

Reading Curriculum Progression

Intent

At Eden Park Nursery and Primary School, we want children to love reading as much as we do; reading for pleasure is prioritised and at the heart of our curriculum. Time is organised to support all children to become confident, keen, and capable readers so that they are able to access the entire curriculum. We understand that being able to read fluently and being able to comprehend what they have read is a key life skill within education and beyond. We are committed to ensure that all children are taught to read well, reach age expectations, and share an enthusiasm and love for reading that travels beyond their life at school.

A reader from Eden Park Primary and Nursery School will be able to:

- Read at an age expected standard.
- Apply their phonics knowledge when reading as well as other strategies to identify unknown words. For example, reading around the word for meaning, breaking it up into parts etc.
- Develop reading for pleasure that lasts a lifetime.
- Experience a wide breath of books, including a range of genres and themes.
- Understand a variety of text types including fiction, non-fiction and poetry.
- Have a good understanding for a wide range of vocabulary.
- Retrieve information from the text through skimming and scanning.
- Read between the lines to make accurate inferences.

Implementation

We are passionate about reading at Eden Park Nursery and Primary School. We believe that reading is a passport to the world and therefore every child deserves the chance to become a reader. We have adopted a coherent, rigorous and sequential approach to reading; children journey through Eden Park acquiring essential knowledge and skills which progressively develop their reading ability and passion. Time and care have been taken in selecting challenging and purposeful reading materials which are carefully planned and taught to the whole-class each day (please see our 'Reading Structure' document for further information about what reading looks like in our classrooms daily).

EYFS

This is where the journey begins and the love for reading is ignited! Developing a love of reading in younger children requires a wide, language-rich curriculum and classroom environments that immerse children in books and stories. Children in our two-year old Nursery (Tadpoles) explore sounds through listening and attention games, to prepare them for learning to read. During their time in our three-year old Nursery (Frogs) children begin to use Read Write Inc. In Reception, direct and focussed phonics is taught every day using Read Write Inc. Children read from books with the sounds they know, while they are learning to read. Children take home reading books that match their phonic knowledge which allows reading to continue to thrive and develop. BIG TALK is a carefully designed strategy adopted by our Early Years team to promote speaking and language development. Carefully selected pictures are used to stimulate discussion and introduce our children to a rich and diverse range of words. Through BIG TALK children not only use sophisticated vocabulary but are beginning to understand language, how it can be used and what it means. Typically, children in EYFS will have the pleasure of listening to 3-4 stories each day. This gives our children great practise at sitting and listening and where appropriate having in-depth discussions using tier 2 and 3 vocabulary. Continuous Provision promotes reading and is an opportunity for children to talk and play in a language-rich environment. There is a 'Story of the Week' which allows us to offer quality experiences such as making 'Big Bad Wolf' soup.

Key Stage 1

In Key Stage One direct and focussed phonics lessons are taught every day using the Read Write Inc. program. Children read from books with the sounds they know, while they are learning to read. Children take home reading books that match their phonic knowledge which allows reading to continue to thrive and develop. Teachers and teaching assistants provide extra practice for the children who make the slowest progress, giving them the best possible chance to catch-up. Children who have completed the phonics programme use Accelerated Reader for their home reading. They complete termly star tests to ensure the books are correctly matched to their ability and complete regular quizzes which allows teachers to monitor their understanding and engagement. Children who have completed RWInc, work in a 'Graduates Group'.

Here children have further opportunity to build on their fluency, stamina for reading longer texts and comprehension skills. A detailed breakdown of a typical week in Year 1 and Year 2 is available to view (Reading Structure document). Please be aware that this model frequently changes and adapts to meet the specific needs of the year group or group of children.

Read Write Inc.



Read Write Inc. Phonics teaches children to read accurately and fluently with good comprehension. They learn to form each letter, spell correctly, and compose their ideas step-by-step. As a school we teach children to read using the programme Read Write Inc. This ensures that we have a consistent, systematic and synthetic approach to phonics. Reading and fostering a love of reading is crucial which is why we start our RWInc programme in our Nurseries. This daily phonics programme is highly successful and the majority of children are able to reach age-related expectations by the end of Year 1.

