

Reading Policy

'Love bears all things, believes all things, hopes all things, endures all things.'

1 Corinthians 13:7

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1. Rationale

Reading is an essential life skill that provides access to the experiences of people from different cultures and times. Children must acquire good reading skills in order to access the information that will support their development in all curriculum areas. In addition to this, we aim to promote a life-long love of reading in all of our pupils.

2. Intent

Our overarching aim for reading at All Saints CE Primary School and Nursery is to promote high standards and to develop a love of literature in our pupils through widespread reading for enjoyment.

We intend that pupils will be able to:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage

3. Programme of Study – EYFS

3.1 ELG: Comprehension

Children at the expected level of development will:

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;
- Anticipate – where appropriate – key events in stories;
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.

3.2 ELG: Word Reading

Children at the expected level of development will:

- Say a sound for each letter in the alphabet and at least 10 digraphs;
- Read words consistent with their phonic knowledge by sound-blending;
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

3.3 Programme of Study – KS1 and KS2 National Curriculum

The Programmes of study for reading at KS1 and KS2 consist of two dimensions:

- word reading

- comprehension (both listening and reading)

It is essential that teaching focuses on developing pupils' competence in both dimensions; different kinds of teaching are needed for each. (Further detail of the two dimensions of reading can be found on p14 of the National Curriculum 2014).

4. Guidelines for teaching reading

Our school identifies two important phases in reading development: learning to read and reading to learn. Teaching strategies employed by staff recognise children's needs in each phase.

- Positive attitudes to reading are fostered through carefully designed learning activities and classroom provision. The need for children to enjoy reading and actively choose to read for different purposes informs this provision.
- Teachers use a balanced approach. Activities promote children's abilities to decode written language at word and sentence level, and to search for meaning in the text. These activities also reflect the need for children to engage imaginatively with texts, empathise with characters and develop their specific interests in the world around them through their reading.
- A variety of teaching strategies are employed to teach reading both inside and outside the main English lesson.
- Teaching is embedded within meaningful contexts. Teachers teach children about reading by providing access to a wide range of high quality narrative and non-narrative texts.
- Banded books (Appendix F) are used in home-school reading and individual reading for children still mastering decoding skills. These texts are supplemented by a broader range of graded reading materials (such as those found in our reading cabin and in class choice boxes) that provide access to additional text lay-outs and styles of writing.

5. EYFS

Aim: To develop children's ability to decode simple text and to develop an early appreciation of stories.

Through strategies such as play and adult-led activities, children are encouraged to acquire a love of books and to develop a respect for them. Children are introduced to the conventions of books, left to right, regarding the illustrations as an integral to the story, turning the pages singly etc. Book banded books are introduced in the Nursery in order to foster early reading habits; this is then continued and developed in Reception where an additional phonics book is introduced to consolidate phonics learning (based on Letters & Sounds) from that week.

6. Key Stage 1

Aim To develop each child's ability to read, understand and respond to all types of writing.

In KS1 children continue to develop their awareness of different stories and types of text. They also continue to build on and extend their sight vocabulary further from the phonics book bands, whilst concurrently following the Phonics Bug programme.

Reading comprehension activities are embedded within the English lesson. The English curriculum is based on book topics. Each topic lasts for approximately six weeks and enables children to be fully absorbed in rich text, whilst also accessing satellite books of varying genres and styles. The Phonics programme is introduced in EYFS and continued throughout Key Stage 1, with the pupils then moving on to the Spelling and Grammar Bug programme. It focuses on phoneme / grapheme recognition and the strategies of blending to read and segmenting to spell. Children in both EYFS and KS1 are grouped according to phonic ability and receive daily sessions of 15-20 minutes focussed teaching, learning and assessment. Regular assessment ensures children who are not working at an appropriate level access intervention groups for regular pre and post teaching of the required phase.

Children progress through the book bands when they are judged to be reading with a good level of accuracy and require the next banded book in order to both consolidate their learning and be exposed to the next set of graphemes. The child should also be able to answer the appropriate level of comprehension questions (see Appendices G and H)

7. Key Stage 2

Aim For the children to be able to read for pleasure, information and with comprehension.

Reading following 'book bands' is continued at Key Stage 2, with a full range of genre offered. Children take home a banded book. Reading comprehension is taught through the main English lesson and these activities may include answering questions related to the text, picture, comprehensions and re-writing text from a different viewpoint.

Children are encouraged to explore new vocabulary and related synonyms and antonyms. They are also encouraged to read books from the individual class libraries. Both oral and written book reviews are undertaken to encourage a desire to widen their reading experience.

8. Strategies Used to Teach Reading

Whilst some reading strategies are used more often to teach emergent reading (such as phonics), our school recognises that learners may require a blend of different strategies in order for children to progress.

8.1 Phonics

- The school uses synthetic phonics to teach reading; materials from Phonics Bug are used (Appendix A).
- These materials provide a rigorous, systematic framework in which to teach children to hear the 44 English speech sounds, blend them together into words and segment words into sounds for writing.
- Teachers follow the Phonics Bug guidance carefully to organize the teaching sessions.
- Phonics Expectations (Appendix B) give a term-by-term milestone for pupils in EYFS and KS1. Pupils not meeting the expectations are subject to a target plan, which identifies appropriate intervention.
- Phonics is taught in ability groups, broadly aligned to the different phases achieved by the pupils. It is planned for weekly using the Phonics Bug lesson structure.
- Assessments are made using the Phonics Tracker half termly (See Appendix D)

8.2 Individual Reading

- At the learning to read stage, teachers and support staff may listen to children read individually, if the child requires more focused support in applying their phonics. Children at this stage may not yet be part of a small reading group.
- Texts are chosen from the school's phonics book bands and are at the instructional level for each child

Individual reading will be used to:

- Provide a context for the teacher to teach common exception words, decoding skills, use of picture clues and use of context to support prediction;
- Provide an opportunity for child to consolidate his/her early decoding skills;
- Explicitly support the child in her/his application of comprehension strategies;
- Monitor the comprehension and application of reading skills of the child.

8.3 Shared Reading

- Shared reading takes place in various forms across all ages:

8.3.1 EYFS

Shared reading is a whole-class learning experience based on a shared text. These texts provide the theme for continuous provision and the adult-led activities. Through these experiences children develop their understanding of language, characters, settings and simple story structures, which may include repetition. Where needed, children also experience modelled reading in a small group with an adult. Decoding skills are modelled to children, for them to imitate and develop their own application of phonics.

8.3.2 KS1

Shared reading mainly takes place within the English lesson, using their focus text for that half term. Children access the text through copies and the use of the interactive whiteboard. The children's reading has a purpose, such as exploring characters, plot, making simple predictions and developing vocabulary further. The texts used in shared reading are linked to writing activities.

8.3.3 KS2

Shared reading mainly takes place within the main English lesson, using the focus text for that term. Children will be given access to the text orally, through the use of extracts in books or on the whiteboard and also through class copies. During shared reading, the children's reading will have a purpose, such as retrieving specific information or identifying the mood of a piece of description. The texts chosen are linked to the writing activities planned for the children wherever possible.

