

St Michael and All Angels' Core Reading Curriculum



Early Years Foundation Stage

Reading - Early Learning Goal (By the end of Reception)

Comprehension — Children at the expected level of development will: -

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.

Word Reading — Children at the expected level of development will: -

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.

In the Early Years Foundation Stage we aim to create a love for reading. We use books to deliver our curriculum as much as possible. For example, during Autumn we will read stories such as Leaf Man, Pumpkin Soup and The Nutty Nut Chase. Through this approach, children will be exposed to several different styles of books. It also means children's language skills will be enhanced which will help them to express their thoughts and ideas more easily. Children are also able to choose their own book at their weekly visit to the school library.

As the majority of our learning is done through play, it is vital our classrooms offer opportunities for children to practice reading skills. Each classroom has an inviting reading area where children will find interesting stories and accompanying story props. Familiar logos, letters and words will be displayed around the classrooms. Books are carefully chosen and placed in different areas in the environment to enhance the children's learning. (E.g. non-fiction books, recipe books, stories).

In Reception, children have daily phonics lessons where they will be taught the letters (graphemes) and sounds (phonemes) of the alphabet as well as how to blend the sounds together to read words and how to segment the sounds in order to write words. We follow the Little Wandle letters and Sounds Phonics programme. As the children progress, they will receive a book matching their phonic knowledge that they will be able to read independently to an adult at home. Every child in Reception will read with an adult in a reading group at least 3 times a week.

Every day ends with a quiet story time where we will read a variety of fiction, non—fiction and poetry (as part of Pie Corbett's poetry spine).

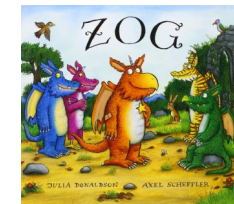
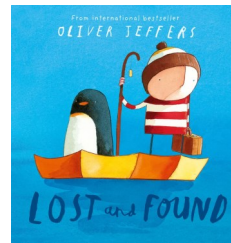
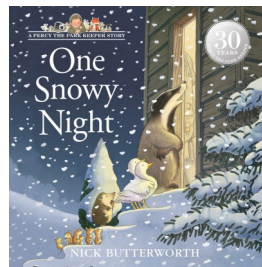
Talk Through Stories

Let's get children talking!

Reception and Year one are running the Talk Through Stories in their classroom.

It is designed to extend and deepen children's vocabulary so that they can understand the books they will soon be able to read for themselves.

Children spend two weeks reading and re-reading an engaging story, finding favourite phrases and learning new vocabulary.



Story Bear

The Story Bear loves to read!

The bear goes home every week for story time for children in reception.



My Favourite Book

Each week a child takes home a bag to fill with their favourite book. They bring it in and share it with the class during story time.



Year 1

National Curriculum expectations

Reading – word reading

Statutory requirements

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 [for example, 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

Statutory requirements

Pupils should be taught to:

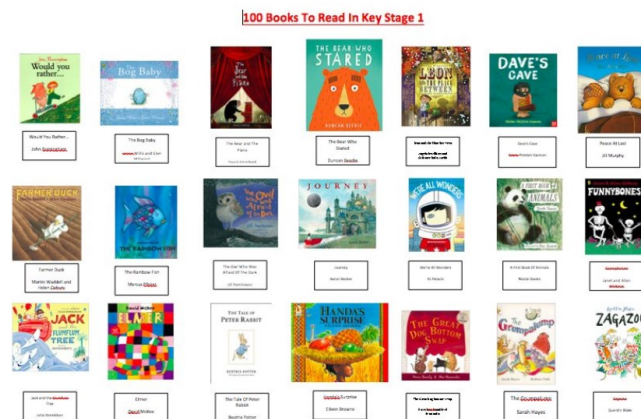
- develop pleasure in reading, motivation to read, vocabulary and understanding by:
 - listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently
 - being encouraged to link what they read or hear read to their own experiences
 - 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
 - discussing word meanings, linking new meanings to those already known
- 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.

Creating a love of reading

At the heart of our reading curriculum is the intent to create a life—long love of reading for all children in our school. We strive to ensure children are enthused about books of all kinds and we understand the importance of this in developing their knowledge of the world around them.

