



## Osmotherley CP Primary School Reading Curriculum

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

### **Reading Rationale**

At Osmotherley Primary School, we know that quality teaching of early reading is vital to ensure that children develop competence, fluency and automaticity when recognising familiar words and decoding unfamiliar words. Learning to read requires the development of two skills: decoding (reading words) and comprehension (understanding). Children at Osmotherley Primary School begin learning to read and write following the Little Wandle Letters and Sounds Revised systematic synthetic phonics programme. As soon as children start in Reception, phonics is taught systematically and continues on a daily basis until the children have mastered all of the sounds in the programme. Osmotherley Primary School uses Collins Big Cat (Little Wandle Letters and Sounds Revised) books, which are fully phonically decodable, as our reading scheme (see our Phonics and Early Reading Policy).

Teachers at Osmotherley Primary School are ambitious and determined in our approach to teaching phonics and reading. There is an expectation that all children will be fluent readers with secure word recognition skills by the end of KS1 so that they enter Key Stage 2 with the reading skills, fluency and automaticity required to access all reading material in the next stage of their learning.

Fluency and comprehension skills continue to be systematically developed across Key Stage 2 using Little Wandle Fluency books. Once they are reading effortlessly, they exit the scheme and read a wide of quality and challenging texts from our class libraries.

### **Intent**

At Osmotherley Primary School, reading and writing knowledge, skills and ideas are the focus in KS1. Our teachers and support staff are ambitious and determined that all children will learn to read fluently so that they are well prepared for the next step in their education. We believe that ‘reading is the key’ and we endeavour to promote a love of reading across the school. Our reading curriculum is planned to meet

the requirements of the [Statutory Framework for EYFS 2021](#) and the [Primary National Curriculum for English 2014](#), and to ensure that essential knowledge and skills are sequenced and develop incrementally. New knowledge builds on prior learning. Deliberate practice is planned to ensure that opportunities to practise reading are identified in all curriculum subjects. Meaningful connections are made between subjects to deepen knowledge across the curriculum.

Teachers across the school have strong subject knowledge and are well trained in the most up to date teaching of phonics and early reading. This helps the children to gain the essential knowledge and fluency required to access the next step in their education and to achieve their potential.

It is our aim that pupils are able to read at an age appropriate level of fluency (unless it is otherwise justifiable) so all pupils can access the curriculum and are not falling behind their peers.

The English curriculum at Osmotherley School is based on the knowledge and skills that pupils need to take advantage of the opportunities, responsibilities and experiences of later life. Social disadvantage and injustice is addressed ensuring that all pupils have their entitlement to a cultural capital and become educated citizens.

## **Implementation**

The reading curriculum at Osmotherley Primary School is set out in the curriculum progression ladder below. Daily dedicated phonics sessions begin as soon as the children start school in Reception and continue until secure phonics knowledge is embedded and the children are reading with fluency and automaticity. Teaching is consistent and rigorous, following the school's chosen phonics scheme (Little Wandle Letters and Sounds Revised) with fidelity. Children learn at pace and are continuously assessed by their teachers so that any children falling behind are identified promptly and precision interventions address the difficulties so that they can keep up.

In addition to the daily phonic sessions, children have three group reading sessions with a trained adult every week, starting in the 4th week of the first term in Reception using Wordless books. Once a child can blend the first 6 sounds confidently a book with words will be sent home. All books are matched to the child's secure phonics knowledge. The first of the three reading sessions focuses purely on decoding, the second focuses on prosody and the third focuses on comprehension. The children take the fully decodable book home after they have read it with an adult at school. This ensures that they are able to read all the words already and can practise reading fluently. The children can also choose an additional book from the school's collection, to share at home. This book is for the adult to read to the child with the aim of encouraging a love of reading and books.

