go, so, by, my, here, there, where, love, come, some, one, once, ask, friend, school, put, push, pull, full, house, our   Pink, red and Yellow word list |
| **Fluency** | Read aloud fluently from books within the orange band of the HPCS scheme by the end of the year  Self-correct when the text does not make sense |

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| **Year 1** | | |
| **Reading - Comprehension** | | |
| **Skills** | **Objectives** | **What should be seen in the classroom?** |
| **Concepts about print/text features** | Recognise:   * capital letters * full stops * question marks * exclamation marks * ellipsis   Know why the writer has used the above punctuation in a text.  Understand the difference between fiction and non-fiction texts and how they are laid out | Teachers will draw attention to text features and punctuation during both guided and shared reading sessions in order to support understanding of meaning and to build fluency and expression |
| **Reading for pleasure** | develop pleasure in reading by:   * listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently | Pupils should have extensive experience of listening to, sharing and discussing a wide range of high-quality books with the teacher, other adults and each other to engender a love of reading at the same time as they are reading independently.  Reading displays should celebrate books and should include book recommendations. |
| **Understanding** | Pupils should be taught to develop vocabulary and understanding by:   * being encouraged to link what they read or hear to their own experiences * becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics * recognising and joining in with predictable phrases * learning to appreciate rhymes and poems, and to recite some by heart * discussing word meanings, linking new meanings to those already known   understand both the books they can already read accurately and fluently and those they listen to by:   * drawing on what they already know or on background information and vocabulary provided by the teacher * checking that the text makes sense to them as they read, and **correcting inaccurate reading** * discussing the significance of the title and events * making **inferences** on the basis of what is being said and done * **predicting** what might happen on the basis of what has been read so far * participate in discussion about what is read to them, taking turns and listening to what others say * **explain** clearly their understanding of what is read to them | The KS1 reading domains can be taught orally, either in small groups or as a whole class, via the class book, depending on the time of year and ability of the children. The VIPERS symbols are shown as each skill is worked on. The main focus at this stage should be basic retrieval.  ILAs (Independent learning activities ) should have a reading focus, such as:   * Finding specific high frequency or tricky words (decoding) * Finding words with a certain phonic pattern (decoding) * Drawing and labelling a picture of someone or something from the text (visualising) * Ordering pictures from a story they have read or heard (sequencing) * Matching sentences to pictures from a text read (accurate decoding) * Drawing what they think comes next in a partially read story (predicting) * Fill in cloze passages about the text (retrieving) |

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| **Year 2** | | |
| **Reading – Word reading** | | |
| **Skills** | **Objectives** | **What should be seen in the classroom?** |
| **Phonics and decoding** | * continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent * read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes * read accurately words of two or more syllables that contain the same graphemes as above * read words containing common suffixes | Pupils should revise and consolidate the GPCs and the common exception words taught in year 1, through Floppy Phonics books,the core reading scheme and by working through the spelling programme.  When pupils are taught how to read longer words, they should be shown syllable boundaries and how to read each syllable separately before they combine them to read the word. (chunking)  Pupils should be taught how to read suffixes by building on the root words that they have already learnt. The whole suffix should be taught as well as the letters that make it up. This should be focused on during reading and spelling lessons.  Pupils who are still at the early stages of learning to read should have ample practice in reading books that are closely matched to their developing phonic knowledge and knowledge of common exception words. These children will continue to work through the Floppy Phonics scheme.  During whole class reading sessions, the teacher should :   1. model reading the text fluently and expressively. (The text should be in front of each pupil.) Pupils should follow the text and identify any words they do not understand, which can then be discussed as a class. 2. Read the text again, with pupils reading along with them 3. Ask children to read sentences or paragraphs to the rest of the class independently (being sensitive to the needs and abilities of individuals.) |
| **Sight words/**  **Common Exception Words** | * read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word * read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered |
| **Fluency** | * read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation * reread these books to build up their fluency and confidence in word reading |

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| **Year 2** | | |
| **Reading - Comprehension** | | |
| **Skills** | **Objectives** | **What should be seen in the classroom?** |
| **Reading for pleasure** | develop pleasure in reading and motivation to read 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 | As soon as the decoding of most regular words and common exception words is embedded fully, the range of books that pupils can read independently will expand rapidly. Pupils should have opportunities to exercise choice in selecting books and be taught how to do so.  Pupils should be read to frequently and encouraged to discuss book preferences.  They should take turns to recommend books to other pupils in the class, expressing reasons for their choice as part of the display in the book corner |
| **Understanding** | Pupils should be taught vocabulary and understanding by:   * discussing **the sequence** (S) of events in books and how items of information are related * becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales * being introduced to non-fiction books that are structured in different ways * recognising simple recurring literary language in stories and poetry * **discussing and clarifying the meanings of words,** (V) linking new meanings to known vocabulary * discussing their favourite words and phrases * continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear * understand both the books that they can already read accurately and fluently and those that they listen to by: * drawing on what they already know or on background information and vocabulary provided by the teacher * checking that the text makes sense to them as they read, and **correcting inaccurate reading** * making i**nferences (I)** on the basis of what is being said and done * **answering and asking questions (R)** * **predicting (P)** what might happen on the basis of what has been read so far * participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say * **explain** (E) and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves | The KS1 reading domains can be taught either in small groups or as a whole class, via the class book, depending on the time of year and ability of the children. (In year 2, we work towards the majority of children taking part in whole class comprehension sessions by the end of the autumn term.) The VIPERS symbols are shown as each skill is worked on.  **Children working at ARE** take part in whole class comprehension sessions daily, in line with KS1 reading domains (VIPERS planning sheet.)   * Focus on one text extract per week /two weeks at a level slightly higher than the children could manage independently. * Always read and orientate to the text first session (teacher reads, then children read around in turn.) Teachers make notes about target children on post its in order to build up a picture of each child’s reading ability in line with individual assessment sheets, or write directly onto the sheet. * Vocabulary needs to be covered for every text, as do any phonic/ exception words that the children make not otherwise be able to decode (see back of the planning sheet.) * When working on a specific domain, the relevant VIPER should be placed on the board (as a picture and a letter) in order that they have clarity on what they are learning. * ILT (independent learning tasks) should link to the text or further consolidate/practice a skill that has been introduced. (This may occur during some reading sessions, as the teacher and TA work with the below ARE groups) Examples of this are:   + Visualising the scene/person described in the text and labelling with phrases/words from the text   + Sorting statements from the text into true/false columns   + Ordering cut up events from the text     Other children working below ARE will read to the teacher and the TA in order to support accurate decoding (decoding planner) They may be involved in the whole class comprehension during some sessions, with the support of a more able reading buddy from their own class. |