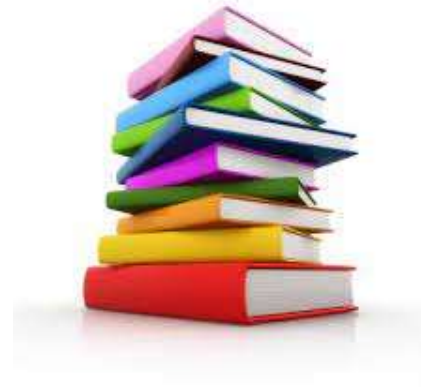




**Intent**

# Reading

**Intent**





# Reading

## Why is reading important?

Ivegill CE School understands the importance of reading in the process of developing pupils into independent learners.

Reading is central to our ability to understand, interpret and communicate with one another. Furthermore, pupils who read on a regular basis, in school and at home, have a higher chance of fulfilling their potential.



# Reading

## Aims of the Reading Curriculum

The aims of the Reading Curriculum are:

- To instil a passion for reading in pupils, which they will carry on into subsequent education and their later life.
  - To ensure effective coverage of the National Curriculum
- To set out the school's intentions and approach to reading, in order to enrich and support the curriculum.
- To ensure children are reading within age related expectations, enabling them to access all areas of the curriculum.



# Reading

## **Key Priorities of the Reading Curriculum:**

The development of word reading through high-quality phonics provision and the systematic teaching of spellings.

Deepening children's understanding of the meaning and structure of a wide range of text types and stories.

Encouraging children to read widely and for enjoyment. All classes read a wide range of stories and texts every day.

Progressively building on discussion and recitation of key texts and stories, both in class and for a wider audience.

Exploring the work of a wide range of authors both within their own ability range and beyond through whole-class books.

Through linked texts, reading is an integral part of our history, geography and science curriculum.



Implementation

# Reading



# Implementation



# Early Reading- Phonics

We want children to make a good start with reading from when they first enter Reception. To enable this we start with daily phonics lessons in Reception and Year 1

- We teach phonics for 30 minutes a day. In Reception, we build from 10-minute lessons, with additional daily oral blending games, to the full-length lesson as quickly as possible. Each Friday, we review the week's teaching to help children become fluent readers.
- Children make a strong start in Reception: teaching begins in Week 2 of the Autumn term.
- We follow the Little Wandle Letters and Sounds Revised expectations of progress:
  - Children in Reception are taught to read and spell words using Phase 2 and 3 GPCs, and words with adjacent consonants (Phase 4) with fluency and accuracy.
  - Children in Year 1 review Phase 3 and 4 and are taught to read and spell words using Phase 5 GPCs with fluency and accuracy.

# Early Reading



Implementation

We teach children to read through reading practice sessions three times a week. These:

- are taught by a fully trained adult to small groups of approximately six children
- use books matched to the children's secure phonic knowledge using the *Little Wandle Letters and Sounds Revised* assessments and book matching grids
- are monitored by the class teacher, who rotates and works with each group on a regular basis.
- In Year 2 and 3, we may continue to teach reading in this way for any children who still need to practise reading with decodable books.



