



THE
ROBERT DRAKE
PRIMARY SCHOOL

CURRICULUM PROGRESSION FOR READING

EYFS	→	YEAR 1 and 2	→	YEAR 3 and 4	→	YEAR 5 and 6
<p>Phonics is taught in a highly structured and systematic programme of daily lessons across EYFS. The school's phonics programme provides a synthetic approach to the teaching of phonics. The planning incorporates use of resources from Jolly Phonics, Bug Club, Mr Thorne does Phonics, Phonics Play and Twinkl (second half of the summer term). These are used because they are multisensory and engaging. Bug Club teaching resources are used in conjunction with the Bug Club reading books which are grouped into letter sets to match the order taught. This ensures stepped progression throughout the phonic</p>		<p>Phonics continues to be taught in a highly structured and systematic programme of daily lessons across KS1. The school's phonics programme provides a synthetic approach to the teaching of phonics. In Year One and Two planning incorporates use of resources from Bug Club, Mr Thorne does Phonics, Phonics Play and Twinkl. Phonics reading books are sent home in line with the sounds taught in class for reinforcement and additional practise. Phonics continues to be assessed regularly at the end of each half term which enables teachers to identify any children who require focused interventions.</p>		<p>In Year 3 and 4, pupils' reading books are still banded but into three bands containing a broader, wider variety of books, including fiction, non-fiction and poetry. This reflects their developing curiosity in the world around them and enables them to select a book depending on their individual interests. Understanding and decoding is systematically checked by the teacher before pupils can move up to the next band. Reading books are longer so are read only once. The focus is now on comprehension rather than decoding. However, for those pupils who are not fluent readers, a systematic phonics programme</p>		<p>Pupils in Year 5 and 6 have generally moved on to being 'free readers' so they can read and discuss an increasingly wide range of fiction, non-fiction, poetry, reference and textbooks that nurture a love of reading for enjoyment as well as for information. Pupils are encouraged to read a diverse range of books that are structured in different ways, which can be selected from home, class book corners or the library.</p> <p>Pupils will be able to not only answer a wider range of more challenging comprehension questions based on age-appropriate texts but are also expected to consider and evaluate how the use of language, including figurative language, has</p>

<p>phases. Each session gives our children an opportunity to revisit their previous learning, be taught new skills, practise together and apply what they have learned. Phonics teaching covers all the pre-requisite skills for reading such as sound identification, sequencing, reproduction, discrimination, segmenting and blending. The children also begin to read common exceptional words on sight.</p> <p>Phonics is assessed regularly at the end of each half term which enables teachers to identify quickly any misconceptions. This informs next steps for each child. For identified children with SEND or other additional needs, this may continue to support their understanding and learning. There are focussed periods within the day when class teachers share traditional books and text. Stories written by appropriate authors are shared with the classes in addition to rhymes,</p>	<p>When children go into Year 1 and 2, their understanding, and decoding is checked. If needed, previous bands are revisited so children's learning can be consolidated. Sometimes children on the SEND register or those with other additional needs may need to start on earlier bands appropriate to their reading development. In Year 1, the most able readers start on blue band and greater depth readers on green or orange band. In KS1, coloured book bands contain a wide variety of fiction and non-fiction books for children to enjoy. These ensure progression through the bands but enable them to have more independence, ownership and choice of the books they read. Each book has been selected as being appropriate for that band based on number of syllables, graphemes, phonemes and common exception words contained in the text on the page.</p>	<p>is taught so they can catch up with their peers.</p> <p>Age-appropriate texts are selected for regular guided reading sessions after which a wide range of questions are asked. Pupils will be able to answer not only recall and inference-based questions but also application, analysis, synthesis and evaluative questions. Pupils are taught about PEE (point, explanation, example) so they will be able to answer more complex questions. Guided reading texts include: Dolphin Boy, The Akimbo Adventures, Striking Out, Nothing to See Here Hotel, Iron Man and Billionaire Boy. Some of these texts are also used as the class novel. A wider range of non-fiction texts are also used as well as longer poems.</p> <p>Texts that are used for a stimulus for writing form part of whole class reading. These include:</p> <ul style="list-style-type: none"> • Emmett Chappelle • Jamela's Dress 	<p>impacted the reader. They will also be taught about sentence structure and how it reflects what is contained in the text. Pupils will be able to participate in discussions about different texts that they have read and be able to justify their opinions and views.</p> <p>More complex texts are used for guided reading and include: Holes, Wonder, Skellig, There's a Boy in the Girls' Bathroom, Shadow of the Minotaur, The Boy in the Striped Pyjamas, Harry Potter and Stormbreaker. Some of these books are also used as the class novel.</p> <p>More complex non-fiction texts are used as well as longer, more complicated poems, including Beowulf, and The Highwayman.</p> <p>Texts that are used for a stimulus for writing form part of whole class reading. These include:</p> <ul style="list-style-type: none"> • Katherine Johnson • Baba Yuga
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<p>poems and songs. Books are sent home so parents and carers can enjoy the book with their child. The focus for pink, red and yellow band books is decoding. As children progress on to yellow band books, they are encouraged to read each book twice: once for the decoding of unfamiliar words and the second time to improve fluency and comprehension. Guided reading sessions are introduced during the summer term. Children are grouped based on their phonics' knowledge and understanding.</p> <p>A variety of novels written by Julia Donaldson are read to the children throughout the year, together with non-fiction texts, poems and rhymes.</p> <p>Texts that are used for a stimulus for writing form part of whole class reading. These include:</p> <ul style="list-style-type: none"> • Handa's Surprise • We all went on Safari 	<p>During KS1, books continue to be sent home so parents and carers can enjoy reading with their child. There is still an expectation that books are read twice.</p> <p>The teacher hears children read regularly so progress can be checked before they move onto the next band.</p> <p>In Year 1, guided reading sessions continue, and children are taught how to use skimming and scanning techniques to identify key words and phrases. They will then use these when locating answers requiring retrieval of facts. During Year 2, children will be able to answer more complex, knowledge- recall questions. They are taught how to analyse and 'read between the lines' so they will be able to answer inference-based questions.</p> <p>The books that are used link closely to Bug Club in Year 1 but also include novels such as Room on a Broom, How to Catch a Star</p>		
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	<p>and The Gruffalo. A variety of non-fiction and poems are also used. Novels which are read to the children include: The Hundred-Mile-An-Hour Dog, Choosing Crumble, Charlotte's Web and Fing.</p> <p>Texts that are used for a stimulus for writing form part of whole class reading. These include:</p> <ul style="list-style-type: none"> • Rosa Parkes • Mama Panya's Pancakes 		
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Phonics Banded Books:

- Red Band – Phase 2
- Yellow Band – Phase 3 and 4
- Blue Band – Phase 5
- Green Band – Phase 6