**Sandbach Primary Academy**



**Reading Implementation**

**Reception**

Over the year, the children in Reception will learn how to say a sound for each letter in the alphabet and at least 10 digraphs. They will read words consistent with their phonic knowledge by sound-blending. The children will learn to read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. The children will show an understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. They will anticipate – where appropriate – key events in stories. The children will also be able to use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.

**Year 1**

In Year 1, for word reading, children will be taught to apply their phonics knowledge and skills to decode words. They will be able to respond speedily with the correct sound to graphemes for all 40+ phonemes, including, where applicable, alternative sounds for graphemes. The children will learn to read accurately by blending sounds in unfamiliar words containing GPCs that have been taught. They will also be able to read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word. The children will read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings as well as other words of more than one syllable that contain taught GPCs. They will be able to read words with contractions (for example, I’m, I’ll, we’ll), and understand that the apostrophe represents the omitted letter(s). By the end of Year 1, children will be able to read aloud and accurately, books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words. They will reread these books to build up their fluency and confidence in word reading.

In Year 1, the children will also work extensively on comprehension. They will develop pleasure in reading, motivation to read, vocabulary and understanding through a variety of methods. Through lessons, they will listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently. They will also be encouraged to link what they read or hear to their own experiences. Through the reading a variety of texts, they will become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics. Children in Year 1 will also be taught to recognise and join in with predictable phrases. They will learn to appreciate rhymes and poems, and to recite some by heart. During lessons, the children will discuss word meanings, linking new meanings to those already known.

Children in Year 1 will also be taught to 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. They will also be taught to check that the text makes sense to them as they read, correcting inaccurate reading. The children will discuss the significance of the title and events and make inferences on the basis of what is being said and done. They will also predict what might happen on the basis of what has been read so far. The children will be encouraged to participate in discussion about what is read to them, taking turns and listening to what others say. They will explain clearly their understanding of what is read to them.

**Year 2**

In Year 2, for word reading, children will 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. They will learn to read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes. They will also be taught to read accurately: words of two or more syllables that contain the same graphemes as above; words containing common suffixes; and further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word. The children will be able to read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered. They will read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation. Rereading these books will allow them to build up their fluency and confidence in word reading.

In Year 2, the children will also work on reading comprehension. They will be taught to develop pleasure in reading, motivation to read, vocabulary and understanding. This will be done 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. They will also discuss the sequence of events in books and how items of information are related. Over time, they will become increasingly familiar with, and will be able to retell, a wider range of stories, fairy stories and traditional tales. Children will be introduced to non-fiction books that are structured in different ways and will recognise simple recurring literary language in stories and poetry. They will discuss and clarify the meanings of words, linking new meanings to known vocabulary and will be able to discuss their favourite words and phrases. Through the year, the children will also continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear.

The children in Year 2 will also be taught to understand both the books that they can already read accurately and fluently and those that they listen to. They will learn this by drawing on what they already know or on background information and vocabulary provided by the teacher. They will also check that the text makes sense to them as they read, correcting inaccurate reading. They will make inferences on the basis of what is being said and done, answer and ask questions and predict what might happen on the basis of what has been read so far. Furthermore, the children will learn to 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. They will explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.

**Years 3 and 4**

Over the two years, pupils will be taught to apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as set out in Appendix 1 of the English curriculum to both to read aloud and to understand the meaning of new words they meet. They will also read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.

For reading comprehension, the children will be taught to develop positive attitudes to reading, and an understanding of what they read, in a number of different ways. They will listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. They will also be taught to read books that are structured in different ways and to read for a range of purposes. Through using dictionaries, the children will learn to check the meaning of words that they have read. They will also increase their familiarity with a wide range of books, including fairy stories, myths and legends, and will retell some of these orally. They will learn to identify themes and conventions in a wide range of books and will prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action. During lessons, the children will discuss words and phrases that capture the reader’s interest and imagination. They will also be able to recognise some different forms of poetry such as free verse and narrative poetry.

In Years 3 and 4, the children will be taught to understand what they read, in books they can read independently. This will be done by checking that the text makes sense to them, discussing their understanding, and explaining the meaning of words in context. They will also be encouraged to ask questions to improve their understanding of a text and to draw inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence. The children will be taught to predict what might happen from details stated and implied and they will be able to identify main ideas drawn from more than one paragraph and summarise these. The children will learn to identify how language, structure, and presentation contribute to meaning. They will also retrieve and record information from non-fiction. When participating in discussion about both books that are read to them and those they can read for themselves, they will take turns and listen to what others say.

**Years 5 and 6**

Over the two years, the children in years 5 and 6 will 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.

The children will be taught to maintain positive attitudes to reading and an understanding of what they read. This will be done by continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. They will also read books that are structured in different ways and will read for a range of purposes. Over the two years, they will increase 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. The children will be able to recommend books that they have read to their peers, giving reasons for their choices. The will also be able to identify and discuss themes and conventions in and across a wide range of writing. Children will also learn to make comparisons within and across books; learn a wider range of poetry by heart; and will prepare 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.

Importantly, the children will understand what they read by checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context. They will also ask questions to improve their understanding and will draw inferences such as inferring characters’ feelings, thoughts and motives from their actions, justifying inferences with evidence. The children will predict what might happen from details stated and implied and will be able to summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas. The children will also be able to identify how language, structure and presentation contribute to meaning.

Through their lessons, children will be able to discuss and evaluate how authors use language, including figurative language, considering the impact on the reader. They will also be able to distinguish between statements of fact and opinion as well as retrieve, record and present information from non-fiction. The children will 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. They will also 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 and providing reasoned justifications for their views.