



## **INTENT**

At Poppleton Ousebank Primary, we deliver a curriculum that is engaging, broad and balanced and that caters for all learners. We inspire children to want to talk, read and write. Our English curriculum is progressive and sequenced and is designed to help children to become articulate and imaginative communicators. We want pupils to develop a love of language by exploring the awe and wonder of books. We believe that equipping children with the basic skills in speaking and listening, reading and writing is vital for them to become life-long learners. Our aspiration is for children to enjoy reading and to be able to write for a range of purposeful situations in school and beyond.

## **IMPLEMENTATION**

The strategies employed at POPS to teach reading and writing are those based on research and linked to evidence based practice. Learning to read and write requires careful, deliberate and systematic teaching. The National Curriculum divides the teaching of reading into two areas: Word reading/decoding and Comprehension.

At Poppleton Ousebank, we recognise that both these elements are essential to successful reading and we support the acquisition of both sets of skills through various strategies always alongside quality texts.

We know that in order for children to read for pleasure, they must be fluent readers and therefore our reading journey begins in the early years where children start with Ruth Miskin's systematic phonics-based Read, Write Inc approach. Children are introduced to listening activities and develop an awareness of different sounds. During Reception stage, they take part in phonics and begin reading words, followed by sentences which become longer and more complex as the children become fluent and more confident. They listen to and learn stories. Picture books and stories are also shared everyday in class to get them excited about reading.

In KS2 Children take part in reading across the activities across the curriculum each day for a range of purposes. These are reading for pleasure, reading for knowledge, reading to write and reading to comprehend. In order to cover all four aspects of reading, reading provision includes a wide range of age-appropriate texts including fiction, non-fiction and poetry.

During reading, children are taught the specific skills of vocabulary, inference, prediction, explanation and retrieval through exploring high quality texts.

## Reading – word reading

- 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

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.

## Reading – word reading

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

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 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.