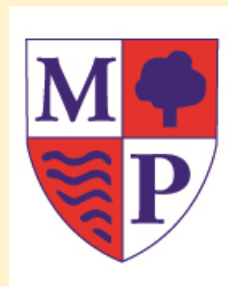


Reading

at

Mersey Park Primary School



Reading at Mersey Park

At Mersey Park we ensure that there is both an embedded culture of reading for pleasure and an understanding that we also read to gain knowledge, ideas and inspiration. We ensure that all pupils develop accurate phonics knowledge to enable them to become confident readers and writers. All pupils are taught how to read with fluency, automaticity and to have developed secure language comprehension skills.

Pupils read and are read to throughout the day and have access to a variety of books, around school, in class book corners and in the library that reflect their own realities and also provide windows into other people's lives and culture. Reading for pleasure is also encouraged through the outdoor libraries, reading buddies, displays around school and participation in book related events.

The pupils are exposed to a wide range of texts from non-fiction texts, classic novels, modern fiction, myths and legends, graphic novels and poetry.

We have a reading curriculum and a Reading Spine that only uses high-quality texts which are used throughout school to build children's knowledge of literature, their reading ability and to foster a love of reading and appreciation of books. We also have a well-planned Poetry Spine to ensure that children experience a range of poets and poetry styles, both modern and classic.

Pupils are taught to read fluently through the Little Wandle systematic synthetic phonics scheme which is taught with fidelity and consistency. These lessons are daily and revisited during the day to ensure long term retention of the sounds and tricky words.

Reading is taught initially through phonics in daily guided reading sessions. During this early reading stage children are taught through the use of fully decodable books which are also sent home along with a book to introduce them to other words, stories and themes. These daily sessions continue throughout school. Once their phonics knowledge is secure, they remain on a reading scheme but will read books that are not fully decodable. This is shown in our reading scheme progression map. In Key Stage 2, children will also have additional whole class reading sessions where the children will read together and focus on a range of reading domains.

Guided Reading sessions focus on:

- de-coding and fluency,
- prosody
- comprehension.

Reading skills and strategies are further supported through diverse, high-quality varied texts in writing lessons.

Vocabulary acquisition is supported through the explicit teaching in all lessons and the use of subject specific Tier 3 vocabulary.

Assessments:

We have adapted the Little Wandle Phonics assessment system to ensure we have a very clear picture of the phonic knowledge of each child. This regular tracking system allows us to know exactly which phonics sounds the children have acquired and whether there are any gaps that need addressing in future teaching. The Phonics Screening Check is the final assessment of decoding in Year 1.

In Year 2, previous SATs papers are used to assess children from spring term onwards. Optional SATs are used to support teacher assessment and results are analysed in order to address areas of reading that need further development.

End of term reading comprehension assessments are completed throughout school and carefully analysed in order that we can address common misconceptions.

Thorough Guided Reading planning and notes on individual children also provide an accurate assessment tool, commenting on aspects of individual reading such as fluency, retrieval and inference skills. They also highlight common misconceptions and areas of reading that may need additional teaching.

For some pupils, individual diagnostic reading assessment tools are used such as NGRT and YARC.

Year 6 pupils complete past SAT papers throughout the year which are also analysed.

Phonics

Phonics at Mersey Park Primary School

What we teach

Phonics (reading and spelling)

At Mersey Park Primary School, we believe that all our children can become fluent readers and writers. This is why we teach reading through *Little Wandle Letters and Sounds Revised*, which is a systematic and synthetic phonics programme. We start teaching phonics in Nursery/Reception and follow the [Little Wandle Letters and Sounds Revised progression](#), which ensures children build on their growing knowledge of the alphabetic code, mastering phonics to read and spell as they move through school.

As a result, all our children are able to tackle any unfamiliar words as they read. At Mersey Park Primary School, we also model the application of the alphabetic code through phonics in shared reading and writing, both inside and outside of the phonics lesson and across the curriculum. We have a strong focus on language development for our children because we know that speaking and listening are crucial skills for reading and writing in all subjects.

Comprehension

At Mersey Park Primary School, we value reading as a crucial life skill. By the time children leave us, they read confidently for meaning and regularly enjoy reading for pleasure. Our readers are equipped with the tools to tackle unfamiliar vocabulary. We encourage our children to see themselves as readers for both pleasure and purpose.

Because we believe teaching every child to read is so important, we have a Reading Leader who drives the early reading programme in our school. This person is highly skilled at teaching phonics and reading, and they monitor and support our reading team, so everyone teaches with fidelity to the *Little Wandle Letters and Sounds Revised* programme.

How we teach it

Foundations for phonics in Nursery

- We provide a balance of child-led and adult-led experiences for all children that meet the curriculum expectations for 'Communication and language' and 'Literacy'. These include:
 - sharing high-quality stories and poems
 - learning a range of nursery rhymes and action rhymes
 - activities that develop focused listening and attention, including oral blending
 - attention to high-quality language.
- We ensure Nursery children are well prepared to begin learning grapheme-phoneme correspondences (GPCs) and blending in Reception.

Daily phonics lessons in Reception and Year 1

- We teach phonics for 30 minutes a day. In Reception, we build from 10-minute lessons, with additional daily oral blending games, to the full-length lesson as quickly as possible. Each Friday, we review the week's teaching to help children become fluent readers.

