



# Success in Reading



## Intent – What do we want to achieve?

At Hardy Mill our English curriculum develops our children's love of reading, writing and discussion. These elements of the English curriculum work hand-in-hand with each other and with other subjects as children apply their English skills across the curriculum.

Reading is a high priority at Hardy Mill and children are exposed to a range of fiction, non-fiction and poetry in all year groups. As children move through school, they develop their fluency and comprehension skills and become increasingly confident, independent readers.


A rich vocabulary is developed through school. Transferrable and subject-specific vocabulary is taught discretely as part of topics studied and through a vocabulary-rich environment. Children also acquire vocabulary by being exposed to a variety of texts which they are encouraged to read to learn and for pleasure.

*See:*

*Success in Reading in EYFS*

*Hardy Mill National Curriculum Reading Progression*

*Long Term Plans*

Reception Learning Overview							End Points
	Autumn A All About Me	Autumn B Into the Woods	Spring A Our World and Beyond	Spring B Food Glorious Food	Summer A Can We Explore It?	Summer B In and around the Sea	
Possible texts & Traditional Tales	We Are Family In My Heart The Invisible string Non –fiction texts –People Who Help Us	Everywhere Bear Non-fiction texts – Bears Christmas Story Christmas Around the World	Goodbye Autumn, Hello Winter Here We Are A Ticket Around the World Non-fiction texts – Space Milly,Molly,Mandy stories	Keeping Healthy Food Around the World Handa's Surprise Where does my food come from? Amelia Earhart (Little People, Big Dreams)	Tadpoles Promise What The Ladybird Heard 10 Things I can Do To Help My World Greta Thunberg (Little People, Big Dreams )	Poles Apart The Whales' Song Only One You Marvellous Me!	
Progression through Development Matters in Literacy							
Skill	Autumn1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	ELG
<b>Reading Comprehension</b>  	Can use pictures to tell a story. Sequence familiar stories. Independently look at book, holding them the correct way and turning pages. Engage in story times.	Begins to answer questions about the stories read to them. Enjoys an increasing range of books including fiction, non-fiction, poems and rhymes.	Can act out a simple story. Can predict what may happen in a story. Can suggest how a story may end.	Can retell a story. Can follow a story without pictures or props. Can talk about the characters in the books they are reading	Can answer questions about what they have read. Can use vocabulary that is influenced by their experiences of books. Uses and understands recently introduced vocabulary during discussions about stories, rhymes and role-play.	Uses and understands recently introduced vocabulary during discussions about non-fiction and poems. Knows that information is retrieved from books.	Anticipates , where appropriate, key events in stories Demonstrates an understanding of what has been read by retelling stories and narratives using his/her own words and recently introduced narrative Uses and understands recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems during role-play.

## Progression of knowledge and skills in reading

Knowledge in reading refers to the understanding and application of effective reading strategies. When these reading strategies are secure and reading is fluent and accurate, children are able to interpret and evaluate a range of literature.

Substantive knowledge is the ability to decode and sight read words. This allows children opportunities to read for pleasure, including reading and reciting poetry, and develop their vocabulary. Children are then able to apply their knowledge of reading strategies to comprehend a range of texts.

Disciplinary knowledge is the interpretation and comparison of themes and conventions, using text to back up arguments and discussions and evaluating the intentions of the author. It is the process of thinking critically and creatively using the automaticity of substantive knowledge.

### Key

Statements in black – National Curriculum

Statements in green – Hardy Mill additions to ensure continuity and progress

	Reception ELGs	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Decoding		Apply phonic knowledge to decode words	Apply phonic decoding until automatic and reading is fluent	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	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	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.	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.
		Speedily read all 40+ letters /groups for 40+ phonemes including alternative sounds for graphemes	Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes				
		Read polysyllabic words containing taught GPCs read	Read words containing common suffixes				

		common suffixes (-s, -es, -ing, -ed, -er and -est)	(-ed, -ing, -er, -est, -y, -er, -ment, -ful, -ness, -less, -ly				
		Read Year 1 common exception words noting unusual correspondences between spelling and sound and where these occur in the word	Read Year 2 common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.	Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.	Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.		
		Re-read books to build fluency and confidence	Re-read books to build up fluency and confidence in word reading	To read texts with increasing fluency, taking account of the punctuation to help reading accuracy.	To read texts fluently at an appropriate speed.	Respond to more sophisticated punctuation, maintaining fluency and accuracy when reading complex sentences with subordinate clauses.	To read seen and unseen texts fluently to enable accurate understanding of what they have read.
		Read contractions and understand that the apostrophe represents the omitted letter(s)	Read most words quickly & accurately without overt sounding and blending.				
		Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught	Read accurately words of two or more syllables that contain the same graphemes as above				
		Read aloud books matched to phonic knowledge by sounding out unfamiliar words	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.				
Range of reading		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.	Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks	Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks	Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks	Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
		being encouraged to link what they read or hear read to their own experiences		Read books that are structured in different ways and reading for a range of purposes.	Read books that are structured in different ways and reading for a range of purposes.	Read books that are structured in different ways and read for a range of purposes	Read books that are structured in different ways and read for a range of purposes
						make comparisons within and across books	make comparisons within and across books
Familiarity with texts		Recognise and join in with predictable phrases	Recognise simple recurring literary language in stories and poetry.	Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retell some of these orally	Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retell some of these orally	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.	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.
		become very familiar with key	Become	Identify themes and conventions	Identify themes and conventions	Identify and discuss themes	Identify and discuss themes