## Reading lessons, beyond phonics

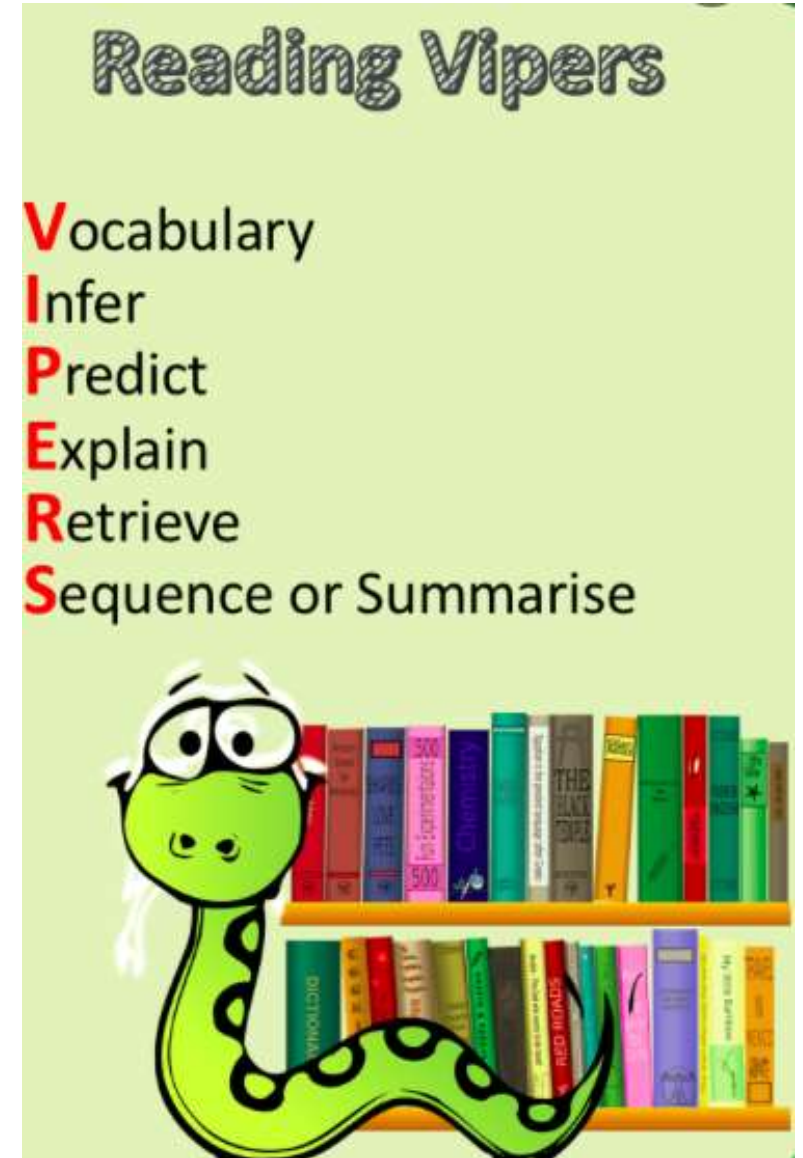
Whole class and grouped guided reading sessions are linked to reading VIPERS.

Each session has a specific focus within the VIPERS for instance inference.

Children are provided with opportunities to answer questions based on a range of texts orally and in written form.

Children are provided with a wide range of text types to cover the broad curriculum.

Teachers plan the texts for a variety of reasons: e.g. to cover topical issues, provide cross curricular links, follow the children's interests or deepen understanding of a particular genre.





# Year 2



## Implementation

### Reading Curriculum Year 1 and 2

Key Texts					
Anna Hibiscus - Atinuke	Captain Abdul's Pirate School - Colin MacNaughton	Clem & Crab- Fiona Lumbers	Farmer Duck -Martin Waddell	Toys in Space – Mini Grey	The Lonely Beast- Chris Judge
The Colour Monster- Anna Jonas	Amazing Grace -Mary Hoffman	Katie Morag Delivers the Mail	Peter Rabbit -Beatrix Potter	Augustus & His Smile- Catherine Raynor	Beegu- Alexis Deacon

#### Reading – word reading (Yr2 in blue font)

- Decode words with phonic knowledge and skills
- Apply phonic knowledge and skills to decode words until reading is fluent
- Use the correct sound for grapheme for all 40+ phonemes
- Read accurately, blending sounds and recognising alternative graphemes
- Read accurately by blending sounds
- Read common high frequency words
- Read all the high frequency words
- Read words with -s, -es, -ing, -er and -est endings
- Read words with common suffixes
- Read words with more than one syllable
- Read words of more than two syllables
- Read words with apostrophes (I'm, I'll, we'll)
- Read aloud accurately books using phonic strategies
- Re-read books to build up their fluency and confidence
- Read aloud books matched to their phonic knowledge, sounding out unfamiliar words accurately, automatically and without hesitation.
- Re-read books to build up fluency and confidence

#### Reading – comprehension

- Listen to and discuss a wide range of poems, stories and nonfiction books at a higher level than their independent reading level (Yr2)
- Link what they read to their own experience.
- Be very familiar with key stories, fairy stories and traditional tales, retelling them.
- Recognise and join in with predictable phrases.
- Learn to enjoy rhymes and poems and recite them by heart.
- Discuss word meaning.
- Check that the text makes sense as they read and self-correct.
- Talk about the title and events.
- Make inferences on the basis of what is said and done
- Predict what might happen.
- Take turns, listen to what others say and discuss.
- Talk about the sequence of events in texts
- Become increasingly familiar with and retell a wider range of stories, fairy stories and traditional tales.
- Look at non-fiction books that are structured in different ways
- Recognise simple repeating language in stories and poetry • Discuss the meaning of words



# Implementation

## Lower Key Stage 2:

### Reading Curriculum Years 3 and 4

Key Texts					
Ug – Raymond Briggs	One Plastic Bag – Miranda Paul	The Boy Who Grew Dragons – Andy Shepherd	Fox – Margaret Wild	Vacjak Paw – SF Said	Leon and the Place Between – Angela Mcallister
The Boy, The Fox, The Mole, The Horse – Charlie Mackesy	The Day the Crayons Quit – Drew Warratt	Gregory Cool – Caroline Birch	The Twits – Roald Dahl	Iron Man – Ted Hughes	Mouse, Snake, Bird, Wolf – David Almond

