

Reading at Ling Moor Primary Academy

Wisdom, Curiosity, Generosity, Courage, Passion

EMPOWERING POTENTIAL



LING MOOR
A PRIORY ACADEMY

Contents:

This document is stored on the shared drive and will be reviewed and updated each September. While providing a checklist of expectations, ideas and best practice elements may change with different cohorts and as new ideas develop.

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Vision

Our English curriculum ensures that children are fluent readers, have confidence to use high level vocabulary and develop a passion and deep understanding for reading.

They will have:

- An understanding of the important concepts and an ability to make connections within reading
- A broad range of skills in reading comprehension and word reading
- An ability to decode words phonetically and to apply this knowledge to their reading
- The skills and knowledge to read with fluency, stamina, expression
- The skills to speak fluently and confidently using a wide range of vocabulary
- A commitment and passion for reading

Intent

Empowering potential

At Ling Moor Primary Academy all of our children are readers and authors. We have a very strongly held view that the vast majority of our children are able to grasp the English concepts applicable to their year group and that they should all regularly have the opportunity to apply these through reading and writing in different contexts.

All children will develop fluency in reading and writing and a deepened understanding of comprehension skills. They will use these skills to understand and enjoy complex texts and to transfer elements of these texts into their writing. They will have the opportunity to experiment with a range of genres, represent their thoughts and ideas using a range of text types.



There are four clear strands to our curriculum:

- Children develop the skills to be a life-long learner enabling them to be successful in the next stages of their education and the confidence to become citizens of the world – A Ling Moor Learner.
- Children understand what it means to contribute to the success of a community – The Ling Moor Family. Their participation in community empowers them with British values and is rooted in Spiritual, Moral, Social and Cultural responsibility.
- Children develop a skills and knowledge base fitting of a broad and balanced curriculum. This empowers them with the knowledge and skills to develop their curiosity and wisdom.
- Children develop a core English and Mathematical set of skills resulting in a depth and security of mathematical and linguistic concepts.

Intent

At Ling Moor we strive to teach English using many of the key themes of recommendations from the EEF.

English at Ling Moor

- ✓ English is at the heart of the curriculum at Ling Moor, we know that for children to thrive they must be able to read and write.
- ✓ All pupils are encouraged by the belief that by working hard at English, they can succeed.
- ✓ Reading is taught through a gradual release of responsibility. See Fig. 1
- ✓ The curriculum at Ling Moor Primary Academy is aligned to the vision of the Priory Federation of Academies and driven by our passion to empower potential, in order to improve the life chances of pupils so they become citizens of the world.

Reading

- ✓ A skilled reader can combine word reading strategies and comprehension skills
- ✓ Pupils' fluency is assessed regularly and timely intervention takes place to further develop fluency for those children who require it.
- ✓ Reading lesson design includes explicitly identifies the comprehension skill being taught, modelled reading, the difficult points and a carefully sequenced journey through the learning.
- ✓ Word reading and comprehension skills are developed in tandem because each supports the development of the other.
- ✓ It is recognised that practice is a vital part of learning, repeated reading is used to develop reading fluency and stamina.

Implementation

Reading at Ling Moor

The teaching of reading at Ling Moor is rooted in a knowledge of the *Simple View of Reading* and the *Scarborough Reading Rope*. Teaching and learning is successfully planned to combine the different threads, ensuring that all learners are able to read with fluency and comprehension. This is achieved through the explicit teaching of key skills.

The other key element of reading at Ling Moor is to ensure that all children have a passion for reading – they choose to read for pleasure and to gain knowledge.

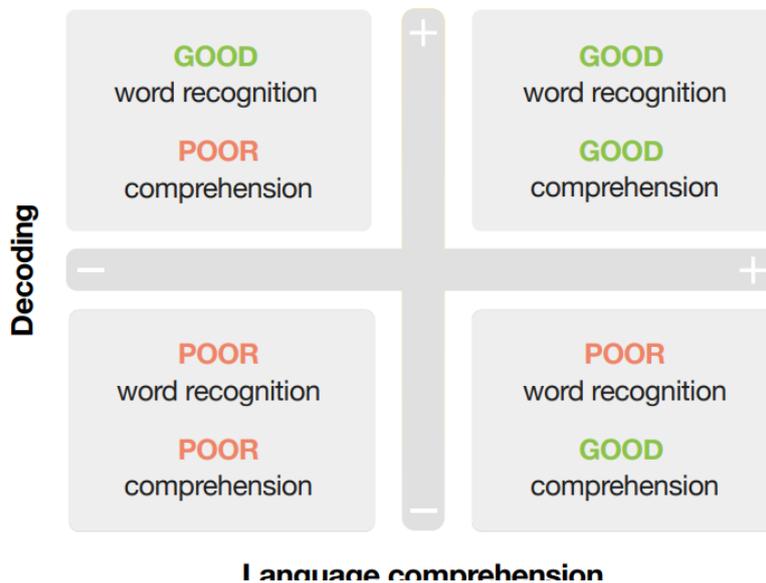
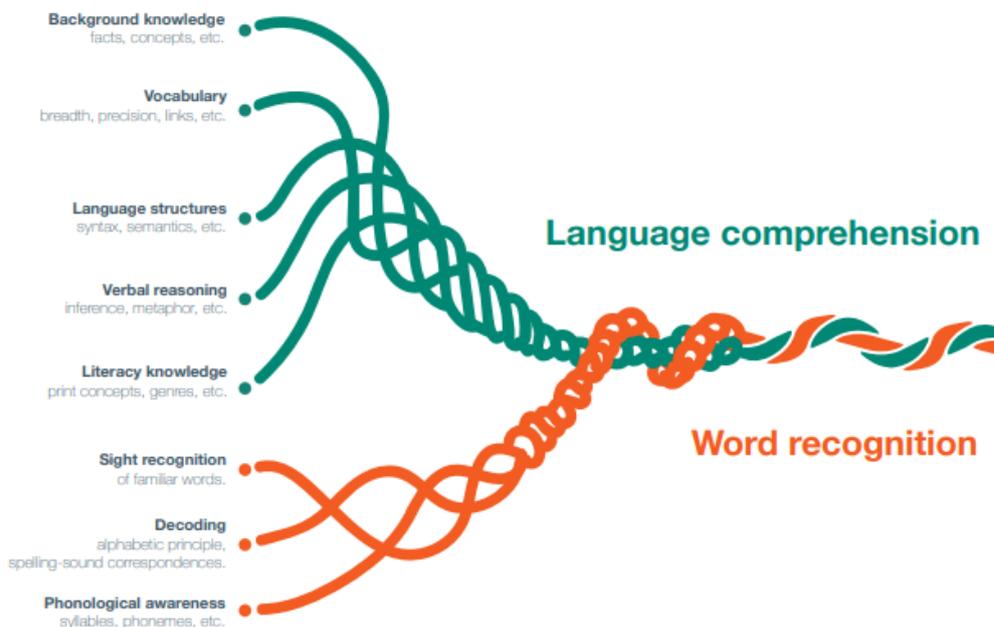


FIGURE 1: THE MANY STRANDS THAT ARE WOVEN INTO SKILLED READING?



