



At The Radstone, our English curriculum aims to ensure that all pupils develop the required core skills and knowledge set out through the Early Years Framework and the English National curriculum.

## Literacy Specific Areas of the Early Years Framework

- children can read and understand simple sentences
- they can use phonic knowledge to decode regular words and read them aloud accurately
- children can also read some common irregular words
- they can demonstrate understanding when talking with others about what they have read
- children use their phonic knowledge to write words in ways which match their spoken sounds
- they also write some irregular common words
- they write simple sentences which can be read by themselves and others
- some words are spelt correctly and others are phonetically plausible

## Aims of the English National Curriculum

The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written language, and to develop their love of literature through widespread reading for enjoyment. The national curriculum for English aims to ensure that all pupils:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- gain a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate



## Speaking and Listening

All subjects across our curriculum play a significant role in developing key English skills, particularly speaking and listening. Subjects are planned with an emphasis on building vocabulary progressively, and understanding its meaning and application in context. We draw on the themes of our curriculum intent to provide pupils with opportunities to engage directly with our local and wider communities. For example, presenting at community events or planning and leading local initiatives in addition to interacting and interviewing a wide range of visitors to our school.

## Reading

Reading is fundamental to every child's educational development and we ensure that it is at the forefront of our curriculum and celebrated from Early Years through to Year 6. High quality texts that cover a range of themes, topics and cultures are part of our daily routine throughout the school. A multi-layered approach is the most effective means of achieving high standards in reading. We use a combination of shared, guided, whole-class and independent reading and aim for all children to leave Nicholas Hawksmoor as confident and competent readers, reading for pleasure at an age-appropriate level. Skilled word reading involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding), and the speedy recognition of familiar printed words (sight words).

## Phonics

At The Radstone Primary School we use Read Write Inc. Phonics because we want our children to learn to read as quickly as possible and then to keep on reading – to read widely and often and be a lifelong reader. Phonics will ensure all children who come to our school learn to read: EYFS to Year 2, older pupils who have struggled to learn to read and need to 'catch up', EAL pupils and children with SEN and dyslexia also learn to read using this programme. Teaching and learning focuses on what children already know and what they need to learn next in order to make best possible progress – by stage not age.

Read Write Inc. Phonics is a programme that uses systematic phonics to teach all children to read. It lasts two years for most children – if they start to learn to read in the Reception class. (There are some children with learning difficulties who spend longer on the programme.)

## 'Book Talk'

In Key Stage 2, pupils are organised into reading attainment groups and share a set of the 'same' books pitched at their level with appropriate challenge. Pupils receive regular 'Book Talk' sessions and once a week will intensively work with the class teacher for a 'guided read'. These sessions are layered with open-ended whole class questions to challenge and stimulate discussion. A key part of these sessions is on developing



reading for meaning and oral comprehension techniques. Book Talk is structured with three reasons to read. These reasons to read are taken from 'The Reading Rainbow'. One reason is taken from the top layer of the rainbow under FANTASTIC. The second reason is taken from the STYLISTIC layer. The third reason is taken from the ANALYTICS layer. These are introduced to the pupils in chunks and it is through these generic lenses they think and discuss their reading material. The sessions operate like conversations about books. During these sessions the pleasure principle of reading is fostered. 'Book Talk' is sharply focused on reading for meaning, listening to friends read and talking about books. During these sessions pupils can be 'reading around the group', reading in pairs or reading to themselves and the teacher will direct them in these different organisational ways.

### Whole-Class Reading

Whole-class reading and sharing a story is a vital part of our daily routines at The Radstone. The Centre for Literacy in Primary Education states: 'Reading aloud is probably the most important thing that teachers can do and needs to be a frequent and regular part of each school day.' This is a fundamental aspect in developing children's passion for reading and the daily 'class read' is one of the highlights of the school day for our children; this also ensures that all pupils experience high-quality literature on a daily basis. Books are selected to engage and inspire children; they are pitched slightly 'above' the typical age-expectations of the year group in order for children of all abilities to access high quality, thought-provoking topics and ideas through class discussions.



