



## Primary Reading Approach

Together with our community, we can achieve extraordinary things

“Books are like dragons....if we do not believe in them, and read them, they will cease to exist. How, then, will we learn the language and understand the stories of the dear dead ghosts of the past? Save the Dragons. Speak Dragonese. Read a book.”

### Cressida Cowell

Reading is the heart of the curriculum at Appleton Academy. Not only does reading bring pleasure but it is a crucial life skill and the foundation for future learning, not just in literacy but in all areas.

### Reading Strategy

We start by teaching phonics following the sequence of sounds set out in ‘Letters and Sounds’. To begin with, we encourage children to listen out for sounds in the environment and experiment with a range of sounds using their whole body. In Reception, Year 1 and Year 2 children will take part in a daily phonics sessions children learn the sounds in words and how those sounds can be written down. This is essential for reading, but it also helps children learn to spell well. Alongside the teaching of phonics children will read books that are in line with the phase of phonics they are working on.

The focus of teaching for later reading development will emphasise comprehension and response as children develop as critical and fluent readers, moving from learning to read, to reading to learn, engaging and interacting with a wide range of texts for purpose and pleasure.

In Key Stage 1 and Key Stage 2 there is a daily guided reading lesson where the children will either read with an adult in class or work on activities to develop their reading comprehension, love of books and knowledge of words.



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Category	Yr.	Attainment	Resources	Development Strategies	
				Whole Class	Guided & Independent
<p><b>Early Readers</b></p> <p>Children share their feelings and ideas about texts which they enjoy. By interacting with text in their environment, children recognise that print conveys meaning.</p> <p>Children are developing the ability to hear and articulate sounds in words beginning to recognise the relationship between sounds and letters, and can use this knowledge to help them decode.</p>	LFS	Phase 1 Phonics	Immersion in a range of quality stories, rhymes and songs within a language rich environment		
	UFS	Phase 2,3 phonics Phase 4 taught alongside	Bug Club Phonics Phonically decodable readers <u>Book Band</u> Lilac, Pink, Red, Yellow, Blue	Phonically decodable texts Wide range of traditional stories and quality texts (Talk for Writing) Develop a store of familiar words Developing speaking and listening skills, phonemic awareness, vocabulary development and language comprehension.	Term 1: Phonically decodable books Term 2 & 3: Phonically decodable texts and opportunities to apply knowledge to unfamiliar texts (free choice within book bands)
	Yr1	Phase 4 and Phase 5 phonics matched to key literacy texts and theme learning	Bug Club Phonics Phonically decodable readers <u>Book Band</u> Blue, Green, Orange, Turquoise	Application of phonic reading skills through a wide range of traditional stories and quality texts (Talk for Writing) Develop a store of familiar words Developing speaking and listening skills, phonemic awareness, vocabulary development and language comprehension.	Children working below end of EYFS: Term 1: Phonically decodable texts book banded texts Term 2 & 3 : Phonically decodable texts and opportunities to apply knowledge to unfamiliar texts (free choice within book bands)  Children at or above EYFS: Wide range of texts (book banded) opportunities to apply knowledge to develop phonic reading skills and text comprehension with unfamiliar texts



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<p><b>Budding Readers</b> In the process of learning the basic skills needed for reading, including a range of strategies for reading unfamiliar words These readers are learning to construct the meaning of simple texts making plausible inferences, express some likes and dislikes about texts, and can notice and say something about a text's basic features.</p>	Yr. 2	Phase 6 Phonics	<p><u>Book Band</u> Purple, Gold, White</p>	<p>Developing a range strategies for reading unfamiliar words. Draw on knowledge of vocabulary to understand texts. Identify/ explain key aspects of fiction and non-fiction. Make inferences from texts.</p>	A range of texts and text types within book bands.
<p><b>Developing Readers</b> Reads with increasing fluency and accuracy and uses a range of strategies to construct meaning.</p>	Yr. 3 & 4		<p><u>Yr 3 Book Band</u> Lime, Copper, Topaz,  <u>Yr 4 Book Band</u> Ruby, Emerald  Free text choice</p>	<p>Develop and understanding of more complex sentences and punctuation.  Understand how simple and complex sentences influence meaning.</p>	Respond to tension in a story and begin to find meaning beyond the literal.
<p><b>Competent reader</b> Reads between the lines, seeing meaning that isn't stated directly. Deploys a wide range of active strategies to find and read texts for different purposes</p>	Yr. 4 & 5		<p><u>Book Band</u> Sapphire, Diamond  Free text choice from class and Academy libraries</p>	<p>Skim, scan and note take.  Re-read and read ahead to look for clues to determine meaning.  Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.</p>	Identify points using inference and deduction. Meet a range of challenging and unfamiliar texts.



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<p><b>Active reader</b> Has a sense of the writer at work behind a text, and can explain something about how a text is constructed, based on plenty of prior reading experience.</p>	<p>Yr. 5&amp; 6</p>		<p><u>Book Band</u> Pearl</p> <p>Free text choice from class and Academy libraries</p>	<p>Articulate personal responses to literature identifying how and why the text affects the reader.</p> <p>Use knowledge of word derivations and word formation to construct the meaning of words in context.</p> <p>Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word</p>	<p>Evaluating author technique.</p> <p>Provide persuasive answers to questions selecting specific detail.</p>
<p><b>Reflective reader</b> Can make a considered response to a range of texts and use information from a range of sources</p>	<p>Yr.6</p>		<p>Free readers</p>	<p>Use connectives as signposts to indicate a change of tone.</p> <p>Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology) both to read aloud and to understand the meaning of new words that they meet</p>	<p>Compare perspectives before and after and event and list the causes.</p> <p>Describe how the author juxtaposes ideas, changes perspectives, uses relevant context to explain complex ideas.</p>
<p><b>Versatile reader</b> Is a critical and thoughtful reader across a wide range of texts: selecting, sifting, summarising, comparing and contrasting.</p>	<p>Yr. 6</p>		<p>Free readers</p>	<p>Can read fluently, understanding and using more sophisticated punctuation marks: colon, semicolon, parenthetical commas, dashes, brackets etc.</p> <p>Demonstrates appropriate intonation, tone and volume when reading aloud text, plays and reciting poetry, to make the meaning clear to the audience.</p> <p>Use connectives as signposts to indicate a change of tone.</p>	<p>Understand when it is appropriate to use personal experiences to aid inferential understanding.</p> <p>Compare characters within and across texts.</p>



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### Reading Book Bands and Year Groups

Book Band	Colour	Big Cat	Year
0	Lilac	Lilac	Reception
1	Pink	Pink	Reception
2	Red	Red	Reception
3	Yellow	Yellow	Reception
4	Blue	Blue	Reception
5	Green	Green	Year 1
6	Orange	Orange	Year 1
7	Turquoise	Turquoise	Year 1
8	Purple	Purple	Year 2
9	Gold	Gold	Year 2
10	White	White	Year 2
11	Lime	Lime	Year 3
12	Brown	12 Copper	Year 3
		13 Topaz	Year 3
13	Grey	14 Ruby	Year 4
		15 Emerald	Year 4
14	Dark Blue	16 Sapphire	Year 5
15	Burgundy	17 Diamond	Year 5
16	Black	18 Pearl	Year 5