



Shankhill C of E Primary School

*Our vision: Creative learning, personal achievement and happiness.
Enabling everyone to flourish and 'to live life in all its fullness'. (John 10:10)*

Phonics and Early Reading Curriculum Policy

INTENT – Purpose and Structure

In Shankhill, we recognise and highly value reading as life-long skill that is key to unlocking all learning, as well as being both an enjoyable and social habit. As such, we have planned an ambitious, connected, cumulative and coherent curriculum that is rich in vocabulary and knowledge so that all children, regardless of their starting points and cultural capital, can achieve highly and develop a passion for reading so that they read of their own volition. Reading is practised and enjoyed in every lesson, every day, in every way, across school.

To help us achieve this ambitious goal, we use our school Vision, Values and Virtues to drive our learning and development. Our Virtues are explored with spiritual, moral, social and cultural development, PSHE and British Values, alongside developing metacognition and self-regulation, to help pupils to become 'the best me I can be'.

It is our clear and consistent aim that all children will know more, do more and remember more. At Shankhill Primary, we follow the DfE [Early Years Statutory Framework](#) and the National Curriculum 2014 [English Programmes of Study](#) for Years 1-6 to ensure that learning is progressive, cumulative and sequenced well so that all children reach their end points from early years to year 6 and thus are ready for learning in secondary school and beyond.

English has a pre-eminent place in education and in society. A high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others and through their reading and listening, others can communicate with them. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature especially plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know. All the skills of language are essential to participating fully as a member of society; pupils, therefore, who do not learn to speak, read and write fluently and confidently can be effectively disenfranchised.

The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment. The national curriculum for English aims to ensure that all pupils:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

At Shankhill, reading consists of two dimensions: word reading and language comprehension. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them, the books (stories and non-fiction) they read with them, and the rhymes, poems and songs they enjoy together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words.



Children begin to learn to how to read by listening to and recognising phonic sounds and the letter/s that represent that sound. This begins in Nursery through playing with sounds and rhythms, and being introduced to letters during the summer term before Reception. Through daily phonics lessons in Reception, children learn the SET 1 simple sounds: how to say, read and write them; and then how to blend them together to say, read and create words. We do this using the carefully sequenced Read, Write, Inc. Phonics scheme. Once children know sounds and can decode these sounds to read words, our children begin on the full Read, Write, Inc scheme of phonics, reading and writing. All staff are highly trained and experienced in delivering this programme and as such, all children succeed in learning to read.

By the end of Reception, all children can read fluently and confidently at age-related expectations or better, and so we enhance the learning of reading from Year 1 by adapting and personalising the CUSP Reading scheme - a highly ambitious and challenging curriculum.



Our Ambitious Reading Curriculum:

- A balanced curriculum: depth is achieved through specific literature studies of high-quality texts; breadth is achieved through extracts that complement and deepen learning of the core text.
- Pupils can develop and express a rich and deep understanding of the wider world; the literature explored provides our pupils with dual experiences: both a mirror (where pupils can see themselves within texts) and a window (where pupils can observe and learn about others).
- Pupils can explore and respond to moral, ethical and social questions.
- Pupils can make important links between subjects, to deepen and explore their understanding of other curriculum areas.
- Pupils are prepared for success at each end point from Early Years to secondary level and beyond.

Our cohesive and well-sequenced curriculum ensures:

- Breadth and depth are achieved through well-sequenced, cumulative units, which incorporate revisiting of learning;
- A multi-faceted approach to the specific content domains, explicitly taught and revisited regularly;
- Teaching that is firmly based upon current research relating to cognitive science and best practice:
 - Direct explicit teaching of skills, revisited and embedded;
 - Conceptual fluency achieved through children applying their learning to new situations;
 - Prior learning revisited;
 - Direct and explicit teaching of Tier 2 and Tier 3 vocabulary;
 - High quality and ambitious texts to model and exemplify conventions and grammatical structures;
 - Deliberate fluency exercises to develop prosody and confidence in reading aloud.

