



Reading Curriculum Statement

Vision:

"It is what you read when you don't have to that determines what you will be when you can't help it."

— [Oscar Wilde](#)

At Whitemoor we recognise that every child is unique and brings to school a diverse range of knowledge and experience. We support, encourage and challenge children to develop their potential and individuality through the acquisition of a key set of fundamental skills. Teaching every child to read is one such skill.

At Whitemoor, we aim to develop enthusiastic and fluent readers through an inspiring reading curriculum and high quality teaching. All adults work together creatively to ensure that reading retains the highest of profiles in school. Children who are not making expected progress are identified immediately through sound assessment procedures and appropriate, intensive support is put in place.

"The more that you read, the more things you will know. The more that you learn, the more places you'll go."

— [Dr. Seuss](#), *I Can Read With My Eyes Shut!*

Reading Intent

At Whitemoor, leaders prioritise the teaching of reading: word reading and reading comprehension and reading is identified as a key priority on our School Improvement Plan. Leaders monitor the provision of reading through learning walks in English and phonics sessions as well as rigorous monitoring, including Pupil Voice throughout the year. The impact of this provision is measured through the analysis of (i) end of year cohort data (Phonics Screening Check and end of KS1 and 2 Reading assessments) and (ii) individual pupil progress throughout the year (ongoing assessments). All teachers meet with the SLT to discuss Pupil Progress twice a year and to action plan and gap analyse following this. We are a partner School of the Flying High English Hub.

Implementation

Early Reading (Word reading):

To ensure that every child in our school will learn to read we ensure we use the Read Write Inc (OUP) synthetic phonics programme from YR to Y2. Please see the Phonics Curriculum Statement for further detail.

Reading skills (APPS) : Fluency and Comprehension





We ensure children have the necessary knowledge and skills to respond to texts. Introduced to the children as “Reading APPs”, we explicitly teach the following key reading skills which, including national curriculum learning objectives, are progressive through each year group (See Appendix 1 for learning objectives year 1-6). These are taught explicitly to children in whole class reading lessons Y2-Y6 (once completed the RWI programme). Fluency has its own six areas of focus.

- *Retrieval*
- *Follow the Story (sequencing and summarising)*
- *Effect on the Reader (feelings/empathy and understanding the writer's choices and its impact)*
- *Reasoning-asking questions and “wondering” about the text*
- *Comparing (making links)*
- *Vocabulary: developing strategies for this including recognising what they don't understand*
- *Inference and Prediction*
- *Text Types*
- *Explanation*
- *Phonics awareness*
- *Book Talk-developing the love of reading*
- *Fluency (read correctly, read clearly, read with expression, reading is smooth, read with appropriate phrasing, read with appropriate pace)*

During whole class reading lessons (see appendix 3 for the weekly sequence of lessons) children hear, share and discuss a range of high-quality texts. Each week during lessons 1 and 2 children will focus on reading fluency and new vocabulary. Whenever we come across new texts the teacher will always be the model reader first before any other reading strategies are used. We then use a combination of choral reading, echo-reading, paired and independent reading to explore these texts further. Lessons 3 and 4 have a clear focus of multiple reading skills using the reading apps objectives. Each term children are taught reading skills through the genres of: fiction, non-fiction, picture books and poetry to allow breadth of coverage.

It is recognised that reading comprehension relies heavily on knowledge. Our broad curriculum aides reading comprehension by ensuring that children gain the knowledge of the world in which they live and bring such knowledge to their reading.

Reading Interventions:

The lowest attaining readers are identified across phases and are given priority to accessing reading interventions as well as extra reading with their teacher as much as possible.

Reading interventions are rigorous and systematic with the intention that these children catch up rapidly with their peers.

