

Creating

Wizards

In English

Reading and
Phonics



At

Oasis
Academy
Limeside

The intent, implementation and
impact for the learning of English

Intent

The OCL Curriculum Statement of Intent has been carefully considered for each curriculum area to ensure the content designed meets this at every opportunity.

The context that our children and young people live in:

- Our children live in a world where they require the skills and qualifications, flexibility, emotional intelligence and expertise to be leaders and to thrive as human beings.
- Our children live in world where accepting themselves as individuals and celebrating who they are is key in navigating a complex and ever-changing environment.
- Our children live in a world where they need to feel a sense of ability to change things for the better and have self efficacy.
- Our children live in a world where they need a network of relationships and a network of support to thrive and excel.
- Our children live in a world where early development of vocabulary skills is the single most important factor to get right as early as possible.

We want our children and young people to:

- Be inspired to improve the world around them.
- Have the ambition, skills and expertise to thrive in a fast changing, interconnected and communication rich world, with the confidence and technical expertise to thrive.
- Have a network that supports them. • Be comfortable in who they are and able to continuously explore who they are becoming.
- Be rich in language with a passion for learning.
- Seek to include others, be other-centred and celebrate difference
- Have a values approach to life and a sense of what is right and wrong through the lived experience of the 9 habits.

Therefore, we focus on developing character, competence and community. The Reading curriculum specifically meets the OCL statement of intent by focussing on character, competence and community in the following areas:

<p>Character:</p>	<p>Reading is a transformational gift for life. All children will read with intrinsic motivation - being rewarded for their efforts with a love of reading, a wide and rich knowledge and understanding of the world, empathy and compassion. All children will engage with quality literature and poetry which tell different stories from different people. All children will explore a diverse range of academic text with a focus on acquiring a deep and word rich vocabulary. We will nurture all our young readers, regardless of their starting points to discover a literate identity for themselves</p>
<p>Competence</p>	<p>Competence in reading is a window of opportunity. To achieve this for all pupils we commit to aspirational, intentional and evidence-based practice harnessing the most recent research on cognitive science. We have ambitious outcomes for all children, and all children will position themselves as readers – developing and changing the way they feel about literacy. Their reading preferences will be validated and expanded. As they read, they will have the ability to self-regulate, self-correct and they will expect what they read to make sense. All children will understand that their reading improves in power and flexibility the more it is practised. All children will use reading as a vehicle to express their own reasoned opinions, be confident to have their understanding challenged and use reading to learn and to learn more</p>
<p>Community</p>	<p>Reading is the window which has the power to connect us as a community. We are a local, regional, national and global community of readers. We are a family of readers, and we are readers who teach. Home reading is at the heart of our communities. We strive to forge genuine and equitable relationships with parents; we do this early, and these relationships are long-lasting and change over time. Our communities read with their children for as long as they will let them and show an interest in their reading when they're older. We enable our community to inspire a love of reading in the home, in our schools and in our hubs. We learn from each other, respect and value similarities and differences in our reading habits. We talk about books, we recommend books, and we are interested in each other's reading repertoire and reading habits</p>

Implementation

To ensure our intent transfers into everyday classroom practice, we use current research in cognitive science to develop pedagogy and specific CPD to ensure subject content is expertly delivered. This is alongside individualised coaching in constantly striving to continually improve practice

What are the key concepts in reading at Limeside?

