



READING POLICY

Name of Governing Body Representative: Kristofer McGhee

Signed by (GBR):

K. McGhee

Date: 23/09/2022

Next review due by: 23/09/2025

Our Commitment to Staff



Staff



Foster and develop the highest standards of teaching through high quality professional development

Nurture and secure leadership talent to lead the future

Recognise and reward the commitment of all staff



Create and maintain a mutually supportive, collaborative and caring environment for all

Establish well-being and health as essential contributions to effectiveness at work.

Our Strategic Priorities

Enrich the curriculum to maximise opportunities for children to develop their talents and interests.

Create a culture of care and stimulate curiosity. Build an environment of independence and collaboration for all pupils.

Use high quality and innovative approaches to teaching to promote progress and engagement.

Enhance teaching and learning through ongoing professional development and continuous support.

Build strong and flexible leadership structures.

Ensure that every child learns to read.



Intent

At Princess May Primary, we whole-heartedly believe that reading is of vital importance to all children. We believe that it is our moral duty to ensure that all of the children in our care are taught how to read and how to understand what they have read and link it to their own lives and experiences.

We do this through teaching both word recognition and comprehension skills alongside each other. Good comprehension draws from linguistic knowledge (in particular of vocabulary and grammar) and on knowledge of the world. Comprehension skills develop through pupils' experience of high-quality discussion with the teacher and their peers, as well as from reading and discussing a range of stories, poems and nonfiction. At all years throughout the school, the children are taught the skills they need but our aim is that the majority of the word recognition skills are taught in EYFS and KS1 so that by the time the children start Year 3 they are fluent readers able to access a range of texts. To support the children's comprehension skills, the teachers teach the children how to read like a reader wherever needed.

All pupils are encouraged to read widely across both fiction and non-fiction to develop their knowledge of themselves and the world in which they live, to establish an appreciation and love of reading, and to gain knowledge across the curriculum. All pupils are expected to read daily at home and the school, parents and children all sign a 'reading pledge' at the beginning of the year committing to this. Reading within class will be seen across all subject areas and include a wide variety of materials.

Reading widely and often increases pupils' vocabulary because they encounter words they would rarely hear or use in everyday speech. These words are 'rescued' within the class and children are given the opportunities to explore word meanings and encouraged to use these words within their own speaking and writing where possible.

Reading feeds pupils' imagination and opens up a treasure-house of wonder and joy for curious young minds and as such is a significant focus throughout the year at Princess May. The majority of our topics are based on and around high-quality texts and reading is encouraged throughout the year through events such as author visits; authors of the term; library visits; reading records and reading challenges.

Implementation

It is essential that, by the end of their primary education, all pupils are able to read fluently, and with confidence, in any subject in their forthcoming secondary education. The expected level of progression is as follows:

- Introducing set 1 sounds by Summer term Nursery
- Achieving Green level (RWInc) – Some Set 2 Sounds in phonics by the end of Year R.
- Achieving Yellow level (RWInc) –all set 3 sounds by the end of Year 1.
- Achieving Grey level (RWInc) by the end of Year 2.
- KS2 – Age-appropriate texts (core texts)

At Princess May, early reading is a priority. Therefore, we ensure that:

- direct, focused phonics is taught every day in Reception and KS1
- children read from books with the sounds they know, while they are learning to read
- teachers and teaching assistants provide extra practice through the day for the children who make the slowest progress (the lowest 20%)
- all children in Year 3 and above can read age-appropriate books
- teachers instil in children a love of literature: the best stories and poems

Impact

By focussing on the teaching of reading and using a synthetic phonics scheme, children learn to read unfamiliar printed words by blending (decoding) and speedily recognise familiar printed words by sight. We want all children to enjoy and experience early success in learning to read. We are committed to developing children's love of reading and to help them to acquire knowledge and to build on what they already know.

We use a variety of strategies to evaluate the knowledge, skills and understanding that our children gain as they progress from Nursery to Year 6:

- CPD to ensure that teacher pedagogy and assessment is secure.
- Regular feedback marking and pupil voice feedback.
- Subject monitoring, including book looks and learning walks.
- Regular low stakes knowledge assessments, using a range of creative approaches.
- Hackney Education cross-school moderation to ensure secure teacher judgements.
- Half-termly phonics and reading assessments to ensure our children are provided with appropriate challenge and support.

