



Intent

At Patrington Church of England Primary Academy our curriculum is designed to: inspire enthusiasm for learning, build on achievement and support pupil well-being and happiness to allow our learners a safe environment within which to flourish.

We follow our Christian Values of Trust, Friendship and Perseverance to strive to ensure that: Everyone Belongs, Everyone Cares and Everyone Tries.

We recognise that we are educating children for an unrecognisable future and in order to be prepared for this we identified the following golden threads which are woven throughout our broad and balanced Curriculum:

Our Golden Threads through our curriculum

Foster curiosity.

Learn to disagree respectfully.

Be open to another way.

Find your wonderful - ambition and self worth

Within our inclusive environment our curriculum allows all children to ensure that Equity, Curiosity and Ambition are nurtured.

"And Jesus said to him, If you can? All things are possible to those who believe." Mark 9:23

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Intent (Continued)

The overarching aim for English in the National Curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment.

At Patrington Church of England Academy our aim is to ensure that children are able to:

- read easily, fluently and with good understanding;
- develop the habit of reading widely and often, for both pleasure and information;
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language;
- appreciate our rich and varied literary heritage;
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas.

At Patrington Church of England Primary Academy, we teach Reading in a way that enables children to develop their skills and use them to communicate effectively in everyday life.

We want our children to be able to:

- read and use a wide variety of interesting and exciting vocabulary;
- respectfully articulate their responses to the texts which they have read in any discussion;
- read with confidence, fluency and understanding;
- develop an understanding of how to use a range of independent strategies to take responsibility for their own learning, including self-monitoring and correcting their own errors;
- develop a love of reading and a desire to read for enjoyment;
- understand a range of text types and genres.

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Implementation

Reading is taught in a number of ways, but initially in KS1 this is largely through the Little Wandle Letters and Sounds Revised Phonics Programme. From the reading part of this, comprehension skills are also developed within adult led ability groups 3x per week to enable our children to become confident, independent readers who read for enjoyment and information every day. Books are sent home on a weekly basis so children can practise their reading skills with a parent/carer. As children develop into fluent readers, there is greater emphasis on developing their comprehension skills: questioning to check their understanding. Once completing Little Wandle the children move on to learning spelling rules through the Spelling Shed programme.

In KS2, the children participate in a daily whole class reading session. Following the principles outlined in 'Reading Reconsidered', the children will read a wide range of chaptered books and poetry across KS2. The principles outlined in 'Reading Reconsidered' highlight the five types of texts that children should have access to in order to successfully navigate reading with confidence. These are complex and demand more from the reader than other types of books.

The five text types are:

Archaic Language

The vocabulary, usage, syntax and context for cultural reference of texts over 50 years old are vastly different and typically more complex than texts written today. Children need to be exposed to and develop proficiency with antiquated forms of expression to be able to hope to read more complex texts.

Non-Linear Time Sequences

Stories where time flows back and forth in a complex manner not just flows in one direction.

Narratively Complex

Some books have more than one narrator telling the story or non-human narrators such as the horse who tells the story in Black Beauty.

Complexity of story

Where the plot and symbols used are more complicated, for example interwoven plots.

Resistant Texts

This refers to texts which are difficult to understand, texts that deliberately resist comprehension. You have to assemble meaning around nuances, hints, uncertainties and clues.

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Impact

After leaving Patrington Primary Academy at the end of Key Stage Two, pupils should be equipped with a range of skills to enable them to succeed in their secondary education and to be able to enjoy and appreciate music throughout their lives.

Children will:

- Be confident performers, composers and listeners and will be able to express themselves musically at and beyond school.
- Show an appreciation and respect for a wide range of musical styles from around the world and will understand how music is influenced by the wider cultural, social, and historical contexts in which it is developed.
- Understand the ways in which music can be written down to support performing and composing activities.
- Demonstrate and articulate an enthusiasm for music and be able to identify their own personal musical preferences.
- Meet the end of key stage expectations outlined in the national curriculum for Reading (for example, in 2023, 76% achieved the expected standard in reading).

Knowledge in English

Knowledge in reading refers to the understanding and application of effective reading strategies. When these reading strategies are secure and reading is fluent and accurate, children are able to interpret and evaluate a range of literature.

