

Reading



Vision:

The National Curriculum states that pupils should be taught to read fluently, understand extended prose and be encouraged to read for pleasure. Reading is singled out as of extreme importance since through it 'pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually' (p13) Reading allows pupils to 'acquire knowledge' and to 'build on what they already know' (p13). The 2014 Curriculum divides reading skills into two dimensions: Word reading/ decoding and comprehension. We recognise that both these elements are essential to success and we support the acquisition of both sets of skills through various methods. We recognise that these areas are clearly linked to the other aspects of English learning: speaking and listening, writing, grammar and vocabulary. We also understand that reading is a developmental process and part of life-long learning and we encourage and praise children at every stage of it.

Centre for Literacy in primary education (CLPE) Reading behaviours**

Learning to read is a complex process and one that places great demands on a child's cognitive ability to draw on their prior learning and emotional willingness to take visible risks. The first and most important resources that young readers have are a strong foundation of spoken language. Children will also need to have experience of sharing reading for pleasure and purpose and opportunities to play an increasingly participatory role in reading alongside adults. They need to have knowledge of the conventions of reading, and understanding of the large and small shapes in texts. Children will benefit from a repertoire of core texts which broadens as reading material becomes increasingly complex and wide ranging and will be able to respond to texts with increasing inference, long before they can decode fluently. A diet of high quality texts, rich in vocabulary with supportive features with strong shapes and tunes will enable children to learn how to co-ordinate the use of phonic, semantic and syntactic cues as they become increasingly mature, independent readers. As children mature as readers, they begin to engage with a greater selection of books and texts.

It is crucial that they are supported in their endeavours to take on the multi-faceted reading demands of the curriculum. In assessing children's progress and development as readers, there is consideration for a widening of reading horizons. The notion of range and variety play an increasingly important part in interactions with texts in addition to a growing ability to read silently, fluently and with ease. Children may not read equally across the range of text types but at different times will need to read more in one area than another, as well as developing preferences and special interests within the range. Children will develop as readers if they experience personal involvement in reading. Reading for pleasure often begins as shared pleasures and emotional satisfaction arising from reading with an adult or experienced reader. Provision of a rich reading programme that enables shared experiences and the opportunity to encounter a wide variety of books will ensure the range of personal reading choice grows. Observation of both silent reading and reading aloud will reveal strategies used in approaching the task and enable next steps to be developed. Children will need to talk about books in order to clarify ideas, relate reading to experience and to reflect on what they have read. This is the real meaning of comprehension. They need to understand that readers respond differently to the same book, and explore the idea that texts or illustrations might be biased, inaccurate or inadequate. If children are well read, they are better able to evaluate what is read and to make informed choices.

	Reading: phonics	Word Reading	Reading a range of books, poetry, plays and performance, fiction and non-fiction	Reading: vocabulary, language and structure	Understanding and comprehension	Discussion and viewpoint
Early Years	<ul style="list-style-type: none"> They use phonic knowledge to decode regular words and read them aloud accurately. <ul style="list-style-type: none"> Sounds-Write units 1-11 	<ul style="list-style-type: none"> Children to read whole words, growing in complexity across the year. Units 1-7 CVV, unit 8 VCC & CVCC, unit 9 CCVC, unit 10 CCVCC, CVCCC, CCCVC. Children read and understand simple sentences. They also read some common irregular words: is, a, the, I, for, of, to, are, was, all, come, some, there, their, these, what, where, who. 	<ul style="list-style-type: none"> Uses vocabulary and forms of speech that are increasingly influenced by their experiences from a range of books. 	<ul style="list-style-type: none"> Word, sentence, full stop, capital letter, rhyme, track, scan, predict, character, setting, fiction, non-fiction, syllable. 	<ul style="list-style-type: none"> They demonstrate understanding when talking with others about what they have read. 	<ul style="list-style-type: none"> Identifying, beginning, middle and ending in stories. Similarities with other texts. Repetitive structures. Counting words in sentences. Reading strategies used to work out unknown words other than decoding.