- **Developing the Love of Reading**

The following strategies are used to encourage reading and to develop the love of reading in our school:

- Story Time
- Weekly reading for pleasure time
- Whole School Reading events-World Book Day, Picture book picnics, books fairs, quizzes etc



School Library:

The children take home library books and are encouraged to read widely across both fiction and non-fiction. We expect all children to read for a minimum 4 x per week at home. In addition, we encourage reading through:

- Reading Corners-Reading apps and toolkits on display
- Class reading recommendation/challenges area e.g. BookFlix, Bingo, trending
- Reading Rivers-each class has their own reading river which shows the books they have shared together over the year. Each section of this is also then shown in the library to show the coverage of the whole school.

Impact:

For Foundation stage and KS1 please see Phonics and Early Reading Curriculum Statement

By the end of LKS2 we expect our children to:

- Have decoding skills that are secure and hence vocabulary is developing;
- Be independent, fluent and enthusiastic readers who read widely and frequently;
- Be developing their understanding and enjoyment of stories, poetry, plays and non-fiction, and learning to read silently;
- Be developing their knowledge and skills in reading non-fiction about a wide range of subjects;
- Be able to justify their views independently about what they have read.

By the end of Year 6 we expect our children to:

- Read sufficiently fluently and effortlessly, with understanding at an age appropriate interest level in readiness for secondary school;

In addition we expect our children to:

- Have a love of reading that feeds the imagination;
- Read widely across both fiction and non-fiction, developing knowledge of themselves and the world in which they live;
- Have a developed vocabulary beyond that used in everyday speech;
- Understand nuances in vocabulary choice;
- Understand and can use age-appropriate, academic vocabulary.



Appendix 1

Reading Skills-Progressive Learning Objectives



Reading Skills Apps

Rose Cartwright











Whitemoor Academy

Year 1 to
Year 6













[illegible]













 Follow the story (sequence and summarise)	 Retrieval	 Effect on reader (feelings and empathy)	 Vocab	 Compare and make links	 Reasoning - why an author used word/phrase	 Inference/ Predict	 Explanation	 Text type	 Book talk/ Enjoyment
Year 3									
To increase familiarity with a wide range of books (fairy stories, myths and legends) To retell stories orally To order events that we have read	To read closely to obtain specific information (fiction and non-fiction) To refer to the text in an answer (fiction and non-fiction)	To comment on the choice of language to create mood and tension To empathise with a character, based on personal experiences To understand how to use the range of punctuation when reading aloud.	To use dictionaries to check the meaning of words that I have read To use the context of the sentence to help read unfamiliar words	To recognise key themes and ideas within a text	To ask questions to improve their understanding of a text To ask questions to clarify understanding of unfamiliar words	To justify inferences with evidence from the text To justify predictions with evidence from the text	To check that the text makes sense, by discussing their understanding and explaining the meaning of words in context	To evaluate specific texts with reference to text types To identify the features of different text types To use the different features of non-fiction texts e.g. index, contents page to find and record information To read books that are structured in different ways and reading for a range of purposes To recognise some different forms of poetry (e.g. free verse, narrative poetry)	To participate in discussion about both books that are read, and those that are read independently, taking turns and listening to what other say To listening to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks To prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action To discuss likes and dislikes in relation to a book they are reading













