



Slyne-with-Hest St Luke's C of E Primary School.

'Listen, Learn, Love and Laugh as Part of God's Family'

Reading

Reading at Slyne-with-Hest St Luke's C of E Primary School

Intent

At Slyne with Hest Primary School we prioritise the teaching of reading skills alongside fostering a love of literature in order to develop highly proficient readers with a deep understanding of a wide range of texts and to promote reading as a fundamental life skill that underpins all learning. Through the use of high-quality texts, taught within English lessons and read to the children, we strive to nurture an enjoyment and engagement with both fiction and non-fiction texts. By the end of their schooling with us, we aim for our children to be motivated, independent and mature readers.

Implementation

During the early stages of reading at Slyne-with-Hest Primary School we use the systematic, synthetic phonics planning programme 'Red Rose Letters and Sounds'. This ensures we have a comprehensive daily planning programme for Reception and Year 1 following the 'revisit/review, teach, practise, apply' system. Opportunities for guided reading, shared reading, and whole-class reading are woven into daily routines, enabling pupils to develop their reading skills at their own pace while also engaging in collaborative reading experiences with their peers. Through these sessions children are given opportunities to develop their decoding skills alongside developing their comprehension skills and ability to respond to texts in a variety of ways. Every class is read to daily and children are given opportunities throughout the school day for independent reading and we work closely with parents to support children to read regularly at home.

Impact

Children in our school develop a genuine enthusiasm for reading and sharing and discussing books with their peers. Many children become avid readers who actively seek out opportunities to engage with a wide range of texts independently. The school's focus on developing reading comprehension skills results in pupils who can critically analyse, interpret, and evaluate complex texts with confidence and insight. Assessment data and regular formative assessments are used effectively to track pupils' progress in Reading and identify areas for further development. Pupils of all abilities make substantial progress in their reading skills, with disadvantaged pupils and those with SEND receiving tailored support to ensure that they achieve their full potential. The school's commitment to promoting reading for pleasure and instilling a lifelong love of literature in its pupils has a lasting impact on their academic achievements, personal development, and future success.



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Reading progression

(This document needs to be read alongside the Lancashire Key Learning Indicators of Performance (KLIPs))

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Word Reading	<p>Read aloud accurately books that are consistent with their developing phonic knowledge. Apply phonic knowledge and skills as the route to decode words. Respond speedily with the correct sound to grapheme for the 44 phonemes. Recognise and use the different ways of pronouncing the same grapheme; e.g. <i>ow</i> in <i>snow</i> and <i>cow</i>. Read accurately by blending sounds in unfamiliar words. Read common exception words, noting tricky parts. Read words containing –s, -</p>	<p>As Year 1 and: Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation. Re-read books to build up fluency and confidence in word reading. Read frequently encountered words quickly and accurately without overt sounding and blending. Read accurately by blending the sounds in words, especially recognising alternative sounds for graphemes.</p>	<p>As Year 2 and: Read books at an age appropriate interest level. Use knowledge of root words to understand meanings of words. Use prefixes to understand meanings e.g. <i>un-</i>, <i>dis-</i>, <i>mis-</i>, <i>re-</i>, <i>pre-</i>, <i>im-</i>, <i>in-</i>. Use suffixes to understand meanings e.g. <i>-ly</i>, <i>-ous</i>. Read and understand words from the Year 3 list (selected from the statutory Year ¾ word list) - see below.</p>	<p>As Year 3 and: Read books at an age appropriate interest level. Use knowledge of root words to understand meanings of words. Use prefixes to understand meanings e.g. <i>in-</i>, <i>ir-</i>, <i>sub-</i>, <i>inter-</i><i>super-</i>, <i>anti-</i>, <i>auto-</i>. Use suffixes to understand meanings e.g. <i>-ation</i>, <i>-tion</i>, <i>-ssion</i>, <i>-cian</i>, <i>-sion</i>. Read and understand words from the Year 4 list (selected from the statutory Year ¾ word list) - see below.</p>	<p>As Year 4 and: Read books at an age appropriate interest level. Use knowledge of root words to understand meanings of words. Apply knowledge of prefixes to understand meaning of new words, e.g. <i>dis-</i>, <i>re-</i>, <i>pre-</i>, <i>mis-</i>, <i>over-</i>. Use suffixes to understand meanings e.g. <i>-ant</i>, <i>-ance</i>, <i>-ancy</i>, <i>-ent</i>, <i>ence</i>, <i>-ency</i>, <i>-ible</i>, <i>-able</i>, <i>-ibly</i>, <i>-ably</i>. Read and understand words from the Year 5 list (selected from the statutory Year 5/6 word list) - see below</p>	<p>As Year 5 and: Read books at an age appropriate interest level. Work out unfamiliar words by focusing on all letters in the word, e.g. not reading <i>invitation</i> for <i>imitation</i>. Use knowledge of root words, prefixes and suffixes to investigate how the meanings of words change e.g. <i>un+happy+ness</i>, <i>dis+repute+able</i>, <i>dis+respect+ful</i>, <i>re+engage+ment</i>. Use suffixes to understand meanings e.g. <i>-cious</i>, <i>-tious</i>, <i>-tial</i>, <i>-cial</i>. Read and understand words from the Year 6 list (selected from the statutory Year 5/6 word list) - see below. Use etymology to help the pronunciation of new words e.g. <i>chef</i>, <i>chalet</i>, <i>machine</i>, <i>- brochure – French in origin</i>.</p>