Phonics and sight vocabulary	Phrasing and fluency
<p>Fast access to visual information in print is of the greatest importance in literacy learning. With effective, systematic and discrete phonics instruction children will develop acute phonological and phonemic awareness, understanding that the sounds of spoken language work together to make words. Foundational learning in phonological awareness, a metacognitive skill, will underpin competent reading at all ages. Children will learn how to look at print, what to look for in print, how to link what they hear and see in print and how to synthesise sounds together to read words. All children will have a strong and robust knowledge of sounds, letters, words and how they work. They will use their phonic knowledge as the bridge towards automatic word reading and learn to analyse words efficiently, flexibly and in a variety of ways</p>	<p>Reading fluency is the outcome of a reader’s integration of strategic actions, automatic word-reading and the ability to attend to prosodic features of language. This includes rhythm, pace, expression, pitch, stress, juncture and sensitivity to syntax. All of this is guided by the young reader’s ongoing construction of meaning. Phrasing in fluent reading is the ability to group words together as in natural language, pausing appropriately between phrases, clauses and sentences. We know that factors that contribute to this are the child’s own oral language, prior knowledge, knowledge about books and print and flexibility in responding to the demands of the text. By exploiting the power of story, rhyme, drama, song and dialogic reading, all children will learn to read in a phrased and fluent way, they will sound good and be a pleasure to listen to.</p>
Print, text structure, layout and organisation concepts	Personal reading and reading for pleasure
<p>Several large scale research pieces in reading found that good readers were able to take advantage of signals within the text to select important ideas and generate a gist. This gist helped them recollect more important information after reading. Explicit teaching of text structure demonstrated an improved ability in comprehension of expository and narrative texts. Text structures are infused at every step of reading comprehension instruction, beginning with the introduction of the lesson, previewing of text, selecting important ideas, writing a main idea, generating inferences, and monitoring comprehension. They link closely to the core concept of comprehension below and explored through the VIPERS approach to comprehension.</p>	<p>Fostering a literate identity - Learning to read is complex and the route to active reading is challenging. As each child embarks on their personal journey to becoming literate, we will support their varied and broad experiences by providing a strong foundation of spoken language, rich shared reading for pleasure experiences, high-quality texts rich in vocabulary and supportive structures to develop reading and decodable texts to support word-reading. Their experiences will change over time and as each child learns to coordinate phonic, semantic and syntactic cues there will be a shift in focus to reading to learn. Our broad and rich reading curriculum will influence and motivate reading for pleasure, provide many opportunities to engage with a wide variety of books, value and encourage 21st century reading habits and empower our children to respond to texts, articulate their own opinions and questions and select and discard texts based on their enjoyment and emotional satisfaction</p>

Comprehension

The goal of reading is being able to understand text, a task of immense complexity. The Scarborough Rope model (2001) depicts many strands of reading that when woven together result in the execution of skilled reading. The acquisition of a sight vocabulary and knowing what those words mean is not enough. As soon as reading instruction is underway, all children will be taught to integrate information from a range of cue sources including phonics, semantic information and language. The responsibility for learning is that of the child. For all children to become strategic and active readers they will be taught to check on themselves, notice their errors and inconsistencies and correct themselves. As children read texts that move up a gradient of difficulty, they will develop ways of extending their own competencies so that the more they read, the better they get at reading more and more challenging texts and increasingly diverse text types.

Strands of comprehension

Prediction	Clarifying	Questioning	Summarising	Language for effect	Themes and conventions
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Inference runs through all strands of comprehension

How is reading taught at Limeside?

Direct and Daily	Indirect and daily	Direct and targeted
Teaching of phonics and sight vocabulary Explicit strategy instruction focusing on decoding and comprehension. Reading aloud(read-aloud) a wide range of quality literature Explicit vocabulary development	Wider independent reading Exploitation of vocabulary development weaved within the curriculum. Engaging with literature and academic text specific to all curriculum areas Text navigation, structure and purpose within all curriculum areas	High-quality, evidence based, structured interventions that support pupils who are struggling with reading and accelerate learning to narrow the attainment gap

Year 1

Phonics	Shared reading	Guided	Independent reading
30 minutes per day: Phase 1 to phase 5 with additional pre and post teaching opportunities provided to targeted children/groups as appropriate. Includes phonically decodable books	At least 15 minutes per day Share a wide range of books in different genres including linked to other topic areas. Discussion to develop comprehension strategies and awareness of text and genre features. Linked to writing	Small group reads at own instructional level of reading. Based on book band targets. Teaches word attack and decoding strategies and early comprehension skills.	Familiar reads and home reading at a level below instructional level to build fluency and phrasing

