Reading

Our Intent

The teaching of phonics and early reading at Happpisburgh Primary School is of the highest priority. We are committed to ensuring that every child will learn to read, regardless of ability, need or background. Giving pupils the key skills in reading, enables them to access material in all curriculum areas, and provides a foundation for their learning throughout their school career and beyond. We are committed to inspiring every child to be excited about books and motivated to read for pleasure.

At Happisburgh Primary School, we intend:

- for every child to be a reader
- for early readers to have the skills to decode words in order to be able to read fluently
- for children to understand what they have read
- for children to respond with curiosity about what they and others have read
- for children to become enthusiastic and motivated to read for pleasure
- to develop children's confidence in reading a wide variety of genres and text types to develop children's knowledge of a wide range of authors and illustrators

Our Implementation

When are children taught to read and when do they practise their reading skills?

- Daily phonics lessons - Our aim, for all children, is to make rapid progress, so they become fluent readers as quickly as possible.
- 1:1 reading with adults - All children are heard reading at least weekly.
- Guided reading lessons - The children are taught in small groups and as a class. The lessons are planned to explicitly teach fluency and the comprehension elements of the National Curriculum. The elements include sequencing, retrieval, vocabulary, prediction and inference.

- Home learning - parents are expected to hear their child read daily even when they are fluent readers. They are encouraged to record all reading experiences in the Reading Record.

- Our Reading Karate Programme supports our Parents/Carers and children in giving them a goal to strive towards. This encourages every child to read daily and they earn coloured karate bands which represent the total reads at home they have achieved.
- Our Reading Karate Programme was piloted during the summer term of 2021 and has been a huge success.

We are continuing to roll this out during autumn term

How we inspire children to read for pleasure

- Story time - when the children are read aloud to on a daily basis in every year group. This is for the children's enjoyment with the main aim of motivating them to read for pleasure. Additionally, it will develop their knowledge and confidence to discuss a wide range of authors, illustrators, variety of text types and genres. The text read is directly linked to the topic that each class is learning about.
- English lessons - planning is linked, inspired and supported by high quality, engaging and relevant texts. Stories form the basis for weekly continuous provision in Reception and an English teaching sequence in Key Stage 1 and 2, leading to daily discussion about the text.
- Children are encouraged to discuss and respond to what they and others have read in lessons, story time and at any other opportunities.
- A supportive learning environment with inviting books in every classroom, so children have access to engaging books.
- Our Reading Karate Incentive scheme has also played a huge part in encouraging children to read for pleasure.

How do we assess reading?

We build a picture of a child's reading behaviours, including their views on reading, by gathering evidence from:

- Phonics, reading practice sessions and guided reading lessons
- 1:1 reading
- Running Record Assessments
- Reading Comprehension Assessment papers

YR-children are assessed against the Reading statements in the Development Matters document.

KS1 and KS2-children are assessed using the National Curriculum objectives.

Topics	Marvelous Me Once Upon a Time Down in the Garden Night and Day Off on an Adventure Pirates and seasides	Let's Explore London Poles Apart Seasides and Shipwrecks Memory Box Out of this World Dragons, Castles and Kings	Let's Explore London Poles Apart Seasides and Shipwrecks Memory Box Out of this World Dragons, Castles and Kings	Meet The Flintstones Ancient China Transport Crime and Punishment Extreme Survival World Kitchen Roman Rule	Meet The Flintstones Ancient China Transport Crime and Punishment Extreme Survival World Kitchen Roman Rule	Ancient Greece Invaders Wild water The Mayans Rule Britannia 'Disaster!'	Ancient Greece Invaders Wild water The Mayans Rule Britannia 'Disaster!'
Skills	**EYFS**	**Yr 1**	**Yr 2**	**Yr 3**	**Yr 4**	**Yr 5**	**Yr 6**

