

BEDS ENGLISH Reading skills Progression

Skills	FS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Decoding children should:	<p>Identify the taught GPCs (the sounds that the letters make) including some digraphs. (LIT)</p> <p>Blend the taught sounds to read CVC, CVCC and CCVC words. (LIT)</p> <p>Read some taught common exception/ high frequency and familiar words. (LIT)</p> <p>Read sentences made up of words with taught sounds and common exception words. (LIT)</p>	<p>apply phonic knowledge to decode words</p> <p>read aloud phonically-decodable texts</p> <p>re-read books to build fluency and confidence</p> <p>read simple sentences and understand the meaning including what a pronoun is (extra)</p> <p>speedily read all 40+ letters /groups for 40+ phonemes including alternative sounds for graphemes</p> <p>read Year 1 common exception words noting unusual correspondences between spelling and sound (identifying where they appear)</p> <p>read polysyllabic words containing taught GPCs</p> <p>read common suffixes (-s, -es, -ing, -ed, -er and -est)</p> <p>read contractions and understand that the apostrophe represents the omitted letter(s)</p> <p>read accurately by blending taught GPCs</p> <p>develop some fluency and expression, pausing at full stops</p>	<p>apply phonic decoding until automatic and reading is fluent</p> <p>read common suffixes (-ed, -ing, -er, -est, -y, -er, -ment, -ful, -ness, -less, -ly</p> <p>re-read books to build up fluency and confidence in word reading</p> <p>note punctuation to read with appropriate expression</p> <p>read accurately by blending, including alternative sounds for graphemes</p> <p>read Year 2 common exception words, noting unusual correspondences</p> <p>read aloud books matched to phonic knowledge by sounding out unfamiliar words automatically</p> <p>read polysyllabic words containing above graphemes</p> <p>read most words quickly & accurately without overt sounding and blending</p>	<p>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 they meet</p> <p>read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word</p>	<p>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 they meet</p> <p>read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word</p>	<p>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</p>	<p>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</p>

Skills	FS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Range of reading children should:	<p>Read sentences made up of words with taught sounds and common exception words. (LIT)</p> <p>Listen to, talk about and respond to stories (rhymes and songs) with actions, relevant comments, questions; recalling key events and innovating. (C&L)</p> <p>To use non-fiction books to develop new knowledge and vocabulary. (C&L)</p>	listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently	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	<p>listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p>read books that are structured in different ways and reading for a range of purposes</p>	<p>listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p>read books that are structured in different ways and reading for a range of purposes</p>	<p>continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p>read books that are structured in different ways and read for a range of purposes</p> <p>make comparisons within and across books</p>	<p>continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p>read books that are structured in different ways and read for a range of purposes</p> <p>make comparisons within and across books</p>
Familiarity with texts children should:	<p>Talk about and respond to stories, rhymes and poetry; recalling, sequencing and anticipating key events some as exact repetition and some in their own words. (LIT)</p> <p>To begin to interpret stories, rhymes & poetry; making suggestions for actions and events (images and text). (LIT)</p> <p>To talk about and respond with questions to non-fiction books; recalling some facts with increasing explanation and vocabulary in response to questions. (LIT)</p>	<p>recognise and join in with predictable phrases</p> <p>become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics</p>	<p>become increasingly familiar with and retell a wider range of stories, fairy stories and traditional tales</p> <p>recognise simple recurring literary language in stories and poetry</p>	<p>increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retell some of these orally</p> <p>identify themes and conventions in a wide range of books</p>	<p>increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retell some of these orally</p> <p>identify themes and conventions in a wide range of books</p>	<p>increase 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</p> <p>identify and discuss themes and conventions in and across a wide range of writing</p>	<p>increase 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</p> <p>identify and discuss themes and conventions in and across a wide range of writing</p>
Poetry and performance children should:	To listen and sing nursery rhymes and songs, recalling whole songs and rhymes singing some independently and performing in groups / independently for others. (C&L)	learn to appreciate rhymes and poems, and to recite some by heart	continue to build up a repertoire of poems learnt by heart, appreciate these and recite some, with appropriate intonation to make the meaning clear	<p>prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</p> <p>recognise some different forms of poetry</p>	<p>prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</p> <p>recognise some different forms of poetry</p>	learn a wider range of poetry by heart, preparing poems & plays to read aloud & to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience	learn a wider range of poetry by heart, preparing poems & plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience

Skills	FS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Word meanings children should:	Talk about elements of a topic using newly introduced vocabulary (C&L)	discuss word meanings and link new meanings to words already known	discuss and clarify the meanings of words and link new meanings to known vocabulary words and phrases	use dictionaries to check the meaning of words that they have read	use dictionaries to check the meaning of words that they have read	use dictionaries to check the meaning of words that they have read	use dictionaries to check the meaning of words that they have read
Understanding children should:	Understand how to listen carefully. (C&L) Respond to stories (rhymes and songs) with actions, relevant comments, questions; recalling key events. (LIT) Talk about elements of a topic using newly introduced vocabulary and extending sentences using a range of conjunctions to offer extra explanation and detail. (LIT)	draw on what they already know or on background information and vocabulary provided by the teacher be encouraged to link what they read or hear read to their own experiences check that the text makes sense to them as they read and correct inaccurate reading answer simple retrieval questions about a text and find evidence to support answers (Extra)	discuss the sequence of events in books and how items of information are related draw on what they already know or on background information and vocabulary provided by the teacher make links between a current book and those already read check that the text makes sense to them as they read and correct inaccurate reading	check that the text makes sense to them, discuss their understanding and explain the meaning of words in context ask questions to improve their understanding of a text identify main ideas drawn from more than one paragraph and summarise these identify morals and messages in a story	check that the text makes sense to them, discuss their understanding and explain the meaning of words in context ask questions to improve their understanding of a text identify main ideas drawn from more than one paragraph and summarise these identify morals and messages in a story	check that the book makes sense to them, discuss their understanding and explore the meaning of words in context ask questions to improve their understanding summarise the main ideas drawn from more than one paragraph, identifying key details to support the main ideas	check that the book makes sense to them, discuss their understanding and explore the meaning of words in context ask questions to improve their understanding summarise the main ideas drawn from more than one paragraph, identifying key details to support the main ideas
Inference children should:	To begin to interpret stories, rhymes and poetry; making suggestions for actions and events (images and text).(LIT)	discuss the significance of the title and events make inferences on the basis of what is being said and done	make inferences on the basis of what is being said and done answer and ask questions	draw inferences such as inferring characters' feelings, thoughts and motives from their actions justify inferences with evidence	draw inferences such as inferring characters' feelings, thoughts and motives from their actions justify inferences with evidence	draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence	draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence
Prediction children should:	To talk about and respond to stories, rhymes and poetry; recalling, sequencing & anticipating key events some as exact repetition and some in their own words.	predict what might happen on the basis of what has been read so far	predict what might happen on the basis of what has been read so far	predict what might happen from details stated and implied	predict what might happen from details stated and implied	predict what might happen from details stated and implied	predict what might happen from details stated and implied
Authorial intent children should:				discuss words and phrases that capture the reader's interest and imagination identify how language, structure, and presentation contribute to meaning	discuss words and phrases that capture the reader's interest and imagination identify how language, structure, and presentation contribute to meaning	discuss words and phrases that capture the reader's interest and imagination identify how language, structure, and presentation contribute to meaning	discuss words and phrases that capture the reader's interest and imagination identify how language, structure, and presentation contribute to meaning

