

Subject Overview: Reading

What does a reader look like at Mengham Infants? What personal skills and characteristics of learning, are particularly relevant for this subject?

Reading being a core life skill that teaches us how to find new knowledge and learn new things means that at Mengham Infant School we are passionate about children demonstrating a secure reading ability by providing them with a wide range of opportunities to do so. Our aim is for children to develop a passion for reading, wanting to read for pleasure and learn new things. It is crucial that every child understands the importance of reading, not only for learning new things but also as something that can reduce mental health issues and help to improve memory. Due to its high importance as a key life skill, reading must be taught as a cross-curricular subject and children should be exposed to reading in every subject we teach. Through the provision of high-quality teaching, the children will read a variety of books and texts aimed mainly at their reading level, with others above their level to develop their reading skills further. We strive for children to become fluent readers who are confident in their abilities and can read aloud to others. They will also enjoy being read to, either by adults or their peers on a daily basis. Our children will become fascinated by reading and will explore books and the language they contain, and will begin to use this new vocabulary in their writing (creativity), but most importantly in their everyday vocabulary. In order for the children to gain an understanding of a wide range of texts, we will expose them to texts such as: stories, rhyming books, non-fiction, poems, comic books, fact files, computer/internet research, simple news reports, chapter books etc. As the children progress through our school, they are encouraged to recite simple stories including the main events, some poems and will join in with repeated language when being read to. All children will be competent in the use of their phonic knowledge learnt to be able to decode regular words based on the phonics phase they have been exposed to. Every child will be confident, fluent and independent in blending words taught so far, and will be able to read the common exception words within their year group grids. We give our children opportunities for reading in exciting places, to each other and those in different year groups, and celebrate their reading successes. Mengham's Reading curriculum will be extended so that children can have insightful discussions about what they have read or what has been read to them, and will be able to openly share their opinions and ideas.

These are the key skills and knowledge that readers will develop during each year (**not just EYFS/NC objectives**):

Year R	Year 1	Year 2
Reading for Pleasure		
Be able to choose a book during free-flow activities and discuss its content or pictures	Be able to choose a book during free-flow activities and read it to themselves or with a friend and talk about the content Realise that reading is a key skill for life that they need in order to live well Understand that reading doesn't just mean reading books all the time, it can be across our school curriculum in all subjects and could be anything they see to read	Be able to choose and attempt to read books above their reading level because they want to find out new things and challenge themselves Realise that reading is a key skill for life that they need in order to live well Understand that reading doesn't just mean reading books all the time, it can be across our school curriculum in all subjects and could be anything they see to read
Reading Choices		
Make choices about the books they read and have access to fiction and non-fiction books	Make choices about the books they read and be encouraged to read and listen to different texts e.g.	Make mature choices about the books they read and be exposed to chapter books that are read across a few days/weeks that they need to remember

	picture books, fact books, comic books, newspaper articles,	
Decoding Skills		
Be able to use phonic knowledge to decode regular words and read them aloud accurately. Also be able to read some common irregular words.	Apply phonic knowledge to decode words Speedily read all 40+ letters/groups for 40+ phonemes Read accurately by blending taught GPC Read common exception words Read common suffixes (-s, -es, -ing, -ed, er, est) Read multi-syllable words containing taught GPCs Read contractions and understanding use of apostrophe Read aloud phonically-decodable texts	Have secure phonic decoding until reading is fluent Read accurately by blending, including alternative sounds for graphemes Read multi-syllable words containing graphemes Read common suffixes (-ful, -ment, -ness, -ly) Read exception words, noting unusual correspondences Read most words quickly & accurately without overt sounding and blending
Range of Reading		
Be able to listen to and discuss a wide range of poems, stories and non-fiction at a level they are able to understand	Be able to listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently Be encouraged to link what they read or hear read to their own experiences	Be able to listen to, discuss and express views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently
Familiarity with Texts		
Start to become familiar with fairy stories and traditional tales, being able to retell some of the key parts	Be able to become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics Recognising and joining in with predictable phrases	To become increasingly familiar with a wider range of stories, fairy stories and traditional tales, and be able to retell them To recognise simple recurring literary language in stories and poetry
Poetry & Performance		
Begin to appreciate rhymes	Be able to appreciate rhymes and poems, and to recite some by heart	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
Word meanings		
To discuss simple word meanings	Be able to discuss word meanings, linking new meanings to those already known	To discuss and clarifying the meanings of words, linking new meanings to known vocabulary Be able to discuss their favourite words and phrases
Understanding		

Talk about what has happened so far in a story	<p>Be able to draw on what they already know or on background information and vocabulary provided by the teacher</p> <p>To check that the text makes sense to them as they read and correcting inaccurate reading</p>	<p>To discuss the sequence of events in books and how items of information are related</p> <p>Draw on what they already know or on background information and vocabulary provided by the teacher</p> <p>Be able to check that the text makes sense to them as they read and correct inaccurate reading</p>
<p>Inference</p> <p>(Teachers need to model inference-making by asking relevant questions aloud and answering them themselves)</p>		
Talk about the characters feelings	<p>Discuss the significance of the title and events</p> <p>Make inferences on the basis of what is being said and done</p>	<p>Make inferences on the basis of what is being said and done</p> <p>Be able to answer and ask questions</p>
<p>Predicting</p>		
Make simple predictions on what might happen next	Predicting what might happen on the basis of what has been read so far	Predicting what might happen on the basis of what has been read so far
<p>Subject Leader - What three questions are key to you ensuring you have led your subject so that it has a positive impact on the children?</p>		
<ol style="list-style-type: none"> 1. Do the children have a love of reading and understand why we read/have books? 2. Are the children able to talk about the books they have read and have a good understanding about the key events and ideas? 3. Can the children decode enough words to be able to read fluently and with good pace? 		