

Subject Specific Concepts and the reasons for our choices

Subject: Reading

Reading has an important place in education and in society. A high-quality education in reading will direct pupils to speak and write fluently so that they can communicate their ideas and emotions to others; being a fluent reader also allows others to communicate with them. At Repton Manor, we believe that through reading, pupils have the chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature plays a key role in such development. By teaching reading, we intend to impart pupils with the knowledge, skills, understanding and attitudes they need in order to reach their potential as individuals and become literate members of society.

Concept	Why learn about this concept?	Year group studied
Early Reading	<p>From reception, children take part in daily phonics lessons to continue to help improve word reading skills and strategies to engage with texts. Phonics books are matched to children's increasing knowledge of phonics and repeated readings of the texts support their increasingly fluent decoding. As the children become ready, the focus shifts to children applying their reading skills, using these for comprehension purposes and developing higher order skills of comprehension.</p> <p>Children in EYFS and KS1 take home phonetically decodable books to read aloud, which are consistent with their developing phonic knowledge. These include the last RWI Storybook that is being read in class and a RWI Book Bag Book which provides children with additional reading practice at home.</p>	<p>EYFS Year 1 Year 2</p>
Decoding (Word Reading)	<p>To recognise words on a page, pupils must learn to associate the sounds of our language with visual symbols. The sounds represented are the smallest chunks of spoken sound that we can categorise, called phonemes. The visual symbols representing these phonemes are letters of the alphabet operating individually or in groups. Explicit teaching can help pupils to learn these associations and how to use them. Children are taught to read unfamiliar words (words that have not been decoded before) by saying the sounds corresponding to the letters in the words and then blending the sounds together, either aloud or silently.</p> <p>As pupils become more expert at recognising words and building meaning from them, their reading begins to flow. Pupils can reinforce this important sense of fluency through text experience and through rehearsed reading aloud.</p>	<p>EYFS Year 1 Year 2 Year 3 Year 4 Year 5 Year 6</p>
Language Comprehension (spoken language, developing talk, back and forth talk, listening)	<p>A language-rich environment is one in which adults talk with children throughout the day. The more children take part in conversations, the more they will understand once they can read and the more vocabulary and ideas they will have to draw on when they can write.</p> <p>Developing talk means that children are able to articulate what they know and understand and develop their knowledge across all areas of learning, using the vocabulary they need to support learning.</p> <p>Children will be taught when to listen and to know what good listening looks like.</p>	<p>EYFS Year 1 Year 2 Year 3 Year 4 Year 5 Year 6</p>

<p>Comprehension Vocabulary Inference Prediction Explain Retrieval Summarise/sequence</p>	<p>Children participate in the Accelerated Reader from Year 2, or earlier if they finish the RWI programme sooner. Through the AR scheme, children complete a Star Reader test each term and a points target is set. This short online reading comprehension quiz assigns children to a specific range of books. The books in their range will be challenging but not too hard to read: this concept is known as a zone of proximal development (ZPD). AR allows children to self-monitor their individual reading. Children choose their own books within their ZPD, complete a short multiple-choice quiz after reading the book to check understanding and then earn points towards their individual target.</p> <p>Teaching comprehension involves the provision of fascinating, challenging experiences with texts that have been chosen for the breadth and relevance of their content. It also involves awakening pupils to the active, personal nature of comprehension through explanation, modelling and rich discussion.</p> <p>When children have completed the RWI programme, children participate in whole class reading sessions with their class teachers. During reading lessons, children access a range of texts and will use their class text and linked texts as different reading materials. These reading sessions make use of the different reading skills and encourage children to develop their comprehension and decoding skills through the use of VIPERS:</p> <ul style="list-style-type: none"> - Vocabulary - Inference - Prediction - Explain - Retrieval - Summarise/sequence <p>In addition to whole class reading, children also have class story time. Teachers may choose a class story linked to a topic that their class is currently working on or may choose one suggested by the children (with an appropriate level of challenge).</p>	<p>Year 1 Year 2 Year 3 Year 4 Year 5 Year 6</p>
<p>Secondary concepts</p>	<p>Children will also develop their understanding of identified second order concepts through the reading curriculum. These concepts branch across subjects, creating horizontal links across our whole curriculum. They aim to develop flexible knowledge and skills that children can apply to multiple curriculum areas. In reading children will be develop their understanding of the following second order concepts:-</p> <ul style="list-style-type: none"> ● Similarity and difference: (making comparisons between authors, text types, genres, authorial intent) ● Cause and consequence: (development of plot within texts) ● Continuity and change: (development of characters through narrative, understanding the development of plot) ● Significance: (significant events within texts, significant authors) 	<p>All years</p>

	<ul style="list-style-type: none">● Written and oral expression: (Using terminology, evaluation, description, recall, objectivity, explaining, describing, presenting and interpreting)	
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