



KINNERLEY CE PRIMARY SCHOOL - Reading

Intent, Implementation and Impact

LINKS READING

Our curriculum builds from EYFS to the National Curriculum Objectives for Y1-6, making links with the wider world where possible, delivered as part of cohesive units of work, promoting our School Motto of 'Dream, Believe, Aspire, Achieve' and underpinned by our school vision:

To create a school community based on Christian values, in which we strive to foster a love of learning, pride in achievement, and the spiritual and moral compass of our children, equipping them to find their own special place in society and the world.

The EYFS framework is structured very differently to the national curriculum as it is organised across seven areas of learning rather than subject areas. The aim of this document is to help subject leaders to understand how the skills taught across EYFS feed into national curriculum subjects. This document demonstrates which statements from the 2020 Development Matters are prerequisite skills for reading within the national curriculum. The table below outlines the most relevant statements taken from the Early Learning Goals in the EYFS statutory framework and the Development Matters age ranges for Three and Four-Year-Olds and Reception to match the programme of study for reading.

The most relevant statements for reading are taken from the following areas of learning: • Communication and Language • Literacy • Expressive Arts and Design • Understanding the World

Reading: Word Reading

Phonics and Decoding

Two and Three Year olds	Literacy		Enjoy sharing books with an adult. <ul style="list-style-type: none"> • Pay attention and respond to the pictures or the words. • Have favourite books and seek them out, to share with an adult, with another child, or to look at alone. • Repeat words and phrases from familiar stories. • Ask questions about the book. Makes comments and shares their own ideas. • Develop play around favourite stories using props
Three and Four Year olds	Literacy		<ul style="list-style-type: none"> • Develop their phonological awareness, so that they can: <ul style="list-style-type: none"> • spot and suggest rhymes • count or clap syllables in words • recognise words with the same initial sound, such as money and mother
Reception	Literacy		<ul style="list-style-type: none"> • Read individual letters by saying the sounds for them. • Blend sounds into words, so that they can read short words made up of letter-sound correspondences. • Read some letter groups that each represent one sound and say sounds for them. • Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words
ELG	Literacy	Word Reading	<ul style="list-style-type: none"> • Say a sound for each letter in the alphabet and at least 10 digraphs. • Read words consistent with their phonic knowledge by sound-blending. • Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words

Common Exception words

Two and Three Year olds	Literacy	n/a
Three and Four Year olds	Literacy	n/a
Reception	Literacy	<ul style="list-style-type: none"> • Read a few common exception words matched to the Twinkl phonics scheme.
ELG	Literacy	n/a

Fluency

Two and Three Year olds	Literacy	<ul style="list-style-type: none"> • Enjoy songs and rhymes, tuning in and paying attention. • Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo. • Say some of the words in songs and rhymes. • Copy finger movements and other gestures. • Sing songs and say rhymes independently, for example, singing whilst playing
Three and Four Year olds	Literacy	<ul style="list-style-type: none"> • Understand the five key concepts about print: <ul style="list-style-type: none"> • print has meaning • print can have different purposes • we can read English text from left to right and from top to bottom • the names of different parts of a book • page sequencing • Develop their phonological awareness, so that they can: <ul style="list-style-type: none"> • spot and suggest rhymes <ul style="list-style-type: none"> • count or clap syllables in words • recognise words with the same initial sound, such as money and mother
Reception	Literacy	<ul style="list-style-type: none"> • Blend sounds into words, so that they can read short words made up of letter-sound correspondences. <ul style="list-style-type: none"> • Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. • Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment.
ELG	Literacy	Reading <ul style="list-style-type: none"> • Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

Reading: Comprehension

Understanding and Correcting Inaccuracies

Two and Three Year olds	Communication and Language	<ul style="list-style-type: none"> • Listen to simple stories and understand what is happening, with the help of the pictures. • Identify familiar objects and properties for practitioners when they are described. For example: 'Katie's coat', 'blue car', 'shiny apple'. • Understand and act on longer sentences like 'make teddy jump' or 'find your coat'. • Understand simple questions about 'who', 'what' and 'where' (but generally not 'why').
	Literacy	<p>Enjoy sharing books with an adult.</p> <ul style="list-style-type: none"> • Pay attention and respond to the pictures or the words. • Have favourite books and seek them out, to share with an adult, with another child, or to look at alone. • Repeat words and phrases from familiar stories. • Ask questions about the book. Makes comments and shares their own ideas. • Develop play around favourite stories using props
Three and Four Year olds	Communication and Language	<ul style="list-style-type: none"> • Enjoy listening to longer stories and can remember much of what happens. • Understand 'why' questions, like: "Why do you think the caterpillar got so fat?" • Be able to express a point of view and debate when they disagree with an adult or a friend, using words as well as actions
	Literacy	<ul style="list-style-type: none"> • Engage in extended conversations about stories, learning new vocabulary
Reception	Communication and Language	<ul style="list-style-type: none"> • Listen to and talk about stories to build familiarity and understanding. • Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. • Listen carefully to rhymes and songs, paying attention to how they sound. • Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.
ELG	Literacy	<p>Comprehension</p> <ul style="list-style-type: none"> • Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. • Anticipate (where appropriate) key events in stories. • Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play