RWInc: The simple View of Reading

Children will be taught to:

- Learn to read and write the letter-sound correspondences quickly.
- Decode effortlessly
- Spell and handwrite easily
- Comprehend what they read
- Read with fluency and expression
- Write confidently using oral rehearsal
- Work effectively with a partner to articulate their learning at every step.
- For more information: <https://ruthmiskin.com/en/find-out-more/parents/>.

Key Stage 2

Children in Key Stage 2 enjoy whole class reading using carefully selected texts appropriate to their age and ability. These lessons are *often* structured using Eden Park's DRIVE model:

D – Decode
R – Retrieve
I – Infer
V – Vocabulary
E – Explore



This model allows the children to explore high quality, age-related novels which build upon their vocabulary knowledge and reading skills. Our structured approach to the teaching of reading provides children with a robust and sequential system that builds on their prior knowledge as well as develop their accuracy, prosody, pace and comprehension.

Each week, our reading lessons start by developing the children's fluency and vocabulary. At Eden Park, we understand the importance of closing the vocabulary gap as it plays a fundamental role in the reading process and contributes greatly to a reader's comprehension. Specific vocabulary from our class novel or text is chosen every week and the children are taught what the word means as well as synonyms, etymology, and morphology. In terms of fluency, speed reads and timed challenges are used as well as strategies such as 'echo reading' to develop pace, expression, and accuracy. Next, a particular objective is explored; prediction, inference, summarising, clarifying etc. and the children are taught how to use the novel to search for clues and use evidence from the books to justify their answers. Our week in reading, rounds off by focussing on comprehension where children learn how to skim and scan, in-order to retrieve information quickly and efficiently.

A detailed breakdown of typical week in Year 3, 4, 5 and 6 can be found in our Reading Structure document. Please be aware that this model frequently changes and adapts to meet the specific needs of the year group or group of children.

Year group	Developing a reading habit	Thinking and talking about reading
Nursery	Intent: By the end of Nursery , children begin to hear initial sounds in words and begin to orally blend some words. Children are able to link some sounds to letters and show an awareness that English is read from left to right and that text holds a meaning. They can confidently join in and participate with rhyming and alliteration activities including	

	<p>continuing a rhyming string. Children will develop a love of reading through being engaged in rich texts and can be involved with conversations about stories including characters and settings.</p>	
	<ul style="list-style-type: none"> • I am aware that a text holds a meaning and in English goes from left to right, top to bottom. • I can count or clap syllables in a word. • I can begin to recognise the letters masdtinpgo (from RWInc) and link the correct sounds. • I have a good awareness of rhyme and alliteration. e.g. Can finish a rhyming string. • I can begin to hear and say initial sounds in words. • I can begin to be able to hear the sounds in words and orally blend. • I can recognise words, such as my own name, logos, and letters in a text. • 	<ul style="list-style-type: none"> • I can join in with well-known stories. • I can ask questions about stories, make comments, and share my own ideas. • I have a favourite book and will share with an adult, another child, or to look at alone. • I can engage in extended conversations about stories and learn new vocabulary. • I can name the different parts of a book. • I can retell well-known stories, including describing characters, and key events.
Reception	<p>Intent: By the end of Reception, children can read and understand simple sentences in a way which is consistent with their phonic knowledge. Children can confidently recognise sounds for each letter in the alphabet and 10 digraphs to allow them to decode regular words. Children can read some common irregular words. Children demonstrate an understanding when talking to others about what they have read and retell stories themselves in their own words as well as predict what happens in different stories. Children can use and understand new vocabulary in different contexts.</p>	
	<ul style="list-style-type: none"> • I can recognise and can say a sound for each letter in the alphabet and at least 10 digraphs, including ll, ff, ss. • I can say and write the initial sound in words • I can blend CVC, CCVC, CVCC words. • I can hear the sounds in CVC words and spell them correctly. • I can hear sounds in longer words and represent these with letters and/or digraphs. • I can read some common exception words. • I can predict key events in stories. 	<ul style="list-style-type: none"> • I understand what has been read to me by retelling stories in their own words.

