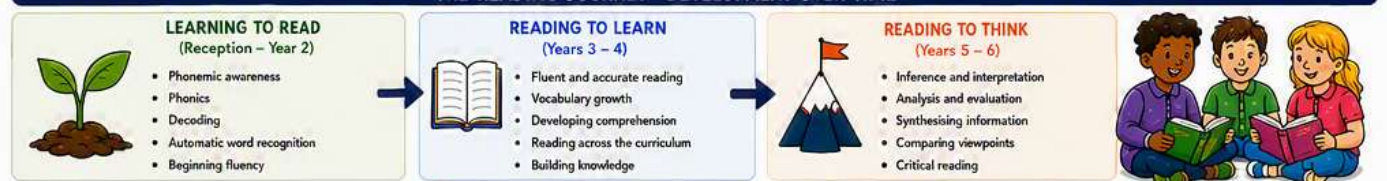


OUR READING JOURNEY

Connecting with yourself. Connecting with others. Connecting with learning.

YEAR GROUP	DECODING & WORD READING I learn to read words accurately.	FLUENCY I read smoothly and with expression.	VOCABULARY & LANGUAGE I learn and use new language.	COMPREHENSION I understand, think about and learn from texts.	TEACHING TECHNIQUES How we help children become successful readers.
RECEPTION 	- Hears and identifies sounds in words. - Learns letter-sound correspondences. - Blends sounds to read simple words. - Reads simple captions and sentences. - Recognises some common exception words.	- Joins in with repeated phrases and rhymes. - Reads decodable texts with support. - Re-reads familiar texts with confidence. - Begins to read simple sentences smoothly.	- Learns new vocabulary through stories. - Talks about characters and events. - Uses new words in conversation. - Develops listening and speaking skills.	- Understands stories read aloud. - Answers simple questions. - Retells familiar stories. - Makes simple predictions.	- Daily story time - Systematic synthetic phonics - Oral blending activities - Language-rich environment - Shared reading
YEAR 1 	- Applies phonics knowledge confidently. - Reads common exception words. - Decodes unfamiliar words. - Reads simple texts accurately.	- Reads aloud with increasing accuracy. - Develops reading stamina. - Begins to use expression.	- Explores meanings of new words. - Builds spoken vocabulary. - Discusses texts with others.	- Retells stories in sequence. - Makes simple inferences. - Predicts what may happen next. - Retrieves key information.	- Daily phonics - Guided reading - Partner reading - Oral blending and segmenting - Word reading practice
YEAR 2 	- Reads most words automatically. - Tackles longer words confidently. - Applies phonics independently.	- Reads accurately and increasingly fluently. - Uses expression. - Reads a range of sentence types effectively.	- Discusses word meanings. - Builds subject vocabulary. - Explores vocabulary choices.	- Retrieves information confidently. - Answers and asks questions. - Infers feelings and motives. - Summarises key ideas.	- Guided reading - Echo reading - Choral reading - Vocabulary instruction - Comprehension strategies
YEAR 3 	- Reads unfamiliar words efficiently. - Uses prefixes and suffixes. - Reads age-appropriate texts independently.	- Reads with pace and expression. - Demonstrates understanding through prosody.	- Explains vocabulary choices. - Uses context to determine meaning. - Develops academic vocabulary.	- Makes inferences using evidence. - Identifies themes and main ideas. - Justifies opinions from texts.	- Reciprocal reading - Vocabulary instruction - Think-alouds - Retrieval practice - Graphic organisers
YEAR 4 	- Reads increasingly complex texts independently. - Uses morphology to support reading.	- Reads longer texts fluently. - Adjusts pace appropriately.	- Investigates figurative language. - Explains language effects.	- Summarises sections of text. - Identifies text structures. - Compares ideas within texts.	- Text structure lessons - Comparing texts - Vocabulary journals - Summarising practice - Skimming and scanning
YEAR 5 	- Reads complex vocabulary automatically. - Applies knowledge of word origins.	- Reads confidently across genres. - Demonstrates sophisticated expression.	- Analyses precise vocabulary choices. - Understands figurative and nuanced language.	- Makes well-supported inferences. - Synthesises information. - Compares viewpoints.	- Close reading - Note-taking - Socratic discussion - Comparing multiple texts - Vocabulary exploration
YEAR 6 	- Reads age-appropriate texts automatically. - Tackles advanced academic vocabulary independently.	- Reads fluently across complex texts. - Adapts reading for audience and purpose.	- Evaluates language choices. - Understands sophisticated and technical vocabulary.	- Critically evaluates texts. - Compares arguments and viewpoints. - Draws conclusions using evidence.	- Source evaluation - Extended writing from reading - Close reading - Research and presentation - Critical discussion

THE READING JOURNEY – DEVELOPMENT OVER TIME



THE RESEARCH BEHIND OUR APPROACH

1. READER IDENTITY & MOTIVATION MATTER Children who see themselves as readers and enjoy reading are more likely to read more often and achieve more. Guthrie & Wigfield (2000) Stanovich (1986) – Matthew Effect National Literacy Trust (2023)	2. TALK, DISCUSSION & SOCIAL CONNECTIONS BUILD UNDERSTANDING Talking about books, hearing different perspectives and building oral language are powerful predictors of reading success. Vyotsky (1978) Murphy et al. (2009) EEF (2018) – Preparing for Literacy	3. THE SCIENCE OF READING – EXPLICIT AND SYSTEMATIC INSTRUCTION WORKS Strong readers develop both word recognition (decoding) and language comprehension. Explicit teaching of phonics, fluency, vocabulary and comprehension is essential. Gough & Tunmer (1986) – Simple View Scarborough (2001) – Reading Rope National Reading Panel (2000)	4. PRACTICE, FEEDBACK & HIGH-QUALITY TEACHING DRIVE PROGRESS High-quality teaching, regular practice and feedback help children consolidate skills and apply them across a range of texts. EEF (2021) – Improving Literacy in KS1 EEF (2022) – Improving Literacy in KS2 Hattie (2009) – Visible Learning	5. READING WIDELY OPENS WORLDS Access to a wide range of texts builds knowledge, empathy and critical thinking – helping children succeed in all areas of life. OECD (2021) – PISA DfE (2023) – Reading Framework
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★ A strong reader today. A confident learner tomorrow. A thoughtful citizen for life. ♥