

XII Apostles RCPS Reading Policy



Mrs Marsden
September 2024



Date Approved by the Governing body;

(Chair): _____

(Headteacher): _____

INTRODUCTION

TWELVE APOSTLES MISSION STATEMENT

Our school's Mission Statement states

'Through Learning and Loving we will follow Jesus'

- To place Christ at the centre of everything we do
- To recognise that each child is unique and to ensure that each child is educated to fulfil their human potential
- To develop an understanding of Community; being able to recognise, respect and celebrate the diversity of all within it.

Our school's Mission Statement affirms those beliefs and helps us to keep these beliefs as the basis for everything we do and gives us the purpose for all our work in Twelve Apostles.

Everyone will matter and be treated with love and will be helped to carry out their special role in God's World. In order for every child to fulfil their potential we ensure they experience a broad, balanced and engaging English curriculum that is accessible to all. Reading is the key to success in all subject areas and also the key to future success in life, leading social, economic and financial well being. Thus we strive to ensure children develop the necessary substantive and disciplinary knowledge in reading to fulfil their human potential in all curriculum areas and in future life chances.

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1. Legal Framework

This policy has due regard to statutory framework including, but not limited to, the following:

- The Education Act 2002
- The Children Act 2004
- The Equality Act 2010
- DfE (2017) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2013) 'The national curriculum in England'
- DfE (2017) 'Statutory framework for the early years foundation stage'
- Ofsted (2019) 'School inspection handbook'

This policy operates in conjunction with the following school policies:

- Assessment Policy
- Writing, Spelling and Handwriting Policies
- Assessment Policy
- Marking and Feedback Policy
- Teaching and Learning Policy
- Homework Policy
- Parent Code of Conduct
- Behavioural Policy
- Home School agreement

2. Roles and responsibilities (including monitoring & evaluation)

The SLT and Governing body are responsible for approving and monitoring this policy.

Subject Leaders responsibilities include:

- Providing strategic leadership and direction for your subject
- Producing LTP
- Reporting termly to Governors on standards in this subject
- Supporting and offering advice to colleagues on issues relating to the subject or curriculum area
- Monitoring pupil progress in your subject and reporting to SLT.
- Providing efficient resource management.
- Ensuring the curriculum is inclusive and accessible to all
- Assisting teachers with the planning and implementation of the curriculum, ensuring their workload is manageable
- Ensuring the curriculum is implemented consistently throughout the school and ensuring any difficulties are addressed and mitigated as soon as possible

- Making any necessary adjustments to the curriculum where required.
- Keeping up-to-date with any relevant statutory updates and taking action where required
- Creating and maintaining an up-to-date curriculum intent statement.
- Ensuring the curriculum is created in accordance with this policy.
- Updating and maintaining this policy.

3. Intent

National Curriculum

Reading is predominantly taught through a cross curricular approach following the DfE (2013) 'The national curriculum in England', 'English programmes of study: key stages 1 and 2' and the statutory framework for EYFS. This is underpinned by three prime areas

- Communication and language
- Physical development
- Personal, social and emotional development

There are four specific areas through which the three prime areas are strengthened and applied – these are as follows:

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

Progress and expectations are monitored using our Reading LTP progression map. **(Appendix 5)**

At XII Apostles, books and reading are at the heart of our curriculum. We believe that reading opens doors – to knowledge and understanding, to new worlds and experiences, to diverse cultures and beliefs, and to the past and the future. Through reading, children expand their vocabulary, internalise grammatical structures, develop empathy, and ignite their imagination. At the heart of our approach is the belief that every child is a reader. We want all children to take pride in their reading journey, to value their ideas and responses to texts, and to understand that reading is a powerful tool for learning, connection, and self-expression.

Our intent is to provide every child with a rich, inclusive and carefully structured reading curriculum that develops their substantive and disciplinary knowledge and nurtures fluent, enthusiastic and confident readers. We aim to develop a life-long love of reading so that children choose to read for pleasure, for learning, and for personal growth.

Through a rich and inspiring reading curriculum, we aim for children to leave our school with a deep love of literature, the confidence to explore a wide range of texts, and the understanding that reading opens doors to countless opportunities—across education, imagination, and future careers.

- To inspire all children—regardless of background or ability—to develop a love of reading.
- To foster curiosity about words, their meanings, and how language works across a wide range of texts and genres.
- To encourage children to read for enjoyment and to confidently express preferences and opinions about what they read.
- To ensure children can read fluently, accurately, and with secure understanding.
- To equip children with a range of reading strategies—phonic, graphic, syntactic and contextual—so they can independently make sense of and monitor their reading.
- To build a rich reading vocabulary and a shared language to discuss and explore texts.
- To integrate reading and writing development, enabling children to become literate and articulate members of society.
- To create reading-rich environments across all subject areas, making reading meaningful, purposeful and relevant.
- To enable children to use reading as a tool for learning about the world and deepening their understanding.
- To celebrate and promote reading through a wide variety of quality texts in school, libraries, online, and at home.

4. Implementation

Reading development begins with two key strands: word recognition and language comprehension. In the early stages, particularly in EYFS and Key Stage 1, the focus is on developing strong word recognition skills through daily, systematic phonics teaching. We use the Supersonic Phonic Friends programme—a comprehensive and structured synthetic phonics scheme. Alongside this, we ensure that language comprehension is developed from the beginning by explicitly teaching a range of strategies, including:

- Phonic knowledge (decoding words using visual information)
- Grammatical knowledge (understanding sentence structure and function)
- Word recognition and graphic knowledge (identifying familiar words and letter patterns)
- Contextual understanding (using meaning and prior knowledge to support comprehension)

Key Stage 1

In Key Stage 1, decoding is the primary focus. As children become more confident in segmenting and blending sounds, their fluency improves, allowing them to read with increasing accuracy, speed, and expression. Repeated reading and targeted practice support this development, helping to embed automatic word recognition and freeing up cognitive capacity for understanding what is read. Once fluency is secure, the focus gradually shifts towards developing comprehension skills.

