



Sequence of Learning – Reading

Learning for the Head, Heart and Hand



At Lady Joanna Thornhill Primary School, we value reading as a key life skill, and are dedicated to enabling our pupils to become keen, lifelong readers. We are dedicated to ensure we have a holistic approach to the teaching of reading that focuses on the enjoyment as well as the mechanics of reading.

Reading for the head:

- Reading underpins our whole curriculum so supporting a child to read is the key to academic success. Teaching a child to read unlocks a wide and varied curriculum for them to enjoy and enables them to reach high academic standards.
- Children will be taught the skills to comprehend a text. They will learn how to analyse, infer, clarify and predict.

Reading for the heart:

- At Lady Joanna, we want to instil a love of reading in all children.
- Children will become keen readers, reading widely and often, who are confident to discuss texts and make recommendations to their peers.
- Children will be able to use reading to find out about important social issues, such as diversity.

Reading for the hand:

- Employing a high level of reading ability will allow children to solve problems, allow children to be creative in other subjects.
- Children's passion for reading will inform their writing.

By the time children finish Year Two, we want all children to be able to read, both for pleasure and for information. For those who are not fluent readers, intervention and additional targeted learning will be put in place so that children in Year Three develop as fluent readers. By the end of the child's time at Lady Joanna, we want all children to be capable and proficient readers; they should be able to access a wide range of book types and genres and talk passionately about books.

Age-related Statutory Coverage

Early Learning Goal	Key Stage One	Key Stage Two
Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.	<u>Word Reading</u> Pupils should be taught to: • apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent • respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes • read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes • read accurately words of two or more syllables that contain the same graphemes as above • read words containing common suffixes and –s, –es, –ing, –ed, –er and –est endings • read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word • read words with contractions [for example, I’m, I’ll, we’ll], and understand that the apostrophe represents the omitted letter(s) • read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered • read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation	<u>Word Reading</u> Pupils should be taught to: • apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, 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. <u>Comprehension</u> Pupils should be taught to: • develop and maintain positive attitudes to reading and understanding of what they read by: • continuing to listen, read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks • reading books that are structured in different ways and reading for a range of purposes • 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 • retelling some of these orally • using dictionaries to check the meaning of words that they have read • recommending books that they have read to their peers, giving reasons for their choices

	• re-read these books to build up their fluency and confidence in word reading. <u>Comprehension</u> Pupils should be taught to: • develop pleasure in reading, motivation to read, vocabulary and understanding by: ○ listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently ○ discussing the sequence of events in books and how items of information are related ○ becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales, considering their particular characteristics ○ being introduced to non-fiction books that are structured in different ways ○ recognising simple recurring literary language in stories and poetry ○ discussing and clarifying the meanings of words, linking new meanings to known vocabulary ○ discussing their favourite words and phrases ○ continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear ○ being encouraged to link what they read or hear read to their own experiences • understand both the books that they can already read accurately and fluently and those that they listen to by: ○ drawing on what they already know or on background information and vocabulary provided by the teacher	• identifying and discussing themes and conventions in and across a wide range of writing • making comparisons within and across books • learning a wider range of poetry by heart • preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone, volume and action so that the meaning is clear to an audience • discussing words and phrases that capture the reader's interest and imagination • recognising different forms of poetry (for example free verse, narrative poetry) • understand what they read, in books they can read independently, by: ○ 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 ○ drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence ○ predicting what might happen from details stated and implied ○ identifying and summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas ○ 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 • distinguish between statements of fact and opinion; retrieve, record and present information from non-fiction
--	--	---

	○ checking that the text makes sense to them as they read and correcting inaccurate reading ○ making inferences on the basis of what is being said and done ○ answering and asking questions ○ predicting what might happen on the basis of what has been read so far ○ discussing the significance of the title and events ● participate in discussion about books, poems and other works that are read to them and 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 discussions about books that are read to them and those they can read for themselves, 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, maintaining a focus on the topic and using notes where necessary ● provide reasoned justifications for their views.
--	--	--



Learning Journey – Reading

Learning for the Head, Heart and Hand



	Phonics (basic reading skills)	Word Reading (developing reading skills)	Reading a range of genres (what children are reading)	Reading skills: Vocabulary, language and structure (retrieval, clarification and understanding)	Reading Skills: higher order skills (summarise, prediction, analysis and inference)	Discussion and Viewpoint (sharing opinion, book talk and recommendations)
Foundation	Pupils use phonic knowledge to decode regular words and read them aloud accurately.	Children read and understand simple sentences. They also read some common irregular words.	Pupils use vocabulary and forms of speech that are increasingly influenced by their experiences from a range of books.	Pupils understanding the following words: word, sentence, full stop, capital letter, rhyme, track, scan, predict, character, setting, fiction, non-fiction, syllable.	Children demonstrate understanding when talking with others about what they have read.	Pupils identify the beginning, middle and ending in stories. They find similarities with other texts. Children use repetitive structures and count words in sentences. Pupils use reading strategies to work out unknown words other than decoding.
Year 1	Pupils respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes,	Children apply phonic knowledge and skills as the route to decode words.	Pupils read aloud accurately books that are consistent with their developing phonic knowledge and that do	Pupils can discuss word meaning, linking new meanings to those already known.	Children draw on what they already know or on background information and	Pupils participate in discussion about what is read to them, taking turns and listening to what others say.

