







Reading Continuum
2020


Stage/Year group	The teaching of reading is facilitated through -	Our commitment is to -
<p data-bbox="353 384 723 437">Beginning Readers</p> <p data-bbox="320 507 398 547">FS1</p>  <p data-bbox="320 1161 613 1201">Older Children</p>	<p data-bbox="768 379 1249 403">Developing close links between home and school.</p> <p data-bbox="768 440 1518 491">Providing a wide range of quality texts including stories, rhymes, poems and non-fiction.</p> <p data-bbox="768 528 1491 579">Ensuring that reading is part of the daily routine and a love of reading is promoted.</p> <p data-bbox="768 616 1133 639">High quality Power of Reading texts.</p> <p data-bbox="768 676 1503 727">Adults sharing children's favourite books and encouraging children to talk through the book drawing on picture cues and repetition of the text.</p> <p data-bbox="768 764 1447 815">Adults reading nursery rhymes, poems, songs and rhyming texts and children joining in.</p> <p data-bbox="768 852 1491 903">Providing for opportunities to respond to texts and illustrations through questions and imaginative play.</p> <p data-bbox="768 940 1458 991">A focus on gaps in early phonological awareness ensuring children can discriminate between similar sounds.</p> <p data-bbox="768 1027 1290 1051">Enabling children to develop a stock of known words.</p> <p data-bbox="768 1088 1518 1139">Showing children how to handle books, how print works and the direction of the text.</p> <p data-bbox="768 1150 1469 1201">Observation of reading through a range of sources to monitor reading behaviours, text choices and strategies used.</p>	<p data-bbox="1552 379 2123 430">Liaise with parents in observing and evaluating children's interaction with texts.</p> <p data-bbox="1552 467 2130 544">Provide a text rich environment with an inviting and accessible reading area filled with a range of high quality texts.</p> <p data-bbox="1552 580 2130 657">Model reading stories aloud and demonstrate reading for pleasure, purpose and meaning demonstrating supportive reading strategies.</p> <p data-bbox="1552 694 2145 770">Draw attention to reading techniques such as using a range of voice sounds, alliteration and assonance in the environment, rhymes and poetry.</p> <p data-bbox="1552 807 2101 858">Utilise story props and incorporate them into role play areas and collaborative drama improvisations.</p> <p data-bbox="1552 895 2130 971">Play games involving oral blending and segmenting through words.</p> <p data-bbox="1552 975 1899 999">Provide beginning phonics sessions.</p> <p data-bbox="1552 1035 2145 1086">Have a range of words in the environment that children can begin to recognise and learn through repetition.</p> <p data-bbox="1552 1123 2130 1174">Fine tune and source appropriately aged reading materials based on child's interests.</p>

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<p data-bbox="277 363 560 408">Early Readers</p> <p data-bbox="203 483 286 523">FS2 </p> <p data-bbox="203 1082 499 1121">Older Children</p>	<p data-bbox="656 360 1368 411">Promote positive attitudes to reading by ensuring it is a central part of home and school routines.</p> <p data-bbox="656 448 1395 531">Providing a rich reading environment with a wide range of texts including stories, poetry and non-fiction , a lending library and access to the school library. Provide opportunities for discussion about what they have read.</p> <p data-bbox="656 568 1384 619">Opportunities to engage with a core range of high quality texts regularly for enjoyment and to share with an adult or a friend.</p> <p data-bbox="656 655 1350 707">Choosing meaningful shared texts to build stamina, establish flow and provide allegiance to the storyline.</p> <p data-bbox="656 743 1346 826">Providing opportunities to develop confidence in using familiar texts, modelling one to one correspondence of printed words and how to use cueing systems and strategies.</p> <p data-bbox="656 863 1256 914">Teaching phonics in context, introducing grapheme/phoneme correspondence, segmenting and blending in a word.</p> <p data-bbox="656 951 1301 978">Learning a core of common sight words to help facilitate fluency.</p> <p data-bbox="656 1015 1361 1066">Encouraging self monitoring, children checking for accuracy and making sense, self correcting where required.</p> <p data-bbox="656 1150 1368 1201">Reading aloud with and to children and help them to develop their visual literacy.</p> <p data-bbox="656 1238 1402 1289">Teaching children to reflect upon their own reading and how they deal with miscues.</p> <p data-bbox="656 1334 1395 1385">Modelling how how to make informed guesses based on semantic, syntactic and grapho-phonetic information.</p>	<p data-bbox="1440 360 2011 472">Children to enjoy reading for pleasure on a daily basis. Adults to model positive reading behaviour. Liaise with parents to support home/school links through the weekly reading challenge.</p> <p data-bbox="1440 509 2002 560">Have creative, welcoming and well stocked reading areas and displays.</p> <p data-bbox="1440 596 1939 679">Ensure RWI phonics sessions are taught daily. Teach children to read and spell some Y1 common exception words.</p> <p data-bbox="1440 716 2013 799">Enable children to transfer and develop phonic knowledge skills in meaningful contexts and enriched reading experiences.</p> <p data-bbox="1440 836 2018 887">Teach reading skills, facilitate book talk, support children in book choices and guide them with their next steps.</p> <p data-bbox="1440 924 2007 951">Ensure class resources and the environment are labelled.</p> <p data-bbox="1440 987 2011 1038">A home/school reading record will provide a platform for dialogue between parents/teachers.</p> <p data-bbox="1440 1075 1906 1126">Continue to provide a rich, encouraging reading environment.</p> <p data-bbox="1440 1163 1980 1214">Demonstrate how self correcting and substituting can enhance overall understanding of text.</p>