Year 2

Phonics	Shared reading	Guided	Independent reading
30 minutes per day: Phase 1 to phase 5 with additional pre and post teaching opportunities provided to targeted children/groups as appropriate. Includes phonically decodable books. Moves towards spelling patterns as children build fluency	At least 15 minutes per day Shares a wide range of books in different genres including linked to other topic areas. Teaches comprehension strategies which are scaffolded, modelled, and then independently executed. and awareness of text and genre features. May be linked to writing	Small group reads at own instructional level of reading. Based on book band targets. Moves from decoding strategies to development of comprehension skills.	Familiar reads and home reading at a level below instructional level to build fluency and phrasing

KS 2 (some children may need to follow more of a Yr 2 model as part of transition)

Shared reading	Guided	Independent reading
Class book Daily comprehension strategies linked which may be linked to class book or other appropriate texts .	Small group reads at own instructional level of reading. Develops comprehension skills. Chance to discuss and develop thinking and to respond to others' ideas.	15 minutes per day: Dedicated time allocated for developing independent reading behaviours may be through online platforms

Shared reading

We value a broad, balanced and reading rich curriculum that includes reading with, reading by and reading to children. By protecting time every day, to read aloud to our children they will have the opportunity to hear and respond to great stories written by some of the most highly acclaimed literacy authors. Not only that but, research also demonstrates that reading to children develops empathy - meaning reading aloud to our children will not only make them better readers, but also better people. We cannot think of a better gift for our students and the world.

For younger children, a range of high-quality picture books will be read a number of times so children can join in with repetitive refrains, rhythm and rhyme. The journey will then continue with short novels moving into longer novels for older children which is why you will see less texts to choose from at this stage of development.

We deliberately choose texts which open a window on the world, including embracing the range of protected characteristics.

Independent Reading

Reading is a skill and, as with every skill, it requires not just instruction but practice. Reading practice serves a number of purposes. It enables students to apply the skills and strategies that are taught; it provides opportunities to check student learning and identify weaknesses and it draws students into the world of "real" reading - a world in which people learn from and enjoy books.

The Horizons project is enabling us to build a large bank of books to ensure our children have to opportunity to be inspired and motivated to practice. Practice does not automatically lead to growth, however, to be effective, practice must have certain attributes: It must be at the right level of difficulty, cover a sufficient amount of time, be guided by the instructor, and be enjoyable enough to sustain.

Phonics

Phonics is taught using the broad structure of Letters and Sounds. This is supplemented with letter formation mnemonics from Read Write Inc. Children practise their blending and segmenting skills using phonically decodable books to build confidence and fluency to apply in their guided and independent reading alongside other reading skills.

In 2021, we introduced whole class phonics teaching into Reception. Currently Year 1 and 2 learn phonics in smaller groups according to ability. These groups are flexible and responsive to individual's needs.

Booster groups support children who may be struggling with aspects of phonics, frequently alongside reading (such as FFT).

The application of phonic knowledge into reading and writing is key to support learning. Phonic knowledge is regularly assessed through screening.



Oasis Academy Limeside. Reception Phonics Teaching Sequence

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Autumn 1	Assessment and baseline		Introduce phase 2 new graphemes S, a, t, p	Introduce phase 2 new graphemes l, n, m, d	Introduce phase 2 new graphemes G, o, c, k	Introduce phase 2 new graphemes Ck, e, u, r	Consolidation
Autumn 2	Introduce phase 2 new graphemes H, b, f, ff	Introduce phase 2 new graphemes L, ll, ss consolidation	Introduce phase 3 new graphemes (consonants) J, v, w, x	Introduce phase 3 new graphemes Y, z, zz, qu	Introduce phase 3 new graphemes Ch, sh, th, ng	Consolidation	Consolidation
Spring 1	Consolidation	Introduce phase 3 new graphemes Ai, ee, igh, oa	Introduce phase 3 new graphemes Oo (long), oo (short), ar, or	Introduce phase 3 new graphemes Ur, ow, oi, ear	Introduce phase 3 new graphemes Air, ure, er consolidation	consolidation	Consolidation and assessment
Spring 2	<p>At the end of Spring 1, establish which sounds and tricky words your class still need to develop and consolidate. Children need to be able to:</p> <ul style="list-style-type: none"> • Blend fluently • Recognise sounds accurately • Orally segment and recall graphemes to write them • More challenging reading and writing activities for those who are secure. • Read and write all phase 2, 3 and 4 'Tricky Words' <p>Then, begin phase 4 when ready. By the end of reception, children will be confident and able to complete the above skills in phase 2, 3 and 4.</p>						
Summer 1							
Summer 2							

Weekly suggested sequence

	Mon	Tues	Weds	Thurs	Fri
Phase 2	New phoneme	New phoneme	New phoneme	New phoneme	Recap based on formative assessment + new tricky word

Phase 2 tricky words: the, to, I, no, go.