This progression is carefully supported through a balanced and structured reading curriculum.

- Daily phonics sessions, using *Supersonic Phonic Friends*, ensure systematic teaching of word recognition skills.
- Discrete guided reading takes place at least twice a week, providing targeted opportunities for children to apply decoding strategies, build fluency, and begin to explore meaning within texts.
- Regular shared reading during English and lessons across the curriculum enables teachers to model fluent reading, develop vocabulary, and introduce key comprehension strategies.

This layered approach ensures that children make strong progress from decoding to fluent, meaningful reading, laying a firm foundation for future success.

Key Stage 2

In Key Stage 2, the effective teaching of reading focuses on developing both fluent word reading and strong language comprehension. Skilled reading depends on pupils being able to read accurately and with speed, while also understanding increasingly complex texts.

All pupils are taught through a broad and balanced curriculum that supports their ability to comprehend more challenging texts over time. This is achieved by focusing on the three key elements that underpin comprehension:

- Knowledge (vocabulary, context, syntax, narrative structure)
- Processes (such as inferring and monitoring meaning)
- General cognitive resources (like memory and attention)

Reading comprehension develops as pupils build a broad vocabulary, understand sentence structures, and recognise how texts are constructed. Most vocabulary is learned through repeated exposure to a wide range of carefully chosen, ambitious texts. To support comprehension, teachers provide explicit contextual knowledge and ensure pupils read widely across the curriculum, building background knowledge and a deeper understanding of the world. Familiarity with varied text types and structures further strengthens pupils' ability to interpret and understand what they read. Discrete reading instruction happens at least once a week through guided reading in small groups, larger class VIPERS sessions, or within a reading carousel model—tailored to pupil needs and curriculum objectives. VIPERS sessions target specific comprehension skills (Vocabulary, Inference, Prediction, Explanation, Retrieval, Summarising/Sequencing) with children being gradually introduced to more challenging questions and structures.

A Reading Culture

At XII Apostles, reading is much more than a lesson—it's a valued part of our school culture. We carefully plan opportunities to develop not only reading skills but also a genuine love of reading. Our curriculum is often built around high-quality, engaging texts that act as a springboard for cross-curricular exploration.

Reading opportunities include:

- Daily independent reading time
- Daily story time, where adults read aloud to children
- Weekly visits to school libraries
- Book clubs and reading groups
- Whole class and small group reading discussions
- Reading across the whole curriculum

- Discussions about favourite books, characters, themes and recommendations

Through these meaningful and varied experiences, children come to see reading as a powerful, joyful and lifelong skill that connects them to the wider world.

5. Cross-curricular links

Where possible, we teach using a cross curricular approach in order to make learning meaningful for the children. Quality books, both fiction and non-fiction, are utilised throughout the varying topics across the curriculum giving our children the opportunities to read widely, experience topic-related vocabulary in context and to deepen their understanding and curiosity for the topic itself. We actively encourage the children to become fully involved with their learning and provide them with a range of topic books which will support their work across the curriculum. This may be gathering information from non-fiction texts, using the topic boxes of books or carrying out research in order to complete project homework.

6. Assessment and reporting

Reading is assessed daily through formative assessments and observations during English sessions and during opportunities across the whole curriculum where appropriate. These assessments are used to utilise adaptive teaching methods to support and challenge the children – See appendix 6

Summative assessments are completed at two assessment points during the year. Formal written assessments (NCT termly assessment materials) are used to support teacher assessments and determine a summative judgement at these times. Summative assessments are recorded on OTrack. Progress and attainment are monitored by the English lead and SLT during Pupil Progress meetings and through data analysis.

Children's progression in phonics is assessed daily through formative assessments and observations. Phonics Tracker is used to track progress and summative assessments at the end of each term are carried out. This allows gaps in knowledge to be quickly identified and tackled, either within the classroom during daily phonics sessions, or through more intense intervention. Children's progress is tracked on the agreed tracker, in line with the Super Sonic Friends scheme, and monitored by the English Lead and SLT.

Children's progress and attainment is reported to parents termly (through 2 Parents' Meetings and one end of year summative report)

7. Planning and Teaching

At XII Apostles, the discrete teaching of reading takes place during focused sessions as part of English teaching. However, skills are practiced and applied across the whole curriculum, and teachers incorporate the development of this basic skill wherever the opportunity arises. All children have many opportunities for reading in specific, meaningful and effective contexts that include:

- Shared and guided reading
- Complementary sentence and word-level activities including systematic phonics teaching
- Modelled and shared reading
- Guided reading
- Independent or paired reading
- Sharing and reflecting on their reading
- Comprehension activities
- Research for cross-curricular writing tasks e.g. in project work or science.

Discrete teaching takes place at least twice a week in KS1 through planned guided reading sessions and through shared reading in English lessons. In KS2, discrete reading is taught at least once a week through either focused small group guided reading sessions, larger group guided sessions or whole class opportunities according to the objectives to be covered and the needs of the children. These sessions can be part of the English lesson, completed at another time during the school day or form the main basis of a reading carousel.

