



The Woodlands Primary Reading Curriculum

Our Vision

At Woodlands, we relentlessly strive to be 'Outstanding in All' in order to provide the best opportunities for the children in the community we serve.

We believe in a truly inclusive school where there are no barriers to participation and learning. We are ambitious in our drive to ensure all children achieve the highest outcomes. At Woodlands we believe in working collaboratively with our partners and stakeholders to enable all children to succeed.

Our Intent

Open a book - Open the world

At Woodlands we understand the importance of fostering a love for reading, as it is the cornerstone of all learning and underpins everything we do, every day of our lives. Our aim is for reading to be an enjoyable experience that allows children to develop their imagination, knowledge and understanding and to achieve this we have invested heavily in a range of carefully selected high quality, exciting texts that we know the children will love reading. We have also purchased books requested by the children and books by alternative, but similar authors to broaden children's repertoire. Children will be able to see themselves reflected in some of these books as well as being able to understand more about the diversity of the world in which they live.

Our Principles

Learning To Read

1. Ensure every child leaves Woodlands able to read.
2. Ensure every child is taught to read through a validated SSPS which is taught as intended, by an experienced phonics teacher.
3. Swiftly identify children who are falling behind and immediately put in place intervention to ensure 'keep up' not 'catch up' for the vast majority.
4. Ensure that every child completes all phonic phases, regardless of barriers to learning, regardless of time taken; this means phonics lessons may continue into LKS2 and in exceptional circumstances into UKS2.
5. Ensure every child is a fluent reader, using Busy Brain Reading (prosody) to aid comprehension and understanding.
6. Ensure every child is reading a level appropriate book (linked directly to phonics recently learnt, when appropriate) a branching out book in KS1 and pupils' choice of reading for pleasure books in every year group.
7. Teach students a robust and considered set of skills to ensure they are able to understand the texts they read through a clear sequencing of the curriculum.
8. Provide ample opportunity for children to read in class.

Reading To Learn

9. Ensure children are given ample, and variety, of opportunities to read across the whole curriculum, using this reading to gain knowledge.

Reading For Pleasure

10. Sharing the beauty and excitement of losing yourself and recognising yourself in a book.
11. Reading for pleasure books are carefully picked by reading lead, staff and children with alternative authors recommended.
12. Classroom libraries are inviting and easily accessible with a large range of fiction and non-fiction books.



As a consequence of adopting these principles, Woodlands pupils will:

Learning To Read

1. Leave Woodlands with the ability to engage fully with the reading demands of the Year 7 curriculum and beyond.
2. Have a deep understanding of the texts they read; fiction, non-fiction and poetry.

Reading To Learn

3. Know how to read for research purposes and to make relevant, adequate and useful notes.

Reading For Pleasure

4. Enjoy reading a large range of genres and authors for pleasure.
5. Learn about themselves and their lives by identifying with characters and scenarios in books.
6. Learn about and develop acceptance of the diverse world in which they live through their encounters with characters and scenarios in books.
7. Develop high aspirations through their encounters with characters and scenarios in books.

- The Woodlands Primary School the Reading Curriculum meets and exceeds the content of the National Curriculum by covering all the skills required to understand a text in depth and developing a love of reading of a range of genres and text types.

Curriculum Rationale

- The Woodlands Reading Curriculum is designed to inspire children to read for a range of purposes: Learning To read, Reading For Pleasure and Reading To Learn
- In Early Years and Year 1 the curriculum is centred around developing a secure knowledge of phonics and blending to ensure they can decode words.
- Children will learn a range of sight words securely in each year group.
- In Early Years and Year 1, children will learn to read in a language rich environment to develop their vocabulary.
- In Year 1, language will continue to be developed as well as beginning to develop the skills required to unpick and understand texts.
- In all other year groups, language will continue to be developed as well as the skills required to unpick and understand texts.
- Reading To Learn will be used in classrooms to ensure children are able to identify relevant information, to take notes and use them to develop their learning.
- Reading For Pleasure will be encouraged and developed through carefully selected, and child selected, books.
- Each classroom has a library containing a range of relevant and age appropriate books.



Bug Club Justification

At Woodlands, we use Bug Club Phonics to teach Phonics and early reading because it is a validated Systematic Synthetic Phonics Programme offering a clear comprehensive and finely-levelled structure. The online element offers many books and activities developed from proven methods and pedagogies featuring captivating content of the highest quality that children want to engage with.