Skills	FS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Non-fiction children should:	Talk about and respond with questions to non-fiction books; recalling some facts with increasing explanation and vocabulary in response to questions. Know and explain some differences between fiction and non-fiction books.	listen to and discuss a wide range of non-fiction at a level beyond that at which they can read independently	be introduced to non-fiction books that are structured in different ways	retrieve and record information from non-fiction texts	retrieve and record information from non-fiction texts	distinguish between statements of fact and opinion retrieve, record and present information from non-fiction texts	distinguish between statements of fact and opinion retrieve, record and present information from non-fiction texts
Discussing reading children should:	<p>Talk about and respond to stories (rhymes and songs) with actions, relevant comments, questions.</p> <p>Talk about and respond to stories, rhymes and poetry; recalling, sequencing and anticipating key events some as exact repetition and some in their own words.</p> <p>Begin to interpret stories, rhymes and poetry; making suggestions for actions and events.</p> <p>Talk about and respond with questions to non-fiction books; recalling some facts with increasing explanation and vocabulary in response to questions.</p>	<p>participate in discussion about what is read to them by taking turns and listening to what others say</p> <p>explain clearly their understanding of what is read to them</p>	<p>participate in discussion about books, poems & other works that are read to them & those that they can read for themselves by taking turns and listening to what others say</p> <p>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>	participate in discussion about both books that are read to them and those they can read for themselves by taking turns and listening to what others say	participate in discussion about both books that are read to them and those they can read for themselves by taking turns and listening to what others say	<p>recommend books that they have read to their peers and giving reasons for their choices</p> <p>participate in discussions about books, building on their own and others' ideas and challenging views courteously</p> <p>explain and discuss their understanding of what they have read, including through formal presentations and debates</p> <p>provide reasoned justifications for their views</p>	<p>recommend books that they have read to their peers and giving reasons for their choices</p> <p>participate in discussions about books, building on their own and others' ideas and challenging views courteously</p> <p>explain and discuss their understanding of what they have read, including through formal presentations and debates</p> <p>provide reasoned justifications for their views</p>

Phonics

Phonics is key foundational knowledge. Phonics is one of the essential building blocks when teaching learners to read as well as spell. The study of phonics teaches learners that letters (graphemes) are a code for the sounds (phonemes) in spoken language. With the teaching of phonics, children are systematically taught:

- letter-sound correspondences (GPCs, or grapheme-phoneme correspondences)
- to read words by blending sounds from left to right
- to spell by identifying sounds in words (segmenting spoken words).

Phonics is taught from Reception to Year 2, providing an opportunity for learners to build on their skills and progress each year. It is vital that a school has a clear and consistent approach to the teaching of phonics. A whole-school policy should clearly map out the teaching expectations and journey for each year group, allowing learners to build upon their knowledge each year. Changing the approach between teachers or year groups can lead to confusion and slow the learners' progress.

Throughout Reception and Key Stage 1, learners need consistent teaching of phonics through daily structured lessons, with additional opportunities across the school day to practise applying their learning in different curriculum areas so that their knowledge becomes secure and embedded. A learner's ability to independently apply their phonics knowledge facilitates independent reading and tasks across the curriculum. Phonics knowledge can also be applied to spelling. By hearing and segmenting the phonemes in a word, a learner can select the correct graphemes to write a desired word. In some instances, a phoneme will be represented by more than one grapheme. Over time, a learner's growing familiarity with language, reading and spelling will support them in selecting the correct grapheme.

There will be times that a learner incorrectly applies a previously taught grapheme-phoneme correspondence (GPC); this makes for a key teaching moment. The application of phonics knowledge should always be praised, however it is essential that we also reinforce the importance of accurate spelling. Take these opportunities to talk through the GPC selected with the learner and understand why they selected the particular GPC. Review the GPCs that the learner has been taught, and model to the learner how they can apply their phonics to accurately select the correct GPC in future opportunities. Be mindful of exception words that either contain an unusual GPC or one that has not been taught yet and be explicit in the teaching of these words. Learners should still use phonics to spell all of the known GPCs within the word but may refer to a word bank for the tricky GPC.



Planning Inclusive Lessons

Phonics is a precise and structured lesson that is taught discretely each day from Reception to Year 2. Before Reception, learners should be immersed in stories, rhymes, songs and poems to support their understanding of language.

From Reception onwards, the consistency of the rigorous pattern of phonics lends itself to being a highly inclusive lesson. The structure, pace and repetitive nature of lessons enables learners to apprehend the next steps and work within the clear boundaries. In order to maximise the learning potential and outcomes for all learners, there are a number of things that a teacher should consider.

How should a phonics lesson be structured?

Phonics is a systematic and structured lesson. Following the 'revise - teach - practise - apply' process for teaching a new grapheme-phoneme correspondence provides consistency and rigour. Learners can anticipate the next steps, providing clear and safe boundaries for their engagement and focus.

How do I plan an interactive phonics lesson?