Shared reading across all stages will be used to:

- Demonstrate how to read a wide variety of different genres and text types.
- Demonstrate that reading is a pleasurable experience;
- Give access to challenging texts for all pupils;
- Provide a secure environment for learning to read;
- Provide a context for explicit teaching about reading;
- Enable teachers to model the skills and strategies used by effective readers.

8.4 Independent Reading

As pupils reach the 'reading to learn' stage and are confidently decoding and answering simple comprehension questions, then they will also be encouraged to read independently. In KS2, this reading takes place in the form of quiet reading sessions, where each child reads for a minimum of 15 minutes per day.

Independent reading will be used to:

- Promote enjoyment of reading;

- Promote the development of independent learning strategies;
- Provide a context for the application of skills and knowledge about reading.

8.5 Reading Materials

At All Saints CE Primary School and Nursery, we seek to provide high quality, up-to-date resources for teaching reading. It provides a reading sequence based on book bands for those pupils who are learning to read.

In EYFS and Key Stage One this material is banded progressively (Appendix F) and comprises of a range of different texts from the Oxford Reading Tree (ORT), Project X, Phonics Bug and other sources. Other material is added to broaden the range of sentence structures and grammar, such as poetry collections and topic books.

Phonics Bug is chosen to provide a systematic and structured approach to phonics teaching. As the children become proficient at blending and decoding, their phonics learning becomes more spelling focused, this typically occurs in Year 2.

In Key Stage 2 materials are provided that are suited to the age range and reading abilities of the children. Children choose texts, according to their reading ability from book bands. These materials are a diverse mix of fiction, non-narrative and poetry with a strong emphasis on stimulating interest. These materials are kept in class-based bookcases and are clearly labelled for easy access.

As the children progress, they are encouraged to widen their use of books for reading for information, developing specific skills:

- Looking up and locating
- information skimming
- Scanning
- Making notes
- Modern technology is also used to support reading and comprehension through a range of interactive text, which the children have access to through the use of iPads.

9. Comprehension

Reading for comprehension involves work based on the following areas:

9.1 Literal -

- Facts
- Main ideas
- Sequence of events
- Comparisons and contrasts
- Character statements and reasons

9.2 Authorial

Analyse, synthesise and organise ideas and information explicitly stated in the text. Explain why a writer has chosen to organise a text in a particular way.

9.3 Deductive

The ability to answer questions where the text does not actually tell us, but we can work out the answer directly from information the text gives us.

9.4 Inferential

Ability to use ideas and information stated in the text with own intuition and personal experience as a basis for conjecture and hypothesis. It demands thinking and imagination that go beyond the printed page.

9.5 Evaluate

Make an evaluative judgement. Explain why a writer has chosen to use a specific word or phrase and the impact the word or phrase has on the reader.

9.6 Appreciative

Be emotionally and aesthetically sensitive to the text. To relate the text to its social, cultural and historical traditions.

10. Homework

Children in EYFS, KS1 and KS2 are expected to read at home to an adult at least three times a week - this is recorded within the homework diary and checked by the class teacher.

11. Assessment

Reading assessment is used to inform teachers and pupils of their current attainment and their rates of progress. Both formative and summative assessment information is used to plan for the next step in learning.

11.1 Formative assessment in reading is undertaken in the following ways:

- Highlighting of assessment strands on book band records on a regular basis (at least half-termly).
- Highlighting phonics progress on the 'Phonics Tracker' (Appendix D).
- Pupils' 'Learning Journeys' within their English books are updated so that the child have ownership of their learning (Appendix J)
- Assessment against the reading criteria of EYFS
- Marking of comprehension work, where appropriate
- Our school tracker is used as a recording tool for formative assessments made.

11.2 Summative assessment in reading is undertaken in the following ways:

- PIRA reading assessments (Y1-Y6)
- PIRA reading assessment for Reception at the end of the year
- National Standardised Tests (Y1, Y2 and Y6)
- The outcomes of the above assessments are recorded on the school assessment system

11.3 National Standardised Summative Assessment:

Nationally standardised assessments will be used to provide information on how pupils are performing in comparison to other pupils nationally. This data will provide parents with information on how the academy is performing in comparison to other schools nationally. Teachers will have a clear understanding of the national expectations. Nationally standardised summative assessment data enables the school leadership team to benchmark the academy's performance against other schools, both locally and nationally, and make judgements about the school's effectiveness. The government and Ofsted will also make use of nationally standardised summative assessment to provide a starting point for discussions, when making judgements about the school's effectiveness.

11.4 A range of 'Nationally standardised summative assessments' will be used in English:

- End of EYFS assessment
- Phonics testing in Year 1
- National Curriculum Tests in Year 2 (reading; spelling, punctuation and grammar; teacher assessed writing)
- National Curriculum Tests in Year 6 (reading; spelling, punctuation and grammar, teacher assessed writing)

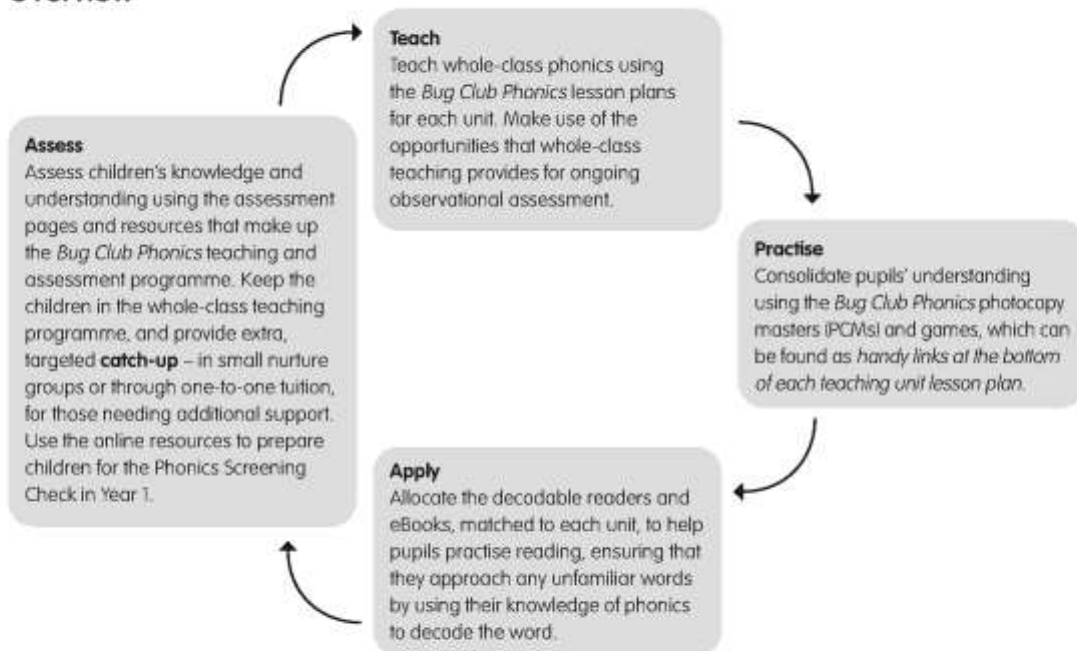
12. Inclusion:

SEND pupils access all of the provision outlined in this policy at their appropriate level. Intervention strategies – precision teaching, individual reading, phonics (Phonics Bug) and modelled reading – are used by teaching staff to meet the learning needs of specific pupils.

