

Implementation of Our Reading Curriculum



Year Group: EYFS	Word Reading
	What should be seen in the classroom?
Phonics and Decoding	<ul style="list-style-type: none"> • Phonics teaching, using Little Wandle Letters and Sounds Revised that is tracked to age related expectations. • Differentiated groups, whereby any child below their reading age is having intervention, and where children above expected are being moved on. • Rapid Interventions- Phonics Keep Up Intervention. • Storytelling, songs and rhymes. • Daily story time. • Group reading with books aligned to the phonics knowledge of the child- focusing on fluency, prosody and comprehension. • Decodable individual reading books aligned to the phonics knowledge of the child- read three times to focus on fluency, prosody and comprehension.
Common Exception Words	
Fluency	
Comprehension	
Understanding and Correcting Inaccuracies	<ul style="list-style-type: none"> • Hear questions being asked to children throughout reading both whole class and individual. • Can you find the front cover? Can you find/ point to the title/ blurb?
Comparing, Contrasting and Commenting	

Words in Context and Authorial Choice	<ul style="list-style-type: none"> • Questions e.g.: What does this word mean?
Inference and <i>Prediction</i>	<ul style="list-style-type: none"> • Questions e.g. : What might they be feeling? How do you know? • <i>What might happen at the end of the story?</i> • <i>What might happen next?</i>
Poetry and Performance	<ul style="list-style-type: none"> • Hear questions being asked to children throughout reading both whole class and individual. • Can you find the front cover? Can you find/ point to the title/ blurb?
Non-Fiction	

Year Group: One	Word Reading
	What should be seen in the classroom?
Phonics and Decoding	<ul style="list-style-type: none"> • Phonics teaching, using Little Wandle Letters and Sounds Revised that is tracked to age related expectations. • Differentiated groups, whereby any child below their reading age is having intervention, and where children above expected are being moved on. • Rapid Interventions- Phonics Keep Up Intervention. • Storytelling, songs and rhymes. • Daily story time. • Group reading with books aligned to the phonics knowledge of the child- focusing on fluency, prosody and comprehension. • Decodable individual reading books aligned to the phonics knowledge of the child- read three times to focus on fluency, prosody and comprehension. • Hear questions being asked to children throughout reading both whole class and individual.
Common Exception Words	
Fluency	
Comprehension	
Understanding and Correcting Inaccuracies	<ul style="list-style-type: none"> • Individual Reading. • Daily story time. • Group Reading.

<p>Comparing, Contrasting and Commenting</p>	<ul style="list-style-type: none"> • Explanation Questions e.g. :Who is your favourite character? Why? Why do you think the main characters are girls in this book? Would you like to live in this setting? Why/ Why not? • Retrieval Questions e.g.: What kind of text is this? Who did...? What happened when...? • Sequence Questions e.g. : What happened after...? Can you summarise in a sentence the opening/ middle/ end of the story?
<p>Words in Context and Authorial Choice</p>	<ul style="list-style-type: none"> • Questions e.g.: What does the word...mean in this sentence? • Find and copy a word which means... • What does this word or phrase tell you about ...? • Which word in this section do you think is the most important? Why? • Which of the words best describes the character/ setting/ mood etc? • Can you think of any other words the author could have used to describe this? • Why do you think... is repeated in this section?
<p>Inference and <i>Prediction</i></p>	<ul style="list-style-type: none"> • Why was...feeling...? • Why did...happen? • Why did...say...? • Can you explain why...? • What do you think the author intended when they said...? • How does ...make you feel? • <i>Look at the book cover/ blurb- what do you think this book will be about?</i> • <i>What do you think will happen next? What makes you think this?</i> • <i>What is happening? What do you think happened before? What do you think will happen after?</i> • <i>What do you think the last paragraph suggest? What will happen next?</i>
<p>Poetry and Performance</p>	<ul style="list-style-type: none"> • Individual Reading. • Daily story time. • Group Reading.

Non-Fiction	
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Year Group: Two	Word Reading
	What should be seen in the classroom?
Phonics and Decoding	<ul style="list-style-type: none"> • Phonics teaching, using Little Wandle Letters and Sounds Revised that is tracked to age related expectations. • Differentiated groups, whereby any child below their reading age is having intervention, and where children above expected are being moved on. • Rapid Interventions- Phonics Keep Up Intervention. • Storytelling, songs and rhymes. • Daily story time. • Individual reading with books matched to the phonics knowledge of the child. • Whole Class Guided Reading Lessons.
Common Exception Words	
Fluency	
Comprehension	
Understanding and Correcting Inaccuracies	<ul style="list-style-type: none"> • Individual Reading. • Daily story time. • Whole Class Guided Reading Lessons. • Explanation Questions e.g. :Who is your favourite character? Why? Why do you think the main characters are girls in this book? Would you like to live in this setting? Why/ Why not? • Retrieval Questions e.g.: What kind of text is this? Who did...? What happened when...? How did...? • Sequence Questions e.g. : What happened after...? Can you summarise in a sentence the opening/ middle/ end of the story? In what order do these chapter headings come in the story?
Comparing, Contrasting and Commenting	