In order to develop a love of reading in Year 1, we:

- ◆ Ensure children have access to high—quality phonetically regular books to read aloud at school and home
- ◆ Ensure children regularly get to read aloud with an adult in school
- ◆ Use a range of texts such as traditional tales and poetry in class reading to allow children to gain deep understanding and enjoyment of the text
- ◆ Have weekly trips to the school library to take books to share at home
- ◆ Have a book-based English curriculum which utilises quality age-appropriate books throughout. This also includes learning and retelling stories such as The Three Little Pigs.
- ◆ Have an engaging reading area in the class which includes a wide—range of books to read and share during provision time.
- ◆ Have books on display that link to our topics to enable children to expand their knowledge of the curriculum
- ◆ Have a daily story time. During this time, the children listen to a range of texts. Poetry is taken from Pie Corbett's poetry spine and narrative books may be taken from a recommended book list for KS1. Additional texts are used as appropriate. Non—fiction texts may be chosen to follow children's interests or link to a relevant topic.



Phonics

Phonics sessions take place daily and follow Little Wandle Letters and Sounds phonics scheme, which ensures children build on their growing knowledge of the alphabetic code, mastering phonics to read and spell as they move through school. For further information, see the [Little Wandle Letters and Sounds Revised progression](#) on our website and also follow the link to the Little Wandle parent page.

High frequency word reading

High frequency words are words which occur most frequently in written material, for example, "and", "the", "as" and "it". These words make up over 50% of written words in children's literature so it is very important that children learn to recognise them quickly. Learning high—frequency words begins in reception and continues in Year 1. Progression follows the Letters and Sounds phonics scheme. Decodable words are taught as part of phonics sessions and tricky words are learnt in a memorable way for the children through reading and phonics sessions. This is further embedded through our reading scheme which introduces these words in context for the children to apply.

Grow the code grapheme mat Phase 2, 3 and 5

S	s	t	p	n	m	d	g	c	r	h
ss	tt	pp	nn	mm	dd	gg	ck	rr		
c			kn	mb			ck	wr		
se			gn				cc			
ce							ch			
st										
sc										
b	f	l	j	v	w	x	y	z	qu	
bb	ff	ll	jj	vv	wh			ss		
	ph	le	dge	ve				se		
		al	ge					ze		
ch	sh	th	ng	nk	a	e	i	o	u	
tch	ch				ea		y	a	o-e	
ture	ti							ou		
	ssi									
	si									
	ci									

Grow the code grapheme mat Phase 2, 3 and 5

ai	ee	igh	oa	oo	yoo	oo	ar
ay	ea	ie	o	ue	ue	u*	a*
a	e	i	o-e	u-e	u	oul	al*
a-e	e-e	i-e	ou	ew	u-e		
eigh	ie	y	oe	ou	ew		
aigh	y		ow	ui			
ey	ey						
ea							
or	ur	ow	oi	ear	air	zh	
aw	er		oy	ere	are	su	
au	ir			eer	ere	si	
aur	or				ear		
oor							
al							
a							
oar							
ore							

*depending on regional accent



EYFS and KS1 Reading scheme

Our reading scheme refers to the books children read aloud at school and at home. We follow the Big Cat Phonics Reading Scheme which links directly to our phonics learning.

This scheme supports phonics learning and follows the same structure as Little Wandle Letters and Sounds Revised. These books enable the children to apply sounds they have been learning in class as well as high—frequency words. The scheme ensures a smooth transition from Reception to Year 1 by ensuring their books are closely matched to their needs and supporting them in their next steps. Children will progress through the reading scheme at a differing pace. Once completed, children will go onto the Turquoise book band where they will be able to read a range of books matched to their level. They will then be assessed regularly and progress through the book bands as they further develop fluency and understanding.



Pie Corbett's Poetry Spine

In Year 1, the children will listen to, respond and perform a range of poetry through guided reading and story time. We follow the poetry spine as designed by Pie Corbett to ensure our children have access to the highest quality poets and poetry.

- When We Were Very Young by A.A.Milne
- Hey, Little Bug! By James Carter
- The Puffin Book of Fantastic First Poems
- Here's a Little Poem



Group reading

Children take part in three reading sessions per week with a book carefully matched to their reading level.