All discrete sessions are planned for either using the agreed guided reading or 'other' reading proformas (See Appendix 1)

The teaching of reading also includes x3 weekly VIPERS sessions as outlined later in this policy

Steps in teaching children to read:

Learning to read involves two main sets of skills: word recognition and language comprehension (See Appendix 2: Simple View of Reading)
As children begin their learning journey, the dominant focus is on developing word recognition. However, at XII Apostles, we recognise the importance of also developing the children's language comprehension at the early stages and so we ensure that teaching includes developing a range of strategies including:

- Phonic knowledge (visual information)
- Grammatical knowledge (structural information)

- Word recognition and graphic knowledge (visual information)
 - Contextual knowledge (meaning)
- (See Searchlights model – Appendix 3)

They should:

- Correct their own mistakes
- Develop their spoken language through discussion about texts
- Identify aspects of grammar in context and develop their understanding of grammar in action
- Have an interest in words and their meanings, developing a rich and varied vocabulary
- Read a range of genres in fiction and non-fiction and become familiar with their key purposes, stylistic features, vocabulary and techniques
- Use conventions of library organisation and ICT systems to access texts to locate information
- Develop their own powers of imagination, inventiveness and critical awareness
- Discuss books with reference to author, illustrator, genre, theme and characters, to express personal responses with increasing fluency
- Understand the sound and spelling system and use this to read and spell accurately
- Have a suitable technical vocabulary through which to understand and discuss their reading
- Be interested in books, read with enjoyment and evaluate and justify their preferences

Phonics

The National Curriculum is followed through the Supersonic Phonic Friends programme and this is delivered throughout the EYFS and KS1. Where appropriate, phonic sessions are continued throughout KS2 in the form of interventions for identified children.

The scheme adopts a 'keep up/catch up' whole class approach. To ensure that this is effective, teachers utilise the resources to plan additional phonics 'bursts' that are delivered to children who are identified as needing extra support.

For reading purposes, the emphasis is on the pupils' ability to segment, blend and synthesise words fluently and with understanding. Children are given lots of opportunities to develop and apply these skills. Teachers plan for and take advantage of opportunities in shared and guided reading and shared and guided writing sessions to reinforce children's learning. Through the use of different reading scheme books that match the children's phonics stage,

children are given further opportunities to reinforce and apply their knowledge.

Most pupils will have completed the Supersonic Phonics Friends programme during Year 2.

Comprehension – VIPERS

The VIPERS programme is used throughout school to focus on and develop children's comprehension skills and strategies. The texts used are carefully monitored to ensure children have experience of a breadth of good quality literature. (See LTP for Reading)

3 sessions per week are planned for following the Read, React, Review teaching sequence. Questions focusing on different comprehension skills are modelled by the teacher and then applied independently by the children.

The foci covered:

V – vocabulary

I – inference

P – prediction

E – explain

R – retrieve

S – summarise/sequence

give the teachers opportunities to focus on the different skills, strategies and question types necessary. The Review sessions give both the teacher and children opportunities to discuss and decide on the next step in learning.

In KS2, children read and complete written questions related to the 6 foci.

In KS1, questions and answer related to the text will be predominantly oral. However, after the Autumn term, it is the expectation that children in Year 2 will begin to record their answers in writing.

Opportunities for Teaching and Developing Reading

There are many opportunities to develop reading skills across the curriculum. Many of the starting points for our termly topics are based upon exciting books. Reading opportunities include:

Shared Reading:

The whole class shares a text, which is beyond their independent reading levels, often using an enlarged text (paper or ICT based) or whole class sets of books.

Shared reading provides a context for explicit teacher modelling of reading skills (word, sentence and text level).

Independent reading:

Throughout the school week, children are given the opportunity to read independently a book of their own choosing. In KS2, this is a daily activity where children can read their home readers, class or key stage library books, magazines, newspapers or whole class reader, as appropriate. In KS1, children have the opportunity to choose phonics books from the appropriate phase to read independently. In the EYFS, appropriate books are placed in different areas for the children to explore and enjoy.

Individual Daily Reading:

Provision is made for those children who need extra practise with decoding, fluency or developing reading stamina, or for those who do not read at home and this lack of practise hinders progress. Children read for 5-10 minutes 1:1, with either the teacher or teaching assistant, daily, or for as many times as possible during the week.

Each classroom has a reading area that includes a wide range of books that are specifically chosen and changed regularly that the children choose from. Both the KS1 and KS2 playgrounds have book boxes so that children read outside during lunchtimes if they choose to do so.

Guided Reading:

Guided reading is a vehicle for focused teaching of comprehension, for giving opportunities for children to apply their phonic substantive and disciplinary knowledge and to practise reading fluently, for developing their spoken language and communication, for developing their understanding of grammar and punctuation and to see this in context, and for developing their appreciation and love of reading.

Guided Reading is where children put into practise their developing reading knowledge and understanding in a structured situation. Small groups of children, working at a similar stage of reading acquisition, work with an adult to read an unfamiliar text that has been chosen to reinforce, challenge and further develop their independent reading strategies. The scaffolded sessions have a clear objective and allow the children to take the initiative and put into practise what they have learnt in other reading and literacy activities. (See Appendix 4 for Guided Reading Guidelines)

Adults reading aloud:

We believe that giving children the opportunity to hear an adult read aloud, is imperative. It not only allows them to comment on and make sense of the events and experiences within a text, but these sessions also allow the teachers to deepen a child's understanding of both the text and the vocabulary within in it. Most importantly, however, this gives our teachers the opportunity to share their passion for reading with the children and model positive reading practices.

This 'story time' occurs daily throughout the school.

Planning:

Long term and medium term plans are created at the start of the year and in subsequent half terms by teachers. Short term weekly plans are created by teachers. All plans are shared and stored on the shared server in school. Planning scrutinies are carried out termly by the subject leader and SLT

8. Resources

Reading is well resourced throughout school. Both key stage have their own libraries with a range of suitable fiction and non-fiction titles for the children.