Comparing, Contrasting and Commenting

Two and Three Year olds	Communication and Language	<ul style="list-style-type: none"> • Listen to simple stories and understand what is happening, with the help of the pictures
Three and Four Year olds	Communication and Language	<ul style="list-style-type: none"> • Be able to express a point of view and debate when they disagree with an adult or a friend, using words as well as actions.
Reception	Understanding the World	<ul style="list-style-type: none"> • Compare and contrast characters from stories, including figures from the past.

ELG	Communication and Language	Listening, Attention and Understanding	<ul style="list-style-type: none"> • Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.
		Speaking	<ul style="list-style-type: none"> • Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate

Words in Context and Authorial Choice

Two and Three Year olds	Communication and Language		<ul style="list-style-type: none"> • Listen to simple stories and understand what is happening, with the help of the pictures. • Identify familiar objects and properties for practitioners when they are described. For example: 'Katie's coat', 'blue car', 'shiny apple'. • Understand and act on longer sentences like 'make teddy jump' or 'find your coat'
	Literacy		<ul style="list-style-type: none"> • Enjoy sharing books with an adult. • Pay attention and respond to the pictures or the words. • Have favourite books and seek them out, to share with an adult, with another child, or to look at alone. • Repeat words and phrases from familiar stories. • Ask questions about the book. Makes comments and shares their own ideas. • Develop play around favourite stories using props
Three and Four Year olds	Communication and Language		<ul style="list-style-type: none"> • Use a wider range of vocabulary.
	Literacy		<ul style="list-style-type: none"> • Engage in extended conversations about stories, learning new vocabulary.
Reception	Communication and Language		<ul style="list-style-type: none"> • Learn new vocabulary. • Use new vocabulary throughout the day. • Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. • Use new vocabulary in different contexts. • Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary
ELG	Communication and Language	Speaking	<ul style="list-style-type: none"> • Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.
	Literacy	Comprehension	<ul style="list-style-type: none"> • Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. • Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.

Influence and Prediction

Two and Three Year olds	Communication and Language	• Understand simple questions about 'who', 'what' and 'where' (but generally not 'why').	
Three and Four Year olds	Communication and Language	• Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"	
Reception	Communication and Language	n/a	
ELG	Communication and Language	Speaking	• Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate
	Literacy	Comprehension	• Anticipate (where appropriate) key events in stories

Poetry and Performance

Two and Three Year olds	Communication and Language	• Listen to simple stories and understand what is happening, with the help of the pictures	
	Expressive Arts and Design	<ul style="list-style-type: none"> • Join in with songs and rhymes, making some sounds. • Enjoy and take part in action songs, such as 'Twinkle, Twinkle Little Star' 	
Three and Four Year olds	Communication and Language	<ul style="list-style-type: none"> • Sing a large repertoire of songs. • Know many rhymes, be able to talk about familiar books, and be able to tell a long story. 	
	Expressive Arts and Design	<ul style="list-style-type: none"> • Take part in simple pretend play, using an object to represent something else even though they are not similar. • Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc. • Remember and sing entire songs. • Sing the pitch of a tone sung by another person ('pitch match'). • Sing the melodic shape (moving melody, such as up and down and down and up) of familiar songs. • Create their own songs, or improvise a song around one they know 	
Reception	Communication and Language	<ul style="list-style-type: none"> • Engage in story times. • Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. • Learn rhymes, poems and songs 	
	Expressive Arts and Design	<ul style="list-style-type: none"> • Sing in a group or on their own, increasingly matching the pitch and following the melody. • Develop storylines in their pretend play 	
ELG	Literacy	Comprehension	• Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary
	Expressive Arts and Design	Creating with materials	• Make use of props and materials when role playing characters in narratives and stories

		Being Imaginative and Expressive	<ul style="list-style-type: none"> • Invent, adapt and recount narratives and stories with their peers and their teacher. • Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time to music
Non-Fiction			
Two and Three Year olds	Communication and Language	n/a	
Three and Four Year olds	Communication and Language	n/a	
Reception	Communication and Language	<ul style="list-style-type: none"> • Engage in non-fiction books. • Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. 	
ELG	Communication and Language	Speaking	<ul style="list-style-type: none"> • Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.
	Literacy	Comprehension	<ul style="list-style-type: none"> • Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.