- Children make a strong start in Reception: teaching begins in Week 2 of the Autumn term.
- We follow the [Little Wandle Letters and Sounds Revised expectations of progress](#):
 - Children in Reception are taught to read and spell words using Phase 2 and 3 GPCs, and words with adjacent consonants (Phase 4) with fluency and accuracy.
 - Children in Year 1 review Phase 3 and 4 and are taught to read and spell words using Phase 5 GPCs with fluency and accuracy.

Daily Keep-up lessons ensure every child learns to read

- Any child who needs additional practice has daily Keep-up support, taught by a fully trained adult. Keep-up lessons match the structure of class teaching, and use the same procedures, resources and mantras, but in smaller steps with more repetition, so that every child secures their learning.
- We timetable daily phonics lessons for any child in Year 2 or 3 who is not fully fluent at reading or has not passed the Phonics Screening Check. These children urgently need to catch up, so the gap between themselves and their peers does not widen. We use the *Little Wandle Letters and Sounds Revised* assessments to identify the gaps in their phonic knowledge and teach to these using the Keep-up resources – at pace.
- If any child in Year 3 to 6 has gaps in their phonic knowledge when reading or writing, we plan phonics ‘catch-up’ lessons to address specific reading/writing gaps. These short, sharp lessons last 10 minutes and take place at least three times a week.

Teaching reading: Reading practice sessions three times a week

- We teach children to read through reading practice sessions three times a week. These:
 - are taught by a fully trained adult to small groups of approximately six children
 - use books matched to the children’s secure phonic knowledge using the *Little Wandle Letters and Sounds Revised* assessments and book matching grids on pages 11–20 of [‘Application of phonics to reading’](#)
 - are monitored by the class teacher, who rotates and works with each group on a regular basis.
- Each reading practice session has a clear focus, so that the demands of the session do not overload the children’s working memory. The reading practice sessions have been designed to focus on three key reading skills:
 - decoding
 - prosody: teaching children to read with understanding and expression
 - comprehension: teaching children to understand the text.
- In Reception these sessions start in Week 4. Children who are not yet decoding have daily additional blending practice in small groups, so that they quickly learn to blend and can begin to read books.

In Year 2 and 3, we continue to teach reading in this way for any children who still need to practise reading with decodable books

Additional reading support for vulnerable children

- Children in Reception and Year 1 who are receiving additional phonics Keep-up sessions read their reading practice book to an adult daily.

Ensuring consistency and pace of progress

- Every teacher in our school has been trained to teach reading, so we have the same expectations of progress. We all use the same language, routines and resources to teach children to read so that we lower children’s cognitive load.

- Weekly content grids map each element of new learning to each day, week and term for the duration of the programme.
- Lesson templates, Prompt cards and How to videos ensure teachers all have a consistent approach and structure for each lesson.
- The Reading Leader and SLT use the Audit and Prompt cards to regularly monitor and observe teaching; they use the summative data to identify children who need additional support and gaps in learning.

Ensuring reading for pleasure

'Reading for pleasure is the single most important indicator of a child's success.' (OECD 2002)

'The will influences the skill and vice versa.' (OECD 2010)

We value reading for pleasure highly and work hard as a school to grow our Reading for Pleasure pedagogy.

- We read to children every day. We choose these books carefully as we want children to experience a wide range of books, including books that reflect the children at Mersey Park Primary School and our local community as well as books that open windows into other worlds and cultures.
- Every classroom has an inviting book corner that encourages a love for reading. We curate these books and talk about them to entice children to read a wide range of books.
- In Nursery/Reception, children have access to the reading corner every day in their free flow time and the books are continually refreshed.
- Children from Nursery/Reception onwards have a home reading record. The parent/carer records comments to share with the adults in school and the adults will write in this on a regular basis to ensure communication between home and school.
- As the children progress through the school, they are encouraged to write their own comments and keep a list of the books/authors that they have read.

Impact

Assessment is used to monitor progress and to identify any child needing additional support as soon as they need it.

- **Assessment for learning** is used:
 - daily within class to identify children needing Keep-up support
 - weekly in the Review lesson to assess gaps, address these immediately and secure fluency of GPCs, words and spellings.
- **Summative assessment** is used:
 - every six weeks to assess progress, to identify gaps in learning that need to be addressed, to identify any children needing additional support and to plan the Keep-up support that they need.
 - by SLT and scrutinised through the *Little Wandle Letters and Sounds Revised* assessment tracker, to narrow attainment gaps between different groups of children and so that any additional support for teachers can be put into place.

Statutory assessment

- Children in Year 1 sit the Phonics Screening Check. Any child not passing the check re-sits it in Year 2.

Ongoing assessment for catch-up

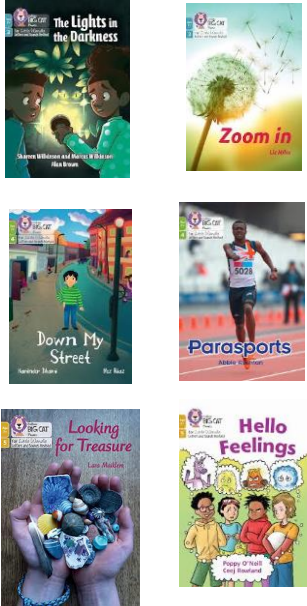


Children in Year 2 to 6 are assessed through their teacher's ongoing formative assessment as well as through the half-termly *Little Wandle Letters and Sounds Revised* summative assessments.