Phonics

At Ling Moor Primary School, we follow the RWI principles and practice across the EYFS and Key Stage One – this is supported by teachers using RWI interventions.



Organisation

RWI phonics starts as a 15-minute session in Reception and progresses to 30 minutes over the year. The classes are split into homogenous groups following an initial assessment at autumn half term.

RWI

In year one, pupils work within ability groups that are defined by their performance on RWI phonic assessments. Pupils are re-assessed during the year and the groups are reorganised accordingly. The sessions last for 30 minutes and take place 4 days a week (Mondays, Tuesdays, Wednesdays and Thursday).

In EYFS and Key stage 1 daily assessments are used to ensure all children are making progress. The teachers use assessment to ensure effective provision for all children. This assessment should inform the rate at which children progress through the letter sets and secure a sound understanding of phonics.

In Year 2 children who did not pass the phonics screen will take part in targeted phonics intervention. For children who have completed the phonics programme in Year 2 and Key Stage 2, fluency interventions take place using the fluency rubric assessment and a range of fluency strategies.

In Key stage 2 phonics strategies are referred to through spelling lessons and reading lessons where necessary.

Assessment

The RWI lead will discuss with staff a good time to carry out assessments in order to regroup the children but this usually takes place every 8 weeks. This assessment follows the assessment laid out in the Phonics handbook. However, teachers may move children between groups if they feel it will benefit their progress.

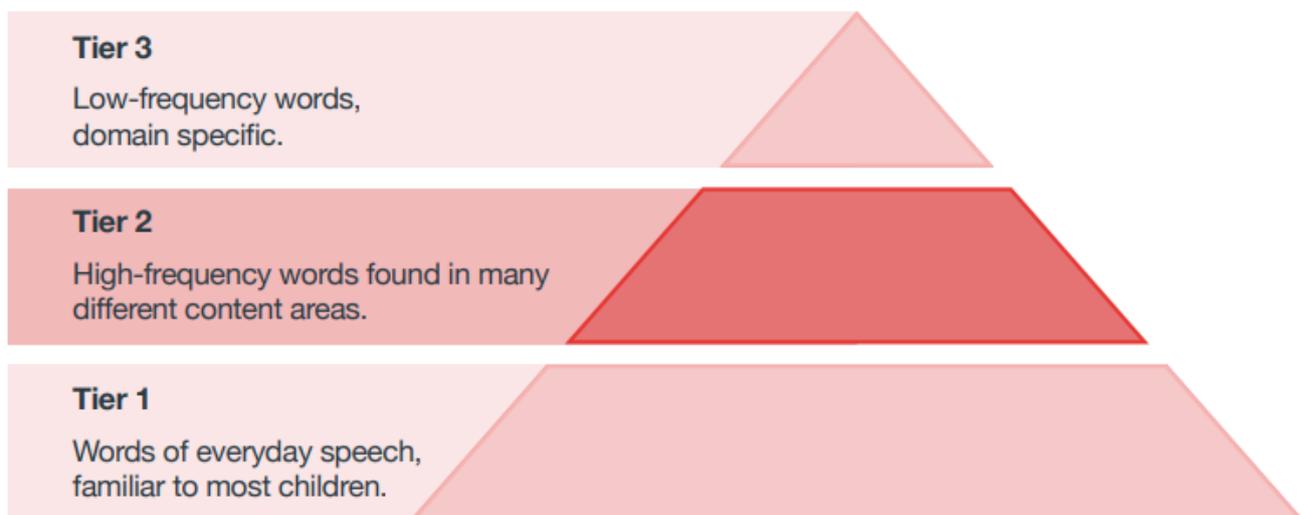
The Phonics curriculum is based on evidence from the RWI principles. Retrieval of previously learned content is frequent and regular, which increases both storage and retrieval strength.

Reading

In the Early Years the children are taught the stories, as storytellers and then given the opportunity to retell and revisit the story and language within the provision using props and story maps. There is a clear progression of story texts and stories are revisited and available in the continuous provision to continue to support children consolidate their vocabulary language development and understanding. This is supported using texts based around PIE Corbett Reading Spine books which are used through to Year 6. In the Early Years, 'Blank level questioning' is used develop comprehension skills.

Improving vocabulary directly impacts on children's development in literacy. Research shows that 90% of vocabulary is developed through reading. At Ling Moor vocabulary is explicitly taught from Early Years through to Year 6. In EYFS – Year 1 vocabulary is taught through reading however, in Year 2 – Year 6 vocabulary is pre taught to the children.

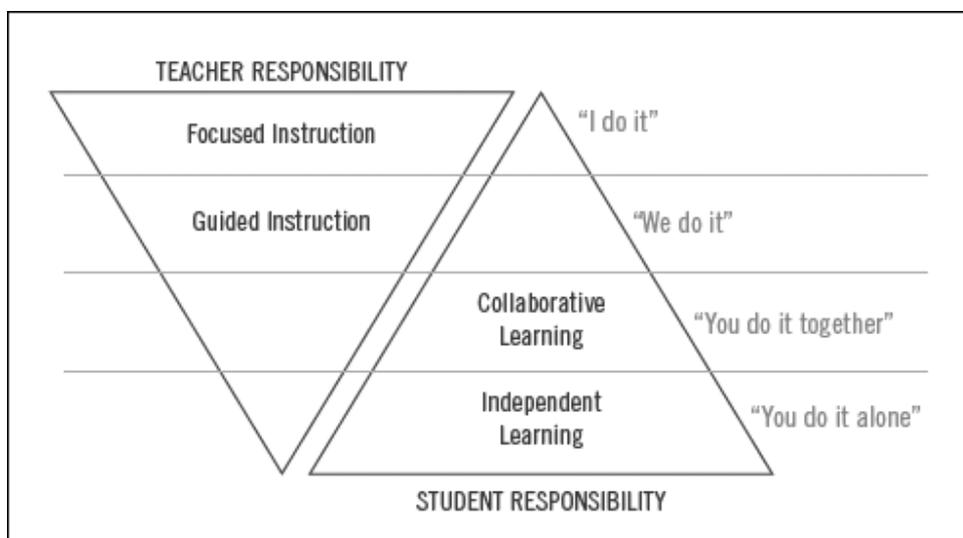
Figure 1: Prioritise tier 2 vocabulary for explicit instruction



Teaching and Learning

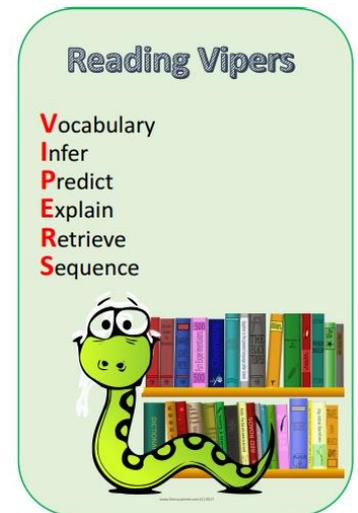
Teaching reading at Ling Moor is taught through the *Gradual Release of Responsibility* model.

