

Reading at Abingdon Primary School



Our Bespoke Drivers



Role Models of all
protected
characteristics



Accessing our local
area and all it
offers



The Power of Word

Monday 17th March 2025
 LO: Initial thoughts - The Explorer

I like this poem because instead of her exploring in a jungle, a stream and a mountain, she explored her garden. My favourite part was "It's time for dinner now." her mum said because it's funny. I would go exploring the Arctic because I've never ever seen a polar bear.



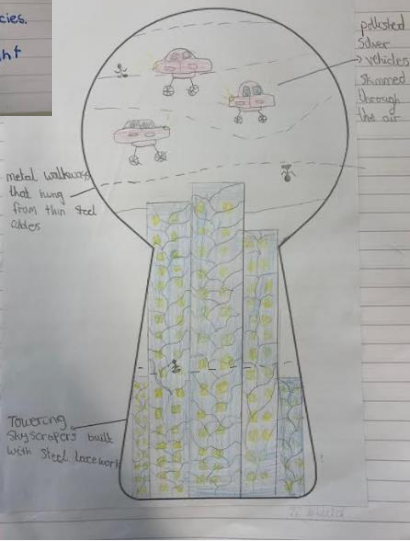
Thursday 26th February 2025
 LO: To summarise information from a non-fiction text.

In the central hexagon, draw the most important event from the text. Then, draw six other key events from the text.

Close to the equator
 They don't experience seasons such as winter or summer.
 They experience lots of rain.

Very hot.
 3 million animal species.
 12 hours of sunlight a day.

Monday 5th March 2025
 LO: To retrieve information from a text.



LO: To infer a character's personality based on evidence in the text.

Consider a character in your story. Imagine a room they would use frequently but that we aren't told about in the text. Draw the room in the space below. Think about:

- ▶ What would be on the walls?
- ▶ What colour would the room be?
- ▶ What items would be in the room?

As an extra challenge, label your room with the reasons behind your decisions, using information from the text.

Have a think about what you can see in the text? What things do we definitely know?
 What do we know about these things already? What may this mean? Why has the writer used these words etc?

18th March 2025
 LO: To understand new vocabulary - The Explorer


Key Word	Definition	Write the word in a new sentence	
tangled	messy and twisted together	A rope was tangled.	
wild	not tame living free	I saw a wild animal in the forest.	
rumbled	↑ sound like thunder	My tummy rumbled.	
trouble	↑ problem	I saw someone get in trouble.	
imagination	make pictures in your mind	I have a good imagination.	

LO: To define new vocabulary.


New Word	Definition	Image	Word in context
meanders	lack of difficulty or effort		She put my mind at <u>ease</u> .
ease	a winding curve or bend		He listened in <u>awe</u> as the footballer told him he could be famous one day.
awe	a feeling of complete respect mixed with fear or wonder.		The path <u>meanders</u> through the garden.
ecosystems	twist and turn from side to side while moving somewhere to avoid obstacles		Experts fear the entire <u>ecosystem</u> could be affected.
weaves	a reptile similar to the alligator but with a hard belly		The river has a large population of <u>caimans</u> .
caimans	a group of living organisms (plants, animals etc.) in one area		The roller-skaters <u>weave</u> in and out of the cones.

How is Learning Across Our School Sequenced?

Reading Progression of Skills and Knowledge

Abingdon Primary School 					
Reading Progression of skills					
	Decoding	Understanding	Inference	Prediction	Discussing
F5	<ul style="list-style-type: none"> use phonological knowledge to decode regular words and read them accurately. read some common irregular words 	<ul style="list-style-type: none"> answering 'how and 'why' questions about their experiences and in response to stories 		<ul style="list-style-type: none"> talk about events that might happen in the future. 	<ul style="list-style-type: none"> listen to stories being read to them, responding with comments, actions or questions

At Abingdon Primary School, we have Reading Progression of Skills and Progression of Knowledge Grids. Both of these documents, show how learning develops throughout our school from Reception, to Year 6.

ABINGDON PRIMARY SCHOOL – 								
Reading Progression of Knowledge								
	CURRICULUM AREA	FS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Y1	Decoding	<ul style="list-style-type: none"> use phonological knowledge to decode regular words and read them accurately. read some common irregular words 	<ul style="list-style-type: none"> apply phonic knowledge to decode words speedily read all 40+ letters/groups for 40+ phonemes read accurately by blending taught GPC read common exception words read common suffixes (-s, -es, -ing, -ed, etc.) 	<ul style="list-style-type: none"> secure phonic decoding until reading is fluent read accurately by blending, including alternative sounds for graphemes read multisyllable words containing these graphemes read common suffixes read exception words, noting unusual correspondences read most words quickly & accurately without overt sounding and blending 	<ul style="list-style-type: none"> apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. 	<ul style="list-style-type: none"> apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word 	<ul style="list-style-type: none"> apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet. 	<ul style="list-style-type: none"> apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet

How is Learning Across Our School Sequenced?