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	<p><i>es, -ing, -ed, -er, -est</i> endings. Split two and three syllable words into the separate syllables to support blending for reading. Read words with contractions e.g. <i>I'm, I'll, we'll</i> and understand that the apostrophe represents the omitted letter. Develop fluency, accuracy and confidence by re-reading books. Read more challenging texts using phonics and common exception word recognition.</p>	<p>Read accurately words of two or more syllables that contain alternative sounds for grapheme e.g. <i>shoulder, roundabout, grouping</i>. Read longer and less familiar texts independently. Apply phonic knowledge and skills to read words until automatic decoding has become embedded and reading is fluent. Work out unfamiliar words by focusing on all letters in the word, e.g. not reading <i>place</i> for <i>palace</i>. Read words containing common suffixes e.g. <i>-ness, -ment, -ful, -less -ly, -ing, -ed, -er, -est, -y</i>. Read further common exception words, noting tricky parts</p>				
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<p>Comprehension</p>	<p>Developing pleasure in reading and motivation to read Listen to and discuss a range of texts at a level beyond that at which they can read independently. Relate texts to own experiences. Recognise and join in with language patterns and repetition. Use patterns and repetition to support oral retelling, e.g. fairy stories, traditional tales and stories by well-known authors. Orally retell familiar stories in a range of contexts e.g. <i>small world, role play, storytelling.</i> Enjoy and recite rhymes and poems by heart. Make personal reading choices and explain reasons for choices.</p>	<p>As Year 1 and: Developing pleasure in reading and motivation to read Listen, discuss and express views about a range of texts at a level beyond that at which they can read independently. Orally retell a wider range of stories. Sequence and discuss the main events in stories and recounts. Read a range of non-fiction texts which are structured in different ways. Recognise the use of repetitive language within a text or poem Learn and recite a range of poems using appropriate intonation. Make personal reading choices and explain reasons for choices. Understanding books which they can read themselves and those which are read to them</p>	<p>As Year 2 and: Developing pleasure in reading and motivation to read Listen to and discuss a range of fiction, poetry, plays and non-fiction Regularly listen to whole novels read aloud by the teacher. Read a range of non-fiction texts Read books and texts for a range of purposes Recognise some different forms of poetry Sequence and discuss the main events in stories. Orally retell a range of stories Identify and discuss themes Identify and discuss conventions. Prepare poems and play scripts to read aloud, showing understanding through intonation,</p>	<p>As Year 3 and: Developing pleasure in reading and motivation to read Listen to, read and discuss a range of fiction, poetry, plays and non-fiction in different forms Regularly listen to whole novels read aloud by the teacher. Read books and texts, which are structured in different ways, for a range of purposes and respond in a variety of ways. Learn a range of poems by heart and rehearse for performance. Prepare poems and play scripts to read aloud, showing understanding through intonation, tone, volume and action. Orally retell a range of stories, including less familiar fairy stories, myths and legends. Understanding the text Identify, discuss and collect effective words and phrases which</p>	<p>As Year 4 and: Maintaining positive attitudes to reading Listen to and discuss a range of fiction, poetry and non-fiction which they might not choose to read themselves. Regularly listen to whole novels read aloud by the teacher from an increasing range of authors. Explore themes within and across texts Make comparisons within a text Recommend books to their peers with reasons for choices. Read books and texts that are structured in different ways for a range of purposes. Express preferences about a wider range of books including modern fiction, traditional stories, myths and legends. Learn a wider range of poems by heart. Prepare poems and play scripts to read aloud and perform, showing understanding through</p>	<p>As Year 5 and: Maintaining positive attitudes to reading Listen to, read and discuss an increasingly wide range of fiction, poetry, plays and non-fiction. Regularly listen to novels read aloud by the teacher from an increasing range of authors, which they may not choose themselves. Independently read longer texts with sustained stamina and interest. Recommend books to their peers with detailed reasons for their opinions. Express preferences about a wider range of books Learn a wider range of poems by heart. Prepare poems and play scripts to read aloud and perform using dramatic effects. Understanding texts they read independently and those which are read to them Explain the meaning of new vocabulary within the context of the text.</p>
