

Bishop Henderson Readers

Intention Statement

At Bishop Henderson Church of England Primary School, our children will leave us as ambitious readers. Our children will be able to read fluently, confidently and well. Our staff share their enthusiasm about reading and teachers choose high quality texts to inspire the love and pleasure for reading for all of our children. As the children progress through our school, they will be able to articulate their responses to a variety of texts they have read. They will also learn to evaluate and appreciate the deeper meaning within these, ensuring that they are prepared for the next stage of their education.

A high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others and through their reading and listening, others can communicate with them. Through wide reading, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Reading also enables pupils both to acquire knowledge and to build on what they already know. The skills of language – being able to speak, read and write fluently and confidently – ensure children are able to participate fully as members of society.

| Skills | EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
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| Decoding | <p>Phase 1 Aspects:</p> <ul style="list-style-type: none"> 1-3 General sound discrimination environmental sounds instrumental sounds body percussion 4 Rhythm and rhyme 5 Alliteration 6: Voice sounds 7: Oral blending and segmenting <p>Phase 2</p> <ul style="list-style-type: none"> Recognise 22 phonemes Move from decoding orally to using graphemes Read vc and cvc words Read tricky word: I, to, go, no, the <p>Phase 3</p> <ul style="list-style-type: none"> Recognise 25 new phonemes Read cvc words Reading 2 syllable words Reading captions Read tricky words: he, she, we, me, be, was, my, you, they, her, all, are Learn letter names <p>Phase 4</p> <ul style="list-style-type: none"> Read words containing adjacent consonants and polysyllabic words | <ul style="list-style-type: none"> apply phonic knowledge to decode words speedily read all 40+ letters/groups for 40+ phonemes read accurately by blending taught GPC read common exception words read common suffixes (-s, -es, -ing, -ed, etc.) read multisyllable words containing taught GPCs read contractions and understanding use of apostrophe read aloud phonically decodable texts | <ul style="list-style-type: none"> secure phonic decoding until reading is fluent read accurately by blending, including alternative sounds for graphemes read multisyllable words containing these graphemes read common suffixes *read exception words, noting unusual correspondences *read most words quickly & accurately without overt sounding and blending | <ul style="list-style-type: none"> apply their growing knowledge of root words, prefixes and suffixes, 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 | <ul style="list-style-type: none"> apply their growing knowledge of root words, prefixes and suffixes, 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 | <ul style="list-style-type: none"> 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 | <ul style="list-style-type: none"> 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 |
| Range of Reading | <ul style="list-style-type: none"> Listens to and joins in with stories and poems, one to-one and also in small groups. Listens to stories with increasing attention and recall. Shows interest in illustrations and print in books and print in the environment | <ul style="list-style-type: none"> becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics recognizing and joining | <ul style="list-style-type: none"> listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and nonfiction at a level beyond that at which they can read independently | <ul style="list-style-type: none"> 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 | <ul style="list-style-type: none"> 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 | <ul style="list-style-type: none"> continuing to read and discuss an increasingly 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 making comparisons within and across books | <ul style="list-style-type: none"> continuing to read and discuss an increasingly 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 making comparisons within and across books |

| Skills | EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
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| Familiarity with text | <ul style="list-style-type: none"> • Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. • Beginning to be aware of the way stories are structured. • Suggests how the story might end. • Describes main story settings, events and principal characters | <ul style="list-style-type: none"> • becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics • recognizing and joining in with predictable phrases | <ul style="list-style-type: none"> • becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales • recognizing simple recurring literary language in stories and poetry | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions • identifying and discussing themes and conventions in and across a wide range of writing | <ul style="list-style-type: none"> • increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions • identifying and discussing themes and conventions in and across a wide range of writing |
| Discussing reading | <ul style="list-style-type: none"> • listens to stories and • participate in discussion about what is read to them, taking turns and listening to what others say | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • participate in discussion about books, poems & other works that are read to them & 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 | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • recommending books that they have read to their peers, giving reasons for their choices • participate in discussions about books, building on their own and others' ideas and challenging views courteously • explain and discuss their understanding of what they have read, including through formal presentations and debates • provide reasoned justifications for their views | <ul style="list-style-type: none"> • recommending books that they have read to their peers, giving reasons for their choices • participate in discussions about books, building on their own and others' ideas and challenging views courteously • explain and discuss their understanding of what they have read, including through formal presentations and debates • provide reasoned justifications for their views |
| Word Meanings/vocabulary | <ul style="list-style-type: none"> • Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. • Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words. | <ul style="list-style-type: none"> • discussing word meanings, linking new meanings to those already known | <ul style="list-style-type: none"> • discussing and clarifying the meanings of words, linking new meanings to known vocabulary discussing their favourite words and phrases | <ul style="list-style-type: none"> • using dictionaries to check the meaning of words that they have read | <ul style="list-style-type: none"> • using dictionaries to check the meaning of words that they have read | <ul style="list-style-type: none"> • using dictionaries to check the meaning of words that they have read use thesauri for finding synonyms and antonyms | <ul style="list-style-type: none"> • using dictionaries to check the meaning of words that they have read use thesauri for finding synonyms and antonyms |

