

Dream Believe Achieve



The Intent of our
Reading Curriculum
is

At Red Hall Primary School, we believe that **all** pupils should have the opportunity to be **fluent**, confident readers who are able to successfully comprehend and **understand** a wide range of texts. We want pupils to **develop skills for life** including a **love** of reading, a good **knowledge** of a range of authors, and be able to understand more about the world in which they live through the knowledge they gain from texts. By the end of their time at primary school, all children should be able to read fluently, and with **confidence**, in any subject in their forthcoming secondary education. We do not put ceilings on what pupils can achieve in reading and we do not hold pre-conceptions about any pupils' ability to make progress. We understand the importance of **parents and carers** in **supporting** their children to develop both word reading and comprehension skills, and so we want to encourage a home-school partnership which enables parents and carers to understand how to enhance the skills being taught in school through good quality texts. We **encourage** children to read daily at home and this is monitored via a home-school reading diary.

Why?

We know that it is sometimes hard to find interesting and engaging books for your child to read, especially since the local library is so far away and sometimes books can be expensive. At Red Hall we are always looking at ways to make sure your child has access to new books, we have successfully applied for grants to buy books and held fundraising events, all of which have helped us to build up an exciting library, full of books your child would want to read. It does make us sad when these brand new books go missing or aren't returned as it means other children in the school will never have a chance to read that amazing story.

We also know that helping a child to learn to read can be complicated and we want to make sure that they are taught the right skills at the right time, so we have spent time training all our staff (Teachers, Teaching

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	<p>Assistant and Lunchtime staff) to become even better teachers of reading and have Busy Readers (special reading volunteers) come into our school to read weekly with our children.</p> <p>It is sometimes hard for parents to help children with their reading at home (if the people we live with found reading tricky when they went to school, they may not be confident that they're teaching us the correct things?). Finding time to read with your child can be hard when you live in a busy household so we make sure every child has the opportunity to read with a trained adult every week.</p> <p>We listened to parents who said that they were finding it hard to fill in the reading records and who asked for a simpler way to manage this and we introduced Red Hall Planners, we are now seeing these filled in much more regularly which is fantastic!</p> <p>Even though school budgets are becoming more and more squeezed, we have made reading a key priority, using school money, grants and money from fund raising to add to our already wonderful range of books and to make sure the children in Class 1 and 2 can use Accelerated Reader.</p>
<p>The experiences your child will receive are</p>	<ul style="list-style-type: none"> • Each child will read with a skilled adult on a weekly basis - by skilled, we mean: teachers, teaching assistants, lunchtime supervisors who are paid extra to come in to hear children read before lunch, busy readers (trained volunteers) and others • Children will also have access to guided reading sessions (in groups) • Also, they will complete whole class reading tasks, which will deepen their understanding • All children from Year 1 - Year 6 have access to Accelerated Reader, where they take home reading books and 'quiz' on them, when they have read the full book • They will have a 30-minute session on a Friday, where they will read for pleasure. • Our Reading Buddies scheme introduced in the spring of 2020 goes from strength to strength with children looking forward to reading to a buddy, or hearing fiction and non-fiction texts read to them by older children. • We run parent information sessions on phonics for Year 1 parents, reading and SATs for Year 2 parents and Year 6 parents.



