



# Eldersfield Lawn CE Primary School



## Reading

### INTENT

Reading lies at the heart of the curriculum at Eldersfield Lawn. We are dedicated to enabling our pupils to become lifelong readers and we believe reading is key for academic success. Our overarching aim for English and, in this case specifically reading, is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment.

We firmly believe that reading helps to shape thinking, challenge views, spark imagination and promote discussion. Ultimately, reading is a vehicle that has the potential to positively impact on the formation of our pupils' characters.

Through the teaching of reading, we aim to enable children to:

- Enjoy English and to study it with a sense of achievement and an appreciation of our rich and varied literary heritage
- Read easily, fluently and with good understanding – for pleasure and for information, using phonics initially, as well as graphic, syntactic and contextual cues, to monitor their reading and to correct their mistakes
- Acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- Be able to express themselves creatively and imaginatively, and to think critically.

### IMPLEMENT

Our implementation of early reading and direct phonics at Eldersfield Lawn happens every day. Evidence shows that teaching phonics is the best way to teach children to read. Our synthetic phonics programme 'Read Write Inc.' is adopted and adapted in the Foundation Stage and Key Stage 1 to meet the needs of the children. In the early stages, when children have phonetically decodable reading books, they will be expected to read them a number of times at home to ensure that they are fluent and so that the children feel a sense of achievement as a reader. Parents are guided in giving support at home through workshop style meetings, where the methods and terminologies used at school can be reinforced at home.

In school, pupils take part in daily Guided Reading lessons, where they are exposed to a range of different texts and can demonstrate their understanding and thinking behind these.

Independent comprehension challenges are then linked to these texts, where pupils are able to unpick and examine the text in depth. Through this method, all children get to experience rich and challenging texts and are able to encourage, challenge and inspire one another.

We have an excellent Chancel library and a wide range of both fiction and non-fiction books in every classroom. Our library is run *by* our pupils *for* our pupils, and our library monitors take great pride in keeping all books systematically organised and well maintained. All children choose both a library reading book and an appropriately matched reading ability book to take home, which are changed frequently. Parents are encouraged to listen to their child read aloud at least four times a week.

Each classroom has a selection of books which are directly linked to the class topic. This offers opportunities for pupils to apply their reading skills across the curriculum. We recognise the clear link between enjoyment of reading and the development of writing, and our inspirational topics taught across the different classes are supported by these exciting and challenging books. These in turn promote creative and ever-developing writing opportunities that help to inspire pupils to feel confident in communicating in either the spoken or written word.

Children are read to by their class teacher each day from a high-quality text.

Children have the opportunity to take part in 'Reading Challenges and Buddy Reading', in which children mix with other children from different year groups and share a book together.

Where children are not making the desired progress, interventions are swiftly put in place. These may involve additional one-to-one reading with an adult or peer, additional reading sessions with a member of staff, or targeted word recognition or decoding strategy teaching.

### IMPACT

By the time children leave Eldersfield Lawn CE Primary School, they are competent readers who can recommend books to their peers, have a thirst for reading a range of genres including poetry, and participate in discussions about books, including evaluating an author's use of language and the impact this can have on the reader. They can also read books to enhance their knowledge and understanding of all subjects on the curriculum and communicate their research to a wider audience.



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## Reading End Points

| RELEVANCE                                                                                                                                                                                                    | PUPILS ARE ENABLED TO...                                                                                                                                                         |
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| Helps to shape thinking, challenge views, spark imagination and promote discussion. Ultimately, reading is a vehicle that has the potential to positively impact on the formation of our pupils' characters. | Read for a range of purposes, including enjoyment. Pupils learn to become enthusiastic and critical readers of stories, poetry and drama as well as non-fiction and media texts. |

### EARLY LEARNING GOALS

#### *C&L – Listening, Attention and Understanding*

- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.

#### *C&L – Speaking*

- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.

#### *LITERACY – Comprehension*

- 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.

#### *LITERACY – Word Reading*

- 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.