Continuous Professional Development

Subject knowledge and workload is well supported through research and evidence-led practice and resources from Read, Write, Inc., CUSP, the English Hub, EEF and other recognised experts. All teaching staff take part in regular (at least once a term) professional development (CPD) during staff meetings with the Phonics and Reading lead sharing the latest research and developments relevant to this subject. All staff have the opportunity to take part in their own CPD with relevant phonics and reading training courses and research signposted. Staff also have access to the CUSP CPD library, which provides a range of independent support and CPD opportunities (such as: example planning, training videos, subject leadership meetings). We also have a subscription to the RWInc Portal and Oxford Reading Owl resources to provide up to date training and development.

IMPLEMENTATION - provision and precision

Teaching and Learning – pedagogy

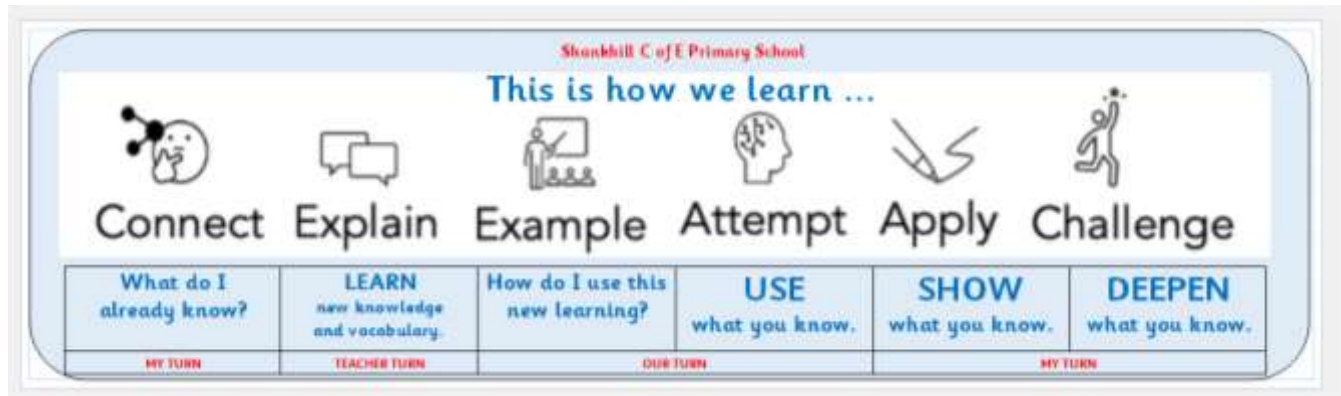
Throughout their learning journey at Shankhill Nursery and Primary, we believe that every child should have access to an ambitious and rewarding reading curriculum that is rich in vocabulary and knowledge so that all children will know more, do more and remember more.

Our cumulative reading curriculum teaches the entire EYFS Curriculum 2021 and NC Curriculum 2014 using our bespoke Shankhill Development Matters 2021 document to guide and develop early language development and word reading and to support teachers with their planning and assessment. We teach the principles of early reading and phonics through the DfE approved synthetic phonics scheme of [Read, Write Inc.](#) Alongside Read, Write, Inc., we have adapted the [CUSP Reading Curriculum](#) from Unity Schools Partnership to match our school's unique requirements so that we can teach our children in single age groups as well as in mixed-age classes.

All teaching staff provide inclusive, quality first teaching in phonics and reading by planning and delivering engaging and effective teaching and learning for their class. Teaching and learning at Shankhill is usually based around a three class structure for English. As such we have mixed-age classes, and plan for children to be taught the relevant and required knowledge and vocabulary for their single age curriculum expectations and end points via single age teaching (where possible) and rolling programs to ensure National Curriculum coverage for each academic year.

Teaching and learning in every class, age and stage follows our *Six Phases of Learning* model to ensure that learning: connects to prior learning; vocabulary and knowledge is taught explicitly; children are given time and support to understand and deepen their learning, and are challenged appropriately. This pedagogical model is based on the CUSP model, EEF research, RWInc and The Great teaching Toolkit. Our curriculum is rich in vocabulary, knowledge and skills that are progressive and transferable. Our curriculum uses spaced-retrieval and interleaving to revisit content and deepen understanding further. Please also read

our curriculum progression and sequencing documents and our 'Shankhill Curriculum Statement' to understand the principles behind our curriculum.



