

Reading at Bayards Hill Primary School

NATIONAL CURRICULUM		
	WORD READING	COMPREHENSION
N	● Listening Skills: Children should be able to listen to stories and respond to questions about them. ● Sound Awareness: Beginning to recognize and play with sounds in words, including rhymes. ● Interest in Print: Showing curiosity about books and print, including recognizing that text has meaning. ● Storytelling: Beginning to tell their own stories and express ideas verbally.	● Vocabulary Growth: Expanding their vocabulary through conversations, songs, and stories.
R	● Phonological Awareness: Children should be able to listen to and recognize sounds in words, including rhyming and syllable segmentation. ● Print Awareness: Recognising that print carries meaning and understanding basic concepts about books, such as front and back covers. ● Emergent Writing: Encouraging attempts at writing letters and words, fostering an understanding of how print works.	● Vocabulary Development: A growing vocabulary is essential, with an emphasis on understanding and using new words in context. ● Comprehension Skills: Children should begin to understand stories, make predictions, and answer questions about texts.
1	● apply phonic knowledge and skills as the route to decode words ● respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes ● read accurately by blending sounds in unfamiliar words containing GPCs that have been taught ● read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word ● read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings ● read other words of more than one syllable that contain taught GPCs ● read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s) ● read books aloud, accurately, that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words ● reread these books to build up their fluency and confidence in word reading	● develop pleasure in reading, motivation to read, vocabulary and understanding by: ● listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently ● being encouraged to link what they read or hear to their own experiences ● becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics ● recognising and joining in with predictable phrases ● learning to appreciate rhymes and poems, and to recite some by heart ● discussing word meanings, linking new meanings to those already known ● understand both the books they can already read accurately and fluently and those they listen to by: ● drawing on what they already know or on background information and vocabulary provided by the teacher ● checking that the text makes sense to them as they read, and correcting inaccurate reading ● discussing the significance of the title and events ● making inferences on the basis of what is being said and done ● predicting what might happen on the basis of what has been read so far ● participate in discussion about what is read to them, taking turns and listening to what others say ● explain clearly their understanding of what is read to them
2	● continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent ● read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes ● read accurately words of two or more syllables that contain the same graphemes as above ● read words containing common suffixes ● read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word ● read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered ● read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words	● develop pleasure in reading, motivation to read, vocabulary and understanding by: ● listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently ● discussing the sequence of events in books and how items of information are related ● becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales ● being introduced to non-fiction books that are structured in different ways ● recognising simple recurring literary language in stories and poetry ● discussing and clarifying the meanings of words, linking new meanings to known vocabulary ● discussing their favourite words and phrases ● continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear

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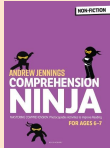
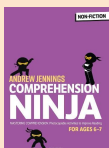
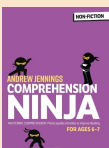
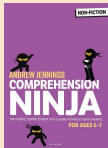
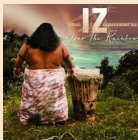
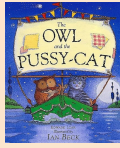
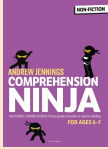
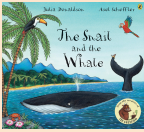
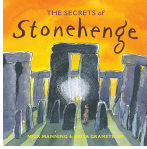
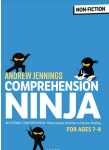
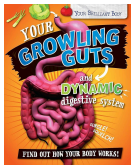
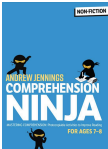
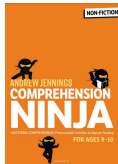
	- accurately, automatically and without undue hesitation • reread these books to build up their fluency and confidence in word reading	• understand both the books that they can already read accurately and fluently and those that they listen to by: • drawing on what they already know or on background information and vocabulary provided by the teacher • checking that the text makes sense to them as they read, and correcting inaccurate reading • making inferences on the basis of what is being said and done • answering and asking questions • predicting what might happen on the basis of what has been read so far • participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say • explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves
3&4	• apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in - see English appendix 1, both to read aloud and to understand the meaning of new words they meet • read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word	• develop positive attitudes to reading, and an understanding of what they read, by: • listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks • reading books that are structured in different ways and reading for a range of purposes • using dictionaries to check the meaning of words that they have read • increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally • identifying themes and conventions in a wide range of books • preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action • discussing words and phrases that capture the reader's interest and imagination • recognising some different forms of poetry [for example, free verse, narrative poetry] • understand what they read, in books they can read independently, by: • checking that the text makes sense to them, discussing their understanding, and explaining the meaning of words in context • asking questions to improve their understanding of a text • drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • predicting what might happen from details stated and implied • identifying main ideas drawn from more than 1 paragraph and summarising these • identifying how language, structure, and presentation contribute to meaning • retrieve and record information from non-fiction • participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say
5&6	• apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English appendix 1, both to read aloud and to understand the meaning of new words that they meet	• maintain positive attitudes to reading and an understanding of what they read by: • continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks • reading books that are structured in different ways and reading for a range of purposes • increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions • recommending books that they have read to their peers, giving reasons for their choices • identifying and discussing themes and conventions in and across a wide range of writing • making comparisons within and across books • learning a wider range of poetry by heart • preparing 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 • understand what they read by:

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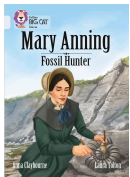
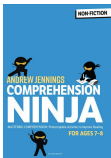
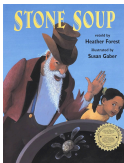
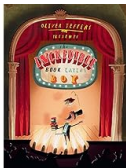
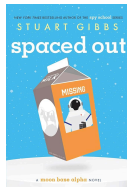
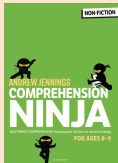
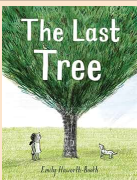
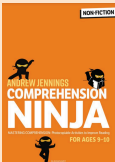
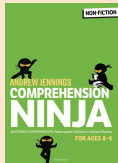
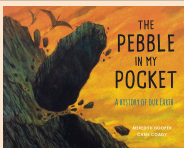
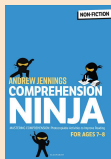
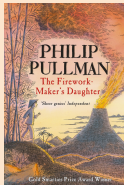
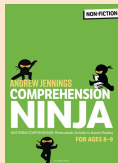
		• checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context • asking questions to improve their understanding • drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • predicting what might happen from details stated and implied • summarising the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas • identifying how language, structure and presentation contribute to meaning • discuss and evaluate how authors use language, including figurative language, considering the impact on the reader • distinguish between statements of fact and opinion • retrieve, record and present information from non-fiction • 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 • 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 • provide reasoned justifications for their views •
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COVERAGE						
	AUTUMN		SPRING		SUMMER	
N	Story Time Naughty bus Meg and Mog No Dragons for Tea	Story Time Real Superheroes People who help us - Doctor, Firefighter etc. Cops and Robber	Story Time The Runaway Pancake Harry and His Bucketful of Dinosaurs Chinese New Year story	Story Time Slug in Love Love From the Crayons We're Going on an Egg Hunt George Saves the World by Lunchtime	Story Time Oliver's Vegetables Titch and the Sunflower The Tiny Seed Jaspers Beanstalk	Story Time Spinderella Starting School
R	Story Time Monkey Puzzle Little Rabbit Foo Foo Elmer Rainbow Fish Room on the Broom	Story Time Diwali Story Nativity Story Dragon post Each Peach Pear Plum Goldilocks and Just One Bear	Story Time Aliens Love underpants Smeds and the Smoos Non-Fiction texts about space Dinosaur Roar Aliens Love Dinopants	Talk Through Stories Mr Wolf's Pancakes We're going on a Lion Hunt Bringing the rain to Kapiti Plain Kitchen Disco	Talk Through Stories Twist and Hop Minibeast Bop Non-Fiction texts around life cycles The Teeny Weeny Tadpole	Talk Through Stories My Name is Not Refugee 100 Decker Bus Titch Mr Gumpy's Outing A Sailing Boat in the Sky Julian is a Mermaid
1	Talk Through Stories Hugless Douglas Where The Wild Things Are Lost and Found Can't You Sleep Little Bear	Talk Through Stories Room on the Broom Dogger One Snowy Night	Talk Through Stories Burglar Bill Cop and Robbers The Rapping Princess	Guided Reading Aliens Loves Underpants The Marvellous Moon Map Beegu	Guided Reading Farmer Duck Billy and the Beast The Wall and the Wild	Guided Reading The Invisible After the Fall Ruby's Worry