Decoding	Read individual letters by saying the sounds for them. (LIT) Blend sounds into words, so that they can read short words made up of known letter– sound correspondences. (LIT) Read some letter groups that each represent one sound and say sounds for them. (LIT) Read a few common exception words matched to the school's phonic programme. (LIT) Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words. (LIT) Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. (LIT)	• Apply phonic knowledge to decode words • Speedily read all 40+ letters/groups for 40+ phonemes • read accurately by blending taught GPC • Read common exception words • Read common suffixes (-s, -es, -ing, -ed, etc.) • Read multisyllable words containing taught GPCs • Read contractions and understanding use of apostrophe • Read aloud phonically-decodable texts	• Secure phonic decoding until reading is fluent • Read accurately by blending, including alternative sounds for graphemes • Read multisyllable words containing these graphemes • Read common suffixes • Read exception words, noting unusual correspondences • Read most words quickly & accurately without overt sounding and blending	• Apply their growing knowledge of root words, prefixes and suffixes, 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	• Apply their growing knowledge of root words, prefixes and suffixes, 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	• 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 that they meet	• 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 that they meet

Range of Reading		• 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	• 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	• 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	• 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	• 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 • Making comparisons within and across books	• 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 • Making comparisons within and across books
Familiarity with texts	Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. (C&L) Listen to and talk about stories to build familiarity and understanding. (C&L) Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. (LIT	• 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	• Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales • Recognising simple recurring literary language in stories and poetry	• 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	• 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	• 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 • Identifying and discussing themes and conventions in and across a wide range of writing	• 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 • Identifying and discussing themes and conventions in and across a wide range of writing

Poetry and Performance	Listen carefully to rhymes and songs, paying attention to how they sound. (C&L) Learn rhymes, poems and songs. (C&L)	• Learning to appreciate rhymes and poems, and to recite some by heart	• Continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear	• Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action • Recognising some different forms of poetry	• Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action • Recognising some different forms of poetry	• 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	• 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
Word Meanings	Learn new vocabulary. (C&L) Use new vocabulary in different contexts. (C&L	• Discussing word meanings, linking new meanings to those already known	• Discussing and clarifying the meanings of words, linking new meanings to known vocabulary • Discussing their favourite words and phrases	• Using dictionaries to check the meaning of words that they have read	• Using dictionaries to check the meaning of words that they have read	• Using dictionaries to check the meaning of words that they have read	• Using dictionaries to check the meaning of words that they have read
Understanding	Listen to and talk about stories to build familiarity and understanding. (C&L) 2	• 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 sequence of events in books and how items of information are related • 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	• 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 *identifying main ideas drawn from more than one paragraph and summarising these	• 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 *identifying main ideas drawn from more than one paragraph and summarising these	• 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 • Summarising the main ideas drawn from more than one paragraph, identifying key details to support the main ideas	• 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 • summarising the main ideas drawn from more than one paragraph, identifying key details to support the main ideas

Inference			• discussing the significance of the title and events • making inferences on the basis of what is being said and done	• Making inferences on the basis of what is being said and done • Answering and asking questions	• Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence	• Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence	• Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence	• Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
Prediction			• Predicting what might happen on the basis of what has been read so far	• Predicting what might happen on the basis of what has been read so far	• Predicting what might happen from details stated and implied	• Predicting what might happen from details stated and implied	• Predicting what might happen from details stated and implied	• Predicting what might happen from details stated and implied
Authorial Intent					• Discussing words and phrases that capture the reader's interest and imagination • Identifying how language, structure, and presentation contribute to meaning	• Discussing words and phrases that capture the reader's interest and imagination • Identifying how language, structure, and presentation contribute to meaning	• Identifying how language, structure and presentation contribute to meaning • Discuss and evaluate how authors use language, including figurative language, considering impact on the reader	• 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

Non-fiction	Engage in non-fiction books. (C&L) Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary (C&L)		• Being introduced to non-fiction books that are structured in different ways	• Retrieve and record information from non-fiction	• Retrieve and record information from non-fiction	• Distinguish between statements of fact and opinion • Retrieve, record and present information from non-fiction	• Distinguish between statements of fact and opinion • Retrieve, record and present information from non-fiction
Discussing Reading	Engage in story times. (C&L)	• 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	• Participate in discussion about books, poems & other works that are read to them & 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	• 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	• 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	• Recommending books that they have read to their peers, giving reasons for their choices • Participate in discussions about books, 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, *provide reasoned justifications for their views	• Recommending books that they have read to their peers, giving reasons for their choices • Participate in discussions about books, 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, *provide reasoned justifications for their views