Reading – word reading	Reading – comprehension
<ul style="list-style-type: none"> <li>Prepare poems and play scripts to read aloud, showing understanding through intonation, tone, volume and action.</li> <li>Discuss words and phrases that capture the reader's interest and imagination.</li> <li>Recognise different forms of poetry (free verse, narrative poetry) Check that texts make sense, discuss understanding and explain the meaning of words in context</li> <li>Ask questions to improve understanding</li> <li>Draw inferences – character's feelings, thoughts, motives, drawing on evidence</li> </ul>	<ul style="list-style-type: none"> <li>Listen to and discuss a wide range of fiction, poetry, plays, nonfiction, reference and text books</li> <li>Read books that are structured in different ways and for a range of purposes</li> <li>Use dictionaries to check the meaning of words they have read</li> <li>Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retell these orally</li> <li>Identify themes and convention in a wide range of books</li> <li>Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and</li> </ul>
<ul style="list-style-type: none"> <li>Predict what might happen from details stated and implied</li> <li>Identify main ideas drawn from one paragraph and summarise them</li> <li>Identify how language, structure and presentation add to meaning</li> <li>Retrieve and record information from non-fiction</li> <li>Discuss books that are read to them and books read for themselves, tasking turns and listening to others</li> <li>Use knowledge of root words, prefixes and suffixes to read aloud and understand new words; read high frequency words</li> </ul>	<ul style="list-style-type: none"> <li>action</li> <li>Discuss words and phrases that capture the reader's interest and imagination</li> <li>Recognise some different forms of poetry eg. free verse, narrative poetry</li> <li>Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</li> <li>Ask questions to improve their understanding of a text</li> <li>Drawing inferences such as inferring character's feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> <li>Predict what might happen from details stated and implied</li> </ul>



## Reading

### Lower Key Stage 2 continued:

- Identify main ideas drawn from more than one paragraph an summarise these
- Identify how language, structure, and presentation contribute to meaning
- Retrieve and record information from non-fiction
- Participate in discussion about books that are read to them and those they can read for themselves, taking turns and listening to what others say





## Upper Key Stage 2:

### Reading Curriculum – Years 5 and 6

Key Texts					
Wonder-Raquel Jaramillo	The Spider & The Fly- Mary Howitt	Malala's Magic Pencil - Malala Yousafzai	Wolf Boy – Michelle Paver	Tales From the Caribbean – Trish Cooke	Greek Myths - Odysseus
'Beowulf' Michael Morpurgo	Viking Boy – Tony Bradman	Lost in the Amazon	<del>Floodland</del> – Marcus Sedgewick	The <del>Other</del> Side of Truth – Beverley Naidoo	Where do you go Birdy Jones?

Reading Comprehension	
<ul style="list-style-type: none"> <li>Continue to read and discuss an increasingly wide range of fiction, poetry plays, non-fiction, reference and text books Read books that are structured in different ways and reading for a range of purposes</li> <li>Increase their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literacy heritage and books from other cultures and traditions</li> <li>Recommend books that they have read to their peers, giving reasons for their choices</li> <li>Identify and discuss themes and conventions in and across a wide range of writing</li> <li>Making comparisons within and across books</li> <li>Learn a wider range of poetry by heart</li> <li>Prepare poems and plays to be read aloud and to perform, showing understanding through intonation, tone and volume so</li> </ul>	<ul style="list-style-type: none"> <li>Ask questions to improve their understanding</li> <li>Draw inferences such as inferring character's feelings, thoughts and motives for their actions, and justifying inferences with evidence</li> <li>Predict what might happen from details stated and implied</li> <li>Summarise the main ideas drawn from more than one paragraph identifying key details that support the main ideas</li> <li>Identify how language, structure and presentation contribute to meaning</li> <li>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</li> <li>Distinguish between statements of fact and opinion</li> <li>Retrieve, record and present information from non-fiction</li> <li>Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously</li> </ul>
<ul style="list-style-type: none"> <li>that the meaning is clear to the audience</li> <li>Check that the books makes sense to them, discussing their understanding and exploring the meaning of the words in context</li> </ul>	<ul style="list-style-type: none"> <li>Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary Provide reasoned justifications for their views</li> </ul>



## How we encourage reading in Year 2

Children work through book bands which are suitable to their reading level. They are monitored using a running record to ensure they are correctly matched to their level. Children are expected to read with parents at home 3 times a week. We use reading records to ensure we can share reading comments both in school and at home.

