

The Grange Primary School's Guide to Reading



At The Grange Primary School, our aim is to foster a love of reading that will stay with the children throughout their lives.

We encourage children to read aloud frequently at school: on an individual basis, during phonics and guided reading sessions, as part of the English lesson delivery and within lessons across the curriculum. All pupils in school engage in class story time, from Nursery through to Y6.

When planning for the teaching of reading, first and foremost we refer to the statements from the National Curriculum. These statements are split into word reading and comprehension.

Word Reading and Phonics

Beginning in Nursery, we engage children in phonics through the Sounds Write Scheme supported by songs and actions using Jolly Phonics, providing them with the basic foundations of phonic knowledge. The Nursery children focus on the skill of oral blending and segmenting through teacher led activities. In FS2 and beyond, we continue to implement the highly structured Sounds Write approach to phonics teaching, where children are taught to read and spell through a code-oriented approach. Children take three books home a week in KS1: the first book reinforces previous sounds, providing children with the opportunity to re read books; the second focuses on the current sound being taught; the third is a free choice book to develop their pleasure and motivation to read.

We draw on a range of resources to support the development of reading; We use the Oxford Reading Tree, Project X, Songbirds, Dandelions, Navigator and Rapid reading schemes, at appropriate levels, with the aim of moving children on to become 'free readers' when they are ready. All children have access to a range of books in addition to their home/school reading book. Children have access to the school library to borrow books, which is also available for the children to use for researching during their class independent time and topic work.

Children are expected to take their reading books and Home/School Links Books home daily, so that parents can support their child by listening to them read. There is no limit to how many pages the children can read at home or how many times they should read a week. We do ask that parents hear their child read at least five times a week.

Comprehension (listening and reading) and Guided Reading

Nursery promotes reading and the joy of books through encouraging parents to engage with Bookstart, Chatter Pack sessions, local libraries and the Imagination Library. Guided reading begins in FS2, with children participating in a carousel of reading activities. In Year 1, guided reading sessions emphasise book talk, ensuring that children can confidently verbalise their responses to a text. As the children progress through KS1 and beyond into KS2, children are provided with increasing opportunities to read texts independently and provide structured written responses within guided reading sessions.

The aim of guided reading sessions is to provide children with the guidance to develop comprehension skills. The National Curriculum states that when teaching comprehension, as far as possible, children should be accessing age appropriate texts, even if they do not match their decoding ability, to ensure that their understanding of vocabulary and grammatical structures continues to develop. Children with word reading skills below their age stage, should receive intervention to ensure that they rapidly catch up. Therefore, the vast majority of children will be accessing the same texts during a guided reading session, but differentiation will arise through the questioning and support in re reading the text to answer these questions. Consideration needs to be given to pupils who are working significantly below their age for decoding. In such cases differentiated texts would be appropriate.

KS1 POS states:

For pupils who do not have the phonic knowledge and skills they need for year 2, teachers should use the year 1 programmes of study for word reading and spelling so that pupils' word reading skills catch up. However, teachers should use the year 2 programme of study for comprehension so that these pupils hear and talk about new books, poems, other writing, and vocabulary with the rest of the class.

Y3/4 POS states:

As in key stage 1, pupils who are still struggling to decode need to be taught to do this urgently through a rigorous and systematic phonics programme so that they catch up rapidly with their peers. If they cannot decode independently and fluently, they will find it increasingly difficult to understand what they read and to write down what they want to say. As far as possible, however, these pupils should follow the year 3 and 4 programme of study in terms of listening to new books, hearing and learning new vocabulary and grammatical structures, and discussing these.

Y5/6 POS states:

It is essential that pupils whose decoding skills are poor are taught through a rigorous and systematic phonics programme so that they catch up rapidly with their peers in terms of their decoding and spelling. However, as far as possible, these pupils should follow the upper key stage 2 programme of study in terms of listening to books and other writing that they have not come across before, hearing and learning new vocabulary and grammatical structures, and having a chance to talk about all of these.

Guided reading sessions are planned using a range of resources including illustrations, book covers, extracts or whole texts to engage children. In school we have a wealth of picture books which have been written for children across all key stages. The Literacy Shed website houses a range of video clips and animations which support discussions around the different comprehension skills. The Grange Primary School uses this range of suitable reading materials during guided reading, selected at the teacher's discretion, to provide the whole class with experiences in reading and discussion.

Comprehension Skills

A core aim of guided reading is to teach children to understand the five comprehension skills: literal, deduction, inference, authorial intent and evidence finding.

Literal

Literal questions require concrete, straightforward answers that are directly stated in the text. Answers to literal questions explain who, what, where and when. These questions are concerned with the recall of facts or simple comprehension. To answer them, children need to read the text carefully and find the exact words that tell us what the question asks.

Examples of literal questions:

- Where did the family go on holiday?
- Who went fishing?
- What did the children eat for lunch?
- When did they have to leave?