Phonics in Reception

- We begin by teaching the children the **Set 1 Speed Sounds**
- After the children have learnt the Set 1 Speed Sounds, they will learn the **Set 1 Special Friends** and **Set 2 Special Friends** (2 letters, that make 1 sound)
- Children are taught 'Whole Class Phonics' for 15 minutes, during the first 4 weeks
- Children are then grouped into Progress Groups and learn at their specific 'challenge level'
- Children are re-assessed at the end of every half-term and re-grouped accordingly
- Phonics Lessons build up to 40 minutes, by the end of Reception.

Consonant sounds – stretchy												
f	l	m	n	r	s	v	z	sh	th	ng nk		
Consonant sounds – bouncy												
b	c	d	g	h	j	p	qu	t	w	x	y	ch
k												
Vowel sounds – bouncy						Vowel sounds – stretchy						
a	e	i	o	u	ay	ee	igh	ow				
Vowel sounds – stretchy												
oo	oo	ar	or	air	ir	ou	oy					

How is Learning Across Our School Sequenced?



Phonics in Key Stage One

- Once the children know all of the Set 1 and Set 2 Special Friends, they will begin to learn the **Set 3 Special Friends** (same sounds, different spellings)
- Phonics in Key Stage One is taught daily for 45 minutes. Within each lesson, the children are taught: sound recognition, handwriting, spelling, reading fluency and reading comprehension
- Just like in Reception, the children are taught Phonics in Progress Groups and the children learn at their specific 'challenge level'. Children are re-assessed at the end of every half-term and re-grouped accordingly
- Once the children have been assessed as completing RWI Phonics, the children move onto 'Abingdon Reading Gems'. For the majority of children, this is during Year 2.

Consonant sounds												
f	l	m	n	r	s	v	z	sh	th	ng		
ff	ll	mm	nn	rr	ss	ve	zz	ti		nk		
ph	le	mb	kn	wr	se		s	ci				
					c		se					
					ce							
b	c	d	g	h	j	p	qu	t	w	x	y	ch
bb	k	dd	gg		g	pp		tt	wh			tch
	ck				ge							
	ch				dge							
Vowel sounds												
a	e	i	o	u	ay	ee	igh	ow				
	ea				a-e	e-e	i-e	o-e				
					ai	y	ie	oa				
						ea	i	o				
						e	y					
oo	oo	ar	or	air	ir	ou	oy	ire	ear	ure		
u-e			oor	are	ur	ow	oi					
ue			ore		er							
ew			aw									
			au									



How is Learning Across Our School Sequenced?

