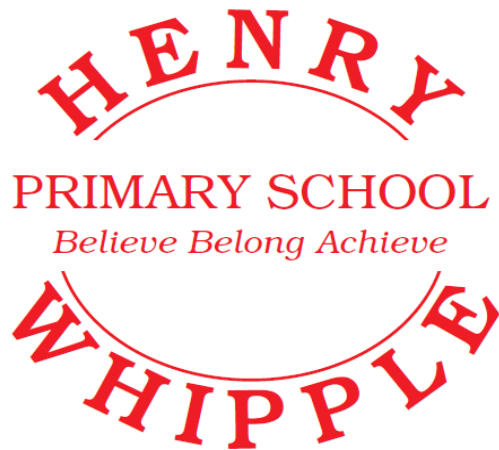
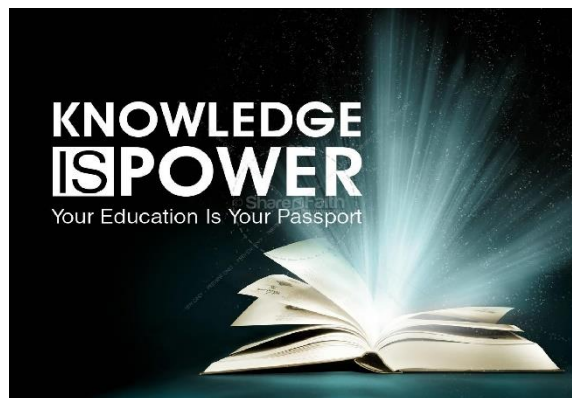


Henry Whipple Primary School



Reading



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1

Intent / Implementation / Impact

Subject area statement



INTENT: (vision)

At Henry Whipple...

- ❖ We aim to immerse children in a range of reading experiences and to develop personal opinions about different text types.
- ❖ We aim for children to read in line with national expectations.
- ❖ We provide teaching that enables pupils to develop fluency in reading- reading at a pace appropriate for their age, which allows them to comprehend a wide range of texts.
- ❖ We provide opportunities to read a range of different texts and develop knowledge of different authors.
- ❖ We promote reading to be a skill that is needed in order to make progress in other curriculum areas and to achieve individual potential.
- ❖ We aim to provide teaching which secures phonic knowledge at each phase.
- ❖ We aim to promote reading for pleasure and as a way of supporting personal wellbeing.

IMPLEMENTATION: (how)

Our reading vision is translated into practice by...

- ❖ Providing five class reading books for every child in F1 up to Y6. These are used to read to the whole class. Some parts of the text are used in reading lessons.
- ❖ Using the learning toolkit as a range of skills to be explicitly taught in connection to what a good reader does. The toolkit skills are modelled.
- ❖ Planning daily learning sequences using texts to show progression in fluency, knowledge of vocabulary, retrieval and inference. Planning reading in other curriculum areas.
- ❖ Providing sentence stems to enable children to partake in discussions about what they have read and to record ideas and answers in their reading work book.
- ❖ Tracking progress through the use of standardised tests and analysis of results in order to inform subsequent planning and intervention.
- ❖ Facilitating learning in the environment through the use of learning walls and reading dens.
- ❖ Using 'switch on' as a specific reading intervention for children to make accelerated progress and, further assessment, to ensure level is maintained.
- ❖ Promoting our 'read every school day' ethos for children to read at home with parents and complete their diary daily. The percentage of children who have read every school day in each class is shared in assembly.
- ❖ Providing systematic daily teaching of phonics with regular assessment at each phase and providing specific intervention for learning gaps. Using the Little Wandles Letters and Sounds programme, starting in foundation.
- ❖ Involving the wider community with learning through targeted Learning Together events, sharing expectations and curriculum coverage with all parents and carers.

IMPACT

We know our reading curriculum works for our pupils through...

- ❖ Tracking progress and attainment against core year group expectations: with the expectation that forecasts for attainment and progression are met for all pupils.
- ❖ Tracking of progress and attainment year on year, using question level analysis to inform future teaching.

- ❖ Pupil voice impact showing evidence of: an understanding of the Toolkit skills and how they develop reading skills, an understanding of what fluency in reading is and year group targets, knowledge of different authors, reading for pleasure and the ability to discuss in detail their class reading book.
- ❖ The support from parents with 'read every school day' having impact with fluency.

