



Wessex Learning Trust



Wedmore First School Academy

We Learn Together

Reading and Phonics Curriculum Documents





Intent

At Wedmore First School Academy, we strive for our children to foster a love of literature and enjoyment of reading for pleasure. We intend for children to become enthusiastic and motivated readers, developing their confidence in reading a wide range of genres and texts. For children to learn and develop the skills needed to decode words to be able to read fluently whilst comprehending what they have read. We want to provoke deeper thinking and thought through what they have read, linking to all areas of the curriculum, through having high-quality texts, which are thoughtfully linked to wider curriculum learning. Our objectives are to:

High Quality Phonics Delivery : We strive to deliver an engaging, daily, high quality delivery of phonics through the ULS (Unlocking Letters and Sounds) programme, which we have implemented effectively to produce a strong foundation for reading and results have been improving, since starting the programme across the school in September 2023

Reading for Pleasure: We are creating a focus on reading for pleasure prior to children starting school within our EYFS through our lending library and regular story telling and rhyme times. Our reading buddy system has engaged children across the age stages sharing children's knowledge, enthusiasm and imagination, on a regular basis. Setting aside non-negotiable time for reading and relaxing has also started to see a rise in children's knowledge of authors and a range of texts. Parental engagement has been key and is a focus for us to continue to drive reading for pleasure forward.

Guided Reading/Whole Class Reading: We encourage children to share their reading aloud, showing their understanding and effectively sharing their viewpoints verbally. Nurturing skills in speaking and listening that will empower them both socially and academically.

Implementation

Our whole curriculum and ethos is shaped by our school vision and values. We enable the children at Wedmore to flourish as readers, regardless of their background, ability, or additional needs through a carefully crafted and precisely delivered reading curriculum, which encompasses all areas of the wider curriculum.

Communication: We place a strong emphasis on speaking and listening skills right from the early years, where communication and language is a prime area of learning. Our talk partner system promotes collaborative learning, both peer-to-peer and whole class feedback through regular discussions. Talk through stories has been a positive addition to our EYFS and KS1 classes, with children orally discussing books and vocabulary, truly understanding the meaning of words.

Assessment : Ongoing formative assessments and live marking is part of our teaching practices, providing immediate feedback, support and scaffolding to meet the needs of all learners. Summative assessments monitor progress and inform future planning. Teachers use ULS Assessment tracking, Insight, Testbase and Salford Assessments to record progress and attainment.

Continuous Professional Development: Our teaching staff engage in continuous professional development, attending workshops and training sessions focused on the latest pedagogical approaches to English, including strategies to inspire a love of reading for pleasure in children. This commitment to staff development enhances the quality and knowledge of our teaching.



Implementation continued

Parental Engagement: We actively involve parents in their children's reading journey through inviting parents in to read with the children, hosting reading events, and regular communication and sessions about supporting reading at home. This collaboration enhances children's literacy experiences and fosters a culture of reading within families. We have also shared videos of phonics pronunciation with our EYFS cohort this year, looking at developing that further into the wider school.

Personalised Approach to Delivery: Learning is adapted to fit the needs of individual learners, with ULS interventions and personalised provisions available to support those who require additional support. Teachers will plan challenging learning experiences to engage children in texts to enable a love of learning and will link to their Inquiry topic. Within this, discussion and evaluation skills are developed, giving children opportunities to ask their own questions and draw their own conclusions and viewpoints.

High Quality Phonics SSP: Our EYFS and KS1 classes have daily ULS phonics lessons. Structure, fast pace, praise and repetition are all key features of phonics sessions. Relevant, and clear phonics displays are evident within each classroom as well as provision throughout the school, with matched resources easily accessible. The fully decodable books enable teachers to understand each child's individual reading level, with the ULS Progression document in place to ensure progression is clearly mapped and followed consistently. It provides clear indicators of what and where children should be achieving during and at the end of each term.

After phonics: Once completing the ULS phonics scheme, our children move onto the Big Cat Collins reading scheme, alongside their reading for pleasure book. The children are assessed accordingly to their fluency and accuracy of their reading ability.

Impact

The impact of our effective English curriculum is evident in the following ways:

High Achievers: Our pupils are achieving well and make good progress in reading assessments, demonstrating strong literacy skills upon leaving our school and on into the middle school system. Our PSC results have progressed since using ULS and well above the national average last year.

Love of Reading: Children exhibit a good level of enthusiasm for reading, reflected in their participation in reading buddies, read and relax, specific reading events and sharing reading recommendations within their classes.

Inclusive Environment: All children, regardless of their background or ability, engage with the curriculum meaningfully. Our inclusive approach ensures that every learner feels valued and capable. We are able to support this through having a range of books within classes and our library.