Read 1: Decoding. In this session children will practise reading the phonemes (letter sounds).

Read 2: Prosody. In this session, children re-read the book with a focus on expression.

Read 3: Comprehension. In this session, children are asked questions about what they have read. They answer and say how they know.

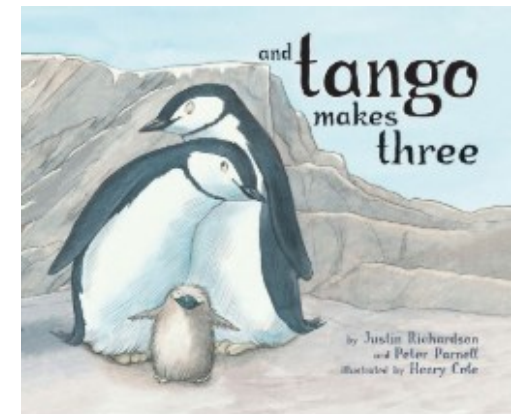
Stories to retell

Children acquire many skills from acting out stories. Children's oral language skills—vocabulary and narrative understanding—are enhanced through this. These skills are key for developing comprehension. In addition, children learn about sequencing and story elements.

Reading across the curriculum

Reading across the curriculum is vital in ensuring children understand the value of books and gain a deeper understanding and interest across a range of topics.

Non—fiction texts are used to support the teaching of science and foundation subjects. Poems and fiction texts are also used to support understanding of a range of issues such as bullying and LGBTQ+ in an age appropriate way.



Year 2

National Curriculum expectations

Reading – word reading

Statutory requirements

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 graphemes as above
- read words containing common suffixes
- read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
- read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered
- 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

Statutory requirements

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 contemporary and classic poetry, 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 and clarifying the meanings of words, linking new meanings to known vocabulary
 - 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.

Phonics and reading fluency

In year 2, children continue to work towards becoming fluent readers and increasingly accurate spellers.

We recognise some children may need to continue consolidating phonics they have learnt in year 1 and this will be done through additional phonics sessions closely matched to the child's needs with a view of accelerating progress. Children's books will continue to match their reading level and further support them with this.

Children will be given opportunities to read aloud during partner reading and with adults during group or 1:1 reading sessions. Children will begin to read independently as appropriate.

Spelling sessions will further consolidate children's understanding of graphemes (letter/s that represents a sound) and allow them to develop fluency when reading these in a text.

High frequency word reading

High frequency words are words which occur most frequently in written material, for example, "and", "the", "as" and "it".

By Year 2, children should be confident with the first 100 high-frequency words. Children will now become increasingly familiar with the next 200 words in order to further develop their fluency. This will be taught through reading sessions but also consolidated through spelling, where they will be expected to spell as well as read these words.

Children are regularly assessed on these words to check progress and extra support is put in place where needed.

Next 200 common words in order of frequency				
This list is read down columns (i.e in the list, water is the most frequently used and grow is the least frequently used)				
water	other	fast	air	use
away	food	only	trees	along
good	fox	many	bad	plants
want	through	laughed	tea	dragon
over	way	let's	top	pulled
how	been	much	eyes	we're
did	stop	suddenly	fell	fly
man	must	told	friends	grow
going	red	another	box	
where	door	great	dark	
would	right	why	grandad	
or	sea	cried	there's	
took	these	keep	looking	
school	began	room	end	
think	boy	last	than	
home	animals	jumped	best	
who	never	because	better	
didn't	next	even	hot	
ran	first	am	sun	
know	work	before	across	
bear	lots	gran	gone	

Reading Scheme

Our reading scheme refers to the books children read aloud at school and at home. Our reading scheme ends once children have consolidated Phase 5 phonics. This means some children may continue on this reading scheme during Year 2 or may have already completed it in Year 1. Once completed, children will go onto the Turquoise book band where they will be able to read a range of books from plays to non—fiction texts. They will then be assessed regularly and progress through the book bands as they further develop fluency and understanding.



Pie Corbett's Poetry Spine

In Year 2, the children will listen to, respond and perform a range of poetry through guided reading and story time. We follow the poetry spine as designed by Pie Corbett to ensure our children have access to the highest quality poets and poetry.