_Fig.1



Promoting a passion for reading is imperative to the culture of reading at Ling Moor. Wisdom is fostered through our reading curriculum in a range of other subjects for research, instruction and enjoyment. Children are selected as Reading Ambassadors to promote reading through school by reading with the children, actively engaging with authors, inviting children to bring their book reviews to the book club, recommending books, conducting assemblies and monitoring the library. Staff and children write book reviews which are displayed in the library.

- ✓ VIPERS language is used by teachers and children for specific comprehension skills from Year 1 - 6
- ✓ Comprehension skills are taught explicitly using the *Scarborough Reading Rope* for assessment purposes which will inform planning
- ✓ Children can clearly articulate the comprehension skill being taught
- ✓ Comprehension skills build throughout the year and teachers can articulate the learning based on prior knowledge



Where appropriate, a reading lesson will be used at the start of a unit of work and the following Literacy work will be based around this. Reading lessons are taught through small groups or whole class reading, which responds to the needs of the children. Some children will require reading support involving targeted fluency practice and these children will be assessed using The Multidimensional Fluency Scale.

To promote a love of reading, children are encouraged to find, share and compare stories they have read with their peers and with members of staff. Staff actively engage in finding newly released stories, award winning authors and traditional tales to broaden the children's reading knowledge.

For children, who are still reading phonics books or other targeted texts, stages will be passed on from their previous class teacher in September. These will be used for home reading alongside a reading for pleasure book.

Sustained comprehension texts from VIPERS, CGP comprehension texts and Literacy Shed + are used from Year 2 – Year 6 to embed and apply comprehension skills. First News, Classic Vipers and SATs style questions are used in Year 5 and 6 to further apply comprehension skills. Where appropriate written learning will be recorded in reading journals.

Question Examples

Vocabulary

Find and explain the meaning of words in context

Example questions

- What do the words and suggest about the character, setting and mood?
- Which word tells you that....?
- Which keyword tells you about the character/setting/mood?
- Find one word in the text which means.....
- Find and highlight the word that is closest in meaning to.....
- Find a word or phrase which shows/suggests that.....

Infer

Make and justify inferences using evidence from the text.

Example questions

- Find and copy a group of words which show that...
- How do these words make the reader feel? How does this paragraph suggest this?
- How do the descriptions of show that they are
- How can you tell that.....
- What impression of do you get from these paragraphs?
- What voice might these characters use?
- What was thinking when.....
- Who is telling the story?

Predict

Predict what might happen from the details given and implied.

Example questions

- From the cover what do you think this text is going to be about?
- What is happening now? What happened before this? What will happen after?
- What does this paragraph suggest will happen next? What makes you think this?
- Do you think the choice of setting will influence how the plot develops?
- Do you think... will happen? Yes, no or maybe? Explain your answer using evidence from the text.

Explain

- Explain how content is related and contributes to the meaning as a whole.
- Explain how meaning is enhanced through choice of language.
- Explain the themes and patterns that develop across the text.
- Explain how information contributes to the overall experience.

Example questions

- Why is the text arranged in this way?
- What structures has the author used?
- What is the purpose of this text feature?
- Is the use of effective?
- The mood of the character changes throughout the text. Find and copy the phrases which show this.
- What is the author's point of view?
- What affect does have on the audience?
- How does the author engage the reader here?
- Which words and phrases did effectively?



Retrieve

Retrieve and record information and identify key details from fiction and non-fiction.

Example questions

- How would you describe this story/text? What genre is it? How do you know?
- How did...?
- How often...?
- Who had...? Who is...? Who did....?
- What happened to...?
- What does.... do?
- How is?
- What can you learn from from this section?
- Give one example of.....
- The story is told from whose perspective?

Summarise

Summarise the main ideas from more than one paragraph

Example questions

- Can you number these events 1-5 in the order that they happened?
- What happened after?
- What was the first thing that happened in the story?
- Can you summarise in a sentence the opening/middle/end of the story?
- In what order do these chapter headings come in the story?

Sequence

Sequence the key events in the story.

Example questions

- Can you number these events 1-5 in the order that they happened?
- What happened after?
- What was the first thing that happened in the story?
- Can you summarise in a sentence the opening/middle/end of the story?
- In what order do these chapter headings come in the story?

Example lesson structure

Whole Class Reading Lesson

During a typical session the teacher will share the comprehension focus.

Teachers carefully select key vocabulary words they want the children to learn that week. These will be taught, over learnt and embedded throughout the rest of the week during VIPER sessions and across the wider school day to allow for children to use these words in different contexts. Where appropriate they are applied during literacy sessions.

During these sessions teachers cover a range of text genres (see text overview).

Children read during these sessions in a variety of different ways. Fluency practice will take place. They may hear the teacher model fluent reading and then have time to reread the same extract themselves (echo reading), they may read individually alongside the teacher (choral reading), work in groups, take turns in pairs or read aloud to their peers. You may see a number of these different strategies during one session.

1. Teachers model thinking aloud and answering the question.
2. Children are then encouraged to do the same with their partners alongside the teacher.
3. Children then answer the question collaboratively with their partner.
4. When the children are ready they will then independently answer comprehension questions.

Children are encouraged to orally speak the answer before writing anything down acknowledging their first answer may not always be their best. At times children are given sentence stems and vocabulary that is expected to be used within their answer.

Children are encouraged to provide evidence for their answer based on a text extract or a picture they have seen in the book, this evidence may be verbal or written. Where appropriate, children are encouraged to use evidence from a range of different places within the text.

During this reading session teachers focus on specific children during the session, this may mean hearing them read individually whilst others are reading independently, in pairs or groups, discussing answers with those children and working one to one or within a group with them during a session whilst the others form an answer independently. Teachers can then assess these children based on NC expectations and how they are performing relating to the specific comprehension focus.

SEND

Children who working significantly below age related expectations (emerging) will be given specific reading intervention and specific targeted reading tasks where reading sessions are not appropriate.