Group reading sessions continue across all year groups and teachers check fluency and comprehension at regular intervals to ensure that children are reading at the correct level. Reading for meaning, or comprehension, is taught in 'Active Reading' sessions. Children are taught to decode, explain, retrieve, infer and understand the author's choice of language. In addition, the children in Year 5 and Year 6 have access to

Reading Plus, an online reading programme, which provides opportunities to practise reading for meaning at school and at home on their chrome books. Pre-learning tasks are used to assess prior knowledge and identify any gaps before a new aspect of reading is taught. Recalls of essential knowledge are carried out 2 weeks, 6 weeks and 12 weeks following the learning to ensure that this knowledge is committed to the long-term memory. Children who have gaps in their knowledge are supported to address the gaps. Children who require additional reading practice read with an adult in school every day.

To encourage reading for pleasure, dedicated reading sessions are timetabled so that teachers can read a quality book to the children in their class every day and children can enjoy independent or shared reading with their friends. Each classroom has an inviting book area and baskets of 'recommended reads' are available for each year group. In the playground, there is a reading shed and a story-telling area. There is a weekly 'Buddy Readers' session, when the KS2 children read to partners from Reception and KS1. The children all have membership of the local mobile library and they visit once a month to borrow and return books. Author visits and special events and challenges are planned, for example, a reading treasure hunt at half term and participation in a 'Readathon'. There is a reading raffle, which is drawn every week in assembly (and at our half-termly parent assemblies). We celebrate world book day and invite parents to a 'Booky Breakfast' to share a book with the children.

At Osmotherley School, we encourage parents to support their children with reading. We provide workshops and videos to show parents how they can help with early reading. We invite parents to termly open mornings to come and watch their children learning and at parent assemblies every half term, the children's learning is celebrated.

All children from Reception to Y6 have a reading record book which is taken home every day and brought back to school the next day. Parents and carers are asked to read with their children and sign the reading record a minimum of 3 times a week. Children who are learning to decode, take home a fully decodable book which they have read with an adult at school and a 'real' book to share. Children who can decode fluently are encouraged to choose from a range of genres, including 'recommended reads' for each year group, which they can read themselves or listen to while an adult reads it to them.

## **Impact**

At the end of each unit, spaced recalls at 2, 6 and 12 weeks are used to assess the essential knowledge that the children are expected to remember. This essential knowledge is shared with parents and carers at the start of each learning unit. Individual children who have gaps in key essential knowledge after the week 12 recall, have 5 minute keep up sessions with a member of staff to address the gaps.

Monitoring of reading is conducted by the reading leader, the headteacher and the governors through lesson visits, book scrutiny, pupil voice interviews and analysis of essential knowledge gaps.

## Reading Curriculum Progression and End Points

Early Years Expected by end of Reception year	Key Stage 1 Year 1 Expected by end of Y1	Key Stage 1 Year 2 Expected by end of Y2	Lower Key Stage 2 Years 3 and 4 Expected by end of Year 4		Upper Key Stage 2 Years 5 and 6 Expected by end of Y6	
Phonics and Word Reading						
Apply phonic knowledge to decode words (see table below)	Apply phonic knowledge to decode regular words (see table below)	Decoding is automatic and reading is fluent				
Read tricky words (see table below)	Read tricky words (see table below)	Read tricky words (see table below)				
			Read words that follow a pattern (NC appendix 1 Y3/4 word list		Read words that follow a pattern (NC appendix 1 Y5/6 word list	
		Read words with contractions and understand that the apostrophe represents the omitted letter(s)				
Read aloud regular decodable words.	Read aloud books (within Phase 5) that do not require them to use strategies other than phonics to work out words.	Read aloud (LW Fluency Sets 1-4) sounding out unfamiliar words accurately, automatically and without undue hesitation.	Read aloud books from LW Fluency (sets 4-7) accurately and without undue hesitation	Read aloud books from LW Fluency (sets 7-10) accurately and without undue hesitation	Read age appropriate books aloud accurately and without undue hesitation	Read age appropriate books aloud accurately and without undue hesitation

