

The Grove School Reading Progression

At The Grove we believe that reading is an essential life skill and we are committed to enabling our children to become lifelong readers.

At the heart of our strategy is our drive to foster a love of reading, enriching children’s learning through carefully designed teaching activities that utilise imaginative stories and thought provoking texts.

Reading is a skill that enables children to develop their learning across the wider curriculum and lays the foundations for success in future lines of study and employment. We recognise the importance of taking a consistent whole school approach to the teaching of reading in order to close any gaps and to target the highest possible number of children attaining the expected standard or higher.

We have high expectations of all children and we encourage children to challenge themselves, persevere and pursue success.

We aim for the children to:

- 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,
- 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.

Phonics and Early Reading

Intent

At The Grove School we believe that reading is an essential life skill and we are committed to enabling our children to become lifelong readers.

We believe that it is vital to ensure we foster a love of reading, enriching children’s learning through carefully designed teaching activities that utilise imaginative stories and thought provoking texts. We are passionate about books and believe that excellent quality books are at the heart of a curriculum.

We believe reading is a skill that enables children to develop their learning across the wider curriculum and lays the foundations for success in future lines of study and employment.

We recognise the importance of taking a consistent whole school approach to the teaching of reading in order to close any gaps and to target the highest possible number of children attaining the expected standard or higher

We have high expectations of all children and we encourage children to challenge themselves, persevere and pursue success, reaching new heights together.

At The Grove School we use the Systematic Synthetic Phonics Programme called [Little Wandle Letters and Sounds](#).

Little Wandle Letters and Sounds Revised 2021:

Programme progression Reception and Year 1 overviews

This programme overview shows the progression of GPCs and tricky words that we teach term-by-term. The progression has been organised so that children are taught from the simple to more complex GPCs, as well as taking into account the frequency of their occurrence in the most commonly encountered words. All the graphemes taught are practised in words, sentences, and later on, in fully decodable books. Children review and revise GPCs and words, daily, weekly and across terms and years, in order to move this knowledge into their long-term memory.

EYFS

Implementation

Reception

Autumn 1 Phase 2 graphemes	New tricky words
s a t p i n m d g o c k c k e u r h b f l	is I the
Autumn 2 Phase 2 graphemes	New tricky words
ff ll ss j v w x y z zz qu ch sh th ng nk <ul style="list-style-type: none"> • words with –s /s/ added at the end (hats sits) • words ending in s /z/ (his) and with –s /z/ added at the end (bags sings) 	put* pull* full* as and has his her go no to into she push* he of we me be
*The tricky words ‘put’, ‘pull’, ‘full’ and ‘push’ may not be tricky in some regional pronunciations; in which case, they should not be treated as such.	

Spring 1 Phase 3 graphemes	New tricky words
ai ee igh oa oo oo ar or ur ow oi ear air er <ul style="list-style-type: none"> • words with double letters • longer words 	was you they my by all are sure pure

Spring 2 Phase 3 graphemes	No new tricky words
Review Phase 3 <ul style="list-style-type: none"> • words with double letters, longer words, words with two or more digraphs, words ending in -ing, compound words • words with s /z/ in the middle • words with -s /s/ /z/ at the end • words with -es /z/ at the end 	Review all taught so far

Summer 1 Phase 4	New tricky words
Short vowels with adjacent consonants <ul style="list-style-type: none"> • CVCC CCVC CCVCC CCCVC CCCVCC • longer words and compound words • words ending in suffixes: -ing, -ed /t/, -ed /id/ /ed/, -est 	said so have like some come love do were here little says there when what one out today

Summer 2 Phase 4 graphemes	No new tricky words
Phase 3 long vowel graphemes with adjacent consonants <ul style="list-style-type: none"> • CVCC CCVC CCCVC CCV CCVCC • words ending in suffixes: -ing, -ed /t/, -ed /id/ /ed/, -ed /d/ -er, -est • longer words 	Review all taught so far

Autumn 1

Review Phase 3 and 4

Phase 5*/ai/* ay play*/ow/* ou cloud*/oi/* oy toy*/ea/* ea each**Review tricky words Phases 2–4**Phases 2–4: the put* pull* full* push* to into I no
go of he she we me be was you they all are my by
sure pure said have like so do some come love were
there little one when out what says here today

*The tricky words 'put', 'pull', 'full' and 'push' may not be tricky in some regional pronunciations; in which case, they should not be treated as such.

