



Reading

Ashwood Spencer Academy

During their time at Ashwood Spencer Academy, children develop their knowledge, skills and understanding in reading so that they become fluent and reflective readers. The texts our pupils read and study in Year 1 to 6 are chosen carefully to offer challenge, to engage and to deepen knowledge and understanding. Each year group has a reading canon; this is a collection of texts for each half term, linked to the creative curriculum. Within each reading canon, there is a core text that will be studied in depth and that provides inspiration for our writing

For the youngest children, the emphasis is on learning how to apply their phonics knowledge to decode words as well as frequent reading with an adult in order to apply these skills. This increases word acquisition and improves fluency. Enjoying stories and other texts together helps children to understand what books are for and how different texts are structured.

Children systematically practise skills that will improve their fluency and comprehension in whole class reading lessons. In EYFS and Year 1, children practise decoding, fluency, comprehension skills and the application of phonic knowledge. In Years 2 to 6, there are 4 reading lessons a week in which a text from the reading canon is studied. The following skills are taught each week:

Lesson 1) Fluency Lesson 2) Vocabulary Lesson 3 and 4) Skills based activities such as summarising, retrieval and making inferences

FS2 Statements

30 - 50 months 40 - 60 months Early Learning Goals

Phonics and Decoding

FS2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Children should be taught:</p> <p>To enjoy rhyming and rhythmic activities.</p> <p>To show an awareness of rhyme and alliteration.</p> <p>To recognise rhythm in spoken words.</p> <p>To continue a rhyming string.</p> <p>To hear and say the initial sound in words.</p> <p>To segment the sounds in simple words and blend them together and know which letter represents some of them.</p> <p>To link sounds to letters, naming and sounding the letters of the alphabet.</p> <p>To use phonic knowledge to decode regular words and read them aloud accurately.</p> <p><u>September 2021</u></p> <p>Children can say a sound for each letter of the alphabet and at least 10 diagraphs.</p>	<p>Pupils should be taught:</p> <p>To apply phonic knowledge and skills as the route to decode words.</p> <p>To blend sounds in unfamiliar words using the GPCs that they have been taught.</p> <p>To respond speedily, giving the correct sound to graphemes for all of the 40+ phonemes.</p> <p>To read words containing taught GPCs.</p> <p>To read words containing -s, -es, -ing, -ed and -est endings.</p> <p>To read words with contractions, e.g. I'm, I'll and we'll.</p> <p>To read using appropriate expression.</p>	<p>Children should be taught:</p> <p>To read accurately by blending, including alternative sounds for graphemes and multi-syllabic words containing these graphemes.</p> <p>To read common suffixes and exception words, noting unusual correspondences.</p> <p>To read at a speed of 90 words per minute accurately without overt sounding and blending.</p> <p>To demonstrate expression when reading aloud, particularly where characters are speaking in a story.</p>	<p>Children should be taught:</p> <p>To use their phonic knowledge to decode quickly and accurately (may still need support to read longer unknown words).</p> <p>To apply their growing knowledge of root words and prefixes, including in-, im-, il-, in-, dis-, mis-, un-, re-, sub-, inter-, super-, anti- and auto- to begin to read aloud.*</p> <p>To apply their growing knowledge of root words and suffixes/word endings, including -ation, -ly, -ous, -ture, -sure, -sion, -tion, -sion and -cian, to begin to read aloud.</p>	<p>Children should be taught:</p> <p>To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill.</p> <p>To apply their knowledge of root words, prefixes and suffixes/word endings to read aloud fluently.</p>	<p>Children should be taught to:</p> <p>To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues.</p> <p>To apply their growing knowledge of root words, prefixes and suffixes/word endings, including -sion, -tion, -cial, -tial, -ant/-ance/-ancy, -ent/-ence/-ency, -able/-ably and -ible/ibly, to read aloud fluently.</p>	<p>Children should be taught:</p> <p>To read fluently with full knowledge of all Y5/ Y6 exception words, root words, prefixes, suffixes/word endings and to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues. Including morphology and etymology.</p>

