

Reading Spines

Each year group has a defined set of core texts. This reading spine is intended to offer our children a core bank of texts that ensures they experience a range of high-quality texts and authors during their time at school. At Manor, we aim to create a living library inside a child’s mind: a store of classics and essential reads that help children engage at a deeper level and enter the world of the story, fostering a love of reading. Teachers use these in a range of ways, as whole class texts to share, as part of children’s reading lessons (focused reading fiction and non-fiction books) and in connection with our topics.

Author Focus for each half term

Year Group	Year R	Year 1	Year 2
Aut 1	David Melling	Jeanne Willis	Mini Grey
Aut 2	Claire Freedman	Kes Gray	Lauren Child
Spr 1	Julia Donaldson	Rebecca Cobb	Simon James
Spr 2	Tim Hopgood	Picture book challenge	Kristina Stephenson
Sum 1	Emily Gravett	Julia Jarman	Caryl Hart
Sum 2	Sue Hendra	Catherine Rayner	Giles Andreae

EYFS

In Early Years, children learn phase 2, 3 and 4 of Little Wandle Letters and Sounds. Across early years and year one reading is developed and tracked through Collins Big Cat for Little Wandle Letters and Sounds books; children are assigned a ‘Practice Reading Book’ – a fully decodable book by their teacher which matches the phonic phase they are currently working in. The expectation is that this book is repeatedly read throughout the week to enhance fluency, expression, comprehension and accuracy. Children take part in three practise reading sessions a week with their class teacher, linked to their knowledge of phonemes following Little Wandle Letters and Sounds progression. These sessions focus on decoding, prosody and comprehension. Each week, pupils also choose a ‘sharing book’ that sparks their interest to share with their grown-ups at home. Children are read to everyday by their class teacher.

DEVELOPMENT MATTERS 3-4 YEAR OLDS WILL BE LEARNING TO...	DEVELOPMENT MATTERS CHILDREN IN RECEPTION WILL BE LEARNING TO...	COMPREHENSION EARLY LEARNING GOAL	WORD READING EARLY LEARNING GOAL
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<p>Understand the five key concepts about print:</p> <ul style="list-style-type: none"> • print has meaning • print can have different purposes • we read English text from left to right and from top to bottom • the names of the different parts of a book • page sequencing <p>Develop their phonological awareness, so that they can:</p> <ul style="list-style-type: none"> • spot and suggest rhymes • count or clap syllables in a word • recognise words with the same initial sound, such as money and mother • Engage in extended conversations about stories, learning new vocabulary 	<ul style="list-style-type: none"> • Read individual letters by saying the sounds for them. • Blend sounds into words, so that they can read short words made up of known letter– sound correspondences. • Read some letter groups that each represent one sound and say sounds for them. • Read a few common exception words matched to Little Wandle (school’s phonics programme) • Read simple phrases and sentences made up of words with known letter– sound correspondences and, where necessary, a few exception words. • Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment 	<p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary • Anticipate – where appropriate – key events in stories • Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. 	<p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Say a sound for each letter in the alphabet and at least 10 digraphs • Read words consistent with their phonic knowledge by sound-blending • Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.
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Year 1

In Year 1, children review and revisit previous phases (2, 3 and 4) and learn phase 5 Little Wandle Letters and Sounds. Across early years and year one reading is developed and tracked through Collins Big Cat for Little Wandle Letters and Sounds books; children are assigned a ‘Practice Reading Book’ – a fully decodable book by their teacher which matches the phonic phase they are currently working in. The expectation is that this book is repeatedly read throughout the week to enhance fluency, expression, comprehension and accuracy. Children take part in three practice reading sessions a week with their class teacher, linked to their knowledge of phonemes following Little Wandle Letters and Sounds progression. These sessions focus on decoding, prosody and comprehension. Throughout the week, pupils also choose a ‘sharing book’ that sparks their interest to share with their grown-ups at home. Children are read to everyday by their class teacher.

<p>WORD READING - Pupils learn how to...</p>	<ul style="list-style-type: none"> • Apply phonic knowledge and skills as the route to decode words • Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes • 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 • Read words containing taught GPCs and –s, –es, – ing, –ed, –er and –est endings
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	<ul style="list-style-type: none"> ● Read other words of more than one syllable that contain taught GPCs ● Read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s) ● Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words ● Re-read these books to build up their fluency and confidence in word reading.
<p>COMPREHENSION - pupils learn how to...</p>	<p>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> ● Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently ● Being encouraged to link what they read or hear to their own experiences ● Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics ● Recognising and joining in with predictable phrases ● Learning to appreciate rhymes and poems, and to recite some by heart ● Discussing word meanings, linking new meanings to those already known <p>Understand both the books they can already read accurately and fluently and those they listen to by:</p> <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 ● Discussing the significance of the title and events ● Making inferences on the basis of what is being said and done ● Predicting what might happen on the basis of what has been read so far <p>Participate in discussion about what is read to them, taking turns and listening to what others say</p> <p>Explain clearly their understanding of what is read to them</p>

Year 2

In Year 2, reading is developed and tracked through book bands and children have the independence to change these. The expectation is that this book is read throughout the week to enhance fluency, expression, comprehension and accuracy. Some children who have phonic gaps will be assigned a Collins Big Cat for Little Wandle Letters and Sounds book (their Reading Practice Book) – a fully decodable book assigned by their teacher which matches the phonic phase they are currently working in. Children take part in three practise reading sessions a week with their class teacher, linked to their knowledge of phonemes following Little Wandle Letters and Sounds progression. These sessions focus on decoding, prosody and comprehension. Throughout the week, these pupils also choose a 'sharing book' that sparks their interest to share with their grown-ups at home. Children are read to everyday by their class teacher. The children study a range of fiction, non-fiction and poetry, as outlined below.

<p>WORD READING - Pupils learn how to...</p>	<ul style="list-style-type: none"> ● Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent.
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	<ul style="list-style-type: none"> ● Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes. ● Read accurately words of two or more syllables that contain the same graphemes as above ● Read words containing common suffixes ● Read further common exception words, noting unusual correspondence between spelling and sound and where these occur in the word ● Read most words quickly and accurately, without overt sounding and blending , when they have been frequently encountered ● Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation ● Reread these books to build up their fluency and confidence in word reading.
<p>COMPREHENSION - pupils learn how to...</p>	<p>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> ● Listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently ● Discussing the sequence of events in books and how items of information are related ● Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales ● Being introduced to non-fiction books that are structured in different ways ● Recognising simple recurring literary language in stories and poetry ● Discussing and clarifying the meanings of words, linking new meanings to known vocabulary ● Discussing their favourite words and phrases ● Continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear <p>Understand both the books that they can already read accurately and fluently and those that they listen to by:</p> <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 ● Making inferences on the basis of what is being said and done ● Answering and asking questions ● Predicting what might happen on the basis of what has been read so far ● 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.