Our clear, cumulative curriculum is taught through our six phases of learning, so that every child has equal opportunity to learn the rich vocabulary, knowledge and skills in a clear progressive manner, regardless of their starting points or cultural capital. Pupils are explicitly taught the vocabulary, knowledge and skills required and then are supported and challenged to learn, use and deepen their understanding accordingly. This vocabulary and knowledge is included in a knowledge organiser and taught using knowledge notes.

Quality first teaching using a range of monitoring, feedback and assessment strategies provides opportunity to intervene and support learning in the moment (Teach, Task, Teach, Task). Support can also be from a variety of adapted learning strategies such as personalised learning activities, specific resources and adult support; pre/post-teaching or interventions and varying challenges depending on the context and content.

The use of knowledge notes allows teachers to make reasonable adjustments and adaptations for pupils with Special Educational Needs or Disabilities to help make sense of the content, and achieve the end goals. Oral rehearsal allows pupils to formulate and practice responses before recording or writing these down. Scaffolds and modelling enable pupils to record and verbally share their knowledge and understanding, removing the pressure of extended writing. Extended writing is valued and utilised when appropriate across the curriculum.

Revisiting is inherently built into the architecture of our phonics and reading curriculum through spaced retrieval practice and interleaving. This can be seen in many places, such as: daily speedy sounds sessions, between individual blocks in each year group on the long-term sequence, within blocks in the connect part of each lesson and in the retrieval practices that can be used throughout, at the end of and after a block of study. Teachers should seek to revisit key vocabulary and knowledge as frequently as possible. Both in and out of the main phonics and reading lessons.

We have created our own long term sequence that is rich and progressive in knowledge and vocabulary to clearly outline what pupils should know, be able to do and remember at key points in their primary education (end of: EY, KS1, KS2).

Early Years Provision

Pupils in our Early Years provision explore and progress through the EYFS Curriculum in accordance with our Shankhill Development Matters document (2021) that describes the stages of development for phonics and reading particularly within the areas of: Listening, attention and understanding; Speaking; Reading - Comprehension and Reading - Word. We utilise the CUSP Firm Foundations Reading Spine that introduces the principles of early reading, enjoyment and vocabulary instruction through a series of carefully planned learning focused around a story or text that can be linked to wider EYFS areas of learning.

The approaches used provide opportunities to set up phonic, reading and/or text-based provocations for the children to explore and develop their learning through play, continuous and enhanced provision. Our EYFS curriculum has a two-year rolling programme and a planned reading spine which includes a carefully thought-out range of stories, non-fiction, songs and poems to develop their understanding of our culturally, socially, technologically and ecologically diverse world; this also develops knowledge and vocabulary for future learning linking into Year 1 and Key Stage One learning. Staff and children also select reading material of personal and thematic interest, as appropriate, to ensure a broad and purposeful range of texts, genres and themes are explored during planned and child-initiated learning. We aim for five high quality texts a day in class.

Phonics is taught through [Read, Write Inc.](#) where children are explicitly taught how to hear, read and write individual sounds phonemes and graphemes, respectively, and then how to blend these sounds together to make words. Here is a video explaining [blending](#) further.

Children in Nursery are formally introduced to sounds/phonemes/graphemes when they are ready (sounds are usually introduced during the term before beginning in Reception), using Read, Write, Inc. for Nursery programme which is delivered by trained staff.

Children in Reception have daily Speed Sounds Sessions, progressing through the Read, Write Inc. system of Ditties and subsequent coloured books, red, green and so on, as appropriate. Lessons build up to approximately 30 minutes of reading across the year. Daily phonics speed sound sessions are delivered by teaching staff who are fully trained in Read, Write, Inc. Children read phonically decodable books which are matched to their phonic knowledge to allow fluency and confidence to build progressively. We have mapped a sequence for the learning of sounds, words and sentences within books. The teaching of fluency, prosody and comprehension strategies are taught throughout RWInc.