 Follow the story (sequence and summarise)	 Retrieval	 Effect on reader (feelings and empathy)	 Vocab	 Compare and make links	 Reasoning - why an author used word/phrase	 Inference/ Predict	 Explanation	 Text type	 Book talk/ Enjoyment
Year4									
To identify main ideas drawn from more than one paragraph and summarise these To increase familiarity with a wide range of books (fairy stories, myths and legends) To order events we have read	To locate information using skimming and scanning To locate information using text marking	To understand how the author wants a reader to respond to a text To find and comment on how authors express different moods, feelings and attitudes in a story To respond to more sophisticated punctuation e.g. () , ; -	To discuss words and phrases that capture the reader's interest and imagination To explain the meaning of words in context	To compare, contrast and evaluate a range of fiction and non-fiction texts To identify the features of different fiction genres, To discuss similarities in plot and character roles To identify themes and conventions in a wide range of fiction/non-fiction texts- E.g. Key messages	To ask questions to improve their understanding of a text To ask questions to clarify understanding of unfamiliar words	Infer and deduce characters feeling, thoughts and motives from their actions, dialogue and description To make predictions with evidence from the text and with knowledge of wider reading	To check that the text makes sense by discussing our understanding and explaining the meaning of words in context	To identify how language, structure, and presentation contribute to meaning To read books that are structured in different ways To read for a range of purposes To recognise some different forms of poetry (e.g. free verse, narrative poetry)	To prepare poems and play scripts to read aloud To perform, showing understanding through intonation, tone, volume and action To listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks To participate in discussions (read to them and read themselves) To take it in turns and listen to what others say.



 Follow the story (sequence and summarise)	 Retrieval	 Effect on reader (feelings and empathy)	 Vocab	 Compare and make links	 Reasoning - why an author used word/phrase	 Inference/ Predict	 Explanation	 Text type	 Book talk/ Enjoyment
Year 5									
<p>To summarise the main ideas drawn from more than one paragraph</p> <p>To identify the key details that support the main ideas</p> <p>To discuss complex narrative plots e.g. identifying problems or complications and how they are resolved</p>	<p>To retrieve information from non-fiction/fiction</p> <p>To record information from non-fiction/fiction</p> <p>To present information from non-fiction using notes where necessary</p>	<p>To recognise ways in which writers present issues and point of view in different text types</p> <p>To respond to more sophisticated punctuation when reading out loud e.g. () :-:</p> <p>To discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</p> <p>To recognise different points of view- e.g. characters in fiction and the author in non-fiction</p>	<p>To discuss their understanding and explore the meaning of words in context</p> <p>To read around the words to help understand their meaning within context.</p> <p>To identify and comment on expressive, figurative and descriptive language to create effect in poetry and prose</p>	<p>To make comparison within books</p> <p>To make comparison across books</p>	<p>To identify and comment on the styles of individual writers and poets</p> <p>To talk about the author's techniques for describing characters, setting and actions</p> <p>To identify and comment on expressive, figurative and descriptive language to create effect in poetry and prose</p> <p>To ask questions to improve our understanding</p>	<p>To draw information from different parts of the text to infer meaning</p> <p>To discuss moods, feelings, and attitudes using inference</p> <p>To predict what might happen from details stated and implied</p> <p>To draw inferences and justify these with evidence from the text</p>	<p>To provide reasoned justifications for our views</p> <p>To discuss our understanding and explore the meaning of words in context</p> <p>To explain and discuss our understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic</p>	<p>To identify genre-specific phrases</p> <p>To read books that are structured in different ways</p> <p>To read for a range of purposes</p> <p>To use language features of a range of non-fiction text types and use them to support understanding</p> <p>To identify how language, structure and presentation contribute to meaning</p>	<p>To participate in discussions about books, building on personal and other's ideas</p> <p>To challenge alternative views courteously</p> <p>To continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p>To recommend books that they have read to their peers, giving reasons for their choices</p> <p>To prepare 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</p> <p>To increase our 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</p>