Reading and Phonics Schemes Used in School

At XII Apostles, phonics is taught daily in Key Stage 1 using the Supersonic Phonic Friends programme, aligned with the National Curriculum. Children apply their phonics knowledge through decodable texts and common exception word practice. Progress is closely tracked using Phonics Tracker, enabling immediate intervention through targeted phonics 'bursts' where needed.

As decoding skills develop, pupils access a broader range of reading materials. The school uses a variety of reading schemes across KS1 and KS2 for guided reading, including:

- *Oxford Reading Tree*
- *Bug Club* (Pearson)
- *Bluebird, Big Cat, Dandelion, Oxford Literacy Web*
- *Book Band* levelled books

To support reading for meaning and enjoyment, high-quality real books, chapter books, and carefully selected texts are available from KS1 onwards, chosen to challenge and extend comprehension.

For KS2 pupils who require ongoing phonics support, the following are used:

- *Oxford Jackdaw* and *More Jackdaw*
- *Fuzz Buzz*
- *Dockside* and *Vampires Inc* (Rising Stars)
- *Talisman* and *Totem* series (Phonics Books) – high-interest, low-ability texts

For non-fiction reading, we use both *Ginn Science* and *Star Science* schemes, alongside a wide selection of individual non-fiction texts across a range of topics.

9. Inclusion including supporting pupils with SEND

We actively encourage all pupils to read books that are suitable for their reading ability, and this is reflected in the reading materials which it uses. The school is committed to guaranteeing that nobody is victimised or discriminated against on the basis of the following:

- Ethnicity
- National origin
- Culture
- Religion/beliefs
- Gender
- Disability
- Sexual orientation

Reading is adapted to meet the needs of individual children taking into account their primary need, making reasonable adjustments and through adaptive teaching.

10. Parental Involvement: Home/School Reading

We strongly believe that parental involvement and encouragement can play a crucial part in pupils' reading development and we promote a home-school reading partnership by:

- * Communicating with parents and sharing information with them through parent meetings, year group workshops, newsletters, diaries, and 'themed' events/showcases
- * Giving pupils a book to read at home each day to further the skills they have learned in school.
- * Encouraging parents to make notes in the pupils' diaries about reading progress made at home

At XII Apostles we have a computerised library system that allows the children to access the collection at home, make reservations and write book reviews. This system also gives the school library a real feel and authenticity for the children when they borrow books.

All children are encouraged to borrow books from the school libraries and take them home to read.

In KS1, the children choose their own library books and are encouraged to read them with a parent or carer.

In the EYFS, children take home phonics practise books to consolidate the sounds learnt in the previous week/s. They also take home a phonics books from the previous phase to read independently and practise their fluency and comprehension (Spring Term onwards)

In Year 1, children take home their guided reading book to re-read and therefore practise their decoding, fluency, recognition of tricky words and comprehension skills, as well as their enjoyment of the text. They also choose and take home phonics books to consolidate the sounds learnt in the previous week/s.

In Year 2, children choose their own home readers from the appropriate banded book basket. Those children who need more practise and consolidation of their phonics skills take home phonics books.

In KS2, children choose a home reader from a selection of banded books. For those children in KS2 who are still learning to decode or need more practise, phonics books are included. Parents are encouraged to read with their child and to sign their diary at least 3x per week. A variety of reading 'challenges' are used to encourage children to do this and Dojo 'reading' points are also rewarded.

11. Monitoring and review

The effectiveness of this policy will be monitored continually by the headteacher. Any necessary amendments may be made immediately. This policy is reviewed every two years by the English subject leader and the headteacher. The scheduled review date for this policy is September 2026.

Appendix 1: Guided Reading Proforma

Appendix 1: Proforma for guided reading sessions

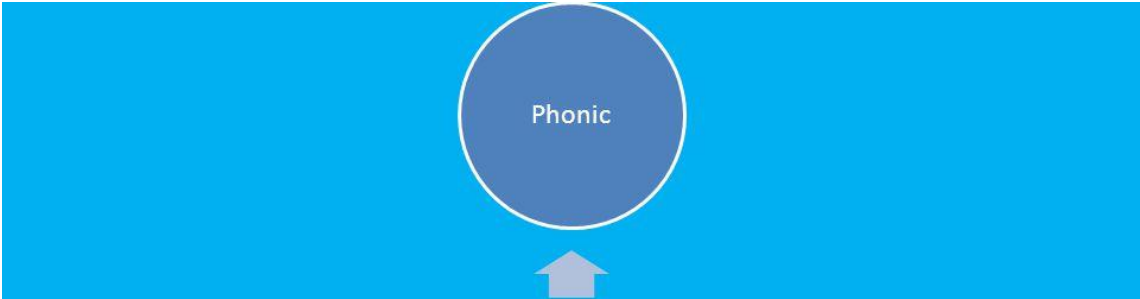
Guided Reading Planning

Term:

Group:

Date: Teacher: Outcome No. Objective: AB children:		B	W	S	A	Observations
Date: Teacher: Outcome No. Objective: AB children:		B	W	S	A	Observations
Date: Teacher: Outcome No. Objective: AB children:		B	W	S	A	Observations

Appendix 3: Searchlights model



Appendix 4: Guided Reading Guidelines

Who teaches Guided Reading?

Guided reading groups are led by the class teacher, or a trained teaching assistant, or a student teacher.

When is Guided Reading taught?

In EYFS and KS1, every child receives at least two guided reading sessions per week with either the class teacher or teaching assistant.