		stories, fairy stories and traditional tales, retelling them and considering their particular characteristics.	increasingly familiar with and to retell a wide range of stories, fairy stories and traditional tales.	in a wide range of books.	in a wide range of books.	and conventions in and across a wide range of writing.	and conventions in and across a wide range of writing.
Word Meaning	Uses and understands recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems during role-play.	Discuss word meaning and link new meanings to those already known	Discuss and clarify the meanings of words, linking new meanings to known vocabulary.	Use dictionaries to check the meaning of words they have read.	Use dictionaries to check the meaning of words they have read.	Use dictionaries to check the meaning of words they have read.	Use dictionaries to check the meaning of words they have read.
			Discuss their favourite words and phrases				
Understanding	Demonstrates an understanding of what has been read by retelling stories and narratives using his/her own words and recently introduced narrative	drawing on what they already know or on background information and vocabulary provided by the teacher	drawing on what they already know or on background information and vocabulary provided by the teacher	identifying main ideas drawn from more than one paragraph and summarising these	identifying main ideas drawn from more than one paragraph and summarising these	summarising the main ideas drawn from more than one paragraph, identifying key details to support the main ideas	summarising the main ideas drawn from more than one paragraph, identifying key details to support the main ideas
			discussing the sequence of events in books and how items of information are related	asking questions to improve their understanding of a text	asking questions to improve their understanding of a text	asking questions to improve their understanding	asking questions to improve their understanding
		checking that the text makes sense to them as they read and correcting inaccurate reading	checking that the text makes sense to them as they read and correcting	Check that the text makes sense to them, discussing their understanding	Check that the text makes sense to them, discussing their understanding and	checking that the book makes sense to them, discussing their understanding and exploring the	checking that the book makes sense to them, discussing their understanding and exploring the

			inaccurate reading	and explaining the meaning of words in context.	explaining the meaning of words in context.	meaning of words in context	meaning of words in context
		Understand 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.	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.				
INFERENCE		make inferences on the basis of what is being said and done, e.g. discuss the significance of the title and key events of the book, responding to simple questions	Make inferences on the basis of what is being said and done, about thoughts, feelings of characters and reasons for their actions.	Draw inferences such as inferring characters' feelings, thoughts and motives from their actions and justifying inferences with evidence.	Draw inferences such as inferring characters' feelings, thoughts and motives from their actions and justifying inferences with evidence.	Draw inferences such as inferring characters' feelings, thoughts and motives from their actions and justifying inferences with supporting evidence.	Draw inferences such as inferring characters' feelings, thoughts and motives from their actions and justifying inferences with supporting evidence
		Discuss the significance of titles and events.					
PREDICTON	Anticipates , where appropriate, key events in stories	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 in a text, on reading of other books by the author and own	Predict what might happen from details stated and implied.	Predict what might happen from details stated and implied.	Make predictions based on details stated and implied, justifying them in detail with evidence from the text	Make predictions based on details stated and implied, justifying them in detail with evidence from the text

			experiences.				
AUTHORIAL CHOICE				Discuss words and phrases that captures the reader's interest and imagination E.g. "Crept makes you know they were trying +going slowly because they didn't want to be caught."	Discuss words and phrases that captures the reader's interest and imagination E.g. "Crept makes you know they were trying to be quiet"	Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.	Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.
				Identify how an author's language, structure and presentation contribute to meaning,	Identify how an author's language, structure and presentation contribute to meaning, create feelings (e.g. of tension or humour), and capture the reader's interest and imagination.	identifying how language, structure and presentation contribute to meaning	identifying how language, structure and presentation contribute to meaning
NON-FICTION			Be introduced to non-fiction books that are structured in different ways	Retrieve and record information from non - fiction texts using contents and glossary to locate it.	Retrieve and record information from non - fiction texts Using all of the organisational devices available within a non - fiction text.	Retrieve, record and present information from non -fiction texts.	Retrieve, record and present information from non -fiction texts.
						Distinguish between statements of fact and opinion.	Distinguish between statements of fact and opinion.
Discussing reading		Join in with discussions about a text, taking turns and listening to what	Participate in discussion about books, poems and other works that are read to them (at a	Participate in discussion about both books that are read to them and those they can read	Participate in discussion about both books that are read to them and those they	Participate in discussion about both books that are read to them and those they can	Participate in discussion about both books that are read to them and those they can read



