



READING OFFER-PARENT VERSION

Whole School reading Intent:

"The world was hers for the reading." – Betty Smith

At Carnforth, we love reading. We believe that reading is the cornerstone to learning. A love of reading is nurtured through opportunities to read a range of exciting books, for a range of purposes, but most importantly – to enjoy them. Reading underpins our curriculum and our thematic approach to learning. At Carnforth, we build regular opportunities for children to be exposed to a range of rich, high quality texts through many different aspects of the curriculum, not just in reading and writing. We believe a child's reading journey begins when they are a baby, through sharing books at home. As they enter school, our aim is to nurture this love of reading.

Being A Reader In Preschool

There is a clear focus on language and communication and emersion in story telling across the early years setting. We strongly believe that a balanced approach is most effective in developing early reading, including storytelling activities to develop sound knowledge and singing and rhyming activities to develop phonological awareness. Prior to the introduction of systematic phonics teaching, activities to develop children's phonological awareness and interest in sounds is key.

Being A Reader In Reception

Children learn to read following the Simple View of Reading: we teach both word-reading and language comprehension. Children build on the learning that takes place in Preschool by developing their sound knowledge and ability to orally blend through a systematic phonics programme. Children continue to be immersed in a world of storytelling and start to develop an appreciation in of authors and text. Language continues to be at the heart of adult interactions, modelling and play.

Reading					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer2
Group B	Group C	Ditty photocopy	Red ditty	Green	Purple
m a s d t / i n p g o / c k u b / f e l h s h r / j v y w / t h z c h q u x n g n k WT: 1.1-1.4	m a s d t / i n p g o / c k u b / f e l h s h r / j v y w / t h z c h q u x n g n k Orally blending	All set 1 single letter sounds speedily Focus on special friends Ch sh ng nk th qu WT: 1.1-1.6	All set 1 sounds inc special friends speedily. Oral blending of	Set 2 alternative vowel sounds: ay ee igh ow oo oo ar or air ir ou oy	Set 2 alternative vowel sounds: ay ee igh ow oo oo ar or air ir ou oy Secure blending of set 2 sounds. Reading of purple books.



	WT: 1.1-1.5		words inc special friends e.g. chip WT: 1.1-1.7 Reading of red ditty books.	Reading of green books.	
<p>Birth to 5 Matters, range 6:</p> <ul style="list-style-type: none"> • Enjoys an increasing range of print and digital books, both fiction and non-fiction • Uses vocabulary and forms of speech that are increasing influenced by their experiences of reading • Describes main story settings, events and principles characters in increasing detail • Re-enacts and reinvents stories they have heard in their play • Knows that information can be retrieved from books, computers and mobile digital devices • Is able to recall and discuss stories or information that has been read to them, or they have read themselves • Begins to recognise some written names of peers, siblings or Mummy/ Daddy for example. • Begins to develop phonological and phonemic awareness <ul style="list-style-type: none"> -continues a rhyming string and identifies alliteration -Hears and says the initial sound in words -Begins to segment the sounds in simple words and blend them together and knows which letters represent some of them -Starts to link sounds to letters, naming and sounding the letters of the alphabet -Begins to link sounds to some frequently used digraphs e.g. sh th ee • Begins to read some high frequency words, and to use developing knowledge of letters and sounds to read simple phonically decodable words in simple sentences • Engages with books and other reading materials at an increasingly deeper level, sometimes drawing on their phonic knowledge to decode words, and their 			<p>Elg:</p> <p>Word Reading ELG:</p> <p>Children at the expected level of development will:</p> <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. <p>Comprehension ELG:</p> <p>Children at the expected level of development will:</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. 		



knowledge of language structure, subject knowledge and illustrations to interpret the text • Includes everyday literacy artefacts in play, such as labels, instructions, signs, envelopes etc.	
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Being A Reader In year 1

Children learn to read following the Simple View of Reading: we teach both word-reading and language comprehension.

Word reading

Children learn a simple alphabetic code followed later by a more complex code. All reading books progress cumulatively, matched to the sounds children know.

Language comprehension

We help children to enjoy stories and poems from the minute they come into school. We know and love the books we read aloud, so children will want to hear the same story again and again. We use similar emphases and intonation on each reading, so children can join in the retelling.

