



Cranborne

Church of England
First School and Nursery

Love, Learn, Fly

Do Everything in Love 1 Corinthians 16:14

Reading at Cranborne First School and Nursery

At Cranborne CE First School and Nursery we strongly believe that English has a pivotal place in education and in society as a whole. A high-quality education in English will teach children to speak and write fluently so that they can communicate their ideas and emotions to others, through their reading and listening and others can communicate with them. Our English Curriculum is driven by a deep-rooted passion for high quality texts which reflects a diverse and progressive world view. These texts are used as a stimulus to discuss, to debate, to explore ideas, to expand vocabulary, to improve reading comprehension and writing skills. At Cranborne First School we are determined that all children will become competent readers and writers.

Our overarching aim for English in our school is to promote excellent standards of language and literacy by equipping children with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment. We aim to ensure that all children:

- **Sharing collective wisdom** being able to clearly elaborate and articulate their understanding and ideas through group and peer discussion.
- **Immerse themselves in language** develop a habit of reading for both pleasure and for information to acquire a varied and ambitious range of vocabulary, an understanding of linguistic conventions for reading, writing and spoken language.
- **Have a varied and diverse literacy diet** have access to a wide range of high-quality literature including diverse literature to appreciate our rich and varied literacy heritage and that from other countries.
- **Are eloquent and confident speakers'** being competent in the art of speaking and listening, developing the ability to debate and make formal presentations.
- **Presentation and processing** develop consistent, legible and fluent handwriting.
- **See themselves as authors** develop clear, accurate and coherent writing, adapting their style and language for a wide range of contexts, purposes and audiences.

Reading

We believe that all children can enjoy reading, and we have developed a rigorous culture of reading, across all year groups. We encourage children to read widely in fiction, non-fiction and poetry. Reading focuses on two areas: decoding (word reading) and comprehension. Decoding skills are seen with both the segmenting and blending of unfamiliar words and the speedy recognition of familiar words. At Cranborne, we have a Reading Spine, which is matched to curriculum areas and based round, age-appropriate books – which will immerse the children in stories, which inspire and challenge them. As well as children developing the necessary skills to enable them to read, we aim to foster an appreciation and love of literature and with a passion for using reading to further their understanding of the world.

We use 'Sounds Write', as our early reading, phonics programme, throughout the school. All children in EYFS and Year 1 take home purely phonetically decodable books, to build on the core skills we teach, in school. We teach it in carefully structured, sequential steps from simple CVC words like '**sat**' to very much more complex, five- and six-syllable words like '**personification**'. It is taught in discrete, daily sessions, progressing from simple to more complex phonic knowledge and skills and covering all the major sound/spelling correspondences. We believe that the alphabetic principle is also taught most successfully by engaging young learners in vigorous, interactive and enjoyable phonics activities that are also situated within a language-rich curriculum.

From Year 1 to Year 4 all children across the school participate in three weekly whole class reading sessions where key skills are taught alongside in-depth book discussion and independent work. Within our guided reading learning, teaching staff model reading, by sharing a text. This text then forms the basis of our work, comparing vocabulary and discussing the text. Children then, use the text to answer a range of questions, based on their understanding of this text. Often, these guided reading lessons, instruct and influence our writing sessions, these quality texts are deliberately chosen, to help make writing irresistible to all of our children.

Curriculum Drivers

	In all subjects...	In reading, this looks like...
Curiosity	Curiosity is an eagerness to learn or know and being confident in asking questions and researching. This approach to learning enables inquisitive thinking such as exploration, investigation and learning and nurtures future problem solvers.	Demonstrate a love for reading, sharing with others, asking questions about what they read linking it to what they know. Developing an eagerness to engage with high-quality texts to enable confidence in reading for different purposes.

