



INTENT



Love for Learning:

Reading is a pathway for learning. Our children will engage with quality texts and poetry which tell different stories from different people. They will enjoy and experience a diverse range of text with a focus on acquiring a word rich vocabulary. We will nurture all our young readers, regardless of their starting points to discover a literate identity for themselves. Our children will read with intrinsic motivation - being rewarded for their efforts with a love of reading, a wide and rich knowledge and understanding of the world, empathy and compassion.



Enquiring Minds:

Our children will develop the habit of reading widely and often. We want all children to see themselves as readers and to recognise that through reading they learn. They will have opportunities to discover their own reading preferences, and these will be validated and encouraged. Children will learn that they improve their reading through practise and to form their own opinions about what they read.



World Wise:

Children will see that through reading they can connect with others and with different communities and cultures. At our school we strive for a community of readers with home reading at its centre. Families will know how to support their children with reading from early on, they will enjoy listening to their children read and reading to their children themselves. As a school we will enjoy sharing books, talking about books and learning from what we read.



Phonics & Early Reading: At The Vaynor First School we teach phonics through Little Wandle Letters and Sounds. This is taught every day to our children who need phonics. We start teaching phonics from the start of Reception. Phonics is taught in a sequential way to build upon skills and understanding. Reading sessions are also scheduled three times a week and be taught by a trained adult in Reception and Year 1.

Children are taught with books that match their secure phonic knowledge and read the same book aloud in each of the three sessions with growing automaticity and accuracy. The pre-read and independent reading parts of the sessions are essential in providing the repeated practice needed for children to build fluency. Each session in this 'three read' model has a clear focus:

- Read 1: decoding • Read 2: prosody – reading with meaning, stress and intonation • Read 3: comprehension – understanding the text. Each of these sessions follows the same structure: • Pre-read: Revisit and review • Reading practice: Practise and apply • Review: Pacy review of any misconceptions. By the third read children will take home their Little Wandle Reading book so that they can share the skills they have practiced with a grown-up at home.

	EYFS	Year 1	Year 2	Year 3	Year 4
Word Reading – Phonics, Etymology and Morphology	Children read and understand simple sentences. They use phonic knowledge to decode regular words	Blend sounds in unfamiliar words using the CGPs (grapheme -phoneme correspondence)	Read accurately most words of two or more syllables · Read most words containing common suffixes (-ed, -ing,-er, -est, -y, er, -ment, -ful, -ness,	Apply phonic decoding until automatic and reading is fluent. Read common suffixes (-ed, -ing,-er, -est, -y, er, -ment, -ful,	Read most words effortlessly and attempt to decode any unfamiliar words with increasing speed and skill and draw on a selection of

<p>Common Exception Words</p>	<p>and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.</p>	<p>Respond speedily, giving the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes. Read common exception words, noting unusual correspondence between spelling and sound and where these occur. Read words containing: -s, -es, -ing, -er and -est endings. Read words with contractions e.g. I'm, I'll, we'll. Read aloud texts that are consistent with their developing phonic knowledge. Re-read texts to build up fluency and confidence in word reading.</p>	<p>less, -ly) Read year 2 common exception words. Read words accurately and fluently without overt sounding and blending. Sound out most unfamiliar words accurately, without undue hesitation.</p>	<p>-ness, less, -ly) Re-read books to build up fluency and confidence. Note punctuation to read with appropriate expression. Read accurately by blending, including alternative sounds for graphemes. Read Year 3 common exception words, noting unusual correspondences. Read aloud books matched to phonic knowledge by sounding out unfamiliar words automatically. Read polysyllabic words containing the above graphemes. Check that the text makes sense to them as they read and correct inaccurate reading. Read most words quickly & accurately without overt sounding and blending. Read silently at a more rapid pace, taking note of punctuation, and using it to keep track of a longer sentence.</p>	<p>strategies to decode new words with increasing automaticity. Apply their knowledge of root words, prefixes and suffixes/word endings to read aloud fluently. Read Y4 common exception words. Apply their growing knowledge of root words, prefixes and suffixes/word endings (etymology and morphology) to read aloud and to understand the meaning of new words in a text.</p>
<p>Word reading – fluency</p>	<p>To develop the skills, through silent blending (as introduced by Little Wandle) to become more fluent readers. To be exposed and taught explicit reading skills during the Little Wandle 3 reading sessions so that reading is practiced over time and fluency is developed.</p>	<p>To accurately read texts that are consistent with their developing phonic knowledge, that do not require them to use other strategies to work out word. To re-read texts to build up fluency and confidence in word reading through Little Wandle reading session.</p>	<p>To read words accurately and fluently without overt sounding and blending. To read aloud books which are closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.</p>	<p>To read age-related books with confidence, fluency and accuracy. Changes voice to adapt to different characters and develops a storytelling voice. Relies less on phonic skills to support fluent rereading. Reads fluently and has a good understanding of what they</p>	<p>To read age-related books with confidence, fluency and accuracy. Reads texts with a rhythm that is enjoyable to listen to and rarely needs to self-correct mistakes. Maintains a good reading pace and knows how to adjust this according to the text type.</p>

