



**Swallowdale  
Primary School**

# SWALLOWDALE PRIMARY SCHOOL

## READING CURRICULUM

2021-2022

## SCHOOL VISION, VALUES AND MISSION



### Intent

At Swallowdale, it is our aim for all children to learn to read fluently and with understanding; to view themselves as readers and have access to quality texts; to develop a love of reading; and through reading be able to understand more about themselves, others and the world in which they live.

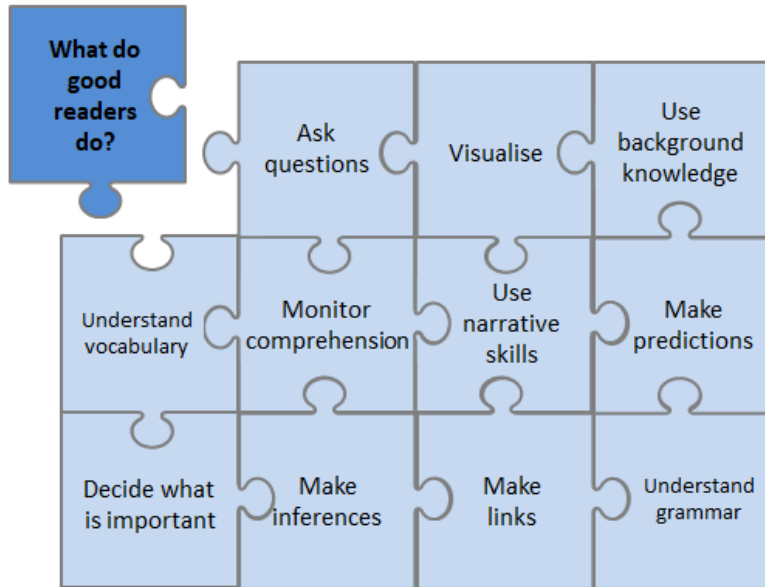
We aim to meet, and where possible exceed, the expectations laid out in the Early Learning Goals and National Curriculum. Once children can decode text effectively, we aim to build word recognition and develop comprehension skills. By the end of their time at Swallowdale, our aim is to ensure children are secure, confident and independent readers who enjoy and understand the benefits of reading and will be able to access any subject in their forthcoming secondary education.

### Implementation

The teaching of reading begins with oracy and phonics. We recognise that systematic, high quality teaching of phonics is essential and this has a high priority throughout Foundation Stage and KS1 (see Phonics Policy). We follow the Read Write Inc. phonics programme, with this being complemented by purposeful talk and shared reading experiences that expose children to a wide range of vocabulary, syntax and sentence structure. As part of the RWI programme, children have a daily phonics lesson in which they participate in speaking, listening and spelling activities that are matched to their developmental needs. The teachers draw upon observations and continuous assessment to ensure children are stretched and challenged, and to identify children who may need additional support.

During Year 2 the teaching of reading combines the RWI phonics programme with guided group reading and whole class teaching of reading in response to the assessment of children's needs and abilities.

From Year 3 onwards, reading is taught through whole-class reading lessons which take place daily. Reading lessons in KS2 further develop children's fluency and prosody; make explicit and develop specific reading skills as identified in our reading jigsaw; and immerse children in a wide range of texts. The class novel is used in one lesson per week as a tool for accessibility and a stimulus for deeper thinking. Where required, children will continue to access phonics teaching and additional support.



Children are taught to understand and consider what good readers do in the moment of reading and after reading and these skills are modelled explicitly and practised during lessons.

Alongside teaching the skills of reading, we promote reading for pleasure as this itself plays a major role in reading development. We recognise the importance of reading aloud to children each day and this time is protected and promoted. Staff read to children daily – a book selected from our school reading spine or a picture book, non-fiction text or poem specifically chosen for them – and from this shared experience book talk is developed and encouraged. Children are also heard read by staff and volunteers as often as possible: this may be during lessons, in a guided group or 1:1.

