Reading

“The more that you read, the more things you will know.
The more that you learn, the more places you’ll go.”
Dr Seuss

Intent: We believe that **every child can become a fluent, confident reader** who reads widely, thinks deeply, and speaks about books with curiosity and insight. Reading sits at the **heart of our curriculum** because it is the gateway to achievement, wellbeing, and opportunity.

We hold **high expectations for all pupils**, including disadvantaged learners and those with SEND. Through high-quality teaching, timely support, and rich reading experiences, we ensure that every child develops the skills to read with **accuracy, automaticity, prosody, and secure understanding**. By the time pupils leave our school, they are well prepared for the **next stage of education and life beyond school**, equipped with the confidence and competence to access learning, express ideas, and engage fully with the world around them.

Concepts
Phonics At Cannington C of E Primary School we use the Little Wandle systematic synthetic phonics programme in EYFS and KS1.

Shared reading

In EYFS during the Autumn and Spring terms, guided reading will be taught through 'Drawing Club'. In Year 1 we use the Literacy Tree books from Autumn B to deliver shared reading sessions. In Year 2 and KS2 class readers are used which are linked to the English writing curriculum.

- Hook/introduce text
- Teacher model read
- Discussion of key vocabulary
- Teacher model comprehension strategies
- Prediction and inference
- Talk partners/small group work
- Opportunities for drama and oracy

Vocabulary instruction

In EYFS and KS1 new vocabulary is discussed as part of shared reading.

KS2 explicitly teach Tier 2 vocabulary daily whilst unfamiliar vocabulary (Tier 3 words) is explored through extended reading and foundation subjects.

- 5 words a week selected from Tier 2 bank of words
- Taught for 10 minutes daily

Fluency practice

Fluency practice uses a text that the children cannot access first time without modelling from a teacher. Fluency practice focuses on the following:

- Teacher model reading (always first)
- Paired reading
- Echo reading
- Choral reading
- Drop in

Extended reading

Extended reading involves longer, more detailed engagement with the text or extract.

- Discussion
- Related questions
- Dissection – picking out key moments (summaries)
- Retrieval and inference
- Unfamiliar vocab (tier 3, subject specific)
- Quickfire, in the moment written responses

Begin to structure written answers to aid teacher assessment and feedback

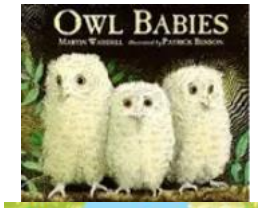
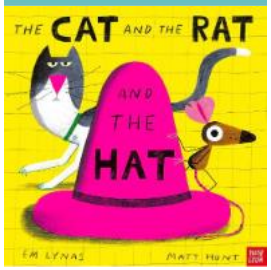
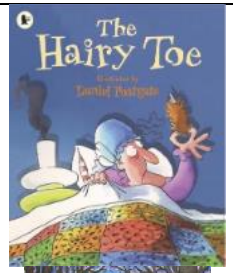
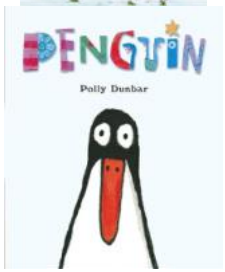
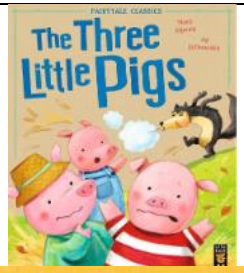
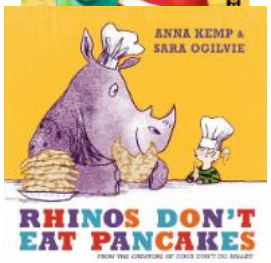
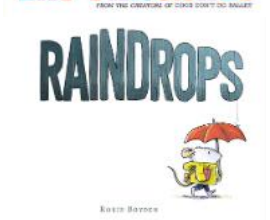
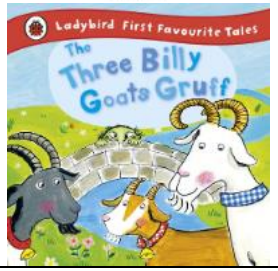
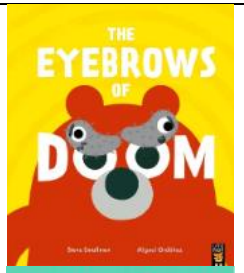
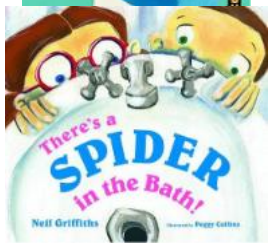
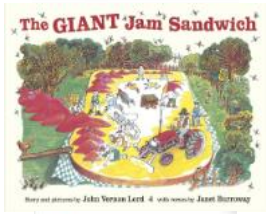
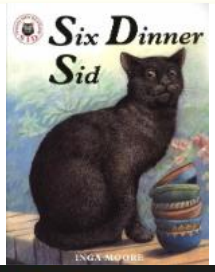
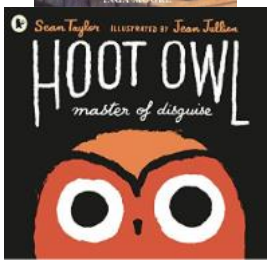
Close reading (only appears in UKS2)