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<p data-bbox="203 325 595 373">Developing Readers</p> <p data-bbox="203 443 613 485">Y1 + Y2 </p> <p data-bbox="203 1038 501 1086">Older Children</p>	<p data-bbox="656 320 1397 373">Observations of sample reading to analyse strengths, self corrections and substitutions.</p> <p data-bbox="656 408 1361 464">A range of reading experiences including paired reading, reading aloud, sustained reading, group reading, quiet reading and book club.</p> <p data-bbox="656 499 1375 555">Providing opportunities for reading for pleasure and purpose sessions as part of the daily routine.</p> <p data-bbox="656 590 1382 646">Reading aloud to children and providing opportunities for questions to be asked and opinions given.</p> <p data-bbox="656 681 1391 737">Fostering positive reading attitudes by modelling through shared reading; predicting, sampling, confirming, self monitoring and self correcting</p> <p data-bbox="656 772 1404 853">Further embedding comprehension and interpretation of texts by developing children's questioning skills and inference. Also include 'reading' illustrations in picture books to give an understanding of deeper meaning.</p> <p data-bbox="656 888 1397 944">Teaching phonics systematically enabling children to read a wider range of words that may not be easily encoded through syntactic or semantic clues.</p> <p data-bbox="656 979 1406 1035">Supporting the development of fluency and pace by encouraging children to look at larger chunks of words with an analytical approach.</p> <p data-bbox="656 1070 1090 1098">Providing a wider range of reading material.</p> <p data-bbox="656 1133 1377 1214">Encouraging children to reflect on miscues. Continue to model a range of cueing systems and supporting strategies when encountering unknown words.</p> <p data-bbox="656 1222 1229 1249">Supporting children in viewing reading as a social activity.</p> <p data-bbox="656 1254 1408 1307">Ensuring good teacher knowledge of high quality texts to enable children to make informed book choices.</p>	<p data-bbox="1440 320 2022 402">Promote ERIC time for children to choose their own texts with guidance and enjoy reading for pleasure and purpose daily.</p> <p data-bbox="1440 437 1955 493">Develop independence in choosing texts from a well stocked inviting choice of reading areas.</p> <p data-bbox="1440 528 2002 555">Provide children with a variety of texts including digital.</p> <p data-bbox="1440 590 1971 646">Provide adults to recommend good books and actively participate in 'book talk' with the children.</p> <p data-bbox="1440 681 1971 737">RWI phonics sessions taught daily. Phonic knowledge applied in meaningful contexts across the curriculum.</p> <p data-bbox="1440 772 1982 828">Children read 1-1 weekly with teacher and/or teaching assistant.</p> <p data-bbox="1440 863 1906 890">Children to take part in the Reading Challenge.</p> <p data-bbox="1440 925 2027 1007">Teacher reading record for ERIC time and reading record for reading scheme books used to enable dialogue between all adults supporting reading..</p> <p data-bbox="1440 1121 2004 1177">Display age appropriate common exception words around the learning environment.</p>