 Follow the story (sequence and summarise)	 Retrieval	 Effect on reader (feelings and empathy)	 Vocab	 Compare and make links	 Reasoning - why an author used word/phrase	 Inference/ Predict	 Explanation	 Text type	 Book talk/ Enjoyment
Year 6									
<p>To summarise the main ideas drawn from more than one paragraph</p> <p>To identify key details that support the main ideas.</p> <p>To order events across paragraphs, chapters and whole texts</p>	<p>To find the answers to questions in more complex texts and prove with evidence</p> <p>To retrieve, record and present information from factual research, considering what is known already</p> <p>To retrieve, record and present information from non-fiction</p>	<p>To identify the writer's viewpoint</p> <p>To explain the effect of the writer's viewpoint on the reader</p> <p>To discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</p> <p>To emphasise with characters in a book</p> <p>To understand the overall theme of a non-fiction text</p>	<p>To cope with different features of language such as abbreviations, colloquialisms, dialect and specialist vocabulary.</p> <p>To find the meanings of words in text by using etymology, morphology, suffix/prefixes or root words</p> <p>To check the book makes sense to us discussing our understanding and exploring the meaning of words in contexts.</p>	<p>To identify and discuss themes and conventions in and across a wide range of writing</p> <p>To make comparisons within books</p> <p>To make comparisons across books and genres</p> <p>To compare and contrast the styles of individual writers and poets providing examples- E.g. use of language</p>	<p>To identify techniques used by writers to present issues and points of view in more complex texts</p> <p>To comment on the writer's use of language features</p> <p>To understand the writer's use of language features</p> <p>To provide reasoned justifications for their views</p>	<p>To infer and comment on implicit points of view</p> <p>To use detailed knowledge of text types to make reasoned predictions</p> <p>To use PEE (Point, Evidence, Explain) to support predictions and inferences</p> <p>To draw inferences and justify these with evidence from the text</p> <p>To draw inferences such as inferring characters feelings, thoughts and motives from their actions and justify inferences with evidence.</p>	<p>To comment and explain the writer's use of language features</p> <p>To compare and contrast the styles of individual writers and poets providing examples- E.g. use of language</p> <p>To provide reasoned justifications for their views</p> <p>To explain the writer's use of language features</p>	<p>To know how style and vocabulary are linked to the purpose of the text- E.g. 'Obviously, common sense tells us'- persuasive text</p> <p>To identify and describe the key characteristics of a writer's or poets' style</p> <p>To increase 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</p> <p>To identify how language, structure and presentation contribute to meaning</p> <p>To recognise texts that contain features of more than one text type e.g. persuasive letter</p>	<p>To read aloud for a range of audience and purposes, using appropriate intonation, tone and volume</p> <p>To learn a wider range of poetry by heart</p> <p>To continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p>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</p>




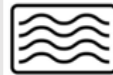




Phonics Awareness

Year 1	Year 2	Year 3 and Year 4	Year 5 and 6
<p>Apply phonic knowledge and skills as the route to de-code words</p> <p>Respond speedily to graphemes (letters or groups of letters) for all 40+ phonemes including where applicable alternative sounds for graphemes</p> <p>Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught</p> <p>Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</p> <p>Read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings</p> <p>Read other words of more than one syllable that contain taught GPCs.</p> <p>Read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s).</p> <p>Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words (KPI)</p>	<p>Continue to apply phonic knowledge and skills as the route to decode words (KPI)</p> <p>Read aloud books closely matched to improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.</p> <p>Read most words accurately and quickly, without overt sounding and blending, when they have been frequently encountered. (KPI)</p> <p>Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.</p> <p>Read accurately by blending the sounds in words that contain graphemes taught so far, especially recognising alternative sounds for graphemes</p> <p>Read words containing common suffixes</p> <p>Read accurately words of two or more syllables that contain the same graphemes</p>	<p>Recognise and understand a range of suffixes and prefix- including 'mis' 'dis' 'ous' and 'sion'</p> <p>Recognise where words are an exception to the rule</p> <p>Continue to read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word</p> <p>Apply their growing knowledge of root words, prefixes and suffixes</p>	<p>Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in Appendix 1, both to read aloud and understand the meaning of new words that they meet.</p>












Fluency










<p><i>Read correctly</i></p> 	<p><i>Reading clearly</i></p> 	<p><i>Reading is expressive</i></p> 	<p><i>Reading is smooth</i></p> 
<p><i>Read with appropriate phrasing</i></p> 	<p><i>Read with appropriate pace</i></p> 		