Our Early Years classroom has a range of fiction, non-fiction and poetry books available throughout the indoor and outdoor provision. In addition, pupils regularly visit the school library and county library book bus to choose a 'reading for pleasure' book that they can take home to share and enjoy with others. Reading for pleasure is encouraged from a very early age, through daily class book time and curriculum books too. Reading is encouraged as a fun, exciting and curiosity enhancing experience.

Key Stage One and Key Stage Two Provision

Teaching in Key Stage One, consolidates, extends and embeds strong phonic knowledge with reading fluency and comprehension. As within Early Years, daily phonics speed sound sessions are delivered by teaching staff who are fully trained in Read, Write, Inc. Children read phonically decodable books which are matched to their phonic knowledge to allow fluency and confidence to build progressively. We have mapped a sequence for the learning of sounds, words and sentences within books. The teaching of fluency, prosody and comprehension strategies are taught throughout RWInc. and are enhanced and deepened through the introduction of the CUSP Reading Curriculum for Year 1.

Shankhill has a 100% pass rate for the Year 1 phonic screening (with two specific exceptions since its inception in 2011). As such, the teaching and practice of phonics usually continues with in the form of phonics speed sounds sessions and Read, Write Inc. phonically matched reading books until the child can fluently and accurately read all of grey books.

Following this, to ensure that reading materials continue to closely match the child's reading ability, children are assessed using Star Reader and teacher assessments aided by RWInc, so that they can begin the Accelerated Reading selection of reading materials found in our main school library. Children progress through the Accelerated Reading system with the support, guidance and assessment of their teacher to ensure a rich, broad and appropriately challenging diet of reading is provided for independent reading. The National Curriculum for reading is taught in full using the CUSP Reading Curriculum in single year groups (where possible) or via a flexible rolling curriculum programme.



CUSP Reading Curriculum

Each cohort has a suite of core texts that form the depth study for the academic year. These texts represent a promise from our school to every pupil that it serves of the literature that it is committed to studying throughout a pupil's school journey. These texts have been mapped carefully to ensure a breadth of experiences, authors, texts and themes is addressed across the Primary years.

In addition to these texts, there are core poems that each year group will study in detail. Other texts that will be studied in part will be outlined within the curriculum. This spine represents the core texts for depth study only. The literature spine has been harmonised with the wider curriculum, where appropriate.

In Key Stage One, reading lessons are around 40 minutes in length following an alternating pattern with writing lessons of 3 one week and 2 the following week. In Key Stage Two, reading lessons are daily and are approximately 40-50 minutes in length.

Reading for Pleasure

Following on from the strong foundations of reading for pleasure which are provided in our Early Years, Key Stage One and Two also have a reading for pleasure book alongside their 'learning to read' book (RWInc or accelerated reader book). We encourage children to read of their own volition, therefore 'reading for pleasure' books can be:

- books that are chosen from our school library, county library book bus, classroom displays or home;
- fiction, non-fiction or poetry, comics, graphic novels, etc.;
- familiar texts and books that we have already read in class or in lessons;
- matched to their reading ability or not as reading 'easily read books' as well as more challenging books (often with parental support) is also fun and can lead a social and enjoyable habit forming.

Pedagogy, Resources and Learning Environment

Learning in reading is mapped in a clear sequence so that every unit states precisely what the main foci are and what children will know, and be able to do by the end of the each lesson (What success looks like) and by the end of the unit.

Tier 2 and 3 vocabulary is explicitly taught in daily reading lessons, and is displayed on book posters for future use.

Reading fluency and prosody is practiced daily in every year group using a range of strategies including read along, echo reading, paired reading, choral reading, pause or text marking. Comprehension is taught through daily 'taught content' sessions where specific skills are taught and practiced such as retrieval, summarising or inferring.

Daily reading lessons are recorded in a class books and/or individual reading journals. Knowledge notes teach knowledge; guide and support learning; and model and provoke appropriate responses. Reading Diaries capture home and school reading experiences and progress notes.