Positive Parental Feedback: This year we have received positive feedback from parents regarding their children's progress within reading and what they are able to see from sharing and listening to their child read. Having been able to engage parents more and put on more focussed reading events such as author visits, reading cafes and drama workshops interest in reading and genres has started to increase.



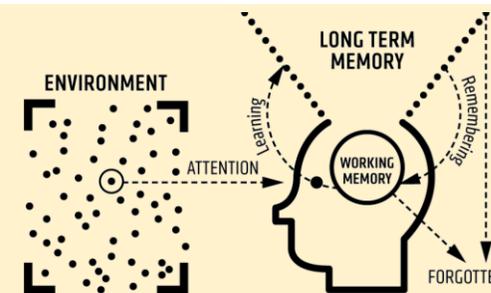
Wessex Learning Trust Principles

Strategic Aims

The Principles codify the shared language that contribute to high-quality, adaptive teaching and inclusion for all. Used routinely to bring the curriculum to life, the pedagogical principles support learning and progress over time. The Wessex Principles are not a linear planning tool, an expectation for every lesson or mandate a formulaic approach to lessons

The principles aim to:

- Reduce cognitive load
- Encourage self regulation
- Provide regular opportunities to identify misconceptions or gaps in learning
- Ensure teaching is adapted to need
- Make learning explicit and transferable across the curriculum, beyond school into the wider community and wider world



Ready To Learn
Routines

→ Linking Prior +
New Learning

→ Focused
Instruction 'I Do'

→ Practise
Learning 'We Do'

→ Learning Check
'You Do'

→ Consolidating
Learning

★ Subject pedagogies are key ingredients to adaptive teaching, alongside effective formative and summative feedback to monitor progress.

★ Disciplinary and substantive learning is integral to any planned sequence of learning.



National Curriculum Programme of Study: English/Reading

Year 1: Word Reading

Pupils should be taught to:

- Apply phonic knowledge and skills as the route to decode words
- Respond speedily with the correct sound to graphemes for all 40+ phonemes, including, where applicable, alternative sounds for graphemes.
- Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.
- Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
- Read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings
- Read other words of more than one syllable that contain taught GPCs
- Read words with contractors, and understand that the apostrophe represents the omitted letter(s)
- Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words
- Re-read these books to build up their fluency and confidence in word reading.

Year 2: Word Reading

Pupils should be taught to:

- Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent
- Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes
- Read accurately words of two or more syllables that contain the same graphemes as above
- Read words containing common suffixes
- Read further common exception words, noting unusual correspondence between spelling and sound and where these occur in the word
- Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered
- Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation
- Re-read these books to build up their fluency and confidence in word reading

Year 1: Comprehension

Pupils should be taught to:

- Develop pleasure in reading, motivation to read, vocabulary and understanding by:
 - listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently
 - being encouraged to link what they read or hear read to their own experiences
 - becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics
 - recognising and joining in their predictable phrases
 - learning to appreciate rhymes and poems, and to recite some by heart
 - discussing word meanings, linking new meanings to those already known
- Understand both the books they can already read accurately and fluently and those they listen to by:
 - drawing on what they already know or on background information and vocabulary provided by the teacher
 - checking that the text makes sense to them as they read and correcting inaccurate reading
 - discussing the significance of the title and events
 - making inferences on the basis of what is being said and done
 - predicting what might happen on the basis of what has been read so far
- Participate in discussion about what is read to them, taking turns and listening to what others say
- Explain clearly their understanding of what is read to them.

Year 2: Comprehension

Pupils should be taught to:

- Develop pleasure in reading, motivation to read, vocabulary and understanding by:
 - listening to, discussing and expressing 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
 - discussing the sequence of events in books and how items of information are related
 - becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales
 - being introduced to non-fiction books that are structured in different ways
 - recognising simple recurring literacy language in stories and poetry
 - discussing and clarifying the meaning of words, linking new meanings to known vocabulary
 - discussing their favourite words and phrases
 - continuing to build up a repertoire of poems learned by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear
- Understand both the books that they can already read accurately and fluently and those that they listen to by:
 - drawing on what they already know or on background information and vocabulary provided by the teacher
 - checking that the text makes sense to them as they read and correcting inaccurate reading
 - making inferences on the basis of what is being said and done
 - answering and asking questions
 - predicting what might happen on the basis of what has been read so far
- Participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say.
- Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.



National Curriculum Programmes of Study: English Reading

Year 3/4: Word Reading

Pupils should be taught to:

- Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet.
- Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.