Cultural Capital

With our firm belief that knowledge is transferable, our pupils are given every opportunity to participate in a wide range of learning experiences beyond their classroom. These experiences include trips to museums, theatres, adventure centres and community projects in and around London. We believe that it is important that pupils are able to make links between what they read and their own experiences. Our pupils will also have the opportunity to meet and work with authors and build their knowledge of literature. Reading is practiced and embedded across the curriculum.



Teaching and Learning

Reading at Princess May

In order for a child to be successful, independent readers, they need to possess a secure knowledge of word reading and comprehension skills. These are:

- A familiarity with the genre of stories and an ability to make links between stories.
- A good visual memory.
- A good auditory memory.
- A recognition of the letters in the English alphabet.
- A knowledge of the grapho-phonetic construction of words.
- A familiarity with the syntax (sentence structure and grammatical arrangement) of English text.

This knowledge and skills are taught explicitly through our three reading approaches – *Read Write Inc*, *Talk through stories* and *Destination Reader* – and are continually referred to during additional reading opportunities in literacy lessons and wider curriculum subjects.

EYFS Reading Provision

EYFS Reading:

Across EYFS reading knowledge and skills are developed through the continuous provision of the environment. Each classroom has resources available to be selected by the children to support their emergent reading and writing skills. These vary from phonics sounds cards, mini-books, story sacks, high quality books and other literacy resources.

Phonics

Nursery spoken language underpins all seven areas of learning and development in the revised 2021 Early Learning Goals. The aim is to reduce the language gap between children from language-rich homes and those who are not. Therefore, at our nursery we do three things to reduce the language gap:

1. Reading aloud
2. Teach children poems and songs and
3. Talk with children

Put succinctly, our nursery children rely on read-a-lot, talk-a-lot, and sing-a-lot. When pupils are developmentally ready (through teacher assessment), they are taught to say the sounds of letters with the help of mnemonics, to blend the sounds into words and read simple 'blending books.

Nursery

In the Nursery, children are read to at least 3 times a day. A well-resourced book corner highlights the importance of reading to the children, and the writing tables have activities based around the skills being taught that week.

Reception

In Reception, we start strong with phonics. During the first four weeks there is whole class teaching for 10 minutes. The children are taught Set 1 Speed Sounds, they are also practising letter formation and "Word Time" reading at their tables. After four weeks children are assessed and placed into progress groups which they attend daily for 20 minutes. Reception children build to 1-hour daily phonics session by the end of the year. Pupils also receive weekly 1:1 tutoring and those who fall behind are placed in a daily catch-up group.

KS1 Reading Provision

Read, Write, Inc.

Children begin the RWI phonics programme in Reception and continue with it until they have learnt their sounds and can read accurately and fluently.

- **KS1** Daily RWI lessons commence at the start of the academic year; children are grouped by their phonic knowledge as well as their reading accuracy, fluency and comprehension. RWI lessons are taught every week and each lesson lasts for approximately 1 hour.
- Children who are participating in the RWI programme in KS1 have 5 x 1-hour lessons per week in progress groups.

KS1 Talk through stories (Story time)

Our "Talk Through Stories" reading programme encourages a love of reading. Only when they know the story well, can they have fun talking about the theme, characters, their actions, feelings and motives. We spend 5 days a week for 20-30 minutes exploring a range of different books including poetry, storybooks, rhymes, non-fiction. These books are model read and brought to life by the teacher for five consecutive days. Children get to develop the habit of talking to a partner and then selecting partners to respond to the group. They chat about what might happen, a character's actions, anxieties and fears. They also join in with the story, create freeze frames. On the fifth day the story is added to the class library so that it is available for children to take home and read to their parents.

KS2 Reading Provision

Read, Write, Inc.

Year 3 & 4

Pupils requiring further phonics support attend daily 1-hour RWInc progress groups. They will also receive additional daily 1:1 support using the RWInc Fast Track Intervention, this lasts approximately 10 minutes. The programme breaks down the phonics and reading strands of Read Write Inc. into smaller steps to accelerate students' reading progress. It provides intensive, targeted support to address specific gaps in a student's reading.

Year 5 & 6

Pupils receive a daily phonics support through the Fresh Start programme; this programme is designed to support pupils from Year 5 – Year 9, using books that are suited to their age. Fresh start is a 1 hour session that they receive 4 times a week.

Destination Reader

When children have completed the RWI phonics program from Year 2 upwards, they participate in Destination Reader lessons.

Destination Reader (DR) dramatically improves our pupils' reading, whilst making sure no one child is left behind. By developing a deeper understanding of what's being read, Destination Reader actively engenders a love of reading which will endure throughout our pupils' lives.