Appendix 2

Key language/question stems

 <p>Follow the story (sequence and summarise)</p>	 <p>Retrieval</p>	 <p>Effect on reader (feelings and empathy)</p>	 <p>Vocab</p>	 <p>Compare and make links</p>	 <p>Reasoning - why an author used word/phrase</p>	 <p>Inference/ Predict</p>	 <p>Explanation</p>	 <p>Text type</p>
<p>Number the sentences below from 1 to 4 to show the order they happen in the story.</p> <p>Draw lines to show what the character did on the three different days in the story.</p>	<p>Find and copy two things ____ has to take ____.</p> <p>Direct retrieval</p> <p>Who What Where When Why</p> <p>Tick true/false statements about a character.</p>	<p>How does this story make you feel?</p> <p>Do you like ____ character?</p> <p>Why do you think these words have been used? How do they make us feel?</p>	<p>Which word describes what ____ are like?</p> <p>Find and copy one word which tells you ____ was feeling ____.</p> <p>What does the word ____ mean (multiple choice)</p> <p>Find and copy the word that means ____</p> <p>Find and copy two words that mean how (emotion) ____ is</p> <p>Draw lines to match the words below to their meaning</p> <p>Which word means the same as ____?</p>	<p>What was the main theme?</p>	<p>What would you ask the character?</p> <p>Which words have you never heard before?</p>	<p>Why did ____ say "____" (multiple choice)</p> <p>Why was (character) (emotion) ?</p> <p>How do you know that (character) was (emotion)?</p> <p>Prediction: do you think Which of these do you think ____ is likely to say by the end of the story (multiple choice)</p> <p>How can you tell it was late/early/winter/summer when?</p> <p>Why did (character) do an (action)?</p> <p>Why did he/she feel like that?</p>	<p>Give two good/bad points about ____.</p> <p>What happened at ____ part of the story?</p> <p>What do the words ____ and ____ mean (new words introduced in the text)?</p>	<p>What type of text is this? How do you know?</p> <p>What are the key features of this type of text? Explain where they are here.</p> <p>Who might be interested in reading this?</p>






 <p>Follow the story (sequence and summarise)</p>	 <p>Retrieval</p>	 <p>Effect on reader (feelings and empathy)</p>	 <p>Vocab</p>	 <p>Compare and make links</p>	 <p>Reasoning - why an author used word/phrase</p>	 <p>Inference/ Predict</p>	 <p>Explanation</p>	 <p>Text type</p>
<p>Complete the sentence using a summary of what has happened</p> <p>Below are some summaries of different paragraphs from this text. Number them 1-6 to show the order in which they appear in the text.</p> <p>Look at the first two paragraphs. Which sentence below best describes ____ Tick one.</p> <p>Which of the following would be the most suitable summary?</p> <p>This paragraph is mainly about</p>	<p>According to the text...</p> <p>Write down three things you are told about...</p> <p>True or false grids</p> <p>Give two reasons why...?</p> <p>Complete the sentence below</p> <p>Direct retrieval</p> <p>Who What Where When Why</p>	<p>How did the author want the reader to feel here? How do you know?</p> <p>Why has this word been used here? What might that make us feel?</p> <p>What does the writer want us to think/feel about?</p>	<p>In the context of this sentence...</p> <p>Find and copy one word meaning..</p> <p>Which word closely matches the meaning of the word ___?</p> <p>What does (group of words) mean ?</p>	<p>According to the text give one way that ___ are similar to ___</p> <p>What are the key themes/ideas?</p>	<p>Find and copy one word that suggests/show s/ tells you that....</p> <p>Find and copy two different words from the sentence above that show...</p> <p>What does the word ___ suggest about ___?</p> <p>What would you ask the character?</p> <p>Which words do you not know the meaning of?</p>	<p>What is your impression of (character) do you get from...?</p> <p>Give two impressions using evidence from the text to support you.</p> <p>How can you tell that...?</p> <p>Why were ___ feeling ___?</p> <p>Why did ___ happen?</p> <p>Look at (place in the text) how do you know that?</p> <p>Explain what (a phrase/clause with challenging vocabulary) suggests about ...?</p> <p>What evidence is there of/that?</p> <p>According to the text how did ___ happen?</p> <p>What does this paragraph tell you about ___ character</p> <p>Prediction: do you think ___ will change her behaviour next time?</p>	<p>Draw lines to each part of the story with the correct quotation from the text</p> <p>It is clear from this passage that...</p> <p>This means...</p> <p>What happened in that paragraph?</p>	<p>What type of text is this? How do you know?</p> <p>What are the key features of this type of text? Explain where they are here.</p> <p>Who might be interested in reading this? Why?</p>