Assessment - Reading VIPERS cover content domains at both KS1 and KS2

KS1

KS1 VIPERS Domain Coverage		
VIPERS stands for	Content Domain reference	Content Domain Description
V ocabulary	1a	Draw on knowledge of vocabulary to understand texts.
I nfer	1d	Make inferences from the text.
P redict	1e	Predict what might happen on the basis of what has been read so far.
E xplain		In KS1 'Explain' is not one of the content domains, rather it asks children to explain why they have come to a certain conclusion or to explain their preferences, thoughts and opinions about a text.
R etrieve	1b	Identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information.
S equence	1c	Identify and explain the sequence of events in texts.

KS2

Vipers heading	Content Domain reference	Content Domain Description
Vocabulary	2a	Give/explain the meaning of words in context
Infer	2d	Make inference from the text/ explain and justify using evidence from the text.
Predict	2e	Predict what might happen from the details stated and implied.
Explain	2f, 2g, 2h,	Identify/explain how information/narrative content is related and contributes to the meaning as a whole. Identify/explain how meaning is enhanced through choice of words and phrases. Make comparisons within the text
Retrieve	2b	Retrieve and record key information/key details from fiction and non-fiction
Summarise	2c	Summarise main ideas from more than one paragraph

Year 1

The focus for reading assessment in Year 1 is through RWI phonics and through the national phonics assessment at the end of the year. Comprehension judgements are made through on-going assessments using the Year 1 Reading Assessment Framework objectives through whole class teaching, guided reading and individual reading. Book stage is chosen through phonics assessments so that children's phonics books match their phonics stage.

Year 2

Teachers will make on-going assessments against the Year 2 Statutory Reading Assessment Framework through whole class teaching, guided reading and individual reading. A miscue analysis and fluency scale will be used where needed to assess children's word reading skills and fluency, however this is also assessed during reading sessions and individual reading. End of Key Stage 1 judgements will be based on Key Stage 1 SATs and teacher assessment.

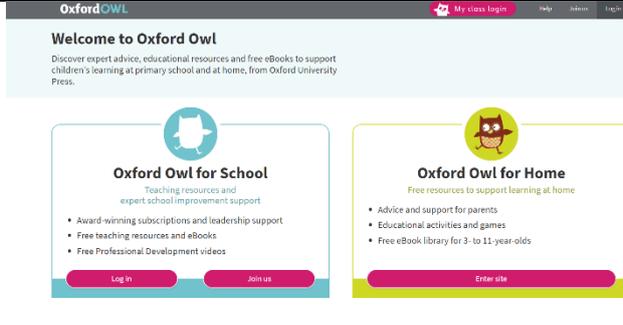
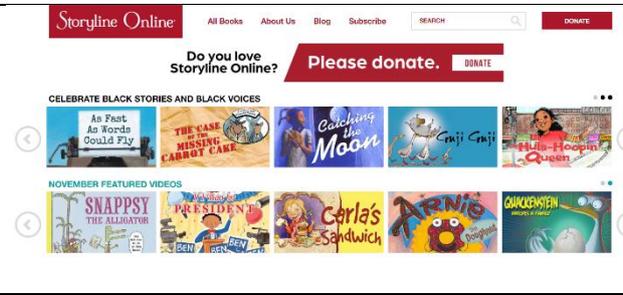
Year 3, 4, 5 & 6

Teachers will make on-going assessments against the Year 3 and 4 Reading Assessment Framework through whole class teaching, guided reading and recorded work. These on-going assessments will support termly judgments; as will a termly written comprehension test. In Year 6 children will complete the end of KS2 statutory reading assessment.

The Fluency Scale and where appropriate a running record is used on a termly basis to assess the lowest 20% of readers – this assessment will inform intervention planning for these children.

Teachers will record progress (e.g. emerging, developing, secure, exceeding) against the objectives taught in each term on the Assessment Frameworks. Reading assessments will then be formally recorded onto the relevant Scholar Pack check point each term.

Online Resources

<p>Literacy Shed Plus</p>	<p>https://www.literacyshedplus.com/en-gb/</p> <p>Planning resource used for VIPERS</p>	 <p>LITERACY SHED +</p> <p>Please ensure if you are sharing our premium resources on your school website that they are password protected. Thank you.</p> <p>WELCOME TO LITERACY SHED PLUS</p> <p>Proudly powered by </p> <p>SIGN UP NOW FIND OUT MORE</p>
<p>Love Reading for Kids</p>	<p>https://www.lovereadings4kids.co.uk</p> <p>Age appropriate text downloads</p>	 <p>LoveReading 4 Kids</p> <p>BECOMING A MEMBER OF THE LOVEREADING4KIDS COMMUNITY IS FREE. You receive 20 free digital books for your children with each book purchased in the non-digital book world. You can also purchase our monthly plans to get 100 books for your household and lots more...</p> <p>LoveReading 4 Kids</p> <p>SEARCH LOVE 3000000 eBooks and audiobooks</p> <p>Log In Register My Booklist</p> <p>BROWSE BY AGE: PRECOCIAL NEW PICTURES BOOK AWARDS KIDS LOVE STEADY BOOKS COMPETITIONS BLOG AUDIOBOOKS KIDS ZONE ABOUT US</p> <p>GUEST EDITOR OF THE MONTH <i>Lynsey Child</i></p> <p>This month we were thrilled to welcome Lynsey Child, author, illustrator and the inspiration behind some of our best-loved children's characters, as our Guest Editor.</p> <p>LoveReading 4 Kids</p>
<p>Oxford Owl</p>	<p>https://www.oxfordowl.co.uk/</p> <p>Ebooks for children</p>	 <p>Oxford OWL</p> <p>Welcome to Oxford Owl</p> <p>Discover expert advice, educational resources and free eBooks to support children's learning at primary school and at home, from Oxford University Press.</p> <div style="display: flex; justify-content: space-around;"> <div data-bbox="826 969 1102 1151"> <p>Oxford Owl for School</p> <p>Teaching resources and expert school improvement support</p> <ul style="list-style-type: none"> • Award-winning subscriptions and leadership support • Free teaching resources and eBooks • Free Professional Development videos <p>Log In Join us</p> </div> <div data-bbox="1126 969 1401 1151"> <p>Oxford Owl for Home</p> <p>Free resources to support learning at home</p> <ul style="list-style-type: none"> • Advice and support for parents • Educational activities and games • Free eBook library for 3- to 11-year-olds <p>Enter site</p> </div> </div>
<p>Storyline</p>	<p>https://www.storylineonline.net/</p> <p>Celebrities reading</p>	 <p>Storyline Online</p> <p>All Books About Us Blog Subscribe SEARCH DONATE</p> <p>Do you love Storyline Online? Please donate. DONATE</p> <p>CELEBRATE BLACK STORIES AND BLACK VOICES</p> <p>As Fast As Words Could Fly THE CASE OF THE MISSING CARROT CAB The Case of the Missing Carrot Cab Catching the Moon Capiji Capiji Mimi - Hoopie Queen</p> <p>NOVEMBER FEATURED VIDEOS</p> <p>SNAPPY THE ALLIGATOR THE PRESIDENT GEN GEN CARLA'S SANDWICH ARNIE GANCKERTWEIN</p>

Impact

The impact on our children is clear: progress, sustained learning and transferrable skills. With the implementation of the reading journey being well established and taught thoroughly in both key stages, children are becoming more fluent, confident readers. In reading children are becoming more fluent, confident readers and by the time they are in upper Key Stage 2. In 2023, 75% of children met the expected standard in at the end of Key Stage 1 and 93% of children met the expected standard at the end of Key Stage 2.

