



Reading and Phonics Curriculum Documents





Intent

Our intent for the English curriculum is to foster a love for reading, writing, and communication, equipping every child with the essential skills they need to succeed in their future studies and beyond. Our curriculum is centred around high-quality texts, which are thoughtfully linked to wider curriculum learning. Our objectives are to:

High Quality Phonics Delivery : We strive to deliver an engaging, daily, high quality delivery of the Twinkl SSP programme, which we have implemented effectively to produce results consistently above the national average.

Reading for Pleasure: We prioritise creating an engaging and stimulating reading environment, exposing children to a diverse range of high-quality texts that spark curiosity and imagination. Regular shared reading sessions, book recommendations, and access to a vibrant library enhance our students' enthusiasm for discovering new stories and authors.

Advance Literacy Skills: We aim for each child to become a confident reader who can engage with texts critically and creatively. Our literature choices reflect our school vision, encouraging all children, regardless of their background, ability, or additional needs, to flourish and develop a lifelong love for reading.

Develop Communication Abilities: We encourage children to express their thoughts articulately and effectively, fostering skills in speaking and listening that will empower them in both academic and social contexts.

Cultivate Independence and Resilience: We intend to nurture independent learners who can approach tasks with resilience, fostering skills necessary for lifelong learning.

Embrace EDI: Our curriculum is designed to be inclusive and representative of the cultures within our community, ensuring that every child's voice and experience is valued.

Implementation

We enable the children at Axbridge to flourish as readers, through a carefully crafted and precisely delivered reading curriculum, which spans all aspects of the curriculum and is placed firmly at the heart of all aspects of school life.

Speech and Language Focus : We place a strong emphasis on speaking and listening skills through regular debates, discussions, and presentations, which encourage critical thinking and articulate expression. Collaborative learning activities promote peer-to-peer learning.

Assessment : Ongoing formative assessments, live marking and conferencing are embedded into our teaching practices, providing immediate feedback and adjustment of instruction to meet the needs of all learners. Summative assessments monitor progress and inform future planning. Teachers use Insight, Testbase and Salford Assessments to record progress and attainment.

Continuous Professional Development: Our teaching staff engage in continuous professional development, attending workshops and training sessions focused on the latest pedagogical approaches to literacy instruction, including strategies to inspire a love for reading in children. This commitment to staff development enhances the quality of teaching.



Implementation continued

Parental Engagement: We actively involve parents in their children's literacy journey through inviting parents into read with the children, hosting reading events, and regular communication about supporting reading at home. This collaboration enhances children's literacy experiences and fosters a culture of reading within families.

Personalised Approach to Delivery: Learning is adapted to fit the needs of individual learners, with Twinkl interventions and personalised provisions available to support those who require additional support. Teachers will plan challenging activities to engage children in texts to give them a love of learning and will link to their Inquiry. Within this, discussion and evaluation skills are promoted. This also gives children opportunities to ask their own questions and draw their own conclusions.

High Quality Phonics SSP: Each EYFS +KS1 class has daily phonics lessons and a phonics display to support learning. Structure, fast pace, praise and reinforcement are all key features of phonics sessions. The fully decodable books enable teachers to understand each child's individual reading level, with Ready to Progress checks in place to ensure progression is well mapped and consistent.

Maintaining focus: In KS2, there is a robust and agile delivery of reading and reading comprehension, with learners engaging in focus groups with clear targets, which are drawn from the PAWSOME Gang (Twinkl) reading skills. This is done through twice weekly reading skills lesson. This equips the children to be able to access and engage in the reading activities, which is linked to inquiry wherever possible.

Impact

The impact of our effective English curriculum is evident in the following ways:

High Achievers: Our students consistently achieve well and make good progress in reading and writing assessments, demonstrating strong literacy skills upon leaving our school and on into the middle school system. Our PSC results are consistently well above the national average.

Love of Reading: Children exhibit a high level of enthusiasm for reading, reflected in their participation in reading groups, writing competitions, and literary events, as well as their eagerness to explore new genres, as well as listen to recommendations from staff.