In year 2, we read a shared text everyday. We ensure the texts differ and children get the opportunity to explore a wide range of authors. This then starts discussion and children will share their favourite book or author so we can develop reading discussions through using the children's interests.



## How we encourage reading in Year 3 and 4

Children work through book bands which are suitable to their reading level. When the children are fluent and demonstrate a good understanding of the text they move onto library books. These books are approved by the class teacher.

Each child has a reading record which is used as a two way dialogue between home and school.

Year 3 and 4 children take part in the reading race challenge. Reading records are checked each week. Children are encouraged to read at home a minimum of three times a week to an adult, if this has been done they receive a star on the reading race track. Awards are given out half termly for completion of this. This reward system is displayed in class.



## How we encourage reading in year 5 and 6

Children are encouraged to develop their love of reading and access a wider range of texts in year 5 and 6. A running record of the children's books is kept by the class teacher to ensure variety and challenge.

The children have the Starbooks challenge to help to promote this. Each child has a card which is marked off once a book has been completed. To complete this the child must write a review of the book and share this with the class. The reviews are kept in a file to encourage others to widen their book choices. Once ten books have been read the child chooses their favourite book and writes a detailed review for the wall. Listening to other children talk of their favourite books has encouraged others to read texts they may otherwise not have chosen.

Reading records are checked each week. Children are encouraged to read at home three times a week to an adult, if this has been done they receive a star on the reading race track. Awards are given out half termly for completion of this.



# Why do we use Book bands?

Once children progress beyond phonics we move onto book bands.

We use book banded books to ensure texts are matching to children's reading levels.

As we use Little Wandle Letters and Sounds as our SSP programme, decodable phonic books are sent home to children in reception, year 1 and year 2 for those who still require them. Once children have finished the phonics programme they start on the orange book band level.

Children are then regularly assessed to ensure that they move through the book bands age appropriately.





# Implementation

## Book bands

Year group	Age	Oxford Level	Book Band
Nursery	Up to 4 years old	1	Lilac
		1+	Pink
Reception / Primary 1	4-5 years old	1	Lilac
		1+	Pink
		2	Red
		3	Yellow
		4	Light blue
Year 1 / Primary 2	5-6 years old	5	Green
		6	Orange
		7	Turquoise
Year 2 / Primary 3	6-7 years old	8	Purple
		9	Gold
		10	White
		11	Lime
		12	Lime +
Year 3 / Primary 4	7-8 years old	8	Brown
		9	
		10	
		11	Grey
		12	
		13	
Year 4 / Primary 5	8-9 years old	14	Dark blue
		15	
Year 5 / Primary 6	9-10 years old	16	Dark red
		17	
Year 6 / Primary 7	10-11 years old	18	Dark red
		19	
		20	



## Tailoring for SEND

Children who need additional support are identified through initial reading assessments.

Support is given through reading intervention and specific reading comprehension where this has been deemed to be an area of need.

The new implementation of Reading VIP groups for the lower 20% of each mixed age class also supports children.

Children have access to a reading support programme both at school and at home through Lexia UK.

We have a large library of Barrington Stoke texts which are of high interest, low level suitable for low attainers in each year group.



## Classroom expectations

Each classroom has a reading area with a range of books to encourage and appeal to all readers. Books linked to class texts or topic are also shared in this area.

Topic boxes of books are delivered into school on a termly basis to enhance understanding and opportunities for reading. These books are readily available for children to use whenever they wish.

Each class has a set of books, selected by them, from the local library van.

Each class has a text which is read daily. These texts can link to topics.



## Vocabulary

We recognise the importance of vocabulary:

Vocabulary is a strong indicator of reading success (National Literacy Trust, 2017).

Children with a poor vocabulary at five are four times more likely to struggle with reading in adulthood (Why Closing the Word Gap Matters: Oxford Language Report, 2018).

**So at Ivegill CE Primary School we actively encourage the development of vocabulary through our vocabulary rich curriculum.**



## **KS1 Vocabulary**

In KS1 we encourage vocabulary development throughout all lessons. We use topic based tier 2 and tier 3 vocabulary linked to CUSP. This is clearly displayed around the classroom for the children to access. Knowledge organisers are displayed in topic books which contain dual coding.

Year 2 write the definitions to the 'vital vocabulary' in their books. Year 1 discuss the definitions to ensure they understand the meanings of the words.

Statutory word lists are displayed around the classroom for the children to access.