Year 3/4: Comprehension

Pupils should be taught to:

- Develop positive attitudes to reading and understanding of what they read by:
 - listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
 - reading books that are structured in different ways and reading for a range of purposes
 - using dictionaries to check the meaning of words that they have read
 - increasing their familiarity with a wide range of books, including fairy stories, myths and legends and retelling some of these orally
 - identifying themes and conventions in a wide range of books
 - preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action
 - discussing words and phrases that capture the reader's interest and imagination
 - recognising some different forms of poetry
- Understand what they read, in books they can read independently, by:
 - checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context
 - asking questions to improve their understanding of a text
 - drawing inferences such as inferring character's feelings, thoughts and motives from their actions, and justifying inferences with evidence
 - predicting what might happen from details stated and implied.
 - identifying main ideas drawn from more than one paragraph and summarising these
 - identifying how language, structure, and presentation contribute to meaning
- Retrieve and record information from non-fiction
- Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.



Learning how to (skills)					
Reading	EYFS	KS1		KS2	
Word Reading	Reception ULS progression & Early Learning Goals	Year 1	Year 2	Year 3	Year 4
<p>Phonics and Decoding</p> <p>See Appendix 1 for detailed breakdown of Phonics Progression.</p> <p>ULS Progression document.pdf</p> <p>EYFS ULS Termly progression</p> <p>Year 1 ULS Termly progression</p>	<p>Read individual letters by saying the GPC for them.</p> <p>Blend sounds into words, so that they can read short words made up of GPCS.</p> <p>Say a sound for each letter in the alphabet and at least 10 digraphs.</p> <p>Read words consistent with their phonic knowledge by sound-blending.</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p>	<p>To apply phonic knowledge and skills as the route to decode words.</p> <p>To blend sounds in unfamiliar words using the GPCs that they have been taught.</p> <p>To respond speedily, giving the correct sound to graphemes for all of the 40+ phonemes.</p> <p>To read words containing taught GPCs.</p> <p>To read words containing -s, -es, -ing, -ed and -est endings.</p> <p>To read words with contractions, e.g. I'm, I'll and we'll.</p>	<p>To continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent.</p> <p>To read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.</p> <p>To accurately read most words of two or more syllables.</p>	<p>To use their phonic knowledge to decode quickly and accurately (may still need support to read longer unknown words using chunking technique).</p> <p>To apply their growing knowledge of root words and prefixes, including in-, im-, il-, ir-, dis-, mis-, un-, re-, sub-, inter-, super-, anti- and auto- to begin to read aloud.</p> <p>To apply their growing knowledge of root words and suffixes/word endings, including -ation, -ly, -ous, -ture, -sure, -sion, -tion, -ssion and -cian, to begin to read aloud.</p>	<p>To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill.</p> <p>To apply their knowledge of root words, prefixes and suffixes/word endings to read aloud fluently.*</p>



<p>Common Exception Words</p>	<p>Read phase 2 and 3 CEWs link to ULS phonics programme.</p> <p>To read some phase 4 CEWs linked to ULS phonics programme.</p> <p>To read some common irregular words.</p>	<p>To read Y1 common exception words, noting unusual correspondences between spelling and sound and where these occur in words.</p> <p>Read phase 4 and 5 CEWs link to ULS phonics programme.</p>	<p>To read most Y1 and Y2 common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.</p> <p>To read most words containing common suffixes.</p>	<p>To begin to read Y3/Y4 exception words.</p>	<p>To read all Y3/Y4 exception words, discussing the unusual correspondences between spelling and these occur in the word.</p>
<p>Fluency</p>	<p>Blend sounds into words, so that they can read short words made up of letter-sound correspondences.</p> <p>Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</p> <p>Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p>	<p>To accurately read texts that are consistent with their developing phonic knowledge, that do not require them to use other strategies to work out words.</p> <p>To reread texts to build up fluency and confidence in word reading.</p>	<p>To read aloud books (closely matched to their improving phonic knowledge), sounding out unfamiliar words accurately, automatically and without undue hesitation.</p> <p>To reread these books to build up fluency and confidence in word reading.</p> <p>To read words accurately and fluently without overt sounding and blending, e.g. sight reading familiar and common words.</p>	<p>At this stage, teaching comprehension skills should be taking precedence over teaching word reading and fluency specifically. Any focus on word reading should support the development of vocabulary.</p>	



