

Subject Specific Concepts and the reasons for our choices

Subject: Reading

At Harrietsham, we believe that reading is a fundamental skill that will support children for the rest of their lives. All children who arrive at the school, regardless of their starting points and educational history, will leave the school able to read with sufficient fluency to access secondary education. We want to provide opportunities across the curriculum to explore wide ranges of texts and genres, whilst also ensuring children have plenty of time to read for pleasure. A love of reading should be evident as you walk through our school, with well-resourced reading areas and a high-quality library.

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.</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 in EYFS and Year 1 are taught comprehension skills as part of their third reading session as per the Little Wandle reading approach.</p> <p>In Year 2 and Key Stage 2, the children are taught as a whole class, with targeted groups in place for those children who require. We follow a robust and evidenced based approach to teaching the comprehension skills called 'Complete Comprehension'. The children take part in questions, debates, research and other activities to encourage a love for reading whilst embedding key reading skills. Teachers will also plan sessions using picture books, poetry and other genres to boost a love of reading and to ensure all children access and enjoy their reading lessons. Our reading curriculum covers all requirements of the 2014 National Curriculum and the 2023 DfE Reading Framework.</p> <p>All children bring home a Learn to Read and a Love to Read book. The first is a levelled phonics or colour banded book which is levelled at the child's current reading level (using Little Wandle or Collins fluency assessments). The second is a book chosen by the child which can be read by adults at home for enjoyment. This may come from the school library or class book corner.</p> <p>All classes spend at least 10 minutes every day having class story-time. Children get to listen to their adults reading exciting stories which they have studied in class, or simply books that they enjoy!</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) ● Written and oral expression: (Using terminology, evaluation, description, recall, objectivity, explaining, describing, presenting and interpreting) 	<p>All years</p>