



Reading Lesson Overview



Implementation

Reading is an important part of our curriculum and is an integral part of all of our lessons. At Brenzett Primary we teach reading through:

- Phonics: At Brenzett Primary we teach RWInc phonics, a systematic synthetic phonics programme in EYFS and Key Stage 1. Within these sessions children learn phonics, reading skills and linked writing elements.
- Discreet comprehension lessons using Complete comprehension: We teach these lessons once a week for year groups 1-6.
- Reading lessons: At Brenzett Primary, we teach reading lessons which focus on developing pupils' level of understanding of the text, through discussion, written and oral tasks; and the exploration of new vocabulary. Pupils will be taught to retrieve, infer, predict, summarise, analyse and evaluate a whole class text. This is taught 4 times a week.
- Reading across the curriculum: At Brenzett Primary, we maximise opportunities for pupils to read, through our knowledge rich curriculum with linked texts that focus on the teaching of reading whilst increasing the pupils' knowledge and understanding of the key concepts being taught in History, Geography and Science.
- Reading Plus: We utilise Reading Plus which is an online platform used by children in Year 3, 4, 5 and 6. It is an adaptive literacy program that improves fluency, comprehension, vocabulary, stamina and motivation.
- Independent Reading: At Brenzett Primary children progress from the RWI reading scheme to a banded system based on Reading Plus assessment data. Children then access texts at the appropriate level.
- Reluctant readers, or those pupils who struggle with reading are heard every day to ensure that they make expected progress. Children who are not at the expected level are given 1:1 tutoring to accelerate progress.

Each Key Stage within the school focuses on age appropriate skills and uses a range of strategies and interventions to support the pupils.

In EYFS:

Reading is taught through shared reading, using large print books and picture books. Pupils are taught the process of reading; learning that words and pictures have meaning. Through a range of practical activities children learn familiar stories. Pupils explore skills such as sequencing, prediction and retrieval. Using the RWInc phonics programme our pupils are taught the initial sounds as well as the skills to orally blend and word build.

In Key Stage 1, we use RWInc. for our phonics programme. Phonic awareness helps the development of reading by segmenting and blending sounds. The children will be heard reading individually and in groups. Reading is taught through a shared reading approach using books that are rhythmical and have repetitive patterns. Pupils



explore vocabulary, prediction, sequencing, making inferences and retrieving information. In addition, pupils in Key stage 1 are taught reading through a whole class approach using Power of Reading principles. See reading overview.

In Key Stage 2, in addition to discreet reading teaching we use Power of Reading principles to immerse children in high quality texts during English lessons. Texts are chosen to ensure pupils experience a range of genre and text types. See reading overview. Pupils explore a wide range of fiction and non-fiction texts in their foundation lessons, which are based around age appropriate texts linked to the curriculum subject being studied.



Acorns Class - EYFS

Reading overview

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Topic	All about me	Travel, transport and dinosaurs	Travel, transport and space	Heroes with the community	Superheroes	The world and I. Communities and habitats
Text	The Colour Monster The colour Monster goes to school The three little pigs The Leaf thief Peepo	The Gingerbread man The Naughty bus The Dinosaur who pooped Christmas Emma Janes aeroplanes A Christmasaurus The boy who sailed the world	Whatever next Meet the planets Here we are The way back home Peace at last	A superhero like me Busy people – Firefighters Busy people – police officer Busy people - dentist	Supertato Goldilocks and the 3 bears Jack and the beanstalk 3 little pigs Little Red riding hood 3 Billy Goats gruff	Rumble in the Jungle The Woods The Very hungry Caterpillar The bad tempered ladybird Dear Zoo Farmer Duck Somebody swallowed Stanley Be brave little penguin



Year group objectives – Development Matters and Early Learning Goals

Vocabulary:

EYFS:

Listen to and talk about stories to build familiarity and understanding.

Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.

Retell a story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.

Inference

EYFS:

Begin to draw simple inferences from stories that have been read to them.

Prediction

EYFS:

Anticipate key events in stories.

Explain

EYFS:

Use new vocabulary heard in books in different contexts.



Retrieval

EYFS:

Answer simple questions in response to a story that has been read to them by using the illustrations.

Answer simple questions by pointing out specific words.