Deduction

Deduction is an understanding based on the evidence given in the text. It is the process of reaching a decision or answer by thinking about the known facts. In reading exercises, the answers for deduction questions can be found by looking at the information stated within the text. The text does not actually tell us the answer, but we can work out the answer directly from the information the text gives us. To answer, children must read the text very carefully and work things out from the information given (but not make things up of their own).

Examples of deduction questions:

- What kind of accident was it?
- When did it happen?

Inference

Inference is an interpretation that goes beyond the literal information given. These questions require answers that require context clues. Inferential questions are usually more difficult because they can have more than one correct answer. In reading comprehension exercises, answers to inferential questions cannot be found in the text, but they are supported by evidence in the text and the answer can be worked out by considering hints and clues in the text in the light of our own knowledge and experience. They shed light on why and how. It is important to consider what can be inferred from the facts because you can learn so much more through closer inspection.

Examples of questions:

- How do you think the character may have been feeling?
- Why did the character begin to shiver?

The difference between inference and deduction:

The fire brigade and other emergency services are called out to a distressing scene.

We could **infer** that a fire has happened.

We can **deduce** that it must be very serious as other emergency services have been called out and 'distressing' tells us that something major has happened.

Authorial Intent

Questions about authorial intent ask us what the writer has done and why. To answer these questions, children need to read the text carefully and try to put themselves in the author's place i.e. 'read like a writer'. They need to consider what it is that the writer is trying to communicate and how he/she has gone about doing it.

Examples of questions:

- What devices does the writer use to give so much information in a single sentence?
- Do you think this story has the effect intended by the author?

Evidence Finding

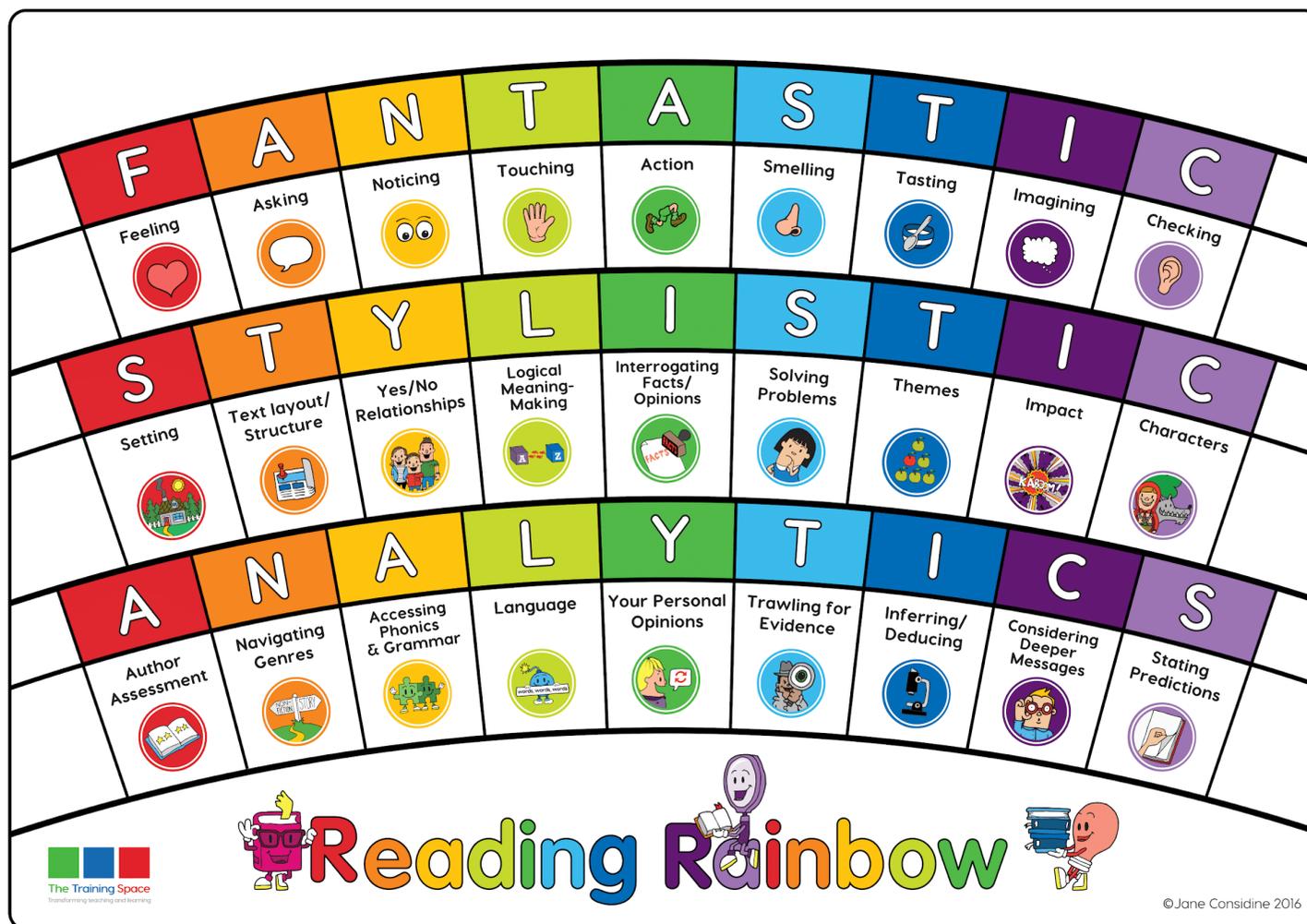
Children need to develop the skill of finding evidence in a text to support their answers. This skill is developed in the Early Years through oral discussion and in KS1 through oral guided book talk, by asking children 'how do you know?' and 'why?'

