

Our Reading
Curriculum at
Winford
C of E
Primary
School

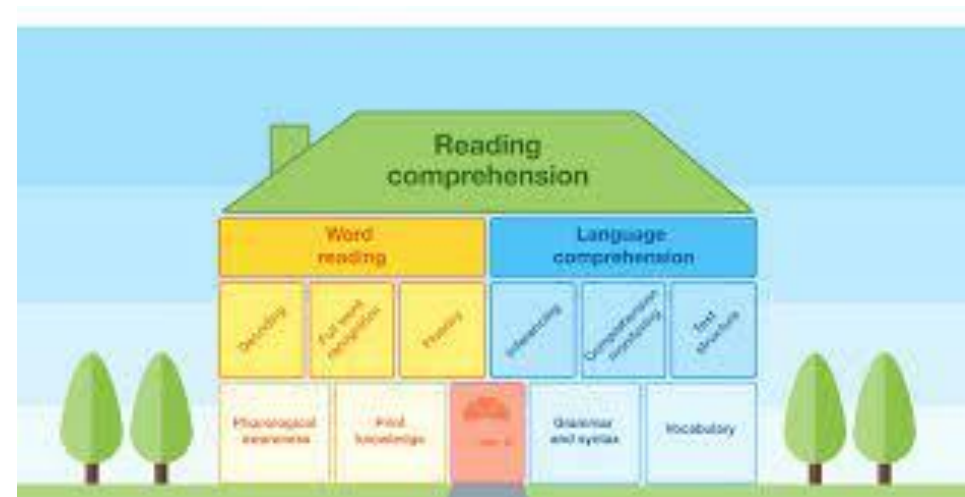


Our Intent

At Winford Primary School, we recognise that the life skill of reading is one of the most important things that we teach our children. It opens up to them worlds of wonder and curiosity and enables them to independently gather information to further grow their minds. Through reading, our pupils have the chance to grow emotionally, intellectually and socially. Our aim is for them to fall in love with reading and develop reading for pleasure habits that extend far beyond their primary years. There are a number of ways in which we teach reading at Winford Primary School. Teachers plan for a variety of whole-class, group and individual reading approaches to model expert, fluent reading and allow children to practise and develop their reading skills.

The Research behind this...

The reading comprehension house is grounded in Gough and Tunmer's Simple View of Reading. It shows word reading and language comprehension as the two dimensions of reading that need to come together to enable reading comprehension. EEF 2022



Year Group Objectives- what does each year group need to learn?

EYFS

<p><i>Word Reading- Phonics and Decoding</i></p> <ul style="list-style-type: none"> • enjoying rhyming and rhythmic activities • showing an awareness of rhyme and alliteration • recognising rhythm in spoken words • continuing a rhyming string • hearing and saying the initial sound in words • segmenting the sounds in simple words and blending them together, knowing which letter represents some of them • linking sounds to letters, naming and sounding the letters of the alphabet using phonic knowledge to decode regular words and read them aloud accurately
<p><i>Word Reading- Common Exception Words</i></p> <ul style="list-style-type: none"> • reading some common exception words
<p><i>Word Reading Fluency</i></p> <ul style="list-style-type: none"> • showing interest in illustrations and print in books and the environment • recognising familiar words and signs such as own name and advertising logos • looking at and handling books independently (holds books the correct way up and turns pages) • ascribing meanings to marks that they see in different places • beginning to break the flow of speech into words beginning to read words and simple sentences reading and understanding simple sentences
<p><i>Composition- understanding and correcting inaccuracies</i></p> <ul style="list-style-type: none"> • knowing that print carries meaning and, in English, is reading from left to right and top to bottom • understanding humour, e.g. nonsense rhymes, jokes
<p><i>Composition- comparing, contrasting and commenting</i></p> <ul style="list-style-type: none"> • listening to stories with increasing attention and recall • anticipating key events and phrases in rhymes and stories • beginning to be aware of the way stories are structured • describing main story settings, events and principal characters enjoying an increasing range of books • following a story without pictures or props • listening to stories, accurately anticipating key events and responding to what is heard with relevant comments, questions or actions • demonstrating understanding when talking with others about what they have been reading
<p><i>Comprehension- inference and prediction</i></p> <ul style="list-style-type: none"> • suggesting how a story might end

- beginning to understand 'why' and 'how' questions
- answering 'how' and 'why' questions about their experiences and in response to stories or events

Poetry and Performance

- listening to and joining in with stories and poems, on a one-to-one basis and also in small groups
- joining in with repeated refrains in rhymes and stories using intonation, rhythm and phrasing,
- making the meaning clear to others
- developing preference for forms of expression
- playing cooperatively as part of a group,
- developing and acting out a narrative expressing themselves effectively, showing awareness of listeners' needs

Non-fiction

- knowing that information can be relayed in the form of print knowing that information can be retrieved from books and computers

Year One

<i>Word Reading- Phonics and Decoding</i>
<ul style="list-style-type: none"> • applying phonic knowledge and skills as the route to decoding words • blending sounds in unfamiliar words using the GPCs that they have been taught • responding speedily, giving the correct sound to graphemes for all of the 40+ phonemes • reading words containing taught GPCs • reading words containing –s, -es, -ing, -ed and –est endings • reading words with contractions e.g I'm, I'll and we'll
<i>Word Reading- Common Exception Words</i>
<ul style="list-style-type: none"> • reading 11 common exception words, noting unusual correspondences between spelling and sound and where these occur in words
<i>Word Reading Fluency</i>
<ul style="list-style-type: none"> • accurately reading texts that are consistent with their developing phonic knowledge, that do not require them to use other strategies to work out words re-reading texts to build up fluency and confidence in word reading
<i>Composition- understanding and correcting inaccuracies</i>
<ul style="list-style-type: none"> • checking that a text makes sense to them as they read, self-correcting
<i>Composition- comparing, contrasting and commenting</i>
<ul style="list-style-type: none"> • listening to and discussing a wide range of fiction, nonfiction and poetry at a level beyond that at which they can read independently • linking what they have read or have read to them to their own experiences • retelling familiar stories in increasing detail • joining in with discussions about a text, taking turns and listening to what others are saying discussing the significance of titles and events
<i>Comprehension- inference and prediction</i>
<ul style="list-style-type: none"> • beginning to making simple inferences predicting what might happen on the basis of what has been read so far
<i>Poetry and Performance</i>
<ul style="list-style-type: none"> • reciting simple poems by heart
<i>Non- fiction</i>