Words in Context and Authorial Choice	<ul style="list-style-type: none"> • Questions e.g.: What does the word...mean in this sentence? • Find and copy a word which means... • What does this word or phrase tell you about ...? • Which word in this section do you think is the most important? Why? • Which of the words best describes the character/ setting/ mood etc? • Can you think of any other words the author could have used to describe this? • Why do you think... is repeated in this section?
Inference and <i>Prediction</i>	<ul style="list-style-type: none"> • Why was...feeling...? • Why did...happen? • Why did...say...? • Can you explain why...? • What do you think the author intended when they said...? • How does ...make you feel? • <i>Look at the book cover/ blurb- what do you think this book will be about?</i> • <i>What do you think will happen next? What makes you think this?</i> • <i>What is happening? What do you think happened before? What do you think will happen after?</i> • <i>What do you think the last paragraph suggest? What will happen next?</i>
Poetry and Performance	<ul style="list-style-type: none"> • Individual Reading. • Daily story time. • Whole Class Guided Reading Lessons.
Non-Fiction	

Year Group: Three	Word Reading
	What should be seen in the classroom?
Phonics and Decoding	<ul style="list-style-type: none"> • Daily story time. • Individual reading with books matched to the phonics knowledge and reading age of the child. • Daily Phonics if needed. • Links to spelling. • Whole Class Guided Reading Lessons.
Common Exception Words	
Fluency	
Comprehension	
Understanding and Correcting Inaccuracies	<ul style="list-style-type: none"> • Individual Reading. • Daily story time. • Whole Class Guided Reading Lessons. <ul style="list-style-type: none"> • Explanation Questions e.g. :Why is the text arranged in this way? What structure has the author used? What is the purpose of this feature? What is the author’s point of view? • Retrieval Questions e.g.: How would you describe this story/ text? What genre is it? How do you know? How did...? What happened to...? The story is told from whose perspective? • Sequence Questions e.g. : What happened after...? Can you summarise in a sentence the opening/ middle/ end of the story? In what order do these chapter headings come in the story?
Comparing, Contrasting and Commenting	

<p>Words in Context and Authorial Choice</p>	<ul style="list-style-type: none"> • Questions e.g.: What do the words... and ...suggest about the character, setting and mood? • Which word tells you that? • Which keyword tells you about the character/ setting/ mood? • Find one word in the text which means... • Find and highlight that word that is closest in meaning to...
<p>Inference and <i>Prediction</i></p>	<ul style="list-style-type: none"> • Find and copy a group of words which show that... • How do these words make the reader feel? How does this paragraph suggest this? • How do the descriptions of... show that they are...? • How can you tell that...? • What impression of ...do you get from these paragraphs? • <i>From the cover what do you think this text is going to be about?</i> • <i>What is happening now? What happened before this? What will happen after this?</i> • <i>Do you think this choice of setting will influence how the plot develops?</i>
<p>Poetry and Performance</p>	<ul style="list-style-type: none"> • Daily story time. • Individual reading with books matched to the phonics knowledge and reading age of the child. • Daily Phonics if needed. • Links to spelling.
<p>Non-Fiction</p>	<ul style="list-style-type: none"> • Whole Class Guided Reading Lessons.

Year Group: Four	Word Reading
	What should be seen in the classroom?
Phonics and Decoding	<ul style="list-style-type: none"> • Daily story time. • Individual reading with books matched to the phonics knowledge and reading age of the child. • Daily Phonics if needed. • Links to spelling. • Whole Class Guided Reading Lessons.
Common Exception Words	
Fluency	
Comprehension	
Understanding and Correcting Inaccuracies	<ul style="list-style-type: none"> • Individual Reading. • Daily story time. • Whole Class Guided Reading Lessons.
Comparing, Contrasting and Commenting	<ul style="list-style-type: none"> • Explanation Questions e.g. :Why is the text arranged in this way? What structure has the author used? What is the purpose of this feature? What is the author's point of view? • Retrieval Questions e.g.: How would you describe this story/ text? What genre is it? How do you know? How did...? What happened to...? The story is told from whose perspective? • Sequence Questions e.g. : What happened after...? Can you summarise in a sentence the opening/ middle/ end of the story? In what order do these chapter headings come in the story?