Developing Meta-cognitive Strategies: Students exhibit resilience in their learning, showing an ability to tackle challenging texts and writing tasks independently, a skill that prepares them for the next stage in their education. Learners also demonstrate confidence and creativity in their oral and written communication, articulating their thoughts with clarity and engaging effectively in discussions.

Inclusive Environment: All children, regardless of their background or ability, engage with the curriculum meaningfully. Our inclusive approach ensures that every learner feels valued and capable.

Positive Parental Feedback: We receive regular positive feedback from parents regarding their children's interest in reading and writing and the effectiveness of our engagement strategies. By aligning our intent with clear implementation strategies and evaluating our impact effectively, we strive to ensure that our curriculum not only meets but exceeds the expectations set by Ofsted, establishing a foundation of excellence in literacy and a lifelong passion for reading for all our learners



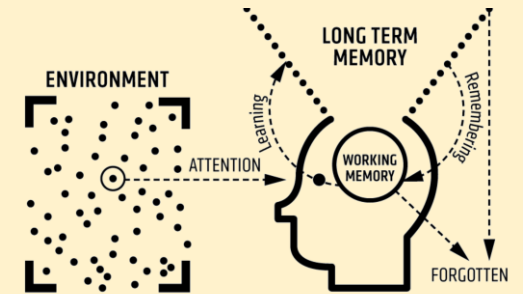
Wessex Learning Trust Principles

Strategic Aims

The Principles codify the shared language that contribute to high-quality, adaptive teaching and inclusion for all. Used routinely to bring the curriculum to life, the pedagogical principles support learning and progress over time. The Wessex Principles are not a linear planning tool, an expectation for every lesson or mandate a formulaic approach to lessons

The principles aim to:

- Reduce cognitive load
- Encourage self regulation
- Provide regular opportunities to identify misconceptions or gaps in learning
- Ensure teaching is adapted to need
- Make learning explicit and transferable across the curriculum, beyond school into the wider community and wider world



Ready To Learn
Routines



Linking Prior +
New Learning



Focused
Instruction '*I Do*'



Practise
Learning '*We Do*'



Learning Check
'*You Do*'



Consolidating
Learning

- ★ Subject pedagogies are key ingredients to adaptive teaching, alongside effective formative and summative feedback to monitor progress.
- ★ Disciplinary and substantive learning is integral to any planned sequence of learning.



National Curriculum Programme of Study: English/Reading

Year 1: Word Reading

Pupils should be taught to:

- Apply phonic knowledge and skills as the route to decode words
- Respond speedily with the correct sound to graphemes 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 contractors, and understand that the apostrophe represents the omitted letter(s)
- 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.

Year 2: Word Reading

Pupils should be taught to:

- 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 correspondence 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 accurately, automatically and without undue hesitation
- Re-read these books to build up their fluency and confidence in word reading

Year 1: Comprehension

Pupils should be taught to:

- 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 read 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 their 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.

Year 2: Comprehension

Pupils should be taught to:

- 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 literacy language in stories and poetry
 - discussing and clarifying the meaning of words, linking new meanings to known vocabulary
 - discussing their favourite words and phrases
 - continuing to build up a repertoire of poems learned by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear
- 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.



National Curriculum Programmes of Study: English Reading

Year 3/4: Word Reading

Pupils should be taught to:

- 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.

Year 3/4: Comprehension

Pupils should be taught to:

- Develop positive attitudes 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
 - 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
- 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 character's 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
- 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.