Phase 3 tricky words: he, she, we, me, be, was, you, are, her, all, they, my.

Phase 4 tricky words: said, have, like, so, do, some, come, little, one, were, there, what, when, out.

Oasis Academy Limeside. Year 1 Phonics Teaching Sequence.



Reading at Limeside

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Autumn 1	Assessment	Recap phase 3 with phase 4 Set 6: j, v, w, x	Recap phase 3 with phase 4 Set 7: y, z, zz, qu	Recap phase 3 with phase 4 Consoannt digraphs: Sh ch th ng	Recap phase 3 with phase 4 Vowel digraphs and trigraphs Ai, ee, igh, oa	Recap phase 3 with phase 4 Vowel digraphs and trigraphs oo (long and short), ar, or	Consolidation
Autumn 2	Recap phase 3 with phase 4 Vowel digraphs and trigraphs Ur, ow, oi, ear	Recap phase 3 with phase 4 Vowel digraphs and trigraphs Air, ure, er	Introduce phase 5 new graphemes, relate to known graphemes Ay, ou, ie, ea	Introduce phase 5 new graphemes, relate to known graphemes Oy ir ue aw	Introduce phase 5 new graphemes, relate to known graphemes Wh ph ew oe	Introduce phase 5 new graphemes, relate to known graphemes Au ey a_e e_e	Introduce phase 5 new graphemes, relate to known graphemes l_e o_e u_e
Spring 1	Consolidate phase 5 new graphemes from assessment	Consolidate phase 5 new graphemes from assessment	Phase 5 alternative pronunciations I (fin and find) O (hot and cold) C (cent and Cat) G (got and Giant)	Phase 5 alternative pronunciations Ow (cow and blow) Ie (tie and field) Ea (eat and bread) Er (her and farmer)	Phase 5 alternative pronunciations A (hat and what) Y (yes, by, gym, very – 2 days) Ch (chin, school, chef)	Phase 5 alternative pronunciations Ou (out, shoulder, could, you – 2 days) Ey (money and grey) Consolidate.	Consolidation
Spring 2	Phase 5 alternative spellings and the rules for when we use them (new graphemes in bold)	Phase 5 alternative spellings and the rules for when we use them (new graphemes in bold)	Phase 5 alternative spellings and the rules for when we use them (new graphemes in bold)	Phase 5 alternative spellings and the rules for when we use them (new graphemes in bold)	Phase 5 alternative spellings and the rules for when we use them (new graphemes in bold)	Phase 5 alternative spellings and the rules for when we use them (new graphemes in bold)	Phase 5 alternative spellings and the rules for when we use them (new graphemes in bold)

	Ai, ay, a_e, a, ey	Ee, ea, e_e, ey, ie, y	lgh, ie, i_e, l, y	oa, oe, o_e, ow, o	Oo, ue, ew, u_e, u, ou (you)	Oi, oy Ow, ou Wh, w	Er, ur, ir Aw, au, or Ph, f, ff
Summer 1	Assessment to take place. Children to be secure on all phase 2, 3, 4 and 5 graphemes by the end of Year 1. Secure children can continue alternative spellings of phase 5 (see page 3 'Phase 5 at a Glance' document).						
Summer 2							

Suggested Weekly Teaching Model

Monday	Tuesday	Wednesday	Thursday	Friday
New Grapheme	New Grapheme	New Grapheme	New Grapheme	Consolidation

Tricky word to be chosen daily from Milestones, related to grapheme or spelling rule where possible.