<p>Communication</p>	<p>We believe that language is the tool that unlocks opportunities and enables children to share ideas effectively. We want our children to speak with clarity, confidence and eloquence, connecting the words they know (vocabulary) with what they know (knowledge) therefore becoming effective communicators. We know that vocabulary development and the ability to read fluently are key to life-long success and this is our intent for every child.</p>	<p>Reading clearly and accurately with appropriate fluency and expression.</p> <p>Developing confidence in being able to discuss what they have read for different purposes.</p>
<p>Resilience</p>	<p>Resilience means having the skills and resources to deal with challenges and barriers. Resilience is a measure of how much you want something and how much you are willing and able, to overcome obstacles to get it. Our children will develop the emotional and physical security needed to become resilient individuals who are able to take risks and deal with different challenges across the curriculum and in the wider world by thinking positively and having the confidence to 'have a go'. Resilience means having the skills and resources to deal with challenges and barriers. Resilience is a measure of how much you want something and how much you are willing and able, to overcome obstacles to get it. Our children will develop the emotional and physical security needed to become resilient individuals who are able to take risks and deal with different challenges across the curriculum and in the wider world by thinking positively and having the confidence to 'have a go'.</p>	<p>Developing a growth mind-set and resilience.</p> <p>To have a positive approach to reading, overcome setbacks and maintain their effort.</p> <p>Develop confident in reading using strategies to overcome barriers.</p>
<p>Independence</p>	<p>Independence is the ability to live your life to the full, confidently and to be self-sufficient. We aim to promote our children's independence and develop a commitment to learning and self-improvement, both inside and outside of the school environment. We will give our children opportunities to organise themselves, show personal responsibility, initiative, creativity and enterprise. We will nurture our children's awareness that actions have consequences and to make choices based on this awareness, understanding that they have ownership of their actions.</p>	<p>To practise their skills in a constant effort to do their best.</p> <p>To begin to choose texts independently, to develop strategies to respond to the text and develop autonomy,</p>

Aspiration	<p>Aspiration is the hope, desire or ambition to strive to achieve something. To be the best they can possibly be and to challenge themselves as a learner. The development of aspirations encourages children to produce work of high quality, take pride in themselves and be the very best they can be.</p> <p>Aspiration is the hope, desire or ambition to strive to achieve something. To be the best they can possibly be and to challenge themselves as a learner. The development of aspirations encourages children to produce work of high quality, take pride in themselves and be the very best they can be.</p>	<p>Having opportunities to look at authors from all over the world for children to aspire to.</p> <p>Engage with a wide-range of diverse texts to challenge themselves as a learner.</p> <p>Recognising opportunities to succeed, taking the initiative to be self-disciplined with a determination to succeed.</p>
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EYFS Autumn							
Word Reading	Comprehension Clarify	Comprehension Monitor and Summarise	Comprehension Select and Retrieve	Comprehension Respond and Explain	Inference	Language for Effect	Themes and Conventions
<p>Read some common exception words (detailed on phonics overview).</p> <p>Use phonic knowledge to decode regular words and read them aloud accurately – see phonics overview.</p> <p>Read words and captions consistent with phonic knowledge by sound blending.</p>	<p>Retell portions of a story. As the story is read, join in with familiar parts, ask and answer simple questions about characters, setting and events.</p>	<p>Have a broadened experience of stories and then name stories that they have read and enjoyed.</p>	<p>Answer basic retrieval questions e.g. who or where questions.</p> <p>Pick out simple information from books (fiction and non-fiction).</p>	<p>Respond to 'tell me what happened' using 'then' to help them sequence a part of a story.</p>	<p>Use pictures to predict what might happen next.</p>	<p>Recognise and join in with repeated phrases</p>	<p>Show book behaviours, start at the front, turn the pages.</p> <p>Point to the words on the page</p> <p>Know print is read left to right and top to bottom.</p> <p>Follow each read word with their finger.</p> <p>Find the title of the book.</p>

EYFS Spring and Summer

<p>Read some common exception words (detailed on phonics overview)</p> <p>Use growing phonic knowledge to decode regular words and read them aloud accurately – see phonics overview.</p> <p>Segment and blend words of more than one syllable where these contain taught graphemes e.g. picnic, jumping.</p> <p>Read words and simple sentences containing taught graphemes.</p>	<p>Ask questions about a text being read to them.</p>	<p>Retell major events of a story in sequence.</p>	<p>To know what a setting is and be able to identify where stories they read are set.</p>	<p>Use sequencing words (e.g. first, before) to sequence events when retelling a story.</p> <p>Answer questions about characters and setting.</p>	<p>Use what has happened so far in the story to help them predict what could happen next (using their own life experiences).</p>	<p>Repeats parts of stories with expression.</p>	<p>Track print to support reading of phonemes and common exception words.</p> <p>Say what they like about stories that they have read and join in with stories read to them.</p>
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EYFS Autumn, Spring and Summer