Phonics Progression (Little Wandle Letters and Sounds)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Foundation 1 Phonics	Hear the sounds: s a t p i n Teach children to hear the same initial sound for words and names of objects Teach children to blend CVC words using oral blending and objects Teach children to find their name using their picture		Hear the sounds: m d g o c k e u r h b f l j Teach children to distinguish different sounds. Teach children to identify initial sounds of words and names of objects. Teach children to articulate sounds correctly – including playing with voice sounds. Teach children to recognise the initial sound of their name. Teach children to recognise the capital letter that starts their name		Hear the sounds: v w y z qu ch ck x sh th ng nk Teach children to identify initial sounds of words and objects. Teach children to identify the final sounds of words and objects. Teach children to match their name to their picture	
Foundation 2 Phonics	s a t p l n m d g o c k c k e u r h b l	ff ll ss v w x y z zz qu ch sh th ng nk words with s added at the end (hats) Words with s (z) added (his, bags)	Ai ee igh oa oo oo ar or ur ow oi ear air er Double letters Longer words	Words with two or more digraphs, words ending in -ing compound words Words with s (z) in the middle or end Words with -es (z) at the end	Short vowels with adjacent consonants CCVC CCVC CCVCC CCCVC CCCVCC Compound words Words ending in suffixes: -ing, -ed (t) -ed (id, ed) -est	Phase 3 long vowel graphemes with adjacent consonants CVCC CCVC CCCVC CCV CCCVCC Words ending in suffixes: -ing, -ed (t), -ed (id) (ed), -ed (d), -er, -est
Foundation 2 Tricky words	Is I the	put pull full as and has his her go no into she push he of we me be	was you they my by all are sure pure	Review all taught so far	said so have some come love do were here little says there when what one out today	Review all taught so far
Year 1 Phonics	Review phase 3 and 4 Phase 5 ai, ay (play) ow, ou (cloud) oi, oy (toy) ea (each)	ur ir (bird) igh ie (pie) oo ue (blue) u (unicorn) oa o (go) igh (i) tiger ai (a) paper ee (e)he ai (a-e) shake igh (i-e) time oa (o-e) home oo (yoo) u-e rude cute ee (e-e) these oo (yoo) (ew) chew ee (ie) shield or (aw) claw	ee (y) funny e (ea) head w (wh) wheel oa (oe) (ou) shoulder toe igh (y) fly oa (ow) snow j (g) giant f (ph) phone l (le al) apple metal s (c) ice v (ve) give u (o-e o ou) some mother young z (se) cheese s (se ce) mouse fence ee (ey) donkey oo (ui ou) fruit soup	ur (or) word oo (u oul) could awful air (are) share or (au aur oor al) author, dinosaur, floor, walk ch (tch) ture match adventure ar (al a) half father or (a) water schwa in longer words: different o (a) want air (ear ere) bear there ur (ear) learn r (wr) wrist s (st sc) whistle science c (ch) school sh (ch) chef z (ze) freeze schwa at the end of words: actor	ai eigh aigh ey ea eight, straight, grey break n (kn gn) knee gnaw m (mb) thumb ear (ere eer here) deer zh (su si) treasure vision j (ge) large sh (ti ssi si ci) potion mission mansion delicious or (augh our oar are) daughter pour oar more	Revision of all sounds

<p>Year 1 Tricky Words</p>	<p>put pull full push to into I no go of he she we me be was you they all are my by sure pure said have like so do some come love were there little one when out what says here today</p>	<p>their people oh your Mr Mrs Ms ask could would should our house mouse water want</p>	<p>any many again who whole where two school call different thought through friend work</p>	<p>Once laugh because eye</p>	<p>Busy beautiful pretty hour move improve parents shoe</p>	<p>Revision of all tricky words</p>
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Reading Scheme Books Progression

Early Reading (Fully Decodable)	Developing	Developing	Building Fluency	Fluent
<p>Big Cat Collins books</p> 	<p>Big Cat Collins books</p> 	<p>Big Cat Collins 7+</p> 	<p>Oxford Reading Tree</p> 	<p>Oxford Reading Tree</p> 
<p>Oxford Reading Tree books</p> 	<p>Oxford Reading Tree books</p> 	<p>Oxford Reading Tree Project X Code</p> 	<p>Usborne Classics</p> 	<p>Free Readers</p> 