Plan lots of opportunities for speaking, spelling words, and reading. Phonics is a very interactive lesson. Learners need opportunities to listen to phonemes, say phonemes and apply them to reading and spelling. The lesson lends itself to learners responding as a whole class (e.g., saying sounds together,), working with partners (e.g., watching each other pronounce phonemes, or forming letters on each other's backs with a finger) or independent activities (e.g., letter formation in the air, reading captions etc.). Teachers should make efficient use of time so that all learners are involved for as much time as possible. Learners also need opportunities to test different strategies, in line with the school's chosen phonics programme.

Creating an Inclusive Environment

An inclusive phonics environment will have plenty of opportunities for learners to practise their phonics skills and learn to apply them independently, both through play and adult-directed tasks. A working wall with the sounds and high-frequency words (HFW) being taught that week will support learners to recall and apply their new learning across the curriculum. There should also be a display of previously learned sounds to support learners in recalling and applying all the GPCs they have learned over time. These resources will need signposting to learners and regular modelling of how they can be used in reading and writing lessons and across the wider curriculum.

An inclusive phonics environment will be reading rich. There will be opportunities for learners to apply their decoding skills at a sentence level, phrase level, word level and initial sound level. Some of these opportunities will be in books, while others will be resources and games. Teachers will plan for learners to read specific texts that allow them to apply their new phonics learning. It is good practice to use a mixture of hand-written and typed resources so that learners are exposed to different types of fonts and text.

Learners need to be encouraged and supported to apply their phonics skills at every opportunity. As an example, when learning to segment sounds to spell in writing, the teacher can model and practise segmenting and blending skills with learners through daily routine activities, e.g., Spy Talk to get your c-oa-t.

Assessment

How do I use AfL in a phonics lesson?

Assessment for Learning is vital for giving targeted, on-the-spot support to help a learner achieve their next steps. During a phonics lesson, the teacher will have opportunities to hear learners say individual sounds, match phonemes to graphemes, read words and write/build words. These opportunities will be indicative of a learner's specific knowledge set and provide opportunities to correct misunderstandings. There will also be opportunities to assess their skills: blending, segmenting, and decoding accuracy and automaticity. However, when the whole class is interacting (saying a sound or blending to read) it can be difficult to hear individual voices. Where possible, get down to the learners' level to hear them more clearly, or build in opportunities for individuals to model to the class as part your practice. Support staff can also be used to identify any gaps or misconceptions. These assessment points will feed into the planning for the next whole-class lesson by indicating, for example, which GPCs need revising at the beginning of the lesson, or a need to practise reading 'sh' digraphs in final position etc. Any weaker aspects can also be addressed within the lesson or before the next one so that learners are ready to access the next lesson.

How do I use AfL in small groups or independent tasks?

Listening and observing will provide insight into a learner's knowledge and ability to apply their skills. When reading, listen to them match a phoneme to a letter and enunciate it clearly; ensure that they are saying one sound for every phoneme in the word and use these opportunities to correct any misconceptions, e.g., reading 'th' as two single phonemes rather than a digraph, or confusing 'b' and 'd'. Support learners to use the classroom resources to correct the mistake themselves.

Teaching Considerations

EYFS

- Provide plenty of phonics resources in the reading area and writing area to help make phonics links within literacy explicit.
- Be consistent with resources, i.e., the same sound mats used in carpet time as at tables, with the same pictures.
- Provide plenty of opportunities for learners to explore instruments and listening activities to develop phonological awareness.
- Encourage learners to listen in the outdoor area and explore the environmental sounds.
- Teach phonics through adult-led games and independent tasks.

Key Stage 1

- Phonics is taught discretely, daily. Further opportunities are provided every day for pupils to practices what they have been taught.
- A working wall that is used and updated daily, alongside lessons that includes HFWs, GPCs, key skills, and new vocabulary.
- Consistent use of resources, i.e., use of the same sound mats across all curriculum areas.
- Adults support phonetically plausible attempts and use the same vocabulary and questioning from phonics lessons to support in reading/writing tasks.
- Segmenting and blending skills are modelled throughout the curriculum.

Phonics

Strategies to Scaffold Learning

How can I support learners who struggle with attention?