			<p>Re-reads books to build up fluency and confidence in word reading.</p> <p>Uses punctuation and text layout to read with a greater range of intonation, stress, pitch and juncture with increasing control.</p> <p>Adapts to fiction, non-fiction and poetic language and adjusts reading pace to text type.</p>	<p>have read and comprehension of the text.</p> <p>Self-correction is automatic in most cases.</p>	<p>Is comfortable reading silently and reading aloud to others.</p>
<p>Reading for Pleasure – Personal reading journey.</p>	<p>To listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.</p> <p>To make comments about what they have heard and ask questions to clarify their understanding.</p> <p>Can recite nursery rhymes and remember ones learnt in the past.</p>	<p>To check that the text makes sense to them as they read and correcting inaccurate reading.</p> <p>Engages with a wide range of poems, stories and non-fiction at a level beyond that they can read independently.</p> <p>Familiar with traditional tales and selected poems.</p>	<p>To listen to, discuss and express views about a wide range of contemporary and classic poetry, stories and nonfiction at a level beyond that at which they can read independently.</p> <p>To be introduced to nonfiction books that are structured in different ways.</p> <p>To draw on what they already know or on background information and vocabulary provided by the teacher.</p> <p>To check that the text makes sense to them as they read and correct inaccurate reading.</p> <p>To 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>To begin to read books that are structured in different ways covering a variety of genres.</p> <p>To increasingly become familiar with a wide range of books, including fairy stories, myths and legends, and with guidance, retell some of these orally.</p> <p>To identify themes or morals in a range of stories with some help.</p> <p>To prepare poems and play scripts to be read aloud and perform them, beginning to use intonation, tone, volume and action to define the character within the text.</p> <p>To recognise some different forms of poetry - free verse, nursery rhymes or narrative poetry.</p> <p>To compose and rehearse sentences orally, including dialogue, progressively building a varied vocabulary and an increasing range of sentence structures To read aloud their own writing using</p>	<p>To be familiar with a wide range of books, including fairy stories, myths and legends, and retell some of these orally.</p> <p>To identify themes or morals in a range of stories.</p> <p>To prepare poems and play scripts to read aloud To perform these using intonation, tone, volume and action to show understanding.</p> <p>To recognise different types of poetry - acrostic, kenning, soliloquy and free verse.</p> <p>To confidently participate in discussions about age related books that are read by and to them, building on their own ideas and those of others.</p> <p>To challenge differing views courteously.</p> <p>Appreciate how text features and devices impact on meaning, enjoyment and emotional satisfaction.</p> <p>Recommends books to their teachers and peers and give feedback about books during guided reading sessions.</p>

				appropriate intonation and controlling the tone and volume so that the meaning is clear.	Performs a wide range of poetry by heart.
Print, text structure, layout and organisation	Children are taught to turn pages appropriately. They know that words are read from left to right.	Turn pages appropriately with increasing speed and accuracy. Understands that the left page comes before the right page. Navigates narration and speech bubbles top to bottom. Begins to understand that additional information is contained in illustrations, and diagrams.	Navigates a variety of texts and understands unfamiliar formats within these texts. Uses illustrations, diagrams, tables, subheadings and other features to gain greater understanding when reading. Responds to a wide range of text types such as stories, poetry and nonfiction. Navigates alphabetically ordered texts.	Talks about how different texts are written, organised and presented. Makes use of blurbs, chapter headings, glossaries, indexes and procedural texts to search for and locate information quickly.	Informed choices are made when selecting texts from a range of forms, formats, cultures and centuries. Understand that information portrayed within a text may not always be accurate or could be biased. Know that different texts can have differing effects upon a reader and can explore this.
VIPERS - Vocabulary	To participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. To use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play To demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.	To draw upon what they already know or on background information and vocabulary provided by the teacher. To participate in discussion about what is read to them, taking turns and listening to what others say. Putting the word into a meaningful sentence. To discuss word meanings, linking new meanings to those already known.	To draw on what they already know or on background information and vocabulary provided by the teacher. To discuss their favourite words and phrases.	To discuss words and phrases in a piece of text that capture their interest and imagination. To check, with support, that the text makes sense to them and to discuss and explain their understanding of the meaning of words in context. To start to discuss how language, structure, and presentation contributes to meaning of an age-related text with support. To compose and rehearse sentences orally, including dialogue, progressively building a varied vocabulary and an increasing range of sentence structures. To use an age-appropriate dictionary to find a word based on an initial sound.	To check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context. To discuss how language, structure, and presentation contributes to meaning of an age-related text. To discuss words and increasingly complex phrases that capture the reader's interest and imagination. To compose and rehearse sentences orally, including dialogue, progressively building a varied and rich vocabulary and an increasing range of sentence structures. To use a dictionary to find the meaning of new words, expressing interest in the meaning and origin of new words.

