

# **Chesterton Primary School**

## **English Curriculum Reading**



## **Reading Overview**

Collective Vision Trust Reading Curriculum is designed to work in conjunction with the Collective Vision Trust Writing Curriculum to develop children's skills in English. Reading is essential to all areas of your child's life; it is the key to unlocking learning, accessing instructions, information and knowledge. It is crucial that reading is taught well and this is why such a high level of importance and focus is placed on reading.

It is also important that children develop a love of reading, in all its forms, alongside decoding and fluency skills because it gives children lifelong opportunities. Reading aloud to children is a priority together with giving children opportunities to access reading in a variety of ways: whole class reading, group and guided reading, independent reading and story time across a range of genres.

## **Curriculum Intent**

Collective Vision Trust has developed a curriculum that develops children's reading skills beginning by using a single systematic synthetic phonics programme to fully embed the skills of early reading, this then moves seamlessly to the other essential skills that make children fluent and accurate readers. Teachers select good quality, current and diverse texts that not only capture children's interests but develop essential curriculum areas.

We have identified key focus areas that are taught explicitly. These are: letters and phonics, words, text, reading skills, understanding reading and talking about reading. Together these build up the essential reading skills that children need.

## **Recap**

Planned, quality recap is an essential feature of the curriculum. Teachers will incorporate recap into their daily and weekly plans. In addition, the following is worthy of note:

- On the spot accurate assessment is the key to good recap.
- Teachers will quickly move to longer recap of focus areas or concepts that are not fully embedded.
- Differentiation of learning must be applied to recap work – some pupils will need more recap than others, which needs to happen without holding back the learning of the rest of the class.
- The first week in a half term is always a recap week. New concepts are not taught in recap weeks.
- Teachers will plan additional ongoing recaps as part of their weekly plans.

## Sequencing

Year	Reading – word reading	Reading – comprehension
<b>Pre-Nursery</b>	<ul style="list-style-type: none"> <li>• Time to Listen</li> <li>• Listening to sounds, words, phrases, sentences, rhymes, songs and stories</li> <li>• Participating with sounds, words, phrases, sentences, rhymes, songs and stories</li> </ul>	<ul style="list-style-type: none"> <li>• Looking at pictures in a story</li> <li>• Copying actions in a rhyme, song and story</li> <li>• Recognising pictures and objects</li> <li>• Talking to show understanding of sounds, words, phrases, sentences, rhymes, songs and stories</li> <li>• Remembering new words</li> </ul>
<b>Nursery</b>	<ul style="list-style-type: none"> <li>• Time to Talk</li> <li>• Listening and copying phonemes, words, phrases, sentences, rhymes and songs</li> <li>• Listening to, recognising and saying initial sounds of words</li> <li>• Retelling stories and events in phrases and sentences</li> </ul>	<ul style="list-style-type: none"> <li>• Listening to a story and looking at pictures</li> <li>• Answering simple questions about a story, book or picture</li> <li>• Participating in rhymes and songs</li> <li>• Reciting familiar, repeated lines and phrases of a story</li> <li>• Talking about stories, songs and rhymes</li> <li>• Remembering new words</li> </ul>
<b>Reception</b>	<ul style="list-style-type: none"> <li>• Drawing Club</li> <li>• Learning phonemes</li> <li>• Identifying phonemes</li> <li>• Segmenting and blending phonemes</li> <li>• Retelling stories and events in sentences</li> <li>• Learning new vocabulary with a focus on settings and characters</li> </ul>	<ul style="list-style-type: none"> <li>• Listening to and asking questions about a story and pictures</li> <li>• Answering questions about a story, book and picture</li> <li>• Reciting repeated lines and phrases of a story</li> <li>• Talking to show understanding of stories, songs and rhymes</li> <li>• Remembering and understanding key vocabulary</li> <li>• Drawing a picture to represent a story</li> </ul>
<b>Year 1</b>	<ul style="list-style-type: none"> <li>• Apply 'phonics' to all the letters and combination of letters (phase 5)</li> <li>• To blend letter sounds and read aloud phonetically</li> <li>• Read Year 1 common exception words accurately</li> <li>• Re-read books to build up fluency and confidence</li> </ul>	<ul style="list-style-type: none"> <li>• To understand what is read by you and others</li> <li>• Tell someone a story that you have read</li> <li>• Know common fairy stories and traditional tales</li> <li>• Join in with repeated phrases</li> <li>• Take turns to read and to listen to others reading</li> <li>• Read poems and remember some of them</li> <li>• Use the pictures to help understanding</li> <li>• Remember the meaning of some new words</li> <li>• Start to say what you think will happen next</li> </ul>
<b>Year 2</b>	<ul style="list-style-type: none"> <li>• Make sure phonics knowledge is secure</li> <li>• Apply spelling patterns and start to recognise whole words (phase 6 phonics)</li> <li>• Read Year 2 common exception words fluently</li> <li>• Read most words accurately without obvious blending</li> <li>• Read aloud sounding out unfamiliar words (use your phonics to help)</li> <li>• Re-read books to improve fluency and confidence</li> <li>• Read fluently more than 90 words per minute from your reading book</li> </ul>	<ul style="list-style-type: none"> <li>• Understand what is read and correct reading if there are mistakes</li> <li>• Know a wider range of fairy tales, traditional stories and poems</li> <li>• Talk about what you are reading, have been read and listened to being read</li> <li>• Read a range of non-fiction books with different layouts</li> </ul>