Reception and Year 1

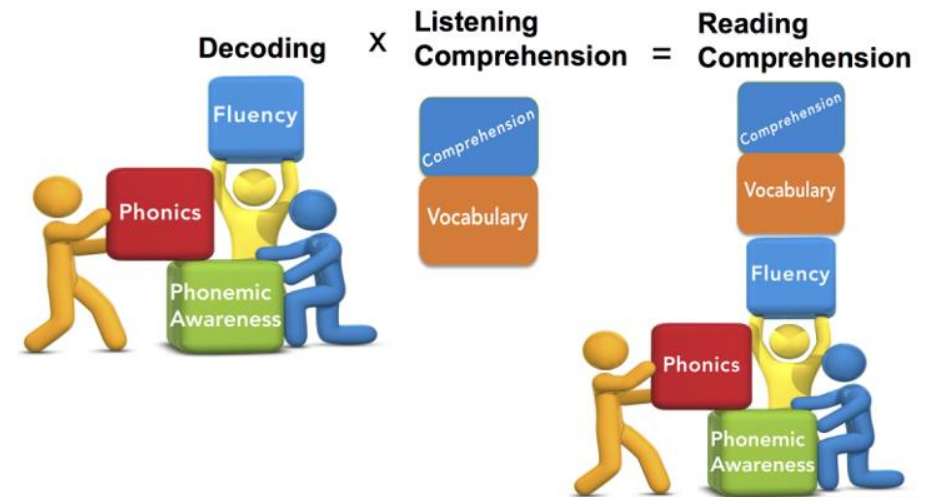


Year 2 onwards

Read Write Inc.
Phonics

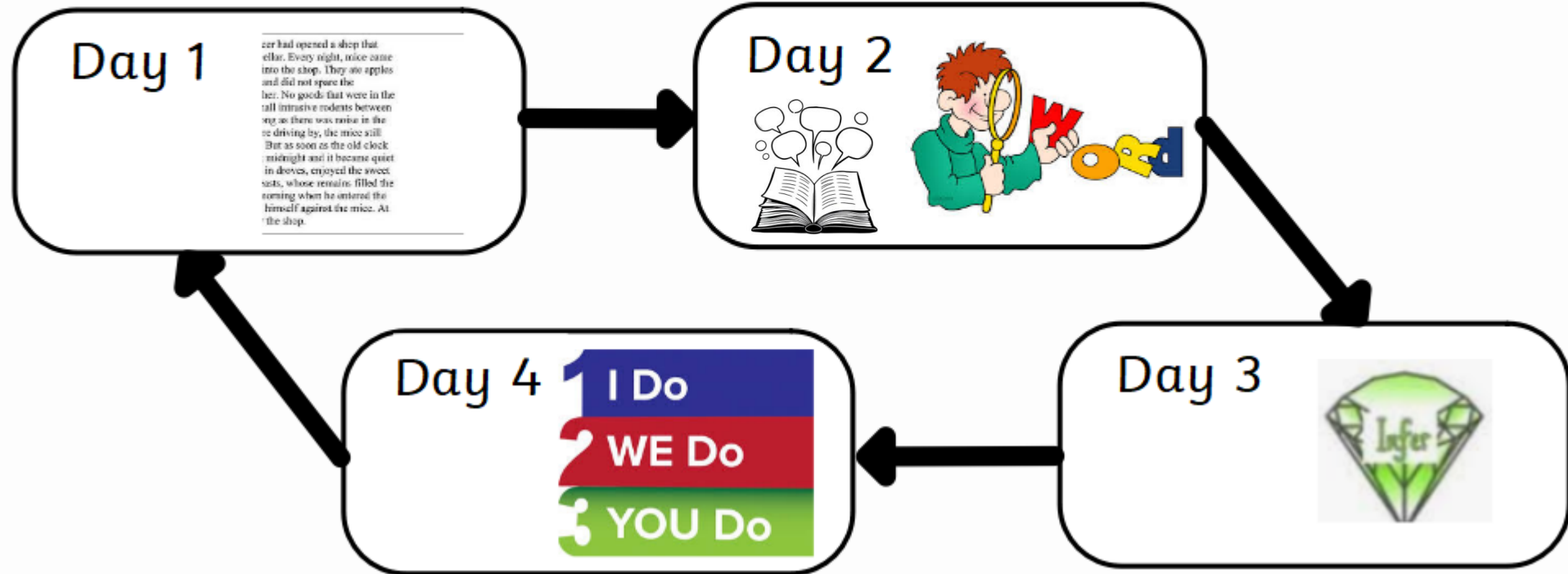


Define	Retrieve	Summarise	Infer	Predict	Relate	Explore	Compare
2a: Use/explain the meaning of words in context.	2b: Retrieve and record information/identify key details from fiction and non-fiction.	2c: Summarise main ideas from more than one paragraph.	2d: Make inferences from the text/explain and justify inferences with evidence from the text.	2e: Predict what might happen from details stated and implied.	2f: Identify/explain how information/characters/content is related and contributes to meaning as a whole.	2g: Identify/explain how meaning is enhanced through choice of words and phrases.	2h: Make comparisons within the text.



Abingdon Reading Gems Lessons

The 'reading' lessons



Daily focus on fluency and prosody

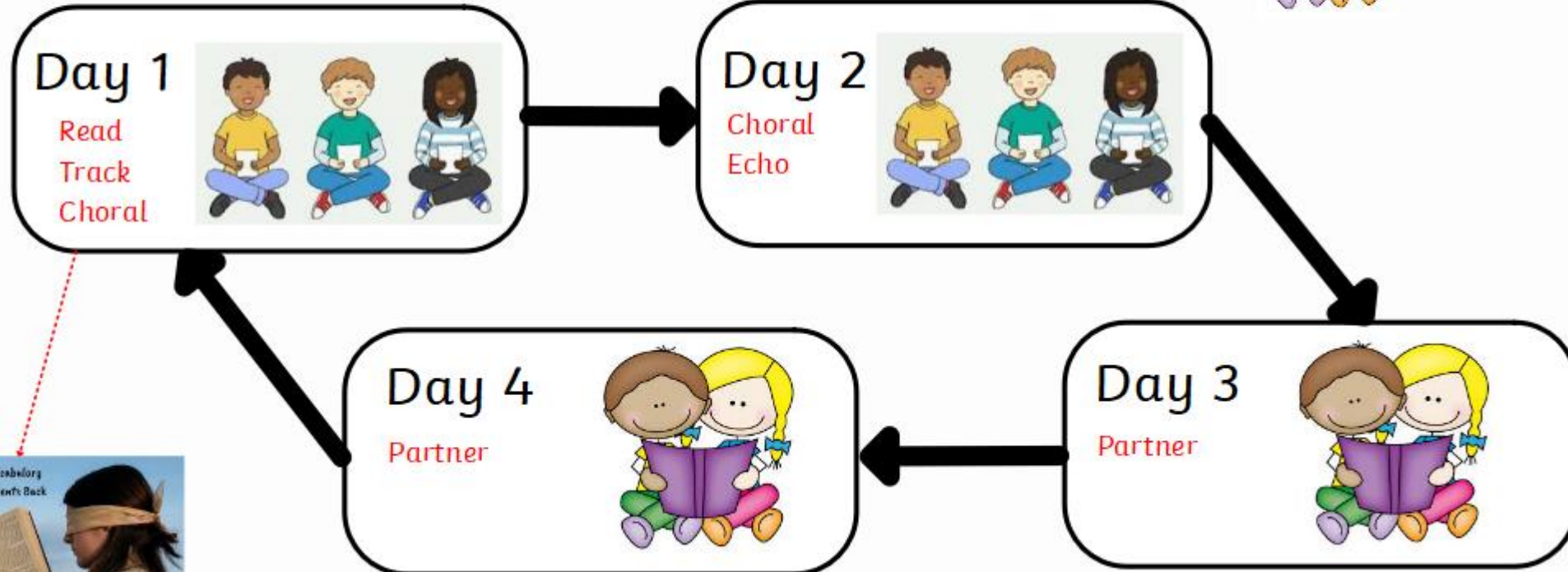
**Weekly journey to fluency -
Reading EVERY DAY**