## KS2 Vocabulary

Topic based vocabulary is displayed around the classroom linked to CUSP. Linked to this, 'vital vocabulary' is recorded with definitions and pictures through dual coding in topic books.

Higher level vocabulary, synonyms and antonyms, hyphenated words, expanded noun phrases and topic specific words are all collated by the class and visible for the children to access.

Statutory word lists are displayed around the classroom for children to readily access.



# Implementation

## **Oracy through talk**

When discussing their work or presenting information, pupils are encouraged to speak using full sentences and incorporating key subject vocabulary. This is modelled by teachers e.g. using my turn, your turn. All children are encouraged to read in front of the class through a variety of opportunities.



## Reading for pleasure

At Ivegill School we use the following strategies to create lifelong readers who read for pleasure:

- We will continue to liaise with the Cumbria Library van service to ensure children have access to a wide range of texts and authors to encourage reading for pleasure.
- All pupils will have access to a wide range of fiction, poetry and non-fiction in different formats, and support in enjoying them, where necessary. We will widen our knowledge of what is available to interest all our children, to include picture books and graphic texts for all ages and the use of technology, such as e-readers. Non-fiction will include materials such as magazines, catalogues, comics, leaflets, newspapers, as well as traditional non-fiction texts.





## Reading for pleasure

At Ivegill School we use the following strategies to create lifelong readers who read for pleasure:

- Staff who act as role models for active, engaged reading by sharing their pleasure and enjoyment of texts of all kinds in the planned curriculum and informally. Sharing and talking about books and other reading materials will be frequent and regular both inside and outside the classroom.
- We will encourage and help parents/ carers to support their children's reading through a range of strategies suitable for each age group. We encourage reading at least 3 times a week. We show them how to maintain interest and enthusiasm in reading and involve them in as many ways as possible in supporting reading at home.



Impact

# Reading



# Impact



# Impact

## How do we measure the impact of reading teaching?

Teachers make assessments of children daily through;

- Analysing errors and picking up on misconceptions.
- Asking questions and listening to readers.
- Facilitating and listening to discussions.
- Recording this through reading records and individual/class sheet.
- VIPERS question sheet.
- Keeping an ongoing running record so children have been matched to the correct book band level.

These ongoing assessments inform future planning and teaching. This allows lessons to be readily adapted following these assessments.



Impact

# Assessment

Each year group completes a termly assessment using the Progress in understanding primary reading (PIRA). Year 2 and Year 6 complete national tests (SATS) in May.

**pira**

## Progress in Reading Assessment

AUTUMN 4

Second edition

name \_\_\_\_\_

The teacher's script for the phonics questions, on pages 2-3, is on the back page. On pages 4-7, read aloud all instructions for answering questions (printed in red-brown), but do not read the texts or answer choices printed in black.

Boy	Girl	Test date	Chronological age	years	months
		/ /			
Text type		Questions	Marks		
Word reading		1-7	/10		
Story		8-14	/8		
Story		15-20	/7		
		Total marks	/25		
Reading analysis					
Comprehension			/20		
Making inference			/2		
Reading Age	Hodder Scale	Age Standardised Score	Standardised Score		

**RISING STARS ASSESSMENT**

Autumn, Year 2

Sam felt ill.  
His throat hurt. His ears hurt.  
His head hurt. He sneezed.  
"Sam, can you come and show us how to do it?" asked Mrs Jacobs.  
Sam looked up. He didn't know what Mrs Jacobs wanted him to do. He all wobbly. He knew that if he stood up He put his head down on his hands or wanted his mum. He knew that Mrs J. now. His teacher didn't like it when children didn't do what she told them to do.

► KS1 questions sit directly after Reading texts and KS2 Reading texts are in a pull-out booklet so that they can easily be viewed alongside questions.

10 Who is this story about? Circle your answer.  
Jacob      Sam      Mum

11 Where was Sam? Circle your answer.  
in bed      at school      at home      at the shops

12 Find and copy the words from the text to say where Sam hurt.

► Every question is mapped to National Curriculum content domains, allowing question and strand-level reporting.

15 Write one thing Sam did when Mrs Jacobs asked him a question.

► Variety of question types.

► Increased number of 3 mark comprehension/ inference questions in Years 5 and 6, 2 mark questions in Years 3 and 4 and 1 mark evidence questions in Years 1 and 2.



## Reading for pleasure

Reading for pleasure is something we instill in every child at Ivegill School and has the main impact for life long learning and enjoyment.

We believe that by encouraging this to happen we not only give children the opportunity to learn but also to read so they become a lifelong reader for both purpose and pleasure.

At Ivegill School, we expose children to a wide range of texts so this has a positive impact on their achievement and vocabulary choices to achieve this.