An approach rather than a scheme, Destination Reader fits right in with our school's curriculum and favourite texts. The approach involves x3 45-minute sessions a week, incorporating whole class modelling, partner work and independent reading to deliver structured daily reading sessions at KS2. The programme encompasses the key principles of effective reading provision and fully meets the requirements of the National Curriculum.

Destination Reader is taught as a whole class:

- Two days per week, whole class core text. The children work in mixed ability pairs to read and analyse a class book at the age expected level.
- One day per week, children practice their comprehension skills. Comprehension lessons are planned on a two-week cycle.
 - Big Picture Lesson (Seen - test style questions related to the class text).
 - Longer Comprehension (Unseen test style text/questions - Either Fiction/ Non-fiction/ Poetry).
- One day per week, each class visits the library to read for pleasure and change their home-reading books.

Strategies are taught each week. The reading skills explicitly taught in DR are:

- Predicting
- Clarifying
- Asking questions
- Summarising
- Inferring
- Making connections
- Evaluating

There is huge value in modelling a strategy in isolation, but only multiple strategy instruction will enable students to use and integrate a range of flexible reading strategies to boost comprehension and enjoyment. Therefore, as a school, we ensure that:

Year 3: An individual strategy is taught weekly.

- Use any opportunities to reinforce strategies.

Year 4: An individual strategy is taught weekly (revised from Year 3)

- Move to combining more than 1 strategy when children are ready e.g. predicting and asking questions or using all strategies.

Year 5: Strategies revised during Autumn 1 and then combined throughout the year.

- Return to individual strategies when appropriate such as inference.

Year 6: Strategies are combined throughout the year and provision adapted to the needs of statutory assessment.

The children record their reading progress in a Reading Journal in which they write short 'selfies' showcasing their ideas from the lesson, weekly comprehension activities and termly 'Reading Portraits' where they reflect on their progress and set themselves targets for the upcoming term.

KS2 Story time

Children receive daily 15-minute story time sessions using carefully selected age-appropriate texts. Including fiction, poetry and nonfiction. This time is protected, we aim for children to develop a love of reading through by bring the story to life and exposing them to new vocabulary.

Supporting lower achieving children through quality provision (Lowest 20%)

As a school, we believe that it is vital that all pupils are able to read at their age-expected standards. If a pupil is achieving below age-expected standards, targeted intervention is put in place. Teachers and teaching assistants provide extra practice through the day for the children who make the slowest progress/

KS1

- Daily 'pinny time' to build sound knowledge.
- 1:1 Fast Track Intervention for targeted supported
- Twice weekly 1:1 reading with an adult

KS2

- Twice weekly 1:1 reading with an adult
- Fast Track Intervention (Y3&4)
- Fresh Start Intervention (Y5&6)
- Access to Lexia
- Daily targeted in class support - **see Appendix 1.**

Teachers, Heads of Year, Reading HLTA, Literacy Leader and SLT will continuously track their progress. Targeted intervention is put into place to help support our lower achieving children through quality provision:

- **Please see Appendix 2.**

Building Active Readers

At Princess May, we believe it is paramount for children to become active readers. We build our active readers by using the following strategies:

- **Please see Appendix 3.**

Promoting Reading for Pleasure

At Princess May, we believe it is important for children to foster a love of reading from a young age. It is the expectation of the school that every class will have an established reading corner. This needs to be a safe and stimulating area that includes a wide selection of books in labelled baskets. These books will include fiction and non-fiction texts, topic books and newspapers. The reading area needs to include comfortable places to sit and questions to encourage the children's thinking. It may also include children's own reviews of books or pictures of their favourite books. There also needs to be some links to the author of the term and some kind of celebration of those children who are reading at home regularly.

As a school, we undertake many initiatives to ensure that we promote reading for pleasure.

Our initiatives:

- Carefully selected texts for each year group
- Book clubs
- Reading mornings with parents
- Theme reading activities around the year (Halloween: spooky sleepover with pyjamas, torches, lights out, and reading scary stories aloud; Reading around the world: Chinese New Year, Eid etc to promote translated books and stories from other cultures)
- National and local celebration days: World Book Day; Roald Dahl Day; National Poetry Day; Earth Day
- Encourage book choice: book fairs and visiting our local bookshops
- Partner with local library services
- Reading competitions: 'Battles of the readers' – boys versus girls or year groups/ classes (who can read the most or write the most book reviews)
- 'Books we've read so far' display in each class

- Reading buddies for reluctant and struggling readers
- Author and poet visits
- Suggested book lists for parents

At home learning

As a school, reading is our homework. We expect children to read daily at home. Children each have a reading record, whereby parents and students communicate with their teachers about books they are reading at home. Teachers/ TAs will check reading record books each day.