Substantive knowledge in Reading

In reading, substantive knowledge is the ability to decode and sight read words. This allows children opportunities to read for pleasure, including reading and reciting poetry, and develop their vocabulary. Children are then able to apply their knowledge of reading strategies to comprehend a range of texts.

Disciplinary knowledge in Reading

In reading, the disciplinary knowledge is the interpretation and comparison of themes and conventions, using text to back up arguments and discussions and evaluating the intentions of the author. It is the process of thinking critically and creatively using the automaticity of substantive knowledge.

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	Foundation Stage	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Decoding and Fluency	<p>Identify the taught GPCs (the sounds that the letters make) including some digraphs. (LIT)</p> <p>Blend the taught sounds to read CVC, CVCC and CCVC words. (LIT)</p> <p>Read some taught common exception/ high frequency and familiar words. (LIT)</p> <p>Read sentences made up of words with taught sounds and common exception words. (LIT)</p>	<p>Apply phonic knowledge to decode words</p> <p>Read aloud phonically-decodable texts</p> <p>Re-read books to build fluency and confidence</p> <p>Read simple sentences and understand the meaning including what a pronoun is (extra) speedily read all 40+ letters /groups for 40+ phonemes including alternative sounds for graphemes</p> <p>Read Year 1 common exception words noting unusual correspondences between spelling and sound (identifying where they appear)</p> <p>Read polysyllabic words containing taught GPCs</p> <p>Read common suffixes (-s, -es, -ing, -ed, -er and -est)</p>	<p>Apply phonic decoding until automatic and reading is fluent</p> <p>Read common suffixes (-ed, -ing,-er, -est, -y, -er, -ment, -ful, -ness, -less, -ly</p> <p>Re-read books to build up fluency and confidence in word reading note punctuation to read with appropriate expression</p> <p>Read accurately by blending, including alternative sounds for graphemes</p> <p>Read Year 2 common exception words, noting unusual correspondences</p> <p>Read aloud books matched to phonic knowledge by sounding out unfamiliar words automatically</p> <p>Read polysyllabic words containing</p>	<p>Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), 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>Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), 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>Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet</p>	<p>Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet</p>

		<p>Read contractions and understand that the apostrophe represents the omitted letter(s)</p> <p>Read accurately by blending taught GPCs</p> <p>Develop some fluency and expression, pausing at full stops (extra)</p> <p>Begin to self correct inaccurate reading</p>	<p>above graphemes</p> <p>Read most words quickly & accurately without overt sounding and blending</p> <p>Self-correct when a sentence has been read incorrectly.</p>				
<p>Range of reading</p>	<p>Read sentences made up of words with taught sounds and common exception words. (LIT)</p> <p>Listen to, talk about and respond to stories (rhymes and songs) with actions, relevant comments, questions; recalling key events and innovating. (C&L)</p> <p>To use non-fiction books to develop new knowledge and vocabulary. (C&L)</p>	<p>Listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently</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>Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p>Read books that are structured in different ways and reading for a range of purposes</p>	<p>Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p>Read books that are structured in different ways and reading for a range of purposes</p>	<p>Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p>Read books that are structured in different ways and read for a range of purposes</p> <p>Make comparisons within and across books</p>	<p>Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p>Read books that are structured in different ways and read for a range of purposes</p> <p>Make comparisons within and across books</p>

<p>Familiarity with texts (to RETRIEVE information from the text)</p>	<p>Talk about and respond to stories, rhymes and poetry; recalling, sequencing and anticipating key events, some as exact repetition and some in their own words. (LIT)</p> <p>To begin to interpret stories, rhymes and poetry; making suggestions for actions and events (images and text). (LIT)</p> <p>To talk about and respond with questions to non-fiction books; recalling some facts with increasing explanation and vocabulary in response to questions. (LIT)</p>	<p>Recognise and join in with predictable phrases</p> <p>Become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics</p>	<p>Become increasingly familiar with and retell a wider range of stories, fairy stories and traditional tales</p> <p>Recognise simple recurring literary language in stories and poetry</p>	<p>Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retell some of these orally</p> <p>Identify themes and conventions in a wide range of books</p>	<p>Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retell some of these orally</p> <p>Identify themes and conventions in a wide range of books</p>	<p>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>Identify and discuss themes and conventions in and across a wide range of writing</p>	<p>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>Identify and discuss themes and conventions in and across a wide range of writing</p>
<p>Developing vocabulary (to EXPLAIN meaning of words)</p>	<p>Build up vocabulary that reflects the breadth of their experiences. Extend vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.</p> <p>Use vocabulary and forms of speech that</p>	<p>Discuss word meaning and link new meanings to those already known</p>	<p>Discuss and clarify the meanings of words, linking new meanings to known vocabulary.</p> <p>Discuss their favourite words and phrases</p>	<p>Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.</p> <p>Use dictionaries to check the meaning of words that they have read.</p>	<p>Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.</p> <p>Use dictionaries to check the meaning of words that they have read.</p>	<p>Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.</p> <p>Use dictionaries to check the meaning of words that they have read.</p>	<p>Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.</p> <p>Use dictionaries to check the meaning of words that they have read.</p>