In KS2, children are taught to structure written answers to reading using evidence from the text. This may be in the form of a summary of actions, a direct quotation, or specific vocabulary choices. Children in Key Stage 2 are taught to 'PEE on it'.

- Point - make a point to answer the question
- Evidence - find and reference the relevant information from the text to support the point
- Explain - detail how this evidence supports the main point

Reading Rainbow.

Guided reading sessions expand on these 5 comprehension skills through the use of the Reading Rainbow, which identifies a range of discussion and questioning points, or 'reasons to read'.



Planning for Guided Reading

Guided reading sessions take place daily and last for 30 minutes. **Every** daily guided reading lesson allows children the opportunity to:

- familiarise themselves with the text, reading independently to themselves and collaboratively aloud with the class, embedding Echo Reading strategies as a whole class. For children whose decoding skills are not matched to their age, an adult or peer supports this reading. Pre teaching sessions are also used to give children a 'sneak peek' at the text. For children working significantly below the expectations for decoding there may be some requirement to differentiate the text;
- discuss new vocabulary and the meaning. Children are taught to use context clues as well as dictionaries to support in finding the meaning;
- discuss (and record where appropriate) two further reasons for reading from the rainbow based on teacher judgement of which skills require development.

Book talk sessions model to the children through the use of talk stems, the structures for answering questions. These structures, once internalised through repetition verbally, can then be applied to written comprehension answers. In addition to the above bullet points, during written comprehension sessions pupils also:

- identify key words in questions;
- identify question types based on the 5 comprehension skills (these link directly to elements of the reading rainbow);
- discuss the number of marks an answer is worth where appropriate.

Comprehension sessions include bespoke questions written by the teacher to support the teaching of the comprehension skills and reasons for reading. They also include questions from resources including:

- Quick Fix Reading
- Improving Comprehension
- More Improving Comprehension
- SATs practice resources (Y2 and Y6)
- Comprehension cards
- Reading Explorers

Guided Reading Timetable

Foundation Stage 2

	Group 1	Group 2	Group 3	Group 4
Monday	Reading for pleasure	Guided group	1:1 readers - Paired reading	Listening station
Tuesday	Listening station	Reading for pleasure	Guided group	1:1 readers - Paired reading
Wednesday	1:1 readers - Paired reading	Listening station	Reading for pleasure	Guided group
Thursday	Guided group	1:1 readers - Paired reading	Listening station	Reading for pleasure
Friday	Whole class story	Whole class story	Whole class story	Whole class story

To support transition, during the summer term in FS2, the teacher will begin to record oral guided group discussions using the guided reading discussion grid that is used in KS1.

	Monday	Tuesday	Wednesday	Thursday	Friday
Y1 autumn term	Book talk discussion Teacher records	Book talk discussion Teacher records	Book talk discussion Teacher records	Comprehension Yesterday's text	<ul style="list-style-type: none"> ● Reading for pleasure ● 1:1 Paired reading with teacher ● Book reviews ● Miscues with teacher
Y1 spring term onwards	Book talk discussion Teacher records	Book talk discussion Pupils record	Book talk discussion Pupils record	Comprehension Yesterday's text	<ul style="list-style-type: none"> ● Reading for pleasure ● 1:1 Paired reading with teacher ● Book reviews ● Miscues with teacher
Y2	Book talk discussion Teacher records	Book talk discussion Pupils record	Comprehension Yesterday's text	Comprehension New text	<ul style="list-style-type: none"> ● Reading for pleasure ● 1:1 Paired Reading with teacher ● Book reviews ● Miscues with teacher
Y3	Book talk discussion Teacher records	Book talk discussion Pupils record	Comprehension Yesterday's text	Comprehension New text	<ul style="list-style-type: none"> ● Reading for pleasure ● Echo reading session B ● Book reviews
Y4	Book talk discussion Pupils record	Book talk discussion Pupils record	Comprehension New text	Comprehension New text	<ul style="list-style-type: none"> ● Reading for pleasure ● Echo reading session B ● Book reviews

Y5	Book talk discussion Pupils record	Book talk discussion Pupils record	Comprehension New text	Comprehension New text	<ul style="list-style-type: none"> ● Reading for pleasure ● Echo reading session B ● Book reviews
Y6	Book talk discussion Pupils record	Comprehension New text	Comprehension New text	Comprehension New text	<ul style="list-style-type: none"> ● Reading for pleasure ● Echo reading session B ● Book reviews

Reading Intervention

For those pupils who do not make expected progress in reading are targeted with specific intervention. Interventions are delivered by both class teachers and by learning assistants who have received the relevant training.