Year Two

Word Reading- Phonics and Decoding
<ul style="list-style-type: none"> continuing to applying phonic knowledge and skills as the route to decoding words until automatic decoding has becoming embedded and reading is fluent reading accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes accurately reading most words of two or more syllables reading most words containing common suffixes
Word Reading- Common Exception Words
<ul style="list-style-type: none"> reading most Y1 and Y2 common exception words, noting unusual correspondences between the spelling and sound and where these occur in the word
Word Reading Fluency
<ul style="list-style-type: none"> reading aloud books (closely matched to their improving phonic knowledge), sounding out unfamiliar words accurately, automatically and without undue hesitation re-reading books to build up fluency and confidence in word reading reading words accurately and fluently without overt sounding and blending, e.g. at over 90 words per minute, in age-appropriate texts
Composition- understanding and correcting inaccuracies
<ul style="list-style-type: none"> showing understanding by 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, correcting inaccurate reading
Composition- comparing, contrasting and commenting
<ul style="list-style-type: none"> participating in discussions about books, poems and other works that are read to them (at a level beyond at which they can reading independently) and those that they can read for themselves, explaining their understanding and expressing their views becoming increasingly familiar with, and retelling a wide range of stories, fairy stories and traditional tales discussing the sequence of events in books and how items of information are related recognising simple recurring literary language in stories and poetry asking and answering questions about a text making links between the text they are reading and other texts they have read (in texts that they can read independently)
Comprehension- inference and prediction
<ul style="list-style-type: none"> 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 in a text
Poetry and Performance
<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 making the meaning clear
Non- fiction
<ul style="list-style-type: none"> recognising that non- fiction books are often structured in different ways

Year Three

Word Reading- Phonics and Decoding
<ul style="list-style-type: none"> • using phonic knowledge to decode quickly and accurately (may still need support to reading longer words) • applying growing knowledge of root words and prefixes, including in-, im-, il-, ir-, dis-, mis-, un-, re-, sub-, inter-, anti and auto • applying growing knowledge of root words and suffixes/word endings including- ation, -ly, -tur, -sure, -sion, -tion, -ssion and cian
Word Reading- Common Exception Words
<ul style="list-style-type: none"> • beginning to read Y3/Y4 exception words
Word Reading Fluency
<ul style="list-style-type: none"> • Teaching comprehension skills should be taking precedence over teaching word reading and fluency specifically. Any focus on word reading should support the development of vocabulary.
Composition- understanding and correcting inaccuracies
Composition- comparing, contrasting and commenting
<ul style="list-style-type: none"> • recognising, listening to and discussing a wide range of fiction, poetry, plays, nonfiction and reference books or textbooks • using appropriate terminology when discussing texts (plot, character, setting)
Comprehension- inference and prediction
<ul style="list-style-type: none"> • asking and answering questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives • justifying predictions using evidence from the text
Poetry and Performance
<ul style="list-style-type: none"> • preparing and performing poems and play scripts, • showing some awareness of the audience when reading aloud beginning to use appropriate intonation and volume when reading aloud
Non- fiction
<ul style="list-style-type: none"> • retrieving and recording information from non- fiction texts

Year Four

<i>Word Reading- Phonics and Decoding</i> <ul style="list-style-type: none">• reading most words fluently• attempting to decode any unfamiliar words with increasing speed and skill• applying knowledge of root words, prefixes and suffixes to read aloud fluently
<i>Word Reading- Common Exception Words</i> <ul style="list-style-type: none">• reading all Y3/Y4 exception words, discussing the unusual correspondences between the spelling and sound and where these occur in the word
<i>Word Reading Fluency</i> <ul style="list-style-type: none">• Teaching comprehension skills should be taking precedence over teaching word reading and fluency specifically. Any focus on word reading should support the development of vocabulary.
<i>Composition- understanding and correcting inaccuracies</i> <ul style="list-style-type: none">•
<i>Composition- comparing, contrasting and commenting</i> <ul style="list-style-type: none">• discussing and comparing texts from a wide variety of genres and writers reading for a range of purposes identifying themes and conventions in a wide range of books• referring to authorial style, overall themes (e.g. triumph of good over evil) and features (e.g. greeting in letters, a diary written in the first person or the using of presentational devices such as numbering and headings) identifying how language, structure and presentation contribute to meaning• identifying main ideas drawn from more than one paragraph and summarising these
<i>Comprehension- inference and prediction</i> <ul style="list-style-type: none">• drawing inferences from characters' feelings, thoughts and motives that justifies their actions,• supporting their views with evidence from the text justifying predictions from details stated and implied
<i>Poetry and Performance</i> <ul style="list-style-type: none">• recognising and discussing some different forms of poetry e.g. free verse or narrative poetry• preparing and performing poems and play scripts with appropriate techniques (intonation, tone, volume and action)• showing awareness of the audience when reading aloud
<i>Non- fiction</i> <ul style="list-style-type: none">• using all of the organisational devices available within a non- fiction text, retrieving, recording and discussing information using dictionaries, checking the meaning of words that they have reading

