



Attleborough Primary School – Reading Curriculum: EYFS – Year 6

Attleborough Primary School Intent for Reading

At Attleborough Primary School, we believe that all our children can become fluent readers and writers. This is why we teach reading through *Little Wandle Letters and Sounds Revised*, which is a systematic and synthetic phonics programme. We start teaching phonics in Nursery/Reception and follow the *Little Wandle Letters and Sounds Revised Progression* which ensures children build on their growing knowledge of the alphabetic code, mastering phonics to read and spell as they move through school.

As a result, all our children are able to tackle any unfamiliar words as they read. At Attleborough Primary School, we also model the application of the alphabetic code through phonics in shared reading and writing, both inside and outside of the phonics lesson and across the curriculum. We have a strong focus on language development for our children because we know that speaking and listening are crucial skills for reading and writing in all subjects.

Comprehension

At Attleborough Primary School we value reading as a crucial life skill. By the time children leave us, they read confidently for meaning and regularly enjoy reading for pleasure. Our readers are equipped with the tools to tackle unfamiliar vocabulary. We encourage our children to see themselves as readers for both pleasure and purpose. Our carefully designed reading spine is designed to expose children to a diverse, challenging, engaging variety of texts.

Because we believe teaching every child to read is so important, we have a Reading Leader who drives the early reading programme in our school. This person is highly skilled at teaching phonics and reading, and they monitor and support our reading team, so everyone teaches with fidelity to the *Little Wandle Letters and Sounds Revised* programme.

Attleborough Primary School Implementation for Reading

Daily phonics lessons in Reception and Year 1

We teach phonics for 20 minutes a day. In Reception, we build from 10-minute lessons, with additional daily oral blending games, to the full-length lesson as quickly as possible. Each Friday, we review the week's teaching to help children become fluent readers.

Children make a strong start in Reception: teaching begins in Week 2 of the Autumn term.



We follow the [*Little Wandle Letters and Sounds Revised* expectations of progress](#):

- Children in Reception are taught to read and spell words using Phase 2 and 3 GPCs, and words with adjacent consonants (Phase 4) with fluency and accuracy.
- Children in Year 1 review Phases 3 and 4 and are taught to read and spell words using Phase 5 GPCs with fluency and accuracy.

Daily Keep-up lessons ensure every child learns to read

- Any child who needs additional practice has daily Keep-up support, taught by a fully trained adult. Keep-up lessons match the structure of class teaching, and use the same procedures, resources and mantras, but in smaller steps with more repetition, so that every child secures their learning.
- We timetable daily phonics lessons for any child in Year 2 and above who is not fully fluent at reading or has not passed the Phonics screening check. These children urgently need to catch up, so the gap between themselves and their peers does not widen. We use the Rapid Catch-up assessments to identify the gaps in their phonic knowledge and teach to these using the Rapid Catch-up resources – at pace.
- These short, sharp lessons last 15-20 minutes daily and have been designed to ensure children quickly catch up to age-related expectations in reading. In addition to this, we include various forms of repeated practise throughout each day.

Teaching early reading: Reading practice sessions three times a week

We teach children to read through reading practice sessions three times a week. These:

- are taught by a fully trained adult to small groups of approximately six children
- use books matched to the children's secure phonic knowledge using the *Little Wandle Letters and Sounds Revised* assessments and book matching grids.
- are monitored by the class teacher, who rotates and works with each group on a regular basis.

Each reading practice session has a clear focus, so that the demands of the session do not overload the children's working memory. The reading practice sessions have been designed to focus on three key reading skills:

- decoding
- prosody: teaching children to read with understanding and expression
- comprehension: teaching children to understand the text.

In Reception these sessions start in Week 4. Children who are not yet decoding have daily additional blending practice in small groups, so that they quickly learn to blend and can begin to read books.



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In Years 2 and 3, we continue to teach reading in this way for any children who still need to practise reading with decodable books but begin focusing on fluency and prosody as the children begin to decode quickly and seamlessly.