Read with automaticity Phase 3 books	Read with automaticity Phase 5 books	Read with fluency and automaticity books from LW Fluency sets 1-4	Read with fluency and automaticity books within LW Fluency texts sets 4-7	Read with fluency and automaticity books within LW Fluency texts sets 6-10	Read age appropriate texts with fluency and automaticity	Read age appropriate texts with fluency and automaticity
Read aloud their own simple sentences to others	Read aloud their own writing clearly enough to be understood by their peers and teachers	Read aloud what they have written with appropriate intonation	Read aloud what they have written with appropriate intonation			
Reading For Pleasure						
Listen to and respond to texts at a level beyond which they can read, linking them to their own experiences.	Know the characteristics of a wide range of texts (e.g. characters, events, structure) and respond to texts at a level beyond which they can read, linking them to their experiences or other books	Know the characteristics of a wide range of texts. Respond to and express views on a range of fiction and non-fiction texts, at a level beyond that which they can read independently (giving their opinion)	Know the characteristics of a wide range of texts and respond to a range of texts including plays, reference books, and text books beyond that which they can read independently	Know the characteristics of a wide range of texts and respond to a range of texts including plays, reference books, and text books		
Developing Vocabulary						
Discuss word meanings and linking new	Discuss word meanings and linking new	Discuss word meanings and linking new meanings to those already known at an	Discuss word meanings and linking new meanings to those already known at an	Discuss word meanings and linking new meanings to those already known at an appropriate level. Use dictionaries as appropriate		

meanings to those already known at an appropriate level	meanings to those already known at an appropriate level	appropriate level. Use dictionaries as appropriate	appropriate level. Use dictionaries as appropriate		
Know how to summarise					
		Use keywords and phrases to find main ideas and summarise the main points from one paragraph	Use keywords and phrases to find main ideas and summarise the main points from more than one paragraph	Use quotations to find the main idea and summarise	Summarise the text using quotations to establish the main features and make comparisons between texts using quotations to support an argument
Know how to skim and scan and retrieve					
Find a word in a sentence	Skim and scan to find the word within a paragraph.	Skim and scan to find the word within a page	Skim and scan to find a word/phrase within texts up to 2 pages including organisational devices and text markers	Read full booklets of texts with confidence and ease, skimming and scanning at speed  Texts should be challenging and in line with ARE	
Know how to explain					
Answer questions to show their understanding of what is read to them  Say what a word means.	Answer questions to show their understanding of what is read to them  Tick/match/write what a word means	Begin to answer and ask questions based on the text referring to a specific section to show their understanding of what has been read  Know alternative words for words/ phrases to show their understanding, <i>e.g good fighters=skilled / skilled= good fighters</i>	Answer and ask questions based on the text referring to a specific section  Explain their understanding of new vocabulary (words and phrases) in different ways –suggest/imply/ impression across paragraphs.	Mastered the steps required to answer a range of question types  Demonstrate their understanding of language in a variety of ways across a range of texts  Use a range of synonyms to explain their understanding  Write well-developed answers (with no repetition of the word in the question)	

	Think of a synonym/ alternative word	Think of a synonym/ alternative word or phrase  Tick/match/write what the word/phrase means	Begin to write more developed answers when explaining  Answer a range of question types (find and copy, tick, match, write) at speed	<i>e.g.Q: What does the word burst means? A: It means bursting through...</i>	
Retell a familiar story using predictable phrases	Retell modern classics, fairy stories, and traditional tales considering their particular characteristics and predictable phrases	Retell a wider range of stories, fairy stories and traditional tales- sequence events in order Show increasing familiarity with simple recurring language (e.g once upon a time...)	Retell a wide range of books including fairy stories, myths and legends, identifying themes and conventions (e.g. narrative: character /plot Themes: good overcomes evil, morals, relationships,	Identify and discuss themes and conventions and make comparisons within and across a wide range of texts.	
		Begin to answer and ask questions based on the text referring to a specific section to show their understanding of what has been read.	Answer and ask questions based on the text referring to a specific section		
Know about authors' choice of language					
			Explain the difference between fact and opinion	Distinguish between statements of fact and opinion	
			Explain the author's intended impact on the reader when using particular structural features and presentational features		
Know how to Infer					
Use inference to identify how a character is feeling ( <i>e.g. he is happy</i>	Make inference based on what a character has said or done ( <i>e.g. he is</i>	Refer to the text to explain inferences made based on what a character has said or done	Refer to the text to draw inferences such as – inferring characters' feelings thoughts/ motives from their actions	Refer to the text to discuss and explain why an author may vary action, dialogue and description to affect	Refer to the text to explain how the author uses their point of view to have an effect on the