		others say.	level beyond at which they can read independently) and those that they can read for themselves, taking turns and listening to what others say.	for themselves, taking turns and listening to what others say.	can read for themselves, taking turns and listening to what others say.	read for themselves, building on their own and others' ideas and challenging views courteously.	for themselves, building on their own and others' ideas and challenging views courteously.
		Explain clearly their understanding of what is read to them.	Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves			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.	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.
						Recommending books they have read to their peers giving reasons for their choices.	Recommending books they have read to their peers giving reasons for their choices.
POETRY AND PERFORMANCE		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.	Prepare poems and scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action.	Prepare poems and scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action	Preparing poems and scripts to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.	Preparing poems and scripts to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.
				Recognise some different forms of poetry	Recognise some different forms of poetry	Learn a wider range of poetry by heart.	Learn a wider range of poetry by heart.

Hardy Mill Long Term Plan – Reading – Suggested Texts							
		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS		We Are Family In My Heart The Invisible string Non –fiction texts – People Who Help Us	Everywhere Bear Non-fiction texts – Bears Christmas Story Christmas Around the World	Goodbye Autumn, Hello Winter Here We Are A Ticket Around the World Non-fiction texts – Space Milly,Molly,Mandy stories	Keeping Healthy Food Around the World Handa’s Surprise Where does my food come from? Amelia Earhart (Little People, Big Dreams)	Tadpoles Promise What The Ladybird Heard 10 Things I Can Do To Help My World Greta Thunberg (Little People, Big Dreams )	Poles Apart The Whales’ Song Only One You Marvellous Me!
Year 1	Cycle A	The Three Little Pigs	Billy and the Beast Florence Nightingale	The Wind Blew The Storm Whale Minibeasts		Minibeasts The Train Ride The Runaway Train	Lucy and Tom at the Seaside Meerkat Mail
	Cycle B	The Three Little Pigs	Lost and Found Penguins	Jack and the Jelly Beanstalk Great Fire - Diary	Lost at the Toy Museum Recount- experience (toys)	Beegu Frogs	Last Stop on Market Street Meerkat Mail
Year 2	Cycle A	The Queen’s Handbag	The Three Kangaroos Gruff  Florence Nightingale  Oh Dear!	The Crow’s Tale  Something Wondrous!	The owl who was afraid of the dark  Owls	Mrs Armitage on Wheels or The Naughty Bus  The Disgusting Sandwich	Grandad’s Island  The Secret of Blackrock  The Jolly Postman
	Cycle B	On the Way Home	The Great Explorer  Shackleton’s Journey  Ernest Shackleton  Oh Dear!	The Night Gardener The Secret Sky Garden  The Great Fire of London	The Disgusting Sandwich  Something Wondrous	The Lamington Man  Frogs	Mama Panya’s Pancakes  The Famous Five

Year 3	Cycle A	Stoneage Boy How to wash a woolly mammoth. George Speaks Sheep Pig  Non-fiction linked to wider curriculum	Aristotle  Myths – Icarus and Pandora  Non-fiction linked to wider curriculum	Fairy Tales Fables Cinderelephant Romulus and Remus Poetry  Non-fiction linked to wider curriculum		Non-fiction Poetry	The Wolves in the Walls Fantastic Mr Fox Playscript Explanation
	Cycle B	Aristotle George Speaks Sheep Pig Dick King Smith	Legends Beowulf	The Tunnel Fairy Tales Plays Cinderelephant		The Wolves in the Walls Iron Man Playscript	Aesop's Fables
Year 4	Cycle A	Stone Age Boy Matilda  Non-fiction linked to wider curriculum	The Twits George and the Dragon (Myth) Robin Hood (legend)	Fairy Tales - Cinderella, Hansel and Gretel, Elves and the Shoemaker  Performance Poetry	Fables – The Ant and the Dove, The Hare and the Tortoise, The Town Mouse and the Country Mouse, The ant and the Grasshopper  Legend - Romulus and Remus Princess and the Pea	The Magic Faraway Tree  The Lion and the Mouse  Explanations  Non-fiction linked to wider curriculum  Poetry- Haiku	Aladdin  Playscript
	Cycle B	The Twits Matilda	Beowulf BFG	How to Train your Dragon  Fairy Tales - Cinderella, Hansel and Gretel, Elves and the Shoemaker  Princess and the Pea		Fables – The Lion and the Mouse	Aladdin  Playscript – Charlie and the Chocolate Factory  Bill's New Frock