Words in Context and Authorial Choice	<ul style="list-style-type: none"> • Questions e.g.: What do the words... and ...suggest about the character, setting and mood? • Which word tells you that? • Which keyword tells you about the character/ setting/ mood? • Find one word in the text which means... • Find and highlight that word that is closest in meaning to...
Inference and Prediction	<ul style="list-style-type: none"> • Find and copy a group of words which show that... • How do these words make the reader feel? How does this paragraph suggest this? • How do the descriptions of... show that they are...? • How can you tell that...? • What impression of ...do you get from these paragraphs? • <i>From the cover what do you think this text is going to be about?</i> • <i>What is happening now? What happened before this? What will happen after this?</i> • <i>Do you think this choice of setting will influence how the plot develops?</i>
Poetry and Performance	<ul style="list-style-type: none"> • Daily story time. • Individual reading with books matched to the phonics knowledge and reading age of the child. • Daily Phonics if needed. • Links to spelling. • Whole Class Guided Reading Lessons.
Non-Fiction	

Year Group: Five	Word Reading
	What should be seen in the classroom?
Phonics and Decoding	<ul style="list-style-type: none"> • Daily story time. • Individual reading with books matched to the phonics knowledge and reading age of the child. • Daily Phonics if needed. • Links to spelling. • Whole Class Guided Reading Lessons. • Recommending books that they have read to their peer, giving reasons for their choices. • Participate in discussions about books, building on their own and others' ideas and challenging view courteously.
Common Exception Words	
Fluency	
Comprehension	
Understanding and Correcting Inaccuracies	<ul style="list-style-type: none"> • Individual Reading for some. • Daily story time. • Whole Class Guided Reading Lessons. <ul style="list-style-type: none"> • Explanation Questions e.g. :Why is the text arranged in this way? What structure has the author used? What is the purpose of this feature? What is the author's point of view? What effect does.. have on the audience? • Retrieval Questions e.g.: How would you describe this story/ text? What genre is it? How do you know? How did...? What happened to...? The story is told from whose perspective? What can you learn from this section?
Comparing, Contrasting and Commenting	

	<ul style="list-style-type: none"> • Sequence Questions e.g. : What happened after...? Can you summarise in a sentence the opening/ middle/ end of the story? In what order do these chapter headings come in the story?
Words in Context and Authorial Choice	<ul style="list-style-type: none"> • Questions e.g.: What do the words... and ...suggest about the character, setting and mood? • Which word tells you that? • Which keyword tells you about the character/ setting/ mood? • Find one word in the text which means... • Find and highlight that word that is closest in meaning to...
Inference and <i>Prediction</i>	<ul style="list-style-type: none"> • Find and copy a group of words which show that... • How do these words make the reader feel? How does this paragraph suggest this? • How do the descriptions of... show that they are...? • How can you tell that...? • What impression of ...do you get from these paragraphs? • <i>From the cover what do you think this text is going to be about?</i> • <i>What is happening now? What happened before this? What will happen after this?</i> • <i>Do you think this choice of setting will influence how the plot develops?</i>
Poetry and Performance	<ul style="list-style-type: none"> • Daily story time. • Individual reading with books matched to the phonics knowledge and reading age of the child. • Daily Phonics if needed. • Links to spelling. • Whole Class Guided Reading Lessons.
Non-Fiction	

Year Group: Six	Word Reading
	What should be seen in the classroom?
Phonics and Decoding	<ul style="list-style-type: none"> • Daily story time. • Individual reading with books matched to the phonics knowledge and reading age of the child. • Daily Phonics if needed. • Links to spelling. • Whole Class Guided Reading Lessons. • Recommending books that they have read to their peer, giving reasons for their choices. • Participate in discussions about books, building on their own and others' ideas and challenging view courteously.
Common Exception Words	
Fluency	
Comprehension	
Understanding and Correcting Inaccuracies	<ul style="list-style-type: none"> • Individual Reading for some. • Daily story time. • Whole Class Guided Reading Lessons. • Explanation Questions e.g. :Why is the text arranged in this way? What structure has the author used? What is the purpose of this feature? What is the author's point of view? What effect does.. have on the audience? Is the use of... effective? • Retrieval Questions e.g.: How would you describe this story/ text? What genre is it? How do you know? How did...? What happened to...? The story is told from whose perspective? What can you learn from this section?
Comparing, Contrasting and Commenting	

	<ul style="list-style-type: none"> • Sequence Questions e.g. : What happened after...? Can you summarise in a sentence the opening/ middle/ end of the story? In what order do these chapter headings come in the story?
Words in Context and Authorial Choice	<ul style="list-style-type: none"> • Questions e.g.: What do the words... and ...suggest about the character, setting and mood? • Which word tells you that? • Which keyword tells you about the character/ setting/ mood? • Find one word in the text which means... • Find and highlight that word that is closest in meaning to...
Inference and <i>Prediction</i>	<ul style="list-style-type: none"> • Find and copy a group of words which show that... • How do these words make the reader feel? How does this paragraph suggest this? • How do the descriptions of... show that they are...? • How can you tell that...? • What impression of ...do you get from these paragraphs? • <i>From the cover what do you think this text is going to be about?</i> • <i>What is happening now? What happened before this? What will happen after this?</i> • <i>Do you think this choice of setting will influence how the plot develops?</i>
Poetry and Performance	<ul style="list-style-type: none"> • Daily story time. • Individual reading with books matched to the phonics knowledge and reading age of the child. • Daily Phonics if needed. • Links to spelling. • Whole Class Guided Reading Lessons.
Non-Fiction	