

Curriculum: Reading



"The journey of a life time starts with the turning of a page."

Rachel Anders

Why do we learn how to read?

At Werrington Primary School, reading is a vital part of our broad and balanced curriculum. We aim to instil a love of reading, as we believe those who enjoy the art of reading have a greater range of opportunities to develop culturally, emotionally, intellectually, socially and spiritually. As part of our mastery approach to teaching and learning, all children are continually exposed to a range of high-quality, challenging texts and stories, as we endeavour to deepen their understanding and develop higher-level thinking. In addition to the development of our imagination, through reading, we learn how to develop both vocabulary and curiosity. Reading a range of high-quality texts allows opportunities for thoughtful conversations, helps pupils to develop their writing and further explore how to articulate their knowledge, understanding and skills.

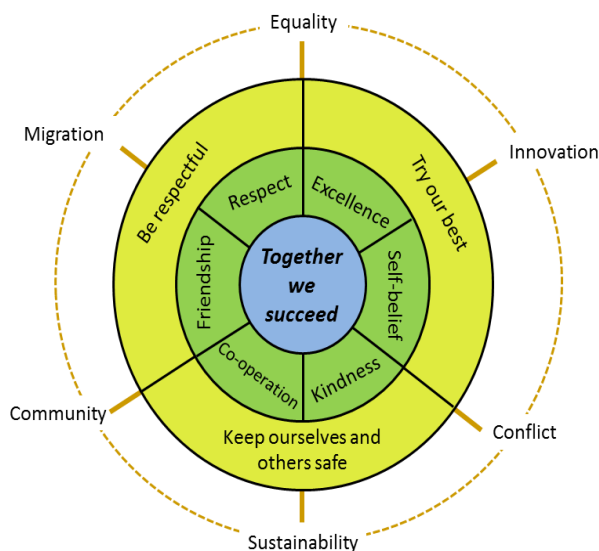
What are the aims of our Reading curriculum?

During a child's experience at Werrington Primary, our principal goal for reading is to promote high-standards of language and literacy by enabling children to access a wide variety of genres and challenging resources. We strive to do this from EYFS through to their journey into higher education, ensuring all children are equipped with a strong command of both spoken and written word. Children are provided with many opportunities to explore this through the development of oracy across the curriculum.

As a school, we value the following objectives to be the heart of our reading curriculum, we aim to ensure that all pupils:

- have a love of reading
- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- use knowledge gained from reading to write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences

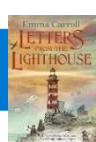
Equality	Year 2 read <i>The Day the Crayons Quit</i> and explore equality.
Innovation	Year 5 read <i>Far From Home</i> and write about famous inventors and innovators.
Conflict	Year 6 read <i>Letters from the Lighthouse</i> and write about why propaganda was used during World War 2.
Sustainability	Year 4 read <i>The Great Kapok Tree</i> and write a letter to explain the importance of sustainability.
Community	EYFS children read 'It's OK to be different' and discuss ourselves, our families and our local community.
Migration	Year 1 read <i>We're sailing to Galapagos</i> and the children write about where the animals have migrated from.



