

Our World of Learning in Reading

Love learning and inspire
each other to thrive in the
world.



**Language
and
Literacy**

**First
Hand
Learning**



**My
World
and Me**



Reading at Brindle Gregson Lane

In the EYFS, to support the children on their journey to becoming confident and able readers, there is an emphasis on delivering phonics using Letters and Sounds. All children benefit from a reading scheme that is closely matched to their Phonics stage. In the EYFS, school mainly utilises the Pearson Bug Club reading scheme. The children have many opportunities to practise their reading skills through Guided and independent reading sessions across the week. The skills of reading that are focused upon in the EYFS include:

EYFS	
Comprehension	<ul style="list-style-type: none"> • Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment • Enjoys an increasing range of print and digital books, both fiction and non-fiction • Uses vocabulary and forms of speech that are increasingly influenced by their experiences of reading • Describes main story settings, events and principal characters in increasing detail • Re-enacts and reinvents stories they have heard in their play • Knows that information can be retrieved from books, computers and mobile digital devices • Is able to recall and discuss stories or information that has been read to them, or they have read themselves • Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary; • Anticipate – where appropriate – key events in stories; • Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.

<p>Word Reading</p>	<ul style="list-style-type: none"> • Begins to recognise some written names of peers, siblings or “Mummy”/”Daddy” for example • Begins to develop phonological and phonemic awareness - Continues a rhyming string and identifies alliteration - Hears and says the initial sound in words - Begins to segment the sounds in simple words and blend them together and knows which letters represent some of them - Starts to link sounds to letters, naming and sounding the letters of the alphabet - Begins to link sounds to some frequently used digraphs, e.g. sh, th, ee • Begins to read some high frequency words, and to use developing knowledge of letters and sounds to read simple phonically decodable words and simple sentences • Engages with books and other reading materials at an increasingly deeper level, sometimes drawing on their phonic knowledge to decode words, and their knowledge of language structure, subject knowledge and illustrations to interpret the text • Includes everyday literacy artefacts in play, such as labels, instructions, signs, envelopes. <ul style="list-style-type: none"> • Say a sound for each letter in the alphabet and at least 10 digraphs; • Read words consistent with their phonic knowledge by sound blending;

- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

Alongside the reading scheme, the EYFS children also have access to their own class library these texts are shared at the end of each day during 'Reading for Pleasure' time. The children also take home a book each week from our school library. Throughout school we also have a poetry spine with the intention being that EYFS/ Key Stage 1 children learn a poem a week and a poem a day is shared throughout Key Stage 2.

Reading at Brindle Gregson Lane

In Year One, to support the children becoming more confident and able readers, there is an emphasis on delivering phonics using Letters and Sounds. All children benefit from a reading scheme that is closely matched to their reading ability. In Year One, school utilises Pearson Bug Club supplemented by texts from a broad range of other reading schemes. Whole class Guided Reading is carried out daily throughout the week with opportunities for independent and paired reading built into this. The skills of reading that are focused upon in Year 1 include:

Year 1	
Decoding	<ul style="list-style-type: none"> apply phonic knowledge to decode words speedily read all 40+ letters/groups for 40+ phonemes read accurately by blending taught GPC read common exception words read common suffixes (-s, -es, -ing, -ed, etc) read multisyllable words containing taught GPCs read contractions understanding use of apostrophe read aloud phonically-decodable texts
Range of Reading	<ul style="list-style-type: none"> listen to discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently be encouraged to link what they have read or heard read to their own experiences
Familiarity with Texts	<ul style="list-style-type: none"> becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics recognising and joining in with predictable phrases
Poetry and Performance	<ul style="list-style-type: none"> learning to appreciate rhymes and poems and recite some by heart
Word Meanings	<ul style="list-style-type: none"> discussing word meanings, linking new meanings to those already known

Understanding	drawing on what they already know or on background information and vocabulary provided by the teacher checking that the text makes sense to them as they read and correct inaccurate reading
Inference	discussing the significance of the title and events making inferences on the basis of what has been said and done
Prediction	predicting what might happen on the basis of what has been read so far
Discussing Reading	participate in discussion about what is being read to them, taking turns and listening to what others say explain clearly their understanding of what is read to them.

Alongside the reading scheme, the Year One children also have access to their own class library these texts are shared at the end of each day during 'Reading for Pleasure' time. The children also take home a book each week from our school library. Throughout school we also have a poetry spine with the intention being that Key Stage 1 children learn a poem a week and a poem a day is shared throughout Key Stage 2.

In Year Two, to support those children who did not meet the Year One Phonics check in becoming more confident and able readers, there is an emphasis on delivering phonics using the No Nonsense Scheme. All children benefit from a reading scheme that is closely matched to their reading ability. In Year Two, school utilises Pearson Bug Club supplemented by texts from a range of other schemes. Whole class Guided Reading is carried out daily. The skills of reading that are focused upon in Year Two include:

Year 2	
Decoding	secure phonic decoding until reading is fluent read accurately by blending, including alternative sounds for graphemes read multi-syllable words containing these graphemes read common suffixes read exception words, noting unusual correspondences read most words quickly & accurately without overt sounding and blending
Range of Reading	listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently
Familiarity with Texts	becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales recognising simple recurring literary language in stories and poetry
Poetry and Performance	continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear
Word Meanings	discussing and clarifying the meanings of words, linking new meanings to known vocabulary discussing their favourite words and phrases
Understanding	discussing the sequence of events in books and how items of information are related drawing on what they already know or on background information and vocabulary provided by the teacher

	checking that the text makes sense to them as they read and correcting inaccurate reading
Inference	making inferences on the basis of what is being said and done answering and asking questions
Prediction	predicting what might happen on the basis of what has been read so far
Non-fiction	being introduced to non-fiction books that are structured in different ways
Discussing Reading	participate in discussion about books, poems & other works that are read to them & those that they can read for themselves, taking turns and listening to what others say explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves

Alongside the reading scheme, the Year Two children also have access to their own class library these texts are shared at the end of each day during ‘Reading for Pleasure’ time. The children also take home a book each week from our school library. Throughout school we also have a poetry spine with the intention being that Key Stage 1 children learn a poem a week and a poem a day is shared throughout Key Stage 2.