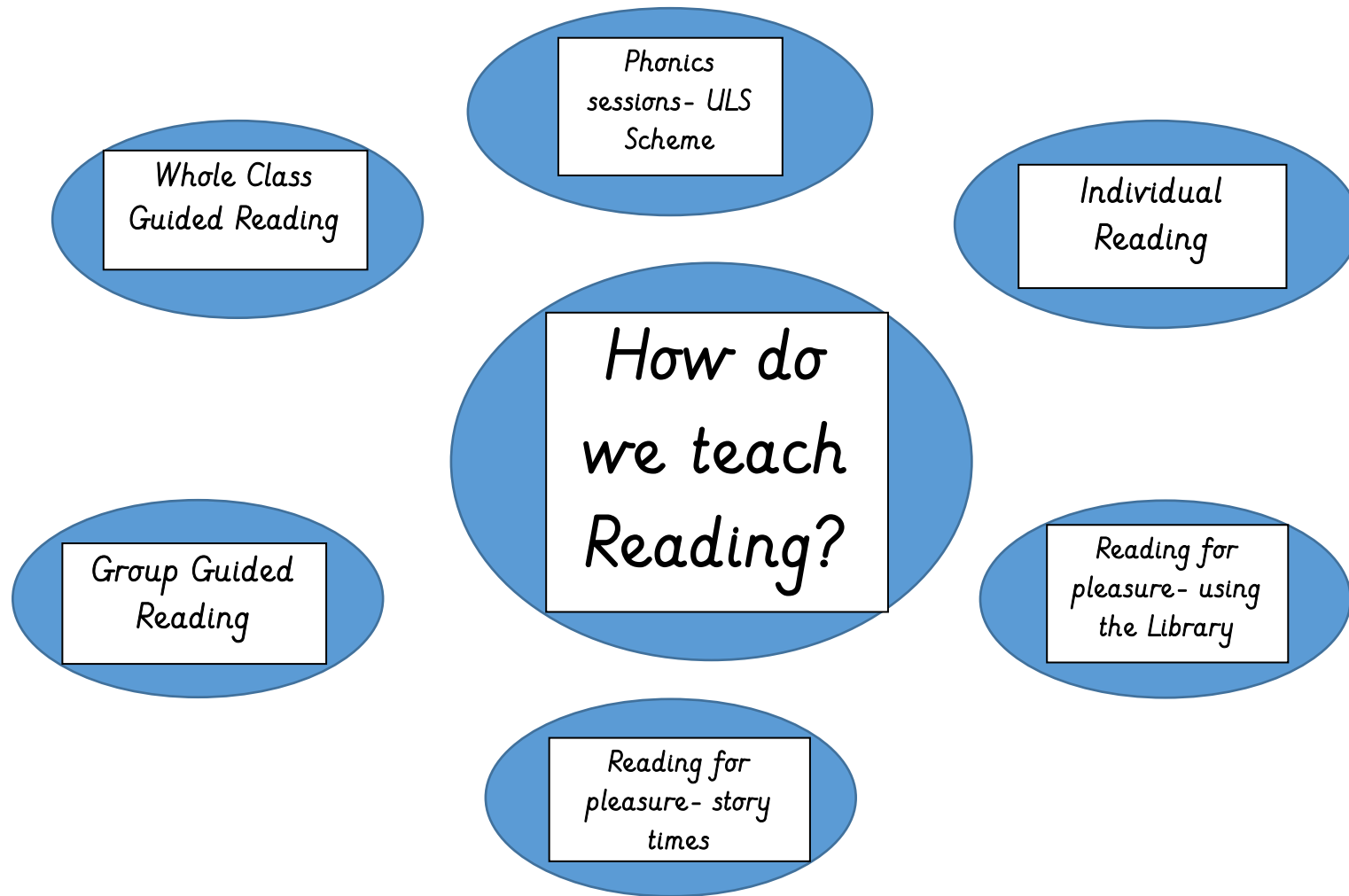
Year Five

Word Reading- Phonics and Decoding <ul style="list-style-type: none">• reading most words fluently and attempting to decode any unfamiliar words with increasing speed and skill• recognising their meaning through contextual cues• applying growing knowledge of root words, prefixes and suffixes/ word endings, including - sion tion, -cial, tial, -ant/-ance/ancy, -ent/- ence/ency, -able/-ably and - ible/ibly,
Word Reading- Common Exception Words <ul style="list-style-type: none">• reading most Y5/ Y6 exception words, discussing the unusual correspondences between the spelling and sound and where these occur in the word
Word Reading Fluency <ul style="list-style-type: none">• Teaching comprehension skills should be taking precedence over teaching word reading and fluency specifically. Any focus on word reading should support the development of vocabulary.
Composition- understanding and correcting inaccuracies <ul style="list-style-type: none">•
Composition- comparing, contrasting and commenting <ul style="list-style-type: none">• reading a wide range of genres, identifying the characteristics of text types (such as the using of the first person in writing diaries and autobiographies) and differences between text types• participating 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 courteously identifying main ideas drawn from more than one paragraph and summarising these• recommending texts to peers based on personal choice
Comprehension- inference and prediction <ul style="list-style-type: none">• drawing inferences from characters' feelings, thoughts and motives• making predictions based on details stated and implied, justifying them in detail with evidence from the text
Poetry and Performance <ul style="list-style-type: none">• continually showing an awareness of audience when reading out loud using intonation, tone, volume and action
Non- fiction <ul style="list-style-type: none">• using knowledge of texts and organisation devices,• retrieving, recording and discussing information from fiction and nonfiction texts

Year Six

Word Reading- Phonics and Decoding
<ul style="list-style-type: none"> reading fluently with full knowledge of all Y5/ Y6 exception words, root words, prefixes, suffixes decoding any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues
Word Reading- Common Exception Words
<ul style="list-style-type: none"> reading most Y5/ Y6 exception words, discussing the unusual correspondences between the spelling and sound and where these occur in the word
Word Reading Fluency
<ul style="list-style-type: none"> Teaching comprehension skills should be taking precedence over teaching word reading and fluency specifically. Any focus on word reading should support the development of vocabulary.
Composition- understanding and correcting inaccuracies
<ul style="list-style-type: none">
Composition- comparing, contrasting and commenting
<ul style="list-style-type: none"> reading for pleasure, discussing, comparing and evaluating in depth across a wide range of genres, including myths, legends, traditional stories, modern fiction, fiction from our literary heritage and books from other cultures and traditions recognising more complex themes in what they reading (such as loss or heroism) explaining and discussing their understanding of what they have reading, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary listening to guidance and feedback on the quality of their explanations and contributions to discussions, making improvements when participating in discussions drawing out key information and summarising the main ideas in a text distinguishing independently between statements of fact and opinion, providing reasoned justifications for their views comparing characters, settings and themes within a text and across more than one text
Comprehension- inference and prediction
<ul style="list-style-type: none"> considering different accounts of the same event, discussing viewpoints, both of authors and of fictional characters discussing how characters change and develop through texts by drawing inferences based on indirect clues
Poetry and Performance
<ul style="list-style-type: none"> confidently performing texts (including poems learnt by heart) using a wide range of devices, engaging the audience and for effect
Non- fiction
<ul style="list-style-type: none"> retrieving, recording and presenting information from non-fiction texts using non-fiction materials for purposeful information retrieval e.g. in reading history, geography and science textbooks, and in contexts where pupils are genuinely motivated to find out information e.g. reading information leaflets before a gallery or museum visit or reading a theatre programme or review

How do we implement this at Winford Primary School?