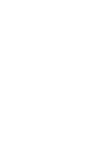
Phonics and spelling – Key vocabulary	
Phoneme	A single unit of sound e.g. ‘s’ and the sound it makes.
Digraph	A type of grapheme where two letters represent one phoneme (sound) e.g. each
Consonants	Most of the letters of the alphabet represent consonants; the letters <i>a, e, i, o, u</i> represent vowels
Vowels	The letters <i>a, e, i, o, u</i>
Grapheme	The way that we write down sounds, with letters or a combination of letters e.g. sh-i-p
Segment	Break a word into phonemes e.g. c-a-t
Blend	Put the phonemes back together
Root word	A basic word that a prefix or suffix can be added to e.g. lovely
Compound word	A word that contains two or more root words e.g. news+paper, ice+cream
Key word/common exception word	A word which cannot be phonetically decoded (sometimes called set words)
Prefix	A prefix is added at the beginning of a word in order to turn it into another word e.g. disappear
Suffix	A suffix is an ‘ending’, used at the end of one word to turn it into another word e.g. teacher
Pseudo word	Words used to check phonic decoding skills which are not real word eg meap
CVC	Consonant – vowel- consonant words e.g. cat/dad
Homophone	Two or more words having the same pronunciation but different meanings, origins, or spelling, for example new and knew.
How to help?	Useful Links
<ul style="list-style-type: none"> ❖ Practise reading and spelling key words ❖ Use phonics sheets to practise real and pseudo words ❖ Support your child when they practise their spellings ❖ Encourage writing spelling words in sentences ❖ Encourage your child to write stories, diaries, letters ❖ Help your child to spot patterns in their spelling words 	<p>National Curriculum/ Development Matters- both available on the school website</p> <p>Letters and sounds- available on the school website</p> <p>Phonics Play website- a subscription site but has some good phonics games http://www.phonicsplay.co.uk/</p> <p>Spelling City- https://www.spellingcity.com</p> <p>Visit: http://www.werringtonprimary.org.uk/?s=english</p>
Reading Key vocabulary	
Decoding	Breaking down a word into different phonemes to help to read it e.g. sh-ee-p
Vocabulary	Draw upon knowledge of vocabulary in order to understand the text.
Infer	Making assumptions about what is happening in a text from what you know
Predict	Saying what will happen next or as a result of something
Explain	Explain your preferences, thoughts and opinions about the text.
Retrieve	Finding information from a text
Sequence /Summarise (KS2)	Sequence the key events in the story/summarise main ideas from more than one paragraph
How to help?	Useful links
<ul style="list-style-type: none"> ❖ Try not to over correct when you read with your child ❖ Read to your child ❖ Visit local libraries ❖ Read comics/magazines ❖ Let your child see you read ❖ Make reading enjoyable- not a battle- let them read what interests them 	<p>National Curriculum/ Development Matters- both available on the School Website</p> <p>Bug club Phonics- available on the school website http://www.werringtonprimary.org.uk/?s=english</p>

Which books do we read at Werrington Primary School? – (a selection of texts from our curriculum)

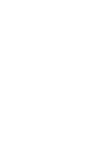
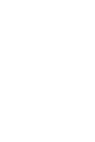
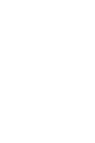
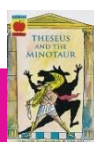
Year 6



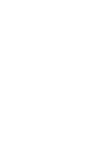
Year 5



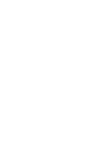
Year 4



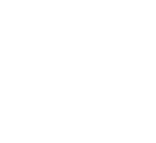
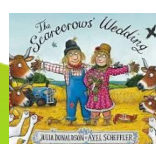
Year 3



Year 2



Year 1



EYFS



How do we teach Phonics at Werrington Primary School?

In Werrington Primary School, we use a systematic synthetic phonics programme called Bug Club Phonics. The children are taught daily lessons from the start of Reception and beyond which teach the main grapheme-phoneme correspondences of English in a clearly defined, incremental sequence. Bug club follows an incremental sequence with each phase building on the skills and knowledge of the previous phase. Children have time to practise and rapidly expand their ability to read and spell words. They are also taught to read and spell 'irregular words', which are words with spellings that are unusual or that children have not yet been taught. We complement this scheme using other resources e.g. Jolly Phonics and Phonics Play. At Werrington children are grouped for their phonic lessons and do not move into the next phonic phase until they have mastered that particular phase; this helps to ensure the children have no phonic gaps and are able to grow into confident readers. To ensure that children's phonic knowledge and reading skills are mastered at home, and within school, children's phonic levels will closely match the reading book band colour that they bring home.