Autumn 2 Phase 5 graphemes*/ur/* ir bird*/igh/* ie pie*/ool/ /yoo/* ue blue rescue*/yoo/* u unicorn*/oa/* o go*/igh/* i tiger*/ai/* a paper*/eel/* e he*/ai/* a-e shake*/igh/* i-e time*/oa/* o-e home*/ool/ /yoo/* u-e rude cute*/eel/* e-e these*/ool/ /yoo/* ew chew new*/eel/* ie shield*/or/* aw claw**New tricky words**their people oh your
Mr Mrs Ms ask*
could would should our
house mouse water want

*The tricky word 'ask' may not be tricky in some regional pronunciations; in which case, it should not be treated as such.

Spring 1 Phase 5 graphemes

/ee/ y funny
/e/ ea head
/w/ wh wheel
/oa/ oe ou toe shoulder
/igh/ y fly
/oa/ ow snow
/j/ g giant
/f/ ph phone
/l/ le al apple metal
/s/ c ice
/v/ ve give
/u/ o-e o ou some mother young
/z/ se cheese
/s/ se ce mouse fence
/ee/ ey donkey
/oo/ ui ou fruit soup

New tricky words

any many again
who whole where two
school call different
thought through friend work

Spring 2 Phase 5 graphemes	New tricky words
/ur/ or word /oo/ u oul awful could /air/ are share /or/ au aur oor al author dinosaur floor walk /ch/ tch ture match adventure /ar/ al a half* father* /or/ a water schwa in longer words: different /o/ a want /air/ ear ere bear there /ur/ ear learn /r/ wr wrist /s/ st sc whistle science /c/ ch school /sh/ ch chef /z/ ze freeze schwa at the end of words: actor	once laugh because eye

*The tricky words 'half' and 'father' may not be pronounced as this in some regional pronunciations; in which case, they should not be treated as such.

Summer 1: Phonics screening check review – no new GPCs or tricky words

Summer 2 Phase 5 graphemes	New tricky words
/ai/ eigh aigh ey ea eight straight grey break /n/ kn gn knee gnaw /m/ mb thumb /ear/ ere eer here deer /zh/ su si treasure vision /j/ dge bridge /i/ y crystal /j/ ge large /sh/ ti ssi si ci potion mission mansion delicious /or/ augh our oar ore daughter pour oar more	busy beautiful pretty hour move improve parents shoe

Reading for pleasure

Intent

Create a reading culture where children are exposed to a range of high-quality texts in a variety of contexts and have opportunities to browse literature, as well as structured reading activities

To build preferences in reading and to choose to read

To recognise authors and styles of reading that individuals enjoy

Engaging in book discussion in a range of contexts, alongside both adults and peers

Sharing and recommending a range of books

Implementation

All reading contexts below contribute to developing reading for pleasure

Curriculum Provision:

EYFS

Y1

Y2

Y3/4

Y5/6

Reading aloud to children

Intent

Building a bank of story and rhyme knowledge

Exposing children to texts beyond what they can read themselves
Developing an enjoyment for reading

Widening knowledge of texts and authors, including non-fiction and poetry

Sustaining stamina in listening and reading texts

Making connections within a book

Introducing children to a wider range of authors and contexts e.g. historical and cultural

Exposing children to challenging and archaic texts, e.g., language, themes,

Implementation	<p>Daily exposure to quality up-to-date books for a minimum of ten minutes</p> <p>Development of a reading spine to ensure progression of texts and that the same authors are not continually repeated.</p>			
Core texts	<p>Pie Corbett Reading Spine</p> <p>Little Box of Books~ Reflect the diversity of our families, our communities and our population</p>	<p>Pie Corbett Reading Spine Y1</p> <p>Pie Corbett Reading Spine Y2</p> <p>Little Box of Books~ Reflect the diversity of our families, our communities and our population</p>	<p>Pie Corbett Reading Spine Y3</p> <p>Pie Corbett Reading Spine Y4</p> <p>Little Box of Books~ Reflect the diversity of our families, our communities and our population</p>	<p>Pie Corbett Reading Spine Y5</p> <p>Pie Corbett Reading Spine Y6</p> <p>Little Box of Books~ Reflect the diversity of our families, our communities and our population</p>