Teaching strategies (Yr R)	<ul style="list-style-type: none"> • Read aloud to children at least twice every day (use the ‘voices’ where you can) to develop receptive and expressive language • Vocabulary is golden so a focus on the spoken word and shared reading is essential in whole class learning. • Regular whole class shared reading of a variety of texts, where comprehension is a focus in conjunction with phonics. Variation in questioning such as: matching, labelling, short response e.g. ‘What does the bear eat?’ • Individual decoding books need to match child’s phonic stage. • Daily guided group reading linked to developing reading skills. • Children are heard read at least once a week by the class teacher to ensure that the child’s decoding book matches the child’s phonic abilities. • 2 x daily phonics sessions. Morning session- Sounds-write lesson. Afternoon session to address gaps in knowledge and reading skills, extend learning where possible. • Continuous provision provides opportunities for consolidating phonics.
Assessment	<ul style="list-style-type: none"> • Phonic assessments each term. • Teacher assessment collected seasonally in Autumn, Spring and Summer terms.
How individual reading is promoted	<ul style="list-style-type: none"> • Children are heard individually once a week by an adult in school (CT, TP) and this is recorded in the child’s Reading Record. • Through Reading challenges and book corners • Children are encouraged to read both their school books and library books at home. • Decoding book is read 3 times to develop decoding fluency and reading stamina. • Reading Race – home reading incentive.
Support for pupils operating below ARE	<ul style="list-style-type: none"> • Additional provisions focused on consolidating phonics skills.

	Reading: phonics	Word Reading	Reading a range of books, poetry, plays and performance, fiction and non-fiction	Reading: vocabulary, language and structure	Understanding and comprehension	Discussion and viewpoint, summary and retrieval
<u>Year 1</u>	<ul style="list-style-type: none"> Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes. Sounds-Write extended code units 1-26 Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught; read words containing taught GPCs and -s, -es, -ing, -ed, -er 	<ul style="list-style-type: none"> Apply phonic knowledge and skills as the route to decode words Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word. Read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s) 	<ul style="list-style-type: none"> 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 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 read to their own experiences becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics 	<ul style="list-style-type: none"> Discussing word meaning, linking new meanings to those already known Recognising and joining in with predictable phrases 	<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 Explain clearly their understanding of what is read to them. 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 through sentence stems I think because See Vipers Progression grid for question stems 	<ul style="list-style-type: none"> Participate in discussion about what is read to them, taking turns and listening to what others say Discussing the significance of the title and events Verbally describe what happens at the beginning, in the middle and at the end of a story.

