

Reading at Amberley



**Providing the rich soil that enables
our children to develop deep roots and flourish.**

Reading

(Please refer to Phonics' policy for specific detail around the teaching of phonics)

Intent

We believe that all children should have the opportunity to be fluent, confident readers who are able to comprehend and understand a wide range of both fiction and non-fiction texts. We want them to develop a love of reading, a good knowledge of a range of authors and be able to understand more about the world in which they live, through the knowledge they gain from texts. We achieve this through a consistent approach of phonics and reading teaching throughout the school. We encourage a home school partnership which enables parents and carers to understand how to support the skills taught in school.

Implementation

Our reading scheme is tightly linked to our phonics teaching as we believe it is essential for children to become fluent readers. All books have been extensively reviewed to ensure that they a 100% decodable match to the sounds and high frequency words that each child has been taught. Books not meeting these criteria have been retained to act as a challenge book where children have the opportunity to practise the other reading skills such as: picture cueing and

using context to identify unknown words. These books are still tightly matched to phonic teaching, although not they have a few additional words with which the children may need support as they are not 100% decodable.

Children in EYFS are given two reading books on a Monday and two on a Friday. Y1 children are given 3 books on a Monday and 3 on a Friday. We want to ensure that children can confidently use their phonic knowledge to sound words out and that they also recognise some high frequency words. The expectation is that these books are repeatedly read at home to embed the sounds that they have been taught as well as have the opportunity to develop their fluency skills.

At Amberley, in KS1 and KS2, we have 4 weekly sessions dedicated to reading (this is separate from phonics and spelling lessons). During these four sessions children have opportunities to read as a whole class reading session, with activities linked the reading or a chosen text selected by the class teacher, and a library day where they will be set tasks or activities as well as reading aloud to an adult and for pleasure.

During the whole class sessions, the aims and objectives of the national curriculum will be embedded as well as giving all children to opportunity to read aloud to adults and their peers, ask questions, develop their vocabulary and embed punctuation and grammar.

At Amberley we have broken down the Reading National Curriculum into seven strands. These are:

- Oral
- Inference
- Literal
- Phonics and word reading
- Vocabulary and grammar
- Organisation and research
- Making Predictions

At Amberley we have a progressive curriculum and we have designed reading grids which break down the strands within each year group.

Impact

We have high expectations of the phases and sounds in which we wish children to be secure in by the end of Autumn 2, Spring 2 and Summer 1 in order to ensure that children are ready for the statutory phonics screening check. (see teaching sequence in appendix)

Children are also assessed using Insight against the Development Matters and National Curriculum objectives, for reading, for each year group.

The impact of teaching is measured through these termly assessments of the children. These assessments are looked at by the English Lead (Phonics will look at phonic data) and all will hold discussions with class teachers, during Narrowing the Gap meetings to determine any gaps and additional intervention that may be required. Any reading interventions are regularly reviewed to ensure that they have having an impact.