Phonics Pupils

Each week children in phonics groups have their home reading packs changed on a **Thursday. Phonics teachers to stamp & date reading records once a week when home reading books are changed.**

Children are given new books to take home and practice. The books they take home are matched to their current reading level. We carefully plan our home reading books as it is vital that children can access their home reading texts independently.

Pupils in phonics groups Set 1a – 1c:

- My Set 1 Sounds Booklet – to rehearse sounds at home
- Blending book (pre-taught in class) – to practice blending sounds and/or a picture book – to practice discussing stories
- Free choice library book – to share at home with an adult

Pupils in Phonic group Photocopy Ditty:

- Set 1 Sound Mat – to rehearse sounds at home
- Photocopy Ditty Sheet (unseen, matched to current reading level)
- Free choice library book – to share at home with an adult

Pupils in phonics groups Red to Grey:

- Pre-taught RWInc story book – to build fluency
- Unseen RWInc story book (matched to pre-taught story book) – to apply sounds learnt
- Free choice library book – to share at home with an adult

Pupils in phonics group Comprehension:

- Pre-taught module – to build fluency
- Unseen story book (matched to current reading level)
- Free choice library book – to share at home with an adult

Pupils in phonics group Fresh Start:

- Pre-taught RWInc module – to build fluency
- Matched module homework
- Anthology (matched to pre-taught module)

Destination Reader Pupils

- Free choice library/book corner book

Whole school expectations

- Ensure that **all children** have books that are suited to their reading ability.
- Book bags are expected to be brought into school **each day** – they should only contain books and Reading Record books (no drinks/ food etc).
- All pupils should have books in their reading record matched to their group – if pupils lose their reading record book, they will need to pay for a replacement. However, if they finish a reading record book, they will be provided with a free copy.
- Reading Record books **to be signed once a week by a member of staff who has read with the pupil** – teacher stamps have been provided. This is to demonstrate to parents that we are checking that pupils are reading at home regularly.
- Encourage parent engagement/ comments.
- Teachers to listen to pupils read their home-reading book at least once a week. Lowest 20% to be heard read twice a week, once with their teacher and once with the Reading HLTA.
- SLT, Reading HLTA and HOY will monitor the use of reading record books each week.



Assessment

Children's progress is continually monitored throughout their time at Princess May Primary School and is used to inform future teaching and learning. By the end of each key stage, children are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study as set out in the National Curriculum. These are set out as statutory requirements. We expect to draw on the non-statutory requirements to extend our children and provide an appropriate level of challenge.

Children are assessed formatively through thorough questioning and marking to ensure that teachers understand where children are currently in their learning and what their next steps need to be. This helps to ensure that maximum progress is made throughout literacy teaching across the school. In addition to this, regularly timetabled summative assessment opportunities are planned into the academic year to ensure that the progress in knowledge and skills that each child makes is accurately measured. Summative assessment opportunities are used to support teachers in their assessment judgements and should not replace teacher judgement based on experience of the child in everyday lessons.

Reading Assessment

In Early Years and KS1, children are assessed half-terminally by the RWInc Coordinator to establish which sounds they are confident in and which strategies they are able to use to effectively read familiar and unfamiliar words. These include common irregular words and 'alien' nonsense words. Each term phonics groups are given targets & spotlight children identified using the 'what to teach when' document – see **Appendix 4**.

In KS1 and KS2, classes complete a comprehension activity each term using the NFER tests, these scores are then uploaded to FFT. This should match the instructional reading level of the individual child and so often children in the same class will complete different activities. Children in KS2 who are still attending RWI lessons will be advised on which reading comprehension assessment to complete. Reading targets are generated from these assessments and then shared effectively with the children. In KS2, they are used by the children to inform their own target setting.

Lowest 20%

Pupils working below expected standard.

EYFS & KS1: Any child who is not reading at the expected RWInc level – see Appendix 5

KS2: Have a reading NFER scaled score less than 100.



Planning and Resources

Planning is a process in which all teachers are involved. Planning should be done with parallel teachers. All teachers should keep a copy of the long term, medium term and weekly planning in their files.

RWI Resources

RWI Resources are kept in **Phonics room C**. (For more information on this see RWI Policy). Nursery RWI Resources are kept in the Nursery.