	are increasingly influenced by their experiences of books.						
Poetry and performance	To listen and sing nursery rhymes and songs, recalling whole songs and rhymes singing some independently and performing in groups / independently for others. (C&L)	Learn to appreciate rhymes and poems, and to recite some by heart	Continue to build up a repertoire of poems learnt by heart, appreciate these and recite some, with appropriate intonation to make the meaning clear	Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action Recognise some different forms of poetry	Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action Recognise some different forms of poetry	Learn 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	Learn 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
Word meanings	Talk about elements of a topic using newly introduced vocabulary (C&L)	Discuss word meanings and link new meanings to words already known	Discuss and clarify the meanings of words and link new meanings to known vocabulary Discuss their favourite words and phrases	Use dictionaries to check the meaning of words that they have read	Use dictionaries to check the meaning of words that they have read	Use dictionaries to check the meaning of words that they have read	Use dictionaries to check the meaning of words that they have read

<p>Understanding</p>	<p>Understand how to listen carefully. (C&L)</p> <p>Respond to stories (rhymes and songs) with actions, relevant comments, questions; recalling key events. (LIT)</p> <p>Talk about elements of a topic using newly introduced vocabulary and extending sentences using a range of conjunctions to offer extra explanation and detail. (LIT)</p>	<p>Draw on what they already know or on background information and vocabulary provided by the teacher</p> <p>Be encouraged to link what they read or hear read to their own experiences</p> <p>Check that the text makes sense to them as they read and correct inaccurate reading</p> <p>Answer simple retrieval questions about a text and find evidence to support answers (Extra)</p>	<p>Discuss the sequence of events in books and how items of information are related</p> <p>Draw on what they already know or on background information and vocabulary provided by the teacher</p> <p>Make links between a current book and those already read</p> <p>Check that the text makes sense to them as they read and correct inaccurate reading</p>	<p>Check that the text makes sense to them, discuss their understanding and explain the meaning of words in context</p> <p>Ask questions to improve their understanding of a text</p> <p>Identify main ideas drawn from more than one paragraph and summarise these</p> <p>Identify morals and messages in a story</p>	<p>Check that the text makes sense to them, discuss their understanding and explain the meaning of words in context</p> <p>Ask questions to improve their understanding of a text</p> <p>Identify main ideas drawn from more than one paragraph and summarise these</p> <p>Identify morals and messages in a story</p>	<p>Check that the book makes sense to them, discuss their understanding and explore the meaning of words in context</p> <p>Ask questions to improve their understanding</p> <p>Summarise the main ideas drawn from more than one paragraph, identifying key details to support the main ideas</p>	<p>Check that the book makes sense to them, discuss their understanding and explore the meaning of words in context</p> <p>Ask questions to improve their understanding</p> <p>Summarise the main ideas drawn from more than one paragraph, identifying key details to support the main ideas</p>
<p>Inference</p>	<p>To begin to interpret stories, rhymes and poetry; making suggestions for actions and events (images and text).(LIT)</p>	<p>Discuss the significance of the title and events</p> <p>Make inferences on the basis of what is being said and done</p>	<p>Make inferences on the basis of what is being said and done</p> <p>Answer and ask questions</p>	<p>Draw inferences such as inferring characters' feelings, thoughts and motives from their actions</p> <p>Justify inferences with evidence</p>	<p>Draw inferences such as inferring characters' feelings, thoughts and motives from their actions</p> <p>Justify inferences with evidence</p>	<p>Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence</p>	<p>Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence</p>
<p>Prediction</p>	<p>To talk about and respond to stories, rhymes and poetry; recalling, sequencing and anticipating key events some as exact repetition and some in their own words.</p>	<p>Predict what might happen on the basis of what has been read so far</p>	<p>Predict what might happen on the basis of what has been read so far</p>	<p>Predict what might happen from details stated and implied</p>	<p>Predict what might happen from details stated and implied</p>	<p>Predict what might happen from details stated and implied</p>	<p>Predict what might happen from details stated and implied</p>