	and – est endings		<ul style="list-style-type: none"> • Learning to appreciate rhymes and poems, and to recite some by heart 			
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Teaching strategies (Yr 1)	<ul style="list-style-type: none"> • Teacher to read aloud at least twice daily. Pupils should have extensive experience of listening to, sharing and discussing a wide range of high-quality books with the teacher, other adults and each other to engender a love of Reading at the same time as they are reading independently. • Pupils' vocabulary should be developed when they listen to books read aloud and when they discuss what they have heard. Such vocabulary can also feed into their writing. Knowing the meaning of more words increases pupils' chances of understanding when they read by themselves. • The meaning of some new words should be introduced to pupils before they start to read on their own, so that these unknown words do not hold up their comprehension. • However, once pupils have already decoded words successfully, the meaning of those that are new to them can be discussed with them, thus contributing to developing their early skills of inference. By listening frequently to stories, poems and non-fiction that they cannot yet read for themselves, pupils begin to understand how written language can be structured in order, for example, to build surprise in narratives or to present facts in non-fiction. Listening to and discussing information books and other non-fiction establishes the foundations for their learning in other subjects. Pupils should be shown some of the processes for finding out information. • Through listening, pupils also start to learn how language sounds and increase their vocabulary and awareness of grammatical structures. In due course, they will be able to draw on such grammar in their own writing. • Rules for effective discussions should be agreed with and demonstrated for pupils. They should help to develop and evaluate them, with the expectation that everyone takes part. Pupils should be helped to consider the opinions of others. • Role play can help pupils to identify with and explore characters and to try out the language they have listened to. • Daily whole class reading linked to developing reading skills using a variety of texts with a variation in question types to develop comprehension. In the summer term, written responses are modelled by the teacher. • Children are heard read at least once a week by a class teacher. • Decoding books are to match the child's phonic abilities. • 2 x daily phonics sessions. Morning session- Sounds-write lesson. Afternoon session to address gaps in knowledge and reading skills, extend learning where possible.
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Written expectations	<ul style="list-style-type: none"> • Children start to record a range of activities including simple written responses to questions, book reviews, story map retellings.
Assessment	<ul style="list-style-type: none"> • Phonic check each term. (x6) • Headstart reading comprehension assessment Term 6. (scaled score) • Teacher assessment collected seasonally in Autumn, Spring and Summer terms.
How individual Reading is promoted	<ul style="list-style-type: none"> • All children are heard read 1:1 with a teacher at least once a week. • Class Teacher or Teaching Assistant to check Reading Records on a regular basis to monitor home reading. Children are expected to read each decoding book 3 times to support fluency and reading stamina. • Children should read a selection of texts (poetry, fiction and non-fiction) and by the end of year 1 fluently reading decoding books up to unit 20. Decoding books develop reading stamina and build to approx. 45 words per page. • Reading Race – home reading incentive.
Support for pupils operating below ARE	<ul style="list-style-type: none"> • Daily 1:1 reading • Phonic interventions to support children catching up quickly to their peers. • During whole class reading sessions, differentiated questioning to ensure all children are able to participate fully. <ul style="list-style-type: none"> • Further investigation into profile and support and access to Specialist Teachers via the Local Inclusion Forum Team (LIFT)

	Reading: phonics	Word Reading	Reading a range of books, poetry, plays and performance, fiction and non-fiction	Reading: vocabulary, language and structure	Understanding and comprehension	Discussion and viewpoint, summary and retrieval
Year 2	<ul style="list-style-type: none"> • Pupils should revise and consolidate the GPCs and the common exception words taught in year 1 • 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 	<ul style="list-style-type: none"> • Read words containing common suffixes • Pupils should be taught how to read suffixes by building on the root words that they have already learnt. The whole suffix should be taught as well as the letters that make it up. • When pupils are taught how to read longer words, they should be shown syllable boundaries and how to read each syllable separately before they combine them to read the word. 	<ul style="list-style-type: none"> • Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation; re-read these books to build up their fluency and confidence in word reading • Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales 	<ul style="list-style-type: none"> • Discussing and clarifying the meanings of words, linking new meanings to known vocabulary • Discussing their favourite words and phrases • Recognising simple recurring literary language in stories and poetry 	<ul style="list-style-type: none"> • Drawing on what they already know or on background information and vocabulary (including subject specific) provided by the teacher • Checking that the text makes sense to them as they read and correcting inaccurate reading with less adult prompting • Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves. 	<ul style="list-style-type: none"> • Listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and nonfiction 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 answering and asking questions • Participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns

	<p>Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent.</p>	<ul style="list-style-type: none"> • Read further common exception words, noting unusual correspondences 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 	<ul style="list-style-type: none"> • Continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear • Being introduced to non-fiction books that are structured in different ways 		<ul style="list-style-type: none"> • Making inferences on the basis of what is being said and done, often involving more than one character. • Predicting what might happen on the basis of what has been read, using key information from the story. See Vipers Progression grid for question stems 	<p>and listening to what others say</p> <ul style="list-style-type: none"> ☒ Begin to summarise stories verbally and through pictures/story maps.
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Teaching strategies (Yr 2)	<ul style="list-style-type: none"> • Children are read to every day, being exposed to increasingly challenging vocabulary. Class reading book should be of a level that they children would not be able to access independently. It should be a book from an author who the children might not discover on their own. Avoid Walliams, Rowling, Dahl etc • Deliberate steps should be taken to increase pupils' vocabulary and their awareness of grammar so that they continue to understand the differences between spoken and written language. • Pupils should learn about cause and effect in both narrative and non-fiction (for example, what has prompted a character's behaviour in a story; why certain dates are commemorated annually). 'Thinking aloud' when reading to pupils may help them to understand what skilled readers do. • Discussion should be demonstrated to pupils. They should be guided to participate in it and they should be helped to consider the opinions of others. They should receive feedback on their discussions. • Role play and other drama techniques can help pupils to identify with and explore characters. In these ways, they extend their understanding of what they read and have opportunities to try out the language they have listened to. • Daily whole class reading is to be used to develop reading skills including written responses to questions, activities include comprehension questions summarising the text in a five finger summary, retelling, predicting what will happen next, highlighting evidence to justify answers in the text. Whole class reading lessons can focus on a particular reading domain if needed. • We should strive for all readers to be fluent readers by the end of year 2 and provide encouragement, support and intervention for those pupils who are not yet fluent.
Assessment	<ul style="list-style-type: none"> • Headstart comprehension tests in terms 1, 3 and 6 with standardised results. • SATs Term 5. • Teacher assessment collected seasonally in Autumn, Spring and Summer terms.
How individual Reading is promoted	<ul style="list-style-type: none"> • All children are heard read 1:1 with an adult at least weekly • Reading Records on a weekly basis to monitor home reading. • Reading Race – home reading incentive.
Support for pupils operating below ARE	<ul style="list-style-type: none"> • Pupils who are still at the early stages of learning to read should have ample practice in reading books that are closely matched to their developing phonic knowledge and knowledge of common exception words. As soon as the decoding of most regular words and common exception words is embedded fully, the range of books that pupils can read independently will expand rapidly. • Pupils should have opportunities to exercise choice in selecting books and be taught how to do so. • Daily 1:1 reading with clear focus • During whole class reading sessions, differentiated questioning to ensure all children are able to participate fully. • Phonic interventions • Further investigation into profile and support and access to Specialist Teachers via the Local Inclusion Forum Team (LIFT)

Year 3	Reading: phonics	Word Reading	Reading a range of books, poetry, plays and performance, fiction and non-fiction	Reading: vocabulary, language and structure	Understanding and comprehension	Discussion and viewpoint, summary and retrieval
Teaching strategies (Yr 3)	<ul style="list-style-type: none"> • Pupils should continue to have opportunities to listen frequently to stories, poems, non-fiction and other writing, including whole books and not just extracts, so that they build on what was taught previously. In this way, they also meet books and authors that they might not choose themselves. Pupils should also have opportunities to exercise choice in selecting books and be taught how to do so, with teachers making use of any library services and expertise to support this. <ul style="list-style-type: none"> • Children are read to every day, being exposed to increasingly challenging vocabulary. Class reading book should be of a level that they children would not be able to access independently. It should be a book from an author who the children might not discover on their own. Avoid Walliams, Rowling, Dahl etc • Pupils should be encouraged to use drama approaches to understand how to perform plays and poems to support their understanding of the meaning. These activities also provide them with an incentive to find out what expression is required, so feeding into comprehension. • Pupils should have guidance about the kinds of explanations and questions that are expected from them. They should help to develop, agree on, and evaluate rules for effective discussion. The expectation should be that all pupils take part. • At this stage, reading comprehension should be taking precedence over teaching word reading directly. Any focus on word reading should support the development of vocabulary. • Any child not fluent should have focused phonics intervention so they can catch up. Whole class reading using a variety of texts is taught daily. Lessons typically last for 25 minutes, with longer lessons integrated in order to promote reading stamina. Whole class reading lessons can focus on a particular reading domain if needed. • Variation in questioning, both verbal and written to include: multiple choice, ranking/ordering, labelling, find and copy (find and copy one word that suggests...), short response e.g. What does the bear eat? Open-ended response e.g. Look at the paragraph beginning: <i>Once upon a time...</i> How does the writer create a spooky atmosphere? Explain fully referring to the text in your answer. • Class teacher models written answers using evidence from the text. Focus on precision of evidence. 					
Written expectation	Children record written comprehension responses in to comprehension questions. These responses can be developed through the whole class text or through the text being read in whole class reading.					