Reading Materials – Shankhill has an abundance of reading materials within each class; the RWInc. Library; the main school library; each topic/theme of the curriculum and via electronic form. Each year group has their own selections of books to read and can choose to read from: Reading Spine Books, Fluency Books (those previously read and can be read fluently); New Books (invested in at least twice a year using children's requests/selections and staff's choices and from Reading Challenges set by County Library); Wider Curriculum Learning Books (found within curriculum displays); Phonically Decodable Books (RWInc Library) and Fiction, Non-Fiction and Poetry Books found in the main library (most of which are labelled for accelerated reader). Alongside this, we have access to Library Loan Boxes of books and electronic texts on Curriculum Visions.

Enriching and enhancing the curriculum (visits, visitors, cultural capital, clubs, etc.)

Reading is practised and enjoyed in every lesson, every day, in every way, across school.

Our phonics and reading curriculum is enhanced and enriched through a myriad of opportunities to bring learning to life through a vast range of resources and enhancements from local services such as the county library's termly book bus visits, museums and book shops. In Early Years and across school, reading language and culture is found within formal and informal learning, and within inside and outside learning environments. Teaching staff provide children with a range of carefully planned visits, visitors and experiences. For example, every year group visits the Library Book Bus each term to listen to stories and select their own choice of 'Reading for Pleasure' books to read then share with their class. The whole school celebrates World Book Day over a longer period of a week to ensure a greater range of Reading for Pleasure activities can be enjoyed like author visits, 'drop everything and read sessions, Buddy reading (N-Y6), WBD book shop run by school, and Book Fairs from external providers.

Staff are aware of their cohorts and individual pupils, and their prior social and cultural knowledge and know children so well that they can plan opportunities to go on visits or have visitors or experiences to enhance learning within the curriculum regardless of prior cultural capital. Our carefully planned and agile reading spine also supports the development of cultural capital through its thematic mapping of:

- Continuity of author;
- Heritage text;
- BAME author or protagonist;
- Strong female role model; or
- Specific social, ethical or moral issue.

Other opportunities like reading club, librarians, reading recommendations and lucky listeners all enhance and enrich reading across school. Our children especially enjoy Buddy Reading with peers and older/younger friends in school.

Support and Interventions

Pupils entering year 1 who have not yet met the early learning goals for literacy would continue to follow our school's curriculum for the Early Years Foundation Stage to develop their word reading, spelling and language skills. However, these pupils would also follow the year 1 programme of study in terms of the books they listen to and discuss, so that they develop their vocabulary and understanding of grammar, as well as their knowledge more generally across the curriculum. If they are still struggling to decode and spell, they will be taught to do this urgently through our rigorous and systematic phonics intervention programme so that they catch up rapidly.

For pupils who do not have the phonic knowledge and skills they need for year 2, teachers would use the year 1 programmes of study for word reading and spelling so that pupils' word reading skills catch up. However, teachers would also use the year 2 programme of study for comprehension so that these pupils hear and talk about new books, poems, other writing, and vocabulary with the rest of the class.

Similarly, for any age child, it is essential that pupils whose decoding skills are poor are taught through a rigorous and systematic phonics programme so that they catch up rapidly with their peers in terms of their decoding and spelling. Specific phonic interventions using RWInc or Toe by Toe or Stairway to Spelling have been utilised effectively in Shankhill following the process of SEND Support Plans outlined below. However, as far as possible, these pupils follow the age-appropriate key stage

programme of study in terms of listening to books and other writing that they have not come across before, hearing and learning new vocabulary and grammatical structures, and having a chance to talk about all of these.

Where pupils require additional support and interventions due to SEND or other reasons, teaching staff follow the 'Assess – Plan – Do – Review' process to create appropriate additional support which can be in the form of: pre-/post-teaching; SEND Support Plans with specific SMART targets for phonics and/or reading; 1:1 reading; Reading Fluency group or 1:1 intervention.

In order to maintain or increase depth of challenge for some children, we provide additional reading sessions using more challenging texts, where appropriate. This is especially beneficial for Year 6 when during some cycles of our rolling programme.

Assessments and Monitoring

Throughout our phonics and reading curriculum provision, we use a range of diagnostic, formative and summative assessments to gain a clear and deep understanding of what our pupils know and can do. In Early Years, assessment for learning is an on-going process throughout the day and plays an important part in our Plan, Do, Review approach to the Early Years curriculum.