Literacy Spine Overview for Reading

	<p style="text-align: center;">Fiction</p> <p style="text-align: center;">(These are the main books read. Children are exposed to a much larger range of fiction books throughout the year)</p>	<p style="text-align: center;">Rationale</p>	<p style="text-align: center;">Non-Fiction</p> <p style="text-align: center;">(Below are examples of Non Fiction texts used to support pupils' learning. Children are exposed to a much larger range of non-fiction books throughout the year across the curriculum)</p>	<p style="text-align: center;">Rationale</p> <p style="text-align: center;">(Non Fiction books are chosen for their quality of text and not purely because they link to a curriculum topic)</p>
<p>F1</p>	<p>Where's Spot – Eric Hill Dear Zoo- Rod Campbell We're Going on a Bear Hunt – Michael Rosen Brown Bear, Brown Bear, What do you see? – Bill Martin Jnr The Gruffalo – Julia Donaldson The Very Hungry Caterpillar – Eric Carl Each Peach Pear Plum – Janet & Allan Ahlberg Jasper's Beanstalk – Nick Butterworth Stick Man- Julia Donaldson Room on the Broom- Julia Donaldson Lucy and Tom go to School -Shirley Hughes</p>	<p>These books have been chosen because they are high quality children's books by respected authors. The language is often repetitive as is the story structure meaning that children can learn to read the stories themselves.</p>	<p>Find out about Feelings – Kathy Gordon In the Town – Karen Bryant-Mole Map my Area – Harriet Brundle My First Seasons – Clare Lloyd Little Explorers – Let's go Building Site –Catherine Ard What can you see? On a Building site – Kate Ware Home – Carson Ellis See how they grow – Pets –Dorling Kindersley Families books Life Cycle of Butterflies Farm Animals: let's get talking- Sasha Morton</p> <p>(Think Equal Books)</p>	<p>In Foundation 1 the children need to encounter non fiction books that help them to understand the world around them and their place in the world. They are also introduced to books that help them understand their emotions and those of others.</p>
<p>F2</p>	<p>Six Dinner Sid – Inga Moore Mrs Armitage – Quentin Blake Shhh! – Sally Grindley Farmer Duck – Martin Waddell Rosie's Walk – Pat Hutchins The Gruffalo- Julia Donaldson Whatever Next!- Jill Murphy Pumpkin Soup- Helen Cooper Here Comes Jack Frost- Kazuno Kohara The Night Pirates- Peter Harris</p> <p>(Think Equal Books)</p>	<p>These books have been chosen because they are high quality children's books by respected authors. The stories are often repetitive and set in familiar contexts for the children which they can relate to. Books are chosen to further develop vocabulary e.g. Rosie's Walk</p>	<p>Being Healthy – Helen Mortimer and Cristina Trapanese My Senses- Smelling – Grace Jones Signs of Spring – Paul Humphrey The Changing Seasons – Spring – Paul Humphrey Spring – Stephen White-Thomson The story of Spring – The First Flower – Rosie McCormick A Walk in Spring – Hannah Abba What can you see in Spring?- Sian Smith Seed to Sunflower – Camila de la Bedoyere From Chick to Chicken –Jillian Powell Sunflower – Grace Jones Autumn – Karen Bryant-Mole</p>	<p>In Foundation 2 a growing number of non fiction books are enjoyed including books that introduce the seasons and help them develop a further knowledge of the world e.g. Seed to Sunflower, Chick to Chicken.</p> <p>They also explore emotions further through themed books and are able to learn respect for everyone through the use of the Think Equal books.</p>

			<p>Autumn – Sian Smith Autumn – Harriet Brundle Pumpkin – Barrie Watts Divali – Nancy Dickman Who’s hiding in the snow? Katharine McEwen</p>	
Y1	<p>Peace at Last – Jill Murphy Can’t You Sleep Little Bear? – Martin Waddell Where the Wild Things Are – Maurice Sendak The Elephant and the Bad Baby – Elfrida Vipont Avocado Baby – John Burningham Lost and Found – Oliver Jeffers The Bumblebear – Nadia Shireen Dogger – Shirley Hughes Cops and Robbers – Janet & Allan Ahlberg Elmer – David McKee Beegu- Alexis Deacon Choices- Roozeboos</p> <p>Dear Zoo – Rod Campbell The Little Red Hen The Gingerbread Man</p> <p>Classic Poem- Now we are Six- A.A. Milne</p>	<p>These books have been chosen, amongst others, because they are considered to be high quality children’s books with a good range of vocabulary and a strong story structure. They are also written by authors that the children may have encountered or will encounter in the future e.g. Jill Murphy, David Mckee (F2/ Y2))</p> <p>These books have been chosen because they are well suited to the Talk for Writing process, with a simple story structure and repeated vocabulary and phrases</p> <p>This classic poem has been chosen for its simplicity, counting development and that it is relatable to the children of this age.</p>	<p>My Five Senses – Alike A plant Full of Plastic – Neal Layton A seed is sleepy – Dianna Aston Seed to Sunflower – Camilla de la Bedoyere Victorian Seaside Holidays – Mandy Ross First Book of the Sea- Nicola Davies Look and Say What you see at the Seaside- Sebastien Braun On the Beach Beginners- Emily Bone We Build Our Homes: Small Stories of Incredible Animal Architects – Laura Knowles On the Construction Site – Carron Brown Recycle Now – Marie Thom Michael Recycle – Elle Bethel A seed is sleepy – Dianna Aston The Food we Eat- Helen Lawrence How do Toys Work? Toys- Izzi Howell Summer- Steve White-Thomson Spring- Steve White-Thomson Autumn- Steve White-Thomson Winter- Steve White-Thomson</p>	<p>These books support the children’s learning in their science, history and geography topics. They have good subject knowledge content and are well written texts.</p>
Y2	<p>The Flower- John Light The Hodgeheg- Dick King Smith Giraffes Can’t Dance- Giles Andreae Amazing Grace- Mary Hoffman The Enormous Crocodile- Roald Dahl Gentle Giant- Michael Morpurgo Valentine’s Guesthouse- Sam Sharland (British Values) Everybody’s Welcome- Patricia Hegarty</p>	<p>These books have been chosen, amongst others, because they are considered to be high quality children’s books with a good range of vocabulary and a strong story structure. They are also written by authors that the children may have encountered or will encounter in the future.</p>	<p>The Great Fire of London: Anniversary Edition of the Great Fire of 1666 – Emma Adams Why do we remember? The Great Fire of London The Baker’s Boy and the Great Fire of London – Tom Bradman The Gunpowder Plot-Gillian Clements Amelia Earhart (Little People, Big Dreams) – Isabel Sanchez Vegara & Maria Diamantes Super Materials – Wendy Madgwick Welcome to the Woodland – Ruth Owen</p>	<p>These books support the children’s learning in their science, history and geography topics. They have good subject knowledge content and are well written texts.</p> <p>This is the first encounter with the Little People Big Dreams books which they will go on to visit regularly throughout school.</p>