Prior to intervention for early reading difficulties, we always ensure that the child has been reliably assessed for medical conditions such as hearing and sight problems that can be easily corrected. Thereafter, consideration is given to targeted interventions. The impact of intervention depends, in part, upon the quality of the assessment. Therefore, in FS2 and KS1, time is built into the guided reading timetable to allow the weekly assessment of pupils (specifically the target pupils) to ensure that intervention is appropriately targeted. In KS2, this same time is allocated for the teachers to work with target children to target reading fluency and comprehension.

In FS2 and KS1, children receive same day phonics intervention based on their progress within daily phonics lessons to ensure that gaps in sound knowledge do not arise. Regular phonics screening enables teachers and learning assistants to target specific pupils who have gaps in sounds. Daily reading should take place to support pupils who do not have the opportunity to read at home, or who are not making expected progress through the Paired Reading strategy. Where children are listened to read on an individual basis during paired reading, an individual reading record should be kept. Each week, the teacher has an allocated time, during guided reading, timetabled to support in the assessment of reading for individual target pupils and to read with them, to ensure that appropriate planning is in place to meet their needs. Additional interventions that are carried out in KS1 to support reading are Fischer Family Trust and Precision Teaching.

In KS2, children who do not pass the phonics re screen in Y2 are tracked and receive personalised phonics intervention. Children who have passed the screen, but who are not making expected progress in reading or who do not have the opportunity to read at home, receive reading intervention through Echo Reading, Reciprocal Reading, Precision Teaching, Fischer Family Trust and speed reading.

Intervention is regularly reviewed and recorded by teachers and SLT through Pupil Passport meetings and through SEN-D Passport review meetings.

Assessment

In EYFS, Sounds write assessments are used each half term to support teachers in tracking progress and identifying gaps in learning.

In KS1 (and KS2 for individual children) the Sounds Write assessments continue to take place each half term and are supported by phonics screens to support teachers in tracking progress and identifying gaps in knowledge. Reading Miscue tests (linked to the Oxford Reading Tree) also take place each half term to support an overall assessment of word reading and comprehension. These miscues are used until the end of KS1 (or until a child reaches a secure stage 2).

High frequency word and common exception word tracking sheets are also completed for each child. All assessment sheets are filed in pupils' Mentoring Folders and move through school with the child.

Pupils in KS1 and KS2 complete a termly Reading test. This supports teacher assessment in comprehension. Question level analysis is carried out for specific target pupils. Year 2 and Year 6 support their assessments and teaching using past SATs papers.

Content Domains

A content domain is the information or criteria that is being tested or studied. Reading content domain relates specifically to reading and is based on the National Curriculum. It is used to make sure the children understand the information they have been taught. Although not used directly for planning guided reading, teachers are aware of content domains and ensure that these are addressed through the reading rainbow and 5 comprehension skills. Question level analysis from testing provides teachers with a breakdown of content domains and pupil achievement in relation to them. This information is used by teachers to support subsequent planning and priorities in guided reading sessions.

Key Stage 1		
	Content Domain	Example Questions
1a:	Draw on knowledge of vocabulary to understand texts.	<ul style="list-style-type: none">● What does this... word/phrase/sentence... tell you about... character/setting/mood etc.?● The writer uses words like ... to describe What does this tell you about a character or setting?● How has the writer made you and/or character feel ...happy /sad/angry/frustrated/lonely/bitter etc.? Can you find those words?
1b:	Identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information.	<ul style="list-style-type: none">● Where/when does the story take place● Through whose eyes is the story told?● What part of the story do you like best?

1c:	Identify and explain the sequence of events in texts.	<ul style="list-style-type: none"> ● What happens first in the story? ● Use three sentences to describe the beginning, middle and end of this text? ● Why does the main character do 'x' in the middle of the story?
1d:	Make inferences from the text.	<ul style="list-style-type: none"> ● What makes you think that? ● Which words give you that impression? ● I wonder why the writer decided to...?
1e:	Predict what might happen on the basis of what has been read so far.	<ul style="list-style-type: none"> ● What do you think will happen to the goodie/baddie/main character? Why do you think this? ● What will happen next? Why do you think this? Are there any clues in the text? ● Can you think of another story, which has a similar theme; e.g. good over evil; weak over strong; wise over foolish? Do you think this story will go the same way?