<i>Reading: Phonics</i>	<i>Phonics teaching needs to start quickly in Reception and should continue until children are secure in decoding. Phonics form the curriculum of early reading as a body of key knowledge and skills that all children need to master.</i>		
<i>FS</i>	<i>KS1</i>	<i>Y3 and 4</i>	<i>Y5 and 6</i>
<ul style="list-style-type: none"> • Use chosen SSP for daily lessons, assessments and interventions. • Daily phonics lessons for all pupils (20 - 30 minutes). • AfL during lessons. • Diagnostic assessments using SSP materials and assessment sheets. • Targeted interventions for pupils who need these. • Opportunities for all children to practice and learn daily/ weekly GPCs as part of daily routines. • Teachers host parent information meetings to enable parents to support phonics at home. 	<ul style="list-style-type: none"> • Use chosen SSP for daily lessons, assessments and interventions. • Daily phonics lessons for all pupils (20 – 30 minutes minutes) • AfL during lessons • Diagnostic assessments using SSP materials and assessment sheets. • Targeted interventions for pupils who need these. • Y2 pupils who did not pass PSC / have a score less than 36 have phonics plan and continued interventions. 	<ul style="list-style-type: none"> • Use chosen SSP for assessments and interventions for pupils who need this. • Regular phonics lessons for any pupils who need this. • Diagnostic assessments using SSP materials and assessment sheets. • Targeted interventions for pupils who need these. 	<ul style="list-style-type: none"> • Use chosen SSP for assessments and interventions for pupils who need this. • Regular phonics lessons for any pupils who need this. • Diagnostic assessments using SSP materials and assessment sheets. • Targeted interventions for pupils who need these.

Individual Reading	Reading on an individual basis allows children to practice and develop their decoding and fluency skills. Parents should be supported to do this effectively at home and books should match children's current attainment. All books should be 95% decodable and reading should be a celebration of children's skills.		
FS	KS1	Y3 and 4	Y5 and 6
<ul style="list-style-type: none"> • Once children can blend, they have a phonics decodable book that matches their current phonics attainment. • The books follow the SSP progression • Expectation that children read at least 4 times a week with adults at home – reading records are checked regularly to ensure this is happening. • Children re-read books to develop fluency, prosody and automaticity. • Teachers and other adults hear children read at least once a week. • Other adults (school staff, volunteers) are given guidance by class teachers to support children reading. 	<ul style="list-style-type: none"> • Once children can blend, they have a phonics decodable book that matches their current phonics attainment. • The books follow chosen SSP progression • Expectation that children read at least 4 times a week with adults at home – reading records are checked regularly to ensure this is happening. • Children re-read books to develop fluency, prosody and automaticity • Teachers and other adults hear children read frequently • Other adults (school staff, volunteers) are given guidance by class teachers to support children reading. 	<ul style="list-style-type: none"> • If needed pupils continue to have a decodable book that matches their phonics attainment. • Pupils take home a book that matches their reading attainment. 	<ul style="list-style-type: none"> • If needed pupils continue to have a decodable book that matches their phonics attainment. • Pupils take home a book that matches their reading attainment.

<ul style="list-style-type: none"> • Pupils also take home a 'real' book for parents to read to them to develop comprehension, vocabulary and love of reading. 	<ul style="list-style-type: none"> • Pupils also take home a 'real' book for parents to read to them to develop comprehension, vocabulary and love of reading. 		
Reading: guided reading (phonics and fluency)	Small group reading gives valuable opportunities to teach phonics and, once secure in decoding, increase their reading fluency. All small group reading should be matched to pupil's current reading attainment.		
FS	KS1	Y3 and 4	Y5 and 6
<ul style="list-style-type: none"> • Once children can blend they have weekly guided reading lesson (20 minutes) using books that match their phonics attainment. Lessons focus on phonics teaching, comprehension and prosody. 	<ul style="list-style-type: none"> • Until they have completed chosen phonics programme children have weekly guided reading lesson (20 minutes) using books that match their phonics attainment. Lessons focus on phonics teaching, comprehension and prosody. • Once decoding is secure, pupils have weekly fluency small group teaching (25 minutes) using a book that closely matches their reading attainment. 	<ul style="list-style-type: none"> • Fluency sessions are part of whole class reading lessons which take place 4 times a week (it is normally the first session of the week) • Individual interventions for children who need additional support 	<ul style="list-style-type: none"> • Fluency sessions are part of whole class reading lessons which take place 4 times a week (it is normally the first session of the week) • Individual interventions for children who need additional support

<i>Reading: teaching comprehension</i>		<i>Until phonics is secure and children are demonstrate accuracy and automaticity in their reading, comprehension should be taught orally. After this discrete reading comprehension lessons should focus on key skills (see OFSTED Reading Review for further guidance).</i>	
<i>FS</i>	<i>KS1</i>	<i>Y3 and 4</i>	<i>Y5 and 6</i>
<ul style="list-style-type: none"> • During class story time pupils develop comprehension skills through orally talking about the books they are listening to. 	<i>Y1/ 2:</i> <ul style="list-style-type: none"> • During class story time pupils develop comprehension skills through orally talking about the books they are listening to. <i>Year 2:</i> <ul style="list-style-type: none"> • Whole class discrete reading lessons once children have completed phonics SSP. 	<ul style="list-style-type: none"> • Whole class comprehension lessons to teach and develop specific comprehension skills each week. • Planned opportunities to practice and apply comprehension skills across the curriculum. 	<ul style="list-style-type: none"> • Whole class comprehension lessons to teach and develop specific comprehension skills each week. • Planned opportunities to practice and apply comprehension skills across the curriculum.
<i>Reading: Reading for Pleasure</i>		<i>A range of texts should be carefully chosen to share with children. They should be read to every day to support their knowledge of literature and authors.</i>	
<i>FS</i>	<i>KS1</i>	<i>Y3 and 4</i>	<i>Y5 and 6</i>
<ul style="list-style-type: none"> • Daily story time for teacher to read to pupils from school's reading spine to ensure high quality, carefully chosen texts. • Visits to school library 	<ul style="list-style-type: none"> • Daily story time for teacher to read to pupils from school's reading spine to ensure high quality, carefully chosen texts. • Visits to school library 	<ul style="list-style-type: none"> • Daily story time for teacher to read to pupils from school's reading spine to ensure high quality, carefully chosen texts. • Visits to school library 	<ul style="list-style-type: none"> • Daily story time for teacher to read to pupils from school's reading spine to ensure high quality, carefully chosen texts. • Visits to school library

Phonics Sessions in Reception, Year One and Two - learning to decode

We use Unlocking Letters and Sounds which was validated by the DfE in December 2021. We begin teaching phonics in the first few weeks of term 1 in Reception and children make rapid progress in their reading journey. Children begin to learn the main sounds heard in the English Language and how they can be represented, as well as learning 'Common Exception' words for Phases 2, 3 and 4. They use these sounds to read and write simple words, captions and sentences. Children leave Reception being able to apply the phonemes taught within Phase 2, 3 and 4.

