

Developing the will and the skills to read

Literacy definition 2021 EYFS Statutory Framework

"It is crucial for children to develop a lifelong love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).

Communication & Language

ELG - Listening, attention & understanding

- *listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.*
- *make comments about what they have heard and ask questions to clarify their understanding*

ELG - Speaking

- *offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.*

ELG - Comprehension

Children at the expected level will:

- 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

ELG - Word Reading

Children at the expected level will:

- 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 in books that are consistent with their phonic knowledge, including some common exception words

KS1 TAF

EXS:- The pupil can:

- read accurately most words of two or more syllables
- read most words containing common suffixes
- read most common exception words

In age-appropriate books, the pupil can:

- read most words accurately without overt sounding and blending, and sufficiently fluently to allow them to focus on their understanding rather than on decoding individual words

- sound out most unfamiliar words accurately, without undue hesitation.

In a book that they can already read fluently, the pupil can:

- check it makes sense to them, correcting any inaccurate reading
- answer questions and make some inferences
- explain what has happened so far in what they have read.

GDS:- The pupil can, in a book they are reading independently:

- make inferences
- make a plausible prediction about what might happen on the basis of what has been read so far
- make links between the book they are reading and other books they have read.

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Threshold Concepts 1. Engaging with text & Reading for pleasure 2. Word Reading 3. Comprehension 4. Prediction & inference	Reception (40-60 months)	Year 1	Year 2	
<p>Engaging with text Reading for Pleasure</p> <p><i>“Knowledge of children’s literature and of individual children and their reading interests is essential in order to develop young readers who can and do choose to read for pleasure. Those teachers who have a secure knowledge of a range of children’s literature are not only more able to recommend the right text for the right child, but are also in a better position to create a community of readers in the classroom.”</i></p> <p>Cremin et al; Building a Community of Engage readers - reading for pleasure</p>	ET	Begins to become familiar with key stories , fairy stories and traditional tales, retells them and joins in with predictable phrases	Becomes very familiar with key stories , fairy stories and traditional tales, retells them and considers their particular characteristics, recognising and joining in with predictable phrases	Becomes increasingly familiar with and retells a wider range of stories , fairy stories and traditional tales
		Develops pleasure and motivation to read:- Enjoys an increasing range of books, stories, poems, non-fiction	Develops pleasure and motivation to read:- listens to and discusses a wide range of poems, stories and non-fiction at a level beyond that at which they can read	Develops pleasure and motivation to read:- listens to, discusses and expresses views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that which they can read
		Learns nursery rhymes and songs and recites some by heart	learns to appreciate rhymes and poems and recites and increasing number by heart	continues to build up a repertoire of poems learnt by heart , appreciating these and recites some with appropriate intonation
		Begins to use vocabulary and forms of speech that are increasingly influenced by their experiences of books.	Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books.	Increasingly uses vocabulary and forms of speech that are influenced by their experiences of books.
Word Reading	WR	Continues a rhyming string Hears and says the initial sound in words	Continues to develop sense of rhyme	Continues to play with words reinforcing knowledge of rhyme
		Links sounds to letters , naming and sounding the letters of the alphabet	Names all sounds of the alphabet	Use names of the alphabet