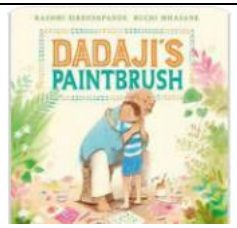
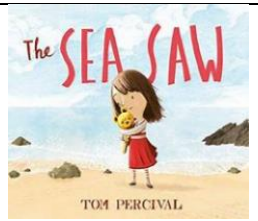
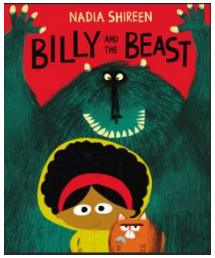
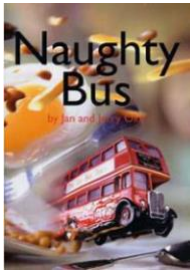
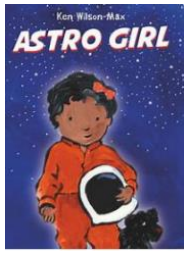
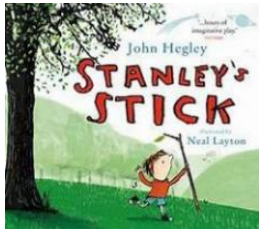
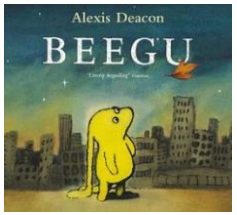
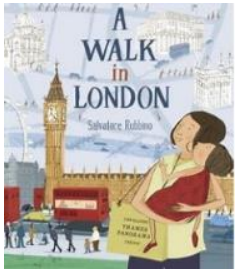
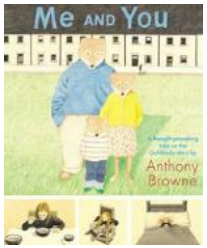
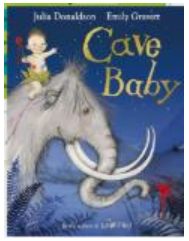
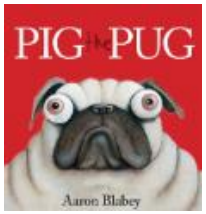
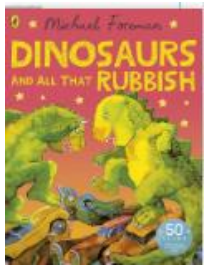
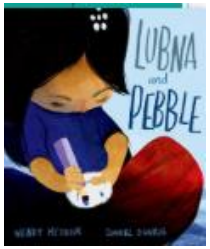
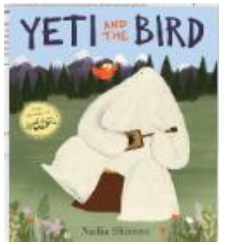
Close reading involves more detailed analysis of author choice.