<p><b>Year 3</b></p>	<ul style="list-style-type: none"> <li>● Use phonic knowledge to decode words quickly and accurately</li> <li>● Know a range of prefixes and suffixes and be able to read them aloud</li> <li>● Read Year 3 common exception words</li> </ul>	<ul style="list-style-type: none"> <li>● Understand the texts read and ask questions to help understanding</li> <li>● Explain the meaning of words in the texts read and summarise in your own words what you have read</li> <li>● Start to experience a wider range of books, including fiction, non-fiction, poetry and plays – either reading to yourself or listening to others reading</li> <li>● Find information from the texts which you have read</li> <li>● Use a dictionary to check meaning of words</li> </ul>
<p><b>Year 4</b></p>	<ul style="list-style-type: none"> <li>● Use phonic knowledge to decode words quickly and accurately</li> <li>● Know a wider range of prefixes, suffixes and root words</li> <li>● Read Year 4 common exception words</li> </ul>	<ul style="list-style-type: none"> <li>● Understand what you are reading and explain the meaning of the words used</li> <li>● Ask questions based on your reading</li> <li>● Identify the main themes from a text which are longer than one paragraph</li> <li>● Experience a wider range of books, both by reading and by listening to them; including: a range of fiction, plays, poetry, non-fiction and reference</li> <li>● Take part in discussions about books by speaking and listening</li> <li>● Find information from the texts which you have read</li> </ul>
<p><b>Year 5</b></p>	<ul style="list-style-type: none"> <li>● Know a greater range of prefixes, suffixes and root words and understanding the changes in meaning</li> <li>● Read aloud with confidence, fluency and expression</li> <li>● Read most of the Year 5 and 6 common exception words</li> </ul>	<ul style="list-style-type: none"> <li>● Understand what you are reading and discuss the meanings of words in context</li> <li>● Ask questions about reading to improve understanding</li> <li>● Share your own ideas about what you read and be able to back them up with examples from the texts</li> <li>● Continue to read a wide range of types of books and texts including myths, legends, traditional stories, modern fiction, classic fiction, books from other cultures and traditions</li> <li>● Compare different books</li> <li>● Discuss themes across a range of books or texts</li> <li>● Know the difference between fact and opinion</li> <li>● Learn some poems by heart</li> <li>● Read and perform poems and plays aloud</li> <li>● Infer characters feelings, thoughts and motives from reading</li> <li>● Talk about how authors use language and structure to add to the meaning</li> </ul>
<p><b>Year 6</b></p>	<ul style="list-style-type: none"> <li>● Know a greater range of prefixes, suffixes and root words and understand the changes in meaning.</li> <li>● Read these aloud with accuracy, confidence, fluency and expression.</li> <li>● Read all of the Year 5 and 6 common exception words</li> </ul>	<ul style="list-style-type: none"> <li>● Understand what you are reading and discuss the meanings of words in context</li> <li>● Ask questions about reading to improve understanding</li> <li>● Continue to read a wide range of types of books and texts including myths, legends, traditional stories, modern fiction, classic fiction, books from other cultures and traditions</li> <li>● Compare different books</li> <li>● Discuss themes across a range of books or texts</li> <li>● Know the difference between fact and opinion</li> <li>● Learn a range of poems by heart</li> <li>● Perform by reading aloud using your voice to convey meaning</li> </ul>

