

Range and Coverage of Reading
Developing Fluency and Building a Reading Culture

Focus / Domain	Nursery (F1)	Reception (F2)	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Range of reading	Decodable Texts Core Stories/Familiar stories, rhymes and songs, Environmental print Decodable labels and captions (around the environment) Notices, messages and prompts, Wide range of stories, non-fiction, poems and songs linked to interests, seasons, areas of learning and common themes/topics		To listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently To link what they read or hear to their own experiences	To 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	To listen to, discuss and express views about a wide range of fiction, poetry and plays – sometimes at a level beyond that which they can read independently	To listen to, discuss and express views about a wide range of fiction, poetry and plays – beginning to justify comments	To read a growing repertoire of texts – both fiction and non-fiction – expressing views and forming preferences.	To read books that are structured in different ways and reading for a range of purposes
Familiarity with texts	To listen to and talk about stories and poems building up familiarity and understanding, (C&L) To learn and join in with repeated actions, words and phrases from stories, songs and poems.	To listen to, re-tell and join in with stories, songs and poems To re-tell familiar stories and rhymes in sequence and in detail, using some key phrases from the story/rhyme. (C&L) To describe story settings, characters and events in detail. To listen to familiar stories, poems, rhymes and non-fiction texts with increasing attention and recall, new knowledge and vocabulary. (C&L)	To become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics To recognise and join in with predictable phrases	To become increasingly familiar with and retell a wider range of stories, fairy stories and traditional tales To recognise simple recurring literary language in stories.	To increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally		To be familiar with a range of text types including modern fiction and fiction from our literary heritage; books from other cultures; myths, legends and traditional stories; poetry; plays; non-fiction and reference books	
					To identify themes and conventions in a range of books by listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks	To identify themes and conventions in a range of books including the conventions of myths and play scripts and begin to make comparisons	To discuss and comment on themes and conventions in various genres To demonstrate familiarity with different texts types To make comparisons within and across books	To demonstrate a positive attitude by frequently reading a wide range of texts – both fiction and non-fiction To accurately identify and comment on the features, themes and conventions across a range of texts and understand their use To recommend books that they have read to their peers, giving reasons for their choices
Poetry and performance	To engage in rhythmic and musical activities including action songs/rhymes, percussion instruments, beat and clapping. To use the language of story-telling to create or re-tell new and/or familiar stories. (C&L)	To re-invent or re-enact familiar stories, rhymes and songs Re-tells stories or events and relays information that they have heard, read or had read to them with increasing detail	To learn to appreciate stories, rhymes and poems, and to recite some by heart	To continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear	To prepare poems and play scripts to read aloud and perform – demonstrating understanding by showing appropriate intonation and volume when reciting to reading aloud	To prepare poems and play scripts to read aloud and perform – demonstrating understanding by showing appropriate intonation and volume when reciting to reading aloud To recognise some different forms of poetry	To use appropriate intonation, tone and volume when reciting or reading aloud to an audience with an intention to make the meaning clear To learn a wider range of poetry by heart	To use appropriate intonation, tone and volume when reciting or reading aloud to an audience making the meaning clear by how they present the text To demonstrate that they have learned a wide range of poetry by heart