In Year 1 through Phase 5a, b and c, they learn any alternative spellings and pronunciations for the graphemes and additional Common Exception Words. By the end of Year 1 children will have mastered using phonics to decode and blend when reading and segment when spelling. In Year 1 all children are screened using the national Phonics Screening Check.

In Year 2, phonics continues to be revisited to ensure mastery of the phonetic code and any child who does not meet age related expectations will continue to receive support to close identified gaps.

To ensure no child is left behind at any point in the progression, children are regularly assessed and supported to keep up through bespoke 1-1 interventions. These include GPC recognition and blending and segmenting interventions. The lowest attaining 20% of pupils are closely monitored to ensure these interventions have an impact.

Children work through our reading scheme up through the levels until they have enough decoding, fluency and comprehension knowledge to become 'free readers'. Our core reading scheme is based on phonetically decodable books from a number of suppliers to offer breadth and difference.

Group Guided Reading- developing decoding and fluency

Guided Reading in Reception, Year One and into Year Two

From Reception, every child takes part in a Guided Reading Session once per week. These sessions are focused opportunities for pupils to practise their decoding skills and to read with increasing fluency, Children are grouped in order for the books to be pitched at the correct level.

In the reading session, there will be five groups. Each group will read to the teacher or teaching assistant. The groups not working with an adult will either be set independent reading activities or will engage in a whole class story time. The groups rotate to ensure that all groups are heard and children get time to apply their phonics independently.

At the start of every group reading session, the teacher/teaching assistants will practise with the children the phonemes and common exception words which will appear in the book. The teacher will also discuss any key vocabulary that they will meet in the text. The children will then read the book independently. The teacher/teaching assistant will move around their group 'tuning' in, so they can hear each child read,

Each part of the lesson has a focus. The first read is decoding and the second read is about exploring prosody and comprehension. During the focus on prosody, the teacher/teaching assistants will then model reading with prosody (fluency and expression). Echo reading and 'My turn, your turn' will follow. The children will then practise reading with prosody independently and the teacher/teaching assistants will tune in to each child's reading in their group

To further develop comprehension skills, the teacher will also use whole-class teaching time to explore comprehension strategies during other input sessions. The teacher will use planning with prepared questions to develop a particular skill with comprehension, e.g. inference

Whole Class Guided Reading- developing fluency and comprehension

Guided Reading in Year Two- Six

What is whole class reading?

Instead of guided reading groups and a carousel of activities, pupils have reading lessons as a whole class four times a week.

These lessons:

- Are built around the teacher sharing high-quality and challenging texts, which are dissected by the class through high-level questioning and discussion.*
- Include a range of activities – not all of which have to have a written outcome – that enable pupils to develop their fluency, vocabulary and comprehension skills.*

Why is this better than group guided reading?

- Pupils are regularly immersed in high-quality children's literature.*
- Pupils are able to improve speaking and listening skills, as well as developing comprehension skills.*
- More time is given to modelling skills rather than just assessing ability.*
- Behaviour for learning is improved as all pupils are engaged in the lesson*

How does it work?

- The teacher selects a high-quality piece of fiction or non-fiction that will challenge all pupils. It will also cover a range of genres throughout the year. The text can be linked to a relevant topic and used to benefit other subjects.*

- The learning objective for the session is the same for all pupils. The objectives will come from the National Curriculum programme of English for each year group. Pupils will have access to the same activities and levels of questioning but with differing levels of support provided depending on pupil needs.
- The teacher reads the text to the class (or the children may read sections out loud or to themselves), modelling fluency, intonation and comprehension, and pupils follow the text with their own copy.
- The teacher uses skilful questioning based on year group expectations and discussion to help pupils get to grips with new vocabulary and develop their understanding of the text.
- Pupils work on activities that help them to develop their comprehension of the text. Depending on the activity, pupils may work in mixed-ability groups, pairs or by themselves. Activities do not always need a written outcome, for example you may use drama to help children explore a character through role play, debates or freeze frames.
- The teacher makes assessments at the end of the lesson to inform planning of future sessions. More formal assessments are done through weekly comprehension task in Year 2 - 6 as well as NFER tests at the end of term.

Discrete reading sessions last around 25 minutes, to ensure pupils remain engaged and to make a distinction between these sessions and English or writing lessons.

We use VIPERS to ensure the coverage of questions being asked during each whole class reading session.

What does this look like across the week?

Weekly whole class reading sessions are broken down into 4 sections.

Day One- All children will have a marked copy of the text, the Teacher will read the whole text with prosody, the text may then be split up with the children practising different reading styles such as choral reading or paired reading. The main focus is on fluency.

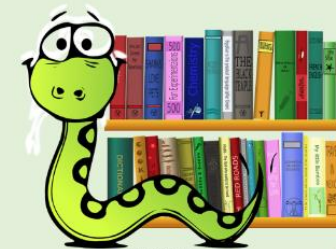
Day Two- The main focus is on vocabulary. The Teacher will read the text again and the discussion will move on to specific vocabulary or unfamiliar words. The Teacher will model how to answer different types of vocabulary questions.