We hope that as children move on from us to further their education and learning that their creativity, passion for English and high aspirations travel with them and continue to grow and develop as they do.



Appendices

1. Reading skills progression
2. Reading texts overview
3. Fluency Rubric assessment
4. Assessment Frameworks



Reading Skills Progression							
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Word Reading	<p>*Continues a rhyming string</p> <p>*Hears and says the initial sound in words</p> <p>*Can segment the sounds in simple words and blend them together and knows which letters represent some of them</p> <p>*Links sounds to letters, naming and sounding the</p>	<p>* apply phonic knowledge and skills as the route to decode words</p> <p>*respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes</p> <p>*read accurately by blending sounds in unfamiliar words containing GPCs that have been taught</p> <p>*read common exception words, noting unusual</p>	<p>*continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent</p> <p>*read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes</p> <p>*read accurately words of two or more syllables that contain the same graphemes as</p>	<p>* apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet</p> <p>* read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word</p>	<p>* apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet</p> <p>* read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word</p>	<p>*apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet</p>	<p>*apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet</p>



	<p>letters of the alphabet</p> <p>*Begins to read words and simple sentences</p> <p>*Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books</p>	<p>correspondences between spelling and sound and where these occur in the word</p> <p>*read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings • read other words of more than one syllable that contain taught GPCs</p> <p>• read words with contractions, e.g. I'm, I'll, we'll and understand that the apostrophe represents the omitted letter(s)</p> <p>*read aloud accurately books that are consistent with</p>	<p>above • read words containing common suffixes</p> <p>*read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</p> <p>*read most words quickly and accurately without overt sounding and blending when they have been frequently encountered</p> <p>*read aloud books closely matched to their improving phonic knowledge,</p>				
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		<p>their developing phonic knowledge and that do not require them to use other strategies to work out words</p> <p>*re-read these books to build up their fluency and confidence in word reading</p>	<p>sounding out unfamiliar words accurately, automatically and without undue hesitation</p> <p>*re-read these books to build up their fluency and confidence in word reading</p>				
Understanding	<p>*Knows that information can be retrieved from books and computers</p> <p>Adults should –</p> <p>*Discuss with children the characters in</p>	<p>*draw on what they already know or on background information and vocabulary provided by the teacher</p> <p>*check that the text makes sense to them as they read and correcting inaccurate reading</p>	<p>*discuss the sequence of events in books and how items of information are related</p> <p>*draw on what they already know or on background information and vocabulary provided by the teacher</p>	<p>*check that the text makes sense to them, discuss their understanding and explaining the meaning of words in context</p> <p>*ask questions to improve their understanding of a text</p> <p>*identify main ideas drawn from one</p>	<p>*check that the text makes sense to them, discuss their understanding and explaining the meaning of words in context</p> <p>*ask questions to improve their understanding of a text</p> <p>*identifying main ideas drawn from more than one paragraph / chapter and summarise these</p>	<p>* check that the book makes sense to them, discuss their understanding and exploring the meaning of words in context</p> <p>*ask questions to improve their understanding</p> <p>* Summarise the main and</p>	<p>* check that the book makes sense to them, discuss their understanding and exploring the meaning of words in context</p> <p>*ask questions to improve their understanding</p> <p>*summarising the main ideas drawn</p>



	<p>books being read</p> <p>*Help children to identify the main events in a story and to enact stories, as the basis for further imaginative play</p>	<p>* locate information using textual cues to answer simple literal questions</p> <p>* retell the main events</p> <p>* Shows an understanding of how information can be found in non-fiction texts to answer, where, who, why or how questions</p>	<p>*check that the text makes sense to them as they read and correcting inaccurate reading</p> <p>* sequence the key events in a story</p> <p>*locate specific information on a given page in response to a direct question</p> <p>*locate information using contents and index</p> <p>*show an understanding of what has been read by commenting on setting and</p>	<p>paragraph and summarise these</p> <p>*locate information confidently and efficiently by using appropriate skills e.g. skimming, scanning, text marking, using ICT skills</p> <p>* use the blurb, front cover, and review to make informed decisions about which books to read</p> <p>* use a variety of information texts to answer own questions</p> <p>*use detailed knowledge of alphabet to locate information quickly</p>	<p>* locate specific information from different parts of the text</p> <p>* know an increasing range of text types, genres etc and their main characteristics</p> <p>* indicate main ideas in text, including chronological structure, cause/effect and plot</p>	<p>supporting ideas within specific chapters and paragraphs</p> <p>*move across a text in order to locate information to answer questions</p> <p>* Skim and scan to clearly identify the most relevant points, including those selected from different places in the text</p> <p>* support general comments by relevant textual reference or quotation</p> <p>* identify the purpose of different texts</p>	<p>from more than one paragraph, identifying key details to support the main ideas</p> <p>* move across and between texts in order to compare and locate information</p> <p>*summarise the most relevant points and supporting ideas across specific paragraphs, chapters or texts</p> <p>* Collect and organise relevant key ideas from a range of sources</p>
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			<p>characters in a fiction text</p> <p>*answer appropriate questions about character and setting in a fiction text</p>			<p>* form valid and well justified conclusions based on detail and reference to text</p> <p>* Select sentences, phrases and relevant information to justify opinions</p> <p>*explore a text to support and justify predictions and opinions (Point + evidence + explanation + evaluation)</p>	<p>* retrieve and collate information from a range of sources</p> <p>*Recognise and discusses the elements and purposes of different Text structures, e g reports, procedures, narratives etc</p> <p>*select essential points within a text</p>
Inference and Prediction	<p>* Encourage them to predict outcomes, to think of alternative</p>	<p>*discuss the significance of the title and events</p>	<p>*state a character's view or opinion within the narrative</p>	<p>* recognise targeted themes across familiar narrative texts</p>	<p>*make comparisons between different texts</p> <p>*use sections of text to justify opinions about characters and plot</p>	<p>* identify themes supported with direct evidence from the texts</p> <p>* evidence inferences from</p>	<p>*identify more than one meaning within text providing appropriate evidence</p>