Classroom Bookers Corners

Each classroom has a book corner which has an excellent stock of carefully selected age-appropriate texts, including fiction, non-fiction and poetry. Children are able to take books home daily whilst recording this in their Home Reading Records.

Whole school library

We have an excellent collection of fiction, non-fiction and poetry stored in our library. Classes are timetabled to use the library. School staff are responsible for ordering and cataloguing books. A member of staff opens the library at lunchtimes.

Marking

Destination Reader - Reading Journals

- Self-and/or Peer marked for 'Big Picture' comprehension and selfies.
- Misconceptions in weekly 'Big Picture' comprehension to be addressed and marked by class teacher.

Phonics

- All Phonics books to be marked by the teacher/ TA for their group.
- Spellings and hold a sentence to be marked & corrected by pupils in blue pen. Teachers to acknowledge pupil marking in green pen, addressing any misconceptions.
- Build a sentence to be marked by teachers in green pen.

Trips and visitors

We are constantly looking for new and meaningful experiences that will enrich the knowledge and skills of the children we teach. There is a requirement that all classes go on an English related trip at least once a year. As a school, we also explore opportunities for our pupils to meet authors, poets and actors.



Inclusion

Children with English as an additional language:

It is vital that children who have English as an additional language have English modelled accurately by all staff at school. Collaborative work with peers (where English is their first language) is essential and EAL children should be provided with consistent opportunities for this verbal interaction. Dual language books are available for each class (available from the Inclusion Department) and each classroom should have on display key words associated with current topics being studied. All teachers include a range of strategies to support children with EAL which includes: teacher and peer modelling and consistent use of visual support, repetition and recasting of language features, word banks and scaffolded speaking and listening activities.

Teachers work with the SENDCO to best meet the needs of individuals within their classes. Children who are new to English are assessed and support is put in place by the Inclusion team to help them make rapid progress.

In addition, class teachers use their teaching assistants to provide targeted support and the use of home language support and peer-buddying is encouraged.

There are many groups and projects which EAL children and their families may be involved with:

- Speech and Language groups
- Recommended English Language lessons for parents
- Drop-in translation, information and skills sharing sessions for families (See Inclusion: EAL policy for more details)

Special Educational Needs (SEND)

Some children experience learning difficulties, which affect their progress in reading. Class teachers inform the SENCO and Inclusion Department if they are concerned that a child may have underlying learning difficulties. Some children then receive SEN support. This may include:

- Volunteer readers
- Reading buddies
- Language groups
- Social skills groups
- Booster classes
- Phonics
- NELI
- Launchpad
- Lexia

(see SEN policy for further details).

High Attainers

Children who achieve highly in reading will be supported and given opportunities to deepen their knowledge and skills through the reading groups and differentiation. They will also have opportunities to work with outside agencies when appropriate.

RWInc for SEND Pupils

All children including pupils with SEND have access to phonics provision. Children with the highest needs will attend 1:1 phonics intervention in place of the whole class RWInc progress groups. Their progress will be tracked regularly by the reading teacher on the small steps tracker, this is shared with parents during parent consultations and annual reviews.

Phonics Graduates

Children who have newly graduated from RWInc and joined DR will be closely monitored by class teachers, reading lead and reading HLTA to ensure a smooth transition. Where required these pupils will receive extra 1:1 tutoring and differentiated tasks.



Expectations

Whole school expectations for Reading

- All staff to read with all pupils at least once a week, using the home reading tracker to record reading progress – **see Appendix 6.**
- Long term planning for Reading will be based on the agreed curriculum map for each year group.
- Phonics to be taught 5x a week using RWInc from REC – Y2.
- Reading to be taught 3x a week using Destination Reader (DR) from Year 2 - Year 6.
- All children to attend a library session once a week.
- Teachers to follow the DR/Phonics structured timetable.
- Class novel to be timetabled 5x a week.
- **Home reading records to be signed each day by pupils and parents. Acknowledged by teachers or HLTA/TAs/LSA once a week.**
- **Phonics teachers to stamp & date reading records once a week when home reading books are changed.**
- Promoting **Reading for Pleasure** is a school wide priority.
- We are committed to link our learning in English to other areas of the curriculum. Speaking and Listening is actively promoted.
- The **sequence of knowledge** and skills will be planned for as part of the teaching process.
- In DR reading will be planned and taught by the class teacher using The Literacy Tree text.
- In phonics teachers follow the structured planning sequence of progression, provided by RWInc.
- Differentiation of activities will be made in the weekly planning as appropriate to the pupils being taught based upon their prior knowledge, understanding and skills. Word banks and scaffold to support SEN and less able pupils where needed.
- Interactive Reading displays will be used to emphasise and raise the importance of reading in the school.
- Equal opportunities in Reading will be given to all pupils. (See Equal Opportunities policy).
- **All children able to read by the time they leave Princess May.**