<u>Year 1 Tricky and High Frequency Words Milestones</u>		
Autumn 1	Autumn 2	Spring 1
Tricky words: he she we me be was you they all are my her Spell High Frequency words: then, see, with, for now down look is	Tricky words: said, so, go have , like, some, come, were, there, little, one, do, when, what, out High Frequency words: children just help went from will that this his her	High frequency words: oh, their, people, Mr, Mrs, looked, called, asked, could, should, would old, by, time, house, about, your, day, made, came, make, here, saw, very
Spring 2	Summer 1	Summer 2
Spell tricky words: Days of the week High frequency words: time, all, what, when, have, don't, can't, I'm just, their, off	High frequency words: do, today, says, were, where, love, once, friend, school, push, pull, full, our	High frequency words: want wanted water away over know, bear, again very every everyone round around magic other

Oasis Academy Limeside. Year 1 Phonics Teaching Sequence.

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Autumn 1	Assessment	<p>Children to recap phase 5 sound families with phase , including alternative spelling rules.</p> <p>Ai, ay, a_e, a, ey Ee, ea, e_e, ey, ie lgh, ie, i_e, i</p> <ul style="list-style-type: none"> • Thrass card or GPC chart to generate alternative spellings • Use Phase 3, 4 and 5 phonics in spelling • Segment polysyllabic words in spelling 	<p>Children to recap phase 5 sound families, including alternative spelling rules.</p> <p>oa, oe, o_e, ow, o Oo, ue, ew, u_e, u, ou (you)</p> <ul style="list-style-type: none"> • Thrass card or GPC chart to generate alternative spellings • Use Phase 3, 4 and 5 phonics in spelling • Segment polysyllabic words in spelling 	<p>Children to recap phase 5 sound families, including alternative spelling rules.</p> <p>Consolidation of main sound families Recap -ed suffix Recap -ing suffix</p> <ul style="list-style-type: none"> • Thrass card or GPC chart to generate alternative spellings • Use Phase 3, 4 and 5 phonics in spelling • Segment polysyllabic words in spelling 	<p>Rules for adding -ed (remove the e, double letters, y>i)</p>	<p>Rules for adding -ing (remove the e, double letters)</p>	Consolidate
Autumn 2	Children to recap phase 5 sound families, including alternative spelling rules.	Children to recap phase 5 sound families, including alternative spelling rules.	<ul style="list-style-type: none"> • /air/ sound spelt 'ere' (there), 'ear' (pear/bear), 'are' (bare/care) 	<ul style="list-style-type: none"> • /dʒ/ sound spelt as ge and dge and g • /n/ sound spelt kn or gn 	<ul style="list-style-type: none"> • The /s/ sound spelt c before e, i and y 	Consolidate	Consolidate

	Oi, oy Ow, ou Wh, w Ph, f, ff	Er, ur, ir Aw, au, or Ph, f, ff	<ul style="list-style-type: none"> /ai/ sound spelt i (find, kind, mind) 		<ul style="list-style-type: none"> Recap: adding -ed Recap adding -ing 		
Spring 1	<p>Continue through Year 2 Milestones as appropriate.</p> <p>Continue to practice and embed graphemes, alternative pronunciations and alternative spellings as necessary.</p>						
Spring 2							
Summer 1							
Summer 2							