<p>Authorial intent</p>			<p>Identify how vocabulary choice affects meaning: "Crept lets you know they are trying to be quiet."</p> <p>Identify and comment on vocabulary and literary features: "Usually, fairy tales start with once upon a time..."</p>	<p>Discuss the author's choice of words and phrases for effect: "Crept makes you know they were quiet and that they were going slowly because they didn't want to be caught."</p> <p>Identify vocabulary that captures the reader's interest</p>	<p>Identify how an author's language, structure and presentation contribute to meaning, create feelings (e.g. of tension or humour), and capture the reader's interest and imagination.</p>	<p>Identify and comment on expressive, figurative and descriptive language to create effect in poetry and prose.</p> <p>Explain the author's techniques for describing characters, settings and actions.</p> <p>Evaluate the use of author's language and explain how it has created an impact on the reader. Recognise the ways in which authors present issues and points of view: "She has only mentioned the bad points about air travel."n the reader</p>	<p>Analyse and evaluate the use of language, including figurative language and how it is used for effect, using technical terminology such as rhythm, rhyme, metaphor, simile, analogy, imagery, style and effect.</p> <p>Identify and evaluate the effectiveness of an author's choice and use of language, explaining the impact on the reader</p>
<p>Non-fiction</p>	<p>Know that information can be relayed in the form of print.</p> <p>Know that information can be retrieved from books and computers.</p>	<p>Talk about and respond with questions to nonfiction books; recalling some facts with increasing explanation and vocabulary in response to questions.</p> <p>Know and explain some differences between fiction and non-fiction books.</p>	<p>Be introduced to non-fiction books that are structured in different ways</p>	<p>Retrieve and record information from non - fiction texts using contents and glossary to locate it.</p>	<p>Use all of the organisational devices available within a non - fiction text to retrieve, record and discuss information.</p> <p>Use dictionaries to check the meaning of words that they have read.</p>	<p>Use knowledge of texts and organisation devices to retrieve, record and discuss information from fiction and non - fiction texts.</p> <p>Distinguish between fact and opinion.</p>	<p>Retrieve, record and present information from non -fiction texts.</p> <p>Use non - fiction materials for information retrieval, including where pupils are self-motivated to find out information (e.g. reading information leaflets before a visit).</p> <p>Prepare for factual</p>

							<p>research, considering what is known already.</p> <p>Recognise bias, fact and opinion.</p>
<p>Reading for pleasure: Listening to and discussing texts. Comparing, contrasting and commenting.</p>	<p>Talk about and respond to stories (rhymes and songs) with actions, relevant comments, questions.</p> <p>Talk about and respond to stories, rhymes and poetry; recalling, sequencing and anticipating key events, some as exact repetition and some in their own words.</p> <p>Begin to interpret stories, rhymes and poetry; making suggestions for actions and events.</p> <p>Talk about and respond with questions to non-fiction books; recalling some facts with increasing explanation and vocabulary in response to questions.</p>	<p>Participate in discussion about what is read to them by taking turns and listening to what others say</p> <p>Explain clearly their understanding of what is read to them</p>	<p>Participate in discussion about books, poems & other works that are read to them & those that they can read for themselves by taking turns and listening to what others say</p> <p>Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves</p>	<p>Participate in discussion about both books that are read to them and those they can read for themselves by taking turns and listening to what others say</p>	<p>Participate in discussion about both books that are read to them and those they can read for themselves by taking turns and listening to what others say</p>	<p>Recommend books that they have read to their peers and giving reasons for their choices</p> <p>Participate in discussions about books, building on their own and others' ideas and challenging views courteously</p> <p>Explain and discuss their understanding of what they have read, including through formal presentations and debates</p> <p>Provide reasoned justifications for their views</p>	<p>Recommend books that they have read to their peers and giving reasons for their choices</p> <p>Participate in discussions about books, building on their own and others' ideas and challenging views courteously</p> <p>Explain and discuss their understanding of what they have read, including through formal presentations and debates provide reasoned justifications for their views</p>