READING PROGRESSION

	Year 1	Year 2	Year 3 and Year 4	Year 5 and Year 6
DECODING	<ul style="list-style-type: none"> *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 multi syllable words containing taught GPCs •read contractions and understanding use of apostrophe •read aloud phonically-decodable texts. 	<ul style="list-style-type: none"> *secure phonic decoding until reading is fluent *read accurately by blending, including alternative sounds for graphemes *read multi syllable words containing these graphemes *read common suffixes *read exception words, noting unusual correspondences *read most words quickly & accurately without overt sounding and blending 	<ul style="list-style-type: none"> *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. 	<ul style="list-style-type: none"> *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	<ul style="list-style-type: none"> •listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently 	<ul style="list-style-type: none"> *listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a 	<ul style="list-style-type: none"> *listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks 	<ul style="list-style-type: none"> *continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks

	<ul style="list-style-type: none"> •being encouraged to link what they read or hear read to their own experiences 	level beyond that at which they can read independently	*reading books that are structured in different ways and reading for a range of purpose	*reading books that are structured in different ways and reading for a range of purposes *making comparisons within and across books
FAMILIARITY WITH TEXTS	*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 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 & PERFORMANCE	*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	*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	*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	
UNDERSTANDING	*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 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	*drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences

			with evidence	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
AUTHORIAL INTENT			*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 the impact on the reader
NON FICTION		*being introduced to non-fiction books that are structured in different ways	*retrieve and record information from non-fiction	*distinguish between statements of fact and opinion *retrieve, record and present information from nonfiction
DISCUSSING READING	*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	*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

Intent

At Kinnerley CE Primary School, we have designed our curriculum with pupils' learning at the centre. We recognise that a curriculum has to be broad, balanced and offer pupils opportunities to grow as individuals as well as learners. Our school values the input of its pupils, parents and the local community with regards to the planning and delivery of the curriculum. We believe pupils get a well-rounded education if everyone is involved in shaping it.

We aim to ensure pupils enjoy learning and feel prepared for life after school. We also intend to offer our pupils new and exciting experiences through extra-curricular activities that are designed to build resilience, confidence and self-esteem. Our curriculum will be delivered in accordance with the Equality Act 2010.

Our intent is that all children become confident readers who are able to decode and read a wide range of texts, giving them access to a wealth of information. We aim for children to enjoy their phonics and reading teaching and to develop a love of reading, backed by a confidence that they have the strategies and key skills needed to allow them to read.

Through the teaching of phonics, which is interactive, engaging, multi-sensory and fun, whilst still being well paced and rigorous ensuring all children make progress. Our carefully planned assessment and tracking of progression allows us to identify any children who are struggling and quickly act to provide further support to allow all children to make progress and achieve.

Pupils will begin their Phonic/reading journey in Nursery through the introduction of Level 1 Twinkl phonics. Twinkl Phonics is a DfE validated full systematic, synthetic phonics programme that contains everything needed to deliver phonics teaching to our children from the very beginning of learning to read and write to full fluency. It delivers GPCs (Grapheme Phoneme Correspondence) in a clear and rigorous way so that skills are built progressively over time, ensuring that children have a secure base from which to develop. On top of that, the programme incorporates activities to make the phonics sessions interactive, engaging and multisensory yet keeping a clear focus upon fast paced phonics learning. All learning is embedded in the exciting adventures of Kit and Sam and their family and friends so that our children will be excited by, and looking forward to, their daily phonics lessons.

Pupils will start at Level 1 in nursery and then progress through levels 2, 3 and 4 in Reception. They will then meet level 5 in year 1 and level 6 in year 2. All pupils will progress through the scheme week by week which gives them the skills they need. If pupils are identified as needing extra support as they are not making the expected progress -through teaching assessment using Phonics tracker -pupils will be given targeted intervention. This will be through level appropriate boost programmes such as 'Code breaker phonics', however Teachers will use their knowledge of the pupils to amend these programme to suit the individual needs of our pupils.

As fluency and confidence develops pupils will have the opportunity to be exposed to a wider range of books from a variety of schemes and authors to ensure that all pupils can find a book that they will love and enjoy.

Through reading incentive schemes – such as Reading Owls, 'The Reading Restaurant', 'Choose a Book Tuesday' and sessions with reading dogs, pupils will have the opportunity to show off their reading skills to other pupils and parents as well as gain an incite into the love of reading of others.





