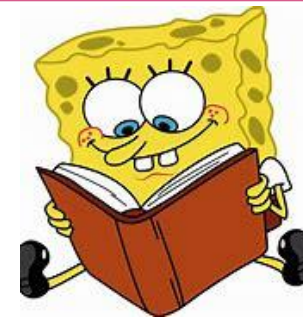


Year 1 Reading Learning Journey

Year 1



Explain clearly their understanding of what is read to them



Participate in discussion about what is read to them, taking turns and listening to what others say

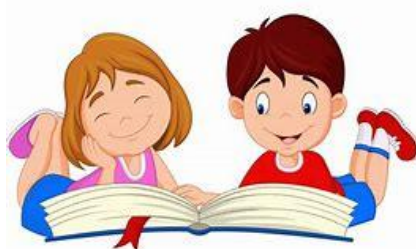


Understand both the books they can already read accurately and fluently and those they listen to



Comprehension

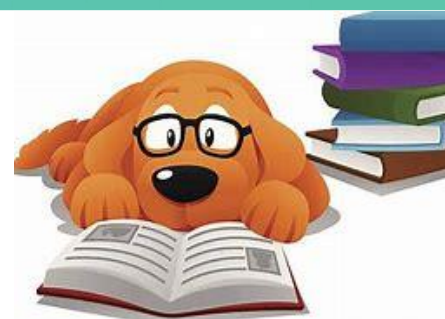
Develop pleasure in reading, motivation to read, vocabulary and understanding



Read books aloud, accurately that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words



Read other words of more than one syllable that contain taught GPCs



Reread these books to build up their fluency and confidence in word reading.



Read words with contractions, and understand that the apostrophe represents the omitted letter(s)



Read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings

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



Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes



Apply phonic knowledge and skills as the route to decode words

Year 2

Year 2 Reading Learning Journey

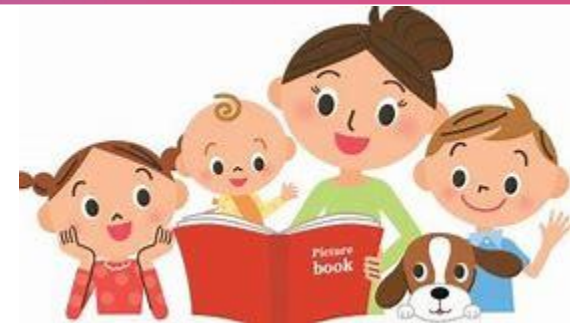
Year 2



Develop pleasure in reading, motivation to read, vocabulary and understanding



Understand both the books that they can already read accurately and fluently and those that they listen to



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.



Comprehension

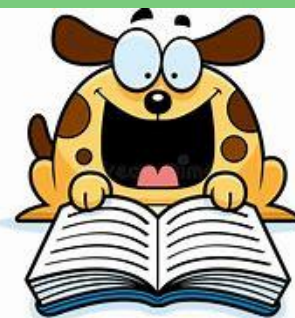
Reread these books to build up their fluency and confidence in word reading.



Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation



Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered



Read further common exception words, noting unusual correspondence between spelling and sound and where these occur in the word

Read accurately words of two or more syllables that contain the same graphemes as above



Read words containing common suffixes



Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes



Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent

Year 3

Year 3 Reading Learning Journey

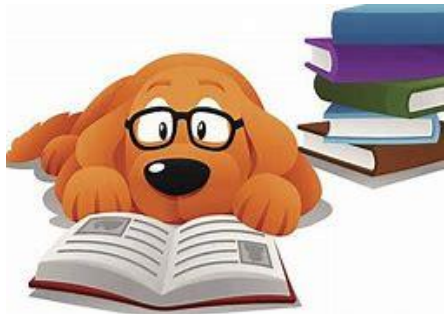
Year
3



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.



Retrieve and record information from non-fiction



Understand what they read, in books they can read independently



Develop positive attitudes to reading, and an understanding of what they read



Comprehension



Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.



Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology), both to read aloud and to understand the meaning of new words they meet.

Year 4

Year 4 Reading Learning Journey

Year
4



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.



Retrieve and record information from non-fiction



Understand what they read, in books they can read independently,



Develop positive attitudes to reading, and an understanding of what they read.



Comprehension



Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.



Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology), both to read aloud and to understand the meaning of new words they meet

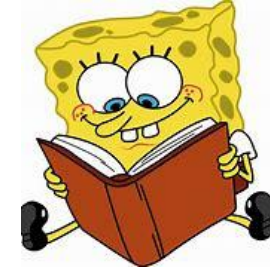
Year 5

Year 5 Reading Learning Journey

Year 5



Provide reasoned justifications for their views.



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.



Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously.



Distinguish between statements of fact and opinion.



Retrieve, record and present information from non-fiction.



Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.



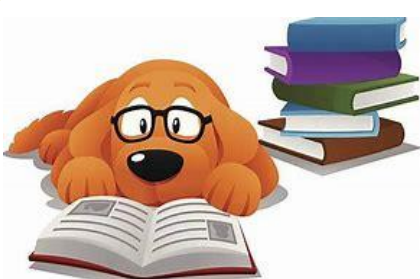
Maintain positive attitudes to reading and an understanding of what they read.



Understand what they read.



Comprehension



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.

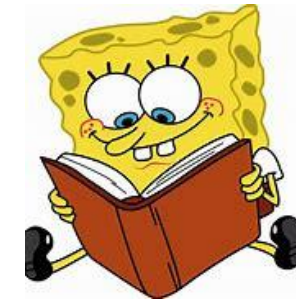
Year 6

Year 6 Reading Learning Journey

Year
6



Provide reasoned justifications for their views.



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



Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously.

Retrieve, record and present information from non-fiction.



Distinguish between statements of fact and opinion.

Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.



Understand what they read.



Maintain positive attitudes to reading and an understanding of what they read.



Comprehension



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.

Year 7



Reading Learning Journey

OUP: To ensure a consistency of approach, OLQP has chosen the Essential Letters and Sounds phonics programme, alongside Essential Spelling and Word knowledge and the Oxford Owl Reading scheme.

EYFS: Children take home fully decodable home reading books each week which support the ELS phonics programme. Any pupils who are not able to read regularly at home, read regularly 1:1 with an adult in school.

KS1: Each week children take home two fully decodable home reading books which support the ELS programme and is at their appropriate reading level. Pupils also read twice weekly to an adult in school. Children who do not read frequently at home read aloud daily in school with an adult on a 1:1 basis.

Year 1 Phonics Screening: Children who do not pass, receive small group or 1:1 intervention and retake the screening in Year 2.

Early Intervention: Children identified as not *or* just passing their phonics check receive 1:1 small group phonics intervention and 1:1 reading upon entering Year 3 on a 12-week cycle intensive programme using ELS resources.

Reading Levels: Children continue to progress through the Oxford Owl reading scheme, changing books weekly and independently. Reading Levels are monitored by class teachers and updated regularly to the child's appropriate level.

Salford Reading Test: In Autumn, Spring and Summer, children complete a Salford Reading Test to determine their reading accuracy and comprehension age. If children score an accuracy age of 10:4, they withdraw from the reading scheme to focus on reading for pleasure texts.

Closing the gap: Children not making expected progress complete a YARC test which determines their reading rate, accuracy and comprehension score. They are then given appropriate intervention to address this. If after two cycles of intense 12-week intervention there has been little progress, an SEN monitoring or referral is made.