Learning how to (skills)					
Reading	EYFS	KS1		KS2	
Word Reading	Reception Early Learning Goals	Year 1	Year 2	Year 3	Year 4
<p>Phonics and Decoding</p> <p>See Appendix 1 for detailed breakdown of Phonics Progression.</p> <p>Link to Twinkl Phonics Progression</p>	<p>Read individual letters by saying the sounds for them.</p> <p>Blend sounds into words, so that they can read short words made up of letter-sound correspondences.</p> <p>Read some letter groups that each represent one sound and say sounds for them.</p> <p>Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</p> <p>Say a sound for each letter in the alphabet and at least 10 digraphs.</p> <p>Read words consistent with their phonic knowledge by sound-blending.</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p>	<p>To apply phonic knowledge and skills as the route to decode words.</p> <p>To blend sounds in unfamiliar words using the GPCs that they have been taught.</p> <p>To respond speedily, giving the correct sound to graphemes for all of the 40+ phonemes.</p> <p>To read words containing taught GPCs.</p> <p>To read words containing -s, -es, -ing, -ed and -est endings.</p> <p>To read words with contractions, e.g. I'm, I'll and we'll.</p>	<p>To continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent.</p> <p>To read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.</p> <p>To accurately read most words of two or more syllables.</p> <p>To read most words containing common suffixes.*</p>	<p>To use their phonic knowledge to decode quickly and accurately (may still need support to read longer unknown words).</p> <p>To apply their growing knowledge of root words and prefixes, including in-, im-, il-, ir-, dis-, mis-, un-, re-, sub-, inter-, super-, anti- and auto- to begin to read aloud.*</p> <p>To apply their growing knowledge of root words and suffixes/word endings, including -ation, -ly, -ous, -ture, -sure, -sion, -tion, -ssion and -cian, to begin to read aloud.*</p>	<p>To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill.</p> <p>To apply their knowledge of root words, prefixes and suffixes/word endings to read aloud fluently.*</p>



<p>Common Exception Words</p>	<p>Read a few common exception words matched to the school's phonic programme.</p> <p>To read some common irregular words.</p>	<p>To read Y1 common exception words, noting unusual correspondences between spelling and sound and where these occur in words.</p>	<p>To read most Y1 and Y2 common exception words*, noting unusual correspondences between spelling and sound and where these occur in the word.</p>	<p>To begin to read Y3/Y4 exception words.*</p>	<p>To read all Y3/Y4 exception words*, discussing the unusual correspondences between spelling and these occur in the word.</p>
<p>Fluency</p>	<p>Blend sounds into words, so that they can read short words made up of letter-sound correspondences.</p> <p>Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</p> <p>Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p>	<p>To accurately read texts that are consistent with their developing phonic knowledge, that do not require them to use other strategies to work out words.</p> <p>To reread texts to build up fluency and confidence in word reading.</p>	<p>To read aloud books (closely matched to their improving phonic knowledge), sounding out unfamiliar words accurately, automatically and without undue hesitation.</p> <p>To reread these books to build up fluency and confidence in word reading.</p> <p>To read words accurately and fluently without overt sounding and blending, e.g. at over 90 words per minute, in age-appropriate texts.</p>	<p>At this stage, teaching comprehension skills should be taking precedence over teaching word reading and fluency specifically. Any focus on word reading should support the development of vocabulary.</p>	



Reading Comprehension	EYFS	KS1		KS1	
	Reception Early Learning Goals	Year 1	Year 2	Year 3	Year 4
Question Types	Literal - Discussing and identifying basic information from the text and pictures.	literal retrieval: multiple choice/ straight forward responses discuss the significance of the title and events	retrieval: matching up info/ order events/ info in a table prediction - what might happen on the basis of what has been read inference based on what is being said and done	compare and contrast similarities and differences between books (same author or those read) inference, including characters' feelings, thoughts and motives from their actions and choice of vocab identifying main ideas drawn from more than one paragraph and summarising Evaluative style question introduced - begin to form basic responses to authors choice of words	use of words/ similes/ metaphors - identification, then why used & the meaning behind inference & deduction of characters' feelings, thoughts and motives with explanations Evaluative questions - providing evidence, from the text and drawing from wider knowledge identifying how structure and presentation contribute to meaning
Understanding and Correcting Inaccuracies	Listen to and talk about stories to build familiarity and understanding. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.	To check that a text makes sense to them as they read and to self- correct.	To show understanding by drawing on what they already know or on background information and vocabulary provided by the teacher. To check that the text makes sense to them as they read and to correct inaccurate reading.		



