



# **Tuition, Medical and Behaviour Support Service**

## **Curriculum Policy - Primary Reading**

**Harlescott Education Centre  
Monkmoor Education Centre**

<b>Reviewed:</b>	September 2021
<b>Next Review:</b>	September 2022
<b>Responsibility:</b>	Helen Pope

## **AIMS AND PRINCIPLES**

The overarching aim for reading in the new national curriculum is to promote high standards and to develop a love of literature through widespread reading for enjoyment. The national curriculum for English aims to ensure that all pupils:

Read easily, fluently, confidently 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

## **PURPOSE OF STUDY**

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 (sight vocabulary). Underpinning both is the understanding that the letters on the page represent the sounds in spoken words. This is why phonics is emphasised in the early teaching of reading to beginners and less skilled readers when they start at Monkmoor and Harlescott Education Centres. The Read Write Inc. phonics programme is used across both centres.

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.

Pupils are exposed to a wide range of fiction and non-fiction texts, this may be through pupils reading to themselves or adults, through stories being read to pupils and also through study of texts within literacy and across the curriculum.

## **Monkmoor and Harlescott Education Centres (MEC & HEC) Literacy Offer**

At the beginning of a placement the majority of children attend MEC/HEC for either a morning or an afternoon placement. Following a 16-week assessment period children move towards a program of reintegration to fulltime provision at their mainstream school or they begin integration to the setting appropriate for their individual needs.

The breadth and depth of curriculum coverage is therefore delivered in shared partnership with our mainstream schools.

## **Curriculum Planning for Reading**

Following Baseline Assessment some children are assigned 'Free Reader' status and may choose from a wide range of texts. If assessments indicate, children are guided to choose a reading book from a wide selection of colour coded books which link directly to reading age.

Children who are assessed as not yet having a comprehensive knowledge and understanding of phonics are placed on the Read Write Inc. (RWI) scheme. These children are further assessed using RWI assessment passages, performance on these passages determines the level pupils enter the RWI scheme.

Each child has a Pupil Centred Plan (PCP) which is reviewed termly. In most instances a PCP has a reading target which is informed by baseline and termly assessments. Teachers plan activities and foci according to these targets.

PCP targets are shared with all adults via individual bookmarks. These bookmarks give suggestions for development of; vocabulary, inference, explanation, retrieval, prediction and summary.

In Key Stage (KS) 1 reading activities are planned on a weekly basis in order to ensure a diverse approach which offers the best chance of nurturing a positive attitude towards reading.

Closely matched activities include;

- Reading 1-1 with an adult;
- A range on interactive Phonics games;
- Floor track games focussing on specific graphemes;
- Board games focussing on specific graphemes;
- Precision reading grids;

In KS1 Literacy sessions for comprehension are based around storybooks. The focus in these sessions is on children giving verbal responses allowing development of depth in expression and reasoning.

In KS2 reading activities reflect those used in KS1 if appropriate. Where children have moved beyond the decoding stage activities are more often focussed on achieving appropriate fluency and discussion for comprehension.

## **ASSESSMENT and RECORDING**

Formative assessment is achieved through:

- Listening to children read;
- Noting children's self-assessment on a reading questionnaire which is administered at baseline testing and at each termly assessment.
- Discussion with pupils;
- Observation of pupils;
- Marking work (responses to comprehension questions);
- RWI Phonics assessment (phonemes and sight words)\*;
- RWI passages assessment (decoding and comprehension)\*;
- Termly Salford Reading Test\*.

Formal termly assessments\* will be recorded and progress tracked allowing teachers to plan targeted literacy interventions or to adjust planning accordingly.

## **MONITORING AND EVALUATION**

This is achieved by the English coordinator and the Assistant Head (Primary Phase) through;

- Monitoring of targets on Pupil Centred Plans (PCPs).
- Scrutiny of reading logs.
- Tracking of data for Baseline to 16 week and termly assessment (SALFORD, BAS (Benchmark Assessment System) and Read Write Inc. (RWI) phonic scores).
- Pupil voice regarding attitudes to reading and self-assessment (Reading questionnaire and Pupil Centred Plan voice).

