

Reading in the Early Years

Enjoying, engaging and joining in with stories, poems and rhymes.

Using a variety of texts in different ways and knowing how to use the key features – title, blurb, cover, illustrations, directionality.

Talking about main characters, settings and events from stories.

Linking sounds to letters, decoding, segmenting and blending skills.

Developing a knowledge of vocabulary.

Reading some Red words.

By the end of Early Years

We aim to ensure most children:

- Can read and understand simple sentences.
- Use phonic knowledge to decode regular words and read them aloud accurately
- Read some common irregular words
- Demonstrate an understanding, when talking with others about what they have read

Activities used to develop reading skills:

Regular story telling which is fun and exciting – bringing the story to life.

Core 'Magic of Story' stories, which are shared regularly and linked resources added to provision.

Lots of talking used to develop familiarity with texts, vocabulary and language features.

RWI (including 1-1 activities throughout the day) – begins in Summer term in Nursery.

Shared reading activities to identify and reinforce key features.

Drama activities and provision enhancements linked to stories / rhymes.

Reading journals for home/school.

Classroom reading areas linked to core stories, key authors and themes of interest.

Poetry basket and Helicopter Stories

Encouraging children to apply their reading skills independently throughout the setting.

Regular back and forth conversations between adults and children.

Launchpad for Literacy.

Reading Curriculum at Jump Primary School

Reading in Key Stage One

Enjoyment and having a love of reading.

Encouraging children to initiate reading for themselves.

Segmenting, blending, decoding and grapheme – phoneme correspondence skills.

Reading of high frequency and common exception words instantly (Red words in RWI).

Transferring phonetical knowledge into their own reading / whole class reading.

By the end of Key Stage 1

We aim to ensure most children: -

Can read with fluency (pace) without blending, with intonation and expression; taking into account punctuation used.

Retrieve information with increasing accuracy.

Sequence information and events.

Infer meaning from texts based on what has been said and done.

Summarise simple texts.

Interpret author's use of vocabulary, including meanings in context of a sentence, based on what is read.

Understand how information is organised e.g.: glossary, contents, heading etc.

Activities used to develop reading skills:

RWI (Daily) / 1-1 support.

Whole Class Reading and teacher modelling (Y2) – including Spelling related lessons.

Individual reading 1-1 – (3 times a week for bottom 20%).

Whole class story time daily.

T4W strategies – rehearsing and creating stories / working walls.

Books on display for topic themes.

ERIC reading (Yr 2)

Reading Scrapbooks sent home.

Home reading challenge.

Reading in Key Stage Two

A passion for reading and a preference for a particular author's work.

A wide vocabulary range (including technical)

Weekly introduction to new terminology through Fred Teaching Reading vocabulary starters.

Taking meaning from the text and forming own personal opinions.

Skimming and scanning skills to pin-point information quickly.

Reading with fluency and expression; having a good awareness of punctuation and how it affects meaning when reading – including ambiguity.

Familiarity with a range of texts and genres (including poetry) and the key conventions and layout of texts.

A deeper understanding of chronology and the ability to extract information to sequence events from longer texts.

By the end of Key Stage 2

We aim to ensure most children:

Are able to make inferences, drawing on evidence from the text.

Are familiar with, and can recite, poetry (including classic poetry).

Can use the library (in class and as a free reader) to access resources for personal reading and research.

Understand vocabulary which is wide ranging and at times subject specific.

Read at speed, while also developing a good understanding of what has been read.

Activities used to develop reading skills:

1-1 reading for specific children.

Whole class reading.

Class novel study through English lessons and storytime.

Individual reading time – ERIC.

Topic research.

RWI.

Model texts in English.

Books sent home.

Individual reading journals.

Book Talk activities in communal areas.

Reader Identity every term.

Pupil surveys, librarians.