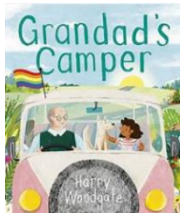
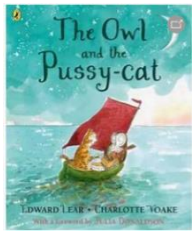
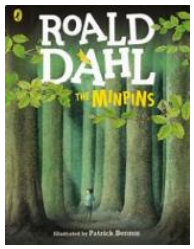
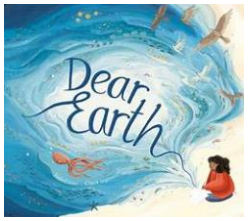
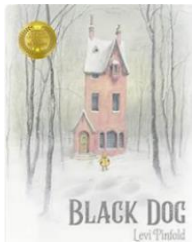
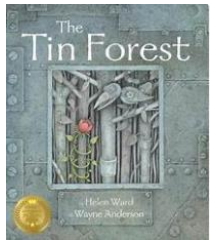
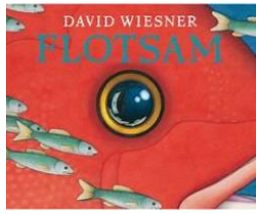
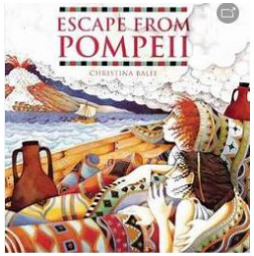
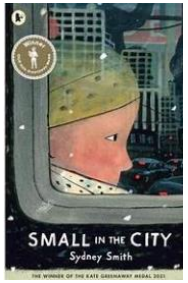
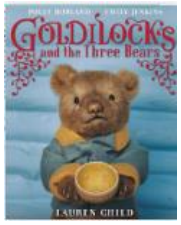
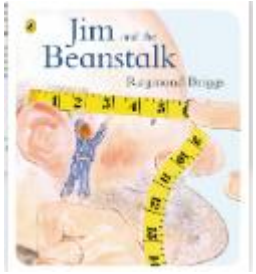
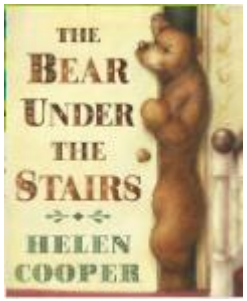
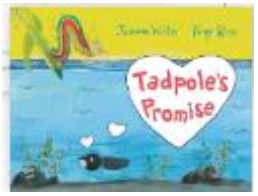
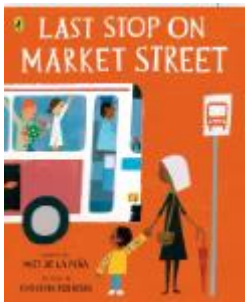
- Sustained and more considered discussions
- Wider discussions of inference through personal experience
- Clarifying/exploring meaning including underlying themes
- Author vocabulary choices and literary devices
    - Plot points