	<p>Katie Morag Stories- Mairi Hederwick The Tiger Who Came to Tea – Judith Kerr Traction Man is Here – Mini Grey Not Now Bernard – David McKee The Owl Who Was Afraid of the Dark – Jill Tomlinson Starbird – Sharon King Chai</p> <p>Classic Poem- The Star- Jane Taylor</p>	<p>These books have been chosen to be used for Talk for Writing but are becoming more complex in terms of plot and length. More characterization is introduced.</p> <p>This classic poem has been chosen as parts are familiar and children can pick up the rhythm easily</p>	<p>Animals at Night – Katy Flint Super Materials – Wendy Madgwick Move it! Motion Forces and You – Adrienne Mason Welcome to the Woodland – Ruth Owen Welcome to the Rock Pool by Ruth Owen Welcome to the Pond – Ruth Owen Everybody has Feelings- Jon Burgerman Maps of the United Kingdom- Rachel Dixon& Livi Gosling One Giant Leap: The story of Neil Armstrong- Don Brown Transport- Izzi Howell</p>	<p>The large Great Fire of London book is beautifully illustrated and inviting to read.</p>
<p>Y3</p>	<p>The Iron Man – Ted Hughes The Sheep-Pig – Dick King-Smith The Lion, the Witch and the Wardrobe – C S Lewis Hansel and Gretel – Anthony Browne The Smallest Girl in the Class- Justine Roberts</p> <p>Leon and the Place Between – Grahame Baker-Smith The Ice Palace – Robert Swindells Rumpelstiltskin</p> <p>Classic Poem The Owl and The Pussycat- Edward Lear</p>	<p>These books have been chosen, amongst others, because they are considered to be high quality children’s books with a good range of vocabulary and a strong story structure. They are also written by authors that the children may have encountered or will encounter in the future. E.g. Dick King Smith and Anthony Browne</p> <p>In Year 3 book plots become more complex and abstract and a longer novel is introduced with more intrigue and peril. Settings outside children’s own experiences are introduced. They provide good opportunities for quality writing in the form of diaries or letters.</p> <p>This classic poem has been chosen due to fact that it tells a simple story using language that</p>	<p>Food for the Future- Mia Wenjen The Food we eat- Ellen Lawrence Queen Victoria-Mandy Archer Queen Victoria- Izzi Howell Maps of the United Kingdom- Rachel Dixon All aboard the London Bus- Patricia Toht All about Northern Ireland- Susan Harrison Belfast- Capital Cities of the UK- Chris Oxlande Cardiff- Capital Cities of the UK- Chris Oxlande Edinburgh- Capital Cities of the UK- Chris Oxlade London-Capital Cities of the UK- Chris Oxlade London- Amy Allaston The United Kingdom- Izi Howell Discover and Do- Maps- Jane Lacey Explore Victorians- Jane Bingham A Giant Dose of Gross (fun non-fiction) – Andy Seed and Claire Almon Argh there’s a Skeleton Inside you – Idan Ben-Barak and Julian Frost Newton and Me Lynne Mayer (fiction) Forces (Physical science for kids) Andi Diehn (Ficiton) Magnet Max (picture book) Monica Lozano Hughes The Pebble in my Pocket: A History of Our Earth- Meredith Hooper & Chris Coady</p>	<p>These books support the children’s learning across different areas of the curriculum. As children reach Key Stage 2, the content and vocabulary in these books starts to become more complex. We have chosen books of high quality, that engage children and help embed knowledge about the subject.</p>