Furthermore, it offers opportunities for:

- teachers to quickly and accurately allocate books closely aligned to their phonics learning
- online reading of fiction and non-fiction books, allowing children to read a number of books at home per week
- online assessments to be completed
- teachers to monitor number of reads per week
- analyse quiz scores to identify gaps in skills

Children thrive in this subject because ...

- The reading lead truly recognises that reading underpins everything and that all children have the right to excellent, high quality early reading teaching to enable them to make progress, at least, in line with age related expectations and that any child requiring additional support should receive it immediately.
- The SLT, Stakeholders and all teaching and support staff have bought into the vision of the reading lead.
- Children are taught to read using a validated SSP Programme as intended by the developer.
- Teaching staff are readers who teach.
- Children are encouraged to read a wide range of genres by a variety of authors thus widening their repertoire.



Knowledge Progression

	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Phonics and Decoding	<p>To enjoy rhyming and rhythmic activities.</p> <p>To show an awareness of rhyme and alliteration.</p> <p>To recognise rhythm in spoken words.</p> <p>To continue a rhyming string.</p> <p>To hear and say the initial sound in words.</p> <p>To segment the sounds in simple words and blend them together and know which letter represents some of them.</p> <p>To link sounds to letters, naming and sounding the letters of the alphabet.</p>	<p>To use phonic knowledge, Phases 2 to 4, to decode regular words and read them aloud accurately.</p>	<p>To apply phonic knowledge and skills as the route to decode words.</p> <p>To blend sounds in unfamiliar words using the GPCs that they have been taught.</p> <p>To respond speedily, giving the correct sound to graphemes for all of the 40+ phonemes.</p> <p>To read words containing taught GPCs.</p> <p>To read words containing -s, -es, -ing, -ed and -est endings.</p> <p>To read words with contractions, e.g. I'm, I'll and we'll.</p>	<p>To continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent.</p> <p>To read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.</p> <p>To accurately read most words of two or more syllables.</p> <p>To read most words containing common suffixes. <i>For example -un, sub, mis, re,</i></p>	<p>To use their phonic knowledge to decode quickly and accurately (may still need support to read longer unknown words).</p> <p>To apply their growing knowledge of root words and prefixes, including in-, im-, il-, ir-, dis-, mis-, un-, re-, sub-, inter-, super-, anti- and auto- to begin to read aloud.</p> <p>To apply their growing knowledge of root words and suffixes/word endings, including -ation, -ly, -ous, -ture, -sure, -sion, -tion, -ssion and -cian, to begin to read aloud.</p>	<p>To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill.</p> <p>To apply their knowledge of root words, prefixes and suffixes/word endings to read aloud fluently.</p>	<p>To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues.</p> <p>To apply their growing knowledge of root words, prefixes and suffixes/ word endings, including -sion, -tion, -cial, -tial, -ant/-ance/-ancy, -ent/- ence/-ency, -able/-ably and -ible/ibly, to read aloud fluently.*</p>	<p>To read fluently with full knowledge of all Y5/ Y6 exception words, root words, prefixes, suffixes/word endings and to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues.</p>
	CEW	<p>To identify well-known and local brands by their logos when represented by letters, for example Woodlands, McDonalds Tesco, Lidl, Pets Corner, etc.</p> <p>Lego, Boots, Disney, CBeebies, Haribo.</p>	<p>To read some common irregular words. Phase 2 – the, no, to, go, I, into Phase 3 – he, she, we, me, be, was, you, they, all, are, my, her Phase 4 - said, have, like, so, do, some, come, were, there, little, one, when, out, what</p>	<p>Phase 5 - oh, their, people, Mr, Mrs, looked, called, asked, could</p>	<p>To read all Y1 and most Y2 common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.</p>	<p>To begin to read half of the Y3/Y4 exception words.</p>	<p>To read all Y3/Y4 exception words, discussing the unusual correspondences between spelling and these occur in the word.</p>	<p>To read most Y5/ Y6 exception words, discussing the unusual correspondences between spelling and sound and where these occur in the word.</p>