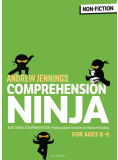
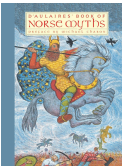
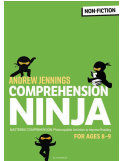
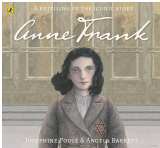
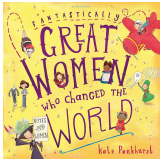
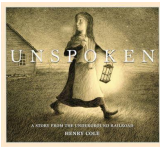
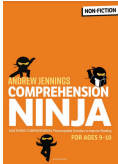
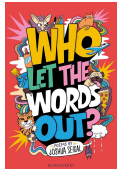
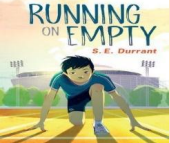
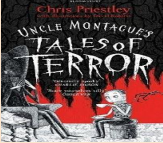
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2	 A Walk in London by Salvatore Rubbino  The Great Fire of London by Comprehension Ninja  Vlad and the Great Fire of London by Kate Cunningham	 Can't You Sleep Little Bear? By Martin Waddell  Materials by Comprehension Ninja  The Polar Express by Chris Van Allsburg	 The Girl and the Dinosaur by Hollie Hughes  How Plants Grow by Comprehension Ninja  Where Does My Food Come From? By Annabel Karmel	 Lila and the Secret of Rain by David Conway  Animal Offspring by Comprehension Ninja  Somewhere Over the Rainbow by Israel Kamakawiwo'ole	 The Owl and the Pussy-Cat by Edward Lear  The Further Adventures of The Owl and the Pussy-Cat by Julia Donaldson  Coasts by Comprehension Ninja	 The Snail and the Whale by Julia Donaldson  The Seaside Holiday of the Past by Comprehension Ninja  When Lola Visits by Michelle Sterling
3	 The First Drawing by Mordcai Gerstein  Goodbye Stone Age, Hello Bronze by Stone Times	 The Secrets of Stonehenge by Mick Manning & Brita Granström  The Boy With The Bronze Axe by Kathleen Fidler	 The Twits by Roald Dahl  Magnets by Comprehension Ninja	 Faruq and the Wiri Wiri by Sophia Payne  Your Growling Guts and Dynamic Digestive System by Paul Mason	 Bloom by Nicola Skinner  Plants by Comprehension Ninja	 When the Mountains Roared by Jess Butterworth  Mountains of the World by Comprehension Ninja

