



READING POLICY

together we shine

Our School Vision

We will ensure that our children have the best educational experience it is possible to have and, as a result, are fully prepared for life beyond our school. We want our children to understand their faith, to articulate their values and to be able to act in a way, which reflects these. Our school is at the heart of the community which it serves; we create children who are ready to contribute and improve themselves, those around them and the places we live.

This policy describes how we support our vision by teaching, assessing and encouraging a love of reading at our school. Reading is vital to a child's growth and independence. At Khalsa Primary School, it is the job of our staff to help children gain skills in the mechanics of reading so that they can decode and understand the written word, use punctuation and grammar to help them understand meaning and to be able to use different text types for a variety of purposes. Furthermore, we strive to develop children who love to read and who can enjoy and use texts to become more imaginative, independent and informed.

Our Whole School Reading Aims

As a school we aim to:

- Provide a rich, stimulating and inclusive reading environment all around the school, with a wide range of high quality texts which children can independently access.
- Equip children with the necessary skills to read with confidence, accuracy, and fluency,
- Foster an enthusiasm for, and love of, reading for life.
- Ensure that children understand and can discuss what they have read, answering questions and discussing texts using effective speaking and listening skills
- Ensure that the teaching of reading is effective and that staff are monitoring progress closely, setting targets and providing regular feedback.
- Ensure that reading has a high profile at Khalsa through the daily teaching of reading skills but also through the use of quality texts in all subjects

How We Teach Reading

At Khalsa Primary School, we believe that reading is vital for independent learning across the curriculum. In order to provide children with the skills needed to decode, understand, discuss and enjoy reading we teach reading in the following ways:

- **Dedicated synthetic phonics and spelling lessons** in to teach grapheme, phoneme correspondence and to recognise alternative spellings and key words
- **Guided reading** groups which provide children with regular opportunities to improve their decoding skills and learn how to interpret meaning
- **Shared reading** in class which allows children to listen to and read high quality texts and discuss them using their speaking and listening skills
- **Written responses to reading** where children develop and demonstrate their ability to independently respond to questions about a text
- **Targeted interventions** to ensure that all children reach the standard we expect for readers in our school
- Ensuring **grammar, punctuation and spelling** is taught in a structured way in every key stage, allowing children to interpret meaning and develop fluency further.

In addition to how we teach the skills needed to read and interpret texts, we provide opportunities for children to read and enjoy a wider range of texts in the following ways:

- **Whole class reading** daily, led by an adult and using carefully chosen texts
- **One to one reading** where every child is heard reading, once per week, by a member of staff
- **Independent reading** of texts children have selected from reading corners, our school library or from home
- **Home reading** which is monitored by and regularly discussed with staff and parents through use of reading journals
- **Text led units** across our curriculum, where teachers carefully plan for and select key texts which inspire and add depth to children's understanding of different subjects.

Phonics and Spelling Lessons

What is phonics?

Synthetic phonics involves developing grapheme, phoneme correspondence (GPC) and blending these phonemes to make words. Beginning in nursery, children are exposed to sounds and are encouraged to think about what they can hear around them. From Reception to Year 2, we follow the ALS scheme which is based on Letters and Sounds to teach children GPC, giving them building blocks with which they can build their reading fluency.

Beyond Year 2, children are taught spelling rules and the meanings of words which help to develop their decoding and comprehension skills.

Objectives

Through phonics and spelling lessons, we aim for children to be able to:

- Recognise the graphemes for all 44 phonemes in the English language

- Decode unfamiliar words using their phonic knowledge, including for words with alternative spellings and pronunciations
- Recognise a range of high frequency and common exception words
- Recognise spelling rules in written words which help them to read unfamiliar words
- Recognise and understand how words can change through the use of grammatical devices such as suffixes and to use these words in their vocabulary

Phonics and spelling in practice

- In nursery, children are provided with an environment which encourages them to think about the sounds in words through talk, song, games, writing and other marks
- From Reception to Year 2, children take part in daily 15 minute phonics lessons which are planned and follow a set structure (review/hear/read/apply)
- Phonics lessons follow an agreed lesson structure and plan
- Once the 44 phonemes have all been taught in KS1, children have regular spelling lessons to learn and practice spelling rules e.g. *prefixes*.

