



THE
ROBERT DRAKE
PRIMARY SCHOOL

CURRICULUM PROGRESSION FOR READING

EYFS	YEAR 1	Year 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 uses Monster Phonics. This is a child-centred approach to teaching phonics. The approach is meaningful, interactive and easy to understand, creating high engagement. The systematic colour-coding of graphemes linked to phoneme; monsters makes it easier to understand. The activities are multi-sensory requiring</p>	<p>Phonics continues to be taught in a highly structured and systematic programme of daily lessons across Year 1. Monster Phonics continues to be used. It is still a child-centred approach which continues to be meaningful, interactive and easy to understand, therefore engagement continues to be high. The systematic colour-coding of</p>	<p>Phonics continues to be taught in a highly structured and systematic programme of daily lessons across Year 2. The school uses Monster Phonics. This is a child-centred approach to teaching phonics. The approach is meaningful, interactive and easy to understand, creating high engagement. Phoneme monsters are still linked to systematic colour-coded graphemes to aid understanding. The</p>	<p>In Year 3 and 4, pupils' reading books are part of the Accelerated Reader program, which contains a wide variety of books, including fiction and non-fiction. A selection of poetry books is also available. Books are sorted into eight levels of challenge, which are further divided into 10 sub-levels. Pupils are given a suggested range of challenge which is identified from half-termly assessments. There is a wide variety of books to choose from which enables them to select a book depending on their individual interests. Understanding and decoding is systematically checked by the</p>	<p>Pupils in Year 5 and 6 continue to read books that are part of the Accelerated Reader program but not exclusively. Books that are chosen generally have a higher level of challenge. There is an increasingly wide range of fiction and non-fiction from which to choose. There are also poetry, reference and textbooks that are not contained in the program but which are available to be read. This wide range of books nurtures 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>Age-appropriate, challenging texts continue to be selected for whole-</p>

<p>reading, writing, singing and actions: learning is by doing and experiencing phonics rather than just being told about it. Monster phonics bridges the gap between phonics and the National Curriculum. The reception year covers Letters and Sounds phase 2 to phase 4. Phonics is assessed regularly at the end of each half term which enables teachers to quickly identify any misconceptions. This informs next steps for each child. For identified children with SEND or other additional needs, this may continue to support their</p>	<p>graphemes linked to phoneme monsters makes easier to understand. The activities are multi-sensory (requiring reading, writing, singing and actions) so that learning is by doing and experiencing phonics rather than just being told about it. Monster phonics bridges the gap between phonics and the national curriculum. In Year 1, Monster phonics teaches Phase 5 and incorporates the KS1 spelling curriculum. Phonics continues to be assessed regularly at the end of each half term which enables teachers to identify any children</p>	<p>activities continue to be multi-sensory so learning is by doing and experiencing. Monster phonics continues to bridge the gap between phonics and the National Curriculum. In Year 2, Monster phonics teaches Phase 6 grammatical elements important for accurate reading and spelling. Phonics continues to be assessed regularly at the end of each half term which enables teachers to identify any children who require focused interventions. As children enter Year 2, their understanding and decoding is checked again. Coloured book bands containing a wide variety of fiction and non-fiction books</p>	<p>teacher from the quizzes that are completed for each book. Reading books are longer so are read only once. The focus is much more on comprehension rather than decoding. However, for those pupils who are not fluent readers, a systematic phonics programme is taught which is the Monster Phonics Intervention Programme. This will enable them to catch up with their peers. Age-appropriate, challenging texts are selected for whole-class, guided reading sessions. There is a focus on vocabulary as well as comprehension. Reading activities are completed regularly. 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)</p>	<p>class, guided reading sessions. Vocabulary and comprehension remain a focus. More challenging reading activities are completed regularly.</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 impacted the reader. They will also be taught about sentence structure and how it reflects what is contained in the text and the author's intent. 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>
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<p>understanding and learning.</p> <p>There are focussed periods within the day when class teachers share traditional books and texts. Stories written by appropriate authors are shared with the classes in addition to rhymes, 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.</p>	<p>who require focused interventions.</p> <p>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. When children go into Year 1, their understanding and decoding is checked.</p>	<p>continue to be used and enjoyed. Progression through the bands continues but children are encouraged to be more independent in the choices they make. 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 2, children reading at greater depth start on purple band. During Year 2, books continue to be sent home so parents and carers can enjoy reading with their child. There is still an</p>	<p>so they will be able to answer more complex questions successfully.</p>	
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<p>Guided reading sessions are introduced during the summer term. Children are grouped based on their phonics' knowledge and understanding.</p>	<p>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. During Year 1, 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. The teacher hears children read</p>	<p>expectation that books are read twice until they reach purple band. The teacher hears children read regularly so progress can be checked before they move onto the next band. In Year 2, whole-class, guided reading sessions continue, and children develop their skimming and scanning skills to not only identify key words and phrases, but are able to answer a variety of simple comprehension questions (as per the Teacher Assessment Framework). Comprehension questions will include more complex, knowledge- recall questions. Children are taught how to analyse</p>		
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	<p>regularly so progress can be checked before they move onto the next band. In Year 1, whole-class, guided reading sessions happen. 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.</p>	<p>and 'read between the lines' so they will be able to answer inference-based questions.</p>		
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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