Reading instruction in Y2-Y6

Once children are secure in their phonics knowledge, can read at 90 wpm + and apply their phonics strategies to read any word they encounter, we begin teaching reading skills through daily, 20-minute-long whole class reading lessons. These lessons focus on the key aspects crucial to develop strong skills of comprehension: **fluency** and **prosody** (children need to be taught to read fluently as this aids their expression, intonation and consequently comprehension of what is being read; **vocabulary instruction** (children need to be explicitly taught tier 2 vocabulary) and **close reading** (involving in depth analysis of smaller pieces of text) and **extended reading** (comprising prolonged engagement or exposure to a longer piece of text, encompassing fluency, vocabulary knowledge and background knowledge)

These aspects of comprehension instruction are timetabled across the week in Y2 (from after Christmas) And KS2:

Monday	Tuesday	Wednesday	Thursday	Friday	YEAR 3 & YEAR 4					YEAR 5 & YEAR 6				
10 min LW spelling	10 min LW spelling	10 min LW spelling	10 min LW spelling	10 min LW spelling										
20 min fluency practise	20 min extended reading	20 min fluency practise	20 min extended reading	20 min fluency practise										
15 min shared reading	15 min shared reading	15 min shared reading	15 min shared reading	15 min shared reading										
Monday	Tuesday	Wednesday	Thursday	Friday	YEAR 3 & YEAR 4					YEAR 5 & YEAR 6				
20 min vocabulary instruction	20 min fluency practise	20 min close reading	20 min fluency practise	20 min extended reading						20 min vocabulary instruction	20 min fluency practise	20 min extended reading	20 min close reading	20 min extended reading
15 min shared reading	15 min shared reading	15 min shared reading	15 min shared reading	15 min shared reading						15 min shared reading	15 min shared reading	15 min shared reading	15 min shared reading	15 min shared reading

Underpinning these lessons is the teacher's strong understanding of the 'gradual release model' to ensure that modelling is a key component of our teaching.

Home reading

The fully decodable reading practice book is taken home to ensure success is shared with the family.

- Reading for pleasure books also go home for parents to share and read to children. We share the research behind the importance and impact of sharing quality children's books with parents through workshops, leaflets, signposting, events and book lists of recommended authors and titles, with links to our whole-school reading spine.
- We use the Little Wandle Parent Resources to engage our families and share information about phonics, the benefits of sharing books, how children learn to blend and other aspects of our provision, both online and through workshops.
- In KS2, children bring home both a reading scheme book, which is closely matched to their fluency level and a library book, of which teachers have guided the choice of.
- Children who are having Rapid Catch Up phonics intervention in KS2 also have an age 7+ reading scheme book, which is age- appropriate and closely matched to their phonics knowledge.



Additional reading support for vulnerable children

- Children in Reception and Year 1 who are receiving additional phonics Keep-up sessions read their reading practice book to an adult daily.

Ensuring consistency and pace of progress

- Every teacher in our school has been trained to teach reading, so we have the same expectations of progress. We all use the same language, routines and resources to teach children to read so that we lower children's cognitive load.
 - Weekly content grids map each element of new learning to each day, week and term for the duration of the programme.
 - Lesson templates, Prompt cards and 'How to' videos ensure teachers all have a consistent approach and structure for each lesson.
- The Reading Leader and SLT use the Audit and Prompt cards to regularly monitor and observe teaching; they use the summative data to identify children who need additional support and gaps in learning.

Ensuring reading for pleasure

'Reading for pleasure is the single most important indicator of a child's success.' (OECD 2002)

'The will influences the skill and vice versa.' (OECD 2010)

We value reading for pleasure highly and work hard as a school to grow our Reading for Pleasure pedagogy.