Key Stage 2		
	Content Domain	Example Questions
2a:	Give/explain the meaning of words in context.	<ul style="list-style-type: none"> ● What does this... word/phrase/sentence... tell you about... character/setting/mood etc.? ● The writer uses words like ... to describe What does this tell you about a character or setting? ● What other words/phrases could the author have used?
2b:	Retrieve and record information/identify key details from fiction and non-fiction.	<ul style="list-style-type: none"> ● Where does the story take place? ● Where in the book would you find...? ● Through whose eyes is the story told?
2c:	Summarise main ideas from more than one paragraph.	<ul style="list-style-type: none"> ● You've got 'x' words; sum up these paragraphs. ● Sort the information in these paragraphs. Do any of them deal with the same information?

		<ul style="list-style-type: none"> ● Which is the most important point in these paragraphs? How many times is it mentioned?
2d:	Make inferences from the text/explain and justify inference with evidence from the text.	<ul style="list-style-type: none"> ● Which words give you that impression? ● I wonder what the writer intended? ● What do these words mean and why do you think the author chose them?
2e:	Predict what might happen from details stated and implied.	<ul style="list-style-type: none"> ● Do you know of another story which deals with the same issues; e.g. social; moral; cultural? Could this happen in this story? ● Which other author handles time in this way; e.g. flashbacks; dreams? ● Which stories have openings like this? Do you think this story will develop in the same way?
2f:	Identify/explain how information/narrative content is related and contributes to meaning as a whole.	<ul style="list-style-type: none"> ● Explain a character's different/changing feelings throughout a story. How do you know? ● What is similar/different about two characters? ● Why has the writer written/organised the text in this way?
2g:	Identify/explain how meaning is enhanced through choice of words and phrases.	<ul style="list-style-type: none"> ● The writer uses words like ... to describe What does this tell you about a character or setting? ● How has the writer made you and/or character feel ...happy /sad/angry/frustrated/lonely/bitter etc.? ● What do you think the writer meant by... 'x'?
2h:	Make comparisons within the text.	<ul style="list-style-type: none"> ● Describe different characters' reactions to the same event in a story. ● Compare and contrast different character/settings/themes in the text ● What do you think about the way information is organised in different parts of the text? Is there a reason for why this has been done?

Non Statutory Guidance from the National Curriculum

The table below details the non statutory guidance for reading from the National Curriculum. The Grange Primary School has taken this guidance into consideration when planning the teaching of reading across the school, building on the foundations set in the Early Years.

Year 1

Pupils should revise and consolidate the GPCs and the common exception words taught in Reception. As soon as they can read words comprising the year 1 GPCs accurately and speedily, they should move on to the year 2 programme of study for word reading. The number, order and choice of exception words taught will vary according to the phonics programme being used. Ensuring that pupils are aware of the GPCs they contain, however unusual these are, supports spelling later. Young readers encounter words that they have not seen before much more frequently than experienced readers do, and they may not know the meaning of some of these. Practice at reading such words by sounding and blending can provide opportunities not only for pupils to develop confidence in their decoding skills, but also for teachers to explain the meaning and thus develop pupils' vocabulary.

Pupils should be taught how to read words with suffixes by being helped to build on the root words that they can read already. Pupils' reading and re-reading of books that are closely matched to their developing phonic knowledge and knowledge of common exception words supports their fluency, as well as increasing their confidence in their reading skills. Fluent word reading greatly assists comprehension, especially when pupils come to read longer books.

Pupils should have extensive experience of listening to, sharing and discussing a wide range of high-quality books with the teacher, other adults and each other to engender a love of reading at the same time as they are reading independently. Pupils' vocabulary should be developed when they listen to books read aloud and when they discuss what they have heard. Such vocabulary can also feed into their writing. Knowing the meaning of more words increases pupils' chances of understanding when they read by themselves. The meaning of some new words should be introduced to pupils before they start to read on their own, so that these unknown words do not hold up their comprehension. However, once pupils have already decoded words successfully, the meaning of those that are new to them can be discussed with them, so contributing to developing their early skills of inference. By listening frequently to stories, poems and non-fiction that they cannot yet read for themselves, pupils begin to understand how written language can be structured in order, for example, to build surprise in narratives or to present facts in non-fiction. Listening to and discussing information books and other non-fiction establishes the foundations for their learning in other subjects. Pupils should be shown some of the processes for finding out information. Through listening, pupils also start to learn how language sounds and increase their vocabulary and awareness of grammatical structures. In due course, they will be able to draw on such grammar in their own writing. Rules for effective discussions should be agreed with and demonstrated for pupils. They should help to develop and evaluate them, with the expectation that everyone takes part. Pupils should be helped to consider the opinions of others. Role-play can help pupils to identify with and explore characters and to try out the language they have listened to.

Year 2

Pupils should revise and consolidate the GPCs and the common exception words taught in year 1. The exception words taught will vary slightly, depending on the phonics programme being used. As soon as pupils can read words comprising the year 2 GPCs accurately and speedily, they should move on to the years 3 and 4 programme of study for word reading. When pupils are taught how to read longer words, they should be shown syllable boundaries and how to read each syllable separately before they combine them to read the word. Pupils should be taught how to read suffixes by building on the root words that they have already learnt. The whole suffix should be taught as well as the letters that make it up. Pupils who are still at the early stages of learning to read should have ample practice in reading books that are closely matched to their developing phonic knowledge and knowledge of common exception words. As soon as the decoding of most regular words and common exception words is embedded fully, the range of books that pupils can read independently will expand rapidly. Pupils should have opportunities to exercise choice in selecting books

and be taught how to do so.