Appendix A - Bug Club Phonics Overview

Welcome to *Bug Club Phonics*

Overview



Bug Club Phonics is the dedicated phonics strand of *Bug Club*, a core reading programme that can be used for independent and guided reading from Reception (Primary 1) to Year 6 (Primary 7). Together, *Bug Club Phonics* and *Bug Club* provide a complete solution to helping you teach children to read in Reception (P1) and Key Stage 1 (P2 and 3).

This Teaching and Assessment Guide focuses on *Bug Club Phonics*. The programme is a balanced approach to the teaching of reading using systematic synthetic phonics (see page 4 for details). It simultaneously teaches the segmentation of words for spelling, and develops phonemic awareness skills. The programme is the product of seven years' research in Clackmannanshire, Scotland, which produced remarkable gains in reading and spelling among those children who followed the programme.

Bug Club Phonics comprises:

- Teaching and Assessment Guides for Reception (P1) and Key Stage 1 (P2 and 3)
- resource cards
- photocopy masters (PCMs)
- decodable readers
- eBooks and activities
- whole-class teaching lessons
- pupil games and assessment games.

Bug Club Phonics quick start

- 1) Go to the **Before starting section** (page 21) and check that your children are ready to begin the programme.
- 2) Login to *Bug Club Phonics* whilst referring to *Bug Club Phonics Teaching controls* (page 13).
- 3) Read the **Guide to teaching sessions** (page 49).
- 4) Start using the programme!

Essential tips

- The basic Revision and Lesson elements of the teaching sessions are essential and should be carried out at a brisk pace. This may not be possible to begin with but, as you and your children get used to the format, the pace will quicken. The independent work provided by the PCMs and games can then be tailored to meet the needs of individuals or groups.
- Ideally the sessions should be delivered on consecutive days, and if this is achieved, Units 1–12 will take around 16 weeks to complete. You may decide to take a break between units however.
- You will need an interactive whiteboard to deliver lessons in school, but if you do not have access to one, simply use the resource cards and make sure you have a large magnetic letter board and letters for modelling. (The resource cards are available to download. They include picture stimuli, letters, words and sentences.)
- Your class will need small magnetic letter boards and letters for individual use or to share between two, as your professional judgement dictates.

Appendix B Bug Club Phonics – Programme structure in Reception

Teaching systematic synthetic phonics using *Bug Club Phonics*

Programme structure

Unit structure

The following table shows what is covered in each of Units 1–12 of *Bug Club Phonics*. (See also the section ‘*Bug Club Phonics* and the phases of progression’ on page 8.)

- Each of the 12 units represents a group of letters.
- Each phoneme within a group is introduced in one Phoneme Session, and each unit concludes with a Language Session, which includes teaching of associated irregular words.

Phase	Unit	Focus	Not fully decodable words (irregular words)
2	1	s, a, t, p	
	2	i, n, m, d	
	3	g, a, c, k	to
	4	ck, e, u, r	the, no, go
	5	h, b, f, ff, ll, ss	I, into, her
3	6	j, v, w, x	me, be
	7	y, z, zz, qu	he, my, by, she
	8	ch, sh, th, ng	they
	9	ai, ee, igh, oa oo (long), oo (short)	we, are
	10	ar, or, ur, ow, oi	you
	11	ear, air, ure, er	all, was, give, live
4	12	Adjacent consonants (cvcc, ccvc, ccvcc, cccvc, cccvcc)	said, have, like, so, do, some, come, were, there, little, one, when, out, what

(See page 48 for a table showing what is covered in each of Units 13–30 of *Bug Club Phonics*.)

Session structure

The following table illustrates the breakdown of teaching elements in Phoneme and Language Sessions.

- Every Phoneme and Language Session is composed of the same teaching elements (with the exception of Unit 1).
- Each Phoneme Session starts with Revision to review previous learning (with the exception of Unit 1).
- Each lesson within the Phoneme Session starts by introducing the new phoneme for the day, using a fun video clip. Children examine asset bank words in order to highlight the new grapheme in beginning, middle or end positions. It is not intended that children read these words out loud.

Phoneme Session

Teaching element	Description
Alphabet song	Sing the Alphabet song
Revision	
Letters and Sounds	Quick-fire practice of previously taught grapheme–phoneme correspondences
Reading	Children practise reading words composed of previously taught grapheme–phoneme correspondences
Writing and Spelling	Children practise spelling and letter formation using previously taught graphemes and words
Lesson	
Introduction	Discuss learning intentions and outcomes for the day
Sounds	Children are introduced to new grapheme with corresponding phoneme. They highlight the letter’s position in words from the asset bank
Reading	Children blend phonemes for reading words
Spelling	Children segment words for spelling
Writing	Children form letters to cement grapheme–phoneme correspondence
Follow-up	Children are introduced to guided independent work, consolidating any teaching from lesson
Plenary	Discuss learning outcomes
Alphabet song	Sing the Alphabet song

Language Session

Teaching element	Description
Alphabet song	Sing the Alphabet song
Introduction	Discuss learning intentions and outcomes for the day
Not fully decodable words/irregular words	
Reading	Children read irregular word(s)
Spelling	Children spell irregular word(s)
Writing	Children write captions and sentences
Follow-up	Basic comprehension and introduction of guided independent work
Plenary	Discuss learning outcomes
Alphabet song	Sing the Alphabet song

Appendix C - Bug Club Phonics – Programme structure in KS1

Teaching systematic synthetic phonics using *Bug Club Phonics*

Programme structure

Unit structure

The following tables show what is covered in each of the units of *Bug Club Phonics*. (See also the section 'Bug Club Phonics and the phases of progression' on page 9.)

For reference purposes, Table 1 (covering Units 1–12) shows what will have already been taught in Reception (Primary 1).

Table 1 Units 1–12 of *Bug Club Phonics Reception (Primary 1)*

Phase	Unit	Focus	Not fully decodable words (irregular words)
2	1	s, a, t, p	
	2	i, n, m, d	
	3	g, o, c, k	to
	4	ck, e, u, r	the, no, go
	5	h, b, f, ff, l, ll, ss	I, into, her
3	6	j, v, w, x	me, be
	7	y, z, zz, qu	he, my, by, she
	8	ch, sh, th, ng	they
	9	ai, ee, igh, oa, oo (long), oo (short)	we, are
4	10	ar, or, ur, ow, oi	you
	11	ear, air, ure, er	all, was, give, live
4	12	Adjacent consonants (cvcc, ccvc, ccvcc, cccvc, cccvcc)	said, have, like, so, do, some, come, were, there, little, one, when, out, what

The following table (Table 2) shows what is covered in each of Units 13–30, the Key Stage 1 (Primary 2 & 3) part of the programme.