- We read to children every day. We choose these books carefully as we want children to experience a wide range of books, including books that reflect the children at Attleborough Primary School and our local community as well as books that open windows into other worlds and cultures.
- Every classroom has an inviting book corner that encourages a love for reading. We curate these books and talk about them to entice children to read a wide range of books. These books reflect the diversity of the children in our classes and include titles and authors encountered in previous year groups. Books are organised in an enticing, easy to browse manner and clearly labelled by genre/type of book.
- In Reception, children have access to the reading corner every day in their free flow time and the books are continually refreshed.
- Children from Reception onwards have a home reading record. The parent/carer records comments to share with the adults in school and the adults will write in this on a regular basis to ensure communication between home and school.
- The children access the school library at lunchtimes, where there are pupil reading champions and adults to help them choose their next book.
- The reading champions also run our 'mobile library' which is available to browse books during playtimes.
- Each class visits the school library during the week and we have close links with the town's library. We communicate to parents regarding enticing
- The school library is made available for classes to use at protected times. Children across the school have regular opportunities to engage with a wide range of Reading for Pleasure events (book fairs, national events, theme days and competitions).
- We use a 'reading champion' system to promote a positive reading culture within our school and each week we 'buddy' these children up with younger children for shared reading sessions.



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Attleborough Primary School Impact for Reading

Assessment

Assessment is used to monitor progress and to identify any child needing additional support as soon as they need it:

- daily within class to identify children needing Keep-up support
- weekly in the Review lesson to assess gaps, address these immediately and secure fluency of GPCs, words and spellings.

Summative assessment for Reception and Year 1 is used:

- every six weeks to assess progress, to identify gaps in learning that need to be addressed, to identify any children needing additional support and to plan the Keep-up support that they need.
- by SLT and scrutinised through the *Little Wandle Letters and Sounds Revised* assessment tracker, to narrow attainment gaps between different groups of children and so that any additional support for teachers can be put into place.

Summative assessment for Y2 – Y6 is used:

- by PIXL comprehension tests to enable teachers to adapt their planning accordingly

Fluency assessments measure children's accuracy and reading speed in short one-minute assessments. They are used:

- in Year 1, when children are reading the Phase 5 set 3, 4 and 5 books
- with children following the Rapid Catch-up programme in Years 2 to 6, when they are reading the Phase 5 set 3, 4 and 5 books
- to assess when children are ready to exit their programme. For Year 1 children, this is when they read the final fluency assessment at 60–70+ words per minute. Older children can exit the Rapid Catch-up programme when they read the final fluency assessment at 90+ words per minute. At these levels, children should have sufficient fluency to tackle any book at age-related expectations. After exiting their programme, children do not need to read any more fully decodable books, however we do give children a reading scheme book, closely matched to their fluency level, alongside their library book choice.
- We assess children's fluency in Y2-Y6 termly using an assessment which provides us with detail of children's reading rate, fluency and accuracy and recommended book level.



A **placement assessment** is used:

- with any child new to the school in Reception and Year 1 to quickly identify any gaps in their phonic knowledge and plan and provide appropriate extra teaching.

The **Rapid Catch-up assessment** is used

- with any child new to the school in Year 2 and above to quickly identify any gaps in their phonic knowledge and plan and provide appropriate extra teaching.