Pupils should be encouraged to read all the words in a sentence and to do this accurately, so that their understanding of what they read is not hindered by imprecise decoding (for example, by reading 'place' instead of 'palace').

Pupils should monitor what they read, checking that the word they have decoded fits in with what else they have read and makes sense in the context of what they already know about the topic. The meaning of new words should be explained to pupils within the context of what they are reading, and they should be encouraged to use morphology (such as prefixes) to work out unknown words. Pupils should learn about cause and effect in both narrative and non-fiction (for example, what has prompted a character's behaviour in a story; why certain dates are commemorated annually). 'Thinking aloud' when reading to pupils may help them to understand what skilled readers do. Deliberate steps should be taken to increase pupils' vocabulary and their awareness of grammar so that they continue to understand the differences between spoken and written language. Discussion should be demonstrated to pupils. They should be guided to participate in it and they should be helped to consider the opinions of others. They should receive feedback on their discussions. Role-play and other drama techniques can help pupils to identify with and explore characters. In these ways, they extend their understanding of what they read and have opportunities to try out the language they have listened to.

Years 3 and Year 4

At this stage, teaching comprehension should be taking precedence over teaching word reading directly. Any focus on word reading should support the development of vocabulary. When pupils are taught to read longer words, they should be supported to test out different pronunciations. They will attempt to match what they decode to words they may have already heard but may not have seen in print [for example, in reading 'technical', the pronunciation /tɛtʃnɪkəl/ ('tetchnical') might not sound familiar, but /tɛknɪkəl/ ('teknical') should].

The focus should continue to be on pupils' comprehension as a primary element in reading. The knowledge and skills that pupils need in order to comprehend are very similar at different ages. This is why the programmes of study for comprehension in years 3 and 4 and years 5 and 6 are similar: the complexity of the writing increases the level of challenge. Pupils should be taught to recognise themes in what they read, such as the triumph of good over evil or the use of magical devices in fairy stories and folk tales. They should also learn the conventions of different types of writing (for example, the greeting in letters, a diary written in the first person or the use of presentational devices such as numbering and headings in instructions). Pupils should be taught to use the skills they have learnt earlier and continue to apply these skills to read for different reasons, including for pleasure, or to find out information and the meaning of new words.

Pupils should continue to have opportunities to listen frequently to stories, poems, nonfiction and other writing, including whole books and not just extracts, so that they build on what was taught previously. In this way, they also meet books and authors that they might not choose themselves. Pupils should also have opportunities to exercise choice in selecting books and be taught how to do so, with teachers making use of any library services and expertise to support this. Reading, re-reading, and rehearsing poems and plays for presentation and performance give pupils opportunities to discuss language, including vocabulary, extending their interest in the meaning and origin of words. Pupils should be encouraged to use drama approaches to understand how to perform plays and poems to support their understanding of the meaning. These activities also provide them with an incentive to find out what expression is required, so feeding into comprehension. In using non-fiction, pupils should know what information they need to look for before they begin and be clear about the task. They should be shown how to use contents pages and indexes to locate information. Pupils should have guidance about the kinds of explanations and questions that are expected from them. They should help to develop, agree on, and evaluate rules for effective discussion. The expectation should be that all pupils take part.

Years 5 and 6

At this stage, there should be no need for further direct teaching of word reading skills for almost all pupils. If pupils are struggling or failing in this, the reasons for this should be investigated. It is imperative that pupils are taught to read during their last two years at primary school if they enter year 5 not being able to do so. Pupils should be encouraged to work out any unfamiliar word. They should focus on all the letters in a word so that they do not, for example, read 'invitation' for 'imitation' simply because they might be more familiar with the first word. Accurate reading of individual words, which might be key to the meaning of a sentence or paragraph, improves comprehension. When teachers are reading with or to pupils, attention should be paid to new vocabulary – both a word's meaning(s) and its correct pronunciation.

Even though pupils can now read independently, reading aloud to them should include whole books so that they meet books and authors that they might not choose to read themselves. The knowledge and skills that pupils need in order to comprehend are very similar at different ages. Pupils should continue to apply what they have already learnt to more complex writing. Pupils should be taught to recognise themes in what they read, such as loss or heroism. They should have opportunities to compare characters, consider different accounts of the same event and discuss viewpoints (both of authors and of fictional characters), within a text and across more than one text. They should continue to learn the conventions of different types of writing, such as the use of the first person in writing diaries and autobiographies. Pupils should be taught the technical and other terms needed for discussing what they hear and read, such as metaphor, simile, analogy, imagery, style and effect. In using reference books, pupils need to know what information they need to look for before they begin and need to understand the task. They should be shown how to use contents pages and indexes to locate information. The skills of information retrieval that are taught should be applied, for example, in reading history, geography and science textbooks, and in contexts where pupils are genuinely motivated to find out information, for example, reading information leaflets before a gallery or museum visit or reading a theatre programme or review. Teachers should consider making use of any library services and expertise to support this. Pupils should have guidance about and feedback on the quality of their explanations and contributions to discussions. Pupils should be shown how to compare characters, settings, themes and other aspects of what they read.