The Role of the Subject Leader

Literacy lead

Some key duties that the literacy subject leader should undertake over the course of the year include:

- Be responsible for the development of English in school.
- Monitor the intent, implementation and impact of English in school.
- Support teachers in their planning and strategies for classroom management.
- Disseminate new information.
- Provide or organise staff training.
- Monitoring of literacy, reading, handwriting and spelling books
- Reading walks and other lesson observations where necessary
- Planning and organising literacy enrichment opportunities and competitions
- Liaising with SLT to help implement school improvement priorities
- Liaising with the school SENCO to best support children with literacy difficulties
- Organising, maintaining and cataloguing resources
- Keeping abreast of new initiatives in literacy teaching

Phonics Lead

- Reports to: AHT and HT
- Lead of RWInc. across the school
- Observe, coach and support relevant staff
- Analysis of RWInc. assessment data
- Parent engagement for RWInc and reading provision in KS1.
- Quality assurance of levelled texts – matched to Phonics level
- Year 1 and 2 Phonics Screen Check lead
- Working in conjunction with the SENCO to ensure the progress of pupils with SEND
- Management of CPD for all relevant staff for RWInc.
- Liaising with RWInc trainer to develop the phonics provision across the school
- Report to governors

Reading HLTA

- Alongside the Literacy Lead, the Reading HLTA will be responsible for the reading provision across the school
- The Reading HLTA will support and target pupils reading below age-related expectations (lowest 20%) from Reception-Year 6
- The Reading HLTA will be responsible for monitoring the home-reading provision for the lowest 20% and pupils with SEND.
- The Reading HLTA will feed back to the Literacy Team on the reading provision (weekly)
- The Reading HLTA will communicate with class teachers/ HOY/ SLT/ SENCO/ Parents on the progress of the lowest 20% readers
- The Reading HLTA will ensure that the lowest 20% readers work towards achieving age-expected standards in reading
- The Reading HLTA to support KS2 pupils who have not passed the phonics stage through Fast Track interventions
- The Reading HLTA is responsible for delivering phonics assessments
- The Reading HLTA will be responsible for the library provision

Appendices

Appendix 1:

N.C. Reading areas		How will we meet the needs of <u>children below age-expected</u> in these areas?
Word-reading		<ul style="list-style-type: none"> Teacher models slowing down, speeding up, pausing, re-reading in shared session Children prepare a section to read as author intended. Teacher models re-reading part or whole text to make it sound better Teacher models reading aloud and children repeat (echo reading) Specific vocabulary teaching
Comprehension	Text	<ul style="list-style-type: none"> SAP: Quickly identifying genres and features Modeling importance of finding most important information – active reading activities
	Question	<ul style="list-style-type: none"> Using Question types and CLEAR to learn tricks. Focus on specific question types each week e.g. ‘impressions of...’ Key differences between 1,2 and 3 marks questions. Creating perfect answer to 3 mark questions in teams Creating questions
Reading for pleasure		<ul style="list-style-type: none"> Tracking and interventions Reward systems for reluctant readers – Key worker checking in Finding the one! Take to bookshop, library etc. Preferences.

Appendix 2:

Supporting lower achieving children through quality provision

	What other information do we need? Specific need, EAL, new arrival, previous provision.	Assessment Daily / weekly / termly	Teaching provision How often? Mixed ability / ability only?	Interventions Phonics, 1 to 1/small group etc.	Additional resources / activities class teacher might use
Child A Red level 5	EAL SEN support. Didn't pass PSC.	Initial benchmark at start of year. Reading level assessed weekly. Benchmarked half termly. Regular phonic assessment. High frequency word check.	Whole class session: can't access oral language so TA shares simpler text instead of whole class session. Independent session: reads instructional level text daily with adult – no mixed ability.	Additional daily reading session with adult on instructional text. Reread previous day book and new book. Daily phonics catch up group. First 100 High frequency words games / support.	Box of familiar stories built up. Concrete experiences linked to texts planned e.g. video clip of fishing on iPad, small dinosaur toys. Sequencing visuals from stories. Retelling stories to a partner.