In KS2, the weekly discrete teaching of reading can be carried out through guided reading sessions from the teacher or teaching assistant. These sessions can take place as part of a guided reading carousel throughout the week or during 1 hour- 1 1/2 hour focused sessions. These carousels also involve extension activities which can include, for example, independent reading, access to computer texts, follow up comprehension tasks, visits to the library and phonic games.

How is Guided Reading carried out?

Guided reading sessions follow the structure set out below:

Book Introduction

This provides the context and purpose for the reading. The teacher will activate children's prior knowledge and/or discuss the main themes of the text, including some prediction of the contents. This also includes a 'walk through' the text, discussing tricky or unfamiliar words prior to independent reading.

Strategy Check

Prior to independent reading, the teacher guides the children to focus on and apply key strategies while reading independently. These can include both strategies for decoding (phonics, knowledge of context, word recognition, graphic knowledge, grammatical knowledge) and those for comprehension (eg. skimming, scanning, Point, Evidence & Explain)

Independent Reading

Children read independently while the teacher gives focused attention to support, monitor and assess individuals as they read. Children are given a focus for their reading e.g. a question to consider about the text as they read, collecting interesting adverbs, punctuation as an aid to reading etc.

Returning to the Text

The teacher asks questions, promotes discussion and interacts with the children to extend their thinking and develop their responses to the text.

Extension – pre or post guided read (as part of the carousel of activities)

An element of the text is used to teach a specific point related to either comprehension objectives or current word or sentence level work.

The texts used in guided reading sessions are aimed at a slightly higher level than the children are able to read independently, but with the support of the class teacher, children are able to access the text and extend their reading ability and comprehension.

Guided reading provides phonically regular texts at the earliest stages so that children are required to apply their phonic knowledge and skills and their knowledge of common exception words. It also introduces older children to a wide range of authors and genres, giving them the opportunity to encounter high-quality texts with language and ideas that will challenge them

The school uses a range of scribed books for Guided Reading in KS1 and KS2 as it provides a range of engaging and stimulating fiction/non-fiction texts. These include the schemes from Oxford Reading Tree, Blue Bird, Big Cat, Dandelion, Oxford Literacy Web and Book Bands as well as the full range of guided reading books from Pearson's Bug Club.

However, a wide range of sets of real books, chapter books and other good quality texts are available from early in KS1 and continuing throughout the school for selection by the class teacher which challenge and extend the children's comprehension skills.

For those children in KS2 who still need specific phonics practise, phonics books in the Oxford Reading Tree 'Jackdaw' and 'More Jackdaw' books are available, as well as the Fuzz Buzz scheme for those children with specific difficulties. We also have 'Dockside' and 'Vampires Inc' from the Rising Stars Scheme as well as the full sets of 'Talisman' and 'Totem' series from Phonics Books for those high interest, low ability readers.

We also have two schemes for non-fiction texts: 'Ginn Science' and 'Star Science' schemes for year groups in both lower and upper key stage, as well as a wide variety of individual non-fiction books covering a range of topics.

Assessment of Guided Reading

Children's reading is assessed against the learning objectives for that session, recorded on the agreed planning proforma, along with the outline for the session and key questions/target children, and kept in teacher's guided reading planning files. These are taken and broken down from the relevant learning outcomes appropriate for the children and documented on the reverse side of the proforma. Judgements on the children's attainment against the reading objective are made by placing the child's initial in the B (below), W (within) or S (secure) sections. Further comments are made, again related to the objective or other key observations. The adult leading the session also stamps the reading log (KS1) or diary (KS2) and makes a relevant comment in each child's diary if appropriate.



Appendix 5 LTP Reading Progression

Book Bands (SSPF Phonics level)	Fluency (Reading “silently”)	Phonics (Supersonic Phonic Friends SSPF)	Key Words	Three to four year olds will; • Understand the five key concepts about print: - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book • Develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother • Engage in extended conversations about stories, learning new vocabulary.				Texts				Key Vocabulary
EYFS Pink (Picture only books)	To synthesise simple sentences with little or no segmenting or blending of tricky words and Basics 3 sounds.	On entry – First Foundations in Phonics AT – Basics 2 SP – Basics 3 Summer – Basics 3+	Basics 2/3/3+ Tricky Words SSPF	Reading Policy Responsibility: Mrs Marsden Reception age Children will; • Understand the five key concepts about print: - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book - page sequencing • Develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother • Engage in extended conversations about stories, learning new vocabulary. ELG Reading; • Say a sound for each letter in the alphabet and at least 10 digraphs. • Read words consistent with their phonic knowledge by sound-blending. • Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. Comprehension; • Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. • Anticipate (where appropriate) key events in stories. • Use and understand recently introduced vocabulary during discussions about stories, nonfiction, rhymes and poems and during role play.				How Babies Grow Harry & The Dinosaurs Rainbow Fish Oliver's Fruit Salad Five Little Senses All In A Row Hairy McClary November Night Countdown Detective Tilate Burglar Bill Supertato A Check Up To The Doctor Colin the Coastguard Little Red Riding Hood How We Use Electricity What Was It Like Before Electricity? The Wolf's Tail Maps Homes Around the World Three Little Pigs Move House Castles There Is No Dragon IN This Story George and the Dragon Cinderella Christopher's Caterpillar Things With Wings Jasper's Beanstalk My Bean Diary Lighthouse Keeper's Lunch The Singing Mermaid Look Inside a Rock Pool Living Beside the Sea The Story of Seaside Holidays				letter sound word book story
ELG (Books matching their phonics stage)												
By End of EYFS (Books matching their phonics stage)												
Book Bands (SSPF Phonics level)	Fluency (Reading “silently”)	Phonics (Supersonic Phonic Friends SSPF)	Key Words	Decoding & Word understanding	Comprehension	Familiarity and range	Discussion	Poetry	Questions (VIPERS)	VIPERS texts	Other texts	Key Vocabulary
Year 1 Autumn (Books matching their phonics stage)	MID YEAR WPM – 40 WPM ACCURACY – 90-95% (Ind)	On entry – Recap Basics 3/3+ AT – Basics 4 & polysyllabic	Basics 4/5 Tricky Words SSPF Year 1 Common Exception	•apply phonic knowledge to decode words •speedily read all 40+ letters/groups for 40+ phonemes •read accurately by blending	drawing on what they already know or on background information and vocabulary provided by the teacher *checking that the text makes sense to them as they read and	becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics*recognising and joining in with predictable phrases	*participate in discussion about what is read to them, taking turns and listening to what others say*explain clearly their understanding	*learning to appreciate rhymes and poems, and to recite some by heart	KEY STAGE 1 V: What does the word mean in this sentence? Find and copy a word which means What does this word or phrase tell you about	SP1 Toby and The Great Fire of London SP2	AT Prince George goes to school The Naughty Bus The Gruffalo	phoneme grapheme segment blend digraph trigraph