Table 2 Units 13–30 of *Bug Club Phonics Key Stage 1 (Primary 2 & 3)*

Phase	Unit	Focus	Irregular/high-frequency words
5	13	wh, ph,	oh, their, people
	14	ay, a-e, igh/ey/ei (long a)	Mr, Mrs, Ms
	15	ea, e-e, ie/ey/y (long e)	looked, called, asked
	16	ie, i-e, y, i (long i)	water, where
	17	ow, o-e, o/oe (long o)	who, again
	18	ew, ue, u-e (long a), u/oul, (short ool)	thought, through
	19	aw, au, al	work, laughed, because
	20	ir, er, ear	Thursday, Saturday, thirteen, thirty
	21	ou, oy	different, any, many
	22	ere/eer, are/ear	eyes, friends
6	23	c, k, ck, ch	two, once
	24	c(ei/cj)/cyl, sc/ still se	great, clothes
	25	g(ei/gū)/glyl, dge	it's, I'm, I'll, I've
	26	le, mb, kn/gn, wr	don't, can't, didn't
	27	tch, sh, ea, zh, (w/a, o)	first, second, third
	28	suffix morphemes ing, ed	clearing, gleaming, rained, mailed
	29	plural morphemes s, es	men, mice, feet, teeth, sheep
	30	prefix morphemes re, un, prefix+root+suffix	vowel, consonant, prefix, suffix, syllable

Session structure

The following table illustrates the breakdown of teaching elements in Phoneme and Language Sessions.

- Every Phoneme and Language Session is composed of the same teaching elements.
- Each Phoneme Session starts with Revision to review previous learning. This covers new graphemes, and blending for reading and segmenting for spelling.
- Each lesson within the Phoneme Session starts with introducing the new grapheme-phoneme correspondence for the day, using a fun video clip. Children examine asset bank words in order to highlight the new grapheme in beginning, middle or end positions. Some asset bank words are beyond the decodable experience of the children at this point and so are not intended for blending and reading; those that are will appear for blending in the Reading part of the lesson.

Appendix D - Phonics Milestones

	Nursery	Reception	Year 1
Autumn (Dec)	Phase 1	Lower / Middle Phase 3	Phase 4 re-cap Lower Phase 5
Spring (April)	Phase 2	Upper Phase 3	Middle Phase 5
Summer (June)	Upper Phase 2	Phase 4	Upper Phase 5

Appendix E - Phonics Planning Example

Year 1 Phonics - Phase: 5

	Monday	Tuesday	Wednesday	Thursday	Friday
Revisit and review Previously learned phonemes	Tricky word trucks – phase 3 and 4.	Have ee, ea and e_e around the classroom. Teacher says a word and children choose the correct grapheme to stand by.	Phase 3 and 5 so far bingo!	Make phase 3 graphemes into words.	Kim's game – all ee graphemes.
Teach Teach new phoneme/quick words.	Phoneme – ee Grapheme – e_e	Phoneme – ee Graphemes – e_e, ee, ea.	Phoneme – ee Grapheme – y	Phoneme – ee Grapheme – ey	Phoneme – ee Grapheme – ie
Practise Practise reading/spelling	Choose the correct grapheme from – ee, ea or e_e. even, steam, seat, sheet.	Have pictures of objects containing ee graphemes and children write the words using each ee grapheme.	Teach blending and sound buttoning: Grumpy, sleepy, cheeky, hungry, baby, smelly, story.	Phoneme frame: Donkey, Barney, key, valley, chimney, trolley.	Buried treasure – real and not real words: Carried, chief, field, grief, brief.

Apply Read and write using HfW and new sounds.	Yes or no? Eight is an even number.	Question time! Is 3 an even number?	Sentence read: My baby is smelly.	Sentence write – The donkey's name is Barney.	Question time! What do you play football on?
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Appendix F - Phonics Assessment Tracker

Phonics Phase Phase 6		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><u>Reading</u></p> <ul style="list-style-type: none"> • Longer and less familiar texts. • Learn rarer GPCs • Greater familiarity with graphemes of two or more letters. • Spelling work focused on structure of words supports decoding. • Increased numbers of words which can be read automatically. • Use context to support decisions about where to 	<p><u>Spelling</u></p> <ul style="list-style-type: none"> • Continue to segment words into phonemes but developing accuracy through making informed choices of graphemes where there are alternatives. • Using spelling conventions and guidelines to support this (see p187 fat book). • Learn conventions for adding common suffixes e.g. –ed, ing (p189). • Develop strategies for independent spelling and proof reading. 						

<p>place stress in a polysyllabic word.</p> <ul style="list-style-type: none"> • Greater emphasis on developing a range of comprehension strategies. 							
<p>Upper Phase 5</p> <ul style="list-style-type: none"> • Read and spell words containing alternatives for c (k ck ch) ce/ci/cy, sc/stl, se, ge/gi/gy, dge, le, mb, kn/gn, wr, tch, sh, ea (w)a, o (units 23-27) • Read and spell all 100 of the 100 HF words 							
<p>Middle Phase 5</p> <ul style="list-style-type: none"> • Read and spell words containing alternatives for ew (ue u-e long u oul short oo) aw (au al) ir (er ear) ou (oy) ere/eer, are/ear (units 18-22) • Read and spell first 60 of the 100 HF words 							
<p>Lower Phase 5</p> <ul style="list-style-type: none"> • read and spell words containing: zh, wh, ph and alternates for ay (a-e, eigh, ey, ei, long a) ea (e-e ie ey y long e) ie (i-e y l long i) oa (ow o-e – oe) (units 13-17) • Read and spell first 30 of the 100 HF words 							
<p>Phase 4</p>							

<p>This phase consolidates knowledge of graphemes in reading and spelling</p> <p>words containing adjacent consonants and polysyllabic words.</p> <ul style="list-style-type: none"> • Be able to blend and read words containing adjacent consonants • Be able to segment and spell words containing adjacent consonants • Be able to read the tricky words some, one, said, come, do, so, were, when, have, their, out, like, little, what 						
<p>Upper Phase 3</p> <p>Working on: Knowing one grapheme for each of 43 phonemes</p> <ul style="list-style-type: none"> • Give the sound when shown the vowel digraphs oo, ar, or, ur, ow, oi, ear, air <p>ure, er</p> <ul style="list-style-type: none"> • Be able to read and spell the tricky words was, my, you, they, her, all, are • Be able to blend and segment CVC words and CCVC words 						
<p>Middle Phase 3</p>						

<ul style="list-style-type: none"> • Be able to read and spell the tricky words he, she, we, me, be • Give the sound when shown the consonant digraphs ch, sh, th, ng • Give the sound when shown the vowel digraphs ai, ee ie, oa, oo • Be able to blend and segment CVC words and CCVC words 						
<p>Lower Phase 3</p> <ul style="list-style-type: none"> • Be able to spell the tricky words the, to, I, no, go • Be able to read the tricky words he, she, we, me, be, • Give the sound when shown j, v, w ,x, y, z ,zz, qu • Write each letter correctly when following a model • Be able to blend and segment CVC words with phase 2 letters and the above 						
<p>Upper Phase 2</p> <ul style="list-style-type: none"> • Give the sound when shown h, b, f, ff, l ,ll, ss • Be able to orally blend and segment in order to read and spell CVC words with all phase 2 letters 						

<ul style="list-style-type: none"> • Read, write a caption using one or more high-frequency words and words containing phase 2 letters 						
<p>Middle Phase 2</p> <ul style="list-style-type: none"> • Give the sound when shown g ,o, c, k, ck ,e, u ,r • Be able to orally blend and segment in order to read and spell VC and then CVC words with lower phase 2 and the above letters 						
<p>Lower Phase 2</p> <ul style="list-style-type: none"> • Give the sound when shown s, a, t, p, i, n, m, d • Be able to read the 5 tricky words the, to, I, no, go • Be able to orally blend and segment in order to read and spell VC and then CVC words with the above letters ie as, in, am – sat, pin 						
<p>Upper Phase 1</p> <p>Aspect 7 – Oral Blending and Segmenting</p>						
<p>Middle Phase 1</p> <p>Aspect 4 - Rhythm and rhyme</p> <p>Aspect 5 - Alliteration</p> <p>Aspect 6 - Voice Sounds</p>						

Lower Phase 1						
Aspect 1: Environmental sounds						
Aspect 2 – Instrumental Sounds						
Aspect 3 - Body Percussion						

Appendix G - Choosing books for All Saints CE Primary School & Nursery

Literature is a powerful vehicle for helping children understand their homes, communities and the world. Even before young children can read, family members, childcare providers and teachers read stories about people in faraway places, sometimes from the distant past and sometimes about people whose lives are similar to their own. The impressions and messages contained in these stories can last a lifetime.