Independent reading and reading at home are also significant in reading development and we recognise the importance of a home-school partnership. Children working on the RWI programme have a book matched directly to their current phonics level. Following this children work through our school reading scheme: these are levelled books which match the children's current reading ability – children are encouraged to read widely to develop their skills and enjoy a range of texts within a level before progressing. All children are also encouraged to take home an additional book of their choice to share with family. Children have individual reading records and are encouraged to record shared reading at home. Reading is further promoted through our Reading Champions incentive scheme.

### Impact

We measure impact through learning walks, book looks, formative and summative assessment, and children, parent and teacher voice.

Year	Word Reading and Wider Decoding Skills	Comprehension Strategies and Response to Text
YR	<p>Pupils will be taught:</p> <ul style="list-style-type: none"> <li>• that print carries meaning and, in English, is read from left to right and top to bottom</li> <li>• to use phonic knowledge to decode regular words and read them aloud accurately</li> <li>• to read some common irregular words</li> <li>• to read and understand simple sentences</li> </ul>	<p>Pupils should be taught to develop pleasure in reading, motivation to read, vocabulary and understanding of what they have read or listened to. Children will:</p> <ul style="list-style-type: none"> <li>• listen to stories accurately anticipating key events and respond to what they hear with relevant comments, questions or actions</li> <li>• begin to join in with particular words and phrases</li> <li>• demonstrate understanding when talking with others about what they have read</li> <li>• use vocabulary and forms of speech that are increasingly influenced by their experiences of books</li> <li>• answer 'how' and 'why' questions about their experiences and in response to stories or events</li> <li>• know that information can be retrieved from books and computers</li> </ul>

Year	Word Reading and Wider Decoding Skills	Comprehension Strategies and Response to Text
Y1	<p>Pupils will be taught:</p> <ul style="list-style-type: none"> <li>• to apply phonic knowledge and skills as the route to decode words</li> <li>• to 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>• to use phonic knowledge to decode books accurately that have the phoneme/grapheme correspondences that I know</li> <li>• to read some common exception words, noting unusual correspondences between spelling and sound</li> <li>• to read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings</li> <li>• to read other words of more than one syllable that contain taught GPCs</li> <li>• to read words with contractions, e.g. I'm, I'll, we'll (with some understand that the apostrophe represents the omitted letter/s)</li> <li>• to 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</li> <li>• to re-read these books to build up their fluency and confidence in word reading</li> <li>• to repeat words or phrases to check, confirm or problem solve</li> <li>• to show awareness of a range of punctuation marks</li> <li>• to locate some pages / sections of interest</li> </ul>	<p>Pupils should be taught to develop pleasure in reading, motivation to read, vocabulary and understanding of what they have read or listened to. Children will:</p> <ul style="list-style-type: none"> <li>• listen to and discuss a wide range of fiction, non-fiction and poetry at a level beyond that at which they can read independently</li> <li>• begin to link what they have read or have read to them to their own experiences</li> <li>• recognise and join in with particular words and phrases</li> <li>• retell familiar stories in increasing detail</li> <li>• identifies the beginning, middle and end of stories</li> <li>• join in with discussions about a text, taking turns and listening to what others say</li> <li>• explain clearly their understanding of what is read to them</li> <li>• discuss the significance of titles and events</li> <li>• discuss word meaning and link new meanings to those already known</li> <li>• recall or retrieve some key information from a text</li> <li>• be encouraged to visualise based on detail in the text</li> <li>• begin to make simple inferences from pictures and what is being done</li> <li>• predict what might happen on the basis of what has been read so far</li> <li>• identify some features of non-fiction books (e.g. labels, titles)</li> </ul>