<p align="center">Reading: Year 1</p> <p>Children will engage with a wide range of familiar poems, picture books, fairy tales, narrative and non-fiction.</p> <table border="1"> <thead> <tr> <th colspan="2">Narrative range</th> <th>Non Fiction range</th> </tr> <tr> <th>Picture books</th> <th>Fairy tales/fables</th> <td rowspan="2">Picture dictionaries, recount (letters, postcards and simple diaries), reports (posters providing information and simple information texts), instructions (recipes), persuasion (posters advertising events)</td> </tr> </thead> <tbody> <tr> <td>The Gruffalo, Meerkat Mail, Snail & the whale, Gorilla, Owl Babies, Percy the Park keeper, Where the Wild Things Are.</td> <td>Rapunzel, Cinderella, The Hare and the Tortoise, The Three little pigs</td> </tr> </tbody> </table>			Narrative range		Non Fiction range	Picture books	Fairy tales/fables	Picture dictionaries, recount (letters, postcards and simple diaries), reports (posters providing information and simple information texts), instructions (recipes), persuasion (posters advertising events)	The Gruffalo, Meerkat Mail, Snail & the whale, Gorilla, Owl Babies, Percy the Park keeper, Where the Wild Things Are.	Rapunzel, Cinderella, The Hare and the Tortoise, The Three little pigs	Phonics	<p>11. Apply phonic knowledge and skills to decode words</p> <p>12. Correctly and quickly read the graphemes for all 40+ phonemes, including the alternatives taught so far</p> <p>13. Accurately blend sounds in unfamiliar words that contain the GPCs that have been taught so far</p> <p>14. Note unusual correspondences and identify where these occur in the word, in relation to the Y1 common exception words</p> <p>15. Read words of more than one syllable and those that end in: -s, -es, -ing, - ed, -er and -est</p> <p>16. Read words with contractions</p> <p>17. Accurately read aloud books that are consistent with their developing phonic knowledge</p>
Narrative range		Non Fiction range										
Picture books	Fairy tales/fables	Picture dictionaries, recount (letters, postcards and simple diaries), reports (posters providing information and simple information texts), instructions (recipes), persuasion (posters advertising events)										
The Gruffalo, Meerkat Mail, Snail & the whale, Gorilla, Owl Babies, Percy the Park keeper, Where the Wild Things Are.	Rapunzel, Cinderella, The Hare and the Tortoise, The Three little pigs											
Oral	<p>1. Link what they read or hear to their own experiences</p> <p>2. Orally retell known stories, linked to the Y1 range</p> <p>3. Recite some simple poems by heart e.g. nursery rhymes, <i>Surrounded by Noise (Ian Souter)</i> <i>The Horseman (Walter de la Mare)</i></p> <p>4. Check that the text makes sense to them as they read and correct inaccurate reading</p> <p>5. Read aloud books matched to Y1 phonic knowledge</p>	Predictions	<p>18. Make simple predictions based on their own experiences e.g. <i>I think mum will be cross because my mum gets cross</i></p>									
	Literal		<p>6. Discuss a wide range of poems, stories and non-fiction beyond their independent reading level</p> <p>7. Demonstrate their understanding e.g. <i>through role play, story mapping, discussion, drama</i></p> <p>8. Consider the key characteristics of familiar stories e.g. <i>good and evil characters, happy endings, happening in the past</i></p> <p>9. Draw on what they already know to understand a text e.g. through relating to their own experiences (linking learning about penguins to 'Happy Feet')</p>	Vocabulary and grammar	<p>19. Discuss the meaning of new words by linking to vocabulary they know e.g. <i>unkind = means not kind</i></p> <p>20. Recognise and use predictable phrases in known stories e.g. <i>'I'll huff and I'll puff; once upon a time; happily, ever after</i></p> <p>21. Use age appropriate dictionaries to check the meanings of words e.g. <i>picture dictionaries, first dictionaries</i></p>							
Inference		<p>10. Make simple inferences e.g. <i>I think Red Riding Hood was scared because the wolf was frightening</i></p>	Organisation and research		<p>22. Identify the significance of the title and events in stories e.g. <i>why is this story called 'Where The Wild Things Are?'</i> <i>Why did they make Max king?</i></p> <p>23. Identify the significance of the title and events in non-fiction</p> <p>24. Understand that non-fiction texts provide information</p> <p>25. Answer questions orally about a shared non-fiction text e.g. <i>what do penguins eat?</i></p>							

Reading: Year 2

Children will engage and read a wide range of contemporary and classic poems, stories, traditional tales and non-fiction accurately and fluently

Narrative range

Non Fiction range

Picture books

Fairy tales/fables

Short chapter books

The Tear Thief, Who's afraid of the big bad book? The snowman, Mrs Armitage

How the leopard got its spots, Hansel and Gretel, The true story of the three little pigs (introducing parodies) A variety of traditional tales.

The Owl who was afraid of the dark, Flat Stanley, The Hodgeheg

Picture dictionaries, recount (letters and diaries), Reports (simple news reports, information texts/leaflets about one topic), Recipes (instructions for making things), Persuasion (simple letters, blurbs, posters)

Phonics

- 9. Accurately blend sounds in unfamiliar words, especially recognising alternative sounds e.g. **too, chew, shoe, blue**
- 10. Note unusual correspondences and identify where these occur in the word, in relation to the Y2 common exception words
- 11. Read accurately words of two or more syllables
- 12. Read words containing common suffixes e.g. **-ment, -less, -ful, -ness**
- 13. Automatically read unfamiliar words accurately and without undue hesitation when reading aloud
- 14. Read fluently and confidently in line with the Y2 range

