At Hucknall National C of E Primary we will specifically provide opportunities to:

- Develop language and communication skills;
- Have access to a wide range of literature from a range of sources.
- Provide them with the skills to be able to access words and texts.
- Think critically, reason and evaluate.
- Enrich our curriculum and provision through texts.
- Extend our children's experiences and build cultural capital.

Early Reading at Hucknall National CofE Primary.

Guided Reading is taught through individual, paired and grouped reading as part of the Read Write Inc. programme from Reception and throughout Key Stage 1. Children are grouped according to their reading ability and the text is carefully chosen to match their colour level. These sessions are led by a teacher or teaching assistant and are used to develop the children's comprehension and understanding of texts. Additional texts are also explored in a whole class setting to develop comprehension skills through discussion.

Phonics and Comprehension development

- Daily phonics sessions including guided reading.
- Phonics interventions based on accurate assessments or target in the provision.
- Reading books matched closely to children's phonetic ability.
- Use of Hooked on Books strategies where appropriate.
- Children take home a library book for parents/carers to read.

Assessments done half termly

- Development Matters (non-statutory)
- Read Write Inc.

Reading in Key Stage 1

Year 1 Phonics and Comprehension development

- Daily phonics sessions including guided reading.
- Reading books matched closely to children's phonetic ability.
- Phonics interventions and booster groups based on assessment.
- Small group work and reading knowledge and skills taught through English lessons, building up to daily guided reading sessions by the end of Year 1.
- Whole class reading teaching also included on timetable using Complete Comprehension and Hooked on Books reading strategies verbally.
- Children take home a library book for parents/carers to read.

Assessments

- Read Write Inc.
- NFER assessments
- Phonics screen

Year 2 phonics and Comprehension development

- Daily phonics sessions including guided reading.
- Additional guided groups and individual reading as required.
- Phonics intervention for children below ARE.
- Reading for pleasure book for all children.
- Whole class reading teaching using Complete Comprehension and Hooked on Books reading strategies for the children who have completed the RWI scheme of learning.

Assessments

- Read Write Inc.
- Phonics screen and practises
- NFER half-termly/ termly tests
- KS1 SATS also used for Year 2
- Accelerated Reader STAR test for children who have completed RWI.

Key stage 2

- Guided reading sessions delivered 5 x per week at a minimum.
- Whole class reading teaching using Complete Comprehension and Hooked on Books reading strategies.
- Accelerated Reader sessions at least once a week. There are frequent opportunities to quiz using AR.
- Test gap analysis informs teaching.
- Phonics interventions in Lower Key Stage 2
- Speed Reading
- Booster sessions for Year 6.
- Interventions to support pupils Reading for pleasure book for all children.

Assessment

- NFER half-termly/ termly tests.
- KS2 SATS also used for Year 6.
- Accelerated Reader STAR test for all children.

The Just Read Project

During the Spring/Summer term, the children in Year 2 – Year 5 take part in the Just Read Project. During this time, they read an ambitious, age-appropriate modern and classic text alongside their teacher. At the end of each chapter, they summarise what has happened and discuss unknown vocabulary. The children have a copy of the text in front of them so they are able can follow along.

"Once you learn to read you will be forever free"
Fredrick Douglass

CURRICULUM CONCEPTS

Word reading
Fluency
Book talk
Analysis

YEAR 6

Year 6

Y6 WORD READING
- Read most words containing taught suffixes
- Read and comprehend most words from Y5/6 statutory lists

Y6 READING
- Check a text makes sense and self-correct when appropriate
- Work our the meaning of unknown words from the context
- Discuss their understanding of, and explore, the meaning of words in context
- Use knowledge of prefixes to explain the meaning of most words containing them

- Retrieve, record and present information from non-fiction
- Summarise the main ideas, identifying key details and using quotations for illustrations
- Explain and discuss their understanding of what they have just read, drawing reasons inferences and justifying these with evidence

Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- Provide reasoned justifications for their views

Y6 READING
- Make predictions from details stated and implied
- Appraise a text quickly and gather its overall meaning
- Evaluate how authors use language, including figurative language, considering the impact on the reader
- Make comparisons within and across texts