Assessment	<ul style="list-style-type: none"> • Headstart reading comprehension assessments in terms 1,3 and 5 • Teacher Assessment steps seasonally in Autumn, Spring and Summer terms. • Termly phonics assessments for those children who are not yet 'free' readers.
How individual	<ul style="list-style-type: none"> • All children who are not free readers are to read to the class teacher at least once a week. • All free readers are monitored for text choice and a range of text type and authors.
Reading is promoted	<ul style="list-style-type: none"> • Children's Reading Records are monitored on a weekly basis and systems are in place to do this that are communicated with children and parents. • Encourage children to read for pleasure by helping to choose books. • Reading Race – home reading incentive
Support for pupils operating below ARE	<ul style="list-style-type: none"> • Children read with an adult at least three times a week. • Phonics interventions • During whole class reading sessions, differentiated questioning to ensure all children are able to participate fully. • Further investigation into profile and support and access to Specialist Teachers via the Local Inclusion Forum Team (LIFT)

	Reading: phonics	Word Reading	Reading a range of books, poetry, plays and performance, fiction and non-fiction	Reading: vocabulary, language and structure	Understanding and comprehension	Discussion and viewpoint, summary and retrieval
Year 4	<ul style="list-style-type: none"> Whilst there is no statutory content pupils should Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent 	<ul style="list-style-type: none"> Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) 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"> Continue to listen to and discuss a wide range of fiction, poetry, plays, nonfiction and reference books or textbooks including: Continue to increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally including: Reading books that are structured in different ways for a range of purposes (for example note the presentational devices such as numbering and headings in instructions) Pupils should talk confidently about the conventions of 	<ul style="list-style-type: none"> Identifying how language, structure, and presentation contribute to meaning Identifying themes and conventions in a wide range of books Reading, re-reading, and rehearsing poems and plays for presentation and performance give pupils opportunities to discuss language, including vocabulary, extending their interest in the 	<ul style="list-style-type: none"> Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context Predicting what might happen from details stated and implied Asking questions to improve their understanding of a text <i>the complexity of the writing increases the level of challenge from Yr</i> 	<ul style="list-style-type: none"> Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say Begin to identify main ideas drawn from more than one paragraph and summarise these

			<p>different types of writing (for example, the greetings in letters, a diary in the first person)</p> <ul style="list-style-type: none">• In using non-fiction, pupils should know what information they need to look for before they begin and be clear about the task. They should be shown how to use contents pages and indexes to locate information.• Recognising some different forms of poetry [for example, free verse, narrative poetry] showing understanding through intonation, tone, volume and action	meaning and origin of words	3	<p>See Vipers Progression grid for question stems</p>	
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Teaching strategies (Yr 4)	<ul style="list-style-type: none"> • Pupils should continue to have opportunities to listen frequently to stories, poems, non-fiction and other writing, including whole books and not just extracts, so that they build on what was taught previously. In this way, they also meet books and authors that they might not choose themselves. Pupils should also have opportunities to exercise choice in selecting books and be taught how to do so, with teachers making use of any library services and expertise to support this. • Children are read to every day, being exposed to increasingly challenging vocabulary. Class reading book should be of a level that they children would not be able to access independently. It should be a book from an author who the children might not discover on their own. Avoid Walliams, Rowling, Dahl etc • Pupils should be encouraged to use drama approaches to understand how to perform plays and poems to support their understanding of the meaning. These activities also provide them with an incentive to find out what expression is required, so feeding into comprehension. • Whole class reading using a variety of texts is taught daily. Lessons typically last for 25 minutes, with longer lessons integrated in order to promote reading stamina. Whole class reading lessons can focus on a particular reading domain if needed. • Regular whole class shared reading of a variety of texts with variation in questioning, both verbal and written to include: multiple choice, ranking/ordering, labelling, find and copy (find and copy one word that suggests...), short response e.g. What does the bear eat? Open-ended response e.g. Look at the paragraph beginning: <i>Once upon a time...</i> How does the writer create an image of the scene? Explain fully referring to the text in your answer. • Questioning (verbal and written) strongly develops accurate retrieval with precision. Questioning also develops inference and asks children to explain the meaning of words. • The complexity, length and range of text types increases from years 3-4.
Written expectation	<ul style="list-style-type: none"> • Children record written comprehension weekly
Assessment	<ul style="list-style-type: none"> • Headstart reading comprehension assessments in terms 1,3 and 5 • Teacher Assessment steps seasonally in Autumn, Spring and Summer terms. • Termly phonics assessments for those children who are not yet 'free' readers.
How individual Reading is promoted	<ul style="list-style-type: none"> • All children who are not free readers are to read to the class teacher at least once a week. • Children's Reading Records are monitored on a weekly basis and systems are in place to do this that are communicated with children and parents. • Encourage children to read for pleasure by helping to choose books regularly. • Reading Race – home reading incentive • All free readers are monitored for text choice and a range of text type and authors.