- Carefully consider the pace of the lesson. A fast-paced lesson will keep learners alert and active – but ensure they have the time and support needed to be accurate with enunciation or skills application.
- Interactive lessons provide opportunities for learners to engage in different ways. In phonics, learners will be vocal when practising saying sounds, decoding and reading. There will also be opportunities for letter formation and writing.
- Use specific, targeted questioning to challenge and support learners.

How can I support learners who are resistant to mark-making or who have poor fine motor skills?

Phonics is a tool for learning to read and spell. A reluctance to mark-make or form letters may not be indicative of difficulty with GPCs. Learners will be introduced to letters and mark-making opportunities. Opportunities to develop fine motor skills can be encouraged through play and targeted support:

- Include a finger gym or fine motor skills station in your classroom with activities such as pegging, threading, using tweezers to complete intricate objectives.
- Provide opportunities for mark-making on different scales and with different media.
- If a learner is reluctant to write, reduce the reliance on whiteboards and pens in phonics lessons and consider using magnetic letters or phoneme cubes to build words. However, learners will need to be taught how to form letters and use phonics for spelling.
- Provide specific targeted support with handwriting.
- Praise all attempts at mark-making and point out specific successes and next steps.



Case Study

A child in reception with ASD and vision impairment, who is largely non-verbal.

She worked with 1:2 support and benefitted from visuals, consistent routines, and repetition. To support phonics learning, the teacher developed provision that included:

- *Joining in with revision and teaching sections of lessons on the carpet with support, as she enjoyed listening to the sounds with peers.*
- *Having access to a quiet, distraction-free space - this enabled her to accurately recall grapheme-phoneme correspondences with increased consistency.*
- *Using concrete resources to match initial sounds to graphemes.*
- *Using magnetic letters to build and read CVC words to match concrete resources.*
- *Taking part in sound hunts in the outdoor area.*
- *A focus on fine motor skills with peers to develop her pen grip.*

Case Study

A child in Year 2 with ADHD.

He had excellent recall of grapheme-phoneme correspondence during specific phonics lessons and assessment but worked with such speed that errors were frequent when segmenting to spell and decoding to read. He became frustrated, distracted and even distressed by perceived inability to overcome a challenge.

To support him, his teacher ensured the following provision was in place:

- *Structured, interactive lessons to support his attention needs.*
- *Increased opportunities to come forward to the interactive whiteboard to model success to the class. This is something he enjoyed and was important to raise his confidence in the subject.*
- *Tone of voice: he was confident to apply his knowledge when correcting errors, but only when errors were highlighted in a calming, light-hearted manner by a familiar adult, e.g., reading the misapplication of a grapheme in a funny voice so that they could spot the error and 'own it'.*
- *Personalised grapheme-phoneme correspondence table taped on the desk with a GPC to focus on each week.*
- *Personalised learning targets, with a focus on one phoneme to apply accurately during writing lessons.*

Primary Reading

Why is Reading so important?

The impact of being able to read extends beyond simply having a set of skills. The benefits of being able to read, and of being a reader (one who enjoys reading and chooses to do it) are far reaching, such as:

- **Neurological:** reading helps to develop the learner's brain and increases their memory function.
- **Educational:** as well as giving the learner access to text-based learning across all subject areas and in all lessons, reading improves attention spans and leads to better concentration.
- **Psychologically:** reading helps children to grow in self-confidence and independence. Reading offers a greater insight into human nature and decision-making; through the texts they read, learners develop a greater understanding of the world around them, and a better sense of self.
- **Socially:** being a reader increases the learner's social status among their peers as well as their self-image and self-confidence. Reading also develops a better understanding of other cultures and can lead to better community participation.
- **Linguistically:** learners develop richer vocabulary, correct grammar, improved writing, better spelling, and articulate verbal communication.

In their Literature Review, The Impact of Reading for Pleasure and Empowerment, The Reading Agency found that reading for pleasure can result in increased empathy, improved relationships with others, reductions in the symptoms of depression and dementia, and improved wellbeing.¹

Creating an Inclusive Environment

Within the classroom, there should be a range of texts which meet the needs of all learners. These should also be well organised to support learners with browsing and making choices. Teach learners, especially those who find it more challenging and feel less confident, how to navigate book areas/corners and where to find the texts they will be able to and will want to read.