Vipers – Inference	<p>To make simple inferences based on what is being said and done.</p>	<p>Uses prior knowledge to make simple inferences based on what is being said and done. Links what has been read to their own understanding of the world. Responds to simple questions referring to authorial intent.</p>	<p>Uses prior knowledge to make inferences based on what is being said and done. Responds to simple questions referring to authorial intent. Locates and understands parts within a text that the author uses to stimulate inferential thinking.</p>	<p>To draw inferences from what they have read, such as inferring characters' feelings and thoughts. Uses inference on more complex and demanding texts. Makes links about what has been read to other texts, films and stories. Responds to questions referring to authorial intent. Locates and understands parts within a text that the author uses to stimulate inferential thinking.</p>	<p>Uses inference on more complex and demanding texts. To make simple comments about a text, recognising the point of view in which a story is told and authorial intent. To draw inferences from what they have read, such as inferring characters' feelings, thoughts and motives. To be able to justify their inferences with evidence.</p>
Vipers – Prediction	<p>To offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. To anticipate – where appropriate – key events in stories.</p>	<p>To predict what might happen next based on what is being said and done. Can use prior knowledge to identify predictions and ask questions and look out for suitable answers.</p>	<p>To predict what might happen next based on what is being said and done. Can use prior knowledge to identify predictions and ask questions and look out for suitable answers.</p>	<p>To make some predictions about what might happen from details stated in the story. Comments on how organisational structures and language including figurative language, are used to contribute to meaning and how this impacts the reader. Expresses views through own reading and through books read to them. Explaining and justifying personal opinions. Challenges the opinions of others with justification for doing so.</p>	<p>To make some predictions about what might happen from details stated. To explore potential alternatives that could have occurred in texts. Comments on how organisational structures and language including figurative language, are used to contribute to meaning and how this impacts the reader. Expresses views through own reading and through books read to them. Explaining and justifying personal opinions. Challenges the opinions of others with justification for doing so.</p>
Vipers – Explaining	<p>To know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. To understand the past through settings, characters and events</p>	<p>To link what they have read or have read to them to their own experiences. To draw upon what they already know or on background information and vocabulary provided by the teacher.</p>	<p>To explain and discuss their understanding of books, poems and other material, both that they listen to and those that they read for themselves. To explain clearly their understanding of what is read</p>	<p>To check, with support, that the text makes sense to them, discussing their understanding and explaining the meaning of words in context. Can move confidently between familiar and</p>	<p>To explain basic features across a range of text types, explaining features of language, structure and presentation. To explain how these features contribute to meaning.</p>