Reading Progression

	EYFS	Year 1	Year 2	Lower Key Stage 2	Upper Key Stage 2
<b>Decoding</b>	<ul style="list-style-type: none"> <li>recognising alphabet starting with s,a,t,p,i,n</li> <li>cvc words</li> <li>sound blends (ch/sh/oo etc.)</li> </ul>	<ul style="list-style-type: none"> <li>apply phonic knowledge to decode words</li> <li>speedily read all 40+ letters/groups for 40+ phonemes</li> <li>read accurately by blending taught GPC</li> <li>read common exception words</li> <li>read common suffixes (-s, -es, -ing, -ed, etc.)</li> <li>read multisyllabic words containing taught GPCs</li> <li>read contractions and understanding use of apostrophe</li> <li>read aloud phonically-decodable texts</li> </ul>	<ul style="list-style-type: none"> <li>secure phonic decoding until reading is fluent</li> <li>read accurately by blending, including alternative sounds for graphemes</li> <li>read multisyllabic words containing these graphemes</li> <li>read common suffixes</li> <li>read exception words, noting unusual correspondences</li> <li>read most words quickly &amp; accurately without overt sounding and blending</li> </ul>	<ul style="list-style-type: none"> <li>apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet</li> <li>read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word</li> </ul>	<ul style="list-style-type: none"> <li>apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet</li> </ul>
<b>Range of Reading</b>	<ul style="list-style-type: none"> <li>reading to/with visitors and soft toys etc.</li> <li>reading rabbits – taken home to share with family to develop a love for reading</li> </ul>	<ul style="list-style-type: none"> <li>listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently</li> <li>being encouraged to link what they read or hear read to their own experiences</li> </ul>	<ul style="list-style-type: none"> <li>listening to, discussing and expressing 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</li> </ul>	<ul style="list-style-type: none"> <li>listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>reading books that are structured in different ways and reading for a range of purposes</li> </ul>	<ul style="list-style-type: none"> <li>continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>reading books that are structured in different ways and reading for a range of purposes</li> <li>making comparisons within and across books</li> </ul>
<b>Familiarity with texts</b>	<ul style="list-style-type: none"> <li>becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics</li> </ul>	<ul style="list-style-type: none"> <li>becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics</li> <li>recognising and joining in with predictable phrases</li> </ul>	<ul style="list-style-type: none"> <li>becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales</li> <li>recognising simple recurring literary language in stories and poetry</li> </ul>	<ul style="list-style-type: none"> <li>increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</li> <li>identifying themes and conventions in a wide range of books</li> </ul>	<ul style="list-style-type: none"> <li>increasing 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</li> <li>identifying and discussing themes and conventions in and across a wide range of writing</li> </ul>
<b>Poetry &amp; Performance</b>	<ul style="list-style-type: none"> <li>learning to appreciate rhymes and poems, and to recite some by heart</li> </ul>	<ul style="list-style-type: none"> <li>learning to appreciate rhymes and poems, and to recite some by heart</li> </ul>	<ul style="list-style-type: none"> <li>continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate</li> </ul>	<ul style="list-style-type: none"> <li>preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</li> </ul>	<ul style="list-style-type: none"> <li>learning a wider range of poetry by heart preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and</li> </ul>



			intonation to make the meaning clear	*recognising some different forms of poetry	volume so that the meaning is clear to an audience
<b>Word meanings</b>	*discussing word meanings, linking new meanings to those already known	*discussing word meanings, linking new meanings to those already known	*discussing and clarifying the meanings of words, linking new meanings to known vocabulary *discussing their favourite words and phrases	*using dictionaries to check the meaning of words that they have read	
<b>Understanding</b>	*comprehension in pictures and words *knows that information can be retrieved from computers / books	*drawing on what they already know or on background information and vocabulary provided by the teacher *checking that the text makes sense to them as they read and correcting inaccurate reading	*discussing the sequence of events in books and how items of information are related *drawing on what they already know or on background information and vocabulary provided by the teacher *checking that the text makes sense to them as they read and correcting inaccurate reading	*checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context *asking questions to improve their understanding of a text *identifying main ideas drawn from more than one paragraph and summarising these	* checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context *asking questions to improve their understanding *summarising the main ideas drawn from more than one paragraph, identifying key details to support the main ideas
<b>Inference</b>		*discussing the significance of the title and events *making inferences on the basis of what is being said and done	*making inferences on the basis of what is being said and done *answering and asking questions	*drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence	*drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
<b>Prediction</b>	*predicting what might happen on the basis of the front cover / title / what has been read so far	*predicting what might happen on the basis of what has been read so far	*predicting what might happen on the basis of what has been read so far	*predicting what might happen from details stated and implied	*predicting what might happen from details stated and implied
<b>Authorial Intent</b>				*discussing words and phrases that capture the reader's interest and imagination *identifying how language, structure, and presentation contribute to meaning	*identifying how language, structure and presentation contribute to meaning *discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
<b>Non-fiction</b>			*being introduced to non-fiction books that are structured in different ways	*retrieve and record information from non-fiction	*distinguish between statements of fact and opinion *retrieve, record and present information from nonfiction



<p><b>Discussing reading</b></p>	<p>*participate in discussion about what is read to them, taking turns and listening to what others say *explain clearly their understanding of what is read to them</p>	<p>*participate in discussion about what is read to them, taking turns and listening to what others say *explain clearly their understanding of what is read to them</p>	<p>*participate in discussion about books, poems &amp; other works that are read to them &amp; those that they can read for themselves, taking turns and listening to what others say *explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves</p>	<p>*participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say</p>	<p>*recommending books that they have read to their peers, giving reasons for their choices *participate in discussions about books, 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, *provide reasoned justifications for their views</p>	
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