Day Three- The main focus will move to another area of VIPERS- inference or retrieval or explanation. This will alternate each week. Again the Teacher will model how to answer these types of questions before the class have a go together and then independently (I, we, you)

Day Four- This session will focus on independent work and written outcomes. This may be a mix of the questions discussed earlier in the week or with some new ones too. (Weighting 60-40)

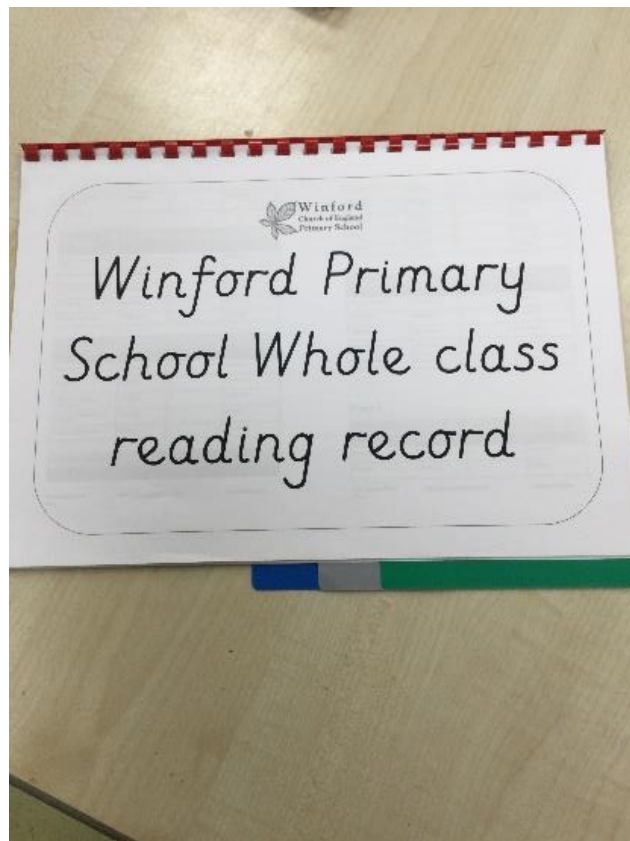
Reading Vipers

Vocabulary
Infer
Predict
Explain
Retrieve
Sequence or Summarise



Reading Assessment after these sessions

After each session we fill in a Teacher Assessment Record to help with next steps planning. It focuses on children who needed support to achieve the learning the objective and children who exceeded this.



The image shows the first page of the Teacher Assessment Record Reading form. The form is titled "TEACHER ASSESSMENT RECORD READING" and is divided into sections for Week 1, Week 2, and Week 3. Each week section includes a table for recording student performance, with columns for "Absent", "Did not achieve", "Focus", and "Exceeded". The form is spiral-bound on the left side and has a blue tab on the right side.

TEACHER ASSESSMENT RECORD READING			
Week 1		Year group:	
Week 1 WHOLE CLASS GUIDED READING - Text:			
Absent	Did not achieve	Focus	Exceeded
Week 2 WHOLE CLASS GUIDED READING - Text:			
Absent	Did not achieve	Focus	Exceeded
Week 3 WHOLE CLASS GUIDED READING - Text:			
Absent	Did not achieve	Focus	Exceeded

INDIVIDUAL READING

Every child should have two fully decodable books and one sharing book.

- The fully decodable books should be matched to the child's current secure knowledge and understanding of GPCs
- We encourage our children to re-read of fully decodable books three times - for decoding, fluency, comprehension and prosody. We ask for this to be done at least 4/5 times per week.
- Children should be reading fully decodable books at 90% fluency in class and at 95% fluency for home reading
- Real books should go home for families to share a wide range of books and explore vocabulary with their child

Children in Reception, Year One and Year Two are heard read by either the class teacher, teaching assistant or a volunteer helper at least once a week. The weakest readers in Year Three, Four, Five and Six are also heard weekly. All children will have appropriately matched books (reading at independent level 95% accuracy) for home practice. Pupils are *not* asked to read books that require them to guess words or deduce meaning from pictures, or taught words using whole word recognition.

Reading for Pleasure -

Why have a reading spine?

We want our school to be a place where children are read to, enjoy, discuss and work with high quality books. These 'essential reads' would be a store of classics, creating a living library inside a child's mind.

Pie Corbett says...

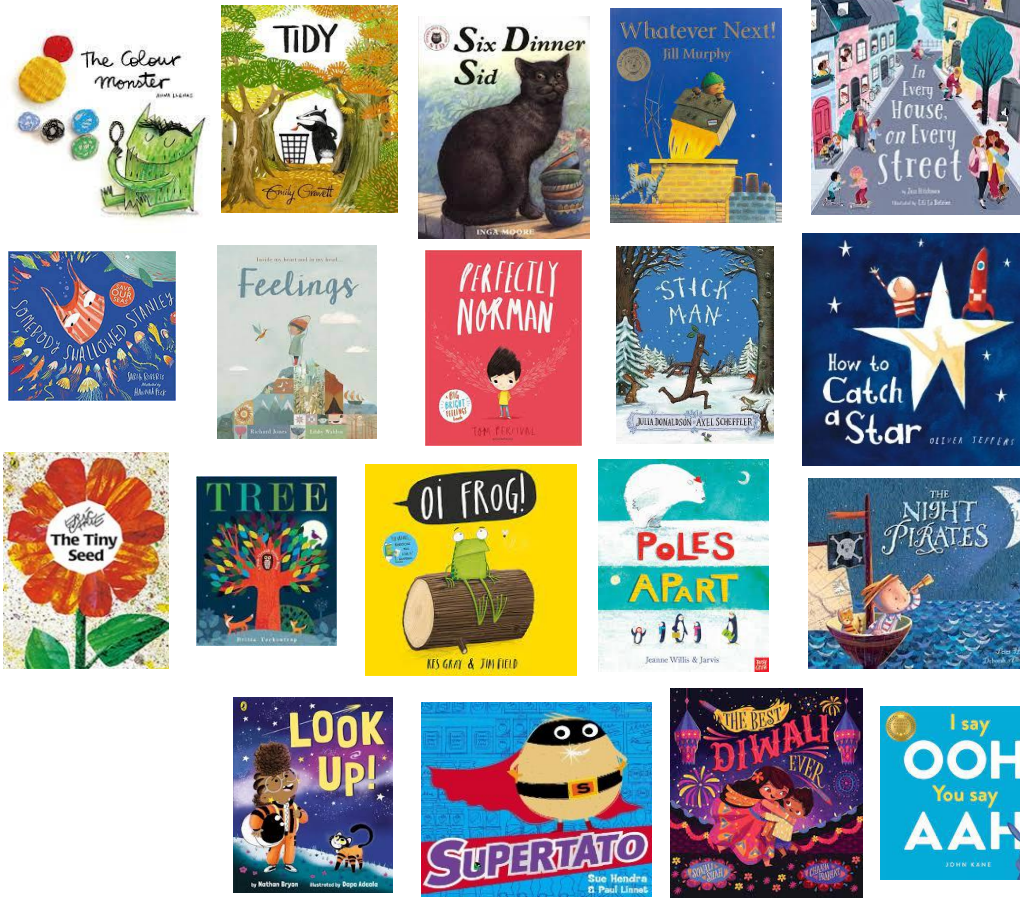
"Great books build the imagination. The more we read aloud expressively, and the more children are able to savour, discuss and reinterpret literature through the arts, the more memorable the characters, places and events become, building an inner world. A child who is read to will have an inner kingdom of unicorns, talking spiders and a knife that cuts into other worlds. The mind is like a 'tardis'; it may seem small but inside there are many mansions. Each great book develops the imagination and equips the reader with language."