Reading at Bayards Hill Primary School

	 Mary Anning: Fossil Hunter by Anna Claybourne	 Light and Shadow by Comprehension Ninja	 Stone Soup by Heather Forest	 The Incredible Book Eating Boy by Oliver Jeffers	 Spaced Out by Stuart Gibbs	 The Girl Who Stole an Elephant by Nizrana Farook
4	 Once Upon a Raindrop: The Story of Water by James Carter  Rivers of the World by Comprehension Ninja  Dick Turpin by Terry Deary	 Charlie and the Chocolate Factory by Roald Dahl (Extract)  Life With Electrical Appliances by Comprehension Ninja  The Night I Met Father Christmas by Ben Miller	 The Last Tree by Emily Haworth-Booth  Recycling by Comprehension Ninja  Charlotte's Web by E. B. White (extract)	 Cinderella by Marcia Brown  Pharaohs and Mummies by Comprehension Ninja  A Mummy Ate My Homework! by Thiago de Moraes (extract)	 Pebble in my Pocket by Meredith Hooper  Volcanoes by Comprehension Ninja  The Firework Maker's Daughter by Philip Pullman	 Romans on the Rampage by Jeremy Strong  Romans Britain by Comprehension Ninja  News First Extracts about Oxford

Reading at Bayards Hill Primary School

5	 Beowulf By Michael Morpurgo  Anglo Saxons by Comprehension Ninja  Odd and the Frost Giants by Neil Gaiman	 Stig of the Dump by Clive King  D'aulaires Book of Norse Myths by Ingri D'Aulaire  Vikings and Lindisfarne by Comprehension Ninja	 Hidden Figures By Margot Lee Shetterly Non-Fiction and Fiction Texts: <i>Hidden Figures</i> extracts; <i>The Week Junior</i> 1969 moon landing NF article; space themed poem; space-themed songs; model BHPS magazine article on the 'hidden figures'	 King Kong By Anthony Browne Non-Fiction and Fiction Texts: <i>King Kong</i> extracts; <i>The Week Junior</i> Apes - Smartest Animals on Planet NF article; <i>The Alps</i> encyclopaedia article (needs replacing with an NG Animal Habitats article now the unit has changed); <i>First News</i> Features of Newspaper Reports NF article; model BHPS King Kong newspaper article	 Anne Frank By Josephine Poole and Anglea Barrett Non-Fiction (Anne Frank diary and BBC Bitesize major UK cities)  Fantastically Great Women Who Changed The World by Kate Pankhurst	 Unspoken By Henry Cole  Fair Trade by Comprehension Ninja  Who Let the Words Out? By Joshua Seigal
6	 Running on Empty by S E Durrant Non-Fiction Collection of war-related texts e.g. war poetry, propaganda posters Non-Fiction Collection of olympic related texts	 Friend or Foe By Michael Morpurgo  private peaceful	 Uncle Montague's Tales of Terror By Chris Priestley  Trains	 Banksy: Art Breaks the Rules by Hettie Bingham Non-Fiction & Fiction Collection of urban development master plans (linked to Geog) and A Short History of Graffiti magazine article (Eng)	 Percy Jackson & the Lightning Thief by Rick Riordan Non-Fiction & Fiction Collection of Ancient Greek texts: Ancient Greek inventions, myths and legends and Odyssey extracts	 The Explorer by Katherine Rundell Poetry Tyger by William Blake, & selected poem from anthologies: Poems to Help You Save the World and Poems Aloud (by Joseph Coelho)

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		Private Peaceful by Michael Morpurgo  War Horse by Michael Morpurgo Non-Fiction Collection of war-related texts e.g. war poetry, propaganda posters	Francis (animated film short) by Dave Eggars Gothic Poems The Raven by Edgar Allan Poe Spellbound By Emily Bronte Non-Fiction & Fiction Collection of climate change related texts: poems, songs, news & magazine articles			
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NURSERY

Book Talk

DAY 1 Explore	Can I explore a new text	❖ Print has meaning. ❖ Print can have different purposes. ❖ We read English text from left to right and from top to bottom. ❖ The names of the different parts of a book. ❖ Enjoy listening to longer stories and can remember much of what happens. ❖ Understand 'why' questions, like: "Why do you think the caterpillar got so fat?" ❖ Sing a large repertoire of songs. ❖ Know many rhymes, be able to talk about familiar books, and be able to tell a long story.
DAY 2 Vocabulary	Can I explore new vocabulary and participate in discussions?	❖ Engage in extended conversations about stories, learning new vocabulary. ❖ Pay attention to more than one thing at a time, which can be difficult. ❖ Use a wider range of vocabulary. ❖ Understand a question or instruction that has two parts.
DAY 3 Sequence/ Summarise	Can I retell stories and narratives?	❖ Page sequencing.