In KS1 and KS2, during lessons, staff use in the moment feedback as much as possible, as all evidence points towards feedback being most impactful when it is given as near to the point of learning as possible and this is what our six phase lesson and small class sizes enable us to do.

After each reading unit, teachers will assess the children's retention of the knowledge they have gained and how their fluency and reading skills have developed. This can be done by comparing pre and post learning; using open ended questions that require children to connect and explain their learning through the disciplinary and substantive concepts, which are the focus of that particular unit; and through summative reading comprehension assessments which are given at least termly.

The phonics and reading curriculum are the assessment model, and so teacher assessment is informed by formative and summative assessments. Assessments are recorded, at least termly, and shared with leaders and colleagues during Pupil Progress Meetings where analysis and actions are discussed and future development of teaching and learning are planned for.

Our monitoring cycle is planned across the academic year and across our 3 year school improvement cycle. Phonics and Reading are an annual focus as they are a priority across school as a fundamental skill. Therefore, the subject lead (and staff) are given additional time, resources and a relative budget so that a deep audit, review and evaluation of impact can be carried out, and action plans completed. When phonics and early reading is not a main focus, leaders will complete light touch monitoring as outlined within their action plans.

IMPACT

Leaders and staff work collaboratively to monitor and evaluate the impact of the phonics and reading curriculum using a variety strategies, including:

- Pupil Book Study
- Learning Walks
- Pupil Voice
- Lesson Observations – formal and informal drop-ins
- Seeking views of other stakeholders: parents, carers, staff, governors, community.

Together, these will show that children know more and can do more. More specifically, they will show that by the end of each key stage, children know, can apply and understand the knowledge and skills specified in the Early Years foundation Stage curriculum and the English National Curriculum programme of study for KS1 and KS2, so that they are ready for their next stage of learning. Details of these end points can be found in our Phonics and Reading End Points – appendix 1.

Throughout their learning journey, Shankhill children will have been exposed to a rich and varied curriculum that has enabled them to experience creative learning, personal achievement and happiness. Carefully planned use of phonic and early reading curriculum materials and resources, educational visits and visitors, first-hand experiences and technology all support learners to enhance and deepen their understanding. Our provision enables pupils to explore, interpret, reason, connect and contextualise learning and the world around them.

Ultimately, this entire phonic and reading curriculum learning will all culminate in pupils at Shankhill School being confident fluent readers who can read any age-appropriate text for enjoyment; can access their wider curriculum learning independently; and have developed a life-long love of reading where they choose to read of their own volition.

Phonics and Reading End Points – appendix 1.

By the end of Early Years:

CL5 Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.

L1 Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.

L2 Anticipate (where appropriate) key events in stories.

L3 Use & understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes, poems & during role play.

L4 Say a sound for each letter in the alphabet and at least 10 digraphs.

L5 Read words consistent with their phonic knowledge by sound-blending.

L6 Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

UW3 Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.

UW5 Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.

UW8 Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.

UW9 Understand the past through settings, characters and events encountered in books read in class and storytelling

EAD3 Make use of props and materials when role playing characters in narratives and stories.

EAD4 Invent, adapt & recount narratives & stories with peers/teacher.

EAD5 Sing a range of well-known nursery rhymes/songs.

EAD6 Perform songs, rhymes, poems & stories with others & try to move in time with music.

By the end of Year 1

During year 1, teachers should build on work from the Early Years Foundation Stage, making sure that pupils can sound and blend unfamiliar printed words quickly and accurately using the phonic knowledge and skills that they have already learnt.

Teachers should also ensure that pupils continue to learn new grapheme-phoneme correspondences (GPCs) and revise and consolidate those learnt earlier. The understanding that the letter(s) on the page represent the sounds in spoken words should underpin pupils' reading and spelling of all words. This includes common words containing unusual GPCs. The term 'common exception words' is used throughout the programmes of study for such words.

Alongside this knowledge of GPCs, pupils need to develop the skill of blending the sounds into words for reading and establish the habit of applying this skill whenever they encounter new words. This will be supported by practice in reading books consistent with their developing phonic knowledge and skill and their knowledge of common exception words. At the same time they will need to hear, share and discuss a wide range of high- quality books to develop a love of reading and broaden their vocabulary.