Implementation

Twinkl Phonics is a scheme based on Letters and Sounds. It follows the sounds in order throughout Reception and through the early weeks of Year 1. Teaching of Phase 5 and 6 GPCs and suffixes have been spread out in Twinkl Phonics to give more even coverage throughout Year 1 and 2. This is to ensure that our children have ample time to secure new learning before moving on to the next sound. All the sounds covered in Phase 5 and 6 of Letters and Sounds are taught during Levels 5 and 6 in Twinkl Phonics so we are assured that our children will reach the same endpoint by the end of Year 2.

The scheme that has been used previously across the Federation was also based on Letters and Sounds and Twinkl resources had been used to support its delivery, so staff and pupils are familiar with the concepts which is great for ongoing continuity.

Twinkl's reading scheme, Rhino Readers, is fully decodable and aligns perfectly with Twinkl Phonics, whilst also featuring the familiar characters of Kit, Sam and their family and friends that the children meet in their daily phonics lessons. These are available to use online and can be used for whole group reading practice.

We also combine Twinkl Phonics with the high quality phonic based reading books that we already use in EYFS and Key Stage 1. As Twinkl Phonics is based on Letters and Sounds, any reading scheme books which also follow this progression can be used, and use the twinkl phonics overviews to ensure correct alignment of our books.

Our reading scheme texts have been carefully grouped in sequential order to ensure that the books children are given to read match the phonics teaching that they have received, thus allowing children to feel successful in reading. They also offer sufficient challenge by covering the more recent phonemes that children have been taught, allowing opportunities for children to embed this learning at home.

Guided reading in Owlets happens 3-4 times a week. Pupils are grouped as to ability. Pupils are read with alternatively by the CT and TA. Sessions are sometimes used for individual reading particularly at the start of September. Within Barn Owls (Y1/2) Guided reading happens up to four times a week and pupils complete a carousel of activities eg spellings, comprehension and activities such as handwriting. Pupils are listened to read by an adult twice a week plus targeted 1:1 sessions. Individual reading books are changed twice a week and texts are matched to the phase 5 sounds (year 1) that the children know. Year 2 pupils access Level 6 phonics and read books as to their ability and as assessed on Phonics tracker. Within EYFS and KS1 the lowest 20% receive additional reading sessions weekly.

In Snowy Owls (Y3/4) and LEO's (Y5/6) pupils read regularly and are heard to read at least once a week, with the lowest 20% receiving additional reading sessions. Reading records are checked regularly and books changed when read all the way through and an understanding can be shown. Reading books are chosen for quality and interest and levelled appropriately. Classroom books are refreshed regularly.

Whole class Guided reading, with a focus on fluency, retrieval, comprehension and vocabulary, happens daily with some small group sessions taking place also. Alongside sets of high quality books, Fred's Teaching Resources have been incorporated into our Guided Reading sessions as they embody a cohesive set of age appropriate and exciting resources to which the children respond well.

Pupils have free access to the book corner and library, and a variety of reading materials, and most pupils are free readers. Reading records are checked daily. Reluctant readers are supported by having books available they may enjoy more eg football themed books, magazines, comics, newspapers etc.

Throughout the school additional reading interventions are carried out using the IDL program and small group intervention as appropriate.

The school has been keen to implement recommendations from the [Gov UK Reading Framework 2023](#).



Impact

At Kinnerley CE Primary School we actively encourage reading for pleasure and recognise it as a core part of every child's education, regardless of their background or attainment. We make reading a key part of our curriculum and expose pupils to a wide range of texts in a variety of different situations.

At Kinnerley we aim that every child becomes a lifelong reader. The national Literacy Trust has noted that becoming a lifelong reader is based on developing a deep love of reading. There is a growing body of evidence which illustrates the importance of reading for pleasure for both educational purposes as well as personal development (cited in Clark and Rumbold, 2006). As well as this, reading enjoyment has been reported as more important for children's educational success than their family's socio-economic status (OECD, 2002)

We assess pupil's attainment in reading in a variety of ways:

- termly PIRA tests which give a standardised score and Reading Age
- assessing against age related expectation National Curriculum statements
- phonics tracker
- Salford Reading and Comprehension test
- Fred's Teaching Speed and Accuracy Test
- Twinkl 60 Seconds intervention test

We closely monitor progress to ensure that all pupils will become competent, fluid and enthusiastic readers who love to read a variety of books. Pupils will be able to talk about what they read and share this with others. Pupils will have an excellent understanding of all that they read and they will be able to apply this across the curriculum. Their confident reading will impact on all areas of learning and help them to access all of our fantastic curriculum.