Overview of provision

	Word Reading and Phonics	Pupil Reading Books	Activities relating to reading	Interventions	Assessment in Reading	Resources to support with teaching
EYFS	<p>FS1 - Jolly Phonics FS1- Sounds Write approach</p> <p>FS2 - Sounds Write approach</p>	<p>FS2-1st book focuses on the current sound being taught</p> <p>2nd- book free choice (with adult support) to develop their pleasure and motivation to read.</p> <p>HFW to be sent home</p> <p>Picture books are provided during the Autumn term to promote storytelling.</p> <p>FS1- 1 Picture books and 1 sound book (summer term)</p>	<p>FS2-Family Fun-weekly phonics sessions</p> <p>FS2-Family Fun-shared reading with family member</p> <p>FS2- Guided reading</p> <p>FS1- Chatter Pack sessions with parents</p> <p>FS1- BookStart sessions with parents</p>	<p>Same Day Intervention- as identified through daily phonics session</p> <p>Phonics intervention</p> <p>1:1 reading/ paired reading strategy</p>	<p>FS2-Sounds Write</p> <p>FS2- Phonics screen (summer term)</p>	<p>Squeebles</p> <p>Purple Mash</p> <p>Clicker</p> <p>Interactive floor</p> <p>Literacy Shed</p> <p>Sounds Write sheets</p> <p>Play based resources</p>
Y1	<p>Sounds Write approach</p>	<p>1st- book focuses on the current sound being taught</p> <p>2nd- book free choice (with adult support) to develop their pleasure and motivation to read.</p> <p>Letter Sounds to be sent home</p>	<p>Family Fun-shared reading with family member</p> <p>Guided reading</p>	<p>Precision teaching</p> <p>Phonics invitation</p> <p>Paired reading 1:1</p>	<p>Sounds write</p> <p>Phonics screen</p> <p>Reading miscue assessments</p> <p>Termly test</p>	<p>Squeebles</p> <p>Purple Mash</p> <p>Clicker</p> <p>Reading Explorers</p> <p>Comprehension cards</p> <p>Scholastic Literacy</p> <p>Skills comprehension books</p> <p>Literacy Shed</p> <p>Sounds Write sheets</p>

Y2	Sounds Write approach	1st- book focuses on the current sound being taught 2nd- book free choice (with adult support) to develop their pleasure and motivation to read. Letter Sounds to be sent home	Family Fun-shared reading with family member Guided reading	Reciprocal reading Precision teaching Invitation only boosters SATs revision guides Paired reading Phonics intervention FFT	Sounds write Phonics screen Reading miscue assessments Termly test SATs papers	Squeebles Purple Mash Clicker Reading Explorers Comprehension cards Scholastic Literacy Skills comprehension books Literacy Shed Past SATs papers Sounds Write sheets
Y3	School's agreed spelling lists taken from National Curriculum taught using the Sounds Write approach	Staged reading books	Guided reading Visit the local library (11 before 11)	Sounds Write phonics interventions for identified pupils Precision teaching Reciprocal reading FFT Echo reading	Sounds write (if applicable) Phonics screen (if applicable) Reading miscue assessments (if applicable) Termly test	Squeebles Purple Mash Clicker Reading Explorers Comprehension cards Scholastic Literacy Skills comprehension books Literacy Shed
Y4	School's agreed spelling lists taken from National Curriculum taught using the Sounds Write approach	Staged reading books Free readers select a book from the classroom	Guided reading	Sounds Write phonics interventions for identified pupils Precision teaching Reciprocal reading FFT	Sounds write (if applicable) Phonics screen (if applicable) Reading miscue assessments (if applicable)	Squeebles Purple Mash Clicker Reading Explorers Comprehension cards Scholastic Literacy Skills comprehension books Literacy Shed

				Echo Reading	Termly test	
Y5	School's agreed spelling lists taken from National Curriculum taught using the Sounds Write approach	Staged reading books Free readers select a book from the classroom	Guided reading Reading Mentors Premier League Reading Stars	Sounds Write phonics interventions for identified pupils Precision teaching Reciprocal reading Speed Reading Echo Reading	Sounds write (if applicable) Phonics screen (if applicable) Reading miscue assessments (if applicable) Termly test	Squeebles Purple Mash Clicker Reading Explorers Comprehension cards Scholastic Literacy Skills comprehension books Literacy Shed
Y6	<ul style="list-style-type: none"> School's agreed spelling lists taken from National Curriculum taught using the Sounds Write approach 	Staged reading books Free readers select a book from the classroom	Guided reading	Sounds Write phonics interventions for identified pupils Precision teaching Reciprocal reading Boosters SATs revision guides Speed Reading Echo Reading	Sounds write (if applicable) Phonics screen (if applicable) Reading miscue assessments (if applicable) Termly test SATs papers	Squeebles Purple Mash Clicker Reading Explorers Comprehension cards Scholastic Literacy Skills comprehension books Quick Fix comprehension Literacy Shed Past SATs papers