	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Fluency	<p>To show interest in illustrations and print in books and print in the environment.</p> <p>To recognise familiar words and signs such as own name and advertising logos. (see CEW)</p> <p>To look and handle books independently (holds books the correct way up and turns pages).</p> <p>To ascribe meanings to marks that they see in different places.</p> <p>To begin to break the flow of speech into words.</p> <p>To begin to read words and simple sentences.</p>	To read and understand simple sentences.	<p>To accurately read texts that are consistent with their developing phonic knowledge, that do not require them to use other strategies to work out words.</p> <p>To reread texts to build up fluency and confidence in word reading.</p>	<p>To read aloud books (closely matched to their improving phonic knowledge), sounding out unfamiliar words accurately, automatically and without undue hesitation.</p> <p>To reread these books to build up fluency and confidence in word reading.</p> <p>To read words accurately and fluently without overt sounding and blending, e.g. at over 90 words per minute, in age-appropriate texts.</p>	<p>At this stage, teaching comprehension skills should be taking precedence over teaching word reading and fluency specifically. Any focus on word reading should support the development of vocabulary.</p>			
	<p><i>The Multidimensional Fluency Scale should be used to assess fluency and inform intervention groups as children move up through the reading levels.</i></p>							
Understanding and correcting inaccuracies	<p>To know that print carries meaning and, in English, is read from left to right and top to bottom.</p> <p>To understand humour, e.g. nonsense rhymes, jokes.</p>	<p>To check that a text makes sense to them as they read and to self-correct.</p>	<p>To check that a text makes sense to them as they read and to self-correct.</p>	<p>To check that the text makes sense to them as they read and to correct inaccurate reading.</p> <p>To show understanding by drawing on what they already know or on background information and vocabulary provided by the teacher.</p>				

	Nurse	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Comparing, contrasting commenting	To listen to stories with increasing attention and recall.	To listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. To demonstrate understanding when talking with others about what they have read <i>and heard</i> .	<i>To read a diverse and increasing range of books for pleasure, including fiction, non-fiction and poetry, discussing and comparing them and identifying themselves in the books.</i>	<i>To read a diverse and increasing range of books for pleasure, including fiction, non-fiction and poetry and exploring alternatives to their preferred authors.</i>	<i>To read a diverse and increasing range of books for pleasure, including fiction, non-fiction and poetry and exploring alternatives to their preferred authors.</i>	<i>To read a diverse and increasing range of books for pleasure, including fiction, non-fiction and poetry and exploring alternatives to their preferred authors.</i>	<i>To read a diverse and increasing range of books for pleasure, including fiction, non-fiction and poetry and exploring alternatives to their preferred authors.</i>	<i>To read a diverse and increasing range of books for pleasure, discussing, comparing and evaluating in depth across a wide range of genres, including myths, legends, traditional stories, modern fiction, fiction from our literary heritage and books from other cultures and traditions. Explore alternatives to their preferred authors.</i>
	To anticipate key events and phrases in rhymes and stories.		To listen to and discuss a wide range of fiction, non-fiction and poetry at a level beyond that at which they can read independently.	To participate in discussion about books, poems and other works that are read to them (at a level beyond that which they can read independently) and those that they can read for themselves, explaining their understanding and expressing their views.	To recognise, listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.	To discuss and compare texts from a wide variety of genres and writers.	To read a wide range of genres, identifying the characteristics of text types (such as the use of the first person in writing diaries and autobiographies) and differences between text types.	To recognise more complex themes in what they read (such as loss or heroism).
	To begin to be aware of the way stories are structured.		To link what they have read or had read to them to their own experiences.	To become increasingly familiar with and to retell a wide range of stories, fairy stories and traditional tales.	To use appropriate terminology when discussing texts (plot, character, setting).	To read for a range of purposes.	To identify themes and conventions in a wide range of books.	To 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.
	To describe main story settings, events and principal characters.		To retell familiar stories in increasing detail.	To discuss the significance of titles and events.	<i>To discuss the sequence of events in books and how items of information are related.</i>	To identify the authorial style, overall themes (e.g. triumph of good over evil) and features (e.g. greeting in letters, a diary written in the first person or the use of presentational devices such as numbering and headings). To identify how language, structure and presentation contribute to meaning.	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.	To listen to guidance and feedback on the quality of their explanations and contributions to discussions and to make improvements when participating in discussions.
	To enjoy an increasing range of books.		To join in with discussions about a text, taking turns and listening to what others say.	To recognise simple recurring literary language in stories and poetry.	<i>To discuss the sequence of events in books and how items of information are related.</i>	To refer to authorial style, overall themes (e.g. triumph of good over evil) and features (e.g. greeting in letters, a diary written in the first person or the use of presentational devices such as numbering and headings). To identify how language, structure and presentation contribute to meaning.	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.	To draw out key information and to summarise the main ideas in a text.
	To follow a story without pictures or props.		To discuss the significance of titles and events.	To ask and answer questions about a text.	To discuss the sequence of events in books and how items of information are related.	To identify main ideas and conventions in a wide range of books.	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.	To distinguish independently between statements of fact and opinion, providing reasoned justifications for their views.
			To retell familiar stories in increasing detail.	To recognise simple recurring literary language in stories and poetry.	To become increasingly familiar with and to retell a wide range of stories, fairy stories and traditional tales.	To use appropriate terminology when discussing texts (plot, character, setting).	To identify main ideas and conventions in a wide range of books.	To identify main ideas drawn from more than one paragraph and to summarise these.
			To join in with discussions about a text, taking turns and listening to what others say.	To discuss the significance of titles and events.	To become increasingly familiar with and to retell a wide range of stories, fairy stories and traditional tales.	To use appropriate terminology when discussing texts (plot, character, setting).	To identify main ideas and conventions in a wide range of books.	To identify main ideas drawn from more than one paragraph and to summarise these.
			To retell familiar stories in increasing detail.	To recognise simple recurring literary language in stories and poetry.	To become increasingly familiar with and to retell a wide range of stories, fairy stories and traditional tales.	To use appropriate terminology when discussing texts (plot, character, setting).	To identify main ideas and conventions in a wide range of books.	To identify main ideas drawn from more than one paragraph and to summarise these.
			To join in with discussions about a text, taking turns and listening to what others say.	To discuss the significance of titles and events.	To become increasingly familiar with and to retell a wide range of stories, fairy stories and traditional tales.	To use appropriate terminology when discussing texts (plot, character, setting).	To identify main ideas and conventions in a wide range of books.	To identify main ideas drawn from more than one paragraph and to summarise these.