Year	Word Reading and Wider Decoding Skills	Comprehension Strategies and Response to Text
Y2	<p>Pupils will be taught:</p> <ul style="list-style-type: none"> <li>• to continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent</li> <li>• to read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes</li> <li>• to read accurately words of two or more syllables that contain graphemes taught</li> <li>• to read words containing common suffixes</li> <li>• to read Y2 common exception words, noting unusual correspondences between spelling and sound</li> <li>• to read most words quickly and accurately without overt sounding and blending when they have been frequently encountered</li> <li>• to read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation</li> <li>• to check text makes sense to them as they read and to correct inaccurate reading</li> <li>• to re-read these books to build up their confidence, fluency and expression</li> <li>• to use punctuation to help read with expression and to keep track of information in longer sentences</li> <li>• to begin to develop the skill to read quietly to themselves</li> </ul>	<p>Pupils should be taught to develop pleasure in reading, motivation to read, vocabulary and understanding of what they read or listen to. Children will:</p> <ul style="list-style-type: none"> <li>• participate in discussion about books, poems and other works that are read to them (at a level beyond at which they can read independently) and those that they can read for themselves, explaining their understanding and expressing their views</li> <li>• become increasingly familiar with and retell a wider range of stories</li> <li>• discuss the sequence of events in books and how items of information are related</li> <li>• recognise simple recurring literary language in stories and poetry</li> <li>• recall specific information from reading or look back at the text to find or clarify information</li> <li>• begin to recognise that paragraphs have main ideas</li> <li>• ask and answer questions about a text</li> <li>• use background knowledge to help understand text</li> <li>• make links between the text they are reading and other texts they have read or listened to</li> <li>• discuss and clarify the meanings of words, linking new meanings to known vocabulary</li> <li>• identify and discuss their favourite words and phrases/effective language choices</li> <li>• make inferences on the basis of what is being said and done</li> <li>• visualise characters and settings from details stated</li> <li>• predict what might happen on the basis of what has been read so far and may change predictions based on new information</li> <li>• recognise that non-fiction books are often structured in different ways and identify some features (e.g. contents, subtitles)</li> </ul>

Year	Word Reading and Wider Decoding Skills	Comprehension Strategies and Response to Text
Y3	<p>Pupils will be taught:</p> <ul style="list-style-type: none"> <li>• to use their phonic knowledge to decode quickly and accurately (may still need support to read longer, unfamiliar words)</li> <li>• to break words into syllables to decode unknown words</li> <li>• to apply their growing knowledge of root words and prefixes (etymology and morphology) both to read aloud and to understand the meaning of new words, including in-, im-, il-, ir-, dis-, mis-, un-, re-, sub-, inter-, super-, anti- and auto-</li> <li>• to apply their growing knowledge of root words, suffixes and word endings (etymology and morphology) both to read aloud and to understand the meaning of new words, including -ation, -ly, -ous, -ture, -sure, -sion, -tion, -ssion and -cian,</li> <li>• to begin to read and understand Y3/Y4 exception words</li> <li>• to use the range of punctuation accurately at the end of a sentence and commas within sentences to read with expression and understanding</li> <li>• to re-read sentences from the beginning if they stop to decode a word to maintain sense and understanding of what is being read</li> <li>• to notice mistakes made when reading and self-correct as a result</li> <li>• that skimming and scanning can be used as a way to find information in text</li> </ul>	<p>Pupils should be taught to develop positive attitudes to reading and understanding of what they read and listen to. Children will:</p> <ul style="list-style-type: none"> <li>• recognise, listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books</li> <li>• use appropriate terminology when discussing text (plot, character, setting)</li> <li>• discuss author's choice of words and phrases for effect on the reader</li> <li>• retell the gist of what has been read or listened to (usually in order)</li> <li>• identify the main idea of paragraphs with growing confidence</li> <li>• begin to explain the meaning of words in context</li> <li>• identify new vocabulary and sentence structure and discuss to develop understanding</li> <li>• ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives – may be able to support with evidence</li> <li>• visualise characters, settings and events to help understand a text</li> <li>• use background knowledge to help understand a text</li> <li>• refer back to the text for evidence when explaining</li> <li>• begin to justify predictions using evidence from the text and can indicate the likelihood of their prediction being correct</li> <li>• begin to identify themes across a text e.g. friendship, good and evil, bullying</li> <li>• identify how settings are used to create atmosphere e.g. which words or phrases have been used to indicate something bad might be about to happen</li> <li>• comment on the effect of scene changes e.g. moving from a safe to a dangerous place to build tension</li> <li>• retrieve and record information from non-fiction text using features of a text to aid retrieval</li> <li>• recognise the move from general to specific detail</li> </ul>