Guided Reading Lessons

What is Guided Reading?

Guided reading involves a teacher supporting a small group of children to read and understand a text. Teachers create groups, choose the text and ask questions according to ability. They actively listen to readers and their responses to questions, teaching good techniques for both. Guided reading should be teacher led, with groups no larger than six taking part. Teachers should plan their questions, assess children's responses and feedback in order to promote good reading skills.

Objectives

Through Guided Reading, we aim for children to be able to:

- Read with an increasing fluency
- Respond to texts with an increasing level of understanding and using persuasive vocabulary
- Read a range of texts including fiction, non-fiction, play-scripts and poetry appropriate to their ability
- Be able to use a full range of reading cues (phonic, graphic, syntactic, and contextual) to read and be able to correct their own mistakes.

Guided Reading in practice:

- Lessons should be between 20-30 minutes and take place according to the progression plan (see *appendix*) in EYFS, KS1 and Year 3, outside of the English lesson. Guided Reading can also be used as an intervention in other areas of the school e.g. for children working below the standard in upper KS2.
- Groups should be no larger than 6 and should be ability grouped. Texts should be appropriately challenging and group members should be constantly assessed and changed if necessary.
- Teachers will take learning objectives from the National Curriculum and use these to plan questions and follow up activities, using the agreed planning format and structure (see *appendix*):
 - Book Introduction - This provides the context 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

- Strategy Check - Prior to independent reading, the teacher recaps strategies to help children decode and make sense of unfamiliar words and sentences
- Independent Reading - Children will read independently while the teacher gives focused attention to support, monitor and assess individuals as they read
- 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
- Supporting Activities – Which children take part in independently and which help to develop their reading skills when they are not reading with a member of staff
- The guided reading planning format should also be used to record assessment notes during these sessions. These form the main body of evidence for guided reading and must be kept in reading folders.
- In EYFS, the teaching of reading will initially be carried out through shared reading with the class teacher and teaching assistant. Children then begin to participate in Guided Reading sessions. This may only be for 5 or 10 minutes in the very early stages, in groups of 5 children. Our aim is that by the end of the EYFS, the majority of children will be participating in Guided Reading on a weekly basis.
- Specific ground rules should be agreed and understood so that reading sessions can take place without interruption. Quiet, calm and focused classrooms are required to facilitate effective Guided Reading.

The carousel of activities – for those children not reading with a teacher - should have reading based tasks such as:

- Guided reading with teacher;
- Responding to a text in journals with questions based on the National Curriculum objectives
- Phonics/spelling work or further review and response to reading.
- Independent reading of different genres, including newspapers and annuals/group reading plays
- Pre-reading of texts
- One to one reading with a member of staff

Resources

- Guided reading texts (Rigby Star, Collins Big Cats, Alpha Kids, Oxford Reading Tree – Treetops) including fiction, non-fiction, poetry anthologies and play-scripts, in sets of 6 copies are stored on the ground floor opposite the Reception classes. Higher level texts are outside Year 6. These are book banded and levelled. A levelled band chart is on the wall as guidance. Guided reading resources are only to be used in school and may not be taken home.

Shared Reading Lessons

Shared reading is the method used to teach reading to the whole class. It is an interactive reading experience that ensures participation of reading with children as they share and join in their reading of the text or book whilst supported by the teacher. The aim is to ensure that the teacher explicitly models the skills of a proficient reader including reading with fluency and expression. The method also allows for opportunities to develop understanding of spelling and spelling patterns, grammar in context and a range of punctuation. The teacher uses shared reading to scaffold the children's response to reading in class allowing all children to build self-esteem, self-efficacy and develop confidence as readers.