Books, at their best, invite children to use their imaginations, expand their vocabularies and gain a better understanding of themselves and others. If the books reflect the diverse groups of people in the world around them, children can learn to develop respect for self and others. Literature should be both a mirror in which children can see themselves reflected, and also a window through which children can explore the world around them; books can illustrate the concept that people from diverse groups can play and work together, solve problems, and overcome obstacles. At its best, children's literature helps them to understand that despite our many differences, all people have feelings and aspirations. Those feelings can include love, sadness and fear and the desire for fairness and justice. Selecting good books involves an anti-bias approach, an active commitment to challenging prejudice, stereotyping, and all forms of discrimination, challenge stereotypes, provide a realistic glimpse into the lives of diverse groups of people, help children learn to recognise unfairness, and provide models for challenging inequity.

Unfortunately, not all children's literature conveys the messages that we want young people to learn. Books often contain the same stereotypes, biases of other media, and because children are interested in a story's plot and characters, it is unlikely that they will know or consider whether a book includes racist, sexist or other stereotypical messages. If young children are repeatedly exposed to biased representations through words and pictures, there is a danger that such distortions will become a part of their thinking, especially if reinforced by societal biases. It is, therefore, the responsibility of adults to select literature that is entertaining, age appropriate, and that provides children with accurate representations of all people. Additionally, because there are such a relatively small number of children's books about people of colour or people with physical and mental disabilities, it is extremely important that adults make every effort to ensure that high-quality children's literature by and about these groups is made available to children.

Selecting a good range of children's books begins with the literary elements of plot, characterisation, setting, style, theme and point of view interwoven to create a compelling story in an age appropriate manner. When deciding whether or not to include a particular title in a collection of children's books, it is important to review the illustrations or pictures that accompany the text, in addition to the content.

While every child's book cannot possibly meet each and every standard of excellence, in many instances, the value of a particular book will outweigh those aspects that might be questionable or problematic. Books should be examined for such things as historical accuracy, realistic life styles, believable characters, authentic language and ensure the book is age appropriate. The books chosen should also represent a variety of settings, problem-solving approaches and themes, and should provide opportunities for children to consider multiple perspectives and values. Multicultural children's books should not speak to a limited group of children; they should speak to all children.

Checklist For Assessing Children's Literature

Here are some things to think about when choosing early childhood children's literature. Some of these questions can be used to evaluate a single book; however, the questions are most effective when used to review a complete collection.

Story:

- Are the stories interesting to children?
- Are there various conflicts for children to explore?
- How are the conflicts resolved?

Characters:

- Do characters represent people from a variety of cultural groups?
- Do "good" characters reflect a variety of backgrounds?
- Are females as well as males depicted in leadership roles?

Themes:

- Does the story offer children a variety of things to think about, to question, and to consider?
- Are values being explored instead of preached?
- Are there lessons to be learned?

Settings:

- Do the stories reflect a variety of settings?
- Are urban, suburban, and rural settings represented realistically?
- Are cultural settings represented realistically?

Illustrations:

- Are diverse populations represented?
- Is there diversity represented within cultural groups?
- Are characters realistically and genuinely represented?
- Do the illustrations avoid reinforcing societal stereotypes?

Other Considerations:

- Will the stories encourage discussions?
- Are children exposed to good perspectives and values?
- Do the stories promote understanding of our diverse society?
- Are the stories, age appropriate to ensure children can understand what is presented?

Appendix H - Coding for Choice Books

Choice books have a standard code used throughout the school. The books are graded by difficulty levels known as book bands. Each book is colour coded with a sticker at a differentiated level of ability. The chart below gives an indication of the range of book band levels at which most children will be reading as they progress through the school.

Book band colour	REC	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Lilac	*						
Pink	*						
Red	*	*					
Yellow	*	*					
Blue		*	*				
Green		*	*				
Orange		*	*				
Turquoise			*				
Purple			*	*			
Gold			*	*			
White			*	*			
Lime			*	*	*		
Brown				*	*	*	
Grey				*	*	*	*
Dark Blue					*	*	*
Burgundy						*	*
Black							*

Appendix I - Book Band Assessment Record

Reading Book Band – Red

		Date	Comments
Phonics Application	<ul style="list-style-type: none"> Recognises all Phase 2 single letter sounds and applies to decoding. Begins to blend phonemes in order to decode simple CVC words with short vowels. Begins to recognise some common consonant digraphs and uses phonic knowledge to attempt unknown words. Reads on-sight the, to, no, go, into, I. 		
1a) Draw on knowledge of vocabulary to understand text.	<ul style="list-style-type: none"> Enjoys an increasing range of books. 		
1b) Identify/ explain key aspects of fiction / non-fiction texts, such as characters, events, titles and information.	<ul style="list-style-type: none"> Shows an understanding of how information can be found in non-fiction texts to answer where, who, why and how. 		

1c) Identify and explain the sequence of events in texts.	<ul style="list-style-type: none"> Re-tells narratives in the correct sequence, drawing on language patterns of stories. 		
1d) Make inferences from the text.			
1e) Predict what might happen based on what has been read so far.			

Reading Book Band – Yellow / Blue

		Date	Comments
Phonics Application	<ul style="list-style-type: none"> Recognises Phase 3 digraphs and trigraphs and applies to decoding. Blends phonemes in order to decode CCVC and CVCC words. Reads on-sight Yellow tricky words – he, she, we, me, be, was, my, you, they, her, all, are. Reads on-sight Blue tricky words – some, one, said, come, do, so, were, when, have, their, out, like, little, what. 		
1a) Draw on knowledge of vocabulary to understand text.	<ul style="list-style-type: none"> Returns to favourite books, poems, songs, rhymes to be re-read and enjoyed 		

1b) Identify/ explain key aspects of fiction / non-fiction texts, such as characters, events, titles and information.	<ul style="list-style-type: none"> Identifies the patterns and structures of rhyme and patterned text when re-telling and reciting Understands and uses correctly terms referring to the conventions of print: book, cover, beginning, end, page, word, letter, line 		
1c) Identify and explain the sequence of events in texts.	<ul style="list-style-type: none"> Understands the structure of a simple story and uses this to re-enact or re-tell Locates significant parts of a recount and identifies the main parts in the correct sequence 		
1d) Make inferences from the text.	<ul style="list-style-type: none"> Talks about stories and non-fiction texts, identifying major points and key themes 		
1e) Predict what might happen based on what has been read so far.	<ul style="list-style-type: none"> Uses their knowledge of simple stories to support predictions 		