Choral



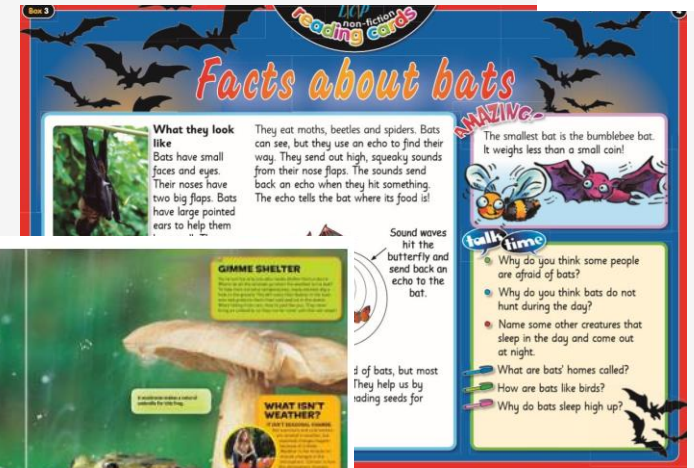
Partner



Abingdon Reading Gems - What will children read?



Book extracts



Non-fiction



Poems



Song lyrics

The chosen texts are based around the overarching curriculum focus for that term so that children's knowledge is extended and deepened through their reading.

Each year group/phase has a medium term plan to follow.



Reading Autumn Term 2024 contents page – Y2 CYCLE B

Theme: In the Dark Wood		
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Week	Text type	Title	Gem
1		3 days – reading scheme starts week 2	
2	Narrative	Little Red Riding Hood	
3	Narrative	Hansel and Gretel	
4	Narrative	The Elves and The Shoemaker	
5	Narrative	The Pied Piper	
6	Narrative	The Frog Prince	
7 BHM	Non-fiction	Scott Joplin	
	Half term		
8 BHM	Non-fiction	Esther Mahlangu	
9 (Remembrance Day lead up)	Non-fiction	Poppies	
10 Anti-bullying week	Non-fiction	Feelings	
11	Non-fiction	Animals pt 2	
12	Assessments for Data drop	Headstart assessments	
13	Poetry	Merry Christmas Poem	
14	Song lyrics	This Christmas Time	
15	Review week – questions/vocab	Review texts enjoyed, write books/text reviews, vocab practise (flashcards etc)	

Reading Spring Term 2024 contents page – Y3/4 CYCLE B

Theme: Extreme Earth		
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Week	Text type	Title	Gem
1	Narrative	The Boy Who ran up a volcano	
2	Narrative	The Wave	
3	Narrative	Pompeii	
4	Narrative	Heading Down	
5	Narrative	Tremor	
6	Non-fiction	Mount St Helens -Violent Volcano	
	Half term		
7	Non-fiction	Enormous Eruptions	
8	Non-fiction	Draught and Flood	
9	Assessments for Data drop Non-fiction	Headstart assessments	
10	Poetry	Storm by Annie Long	
11	Song lyrics	Pompeii by Bastille	
12	Review week – questions/vocab	Review texts enjoyed, write books/text reviews, vocab practise (flashcards etc)	

Reading Vocabulary Progression

Key vocabulary is taught and practised each week.



