Reading Progression at Kings Ash Academy

Reading Intent at Kings Ash Academy
At Kings Ash Academy, our aim is to provide plentiful opportunities for our children to become lifelong readers who enjoy reading and can also share this enjoyment with others.

Reading Implementation at Kings Ash Academy
At Kings Ash Academy, our primary approach to teaching reading is through the Re-Think Reading approach. This is further enhanced through the teaching of Read Write Inc, the library provision of Accelerated Reader, books used as part of our Babcock Teaching Sequences in English and a wide range of literature in the wider curriculum as part of our Big Ideas.

	FS	Y1	Y2	Y3/4	Y5/6
Reading for pleasure					
Intent	Create a reading culture where children are exposed to a range of high-quality texts in a variety of contexts and have opportunities to browse literature, as well as structured reading activities To build preferences in reading and to choose to read To recognise authors and styles of reading that individuals enjoy Engaging in book discussion in a range of contexts, alongside both adults and peers Sharing and recommending a range of books				
Implementation	All reading contexts below contribute to developing a love of reading				
Reading aloud to children					
Intent	Building a bank of story and rhyme knowledge Exposing children to texts beyond what they can read themselves Developing an enjoyment for reading		Widening knowledge of texts and authors, including non-fiction and poetry. Sustaining stamina in listening and reading texts. Making connections within a book.	Introducing children to a wider range of authors and contexts eg historical and cultural	Exposing children to challenging and archaic texts, eg, language, themes,
Implementation	Daily exposure to quality books for a minimum of ten minutes Development of a reading spine to reflect the Big Ideas at KAA				
Core Texts	Reading Core Texts - Linked to the Big Ideas				
Independent reading and home/school reading					

Intent	Independently reading phonically decodable books matched to their phonic knowledge and skills	Reading age-appropriate books Increasing stamina	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)	Reading age appropriate books, including whole novels Widening the range and challenge of books they read, including texts from a wider literary heritage
Implementation	Books selected based on RWI colour Books selected by adult in class Books changed twice a week Opportunity to take home a book in addition to	Books selected based on AR range (end of year expectation detailed below) Currently selected by children - adult support in selecting these books as appropriate and possible by the Reading Champion and/or class support staff Teachers monitor through AR reports bi-weekly Opportunity to take home a book in addition to AR book when additional funding/budget available for a book order		

Guided reading/reading instruction				
Intent	To teach the comprehension and decoding skills required to achieve age related expectations (as detailed in National Curriculum)			
Implementation	Daily RWI sessions Additional guided reading to ensure independent application and to develop comprehension skills	Daily 30 minute guided reading sessions: teacher working with at least one group per day and pupils grouped by need rather than ability As part of GR session, independent activities enabling children to practise and apply reading skills (when not in guided group with teacher) An increasing expectation of written recording of understanding through KS2		
Core Texts	Early Years Reading Coverage	Y1-Y6 Guided Reading Coverage		

Shared reading as part of teaching sequence				
Intent	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			
Implementation	First week of each teaching sequence: sharing the text, providing opportunities to respond to the text, provide opportunities to map and learn the text, exploring text structure summarise text features Map out how our teaching sequences can link to the Big Ideas at KAA			
Core Texts	Writing Through the Big Ideas			

Core reading texts to support reading to learning across the curriculum				
Intent	Listen to and discuss information books, other non-fiction and related narrative/poetry texts to establish the foundations for their learning in other subjects.	Listen to, discuss and read independently, texts which develop their knowledge across the wider curriculum.	Listen to and read a wide variety of texts to find out information and develop knowledge across the wider curriculum.	The skills of information retrieval should be applied in reading textbooks from across the curriculum and in contexts where pupils are genuinely motivated to find out information.

Implementation	Daily exposure to quality books for a minimum of ten minutes Development of a reading spine to reflect the Big Ideas at KAA Opportunities to read beyond online reading
Core Texts	Reading Core Texts – Linked to the Big Ideas

		Teaching of Reading Expectations *In line with Babcock advice and assessment guidelines*		
FS	**Y1**	**Y2**	**Y3/4**	**Y5/6**
		Word Reading – Decoding		
	Apply phonic knowledge and skills to decode words: -Blend accurately and speedily using known graphemes -Re-read with fluency and confidence -Read accurately -Recognise when a word does not make sense	Read age-appropriate books: - sounding out unfamiliar words - beginning to self-correct	Decode most new words outside of spoken vocabulary.	Read age-appropriate books with confidence and fluency, including whole novels
	Read common exception words accurately.	Read accurately, automatically and without undue hesitation including: -Words of 2 or more syllables - Words containing common suffixes - Most common exception words	Read longer words with support.	Use a range of reading strategies to work out any unfamiliar word.
		Read most words quickly and accurately without blending out loud, e.g over 90 words per minute	Use the context of a sentence to read unfamiliar words.	Read aloud and to perform, showing understanding through intonation, tone and volume so that meaning is clear to an audience
		Begin to read silently with understanding.	Self -correct consistently	
			Read simple chapter books independently and silently.	
		Word Reading – Reading for Pleasure		
	Participate actively in listening and sharing a wide range of books.	Read independently, demonstrating increasing stamina.	Read for a range of purposes independently.	Read a broader range of texts including those from literary heritage and more challenging texts.
	Choose to read.	Show developing preferences through book choice.	Choose appropriate texts with support.	Recommend books they have read to their peers, giving reasons for their choices.
			Demonstrate engagement with reading: - reading for sustained periods of time	Demonstrate continuing engagement with reading:

| | | | - complete books
- engaging actively in book discussion
- respond to reading in a written form | -reading for sustained periods of time
-complete a wider range of more challenging and lengthier books
-engage actively in book discussions with and without adult support. |
| | | | | Respond to reading in a written form, beginning to develop a critical stance. |

At least RWi red group	Phonically decodable texts – phase 5			
Can read more than 5 red words fluently	Book bands: turquoise+	Book bands: gold+	Year 3: Bookband Sapphire+	
		AR level 1.9+	Year 3: AR level 2.9+ Year 4: AR level 3.9+	Year 5: AR level 4.9+ Year 6: AR level 5.9+
		Reading age 7.0 +	Year 3: Reading age 8+ Year 4: Reading age 9+	Year 5: Reading age 10+ Year 6: Reading age 11+

Comprehension – Infer

	In texts read to them and simple texts read themselves, make inferences on the basis of what is being said and done e.g. How a character feels, why a character does something.	Make inferences from texts that they read themselves, on the basis of: - what's being said and done - cause and effect	draw inferences such as characters' feelings, thoughts and motives from their actions, and justify with evidence from the text or life experience.	Make inferences drawn from across and between texts and justify with evidence.
		drawing on what they already know or on background information or vocabulary (provided by the teacher).		Use PEE (Point, Evidence, and Explanation) to support inferences.

Comprehension – Predict

	With support can link own experiences to what they read.	what might happen on the basis of what has been read so far.	what might happen from details stated and implied based on: - content - simple themes/ text types	Predict what might happen from details stated and implied based on: -themes -conventions -knowledge about the author -genres
	Make predictions about reading: - from a title and front cover of a book. - on the basis of what has been read so far		Justify predictions with evidence	

Word Reading –Clarify				
	Discuss word meanings, making links to known vocabulary.	Discuss and clarify the meaning of words to understand texts further.	use dictionaries to check the meanings of words they have read.	Give the meaning of words in context.
		In familiar books, check that it makes sense.		Explore and explain the meaning of words in context.
				Distinguish between fact and opinion.
				Clarify concepts and ideas at sentence, paragraph and whole text level.

Word Reading - Question				
Can answer questions about a text that has been read to them	Raise simple questions about texts they read and that are read to them.	Ask and answer questions about texts.	ask and answer questions to improve understanding of a text	Ask and answer questions to improve understanding of themes and authorial intent.
	Answer simple, information retrieval questions about texts.			

Word Reading - Summarise				
	Link title to key events in a text.	Identify and explain the sequence of events in texts.	identify main ideas drawn from more than one paragraph and summarise these.	Identify and summarise main ideas from across a text.
			Retrieve and record information from non-fiction	Identify key details that support main ideas using quotation for illustration
				Retrieve, record and present key information from non-fiction.

Word Reading - Language for Effect				
	Recognise and join in with predictable phrases.	Identify simple literary language in stories and poetry.	Identify language, structural and presentational features of texts and discuss how they contribute to the meaning.	Discuss how the structural and presentational choices impact on meaning, theme and purpose.
		Discuss favourite words and phrases and their impact on the meaning.	Discuss words and phrases that engage the reader.	Discuss and evaluate texts, commenting on writers' use of words, phrases and language features including figurative language.
			Give extended explanations of the impact of language choices on meaning.	

Word Reading – Themes and Conventions				
Internalises and understands vocabulary from T4W text	Retell familiar stories and rhymes and talk about their key features.	Identify key aspects of texts, e.g. .fiction: characters, setting, plot, Non-fiction: titles/headings, contents, index, glossary	Begin to make connections between texts.	Identify the themes and conventions of a range of texts.
		With support, justify personal response to texts.	Begin to identify simple common themes in texts e.g. good vs evil, use of magical devices.	Discuss/comment on themes and conventions in different genres and forms.
			Begin to identify conventions of different types of writing.	Make comparisons and contrasts within and across texts.
			Comment on the use of conventions in different types of writing.	Discuss viewpoints (both of the author and fictional characters), within a text and across more than one text.
				Provide reasoned justifications for opinions about a book.