Appendix 3:

N.C. Reading areas		What do we need children to be able to do by the end of KS2?
Word-reading		<ul style="list-style-type: none"> · Read at length in a fixed time · Slow down or reread when text is difficult · Read the text as the author intended
Comprehension	Text	<ul style="list-style-type: none"> · Understand most of the words and ideas of an age-appropriate text · Retrieve the most important information from texts · Reread when an idea / word is not clear · Summarise paragraphs as I read so I understand the text as a whole · Think about the text: ask questions, infer information and start to predict what will happen · Reflect on the writer's technique and make links between texts
	Question	<ul style="list-style-type: none"> · Use test technique to find clues to answer questions accurately · Skim and scan accurately · Be familiar with the different formats/layouts of questions
Reading for pleasure		<ul style="list-style-type: none"> · Read and discuss a wide range of genres at home and school · Perform poems, plays and read aloud other texts showing understanding through intonation, tone and volume

Appendix 4: What to teach when

What To Teach When

This grid provides the focus teaching for your Speed Sounds Lessons.

Once children can read the group's focus sounds and words confidently, follow the guidance in the next row.

You can print longer words from Phonics Online on Oxford Owl.

Group		In Speed Sounds lessons, teach children to:	To progress into the next group children should be able to:
Set 1 Sounds Group A		Read first 16 Set 1 sounds Learn to blend: Word Time 1.1 to 1.3 Spell using Fred Fingers	Read first 16 single-letter sounds speedily
Set 1 Sounds Group B		Read 25 Set 1 single letter sounds Learn to blend: Word Time 1.1 to 1.4 Spell using Fred Fingers	Read 25 single-letter sounds speedily Blend sounds into words orally
Set 1 Sounds Group C		Read 25 Set 1 single letter sounds speedily Blend independently using Phonics Green Word cards: Word Time 1.1 to 1.5 Spell using Fred Fingers	Read all Set 1 single letter sounds speedily Read Word Time 1.1 to 1.5 words with Fred Talk
Ditties PCM		Read Set 1 Special Friends Read words with Special Friends: Word Time 1.6 Review Word Time 1.1 to 1.5 Read 3-sound nonsense words Spell using Fred Fingers	Read all Set 1 Sounds speedily Read Word Time 1.6 words (words with Special Friends) with Fred Talk Read 3-sound nonsense words with Fred Talk
Red Ditty Books		Review Set 1 sounds speedily Read 4 and 5 sound words: Word Time 1.7 Review Word Time 1.1 to 1.6 Read 3 and 4 sound nonsense words Spell using Fred Fingers	Read words with Special Friends and 4-sound words with Fred Talk Read 3 and 4 sound nonsense words with Fred Talk
Green		Read Set 2 sounds and matching Phonics Green Words including longer words Review Set 1 Phonics Green Words Read nonsense words Spell using Fred Fingers	Read Word Time 1.6 and 1.7 words Read 4 and 5 sound nonsense words with Fred Talk Read previously taught words with Set 1 sounds speedily
Purple		Read Set 2 sounds and matching Phonics Green Words including longer words Review Set 1 Phonics Green Words Read nonsense words Spell using Fred Fingers Once secure, read Set 3 sounds and matching Phonics Green Words	Read the first six Set 2 sounds (ay, ee, igh, ow, oo, oo) speedily Read these sounds in real words and nonsense words with Fred Talk Read previously taught words with Set 1 sounds speedily
Pink		Read Set 2 sounds and matching Phonics Green Words including longer words. Review Set 1 and 2 Phonics Green Words Read nonsense words Spell using Fred Fingers: focus on Set 2 words Once secure, read Set 3 sounds and matching Phonics Green Words	Read all Set 2 sounds speedily Read these sounds in real words and nonsense words with Fred Talk Read previously taught words with Set 1 and 2 sounds speedily
Orange		Read Set 3 sounds and matching Phonics Green Words including longer words Review Set 1 and 2 Phonics Green Words Read nonsense words Spell using Fred Fingers: focus on Set 2 words	Read Set 1 and Set 2 sounds in longer words Read Set 1 and Set 2 sounds in 4 and 5 sound nonsense words Read previously taught words with Set 1 and Set 2 sounds speedily
Yellow		Read Set 3 sounds and matching Phonics Green Words including longer words Review Set 1, 2 and 3 Phonics Green Words Read nonsense words Spell using Fred Fingers: Set 2 and 3 words	Read the first six Set 3 sounds (ea, oi, a-e, i-e, o-e, u-e) speedily Read these sounds in real words and nonsense words Read a passage at 60-70 words per minute, attempting intonation to show comprehension
Blue		Read Set 3 sounds and matching Phonics Green Words including longer words Review Set 1, 2 and 3 Phonics Green Words Read nonsense words Spell using Fred Fingers: Set 2 and 3 words	Read all Set 3 sounds speedily Read Set 3 Sounds in real words and nonsense words Read a passage at 70-80 words per minute, attempting intonation to show comprehension
Grey		Read unfamiliar multi-syllabic words Review Set 1, 2 and 3 sounds and matching Phonics Green Words including longer words speedily Read nonsense words Spell using Fred Fingers: multi-syllabic, Set 2 and 3 words	Read all Set 3 sounds in nonsense words Read multi-syllabic words containing Set 1, 2 and 3 sounds Read a passage at 80-90+ words per minute with intonation that shows some comprehension