Year 2 Spelling Pathway of Tricky and High Frequency Words		
Autumn 1	Autumn 2	Spring 1
<p>Spelling</p> <ul style="list-style-type: none"> Segment polysyllabic words and use this in spelling Thraxs card or GPC chart to generate alternative spellings Use Phase 3, 4 and 5 phonics in spelling /ai/ sound spelt i (find, kind, mind) <p>Spell common exception words: find, kind, mind, behind, child, children*, wild, climb, beautiful, door, poor, floor, because, people, money, again</p> <p>Spell and use homophones and near homophones: see/sea, be/bee, blue/blew, flower/flour, bare/bear, whole/hole, night/knight</p>	<p>Spelling</p> <p>Spell words containing:</p> <ul style="list-style-type: none"> The /s/ sound spelt c before e, i and y /dʒ/ sound spelt as ge and dge and g /n/ sound spelt kn or gn <p>Spell common exception words: every, everybody, even, great, break, steak, pretty, after, fast, last, past, father, class, grass, pass, plant, path, bath, sure, sugar, eye, who, Christmas, Mr, Mrs, parents, knew</p> <p>Spell and use homophones and near homophones: sun/son, to/too/two, one/won, hear/here, knot/not, hour/our.</p>	<p>Spelling patterns</p> <ul style="list-style-type: none"> The /l/ or /əl/ sound spelt -le, -el, -al at the end of words and words ending -il /r/ sound spelt wr Add -ing, -ed, -er and -est to words ending in an e Rules for adding -y to words ending with an e /i:/ spelt ey /aɪ/ sound spelt -y at the end of words <p>Spell Common exception words: most, only, both, old, cold, gold, hold, told, move, prove, improve, could, should, would</p> <p>Contractions: we're, he's, she's, I'll, I've, let's, it's, there's, that's, we've, Can't, won't, couldn't, wouldn't, shouldn't, isn't, aren't</p> <p>Spell and use Homophones: quite/quiet, Buy/by, dear/deer, for/four</p>
Spring 2	Summer 1	Summer 2

<p>Spelling</p> <ul style="list-style-type: none"> • Adds –es to nouns and verbs ending in –y exceptions The /i:/ sound spelt –ey (<i>donkeys, monkeys, etc.</i>). • The / ɒ / sound spelt a after w and qu want, watch wander, squash • The /ʒ/ sound spelt s e.g. television, treasure, usual • Spell words ending in –tion • Add suffixes –ful, -less and –ly <p>Spell high frequency words Water, suddenly, through, thought, other, eyes, other, clothes, these, after, more, any, many, clothes, busy, half</p> <p>Spell homophones: there/their/they're, new/knew, shore/sure, meat/meet, pour/poor</p>	<p>Spelling</p> <ul style="list-style-type: none"> • The /ɔ:/ sound spelt a before l and ll e.g. wall always, talk • The /ʌ/ sound spelt o other, brother, mother, Monday • The / ɜ:/ sound spelt or after w word, work, worm, world, • The /l/ or /əl/ sound spelt –le, –el, –al at the end of words • Formation of nouns using suffix -ment, -ness <p>Spell high frequency words: Magic, suddenly, dragon, ever, never, every, everyone, other, another, great, different, garden, work, use, horse, even, gone, better</p> <p>Spell Homophones: Some/sum, stair/stare, weak/week, plain/plane, tail/tale</p>	<p>Revise and embed spelling rules from the year.</p> <p>High frequency words: any, many, laugh, laughed, friend, friends, please, narrator, new, knew, right, write, only, real, really</p> <p>homophones: revise, embed and apply from this year</p>
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Impact

The ultimate test of the impact of the curriculum is in whether the students know what you want them to know, and what you think they should know. To determine this, we check and monitor children's learning, providing teachers and students with information about progress and analysis of deliberate practice. We need to be able to fluidly use 'checking for understanding' techniques in the moment as well as being able to know what has been learnt and retained over time and the depth of that learning:

Impact Measures

What are we measuring?

- Phonological awareness
- Phonemic awareness
- Efficient word-analysis
- Application of strategies to decode and comprehend new and novel texts
- Independent comprehension monitoring
- Phrased and fluent reading

. Summative Testing

Once children have passed the phonics test and can read fluently, they complete regular Star Assessment tests within this process giving a reading age and zone of proximal development range to ensure they are reading appropriately levelled texts in their independent reading and the develops their reading while avoiding frustration.

Each term pupils also complete a nationally standardised test in reading and results are examined at an individual academy level and trust level. This further supports staff in identifying any children in need of additional support.