#### *EAD – Creating with Materials*

- Make use of props and materials when role playing characters in narratives and stories.

#### *EAD – Being Imaginative and Expressive*

- Invent, adapt and recount narratives and stories with their peers and their teacher.
- Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time to music.

| Y1 END POINTS                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Y2 END POINTS                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
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| <ul style="list-style-type: none"> <li>• Apply phonic knowledge and skills as the route to decode words.</li> <li>• Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes.</li> <li>• 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.</li> <li>• Read other words of more than one syllable that contain taught GPCs.</li> <li>• Read words with contractions, and understand that the apostrophe represents the omitted letter(s).</li> <li>• Read books aloud, accurately that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words. Reread these books to build up their fluency and confidence in word reading.</li> <li>• Check that the text makes sense to them as they read and correcting inaccurate reading. Explain clearly their understanding of what is read to them.</li> <li>• Draw on what they already know or on background information and vocabulary provided by the teacher.</li> <li>• Make inferences on the basis of what is being said and done.</li> <li>• Predict what might happen on the basis of what has been read so far.</li> </ul> | <ul style="list-style-type: none"> <li>• Read accurately most words of two or more syllables.</li> <li>• Read most words containing common suffixes.</li> <li>• Read most common exception words.</li> <li>• In age-appropriate books, sound out most unfamiliar words accurately, without undue hesitation.</li> <li>• In age-appropriate books, read most words accurately without overt sounding and blending, and sufficiently fluently to allow them to focus on their understanding rather than on decoding individual words</li> <li>• In a book that they can already read fluently, check it makes sense to them, correcting any inaccurate reading</li> <li>• Answer questions and make some inferences.</li> <li>• Explain what has happened so far in what they have read</li> </ul> |

| Y3 END POINTS                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Y4 END POINTS                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
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| <ul style="list-style-type: none"> <li>• Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</li> <li>• Reading books that are structured in different ways and reading for a range of purposes.</li> <li>• Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally.</li> <li>• Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</li> <li>• Using dictionaries to check meaning of words. Checking that the text makes sense, discussing their understanding and explaining the meaning of words in context. Asking questions to improve their understanding of a text</li> <li>• Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</li> <li>• Predicting what might happen from details stated and implied</li> <li>• Retrieve and record information from non-fiction</li> <li>• Identifying main ideas drawn from more than 1 paragraph and summarise these</li> <li>• Discussing words and phrases that capture the reader's interest and imagination.</li> </ul> | <ul style="list-style-type: none"> <li>• Reading books that are structured in different ways and reading for a range of purposes.</li> <li>• Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally.</li> <li>• Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action.</li> <li>• 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</li> <li>• Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> <li>• Predicting what might happen from details stated and implied</li> <li>• Retrieve and record information from non-fiction</li> <li>• Identifying main ideas drawn from more than 1 paragraph and summarising these</li> <li>• Identifying how language, structure, and presentation contribute to meaning</li> </ul> |
| Y5 END POINTS                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Y6 END POINTS <sup>1</sup>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <ul style="list-style-type: none"> <li>• Reading books that are structured in different ways and reading for a range of purposes.</li> <li>• 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.</li> <li>• 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.</li> <li>• 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</li> <li>• Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</li> <li>• Predicting what might happen from details stated and implied</li> <li>• Retrieve and record information from non-fiction</li> <li>• Summarising the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas</li> <li>• Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</li> </ul>      | <ul style="list-style-type: none"> <li>• Read age-appropriate books with confidence and fluency (including whole novels)</li> <li>• Read aloud with intonation that shows understanding</li> <li>• Work out the meaning of words from the context.</li> <li>• Explain and discuss their understanding of what they have read, drawing inferences and justifying these with evidence</li> <li>• Predict what might happen from details stated and implied</li> <li>• Retrieve and record information from non-fiction</li> <li>• Summarise main ideas, identifying key details and using quotations for illustration</li> <li>• Evaluate how authors use language, including figurative language, considering the impact on the reader.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                        |

