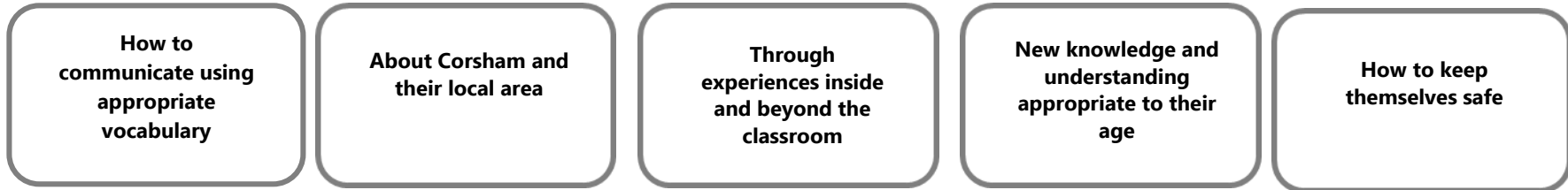


These 5 intentions underpin our curriculum because we want our pupils to have a love of learning which they can share, a sense of understanding and pride of where they live, and be safe in different situations.



The essential skills and knowledge that we want our pupils to learn by the end of:

EYFS	KS1
<ul style="list-style-type: none"> - Set 1 teaches the most common sound-letter correspondences: m a s d t i n p g o c k u b f e l h sh r j v y w th z ch q u x ng nk - Set 2 teaches alternative vowel sounds: ay e igh ow o oar or air ir ou oy - To read and understand simple sentences - To decode regular words and read them aloud accurately - To read some common irregular words - To learn some common exception words as Red words - To read and understand simple sentences. - To demonstrate some understanding when talking with others about what they have read - To listen to stories, anticipating key events and respond to what they hear with relevant comments, questions or actions - To ask 'how' and 'why' questions about their experiences and in response to stories and events - To be able to read green or purple books by end EYFS 	<ul style="list-style-type: none"> -To continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent. -To read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes. -To accurately read most words of two or more syllables. -To read most words containing common suffixes. -To read most Y1 and Y2 common exception words, noting unusual correspondences between spelling and sound and where these occur in the word. -To read aloud books (closely matched to their improving phonic knowledge), sounding out unfamiliar words accurately, automatically and without undue hesitation. -To reread these books to build up fluency and confidence in word reading. -To read words accurately and fluently without overt sounding and blending, e.g. at over 90 words per minute, in age-appropriate texts. -To show understanding by drawing on what they already know or on background information and vocabulary provided by the teacher. -To check that the text makes sense to them as they read and to correct inaccurate reading. -To participate in discussion about books, poems and other works that are read to them (at a level beyond at which they can read independently) and those that they can read for themselves, explaining their understanding and expressing their views.

	<ul style="list-style-type: none"> -To become increasingly familiar with and to retell a wide range of stories, fairy stories and traditional tales. -To discuss the sequence of events in books and how items of information are related. -To recognise simple recurring literary language in stories and poetry. To ask and answer questions about a text. -To make links between the text they are reading and other texts they have read (in texts that they can read independently). -To make inferences on the basis of what is being said and done. -To predict what might happen on the basis of what has been read so far in a text. -To discuss and clarify the meanings of words, linking new meanings to known vocabulary. -To discuss their favourite words and phrases. -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. -To recognise that nonfiction books are often structured in different ways.
EYFS Misconceptions	KS1 Misconceptions
<ul style="list-style-type: none"> • Using the pictures to guess the words • Not understanding that reading is from left to right • Phonemes and letter names mean the same thing • That all words can be sounded out phonetically 	<ul style="list-style-type: none"> • That reading means having to sound out every word • That being good at reading means to read quickly • That long words are harder than short words • That reading is only reading stories
LKS2	UKS2
<ul style="list-style-type: none"> -To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill. -To apply their knowledge of root words, prefixes and suffixes/word endings to read aloud fluently. -To read all Y3/Y4 exception words, discussing the unusual correspondences between spelling and these occur in the word. -Ask questions to improve understanding of a text. -To discuss and compare texts from a wide variety of genres and writers. -To read for a range of purposes. -To identify themes and conventions in a wide range of books. -To refer to authorial style, overall themes (e.g. triumph of good over evil) and features (e.g. greeting in letters, a diary written in the first person or the use of presentational devices such as numbering and headings). -To identify how language, structure and presentation contribute to meaning. -To identify main ideas drawn from more than one paragraph and summarise these. 	<ul style="list-style-type: none"> -To read fluently with full knowledge of all Y5/ Y6 exception words, root words, prefixes, suffixes/word endings and to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues. -To read all Y5/Y6 exception words. -To recognise more complex themes in what they read (such as loss or heroism). -To explain and discuss their understanding of what they have read, including through formal presentations and debates maintaining a focus on the topic and using notes where necessary. -To listen to guidance and feedback on the quality of their explanations and contributions to discussions and to make improvements when participating in discussions. -To draw out key information and to summarise the main ideas in a text. -To distinguish independently between statements of fact and opinion, providing reasoned justifications for their views.

