

St. Cuthbert's Catholic
Primary School



Phonics and Reading
Curriculum Aims
2023/ 2024

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2023 - 2024

At St Cuthbert's we aim to develop readers with:

- A secure understanding of phonics and the ability to apply this when decoding texts
- Fluency and accuracy when reading
- Knowledge of a rich and extensive vocabulary
- A deep understanding and comprehension of the texts they read
- The skills to read across a wide range of curriculum areas in order to develop an extensive knowledge of the world
- The motivation and desire to read for enjoyment and pleasure

	Yearly Expectations
To use phonic skills and to Decode and Develop Reading Fluency	<p>EYFS</p> <ul style="list-style-type: none">• Pupils can read individual letters by saying the sounds for them.• Pupils can blend sounds into words, so that they can read short words made up of known letter-sound correspondences.• Pupils can read some letter groups that represent one sound and say sounds for them.• Pupils can read a few common exception words matched to the school's phonic programme.• Pupils can read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. <p>Year 1</p> <ul style="list-style-type: none">• Pupils can read words accurately and fluently without overt sounding and blending, e.g. at over 90 words per minute.• Pupils can sound out most unfamiliar words accurately, without undue hesitation. <p>Year 2</p> <ul style="list-style-type: none">• Children can read accurately most words of two or more syllables.• Children can read most words containing common suffixes.• Children can read most common exception words.• Children can read words accurately and fluently without overt sounding and blending, e.g. at over 90 words per minute.• Children can sound out most unfamiliar words accurately, without undue hesitation.

	<p>Year 3</p> <ul style="list-style-type: none"> • Children can sound out most unfamiliar words accurately, without undue hesitation. <p>Year 4</p> <ul style="list-style-type: none"> • Children can read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. <p>Year 5</p> <ul style="list-style-type: none"> • Children can develop their growing knowledge of root words, prefixes and suffixes both to read aloud and to understand the meaning of new words that they meet. <p>Year 6</p> <ul style="list-style-type: none"> • Children to continue to develop and build upon their knowledge of root words, prefixes and suffixes both to read aloud and to understand the meaning of new words that they meet.
<p>To develop Reading Comprehension</p>	<p>EYFS</p> <ul style="list-style-type: none"> • Children can enjoy an increasing range of books. • Children can re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. <p>Year 1</p> <ul style="list-style-type: none"> • Children can draw on what they already know or on background information and vocabulary provided by the teacher. • Children can check that the text makes sense to them as they read and correct inaccurate reading. • Children can discuss the significance of the title and events. • Children can make inferences on the basis of what is being said and done. • Children can predict what might happen on the basis of what has been read so far. • Children can participate in discussion about what is read to them, taking turns and listening to what others say. • Children can begin to locate and retrieve information through reading non-fiction texts in other curriculum areas. • Children can explain clearly their understanding of what they read and what is read to them. <p>Year 2</p> <ul style="list-style-type: none"> • Children can check that a text makes sense to them. • Children can answer questions and make some inferences on the basis of what is being said and done. • Children can predict what might happen on the basis of what has been read so far. • Children can make links between the book they are reading and other books they have read. <p>Year 3</p> <ul style="list-style-type: none"> • Children can answer questions and make some inferences on the basis of what is being said and done.

- Children can check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.
- Children can predict what might happen and make inferences from details stated and implied.
- Children can retrieve and record information from non-fiction.
- Children can justify inferences with evidence from one part of a text.
- Children can use language, structure, and presentation of a text to identify an intended audience.

Year 4

- Children can listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.
- Children can apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet.
- Children can ask questions to improve their understanding of a text.
- Children can draw inferences such as inferring characters' feelings, thoughts and motives from their actions, justifying their ideas with evidence.
- Children can identify main ideas drawn from more than one paragraph and summarising these.
- Children can identify how language, structure, and presentation contribute to meaning.
- Children can read aloud with intonation that shows understanding.
- Children can make comparisons within and across books including structures, themes and conventions.