	Nursey	Reception	Year 1	Year 2	Year 3	Year 4	Year 5		
Words in context and authors choice	<p>To build up vocabulary that reflects the breadth of their experiences.</p> <p>To extend vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.</p> <p>To use vocabulary and forms of speech that are increasingly influenced by their experiences of books.</p>	<p><i>To build up vocabulary that reflects the breadth of their experiences.</i></p> <p><i>To extend vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.</i></p> <p><i>To use vocabulary and forms of speech that are increasingly influenced by their experiences of books.</i></p>	<p><i>To build up vocabulary that reflects the breadth of their experiences.</i></p> <p><i>To extend vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.</i></p> <p><i>To use vocabulary and forms of speech that are increasingly influenced by their experiences of books.</i></p> <p>To discuss word meaning and link new meanings to those already known.</p>	<p><i>To check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.</i></p> <p><i>To discuss authors' choice of words and phrases for effect.</i></p> <p>To discuss and clarify the meanings of words, linking new meanings to known vocabulary.</p> <p>To discuss their favourite words and phrases.</p>	<p>To check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.</p> <p>To discuss authors' choice of words and phrases for effect.</p>	<p><i>To check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.</i></p> <p><i>To discuss authors' choice of words and phrases for effect.</i></p> <p>Discuss vocabulary used to capture readers' interest and imagination.</p>	<p>To discuss vocabulary used by the author to create effect including figurative language.</p> <p>To evaluate the use of authors' language and explain how it has created an impact on the reader.</p>	<p>To analyse and evaluate the use of language, including figurative language and how it is used for effect, using technical terminology such as metaphor, simile, analogy, imagery, style and effect.</p>	
Inference		<p><i>To begin to make simple inferences from picture clues, ie expressions on faces etc.</i></p>	<p><i>To begin to make simple inferences from picture clues, ie expressions on faces etc.</i></p> <p>To begin to make simple inferences.</p>	<p>To make inferences on the basis of what is being said and done.</p>	<p>To ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives.</p>	<p>To draw inferences from characters' feelings, thoughts and motives that justifies their actions, supporting their views with evidence from the text.</p>	<p>To draw inferences from characters' feelings, thoughts and motives.</p>	<p>To discuss how characters change and develop through texts by drawing inferences based on indirect clues</p>	
Prediction	<p>To suggest how a story might end.</p> <p>To begin to understand 'why' and 'how' questions.</p> <p>To answer 'how' and 'why' questions about their experiences and in response to stories or events.</p>		<p>To predict what might happen on the basis of what has been read so far.</p>	<p>To predict what might happen on the basis of what has been read so far in a text.</p>	<p>To justify predictions using evidence from the text.</p>	<p>To justify predictions from details stated and implied.</p>	<p>To make predictions based on details stated and implied, justifying them in detail with evidence from the text.</p>	<p>To consider different accounts of the same event and to discuss viewpoints (both of authors and of fictional characters).</p>	