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	<p>Understanding books which they can read themselves and those which are read to them Introduce and discuss key vocabulary, linking meanings of new words to those already known. Activate prior knowledge e.g. <i>what do you know about minibeasts?</i> Check that texts make sense while reading and self-correct. Develop and demonstrate their understanding of characters and events through role play and drama, drawing on language from the text. Give opinions and support with reasons e.g. <i>I like the Little Red Hen because she...</i></p>	<p>Identify, discuss and collect favourite words and phrases. Introduce and discuss words within the context of a text, linking new meanings to known vocabulary. Use morphology to work out the meaning of unfamiliar words Uses tone and intonation when reading aloud. Activate prior knowledge and raise questions Check that texts make sense while reading and self-correct. Demonstrate understanding of fiction and non-fiction texts by asking and answering <i>who, what, where, when, why, how</i> questions. Explain and discuss their understanding, giving opinions and supporting with reasons Develop and demonstrate their</p>	<p>tone, volume and action. Understanding the text Identify, discuss and collect favourite words and phrases which capture the reader's interest and imagination. Explain the meaning of unfamiliar words by using the context. Use dictionaries to check meanings of words they have read. Use intonation, tone and volume when reading aloud. Take note of punctuation when reading aloud. Discuss their understanding of the text. Raise questions during the reading process to deepen understanding Draw inferences around characters thoughts, feelings and actions, and justify</p>	<p>capture the reader's interest and imagination Explain the meaning of key vocabulary within the context of the text. Use dictionaries to check meanings of words in the texts that they read. Use punctuation to determine intonation and expression when reading aloud to a range of audiences. Make predictions based on information stated and implied. Demonstrate active reading strategies Justify responses to the text using the PE prompt (Point + Evidence). Identify, analyse and discuss themes Draw inferences around characters' thoughts, feelings, actions and motives, and justify with evidence from the text using point and evidence. Identify main ideas drawn from more than one paragraph and summarise these</p>	<p>intonation, tone, volume and action so the meaning is clear to an audience. Understanding texts they read independently and those which are read to them Explain the meaning of words within the context of the text. Use punctuation to determine intonation and expression when reading aloud to a range of audiences. Check that the book makes sense to them and demonstrate understanding Demonstrate active reading strategies Infer characters' feelings, thoughts and motives from their actions and justify inferences with evidence. Predict what might happen from information stated and implied. Through close reading of the text, re-read and read ahead to locate clues to support understanding.</p>	<p>Demonstrate active reading strategies. Use a reading journal to record on-going reflections and responses to personal reading. Explore texts in groups and deepen comprehension through discussion. Provide reasoned justifications for their views. Justify opinions and elaborate by referring to the text e.g. using the PEE prompt – Point+Evidence+Explanation. Infer characters' feelings, thoughts and motives from their actions, justifying inferences with evidence e.g. Point+Evidence+Explanation. Predict what might happen from information stated and implied. Through close reading, re-read and read ahead to locate clues to support understanding and justify with evidence from the text. Make comparisons within and across texts Compare characters within and across texts.</p>
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	<p>Explain clearly their understanding of what is read to them. Demonstrate understanding of texts by answering questions related to who, what, where, when, why, how. Identify and discuss the main events in stories. Identify and discuss the main characters in stories. Recall specific information in fiction and non-fiction texts. Locate parts of text that give particular information, e.g. <i>titles, contents page and labelled diagram</i>. Discuss the title and how it relates to the events in the whole story. Make basic inferences about what is being said and done. Make predictions based on what has been read so far.</p>	<p>understanding of characters and events through role play and drama, drawing on language from the text. Make inferences about characters and events using evidence from the text. Make predictions based on what has been read so far. Identify how specific information is organised within a non-fiction text. Locate information from non-fiction texts using the contents page, index, labelled diagrams and charts. Participating in discussion Participate in discussion about what is read to them, taking turns and listening to what others say. Make contributions in whole class and group discussion. Consider other points of view.</p>	<p>with evidence from the text. Make predictions based on details stated. Justify responses to the text using the PE prompt (Point + Evidence). Discuss the purpose of paragraphs. Identify a key idea in a paragraph. Analyse and evaluate texts looking at language, structure and presentation. Retrieving and recording information from non-fiction Prepare for research by identifying what is already known about the subject and key questions to structure the task. Evaluate how specific information is organised within a non-fiction text. Quickly appraise a text to evaluate usefulness.