In Year Three, the children benefit from a reading scheme that is closely matched to their reading ability. Whole class Guided Reading is carried out daily throughout the week. The skills of reading that are focused upon in Year 3 include:

Year 3	
Decoding	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 exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.
Range of Reading	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
Familiarity with Texts	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
Poetry and Performance	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
Word Meanings	using dictionaries to check the meaning of words that they have read
Understanding	checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context asking questions to improve their understanding of a text identifying main ideas drawn from more than one paragraph and summarising these

Inference	drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
Prediction	predicting what might happen from details stated and implied
Authorial intent	discussing words and phrases that capture the reader's interest and imagination identifying how language, structure, and presentation contribute to meaning
Non-fiction	retrieve and record information from non-fiction
Discussing Reading	participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say

Alongside the reading scheme, the Year Three children also have access to their own class library these texts are shared at the end of each day during 'Reading for Pleasure' time. The children also take home a book each week from our school library. Throughout school we also have a poetry spine with the intention being that Key Stage 1 children learn a poem a week and a poem a day is shared throughout Key Stage 2.

In Year Four, the children benefit from a reading scheme that is closely matched to their reading ability. Whole class Guided Reading is carried out daily throughout the week. The skills of reading that are focused upon in Year Four include:

Year 4	
Decoding	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 exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.
Range of Reading	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
Familiarity with Texts	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
Poetry and Performance	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
Word Meanings	using dictionaries to check the meaning of words that they have read
Understanding	checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context asking questions to improve their understanding of a text identifying main ideas drawn from more than one paragraph and summarising these
Inference	drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
Prediction	predicting what might happen from details stated and implied
Authorial intent	predicting what might happen from details stated and implied

Our World of Learning in Reading – Year 4

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	discussing words and phrases that capture the reader's interest and imagination identifying how language, structure, and presentation contribute to meaning
Non-fiction	retrieve and record information from non-fiction
Discussing Reading	participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say

Alongside the reading scheme, the Year Four children also have access to their own class library these texts are shared at the end of each day during 'Reading for Pleasure' time. The children also take home a book each week from our school library. Throughout school we also have a poetry spine with the intention being that Key Stage 1 children learn a poem a week and a poem a day is shared throughout Key Stage 2.

In Year Five, the children benefit from a reading scheme that is closely matched to their reading ability. Whole class Guided Reading is carried out daily throughout the week. The skills of reading that are focused upon in Year Five include:

Year 5	
Decoding	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
Range of Reading	continuing to read and discuss an increasingly wide range of fiction, poetry, plays, nonfiction 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	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 and Performance	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
Word Meanings	using dictionaries to check the meaning of words that they have read
Understanding	checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context asking questions to improve their understanding

	summarising the main ideas drawn from more than one paragraph, identifying key details to support the main ideas
Inference	drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
Prediction	predicting what might happen from details stated and implied
Authorial intent	identifying how language, structure and presentation contribute to meaning discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
Non-fiction	distinguish between statements of fact and opinion retrieve, record and present information from nonfiction
Discussing Reading	recommending books that they have read to their peers, giving reasons for their choices participate in discussions about books, building on their own and others' ideas and challenging views courteously explain and discuss their understanding of what they have read, including through formal presentations and debates provide reasoned justifications for their views

Alongside the reading scheme, the Year Five children also have access to their own class library these texts are shared at the end of each day during 'Reading for Pleasure' time. The children also take home a book each week from our school library. Throughout school we also have a poetry spine with the intention being that Key Stage 1 children learn a poem a week and a poem a day is shared throughout Key Stage 2.

In Year Six, the children benefit from a reading scheme that is closely matched to their reading ability. Whole class Guided Reading is carried out daily throughout the week. The skills of reading that are focused upon in Year Six include:

Year 6	
Decoding	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
Range of Reading	continuing to read and discuss an increasingly wide range of fiction, poetry, plays, nonfiction 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	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 and Performance	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
Word Meanings	using dictionaries to check the meaning of words that they have read
Understanding	checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context asking questions to improve their understanding

	summarising the main ideas drawn from more than one paragraph, identifying key details to support the main ideas
Inference	drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
Prediction	predicting what might happen from details stated and implied
Authorial intent	identifying how language, structure and presentation contribute to meaning discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
Non-fiction	distinguish between statements of fact and opinion retrieve, record and present information from non-fiction
Discussing Reading	recommending books that they have read to their peers, giving reasons for their choices participate in discussions about books, building on their own and others' ideas and challenging views courteously explain and discuss their understanding of what they have read, including through formal presentations and debates provide reasoned justifications for their views

Alongside the reading scheme, the Year Six children also have access to their own class library these texts are shared at the end of each day during 'Reading for Pleasure' time. The children also take home a book each week from our school library. Throughout school we also have a poetry spine with the intention being that Key Stage 1 children learn a poem a week and a poem a day is shared throughout Key Stage 2.