<i>because he is smiling)</i>	<i>happy because he has won a prize)</i>	<i>(e.g. she feels sad because it says that she is crying)</i>	<i>(e.g. it says he had a ball of fire in his head so I know that he was angry about the children asking lots of questions)</i>  Refer to the text and use more than one example to explain characterisation <i>(e.g. it says he licked his lips and his eyes widened so I know he is hungry)</i>	the perception of a character <i>(e.g. the author wants us to feel scared of him so she uses a metaphor to compare him to a monster)</i>	reader's opinion of a character or an issue. <i>(e.g. the author uses emotive language to persuade the reader to reduce their use of plastic)</i>
Know how to predict					
Predict what might happen on the basis of what has been read so far	Predict what might happen from details stated and implied	Use key words and phrases to draw conclusions and predict what might happen from details stated and implied		Use quotations to draw conclusions and predict what might happen from details stated and implied	
Know how to question					
Explain why they like or dislike a text	Use evidence in a text to help say why you like or dislike it	Use evidence in a text to give an opinion about something <i>(e.g. a character)</i>	Use evidence in a text to work out a character's opinion of something  Use quotations to evaluate a text and refer to relevant parts to support an opinion	Use quotations to establish a viewpoint e.g. how an author treats a character and suggest how a character might be treated differently	Fully justify an opinion of at least 2 texts considering both positive and negative points
Know how to read and recite poetry					
Learn and recite 5 nursery rhymes	Learn and recite 3 poems each year (one per term)				