Support for pupils operating below ARE	<ul style="list-style-type: none"> • Children read with an adult at least three times a week. • Phonics interventions • During whole class reading sessions, differentiated questioning to ensure all children are able to participate fully. • Further investigation into profile and support and access to Specialist Teachers via the Local Inclusion Forum Team (LIFT)
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	Reading: phonics	Word Reading	Reading a range of books, poetry, plays and performance, fiction and non-fiction	Reading: vocabulary, language and structure	Understanding and comprehension	Discussion and viewpoint, summary and retrieval
Year 5	<ul style="list-style-type: none"> • It is essential that pupils whose decoding skills are poor are taught through a rigorous and systematic phonics programme so that they catch up rapidly with their peers in terms of their decoding. However, as far as possible, 	<ul style="list-style-type: none"> • By the beginning of year 5, pupils should be able to read aloud a wider range of poetry and books written at an age appropriate interest level with accuracy and at a reasonable speaking pace. They should be able to read most words effortlessly and to work out how to pronounce unfamiliar written words with increasing automaticity. If the 	<ul style="list-style-type: none"> • Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. • In using reference books, pupils need to know what information they need to look for before they begin and need to understand the task. • Reading books that are structured in different ways and for a range of purposes • Identifying and discussing themes and 	<ul style="list-style-type: none"> • Pupils should be taught the technical and other terms needed for discussing what they hear and read, such as metaphor, simile, analogy, imagery, style and effect. 	<ul style="list-style-type: none"> • Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • Predicting what might happen from details stated and implied • Checking that the book makes sense to them, discussing their understanding and exploring the 	<ul style="list-style-type: none"> • They should be able to prepare readings, with appropriate intonation to show their understanding, and should be able to summarise and present a familiar story in their own words. • Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views