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	<ul style="list-style-type: none">• Each classroom will have a selection of books in their classroom which are directly linked with the class topic. This offers opportunities for the children to apply their reading skills across the curriculum.• World Book Day is celebrated.• Book fairs/Book Bus visit regularly giving the children the chance to buy new books. We know that books can be expensive so this gives the children and parents the opportunity to buy very reasonably priced books.• Children are read to each day by their class teacher. This could be a book that the teacher recommends to the class or a recommendation from a child.• Each classroom has a reading area that is filled with books suitable for their reading age. This is a comfortable place for children to read throughout the day. At Red Hall, we invest heavily in books and there are also several well-stocked libraries.• Both KS1 and KS2 have a Reading Shed on their yards, so that during break time and lunch time, children can choose to read and relax.
<p>By the end of their time at Red Hall, we hope our children</p>	<p>By the end of EYFS, we expect our children to:</p> <ul style="list-style-type: none">• listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions.• read and understand simple sentences.• use phonic knowledge to decode regular words and read them aloud accurately.• read some common irregular words.• demonstrate understanding when talking with others about what they have read.• use their phonic knowledge to write words in ways which match their spoken sounds.• write simple sentences which can be read by themselves and others. <p>By the end of KS1, we expect our children to:</p> <ul style="list-style-type: none">• use phonic knowledge and skills to decode words• respond with the correct sound to graphemes for all 40+ phonemes• read accurately by blending sounds in unfamiliar words• read common exception words, words containing -s, -es, -ing, -ed, -er and -est endings and words with contractions



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- link what they read or hear read to their own experiences
- familiar with key stories, fairy stories and traditional tales, retelling them and to recite some rhymes and poems by heart
- discuss the significance of title and events
- make simple predictions

By the end of KS2, we expect our children to:

- apply their knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words that they meet
- continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books
- increase familiarity with a wide range of books, including myths, legends, traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions
- making comparisons within and across books
- learn a wider range of poetry by heart, prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience
- asking questions to improve understanding
- draw inferences and justify inferences with evidence
- predict what might happen from details stated and implied
- summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas
- discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
- distinguish between statements of fact and opinion



Definitions

- **Phonemes** - the smallest unit of sound. In phonics we learn to read the "pure sound" of a phoneme, rather than letter names. For example, the sound /s/ is pronounced 'ssssss' and not 'suh' or 'es'. Learning to read pure sounds makes it much easier for children to blend sounds together as they progress with their reading.
- **Graphemes** - a written symbol that represents a sound phoneme. This can be a single letter, or could be a sequence of letters, such as ai, sh, igh, tch etc. So when a child says the sound /t/ this is a phoneme, but when they write the letter 't' this is a grapheme.
- **Root words** - A root word is a basic word with no prefix or suffix added to it. The root word "lingual" could have the prefix bi- added to it to make the word "bilingual". 'Bi' means two and 'lingual' means pertaining to language. Someone who is bilingual is fluent in two languages.
- **Prefixes** - a string of letters that go at the start of a word to change or clarify the meaning. For example, the root word "behave" could have the prefix "mis" added to it, to make "misbehave". The prefix "mis" means wrong or badly.
- **Suffixes** - a string of letters that go at the end of a word. The root word "astro" could have the suffix -nomy added to it to make the word "astronomy." 'Astro' means 'stars' and 'nomy' means the study of something. Astronomy is the study and knowledge of stars.
- **Intonation** - Intonation is the changing of tone in a person's voice when sounding out particular words. It often reflects emotion, emphasis and attitudes when speaking. Varying the tone of voice when reading a text aloud in order to make the text interesting for the listener.



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- **Inference** - Inferences are what we work out based on an experience. If it has been snowing outside and some cars have snow on them and some cars do not, we infer that those without snow have been parked in the garage. Inferring is not only about reading expressions, tones and body language, it is about "reading" text, often said as, "reading between the lines" where the answers are not explicitly stated.
- **Figurative language** - Language can be literal (obvious, plainly stated, communicates exactly what is meant) and figurative (suggests and infers meaning, rather than simply stating it). Literal language is a feature of non-fiction texts; figurative language is more commonly used in fiction and poetry. Some examples of figurative language are below -
- **Simile**
A simile is a comparison phrase which finds similar characteristics in two objects and compares them, always by using the words 'like' or 'as'. For example:

The pond was like a shiny, round coin.