Normative, standardised tests include:

- o Phonics check throughout Year 1

Phonics check at the end of Year 1

End of term Star reading tests

For pupils in KS1, those who are struggling with reading and INAs we may choose from: PM Benchmark or YARC

Oasis Academy Limeside Reading Progress Point Year 1

Year 1	Word reading				Comprehension		
	Decoding			Reading for Pleasure	Prediction	Clarifying	Questioning
	Applies phonic knowledge and skills to decode words: Blends accurately and speedily using known graphemes	Reads common exception words accurately. Reads words with contractions e.g. I'm, we'll	Phonics Phase 2 Phase 3 Phase 4 Phase 5	Listens to and shares a wide range of books. Chooses to read.	With support can link own experiences to what they read. Makes predictions about reading: - from a title and front cover of a book. - on the basis of what has been read so far.	Discusses word meanings, making links to known vocabulary. Links events in books with own experiences.	Raises simple questions about texts they read and that are read to them.
	Recognises when a word does not make sense	Reads words containing suffixes –s, -es, -ing, -ed, -er, -est	Responds speedily with the correct sound to all 40+ phonemes	Responds to a wider range of text types: stories, poetry, non-fiction		Uses picture clues and text to add to understanding.	Answers simple, information retrieval questions about texts.
	Uses meaning to read new words	Reads with attention to basic punctuation . ? !	Reads words of more than 1 syllable using known GPCs	Has confidence to tackle texts in unfamiliar formats.		Makes some simple deductions with help and prompts	With support begins to suggest cause and effect, motivation including why questions.
	Uses sentence structure to read new words				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.		
	Uses meaning, sentence structure and print flexibly	Reads with confidence, phrasing and fluency on familiar texts	Book band Pink Red Yellow Blue Green Orange Turquoise	Takes part in discussions about books read, taking turns and listening to what others say.			
	Actively searches for information to predict, confirm or attempt new words.			Rereads books to build up confidence and fluency.	Summarising	Language for effect	Themes and conventions
	Repeats words, phrases or sentences to check, modify, confirm reading and to improve expression.			Has a bank of very familiar known stories, fairytales and traditional tales that they can retell. Concentrates when reading familiar books independently.	Links title to key events in a text. Retells main parts of stories in the correct sequence. Expresses some additional understanding from details in illustrations and diagrams Explains clearly what they understand with some precise detail.	Recognises and join in with predictable phrases. Talks about interesting or enjoyable elements of books and likes and dislikes Uses some of the language patterns of stories in their own retelling.	Retells familiar stories and rhymes and talks about their key features. Shows an understanding of elements of story: character, setting, events Makes simple links with other books e.g. recognises repeated phrases, similar characters, themes Begins to use some correct terminology to talk about books

Oasis Academy Limeside Reading Progress Points Year 4

Word Reading		Comprehension	Word Reading		Comprehension	Word Reading		Comprehension
Decoding Pace and fluency		Reading for Pleasure	Decoding Pace and fluency		Reading for Pleasure	Decoding Pace and fluency		Reading for Pleasure
<p>Decode most new words including exception words and notices differences between spelling and sound</p> <p>Read longer words with support.</p> <p>Use the context of a sentence to read unfamiliar words.</p> <p>Use knowledge of roots, prefixes and suffixes to read and understand new words</p> <p>Self -correct consistently</p> <p>Read aloud with expression paying attention to a range of punctuation & text layout, adjusting pace appropriately</p> <p>Read chapter books independently & silently.</p> <p>Use reading to extend speaking vocabulary</p>	<p>Reading Age: 9.0+</p>	<p>Draw inferences such as characters' feelings, thoughts and motives from their actions, and justify with evidence from the text or life experience.</p> <p>Read for a range of purposes independently.</p> <p>Choose appropriate texts with support.</p> <p>Demonstrate engagement with reading: reading for sustained periods of time complete books engaging actively in book discussion respond to reading in a written form</p> <p>Read a wide range of texts including books that are structured in different ways</p> <p>Express opinions referring to specific elements, likes and dislikes</p>	<p>Predict what might happen from details stated and implied based on: content simple themes text types</p> <p>Justify predictions with evidence</p> <p><i>Predict from own experience and prior knowledge of world</i></p>	<p>Use dictionaries to check the meanings of words they have read.</p> <p><i>Make links to other words they know</i></p> <p><i>Recognise which are the key words/ ideas to understand</i></p> <p><i>Check things make sense as they read, rereading at times to clarify understanding</i></p> <p><i>Explain what pronouns/ nouns/ verbs are referring to.</i></p> <p><i>Link adjacent sentences and references within a paragraph</i></p>	<p>Ask and answer questions to improve understanding of a text.</p> <p>Identifies key words and passages in response to questions</p> <p>Participate in discussion about books that are read and those that they can read themselves.</p>	<p>Identify main ideas drawn from more than one paragraph and summarise these.</p> <p>Retrieve and record information from non-fiction</p> <p>Visualise and describe the pictures they see in their head.</p> <p>Recognises simple cause and effect and other relationships</p> <p>Retells narratives in the correct sequence, drawing on some language pattern</p>	<p>Identify language, structural and presentational features of texts and discuss how they contribute to the meaning (.paragraphing, subtitles, inverted commas etc.)</p> <p>Discuss words and phrases that engage the reader.</p> <p>Give explanations of the impact of language choices on meaning.</p>	<p>Begin to make connections between texts.</p> <p>Begin to identify simple common themes in texts e.g. good vs evil, use of magical devices.</p> <p>Begin to identify conventions of different types of writing.</p> <p>Comment on the use of conventions in different types of writing.</p>