	<p>endings and to compare plots and the feelings of characters with their own experiences</p>	<p>*Can explain why a story character behaves in certain ways</p> <p>*predict what might or might not happen next</p> <p>*identify some new and unfamiliar words</p> <p>*predict the story line and some vocabulary</p> <p>* repeat words, phrases or sentences to check, confirm or modify own reading</p> <p>*with support/guidance, can comment on texts, e g on</p>	<p>*ask questions about different types of text</p> <p>*state what will happen next with justification</p> <p>*make predictions based on the information in the text</p> <p>*identify the meaning of some unfamiliar words encountered in reading</p> <p>*draw inferences such as inferring characters' feelings, thoughts and motives from their actions</p>	<p>*explain and discuss understanding of books, poems and other material, both those read aloud and independently</p> <p>*deduce and infer understanding within targeted parts of the text</p> <p>*make predictions from details stated within the text</p> <p>*predict what might happen from details stated and implied</p>	<p>*make predictions from details implied or deduced from the text</p> <p>* begins to explain the (non-literal) meaning of words in context eg 'My heart raced'</p> <p>*identify how a writer uses language and punctuation to convey character</p> <p>*understand the bias in persuasive writing, including articles and advertisements</p>	<p>different points in the text to support facts and opinions</p> <p>* infer meaning using evidence from the text and wider reading and personal experience</p> <p>*make predictions from details stated and implied information</p> <p>*empathise with different character's points of view</p> <p>* Raise queries about texts and ask questions to</p>	<p>*inferences and deduction based on evidence within the targeted text</p> <p>*raise queries about texts</p> <p>*ask questions to extend understanding</p> <p>*explain how and why a text has impact on a reader</p>
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		<p>personality of main character</p> <p>*aware of mistakes made because reading does not make sense</p> <p>*check that the text makes sense to them as they read and correct miscues, re-reading if necessary</p>				improve understanding	
Authorial Intent		<p>*identify the title, author and illustrator within fiction texts</p> <p>*to know how fiction is ordered differently to non-fiction texts</p> <p>*to recognise simple patterns in familiar texts</p>	<p>*identify title, author, illustrator, contents page, page numbers and index</p> <p>*understand the key differences between fiction and non-fiction</p>	<p>*identify targeted organisational features of a text</p> <p>*identify words and phrases that captivate the reader</p> <p>*answer questions about text structure and presentation</p>	<p>*discuss words and phrases that capture the reader's interest and imagination</p> <p>*identifying how language, structure, and presentation contribute to meaning</p> <p>*identify and provide simple reasons for authors' language choices which engage the reader</p>	<p>*show an awareness of writers' viewpoint</p> <p>*identify organisational features, including those related to specific text forms</p> <p>*begin to use targeted technical vocabulary to</p>	<p>*identify that characters within text can have a range of viewpoints and that sometimes authors will write from more than one viewpoint</p> <p>*identify most organisational features used by the author to</p>



			<p>*comment on the effect author using this feature Simile, exclamation marks, headings, bullet points, captions etc</p>	<p>*explain how effective the authors choice of words/features are within a text</p>	<p>*comment on some specific aspects of text structure and presentation features</p> <p>*comment on how the author has created a feeling within a chapter/paragraph/whole text</p> <p>*Identify how language, structure, and presentation contribute to meaning <i>e g - what the author has used in the text to make this character funny/sad/angry/tense</i></p>	<p>explain most language features</p> <p>*discusses and begin to evaluate authors use language, including figurative language and consider the impact on the reader</p>	<p>engage and provide specific information to the reader</p> <p>*discuss how the organization of a text supports the writer's purpose, e g persuading, explaining, informing etc</p> <p>* use technical language to explain authors' choice of language - <i>e g symbol, imagery, analogy</i></p>
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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Engagement with a range of texts</p>	<p>*Enjoys an increasing range of books</p>	<p>*listen to and discusses age-appropriate poems, stories and non-fiction texts</p> <p>*select own stories and offers a reasoned explanation</p> <p>*participate in discussion about what is read to them</p> <p>*develop pleasure in reading, motivation to read, vocabulary and understanding</p>	<p>*listens to and can talk about a range of stories, poems, plays and information books</p> <p>*responds to text and can state preferences</p> <p>*recite sections of poetry with some fluency</p> <p>*states understanding of stories that are read to them</p>	<p>*listen to and answers questions about a range of fiction, poetry, plays and non-fiction books</p> <p>*make informed choices about reading material and justify reasons for their choice</p>	<p>*listen to and discusses a range of fiction, poetry, plays and non-fiction books</p> <p>*declare personal preferences for writers and types of overall text</p> <p>*offer a reasoned opinion on characters' feelings, thoughts and motives within a familiar text</p>	<p>*read frequently, outside as well as in school, for pleasure and information</p> <p>*read and discuss a range of fiction, poetry, plays and non-fiction books</p> <p>*skim unfamiliar texts and express an opinion about suitability</p> <p>*clearly articulate why they have enjoyed a text, or not, using examples from the text</p>	<p>*respond to literature identifying how and why the text has affected the reader and provide a justification for their views</p> <p>*discuss books, building on their own and others' ideas</p> <p>*discuss reading, maintaining a focus on the topic or theme</p>
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	Term 1 & 2	Term 3 & 4	Term 5 & 6
<u>Foundation Stage</u>	<p><u>Fairy Tales</u></p> <p>Three Little Pigs</p> <p>Goldilocks</p> <p><u>Repetitive Stories</u></p> <p>Owl Babies</p> <p>Pete the Cat</p> <p>What's in the Witch's Kitchen</p> <p>Bear Hunt</p> <p><u>Non-Fiction</u></p> <p><u>Poetry –</u></p> <p>Poetry Basket</p>	<p><u>Fairy Tales</u></p> <p>Little Red Riding Hood</p> <p>The Gingerbread Man</p> <p>The Enormous Turnip</p> <p><u>Repetitive Stories</u></p> <p>Rosie's Walk</p> <p><u>Non-Fiction</u></p> <p>Lifecycles</p> <p><u>Poetry –</u></p> <p>Poetry Basket</p>	<p><u>Fairy Tales</u></p> <p>Three Billy Goats Gruff</p> <p><u>Repetitive Stories</u></p> <p>Turtle in a Tangle</p> <p>The Cautious Caterpillar</p> <p><u>Non-Fiction</u></p> <p>Noah's Ark</p> <p><u>Poetry –</u></p> <p>Poetry Basket</p>