Summarise/Sequence

EYFS:

Use pictures to sequence a simple and familiar story

Retell a simple and/or familiar story using props or acting

Poetry

EYFS:

Learn to recite a number of simple 4 line poems

Learn to recite a number of simple 8 line poems

Word Reading – Taught through RWInc Phonic Programme

EYFS:

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.



Cherry Class – KS1

Reading overview

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Text	<p>Cycle 1 – The 3 little pigs and the big bad wolf</p> <p>The 3 little wolves and the big bad pig</p> <p>Cycle 2 – Goldilocks and the 3 bears</p> <p>The enormous turnip</p>	<p>Cycle 1 – Claude in the city</p> <p>The Jolly postman</p> <p>Cycle 2 - The Great fire of London</p> <p>Guy Fawkes and the gunpowder plot</p>	<p>Cycle 1 – Major Glad and Major Dizzy</p> <p>The day the crayons quit</p> <p>The lost toy museum</p> <p>Cycle 2 – The Hodgeheg and Library lion, Nonsense poems</p>	<p>Cycle 1 – The boy, the mole, the fox and the horse</p> <p>Cycle 2 – The secret of black rock</p> <p>Once upon a school day</p>	<p>Cycle 1 – Jack and the beanstalk</p> <p>Cycle 2 - Look up Fox and the Star</p>	<p>Cycle 1 – What the ladybird heard at the seaside.</p> <p>Night pirates</p> <p>Cycle 2 – Paddington bear</p> <p>The Kings Pants</p> <p>The Queens Knickers</p>
Additional texts						
Week 1	Retrieval	Retrieval	Retrieval	Retrieval	Retrieval	Retrieval
Week 2	Retrieval	Retrieval	Retrieval/ Vocabulary	Retrieval/ Vocabulary	Retrieval/ Vocabulary	Retrieval/ Vocabulary
Week 3	Vocabulary	Vocabulary	Vocabulary	Vocabulary	Vocabulary	Vocabulary
Week 4	Vocabulary	Vocabulary	Prediction/ Summarise	Prediction/ Summarise	Prediction/ Summarise	Prediction/ Summarise
Week 5	Prediction/ Summarise	Prediction/ Summarise	Inference/Explain	Inference/Explain	Inference/Explain	Inference
Week 6	Inference/Explain	Inference/Explain	Recap of skills	Recap of skills	Recap of skills	Explain
Week 7	Recap of skills	Recap of skills				Recap of skills

The texts in term 1 look at revisiting some texts that were introduced in the summer term of the EYFS. This is to build on prior learning and aid transition into KS1.

We will ensure progress by using National Curriculum objectives in Year 1 as opposed to ELG in EYFS.



Year group National Curriculum objectives

Vocabulary:

Year 1:

Recognise and join in with predictable phrases.

Discuss word meanings, linking new meanings to those already known

Draw on what they already know or on background information and vocabulary provided by the teacher.

Participate in discussions about what is read to them, taking turns and listen to what others say.

Year 2:

Recognise simple recurring literary language in stories and poetry.

Discuss and clarify the meanings of words, linking new meanings to known vocabulary.

Discuss their favourite words and phrases.

Inference

Year 1:

Begin to draw inferences from the text and/or the illustrations.

Year 2:

Make inferences on the basis of what is being said and done.



Prediction

Year 1:

Begin to make predictions about what might happen on the basis of what has been read so far.

Year 2:

Predict what might happen on the basis of what has been read so far.

Explain

Year 1:

Link what they read or hear read to their own experiences.

Explain clearly their understanding of what is read to them.

Listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently

Year 2:

Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.

Listen to, discuss and express views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently.

Participate in discussions about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say.



Retrieval

Year 1:

Identify and explain key aspects of fiction and non-fiction texts such as characters, event, titles and information.

Year 2:

Understand books they can read accurately and fluently by drawing on what they already know or on background information and vocabulary provided by the teacher.

Answer and ask questions

Summarise/Sequence

Year 1:

Become familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics.

Year 2:

Discuss the sequence of events in books and how items of information are related.

Become increasingly familiar with and retell a wider range of stories, fairy stories and traditional tales.