Year 5/6

- Children can continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books.
- Children can read books that are structured in different ways and read for a range of purposes.
- Children can 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
- Children can recommend books that they have read to their peers, giving reasons for their choices.
- Children can identify and discuss themes and conventions across a wide range of writing.
- Children can make comparisons within and across books.
- Children can learn a wider range of poetry by heart prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.

- Children can check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context.
- Children can ask questions to improve their understanding.
- Children can draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.
- Children can predict what might happen from details stated and implied
- Children can summarise the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas.
- Children can identify how language, structure and presentation.
- Children can contribute to meaning discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.
- Children can distinguish between statements of fact and opinion retrieve, record and present information from non-fiction.
- Children can participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously.
- Children can explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary.
- Children can provide reasoned justifications for their views.



Reading in Reception

The Teaching of Reading

Through Phonics

- The children will engage in whole class daily phonics sessions using our Essential Letters and Sounds Programme (ELS)
- Half termly expectations:

ELS Term-by-term Progression

Reception/Primary 1 Autumn 1: Phase 2				
Week 1	Week 2	Week 3	Week 4	Week 5
/f/ <ff> /f/ <ao> /f/ <ia> /f/ <ip>	/f/ <oo> /f/ <oo> /f/ <oo> /f/ <oo>	/f/ <oo> /f/ <oo> /f/ <oo> /f/ <oo>	/f/ <oo> /f/ <oo> /f/ <oo> /f/ <oo>	Assess and review week R.1 /f/ <oo> /f/ <oo> /f/ <oo>
1, the, no put, of, is no, go, into pull at, his				

Reception/Primary 1 Autumn 2: Phase 3				
Week 1	Week 2	Week 3	Week 4	Week 5
/f/ <oo> /f/ <oo> /f/ <oo> /f/ <oo>	/f/ <oo> /f/ <oo> /f/ <oo> /f/ <oo>	/f/ <oo> /f/ <oo> /f/ <oo> /f/ <oo>	/f/ <oo> /f/ <oo> /f/ <oo> /f/ <oo>	Assess and review week R.2 /f/ <oo> /f/ <oo> /f/ <oo>
to, the, have sat, no, be push was, her ing, you				

Reception/Primary 1 Spring 1: Phase 3-4*				
Week 1	Week 2	Week 3	Week 4	Week 5
Review week R.4 /f/ <oo> /f/ <oo> /f/ <oo>	Review week R.5 /f/ <oo> /f/ <oo> /f/ <oo>	Review week R.6 /f/ <oo> /f/ <oo> /f/ <oo>	Review week R.7 /f/ <oo> /f/ <oo> /f/ <oo>	Review week R.8 /f/ <oo> /f/ <oo> /f/ <oo>
they, all, are ball, hat when, what				

*Phase 3 of ELS covers more than just the Phase 3 graphemes – we introduce some challenge from Phase 4 in the form of adjacent consonants alongside the Phase 3 teaching to extend children's sounding out and blending skills.

Reception/Primary 1 Spring 2: Phase 3-4				
Week 1	Week 2	Week 3	Week 4	Week 5
Review week R.7 /f/ <oo> /f/ <oo> /f/ <oo>	Review week R.8 /f/ <oo> /f/ <oo> /f/ <oo>	Review week R.9 /f/ <oo> /f/ <oo> /f/ <oo>	Review week R.10 /f/ <oo> /f/ <oo> /f/ <oo>	Review week R.11 /f/ <oo> /f/ <oo> /f/ <oo>
sat, no, have were, out, like some, came there, one, do children, love				

Reception/Primary 1 Summer 1: Phase 4				
Week 1	Week 2	Week 3	Week 4	Week 5
Phase 4.1 CCVC -ed /oi/	Phase 4.2 CCVC -ed /i/	Phase 4.3 CCVC -ed /oi/	Phase 4.4 CCVC -ed /oi/	Assess and review week R.13 Phase 4.5 CCVC -ed /oi/