Phase 1

Phase 1, This is the start of our reading journey in Nursery. This phase concentrates on developing children's speaking and listening skills and lays the foundations for the phonic work which starts in Phase 2 in Reception class. The emphasis during Phase 1 is to get children attuned to the sounds around them and ready to begin developing oral blending and segmenting skills. Nursery reader will practise recognising sounds (auditory discrimination), Listening and remembering sounds (auditory memory and sequencing) and Talking about sounds (developing vocabulary and language comprehension).

Phase 2

Phase 2 begins in Reception class and is where children begin to learn the sounds that letters make (phonemes). There are 44 sounds in all. Some are made with two letters, but in Phase 2, children focus on learning the 19 most common single letter sounds. They will learn the most commonly used phonemes first, starting with: /s/, /a/, /t/, /i/, /p/, /n/. By the end of Phase 2, children should be able to read some vowel-consonant (VC) and consonant-vowel-consonant (CVC) words, and to spell them out. They also learn some high frequency 'tricky words' like 'the' and 'go.'



Phase 3

Phase 3 introduces children to the remaining, more difficult and/or less commonly used 25 phonemes. These are mainly made up of two letters such as /ch/, /ar/, /ow/ and /ee. They learn the names of the letters, as well as the sounds they make. Activities might include learning mnemonics (memory aids) for tricky words, practising the reading and writing of the learned phonemes within words on mini whiteboards, using word cards and singing songs like the Alphabet Song. Phase 3 takes most children around 12 weeks to complete. By the end, they should be able to say the sound made by most, or all, Phase 2 and 3 graphemes, blend and read CVC words made from these graphemes. Children learn to read the first 100 high frequency words at their own pace taking sets home to learn as we aim for every child to know the first 100 words by the end of Reception.

Phase 4

By now, children should be confident with each phoneme. In Phase 4 phonics, children will, among other things:

Practise reading and spelling CVCC words ('such,' 'belt,' 'milk' etc)

Practise reading and spelling high frequency words

Practise reading and writing sentences

Learn more tricky words, including 'have,' 'like,' 'some,' 'little'

Children should now be blending confidently to work out new words. They should be starting to be able to read words straight off rather than having to sound them out. They should also be able to write every letter, mostly correctly. This phase usually takes four to six weeks, and most children will be confident around the end of Reception. Phase 3 and 4 are revised at the start of year 1 to ensure mastery of the phases for all children.

Phase 5

Phase 5 generally takes children the whole of Year 1 to complete. Children learn new graphemes (different ways of spelling each sound) and alternative pronunciations for these: for example, learning that the grapheme 'ow' makes a different sound in 'snow' and 'cow'. They should become quicker at blending, and start to do it silently.

They learn about split digraphs (the 'magic e') such as the a-e in 'name.' They'll start to choose the right graphemes when spelling, and will learn more tricky words, including 'people,' 'water' and 'friend'. They also learn one new phoneme: /zh/, as in 'treasure.' By the end of Year 1, children should be able to:

Say the sound for any grapheme they are shown

Write the common graphemes for any given sound (e.g. 'e,' 'ee,' 'ie,' 'ea')

Use their phonics knowledge to read and spell unfamiliar words of up to three syllables

Read all of the 100 high frequency words, and be able to spell most of them

Form letters correctly.

At the end of Year 1, all children are given a Phonics Screening Check to ensure they have mastered the appropriate knowledge.



Phase 6

Phase 6 phonics takes place throughout Year 2, with the aim of children becoming fluent readers and accurate spellers. By Phase 6, children should be able to read hundreds of words using one of three strategies:

Reading them automatically

Decoding them quickly and silently

Decoding them aloud

Children should now be spelling most words accurately (this is known as 'encoding'), although this usually 'lags behind' reading. They will also learn, among other things:

Prefixes at the start of a word and suffixes at the end of a word, e.g. 'mis-' and '-ful' in misunderstand and painful

The past tense – e.g., He ran down the road.