Oral

- 1. Orally retell known stories, linked to the Y2 range
- 2. Recite poems by heart, using intonation to make the meaning clear e.g. **The Sound Collector (Roger McGough) Walking With My Iguana (Brian Moses) Daddy Fell into the Pond (Noyes)**
- 3. Read aloud books matched to Y2 phonic knowledge
- 4. Check that the text makes sense to them as they read and correct inaccurate reading

Predictions

- 15. Predict what may happen on the basis of what has been read so far e.g. **I think mum will get cross because she told Tom not to lie again**

Literal

- 5. Discuss their understanding of stories, poems and non-fiction (see range) at a level beyond which they can read independently
- 6. Express a single point of view about a text
- 7. Draw on what they already know to understand a text e.g. **through: the vocabulary, grammar or context; cause and effect (thinking about what's prompted a character's behaviour)**

Vocabulary and grammar

- 16. Discuss favourite words and phrases
- 17. Clarify and discuss the meanings of new words, by linking to vocabulary they know e.g. **I think 'kindly' means he spoke in a nice way.**
- 18. Recognise simple, recurring literary language across poetry and narratives e.g. **in a land far away; long ago; once there lived; it wasn't long before; they searched far and wide**
- 19. Use age appropriate dictionaries to check the meanings of words e.g. **first dictionaries, infant dictionaries**

Inference

- 8. Make inferences on the basis of what is said and done e.g. **I think something bad will happen to Hansel and Gretel because they've been left on their own**

Organisation and research

- 20. Identify the sequence of events in fiction and how these are related e.g. **understanding beginning/middle/end**
- 21. Identify the sequence of events in non-fiction and how these are related e.g. **introductions /conclusions**
- 22. Use titles, headings, pictures and blurbs to locate relevant information
- 23. Use scanning to locate a single piece of information, in response to questions from the teacher
- 24. Recognise and understand the structure of the non-fiction texts used
- 25. List key information orally or through text marking (highlighting/ underlining) in response to teachers' questions

Reading: Year 3				Inference
Children will engage and read a wide range of books including: fiction, fairy stories, myths and legends, plays, non-fiction, reference books or textbooks and different forms of poetry independently				
Narrative range		Non Fiction range		
Longer Picture books	Fairy tales/folk tales	Short chapter books	Junior dictionaries (introducing synonyms and antonyms), simple Thesauri, Recount (journals: eye witness accounts (historical)), Reports (information texts around a theme, news reports), Instructions (linked to topic, more complex procedures, use of diagrams), Persuasion (magazines and multimedia adverts, brochures, websites), Explanation (simple texts linked to topics)	
Into the Forest, Lost Happy Endings	The Town Mouse and The Country Mouse, The Emperor's New Clothes, Reumplestiltskin, Peter & The Wolf (darker fairy tales, more sophisticated plots)	The Iron Man, Midnight Fox, Horrid Henry		
Oral	1. Read books that are structured in different ways and for a range of different purposes <i>e.g. cartoons (to share plot concisely) chapter books (to provide more detail) diaries (for viewpoint)</i> 2. Orally retell whole stories/sections of stories linked to the Y3 range 3. Recite poems by heart, using intonation, tone and volume to gain the interest of the listener <i>e.g. Waves (Jackie Kay) The King's Breakfast (AA Milne) Up on the Downs and The Boneyard Rap (Wes Magee)</i> 4. Read aloud and perform play scripts, gaining the audience's interest in the characters and plot <i>e.g. using stage directions, volume and action</i>			Phonics
	5. Discuss their understanding of both texts they have read independently and those read to them (see range) 6. Express their views and listen to the views of others 7. Identify the over-arching theme of a text <i>e.g. honesty, loneliness, good overcoming evil</i> 8. Ask relevant questions to clarify and improve their understanding of a text <i>e.g. why didn't the villagers trust the Iron Man?</i>			Predictions
Literal	14. Identify the language conventions of non-fiction in relation to the text type (see range) 15. Identify and discuss the meaning of words in context <i>e.g. I think 'generous' means kind because he gave his money away</i> 16. Identify words and phrases that capture the reader's interest and contribute to the meaning of the text <i>e.g. it says gobbled, which tells you he was eating it greedily and quickly. The author's used powerful verbs like flushed, drifting, sneaked, pluck</i> 17. Use age appropriate dictionaries to check the meanings of words			Vocabulary and grammar
	18. Summarise the main idea/s within a paragraph or section <i>e.g. this paragraph is about how Harry is feeling. This paragraph is about how penguins feed.</i> 19. Use contents and sub-headings to locate relevant information 20. Identify a main topic to research, independently and through shared reading 21. Use skimming to locate main ideas in the text 22. Use scanning to locate pieces of information 23. Identify the structural conventions of non-fiction in relation to the text type (see range) 24. Identify how the structure and presentation of texts contributes to the meaning <i>e.g. shape poems, rhyme in rap, direction/size of print in 'Emily Brown and the Thing'</i> 25. Make notes from one source to capture key information about a topic <i>e.g. information about penguins' habitats through recording or highlighting sentences/key words</i>			Organisation and research