2

Curriculum on a page overview



CURRICULUM TEACHING AT HENRY WHIPPLE: Reading



Our over-arching philosophy that underpins our teaching approach at Henry Whipple across all subjects is: 'Knowledge is Power' We provide a rich, broad and balanced curriculum offer that allows pupils to expand their life experiences and make meaningful connections.			
Big ideas Reading is a tool to use in all areas of the curriculum. Reading helps children to make connections across the curriculum. Reading develops vocabulary.	Content and sequencing We use reading achievement statements to plan reading. The learning toolkit is used to develop skills in reading. Children read a range of texts. Content relates to the needs of our pupils, in line with National Curriculum requirements.		
Metacognition Children develop their ability to understand a text through using graphic organisers to record ideas. They take part in group and class discussions and visualise what the author is writing about.	Vocabulary Reading supports the development of vocabulary. Children develop their strategies in developing their understanding of a word in a specific context. Children make connections within their vocabulary knowledge- as in synonyms and antonyms.	Fluency Fluency is an important part of reading. Children are encouraged to practise fluency and have year group targets to work towards. We teach fluency as reading at pace, reading smoothly with the appropriate intonation and being able to retrieve key information.	Enrichment Whole class reading books are used to engage the children. The children develop their knowledge of different authors and styles of writing.

Reading Achievement Statements – Year 1

Foundational



<i>I know how to recite some simple rhymes and poems.</i>
<i>I know how to pause my reading at a full stop.</i>
<i>I know how to say the correct sound to graphemes for all graphemes.</i>
<i>I know how to read alternative sounds for graphemes.</i>
<i>I know how to blend sounds to read unfamiliar words containing GPCs I have been taught.</i>
<i>I know how to read common exception words.</i>
<i>I know how to read words with common GPCs that end with –s, -es, -ing, -ed, -er, -est.</i>
<i>I know how to read some words of more than one syllable that contain GPCs I have learned.</i>
<i>I know how to read contracted words and understand that the apostrophe shows me where letters have been missed out.</i>
<i>I know how to read aloud a familiar text at my level at a rate of 60 words per minute.</i>

Reading Achievement Statements – Year 1

Conceptual

<i>I know how to join in with parts of familiar texts.</i>
<i>I know how to tell if a sentence I have read does not make sense.</i>
<i>I know how to talk about a book or poem I like or dislike and say why.</i>
<i>I know how to answer simple questions about the book I have read.</i>
<i>I know how to take part in discussions about books, listen and respond to the ideas of others.</i>
<i>I know how to talk about how a text I listen to links with my own experience.</i>
<i>I know how to talk about how a text I listen to is like other stories, poems or information.</i>
<i>I know how to talk about some of the events in a story.</i>
<i>I know how to retell fairy stories and traditional tales and talk about what happens in them.</i>
<i>I know how to talk about the meanings of some simple words and how they link to words I already know.</i>
<i>I know how to talk about why the book has the title that it does.</i>
<i>I know how to suggest something that might happen next in a story I am reading.</i>
<i>I know how to make simple inferences from what people say or do in a story.</i>
<i>I know how to find where I have read up to in a book.</i>

Reading Achievement Statements – Year 2

Foundational

<i>I know how to decode words quickly and fluently using GPCs</i>
<i>I know how to read 100 high frequency common exception words.</i>
<i>I know how to recognise and read alternative sounds for graphemes.</i>
<i>I know how to read words of two or more syllables by blending sounds in words.</i>
<i>I know how to read words containing common suffixes.</i>
<i>I know how to recite a range of poems, using intonation to help make the meaning clear.</i>
<i>I know how to read aloud a text at my level at 90 words per minute.</i>

Reading Achievement Statements – Year 2

Conceptual

<i>I know how to use information in the text to talk about a story I am reading or listening to.</i>
<i>I know how to ask simple questions about a text.</i>
<i>I know how to retell a range of familiar stories.</i>
<i>I know how to give examples of some phrases and sentences that appear in a lot of stories.</i>
<i>I know how to talk about my favourite words and phrases in different books I have read.</i>
<i>I know how to talk about a part of a story and explain why I liked it.</i>
<i>I know how to talk about the plot, setting and characters in familiar and less familiar books.</i>
<i>I know how to notice when reading does not make sense and suggest a possible correction.</i>
<i>I know how to use the meanings of words I know to try to understand the meaning of an unfamiliar word.</i>
<i>I know how to self-correct by looking backwards and forwards in a text when I am reading.</i>
<i>I know how to talk about the sequence of events in books and how they are linked to one another.</i>
<i>I know how to talk about things that might have happened in a story and make predictions.</i>
<i>I know how to make inferences from what is being said or done in story.</i>
<i>I know how to express an opinion about the way a story is developed.</i>

Reading Achievement Statements – Year 3

Foundational

<i>I know how to use my knowledge of root words, prefixes and suffixes to decode words while reading.</i>
<i>I know how to find given words in a dictionary.</i>
<i>I know how to use a contents page, index, chapters, headings and glossaries to locate a place in a text.</i>
<i>I know how to read aloud clearly so that the audience can hear me.</i>
<i>I know how to read aloud a text at a rate of 110 words per minute.</i>