- Crazy Mayonnaisy Mum by Julia Donaldson
- Heard it in the Playground by Allan Ahlberg
- A First Poetry Book
- The Works Key Stage 1



Guided reading

The children will undertake weekly whole class reading sessions. The purpose of these sessions is to deepen the children's comprehension skills through questioning, predicting, summarising what they have read, making inferences about what is being said or done and drawing on their own experiences and knowledge to enable them to gain understanding. The children are also able to access new vocabulary and discuss word meanings.

Children will discuss ideas with others but also be given opportunities to read and answer questions on a range of texts independently

Stories to retell

Children acquire many skills from acting out stories. Children's oral language skills—vocabulary and narrative understanding—are enhanced through this. These skills are key for developing comprehension. In addition, children learn about sequencing and story elements. Year 2 learn and orally retell narrative stories and poems.

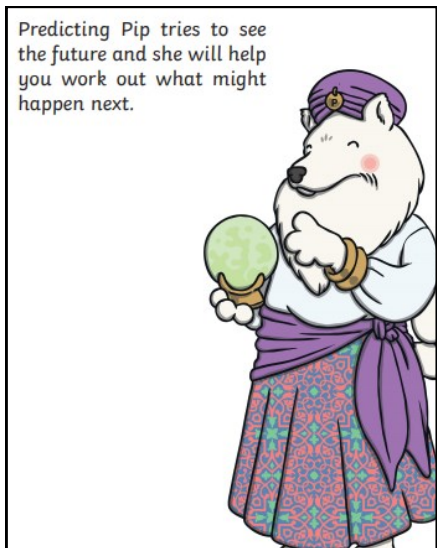
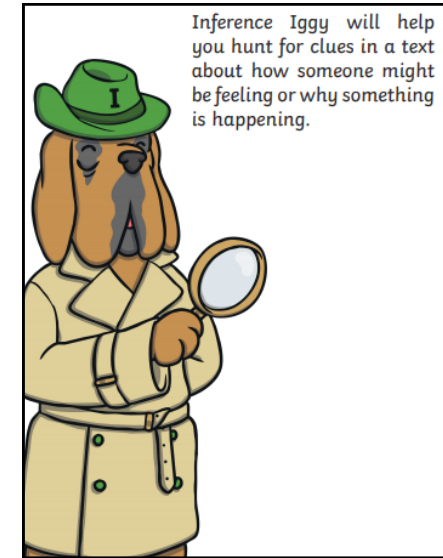
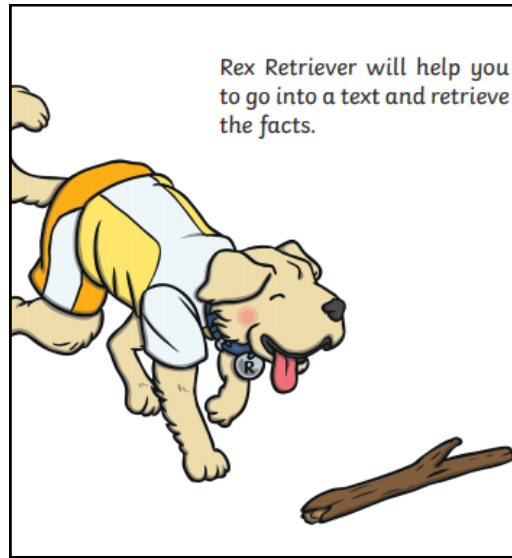
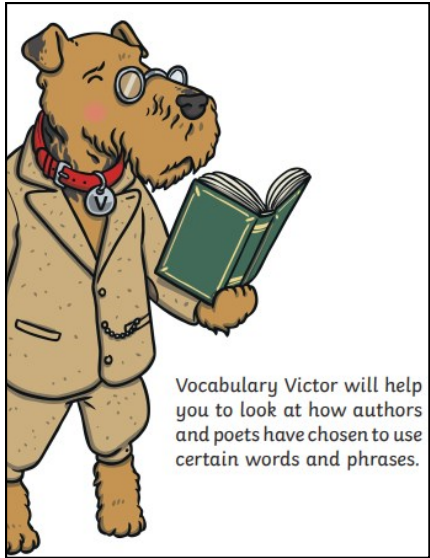
Reading across the curriculum

Reading across the curriculum is vital in ensuring children understand the value of books and gain a deeper understanding and interest across a range of topics.