	including, where applicable, alternative sounds for graphemes. They read accurately by blending sounds in unfamiliar words containing GPCs that have been taught; read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings. Children read other words of more than one syllable that contain taught GPCs.	They read accurately by blending sounds in unfamiliar words containing GPCs that have been taught; read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings. Pupils read other words of more than one syllable that contain taught GPCs. They read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word. Children read words with contractions [for example, I'm, I'll], and understand that the apostrophe represents the omitted letter(s).	not require them to use other strategies to work out words. They re-read these books to build up their fluency and confidence in word reading. Children are encouraged to link what they read or hear to their own experiences becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics. Pupils are learning to appreciate rhymes and poems, and to recite some by heart.	Children recognising and joining in with predictable phrases.	vocabulary provided by the teacher. They check that the text makes sense to them as they read and correcting inaccurate reading. Children can explain clearly their understanding of what is read to them. They make inferences on the basis of what is being said and done. Pupils predict what might happen on the basis of what has been read so far through sentence stems I think Because...	They discuss the significance of the title and events. Children verbally describe what happens at the beginning, in the middle and at the end of a story. Pupils listen to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently.
Year 2	Pupils revise and consolidate the GPCs and the common exception words taught in year 1.	Pupils read words containing common suffixes. Children are taught how to read suffixes by building on the root	Pupils read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately,	Children discuss and clarifying the meanings of words, linking new meanings to known vocabulary.	Pupils draw on what they already know or on background information and vocabulary	Children listen to, discussing and expressing views about a wide range of contemporary and classic poetry, stories

	Children read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes. They can accurately read words of two or more syllables. Children continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent.	words that they have already learnt. The whole suffix should be taught as well as the letters that make it up. Children are taught how to read longer words, they are shown syllable boundaries and how to read each syllable separately before they combine them to read the word. They read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word. Pupils read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered.	automatically and without undue hesitation. They re-read these books to build up their fluency and confidence in word reading. Children become increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales. They are introduced to non-fiction books that are structured in different ways. Children continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear.	They discuss their favourite words and phrases. Pupils recognising simple recurring literary language in stories and poetry. Children check that the text makes sense to them as they read and correcting inaccurate reading.	(including subject specific) provided by the teacher. Children explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves. They make inferences on the basis of what is being said and done, often involving more than one character. Pupils predicting what might happen on the basis of what has been read, using key information from the story.	and nonfiction at a level beyond that at which they can read independently. They discuss the sequence of events in books and how items of information are related. Pupils answer and ask questions. Children participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say.
Year 3	Whilst there is no statutory content pupils continue to apply phonic knowledge and	Pupils apply their growing knowledge of root words, prefixes and suffixes (etymology	Children listening to, read and discussing a wide range of fiction, poetry, plays, non-	Pupils start to use dictionaries to check the meaning of words that they have read.	Pupils draw inferences such as inferring characters'	Pupils prepare poems and play scripts to read aloud and to perform, showing understanding

	skills as the route to decode words until automatic decoding has become embedded and reading is fluent.	and morphology) to read aloud and to understand the meaning of new words they meet. Children read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. Pupils continue to read most words quickly and accurately, without overt sounding and blending. They ‘test out’ different pronunciations and attempt to match what they decode to words they may have already heard.	fiction and reference books or textbooks. They increase their familiarity with a wide range of books, including fairy stories and myths and legends. Pupils are taught to use the skills they have learnt earlier and continue to apply these skills to read for different reasons, including for pleasure.	They also start to identify themes and conventions in a wide range of books. Children discuss words and phrases that capture the reader’s interest and imagination. Pupils identify how language, structure, and presentation contribute to meaning. They retrieve and record information from nonfiction and are shown how to use contents pages.	feelings, thoughts and motives from their actions, and justifying inferences with evidence. They check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context. Children ask questions to improve their understanding of a text. Pupils begin to identify main ideas drawn from more than one paragraph and summarise these. They predict what might happen from details stated and implied. Children are taught to recognise themes in what they have read.	through intonation, tone, volume and action. Children 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. They retell some stories orally.
--	--	---	--	--	---	---