	<ul style="list-style-type: none"> I can read aloud simple sentences and books that are consistent with their phonic knowledge. 	
Year 1	<p>Intent: By the end of Year 1, children are able to use their phonic decodable skills to read with growing confidence. Children read and re-read books that are closely matched to their phonic knowledge and their recognition of common exception words/tricky red word. By re-reading these books, the children are able to develop their understanding of punctuation, pace and expression. As the children's fluency develops, the children will begin to self-correct. The children show an interest in a range of books and genres and can answer simple comprehension questions, showing an understanding of what they have read.</p>	
	<ul style="list-style-type: none"> I can read some of Y1/2 common exception word list. I can use phonic knowledge to attempt unknown words. I can begin to identify when reading does not make sense and attempt to self-correct. I can notice and use basic punctuation when reading a text, pausing at full stops. I can read an age-appropriate text at a rate of 60 words per minute. I can clarify meanings of unknown words, using clues in the text/pictures and life experiences to clarify meaning. 5b. Retell known stories, including significant events/main events in sequence. I can answer simple questions / find information in response to a direct, literal question. I can use clues from the text to identify meaning. I can use life experiences and knowledge of words to build a wider known vocabulary. I can distinguish between a word, a letter and a space. 	<ul style="list-style-type: none"> I can talk about main points or key events in a simple text, putting main events from a story in order. I can listen attentively to stories at an appropriate interest level. I can express opinions about likes, dislikes, main events and characters in stories and likes and dislikes in information texts. I can choose and talk about a book from a selection

	<ul style="list-style-type: none"> • I can make plausible predictions about a story, using the text and other features. • I can read accurately some words of two or more syllables that contain the same grapheme-phoneme correspondences (GPCs). 	
Year 2	<p>Intent: By the end of Year 2, the children are growing in confidence in their own reading ability and are able to use a range of strategies to decode unknown words, self-correcting when necessary. Children are able to read a wider range of books independently including a range of fiction, non-fiction and poetry. They can read most of the year 1 and 2 common exception list and contractions accurately. Children's improved fluency, pace and expression enables them to answer a range of comprehend question and make links to other books they have read as well as their wider experience.</p>	
	<ul style="list-style-type: none"> • I can read most common exception words. • I can read most words containing common suffixes. • I can read accurately most words of two or more syllables. • I can sound out most unfamiliar words accurately, without undue hesitation. • I can check that what I have read makes sense. • I know the function of full stops, question marks and exclamation marks when reading and can show this when reading aloud. • I can read an age-appropriate books, the pupil can read words fluently and accurately without overt sounding and blending (approx. over 90 words a minute). • I can discuss the meaning of unknown words, drawing on knowledge of words that I've already know and background information about the text. 	<ul style="list-style-type: none"> • I can begin to talk about the features of certain non-fiction texts (non-chronological report, information poster, letter). • I can summarise a story and non-fiction text, giving the main points clearly in sequence. • I can compare similarities and differences between texts / books in terms of characters, settings and themes • I can explain why an author has used a particular word.

	<p>I can answer questions about a text by retrieving relevant information.</p> <ul style="list-style-type: none"> • I can make some inferences on the basis of what is being said and done. • I can read words with contractions, e.g. I'm, I'll, we'll, he's and understand that the apostrophe represents the omitted letter(s). • I can make predictions about what a text will be like using a range of clues (e.g. experience of books written by the same author, experience of books already read on a similar theme, book title, cover and blurb) and use these predictions to make book choices. • I can locate information in non-fiction texts, including use of the contents and index pages. 	
Year 3 and 4	<p>Intent: By the end of Year 4, the children's reading stamina has increased, and they are able to read more complicated texts. They are able to decode unknown words easily using a range of strategies and self-correct when necessary. Children are able to identify the relationships between characters, the effect they have on the reader and explain the interactions between them. They can select a range of books independently and are able to explain their preferences. Children are able to read between the lines with more accuracy and make inferences that are support with evidence from the text.</p>	
	<ul style="list-style-type: none"> • I can read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. • I can read an age-appropriate text without overt sounding out, inaccuracy or hesitation. • I can read aloud with fluency and expression, taking punctuation and author's intent into account. • In age-appropriate books, I can read words fluently and accurately without overt sounding and 	<ul style="list-style-type: none"> • I can summarise the main ideas and supporting key details in each section of a non-fiction text and give a summary of each section of a fiction text. • I can refer to the text to support opinions and predictions. (Sum up what you have to find / discuss / think about; make your point / state your thoughts and ideas; find evidence in and / or around the text to support your views.) • I can read between the lines, using clues from action, dialogue and description to interpret meaning and / or