Reading at Bayards Hill Primary School

Home Reading

- ❖ Children take home a book of their choice from the School Library each week and also get to experience checking a book out of a library.
- ❖ In the Summer Term, children are introduced to the Level 1 Floppy's Phonics books in school but do not take these home.

Reading for Pleasure

- ❖ Engage in storytimes.
- ❖ Listen to and talk about stories to build familiarity and understanding.
- ❖ Listen carefully to rhymes and songs, paying attention to how they sound.
- ❖ Learn rhymes, poems and songs.
- ❖ Engage in non-fiction books.

RECEPTION & YEAR 1

Talk Through Stories

DAY 1 Predict	Can I make verbal predictions about the text read?	❖ Anticipate – where appropriate – key events in stories. ❖ Understand how to listen carefully and why listening is important. ❖ Ask questions to find out more and to check they understand what has been said to them.
DAY 2 Vocabulary	Can I explore new vocabulary and verbally use it in a sentence?	❖ Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. ❖ Learn new vocabulary. ❖ Use new vocabulary throughout the day. ❖ Use new vocabulary in different contexts. ❖ Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.
DAY 3 Sequence/ Summarise	Can I retell stories and narratives in a sequential order?	❖ Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. ❖ Describe events in some detail. ❖ Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.

Home Reading

Reading at Bayards Hill Primary School

Children take home a Floppy's Phonics/Oxford Reading Tree fully decodable book at their level once a week:

- ❖ Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words.
- ❖ Re-read these books to build up their fluency and confidence in word reading.

Children take home a second book of their choice from the School Library each week and also get to experience checking a book out of a library.

As a virtual extension of our BHPS Library, children have access, at school and at home, to a selection of Oxford e-books at their appropriate level of below, from a virtual library of 500, with audio support for levels 1-10, and reading comprehension strategy support via Reading Buddy avatars for all.

Reading for Pleasure

'Love of Reading' sessions happen once/twice a term to celebrate different authors, discuss and compare books, authors and themes, etc.

Story Times happen 3-5 times a week to expose children to a range of different text types:

- ❖ Listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently.

Regular opportunities to perform to other classes (one class to another or in Key Stage Assemblies):

- ❖ Learn to appreciate rhymes and poems, and to recite some by heart.

YEAR 2 & YEAR 3

Guided Reading

DAY 1 Predict	Can I make predictions about the text?	❖ 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. ❖ Be introduced to non-fiction books that are structured in different ways recognising simple recurring literary language in stories and poetry. ❖ Predict what might happen on the basis of what has been read so far. ❖ Participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say.
DAY 2 Vocabulary	Can I discover new vocabulary in the text?	❖ Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent. ❖ Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes. ❖ Read accurately words of two or more syllables that contain the same graphemes as above.

Reading at Bayards Hill Primary School

		❖ Read words containing common suffixes. ❖ Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word. ❖ Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered. ❖ Discuss and clarify the meanings of words, linking new meanings to known vocabulary. ❖ Discuss their favourite words and phrases.
DAY 3 Sequence/ Summarise	Can I sequence and summarise the events in the text?	❖ Discuss the sequence of events in books and how items of information are related. ❖ Become increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales.
DAY 4 Retrieval	Can I retrieve information from the text to answer questions?	❖ Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation. ❖ Re-read these books to build up their fluency and confidence in word reading. ❖ Check that the text makes sense to them as they read and correct inaccurate reading.
DAY 5 Inference	Can I make inferences about the text?	❖ Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation. ❖ Re-read these books to build up their fluency and confidence in word reading. ❖ Draw on what they already know or on background information and vocabulary provided by the teacher. ❖ Make inferences on the basis of what is being said and done answering and asking questions.
DAY 6 Explain	Can I explain my own life experiences in context with the text?	❖ Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation. ❖ Re-read these books to build up their fluency and confidence in word reading. ❖ Continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear. ❖ Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.