Objectives

In addition to the objectives for guided reading, children should:

- Use their speaking and listening skills to clearly and accurately explain their understanding of texts
- Work collaboratively with others

It is the teacher's responsibility to plan and teach so that children:

- Develop explicit reading strategies and skills
- Develop their comprehension skills and understanding of the text through the use of targeted questioning
- Are exposed to effective speaking and listening skills, through modelling, and have the opportunity to practise these skills
- Are exposed to a wide range of genres and types of texts which are challenging and enjoyable
- Can use their reading skills across the curriculum through carefully planned texts
- Are supported to develop skills and confidence through inclusive and effective practice
- Meet the standards as set out by the National Curriculum
- Enjoy the process

Shared Reading in practice

Shared Reading lessons last between 20 -30 minutes. The strategies for shared reading however, can be used in any lesson across the school for class reading.

- Teachers should plan and teach using the agreed format during lessons. Questions should be planned based on the National Curriculum objectives. Annotated - i.e. with highlighted words and key questions - texts must be kept as a record of planning (*see appendix*).
- Questions should be challenging, the methods of exploring and discussing answers should be inclusive. The lesson should give plenty of opportunity for pupils to speak to each other and share ideas with the class. The teacher plays a vital role in facilitating and modelling good quality discussion.
- Texts selected by the teacher should be challenging and varied in their genres and types. The texts must be read and understood by staff beforehand.
- Written assessment in response to questions based on the shared reading text should be recorded by children in year 4, 5 and 6 in their reading books. These questions should be based on a mix of assessment foci, varied in their delivery and planned for using our agreed format (*see appendix*).

How We Support Reading

1-1 Reading and Book Bands

In order to promote fluency and ensure that pupils are heard reading aloud on a regular basis, staff will also maintain a 1-1 reading file to record details of 1-1 reading with either the teacher or other adult in school.

Every pupil should be heard reading on a 1-1 basis every week; with less fluent readers this should be more often.

Until they are able to choose independently, read fluently and understand most texts, children should have books allocated according to the book band. Staff should constantly assess pupils so that they are on a challenging and appropriate level.

Home Reading

Reading at home is a key component of home learning. At all times, we expect children to have a challenging book which they can read at home, using the skills they have learnt in school.

Children should have a book to read every day. Books should be changed at least once per week. Ideally, children should read with their parents who feel they are able to support them. Parents are made aware of the requirements for reading at home and in school through parents meetings and workshops. Reading journals should have a written comment by parents at least once per week – teachers may ask children to record more - and must be checked by members of staff so that communication between staff and parents is maintained any home reading issues can be resolved.

School Library

We have a school library with a wide range of texts for all ages and abilities. Every class has a time slot per week in which they are expected to visit the school library and choose a book which they can take home or read in class. Library books should always be taken out using the ticketing system.

Reading across the curriculum

Reading should be at the heart of the curriculum as a whole – books should be shared, made available to children and used to support learning in all subjects and should be considered when planning.

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Phonics and Spellings Progression

Reception		
	Phonics/Spelling	Key Words
Autumn 1	<p style="text-align: center;"><u>Phase 1/2</u></p> <p>Listening activities, rhymes, songs and stories Distinguish between speech sounds and orally segment and blend words</p> <p>Introduce individual phonemes:</p> <ul style="list-style-type: none"> • set 1 s a t p • set 2 i n m d • set 3 g o c k • set 4 ck e u r <p>Blending and segmenting VC and CVC words using GPC</p>	<p>Practise reading and writing:</p> <p style="text-align: center;">I it on at a is to go of it at in no up of he we me am</p>
Autumn 2	<p style="text-align: center;"><u>Phase 2/3</u></p> <p>Listening activities, rhymes, songs and stories</p> <p>Revise phonemes from last term. Introduce next sets of phonemes.</p> <ul style="list-style-type: none"> • set 5 h b f ff l ll ss • set 6 j v w x • set 7 y z zz qu <p>Blending and segmenting VC and CVC words using GPC Read two syllable words (e.g. sunset, laptop)</p>	<p>plus words using learnt GPC</p>
Spring 1	<p style="text-align: center;"><u>Phase 3</u></p> <p>Listening activities, rhymes, songs and stories</p> <p>Revise phonemes from last term. Introduce consonant digraphs</p> <ul style="list-style-type: none"> • set 8 ch sh th ng <p>Introduce long vowel digraphs</p> <ul style="list-style-type: none"> • set 9 ai ee igh oa oo <p>Blend and segment words, captions and simple sentences using all phonemes taught so far.</p>	<p>Revision of previous Practise reading and writing:</p> <p style="text-align: center;">you the day was are dog big she and see</p>