He ran as fast as a high-speed train.
- **Metaphor**
A metaphor is a comparison which is not literally true. It suggests what something is like by comparing it with something else with similar characteristics. It is like a simile, but instead of using 'like' or 'as' it compares by suggesting that something is something else. For example:

He was putty in her hands. (Meaning: he could be easily manipulated by her.)
You are the light of my life. (Meaning: you give me hope and happiness.)
- **Personification**
Personification is a type of figurative language which gives an object human characteristics (emotions, sensations, speech, physical movements). For example:



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*The branches of the tree danced in the wind.
She was swallowed by the waves in an instant.
The warm sun smiled down on us.*

- **Onomatopoeia**

This is when a word makes the sound of the thing it describes (for example: boom, honk, pop, crack, cuckoo, crack, splat, tweet, zoom, sizzle, whizz, buzz, hiss, rip).

- **Hyperbole**

This is when exaggeration is used for effect. For example:

*I had to read a book that was about a million pages long.
The children were so excited they were bouncing off the walls.*

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Year 1

Links to previous knowledge	Autumn	Spring	Summer
<p>The expectation by the end of EYFS in reading is to:</p> <ul style="list-style-type: none"> • Listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. • Read and understand simple sentences. Use phonic knowledge to decode regular words and read them aloud accurately. Read some common irregular words. Demonstrate understanding when talking with others about what they have read. • Use their phonic knowledge to write words in ways which match their spoken sounds. Write some irregular common words. Write simple sentences which can be read by themselves and others. 	<ul style="list-style-type: none"> • Sound out many unfamiliar words accurately, in a book closely matched to the GPCs. • Accurately read some words of two or more syllables that contain the same grapheme-phoneme correspondences (GPCs) • Participate in discussions about what is read, taking turns and listening to what others say. • Predict what might happen on the basis of what has been read so far. • Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics. 	<ul style="list-style-type: none"> • Accurately read by blending the sounds in words that contain the common graphemes for all 40+ phonemes. • Read many exception words, noting unusual correspondences between spelling and sound and where these occur in the word. • Read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings. • Learn to appreciate rhymes and poems, and to recite some by heart. • Listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that which can read independently. • Discuss the significance of the title and events. 	<ul style="list-style-type: none"> • Read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s). • Read aloud many words quickly and accurately without overt sounding and blending. • Re-read books to build up my fluency and confidence in word reading. • Discuss word meanings, linking new meanings to those already known. • Check that the text makes sense during reading and correct inaccurate reading. • When read to, answer questions and make inferences on the basis of what is being said and done in a familiar book.



Year 2

Links to previous knowledge	Autumn	Spring	Summer
<ul style="list-style-type: none"> • use phonic knowledge and skills to decode words • respond with the correct sound to graphemes for all 40+ phonemes • read accurately by blending sounds in unfamiliar words • read common exception words, words containing –s, –es, –ing, –ed, –er and –est endings and words with contractions • linking what they read or hear read to their own experiences • familiar with key stories, fairy stories and traditional tales, retelling them and to recite some rhymes and poems by heart • can discuss the significance of title and events • can make simple predictions 	<ul style="list-style-type: none"> • Read accurately by blending the sounds in words that contain the common graphemes for all 40+ phonemes. • Sound out many unfamiliar words accurately. • Read many exception words, noting unusual correspondences between spelling and sound. • Read accurately some words of two or more syllables that contain the same grapheme-phoneme correspondences (GPCs). • Discuss word meanings, linking new meanings to those already known. • Answer questions and make inferences on the basis of what is being said and done in a familiar book. 	<ul style="list-style-type: none"> • Read accurately, by blending the sounds in exception words, recognising alternative sounds for graphemes. • Read accurately, most words of two or more syllables and words containing common suffixes. • Read words accurately and fluently without overt sounding and blending, e.g. at over 90 words per minute. • Read aloud books closely matched to improve my phonic knowledge. • Sound out unfamiliar words accurately and automatically, without undue hesitation. • Re-read books checking it makes sense. • Answer questions that test inference skills. 	<ul style="list-style-type: none"> • Make inferences on the basis of what is being said and done. • Make plausible predictions of what might happen on the basis of what has been read so far. • Participate in discussions about texts and make links between them.