Memory strategies for high frequency or topic words

Proofreading

How to use a dictionary

Where to put the apostrophe in words like 'I'm' (where the letter 'a' in am is missing)

Spelling rules

Although formal phonics teaching is usually complete by the end of Year 2, children continue to master and apply their knowledge as they move through the different year groups. The whole aim of phonics teaching is not just to learn the sound but to use them as a tool for reading and spelling. This leads on to independent reading and writing.



Key Stage 1 Example Questions

Vocabulary

- What does the word mean in this sentence?
- Find and copy a word which means
- What does this word or phrase tell you about?
- Which word in this section do you think is the most important? Why?
- Which of the words best describes the character/setting/mood etc?
- Can you think of any other words the author could have used to describe this?
- Why do you think is repeated in this section?

Infer

- Why was feeling.....?
- Why did happen?
- Why did say?
- Can you explain why.....?
- What do you think the author intended when they said.....?
- How does make you feel?

Predict

- Look at the book cover/blurb – what do you think this book will be about?
- What do you think will happen next? What makes you think this?
- How does the choice of character or setting affect what will happen next?
- What is happening? What do you think happened before? What do you think will happen after?
- What do you think the last paragraph suggests will happen next?

Explain

- Who is your favourite character? Why?
- Why do you think all the main characters are girls in this book?
- Would you like to live in this setting? Why/why not?
- Is there anything you would change about this story?
- Do you like this text? What do you like about it?

Retrieve

- What kind of text is this?
- Who did.....?
- Where did.....?
- When did.....?
- What happened when.....?
- Why did happen?
- How did?
- How many.....?
- What happened to.....?



Vocabulary
Infer
Predict
Explain
Retrieve
Sequence/Summarise

Sequence

- Can you number these events 1-5 in the order that they happened?
- What happened after?
- What was the first thing that happened in the story?
- Can you summarise in a sentence the opening/middle/end of the story?
- In what order do these chapter headings come in the story?

Key Stage 2 Example Questions

Vocabulary

- What do the words and suggest about the character, setting and mood?
- Which word tells you that....?
- Which keyword tells you about the character/setting/mood?
- Find one word in the text which means.....
- Find and highlight the word that is closest in meaning to.....
- Find a word or phrase which shows/suggests that.....

Infer

- Find and copy a group of words which show that...
- How do these words make the reader feel? How does this paragraph suggest this?
- How do the descriptions of show that they are
- How can you tell that.....
- What impression of do you get from these paragraphs?
- What voice might these characters use?
- What was thinking when.....

Predict

- From the cover what do you think this text is going to be about?
- What is happening now? What happened before this? What will happen after?
- What does this paragraph suggest will happen next? What makes you think this?
- Do you think the choice of setting will influence how the plot develops?
- Do you think... will happen? Yes, no or maybe? Explain your answer using evidence from the text.

Explain

- Why is the text arranged in this way?
- What structures has the author used?
- What is the purpose of this text feature?
- Is the use of effective?
- The mood of the character changes throughout the text. Find and copy the phrases which show this.
- What is the author's point of view?
- What affect does have on the audience?
- How does the author engage the reader here?
- Which words and phrases did effectively?
- Which section was the most interesting/exciting part?
- How are these sections linked?

Retrieve

- How would you describe this story/text? What genre is it? How do you know?
- How did...?
- How often...?
- Who had...? Who is...? Who did....?
- What happened to...?
- What does.... do?
- How is?
- What can you learn from from this section?
- Give one example of.....
- The story is told from whose perspective?

Summarise

- Can you number these events 1-5 in the order that they happened?
- What happened after
- What was the first thing that happened in the story?
- Can you summarise in a sentence the opening/middle/end of the story?
- In what order do these chapter headings come in the story?

Vocabulary
Infer
Predict
Explain
Retrieve
Sequence/Summarise