Poetry (taught in English lessons)

Year 1:

Learn to appreciate rhymes and poems, and to recite some by heart



Year 2:

Continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear

Word Reading – Taught through RWInc Phonic Programme

Year 1:

Apply phonic knowledge to decode words

Speedily read all 40+ letters/groups for 40+ phonemes

Read accurately by blending taught GPC

Read common exception words

Read common suffixes (-s, -es, -ing, -ed, etc.)

Read multisyllable words containing taught GPCs

Read contractions and understanding use of apostrophe

Read aloud phonically-decodable texts

Year 2:

Secure phonic decoding until reading is fluent

Read accurately by blending, including alternative sounds for graphemes

Read multisyllable words containing these graphemes *read common suffixes

Read exception words, noting unusual correspondences

Read most words quickly & accurately without overt sounding and blending



Willow Class – LKS2

Reading overview

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Text	<p>Cycle 1 – The Firework maker’s daughter</p> <p>Cycle 2 – Charlie and the chocolate factory</p>	<p>Cycle 1 – Ug</p> <p>Cycle 2 – Ice Trap!</p>	<p>Cycle 1 – The Great Kapok tree</p> <p>Cycle 2 – Secrets of a sun king</p>	<p>Cycle 1 – Escape from Pompeii</p> <p>Cycle 2 – Tales told in tents</p>	<p>Cycle 1 – Ironman</p> <p>Cycle 2 – Oh Maya Gods</p>	<p>Cycle 1 – Ada’s Violin</p> <p>Cycle 2 – Rhythm of the rain</p>
Additional texts						
Week 1	Retrieval	Retrieval	Retrieval	Retrieval	Retrieval	Retrieval
Week 2	Retrieval	Retrieval	Retrieval/ Vocabulary	Retrieval/ Vocabulary	Retrieval/ Vocabulary	Retrieval/ Vocabulary
Week 3	Vocabulary	Vocabulary	Vocabulary	Vocabulary	Vocabulary	Vocabulary
Week 4	Vocabulary	Vocabulary	Prediction/ Summarise	Prediction/ Summarise	Prediction/ Summarise	Prediction/ Summarise
Week 5	Prediction	Prediction/ Summarise	Inference	Inference/Explain	Inference/Explain	Inference
Week 6	Summarise	Inference	Recap of skills	Recap of skills	Recap of skills	Explain
Week 7	Recap of skills	Recap of skills				Recap of skills



Year group National Curriculum objectives

Vocabulary:

Year 3:

Use dictionaries to check the meaning of words that they have read

Begin to discuss words and phrases that capture the reader's interest and imagination.

Begin to identify how language, structure, and presentation contribute to meaning.

Year 4:

Identify how language, structure, and presentation contribute to meaning

Use dictionaries to check the meaning of words that they have read.

Identify and discuss the author's use of precise word choices to engage and capture the reader's interest and imagination.

Inference

Year 3:

Draw inferences such as inferring characters' feelings, thoughts and motives from their actions.

Year 4:

Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and begin to justify inferences with appropriate evidence.



Prediction

Year 3:

Predict what might happen based on details which have been read.

Year 4:

Predict what might happen from details stated and implied.

Explain

Year 3:

Listen to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.

Recognise some different forms of poetry [for example, free verse, narrative poetry].

Year 4:

Listen to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.

Recognise some different forms of poetry [for example, free verse, narrative poetry].

Retrieval

Year 3:

Ask questions to improve their understanding of a text.

Retrieve and record information from non-fiction.



Year 4:

Ask questions to improve their understanding of a text.

Retrieve and record relevant information from non-fiction.

Summarise/Sequence

Year 3:

Become increasingly familiar with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally.

Begin to identify themes and conventions in a wide range of books.

Begin to identify main ideas drawn from more than one paragraph and summarising these.

Year 4:

Be familiar with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally.

Identify themes and conventions in a wide range of books.

Identify main ideas drawn from more than one paragraph and summarising these.

Poetry (this will be taught in English lessons)

Year 3:

Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action

Year 4:

Recognise some different forms of poetry



Word Reading – Taught through RWInc Phonic Programme

Year 3:

Read aloud independently, taking turns and listening to others.