	<p>encountered in books read in class and storytelling.</p> <p>To explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps</p>	<p>To explain clearly their understanding of what is read to them and make links to prior knowledge, significant experiences and popular culture.</p> <p>Make simple evaluations of the books they have read.</p> <p>Express likes and dislikes about what they read.</p> <p>Respond to illustrations, character and narratives and begin to use character traits to explain reasoning.</p>	<p>to them and make links to prior knowledge, significant experiences and popular culture.</p> <p>Respond to illustrations, character and narratives and begin to use character traits to explain reasoning.</p>	<p>unfamiliar texts and link new texts to others read.</p> <p>Confidently expresses viewpoints about different texts and will listen to the responses of others.</p> <p>Beginning to use information books and materials for straightforward reference purposes.</p> <p>Has developed a growing understanding of poetry, stories, and texts and demonstrates skills through explanation, discussion and writing.</p>	<p>To make comments about a text, recognising the point of view in which a story is told and authorial intent.</p> <p>To check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.</p> <p>Asks questions to enhance understanding and can make comparisons within and across different texts.</p> <p>Discuss and review the authors use of language, including figurative language, considering impact upon the reader.</p>
Vipers - Retrieval	<p>To demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary To describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps To invent, adapt and recount narratives and stories with peers and their teacher To sing a range of well-known nursery rhymes and songs To perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music To make comments about what they have heard and ask questions to clarify their understanding</p>	<p>To identify and explain key aspects of fiction and non-fiction texts.</p> <p>Retrieve information from illustrations within a text.</p>	<p>To recognise simple recurring literary language in fiction and non-fiction texts.</p> <p>Retrieve information from a text. Can find key words, sentences and illustrations to identify/clarify understanding.</p> <p>Retrieve accurate information from texts and successfully answer comprehension tasks posed by the teacher.</p>	<p>To increase and become familiar with a wide range of books, including fairy stories, myths and legends, and am with guidance, retelling some of these orally.</p> <p>To prepare poems and play scripts to read aloud and to perform.</p> <p>To begin to use intonation, tone, volume and action to define the character within the text.</p> <p>To identify and recall, with some support, the main ideas from a text and summarise these in writing.</p> <p>To locate information in age-related non-fiction texts, with directed prompts, by beginning to use appropriate skills, for example: headings,</p>	<p>To be familiar with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally.</p> <p>To retrieve, record and present information from age-related nonfiction texts.</p> <p>Confidently uses key question words such as: 'Who, what where, why, when, which, how to find, retrieve and locate the right information in relation to the type of question asked.</p>

				subheadings, skimming and scanning.	
Vipers – Summarising & Sequencing	To invent, adapt and recount narratives and stories with peers and their teacher. To sing a range of well-known nursery rhymes and songs. To perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music. To demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.	To become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their characteristics. Can summarise and sequence key events in familiar books.	To discuss the sequence of events in books and how items of information are related. To become increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales. Creates more detailed story maps which include narration, speech bubbles and inferential thinking.	To orally summarise what they have read using information from more than one paragraph. To identify and recall, with some support, the main ideas from a text and summarise these in writing. Creates visualisations of specific text extracts and paragraphs and uses these to describe the rich pictures of the text that they are making in their heads. Uses drama techniques to summarise a key event and character traits.	To identify the main ideas drawn from more than one paragraph and summarise these. Uses drama techniques to summarise a key event and character traits. Identifies key details that support the main ideas including language for sequencing, language from the text, character, place and time.

Reading Vocabulary

EYFS	Year 1	Year 2	Year 3	Year 4
Blending Phoneme Tricky words Blurb Title Author Page Front cover Back cover Fiction Non-Fiction	Blending Blend in your head Fluency Phoneme Tricky words Decoding Fiction Nonfiction Predict Retrieve Blurb Title Author Page Front cover Back cover Illustrations	Fluency Suffix Punctuation Common exception words Illustrations Diagrams Table Subheadings Alphabetically Fiction Non-Fiction	Fluency Suffix Punctuation Common exception words VIPERS: Vocabulary Infer Predict Explaining Retrieve Summarising and sequencing Fiction Non-Fiction Dictionaries	Fluency Suffix Punctuation Common exception words VIPERS: Vocabulary Infer Predict Explaining Retrieve Summarising and sequencing Fiction Nonfiction Dictionaries Prefixes Suffixes Root words

High quality texts drivers

EYFS	Year 1	Year 2	Year 3	Year 4
Elmer Goldilocks & The Three Bears Going on a Bear Hunt Stomp, Stomp Roar Jasper's Beanstalk Jack and the Beanstalk	The Gingerbread Man Lost and Found Dogger Funny Bones That Rabbit Belongs to Emily Brown The King's Pants The Knight Who Said No. The Dragon Machine.	3 Little Pigs Sharing a Shell The Storm Whale in Winter The Wolf's Story Little Red Reading Hood The Perfect Pet The Bear and the Piano	Hansel and Gretel Escape to Pompei Romans on the Rampage The day in the life of..... The Day the Crayons Quit Tin Forest The Rhythm of the Rain The Stone-Age Boy How to Wash a Woolly Mammoth	Jack and the Beanstalk Lion and the Unicorn Friend or Foe The Great Kapok Tree The Vanishing Rainforest Voices in the Park How to Train Your Dragon Bunny vs Monkey