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	<p>Gives the sound when shown the grapheme - Phases 2,3</p> <p>Finds the graphemes when given the sound - Phases 2,3</p>	<p>Responds speedily with the correct sound to graphemes for all 40+ phonemes (and alternative sounds) Phases, 2,3,4 & 5</p>	<p>Uses and applies knowledge of GPCs Phases 2,3,4,5 & 6</p>
	<p>Uses phonic knowledge to decode regular words and read them accurately - Phase 2,3 & 4</p>	<p>Applies phonics skills to decode words - Phase 2, 3, 4 & 5</p>	<p>Continues to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent</p>
	<p>Segments the sounds in simple words and blends them together - including digraphs and trigraphs in Phase 3 - ch, sh, th, ng, ai, ee, igh, oa, oo, ar, or, ur, ow, oi, ear, air, ure, er</p>	<p>Reads accurately by blending sounds in unfamiliar words containing GPCs that have been taught. Phase 5 - ay, ou, ie, ea, oy, ir, ue, aw, wh, ph, ew, oe, au, a-e, e-e, i-e, o-e, u-e Know common alternative pronunciations - i, o, c, g, u, ow, ie, ea, er, a, y, ch, ou</p>	<p>Reads accurately by blending the sounds in words that contain the graphemes taught so far (including alternative sounds)</p> <p>Reads most words quickly and accurately, without overt sounding and blending</p>
	<p>Begins to read VC, CVC, CVCC and CCVCs</p>	<p>Reads words of more than one syllable</p>	<p>reads accurately words of two or more syllables - consolidating knowledge</p>
		<p>Reads words with -s, -es, -ing, -ed, -er and est endings</p>	<p>read words containing common suffixes -s, es, ed, in, ful, er, est, ly, met, ness, y</p>
	<p>Reads the common irregular words in Phase 2 - the, to, I, go, no and Phase 3 - he, she, we, me, be, was, my, you, her, they, all, are and Phase 4 - said, so, do have, like, some, come, were, there, little, one, when, out, what</p>	<p>Reads common exception words in Phases 2, 3, & 4 & 5 - oh, their, people, Mr, Mrs, looked, called, asked, would, should, could</p>	<p>Reads further common exception words</p>
		<p>Reads words with contractions eg I'm, I'll, we'll and understands that the apostrophe = a missing letter</p>	<p>Confidently reads words with contractions eg I'm, I'll, we'll and understands that the apostrophe = a missing letter</p>
	<p>Begins to read words and simple sentences</p>	<p>Reads aloud accurately books that are consistent with their developing phonic knowledge and re-reads</p>	<p>Reads aloud books matched to their improving phonic knowledge and</p>

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			these books to build up fluency and confidence	re-reads these books to build up fluency and confidence
<p>Comprehension questioning, clarifying, summarising, think aloud, noting the text structure</p> <p><i>“Children who become avid and accomplished readers focus on making sense from the start: they develop a habit of mind that expects the words they decode to make sense.”</i></p> <p>UKLA, Teaching Reading: what the evidence says 2010</p>	C	Begins to describe the main story settings, events and principal characters - sequences	Describes the main story setting, events and principal characters - sequences	Describes the main story setting, events and principal characters in detail
		Knows that information can be retrieved from books and computers	Uses text in books and on the computer to retrieve information	Confidently uses text in books and on the computer to retrieve information
		Begins to check that the text they are reading makes sense to them	Checks that the text makes sense to them as they read and corrects inaccurate reading	Confidently checks that the text makes sense to them as they read and corrects inaccurate reading
		Maintains attention, concentrates and sits quietly during a story.	Participates in discussion about what is read to them, take turns and listen to what others say	Participates in discussion about books, poems and other works that are read to them and those that they can read for themselves, take turns and listen to what others say
		Able to follow a story without pictures or props.		
		Begins to understand the significance of the title and events	Discusses the significance of the title and events	Discusses and understands the significance of the title and events
		Demonstrates understanding when talking with others about what they have read	Begins to make links with what they have read or heard to their own experiences	Discusses the sequence of events in books and how items of information are related
		Begins to explain their understanding of what is read to them	Explains clearly their understanding of what is read to them	Explains and discusses their understanding of books, poems and other material, both those that they listen to and those that they read for themselves
		Hears and begins to recognise repeated language in stories and poetry	Begins to recognise simple recurring literary language in stories and poetry	Recognises simple recurring literary language in stories and poetry
Begins to discuss word meanings , linking new meanings to those already known	Discusses word meanings , linking new meanings to those already known	Discusses and clarifies the meanings of words, linking new meanings to known		