Spring	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	
	Valuable	Astounded	Stumbled	Spacious	Relies	Seed	originally	Assessment Week	snuffling	glories	Review Week	
	Possession	Ancient	Utterly	Delighted	Gobbles	Bulb	sprout		blooming	copper		
	Distraught	Determined	Exhausted	Calmed	Nocturnal	Temperature	bloom		ripening	peaceful		
	Sorrowful	With ease	Without hesitation	Weaved	appetite	Speck of dust	wilt		breeze	wealth		
	Mysterious	Grasped	Frantically	Dodged	threatens	Fully grown	shrivel		chirping	romance		
Summer	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
	corrupt file	ferocious	tumbled	command	soar	modern	language	hind legs	consistent	Assessment Week	ferocious	wayside
		tough	ridiculous	crops	taunting	skyscraper	cattle	aggressive	average		atrocious	soar
		spindly	scolded	mischievous	wondrous	exports	straw	expert	fragments		padding	troubles
		shaggy	scamper	raging	snaked	rural	fetch	comical	barren		stampede	sapphire
		darted	scurried	trembling	plummeted	customs	proud	harsh glare	lush		forage	

Spring	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	
	landscape	patchwork	orphan	corporation	Planning missing?	narrowest	origins	Assessment Week	mysterious	destination	Review Week	
	beckoned	soothing	scavenging	hurled		paradise	exotic		upright	endless		
	secure	whizzes	spoilt	faithful		refugees	succumbed		roam	mediocrity		
	jutted	traffic	extortionate	barricading		declared	community		eagerly	harmony		
Summer	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
	mourning	papyrus	vicinity	lamely	sacrifice	destined	incarnation	preserving	predator	Assessment Week	bashed	foreign
	sarcophagus	tetchily	gawping	absent-mindedly	protestations	reign	conquer	scoop	captivity		whisked	bazaar
	revered	mortals	coerced	optimistically	vengeance	retaliate	teemed	bacteria	worshipped		amulet	cadillac
	pivoted	brute	idle	inhabiting	solemn	venomous	lifeline	antiseptic	represented		grand	Kremlin

Abingdon Reading Challenge

- Abingdon's Reading Challenge is inclusive and accessible to all from EYFS to Year 6.
- Children collect stars by reading in school, at home, or anywhere they like!
- When they record their reading in their reading record, stars are awarded by their teacher.
- For every 5 stars they earn, they receive a certificate and/or a Reading Rumble author card.
- Teachers can award extra stars for extra effort.

"The children are always very excited to tell me which certificate they are on or which rumble card they have just chosen." (Miss Marsden – Reading Lead)



Earn additional reading stars by making interesting entries in your reading journal



Stockport Children's Book Awards

Abingdon joined the Children's book awards in 2023-24 and we love it!

The children are excited to receive the shortlisted books, to read them, discuss them and vote for their favourites because the books are so incredibly well chosen. We also take part in the associated art competition.

Everyone is excited about the awards ceremony at the Town Hall and we link the award attendees to the Abingdon Reading Challenge. Who will get to attend this year? We can't wait to find out.

The Shortlist 2025!

Best Picture Book

- Snail in SPACE
- The Library Mouse
- WITCH CAT

Best Read For Juniors

- NORA
- We Are Family
- AGA IN STAR CHASE

Best Read For Upper Juniors

- CLOCKWORK CONSPIRACY
- The Island at the End of Night
- GLORIOUS RACE: MAGICAL BEASTS

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Abingdon Reading Ambassadors

Each September, children in Year 5 and 6 can apply to become an Abingdon Reading Ambassador.

There is a weekly meeting where the Reading Ambassadors undertake different tasks such as: taking care of the library, tidying and re-labelling books; discussing what they are reading; suggesting and planning initiatives to hold in school to raise the profile of reading; deciding on fund-raising ideas.

The recent Reading Ambassador Book Bonanza was very successful and they have already chosen new books for the library with their proceeds.



Stories, snacks and chats club

Abingdon's Stories, Snacks and Chats club, run weekly after school.

It is accessible to all levels of readers and is intended to be a calm and welcoming way to relax, make connections, and share some reading at the end of a busy week in school. It is open for children in KS2.

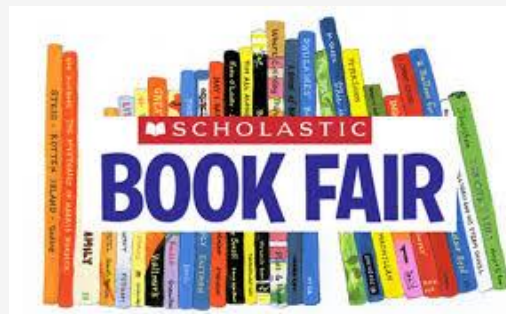
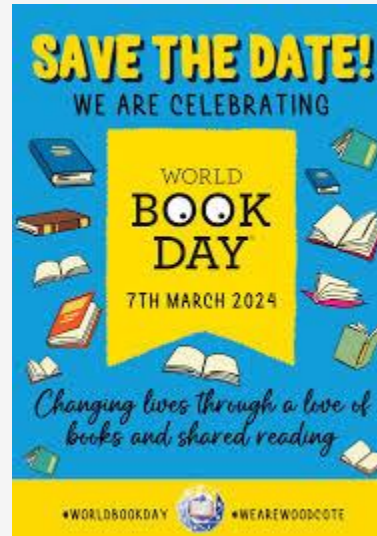
Each half term there is also a Stories, Snacks and Chats club held for the school staff where they can discuss both adult and children's books, relax, make connections and maybe even have fun with a book quiz.



