

Reading overview

In reading, we teach pupils to

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading
- appreciate our rich and varied literary heritage
- use discussion in order to learn
- be able to elaborate and explain clearly their understanding and ideas.

The programmes of study for reading at key stages 1 and 2 consist of 2 dimensions:

- word reading
- comprehension (both listening and reading)

It is essential that teaching focuses on developing pupils' competence in both dimensions; different kinds of teaching are needed for each.

Skilled word reading involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Underpinning both is the understanding that the letters on the page represent the sounds in spoken words. This is why phonics is emphasised in the early teaching of reading.

Good comprehension draws from linguistic knowledge (in particular of vocabulary and grammar) and on knowledge of the world. We develop comprehension skills ~~develop~~ through pupils' experience of high-quality discussion with the teacher, as well as from reading and discussing a range of stories, poems and non-fiction.

All pupils are encouraged to read widely across both fiction and non-fiction to develop their knowledge of themselves and the world they live in, to establish an appreciation and love of reading, and to gain knowledge across the curriculum. Reading widely and often increases pupils' vocabulary because they encounter words they would rarely hear or use in everyday speech. Reading also feeds pupils' imagination and opens up a treasure house of wonder and joy for curious young minds.

In the Early Years and KS1 children are taught phonics systematically on a daily basis, with new arrivals in KS2 having catch-up sessions. Pupils learn to apply their phonics and other skills, and to develop their comprehension of the texts, through whole class and guided sessions. Once they have completed the phonics programme and are confident decoders, during guided reading sessions they read a wide range of texts, which are graded into levels and are appropriate for their age range.

In KS2 they use the Accelerated Reader programme to read for pleasure and to consolidate their independent reading skills. Children's comprehension of their chosen books is tested regularly through online 'quizzes' and children's progress is assessed on a termly basis.



Reading Vipers

Vocabulary
Infer
Predict
Explain
Retrieve
Sequence or Summarise



By listening frequently to stories, poems and non-fiction that they cannot yet read for themselves, pupils begin to understand how written language can be structured in order, for example, to build surprise in narratives or to present facts in non-fiction. Listening to and discussing information books and other non-fiction establishes the foundations for their learning in other subjects. Pupils are shown some of the processes for finding out information. As they get older, children have the opportunities to read and research topics related to the foundation subjects, which further extends their skills.

At Colindale Primary School we have introduced the VIPERS as part of our approach to teaching reading skills from Y1 upwards. These relate to the key comprehension skills that pupils need to develop, as they provide an easily understandable way of labeling these skills and support the pupils in learning how to apply them to their reading. Teachers have assessment target sheets for each year group, labelled according to the relevant VIPER.

Year	Word Reading end of year expectations (See also Phonic Subject Overview for Nursery- Year 2 & Writing Subject Overview for all year groups)	Comprehension end of year expectations
Nursery	Pupils are taught to: Develop phonological awareness to help pupils discriminate between and re- create (copy) different sounds Recognise their name Orally blend words together Recognise words with the same initial sound	Engage in conversations about stories, learning new vocabulary. Remember some events/characters in stories they hear. Answer simple 'why' questions
Reception	Pupils are taught to: 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. Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment.	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.
1	Pupils are taught to: Apply phonic knowledge and skills as the route to decode words 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 sounds in unfamiliar words containing GPCs that have been taught Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word	Develop pleasure in reading, motivation to read, vocabulary and understanding by: <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 • being 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 • recognising and joining in with predictable phrases • learning to appreciate rhymes and poems, and to recite some by heart

Read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings

Read other words of more than one syllable that contain taught GPCs

Read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)

Read books aloud, accurately, that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words

Reread these books to build up their fluency and confidence in word reading

Revise and consolidate the GPCs and the common exception words taught in Reception. As soon as pupils can read words comprising the year 1 GPCs accurately and speedily, move on to the year 2 programme of study for word reading.

Practice reading unfamiliar words by sounding and blending, in order to develop confidence in decoding skills and expand vocabulary.

Learn to read words with suffixes by being helped to build on the root words that they can read already.

• discussing word meanings, linking new meanings to those already known
Understand both the books they can already read accurately and fluently and those they listen to by:

- 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 significance of the title and events
- making inferences on the basis of what is being said and done
- predicting what might happen on the basis of what has been read so far

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

Pupils have extensive experience of listening to, sharing and discussing a wide range of high-quality books with the teacher, other adults and each other to engender a love of reading at the same time as they are reading independently.

Pupils' vocabulary is developed when they listen to books read aloud and when they discuss what they have heard. The meaning of new words are introduced to pupils before they start to read on their own, so that these unknown words do not hold up their comprehension.

Once pupils have decoded words successfully, the meaning of those that are new to them are discussed with them, thus contributing to developing their early skills of inference.

By listening frequently to stories, poems and non-fiction that they cannot yet read for themselves, pupils begin to understand how written language can be structured in order, for example, to build surprise in narratives or to present facts in non-fiction.

Listening to and discussing information books and other non-fiction establishes the foundations for their learning in other subjects. Pupils are shown some of the processes for finding out information.

Rules for effective discussions are agreed with and demonstrated for pupils. They are helped to develop and evaluate them, with the expectation that everyone takes part.

Pupils are taught to:

Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent

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

Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word

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

Reread these books to build up their fluency and confidence in word reading

Revise and consolidate the GPCs and the common exception words taught in year 1. As soon as pupils can read words comprising the year 2 GPCs accurately and speedily, they move on to the years 3 and 4 programme of study for word reading.

When pupils 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.

Pupils are taught how to read suffixes by building on the root words that they have already learnt. The whole suffix is taught as well as the letters that make it up.