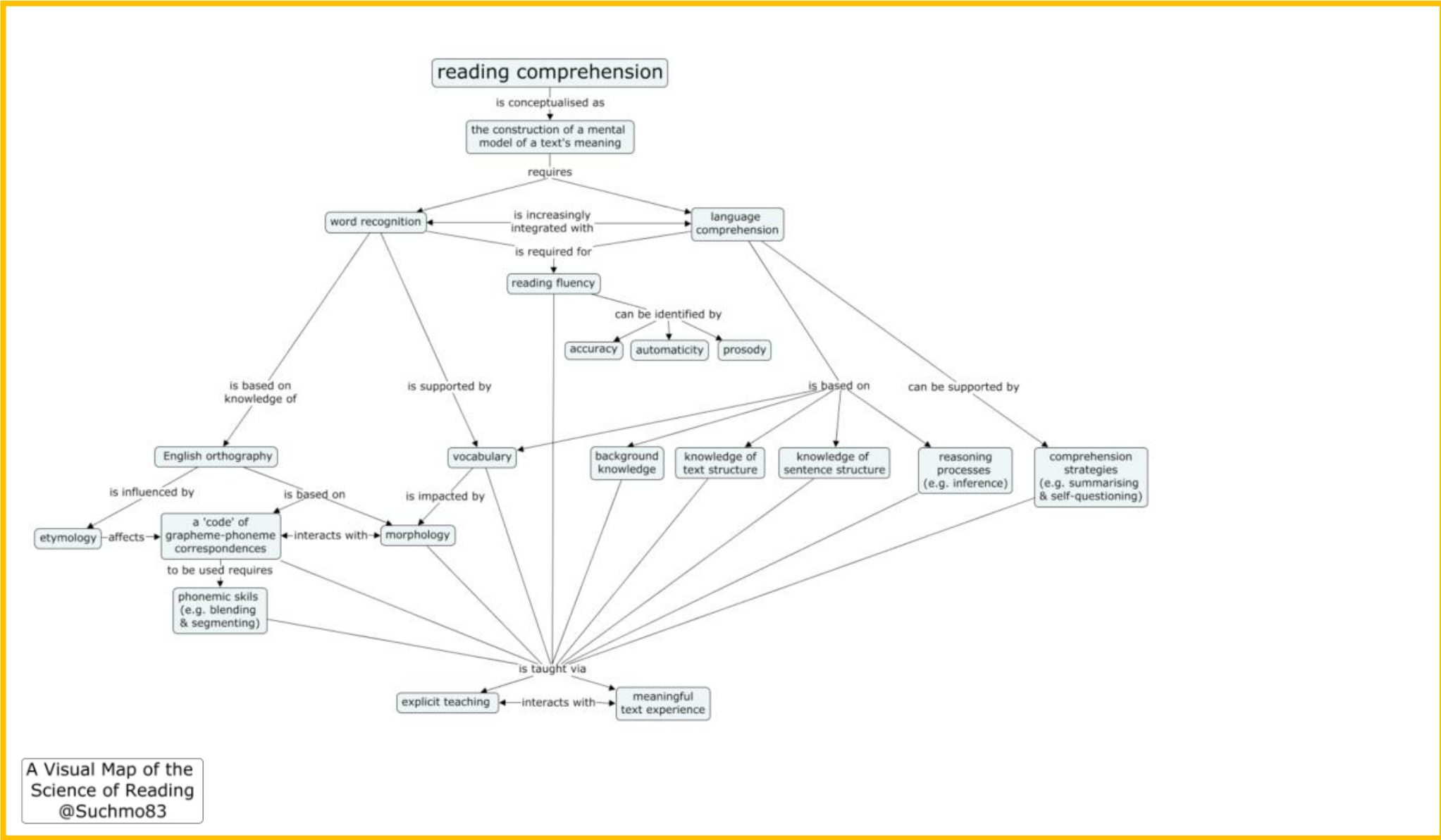
Statutory assessment

Children in Year 1 sit the Phonics screening check. Any child not passing the check re-sits it in Year 2.

Ongoing assessment for Rapid Catch-up in Years 2 to 6

Children in Year 2 to 6 are assessed through:

- the Rapid Catch-up initial assessment to quickly identify any gaps in their phonic knowledge and plan appropriate teaching
- the Rapid Catch-up summative assessments to assess progress and inform teaching





EYFS Statutory Framework Reading Related Objectives

Communication & Language

- reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive.
- through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.

Literacy

- it is crucial for children to develop a life-long love of 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.

Understanding the World

- listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world.
- extend pupils's familiarity with words, supporting understanding across domains, enriching & widening vocabulary, supporting later reading comprehension.