Reading Achievement Statements – Year 3

Conceptual

<i>I know how to use my knowledge of root words, prefixes and suffixes to tell someone the meanings of many new words.</i>
<i>I know how to retell a story or recount information from a text I have read.</i>
<i>I know how to explain, in my own words, a book's message or main theme.</i>
<i>I know how to ask questions which help me to understand a text.</i>
<i>I know how to retell stories I have heard or read from a wide range of books.</i>
<i>I know how to alter my voice when reading something exciting, humorous or emotional.</i>
<i>I know how to work as part of a group to discuss books we have read or that have been read to us.</i>
<i>I know how to tell people about my reading preferences by naming the author and talking about the types of stories I like.</i>
<i>I know how to suggest how a character might be feeling or why they chose to act in particular ways.</i>
<i>I know how to use the details in a text to help me predict what might happen.</i>
<i>I know how to use evidence to support my ideas about a text.</i>

Reading Achievement Statements – Year 4

Foundational

<i>I know how to use a dictionary to look up an unknown word's meaning.</i>
<i>I know how to use a contents page, index, chapters, headings and glossary to get information to answer a question.</i>
<i>I know how to recognise and name some different forms of poetry.</i>
<i>I can read aloud a text at a rate of 130 words per minute.</i>

Reading Achievement Statements – Year 4

Conceptual

<i>I know how to explain what type of text I am reading and describe some of its features.</i>
<i>I know how to use my knowledge of root words, prefixes and suffixes to get the meaning of unfamiliar words.</i>
<i>I know how to tell the main ideas in a fiction or non-fiction text.</i>
<i>I know how to identify themes in a wide range of books.</i>
<i>I know how to find what I need in a text by searching for key words or phrases.</i>
<i>I know how to talk about the possible meanings of new words within a sentence.</i>
<i>I know how to identify when my reading does not make sense and use strategies to <u>self correct</u>.</i>
<i>I know how to describe some similarities and differences between poems I have read.</i>
<i>I know how to name some similarities and differences between poems I have read.</i>
<i>I know how to compare different versions of the same myth or legend.</i>
<i>I know how to identify different types of sentences a writer has used.</i>
<i>I know how to talk about the way a writer's choice of words makes me feel or think.</i>
<i>I know how to justify my predictions about a text through talking about what I have noticed so far.</i>
<i>I know how to find and explain the main ideas for or against a particular point of view in a text.</i>

Reading Achievement Statements – Year 5

Foundational

<i>I know how to apply a wide range of prefixes, suffixes and root words to work out the meaning of unfamiliar words.</i>
<i>I know how to locate and use information from a range of given sources, both fiction and non-fiction to investigate a question.</i>
<i>I know how to recite poems with expression that enhances their meaning.</i>
<i>I know how to read aloud a text at the rate of 140 words per minute.</i>

Reading Achievement Statements – Year 5

Conceptual

<i>I know how to recommend books to others, giving reasons for my choices.</i>
<i>I know how to skim a text to get an overview.</i>
<i>I know how to select and explain the main points of an information text.</i>
<i>I know how to summarise key points when reading different texts, showing understanding of the main ideas, themes, events and characters.</i>
<i>I know how to infer from the evidence in the text what the characters are like and why they act as they do.</i>
<i>I know how to explain similarities and differences between different versions of a text.</i>
<i>I know how to explain ways in which words have been used figuratively to give an effect.</i>
<i>I know how to explain why a writer has chosen key words and phrases to capture the reader's interest.</i>
<i>I know how to identify the ways in which a writer describes characters that are not literal.</i>
<i>I know how to use a range of technical terms to describe what I read including metaphor, simile, imagery, analogy, style and effect.</i>
<i>I know how to give an antonym, a synonym and examples of their usage with a wide range of words.</i>
<i>I know how to find ways in which an author has used language precisely to get across a point of view.</i>
<i>I know how to identify where a writer sets out to persuade a reader.</i>
<i>I know how to explain my ideas from two different perspectives to clarify, 'on the one hand... on the other hand'</i>

Reading Achievement Statements – Year 6

Foundational

<i>I know how to read with expression, showing awareness of the listener and using pauses, emphases and pacing.</i>
<i>I know how to read aloud a text at a pace of 150 words per minute.</i>

Conceptual

<i>I know how to use skimming, scanning and note taking to identify the key points in a text.</i>
<i>I know how to think of questions that help me to review a text and improve my understanding.</i>
<i>I know how to answer questions that require me to think beyond the text.</i>
<i>I know how to infer and speculate about the feelings of the main characters making reference to supporting quotations.</i>
<i>I can make predictions about what might happen next from the stated and implied details in a text.</i>
<i>I know how to identify parts of a text that support an idea or opinion.</i>
<i>I know how to decide between fact and opinion and explain how I know.</i>
<i>I know how to talk about an author's techniques for describing characters, settings and actions and the impact they have on the reader.</i>
<i>I know how to identify language that is expressive, figurative or descriptive and creates effect.</i>
<i>I know how to explain my understanding of words in context.</i>
<i>I know how to take part in discussions about different texts, including comparing them, building on the ideas of others and challenging their views.</i>

Foundational

- Essential knowledge and skills
- Fluency and automaticity
- Phonics
- Accuracy

Conceptual

- Making connections
- Building upon knowledge