Non—fiction texts are used to support the teaching of science and foundation subjects. Poems and fiction texts are also used to support understanding of a range of issues such as bullying and LGBTQ+ in an age appropriate way.



Teaching reading skills: Y2 Reading Dogs



Reading dogs are introduced in Year 2 in order to further consolidate the key skills.

Each skill is taught discretely and applied through whole class comprehension and during story time in order for them to apply this to texts they have read independently and texts that have been read aloud.

This progresses into KS2 where the Reading Dogs continue with added skills such as summarising and looking at author choice within and across texts.

Year 3 & 4

National Curriculum expectations

Reading – word reading

Statutory requirements

Pupils should be taught to:

- apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in [English 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.

Reading – comprehension

Statutory requirements

Pupils should be taught to:

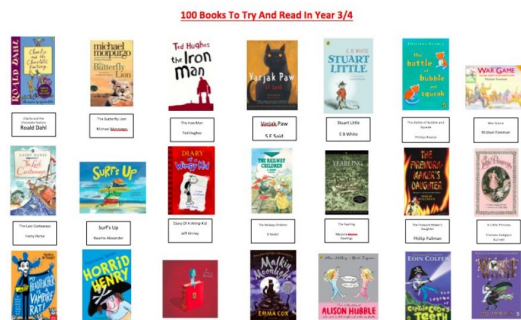
- develop positive attitudes to reading and understanding of what they read by:
 - listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
 - reading books that are structured in different ways and reading for a range of purposes
 - using dictionaries 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 [for example, 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
 - identifying how language, structure, and presentation contribute to meaning
- retrieve and record information from non-fiction
- 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.

Creating a love of reading

At the heart of our reading curriculum is the intent to create a life—long love of reading for all children in our school. We strive to ensure children are enthused about books of all kinds and we understand the importance of this in developing their knowledge of the world around them.

In order to develop a love of reading in Year 5 and 6, we:

- ◆ Ensure children have access to high—quality books to read aloud at school and home linked to their reading ability (fluency and comprehension) We regularly review our reading books to ensure children have access to a range of engaging texts at their reading level
- ◆ Ensure children get 1:1 reading with an adult in school, particularly children who are still developing fluency or need additional support with comprehension
- ◆ Use a range of texts such as traditional tales and poetry in guided reading to allow children to gain deep understanding and enjoyment of the text
- ◆ Have weekly trips to the school library to take books to share at home
- ◆ Have a book-based English curriculum which utilises quality age-appropriate books throughout. This also includes learning and orally retelling stories
- ◆ Have an engaging reading area in the class which includes a wide—range of books to read and share
- ◆ Have books on display that link to our topics to enable children to expand their knowledge of the curriculum
- ◆ Have a daily story time. During this time, the children listen to a range of texts. Poetry is taken from Pie Corbett's poetry spine and narrative books may be taken from a recommended book list for LKS2. Additional texts are used as appropriate. Non—fiction texts may be chosen to follow children's interests or link to a relevant topic.



Word Reading

In year 3 and 4, children will be able to read a range of texts fluently. This will further be developed through independently reading a wide range of texts. These will ensure the children can apply their knowledge to help them to read new words and understand their meanings. Children will also continue to learn to read and spell common words for Year 3 and 4 during daily spelling sessions.

Comprehension

Reading skills and comprehension are taught through whole—class guided reading. Teachers use age-related texts to form a basis of the lesson.

Children will do the following things during each session:

- ◆ Read the text. This may be read by the teacher, through partner reading or independently as appropriate
- ◆ Ask questions about the text and clarify vocabulary through reading strategies and the use of dictionaries
- ◆ Apply reading skills to answering questions or complete a follow up activity e.g. Writing the next part of the story or a glossary for vocabulary
- ◆ Get feedback on strategies and answers to improve understanding and move learning forward

Children will also have a reading session dedicated to teaching the key reading skills. These lessons teach the children what each skill means and why it is important. Children will be given opportunities within these sessions to apply their learning through an appropriate activity such as predicting what will happen in the next chapter of the book or summarising the main events in a paragraph/chapter.