Year 4		Pupils continue to apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) to read aloud and to understand the meaning of new words they meet Children confidently read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.	Children continue to listen to and read a wide range of fiction, poetry, plays, nonfiction and reference books or textbooks. Pupils increase their familiarity with a wide range of books, including fairy stories, myths and legends. Reading books that are structured in different ways and reading for a range of purposes. Children recognise and read some different forms of poetry [for example, free verse, narrative poetry].	Pupils continue to use dictionaries to check the meaning of words that they have read. They discuss words and phrases that capture the reader's interest and imagination. Children identify how language, structure, and presentation contribute to meaning. They continue to identify themes and conventions in a wide range of books. Pupils retrieve and record information from nonfiction. They should be shown how to use contents pages and indexes to locate information.	Pupils draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. Children continue to check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context. They predicting what might happen from details stated and implied. Pupils ask questions to improve their understanding of a text. Children begin to identify main ideas drawn from more than one paragraph	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. Continue to discuss a wide range of fiction, poetry, plays, nonfiction and reference books or textbooks. Continue to retell some stories orally.
----------------------	--	--	---	--	---	---

					and summarise these. Pupils are taught to recognise themes in what they have read.	
Year 5		Pupils are able to read aloud a wider range of poetry and books written at an age appropriate interest level with accuracy and at a reasonable speaking pace. They are able to read most words effortlessly and to work out how to pronounce unfamiliar written words with increasing automaticity. When pronunciation sounds unfamiliar, they should ask for help in determining both the meaning of the word and how to pronounce it correctly. Children confidently apply their growing knowledge of root	Children continue to read an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. They continue to read books that are structured in different ways and read for a range of purposes. Pupils increase 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. Pupils prepare poems and plays to read aloud and perform, showing understanding through	Pupils check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context. They ask questions to improve their understanding. Children identify how language, structure and presentation contribute to meaning. Pupils distinguish between statements of fact and opinion. They retrieve and record information from non-fiction.	Pupils make comparisons within and across books. They draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence from the text. Pupils predict what might happen from details stated and implied. Children summarise the main ideas drawn from one or more paragraph, identifying key	Pupils participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously. Children identify and discuss themes across a wide range of genres. They recommend books that they have read to their peers, giving reasons for their choices.

		words, prefixes and suffixes (morphology and etymology), to read aloud and to understand the meaning of new words. Pupils are encouraged to work out any unfamiliar word. They should focus on all the letters in a word so that they do not, for example, read 'invitation' for 'imitation' simply because they might be more familiar with the first word.	intonation, tone and volume so that the meaning is clear to an audience. Children learn a wider range of poetry by heart.		details that support the main ideas. Pupils discuss and evaluate how authors use language, including figurative language, considering the impact on the reader. They provide reasoned justifications for their views. Pupils identify and discuss themes across a wide range of genres.	
Year 6		By the end of year 6, pupils' reading should be sufficiently fluent and effortless for them to manage the general demands of the curriculum in year 7, across all subjects and not just in English, but there will continue to be a need for pupils to learn subject-specific vocabulary.	Pupils are reading widely and frequently, outside as well as in school, for pleasure and information. Children read books that display more complex structures and for a range of purposes. They prepare poems and plays to read aloud and perform, showing understanding through intonation, tone and	Children check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context. They ask questions to improve their understanding. Pupils identify how language, structure and presentation contribute to meaning.	Children make comparisons within and across books. They draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence from the	Pupils participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously. They recommend books that they have read to their peers, giving reasons for their choices.

		Pupils are encouraged to work out any unfamiliar word. They should focus on all the letters in a word so that they do not, for example, read 'invitation' for 'imitation' simply because they might be more familiar with the first word. Children can confidently apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), to read aloud and to understand the meaning of new words.	volume so that the meaning is clear to an audience. Pupils learn a wider range of poetry by heart.	They distinguish between statements of fact and opinion. Children retrieve and record information from non-fiction.	text, including exact quotations. Pupils predict what might happen from details stated and implied. Children summarise the main ideas drawn from one or more paragraph, identifying key details that support the main ideas. They discuss and evaluate how authors use language, including figurative language, considering the impact on the reader. Pupils provide reasoned justifications for their views with clear supporting evidence, not always retrieved directly from the text, but interpreted and a	Children explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary.
--	--	---	--	---	--	---

					judgement made about that evidence. Children identify and discuss themes across a wide range of genres. They should have opportunities to compare characters, consider different accounts of the same event and discuss viewpoints (both of authors and of fictional characters), within a text and across more than 1 text.	
--	--	--	--	--	--	--