<p align="center">Reading: Year 4</p> <p>Children will engage and read a wide range of books including: fiction, fairy stories, myths and legends, plays, non-fiction, reference books or textbooks and different forms of poetry independently</p>					
Narrative range		Non Fiction range		Inference	9. Draw inferences about characters' feelings and motives e.g. I think Leon volunteers because he wants to prove that magic is real 10. Justify inferences with several pieces of evidence from the text to support one specific point
Longer Picture books	Fairy tales/folk tales	Folk Tales/Fables/Myths	Junior dictionaries (introducing synonyms and antonyms), simple Thesauri, Recount (journals: eye witness accounts (historical)), Reports (information texts around a theme, news reports), Instructions (linked to topic, more complex procedures, use of diagrams), Persuasion (magazines and multimedia adverts, brochures, websites), Explanation (simple texts linked to topics)		
Leon & The Place Between, The Wolves In The Wall, Father Christmas	Kensuke's Kingdom, How To Train Your Dragon, Dragon Boy, The Ice Palace, Firework Maker's Daughter	Mariana & The Merchild, Theseus and The Minotaur, Pandora's Box, Sir Gawain and The Green Knight, Snowman		Phonics	11. Apply their knowledge of root words, prefixes and suffixes to read aloud 12. Note unusual correspondences and identify where these occur in the word, in relation to the Y3/4 common exception words
				Predictions	13. Predict what may happen based on what has been implied e.g. I think mum will get cross because she's worried Tom may get into trouble
Oral	1. Read books that are structured in different ways and for a range of different purposes e.g. comparing online and paper texts (appeal to the reader) comparing information books (Horrible Histories and Eyewitness books) 2. Orally retell whole stories/sections of stories linked to the Y3 range 3. Recite poems by heart, using intonation, tone and volume to gain the interest of the listener e.g. From A Railway Carriage (RL Stevenson) How to Persuade Your Parents to Give You More Pocket Money (Andrea Shavick) 4. Read aloud and perform play scripts, gaining the audience's interest in the characters and plot e.g. using stage directions, appropriate intonation, pace and action for the type of play			Vocabulary and grammar	14. Identify the language conventions of non-fiction in relation to the text type (see range) 15. Explain the meaning of new words in context e.g. I think 'compassionate' means kind because she could have walked away but she didn't 16. Explain how words and phrases capture the reader's interest and imagination and how they contribute to the meaning of the text e.g. the author's used powerful verbs like: twisting and turning, tumbled, pounding, spun, which give you an idea about how fast and exciting the acrobats are 17. Use age appropriate dictionaries to check the meanings of words
	Literal	5. Discuss their understanding of both texts they have read independently and those read to them (see range) 6. Explain their views, listen to others' views and respond 7. Identify the author's message about the theme e.g. being honest is the best way to be; it's ok to lie when you need to 8. Ask specific questions to improve their thoughts about a text; explanations and understanding of language e.g. did Tom do that because he wanted to win the match? How did he escape from the cave? What does that word mean?			18. Summarise ideas from across several paragraphs or sections e.g. how a character's fear is portrayed across several paragraphs, identifying the subject of each paragraph in a non-chronological report 19. Use contents, indexes, glossaries and sub-headings to locate specific information 20. Independently identify key questions to research about a topic 19. Use skimming to locate main ideas in the text 21. Use scanning to locate specific information 22. Identify the structural conventions of non-fiction in relation to the text type (see range) 23. Identify how the structure and presentation of texts contributes to the meaning e.g. the use of chapters; different fonts; artwork 24. Make notes from one source to answer key questions e.g. where do penguins live? What temperature is it there? through: highlighting/ recording key words and phrases; using bullet points, diagrams, symbols, abbreviations, mind-mapping