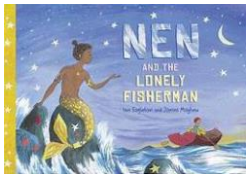
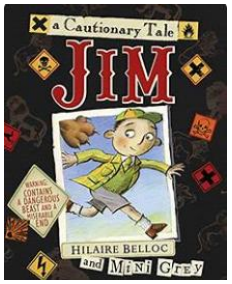
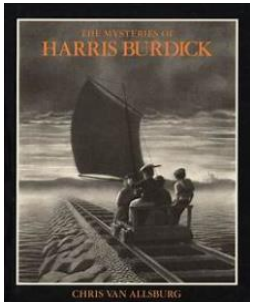
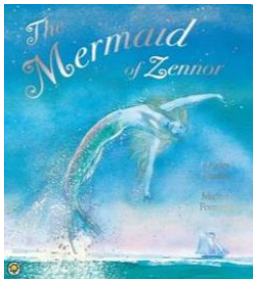
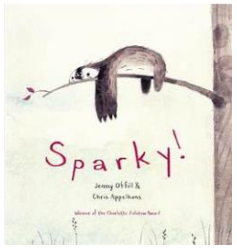
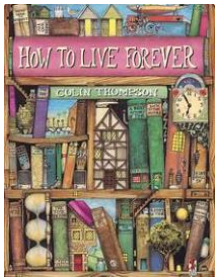
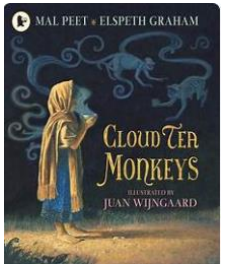
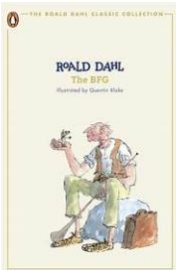
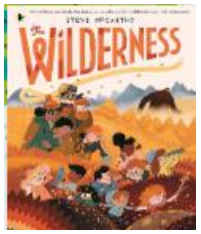
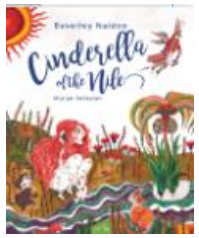
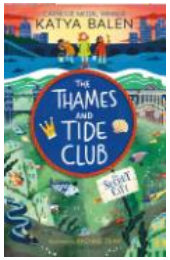
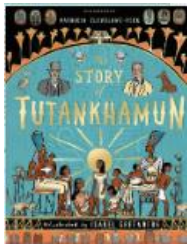
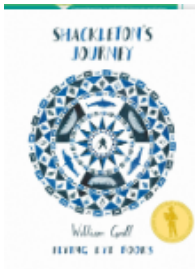
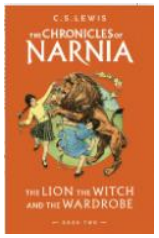
○ Atmosphere, tension building ○ Figurative language – metaphors, similes, personification, alliteration • Evidence based answers moving to independent written responses
Reading for pleasure Daily in every year group for a minimum of 10 minutes. Activities could include: ○ Foundation subject specific books ○ Magazines/children's newspapers ○ Poetry ○ Discussion of online articles/blogs ○ Complete free choice ○ Class interest/voted choice ○ Topical – emotions, world events, time of year ○ Time used to spot check/1:1 read/conversations around books with teacher ○ Teacher as a reader ○ Book reviews ○ Book swaps with other classes This is a structured pre-planned element to the Reading curriculum.