<p>They read words consistent with their phonic knowledge by sound-blending.</p> <p>Children can read aloud simple sentences and books that are consistent with their phonic knowledge, including common exception words.</p>						
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Fluency

FS2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Children should be taught:</p> <p>To show interest in illustrations and print in books and print in the environment.</p> <p>To recognise familiar words and signs such as own name and advertising logos.</p> <p>To look and handle books independently (holds books the correct way up and turns pages).</p> <p>To ascribe meanings to marks that they see in different places.</p> <p>To begin to break the flow of speech into words.</p>	<p>Children should be taught:</p> <p>To accurately read texts that are consistent with their developing phonic knowledge, that do not require them to use other strategies to work out words.</p> <p>To reread texts to build up fluency and confidence in word reading.</p>	<p>Children should be taught:</p> <p>To read aloud books (closely matched to their improving phonic knowledge), sounding out unfamiliar words accurately, automatically and without undue hesitation.</p> <p>To reread these books to build up fluency and confidence in word reading.</p> <p>To read words accurately and fluently without overt sounding and blending, e.g. at over 90 words per</p>	<p>Children should be taught:</p>	<p>Children should be taught:</p>	<p>Children should be taught:</p> <p>To read silently, aloud and chorally, automatically recognising and grouping words quickly to help them gain meaning from what they read. Fluent readers read aloud effortlessly and with expression. Their reading sounds natural, as if they are speaking.</p>	<p>Children should be taught:</p> <p>To read silently, aloud and chorally, automatically recognising and grouping words quickly to help them gain meaning from what they read. Fluent readers read aloud effortlessly and with expression. Their reading sounds natural, as if they are speaking.</p>

To begin to read words and simple sentences.		minute, in age-appropriate texts.				
To read and understand simple sentences.						

Tricky/Common Exception/High Frequency Words

FS2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Children should be taught: To read some common irregular words.	Children should be taught: To read Y1 common exception words, noting unusual correspondences between spelling and sound and where these occur in words.	Children should be taught: To read most Y1 and Y2 common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.	Children should be taught: To begin to read Y3/Y4 exception words.	Children should be taught: To read all Y3/Y4 exception words, discussing the unusual correspondences between spelling and these occur in the word.	Children should be taught: To read most Y5/ Y6 exception words, discussing the unusual correspondences between spelling and sound and where these occur in the word.	Children should be taught: To read all Y5/ Y6 exception words, discussing the unusual correspondences between spelling and sound and where these occur in the word.

Range and familiarity of reading

FS2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Children listen to and discuss poems, stories and non-fiction at a level beyond that at which they can independently read. They are encouraged to link what they hear or read to their own experiences Children are becoming very familiar with key stories and traditional tales and can re-tell them through role-play. They can join in with well-known or	Children listen to and can discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can independently read. They are encouraged to link what they read or hear read to their own experiences Children are becoming very familiar with key stories and traditional tales, retelling them and	Children listen to, discuss and express views about a wide range of poetry, stories and non-fiction at a level beyond that at which they can read independently. Children are becoming increasingly familiar with and retelling a wider range of stories and traditional tales. They recognise simple recurring literary	Children listen to and discuss a wide range of fiction, poetry, plays, non-fiction, reference books and textbooks. Their reading books that are structured in different ways and they are given opportunities to read for a range of purposes across the curriculum. Children are increasing their familiarity with a wide range of books, including key stories, traditional tales, myths, and legends - they are able to retell some of these orally. They are beginning to identify themes and conventions in a wide range of books.		Children continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction, reference books and textbooks. Their reading books that are structured in different ways and they are given opportunities to read for a range of purposes across the curriculum. They are able to make comparisons within and across books. Children are increasing their familiarity with a wide range of books, including myths and legends modern fiction, fiction from our literary heritage, and books from other cultures and traditions. They are able to identify and discuss themes and conventions in and across a wide range of writing.	

repeated phrases in stories.	considering their particular characteristics. They recognise and join in with predictable phrases.	language in stories and poetry		
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Vocabulary