Spring 2	<u>Phase 3</u> Listening activities, rhymes, songs and stories Revise phonemes from last term. Introduce digraphs/trigraphs <ul style="list-style-type: none"> • set 10 oo ar or ur • set 11 ow oi ear air ure er Blend and segment using all phonemes taught so far.	mum yes for dad can all get plus words using learnt GPC
Summer 1	<u>Phase 3/4</u> Listening activities, rhymes, songs and stories Revise phonemes from last term. Introduce digraphs/trigraphs <ul style="list-style-type: none"> • Set 12 er oo(book) Blend and segment using all phonemes taught so far. Practise letter names and capital letters	Revision of all words Practise reading and writing: come went look this like going they away play said
Summer 2	<u>Phase 3/4</u> Listening activities, rhymes, songs and stories Reinforce all the phonemes introduced. ch sh th ng ai ee igh oa oo ar or ur ow oi ear air ure er Blend and segment using all phonemes taught so far. Practise letter names and capital letters	plus words using learnt GPC

Year 1		
	Phonics	Key Words
Autumn 1	<p style="text-align: center;"><u>Phase 4</u></p> <p>Practice all the phase 3 phonemes</p> <p>Introduce consonant blends: br gr cr pr fr tw dw fl cl bl pl gl sk sc dr sn sw sp st spr scr str shr squ spl</p> <p>Blend and segment using all phonemes taught so far, including consonant blends</p>	<p>Revision of previous Practise reading and writing:</p> <p>come, some were, here people, Mr Mrs, eight two, one once, have gone, love give, lived looked, called</p> <p>plus words using learnt GPC</p>
	<p style="text-align: center;"><u>Phase 5</u></p> <p>Practice using phase 4 blends in words</p> <p>Introduce next set of phonemes:</p> <ul style="list-style-type: none"> • Set 19: ph ow (row) oe ay • Set 20 ie i_e o_e a_e • Set 21: ir ue ea e_e • Set 22: au aw ew u_e <p>Blending and segmenting words with all learnt phonemes</p>	
Spring 1	<p style="text-align: center;"><u>Phase 5</u></p> <p>Practice using phase 4 blends in words and previous phase 5 phonemes</p> <p>Introduce next set of phonemes:</p> <ul style="list-style-type: none"> • Set 21: ir ue ea e_e • Set 22: au aw ew u_e • Set 23: wh ure oy ou <p>Blending and segmenting words with all learnt phonemes</p>	<p>Revision of previous Practise reading and writing</p> <p>asked because, there where, what what, when which, why out, oh their, friends</p> <p>plus words using learnt GPC</p>
	<p style="text-align: center;"><u>Phase 5</u></p> <p>Revise and practise all phonemes and key words learnt so far. Blend and segment.</p>	

Summer 1	<p>Revise and practise all phonemes, in particular phase 5. Blend and segment.</p> <p>Introduce alternative pronunciations:</p> <ul style="list-style-type: none"> • Set 24: a (acorn), e (he), i (find), o (go), u (unit) • Set 25: c (cell), g (giant), ie (field), ea (head), y (by) • Set 26: y (very), ch (school), ch (chef), ou (you), ey (they) <p>Practice reading and writing compound words e.g. football, playground, bedroom</p> <p>Adding s and es to words (plural of nouns and the third person singular of verbs)</p>	<p>Revision of previous Practise reading and writing</p> <p>today, coming please, little can't, he's many, don't won't, shoe school, other know, science zero, Wednesday</p>
Summer 2	<p style="text-align: center;"><u>Phase 5</u></p> <p>Revise and practise all phonemes. Blend and segment.</p> <p>Alternative spellings:</p> <ul style="list-style-type: none"> • Set 27: ch/ture, ch/tch, j/dge, m/mb, z/se • Set 28: r/wr, n/kn, i/y, air/are, air/ere • Set 29: ear/eer, s/se, or/augh <p>Adding the endings -ing, -ed and -er to verbs where no change is needed to the root word (hunting, hunted, hunter, buzzing, buzzed, buzzer)</p>	<p>plus compound words, words using alternative pronunciations and spelling rules</p>