Reading Book Band – **Green**

		Date	Comments
Phonics Application	<ul style="list-style-type: none"> Blends to read Phase 4 words – CCCVC and CCCVCC words. Read words containing: zh, wh, ph and alternates for ay (a-e, eigh, ey, ei, long 		

	a) ea (e-e ie ey y long e) ie (i-e y l long i) oa (ow o-e – oe).		
1a) Draw on knowledge of vocabulary to understand text.	<ul style="list-style-type: none"> Expresses response to poems, stories and non-fiction by identifying aspects they like 		
1b) Identify/ explain key aspects of fiction / non-fiction texts, such as characters, events, titles and information.	<ul style="list-style-type: none"> Begins to talk about the differences between fiction and non-fiction 		
1c) Identify and explain the sequence of events in texts.	<ul style="list-style-type: none"> Identifies the main events or key points in a text. Answers simple literal questions about a text. 		
1d) Make inferences from the text.	<ul style="list-style-type: none"> In response to supportive questioning, begins to talk about events and ideas in stories 		
1e) Predict what might happen based on what has been read so far.	<ul style="list-style-type: none"> With prompting, attempts simple predictions about characters 		

Reading Book Band – Orange

		Date	Comments
Phonics Application	<ul style="list-style-type: none"> • Read words containing alternatives for ew (ue u-e long u oul short oo) aw (au al) ir (er ear) ou (oy) ere/eer, are/ear. • Read words containing the prefix 'un'. • Read words containing suffixes – er, est, ing and ed. 		
1a) Draw on knowledge of vocabulary to understand text.	<ul style="list-style-type: none"> • Responds to simple questions about likes and dislikes about texts 		
1b) Identify/ explain key aspects of fiction / non-fiction texts, such as characters, events, titles and information.	<ul style="list-style-type: none"> • Understands the difference between fiction and non-fiction • Recognises ways to create emphasis in a text (e.g. capitalisation and bold print) • Locates relevant parts of the text in response to simple questions 		

1c) Identify and explain the sequence of events in texts.	<ul style="list-style-type: none"> Identifies and talks about the main events and characters in a text Shows a developing awareness of character and dialogue through role-play 		
1d) Make inferences from the text.	<ul style="list-style-type: none"> Expresses opinions about main events and characters in stories Relates incidents from stories to own experiences 		
1e) Predict what might happen based on what has been read so far.	<ul style="list-style-type: none"> Makes predictions based on title, cover, blurb etc. 		

Reading Book Band – **Grey / Purple**

		Date	Comments
Phonics Application	<ul style="list-style-type: none"> Read words containing alternatives for c (k ck ch) ce/ci/cy, sc/stl, se, ge/gi/gy, dge, le, mb, kn/gn, wr, tch, sh, ea (w)a, o. Reads words containing apostrophe for contractions. Reads words containing the suffixes – ly, full. 		

1a) Draw on knowledge of vocabulary to understand text.	<ul style="list-style-type: none"> • Recognises some familiar patterns of language (e.g. once upon a time; first, next, last) • Begins to notice effective language choices (e.g. slimy, spooky) • Makes choices from a selection of texts and begins to give reasons for choices 		
1b) Identify/ explain key aspects of fiction / non-fiction texts, such as characters, events, titles and information.	<ul style="list-style-type: none"> • Comments on obvious features of characters or setting • Re-tells stories, including most of the main events and characters, but parts may be over-long or over-short • Locates specific information in the text in response to simple questions • Recognise the main structural features of non-fiction texts (e.g. contents, index etc) 		
1c) Identify and explain the sequence of events in texts.	<ul style="list-style-type: none"> • Understands how simple diagrams and charts add information 		
1d) Make inferences from the text.	<ul style="list-style-type: none"> • Uses an understanding of incidents, characters and setting to make predictions • Compare stories, identifying common themes and characters 		
1e) Predict what might happen based on what has been read so far.	<ul style="list-style-type: none"> • Uses an understanding of the structure of recounts, reports and instructions to make predictions 		

Reading Book Band – **Gold (Brown)**

		Date	Comments
Phonics Application	<ul style="list-style-type: none"> • Reads rarer GPCs. • Greater familiarity with graphemes of two or more letters. • Spelling work focused on structure of words supports decoding. • Increased numbers of words which can be read automatically. • Use context to support decisions about where to place stress in a polysyllabic word. • Reads words containing the suffixes – less, ment, ness. • Reads words containing possessive apostrophe. 		
1a) Draw on knowledge of vocabulary to understand text.	<ul style="list-style-type: none"> • Pupils' reading of simple texts shows understanding and is generally accurate • Begins to understand the effects of different words and phrases (e.g. to create humour, images and atmosphere) • Make choices about which texts to read based on prior reading experience. 		

<p>1b) Identify/ explain key aspects of fiction / non-fiction texts, such as characters, events, titles and information.</p>	<ul style="list-style-type: none"> • Shows understanding of text by commenting on plot, setting and character • Begins to generate questions before reading and using knowledge of non-fiction text structure (e.g. the use of the index) to begin to locate and retrieve specific information • Recognises the main features of page lay-out in texts (e.g. title, sub-headings, labels, diagrams and charts in non-fiction and paragraphs in fiction) 		
<p>1c) Identify and explain the sequence of events in texts.</p>	<ul style="list-style-type: none"> • Understands how to use alphabetically ordered texts to retrieve information 		
<p>1d) Make inferences from the text.</p>	<ul style="list-style-type: none"> • Expresses opinions about major events or ideas in stories, poems and non-fiction • Makes comparisons between books, noting similarities and differences 		
<p>1e) Predict what might happen based on what has been read so far.</p>	<ul style="list-style-type: none"> • Makes predictions using experience of reading books written by the same author or based on similar themes • Suggest alternative events that might have happened, giving reasons 		

Reading Book Band – White

		Date	Comments
Phonics Application			
1a) Draw on knowledge of vocabulary to understand text.	<ul style="list-style-type: none"> Begins to evaluate the usefulness of information in texts for answering questions Talks about how different words or phrases affect meaning 		
1b) Identify/ explain key aspects of fiction / non-fiction texts, such as characters, events, titles and information.	<ul style="list-style-type: none"> Understands the main structural and page lay-out features of fiction and non-fiction texts Responds to texts discussing preferences with reference to favourite characters and books with similar themes 		
1c) Identify and explain the sequence of events in texts.	<ul style="list-style-type: none"> Re-tells stories, giving main points clearly in sequence, with appropriate balance and detail 		
1d) Make inferences from the text.	<ul style="list-style-type: none"> Identifies and comments on characters and how they relate to one another Identifies key themes and discusses reasons for events in stories Makes simple inferences about thoughts and feelings and reasons for actions 		
1e) Predict what might happen based on what has been read so far.	<ul style="list-style-type: none"> Gains an overall impression of a text by making predictions about content / subject of a book by skim reading, title, contents and illustrations 		