Great stories speak to us as individuals and some children will return to certain books again and again. Great stories also build our language because around 75 per cent of our vocabulary comes from our reading. Reading develops the ability to think in the abstract; to follow lines of thought. Schools that have a reading spine, build a common bank of stories that bind the community together. These are shared and deeply imagined common experiences."

Reception

The books for Reception mainly use patterned language but also build an emotional connection with the reader. There is also plenty to discuss and wonder about. Many of them lend themselves to retelling and creating new versions or further adventures featuring the same characters

Fiction



Traditional Tales



Non-Fiction



Poetry



Year One

The picture books in Year 1 offer deeper exploration of emotions and wonder. They are mainly rooted in the everyday crises of life. Again, most of these books lend themselves to setting up a variety of play situations – using toys, costumes and puppets – but the children also need to be involved in careful reading of the books, paying close attention to the detail and entering imagined worlds to experience the stories deeply – then talking it all through.

Fiction



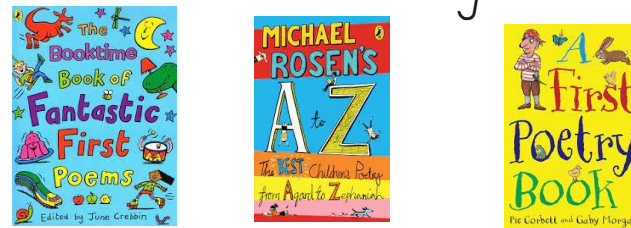
Traditional Tales



Non-Fiction



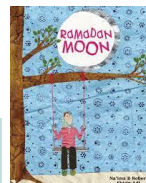
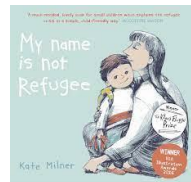
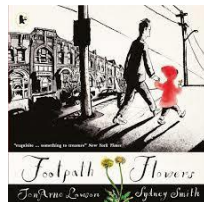
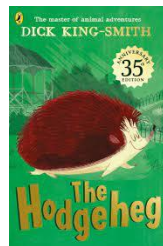
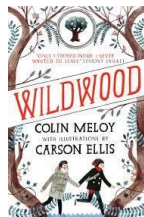
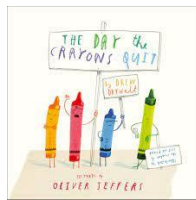
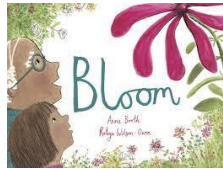
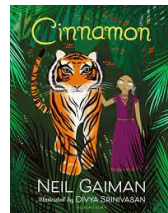
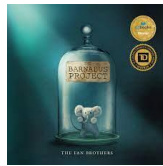
Poetry



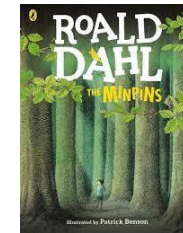
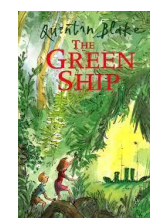
Year Two

In Year 2, it is important to start to move from sharing picture books into sharing chapter books. These will not only provide a meaty read, but also demand that the children use their imagination. Of course, there are also many Reception and Year 1 children who will sit and enjoy a chapter book and this should form part of their reading experience. Many of the chosen books operate on different levels – from the satisfaction of good stories to the exploration of deeper themes.

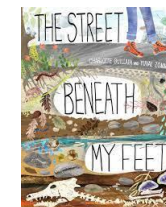
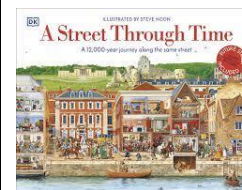
Fiction



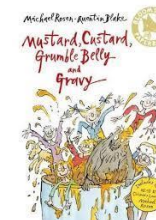
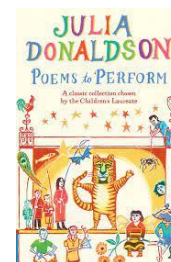
Classics



Non-Fiction



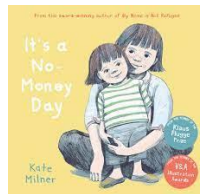
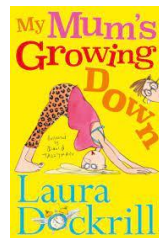
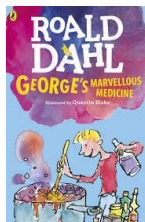
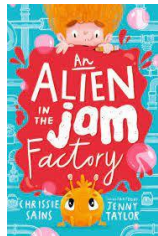
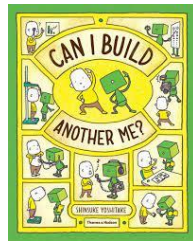
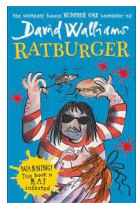
Poetry



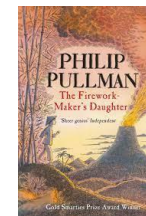
Year Three

There are many picture books which will intrigue and provide a challenge for this age group as well as plenty of chapter books. Children of this age need a great storyline, but should also be experiencing deep and rich books.

