**The Reading Curriculum at Meppershall Academy Y1 - 4**

**Summary**

At Meppershall, the Reading Curriculum starts with a **focus on Phonics in YR and Y1**. This is reinforced with regular reading of **decodable texts**. Higher order reading skills and a love of reading are developed through the **sharing of quality texts as a whole class**, with guided discussion. We aim to establish strong **parental engagement** from the start and provide a Recommended Reads leaflet for each Class in addition to Information Sessions. **Whole Class Guided Reading** is taught daily from Y2 using a spine of books which ensure **progression and a mix of genres**. Children also **read 1:1 with an adult**. Our **school library** is also accessible to all children, with weekly sessions allowing them to select and change books. Each class also has access to an inviting **Book Corner** and enjoys at least **10 minutes of being read to by their teacher** each day from a text carefully chosen for the class. Specific skills for each Year are all taken from the **National Curriculum** (see below for detailed list).

During 2021 to 2023 we were a DfE English Hub Partner School, receiving guidance, monitoring visits and training to ensure our children receive the best possible start to their Reading journey at Meppershall.

**YR and Y1**

* Our scheme (*Essential Letters and Sounds*) is followed faithfully, with lessons being delivered daily with good pace, clear modelling and full engagement.
* Any children falling behind will receive regular high quality interventions by a team of well-trained Teaching Assistants (designed as part of *Essential Letters and Sounds*).
* Children are assessed each Half Term, and results are closely monitored by the Subject Lead, alongside delivery of lessons and interventions to ensure maximum progress for all.
* Each child also reads 1:1 frequently from texts which are closely matched to their phonic knowledge.
* Our Reading Scheme consists of texts from Oxford University Press and Big Cat Collins.
* Children enjoy self-selected texts from the school library and Book Corners.
* Teachers share quality texts with the children and lead discussions aimed at developing higher-order reading skills.
* New vocabulary is introduced and celebrated throughout the day.
* A list of Recommended Reads is shared with parents and children are invited to respond (currently in YR only. To be embedded across the rest of school from Summer 2023).
* *PSC Test delivered in June.*

**Y2**

* Children in Y2 start the Autumn Term by revising some of the trickier graphemes and alternative pronunciations (also using ELS).
* Any child who did not pass the Phonics Screening Test in Y1 or struggles to achieve full fluency/automaticity will receive interventions (ELS)
* Whole Class Reading lessons are introduced with all children learning a progression of higher order reading skills taken from the National Curriculum (see below). VIPERS Guides are used to supplement teacher planning.
* Each Term, a variety of texts are read. These always include a fiction, non-fiction and poetry choice. Responses to the texts are verbal. Some written responses are also collected.
* Past SATS reading papers are also used to help teach the children how to respond more formally to a text.
* Teachers assess progress against National Curriculum skills using the texts selected which are appropriate for each Year Group.
* Data is collected and monitored by the Reading Lead each Half Term.
* Children continue to read 1:1 with an adult, prioritising weaker readers. For those who become fully fluent, the focus moves towards Whole Class Reading. Parental engagement is still encouraged and our Reading Scheme consists of texts from Oxford University Press and Big Cat Collins.
* Children enjoy self-selected texts from the school library and Book Corners.
* New vocabulary is introduced and celebrated throughout the day. Texts selected for Whole Class Reading invite an exploration of figurative language.
* A list of Recommended Reads is shared with parents and children are invited to respond (currently in YR only. To be embedded across the rest of school from Summer 2023).
* Children enjoy being read to by their teacher for at least 10 mins per day, from a text carefully selected for the class.
* *KS1 Reading SATS delivered in May*

**Y3 and 4**

* SEND children receive daily Phonics Interventions as appropriate until they know all graphemes up to Phase 5 and can blend them confidently.
* Whole Class Reading lessons are delivered with children focussing on fluency and expression plus a progression of higher order reading skills taken from the National Curriculum (see below). VIPERS Guides are used to supplement teacher planning.
* Each Term, a variety of texts are read. These always include a fiction, non-fiction and poetry choice. Responses to the texts are verbal with weekly written responses.
* Teachers assess progress against National Curriculum skills using the texts selected which are appropriate for each Year Group.
* Data is collected and monitored by the Reading Lead each Half Term. Reading Lessons are also monitored for quality and impact.
* Children continue to read 1:1 with an adult although for most readers who have become fully fluent the focus is on Whole Class Reading. Parental engagement is still encouraged and our Reading Scheme consists of texts from Oxford University Press which offer appropriate challenge.
* Children enjoy self-selected texts from the school library and Book Corners.
* New vocabulary is introduced and celebrated throughout the day. Texts selected for Whole Class Reading invite an exploration of figurative language.
* A list of Recommended Reads is shared with parents and children are invited to respond (currently in YR only. To be embedded across the rest of school from Summer 2023).
* Children enjoy being read to by their teacher for at least 10 mins per day, from a text carefully selected for the class.