Pupils should be helped to read words without overt sounding and blending after a few encounters. Those who are slow to develop this skill should have extra practice.

By the beginning of year 2, pupils should be able to read all common graphemes. They should be able to read unfamiliar words containing these graphemes, accurately and without undue hesitation, by sounding them out in books that are matched closely to each pupil's level of word reading knowledge. They should also be able to read many common words containing GPCs taught so far [for example, shout, hand, stop, or dream], without needing to blend the sounds out loud first. Pupils' reading of common exception words [for example, you, could, many, or people], should be secure. Pupils will increase their fluency by being able to read these words easily and automatically. Finally, pupils should be able to retell some familiar stories that have been read to and discussed with them or that they have acted out during year 1.

By the end of Year 2 (Key Stage One):

During year 2, teachers should continue to focus on establishing pupils' accurate and speedy word reading skills. They should also make sure that pupils listen to and discuss a wide range of stories, poems, plays and information books; this should include whole books. The sooner that pupils can read well and do so frequently, the sooner they will be able to increase their vocabulary, comprehension and their knowledge across the wider curriculum.

By the end of Lower Key Stage Two (Year 4):

By the beginning of year 3, pupils should be able to read books written at an age-appropriate interest level. They should be able to read them accurately and at a speed that is sufficient for them to focus on understanding what they read rather than on decoding individual words. They should be able to decode most new words outside their spoken vocabulary, making a good

approximation to the word's pronunciation. As their decoding skills become increasingly secure, teaching should be directed more towards developing their vocabulary and the breadth and depth of their reading, making sure that they become independent, fluent and enthusiastic readers who read widely and frequently. They should be developing their understanding and enjoyment of stories, poetry, plays and non-fiction, and learning to read silently. They should also be developing their knowledge and skills in reading non-fiction about a wide range of subjects. They should be learning to justify their views about what they have read: with support at the start of year 3 and increasingly independently by the end of year 4.

Most pupils will not need further direct teaching of word reading skills: they are able to decode unfamiliar words accurately, and need very few repeated experiences of this before the word is stored in such a way that they can read it without overt sound-blending. They should demonstrate understanding of figurative language, distinguish shades of meaning among related words and use age-appropriate, academic vocabulary.

By the end of Upper Key Stage Two (Year 6):

By the beginning of year 5, pupils should be able to read aloud a wider range of poetry and books written at an age-appropriate interest level with accuracy and at a reasonable speaking pace. They should be able to read most words effortlessly and to work out how to pronounce unfamiliar written words with increasing automaticity. If the pronunciation sounds unfamiliar, they should ask for help in determining both the meaning of the word and how to pronounce it correctly.

They should be able to prepare readings, with appropriate intonation to show their understanding, and should be able to summarise and present a familiar story in their own words. They should be reading widely and frequently, outside as well as in school, for pleasure and information. They should be able to read silently, with good understanding, inferring the meanings of unfamiliar words, and then discuss what they have read.

During years 5 and 6, teachers should continue to emphasise pupils' enjoyment and understanding of language, especially vocabulary, to support their reading and writing. Pupils' knowledge of language, gained from stories, plays, poetry, non-fiction and textbooks, will support their increasing fluency as readers, their facility as writers, and their comprehension.

By the end of year 6, pupils' reading and writing should be sufficiently fluent and effortless for them to manage the general demands of the curriculum in year 7, across all subjects and not just in English, but there will continue to be a need for pupils to learn subject-specific vocabulary. They should be able to reflect their understanding of the audience for and purpose of their writing by selecting appropriate vocabulary and grammar. Teachers should prepare pupils for secondary education by ensuring that they can consciously control sentence structure in their writing and understand why sentences are constructed as they are. Pupils should understand nuances in vocabulary choice and age-appropriate, academic vocabulary. This involves consolidation, practice and discussion of language. In years 5 and 6, pupils' confidence, enjoyment and mastery of language should be extended through public speaking, performance and debate.