Whole School Activities Linked to Reading

- Class novel linked to topic read every day
- Poems read on a regular basis
- Writing based around reading/linked to book
- Library time
- World Book Day
- Poetry Month - through assembly
- Roald Dahl Day - through assembly
- Book Fair

- Reading Workshops - e.g. with parents for phonics
- Reading challenges
- Access to the Story Telling Chair
- Personalised Reading Targets
- Rewards linked to reading e.g. books, WH Smith vouchers
- Expectation of reading 5 times a week at home

Reading for Pleasure

In FS2 reading for pleasure opportunities are timetabled into the carousel of activities; children can access and explore books independently and listen to books using audio resources (listening stations). On Fridays, the children engage in an additional whole class story time, which provides children with an additional opportunity to share and discuss a book together, preparing them for transition into KS1. The Foundation Stage learning environment is language rich and promotes a love of reading through high quality books which are evident in all areas of the provision, for the children to access during independent learning time.

In KS1 and KS2, guided reading on a Friday provides children with the opportunity to read for pleasure and to reflect on their reading. They read books of their own choice or access texts on Education City or Purple Mash and complete book reviews, making reasoned recommendations to other pupils. Book reviews take the form of class blogs or written reviews, which are displayed in a book review folder in the classroom reading area and library. During this time, the teacher carries out specific reading interventions with targeted pupils.

At the end of every day, children are read to by the class teacher. This is an opportunity for the class teacher to model both a love of reading and fluency and expression. The book does not need to link to a topic, but if there is an appropriate, high quality book then it can link. Please refer to www.booksfortopics.com. If there is no appropriate topic linked book, then the class book should be based on the Reading Spine devised by Pie Corbett. The reading spine recommends a list of 6 books per year and therefore, is not the limit for reading throughout the year. Poetry should also be included as end of the day class reading. Teachers MUST read the class book prior to sharing it with the class to ensure that they are prepared to be able to stop and discuss relevant details with the children.

Selection of books: Every classroom has an engaging reading corner with a range of high quality texts, inclusive of fiction, non fiction and poetry. Children are also able to access the school's well stocked libraries. KS1 and KS2 have separate libraries with age appropriate texts available. As well as a staff member dedicated to running the libraries, children are trained as librarians to support with the selection and borrowing of books.

Recommended books

All recommended book lists are available in the Reading Folder on the shared drive under 'Recommended Book Lists'.

Grammar Booklist: This is a compilation of recommended books linking to grammar. These books can be used to support the teaching of grammar and the impact that grammar has upon the reader.

Wordless books: Compiled by TT Education, these books can be used across the key stages for book talk guided reading sessions, for PSHE/circle time or for reading for pleasure during guided reading.

Pie Corbett's Reading Spine: According to Pie Corbett, the Reading Spine should be central to every school's book stock, but should also be supplemented by many other books. The Reading Spine begins in Nursery with engaging, repetitive picture books. In FS2 and Year 1, Pie Corbett suggests a spine of 12 great picture books with which children should build a strong acquaintance. Year 2 is a transition year, with both great picture books and 'chapter stories' included. In the Reading Spine at Key Stage 2, there are six novels in each year with a focus on one core picture book. This leaves enough space for teachers to add their own enthusiasm and new finds.

Books linked to the teaching of writing and topics: Books are noted in the Writing Overviews for each year group to read as a class end of day book to use as a hook or starting point for writing. Additional topic themed books are also noted to recommend to the children or for teachers to use to support teaching. These books are selected to enable children to develop their writing across a range of genres. The Pie Corbett Reading Spine Books as also noted on the overviews of a reminder to teachers of alternative books for the end of the day. The books have high quality vocabulary and grammar to model and promote the best outcomes for the children. In the Foundation Stage and Key Stage 1, there is an emphasis on the traditional tales. Narrative Poetry is included and recommendations made for specific poems in applicable year groups. A range of topic linked books are available on www.booksfortopics.com, which was the basis for the recommendations in the writing overviews.

Reading Across the Curriculum

Reading is embedded across the curriculum with children being encouraged to read aloud in class in all subjects and carry out their own independent reading and research across the curriculum. Vocabulary development is a priority across all subjects, with detailed vocabulary documents in place, outlining subject specific vocabulary (tier 2 and 3 vocabulary). This vocabulary is taught explicitly to develop children's vocabulary and understanding through allowing them to discover new words in context. The above website, booksfortopics.com is a reference point to support teachers with topic related texts.