		the children may be unfamiliar with. They learn to recite this poem.		
Y4	<p>Charlotte's Web – EB White The Firework- Maker's Daughter – Phillip Pullman Voices in the Park – Anthony Browne The Boy at the Back of the Class- Onjali Q Rauf Our Story Starts in Africa- Patrice Lawrence</p> <p>The Miraculous Journey of Edward Tulane – Kate Dicamillo Beowulf- Micahael Morpurgo Romulus and Remus Escape from Pompeii- Christina Balit</p> <p>The Tyger- William Blake</p>	<p>These books have been chosen, amongst others, because they are considered to be high quality children's books with a good range of vocabulary and a strong story structure.</p> <p>We also still value the importance of picture books in KS2 for stimulating interest and promoting discussion.</p> <p>Mythology and Ancient stories are introduced in Year 4. Novels also begin to explore emotion at a deeper level. Edward Tulane leads to satellite reading of books by the same author or on a similar theme.</p> <p>This classic poem has been chosen due to its repetitive style and short length whilst children are introduced to complex vocabulary.</p>	<p>Escape from Pompeii-Christina Balit Lonely Planet- The Cities Book (Wayland Books) The Story of Rome- Rosie Dickens Roman Soldiers handbook (Usborne) The Orchard Book of Roman Myths by Geraldine Mccaughrean Across the Roman Wall by Theresa Breslin 199 Flags- Holly Bathie The Cities Book- Lonely Planet Kids Did Vikings wear horns on their Helmets- Tim Cooke Explore Vikings- Jane Bingham Map my Area- Mapping My World- Harriet Brundle Journey through the digestive system with max axiom, super scientist- Emily Sohn (comic type book) Inventors who changed the world- Heidi Polema When Charlie McButton lost power- Mike Lester Sounds All Around: The Science of How Sound Works- Susan Hughes Flood- Alvaro F.Villa- (picture book) Earth shattering events- The Science behind natural disasters Robin Jacobs What's the Matter in Mr. Whiskers' Room? by Michael Elsohn Ross What does it mean to be British?- Nick Hunter</p>	<p>These books support the children's learning across different areas of the curriculum. We have chosen books of high quality, that engage children and help embed knowledge about the subject. The books are within classrooms and around school and children are encouraged to re read non fiction books regularly.</p>
Y5	<p>Asher and the Spirit Bird- Jasbinder Bilan Granny Came Here on the Empire Windrush- Patrice Lawrence and Camilla Sucre</p>	<p>These books have been chosen, amongst others, because they are considered to be high quality children's books with a good range of vocabulary and a strong story structure. Children will learn about another culture and unfamiliar vocabulary.</p>	<p>Habitats- Infographics- Harriet Brundle My First Space Atlas- Jane Wilsher Hidden Figures- Margot Lee Shetterly A galaxy of her own- amazing stories of women in space- Libby Jackson The Usborne Book of the Moon- Laura Cowan Hidden figures- the story of four black women and the space race- Simon Bartram Amazing Materials- Solids, Liquids and Gases- Rob Colson</p>	<p>These books support the children's learning across different areas of the curriculum. The books become increasingly more complex but are still chosen to engage readers and present subject knowledge in an accessible way.</p> <p>As a school we keep up to date with publications and buy new books to support our curriculum.</p>

	<p>The Lost Spells-Robert Macfarlane Private Peaceful – Michael Morpurgo FaRTHER – Grahame Baker-Smith Wolf Brother – Michelle Paver The Field Guide Spiderwick Chronicles – Tony DiTerlizzi and Holly Black</p> <p>Daffodils- William Wordsworth</p>	<p>Longer novels are used and are chosen for their emotive language and themes. Empathy is more established for main characters. Children re visit a familiar author, also through a picture book which allows for comparisons to be made.</p> <p>This classic poem has been chosen as a lovely stimulus to writing. The children learn to praise the beauty of nature through this calming poem which also extends their vocabulary.</p>	<p>Awesome matter and materials- Rob Colson Life Cycles: Everything from Start to Finish- Sam Faulkner Ancient Greece (DK) The Genius of Ancient Greeks- Izzi Howell Greek Myths- Marcia Williams Ancient Greece- Uncover History- Rachel Minay The Genius of the Maya- Izzi Howell Explore Mayans- Izzi Howell Maya and Chichen Iyza- Ben Hubbard 100 facts- Volcanoes- Chris Oxlade Climate Change- Harriet Brundle Inside the World’s Wonders- Clive Gifford South America- Shalini Vallepur The Big Book of Festivals- Marita Bullock and Joan Maree Hargreaves</p>	
<p>Y6</p>	<p>Holes – Louis Sacher Floodland- Marcus Sedwick The Arrival – Shaun Tan The Final Year- Matt Goodfellow</p> <p>Skellig – David Almond The Lost Whale- Hannah Gold</p> <p>The Lady of Shallott- Alfred Tennyson</p>	<p>These books have been chosen, amongst others, because they are considered to be high quality children’s books with a good range of vocabulary and a strong story structure. There are strong messages in these books promoting P4C discussions around world issues.</p> <p>Longer and more complex novels are explored. Skellig is studied and compared to The Final Year which is read as a class novel so that similar themes can be discussed. Children are given further opportunities to respond to themes, author’s intent and the use of vocabulary.</p>	<p>The Story of Climate Change- Catherine Barr Stonehenge- Mick Manning 24 hours in the Stone Age- Lan Cook Stone Age to Iron Age- Claire Hibbert Stone Age and Skara Brae- Ben Hubbard Stone Age Hunters, The Gatherers- Marcia Williams Life on the Thames- Emma Shoard Egyptology- Dugald Steer Ancient Egypt- Anita Croy The Genius of the Ancient Egyptians- Sonya Newland The Variety of Life- Nicola Davies On a Beam of Light: A Story of Albert Einstein Why does a mirror show things back to front- Anna Claybourne Cool circuits and wicked wires- Susan Martineau Mistakes that worked- Charlotte Foltz Jones Evolution and classification – Anna Claybourne Stone Girl, Bone Girl – The Story of Mary Anning Science You Can Eat: Putting what we Eat Under the Microscope - Stefan Gates The Variety of Life: Nicola Davies</p>	<p>By year 6 the children will have read a wealth of non fiction texts and gained significant knowledge. Once again, the books are chosen to reflect the quality of the text and the accurate information they provide for children. Children are able to recommend titles they have enjoyed and we look for new titles to purchase based on their preferences.</p>

		<p>This classic poem has been chosen for its strong engaging story- telling and its poetical style. Children enjoy exploring the rhyming patterns in the poem.</p>	<p>Children who changed the World- Marcia Williams The Big water Cycle Adventure- Kay Barnham Life on the Thames- Emma Shoard The Ocean Story- John Seven The Oceans Atlas- DK Rivers and Coasts: Geographics- Izzi Howell Rivers and Coasts: Map your Planet- Amy Chapman Rivers:World Feature Focus- Rebecca Kahn</p>	
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Reading Progression of Skills