Additional Whole School Reading Events

IT IS
DEAR
DROP EVERYTHING AND READ
TIME!

LIBRARIES
for PRIMARIES



Assessment – Phonics



- All children accessing RWI Phonics, are **assessed by the Phonics Lead at the end of every half term**. The children are then put into 'Progress Groups'. Any children who are making rapid progress are assessed and re-grouped sooner.
- Any children who are at risk of falling behind RWI's expectations, are given additional support following the RWI 1:1 Tutoring Programme.
- Throughout our Daily Phonics Lessons, children are **formatively assessed** by their Phonics Teacher. Teachers use 'Sound Analysis Grids' to accurately teach gaps in children's learning, following half-termly assessment.
- Children in Year 1 complete the **Statutory Phonics Screening Check** in June each year. Any child who does not achieve the expected standard, repeats the Phonics Screening Check in Year 2.

Assessment – Reading Gems

We use a number of formative assessment strategies in reading:

Live marking/feedback

Verbal questioning

Speaking and listening opportunities

I do, we do, you do

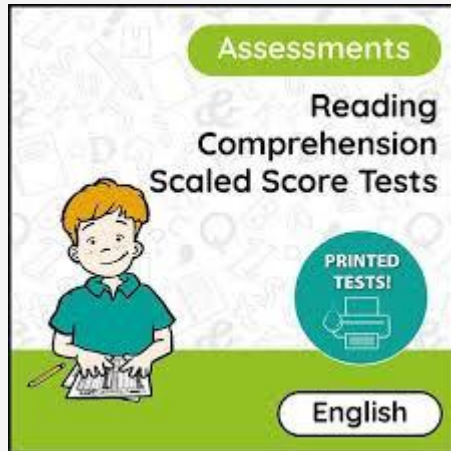
Summative assessment each term.

PM Benchmarking assessment half-termly.

Assessment : A Bottled Mystery – Chapter 5, Newspaper

Predict Reading Gem - Friday 24th May 2024

I do	What will the children get as a reward?		1 mark
We do	What does the phrase "live up to its hype" mean to you?		1 mark
You do	How long did it take the children to solve the case?		1 mark
I do	Which item does the thief want? The bottle or the metal. Explain why.		2 marks
We do	Find at least two ways that the scene was described.		2 marks
You do	Why might the chief of police be embarrassed?		2 marks
I do	How has the author used quotes to add information to the text?		3 marks
We do	What evidence is there that the children were the only guests trying to solve the case?		3 marks
You do	Which ways is Monsieur Gargant described in the text? And how does he describe himself?		3 marks



12th July 2024 Assessment: Going on Safari

I do	Draw four lines to match these to what the text says.	Elephant Tiger Meerkat Warthog
We do	Draw four lines to match these to what the text says.	Elephant Warthog Rhino Tiger
You do	Draw four lines to match them to what the text says.	By water at dawn Cute face Sharp teeth and claws Wanders the savannah

Meerkat
Tiger
Elephant
Rhino

Challenge and Adaptations

At Abingdon Primary School, we believe that **reading should be accessible for all.**

Adaptations are planned into lessons and this might look like:

- Use of additional resources and scaffolding
- Visual representations (e.g. Dual coding, videos to provide background information, adapted vocabulary sheets)
- Teacher expertise (e.g. additional processing time, use of talk partners, scribing, modelling, 'I do, we do, you do')
- Referring back to previous learning and vocabulary
- Pre-teaching vocabulary

Vocabulary

respect



actions



boost



impact



teasing



Year 4



bullying



cyberbullying



banter



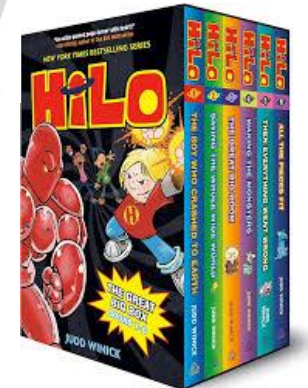
threatening

Wednesday 5th February 2025

LO: To define new vocabulary.

Use a different coloured pencil for each word and connect the correct image, definition and word in context using a ruler.