<b>Year 5</b>	<b>Cycle A and B</b>	Myths and Legends Mythical creature- Poetry  I am not a label/great women who changed the world- biographies	Kensuke's Kingdom Non-fiction- Japan/links to WW2/boats  Polar Express- classic fiction	Friend or Foe  Non-fiction- WW2 There's a Rangtan in my Bedroom- persuasion  Non-fiction Palm oil- discussion	Room 13- Mystery and suspense.  Non-fiction linked to geography topic to create a non-chron	Room 13- Mystery and suspense	Alice in Wonderland extracts- fantasy Harry Potter extracts  #Goldilocks: A fairytale for the digital age- traditional tales  Coming to England- story from other cultures
<b>Year 6</b>	<b>Cycle A and B</b>	Legend  Malamander	Malamander  Myth – Ancient Greece  The Last Post  Poetry	Non – fiction South Africa Apartheid Nelson Mandella  Poetry	Journey to Jo'Burg  The Journey	Traditional Story – Grimm's tales  Holes	Holes  Poetry

## Implementation – How do we organise learning?

Our children develop a secure knowledge-base in English, which follows a clear pathway of progression as they advance through the primary curriculum. This is crucial to a high quality education and gives our children the tools they need to participate as a fully literate member of society.

In KS1 children take part in an English lesson every day, in addition to a daily 30 minute guided reading lesson, a 30 minute phonics or spelling session and a 15 minute handwriting session.

In KS2 children take part in an English lesson every day, in addition to a daily 30 minute grammar, punctuation, spelling or handwriting session and a 30 minute reading lesson.

### Reading

In foundation stage and KS1, children are supported to learn their letters and sounds. The Supersonic Phonics scheme is used throughout Early Years, KS1 and, where appropriate, into KS2 to ensure the children become increasingly fluent readers as they progress through their early primary years.

Guided reading is introduced in Reception. Children take part in a carousel of activities including reading in a group, a

discussion about the text and independent activities to develop reading comprehension skills. In addition, the children read at least once a week 1:1 with an adult.

All children in school develop reading skills so that they can read independently to further their learning and for pleasure.

In KS1 and Year 3, children are grouped for their guided reading sessions according to reading ability and children access a carousel of teacher-guided and independent activities linked to fiction and non-fiction texts to teach and develop reading skills over 4 days. One day per week, children participate in a whole class reading session where an age-appropriate quality text, often a novel, is read for pleasure and discussed.

In Years 4 to 6 children participate in a whole class reading session each day. To improve fluency and comprehension, this consists of children being read to by the teacher so that fluent reading is modelled, choral class reading, children reading aloud to the class and children reading independently. Reading skills are explicitly taught during these sessions and opportunities for children to apply reading skills are provided and linked to the text being read. Children are also given opportunities to read a range of non-fiction texts. These may be linked to aspects of the curriculum being taught in other subjects, aspects of the curriculum taught previously or linked to the novel being read in class to assist understanding of themes within the book where possible.

In all year groups, vulnerable groups and children not yet meeting ARE in reading, receive additional 1:1 reading sessions with teachers and teaching assistants as necessary and interventions where appropriate.

Opportunities for wider reading to learn across the curriculum are provided in other subjects where non-fiction and online texts are provided and used as research material.

In addition, throughout the school year, the importance of reading is enhanced through celebrating World Book Day, hosting parent phonic and reading workshops and library visits which enrich and complement children's learning. To encourage wider reading for pleasure, we have developed a list of 20 books to enjoy in each year group which children have the opportunity to borrow from classrooms.

Adaptations are made within reading sessions where necessary to enable children to reach their potential.

See:

*Adaptive Teaching in Reading*

## Impact

### Impact – How well are we achieving our aims?

Monitoring of reading by the English and Phonics Leads in school and the triangulation of evidence, ensures the progress of all children is carefully tracked and the outcomes for all groups of children in school is closely monitored. Pupil progress tracking systems and documents ensure that knowledge and skills are progressive and build on the children's previous learning. Staff use end of term assessment alongside formative assessment, supported by the Insight tracking program, to inform their judgments. The outcomes of National assessments demonstrate that when they leave Hardy Mill, children are very well prepared for the next stage in their education, reading at least at the expected standard and able to access age appropriate texts to help them learn and read for pleasure.

We hope that as children move on from us to further their education and learning, that their creativity, passion for English and high aspirations travel with them and continue to grow and develop as they do.