



Reading at St. Michael's Woolmer Green

'Once you learn to read you will be forever free'

Frederick Douglass

Here at St. Michael's our aim is that our children develop a love of reading and that they will leave our school as confident readers. Our school community have a shared understanding that reading is an essential skill for everyone and that it is for enjoyment as well as learning. Through exposing our children to a range of diverse and quality texts we are helping to equip them to go out and 'Shine as lights in the World'. We strive to create a reading culture where reading is prioritised and is at the heart of everything we do. Reading underpins our entire curriculum and there are many opportunities within our school day for reading:

- Reception and KS1 undertake a daily phonics lesson. We use TWINKL Phonics, which is a DfE approved systematic, synthetic phonics scheme, research has shown that this is the most effective way to teach early reading. There is a well-stocked reading scheme of fully decodable books.
- Guided reading: at the end of Reception and in KS1 and 2 the children have a daily guided reading lesson – this involves an adult led session at least once a week and other independent reading focussed activities.
- In our English lessons we use a range of quality texts as a stimulus for writing and grammar.
- Reading for pleasure is encouraged and timetabled.
- Teachers read to their classes at least 3x per week
- We have a range of diverse texts encouraging the ethos that although we are all different, we should all be treated equally.
- There is a quiet book corner for those children who would like to spend some time reading during playtimes.
- Each class has a well-stocked book area.
- Book corner on the website.
- 1:1 Reading with volunteers.
- Peer reading.
- Termly whole school reading and writing project focussed on one quality text that every child can enjoy.
- We follow the HFL reading Progression Map which is in line with the National Curriculum.



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Reception:

- Read individual letters by saying the sounds for them.
- Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.
- Read some letter groups that each represent one sound and say sounds for them.
- Read a few common exception words matched to the school's phonic programme.
- Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.
- Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.

By the end of reception children should reach the Early Learning Goals:

Comprehension	<ul style="list-style-type: none">• Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.• Anticipate (where appropriate) key events in stories.• Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.
Word Reading	<ul style="list-style-type: none">• Say a sound for each letter in the alphabet and at least 10 digraphs.• Read words consistent with their phonic knowledge by sound-blending.• Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

Throughout the year key texts are shared which relate to the topics being taught as well as child-initiated stories and learning.



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Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
The pupil can:				<i>In order to meet the expectations for Years 5 and 6, pupils will need to apply word reading skills built up to Year 4 accurately.</i>	
read accurately many words of two or more syllables containing graphemes taught so far ¹ for all of the 40+ phonemes	read accurately most words of two or more syllables	read accurately many polysyllabic and multi-morphemic words and further exception words	read accurately most polysyllabic and multi-morphemic words and further exception words		
read most words containing common Year 1 suffixes*	read most words containing common suffixes*				
read most Year 1 common exception words*	read most common exception words*				
In age-appropriate ¹ books, the pupil can:				The pupil can:	
read most words accurately without frequent overt sounding and blending, and sufficiently fluently to allow them to focus on their understanding rather than on decoding individual words	read most words accurately without overt sounding and blending, and sufficiently fluently to allow them to focus on their understanding rather than on decoding individual words ²	read most words accurately without overt sounding and blending, and sufficiently fluently to allow them to focus on their understanding rather than on decoding individual words	read aloud fluently with intonation that shows understanding	read age-appropriate ¹ books with confidence and fluency (including whole novels)	read age-appropriate ¹ books with confidence and fluency (including whole novels)
				read aloud with intonation that shows understanding	read aloud with intonation that shows understanding
sound out most unfamiliar words accurately	sound out most unfamiliar words accurately, without undue hesitation	read many words outside their spoken vocabulary, making a good approximation to the word's pronunciation.	read many words outside their spoken vocabulary, making a good approximation to the word's pronunciation.		



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Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
In a book they can already read fluently, the pupil can:		In age-appropriate ¹ books the pupil can:		The pupil can:	
check that it makes sense to them, correcting any inaccurate reading	check that it makes sense to them, correcting any inaccurate reading	check that the text makes sense to them, correcting any inaccurate reading at the point of difficulty	check that the text makes sense, correcting when meaning is lost	work out the meaning of words from context, checking that the text makes sense	work out the meaning of words from context, checking that the text makes sense
answer questions and make some inferences	answer questions and make some inferences	draw inferences and begin to justify their opinions through discussions	draw inferences and justify their opinions through discussions	explain and discuss their understanding of what they have read, drawing inferences and justifying these with evidence	explain and discuss their understanding of what they have read, drawing inferences and justifying these with evidence
join in discussions about what has happened so far in what they have read	explain what has happened so far in what they have read				
		make a plausible prediction about what might happen on the basis of what has been read so far	make a plausible prediction about what might happen on the basis of what has been read so far	predict what might happen from details stated and implied	predict what might happen from details stated and implied
		summarise main ideas providing key details	summarise main ideas providing key details	summarise main ideas providing key details	summarise main ideas, identifying key details and using quotations for illustration
		retrieve information from non-fiction	retrieve information from non-fiction	retrieve information from non-fiction	retrieve information from non-fiction
		make links between the book they are reading and other books they have read		make links between the book they are reading and other books they have read	make comparisons within and across books
				evaluate how authors use language, beginning to consider the impact on the reader	evaluate how authors use language, beginning to consider the impact on the reader