Reception/Primary 1 Summer 2: Phase 5 introduction				
Week 1	Week 2	Week 3	Week 4	Week 5
/f/ <oo> /f/ <oo> /f/ <oo> /f/ <oo>	/f/ <oo> /f/ <oo> /f/ <oo> /f/ <oo>	/f/ <oo> /f/ <oo> /f/ <oo> /f/ <oo>	/f/ <oo> /f/ <oo> /f/ <oo> /f/ <oo>	Assess and review week R.14 /f/ <oo> /f/ <oo> /f/ <oo>
oh, their people, Mr, Mrs your, ark, should would, could, wased house, mouse, water want, very				

Year 1/Primary 2 Autumn 1: Phase 5				
Week 1	Week 2	Week 3	Week 4	Week 5
Assess and review week Y1.1 /f/ <oo> /f/ <oo> /f/ <oo>	Review week Y1.2 /f/ <oo> /f/ <oo> /f/ <oo>	Review week Y1.3 /f/ <oo> /f/ <oo> /f/ <oo>	Review week Y1.4 /f/ <oo> /f/ <oo> /f/ <oo>	Assess and review week Y1.5 /f/ <oo> /f/ <oo> /f/ <oo>

Year 1/Primary 2 Autumn 2: Phase 5				
Week 1	Week 2	Week 3	Week 4	Week 5
Review week Y1.7 /f/ <oo> /f/ <oo> /f/ <oo>	Review week Y1.8 /f/ <oo> /f/ <oo> /f/ <oo>	Review week Y1.9 /f/ <oo> /f/ <oo> /f/ <oo>	Review week Y1.10 /f/ <oo> /f/ <oo> /f/ <oo>	Review week Y1.11 /f/ <oo> /f/ <oo> /f/ <oo>
please, once any, many, again, who, whole where, two				

- Teachers directly match individual reading books to each child's reading ability through careful and regular assessment and tracking.
- Teachers will immediately identify any child who appears to be falling behind within the teaching session and will deliver immediate ELS 'in-lesson' intervention as well as instruct any teaching assistant to deliver intervention outside of the session but on the same day.
- Insight Phonics tracker – all children will be assessed half termly. End of half term expectations are used to identify any children on track or falling behind. Any children falling behind will be accessing the 'in-lesson' interventions and regular 'keep up' sessions which will have been informed by ongoing assessment within the phonics sessions in order to make sure that no child is left behind.

Through Reading Practice Sessions

- Every Friday as part of their phonics session children will engage in paired reading.
- ELS Phonics Books are allocated to each pair linked to the specific phonics level which the children are working at.

		<ul style="list-style-type: none"> • This decodable reading book matches the week of teaching. • The teacher will introduce the story and then use the MTYT to model any HRS words, explain any new vocabulary before the children read the book in pairs. • The teacher will model reading a page with fluency and expression and then children will copy the teachers reading.
	Through Reading Buddy	<ul style="list-style-type: none"> • All children are able to access our Oxford Reading Buddy which is a digital, interactive reading programme. • The programme provides children with eBooks and comprehension quizzes matched to their Oxford Reading Levels. • Children develop their reading skills with one-to-one modelling and coaching from online Reading Buddies. • The children can pick their own characters as their buddy. • Teachers are able to monitor and support each child's personal reading and comprehension progress.
	Through Paired Reading	<ul style="list-style-type: none"> • All children will engage in peer-to-peer reading. • Children in EYFS will read aloud to each other in both their own class and other classes to improve their fluency and reading ability. • With their Reading Buddy they will read together either a chapter at a time, one sentence at a time or even reading different books to each other in turns • Children will use a range of reading material and reading will be across the curriculum. • Children will learn good reading habits from each other as well as targeting communication, teamwork, empathy, compassion – understanding and responding to another person's needs. • When pairing children, teachers will carefully pair more advanced fluent readers with developing fluent readers. • Sometimes teachers will provide prompt cards or reading dice for learners to be able