**Comparing,
Contrasting
and
Commenting**

<p>Compare and contrast characters from stories, including figures from the past.</p> <p>Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.</p> <p>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>Anticipate (where appropriate) key events in stories.</p> <p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p>	<p>To listen to and discuss a wide range of fiction, non-fiction and poetry at a level beyond that at which they can read independently.</p> <p>To link what they have read or have read to them to their own experiences.</p> <p>To retell familiar stories in increasing detail.</p> <p>To join in with discussions about a text, taking turns and listening to what others say.</p> <p>To discuss the significance of titles and events.</p>	<p>To participate in discussion about books, poems and other works that are read to them (at a level beyond at which they can read independently) and those that they can read for themselves, explaining their understanding and expressing their views.</p> <p>To become increasingly familiar with and to retell a wide range of stories, fairy stories and traditional tales.</p> <p>To discuss the sequence of events in books and how items of information are related.</p> <p>To recognise simple recurring literary language in stories and poetry.</p> <p>To ask and answer questions about a text.</p> <p>To make links between the text they are reading and other texts they have read (in texts that they can read independently).</p>	<p>To recognise, listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</p> <p>To use appropriate terminology when discussing texts (plot, character, setting).</p>	<p>To discuss and compare texts from a wide variety of genres and writers.</p> <p>To read for a range of purposes.</p> <p>To identify themes and conventions in a wide range of books.</p> <p>To refer to authorial style, overall themes (e.g. triumph of good over evil) and features (e.g. greeting in letters, a diary written in the first person or the use of presentational devices such as numbering and headings).</p> <p>To identify how language, structure and presentation contribute to meaning.</p> <p>To identify main ideas drawn from more than one paragraph and summarise these.</p>
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Words In Context and Authorial Choice

<p>Words In Context and Authorial Choice</p>	<p>Learn new vocabulary. Use new vocabulary throughout the day.</p> <p>Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.</p> <p>Use new vocabulary in different contexts. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</p>	<p>To discuss word meaning and link new meanings to those already known.</p>	<p>To discuss and clarify the meanings of words, linking new meanings to known vocabulary.</p> <p>To discuss their favourite words and phrases.</p>	<p>To check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.</p> <p>To discuss authors' choice of words and phrases for effect.</p>	<p>Discuss vocabulary used to capture readers' interest and imagination</p>
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<p>Inference and Prediction</p>	<p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>Anticipate (where appropriate) key events in stories.</p>	<p>To begin to make simple inferences.</p> <p>To predict what might happen on the basis of what has been read so far.</p>	<p>To make inferences on the basis of what is being said and done.</p> <p>To predict what might happen on the basis of what has been read so far in a text.</p>	<p>To ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives.</p> <p>To justify predictions using evidence from the text.</p>	<p>To draw inferences from characters' feelings, thoughts and motives that justifies their actions, supporting their views with evidence from the text.</p> <p>To justify predictions from details stated and implied.</p>
<p>Poetry and Performance</p>	<p>Engage in story times.</p> <p>Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.</p> <p>Learn rhymes, poems and songs.</p> <p>Sing in a group or on their own, increasingly matching the pitch and following the melody.</p> <p>Develop storylines in their pretend play.</p> <p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>Make use of props and materials when role playing characters in narratives and stories.</p> <p>Invent, adapt and recount narratives and stories with their peers and their teacher.</p> <p>Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time to music.</p>	<p>To recite simple poems by heart.</p>	<p>To continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some with appropriate intonation to make the meaning clear.</p>	<p>To prepare and perform poems and play scripts that show some awareness of the audience when reading aloud.</p> <p>To begin to use appropriate intonation and volume when reading aloud.</p>	<p>To recognise and discuss some different forms of poetry (e.g. free verse or narrative poetry).</p> <p>To prepare and perform poems and play scripts with appropriate techniques (intonation, tone, volume and action) to show awareness of the audience when reading aloud.</p>



<p><u>Non-Fiction</u></p>	<p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</p>		<p>To recognise that non-fiction books are often structured in different ways.</p>	<p>To retrieve and record information from non-fiction texts.</p> <p>To use dictionaries to check the meaning of words that they have read.</p>	<p>To use all of the organisational devices available within a non-fiction text to retrieve, record and discuss information.</p>
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