<p>-To draw inferences from characters' feelings, thoughts and motives that justifies their actions, supporting their views with evidence from the text.</p> <p>-To justify predictions from details stated and implied.</p> <p>-To discuss vocabulary used to capture readers' interest and imagination.</p> <p>-To recognise and discuss some different forms of poetry (e.g. free verse or narrative poetry).</p> <p>-To prepare and perform poems and play scripts with appropriate techniques (intonation, tone, volume and action) to show awareness of the audience when reading aloud</p> <p>-To use all of the organisational devices available within a nonfiction text to retrieve, record and discuss information.</p> <p>-To use dictionaries to check the meaning of words that they have read.</p>	<p>-To compare characters, settings and themes within a text and across more than one text.</p> <p>-To consider different accounts of the same event and to discuss viewpoints (both of authors and of fictional characters).</p> <p>-To discuss how characters change and develop through texts by drawing inferences based on indirect clues.</p> <p>-To analyse and evaluate the use of language, including figurative language and how it is used for effect, using technical terminology such as metaphor, simile, analogy, imagery, style and effect.</p> <p>-To confidently perform texts (including poems learnt by heart) Christmas Story, Easter Story and the end of year production) using a wide range of devices to engage the audience and for effect.</p> <p>-To retrieve, record and present information from non-fiction texts.</p> <p>-To use non-fiction materials for purposeful information retrieval (e.g. in reading history, geography and science textbooks) and in contexts where pupils are genuinely motivated to find out information (e.g. reading information leaflets before a gallery or museum visit or reading a theatre programme or review).</p>
<p>LKS2 Misconceptions</p>	<p>UKS2 Misconceptions</p>
<ul style="list-style-type: none"> • That fluency means reading quickly • That if they can decode the words, they understand the text • Children may not use prefixes, suffixes, or root words to decode or understand meaning. • Confusing similar looking words 	<ul style="list-style-type: none"> • Children may think inference questions are "trick questions" or that they must invent answers. • All unfamiliar vocabulary must be looked up in a dictionary • That strong readers don't need to read regularly
<p>Phonics</p>	<p>Vocabulary and Oracy</p>
<p>At Corsham Regis we use Read Write Inc. Phonics as the basis for teaching the children their letters and words. This is broken down into three main elements: Speed Sounds Sets 1,2 and 3, Ditties and Stories and spelling. The children are assessed for the programme every term (6 times a year) and children are put into the best fit group for their stage of learning, regardless of age.</p>	<p>In reading, the children are taught the importance of reading, both for enjoyment and for information. They need to feel comfortable around books and learn to develop their concentration and imagination. Children are also shown how reading is a necessary skill in our personal lives. The teaching of reading at Corsham Regis actively encourages and promotes pupil interaction through talking, in pairs, groups and with the teacher. Pupil talk and use of vocabulary is supported by the use of classroom working walls. They support the children by providing, where appropriate, sentence stems to enable all children to gain confidence when talking about their learning.</p>



Reading for Pleasure	Core and linked reading texts
<p>Each week, pupils across the school join together to share a range of books to read and discuss. Pupils take it in turns to listen to each other read. The session ends with an adult sharing their favourite stories for the children to enjoy.</p> <p>Our English Ambassadors read daily with pupils in Key Stage 1, which helps to support their Phonics learning and love of reading.</p> <p>Regular story time in class helps to promote a love of reading and exposes children to a range of genres and high-quality texts.</p>	<p>High-quality core texts are chosen for reading lessons across Key Stage 2. Linked texts are a practical and engaging approach to support children's learning. This approach helps to develop their skills related to key ideas and details, structure and integration of knowledge and ideas.</p>

As a Reader leaving Regis, every child will have the skills to:

Be fluent in their reading and comprehend what they have read.

Express themselves effectively.

Expand their knowledge and imagination.