	<p>these pupils should follow the upper key stage 2 programme of study in terms of listening to books and other writing that they have not come across before, hearing and learning new vocabulary and grammatical structures, and having a chance to talk about all of these.</p>	<p>pronunciation sounds unfamiliar, they should ask for help in determining both the meaning of the word and how to pronounce it correctly.</p> <ul style="list-style-type: none"> At this stage, there should be no need for further direct teaching of word-reading skills for almost all pupils. If pupils are struggling or failing in this, the reasons for this should be investigated. It is imperative that pupils are taught to read during their last two years at primary school if they enter year 5 not being able to do so. Apply their growing knowledge of root words, prefixes and suffixes (morphology and 	<p>conventions across a wide range of writing</p> <ul style="list-style-type: none"> Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions Recommending books that they have read to their peers, giving reasons for their choices Learning a wider range of poetry by heart. They should continue to learn the conventions of different types of writing, such as the use of the first person in writing diaries and autobiographies. Distinguish between statements of fact and opinion 		<p>meaning of words in context.</p> <ul style="list-style-type: none"> Asking questions to improve their understanding <p>See Vipers Progression grid for question stems</p>	<p>courteously</p> <ul style="list-style-type: none"> Provide reasoned justifications for their views. <p>Retrieve, record and present information from non-fiction**</p>
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		<p>etymology), to read aloud and to understand the</p> <ul style="list-style-type: none">• meaning of new words	<ul style="list-style-type: none">• Retrieve, record and present information from non-fiction.			
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Teaching strategies (Yr 5)	<ul style="list-style-type: none"> • During year 5, teachers should continue to emphasise pupils' enjoyment and understanding of language, especially vocabulary, to support their reading. Pupils' knowledge of language, gained from stories, plays, poetry, non-fiction and textbooks, will support their increasing fluency as readers. • When teachers are reading with or to pupils, attention should be paid to new vocabulary – both a word's meaning(s) and its correct pronunciation. • Pupils should continue to have opportunities to listen frequently to stories, poems, non-fiction and other writing, including whole books and not just extracts, so that they build on what was taught previously. In this way, they also meet books and authors that they might not choose themselves. Pupils should also have opportunities to exercise choice in selecting books and be taught how to do so, with teachers making use of any library services and expertise to support this. • Children are read to every day, being exposed to increasingly challenging vocabulary. Class reading book should be of a level that they children would not be able to access independently. It should be a book from an author who the children might not discover on their own. Avoid Walliams, Rowling, Dahl etc • Pupils should have guidance about and feedback on the quality of their explanations and contributions to discussions. • Whole class reading using a variety of texts is taught daily. Lessons typically last for 25 minutes, with longer lessons integrated in order to promote reading stamina. Whole class reading lessons can focus on a particular reading domain if needed. • Regular whole class shared reading of a variety of texts with variation in questioning, both verbal and written. • Children are exposed to a wide variety of question types: multiple choice, ranking/ordering, labelling, find and copy, short response, open-ended response, How does the writer create tension? Explain fully referring to the text in your answer. • Explicit referencing with precise answers is modelled by the class teacher. e.g. 'What did he have to do in order to read the inscription?' answer: 'Use his thumbnail to scrape the letters out'. Not accepted – 'use his thumbnail.' • Pupils should be shown how to compare characters, settings, themes and other aspects of what they read.
Written expectation	<ul style="list-style-type: none"> • Children record written comprehension responses.
Assessment	<ul style="list-style-type: none"> • Headstart reading comprehension assessments in terms 1,3 and 5 • Teacher Assessment steps seasonally in Autumn, Spring and Summer terms. • Termly phonics assessments for those children who are not yet 'free' readers.
How individual Reading is promoted	<ul style="list-style-type: none"> • All children who are not free readers are to read to the class teacher at least once a week. • Children's Reading Records are monitored on a weekly basis and systems are in place to do this that are communicated with children and parents. • Encourage children to read for pleasure by helping to choose books regularly. • Reading Race – home reading incentive

Support for pupils operating below ARE	<ul style="list-style-type: none">• Children read with an adult at least three times a week.• Phonics interventions• During whole class reading sessions, differentiated questioning to ensure all children are able to participate fully.• Further investigation into profile and support and access to Specialist Teachers via the Local Inclusion Forum Team (LIFT)
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		Reading: phonics	Word Reading	Reading a range of books, poetry, plays and performance, fiction and nonfiction	Reading: vocabulary, language and structure	Understanding and comprehension	Discussion and viewpoint, summary and retrieval
Year 6		<ul style="list-style-type: none"> Pupils should be encouraged to work out any unfamiliar word. They should focus on all the letters in a word so that they do not, for example, read 'invitation' for 'imitation' simply because they might be more familiar with the first word. Accurate reading of individual words, which might be key to the meaning of a sentence or paragraph, improves comprehension. 	<ul style="list-style-type: none"> Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), to read aloud and to understand the meaning of new words. By the end of year 6, pupils' reading and should be sufficiently fluent and effortless for them to manage the general demands of 	<ul style="list-style-type: none"> Making comparisons within and across books, identifying more multiple themes such as loss or heroism. They should have opportunities to compare characters, consider different accounts of the same event and discuss viewpoints (both of authors and of fictional characters), within a text and across more than 1 text. Recommending books that they have read to their peers, giving reasons for their choices 	<ul style="list-style-type: none"> Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context. Asking questions to improve their understanding 	<p>See Vipers Progression grid for question stems</p>	<ul style="list-style-type: none"> They should be reading widely and frequently, outside as well as in school, for pleasure and information. They should be able to read silently, with good understanding, inferring the meanings of unfamiliar words, and then discuss what they have read. Explain and discuss their understanding of what they have read, including through formal presentations and debates,