						[for example, free verse, narrative poetry]		
	Dogger, A piece of cake, Bear Hunt, Whatever Next, Elmer, Owl Babies, Peace at Last, The Gruffalo, Each peach pear plum, Supertato.	*Funny bones *Little Red Riding hood *Polar Express *Dogger *Smartest Giant in town *Paris Adventure *Chinese Adventure *In the garden *Sharing a Shell *The Rainbow Fish Lost in the toy museum The Toys' Playtime - poem	*The Enchanted Wood *The Owl who was Afraid of the Dark *A Bear called Paddington *The Shopping Expedition *Mr Majeika *The Sheep-Pig *Farmer Duck	*Stone age Boy *The Iron Woman *Flat Stanley *The Tale of Peter Rabbit	*Escape from Pompeii *Narnia *Thor (Film study) *Harry Potter and The Philosopher's Stone *A Midsummer Night's Dream *Around the World in 80 days	*One Boy's War *The Eye of the Whale *Charlie and the Chocolate Factory *Street Child *Cogheart	*Goodnight Mr Tom *Mr Stink *Macbeth *Who let the Gods out *Night at the Museum (Film Study)	
Curricular links	PSED, Communication and Language, Physical Development, Writing, Maths, Understanding The World, Expressive Arts and Design.	Links are made through literacy and texts are used as 'hooks' into writing following our school Talk 4 Writing process and writing pathways.	Links are made through literacy and texts are used as 'hooks' into writing following our school Talk 4 Writing process and writing pathways.	Links are made through literacy and texts are used as 'hooks' into writing following our school Talk 4 Writing process and writing pathways.	Links are made through literacy and texts are used as 'hooks' into writing following our school Talk 4 Writing process and writing pathways.	Links are made through literacy and texts are used as 'hooks' into writing following our school Talk 4 Writing process and writing pathways.	Links are made through literacy and texts are used as 'hooks' into writing following our school Talk 4 Writing process and writing pathways.	
1:1 Reading		In Year 1, children are grouped according to their phonic groupings. With the adult they read the same text that they have covered within their group, checking for accuracy, fluency etc. whilst, also developing knowledge of the features of a text, grammatical structures and vocabulary. Once pupils reach the later stages of the phonics scheme texts, they then begin to access a wider range of texts, high frequency words and vocabulary through guided reading activities using the colour banded reading scheme.	In year 2 – pupils who are no longer on the RWi phonics program, take part in a whole group guided reading session throughout the week. Twinkl reading texts are utilised to develop spelling, grammar and punctuation, develop comprehensions skills, fluency, expression, technical skills (scan and skim) etc. Adults and pupils model the shared text by reading aloud to the group.	In Year 3, children follow a structured, whole class reading session on a daily basis. Activities are planned using RWI comprehension texts. Read Write Inc. Comprehension, written by Ruth Miskin, is a 14-week programme that provides a smooth transition from Read Write Inc. Phonics to Literacy and Language. Using the key teaching strategies in Read Write Inc. Phonics to maintain momentum and pupil progress the programme: - Develops children's reading fluency and comprehension of fiction and non-fiction texts - Improves children's writing by developing their vocabulary, grammar and spelling.	Building on the skills developed in Year 3, in Years 4, 5 and 6 children follow a structured, whole-class reading session on a daily basis. Activities are planned using a range of age-appropriate, engaging texts which often compliment the genres of writing being covered over the half term. These include extracts from: - Reading Explorers - Peak Publications - Class novel studies. - Literacy shed – Comprehension Plus/Video Comprehension The schemes used provide teachers with a wide variety of genres, both fiction and non-fiction, which will allow children to access, interpret and understand what they are reading. This increases a child's knowledge and understanding of why certain words are chosen by an author and gives the reader the chance to speculate on the tone and purpose of the texts, as well as consider both texts' themes and audience. The structure of sessions over the week actively promotes the teaching and learning of specific reading and study skills. The children thus acquire the ability to access, interpret and understand a piece of text, and are encouraged to become more independent thinkers and learners. The five thinking and reasoning skills which are contained within our programme of activities include: - Knowledge of Vocabulary (giving/explaining the meaning of words in context) - Literal thinking (skimming and scanning) - Deductive reasoning (clues, proof and evidence) - Inferential skills (Reading between the lines) - Evaluative assessment of texts (Forming opinions based on reading) - Further study skills which promote wider independent study skills linked to grammar, spelling and punctuation and writing.			

	<p>Adults share books and read to children on a one to one or small group basis throughout the day as part of continuous provision.</p>	<p>Adults share books and read to children on a one to one or small group basis throughout the day as part of continuous provision.</p> <p>Daily phonics lessons – small group reading</p> <p>One to one – once per week with a Teacher/TA.</p> <p>Extra adults complete extra one to one reading to and with pupils identified as possibly not consistently reading with an adult at home.</p>	<p>Daily phonics lessons – small group reading</p> <p>One to one with Teacher/TA at least once per week. (using RWI book bag books)</p> <p>One to one tuition/extra reading for targeted pupils.</p> <p>Group guided reading once per week (each group – using RWI group/book bag books, progressing towards reading scheme texts once pupils are decoding confidently)</p>	<p>Daily phonics lessons – small group reading</p> <p>One to one with Teacher/TA at least once per week. (using RWI book bag books and/or a text matched to the child's age band that they choose themselves from the reading scheme)</p> <p>One to one tuition/extra reading for targeted pupils.</p> <p>Guided reading for children off the RWI program and taking part in comprehension tasks.</p>	<p>Adults in school listen to every child read (on a 1-1 basis) at least once per week. During this session, adults supporting the activity are provided with a bank of (age/level appropriate) questions to discuss with the children during the session linked to the different reading domains.</p> <p>This session also provides opportunity to encourage children to choose a wider range of genres when selecting their new reading book from centrally located book boxes or classroom bookshelves.</p>
<p>Story Assemblies</p>	<p>Adults share story time videos for children at home via Facebook, website etc.</p>	<p>Fortnightly story assemblies focus on choosing a familiar story to share with children from Y1-6. This assembly is held as part of our developing a love of reading throughout school. Children thoroughly enjoy listening to and joining in with stories from a range of popular children's authors.</p>			