**Y5 and 6**

* Children continue their reading journey at Henlow site (separate Reading Lead). Transition is overseen by the Head Teacher and Y5/6 Curriculum Leads. This model may develop in time.

| By end of…. | YR  **30-50 months**  **40-60 months**  **Early Learning Goals** | Y1 | Y2 | Y3 | Y4 |
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| Phonic skills | Essential Letters and Sounds teaches Phase 2 -4.  Phase 1 taught throughout the day.  Phonics and decoding  \***Enjoy rhyming and rhythmic activities.**  **\*Show an awareness of rhyme and alliteration.**  **\*Recognise rhythm in spoken word.**  \***Continue a rhyming string.**  **\*Hear and say the initial sound in words.**  **\*Segment the sounds in simple words and blend them together and know which letter represents some of them.**  **\*Link sounds to letters, naming and sounding the letters of the alphabet.**  **\*Use phonic knowledge to decode regular words and read them aloud accurately.**  **\*Read some common irregular words. (HRSW)** | Essential Letters and Sounds:  Revision of Phase 2 & 3  Phase 5 sounds taught. | Phase 5/alternative pronunciations taught in Autumn Term (ELS)  Focus on automaticity and pace  Use of phonics to sound out difficult words | Decode automatically and pacily.  Use phonics to sound out difficult/unfamiliar words (by syllable)  Use alternative sounds for graphemes | |
| HRSW/  CEW | **\*Read some common irregular words. (HRSW)** | * Read all ‘HRSW’ in ELS scheme * Read all CEW Year 1 words | Read all CEW Y2 words | Read all CEW Y3 words | Read all CEW Y4 words |

| Fluency | **\*Show an interest in illustrations and print in books and print in the environment.**  **\*Recognise familiar words and signs such as own name and advertising logos.**  **\*Look and handle books independently (holds books the correct way up and turns pages)**  \***Ascribe meanings to marks they see in different places.**  **\*Begin to break flow of speech into words.**  **\*Begin to read words and simple sentences.**  **\*Read and understand simple sentences.** | Increase in pace for words with known sounds.  HRSW/Y1 CEW read fluently | Build towards being fully automatic and at a good speed with age-appropriate texts.  Focus on accuracy.  Re-reading sentences to build fluency and speed.  Using punctuation to inform reading.  Read words of 2 or more syllables. | Fully fluent at age-appropriate texts with good expression. | |
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| Comprehen  sion & Vocab | **\*Know that print carries meaning and, in English, is read from left to right and top to bottom.**  **\*Understand humour, e.g. nonsense rhymes, jokes.**  **\*Build up vocabulary that reflects the breadth of their experiences.**  \***Extend vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.**  **\*Use vocabulary and forms of speech that are increasingly influenced by their experiences in books.** | Listen to and discuss a wide range of texts beyond what they can currently read independently.  Use a combination of text and pictures to work out what is happening. Explain this clearly.  Answer literal questions about the plot/information. Answer ‘what might…’ questions  Extend vocabulary by exploring new words encountered in books | Engage and discuss a wide range of texts beyond what they can currently read independently.  Recap and explain what is happening.  Use own experience to make links with the text  Make links/comparisons with other texts  Sequence events/link cause & effect  Extend vocabulary by exploring new words encountered in books.  Self-correct where necessary. | Provide summary and explanations.  Start to understand different viewpoints  Start to identify themes  Use knowledge of root words/pre-fixes/suffixes to understand vocabulary  Discuss challenging vocabulary in context  Extend vocabulary by exploring new words encountered in books. | Summary and detailed explanation.  Develop understanding of different viewpoints/characters.  Develop understanding of themes  Spot unexpected things, link back to previous information given  Discuss difficult vocabulary in context.  Extend vocabulary by exploring new words encountered in books. |
| Inference & Prediction | **\*Suggest how a story might end.**  **\*To begin to understand ‘why’ and ‘how’ questions.**  **\*Answer ‘how’ and ‘why’ questions about their experiences and in response to stories or events.**  **\*Read and understand simple sentences.** | Make simple predictions using pictures and text.  Discuss significance of title/events. | Make plausible predictions based on information read so far. | Draw inferences about character’s feelings/thoughts/motives  Make plausible predictions based on information read so far. | Draw inferences about character’s feelings/thoughts/motives, justifying with evidence from the text.  Make plausible predictions based on information read so far. |
| Range of texts to include: | In non Fiction, story, poetry, posters, traditional tales:  \***Know that information can be relayed in the form of print.**  **\*Know that information can be retrieved from books and computers.** | More traditional tales (be able to re-tell)  Modern picture books  Key authors  Poetry/rhymes (recite some by heart)  Non fiction  Recipes and instructions | Twisted fairy tales  Websites  Stories ( simple chapter books)  Modern picture books  Key authors  Poetry (recite some by heart)  Non-fiction | Myths and legends  Classic Children’s Chapter Books  Challenging Picture books  Poetry in different forms(recite aloud with expression)  Key authors  Books structured in different ways  Range of non fiction | Traditional tales from other cultures  Playscripts  Key authors  Poetry in different forms (recite aloud with expression)  Stories  Books structured in different ways  Non fiction |
| Class Reader | Minimum 20 mins per day  ‘YR Recommended Reads’ list plus a variety of good quality picture books. | Minimum 10 mins per day  Range of good quality picture books, carefully selected. Summer term, move on to simple chapter book. | Minimum 10 mins per day  Mix of chapter books, plus a good mix of high quality picture books. | Minimum 10 mins per day  Mainly chapter books, carefully selected for language, author, themes and interest/relevance to children. | |