		to discuss their reading and the content of the story.
	Through Guided Reading Sessions	<ul style="list-style-type: none"> • Each child will engage in a Guided Reading Practice session x1 per week • Each child will be part of a Guided Reading group consisting of no more than 6 children. • Books will be allocated to each group according to their specific phonics level which the children are working at. • The reading sessions will focus on developing children's decoding skills; prosody and comprehension • Teachers will explain things such as Reading from left to right The layout of the pages Structure of the book • We ensure that all groups of children will read to different adults each week
	Individual Reading for the Lowest 20%	<ul style="list-style-type: none"> • Lowest 20% of children will read daily to either their teacher or a teaching assistant. • There will be extra opportunities for these children to read with a 'Reading Buddy' who is an older child in the school. • All children who fall into the lowest 20% will read to different adults each week. • We will have regular conversations with parents and encourage regular reading at home.
	Through Over and Over	<ul style="list-style-type: none"> • Daily Over and Over session for all children. • Children will be split into small groups and an adult will read to each group • Different adults will read the same book to different groups of children.
	Through Talk for Writing	<ul style="list-style-type: none"> • Teachers will use 'Talk for Writing' approaches in the teaching of Reading and Writing which will be introduced from the Autumn Term • This systematic approach to children learning will enable them to internalise text structures and vocabulary which they can then innovate to create their own stories. • At its heart is an enjoyment of reading stories out loud and developing an

		<p>understanding of rhythm, rhyme and simple story structures.</p> <ul style="list-style-type: none"> Using elements of this approach will enable children to learn stories off-by-heart as well as their structure and vocabulary.
	Through High Quality Play	<ul style="list-style-type: none"> Children will access additional phonics activities as part of their everyday learning through play experiences. Additional opportunities to apply phonic skills in their writing are also explored in the different areas (e.g. note-making in the role play areas, shopping lists, outdoor areas)
Developing a Love of Reading	Through Daily Stories	<ul style="list-style-type: none"> Children will listen to at least two stories a day They will listen to a range of stories and poems from a number of different authors so that they can begin to develop a love of reading and express their opinions about the books they are exposed to They will become familiar with all stories from our school Reading Spine Teachers are to choose the texts they share carefully to ensure that they include high quality, ambitious vocabulary for children in Reception.
	Through Whole Class Shared Texts	<ul style="list-style-type: none"> Each week there will be a focus book that will be shared with the whole class and read many times with the children. The book will be used as a stimulus for a range of activities throughout the week and will be used to inform and organise the play environment. The whole class text will be linked carefully to outcomes from speaking, listening and writing
Home School Reading	Through Opportunities to develop Reading for Pleasure	<ul style="list-style-type: none"> Throughout the day we have repeated and prolonged opportunities for children to read books both indoors and out. These opportunities include children reading, sharing, telling and re-telling stories. Some of these stories are linked to their current topics and themes. In each class there will be attractive, engaging and inviting story- telling, book and role-play areas with a range of books

		<p>on display including those from our Reading Spine</p> <ul style="list-style-type: none"> • Each week children will have the opportunity to choose a book from our school library to take home and read in addition to their home-school reading and phonics books • Each week a child in the class will take home our 'Snuggle Up with A Book' suitcase to enjoy at home with families. • All children in KS2 will visit the local library each term to choose a book for school and to encourage them to visit the library often.
	<p>Through a Phonics Reading Book</p>	<ul style="list-style-type: none"> • Following their phonics sessions in school and their reading practice session on a Friday in school all children will be given an ELS Phonics Book to take home and read with their parents. • Children will be able to access books online that are also closely matched to their phonics level Families have attended a Reading Meeting which provides information how to support their child when reading at home in order to develop their confidence and fluency. • At the Reading Meeting parents are given information about the ELS Phonics Programme so that they understand the reading journey their child will make.