Year	Word Reading and Wider Decoding Skills	Comprehension Strategies and Response to Text
Y4	<p>Pupils will be taught:</p> <ul style="list-style-type: none"> <li>• to read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill.</li> <li>• to apply their knowledge of root words, prefixes and suffixes/word endings to read aloud fluently</li> <li>• to read and understand all Y3/Y4 exception words</li> <li>• to use the range of punctuation accurately both at the end of the sentence and within the sentence to help expression, pace, fluency and understanding</li> <li>• to use expression and intonation with a growing awareness of audience and purpose</li> <li>• to re-read sentences from the beginning if they stop to decode a word to maintain sense and understanding of what is being read</li> <li>• to check the text makes sense when reading and to correct inaccuracies</li> <li>• how to use the skills of skimming and scanning to find information and ideas</li> <li>• use dictionaries to check the meaning of words that they have read</li> </ul>	<p>Pupils should be taught to develop positive attitudes to reading and understanding of what they read and listen to. Children will:</p> <ul style="list-style-type: none"> <li>• discuss and compare texts from a wide variety of genres and writers</li> <li>• read for a range of purposes</li> <li>• begin to identify themes and conventions in a wide range of texts</li> <li>• refer to authorial style, overall themes (e.g. triumph of good over evil) and features (e.g. a diary written in the first person or the use of presentational devices such as headings)</li> <li>• explain the meaning of words in context</li> <li>• ask questions and wonder to improve understanding of a text</li> <li>• retrieve information where there is competing (distracting) information</li> <li>• make connections between different pieces of information (including understanding pronoun links)</li> <li>• retell the gist of what has been read or listened to, showing an understanding of inference</li> <li>• use background knowledge with more confidence to help understand and explain what is being read</li> <li>• identify main ideas drawn from more than one paragraph and summarise these</li> <li>• discuss vocabulary used to capture readers interest and imagination and begin to recognise authorial intent</li> <li>• visualise characters, settings and events to help understand a text</li> <li>• comment on the differences between what characters say and what they do</li> <li>• draw inferences from characters' feelings, thoughts and motives that justifies their actions, supporting their views with evidence from the text</li> <li>• justify predictions from details stated and implied</li> <li>• use all of the organisational devices available within a non- fiction text to retrieve, record and discuss information</li> <li>• exemplify the move between generalisations and specific information</li> </ul>