Home Reading

Children take home a Floppy's Phonics/Oxford Reading Tree fully decodable book at their level once a week:

- ❖ Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.
- ❖ Re-read these books to build up their fluency and confidence in word reading.

Children take home a second book of their choice from the School Library each week and also get to experience checking a book out of a library.

As a virtual extension of our BHPS Library, children have access, at school and at home, to a selection of Oxford e-books at their appropriate level of below, from a virtual library of 500, with audio support for levels 1-10, and reading comprehension strategy support via Reading Buddy avatars for all.

Reading at Bayards Hill Primary School

Reading for Pleasure

‘Love of Reading’ sessions happen once/twice a term to celebrate different authors.

- ❖ Participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say.

Story Times happen 3-5 times a week to expose children to a range of different text types:

- ❖ 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.

Regular opportunities to perform to other classes (one class to another or in Assemblies):

- ❖ Continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear.

YEAR 4 & YEAR 5

Guided Reading

DAY 1 Predict	Can I make predictions about the text?	❖ Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. ❖ Read books that are structured in different ways and read for a range of purposes. ❖ Recognised some different forms of poetry [for example, free verse, narrative poetry]. ❖ Predict what might happen from details stated and implied. ❖ Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.
DAY 2 Vocabulary	Can I discover new vocabulary in the text?	❖ 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. ❖ Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. ❖ Discuss words and phrases that capture the reader’s interest and imagination.
DAY 3 Sequence/ Summarise	Can I sequence and summarise the events in the text?	❖ Identify main ideas drawn from more than one paragraph and summarise these.
DAY 4 Retrieval	Can I retrieve information from the text to answer questions?	❖ Ask questions to improve their understanding of a text. ❖ Retrieve and record information from non-fiction.

Reading at Bayards Hill Primary School

DAY 5 Inference	Can I make inferences about the text?	❖ Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. ❖ Identify how language, structure, and presentation contribute to meaning.
DAY 6 Explain	Can I explain my own life experiences in context with the text?	❖ Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.
DAY 7 Research	Can I research a new text of a similar style or structure?	❖ Use dictionaries to check the meaning of words that they have read. ❖ Read books that are structured in different ways and read for a range of purposes.
DAY 8 Identify	Can I identify themes from two similar texts and make comparisons?	❖ Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. ❖ Identify themes from a wide range of books

Home Reading

Children take home a **Floppy's Phonics/Oxford Reading Tree fully decodable book at their level once a week:**

- ❖ Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.
- ❖ Re-read these books to build up their fluency and confidence in word reading.

Children take home a **second book of their choice from the School Library each week and also get to experience checking a book out of a library.**

As a virtual extension of our BHPS Library, children have access, at school and at home, to a selection of Oxford e-books at their appropriate level of below, from a virtual library of 500, with audio support for levels 1-10, and reading comprehension strategy support via Reading Buddy avatars for all.

Reading for Pleasure

'Love of Reading' sessions happen once/twice a term to celebrate different authors.

- ❖ Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally.
- ❖ Identify themes and conventions in a wide range of books.
- ❖ Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.

Story Times happen 3-5 times a week to expose children to a range of different text types:

- ❖ 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.
- ❖ Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.

Regular opportunities to perform to other classes (one class to another or in Key Stage Assemblies):

- ❖ Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action.

Reading at Bayards Hill Primary School

YEAR 6

Upper Key Stage 2 Guided Reading – Reading Aloud – First Part of Each Lesson

Each Guided Reading lesson starts with reading the text for the week aloud for fluency. The text might be a non-fiction text, an extract from a fiction book or non-fiction book (used in English lessons, or Story Time, or both) or a song, a poem or a playscript extract. Within the dual three-week cycle, the reading aloud element has its own cycle as below...