	<p>blending at a rate of at least 130 words per minute.</p> <ul style="list-style-type: none"> • I can clarify the meanings of ambitious words and/or phrases in context. • I can locate information quickly and effectively from a range of sources by using techniques, such as text marking, skimming and scanning and knowledge of text structure. • I can retrieve and record information from non-fiction texts. • I can predict what might happen from details stated and implied. • I can use dictionaries to check the meaning of words that have been read. • I can identify relationships between characters, explaining the effects this has on the reader (e.g. how characters behave in different ways as they interact with different people and/or different settings). 	<p>explain what characters are thinking / feeling and the way they act.</p> <ul style="list-style-type: none"> • I can use inference and deduction skills to discuss messages, moods, feelings and attitudes using the clues from the text. • I can talk about the effects of different words and phrases in fiction to create different images and atmosphere (e.g. powerful verbs, descriptive adjectives and adverbs). • I can talk about the author's choice of language and its effect on the reader in nonfiction texts (e.g. 'foul felon' in a newspaper report about a burglary). • I can identify the point of view from which a story is told and how this affects the reader's response (i.e. author's bias). • I can compare and talk about the structures and features of a range of fiction and non-fiction texts (including, in stories, how they differ in pace, build up, sequence, problem and resolution and how different genres of stories differ in language use and plot). • I can discuss how and why the text affects the reader and refer back to the text to back up a point of view, in most standard-appropriate texts.
Year 5 and 6	<p>Intent: By the end of Year 6, children are fluent and confident readers who have developed a passion for reading. They are capable of tackling some demanding texts and have an increased understanding of a range of vocabulary. The children are able to locate and retrieve information using the strategies of skimming and scanning. Across a range of texts, the children can distinguish between fact and opinion. In discussion and through their written work, the children are able to make inferences and justify these with evidence from the text. They are able to make connections between books that they have read before and draw upon their wider experiences. The children can comment on the author's voice and discuss the effect the vocabulary and figurative language have on the reader.</p>	

	<ul style="list-style-type: none"> • I can read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. • I can read an age-appropriate text accurately. • I can read aloud with intonation that shows understanding. • I can read age-appropriate books with confidence and fluency (including whole novels). • I can work out the meaning of words from the context. • I can check the text makes sense, discussing my understanding and exploring the meaning of words and phrases. • I can use quotations and text references to support ideas and arguments. • I can retrieve information from non-fiction. • I can draw inferences about a character's feelings, thoughts, motives and character, supporting their view with evidence from the text. • I can make comparisons within and across books. • I can predict what might happen from details stated and implied. • I can distinguish between statements of fact and opinion. 	<ul style="list-style-type: none"> • I can summarise main ideas drawn from more than one paragraph, identifying key details and using quotations for illustration. • I can explain and discuss my understanding of what I have read, drawing inferences and justifying these with evidence. • I can discuss and evaluate how authors use language, including figurative language, considering the impact on the reader. • I can identify and explain comparisons used by authors and their effect on the reader. • I can clearly identify the effect the writing has on the reader, and begin to explain how this impact has been created through the author's choice of language.
--	--	---

Impact

Reception

% of children achieving ELG		
2018	2019	2022
67.8	72%	70%

% of children achieving ELG in Reading	
2018	69% expected and of these 19% exceeding
2019	85% expected and of these 15% exceeding
2022	78% expected standard

Phonics Screen

We continue to report consistency high phonic screen results for our Year 1 children.

2020-2021 outcomes were taken in November with our Year 2 children due to National Lockdown.

% achieving expected standard or above			
	2018-2019	2020-2021	2021-2022
Eden Park	90%	84%	78%
National	91%	n/a	Tbc

Key Stage 1

% achieving expected standard or above			
	2018-2019	2020-2021 *teacher assessments	2021-2022
Eden Park	77%	60%	68%

National	75%	n/a	Tbc
-----------------	-----	-----	-----

Key Stage 2

% achieving expected standard or above			
	2018-2019	2020-2021 *outcome of completing 2019 SAT paper	2021-2022
Eden Park	64%	79%	81%
National	73%	n/a	74%