Reading Dogs are used during these sessions as a memorable way for children to recognise and discuss these skills. The skills are further consolidated in whole class guided reading where the reading dogs will be referred to.

Reading Scheme

Our reading scheme follows on from KS1 where children will continue to move through the book bands. Children will be regularly assessed and moved through the bands based on their reading fluency and understanding.

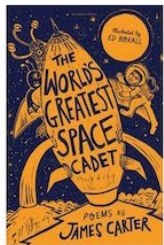
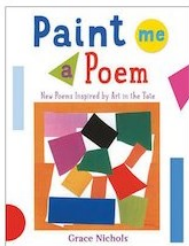
Partner Reading

In KS2, children are given the opportunity to read to their 'reading partner'. During this time, the children focus on improving their reading fluency. They score each other on the following things: Expression and Volume, Phrasing, Smoothness and Pace. The children give each other feedback; suggesting strengths and suggesting what they could do to further improve.

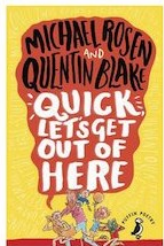
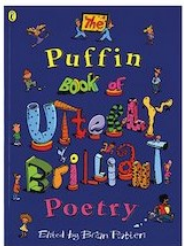
Pie Corbett's Poetry Spine

In Year 3 & 4, the children will listen to, respond and perform a range of poetry through guided reading and story time. We follow the poetry spine as designed by Pie Corbett to ensure our children have access to the highest quality poets and poetry.

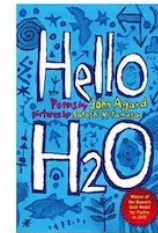
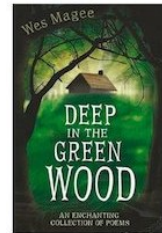
Year 3



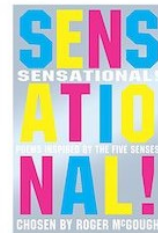
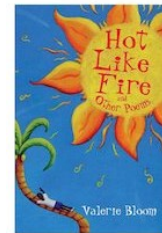
- Paint me a Poem by Grace Nichols
- The World's Greatest Space Cadet by James Carter
- The Puffin Book of Utterly Brilliant Poetry
- Quick, Let's Get Out of Here by Michael Rosen and Quentin Blake



Year 4



- Deep in the Green Wood by Wes Magee
- Hello H2O poems by John Agard
- Hot Like Fire by Valerie Bloom
- Sensational



Teaching reading skills: KS2 Reading Dogs

2a: Give/explain the meaning of words in context.



Vocabulary Victor is there to help you work out the meaning of unknown words and phrases using context clues.

2b: Retrieve and record information/identify key details from fiction and non-fiction.



Rex Retriever is there to help you to go into a text and just simply retrieve the facts and key details.

2c: Summarise main ideas from more than one paragraph.



Summarising Sheba is there to remind you to summarise the main point(s) or main event(s) of a paragraph or text.

2d: Make inferences from the text/explain and justify inferences with evidence from the text.



Inference Iggy will help you hunt for clues in a text about how someone might be feeling or why something is happening.

2e: Predict what might happen from details stated and implied.



Predicting Pip tries to see the future and she will help you to work out what might happen next from clues in the text.

2f: Identify/explain how information/narrative content is related and contributes to meaning as a whole.

2h: Make comparisons within the text.



Cassie the Commentator discusses the content of a paragraph/text and compares events and characters. Can you do the same?

2g: Identify/explain how meaning is enhanced through choice of words and phrases.



Arlo the Author likes to help you to spot examples of ambitious vocabulary and figurative language, and explain how the words/phrases that have been used add to the meaning of the text.

Year 5 & 6

National Curriculum expectations

Reading – word reading

Statutory requirements

Pupils should be taught to:

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

Reading – comprehension

Statutory requirements

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

Statutory requirements

- 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 themselves, 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, maintaining a focus on the topic and using notes where necessary
- provide reasoned justifications for their views.

