



English – reading aims

The national curriculum for English reading aims to ensure that all pupils:

The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written language, and to develop their love of literature through widespread reading for enjoyment. The national curriculum for English aims to ensure that all pupils:

- 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
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate

Reading

The programmes of study for reading at key stages 1 and 2 consist of 2 dimensions:

- word reading
- comprehension (both listening and reading)

It is essential that teaching focuses on developing pupils' competence in both dimensions; different kinds of teaching are needed for each.

Skilled word reading involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Underpinning both is the understanding that the letters on the page represent the sounds in spoken words. This is why phonics should be emphasised in the early teaching of reading to beginners (ie unskilled readers) when they start school.

Good comprehension draws from linguistic knowledge (in particular of vocabulary and grammar) and on knowledge of the world. Comprehension skills develop through pupils' experience of high-quality discussion with the teacher, as well as from reading and discussing a range of stories, poems and non-fiction. All pupils must be encouraged to read widely across both fiction and non-fiction to develop their knowledge of themselves and the world they live in, to establish an appreciation and love of reading, and to gain knowledge across the curriculum. Reading widely and often increases pupils' vocabulary because they encounter words they would rarely hear or use in everyday speech. Reading also feeds pupils' imagination and opens up a treasure house of wonder and joy for curious young minds.

It is essential that, by the end of their primary education, all pupils are able to read fluently, and with confidence, in any subject in their forthcoming secondary education.

Intent

At St Peter's CE Academy, we believe that the teaching of reading is integral to a child's understanding and appreciation of the world around them; a platform that allows our children to see beyond what they know, share in

cultural experiences and develop the vocabulary they need to effectively express themselves. Our reading curriculum strives to foster a lifelong love of reading. The curriculum is delivered with a linked approach to guided reading, home reading, reading across the curriculum, regular opportunities for independent reading and hearing quality texts read aloud every day. All of these are essential components as they offer the range of opportunities needed to develop fluent, enthusiastic and critical readers.

We endeavour to provide our children with high quality literature which both stretches, challenges and inspires them. We want our pupils to develop a critical reading mind, whereby they can participate in in-depth conversations around difficult themes and ideas and evaluate texts critically. We also strive to allow them to make connections between different texts and the context within their own world.

It is important that children are motivated to read at home regularly; when their reading opportunities increase, so does their fluency and stamina which in turn increases their enjoyment of reading. Therefore, the link between children's motivation to read and reading for pleasure is reciprocal. Furthermore, we know that reading pleasure is beneficial not only for not only reading outcomes, but for wider learning enjoyment and mental wellbeing. Thus, we work hard to foster a love of independent reading and build communities of engaged readers.

Implementation

At St Peter's C E Academy, reading is taught discretely every day, with each class studying a different high-quality text relevant to their year group. All reading lessons are planned using 'Badger Learning' combined with VIPERS taken from

the Literacy Shed website Teachers ensure it is adapted to suit the needs of all learners, with scaffolding being provided as necessary. Teachers regularly read with the children so the children get to know and love all sorts of stories, poetry and information books. This is in addition to the books that they bring home. This helps to extend children's vocabulary and comprehension, as well as supporting their writing.

Curriculum content, planning and resources

Here at St Peter's C E Academy, we follow the Badger Learning scheme, which has a particular focus on reading VIPERS skills, focusing on the following range of skills necessary to be a competent reader: Vocabulary, Inference, Prediction, Explanation, Retrieval, Summarising and Sequencing. The 6 domains focus on the comprehension aspect of reading and not the mechanics: decoding, fluency, prosody etc. As such, VIPERS is not a reading scheme but rather a method of ensuring that teachers ask, and students are familiar with, a range of questions. They allow the teacher to track the type of questions asked and the children's responses to these which allows for targeted questioning afterwards. VIPERS posters are displayed in all classrooms.

All work is completed in pink guided reading books and any questions are stuck in and answered in full sentences underneath or on the next page as required. Children complete a range of different tasks depending on the focus of the lesson.

Impact

Pupils leave St Peter's C E Academy as happy, confident readers, who have the key skills and knowledge necessary for the next stage of their learning and have made good progress from their own personal starting points to achieve their full potential.

Pupils will have the opportunity to develop their fluency and comprehension as they move through the school; accessing a range of texts independently. Attainment in reading is measured using statutory assessments such as the end of Key Stage 2. Additionally, we track our own reading attainment through the use of Salford Reading Assessments and PiXL reading papers plus ongoing teacher assessment.

More importantly, we believe that reading is the key to unlock all learning and so the impact of our reading goes beyond the statutory assessments. We give all the children the opportunity to enter the amazing new worlds that a book opens up to them and share texts from a range of cultures or genres to inspire them to question or seek out more for themselves. We want reading to be the golden thread running through a child's journey at St Peter's. When they leave us, we want pupils to possess the reading skills and love of literature which will help them to enjoy and access any aspects of learning they encounter in the future.