Independent reading and home/school reading

Intent	<p>At The Grove we believe that independent reading has a significant impact on the child's progress. We intend on developing children that have a love of reading. In the EYFS and KS1 classes we want children to develop fluency and confidence and enjoy a wide variety of books. As they progress into KS2 our aim is for children to make their own choices and have their own reading identities</p>			
Implementation	<p>One decodable text that is matched to child's phonic knowledge for the child to read as well as a book for grown-ups to read at home.</p> <p>Decodable books selected by adult in class</p> <p>Reading for Pleasure books chosen by the child</p> <p>Parents role to celebrate their children's reading and develop fluency. The children will be encouraged to read the book three times before they have it changed.</p> <p>https://www.littlewandlelettersandsounds.org.uk/resources/for-parents/</p>	<p>Once children are able to read Little Wandle Phase 5 Set 5 Books and are successfully able to read 60 words per minute with prosody progress onto books that they can apply their knowledge these are banded (purple to brown)</p> <p>Increasing stamina</p> <p>Parents role to celebrate their children's reading and develop fluency.</p>	<p>Accelerated Reading</p> <p>Reading for sustained periods of time</p> <p>Increasing the length and complexity of texts being read</p> <p>Read short novels independently with understanding (by end of Y4)</p>	<p>Accelerated Reading</p> <p>Reading for sustained periods of time</p> <p>Increasing the length and complexity of texts being read</p> <p>Widening the range and challenge of books they read, including texts from a wider literary heritage</p>

Guided reading/reading instruction

Intent	To teach the comprehension and decoding skills required to achieve age related expectations (as detailed in National Curriculum)				
Implementation	<p>Daily Little Wandle Letters and Sounds sessions 20 mins a day.</p> <p>3 reading practise sessions a week, focus day 1 decoding, day 2 prosody and day 3 comprehension</p> <p>Children have sessions of book talk on a regular basis.</p>	<p>Daily Little Wandle Letters and Sounds sessions 20 mins a day.</p> <p>3 reading practise sessions a week, focus day 1 decoding, day 2 prosody and day 3 comprehension</p> <p>Children have sessions of book talk on a regular basis.</p>	<p>Once children have progressed from the Y1 model of Teaching Reading sessions see below</p> <p>Guided reading sessions: teacher working with a mixed ability group. As part of Guided Reading session, independent activities enabling children to practise and apply reading skills (when not in guided group with teacher)</p>	<p>Guided reading sessions: teacher working with pupils grouped by need rather than ability. Guided reading sessions occur weekly.</p> <p>As part of Guided Reading session, independent activities enabling children to practise and apply reading skills (when not in guided group with teacher) An increasing expectation of written recording of understanding through KS2</p>	
Core texts	<p>Little Wandle- Collins</p> <p>https://collins.co.uk/pages/collins-big-cat-little-wandle-letters-and-sounds-revised-books</p>		<p>ReThink Reading Y2</p> <p>https://www.devon.gov.uk/support-schools-settings/school-effectiveness/teaching-and-learning/curriculum/english/reading/</p>	<p>ReThink Reading scheme for Y3/4</p> <p>https://www.devon.gov.uk/support-schools-settings/school-effectiveness/teaching-and-learning/curriculum/english/reading/</p>	<p>ReThink Reading scheme for Y5/6</p> <p>https://www.devon.gov.uk/support-schools-settings/school-effectiveness/teaching-and-learning/curriculum/english/reading/</p>

Shared reading as part of teaching sequence

Intent	At The Grove school we believe exposing children to a high-quality text model in a variety of text types is crucial. They are used as models for writing at a higher level and with careful teaching all children can access.			
Implementation	At the Grove School we carefully choose books based on what needs to be taught. This means we will either chose a book that has an explicit example of a text type or sentence structure. First week of each teaching sequence: sharing the text, providing opportunities to respond to the text, provide opportunities to map and learn the text, exploring text structure summarise text features (reading objectives identified on sequence planning)			
Core texts	See writing progression for Key texts	See writing progression for Key texts	See writing progression for Key texts	See writing progression for Key texts

Core reading texts to support reading to learn across the curriculum

Intent	Listen to and discuss information books, other non-fiction and related narrative/poetry texts to establish the foundations for their learning in other subjects	Listen to, discuss and read independently, texts which develop their knowledge across the wider curriculum	Listen to and read a wide variety of texts to find out information and develop knowledge across the wider curriculum.	The skills of information retrieval should be applied in reading textbooks from across the curriculum and in contexts where pupils are genuinely motivated to find out information.
Implementation	Good quality texts for a range of themes are evident in the FS.	Book boxes are created for different themes and subjects. We use Books for Topics as recommendations.		