<p>To read with confidence a range of phonic matched books and to retell familiar stories.</p> <p>To read a range of common exception words (detailed on phonics overview).</p> <p>To use phonic knowledge to decode regular words and read them aloud accurately – see phonics overview.</p> <p>Blend words that contain taught digraphs e.g. shop, chip, this, bang, which. Blend words of more than one syllable using taught graphemes.</p>	<p>Ask and answer questions about setting, characters and events.</p> <p>Ask detailed questions about texts they have read/being read to them, sharing what interests them.</p>	<p>Say what part of the story they like the best and why.</p> <p>Retell stories and include key details.</p>	<p>Recognise that additional information may be contained in illustrations, diagrams etc</p>	<p>Ask detailed questions about texts they have read/being read to them, sharing what interests them.</p>	<p>Explains who is speaking at various points throughout the story.</p>	<p>Begin to use expression in reading and retelling to engage a listener.</p>	<p>Talk about their favourite stories, comparing them to each other. Make links and connections</p> <p>Use story telling language – once upon a time, happily ever after</p>
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Year 1 Autumn							
Word Reading	Comprehension Clarify	Comprehension Monitor and Summarise	Comprehension Select and Retrieve	Comprehension Respond and Explain	Inference	Language for Effect	Themes and Conventions
<p>Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes that have been taught</p> <p>Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught</p> <p>Read common exception words that have been taught, noting unusual correspondences between spelling and sound and where these occur in the word</p> <p>Read aloud accurately books</p>	<p>Understand both the books they can already read accurately and fluently, and those they listen to</p>	<p>Check that the text makes sense to them as they read and correcting inaccurate reading</p>	<p>Participate in discussion about what is read to them, taking turns and listening to what others say</p>	<p>Develop pleasure in reading, motivation to read, vocabulary and understanding by being encouraged to link what they read or hear read to their own experiences</p> <p>Ask questions and express opinions about main events and characters in stories</p>	<p>Predict what might happen on the basis of what has been read so far</p>	<p>Recognise and join in with predictable phrases</p>	<p>Become very familiar with key stories, fairy stories and traditional tales</p> <p>Begin to appreciate rhymes and poems, and to recite some by heart</p> <p>Discuss the significance of the title and events</p> <p>Understand and use terms such as story, fairy story, rhyme, poem, cover, title, author</p>

that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words							
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Year 1 Autumn and Spring

<p>Re-read books to build up their fluency and confidence in word reading</p> <p><input type="checkbox"/> Read other words of more than one syllable that contain taught GPCs</p> <p>Read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings</p>	<p>Develop understanding ... by drawing on what they already know or on background information and vocabulary provided by the teacher</p> <p>Can seek out books around a simple theme or topic</p>	<p>Recall the main points of a narrative in the correct sequence</p>	<p>Explain clearly their understanding of what is read to them</p>	<p>Make inferences on the basis of what is being said and done</p>	<p>Identify how repetitive patterns, words and phrases aid their enjoyment of the text</p>	<p>Become very familiar with key stories, fairy stories and traditional tales, retelling them</p> <p>Understand the difference between fiction and non-fiction</p>	<p>Re-read books to build up their fluency and confidence in word reading</p> <p><input type="checkbox"/> Read other words of more than one syllable that contain taught GPCs</p> <p>Read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings</p>
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Year 1 Autumn, Spring, Summer

Read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)	Discuss word meanings, linking new meanings to those already known	Find key points in a story or some key facts from an information text	Talk about significant features of layout, e.g., enlarged text, bold, italic, etc.	Read aloud their own writing clearly enough to be heard by their peers and the teacher (from writing national curriculum)	Become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics	Read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)	Discuss word meanings, linking new meanings to those already known
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Year 2 Autumn							
Word Reading	Comprehension Clarify	Comprehension Monitor and Summarise	Comprehension Select and Retrieve	Comprehension Respond and Explain	Inference	Language for Effect	Themes and Conventions
<p>Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes</p> <p>Read accurately words of two or more syllables that contain the graphemes taught so far</p> <p>Read words containing common suffixes</p> <p>Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation</p>	<p>Understand both the books they can already read accurately and fluently, and those they listen to</p> <p>Draw on what they already know or on background information and vocabulary, provided by the teacher</p> <p>Discuss and clarify the meanings of words, linking new meanings to known vocabulary</p> <p>Check that the text makes sense to them as they read and correct inaccurate reading</p>	<p>Identify and discuss the main events or key points in a text</p> <p>Retell a story clearly and with appropriate detail</p>	<p>Answer questions</p> <p>Ask question</p> <p>Extract information from the text and discuss orally with reference to the text</p>	<p>Participate in discussions about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say</p>	<p>Predict what might happen on the basis of what has been read so far and their own experience</p> <p>Make inferences on the basis of what is being said and done</p>	<p>Recognise simple recurring literary language in stories and poetry</p> <p>Read aloud what they have written with appropriate intonation to make the meaning clear (Year 2 writing National Curriculum)</p>	<p>Listen to, discuss and express views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently</p> <p>Become increasingly familiar with and retell a wider range of stories, fairy stories and traditional tales</p>