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Year 3

Links to previous knowledge	Autumn	Spring	Summer
<ul style="list-style-type: none"> • Secure phonic knowledge and skills so that reading is fluent • accurately 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, words containing common suffixes and common exception words • develop pleasure in reading, motivation to read, vocabulary and understanding • more familiar with and retelling a wider range of stories, fairy stories, traditional tales • a knowledge of non-fiction books that are structured in different ways • recognising simple recurring literary language in stories and poetry • discussing the meanings of words, linking new meanings to known vocabulary • continuing to build up a repertoire of poems learnt by heart • making inferences and predictions 	<ul style="list-style-type: none"> • Read longer words with support and test out different pronunciations. • Listen attentively and participate in discussion about a wider range of longer and more challenging fiction, poetry, plays, non-fiction and reference books expressing views and preferences. • Independently read books that are structured differently for a range of purposes. • Show some awareness of the various purposes for reading. • Use contents pages and indexes to locate information. • Independently demonstrate familiarity with a wide range of age appropriate books retelling some orally. 	<ul style="list-style-type: none"> • Read applying knowledge of root words, prefixes and suffixes, both to read aloud and understand the meaning of new words. • Independently read aloud and perform poems and play scripts, showing intonation, tone, volume and action. • Use a dictionary independently to check the meaning of words. • Understand what has been read in books independently by checking that the text makes sense and self-correcting. • Identify words or phrases that are interesting from reading and say why. • Justify opinions referencing the text. • Ask questions to improve understanding. 	<ul style="list-style-type: none"> • Identify and name some different forms of poetry. • Identify and discuss themes. • Begin to use inference and read 'between the lines' when independently reading. • Predict what might happen next by drawing on experience of similar texts. • Identify the main ideas in paragraphs and can summarise, including the main points.



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Year 4

Links to previous knowledge	Autumn	Spring	Summer
<ul style="list-style-type: none"> • apply their growing knowledge of root words, prefixes and suffixes, to read aloud and to understand the meaning of new words they meet • listen to and discuss a range of fiction, poetry, plays, non-fiction and reference books • begin to use dictionaries to check the meaning of words that they have read • begin to identify themes in a range of books • prepare poems and play scripts to read aloud and to perform • begin to ask questions to improve understanding of a text • draw inferences such as characters' feelings, thoughts and motives from their actions • predict what might happen from details stated and implied • begin to identify main ideas drawn from more than one paragraph and summarise these • retrieve and record information from non-fiction 	<ul style="list-style-type: none"> • Use understanding of unusual spelling-sound correspondences to choose the most appropriate pronunciation of a word. • Identify words or phrases that interest, inspire or intrigue from reading and say why, explaining the effect on the reader. • Listen attentively and participate in discussion about a wider range of longer and more challenging texts, justifying them by reference to the text. • Use, select and read books that are structured in different ways for the appropriate purposes. • Accurately retell a wide range of fairy stories, myths and legends, providing detail which is interesting and appropriate. 	<ul style="list-style-type: none"> • Knowledge of root words, prefixes and suffixes to understand and read aloud new words. • Perform poems and play scripts, using intonation, tone and volume, and uses drama approaches to aid understanding. • Independently monitor reading of texts for sense, self-correcting if have misread and discuss the meaning of new or unusual words in context. • Ask questions to improve understanding when independently reading an age-appropriate text. • Identify questions to be answered beforehand and use the specific features of age-appropriate non-fiction texts. 	<ul style="list-style-type: none"> • Confidently identify and name some different forms of poetry and describe their features. • Begin to draw inferences from independent reading of age-appropriate texts. • Independently identify and discuss some themes and conventions in age-appropriate text. • Identify the main ideas in paragraphs and summarise, including most of the main ideas in one or two sentences.