FS2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Children should be taught:</p> <p>To build up vocabulary that reflects the breadth of their experiences.</p> <p>To extend vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.</p> <p>To use vocabulary and forms of speech that are increasingly influenced by their experiences of books.</p>	<p>Children should be taught:</p> <p>To discuss new word meanings and link them to words they already know.</p>	<p>Children should be taught:</p> <p>To begin to find the meaning of new words using the context of the sentence. They use pictures to help support this skill.</p>	<p>Children should be taught to:</p> <p>To begin to find the meaning of new words using substitution within a sentence. They are able to use their growing vocabulary to suggest synonyms.</p>	<p>Children should be taught:</p> <p>To find the meaning of new words using the context of the sentence. They also link new words to other words they already know.</p>	<p>Children should be taught:</p> <p>To 'read around the word' and explore its meaning in the broader context of a section or paragraph. They are also able to draw on the understanding of the morphology and etymology of language to support their understanding.</p>	

Inference

FS2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Pupils should be taught:</p> <p>To begin to understand 'why' and 'how' questions.</p> <p>To answer 'how' and 'why' questions about their experiences and in response to stories or events.</p>	<p>Pupils should be taught:</p> <p>To make inferences about characters' feelings using what they say and do to infer basic points with direct reference to the pictures and words in the text.</p>	<p>Pupils should be taught:</p> <p>To make inferences about characters' feelings using what they say and do to infer basic points and begin, with support to pick up on more subtle references.</p>	<p>Pupils should be taught:</p> <p>To infer characters' feelings, thoughts and motives from their stated actions. They begin to justify their opinion by referencing a specific point in the text.</p>	<p>Pupils should be taught:</p> <p>To infer characters' feelings, thoughts and motives from their stated actions. They are beginning to understand the author's use of setting to influence the mood of a text. They will consolidate the skill of justifying their opinion.</p>	<p>Pupils should be taught:</p> <p>To infer characters' feelings, thoughts and motives, giving one or two pieces of evidence to support the point they are making. They begin to draw evidence from more than one place across a text.</p>	

To infer meaning about characters' feelings using pictures and verbally link these to their own experience.				using a specific reference point in the text.	
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Prediction

FS2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Pupils should be taught:</p> <p>To suggest how a story might end.</p> <p>To suggestions about what might happen next or how a story might end based on events so far.</p> <p>To innovate stories through role-play and small world play.</p>	<p>Pupils should be taught:</p> <p>To make simple predictions based on the story and on their own life experience. They can begin to explain these ideas verbally or through pictures.</p>	<p>Pupils should be taught:</p> <p>To make predictions using their own knowledge as well as what has happened so far to make logical predictions and give explanations of them.</p>	<p>Pupils should be taught:</p> <p>To use relevant prior knowledge to make predictions and justify them. They are taught the skill of using details from the text to form further predictions.</p>	<p>Pupils should be taught:</p> <p>To use relevant prior knowledge as well as details from the text to form predictions and to justify them. They begin to monitor these predictions and compare them with the text as they read on.</p>	<p>Pupils should be taught:</p> <p>To ensure predictions are supported by relevant evidence from the text. Children confirm and modify predictions as they read on.</p>	

Explain

FS2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Pupils should be taught:</p> <p>To begin to explain who their favourite character is and why. They can say whether or not they like a story and begin to explain why.</p>	<p>Pupils should be taught:</p> <p>To say whether or not they like a story, who their favourite character is and explain why. They can begin to make links to their own experiences, other stories and characters.</p>	<p>Pupils should be taught:</p> <p>To explain their reasons for story and character preferences and make suggestions for improving a text. They can begin to make links to their own experiences, other stories and characters.</p>	<p>Pupils should be taught:</p> <p>To describe which section of the text was the most interesting/exciting and explain their choice making links to prior reading. They can find and copy words and phrases to describe characters, setting and mood. Children can begin to identify the structure of a text, how it links and its purpose.</p>	<p>Pupils should be taught:</p> <p>To begin to recognise the author's use of language affects the readers understanding of character, setting, and mood.</p> <p>To identify changes in mood across a text.</p> <p>To recognise structure and purpose and explain why a text is arranged in a particular way.</p>	<p>Pupils should be taught:</p> <p>To explain how content is related and contributes to the meaning as a whole.</p> <p>To describe how the author's use of language affects the readers understanding of character, setting, and mood.</p> <p>To describe and justify the author's choice of vocabulary and explain how it enhances meaning.</p> <p>To explain how the themes and patterns develop across a text.</p> <p>To explain how information links and contributes to the overall experience of reading a text.</p>	