New Word	Definition	Image
Ornately	to growl with a snapping, or a display of teeth	
Iridescent	something that has a lot of complicated decoration	
Snaked	not able to see or not notice what is around you	
Blindly	Bright, glowing or reflecting a many colours, like a rainbow	
Snarling	loud enough to cause your ears to hurt	
Thunderous	move with the motion of a snake	



Challenge and Adaptations

We use the **‘Five-a-day’** principle alongside our own current focuses for adaptations:

- “Nest/Pair/Share”
- Pre-teaching of vocabulary and any key concepts
- Visual resources and dual coding across the whole school
- Chunking learning
- Modelling and misconceptions

High quality teaching benefits pupils with SEND

The ‘Five-a-day’ principle



The research underpinning the EEF’s guidance report ‘Special Educational Needs in Mainstream Schools’ indicates that supporting high quality teaching improves outcomes for pupils with SEND. Five specific approaches—the ‘Five-a-day’ indicated below—are particularly well-evidenced as having a positive impact. Teachers should develop a repertoire of these strategies, which they can use daily and flexibly in response to individual needs, using them as the starting point for classroom teaching for all pupils, including those with SEND.

1 Explicit instruction

Teacher-led approaches with a focus on clear explanations, modelling and frequent checks for understanding. This is then followed by guided practice, before independent practice.



2 Cognitive and metacognitive strategies

Managing cognitive load is crucial if new content is to be transferred into students’ long-term memory. Provide opportunities for students to plan, monitor and evaluate their own learning.



3 Scaffolding

When students are working on a written task, provide a supportive tool or resource such as a writing frame or a partially completed example. Aim to provide less support of this nature throughout the course of the lesson, week or term.



4 Flexible grouping

Allocate groups temporarily, based on current level of mastery. This could, for example, be a group that comes together to get some additional spelling instruction based on current need, before re-joining the main class.