Reading Book Band – Lime

		Date	Comments
Phonics Application			
1a) Draw on knowledge of vocabulary to understand text.	<ul style="list-style-type: none"> Identifies where the choice of language has helped create moods or build tension 		
1b) Identify/ explain key aspects of fiction / non-fiction texts, such as characters, events, titles and information.	<ul style="list-style-type: none"> Understands how to use indexes to locate specific information Understand the difference between prose and playscript Compare texts and express preferences Evaluate the usefulness of information 		
1c) Identify and explain the sequence of events in texts.	<ul style="list-style-type: none"> Identifies the main points and summarises orally Makes notes to summarise main points from a text Uses knowledge of the alphabet to locate books and find information 		
1d) Make inferences from the text.	<ul style="list-style-type: none"> Explores underlying themes and ideas, making reference to text Begins to justify opinions about events and actions in text with reference to relevant parts of the text 		


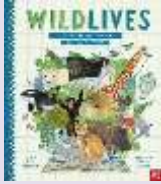




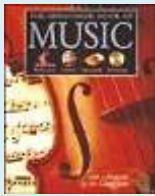

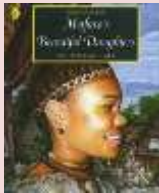
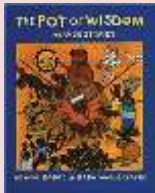
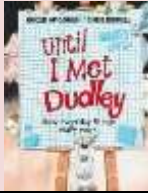

	<ul style="list-style-type: none">• Begins to make inferences about thoughts and feelings of main characters, justifying views using evidence from the text		
1e) Predict what might happen based on what has been read so far.			

Appendix J – VIPERS Reading Progression Grid Example

Year 3 VIPERS Progression Grid

Year 3 National Curriculum Statements – Reading Comprehension	<p>E2: develop positive attitudes to reading and understanding of what they read by identifying how language, structure, and presentation contribute to meaning</p> <p>E1/S5: listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p>E2: reading books that are structured in different ways and reading for a range of purposes</p> <p>V4: using dictionaries to check the meaning of words that they have read</p> <p>E1/E5: increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</p> <p>E1: identifying themes and conventions in a wide range of books preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</p> <p>V2: discussing words and phrases that capture the reader's interest and imagination</p> <p>E1/E5: recognising some different forms of poetry [for example, free verse, narrative poetry]</p> <p>V3/S2: understand what they read, in books they can read independently, by checking that the text makes sense to them, discussing their understanding and V1: explaining the meaning of words in context</p> <p>I3: asking questions to improve their understanding of a text</p> <p>I2/3: drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence predicting what might happen from details stated and implied</p> <p>S1: identifying main ideas drawn from more than one paragraph and summarising these</p> <p>R5: retrieve and record information from non-fiction</p> <p>E1/2/3: participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say</p>
Activities to support reading	<p>Transcribe the children's oral responses into written ones and model structures for answering question</p> <p>Always ask the children to explain their responses to questions – How do you know?</p> <p>Model creating story maps of events and speech bubbles to demonstrate characters actions, thoughts and feelings</p> <p>Relate the text type back to the writing the children have completed</p> <p>Model how to construct a summary of a text</p> <p>Jump in – Encourage children to continue the story to the end of the punctuation in a known story</p> <p>Choral response – Encourage children to read as a group or popcorn ideas to questions asking for deeper responses after the initial response</p> <p>MTYT – Allow children to discuss in partners or read together</p> <p>Ask children to become Reading Detectives and search for clues within texts</p> <p>Model reading strategies – re-reading for clarity and understanding</p>

Appendix K - Reading Menu - Yearly Overview for Parents - Example (Y3/4)

Term	Core Text		Wider Reading	Author Focus
Autumn 1			The Giraffe, The Pelly and Me; George's Marvellous Medicine; The Twits (all by Roald Dahl) National Geographic Kids Animals – Find it! Explore it! An Anthology of Intriguing Animals (DK Children's Anthologies) by Ben Hoare	Roald Dahl Ben Lerwill
	Fantastic Mr Fox	Wild Lives: 50 Extraordinary Animals that Made History		
Autumn 2			The Scarecrow and His Servant by Philip Pullman, The Iron Man by Ted Hughes, The Booktime Book of Fantastic First Poems by June Crebbin, A to Z The Best Children's Poetry by Michael Rosen, Jelly Boots, Smelly Boots by Michael Rosen	Philip Pullman Various poets
	The Firework-Maker's Daughter by Philip Pullman	Poems to Perform by Julia Donaldson		
Spring 1			The Egg by M.P. Robertson, The Wild Robot by Peter Brown, The Legend of Podkin One Ear by Kieran Larwood, The Dragon sitter by Josh Lacey	M.P. Robertson Andy Shepherd
	The Dragon Snatcher by M.P. Robertson	The Boy Who Grew Dragons by Andy Shepherd		
Spring 2			Music and How it Works by DK, Children's Book of Music by DK, Once Upon a time Stories from the Orchestra by James Mayhew	Non-Fiction Texts
	The Kingfisher Book of Music by Chris De Souza	Around the World in 80 Musical Instruments by Nancy Dickmann		
Summer 1			Africa is Not a Country by Mark Melnicove, On Plastic Bag Isatou Ceesay and The Recycling Women of Gambia by Miranda Paul, The Fastest Boy in the World by Elizabeth Laird.	John Steptoe Adwoa Badoe Mary and Rich Chamberlin
	Mufaro's Beautiful daughters by John Steptoe	The Pot of Wisdom – Ananse Stories by Adwoa Badoe		
Summer 2			Epic Stories for Kids and Families – Accidental Inventions that Changed Our World by Riddleland, The Fascinating Science Book for Kids: 500 Amazing Facts by Kevin Kurtz, Leonora Bolt: Secret Inventor by Lucy Brandt	Roger McGough
	Until I met Dudley by Roger McGough	First How Things Work Encyclopaedia by DK		

Appendix L – English Flipchart Planning Example



L.O. - I can talk about what might happen next.
I can begin to make predictions.

Look at the picture on the front cover.
What is this creature?
Where might it live?
What would we like to find out about it?

I think this creature is ... a frog.
It might live ... in a little cave.
I would like to find out ... what it is and how many legs it has.

L.O. - I can talk about what might happen next.
I can begin to make predictions.

Go on a Bog Baby hunt.

Where did you look?
Where did you find your Bog Baby?

Can you put the pictures in order?
Then add a time adverb to each picture.
Now use the time words and the pictures to say what you did on the hunt.
Remember to use sentences.

My Bog Baby hunt ...

L.O. - I can talk about books.
I can make simple inferences.

Do you think the children should have gone to the magic pond on their own?
Why do you think they were not allowed to go alone?

I think the children should ...
They were not allowed to go alone because ...

How does the writer describe the Bog Baby?

What he did	What he looked like
jumped	round and blue

L.O. - I can make simple inferences.

Why do you think the Bog Baby did not struggle?
Why do you think he looked surprised?

I think he did not struggle because ...
I think he looked surprised because ...

L.O. - I can talk about books.
I can make simple inferences.

Why did the Bog Baby sit still with his paws over his eyes when the girls tried to make him fly?
Why do you think he did not try to escape?