<p>Spring Green (Books matching their phonics stage)</p>	<p>END OF YEAR WPM – 60 WPM ACCURACY – 90-95% (Ind)</p>	<p>SP – Higher Leves 5 Choose to Use</p> <p>Summer – Higher Levels 5 Choose to use/ Higher Levels 5 Switch it Spell Sounds</p>	<p>Words</p>	<p>taught GPC •read common exception words • read common suffixes (-s, -es, -ing, -ed, etc.) •read multisyllable words containing taught GPCs •read contractions and understanding use of apostrophe • read aloud phonically-decodable texts *discussing word meanings, linking new meanings to those already known</p>	<p>correcting inaccurate reading *discussing the significance of the title and events*making inferences on the basis of what is being said and done *predicting what might happen on the basis of what has been read so far</p>	<p>•listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently •being encouraged to link what they read or hear read to their own experiences</p>	<p>of what is read to them</p>		<p>.....? Which word in this section do you think is the most important? Why? Which of the words best describes the character/ setting/ mood etc? Can you think of any other words the author could have used to describe this? Why do you think is repeated in this section? I: Why was..... feeling.....? Why did happen? Why did say? Can you explain why.....? What do you think the author intended when they said.....? How does make you feel? P: Look at the book cover /blurb – what do you think this book will be about? What do you think will happen next? What makes you think this? How does the choice of character or setting affect what will happen next? What is happening? What do you think happened before? What do you think will happen after? What do you think the last paragraph suggests will happen next? E: Who is your favourite character? Why? Why do you think all the main characters are girls in this book? Would you like to live in this setting? Why/why not? Is there anything you would change about this story? Do you like this text? What do you like about it? R: What kind of text is this? Who did.....? Where did.....? When did.....? What happened when.....?</p>	<p>Jack and the Beanstalk</p> <p>SU1 Coming to England</p> <p>SU2 Traction Man</p>	<p>The Highway Rat Out & About – poetry about Autumn</p> <p>SP Toby and The Great Fire of London (History) Katie in London Jack and The Beanstalk Traditional Tale Poetry</p> <p>SU One day in the Blue Savannah Traction Man is here Out & About – poetry about Summer</p>	
<p>Year 2 Autumn</p> <p>Green Orange (Turquoise BB) Purple</p>	<p>MID YEAR WPM – 70 WPM ACCURACY – 90-95% (Ind)</p> <p>END OF YEAR WPM – 90 WPM ACCURACY – 90-95% (Ind)</p>	<p>On entry – Revision of Higher Levels Choose To use</p> <p>AT – Revision of Higher Levels Choose To use/Switch it Spell Sounds</p> <p>SP & SU – Spelling rules</p> <p>(See Phonics & Spelling LTP for more details)</p>	<p>Year 2 Common Exception Words</p> <p>(See Phonics & Spelling LTP for more details)</p>	<p>*secure phonic decoding until reading is fluent *read accurately by blending, including alternative sounds for graphemes *read multisyllable words containing these graphemes*read common suffixes *read exception words, noting unusual correspondances *read most words quickly & accurately without overt sounding and blending *discussing and clarifying the</p>	<p>*discussing the sequence of events in books and how items of information are related*drawing on what they already know or on background information and vocabulary provided by the teacher*checking that the text makes sense to them as they read and correcting inaccurate reading *making inferences on the basis of what is being said and done*answering and asking questions *predicting what might happen on the basis of what has been read so far</p>	<p>*listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently *becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales*recognising simple recurring literary language in stories and poetry *being introduced to non-fiction books that are structured in different ways</p>	<p>*participate in discussion about books, poems & other works that are read to them & those that they can read for themselves, taking turns and listening to what others say*explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves</p>	<p>*continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear</p>		<p>AT A Squash and a Squeeze (Donaldson) Exploring the Atlantic (EdShed) Ibn Battutta (EdShed) Smartest Giant in Town Highway Rat – Modern Explorers (EdShed) Smeds and Smoos SP Meerkat Mail</p>	<p>AT A squash and a squeeze – Julia Donaldson Room on the Broom Non Fiction Books – Explorers (Neil Armstrong/Ti m Peake) Poetry books for Christmas poetry unit SP Meerkat Mail (postcards) Non-fiction Weather books</p>	<p>sequence plot character contents title</p>
<p>Spring Gold</p>												