Consider using your most qualified adults to work with the learners with the greatest need. In addition, ensure that they have daily reading with adult support. It is essential that they are reading matched books and/or with an adult as much as, if not more than, their peers. Where learners are having additional intervention to support with phonics, these should be in addition to daily reading, not in place of it.

Make modelled, shared and peer talk core to your reading. Talking through any important background knowledge necessary to understand the text, for example the historical and geographical setting for a story can help learners' comprehension.

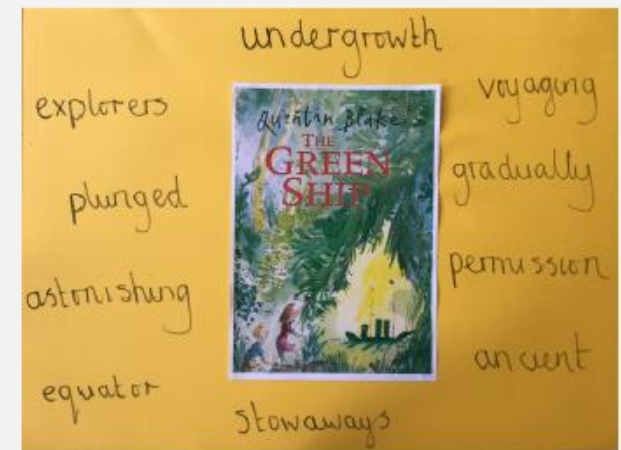
Consider the physical environment and making displayed print accessible to all learners. Ensure that print which forms part of classroom displays are words that learners have been taught to read or are words that will be taught. Print could be displayed through a key word wall which is built up as learners are explicitly taught new words. Topic-related vocabulary that has been taught displayed on a working wall will support learners with both reading and writing these words.

Ensure that print on display is decipherable by using dyslexia friendly fonts or handwriting, and by ensuring writing is appropriately sized. In addition, think about how words can be organised to support learners, for example using different colour backgrounds for different word classes, or organising words in alphabetical order.

Involve and give families regular feedback. Developing and extending independent practice at home is important to improving reading. Families may find it harder at home to support learners with additional needs; sharing information about strategies and approaches used in school will support them.

Teacher reading aloud

Plan for class 'read-alouds' and discussions that give learners with lower reading fluency access to age-appropriate texts. Hearing texts beyond their fluency level will also ensure that these learners are having opportunities to extend their vocabulary. Giving learners the opportunity to listen to a story without the printed text can support their engagement by freeing up their working memory.



Primary Reading

Planning Inclusive Lessons

We read for a range of reasons: for fun, for excitement, for relaxation, for information, amongst many others. Enjoyment and purpose should be at the heart of learners' reading provision; we can achieve this through providing a range of reading activities which are fun, exciting, relaxing, informative experiences.

To become skilled readers, learners need to be explicitly taught the phonic code and practise applying it. Learners should develop all aspects of fluency, including the expression needed when reading aloud. In order to comprehend what they read, learners need to know about the content, i.e., the background knowledge, be familiar with any complex vocabulary and also know about the genre, e.g., if it is a mystery story. Learners also should be taught about the way different printed texts can be structured.

Throughout the primary phase, learners should be part of reading lessons which follow the sequence of 'teach, practise and then apply'. Teachers should share the learning objective or reading strategy. They should model this through reading out loud, but also through thinking out loud, explicitly modelling the reader's comprehension processes. Learners should have the opportunity to practise within a scaffolded and supported environment where they are able to receive feedback which supports them with achieving and progressing. Learners should then apply teaching through independent practice. Once learners have mastered the phonics code, allow them to frequently revisit texts that have been taught. Through the re-reading of familiar texts, learners will build sight vocabulary, develop reading fluency, and deepen their understanding.

These reading lessons should form part of a wide and varied reading diet which makes reading enjoyable and purposeful. This could include further activities such as listening to texts being read out loud, sharing texts with peers through paired or 'buddy' reading sessions, and opportunities for reading during other curriculum lessons.

Reading Motivation and Engagement

Learners will be motivated to read if they are successful in reading activities; reading texts which are too challenging is likely to result in reducing motivation. As such, it is essential that learners are accurately assessed and, during daily reading lessons, are reading texts which are closely matched to their phonic knowledge.