YEAR 1

Key Stage 1 Reading Comprehension National Curriculum Objectives

Pupils should be taught to:

- * develop pleasure in reading, motivation to read, vocabulary and understanding by:
 - listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently
 - being encouraged to link what they read or hear read to their own experiences
 - becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics
 - recognising and joining in with predictable phrases
 - learning to appreciate rhymes and poems, and to recite some by heart
 - discussing word meanings, linking new meanings to those already known
- * understand 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
 - checking that the text makes sense to them as they read and correcting inaccurate reading
 - discussing the significance of the title and events
 - making inferences on the basis of what is being said and done
 - predicting what might happen on the basis of what has been read so far
- * participate in discussion about what is read to them, taking turns and listening to what others say
- * explain clearly their understanding of what is read to them.



YEAR 2

Key Stage 1 Reading Comprehension National Curriculum Objectives

Pupils should be taught to:

*** develop pleasure in reading, motivation to read, vocabulary and understanding by:**

- listening to, discussing and expressing 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

- discussing the sequence of events in books and how items of information are related

- becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales

- being introduced to non-fiction books that are structured in different ways

- recognising simple recurring literary language in stories and poetry

- discussing and clarifying the meanings of words, linking new meanings to known vocabulary

discussing their favourite words and phrases

- continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear

*** understand both the books that they can already read accurately and fluently and those that they listen to by:**

- drawing on what they already know or on background information and vocabulary provided by the teacher

- checking that the text makes sense to them as they read and correcting inaccurate reading

- making inferences on the basis of what is being said and done

- answering and asking questions

- predicting what might happen on the basis of what has been read so far

*** participate in discussion 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**

*** explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves**



YEAR 3 & 4

Key Stage 2 Reading Comprehension National Curriculum Objectives

Pupils should be taught to:

- develop positive attitudes to reading, and an understanding of what they read, by:
 - listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
 - reading books that are structured in different ways and reading for a range of purposes
 - using dictionaries to check the meaning of words that they have read
 - increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally
 - identifying themes and conventions in a wide range of books
 - preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action
 - discussing words and phrases that capture the reader's interest and imagination
 - recognising some different forms of poetry [for example, free verse, narrative poetry]
- **understand what they read, in books they can read independently, by:**
 - checking that the text makes sense to them, discussing their understanding, and explaining the meaning of words in context
 - asking questions to improve their understanding of a text
 - drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
 - predicting what might happen from details stated and implied
 - identifying main ideas drawn from more than 1 paragraph and summarising these
 - identifying how language, structure, and presentation contribute to meaning
- retrieve and record information from non-fiction
- participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say



YEAR 5 & 6

Key Stage 2 Reading Comprehension National Curriculum Objectives

Pupils should be taught to:

*** maintain positive attitudes to reading and understanding of what they read by:**

- continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- reading books that are structured in different ways and reading for a range of purposes
- increasing 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
- recommending books that they have read to their peers, giving reasons for their choices
- identifying and discussing themes and conventions in and across a wide range of writing
- making comparisons within and across books
- learning a wider range of poetry by heart
- preparing 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

*** understand what they read by:**

- checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
- asking questions to improve their understanding
- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- predicting what might happen from details stated and implied
- summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas
- identifying how language, structure and presentation contribute to meaning

