



Pupils will learn to read by:

YF

Y1

Y2

Y3

Y4

Y5

Y6

Comprehension and decoding skills required to achieve age related expectations (as detailed in National Curriculum).

Exposing children to a high-quality text model in a variety of text types, as models for writing at a higher level than all children could access independently

- Building a bank of story and rhyme knowledge.
- Exposing children to texts beyond what they can read themselves.
- Developing an enjoyment for reading.
- Independently reading phonically decodable books matched to their phonic knowledge and skills.
- Listening to and discuss information books, other non-fiction and related narrative/poetry texts to establish the foundations for their learning in other subjects.

- Widening knowledge of texts and authors, including non-fiction and poetry.
- Sustaining stamina in listening and reading texts.
- Making connections within a book.
- Reading age-appropriate books.
- Increasing stamina.
- Listening to, discuss and read independently, texts which develop their knowledge across the wider curriculum.

- Introducing children to a wider range of authors and contexts e.g. historical and cultural.
- Choosing appropriate texts.
- Reading for sustained periods of time.
- Increasing the length and complexity of texts being read.
- Read short novels independently with understanding (by end of Y4).
- Listening to and read a wide variety of texts to find out information and develop knowledge across the wider curriculum.

- Exposing children to challenging and archaic texts, e.g., language, themes.
- Reading age appropriate books, including whole novels.
- Widening the range and challenge of books they read, including texts from a wider literary heritage.
- Applying the skills of information retrieval in reading textbooks from across the curriculum and in contexts where pupils are genuinely motivated to find out information.

Children will show achievement through independently applying the knowledge learned; this will be evidenced through:

- Early Years Foundation Stage Profile
- Read, Write Inc. data from assessments
- NGRT assessment data
- SATs results
- STAR reading data (Termly)
- Accelerated Reader book quizzes (after each text has been read)
- Displays
- Lesson observations and discussions with pupils
- Reading journals
- Pupil voice

Achieve