Retrieval

FS2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Pupils should be taught:</p> <p>To answer simple recall questions about stories without pictures or prompts.</p>	<p>Pupils should be taught:</p> <p>To answer questions about what has just happened in a story.</p>	<p>Pupils should be taught:</p> <p>To explain their understanding of independent reading by answering simple questions about what they have just read.</p> <p>To begin to learn the skill of 'skim and scan' to retrieve details.</p>	<p>Pupils should be taught:</p> <p>To use the skill of 'skim and scan' to retrieve details quickly.</p> <p>To begin to use quotations from the text.</p>	<p>Pupils should be taught:</p> <p>To confidently skim and scan texts to record details, using relevant quotes to support their answers to questions.</p>	<p>Pupils should be taught:</p> <p>To confidently skim and scan, and use the skill of reading before and after to retrieve information. They use evidence from across larger sections of text.</p>	<p>Pupils should be taught:</p> <p>To confidently skim and scan, and use the skill of reading before and after to retrieve information. They use evidence from across whole chapters or texts.</p>

Sequence/Summarise

FS2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Pupils should be taught:</p> <p>To recall and order key events from the text.</p> <p>To use a story line or narrative in their role-play and small world play.</p>	<p>Pupils should be taught:</p> <p>To retell and order events from the text.</p> <p>To begin to discuss how events are linked.</p>	<p>Pupils should be taught:</p> <p>To retell and order events from the text.</p> <p>To begin to discuss how events are linked.</p> <p>To be able to focus on the main content of the story.</p>	<p>Pupils should be taught:</p> <p>To begin to distinguish between the important and less important information in a text.</p> <p>To be able to give a brief verbal summary of texts that they are familiar with.</p>	<p>Pupils should be taught:</p> <p>To be able to write a brief summary of main points, identifying and using important information.</p>	<p>Pupils should be taught:</p> <p>To begin to make connections between information across the text and include this information in their written summaries.</p>	<p>Pupils should be taught to:</p> <p>To summarise information from across a text and link information by analysing and evaluating ideas between sections of the text.</p>

Questioning

FS2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Pupils should be taught:</p> <p>To generate simple questions using who, when,</p>	<p>Pupils should be taught:</p> <p>To generate literal recall questions.</p>	<p>Pupils should be taught:</p> <p>To generate literacy recall questions of their</p>	<p>Pupils should be taught:</p> <p>To generate a variety of questions - recall</p>	<p>Pupils should be taught:</p> <p>To generate a variety of questions - recall</p>	<p>Pupils should be taught:</p> <p>To actively generate a variety of questions to</p>	<p>Pupils should be taught:</p> <p>To actively generate a variety of questions to</p>

<p>what, how and why (with support).</p>	<p>To ask questions before, during and after reading.</p>	<p>own, which go with the text they are reading before, during and after reading.</p> <p>To use their own question words and begin to be able to change their questions as they progress through the text</p>	<p>and inferential to help them understand the text further.</p> <p>An introduction to the idea of 'story themes' (Love, friendship, revenge, learn a lesson, good vs evil etc.)</p>	<p>and inferential and questions about the deeper meaning of a text to help them understand the text further.</p> <p>A developing understanding of the idea of story themes. (Courage, overcoming obstacles etc.)</p>	<p>focus the reading and adjust questions in light of evidence from the text.</p> <p>Through adult modelling, the use of critical thinking skills that take the discussion deeper and beyond the text.</p>	<p>focus the reading and adjust questions in light of evidence from the text.</p> <p>To ask their own critical thinking questions that take the discussion beyond the text.</p>
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