	Term 1 & 2	Term 3 & 4	Term 5 & 6
<u>Year 1</u>	<u>Fiction</u>	<u>Fiction</u>	<u>Fiction</u>
	Funny Bones	Dr Foster went to Gloucester	Monkey Puzzle
<u>End of day texts:</u>	Peace at Last	The Queen's Hat	Panda Bear, Panda Bear, what do you see?
	Oliver's Vegetables		The Way Back Home
	The Three Little Pigs	<u>Non-Fiction</u>	Jasper's Beanstalk
Super Six Texts	Growing Vegetable Soup	Rosa Parks	The Tale of Peter Rabbit
Hotel Flamingo		The Great Fire of London	
Fantastic Mr Fox	<u>Non-Fiction</u>	Trees	<u>Non-Fiction</u>
The Wombles	The Lady Nicola De La Haye		Animals
	Gunpowder Plot	<u>Poetry</u>	The Moon Landing
	Florence Nightingale	Spring/weather poems	
	<u>Poetry –</u>	Super Six:	<u>Poetry</u>
	Harvest Poems	The Tiger who came to Tea	Animal Riddles
	Super Six:	The 3 Little Wolves and the Big Bad Pig	Super Six:



	Owl Babies	The Dot	Lost and Found
	We're going on a bear hunt	Alfie Gives a Hand	The Snail and the Whale
	Handa's Surprise	The Smartest Giant in Town	And Tango makes 3
	Dogger	Hair Love	I am Enough
	Mog's Bad Thing	Super Six:	Cops and Robbers
	The Elves and the Shoemaker	Puss in Boots	Six Dinner Sid
	The Koala who Could	A Quiet Night In	Super Six:
	Super Six:	Avocado Baby	Jabari Jumps
	Bilal cooks Daal	The Girl who Never Made Mistakes	Somebody Swallowed Stanley
	The Colour Monster	Where the wild things are	The Proudest Blue
	The Hackney Martian	Oi Frog!	The Runaway Dinner
	Coming to England		Freedom We Sing
	The Big Pancake		Rumplestilskin
	Stickman		`
	The Jolly Christmas Postman		



	Term 1 & 2	Term 3 & 4	Term 5 & 6
<p><u>Year 2</u></p> <p>End of day texts:</p> <p>Oliver and the sea wigs The Pirates next door</p> <p>The boy who grew a dragon The Enormous Crocodile</p> <p>Too Small Tola Hodgeheg Flat Stanley</p>	<p><u>Fiction</u></p> <p>Meerkat Mail (writing)</p> <p>The Lighthouse Keeper’s Lunch (writing)</p> <p><u>Non-Fiction</u></p> <p>Pirate Adventure Park (writing)</p> <p>How to make a healthy packed lunch (writing)</p> <p><u>Poetry –</u></p> <p>Winter Poetry</p> <p>Fluency:</p> <p>Hare and the Tortoise</p> <p>Soloman’s Crocodile</p>	<p><u>Fiction</u></p> <p>Little Red Riding Hood (writing)</p> <p>Disgusting Sandwich (writing)</p> <p>The Snow King</p> <p>Esio Trot</p> <p>Tradtional Tales</p> <p><u>Non-Fiction</u></p> <p>Life in the 1800s (writing)</p> <p>Animal Habitats</p> <p>Industrial Revolution</p> <p><u>Poetry</u></p> <p>Dragon Poem</p>	<p><u>Fiction</u></p> <p>Kassim and the Greedy Dragon (writing)</p> <p>Jack and the Beanstalk (writing)</p> <p>The Smartest Giant in Town</p> <p>Hodgeheg (extract)</p> <p>The Owl who was afraid of the dark (extract)</p> <p><u>Non-Fiction</u></p> <p>Dragons (writing)</p> <p>Recipes and letters (writing)</p> <p>Seed packets and instructions</p> <p>Marie Curie letter</p> <p>Australian animals – research</p>



	Big Blue Whale Egg Box Dragon Emily's Legs The Twits The Dragon Machine The Hen who wouldn't give up	Fill the World – Joshua Seigal	Poetry Minibeast poems
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	Term 1 & 2	Term 3 & 4	Term 5 & 6
<p><u>Year 3</u></p> <p>End of day texts:</p> <p>The Lion, the Witch and the Wardrobe</p> <p>The Jam Doughnut that Ruined my Life</p> <p>The Last FireFox</p>	<p><u>Fiction:</u></p> <p>The Lion, the Witch and the Wardrobe (writing)</p> <p>Bill’s New Frock</p> <p>Iron Man</p> <p><u>Non-Fiction</u></p> <p>Newspapers</p> <p>Explanation texts</p> <p><u>Poetry –</u></p> <p>Bonfire poetry</p>	<p><u>Fiction</u></p> <p>Hansel and Gretel (writing)</p> <p>Magic Paintbrush (writing)</p> <p><u>Non-Fiction</u></p> <p>Egyptians, explanations of mummification</p> <p>Fossils</p> <p>Mary Anning.</p> <p><u>Poetry</u></p>	<p><u>Fiction</u></p> <p>Charlie and the Chocolate Factory</p> <p>Legend of the Green Children (writing)</p> <p><u>Non-Fiction</u></p> <p>Animals, plants,</p> <p>Recipes and food magazines.</p> <p><u>Poetry</u></p> <p>Revolting Rhymes</p>



	Term 1 & 2	Term 3 & 4	Term 5 & 6
<p><u>Year 4</u></p> <p>End of day texts:</p> <p>The Miraculous Journey of Edward Tulane</p> <p>The Beast and the Bethany</p> <p>Podkin One Ear</p> <p>The Land of Roar</p>	<p><u>Fiction</u></p> <p>The Nightmare Man (writing)</p> <p>Ben and the Diamond (writing)</p> <p>Operation Gadgetman</p> <p><u>Non-Fiction</u></p> <p>Alton Towers leaflet (writing)</p> <p><u>Poetry –</u></p> <p>Michael Rosen- On the Move Again from Somewhere– National Poetry Week</p>	<p><u>Fiction</u></p> <p>The Grumblehog (writing)</p> <p>Scripts and Script writing (writing)</p> <p>Firework Maker’s Daughter</p> <p><u>Non-Fiction</u></p> <p>How to tickle a tiger (writing)</p> <p><u>Poetry</u></p> <p>Sound-Celia Warren</p> <p>Boneyard Rap- Wes Magge</p> <p>Tree- James Carter</p>	<p><u>Fiction</u></p> <p>Eye of the Storm (writing)</p> <p>Harry Potter (writing)</p> <p>The Last Bear</p> <p><u>Non-Fiction</u></p> <p>Balanced arguments (writing – discussion)</p> <p><u>Poetry</u></p>
	Term 1 & 2	Term 3 & 4	Term 5 & 6