Our picture books are for *all* children, whether they can read or not:

- For those who are still learning to read, we help them retell the story.
- For children who are able to read, we encourage them to re-read the story.

Developing a life-long love of reading

Children will be able to demonstrate that they have secured the phonemes in sets 1,2 and 3 of the RWI phonics scheme. They will be able to use this knowledge to read both real and pseudo words and will demonstrate they have reached at least the expected standard in the phonics screening check.

Word reading					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer2
Pink		Orange/yellow		Blue	
Set 3 alternative spellings of Set 2 sounds: ea oi e a-e i-e o-e u-e aw are ur er ow ai oa ew ire ear ure. Reading of pink books.		All set 3 sounds speedily. Start to teach syllable boundaries. Reading of orange and yellow books.		Application of set 3 sounds. Read suffixes by building on root words. Reading with greater fluency (60-70 wpm) Reading of blue books.	
Reading comprehension					



Pupils should be taught to:

- develop pleasure in reading, motivation to read, vocabulary and understanding by:
- 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 read 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
- 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.

Being A Reader In year 2

Children learn to read following the Simple View of Reading: we teach both word-reading and language comprehension.

Word reading

Children learn a simple alphabetic code followed later by a more complex code. All reading books progress cumulatively, matched to the sounds children know. Children learn to read multisyllabic words, words containing common suffixes and common exception words. Children in year 2 work to utilise their phonics skills in order to become fluent readers without the reliance on overt sound blending in order to allow children to focus on their understanding rather than individual words.

Language comprehension

We help children to enjoy stories and poems from the minute they come into school. We know and love the books we read aloud, so children will want to hear the same story again and again. We use similar emphases and intonation on each reading, so children can join in the retelling.



Within Reading Together sessions, children build on developing comprehension skills, including making inferences from a text, through specific taught sessions (See additional document Reading Together Guidance) that build upon (reading mechanics) and early comprehension skills covered in EYFS.

Developing a life-long love of reading

Children will be able to demonstrate that they have secured the phonemes in sets 1,2 and 3 of the RWI phonics scheme. They will be able to use this knowledge to read both real and pseudo words and will demonstrate they have reached at least the expected standard in the phonics screening check.

Word reading					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Grey		Accelerated reader			
Read all common graphemes and unfamiliar words containing these accurately and without undue hesitation. Read many common words containing the GPC's taught without needing to blend out loud first. Reading with greater fluency (70-80wpm)		ZPD of between 0.6 and 2.7. Read words containing at least two syllables. Reading with greater fluency (90+wpm)			Application of phonic knowledge embedded Automatic decoding Read accurately multisyllabic words with taught graphemes. Read words containing common suffixes. Fluent reading.

Reading comprehension

- 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
 - 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.

Being A Reader In Key Stage 2

As children transition into KS2 we want them to learn to develop their love of reading further by reading widely; to see reading as pleasure and as a source for information to support their development as learners. Children leaving Carnforth will be fluent, expressive readers with a passion for reading and an ability to articulate an opinion on what they read justifying their views with increasing independence and drawing on evidence from the text. Children will broaden their vocabulary and sentence structures through application of their ever-growing vocabulary which they develop through their broad diet of reading. We will ensure children have access to the best books available, written by authors for children to read and enjoy. Books that will encourage children to:

- Feel something: curiosity, anger, anxiety, excitement, amusement.
- Seek something: pleasure, challenge, fulfilment, comfort, escape.
- Learn something new, either connected with something we're teaching or something they might already be interested in.

Accelerated Reader

ZPD that links to chronological age

Reading with greater fluency with an age appropriate book (90+wpm)

Word Reading

Pupils should be taught to:

- apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words that they meet.

Reading Comprehension

Pupils should be taught to:

- maintain positive attitudes to reading and understanding of what they read by:
- 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 English – key stages 1 and 2
- 34 Statutory requirements
- 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
- understand what they read 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
- 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
- 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.

The RWI program suggests the 'on track' groups as a typical child.

At Carnforth school, we group the children into closely matched ability groups that link to their phonetic ability for the children's main phonics lesson. These groups allow for the closely matched teaching of specific sounds so that children are able to constantly make small steps of progress. Each child also receives extra provision within the afternoon phonics session taught in larger groups that allow for exposure to all of the sounds and word reading including these to ensure children are beginning to build up their knowledge of the entire phonetic system.