Pupils who are still at the early stages of learning to read have ample practice in reading books that are closely matched to their developing phonic knowledge and knowledge of common exception words. As soon as the decoding of most regular words and common exception words is embedded fully, the range of

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
- 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

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
- 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

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

Pupils are encouraged to read all the words in a sentence and to do this accurately, so that their understanding of what they read is not hindered by imprecise decoding.

Pupils monitor what they read, checking that the word they have decoded fits in with what else they have read and makes sense in the context of what they already know about the topic.

The meaning of new words are explained to pupils within the context of what

	<p>books that pupils can read independently will expand rapidly. Pupils have opportunities to exercise choice in selecting books and be taught how to do so.</p>	<p>they are reading, and they are encouraged to use morphology (such as prefixes) to work out unknown words.</p> <p>Pupils learn about cause and effect in both narrative and non-fiction. ‘Thinking aloud’ when reading to pupils helps them to understand what skilled readers do.</p> <p>Deliberate steps are taken to increase pupils’ vocabulary and their awareness of grammar so that they continue to understand the differences between spoken and written language.</p> <p>Pupils are guided to participate in discussion and are helped to consider the opinions of others.</p> <p>Role play and other drama techniques help pupils to identify with and explore characters. In these ways, they extend their understanding of what they read and have opportunities to try out the language they have listened to.</p>
<p>3 & 4</p>	<p>Pupils are taught to: Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in - see English appendix 1 , both to read aloud and to understand the meaning of new words they meet</p> <p>Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word</p> <p>At this stage, teaching comprehension takes precedence over teaching word reading directly. Any focus on word reading supports the development of vocabulary.</p> <p>When pupils are taught to read longer words, they are supported to test out different pronunciations. They attempt to match what they decode to words they may have already heard but may not have seen in print.</p>	<p>Develop positive attitudes to reading, and an understanding of what they read, by:</p> <ul style="list-style-type: none"> • listening to and discussing a 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 • using dictionaries to check the meaning of words that they have read • 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 • preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action • discussing words and phrases that capture the reader’s interest and imagination • recognising some different forms of poetry [for example, free verse, narrative poetry] <p>Understand what they read, in books they can read independently, by:</p> <ul style="list-style-type: none"> • 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 • 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 main ideas drawn from more than 1 paragraph and summarising these
- identifying how language, structure, and presentation contribute to meaning

Retrieve and record information from non-fiction

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

The focus continues to be on pupils' comprehension as a primary element in reading. The knowledge and skills that pupils need in order to comprehend are very similar at different ages. This is why what is taught in years 3 and 4 and years 5 and 6 are similar: the complexity of the writing increases the level of challenge.

Pupils are taught to recognise themes in what they read, such as the triumph of good over evil or the use of magical devices in fairy stories and folk tales.

They also learn the conventions of different types of writing (for example, the greeting in letters, a diary written in the first person or the use of presentational devices such as numbering and headings in instructions).

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, or to find out information and the meaning of new words.

Pupils continue to have opportunities to listen frequently to stories, poems, non-fiction and other writing, including whole books and not just extracts, so that they build on what was taught previously. In this way, they also meet books and authors that they might not choose themselves.

Pupils have opportunities to exercise choice in selecting books and are taught how to do so.

Reading, re-reading, and rehearsing poems and plays for presentation and performance give pupils opportunities to discuss language, including vocabulary, extending their interest in the meaning and origin of words. Pupils are encouraged to use drama approaches to understand how to perform plays and poems to support their understanding of the meaning. These activities also provide them with an incentive to find out what expression is required, so feeding into comprehension.

		<p>In using non-fiction, pupils know what information they need to look for before they begin and are clear about the task. They are shown how to use contents pages and indexes to locate information.</p> <p>Pupils have guidance about the kinds of explanations and questions that are expected from them. They are helped to develop, agree on, and evaluate rules for effective discussion. The expectation is that all pupils take part.</p>
<p>5 & 6</p>	<p>Pupils are taught to:</p> <p>Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English appendix 1, both to read aloud and to understand the meaning of new words that they meet.</p> <p>Pupils are encouraged to work out any unfamiliar word.</p> <p>When teachers are reading with or to pupils, attention is paid to new vocabulary – both a word’s meaning and pronunciation.</p> <p>When reading to themselves, they are taught how to quickly locate key words or parts of the text by skimming and scanning, and paying attention to organisational devices such as subheadings and indexes.</p>	<p>Maintain positive attitudes to reading and an understanding of what they read by:</p> <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 • 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 • recommending books that they have read to their peers, giving reasons for their choices • 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 and volume so that the meaning is clear to an audience <p>Understand what they read by learning to:</p> <ul style="list-style-type: none"> • check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context • ask questions to improve their understanding • draw inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence • predict what might happen from details stated and implied • summarise the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas • identify how language, structure and presentation contribute to meaning • evaluate how authors use language, including figurative language, considering the impact on the reader • distinguish between statements of fact and opinion

- retrieve information from both fiction and non fiction

Opportunities are provided for pupils to:

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

Books are read aloud to pupils so that they meet books and authors that they might not choose to read themselves.

Pupils are taught to recognise themes in what they read, such as loss or heroism. They 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.

Pupils are taught the technical and other terms needed for discussing what they hear and read, such as metaphor, simile, analogy, imagery, style and effect.

In using reference books, pupils are taught what information they need to look for before they begin and need to understand the task. They are shown how to use contents pages and indexes to locate information.

The skills of information retrieval that are taught are applied, for example in reading history, geography and science books, and in contexts where pupils are genuinely motivated to find out information.