Oasis Academy Limeside Reading Progress Points Year 6

Decoding		Reading for Pleasure	Prediction	Clarifying	Questioning	Summarising	Language for Effect	Themes and Convention
<p>Use a range of reading strategies to work out any unfamiliar word.</p> <p>Read aloud and to perform, showing understanding through intonation, tone, emphasis and volume so that meaning is clear to an audience.</p> <p>Apply knowledge of roots, suffixes and prefixes and etymology.</p> <p>Uses reading to extend spoken vocabulary.</p> <p>Tackles unfamiliar and challenging texts with confidence.</p> <p>Reads with concentration for prolonged periods.</p>	<p>Reading Age 11+</p>	<p>Make inferences drawn from across and between texts and justify with evidence. Use PEE (Point, Evidence, Explanation) to support inferences and provide justifications for their views</p>						
		<p>Read a broader range of texts including those from literary heritage and more challenging, complex texts.</p> <p>Recommend books they have read to their peers, giving reasons for their choices.</p> <p>Demonstrate continuing engagement with reading:</p> <ul style="list-style-type: none"> 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. 	<p>Predict what might happen from details stated and implied based on:</p> <ul style="list-style-type: none"> themes conventions knowledge about the author genres <p>Make predictions and incorporate knowledge based on context</p> <ul style="list-style-type: none"> historical cultural social economic 	<p>Give the meaning of words in context.</p> <p>Explain, elaborate and explore the meaning of words, phrases, references, book language in context.</p> <p>Distinguish between fact and opinion.</p> <p>Clarify concepts and ideas at sentence, paragraph and whole text level.</p> <p>Self-monitor understanding and concentration and apply strategies to remedy any lapses.</p> <p>Establish coherence: track ideas, references, tone, attitudes, register etc. through paragraphs and texts.</p>	<p>Ask and answer questions to improve understanding of themes and authorial intent And of complex texts.</p> <p>Comments on interesting, puzzling, enjoyable aspects of books.</p> <p>Uses quotes when asking and answering questions.</p> <p>Participate in discussion about books building on and challenging others' ideas.</p>	<p>Identify and summarise main ideas from across a text. Drawing on more than 1 paragraph</p> <p>Identify key details that support main ideas.</p> <p>Retrieve and record and present key information from non-fiction.</p> <p>Recognise and connect key ideas as they read.Synthesise ideas and their own opinions and knowledge</p> <p>Read for gist and close detail appropriately</p> <p>Visualise and imagine based on the details in texts.</p>	<p>Discuss how the structural and presentational choices impact on meaning, theme and purpose.</p> <p>Discuss and evaluate texts, commenting on writers' use of words, phrases and language features including figurative language.</p>	<p>Identify the themes and conventions of a range of texts.</p> <p>Discuss/comment on themes and conventions in different genres and forms.</p> <p>Make comparisons and contrasts within and across texts.</p> <p>Discuss viewpoints (both of the author and fictional characters), within a text and across more than one text.</p> <p>Provide reasoned justifications for opinions about a book.</p> <p>Evaluates the effectiveness of a book in relation to the author's purpose.</p>