## Letters and Phonics

Crucial Knowledge	Extended Knowledge
<p><b>letter</b> a mark which has a name and a sound. There are 26</p> <p><b>phoneme</b> smallest unit of sound within a word. There are 44</p> <p><b>vowel</b> letters: a e i o u</p> <p><b>consonant</b> letters which are not vowels</p> <p><b>word</b> a group of letters to make meaning</p> <p><b>phonics</b> a way of teaching reading by knowing the sounds of letters</p> <p><b>digraph</b> two letters that make a single sound</p> <p><b>trigraph</b> three letters that make a single sound E.g. igh</p>	<p><b>split digraph</b> – a digraph that has a consonant in between (for example: a_e, e_e, i_e, o_e and u_e). The first letter of the split digraph takes the sound of the letter name and the following 'e' is not sounded out.</p> <p><b>silent letters</b> – letters within a word that are not sounded out and stay silent (for example: climb<u>l</u>, <u>k</u>nee)</p> <p><b>phonic families</b> (<i>also called phoneme or sound families</i>) when different letters or groups of letters make the same sound (for example: ai, ay, a_e)</p> <p>sometimes digraphs can make two different sounds. For example: oo (zoo) and oo (wood)</p>

Crucial Knowledge	Extended Knowledge
<p><b>high frequency words (HFW)</b> words that are used often</p> <p><b>common exception words (CEW)</b> words that cannot be sounded out using phonics</p> <p><b>vocabulary</b> words</p>	<p><b>compound words</b> – words that are made up by two words joining together (For example, butter and fly – butterfly)</p> <p><b>contractions</b> - two words put together and made shorter using an apostrophe ' where the removed letters were (<i>they will = they'll</i>)</p>

**Text**

Crucial Knowledge	Extended Knowledge
<p><b>text</b> writing</p> <p><b>rhyme</b> where words have or end in the same sound</p> <p><b>verse</b> grouping of words in a poem</p> <p><b>non-fiction</b> text written about real things, gives information (E.g. <i>Instructions</i>)</p> <p><b>fiction</b> text written about imaginary things – not true (E.g. <i>a story</i>)</p>	<p><b>title</b> leads the whole text</p> <p><b>heading</b> leads a section or chapter of text</p> <p><b>sub-heading</b> leads a smaller section of text</p> <p><b>author</b> a person who writes a book or text</p> <p><b>poet</b> a person who writes a poem</p>

<p><b>dictionary</b> a book of words with their meaning</p> <p><b>genre</b> a style or a type</p> <p><b>true</b> real</p> <p><b>false</b> not real</p>	<p><b>illustrator</b> a person who draws pictures for a book, magazine or advert</p> <p><b>glossary</b> a list of words with their meaning</p> <p><b>index</b> a list of words included in a book or text</p>
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**Reading Skill**

Crucial Knowledge	Extended Knowledge
<p><b>fluency</b> reading words without stopping to 'sound them out'</p> <p><b>expression</b> changing your voice to show feeling when reading</p> <p><b>punctuation</b> symbols to show stops and pauses (. , - : ; ...)</p>	<p><b>! exclamation</b> to show surprise</p> <p><b>? question</b> to show a question is being asked</p>

**Understanding Reading**

Crucial Knowledge	Extended Knowledge
<p><b>find and copy</b> look for and copy <b>exactly</b></p> <p><b>infer</b> work out something out based on what you have read</p> <p><b>who</b> a person (someone)</p> <p><b>when</b> a time</p> <p><b>where</b> a place or position</p> <p><b>what</b> a thing (something), asks for information</p> <p><b>how</b> a way to explain</p> <p><b>why</b> a cause or reason</p> <p><b>comprehension</b> understanding the meaning of what is being read</p> <p><b>skim</b> read or look over something quickly to get an idea</p> <p><b>scan</b> look quickly for a certain word or phrase</p> <p><b>retrieve</b> fetch – get or bring back from somewhere</p>	<p><b>identify</b> recognise, figure out, show who someone or something is</p>

**Talk About Reading**

Crucial Knowledge	Extended Knowledge
<p><b>explain</b> tell me</p> <p><b>evidence</b> facts to show something</p> <p><b>predict</b> tell what might happen based on things you already know</p> <p><b>sequence</b> things are in an order</p> <p><b>summarise</b> tell about the main points of something using only a few sentences</p> <p><b>suggest</b> put forward</p> <p><b>section</b> part of something</p> <p><b>opinion</b> thoughts</p>	<p><b>compare</b> what is the same and what is different</p> <p><b>support</b> give help</p> <p><b>complete</b> finish</p> <p><b>produce</b> make</p> <p><b>experience</b> something happens</p> <p><b>according to</b> in a way that is fitting</p> <p><b>impression</b> idea about something or someone</p> <p><b>approximately</b> not exact, a rough idea</p>