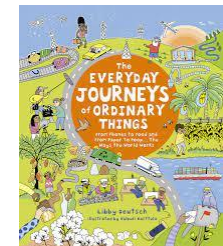
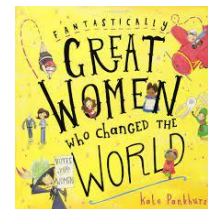
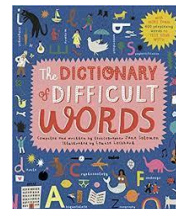
Fiction



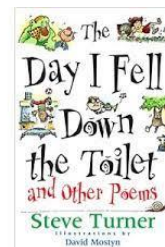
Classics



Non-Fiction

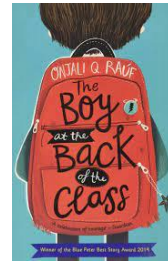
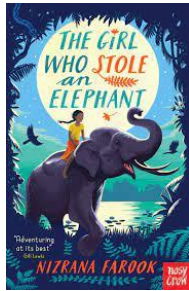
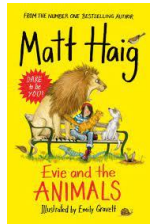


Poetry

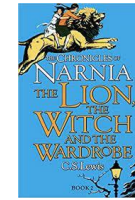
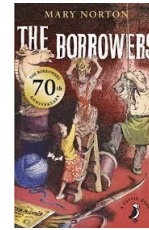


Year Four

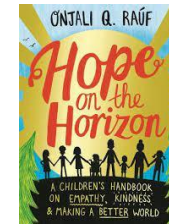
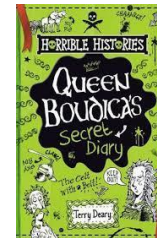
Fiction



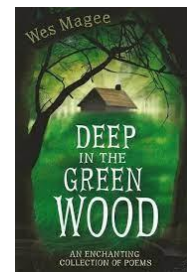
Classics



Non-Fiction

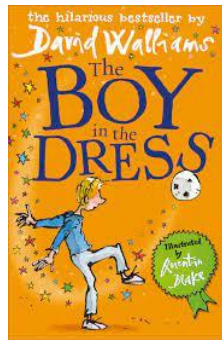
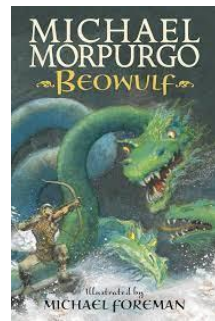
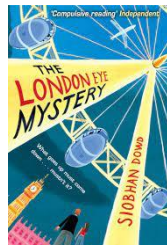
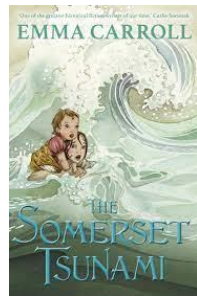


Poetry

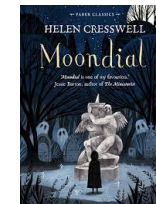
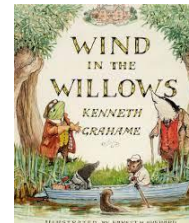


Year Five

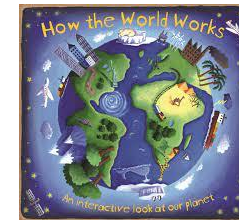
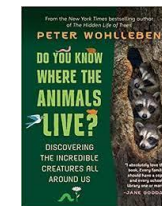
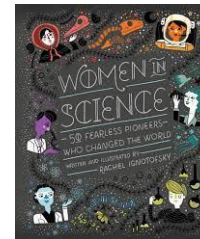
Fiction



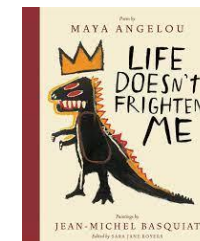
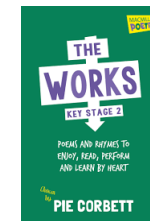
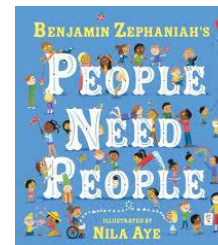
Classics



Non-Fiction

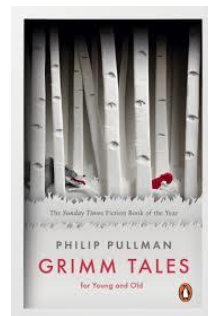
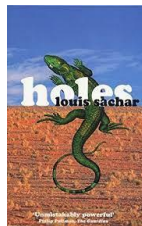
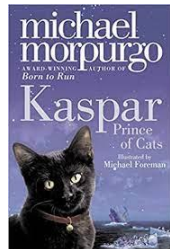
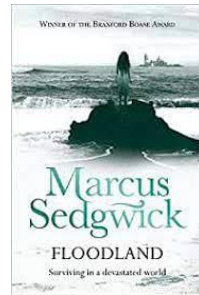
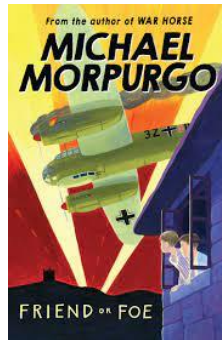


Poetry

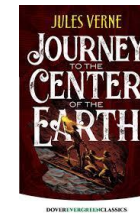
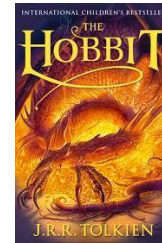


Year Six

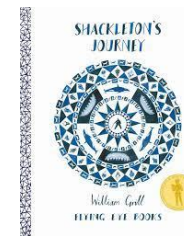
Fiction



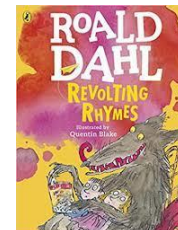
Classics



Non-Fiction



Poetry



CLASS STORY TIMES

Reading books aloud to children stimulates their imagination and expands their understanding of the world. It helps them develop language and listening skills and prepares them to understand the written word. We recognise that literature is probably the most powerful medium through which children have the chance to experience the lives of others. We recognise the great importance of choosing stories that reflect the lives of those whose experiences and perspectives are quite different from the children's own. By choosing texts that explore such differences, we can break down a sense of otherness that may lead to prejudice and instead promote inclusion and celebrate diversity.

It is therefore really important to us that all classes have a 15 minute story time every day.

The Environment

Our School Library-

Our Library is an amazing space that all classes access throughout the week. It has a range of high quality texts that the children can read in school or at home.



In each classroom-

There are dedicated book areas in each class room with a range of quality texts and books from the year groups reading spine.



The Impact of our Reading Teaching...

We measure the impact of our teaching of reading in the following ways-

- Regular phonics assessments in Reception, Year 1 and 2*
- Group reading records from grouped guided reading in Reception, Year 1 and 2*
- End of year 1 statutory phonics test*
- End of year 2 statutory reading tests*
- Fluency and comprehension Teacher Assessment Records in KS2*
- NFER tests in Year 3, 4 and 5*
- End of year 6 statutory reading tests*

We use this ongoing assessment to provide interventions alongside our high quality reading sessions for certain children that may require some additional teaching.

Assessments are then tracked on Insight (our assessment programme) against the objectives for each year group.