	Nurse	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Poetry	<p>To listen to and join in with stories and poems, one-to-one and also in small groups.</p> <p>To join in with repeated refrains in rhymes and stories.</p>	<p><i>To begin to use prosody (Busy Brain Reading) in small group and whole class reading to make the meaning clear.</i></p>	<p><i>To begin to use prosody (Busy Brain Reading) in small group and whole class reading to make the meaning clear.</i></p>	<p>To continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some with appropriate intonation to make the meaning clear.</p>	<p>To prepare and perform poems and play scripts that show some awareness of the audience when reading aloud.</p>	<p>To recognise and discuss some different forms of poetry (e.g. free verse or narrative poetry).</p>		
Performance	<p>To use intonation, rhythm and phrasing to make the meaning clear to others.</p> <p>To develop preference for forms of expression.</p> <p>To play cooperatively as part of a group to develop and act out a narrative.</p> <p>To express themselves effectively, showing awareness of listeners' needs.</p>	<p><i>To listen to and join in with stories and poems, one-to-one and also in small groups.</i></p> <p><i>To join in with repeated refrains in rhymes and stories.</i></p> <p><i>To use intonation, rhythm and phrasing to make the meaning clear to others.</i></p> <p>To recite simple poems by heart.</p>	<p>To listen to and join in with stories and poems, one-to-one and also in small groups.</p> <p>To join in with repeated refrains in rhymes and stories.</p> <p>To use intonation, rhythm and phrasing to make the meaning clear to others.</p> <p>To recite simple poems by heart.</p>	<p><i>To use prosody (Busy Brain Reading) to make the meaning clear in small group and whole class reading to make the meaning clear.</i></p> <p><i>To begin to use prosody (Busy Brain Reading) to make the meaning clear when reading aloud.</i></p>	<p><i>To use prosody (Busy Brain Reading) to make the meaning clear when reading aloud and begin to use when reading quietly to self.</i></p> <p>To begin to use appropriate intonation and volume when reading aloud.</p>	<p><i>To use prosody (Busy Brain Reading) to make the meaning clear when reading aloud and use with developing confidence when reading quietly to self.</i></p> <p>To prepare and perform poems and play scripts with appropriate techniques (intonation, tone, volume and action) to show awareness of the audience when reading aloud.</p>	<p><i>To use prosody (Busy Brain Reading) to make the meaning clear when reading aloud and use with confidence when reading quietly to self.</i></p> <p>To continually show an awareness of audience when reading out loud using intonation, tone, volume and action.</p>	<p><i>To use prosody (Busy Brain Reading) to make the meaning clear when reading aloud and use with confidence when reading quietly to self.</i></p> <p>To confidently perform texts (including poems learnt by heart) using a wide range of devices to engage the audience and for effect.</p>
Non-Fiction	<p>To know that information can be relayed in the form of print.</p> <p>To know that information can be retrieved from books and computers.</p>	<p><i>To know that information can be relayed in the form of print.</i></p> <p><i>To know that information can be retrieved from books and computers.</i></p>	<p><i>To know that information can be relayed in the form of print and begin to read it to gain knowledge.</i></p> <p><i>To know that information can be retrieved from books and computers.</i></p>	<p><i>To read and discuss non-fiction texts to gain knowledge.</i></p> <p>To recognise that non-fiction books are often structured in different ways.</p>	<p>To retrieve and record information from non-fiction texts.</p>	<p>To use all of the organisational devices available within a non-fiction text to retrieve, record and discuss information.</p> <p>To use dictionaries to check the meaning of words that they have read.</p>	<p>To use knowledge of texts and organisation devices to retrieve, record and discuss information from fiction and non-fiction texts.</p>	<p>To retrieve, record and present information from non-fiction texts.</p> <p>To use non-fiction materials for purposeful information retrieval (e.g. in reading history, geography and science textbooks) and in contexts where pupils are genuinely motivated to find out information (e.g. reading information leaflets before a gallery or museum visit or reading a theatre programme or review).</p>