As well as reading books closely matched to their phonic knowledge, learners also need to have opportunities to self-select and be guided by a teacher to books that they are interested in or that will broaden their reading experience and expose them to different authors. These books can be read by an adult if they do not match with the learner's phonic knowledge. Ensure texts in the classroom will appeal to the learners' interests; a wish-list of topics, genres and authors could be created with the class.

Plan for activities which reinforce the content of reading and engage the learners: if learners have read a story about leaf-boats, consolidate this with an experience making leaf-boats; if they read an information book about making pasta, consolidate this with the experience of making pasta; if learners read a story about a panda, and want to know more about them, consolidate this by reading with them further information about pandas.

Paired or 'buddy' reading is an enjoyable experience and benefits both the least able (tutee) and the most able (tutor) within the pair. This strategy can be used to support learners with accessing whole class texts, such as during lessons in other areas of the curriculum. It can also be used to build confidence and deepen text understanding when the learner is able to take on the role of tutor within the group; this can be made possible through pairing learners with younger readers.

Research illustrates that it is not only children's cognitive skills (e.g., language, decoding skills) that are important for their reading attainment, children's motivation to read is additionally important... In other words, to become successful readers, children need the 'skill' and the 'will'.²

When struggling readers are not motivated to read, their opportunities to learn decrease significantly).³



Primary Reading

Reading and Phonics

It is widely agreed that reading involves far more than decoding words on the page. Nevertheless, words must be decoded if readers are to make sense of the text. Phonic work is therefore a necessary but not sufficient part of the wider knowledge, skills and understanding which children need to become skilled readers and writers, capable of comprehending and composing text.⁴

For learners in the early stages of reading, and not yet secure in their phonics knowledge, daily phonics teaching at their phonics level is essential. To become readers, learners need to know how the letters of the alphabet represent the sounds in words both individually and in combinations, and they need to acquire the skills which enable them to read words through blending these sounds together.

Guidance on teaching and supporting learners with developing phonics skills is within the Phonics section of this Handbook.



Curriculum Considerations

Key Stage 1

- In Key Stage 1, learners should be part of daily reading lessons in which they are reading texts closely matched to their phonic knowledge.
- In addition to these daily reading lessons, in Year 1, and if appropriate, in Year 2, learners should be accessing daily phonics lessons, where teaching is matched to learners' individual phonics knowledge. Phonics groups may need to be streamed, and learners with a higher level of need may need small group focused teaching. During and outside of phonics teaching, learners should have opportunities to apply their phonics knowledge and skills to reading texts which are matched to their phonics level.
- Learners should also be hearing stories being read out loud, developing their knowledge of language patterns, text structures and broadening their vocabulary, in addition to developing their enjoyment. Re-read class favourites to help them learn the rhythms and tunes of language and to develop their knowledge of syntax which will support with reading skills. Becoming familiar with texts will also deepen their understanding.



Key Stage 2

- Once learners are secure with the alphabetic code, they should read books which are an age-appropriate level. For learners who have not cracked the phonics code, books should match their phonic knowledge until they can read familiar words speedily and unfamiliar words accurately.
- For learners in Key Stage 2 with gaps in their phonics knowledge, continuation of phonics lessons at their phonics level are key to enabling them to read new words and increase reading fluency.
- During daily reading lessons, explicitly teach individual reading comprehension skills, e.g., asking questions, drawing inferences, predicting, or summarising (refer to the National Curriculum for age-related-expectations for individual year groups). Explicitly teach these through defining each skill and modelling during reading aloud and thinking aloud. For learners to be able to effectively apply reading comprehension skills, they will need to have background knowledge, vocabulary knowledge and grammatical knowledge, as well as knowledge about the structure, genre and form of a given text.
- Learners should listen to texts being read aloud by adults, continuing to develop their knowledge, and understanding of language and broadening their vocabulary.