Assessment

End of Year Outcomes

	<p>Expected in Reading</p> <p>Little Wandle Reading books Phase 4</p>	<p>Pass Phonic screen check</p> <p>Little Wandle Reading books Phase 5 Set 4</p> <p>At the end of year 1 a reader will have been encouraged to choose to read for pleasure, to choose books that they want to share with an adult and will have been challenged to explain their understanding of every text they read. By the end of year 1 we will have ensured that they have learnt to read texts independently which are well matched to their phonics ability with increasing fluency</p>	<p>Expected in Reading SATs</p> <p>White Level Reading books</p> <p>At the end of year 2 a reader will have been encouraged to develop the use of inference skills to understand what they read, to read independently with increasing stamina and have been challenged to explain their preferences in reading. By the end of year 2 we will have ensured that they have learnt to read independently and fluently at an age appropriate level.</p>	<p>Y3 Reading Age 8+</p> <p>Y3 AR ZPD min 3.8</p> <p>At the end of year 3 a reader will have been encouraged to read longer texts independently, which they have chosen themselves and have been challenged to explain and justify their understanding with reference to texts. By the end of year 3 we will have ensured that they will have learnt to engage actively in book discussion.</p> <p>Y4 Reading Age 9+</p> <p>Y4 AR ZPD 4.8</p> <p>At the end of year 4 a reader will have been encouraged to read for a sustained periods of time, including chapter books and have been challenged to explain their understanding of texts including impact of language choices on meaning. By the end of year 4 we will have ensured that they will have learnt to connect ideas within and between texts.</p>	<p>Y5 Reading Age 10+</p> <p>Y5 AR ZPD 5.8</p> <p>At the end of Y5 a reader will have been encouraged to broaden the range of text, authors and genres that they read independently and have been challenged to explore different themes and have made comparisons within and across texts.</p> <p>Y6 Reading Age 11+</p> <p>Y6 AR ZPD 6.8</p> <p>Y6 Expected Reading SATs</p> <p>At the end of year 6 a reader will have well developed preferences in reading but have been encouraged to read a wide range of texts, including those from literary heritage and whole novels and have been challenged to demonstrate their understanding of reading in the written form. By the end of year 6 we will have ensured that they will have learnt to explore and explain the meaning of words in context</p>
<p>Assessment Evidence in order to assess impact</p>	<p>Phonic assessments daily for 'Keep Up' sessions and 6 weekly assessments identifying children that are at</p>	<p>Phonic Screening Check</p> <p>Phonic assessments daily for 'Keep Up' sessions and 6 weekly</p>	<p>SATs</p> <p>Phonics Screening Check retake</p> <p>Autumn Term Phonic</p>	<p>AR Star reading assessments 5x year</p> <p>AR book quizzes</p> <p>Observations of reading</p>	<p>SATs</p> <p>AR Star reading assessments 5x year</p>

	<p>ARE, those at risk of not achieving ARE and Actions to close gaps</p> <p>Observations of reading behaviour and talking to pupils</p> <p>Home/school reading records</p>	<p>assessments identifying children that are at ARE, those at risk of not achieving ARE and Actions to close gaps</p> <p>Observations of reading behaviour and talking to pupils</p> <p>Home/School reading records</p> <p>Little Wandle fluency assessments for Phase 5</p>	<p>assessments daily for 'Keep Up' sessions and 6 weekly assessments identifying children that are at ARE, those at risk of not achieving ARE and Actions to close gaps</p> <p>Observations of reading behaviour & talking to pupils</p> <p>Home/school reading records</p> <p>Guided reading records</p> <p>Running records to assess fluency and accuracy</p> <p>Written responses to reading activities</p>	<p>behaviour & talking to pupils</p> <p>Independent and home reading records</p> <p>Guided reading records</p> <p>Verbal and written book reviews & recommendations</p> <p>Written responses to reading activities</p> <p>Running records to assess fluency and accuracy</p>	<p>AR book quizzes</p> <p>Observations of reading behaviour & talking to pupils</p> <p>Independent and home reading records</p> <p>Guided reading records</p> <p>Verbal and written book reviews & recommendations</p> <p>Written responses to reading activities</p>
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