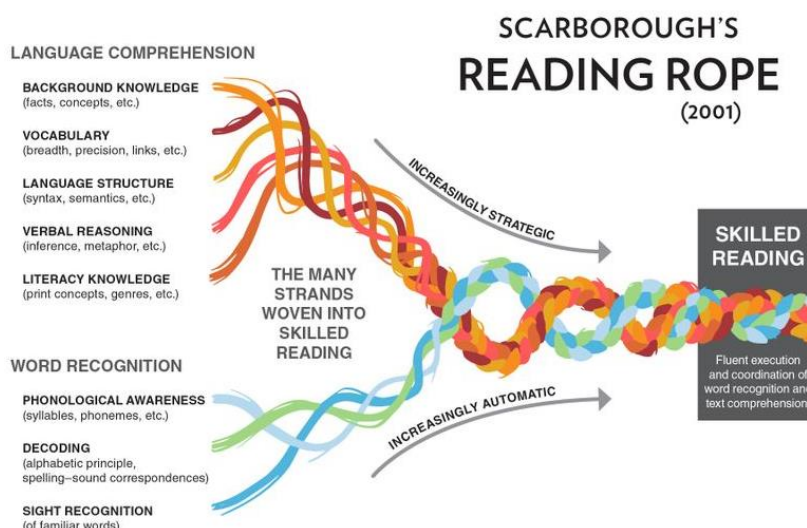




Developing Skilled Readers at Totley All Saints

At Totley All Saints, we believe that Scarborough's Reading Rope illustrates how the National Curriculum's programmes of study enable the development of skilled readers. Below is how we organise the National Curriculum programmes of study, based on Scarborough's Reading Rope's domains:



1. WORD RECOGNITION:

* Phonological Awareness:

In the Early Years Foundation Stage (EYFS) and Year 1: Focus on segmenting and blending sounds, identifying phonemes, and manipulating sounds in spoken words. This includes activities like:

- * Recognising and producing rhyming words.
- * Segmenting spoken words into individual phonemes.
- * Blending phonemes to read words.

* Decoding:

In EYFS and KS1 Systematic Synthetic Phonics instruction, applying phonic knowledge to decode regular words and read common irregular words. This involves:

- * Learning letter-sound correspondences (GPCs).
- * Decoding words using phonetic strategies.
- * Reading phonetically decodable books.

* Sight Recognition:

Building a repertoire of high-frequency words that can be read automatically. This includes:

- * Learning to read common exception words.
- * Developing fluency in reading familiar words.

2. LANGUAGE COMPREHENSION:

* **Background Knowledge:**

Reading a wide range of texts, including fiction, non-fiction, and poetry, to build knowledge of the world. This involves:

- * Reading across different subjects.
- * Discussing and exploring themes and topics.

* **Vocabulary:**

Explicit vocabulary instruction, exploring word meanings, and using new vocabulary in context. This includes:

- * Learning new words through reading, discussion and context.
- * Using dictionaries and thesauruses.
- * Exploring word families and morphology.

* **Language Structures:**

Understanding grammatical structures, sentence construction, and the use of language in different contexts. This involves:

- * Exploring different sentence types through syntax (the order of words), and semantics (how words and phrases combine to create meaning and how an author's word choice affects meaning).
- * Understanding the use of punctuation.
- * Analysing how language is used in different genres.

* **Verbal Reasoning:**

Developing inference skills, making predictions, and drawing conclusions from texts. This includes:

- * Asking and answering questions.
- * Discussing and interpreting texts.
- * Making inferences about characters and events.

* **Literacy Knowledge:**

Understanding different text types, genres, and literary devices. This involves:

- * Exploring the features of different genres.
- * Understanding how authors use language to create effects.
- * Developing an appreciation of literature.

KEY CONSIDERATIONS:

* It's important to remember that the strands of Scarborough's Reading Rope are **interconnected**. Effective reading instruction integrates both word recognition and language comprehension.

* The National Curriculum provides a **progression of skills** across the years, with increasing complexity and depth.

* Teachers need to consider the **individual needs** of their students and provide adaptations to enable pupils to access the learning and succeed.

By organising the National Curriculum in this way, we can gain a clearer understanding of how to develop skilled readers and ensure that all students have the opportunity to succeed.

<u>Scarborough's Reading Rope Domains</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
Word Recognition	<ul style="list-style-type: none"> - Recognise and read high-frequency words. - Use phonics to decode words. 	<ul style="list-style-type: none"> - Read and understand simple sentences. - Use phonics to read unfamiliar words. 	<ul style="list-style-type: none"> - Read fluently with good pace and expression. - Use knowledge of phonics to decode new words. 	<ul style="list-style-type: none"> - Read with increasing fluency and confidence. - Use a range of strategies to decode unfamiliar words. 	<ul style="list-style-type: none"> - Read a range of texts fluently and accurately. - Use context to help understand unfamiliar vocabulary. 	<ul style="list-style-type: none"> - Read and understand a wide range of texts, including complex vocabulary. - Use a variety of strategies to decode and understand texts.
Language Comprehension						
Background Knowledge, Verbal Reasoning & Literacy Knowledge	<ul style="list-style-type: none"> - Listen to stories and understand their meaning. - Retell familiar stories in sequence. 	<ul style="list-style-type: none"> - Answer questions about a text. - Make predictions about what might happen next. 	<ul style="list-style-type: none"> - Summarise main ideas from texts. - Make inferences based on what is read. 	<ul style="list-style-type: none"> - Identify themes and conventions in texts. - Explain and justify inferences with evidence from the text. 	<ul style="list-style-type: none"> - Compare and contrast texts. - Discuss how authors use language to create effects. 	<ul style="list-style-type: none"> - Analyse how texts are structured and how this affects meaning. - Evaluate the effectiveness of different texts.
Vocabulary Development & Language structures	<ul style="list-style-type: none"> - Understand and use new vocabulary in context. - Discuss word meanings with peers. 	<ul style="list-style-type: none"> - Use vocabulary learned from reading in discussions. - Identify synonyms and antonyms in texts. 	<ul style="list-style-type: none"> - Develop vocabulary through reading a range of texts. - Use context to infer meanings of unknown words. 	<ul style="list-style-type: none"> - Explore figurative language and its effects. - Use a thesaurus to find synonyms. 	<ul style="list-style-type: none"> - Understand and use academic vocabulary in discussions. - Explore word origins and derivations. 	<ul style="list-style-type: none"> - Use precise vocabulary to discuss and analyse texts. - Understand nuances in word meanings.
Fluency	<ul style="list-style-type: none"> - Read simple texts with some fluency. - Begin to read aloud with expression. 	<ul style="list-style-type: none"> - Read aloud with some fluency and expression. - Begin to self-correct when reading. 	<ul style="list-style-type: none"> - Read aloud with fluency and expression. - Adjust reading pace for different texts. 	<ul style="list-style-type: none"> - Read with fluency and confidence in a variety of contexts. - Use intonation and expression effectively. 	<ul style="list-style-type: none"> - Read complex texts fluently and with appropriate expression. - Self-correct errors while reading. 	<ul style="list-style-type: none"> - Read a wide range of texts fluently, adjusting pace and expression as needed. - Read with a critical eye, questioning and reflecting on the text.