Reading Aloud for Fluency Day 1	Teacher Reading (I Do): <i>The teacher reads the text to the class.</i>	❖ Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks ❖ Read books that are structured in different ways and read for a range of purposes ❖ Increase familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally ❖ Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action
Reading Aloud for Fluency Day 2	Choral Reading (We Do): <i>The teacher and class read the text together simultaneously, but with the children following the teacher closely.</i>	
Reading Aloud for Fluency Day 3	Echo Reading (We Do): <i>The teacher reads a line from the text, and the class echo the line back.</i>	
Reading Aloud for Fluency Day 4	Children Reading (You Do): <i>Children read a line at a time of the text in pairs, alternating.</i>	

Upper Key Stage 2 Guided Reading – Main – Second Part of Lesson

The main parts of the Guided Reading lessons, based on the dual three-week cycles, consist of the following...

Six lessons developing comprehension skills (Across Cycles 1 and 2)	Using the VIPERS framework aligned with the Rosenshine Pedagogy... Can I develop my vocabulary and use words in context? Can I make inferences about a text, supporting them with evidence? Can I make predictions about a text, providing alternatives and justifying my predictions?	Understand what they read, in books they can read independently, by: ❖ Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context ❖ Asking questions to improve their understanding of a text ❖ Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence ❖ Predicting what might happen from details stated and implied ❖ identifying main ideas drawn from more than one paragraph and summarising these ❖ identifying how language, structure, and presentation contribute to meaning
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Reading at Bayards Hill Primary School

	Can I explain texts, making connections where relevant to my own experiences? Can I locate and retrieve key information from a text?	❖ Retrieve and record information from non-fiction: ❖ Participate in discussion about both books that are read to them and those they can ❖ Read for themselves, taking turns and listening to what others say. ❖ 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 ❖ Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.
Reading/book/text discussion and exploration lessons (Cycle #1: 3 lessons) (Cycle 2: 1 lesson)	For example... Can I explain genre, classify the text we are reading and justify my classification? Can I explain conventions, and identify the conventions of the book we are reading? Can I compare and contrast key characters from two texts that I've read? Can I demonstrate knowledge of common book themes, and suggest themes of the book we are reading? Can I interpret a text from two different viewpoints?	Develop a positive attitude to reading and understanding of what they read by: ❖ Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks ❖ Reading books that are structured in different ways and reading for a range of purposes ❖ Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally ❖ Identifying themes and conventions in a wide range of books ❖ Discussing words and phrases that capture the reader's interest and imagination ❖ Recognising some different forms of poetry [for example, free verse, narrative poetry] Understand what they read, in books they can read independently, by: ❖ Askin questions to improve their understanding of a text ❖ Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence ❖ identifying how language, structure, and presentation contribute to meaning ❖ Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.
Two poetry lessons (ANALYSE, PERFORM)	e.g. Can I identify the features of poetry? Can I explain how a poet creates meaning through language?	Maintain positive attitudes to reading and understanding of what they read by: ❖ Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks ❖ Learning a wider range of poetry by heart ❖ Preparing poems and plays to read aloud and to perform, showing understanding

Reading at Bayards Hill Primary School

(Cycle 2)	Can I explain how a poet conveys mood through language choice? Can I learn and recite poetry with confidence, clarity and expression?	through intonation, tone and volume so that the meaning is clear to an audience Understand what they read by: ❖ Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context ❖ Asking questions to improve their understanding ❖ Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence Identify how language, structure and presentation contribute to meaning ❖ Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader ❖ 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
One extended reading lesson (Cycle #1)	An opportunity to engage with and read, independently, sections of longer key texts (e.g. chapter books the class are studying/reading in English lessons and Story Time sessions) and relevant wider reading.	❖ Develop positive attitudes to reading and understanding of what they read by: ❖ Reading books that are structured in different ways and reading for a range of purposes ❖ Using dictionaries to check the meaning of words that they have read ❖ Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally ❖ Identifying themes and conventions in a wide range of books ❖ Recognising some different forms of poetry [for example, free verse, narrative poetry]
One reading book review lesson (Cycle #2)	An opportunity to share book recommendations, write a book review, write a blurb, etc	Understand what they read, in books they can read independently, by: ❖ checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context ❖ asking questions to improve their understanding of a text ❖ drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence ❖ predicting what might happen from details stated and implied ❖ identifying main ideas drawn from more than one paragraph and summarising these ❖ identifying how language, structure, and presentation contribute to meaning ❖ Retrieve and record information from non-fiction