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Year 5

Links to previous knowledge	Autumn	Spring	Summer
<ul style="list-style-type: none"> • apply knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet • listen to and discuss a increasingly wide range of fiction, poetry, plays, non-fiction and reference books • confidently use dictionaries to check meaning of words read • identify themes and conventions in a wide range of books • prepare poems (recognising different forms) and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action • check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context • asking questions to improve their understanding of a text • draw inferences such as characters' feelings, thoughts and motives from their actions, justify with evidence • identify main ideas drawn from more than one paragraph and summarise these 	<ul style="list-style-type: none"> • Decode most new words outside spoken vocabulary, making a good approximation of the word's pronunciation and meaning. • Prepare, learn, read aloud and perform age-appropriate poems and play scripts showing understanding of intonation, tone, volume. • Participate in discussion about a widening range of longer and more challenging books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions, expressing views and preferences, comparing books. • Retrieve information from non-fiction texts. 	<ul style="list-style-type: none"> • Read aloud and understand the meaning of new words met, applying growing knowledge of morphology and etymology. • Read aloud with intonation, self-correcting and can explore how a known word can have different meanings. • Recognise and discuss themes and conventions in age-appropriate texts. • Predict what might happen from details stated and implied. • Identify the main ideas in paragraphs and can summarise, when reading age-appropriate books and novels independently 	<ul style="list-style-type: none"> • Identify figurative language, including similes, metaphors and personification in texts and discuss and evaluate the impact on the reader. • Draw inferences, reading between the lines, from independent reading of age-appropriate texts and justify thinking, returning to text to support opinions. • Distinguish between fact and opinion. • Summarise main ideas, identifying key details and using quotations for illustration.

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Year 6

Links to previous knowledge	Autumn	Spring	Summer
<ul style="list-style-type: none"> • apply their knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words that they meet • continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books • increase familiarity with a wide range of books, including myths, legends, traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions • making comparisons within and across books • learn a wider range of poetry by heart, prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience • asking questions to improve understanding 	<ul style="list-style-type: none"> • Independently use a dictionary to check the meaning of words encountered in reading. • Identify words or phrases that interest, inspire or intrigue from reading and say why, explaining the effect on the reader. • Draw inferences from independent reading of age-appropriate texts, often correct but not always so. • Listen attentively and participate in discussion about a wider range of longer and more challenging texts, justifying them by reference to the text. • Independently identify and discuss some themes and conventions in age-appropriate text. 	<ul style="list-style-type: none"> • Work out meaning of words from the context. • Read aloud with intonation that shows understanding. • Evaluate how authors use language, including figurative language, considering the impact on the reader. • Read age-appropriate books with confidence and fluency (including whole novels). • Explain and discuss understanding of what has been read, drawing inferences and justifying these with evidence. • Make comparisons within and across books. • Predict what might happen from details stated and implied. • Retrieve information from non-fiction texts. • summarise main ideas, identifying key details and using quotations for illustration. 	<ul style="list-style-type: none"> • Select and learn by heart an increasing range of age-appropriate poems, showing understanding of intonation, tone, volume so as to gain and maintain the attention of an audience. • Identify language, including figurative language such as metaphor, simile, analogy, idiom and personification and discuss and evaluate the impact on the reader. • Draw inferences, read between the lines, from independent reading of age-appropriate texts and explains thinking, routinely returning to text to support opinions. • Independently recognise and discuss the themes and conventions used in a wide range of age-appropriate texts: e.g. isolation, flashback in narrative. • give thorough explanations of points and prepare responses to likely conflicting opinions.



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<ul style="list-style-type: none">• draw inferences and justify inferences with evidence• predict what might happen from details stated and implied• summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas• discuss and evaluate how authors use language, including figurative language, considering the impact on the reader• distinguish between statements of fact and opinion			<ul style="list-style-type: none">• justify views offering coherent evidence to support them.
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