YEAR 5

Year 5

Y5 WORD READING
- Read many words containing taught suffixes
- Read and comprehend many words from the Y5/6 statutory word list

Y5 READING – in age appropriate text
- Check text makes sense, self correcting when appropriate
- Work out the meaning of unknown words from the context

Y5 READING – in age appropriate text
- Discuss their understanding of, and explore, the meaning of words in context
- Use knowledge of taught prefixes to explain the meaning of most words
- Retrieve ad record information from nonfiction texts
- Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas

Y5 READING – in age appropriate text • Explain and discuss their understanding of what they have just read, drawing reasoned inferences and justifying these with evidence

- Understand aspects of narrative structure including how chapters link together and how the passing of time is conveyed to the reader
- Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- Provide reasoned justifications for their views
- Make predictions from details stated and implied
- Appraise a text quickly and gather its overall meaning

YEAR 4

Year 4

Y4 READING – in age appropriate text
- Check that the text makes sense, self correcting when appropriate • Explain the meaning of many words in context
- Use knowledge of taught prefixes to explain the meaning of many words
- Retrieve and record information
- Read most words containing taught suffixes
- Read and comprehend most words from the Y3/4 statutory word list

Y4 READING – in age appropriate text
- Identify main ideas drawn from more than one paragraph and summarise these
- Retell main points, discuss characters feelings, behaviour, relationship and make judgements
- Explain what they have read, drawing inferences characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence

- Predict what must happen from details stated and implied

Explore how different texts appeal to readers by using varied sentence structures and descriptive language
- Make comparisons within texts

YEAR 3

Year 3

Y3 WORD READING
- Read independently using phonics including a full range of digraphs and trigraphs to decode unknown words
- Read many words containing taught prefixes
- Read many words containing taught suffixes
- Read and comprehend many words from year 3/4 statutory word list

Y3 READING – in age appropriate texts
- Check that the text makes sense, discuss their understanding and explain the meaning of many words in context
- Use knowledge of taught prefixes to explain the meaning of some words
- Retrieve and record information
- Identify main ideas drawn from more than one paragraph and summarise these
- Retell main points, discuss character feelings, behaviour, relationships and make judgements.

Y3 READING – in age appropriate texts
- Draw inferences such as inferring characters feelings, thoughts and motives from their actions, and justifying inferences with evidence
- Make plausible predictions based on what has been read
- Discuss words and phrases that capture the reader's interest and imagination
- Make comparisons within and across texts

YEAR 2

Year 2

Y2 WORD READING • Read accurately most words of 2 or more syllables
- Read most words containing common suffixes (e.g. s, es, ing, ed, er, est, y, ment, ness, ful, less, ly)
- Read common exception words
- Read most words accurately without overt blending and sufficiently fluently to allow them to focus on their understanding rather than decoding individual words
- Sound out most unfamiliar words accurately without undue hesitation

Y2 READING – in a familiar book they can already read fluently
- Check that it makes sense to them, correcting any inaccurate reading
- Explain what has happened so far in what they have read
- Answer questions and make some inferences
- Predict what they think may happen and why

YEAR 1

Year 1

Y1 WORD READING
- Read accurately by blending the sounds in words that contain the common GPCs for all 40+ phonemes
- Read accurately some words of 2 or more syllables that contain the dame GPCs.
- Read many common exception words
- Read aloud many words quickly and accurately without overt sounding and blending.
- Sound out many unfamiliar words accurately
- Read most words containing taught Y1 suffixes (-s, -es, -ing, -ed, -er, -est)

Y1 READING – in a familiar book that is read to them,
- Discuss word meanings, linking new meanings to those already known
- Identify story language.
- Find specific information in simple texts
- Ask and answer questions in discussion with the teacher and make simple inferences
- Link what is heard to their own experiences • Explain what has happened and discuss plausible predictions with an adult

Read Write Inc. colour progression

Red	Ditties
Green	Purple
Pink	
Orange	
Yellow	
Blue	
Grey	
Off book	

YEAR R

Reception EYFS

ELG: Word Reading 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.

ELG: Comprehension 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

READING: We aim to equip our pupils with the skills required to be a fluent, competent and comprehensive reader that can make wider connections.