</p>	<p>Analyse and evaluate texts looking at language, structure and presentation and how these contribute to meaning. Recognise and analyse different forms of poetry Retrieving and recording information from non-fiction Prepare for research by identifying what is already known about the subject and key questions to structure the task. Navigate texts in print and on screen. Record information from a range of non-fiction texts. Scan for dates, numbers and names. Analyse and evaluate how specific information is organised within a non-fiction text. Explain how paragraphs are used to order or build up ideas, and how they are linked. Participating in discussion</p>	<p>Scan for key words and text mark to locate key information. Summarise main ideas drawn from more than one paragraph and identify key details which support this. Justify opinions and elaborate by referring to the text, e.g. using the PEE prompt - Point + Evidence + Explanation. Analyse the conventions of different types of writing. Identify how language, structure and presentation contribute to meaning. Evaluating the impact of the author's use of language Explore, recognise and use the terms metaphor, simile, imagery. Explain the effect on the reader of the authors' choice of language. Distinguish between statements of fact or opinion within a text. Participating in discussion and debate Participate in discussions about books that are read to them and those they</p>	<p>Compare texts written in different periods. Recognise themes within and across texts. Distinguish between statements of fact or opinion across a range of texts. Skim for gist. Scan for key information. Use a combination of skimming, scanning and close reading across a text to locate specific detail. Retrieve, record, make notes and present information from non-fiction, including texts used in other subjects. Analyse the conventions of different types of writing. Identify how language, structure and presentation contribute to meaning. Evaluating the impact of the author's use of language Explore, recognise and use the terms personification, analogy, style and effect. Explain the effect on the reader of the author's choice of language and reasons why the author may have selected these words, phrases and techniques.</p>
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	<p>Participating in discussion Listen to what others say. Take turns.</p>	<p>Listen and respond to contributions from others.</p>	<p>Navigate texts in print and on screen. Record information from a range of non-fiction texts. Participating in discussion Participate in discussion about what is read to them and books they have read independently. Develop and agree on rules for effective discussion. Take turns and listen to what others say. Make and respond to contributions in a variety of group situations.</p>	<p>Participate in discussion about what is read to them and books they have read independently, taking turns and listening to what others say. Develop, agree on and evaluate rules for effective discussion. Make and respond to contributions in a variety of group situations e.g. <i>whole class, independent reading groups, book circles.</i></p>	<p>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. Prepare formal presentations individually or in groups. Use notes to support presentation of information. Respond to questions generated by a presentation. Participate in debates on an issue related to reading (fiction or non-fiction).</p>	<p>Participating in discussion and debate Participate in discussions about books, 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. Prepare formal presentations individually or in groups. Use notes to support presentation of information. Respond to questions generated by a presentation. Participate in debates on issues related to reading (fiction/non-fiction).</p>
<p>Common Exception Words</p>	<p><i>the a do to today of said says are were was is his I you your they be he me she we no go so by my here there where love come some one once ask friend school put push pull full house our</i></p>	<p><i>door floor poor because find kind mind behind child children wild climb most only both old cold gold hold told every everybody even great break steak pretty beautiful after fast last past father class grass pass plant path bath hour move prove</i></p>	<p>accident(ally) <i>century February length popular strange</i> actual(ly) <i>circle forward(s) library</i> potatoes thought <i>address decide fruit</i> minute <i>promise through answer</i> heard <i>describe</i> naughty purpose weight <i>arrive early</i></p>	<p><i>appear continue grammar material possible suppose breadth different group medicine pressure surprise breathe difficult guard</i> mention <i>probably therefore build disappear guide natural recent though/although busy/business exercise imagine opposite regular</i></p>	<p>apparent cemetery <i>determined explanation interfere occupy rhythm amateur communicate develop familiar language occur</i> secretary <i>ancient community</i> dictionary foreign <i>leisure persuade shoulder</i> available conscience <i>environment forty lightning</i> physical</p>	<p><i>accommodate</i> category <i>disastrous</i> immediate(ly) <i>privilege sincere(ly) accompany committee embarrass interrupt</i> profession <i>sufficient</i> according competition especially <i>marvellous pronunciation suggest achieve</i> conscious* <i>exaggerate</i> mischievous <i>recommend symbol</i></p>



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		<p>improve sure sugar eye could should would who whole any many clothes busy people water again half money Mr Mrs parents Christmas</p>	<p>heart notice quarter woman/women believe earth height occasion(ally) question bicycle eight/eighth history often reign centre enough learn perhaps sentence</p>	<p>calendar experience important ordinary remember caught experiment increase particular separate certain extreme interest peculiar special complete famous island position straight consider favourite knowledge possess(ion) strength</p>	<p>soldier average convenience equip (-ped, -ment) government muscle programme stomach bargain curiosity excellent hindrance neighbour queue temperature bruise desperate existence individual nuisance recognise twelfth rhyme vegetable</p>	<p>aggressive controversy frequently necessary relevant system appreciate correspond guarantee opportunity restaurant thorough attached criticise (critic + ise) harass parliament sacrifice variety awkward definite identity prejudice signature vehicle yacht</p>
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