	F1	F2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>AF1 - Use a range of strategies, including accurate decoding of text, to read for meaning.</p>	<p>Understand the five key concepts about print:</p> <ul style="list-style-type: none"> • print has meaning • print can have different purposes • we read English text from left to right and from top to bottom • the names of the different parts of a book • page sequencing <p>Develop their phonological awareness, so that they can:</p> <ul style="list-style-type: none"> • spot and suggest rhymes • count or clap syllables in a word • recognise words with the same initial sound, such as money and mother <p>Engage in extended conversations about stories, learning new vocabulary.</p>	<p>Read individual letters by saying the sounds for them.</p> <p>Blend sounds into words, so that they can read short words made up of known letter– sound correspondences.</p> <p>Read some letter groups that each represent one sound and say sounds for them</p> <p>Read a few common exception words matched to the school’s phonic programme.</p> <p>Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.</p> <p>Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p>	<p>Use letter sounds to work out and read new words</p> <p>Say quickly the sound of all the letters and letter groups</p> <p>Read new words correctly by blending the letter and letter group sounds I have been taught</p> <p>Read some common exception words and see where the letter sounds are different</p> <p>Read words made up of the letter sounds I know which have endings-s, -es, -in, -ed and –est</p> <p>Read words like I’m, I’ll and we’ll and understand that the apostrophe represents the missing letter or letters</p> <p>Read aloud books that use letters and letter groups I have been taught</p> <p>Use the sounds I know to re-read books more fluently and with more confidence</p> <p>Spot if a word has been read wrongly by following the sense of the text</p>	<p>Use the sounds I know to decode words automatically and my reading is fluent</p> <p>Read and blend all sounds I have been taught and recognise alternative sounds for letters or groups of letters</p> <p>Read words of two or more syllables that contain sounds I have been taught</p> <p>Read words containing common suffixes</p> <p>Read further common exception words and see where the sounds do not match the spelling</p> <p>Read most words quickly and accurately without needing to sound and blend words I have seen before</p> <p>Read aloud books within my reading level, without making many errors and sounding out new words without long pauses</p> <p>Re-read books, sounding out new words correctly to improve my speed and confidence</p> <p>Spot if a word has been read wrongly by following the sense of the text</p>	<p>Use my knowledge of root words, prefixes (including dis-, mis-, in-, -il, -im, -ir-), and suffixes (including –ly), to help me read aloud and to understand the meaning of new words.</p> <p>Read further exception words including words that do not follow spelling patterns</p>	<p>Use my understanding of root words, prefixes (including gre-, sub-, inter-, super-, anti-, auto-), and suffixes (including –ation, -ous), to help me understand the meaning of new words.</p> <p>Read and decode further exception words accurately, including words that do not follow spelling patterns.</p>		

Reading Progression of Skills

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
AF2 - Across a range of reading, understand, describe, select or retrieve information, events or ideas from texts and us quotation and reference to text		<p>Enjoy and understand a wide range of stories, poems and non-fiction text that I can't yet read myself by hearing them read and talking about them with others</p> <p>Use what I have already read or heard, or information a teacher has given me, to help me understand what I am reading</p> <p>Talk about the title and events in books I have read or heard</p> <p>Say how the characters might feel in a story I have read or heard on the basis of what is said and done</p> <p>Say what might happen next in a story on the basis of what has been read so far.</p> <p>Explain clearly my understanding of texts which have been read to me</p> <p>Identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information.</p> <p>Identify and explain the sequence of events in texts</p> <p>Make inferences from the text</p>	<p>Enjoy and understand books by listening to, and talking about and expressing my view on poems, stories and non-fiction texts that I can't read myself</p> <p>Enjoy reading and discussing the order of events in books and how items of information are related</p> <p>Say how the characters might feel in a story I have read or heard on the basis of what is said and done</p> <p>Ask and answer simple questions about the books or stories I am reading.</p> <p>Say what might happen next in a story based on what has happened so far</p> <p>Use what I have already read or heard, or from the information a teacher has given me, to help me understand what I am reading</p> <p>Identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information.</p> <p>Identify and explain the sequence of events in texts</p> <p>Make inferences from the text</p>	<p>Make reading fun by listening to and discussing stories, poems, plays and non-fiction work</p> <p>Show that I enjoy reading by reading lots of different types of books</p> <p>Read a wide range of books (incl fairy stories, myths and legends), and retell some of them to others.</p> <p>Tell you what a book that I am reading is about.</p> <p>Use non-fiction texts to find out information on a subject.</p> <p>Understand what I have read, checking that it makes sense by talking to others about it.</p> <p>Ask questions about the texts that I have read to help me understand them.</p> <p>Work out what a character in a book is feeling by the actions they take and can explain how I know</p> <p>Predict what might happen from clues in what I have read</p> <p>Retrieve and record information / identify key details from fiction and non-fiction</p> <p>Make inferences from the text / explain and justify inferences with evidence from the text</p>	<p>Show that I enjoy reading by reading a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</p> <p>Show that I enjoy reading by reading lots of different types of books and for different reasons.</p> <p>Use a dictionary to check the meaning of words.</p> <p>Read a wide range of books, fairy stories, myths and legends and retell some of them to others.</p> <p>Check what I have read, and that I have understood it, by telling someone else what has happened.</p> <p>Ask questions about what I have read to help me understand a complicated text.</p> <p>Tell from what I have read how a character is feeling and thinking and why they take an action. I can show you the parts of the text that tell me this.</p> <p>Find and record information from non-fiction texts over a wide range of subjects.</p> <p>Predict what will happen in a text, using details I have already read to help me.</p> <p>Retrieve and record information / identify key details from fiction and non-fiction</p> <p>Make inferences from the text / explain and justify inferences with evidence from the text</p>	<p>Write or give a detailed book review including reasons why I would recommend this book.</p> <p>Discuss and compare events, structures, issues, characters and plots of stories, poems and information texts.</p> <p>Ask sensible and interesting questions about the texts to help me understand them more.</p> <p>Explain characters' feelings, thoughts or reasons for their actions. I can explain my thoughts with evidence from the text.</p> <p>Find and write down facts and information from non-fiction texts.</p> <p>Retrieve and record information / identify key details from fiction and non-fiction</p>	<p>Write or give a detailed book review including reasons why I would recommend this book.</p> <p>Discuss ideas, events, structures, issues, characters and plots of texts across a wide range of writing.</p> <p>Fully explain my views with reasons and evidence from the text.</p> <p>Show my understanding of texts by summarising the main ideas over a number of paragraphs, finding key details as evidence to support my view.</p> <p>Retrieve and record information / identify key details from fiction and non-fiction</p>