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
YR	<b>Phase 2 graphemes:</b> s,a,t,p,l,n,m,d,g o,c,k,ck, e,u,r,h,b,f,l, Blending <b>Tricky words:</b> Is I the	<b>Phase 2 graphemes:</b> ff,ll,ss, j,v,w,x,y,z,zz,qu,ch ,sh, th,ng,nk Blending Words with -s /s/ at the end (hats sits) Words with -s /z/ at the end (his bags) <b>Tricky words:</b> (put pull full push *) as and has his her go no to into she he of we me be	<b>Phase 3 graphemes:</b> ai,ee,igh,oa,oo, <b>oo</b> ,ar,or,ur,ow,oi, ear,air, er Blending Words with double letters Longer words <b>Tricky words:</b> was you they my by all are sure pure	<b>Phase 3 graphemes:</b> <b>Review</b> ai,ee,igh,oa,oo, <b>oo</b> ,ar,or,ur,ow,oi,ear, air, er Longer words including words with double letters Words with -s /z/ in the middle Words with -es /z/ at the end Words with -s /s/ and -s /s/ at the end <b>Tricky words:</b> Review all taught so far	<b>Phase 4</b> Short vowels with adjacent consonants CVCC CCVC CCVCC CCCVC CCCVCC Longer words and compound words Words ending with suffixes: -ing, -ed /t/, -ed /id/ /ed/, -ed /d/, -er, -est , Longer words and compound words	<b>Phase 4 graphemes:</b> Phase 3 long vowel graphemes with adjacent consonants CVCC CCVC CCCVC CCV CCVCC Words ending in suffixes: -ing, -ed /t/, -ed /id/ /ed/, -ed /d/, -er, -est , Longer words and compound words
Y1	Review Phase 3 and 4 <b>Phase 5</b> /ai/ <b>ay</b> (play) /ow/ <b>ou</b> (cloud) /oi/ <b>oy</b> (toy) /ee/ <b>ea</b> in each <b>Tricky words:</b> <b>Review phase 2-4</b> Is I the (put pull full push*) as and has his her go no to into	<b>Phase 5 graphemes</b> /ur/ <b>ir</b> (bird) /igh/ <b>ie</b> (pie) /oo//yoo/ <b>ue</b> (blue rescue) /yoo/ <b>u</b> (unicorn) /oa/ <b>o</b> (go) /igh/ <b>i</b> (tiger) /ai/ <b>a</b> (paper) /ee/ <b>e</b> (he) /ai/ <b>a-e</b> (shake) /igh/ <b>i-e</b> (time)	<b>Phase 5 graphemes</b> /ee/ <b>y</b> (funny) /e/ <b>ea</b> (head) /w/ <b>wh</b> (wheel) /oa/ <b>oe</b> (toe) <b>ou</b> (shoulder) /igh/ <b>y</b> (fly) /oa/ <b>ow</b> (snow) /j/ <b>g</b> (giant) /f/ <b>ph</b> (phone)	<b>Phase 5 graphemes</b> /ur/ <b>or</b> (word) /oo/ <b>u</b> (awful) <b>oul</b> (could) /air/ <b>are</b> (share) /or/ <b>au</b> (author) <b>aur</b> (dinosaur) <b>oor</b> (floor) <b>al</b> (walk) /ch/ tch (catch) ture (adventure) /ar/ al (half) a (father) /or/ a (water)	<b>Phonics screening check review all Phase 3 and 5 graphemes</b>	<b>Phase 5 graphemes</b> /ai/ <b>eight</b> (eight) <b>aigh</b> (straight) <b>ey</b> (grey) <b>ea</b> (break) /n/ <b>kn</b> (knee) <b>gn</b> (gnaw) /m/ <b>mb</b> (thumb) /ear/ <b>ere</b> (here) <b>eer</b> (deer) /zh/ <b>su</b> (treasure) <b>si</b> (vision) /j/ <b>dge</b> (bridge) /i/ <b>y</b> (crystal)

	she he of we me be was you they my by all are sure pure said so have like some come love do were here little says there when what one out today	/oa/ <b>o-e</b> (home) /oo/ /yoo/ <b>u-e</b> (rude cute) /ee/ <b>e-e</b> (these) /oo/ /yoo/ <b>ew</b> (chew) /ee/ <b>ie</b> (shield) /or/ <b>aw</b> (claw) <b>Tricky words:</b> their people oh your Mr Mrs Ms (ask*) could would should our house mouse water want	/l/ <b>le</b> (apple) <b>al</b> (metal) /s/ <b>c</b> (ice) /v/ <b>ve</b> (give) /u/ <b>o-e</b> (some) <b>o</b> (mother) <b>ou</b> (young) /z/ <b>se</b> (cheese) /s/ <b>se</b> (mouse) <b>ce</b> (fence) /ee/ <b>ey</b> (donkey) /oo/ <b>ui</b> (fruit) <b>ou</b> (soup)  <b>Tricky words:</b> Any many again who whole where two school call different thought through friend work	Schwa in longer words (different) /o/ a (want) /air/ ear (bear) ere (there) /ur/ ear (learn) /r wr (wrist) /s/ st (whistle) sc (science) /c/ch (school) /sh/ ch (chef) /z/ze (freeze) Schwa at the end of words (actor)  <b>Tricky words:</b> once laugh because eye		/j/ <b>ge</b> (large) /sh/ <b>ti</b> (potion) <b>ssi</b> (mission) <b>si</b> (mansion) <b>ci</b> (delicious) /or/ <b>ough</b> (daughter) <b>our</b> (pour) <b>oar</b> (oar) <b>ore</b> (more) <b>Tricky words:</b> Busy beautiful pretty hour move improve parent shoe
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