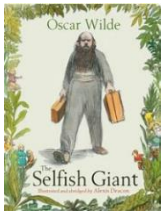
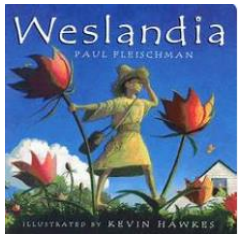
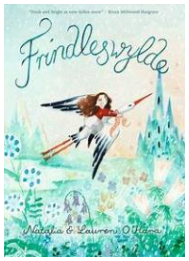
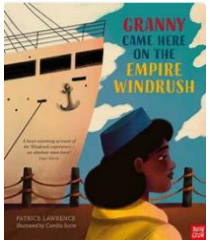
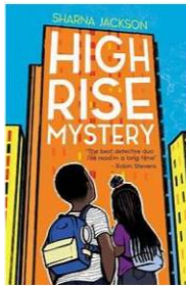
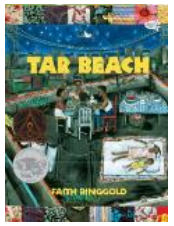
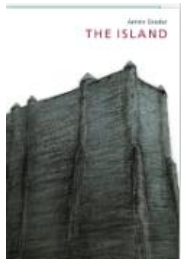
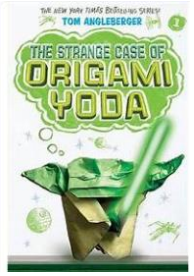
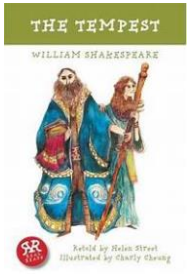
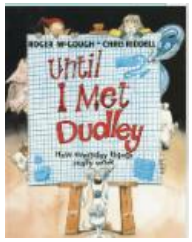
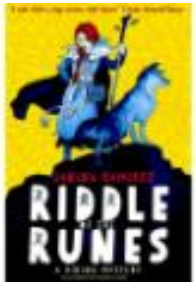
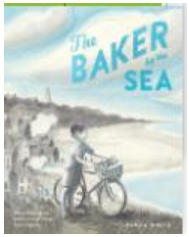
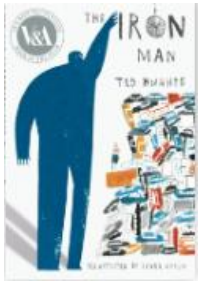
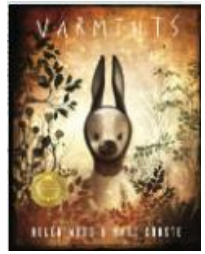
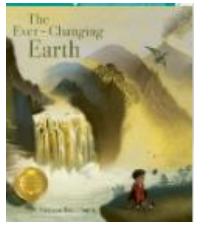
At Cannington C of E Primary School, we use carefully selected **text drivers** that are closely linked to our writing curriculum to fully immerse children in high-quality literature and meaningful contexts for learning. These texts form the foundation for both reading and writing, enabling pupils to explore language, vocabulary, themes and authorial choices in depth before applying their understanding within their own writing. Our text drivers have been chosen to expose children to a rich and diverse range of genres, including traditional tales, contemporary fiction, historical fiction, poetry, non-fiction, biographies, persuasive texts and classic literature. Through this carefully sequenced approach, pupils develop a deeper appreciation of literature, broaden their cultural understanding, and build the knowledge and vocabulary needed to become confident, enthusiastic readers and successful writers.

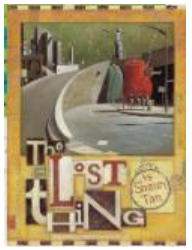
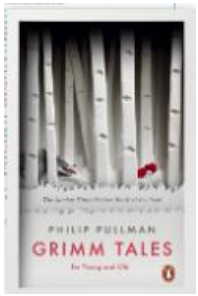
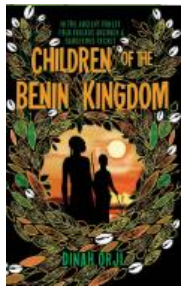
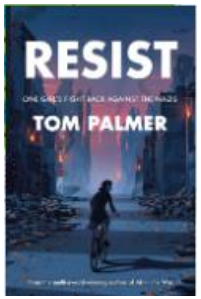
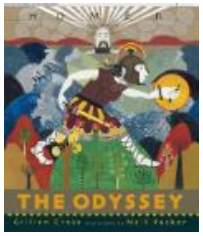
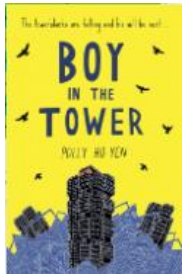
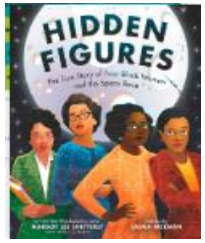
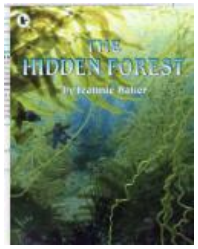
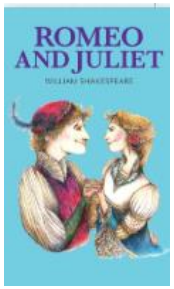
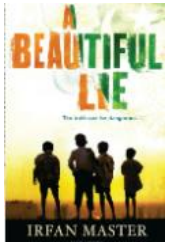
Texts	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	 	 	   		 	   