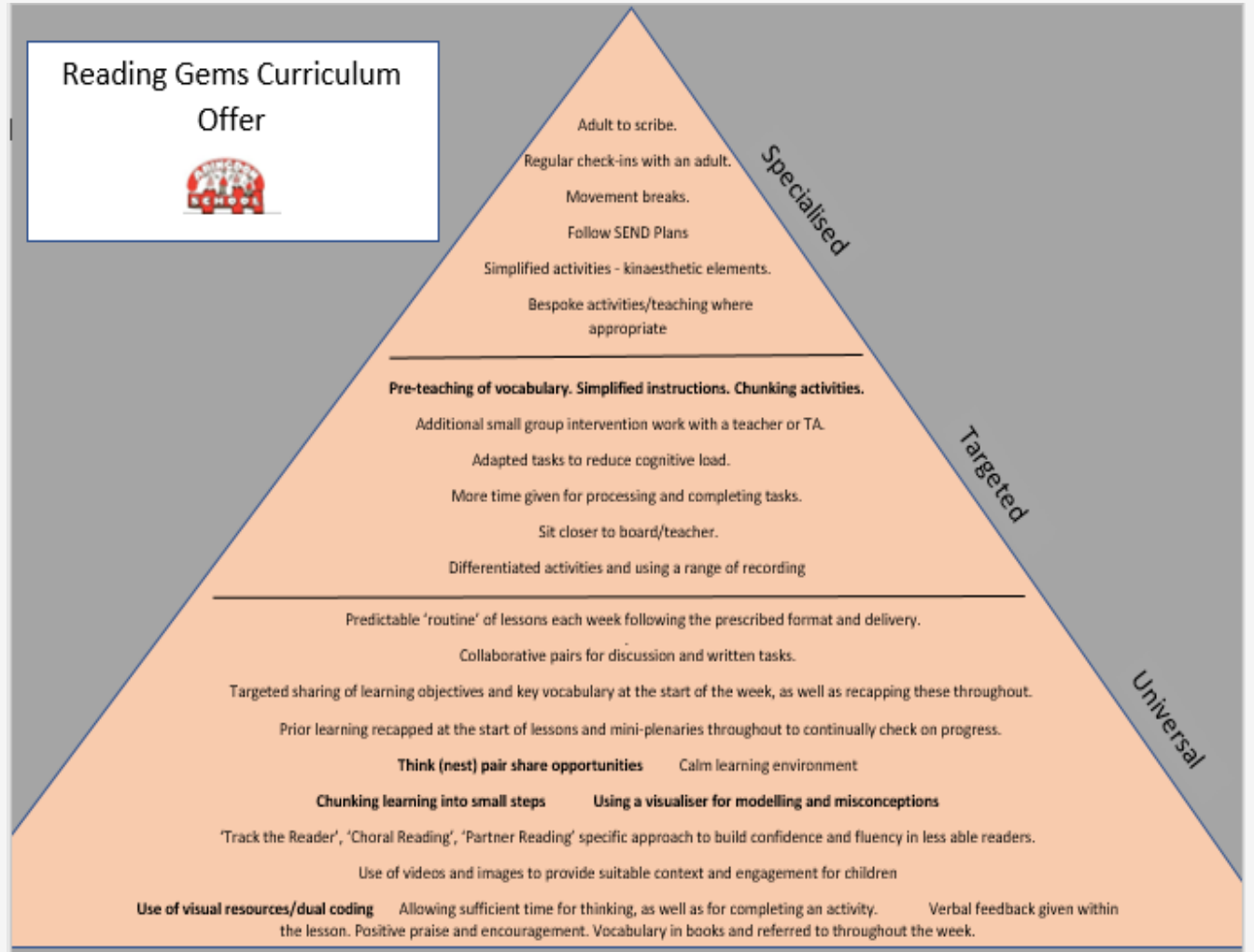
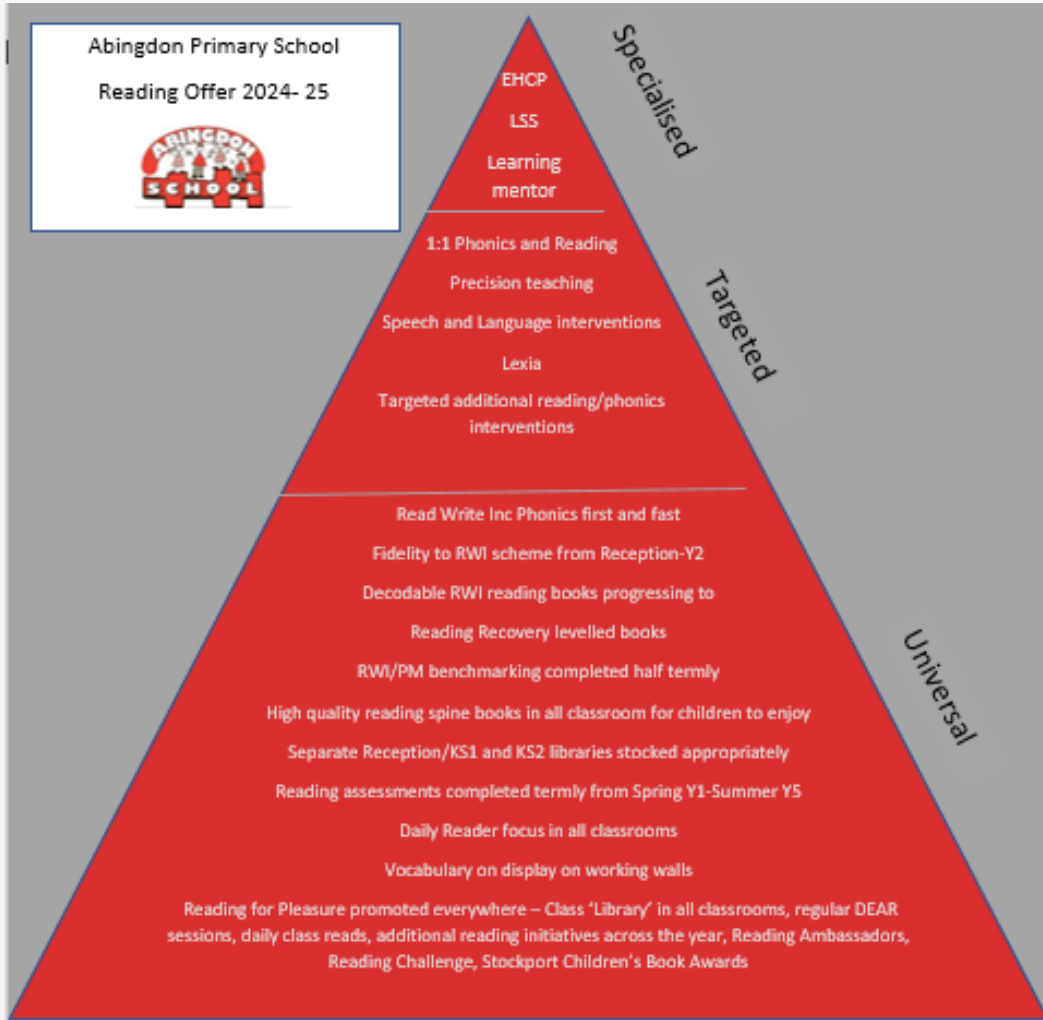


5 Using technology

Technology can be used by a teacher to model worked examples; it can be used by a student to help them to learn, to practice and to record their learning. For instance, you might use a class visualiser to share students’ work or to jointly rework an incorrect model.



Abingdon Reading Provision Pyramids



What do our children say about our curriculum?

"I really like reading because every week we have a new text."

"I like 'drawing rooms' where we read the text and look for clues about what would be in their room."

"I like the vocab sheet because it helps me find out new words."