Apply knowledge of root words to read aloud and to understand the meaning of unfamiliar words

Apply knowledge of prefixes to read aloud and to understand the meaning of unfamiliar words. (eg: -in-, mis-, dis-, il-, im-, ir-, re-, sub-, inter, -un)

Apply knowledge of suffixes to read aloud and to understand the meaning of unfamiliar words. (eg: -ly, -ous, -tion, -sion, -ssion, -cian)

Read further exception words, noting the unusual correspondences between spelling and sound and where these occur in the word

Year 4:

Read further exception words, noting different pronunciations

Apply knowledge of root words to read aloud and to understand the meaning of unfamiliar words

Apply knowledge of prefixes to read aloud and to understand the meaning of unfamiliar words. (Appendix 1)

Apply knowledge of suffixes to read aloud and to understand the meaning of unfamiliar words. (Appendix 1)

Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word



Oak Class – UKS2

Reading overview

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Text	Cycle 1 – Kasper Prince of Cats Cycle 2 – Coming To England	Cycle 1 – Wonder Cycle 2 – Who let the Gods out?	Cycle 1 – Holes Cycle 2 – Kensuke’s Kingdom	Cycle 1 – War Horse Cycle 2 – Clockwork	Cycle 1 – Goodnight Mr Tom Cycle 2 - The Night bus hero	Cycle 1 – The boy in the girl’s bathroom Cycle 2 – Wolf brother
Additional texts						
Week 1	Retrieval	Retrieval	Retrieval	Retrieval	Retrieval	Retrieval
Week 2	Retrieval	Retrieval	Vocabulary	Vocabulary	Vocabulary	Vocabulary
Week 3	Vocabulary	Vocabulary	Prediction/ Summarise	Prediction/ Summarise	Prediction/ Summarise	Prediction/ Summarise
Week 4	Vocabulary	Vocabulary	Inference	Inference	Inference	Inference
Week 5	Prediction/ Summarise	Prediction/ Summarise	Explain	Explain	Explain	Explain
Week 6	Inference	Inference	Recap of skills	Recap of skills	Recap of skills	Recap of skills
Week 7	Recap of skills	Recap of skills				Recap of skills

In the lead up to SATs Year 6 will complete additional recap of skills sessions based on the QLA.



Year group National Curriculum objectives

Vocabulary:

Year 5:

Check that the book makes sense to them, discuss their understanding and exploring the meaning of words in context.

Identify and comment on language and the structural features of a text e.g. the use of subheadings, captions etc.

Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.

Year 6:

Check that the book makes sense to them, discuss their understanding and exploring the meaning of words in context.

Identify how language, structure and presentation contribute to meaning

Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.

Inference

Year 5:

Draw inferences such as inferring character's feelings, thoughts and motives and explain them by selecting appropriate evidence to justify.

Year 6:

Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with precise evidence.

Prediction



Year 5:

Predict what might happen offering an explanation and evidence.

Year 6:

Make plausible predictions about what might happen, explaining them with precise evidence.

Explain

Year 5:

Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks

Recommend books that they have read to their peers, giving reasons for their choices.

Distinguish between statements of fact and opinion.

Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously.

Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary.

Provide reasoned justifications for their views.

Year 6:

Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks

Recommend books that they have read to their peers, giving reasons for their choices.

Distinguish between statements of fact and opinion.



Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously.

Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary.

Provide reasoned justifications for their views.

Retrieval

Year 5:

Increase their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions.

Ask questions to improve their understanding.

Retrieve, record and present information from non-fiction.

Year 6:

Be familiar with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions.

Ask questions to improve their understanding.

Retrieve, record and present information from non-fiction.

Summarise/Sequence

Year 5:

Begin to identify and discuss themes and conventions in and across a wide range of writing.



Make comparisons within and across books.

Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas

Year 6:

Identify and discuss themes and conventions in and across a wide range of writing.

Make comparisons within and across books.

Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.

Poetry (taught in English lessons)

Year 5:

Learn a wider range of poetry by heart preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience

Year 6:

Learn a wider range of poetry by heart preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience

Word Reading – Taught through RWInc Phonic Programme

Year 5:

Read aloud with intonation that shows understanding

Apply growing knowledge of root words, prefixes and suffixes (Appendix 1) both to read aloud and understanding the meaning of new words.



Year 6:

Read aloud with intonation that shows good understanding

Apply growing knowledge of root words, prefixes and suffixes (Appendix 1) both to read aloud and understanding the meaning of new words.