Summer Gold				meanings of words, linking new meanings to known vocabulary *discussing their favourite words and phrases					Why did happen? How did? How many.....? What happened to.....? S: 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?	Meerkat Fun Facts (Ed Shed) Snow and Hail (Edshed) Seasons (EdShed) Storms (EdShed) Isaac Newton (EdShed) Florence Nightingale (EdShed) SU Film Study – The Lighthouse (EdShed) What can you do at the seaside? (Edhsed) A Victorian Seaside (EdShed) What do plants need to grow (EdShed) How to grow a sunflower (EdShed) The Pirates Next Door Peter Rabbit Queen Victoria (EdShed) Victorian Schools (EdShed)	Weather Poems Lila and the secret of the rain The Day the Crayons Quit Easter Poems SU The Lighthouse keepers Lunch The lighthouse keeper's picnic Seaside poetry The Pirates Next door Beatrix Potter books	
By end White												
Year 3 Autumn Lime: 11 (11 & 12)	MID YEAR WPM – 95 WPM ACCURACY – 95% (Ind) END OF YEAR	Supersonic Phonic Friends Phonics bursts- Catch up	Year 3/4 Common Exception Words	apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the	*checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context*asking questions to improve their understanding of a	*listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks*reading books that are structured in different ways and	participate in discussion about both books that are read to them and those they can read for themselves, taking	*preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and	V: What do the words and suggest about the character, setting and mood? Which word tells you that....?	AT Colour Monster, The Dinosaur that Pooped, Cave Baby, Ashley Booth-Online	AT The Dot, The Worry Monster, The Dinosaur That... The Best Christmas	sub heading glossary retrieve predict setting

Spring Brown (KS2: 8, 9, 10, 11)	WPM – 100 WPM ACCURACY – 95% (Ind)			meaning of new words they meet *read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word *using dictionaries to check the meaning of words that they have read	text*identifying main ideas drawn from more than one paragraph and summarising these *drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence *predicting what might happen from details stated and implied *discussing words and phrases that capture the reader's interest and imagination*identifying how language, structure, and presentation contribute to meaning *retrieve and record information from non-fiction	reading for a range of purposes *increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally*identifying themes and conventions in a wide range of books	turns and listening to what others say	action*recognising some different forms of poetry	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..... I: 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? P: From the cover what do you think this text is going to be about? What is happening now?	Safety lessons Stone Age Boy, The Robot and the Blue Bird, What a Waste, several poems SP The Great Big Water Cycle Adventure, Three Little Wolves, Horrid Henry The Boy Who Grew Dragons, Gran Can You Rap? Ashley Booth-Sir Isaac Newton and the Apple Drop, SU Revolting Rhymes, The Twits, The Faraway Tree, Bill's New Frock, Three Cheers For Women,	Present in the World, All Are Welcome, Amazing Grace, In Flanders Field You Wouldn't Want to Be a Mammoth Hunter, The Magic Box (Poetry) Troll Stinks (Anti-bullying) Greta and the Giant SP Shine-Sarah Asuquo (Mental Health Week), Three Little Wolves, The Great big Water Cycle Adventure The Boy Who Grew Dragons, The Great big Water Cycle Adventure, Gran Can You Rap? SU Revolting Rhymes (Jack and the Beanstalk), The Twits, The Faraway Tree, Bill's New Frock, Three Cheers For Women
Summer Brown (KS2: 8, 9, 10, 11)											
Exceeding Grey (12,13, 14)											

Year 4 Autumn Term Brown (KS2: 8, 9, 10, 11)	MID YEAR WPM – 110 WPM ACCURACY – 95% (Ind)	Supersonic Phonic Friends Phonics bursts- Catch up	Year 3/4 Common Exception Words	*apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet *read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word *using dictionaries to check the meaning of words that they have read	*checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context*asking questions to improve their understanding of a text*identifying main ideas drawn from more than one paragraph and summarising these *drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence *predicting what might happen from details stated and implied * discussing words and phrases that capture the reader's interest and imagination*identifying how language, structure, and presentation contribute to meaning *retrieve and record information from non-fiction	*listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks*reading books that are structured in different ways and reading for a range of purposes *increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally*identifying themes and conventions in a wide range of books	*participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say	*preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action*recognising some different forms of poetry	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. E: (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) Why is the text arranged in this way? What structures has the author used? What is the purpose of this text feature? Is	AT1: Range of film VIPERS AT2: One Christmas Wish Habitats – Ashley Booth SP1: Book of Poems SP2: The Truth Pixie (Matt Haig) SU1 & 2: A Dinosaur Ate My Sister	AT Charlie & the Chocolate Factory How to catch a star Rosie Revere Engineer The Firework Maker's Daughter Escape to Pompeii SP A Midsummer Night's Dream Who Let the Gods Out? SU There's a Boy in the Girls' Bathroom Varjek Paw	infer/ inference genre explain evidence expression
	END OF YEAR WPM – 115 WPM ACCURACY – 95% (Ind)											
	Spring Autumn Grey (12, 13, 14)											
	Summer Grey (12, 13, 14)											
Exceeding Dark Blue (15,16)												
Year 5 Autumn Grey (12, 13, 14)	MID YEAR WPM – 120 WPM ACCURACY – 95% (Ind)		Year 5/6 Common Exception Words	*apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet	* checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context*asking questions to improve their understanding*summarising the main ideas drawn from more than one paragraph, identifying key details to support the main ideas drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence	*continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks*reading books that are structured in different ways and reading for a range of purposes*making comparisons within and across books *increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from	*recommending books that they have read to their peers, giving reasons for their choices*participate in discussions about books, building on their own and others' ideas and challenging views courteously*explain and discuss their understanding of what they have read, including through formal presentations and debates, *provide	*learning a wider range of poetry by heart preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience		AT Film VIPERS The Promise After the Fall A Boy Called Christmas Journey to Jo'Burg Life Down the Mines SP Mrs Noah's Pockets Arthur and the Golden Rope SU	AT Can I Build Another Me? The Promise, After the Fall Adventure of Isabel by Ogden Nash The Boy in the Tower (Polly Ho-Yen) A Boy Called Christmas (Matt Haig) SP 1000 Year Old Boy (Ross Welford)	justify themes formal/ informal reference summarise
	END OF YEAR WPM – 130 WPM ACCURACY – 95% (Ind)											
Spring Dark Blue (15,16)												