Primary Reading

Using assessment to identify barriers and target teaching and support

- Regular assessment is essential to ensure that learners are reading at the most appropriate level – a text which is too tricky can result in frustration and unwillingness, whilst one that is too easy means that learners are not developing through learning new words and concepts.
- Assessment should also be used as a tool to identify learners' strengths and weaknesses. Running records can be used to assess fluency and decoding ability, and word reading strategies and comprehension can be assessed through verbal discussion around a text or using verbal or written questions during reading. Use assessment information to target teaching and focus support on the needs of the learner.
- If you are using other adults such as support staff or volunteers to extend learners' opportunities to read, ensure that they are made aware of the needs of the learners and are given training and specific strategies or lesson structures to use during interventions.



Case Study

At the end-of-year assessment point a Year 3 learner was assessed in reading at working significantly below age-related-expectations. The learner appeared to be 'reading' by memorising the words using the repetitive patterns in the books she was accessing. The pupil was also very reluctant to participate in any reading-related activities. She had previously received an intensive daily 1:1 reading intervention where some progress had been made but had not resulted in her internalising key reading skills to support her progression towards fluency.

The reading lead worked with the class teacher to ensure provision was carefully informed by an assess-plan-do-review cycle. This involved a phonics assessment and a benchmarking reading assessment. The learner was assessed as reading at blue book band level (end of autumn Year 1 level) with relatively good sight vocabulary and comprehension, but with poor decoding skills. The phonics assessment identified she required additional teaching in phonics at phase 3 level (Letters and Sounds).

During the following year her teacher implemented several strategies:

- *Access to a range of appropriate books matched to her level.*
- *Phonics intervention at her phonics level three times a week.*
- *Access to the teaching part of whole class reading lessons at her year group level so that the learner could listen to a skilled reader modelling and continue to develop her listening comprehension and extend her vocabulary.*
- *During the independent part of the whole-class lesson, access to texts at her instructional level, regularly reading 1:1 with an adult.*

In addition, her teacher created a box of 'special books' for her. These were books at her reading level, including many she had previously read. She accessed these during the independent reading part of whole-class lessons and during 'reading for pleasure' time. Through reading at her level and through revisiting texts, she was able to improve her fluency and experience reading success. She also showed greater enthusiasm when participating in reading activities.

By the spring term in Year 4, she had progressed to reading at purple book band level (Year 2 autumn term level). Whilst she was still reading below age-related-expectations, she had made significant progress in two terms.

When supporting learners in the early stages of reading, whatever their year group, it is essential to use strategies that are suitable to the learner's developmental stage to support them to make progress. Forensic assessment to understand the barriers to learning being experienced by a learner is the starting point of any provision. Working alongside colleagues with greater experience of strategies used to support early readers was empowering in the confident implementation of appropriate provision.

Primary Reading

How can I support learners who struggle with attention?

- Wherever possible and practical, allow the learner choice in the reading material, e.g., choosing a text from a selection of texts.
- Use props or guides to support learners to focus on following the print in the text in front of them. This could be a lolly stick, cardboard pointing finger or a reading ruler.
- For younger learners, using story sacks or props representing characters or objects in the story can support with maintaining attention, as well as deepening understanding.
- Sharing the reading between the learner and the adult supporting, e.g., taking turns on alternate pages, will help if the learner has difficulties with reading stamina as well as maintaining focus.
- Timetable reading sessions so they are short and frequent; some learners may benefit from multiple shorter sessions each day.
- Where reading sessions are required to be longer, plan for regular movement breaks. This could be a palm press at the end of each page, a hand massage at the end of each double page, ten chair presses at the end of each chapter, etc.

How can I support learners who struggle with change and transition?

- In advance of the lesson, show learners the book they will be reading; draw them in through reading the blurb, making real life connections or connections with texts they have already read.
- Always begin the lesson with a 'safe' activity – this could be listening to the teacher modelling reading, talking about a book together, or re-reading a familiar text that the learner feels confident with and can be successful with.
- Have a clear teach-practise-apply model to reading lessons and ensure that lessons always follow this structure; the learner will feel more confident if there is a familiar routine to lessons.
- With a fiction text, always finish the book, either within the lesson, or across a sequence of lessons. If the lesson is using an extract and the learners are engaged, make time to read the text outside of the lesson; it is frustrating for readers to not be able to complete a book, and find out what happens in the end. The reading for enjoyment is also lost if the text is not read completely.