Reading Progression of Skills

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>AF3 - Across a range of reading, deduce, infer or interpret information, events or ideas from texts. Across a range of reading, identify and comment on the structure and organisation of texts, including grammatical and presentational features at text level</p>						<p>Predict what might happen in increasingly complex texts by using evidence from the text. Tell the difference between statements of fact and opinion. Make inferences from the text / explain and justify inferences with evidence from the text</p>	<p>Read books that are structured in different ways for different purposes, e.g. for fun or research. Discuss and compare themes, structures, issues, characters and plots within a book and between different books. Understand how language, structure and presentation contribute to the meaning of a text. Predict what might happen from details stated and implied Make inferences from the text / explain and justify inferences with evidence from the text</p>

Reading Progression of Skills

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
AF4/5 - Across a range of reading, explain and comment on writers' use of language, including grammatical and literary features at word and sentence level		<p>Explain the meaning of words that I know and I can talk about the meaning of new words. I can link the meaning of new words to those I already know.</p> <p>Enjoy reading key stories, fairy stories and traditional tales because I know them well and can retell them and comment on their special features.</p> <p>Draw on knowledge of vocabulary to understand texts .</p>	<p>Explain the meaning of words that I know and I can ask about the meaning of new words. I can link the meaning of new words to those I already know</p> <p>Talk about my favourite words and phrases</p> <p>Draw on knowledge of vocabulary to understand texts</p>	<p>Discuss words that excite me in the books that I read.</p> <p>Say how a text is organised to help me understand it using paragraphs, headings, sub headings and inverted commas to show speech.</p> <p>Give / explain the meaning of words in context</p> <p>Identify / explain how meaning is enhanced through choice of words and phrases</p>	<p>Discuss words and phrases that excite me in the books that I read.</p> <p>Discuss different types of poetry e.g. free verse and narrative poetry.</p> <p>Understand how the use of words in a text, how it is set out, and its presentation add to its meaning.</p> <p>Give / explain the meaning of words in context</p> <p>Identify / explain how meaning is enhanced through choice of words and phrases</p>	<p>Read aloud and understand the meaning of at least half of the words on the Year 5/6 list.</p> <p>Understand what I am reading by checking the book makes sense and finding the meaning of new words.</p> <p>Talk about why authors use language, including figurative language, and the impact it has on the reader.</p> <p>Give / explain the meaning of words in context</p> <p>Identify / explain how meaning is enhanced through choice of words and phrases</p>	<p>Read aloud and understand the meaning of the words on the Year 5/6 list.</p> <p>Talk about how authors use language, including figurative language, and the impact it has on the reader.</p> <p>Give / explain the meaning of words in context</p> <p>5.4 I can identify / explain how meaning is enhanced through choice of words and phrases</p>

Reading Progression of Skills

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
AF6/7 - Identify and comment on writers' purposes and viewpoints and the overall effect of the text on the reader. Relate texts to their social, cultural and historical contexts and literary traditions		Enjoy stories and texts that I can read for myself or have had read to me which link to things I have experienced	Enjoy reading by recognising repeated themes and ideas in stories and poems Make links between the book I am reading and other books I have read – character, plot, setting	Summarise and tell someone about the main ideas in a paragraph Make comparisons within the text Identify / explain how information / narrative content is related and contributes to meaning as a whole	Summarise what has happened in a text, using themes from paragraphs to help me. Make comparisons within the text Identify / explain how information / narrative content is related and contributes to meaning as a whole	Read, enjoy, understand and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks, including myths, legends and traditional stories, modern fiction, fiction from the past and books from other cultures and traditions. Summarise the main ideas from more than one paragraph. Make comparisons within the text Identify / explain how information / narrative content is related and contributes to meaning as a whole	Read, enjoy, understand and discuss books that are written by different authors, in different styles including books from our literary heritage and books from other cultures and traditions. Make comparisons within the text Identify / explain how information / narrative content is related and contributes to meaning as a whole