<div>Summer Dark Blue (15,16)</div>					<div>*predicting what might happen from details stated and implied *identifying how language, structure and presentation contribute to meaning*discuss and evaluate how authors use language, including figurative language, considering the impact on the reader *distinguish between statements of fact and opinion*retrieve, record and present information from non-fiction</div>	<div>other cultures and traditions*identifying and discussing themes and conventions in and across a wide range of writing</div>	<div>reasoned justifications for their views</div>		<div>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? Which section was the most interesting/exciting part? How are these sections linked?</div>	<div>Tuesday Megacity (Film VIPERS) The Listeners (W de la Mare) Marcy and the Riddle of the Sphinx (by Jo Todd Stanton)</div>	<div>The Skies Above My Eyes (Charlotte Guillain) A Galaxy of Her Own: Amazing Stories of Women in Space (Libby Jackson) The Journey A Story Like the Wind/The Suitcase (Refugees) SU The Journey The Story Like the Wind The Suitcase Shakespeare's Macbeth</div>	
<div>Exceeding Dark Red (17,18,19, 20)</div>												
<div>Year 6 Autumn Dark Blue (15,16)</div>	<div>MID YEAR WPM – 130 WPM ACCURACY – 95% (Ind) END OF YEAR WPM – 140 WPM ACCURACY – 95%</div>		<div>Year 5/6 Common Exception Words</div>	<div>*apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet</div>	<div>* checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context*asking questions to improve their understanding*summarising the main ideas drawn from more than one paragraph, identifying key details to support the main ideas *drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence *predicting what might happen from details stated and implied *identifying how language, structure and presentation contribute to meaning*discuss and evaluate how authors use language, including figurative language,</div>	<div>*continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks*reading books that are structured in different ways and reading for a range of purposes*making comparisons within and across books *increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions*identifying and discussing themes and conventions in and across a wide range of writing</div>	<div>*recommending books that they have read to their peers, giving reasons for their choices*participate in discussions about books, building on their own and others' ideas and challenging views courteously*explain and discuss their understanding of what they have read, including through formal presentations and debates, *provide reasoned justifications for their views</div>	<div>*learning a wider range of poetry by heart preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience</div>	<div>R: 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? S: Can you number these events 1-5 in the order that they happened?</div>	<div>AT Holes SP Wonder SU Kensuke's Kingdom</div>	<div>AT Flotsam, Black Heroes Holes Charles Darwin SP Where the Poppies Now Grow, Timeless Thomas Hamlet SU Young Heroes Kensuke's Kingdom The Silk Road</div>	<div>evaluate intonation recommendation authorial intent purpose</div>
<div>Spring Dark Red (17,18,19, 20)</div>												
<div>Summer Dark Red (17,18,19, 20)</div>												

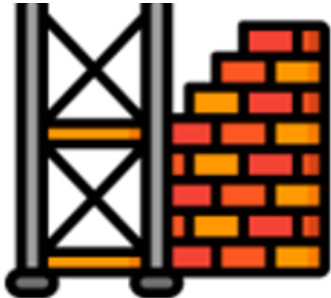




Exceeding Black (20+)					considering the impact on the reader *distinguish between statements of fact and opinion*retrieve, record and present information from non-fiction				What happened after? What was the first thing that happened in the story? Can you summarise in a sentence the opening/middle/end of the story? In what order do these chapter headings come in the story?			
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The Expected Standard for each year group

(Adapted using NC 2014, Key Skills In Reading – Lancashire County Council Literacy Team and Progression in Reading – M. Tidd)

See Key Skills in Reading for further detail

Appendix 6: Adaptive Teaching Strategies for Reading

Strategy:	Scaffolding	Explicit Instruction	Cognitive and Metacognitive Strategies	Flexible Groupings	Use of Technology
					
	<ul style="list-style-type: none"> • Quality First Teaching • Clear lesson sequence • Tasks focused on acquiring knowledge or skills and avoids cognitive overload • Word banks • Sentence starters • Vocabulary with definitions • Dictionaries • Verbal - identifying and reacting to misconceptions 	<ul style="list-style-type: none"> • Adult Modelling • Learning broken into appropriate chunks. • Guided practice e.g. answering comprehension questions. • Adults breaking down instructions further during input. • SALT 	<ul style="list-style-type: none"> • Checklists • Self-marking • Directed questioning • Live feedback given constantly 	<ul style="list-style-type: none"> • Mixed ability groupings • Mixture of support throughout the lessons - rotation of adults support/ whole class • Peer feedback • Flexible interventions • Opportunity to work with different children in different sized groups. 	<ul style="list-style-type: none"> • Visualiser • Audio books • Youtube - explanation videos/performances/ reading of texts • Translator apps



Through learning and loving we will follow Jesus.