Reading Progression of Knowledge & Skills

	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Decoding	<ul style="list-style-type: none"> Apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet Read further (Y3/4) exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word 	<ul style="list-style-type: none"> Apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet Read further (Y3/4) exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word 	<ul style="list-style-type: none"> Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet Read further (Y5/6) exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word 	<ul style="list-style-type: none"> Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet Read further (Y5/6) exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word
<p><i>*Reading speeds are approximate guides to average words per minute; pace of reading is only one indicator of fluency.</i></p>				
Fluency	<ul style="list-style-type: none"> Around 110 WPM in age-appropriate texts. Read new words outside their spoken vocabulary, making a good guess at pronunciation When reading aloud, speak audibly and with growing fluency 	<ul style="list-style-type: none"> Around 140 WPM in age-appropriate texts. Children learn to: read words speedily by working out the pronunciation of unfamiliar printed words (decoding) and recognising familiar words; With support, notice where commas create phrasing within sentences Read with expression, using the punctuation to support meaning, including multi-clause sentences 	<ul style="list-style-type: none"> Around 150 WPM in age-appropriate texts. Read aloud a wider range of age-appropriate poetry and other texts with accuracy and at a reasonable speaking pace; read most words effortlessly and work out how to pronounce unfamiliar written words with increasing automaticity Prepare readings using appropriate intonation to show their understanding; notice more sophisticated punctuation e.g. of parenthesis, and use expression accordingly Read silently and then discuss what they have read 	<ul style="list-style-type: none"> Around 150-200 WPM in age-appropriate texts. Children show that they can: read age-appropriate texts fluently and with confidence; learn and recite a wider range of poetry, sometimes by heart; read aloud and perform poems and plays, showing understanding through intonation, tone and volume so that the meaning is clear to the audience; Notice and respond to punctuation and phrasing when reading aloud; gain, maintain and monitor the interest of the listener;

Range of Reading	<ul style="list-style-type: none"> Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks Reading books that are structured in different ways and reading for a range of purposes 	<ul style="list-style-type: none"> Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks Reading books that are structured in different ways and reading for a range of purposes 	<ul style="list-style-type: none"> Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks Reading books that are structured in different ways and reading for a range of purposes Making comparisons within and across books 	<ul style="list-style-type: none"> Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks Reading books that are structured in different ways and reading for a range of purposes Making comparisons within and across books
Familiarity with texts	<ul style="list-style-type: none"> Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally Identifying themes and conventions in a wide range of books 	<ul style="list-style-type: none"> Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally Identifying themes and conventions in a wide range of books 	<ul style="list-style-type: none"> Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions Identifying and discussing themes and conventions in and across a wide range of writing 	<ul style="list-style-type: none"> Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions Identifying and discussing themes and conventions in and across a wide range of writing
Poetry & Performance	<ul style="list-style-type: none"> Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action Recognising some different forms of poetry 	<ul style="list-style-type: none"> Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action Recognising some different forms of poetry 	<ul style="list-style-type: none"> Learning a wider range of poetry by heart preparing 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 	<ul style="list-style-type: none"> Learning a wider range of poetry by heart preparing 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

Whole Class reading texts – St Peter's

Reading across St Peter's	Autumn Term	Spring Term	Summer Term
Year 3	<i>Letter to Pluto</i> – Lou Treleaven <i>Esjo Trot</i> – Roald Dahl	<i>The Lion and the Unicorn</i> – Shirley Hughes <i>Tom's Sausage Lion</i> – Michael Morpurgo	<i>Diary of a Killer Cat</i> – Anne Fine <i>Go, Mo Go!</i> – Kes Grey and Mo Farah
Year 4	<i>Iron Man</i> – Ted Hughes <i>My Dad's a Birdman</i> – David Almond	<i>Matilda</i> – Roald Dahl or <i>Charlie and The Chocolate Factory</i> – Roald Dahl	<i>Matilda</i> – Roald Dahl or <i>Charlie and The Chocolate Factory</i> – Roald Dahl (swapped between classes)
Year 5	<i>Coraline</i> – Neil Gaiman <i>Lilliput</i> – Sam Gayton	<i>The Halloweeds</i> – Veronica Cossanteli <i>Fastest Boy in the World</i> – Elizabeth Laird	<i>BFG</i> – Roald Dahl
Year 6	<i>Broccoli Boy</i> – Frank Cottrell-Boyce <i>Ogre of Oglefort</i> – Eva Ibbotson	<i>Whale Boy</i> – Nicola Davies	<i>Trickster</i> – Tom Moorhouse