Recommended Teaching Sequence/Map: Summary

	Term 1			Term 2			Term 3		
	Learning To Read	Reading To Learn	Reading For Pleasure	Learning To Read	Reading To Learn	Reading For Pleasure	Learning To Read	Reading To Learn	Reading For Pleasure
Nursery	Phase 1 Phonics	Listen to stories, poems and non-fiction texts Show an interest in picture books, both fiction and non-fiction. Orientate and hold books correctly, turning pages.		Phase 1 Phonics	Listen to stories, poems and non-fiction texts. Show an interest in picture books, both fiction and non-fiction. Orientate and hold books correctly, turning pages from front to back of book. Begin to answer simple questions about pictures. ie What colour is the sky?		Phase 1 Phonics Phase 2 Phonics	Listen to stories, poems and non-fiction texts Orientate and hold books correctly, turning pages from front to back of book one page at a time. Show an interest in picture books, both fiction and non-fiction. Begin to answer questions about specifics in pictures. ie How do you think she feels if her face is...?	
Reception	Phase 1 Phonics Phase 2 Phonics	Listen to stories, poems and non-fiction texts. Show an interest in picture books, both fiction and non-fiction. Turn pages in books and discuss pictures.		Phase 2 Phonics Phase 3 Phonics	Listen to stories, poems and non-fiction texts and begin to answer simple, relevant questions.		Phase 3 Phonics Phase 4 Phonics	Listen to stories, poems and non-fiction texts and begin to discuss content, ie likes, dislikes etc.	
Year 1	Phase 5 Phonics Begin to discuss vocabulary choices. Answer simple retrieval and prediction questions.	Listen to stories, poems and non-fiction texts and begin to discuss content, ie likes, dislikes etc.		Phase 5 Phonics Begin to answer simple inference questions using picture clues. Continue to answer simple retrieval and prediction questions.	Read labelled diagrams.	Begin to read a range of books including Year 1 Reading Spine books.	Phase 5 Phonics Continue to develop VIPER skills	Read labelled diagrams.	Begin to read a range of books including Year 1 Reading Spine books. Begin to have basic discussions with a partner. ie My favourite part was...
Year 2	Phase 5 phonics recap Developing VIPERS skills	Reading lessons used (where appropriate) to learn foundation content.	Continue to develop book talk skills	Phase 6 Phonics Begin to explore SATs style papers to build confidence when answering questions	Begin to use reading to research foundation subjects where possible	Continue to develop book talk skills	Continue to recap all alternative sounds Any children who require phonics to continue	Develop skills required to use reading to research foundation subjects where possible	Continue to develop book talk skills



	Term 1			Term 2			Term 3		
	Learning To Read	Reading To Learn	Reading For Pleasure	Learning To Read	Reading To Learn	Reading For Pleasure	Learning To Read	Reading To Learn	Reading For Pleasure
Year 3	Continue to recap all alternative sounds Any children who require phonics to continue	Reading used to research foundation subjects where possible	Begin to read a range of books including Reading Spine books. Develop basic discussions with a partner or small group	Continue to recap all alternative sounds Any children who require phonics to continue	Reading used to research foundation subjects where possible	Begin to read a range of books including Reading Spine books. Develop basic discussions with a partner or small group	Continue to recap all alternative sounds Any children who require phonics to continue	Reading used to research foundation subjects where possible	Begin to read a range of books including Reading Spine books. Develop basic discussions with a partner or small group
Year 4	Continue to recap all alternative sounds Any children who require phonics to continue	Reading used to research foundation subjects where possible		Continue to recap all alternative sounds Any children who require phonics to continue	Reading used to research foundation subjects where possible		Continue to recap all alternative sounds Any children who require phonics to continue	Reading used to research foundation subjects where possible	
Year 5	Any children who require phonics to continue	Reading used to research foundation subjects where possible		Any children who require phonics to continue	Reading used to research foundation subjects where possible		Any children who require phonics to continue	Reading used to research foundation subjects where possible	
Year 6	Any children who require phonics to continue	Reading used to research foundation subjects where possible		Any children who require phonics to continue	Reading used to research foundation subjects where possible		Any children who require phonics to continue	Reading used to research foundation subjects where possible	