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<p data-bbox="232 491 607 592">Moderately Fluent Readers</p> <p data-bbox="203 671 622 711">Y3 + Y4 </p> <p data-bbox="203 999 499 1038">Older Children</p>	<p data-bbox="656 488 1413 571">Offering children dedicated time to explore, browse and self select from a well stocked inviting and accessible reading area including giving access to a range of digital and multi modal texts.</p> <p data-bbox="656 608 1384 691">Observations of reading behaviours and strategies, recording findings in reading records, talking to children to establish perceptions, reading preferences and engagement.</p> <p data-bbox="656 727 1357 810">Consistent daily reading routines including reading aloud and sustained independent reading sessions, collaborative and shared reading for enjoyment and to research for information.</p> <p data-bbox="656 847 1341 871">Establishing an ethos of peer recommendations and book evaluations.</p> <p data-bbox="656 908 1413 991">Continuing to model the full range of strategies and the ways in which to cross check for meaning, self-correcting where necessary. Support children in tackling an increasing range of reading material in independent reading.</p> <p data-bbox="656 1027 1406 1142">Establishing a focus on analytic approaches in phonics teaching to facilitate the recognition of written language as units, such as words within words, rime, syllables, common spelling patterns . Closely observe reading until fluency is achieved to ensure all cueing systems are being employed.</p> <p data-bbox="656 1179 1379 1262">Facilitate deeper, inferential response to texts and ignite children's curiosity when reading through asking and answering their own questions and the questions of others</p> <p data-bbox="656 1299 1384 1351">Maintaining a rich reading programme that will nurture the older child's increasing experience of literature, including high quality text choices in</p>	<p data-bbox="1440 488 1939 541">Promote reading through the Welholme 100 Books challenge and Remarkable Readers.</p> <p data-bbox="1440 577 1995 630">Ensure that each classroom provides a comfortable and relaxing well stocked reading area.</p> <p data-bbox="1440 667 2011 719">Encourage children to discuss, interpret and comprehend language through daily reading sessions.</p> <p data-bbox="1440 756 2007 809">Complete book reviews and recommendations and display for children to access and inform their book choices.</p> <p data-bbox="1440 845 2013 898">Use Reading Plus three times per week ensuring teachers respond to assessments to inform next steps.</p> <p data-bbox="1440 935 1733 959">ERIC time taking place daily.</p> <p data-bbox="1440 995 1995 1048">Use POR/ERIC/Topic work for children to record their reading response work.</p> <p data-bbox="1440 1085 2033 1137">Ensure that children read 1-1 with teacher and/or teaching assistant weekly.</p> <p data-bbox="1440 1294 2018 1318">Provide appropriately engaging texts to maintain interest.</p>

	<p>the reading area, and routines that include reading aloud, reading illustration,</p> <p>Continue to support the older reader's increasing competence in use of cues, ensuring that text choices enable them to practice, thus developing fluency and reading stamina.</p> <p>Nurture the skills of reflection and constructive criticism through discussion, debate, book talk and book club groups.</p>	<p>Support children with extra opportunities to read, in groups, to an adult, in a club.</p>
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<p style="text-align: center; color: #00AEEF; font-weight: bold;">Fluent Readers</p> <p>Y5 + Y6 </p>	<p>Continuing to encourage a routine of reading aloud at home.</p> <p>Using observations, records and discussions with families and children to establish and build upon perceptions, reading preferences and engagement.</p> <p>Establishing clear daily reading routines and ensuring supportive reading environments are a constant feature.</p> <p>Providing a wide access to a range and breadth of reading materials for the children to read together or alone, encouraging increasing periods of silent reading time for both purpose and pleasure.</p> <p>Regularly supporting children to self-select texts across a range of texts to enrich their reading experience including consideration of author, genre or reading purpose.</p> <p>Ensuring that reading is embedded throughout the curriculum by displaying and referencing information texts in context, relevant to the children and the topic.</p> <p>Through modelling across curriculum areas, encourage children to reference a variety of texts and information to answer questions, broaden knowledge and deepen understanding.</p> <p>Using high quality texts that enthuse children and have the potential to ignite further choices, like books in a series and collections of poems, are a regular part of the read aloud programme.</p> <p>Emphasising intonation and expression when reading aloud to encourage children to appreciate the nuances and subtleties in texts.</p> <p>Continue to model the full range of strategies and orchestration of cueing systems when tackling more demanding texts.</p>	<p>Promote reading through the Welholme 100 Books challenge and Remarkable Readers.</p> <p>Ensure that each classroom provides a comfortable and relaxing well stocked reading area.</p> <p>Encourage children to discuss, interpret and comprehend language through daily reading sessions.</p> <p>Complete book reviews and recommendations and display for children to access and inform their book choices.</p> <p>Use Reading Plus three times per week ensuring teachers respond to assessments to inform next steps.</p> <p>ERIC time taking place daily.</p> <p>Use POR/ERIC/Topic work for children to record their reading response work.</p> <p>Use Reading Response books for children to record their response work in Guided Reading sessions.</p> <p>Ensure that children read 1-1 with teacher and/or teaching assistant weekly.</p>

	<p>Enabling children to identify whole words and read print with growing confidence and accuracy by encouraging them to observe the ways in which unfamiliar words are constructed and draw on a growing repertoire of morphemes and spelling patterns.</p> <p>During shared and group reading, and when reading with children individually, facilitate regular discussion inspired by a range of high quality reading materials; more complex picture books, graphic novels digital and multi-modal texts to develop visual literacy skills that enrich comprehension, elicit interpretation and deepen response.</p>	
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