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				vocabulary. Discusses their favourite words and phrases
		Understands the books they listen to	Understands 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	Confidently understands 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
Prediction & Inference	P & I	Through discussion, begins to predict what might happen on the basis of what has been	Predicts what might happen on the basis of what has been read so far	Predicts plausibly what might happen on the basis of what has been read so far
		Through listening to stories, begins to think about inference	Begins to make inference on the basis of what is being said and done	Makes inference on the basis of what is being said and done
Assessment		Regular 1:1 reading Whole class reading Group Reading Little Wandle Half termly assessments Daily Keep Up sessions, Further Interventions	Regular 1:1 reading Whole class reading Group reading Little Wandle Half termly assessments Daily Keep Up sessions, Further Interventions	Regular 1:1 reading Whole class reading Group reading Paired reading Fluency & Accuracy Assessments Phonic tracking sheets CEW tracking sheets Further Intervention & Rapid Catch up groups

Breadth/ Menu of opportunities and pedagogy		Reception	Year 1	Year 2
Engagement & Comprehension		Upscaling of vocabulary	Upscaling of vocabulary	Upscaling of vocabulary
		Speaking in whole sentences	Speaking in whole sentences	Speaking in whole sentences
	Book choices, authors, illustrators, libraries, poets	Daily poem - Michael Rosen A great big cuddle or a Nursery Rhyme	Daily poem "I am the seed that grew the tree" = p linking to learning the days of the week, date etc	Daily poem "I am the seed that grew the tree" = p linking to learning the days of the week, date etc
		Focus on nursery rhymes	Daily poem	Daily poem

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Reflecting the realities of our school community	Poetry linked to learning	Poetry linked to learning	Poetry linked to learning
	The Lost Words by Robert Mcfarlane - <i>throughout the year to expose children to new vocabulary</i>	The Lost Words by Robert Mcfarlane - <i>throughout the year to expose children to new vocabulary</i>	The Lost Words by Robert Mcfarlane - <i>throughout the year to expose children to new vocabulary</i>
<i>P of R = Power of Reading text</i> <i>f = fiction</i> <i>nf = non fiction</i> <i>p = poetry</i> <i>wb = wordless book</i>	<p>Nursery rhymes - sent home, children perform in class when they are ready - <i>throughout the year, poor ability of children to rhyme on entry in Reception</i></p> <p><i>Make links to other texts and links to prior and next learning:-</i> See Power of Reading Books to launch writing and Book Bundles (books to read for pleasure and encourage children to make links between texts) documents</p>	<p>Kind by Axel Scheffler PSHE Boom by Anne Booth Happy by Nicola Edwards</p> <p>Traditional tales & Fairy Tales - <i>throughout the year</i></p> <p><i>Make links to other texts and links to prior and next learning:-</i> See Power of Reading Books to launch writing and Book Bundles (books to read for pleasure and encourage children to make links between texts) documents</p>	<p>Kind by Axel Scheffler PSHE Boom by Anne Booth Happy by Nicola Edwards</p> <p>Alternative versions of traditional tales</p> <p><i>Make links to other texts and links to prior and next learning:-</i> See Power of Reading Books to launch writing and Book Bundles (books to read for pleasure and encourage children to make links between texts) documents</p>
	ICT Links	<p>BFI Film Clips Big Cat Collins eBooks Oxford Owl eBooks (for fully decodable books) Lgfl</p>	<p>BFI Film Clips - Baboon on the Moon Big Cat Collins eBooks Oxford Owl eBooks (for fully decodable books) Lgfl</p>
	<i>Take a book home to read for pleasure!</i> - <i>Bedtime Books</i> box in every classroom	<i>Take a book home to read for pleasure!</i> - <i>Bedtime Books</i> box in every classroom	<i>Take a book home to read for pleasure!</i> <i>Bedtime Books</i> box in every classroom