Oak Class Cycle A	 	 	 	 	 	 
Oak Class Cycle B	 	 	 	 	 	

Pine Class Cycle A	 	 	 	 	 	
Pine Class Cycle B	 	 	 	 	 	

Hazel Class Cycle A	 	 	 	 	 	 
Hazel Class Cycle B	 	 	 	 	 	 

Beech Class Cycle A	 	 	 	 	 	 
Beech Class Cycle B	 	 	 	 	 	 

Willow Class Cycle A	 	 	 	 	 	 
Willow Class Cycle B	 	 	 	 	 	

Reading Curriculum Progression

Skills Progression, National Curriculum Expectations and End of Key Stage Outcomes

Reading Skills Progression Grid

Skill Area	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Word Reading	Apply phonic knowledge	Automatic decoding	Use prefixes/suffixes	Read fluently	Use morphology	Read challenging texts
Fluency	Re-read accurately	Speed and expression	Intonation	Phrasing	Genre fluency	Automaticity
Vocabulary	Discuss meanings	Clarify words	Use dictionaries	Context meanings	Word origins	Evaluate choices
Retrieval	Find information	Locate details	Retrieve accurately	Select evidence	Organise evidence	Synthesise information
Inference	Simple inference	Use clues	Evidence-based	Justify inference	Sophisticated inference	Evaluate interpretations
Prediction	Predict events	Explain predictions	Use implied clues	Evidence based	Refine predictions	Evaluate outcomes
Comprehension	Discuss texts	Explain understanding	Summarise	Identify themes	Compare ideas	Analyse viewpoints
Authorial Choice	Notice language	Discuss effect	Language for meaning	Structure and presentation	Analyse techniques	Evaluate impact
Discussion & Book Talk	Participate	Share opinions	Use evidence	Build on ideas	Debate interpretations	Present viewpoints
Reading for Pleasure	Enjoy books	Develop preferences	Read independently	Explore genres	Recommend books	Read widely

National Curriculum Reading Expectations Progression

Strand	KS1 (Years 1-2)	KS2 (Years 3-6)
Word Reading	Apply phonics and read common exception words	Apply morphology and etymology; read fluently
Fluency	Read accurately and confidently	Read fluently with expression and understanding
Vocabulary	Discuss meanings of words	Understand increasingly complex vocabulary
Comprehension	Discuss stories, poetry and non-fiction	Develop secure understanding across wide range of texts
Inference	Make simple inferences	Justify inferences using evidence
Prediction	Predict from what has been read	Predict using stated and implied information
Retrieval	Locate straightforward information	Retrieve, record and present information
Language & Authorial Choice	Discuss words and phrases	Analyse language, structure and presentation
Reading for Pleasure	Develop enjoyment of reading	Read widely and frequently
Comparison	Identify similarities and differences	Compare themes, ideas and conventions
Critical Response	Express opinions	Evaluate authors choices using evidence

End of Key Stage 1 Expectations

Pupils should be able to:

- Apply phonic knowledge accurately
- Read common exception words automatically
- Retell familiar stories
- Make simple predictions and inferences
- Retrieve information from texts

- Participate in discussions about reading

End of Key Stage 2 Expectations

Pupils should be able to:

- Read fluently and independently
- Draw inferences supported by evidence
- Summarise key ideas
- Compare themes and viewpoints
- Analyse language, structure and presentation
- Read widely for pleasure and information
- Be prepared for Key Stage 3