Reading: Year 5

Children will engage and read a wide range of modern fiction, fiction from our literary heritage and other cultures and traditions, non-fiction and different forms of poetry

Narrative range

Non Fiction range

Picture books exploring more sophisticated themes	Longer chapter books (literary heritage and other cultures)	Shakespeare	Complete dictionaries, thesauri, simple encyclopaedias, Recount (autobiographies, biographies, first person accounts, memoirs), Reports (Information texts that use a variety of genres, journalistic articles), Instructions (manuals, guides, instructions linked to fiction), Persuasion (arguments related to sophisticated themes, pamphlets, famous speeches), Explanation (flow charts, texts with a range of features), Discussion (debates, speeches, arguments)
The Viewer, The Arrival, Arthur and The Magic Rope, Shackleton's Journey, Flotsam	Pig Heart Boy, Journey to Jo'Burg, Goodnight Mr Tom, Artemis Fowl, Beowulf, Refugee Boy, The House of Silk, The Nowhere Emporium, Podkin One Ear, Letters From The Lighthouse, Running on Empty, The Midler, The Boy In The Back Of The Class	Macbeth	

Inference	11. Draw inferences from within the text about themes and characters' and authors' viewpoints e.g. Tom is scared to move because he doesn't pack; he leaves his favourite toy behind on purpose and he's always nervous 12. Justify inferences and views with a variety of references from across the text
Phonics	13. Apply their knowledge of root words, prefixes and suffixes to read aloud
Predictions	14. Predict what may happen based on their understanding of the content and the themes within the text e.g. I think Macbeth will die because: he's a murderer / the witches suggest it
Vocabulary and grammar	15. Explore the meaning of words in a given context within fiction and non-fiction e.g. 'flexible' means rubber is a bendy material 16. Evaluate how authors use language to impact the reader e.g. use of repetition for effect; the author's used the metaphor 'his face was a grey cloud,' which helps you to imagine his sadness 17. Use age appropriate dictionaries and thesauri to check the meanings of words
Organisation and research	18. Summarise ideas, events and information from the text as a whole e.g. the author's viewpoint about a particular issue 19. Explain their thinking through making reference to key details e.g. quoting from the text 20. Independently devise key questions and identify themes to research e.g. pollution, recycling 21. Use skimming and scanning to locate information efficiently across a range of sources 22. Identify the structural conventions of non-fiction in relation to the text type (see range) 23. Identify how the structure and presentation of texts contributes to the meaning e.g. graphic novels; stories told from two viewpoints; the order and presentation of points in an argument 24. Distinguish between fact and opinion 25. Make notes from several sources to gather information 26. Explore and use their own techniques to make notes 27. Refine notes by disregarding irrelevant information e.g. when researching penguins in Antarctica, disregarding information about polar expeditions to Antarctica 28. Use notes to support presentations and debates

Oral	1. Read books that are structured in specific ways and for a range of purposes e.g. comparing different approaches to recipes (formal/informal) autobiographies and biographies (viewpoint) 2. Recite poems by heart, using intonation, tone and volume to monitor the interest of the listener and adapt their recital e.g. Night Mail (Auden) The Highwayman (Noyes) 3. Read aloud and perform play scripts, monitoring the audience's interest and changing the performance accordingly e.g. consistent use of intonation, pace and action for the characters and type of play
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Literal	7. Discuss their understanding of both texts they have read independently and those read to them (see range) 8. Explain and develop their own views and build effectively on those of others 9. Identify an author's treatment of the same theme across one or several of their books/poems e.g. Michael Morpurgo's treatment of WWII 10. Ask relevant questions to improve their wider understanding of a text, topic or theme e.g. Why does Michael become friends with Kensuke? (Kensuke's Kingdom) What was it like to be a child
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Reading: Year 6

Children will engage and read a wide range of modern fiction, fiction from our literary heritage and other cultures and traditions, non-fiction and different forms of poetry