Year	Word Reading and Wider Decoding Skills	Comprehension Strategies and Response to Text
Y5	<p>Pupils will be taught:</p> <ul style="list-style-type: none"> <li>• to 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 including -sion, -tion, -cial, -tial, -ant/-ance/-ancy, -ent/-ence/-ency, -able/-ably and -ible/ibly</li> <li>• to break long polysyllabic words into syllables with speed and read across the entire word</li> <li>• to read fluently with intonation, expression, appropriate pace and use of pauses to entertain and maintain interest showing an awareness of the intended audience and purpose</li> <li>• to check the text makes sense when reading and to correct inaccuracies</li> <li>• to independently re-read text to develop understanding</li> <li>• to scan text to find key words, phrases and information</li> <li>• to skim read text to get a gist of it</li> <li>• to read most Y5/Y6 exception words, discussing the unusual correspondences between spelling and sound and where these occur in the word</li> <li>• to understand how the meaning of sentences is shaped by punctuation, word order and linking words and phrases (including pronouns) and use the punctuation to demonstrate this when reading</li> <li>• to read longer texts with increasing pace and stamina</li> </ul>	<p>Pupils should be taught to maintain positive attitudes to reading and understanding of what they read and listen to. Children will:</p> <ul style="list-style-type: none"> <li>• read a wide range of genres, identifying the characteristics of text types (e.g. the use of the first person in writing autobiographies) and differences between text types</li> <li>• participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging view respectfully</li> <li>• ask questions to improve their understanding and answer, adapt or discard these as more information is read or listened to</li> <li>• summarise the key points of a paragraph and the main ideas from more than one paragraph/text</li> <li>• give the gist of what has been read in their own words, including what has been inferred</li> <li>• recognise that ideas and visualised images can and do change during the course of reading</li> <li>• distinguish between statements of fact and opinion, justifying their response</li> <li>• retrieve information, referring to more than one place in the text, and where there is competing information</li> <li>• recommend texts to peers based on personal choice</li> <li>• identify and discuss vocabulary used by the author to create effect including figurative language (e.g. simile, metaphor)</li> <li>• begin to evaluate the use of authors' language and explain how it has created an impact on the reader</li> <li>• make inferences such as inferring characters' feelings, thoughts and motives from their actions (sometimes finding evidence to support)</li> <li>• make predictions based on details stated and implied, justifying them in some detail with evidence from the text</li> <li>• connect the information read within paragraphs, across texts and to other texts – commenting on similarities and differences</li> <li>• explain and discuss their understanding of what has been read and sometimes provide reasoned justifications for their views</li> <li>• discuss features of texts and use organisation devices to retrieve and record and information from fiction and non-fiction texts with increased efficiency</li> </ul>

Year	Word Reading and Wider Decoding Skills	Comprehension Strategies and Response to Text
Y6	<p>Pupils will be taught:</p> <ul style="list-style-type: none"> <li>• to read fluently with full knowledge of all Y5/Y6 exception words, root words, prefixes, suffixes/word endings and to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues</li> <li>• to break long polysyllabic words into syllables with speed and read across the entire word</li> <li>• to notice mistakes when reading higher level texts and correct them because the text does not make sense</li> <li>• to independently re-read text to develop understanding</li> <li>• to scan and skim text with increased efficiency to locate information and secure a gist</li> <li>• to read longer complex sentences using commas, brackets, semi colons, colons and dashes accurately to aid understanding of text</li> <li>• to use expression, intonation, pause and pace alongside understanding of a wider vocabulary to create moods, showing an appreciation of the audience and purpose</li> </ul>	<p>Pupils should be taught to maintain positive attitudes to reading and understanding of what they read and listen to. Children will:</p> <ul style="list-style-type: none"> <li>• discuss, compare and evaluate across a wide range of genres, including fiction from our literary heritage and books from other cultures and justify personal response to narratives</li> <li>• explain and discuss their understanding, including informal book talk and more formal presentations and debates (using prepared notes when necessary)</li> <li>• recognise more complex themes in what they read (such as loss or heroism)</li> <li>• summarise succinctly the key point of a paragraph and the main ideas from more than one paragraph/text, identifying key details to support as well as competing views</li> <li>• be able to give a succinct or detailed gist in their own words or using words from the text appropriately to convey meaning</li> <li>• recognise that ideas and visualised images can and do change during the course of reading</li> <li>• relate what they have read to both personal and literary experiences and wider background knowledge</li> <li>• make inferences such as inferring characters' feelings, thoughts and motives from their actions and justify these with evidence</li> <li>• make predictions based on details stated and implied, justifying them in detail with evidence from the text</li> <li>• distinguish independently between statements of fact and opinion, providing reasoned justification for their views</li> <li>• actively seek answers to questions asked and wondered and adjust thinking in line with new information</li> <li>• draw on detail to give persuasive answers to questions</li> <li>• compare characters, settings and themes within a text and across more than one text</li> <li>• analyse and evaluate the use of language, including figurative language and how it is used for effect, using technical terminology (e.g. metaphor, simile, analogy, imagery, hyperbole)</li> <li>• consider different accounts of the same event and discuss viewpoints of both characters and authors</li> <li>• discuss how characters change and develop through texts by drawing inferences based on indirect clues</li> <li>• retrieve, record and present information from non-fiction linked to purpose and audience</li> </ul>