Appendix 3: Reading weekly teaching sequence

Lesson 1: Fluency and Vocab



1.	Vocabulary	Explain new vocab with pictures before reading. Make a red word list as go along as whole class for any words a lot of children unsure of
2.	Modelled fluent reading (Teacher as model)	Children have a copy of the text. Teacher as a model of reading Must always be teacher modelled before anything else
3.	Discussion Questions	<ol style="list-style-type: none"> What happened so far? How did you feel when you listened to...? Does this remind you of anything you've already read or seen?
4.	Phrased reading and Echo-reading	<p>Text marking with long and short pauses (not just punctuation) Use echo reading whilst modelling long and short pauses and general phrasing.</p> <div> <div>Read correctly </div> <div>Reading clearly </div> <div>Reading is expressive </div> <div>Reading is smooth </div> <div>Read with appropriate phrasing </div> </div>
5.	Repeated choral reading	Children to read section echoing the initial reading by the adult using long and short pauses yesterday to support.
6.	Paired repeated reading	<p>Children to have feedback from peers for:</p> <ol style="list-style-type: none"> Read correctly Read clearly Reading is expressive Reading is smooth <p>(sometimes, often, always). Take it in turns and repeat again to see if they improve after their feedback</p>
7.	Performance Reading	Only if time/the lesson lends itself to this e.g. poetry



Lesson 2: Fluency



and Vocab



(Pre-teaching)

1.	Paired repeated reading	Finish paired repeated repeated/performance reading from previous lesson if need to
2.	Pre-Teaching	<p>Vocab-red/green words for pre-teaching. Pre-read chapter(s) for lessons 3 and 4:</p> <ol style="list-style-type: none">1) Read out a line and children colour code/mark2) Discuss if red or green. If lots of green get a child to explain so all in the room are confident at the meaning and word can be discounted3) If mainly red don't get children who might know it to explain. Write up unknown words as a list in order they will appear in the text4) Teacher to read the text but children to clap/click etc to pause at an unknown word



Lesson 3, and 4 Comprehension through reading skill apps



1. I DO	Read the page(s) you need to answer the “I do” questions. Could be choral reading, independent reading, paired reading or echo reading as already had teacher as a model in lesson 2. Teacher to model answers for the skill(s) teaching. Working towards multiple skills per lesson
2. WE DO	Read the page(s) you need to answer the “We do” questions with a mixture of choral, independent, paired or echo reading. Children to work in partners to answer the questions-teacher to support and challenge pairs. Feedback to teacher who will still model/explain answers
3. YOU DO	Read the page(s) you need to answer the “We do” questions with a mixture of choral, independent, paired or echo reading. Children to work independently to answer the questions. Teacher to work with a group to support or challenge

Lesson 5: Reading for pleasure and book talk

1. Reading admin and reading for pleasure	Use classes established reading diary system. Time for children to swap books and teachers to check books back in. Children time to read their own book and recommendation activities, reading rivers, book “shop” walks etc
2. Class reading	Reading previous book (s) from last half term that didn’t finish during reading lessons. Then a class book of choice ensure children have had a vote.