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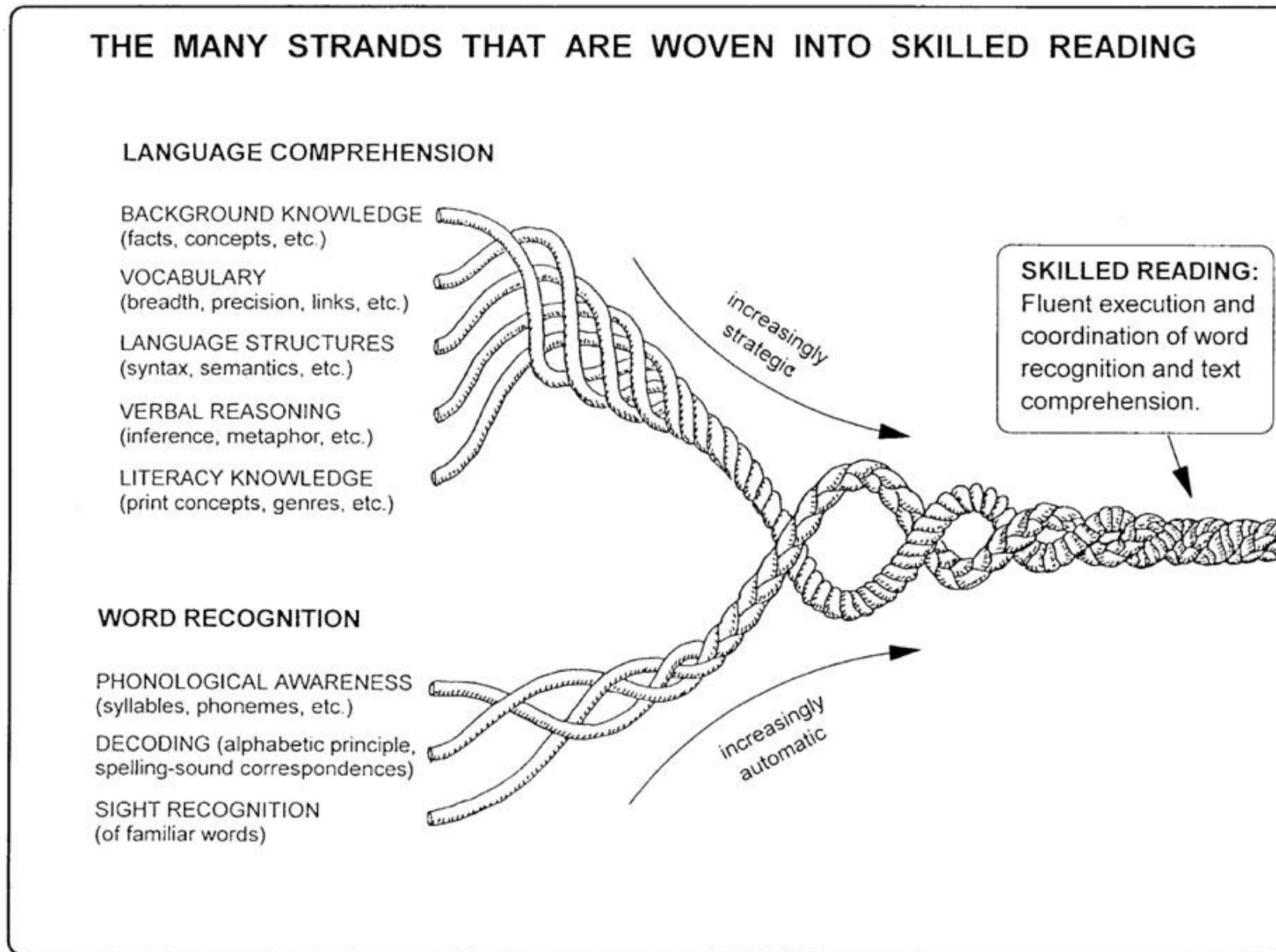
	<p>Storytime at the end of the day - from a selection of books chosen by CLPE or Nicky Gamble “Special Books”) at “Just Imagine” <i>(Established by former teacher, university lecturer and writer, Nikki Gamble, Just Imagine works extensively with schools in the UK and internationally to develop outstanding reading and writing in schools, where stories and literature are placed firmly at the heart of learning) see book lists</i></p>	<p>Storytime at the end of the day - from a selection of books chosen by CLPE or Nicky Gamble “Special Books”) at “Just Imagine” <i>(Established by former teacher, university lecturer and writer, Nikki Gamble, Just Imagine works extensively with schools in the UK and internationally to develop outstanding reading and writing in schools, where stories and literature are placed firmly at the heart of learning) see book lists</i></p>	<p>Storytime at the end of the day - from a selection of books chosen by Nicky Gamble at “Just Imagine” by CLPE or Nicky Gamble “Special Books”) at “Just Imagine” <i>(Established by former teacher, university lecturer and writer, Nikki Gamble, Just Imagine works extensively with schools in the UK and internationally to develop outstanding reading and writing in schools, where stories and literature are placed firmly at the heart of learning) see book lists</i></p>
<p>Word Reading</p> <p>Reading scheme book for developing skills and real book for developing will to read</p>	<p>Little Wandle Letters and Sounds Revised</p> <p>Reading and writing from LW</p> <p>Real books, rhyme to support/link with each grapheme and digraph taught eg Pass the Jam Jim for J</p> <p>Daily keep up for children not acquiring new sounds</p> <p>Daily further interventions for children learning at a slower pace</p>	<p>Little Wandle Letters and Sounds Revised</p> <p>Reading and writing spellings and dictation from LW</p> <p>Real books, rhyme to support/link with each grapheme and digraph taught eg The Lighthouse Keeper’s Lunch for igh</p> <p>Daily keep up for children not acquiring new sounds</p> <p>Daily further interventions for children learning at a slower pace</p>	<p>Little Wandle Letters and Sounds Revised</p> <p>Dictation linked to phonics and spelling</p> <p>Daily further interventions for children learning at a slower pace Rapid Catch up Programme</p>