			<p>the curriculum in year 7, across all subjects and not just in English, but there will continue to be a need for pupils to learn subject-specific vocabulary.</p>	<ul style="list-style-type: none"> • Reading books that display more complex structures and for a range of purposes • Preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience. 			<p>maintaining a focus on the topic and using notes where necessary</p> <p>Provide reasoned justifications for their views with clear supporting evidence, not always retrieved directly from the text, but interpreted and a judgement made about that evidence.</p>
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<p>Teaching strategies (Yr 6)</p>	<ul style="list-style-type: none"> • During year 6, teachers should continue to emphasise pupils' enjoyment and understanding of language, especially vocabulary, to support their reading. Pupils' knowledge of language, gained from stories, plays, poetry, non-fiction and textbooks, will support their increasing fluency as readers. • When teachers are reading with or to pupils, attention should be paid to new vocabulary – both a word's meaning(s) and its correct pronunciation. • Pupils should continue to have opportunities to listen frequently to stories, poems, non-fiction and other writing, including whole books and not just extracts, so that they build on what was taught previously. In this way, they also meet books and authors that they might not choose themselves. • Pupils should also have opportunities to exercise choice in selecting books and be taught how to do so, with teachers making use of any library services and expertise to support this. • Children are read to every day, being exposed to increasingly challenging vocabulary. Class reading book should be of a level that they children would not be able to access independently. It should be a book from an author who the children might not discover on their own. Avoid Walliams, Rowling, Dahl etc • Pupils should have guidance about and feedback on the quality of their explanations and contributions to discussions.
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	<ul style="list-style-type: none"> • Whole class reading using a variety of texts is taught daily. Lessons typically last for 25 minutes, with longer lessons integrated in order to promote reading stamina. Whole class reading lessons can focus on a particular reading domain if needed. • Regular whole class shared reading of a variety of texts with variation in questioning, both verbal and written. • Children are exposed to a wide variety of question types: multiple choice, ranking/ordering, labelling, find and copy, short response, open-ended response, How does the writer create tension? Explain fully referring to the text in your answer. • Explicit referencing with precise answers is modelled by the class teacher. e.g. 'What did he have to do in order to read the inscription?' answer: 'Use his thumbnail to scrape the letters out'. Not accepted – 'use his thumbnail.' • Pupils should be shown how to compare characters, settings, themes and other aspects of what they read. • <i>Teachers should prepare pupils for secondary education by ensuring that they understand nuances in vocabulary choice and age-appropriate, academic vocabulary. This involves consolidation, practice and discussion of language</i>
Written expectation	<ul style="list-style-type: none"> • Children record written comprehension responses.
Assessment	<ul style="list-style-type: none"> • Previous SATS papers producing scaled scores in terms 2, 3 and 4. SATS in May. • Teacher Assessment steps seasonally in Autumn, Spring and Summer terms. • Termly phonics assessments for those children who are not yet 'free' readers.
How individual Reading is promoted	<ul style="list-style-type: none"> • All children who are not free readers are to read to the class teacher at least once a week. • Children's Reading Records are monitored on a weekly basis and systems are in place to do this that are communicated with children and parents. • Encourage children to read for pleasure by helping to choose books regularly. • Reading Race – home reading incentive
Support for pupils operating below ARE	<ul style="list-style-type: none"> • Children read with an adult at least three times a week. • Phonics interventions • During whole class reading sessions, differentiated questioning to ensure all children are able to participate fully. • Further investigation into profile and support and access to Specialist Teachers via the Local Inclusion Forum Team (LIFT)

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