<u>Year 5</u>	<u>Fiction</u> Asha and the Spirit Bird	<u>Fiction</u> Kensuke's Kingdom	<u>Fiction</u> Holes
End of day texts:			
Wonder	<u>Non-Fiction</u> You Are Awesome Layers of the Rainforest (Literacy Shed)	<u>Non-Fiction</u> Tudor Food and Drink (Literacy Shed) First News	<u>Non-Fiction</u> The Nahua (Literacy Shed) Balanced argument (writing)
Malamander	Explanation text (Writing)	Newspaper (writing)	Instructions (writing)
Brightstorm	Letter (Writing)	Persuasive letter (writing)	
Amari and the Night Brothers	<u>Poetry</u> Colonel Fazackerley – Charles Causley	<u>Poetry</u> Caged Bird – Maya Angelou	<u>Poetry</u> Blackout poetry



	Term 1 & 2	Term 3 & 4	Term 5 & 6
<u>Year 6</u>	<u>Fiction</u> Letters from the Lighthouse Goodnight Mr Tom <u>End of day texts:</u> A Christmas Carol <u>Non-Fiction</u> Newspapers (writing) Anne Frank (writing) <u>Poetry –</u> War Poems – For the Fallen Flanders Fields	<u>Fiction</u> Fantastic Beasts <u>Non-Fiction</u> David Attenborough documentaries Non-Chronological report (writing) Persuasive leaflet (writing) <u>Poetry</u> Grannie	<u>Fiction</u> Pig Heart Boy <u>Non-Fiction</u> Heart explanation texts Leaflets (Castleton) Trip Advisor Reviews Formal / Informal letters <u>Poetry</u> My mind



Reading Pathway:

	Reception	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
	Phonics	Phonics	Whole Class Reading	Whole Class Reading	Whole Class Reading	Whole Class Reading	Whole Class Reading
Phonics and Reading	<p>Children begin RWI. programme after two weeks of starting school and completing baseline.</p> <p>Children work in purposeful groups to their stage in phonics progression. These are fluid groupings which are assessed a minimum of half termly by reading lead.</p> <p>Home reading books matched to phonics group</p>	<p>Children work in purposeful groups to their stage in phonics progression. These are fluid groupings which are assessed a minimum of half termly by reading lead.</p> <p>Home reading books matched to phonics group</p>	<p>Children will have completed RWI. programme and be 98% fluent for age related texts.</p> <p>Once children have graduated phonics, children begin a 6/8 week fluency project.</p> <p>Use of Gradual Release (See Model Diagram in the Reading document) within the lesson.</p> <p>Use of VIPERS to explicitly teach reading strategies, using high quality texts for that year group.</p>	<p>Use of Gradual Release (See Model Diagram in the Reading document) within the lesson.</p> <p>Use of VIPERS to explicitly teach reading strategies, using high quality texts for that year group.</p> <p>High quality texts selected by teacher and the Ling Moor Reading Spine.</p> <p>Reading age appropriate books.</p>	<p>Use of Gradual Release (See Model Diagram in the Reading document) within the lesson.</p> <p>Use of VIPERS to further develop the reading strategies taught to become skills that are used frequently, independently and automatically. Will continue to use high quality texts for individual year groups using high quality texts selected by teacher and the Ling Moor Reading Spine.</p> <p>Reading age-appropriate books.</p>		



			High quality texts selected by teacher and the Ling Moor Reading Spine. Reading age appropriate books.				
Intervention	1:1 tutoring for lowest 20%	1:1 tutoring for lowest 20%	Continue on RWI if not secure in phonics. 1:1 tutoring for lowest 20% Fluency Rubric assessment and intervention if RWI completed for lowest 20%	Continue on RWI if not secure in phonics. 1:1 tutoring for lowest 20% Fluency Rubric assessment and intervention if RWI completed for lowest 20%	Fluency Rubric assessment and intervention if RWI completed for lowest 20%	Fluency Rubric assessment and intervention if RWI completed for lowest 20%	YARC assessment and intervention if RWI completed for lowest 20%
SEND Process	<p>Concerns regarding acquisition of phonics and reading</p> <p>During EYFS and Key stage 1 children are taught using the RWI phonics programme. They have access to good quality read write Inc phonics programme in small groups. If at any point during EYFS or year 1, there is a concern about a child's reading progress this should be discussed with the SENCo and a record will be made.</p> <p>At the end of year 1 phonics screening, those children who did not meet the expected standard will be collated on a list that is then shared with the SENCo and the Reading Intervention TA.</p> <p>In year 2 those children will continue to have phonics taught in small groups through whole class teaching but will also have one to one sessions with the RI TA to boost their phonic knowledge. At this point the SENCO may offer child specific strategies and support to run alongside phonics intervention with the reading intervention TA.</p> <p>Those children who did not meet the required phonics standard in year 1 will be reassessed at the end of year 2 using the phonics screening. Those children who are unable to reach the required standard at this point on the phonics assessment will be given further, intense RWI one to one sessions with the RI TA in term 1 of year 3.</p>						



	<p>At the end of term 1 in year 3 these children will have a further phonics screening assessment. Those that continue to struggling to acquire secure phonics, using the RWI approach will be formally referred into the SEND process of initial assessment. These children are likely to be referred for specialist teacher assessment and have one to one intervention sessions with the SEND TA. They may also continue to have phonics intervention, until the end of year 4, dependent on individual needs.</p>
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Fluency Rubric:

FLUENCY RUBRIC

	1	2	3	4
Expression and Volume	Reads in a quiet voice as if to get words out. The reading does not sound natural like talking to a friend.	Reads in a quiet voice. The reading sounds natural in part of the text, but the reader does not always sound like they are talking to a friend.	Reads with volume and expression. However, sometimes the reader slips into expressionless reading and does not sound like they are talking to a friend.	Reads with varied volume and expression. The reader sounds like they are talking to a friend with their voice matching the interpretation of the passage.
Phrasing	Reads word-by-word in a monotone voice.	Reads in two or three word phrases, not adhering to punctuation, stress and intonation.	Reads with a mixture of run-ons, mid sentence pauses for breath, and some choppiness. There is reasonable stress and intonation.	Reads with good phrasing; adhering to punctuation, stress and intonation.
Smoothness	Frequently hesitates while reading, sounds out words, and repeats words or phrases. The reader makes multiple attempts to read the same passage.	Reads with extended pauses or hesitations. The reader has many "rough spots."	Reads with occasional breaks in rhythm. The reader has difficulty with specific words and/or sentence structures.	Reads smoothly with some breaks, but self-corrects with difficult words and/ or sentence structures.
Pace	Reads slowly and laboriously.	Reads moderately slowly.	Reads fast and slow throughout reading.	Reads at a conversational pace throughout the reading.

Scores of 10 or more indicate that the student is making good progress in fluency.

Score _____

Scores below 10 indicate that the student needs additional instruction in fluency.