Narrative range

Non Fiction range

Flashback and time loop	Extended Narratives	Shakespeare	
Tom's Midnight Garden, A Christmas Carol, Holes	The Hobbit, War Horse, Northern Lights, The Wolf Wilder, The Turbulent Term or Tyke Tyler, The Lost Wild, Freedom, Welcome To Nowhere, Where the World Turns Wild.	A Midsummer Night's Dream, The Tempest	Complete dictionaries, thesauri, simple encyclopaedias, Recount (autobiographies, biographies, first person accounts, memoirs), Reports (Information texts that use a variety of genres, journalistic articles), Instructions (manuals, guides, instructions linked to fiction), Persuasion (arguments related to sophisticated themes, pamphlets, famous speeches), Explanation (flow charts, texts with a range of features), Discussion (debates, speeches, arguments)

Also refer to fiction range of Y5 for picture books exploring more sophisticated themes, longer chapter books and Shakespeare.

Oral	<p>1. Read books that are structured in specific ways and for a range of purposes e.g. timeslip stories, texts that provide information about a theme/topic from the past, present and future</p> <p>2. Recite poems by heart, using intonation, tone and volume to emphasise key elements of the poem and provoke a response in the listener e.g. <i>The Tyger (Blake)</i> <i>Stop All The Clocks (Auden)</i> recital of well-known speeches (Winston Churchill, Martin Luther King, Nelson Mandela)</p> <p>3. Read aloud and perform play scripts, refining their performance to illustrate subtleties e.g. to show changes in character, effects of the plot using asides, expressions, gestures, monologues</p>
Literal	<p>4. Discuss their understanding of both texts they have read independently and those read to them (see range)</p> <p>5. Explain and extend their own views and challenge those of others</p> <p>6. Identify how the same theme is represented across texts e.g. loss in WWI poetry/narratives and how multiple themes are presented in longer narratives e.g. 'Trash' is about courage, poverty, perseverance</p> <p>7. Ask specific questions to develop understanding of a text, topic or theme, including their wider understanding of cultural and social issues e.g. Why did Dickens write so often about the rich and the poor? Why was Adeline treated so badly? (Chinese Cinderella)</p>

Inference	<p>8. Draw inferences across texts about characters' viewpoints, authors' viewpoints and themes e.g. soldiers were disillusioned with the war because the reality was different from what they'd been told</p> <p>9. Justify their inferences and views with a variety of references from across texts and by comparing sources and considering the reliability of information e.g. selecting points that support and discrediting points that contradict their argument</p>
Phonics	<p>10. Apply their knowledge of root words, prefixes and suffixes to read aloud</p>
Predictions	<p>11. Predict what may happen based on their wider understanding of content and themes e.g. I think Macbeth will die because it's a tragedy/villains often lose</p>
Vocabulary and grammar	<p>12. Explore the meaning of words in different contexts within fiction and nonfiction e.g. flexible means he was prepared to compromise/means it was bendy</p> <p>13. Evaluate how and why authors use language, shades of meaning and a range of figurative devices to impact on the reader e.g. explain the differences between words such as: miffed, irritated, furious, fuming, irate, livid, incensed and their impact</p> <p>14. Use age appropriate dictionaries and thesauri to check the meanings of words</p>
Organisation and research	<p>15. Summarise ideas, events and information throughout a text and across texts (about a common topic)</p> <p>16. Explain their thinking through making reference to key details and comparisons</p> <p>17. Independently devise key questions and identify themes to research e.g. racism, slavery</p> <p>18. Use skimming and scanning to locate information selectively and precisely across a range of sources</p> <p>19. Identify the structural conventions of non-fiction in relation to the text type (see range)</p> <p>20. Identify how the structure and presentation of texts contributes to the meaning e.g. moving backwards and forwards throughout the story ('Holes') using a range of narrators (Trash) pathway stories</p> <p>21. Distinguish between fact, opinion and bias</p> <p>22. Make notes from several sources to gather information</p> <p>23. Make choices about the most efficient techniques to make notes</p> <p>24. Refine notes by disregarding unreliable information e.g. when researching penguins in Antarctica, disregarding information based on opinion or facts that don't correlate with the bulk of the research</p> <p>25. Use notes to support presentations and debates</p>