Reading Comprehension	EYFS	KS1		KS1	
	Reception Early Learning Goals	Year 1	Year 2	Year 3	Year 4
Question Types	<p>Literal - Discussing and identifying basic information from the text and pictures.</p> <p>Speaking ELG Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p>	<p>literal retrieval: multiple choice/ straight forward responses</p> <p>discuss the significance of the title and events</p>	<p>retrieval: matching up info/ order events/ info in a table</p> <p>prediction - what might happen on the basis of what has been read</p> <p>inference based on what is being said and done</p>	<p>compare and contrast similarities and differences between books (same author or those read)</p> <p>inference, including characters' feelings, thoughts and motives from their actions and choice of vocab</p> <p>identifying main ideas drawn from more than one paragraph and summarising</p> <p>Evaluative style question introduced - begin to form basic responses to authors choice of words</p>	<p>use of words/ similes/ metaphors - identification, then why used & the meaning behind</p> <p>inference & deduction of characters' feelings, thoughts and motives with explanations</p> <p>Evaluative questions - providing evidence, from the text and drawing from wider knowledge</p> <p>identifying how structure and presentation contribute to meaning</p>
Understanding and Correcting Inaccuracies	<p>Listen to and talk about stories to build familiarity and understanding.</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p> <p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and</p>	<p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary</p> <p>To check that a text makes sense to them as they read and to self- correct, through re-reading.</p>	<p>To show understanding by drawing 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 to correct inaccurate reading.</p>		



Comparing,
Contrasting
and
Commenting

<p>Compare and contrast characters from stories, including figures from the past.</p> <p>Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.</p> <p>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>Anticipate (where appropriate) key events in stories.</p> <p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p>	<p>To listen to and discuss a wide range of fiction, non-fiction and poetry at a level beyond that at which they can read independently.</p> <p>To link what they have read or have read to them to their own experiences.</p> <p>To retell familiar stories in increasing detail.</p> <p>To join in with discussions about a text, taking turns and listening to what others say.</p> <p>To discuss the significance of titles and events.</p>	<p>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.</p> <p>To become increasingly familiar with and to retell a wide range of stories, fairy stories and traditional tales.</p> <p>To discuss the sequence of events in books and how items of information are related.</p> <p>To recognise simple recurring literary language in stories and poetry.</p> <p>To ask and answer questions about a text.</p> <p>To make links between the text they are reading and other texts they have read (in texts that they can read independently).</p>	<p>To recognise, listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</p> <p>To use appropriate terminology when discussing texts (plot, character, setting).</p>	<p>To discuss and compare texts from a wide variety of genres and writers.</p> <p>To read for a range of purposes.</p> <p>To identify themes and conventions in a wide range of books.</p> <p>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).</p> <p>To identify how language, structure and presentation contribute to meaning.</p> <p>To identify main ideas drawn from more than one paragraph and summarise these.</p>
---	---	---	--	---



Words In Context and Authorial Choice

<p>Words In Context and Authorial Choice</p>	<p>Learn new vocabulary. Use new vocabulary throughout the day.</p> <p>Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.</p> <p>Use new vocabulary in different contexts. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</p>	<p>To discuss word meaning and link new meanings to those already known.</p>	<p>To discuss and clarify the meanings of words, linking new meanings to known vocabulary.</p> <p>To discuss their favourite words and phrases.</p>	<p>To check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.</p> <p>To discuss authors' choice of words and phrases for effect.</p>	<p>Discuss vocabulary used to capture readers' interest and imagination</p>
---	--	--	---	--	---



<p>Inference and Prediction</p>	<p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>Anticipate (where appropriate) key events in stories.</p>	<p>To begin to make simple inferences.</p> <p>To predict what might happen on the basis of what has been read so far.</p>	<p>To make inferences on the basis of what is being said and done.</p> <p>To predict what might happen on the basis of what has been read so far in a text.</p>	<p>To ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives.</p> <p>To justify predictions using evidence from the text.</p>	<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>Poetry and Performance</p>	<p>Engage in story times.</p> <p>Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.</p> <p>Develop storylines in their pretend play.</p> <p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</p> <p>Make use of props and materials when role playing characters in narratives and stories.</p> <p>Invent, adapt and recount narratives and stories with their peers and their teacher.</p> <p>Sing a range of well-known nursery rhymes and songs.</p> <p>Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time to</p>	<p>To recite simple poems by heart.</p>	<p>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.</p>	<p>To prepare and perform poems and play scripts that show some awareness of the audience when reading aloud.</p> <p>To begin to use appropriate intonation and volume when reading aloud.</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><u>Non-Fiction</u></p>	<p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</p>		<p>To recognise that non-fiction books are often structured in different ways.</p>	<p>To retrieve and record information from non-fiction texts.</p> <p>To use dictionaries to check the meaning of words that they have read.</p>	<p>To use all of the organisational devices available within a non-fiction text to retrieve, record and discuss information.</p>
----------------------------------	--	--	--	---	--