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		<p>Main reading scheme Fully decodable reading scheme books Collins Big Cat Letters & Sounds Revised Supplemented by fully decodable Oxford Owl book sand old scheme books matched to Phases and Sets</p> <p>Group reading books Collins Big Cat in Phase packs with word packs</p> <p>Power of Reading books</p>	<p>Main reading scheme Fully decodable reading scheme books Collins Big Cat Letters & Sounds Revised Supplemented by fully decodable Oxford Owl book sand old scheme books matched to Phases and Sets</p> <p>Group reading books Collins Big Cat in Phase packs with word packs</p> <p>Power of Reading books</p>	<p>Main reading scheme Fully decodable reading scheme books Collins Big Cat Letters & Sounds Revised Supplemented by fully decodable Oxford Owl book sand old scheme books matched to Phases and Sets</p> <p>Group reading books Collins Big Cat in Phase packs with word packs</p> <p>Real books for Guided and individual reading for post Phase 5 readers</p> <p>Power of Reading books</p>
Parental Engagement		Books sent home matched to childrens' phonic and CEW knowledge. Home/School Reading Record	Books sent home matched to childrens' phonic and CEW knowledge. Home/School Reading Record	Books sent home matched to childrens' phonic and CEW knowledge. Home/School Reading Record Free choice from selected baskets post Phase 5
		Library - used by class as a Reading for Pleasure experience	Library - used by class as a Reading for Pleasure experience	Library - used by class as a Reading for Pleasure experience
		Rock up to Read (parents with the children) every Friday morning	Rock up to Read (parents with the children) every Friday morning	Rock up to Read (parents with the children) every Friday morning
		Parents as Reading Volunteers	Parents as Reading Volunteers	Parents as Reading Volunteers
		Parents welcome to come in and read the hometime story in class	Parents welcome to come in and read the hometime story in class	Parents welcome to come in and read the hometime story in class

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		Bedtime Books - children select a book from class box and take home to read with family	Bedtime Books - children select a book from class box and take home to read with family	Bedtime Books - children select a book from class box and take home to read with family
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QUESTIONS FOR CHILDREN

Why should we learn to read?

What is your favourite book you've read this year?

Why are you reading that book now?

What books have you taken home? How often do you take them home/change them?

Does your teacher read aloud to you? When? How often?

Do your parents read with/to you? What do they read?

Do you enjoy storytime in class?

Do you read in other subjects? - geography, history, art