The following programme of study follows the statutory requirements of the 2014 National Curriculum. The programme of study for reading at key stage 1 and 2 consist of two dimensions:

- Word reading
- Comprehension (both listening and reading).

## **Year 1 programme of study (statutory requirements)**

### **READING**

#### **Word reading**

Pupils should be taught to:

- apply phonic knowledge and skills as the route to decode words
- respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes.
- read accurately by blending sounds in unfamiliar words containing GPCs that have been taught
- read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
- read words containing taught GPCs and –s, -es, -ing, -ed, -er and –est endings
- read other words of more than one syllable that contain taught GPCs
- read words with contractions, *e.g. I'm, I'll, we'll*, and understand that the apostrophe represents the omitted letter(s)
- read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words
- re-read these books to build up their fluency and confidence in word reading

### **READING**

#### **Comprehension**

Pupils should be taught to:

*develop pleasure in reading, motivation to read, vocabulary and understanding by:*

- listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently
- being encouraged to link what they read or hear read to their own experiences
- 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
- learning to appreciate rhymes and poems, and to recite some by heart

*understand both the books they can already read accurately and fluently and those they listen to by:*

- 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
- discussing the significance of the title and events
- making inferences on the basis of what is being said and done
- predicting what might happen on the basis of what has been read so far
- participate in discussion about what is read to them, taking turns and listening to what others say
- explain clearly their understanding of what is read to them

## **Year 2 programme of study (statutory requirements)**

### **Reading**

#### **Word reading**

Pupils should be taught to:

- continue to apply phonic knowledge and skills as the route to decode words until automatic
- decoding has become embedded and reading is fluent
- read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes
- read accurately words of two or more syllables that contain the same GPCs as above
- read words containing common suffixes
- read further common exception words, noting unusual correspondence between spelling and sound and where these occur in the word
- read most words quickly and accurately when they have been frequently encountered without overt sounding and blending
- read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation
- re-read these books to build up their fluency and confidence in word reading

### **READING**

#### **Comprehension**

Pupils should be taught to:

- develop pleasure in reading, motivation to read, vocabulary and understanding by:
- listening to, discussing and expressing views about a wide range of poetry (including contemporary and classic), stories and non-fiction at a level beyond that at which they can read independently
- discussing the sequence of events in books and how items of information are related
- becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales
- being introduced to non-fiction books that are structured in different ways
- recognising simple recurring literary language in stories and poetry
- discussing their favourite words and phrases
- continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear
- understand both the books that they can already read accurately and fluently and those that they listen to by:
  - 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
  - making inferences on the basis of what is being said and done
  - answering and asking questions
  - predicting what might happen on the basis of what has been read so far
  - participate in discussion about books, poems and other works that are read to them and 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

## **Years 3-4 programme of study (statutory requirements)**

### **READING**

#### **Word reading**

Pupils should be taught to:

- apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in Appendix 1, 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

#### **Comprehension**

Pupils should be taught to:

- develop positive attitudes to reading and understanding of what they read by:
- 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 using dictionaries to check the meaning of words that they have read
- 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
- preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action
- discussing words and phrases that capture the reader's interest and imagination
- recognising some different forms of poetry (e.g. free verse, narrative poetry)
- understand what they read, in books they can read independently, by:
- 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
- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- predicting what might happen from details stated and implied
- identifying main ideas drawn from more than one paragraph and summarising these

## **Years 5-6 programme of study (statutory requirements)**

### **READING**

#### **Word reading**

Pupils should be taught to:

- apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in Appendix 1, both to read aloud and to understand the meaning of new words that they meet

### **READING**

#### **Comprehension**

Pupils should be taught to:

- maintain positive attitudes to reading and understanding of what they read by:
- 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 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
- recommending books that they have read to their peers, giving reasons for their choices
- identifying and discussing themes and conventions in and across a wide range of writing
- making comparisons within and across books
- 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-understand what they read by:
  - 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
  - drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- predicting what might happen from details stated and implied
- summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas
- 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
- distinguish between statements of fact and opinion
- retrieve, record and present information from non-fiction
- participate in discussions about books that are read to them and those they can read for
- explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary
- provide reasoned justifications for their views.