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| Understanding | <ul style="list-style-type: none"> Beginning to be aware of the way stories are structured They demonstrate an understanding when talking with others about what they have read. | <ul style="list-style-type: none"> 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 | <ul style="list-style-type: none"> discussing the sequence of events in books and how items of information are related 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 | <ul style="list-style-type: none"> 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 identifying main ideas drawn from more than one paragraph and summarizing these | <ul style="list-style-type: none"> 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 identifying main ideas drawn from more than one paragraph and summarizing these | <ul style="list-style-type: none"> 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 identifying main ideas drawn from more than one paragraph and summarizing these | <ul style="list-style-type: none"> 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 identifying main ideas drawn from more than one paragraph and summarizing these |
| Inference | <ul style="list-style-type: none"> Suggests how the story might end. Describes main story settings, events and principal characters | <ul style="list-style-type: none"> discussing the significance of the title and events making inferences on the basis of what is being said and done | <ul style="list-style-type: none"> making inferences on the basis of what is being said and done answering and asking questions | <ul style="list-style-type: none"> drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence | <ul style="list-style-type: none"> drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence | <ul style="list-style-type: none"> drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence | <ul style="list-style-type: none"> drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence |
| Prediction | <ul style="list-style-type: none"> Predict what the text could be about using the title page. | <ul style="list-style-type: none"> predicting what might happen on the basis of what has been read so far | <ul style="list-style-type: none"> predicting what might happen on the basis of what has been read so far | <ul style="list-style-type: none"> predicting what might happen from details stated and implied | <ul style="list-style-type: none"> predicting what might happen from details stated and implied | <ul style="list-style-type: none"> predicting what might happen from details stated and implied | <ul style="list-style-type: none"> predicting what might happen from details stated and implied |
| Authorial Intent | <ul style="list-style-type: none"> identify how repetitive patterns, words, and phrases aid their enjoyment of the text | <ul style="list-style-type: none"> Identify how repetitive patterns, words, and phrases aid their enjoyment of the text | <ul style="list-style-type: none"> Identify how vocabulary choice (by the author) affects meaning | <ul style="list-style-type: none"> discussing words and phrases that capture the reader's interest and imagination identifying how language, structure, and presentation contribute to meaning | <ul style="list-style-type: none"> discussing words and phrases that capture the reader's interest and imagination identifying how language, structure, and presentation contribute to meaning | <ul style="list-style-type: none"> identifying how language, structure and presentation contribute to meaning discuss and evaluate how authors use language, including figurative language, considering the impact on the reader | <ul style="list-style-type: none"> identifying how language, structure and presentation contribute to meaning discuss and evaluate how authors use language, including figurative language, considering the impact on the reader |
| Non-fiction | <ul style="list-style-type: none"> Knows information can be relayed in the form of print | <ul style="list-style-type: none"> Understand that non-fiction is based on real life events or people | <ul style="list-style-type: none"> being introduced to non-fiction books that are structured in different ways | <ul style="list-style-type: none"> retrieve and record information from non-fiction | <ul style="list-style-type: none"> retrieve and record information from non-fiction | <ul style="list-style-type: none"> distinguish between statements of fact and opinion retrieve, record and present information from nonfiction | <ul style="list-style-type: none"> distinguish between statements of fact and opinion retrieve, record and present information from nonfiction |

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| <p style="text-align: center;"><i>Poetry & Performance</i></p> | <ul style="list-style-type: none"> • <i>Enjoys rhyming and rhythmic activities.</i> • <i>Shows awareness of rhyme and alliteration.</i> • <i>Recognizes rhythm in spoken words.</i> • <i>Listens to and joins in with poems, one-to-one and also in small groups.</i> • <i>Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.</i> • <i>Continues a rhyming string</i> | <ul style="list-style-type: none"> • <i>Learning to appreciate rhymes and poems, and to recite some by heart</i> | <ul style="list-style-type: none"> • <i>continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear</i> | <ul style="list-style-type: none"> • <i>preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action recognising some different forms of poetry</i> | <ul style="list-style-type: none"> • <i>preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action recognising some different forms of poetry</i> | <ul style="list-style-type: none"> • <i>learning a wider range of poetry by heart preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience</i> | <ul style="list-style-type: none"> • <i>earning a wider range of poetry by heart preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience</i> |
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