Word Reading

In year 5 and 6, children will be able to read a range of texts fluently. This will further be developed through independently reading a wide range of texts. These will ensure the children can apply their knowledge to help them to read new words and understand their meanings. Children will also continue to learn to read and spell common words for Year 5 and 6 during daily spelling sessions.

Comprehension

Reading skills and comprehension are taught through whole—class guided reading. Teachers use age-related texts to form a basis of the lesson.

Children will do the following things during each session:

- ◆ Read the text. This may be read by the teacher, through partner reading or independently as appropriate
- ◆ Ask questions about the text and clarify vocabulary through reading strategies and the use of dictionaries
- ◆ Apply reading skills to answering questions or complete a follow up activity e.g. Writing the next part of the story or a glossary for vocabulary
- ◆ Get feedback on strategies and answers to improve understanding and move learning forward

Children will also have a reading session dedicated to teaching the key reading skills. These lessons teach the children what each skill means and why it is important. Children will be given opportunities within these sessions to apply their learning through an appropriate activity such as predicting what will happen in the next chapter of the book or summarising the main events in a paragraph/chapter.

Reading Dogs are used during these sessions as a memorable way for children to recognise and discuss these skills. The skills are further consolidated in whole class guided reading where the reading dogs will be referred to.

Reading Scheme

Our reading scheme follows on through UKS2. During this time, children may complete the reading scheme. Once this happens, children become 'free readers' and can then choose from

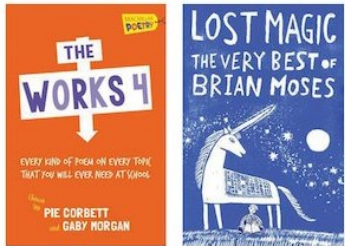
Partner Reading

In KS2, children are given the opportunity to read to their 'reading partner'. During this time, the children focus on improving their reading fluency. They score each other on the following things: Expression and Volume, Phrasing, Smoothness and Pace. The children give each other feedback; suggesting strengths and suggesting what they could do to further improve.

Pie Corbett's Poetry Spine

In Year 5 & 6, the children will listen to, respond and perform a range of poetry through guided reading and story time. We follow the poetry spine as designed by Pie Corbett to ensure our children have access to the highest quality poets and poetry.

Year 5



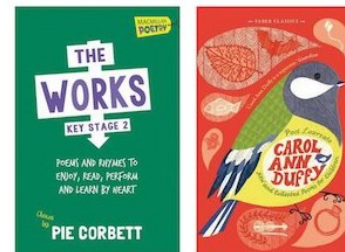
- The Works: 4
- Lost Magic. The Very Best of Brian Moses
- Juggling with Gerbils by Brian Patten
- The Magic Box: Poems for Children



Year 6



- Collected poems for children by Charles Causley
- Ted Hughes Collected Poems for Children
- The Works: Key Stage 2
- New and Collected Poems for Children by Carol Ann Duffy



Teaching reading skills: KS2 Reading Dogs

2a: Give/explain the meaning of words in context.



Vocabulary Victor is there to help you work out the meaning of unknown words and phrases using context clues.

2b: Retrieve and record information/identify key details from fiction and non-fiction.



Rex Retriever is there to help you to go into a text and just simply retrieve the facts and key details.

2c: Summarise main ideas from more than one paragraph.



Summarising Sheba is there to remind you to summarise the main point(s) or main event(s) of a paragraph or text.

2d: Make inferences from the text/explain and justify inferences with evidence from the text.



Inference Iggy will help you hunt for clues in a text about how someone might be feeling or why something is happening.

2e: Predict what might happen from details stated and implied.



Predicting Pip tries to see the future and she will help you to work out what might happen next from clues in the text.

2f: Identify/explain how information/narrative content is related and contributes to meaning as a whole.

2h: Make comparisons within the text.



Cassie the Commentator discusses the content of a paragraph/text and compares events and characters. Can you do the same?

2g: Identify/explain how meaning is enhanced through choice of words and phrases.



Arlo the Author likes to help you to spot examples of ambitious vocabulary and figurative language, and explain how the words/phrases that have been used add to the meaning of the text.