Appendix 5: Expected levels of progression (RWInc)

Expectations of progress

Our goal is for children to:

1. Work out unfamiliar words quickly – including new vocabulary and names.
2. Read familiar words speedily – that is, words they have been taught.
3. Read texts - including the words they have been taught – fluently.

Please note: these are the expectations for the *lowest 20% of children*. Other children should be *well* in advance of this.

All children should achieve these expectations, if they have followed the programme from Reception.

	YR children can:	Y1 children can:	Y2 children can:
End of Autumn 1	Read single-letter Set 1 sounds	Read Purple Storybooks; read some Set 2 sounds	Read Blue Storybooks with increasing fluency and comprehension
End of Autumn term	Read all Set 1 sounds; blend sounds into words orally	Read Pink Storybooks; read all Set 2 sounds	Read Grey Storybooks
End of Spring 1	Blend sounds to read words; read short Ditty stories	Read Orange Storybooks; read some Set 3 sounds	Read Grey Storybooks with fluency and comprehension
End of Spring term	Read Red Storybooks	Read Yellow Storybooks	Access RWI Comprehension and Spelling programmes
End of Summer 1	Read Green Storybooks; read some Set 2 sounds	Read Yellow Storybooks; read all of Set 3 sounds	Access RWI Comprehension and Spelling programmes
End of Summer term	Read Green or Purple Storybooks	Read Blue Storybooks	Access RWI Comprehension and Spelling programmes

Appendix 6: Home reading trackers



Home Reading Record – Weekly Tracker (EYFS & KS1)

To be used whilst hearing children read their home reading book

Child's name:

Phonics group:

Term:

Book Title:

Date:

While reading in the form of a running record

Fluency and phrasing

◊ Are they reading accurately?

◊ Are they reading with fluency?

◊ Are they using a 'story voice'?

◊ Do they take notice of punctuation?

◊ Are they using "red in your head"?

Word Reading

◊ Green word accuracy 90-95%

◊ Red word accuracy 90-95%

◊ Do they slow down if it is tricky and then speed up?

◊ Do they re-read to maintain sense?

◊ Are they self-correcting errors?

Comprehension & Pleasure for Reading

◊ Are they enjoying what they are reading?

◊ Can they recap what they have read?

◊ Can they respond to literal/retrieval questions?

◊ Can they infer – think beyond the text?

◊ Can they understand precise meanings of unfamiliar or complex words?

Correct level?

Comment/
Vocabulary/
Next step:



Home Reading Record – Weekly Tracker (DR)

To be used whilst hearing children read their home reading book

Child's name: **Alara**

Reading Colour Band: **Grey**

Group: **Phoebe, Leah, Khalid, Alara**

Term:							
Book Title:	A						
Date:	Dangerous Game						
While reading in the form of a running record							
Fluency and phrasing							
◊ Are they reading at a good speed?	✓						
◊ Is there expression?	✓						
◊ Do they use natural rhythm of the text, pausing, phrasing, pitch and emphasis?	✓						
◊ Do they take notice of punctuation?	✓						
Word Reading							
◊ 90-95% accuracy is instructional	✓						
◊ Do they slow down if it is tricky and then speed up?							
◊ Do they re-read to maintain sense?							
◊ Are they self-correcting errors?							
After the child has read a section							
Pleasure for reading							
◊ Are they enjoying what they are reading?	✓						
◊ Can they summarize what they have read?	✓						
◊ Can they make connections?							
Comprehension							
◊ Can they respond to literal/retrieval questions?	✓						
◊ Can they infer – think beyond the text?							
◊ Can they reflect on the author's purpose?							
◊ Can they understand precise meanings of unfamiliar or complex words?							
Correct level?	✓						
Comment/ Vocabulary/ Next step:	Needs to re-read to maintain sense. Words= crucial, dependable						