I think he sat still because ...
I think he did not try to escape because ...

Label the nouns

invisible | oars | green | wings | spotty | tummy | stinky | toes | purple | eyes | slimy | arms and legs | neat | tall | sharp green | claws

Why did the girls have to hide the Bog Baby?
What would you have done?

The girls had to hide the Bog Baby because ...
I would have ...

How did the children look after the Bog Baby?
They made him a home in a bucket!

Do you think they looked after him well?

Do you think the Bog Baby liked the girls?
How do you know?

I think the Bog Baby liked the girls because ...

What do you think mum is going to do?
What is she thinking?

Appendix M - Reading Learning Journey Example



My Year 5 Learning Journey – Reading

I read widely and frequently, outside as well as in school, for both pleasure and information.

EXS	Autumn	Spring	Summer
Vocabulary knowledge in context	<ul style="list-style-type: none"> I can explore the meaning of new words. Use a dictionary to check the meanings of words read and heard. 	<ul style="list-style-type: none"> I can discuss and explore effective language choices, giving reasons for my ideas. I read most words and can decode unfamiliar words instinctively. 	<ul style="list-style-type: none"> I can use a range of strategies to work out the meaning of unfamiliar words. I can apply my knowledge of root words, prefixes and suffixes.
React & respond	<ul style="list-style-type: none"> Frequently read fiction, non-fiction, poetry and plays. I can read a range of texts silently and discuss what I have read. 	<ul style="list-style-type: none"> I can recommend books to others based on my own reading preferences. I can discuss non-fiction, reference books and textbooks. 	<ul style="list-style-type: none"> I can recommend texts based on personal choice, giving reasons. I am familiar with fairy tales, myths and legends.
Question & retrieval	<ul style="list-style-type: none"> I check that the text makes sense by asking questions about unfamiliar words and phrases. I can retrieve and record information from non-fiction. 	<ul style="list-style-type: none"> In using non-fiction, I can accurately retrieve information using contents pages and indexes, summarising and recording the information found. 	<ul style="list-style-type: none"> I can navigate and efficiently retrieve a variety of information from both fiction and non-fiction.
Predict	<ul style="list-style-type: none"> I can make predictions based on the mood or atmosphere of the text. 	<ul style="list-style-type: none"> I can predict what might happen from details stated and implied. 	<ul style="list-style-type: none"> I can adjust my predictions based on further reading.
Visualise	<ul style="list-style-type: none"> I can recognise and explain the structural conventions of common text types. 	<ul style="list-style-type: none"> I can explain how the structure of a text guides the reader to find specific information. 	<ul style="list-style-type: none"> I can discuss and explain how and why texts have different structures.
Summarise	<ul style="list-style-type: none"> I can begin to summarise the main ideas from a text. 	<ul style="list-style-type: none"> I can summarise the ideas from longer texts, identifying key details that support the main idea. 	<ul style="list-style-type: none"> I can make notes when analysing texts, starting to précis paragraphs.

Compare	<ul style="list-style-type: none"> I can compare stories with similar themes. 	<ul style="list-style-type: none"> I can compare different versions of the same text. 	<ul style="list-style-type: none"> I can explain how books written in different contexts can have similar themes.
Empathise	<ul style="list-style-type: none"> I can discuss how characters feel at different points of a story. 	<ul style="list-style-type: none"> I am able to engage with a wide range of characters, across different settings and/or time periods. 	<ul style="list-style-type: none"> I can show empathy towards a character and justify reasons for actions and opinions.
Connect	<ul style="list-style-type: none"> I can use my own experiences to understand events in a text. 	<ul style="list-style-type: none"> I can make links between texts I have read, with similar styles or themes. 	<ul style="list-style-type: none"> I know that the context in which a text is written can affect a text.
Analyse	<ul style="list-style-type: none"> I can explain how the words and language used by an author can create a specific effect. 	<ul style="list-style-type: none"> I can discuss language used in a variety of texts and explain how the writer has used these to enhance meaning. 	<ul style="list-style-type: none"> I can evaluate the author's use of language and can explain how it has created an impact on the reader.
INFER	<ul style="list-style-type: none"> I recognise that inferences can be made by reading between the lines. 	<ul style="list-style-type: none"> I can make inferences and justify with some evidence. 	<ul style="list-style-type: none"> I can draw inferences about characters' feelings, thoughts and motives from their actions. I confidently justify inferences with evidence.
I read widely and frequently, outside as well as in school, for both pleasure and information.			
Greater Depth	Word Reading	Comprehension	Reading for Enjoyment
	<ul style="list-style-type: none"> I read a range of material and show that I can sustain the reading of longer and more demanding books and poetry. I make use of scanning and text marking to help give a clear summary of the key ideas. 	<ul style="list-style-type: none"> I can infer meaning using evidence from the text I am studying, wider reading and personal experience. I adapt my own opinion in the light of further reading or other's ideas. 	<ul style="list-style-type: none"> I choose to read widely for pleasure and for different purposes and do so outside of lesson time, because I want to.
<ul style="list-style-type: none"> I add value to my reading by using my personal knowledge and context to read between and beyond the lines. I recognise that there may be times that my interpretation of the text may need to be reviewed in light of new information. I express my own ideas about a text, supporting my ideas with evidence and explaining why this evidence justifies my opinion. I compare texts by the same author and talk authoritatively about their different styles and techniques. I recognise some of the techniques and strategies used by authors to help bring a character to life or to create a precise setting. 			

Appendix O - Reception Reading Assessment Sheet

Name:		Date:									Comments and text	
Reception Criteria for Reading			Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2				
Whole Words		Apply phonic knowledge and skills from phase 2 as the route to decode words; s,a,t,p,i,n,m,d,g,o,c,k,ck,e,u,r,h,b,f,ff,l,ll,ss										
		Apply phonic knowledge and skills from phase 3 as the route to decode words; ch,sh,th,ng,ai,ee,igh,oa,oo,ar,or,ur,ow,oi,ear,air,ure,er										
		Respond with increasing speed with the correct sound to graphemes for all phase 2 and 3 sounds.										
		Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.										
		Read phase 2 tricky words										
		Read phase 3 tricky words.										
		Read decodable words of more than one syllable that contain taught GPCs										
		Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words. Re-read these books to build up their fluency and confidence in word reading.										
Comprehension	Develop pleasure in reading, motivation to read, vocabulary and understanding.	Listen to and discuss a wide range of rhymes, stories and non-fiction at a level beyond that at which they can read independently.										
		Enjoy an increasing range of books, retelling them simply.										
		Recognise and join in with repeated refrains.										
		Appreciate rhyme and recite some by heart.										
		Discuss new words and show interest in what they mean.										
	Understand both the books that they already read accurately and fluently and those that they listen to.	Discuss the title of new books.										
		Discuss and understand simple events in books.										
		Make simple predictions about what might happen on the basis of what has been read so far.										
Listen to respond to ideas about stories and information expressed by others. Demonstrate understanding when talking to others about what they have read												
	ELG	Children read and understand simple sentences.										
	ELG	They use phonic knowledge to decode regular words and read them aloud accurately										
	ELG	Read some common irregular words.										
	ELG	Demonstrate understanding when talking to others about what they have read.										