Year 2 Autumn and Spring							
Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word. Re-read books to build up their fluency and confidence in word reading	Use the context/ grammar of the sentence to decipher new or unfamiliar words	Discuss the sequence of events in books and how items of information are related	Understand how to use alphabetically ordered texts to retrieve information	Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves	Make simple inferences about characters' thoughts and feelings and reasons for actions	Discuss favourite words and phrases Identify how vocabulary choice affects meaning	Read non-fiction books that are structured in different ways
Year 2 Autumn, Spring and Summer							
Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered		Identify or provide own synonyms for specific words within the text					Make comparisons between books, noting similarities, differences and preferences between e.g. layout, features and setting

Year 3 Autumn							
Word Reading	Comprehension Clarify	Comprehension Monitor and Summarise	Comprehension Select and Retrieve	Comprehension Respond and Explain	Inference	Language for Effect	Themes and Conventions
<p>Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet</p> <p>Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word</p>	<p>Ask questions to improve their understanding of a text</p> <p>Use dictionaries to check the meaning of words that they have read</p> <p>Use a range of known strategies appropriately to establish meaning in books that can be read independently</p>	<p>Show understanding of the main points drawn from one paragraph</p>	<p>Uses text features to locate information e.g. contents, indices, subheadings</p> <p>Locate and retrieve information using skimming, scanning and text marking</p>	<p>Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books and textbook</p> <p>Discuss words and phrases that capture the reader's interest and imagination</p>	<p>Predict what might happen from details stated and implied</p> <p>Draw plausible inferences, often supported through reference to the text</p>	<p>Identify how language, structure and presentation contribute to meaning</p> <p>Discuss the effect of specific language on the reader</p>	<p>Read books that are structured in different ways and show some awareness of the various purposes for reading</p> <p>Identify themes and conventions in a wide range of books e.g. recognising simple links to known texts or personal experience; recognising conventions such as the triumph of good over evil and magical devices in fairy stories/ folk tales</p> <p>Identify and name presentational devices in non-fiction</p>

Year 3 Autumn and Spring							
	Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context	Show understanding of the main points drawn from more than one paragraph	Begin to recognise fact and opinion	Begin to use vocabulary from the text to support responses and explanations	Draw inferences such as inferring feelings, thoughts and motives of main characters from their actions Justify inferences with evidence	Identify specific techniques, e.g. simile, alliteration and repetition and say why they interest them	Demonstrate familiarity with a wide range of books, including fairy stories, myths and legends and retell some of these orally Can explore and discuss underlying themes and ideas
Year 3 Autumn, Spring and Summer							
			Retrieve and record information from non-fiction Extract information and make notes	Use specific vocabulary and ideas expressed in the text to support own views		Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear (Year 3 /4 writing National Curriculum)	

Year 4 Autumn							
Word Reading	Comprehension Clarify	Comprehension Monitor and Summarise	Comprehension Select and Retrieve	Comprehension Respond and Explain	Inference	Language for Effect	Themes and Conventions
<p>Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet</p> <p>Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word</p>	<p>Ask questions to improve their understanding of a text</p> <p>Use dictionaries to check the meaning of words that they have read</p> <p>Discuss understanding as it develops and explain the meaning of words in context</p>	<p>Identify main ideas drawn from more than one paragraph and summarising these</p>	<p>Retrieve and record information from non-fiction</p> <p>Recognise and distinguish between fact and opinion</p>	<p>Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p>Discuss words and phrases that capture the reader's interest and imagination</p>	<p>Predict what might happen from details stated and implied</p> <p>Draw sound inferences, supported through reference to the text</p>	<p>Identify how language, structure, and presentation contribute to meaning</p> <p>Identify specific techniques, e.g. simile, metaphor, repetition and exaggeration; explaining the effect on them as a reader</p>	<p>Identify themes and conventions in a wide range of books e.g. make RELEVANT links to known texts and personal experience, recognise themes such as bullying, recognise conventions such as the 'power of 3' (3 wishes, 3 characters)</p> <p>Identify how a range of presentational devices guide the reader in non-fiction.</p>

Year 4 Autumn, Spring						
Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context	Summarise the main details from more than one paragraph in a few sentences, using vocabulary from the text			Draw inferences such as inferring characters' feelings, thoughts and motives of main characters from their actions, and justifying inferences with evidence	Show understanding through intonation, tone, volume and action when performing poems and playscripts	Identify features that characterise books set in different cultures or historical settings Recognise some different forms of poetry [for example, free verse, narrative poetry]
Year 4 Autumn, Spring, Summer						
			Use specific vocabulary, and ideas expressed in the text, to support own responses	Infer underlying themes and ideas	Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear (Year 4 writing National curriculum)	Make links between texts and to the wider world