Reading at Bayards Hill Primary School

		❖ Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.
One Oxford Reading Buddy quiz lesson And One End-of-Cycle Quiz lesson (Cycles 1 and 2)	Can I demonstrate my increasing confidence as a reader - demonstrating my improved fluency, knowledge, skills and understanding?	Understand what they read, in books they can read independently, by: ❖ Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context ❖ Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence ❖ Predicting what might happen from details stated and implied ❖ Identifying main ideas drawn from more than one paragraph and summarising these ❖ Identifying how language, structure, and presentation contribute to meaning ❖ Retrieve and record information from non-fiction
Home Reading		
❖ Children take home an Oxford levelled book (and might also take a Big Cat) fully decodable book at their level once a week. ❖ Children take home a second book of their choice from the School Library for reading for pleasure each week and also get to experience checking a book out of a library. ❖ Children also have access to the School Library during selected lunchtimes weekly, to read for pleasure, undertake research, complete homework or take home additional books or read for pleasure. ❖ As a virtual extension of our BHPS Library, children have access, at school and at home, to a selection of Oxford e-books at their appropriate level of below, from a virtual library of 500, with audio support for levels 1-10, and reading comprehension strategy support via Reading Buddy avatars for all.		
Reading for Pleasure		
❖ Children create book reviews and recommendations every short term that help to inform school and home reading for pleasure ❖ Story Time slots take place in class 3-5 times a week, exposing children to a range of different text types, and providing opportunity for them to hear texts modelled by and adult with clarity, intonation and expression: ❖ Regular opportunities to perform to other classes or adults (e.g. one class to another, or in Key Stage Assemblies, or in Year Group Performance Sharing Assemblies with parents) ❖ Children in UKS2 also have the opportunity to become assistant librarians in the school library		

Reading at Bayards Hill Primary School

READING LEVELS						
	AUTUMN		SPRING		SUMMER	
N	FLOPPY'S PHONICS LEVEL 1 (At the Farm)	FLOPPY'S PHONICS LEVEL 1 (At Home)	FLOPPY'S PHONICS LEVEL 1 (Fun at School)	FLOPPY'S PHONICS LEVEL 1 (Out in Town)	FLOPPY'S PHONICS LEVEL 1 (At the Park)	FLOPPY'S PHONICS LEVEL 1 (At the Match)
R	FLOPPY'S PHONICS Level 1+		FLOPPY'S PHONICS Level 2		FLOPPY'S PHONICS Level 3	
1	FLOPPY'S PHONICS LEVEL 4		FLOPPY'S PHONICS LEVEL 5		FLOPPY'S PHONICS LEVEL 5+	
2	OXFORD READING BUDDY LEVEL 6		OXFORD READING BUDDY LEVEL 7		OXFORD READING BUDDY LEVEL 8	
3	OXFORD READING BUDDY LEVEL 9		OXFORD READING BUDDY LEVEL 10		OXFORD READING BUDDY LEVEL 11	
4	OXFORD READING BUDDY LEVEL 12		OXFORD READING BUDDY LEVEL 13		OXFORD READING BUDDY LEVEL 14	
5	OXFORD READING BUDDY LEVEL 15		OXFORD READING BUDDY LEVEL 16		OXFORD READING BUDDY LEVEL 17	
6	OXFORD READING BUDDY LEVEL 18		OXFORD READING BUDDY LEVEL 19		OXFORD READING BUDDY LEVEL 20	