*** discuss and evaluate how authors use language, including figurative language, considering the impact on the reader**

*** distinguish between statements of fact and opinion**

*** retrieve, record and present information from non-fiction**

*** 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**

*** 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**

*** provide reasoned justifications for their views**



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EYFS Long Term Phonics Plan					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Phase 2 s a t p l n m d g o c k c k e u r h b f l	Phase 2 ff ll ss j v w x y z zz qu ch sh th ng nk • words with –s /s/ added at the end (hats sits) • words ending –s /z/ (his) and with –s /z/ added at the end (bags)	Phase 3 ai ee igh oa oo oo ar or ur ow oi ear air er • words with double letters • longer words	Phase 3 Review Phase 3 • longer words, including those with double letters • words with –s /z/ in the middle • words with –es /z/ at the end • words with –s /s/ and /z/ at the end	Phase 4 Short vowels with adjacent consonants • CVCC CCVC CCVCC CCCVC CCCVCC • longer words and compound words • words ending in suffixes: –ing, –ed /t/, – ed /id/ /ed/, –est	Phase 4 Phase 3 long vowel graphemes with adjacent consonants • CVCC CCVC CCCVC CCV CCVCC • words ending in suffixes: –ing, –ed /t/, –ed /id/ /ed/, –ed /d/ –er, –est • longer words and compound words
Y1 Long Term Phonics Plan					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Review Phase 3 and 4 Phase 5 /ai/ ay play /ow/ ou cloud /oi/ oy toy /ea/ ea each	Phase 5 /ur/ ir bird /igh/ ie pie /oo/ /yoo/ ue blue rescue /yoo/ u unicorn /oa/ o go /igh/ i tiger /ai/ a paper /ee/ e he /ai/ a-e shake /igh/ i-e time /oa/ o-e home /oo/ /yoo/ u-e rude cute /ee/ e-e these /oo/ /yoo/ ew chew new /ee/ ie shield /or/ aw claw	Phase 5 /ee/ y funny /e/ ea head /w/ wh wheel /oa/ oe ou toe shoulder /igh/ y fly /oa/ ow snow /j/ g giant /f/ ph phone /l/ le al apple metal /s/ c ice /v/ ve give /u/ o-e o ou some mother young /z/ se cheese /s/ se ce mouse fence /ee/ ey donkey /oo/ ui ou fruit soup	Phase 5 /ur/ or word /oo/ u oul awful could /air/ are share /or/ au aur oor al author dinosaur floor walk /ch/ tch ture match adventure /ar/ al a half* father* /or/ a water schwa in longer words: different /o/ a want /air/ ear ere bear there /ur/ ear learn /r/ wr wrist	Phonics screening check review – no new GPCs or tricky words	Phase 5 /ai/ eigh aigh ey ea eight straight grey break /n/ kn gn knee gnaw /m/ mb thumb /ear/ ere eer here deer /zh/ su si treasure vision /j/ dge bridge /i/ y crystal /j/ ge large /sh/ ti ssi si ci potion mission mansion delicious /or/ augh our oar ore daughter pour oar more



Attleborough Primary School – Reading Curriculum: EYFS – Year 6

YEAR 1

Key Stage 2 Word Reading National Curriculum Objectives

Pupils should be taught to:

- apply phonic knowledge and skills as the route to decode words
- respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes
- read accurately by blending sounds in unfamiliar words containing GPCs that have been taught
- read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
- read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings
- read other words of more than one syllable that contain taught GPCs
- read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)
- read books aloud, accurately, that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words
- reread these books to build up their fluency and confidence in word reading

YEAR 2

Key Stage 2 Word Reading National Curriculum Objectives

Pupils should be taught to:

- continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent
- read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes
- read accurately words of two or more syllables that contain the same graphemes as above
- read words containing common suffixes
- read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
- read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered
- read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation
- reread these books to build up their fluency and confidence in word reading



Attleborough Primary School – Reading Curriculum: EYFS – Year 6

YEARS 3 & 4

Key Stage 2 Word Reading National Curriculum Objectives

Pupils should be taught to:

- apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in- see [English appendix 1](#) , both to read aloud and to understand the meaning of new words they meet
- read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word

YEAR 2

Key Stage 2 Word Reading National Curriculum Objectives

Pupils should be taught to:

- apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in [English appendix 1](#), both to read aloud and to understand the meaning of new words that they meet