Year 2		
	Phonics/Spelling	Key Words
Autumn 1	Revision of all learnt phonemes and graphemes, including word with alternative spellings and pronunciations	Practise reading and writing door, floor, poor, because, find, kind, mind, behind, child, children, wild, climb, most, only, both, old, cold, gold, hold, told, every, everybody, even, great, break, steak, pretty, beautiful, after, fast, last, past, father, class, grass, pass, plant, path, bath, hour, move, prove, improve, sure, sugar, eye, could, should, would, who, whole, any, many, clothes, busy, people, water, again, half, money, Mr, Mrs, parents, Christmas
	Using k for the /k/ sound (Kent, sketch, kit,)	
Using ve for the /v/ sound at the end of words (have, live, give)		
Using the prefix – un without changing the root word		
Division of words into syllables (pock/et, sun/set, thun/der)		
Autumn 2	Words ending – tion (station, fiction, motion, national, section)	
	The // or / ə // sound spelt le at the end of words (table, apple, bottle, little, middle) The // or / ə // sound spelt el at the end of words (camel, tunnel, squirrel, travel, towel, tinsel)	
Spring 1	Revision of Y1 - Adding the endings – ing, –ed and –er to verbs where no change is needed to the root word (hunting, hunted, hunter, buzzing, buzzed, buzzer) Adding est and -y to words of one syllable ending in a single consonant letter after a single vowel letter (hardest, lucky, finest, curly) Adding the endings – ing, –ed, –er, –est and –y to words ending in –e with a consonant before it The –e at the end of the root word is dropped before –ing, –ed, –er, –est, –y or any other suffix beginning with a vowel letter is added. (hiking, hiked, hiker, nicer, nicest, shiny)	

Spring 2	<p>Revision of Y1 - Adding s and es to words (plural of nouns and the third person singular of verbs)</p> <p>Adding -es to nouns and verbs ending in y where the y is changed to i before –es is added (flies, tries, replies, copies, babies, carries)</p> <p>Adding -ed, -ing, -er and -est to a root word ending in -y with a consonant before it where the y is changed to i before –ed, –er and –est are added, but not before –ing as this would result in ii. (copied, copier, happier, happiest, cried, replied ...but copying, crying, replying)</p> <p>Adding suffixes -ment, -ness, -ful, -less and -ly straight on to most root words without any change to the last letter of those words with exceptions. (enjoyment, sadness, careful, playful, hopeless, plainness badly merriment, happiness, plentiful, penniless, happily)</p>	
Summer 1	<p>Understanding, reading and writing apostrophes for contractions (can't, didn't, hasn't, couldn't, it's, I'll)</p> <p>Understanding, reading and writing the possessive apostrophe for singular nouns (Megan's, Ravi's, the girl's, the child's, the man's)</p>	
Summer 2	<p>Homophones and near-homophones (there/their/they're, here/hear, quite/quiet, see/sea, bare/bear, one/won, sun/son, to/too/two, be/bee, blue/blew, night/knight)</p>	

Year 3		
	Phonics/Spelling	Key Words
Autumn 1	<ul style="list-style-type: none"> Adding suffixes beginning with vowel letters to words of more than one syllable (forgetting, forgotten, beginning, beginner, prefer, preferred) Year 3/4 statutory key words 	accident(ally) actual(ly) address answer appear arrive believe bicycle breath breathe build busy/business calendar caught centre century certain circle complete consider continue decide describe different difficult disappear early earth eight/eighth enough exercise experience experiment extreme famous favourite February forward(s) fruit grammar group guard guide heard heart height history imagine increase important
Autumn 2	<ul style="list-style-type: none"> Understanding, reading and writing the prefix un, mis, dis – negative meanings (Disappointment, disagree, disobey, misbehave, misspell) Understanding, reading and writing the prefix in-, meaning <i>not</i> (inactive, incorrect, incapable) With the following exceptions: <ol style="list-style-type: none"> in becomes il when the root begins with l- (illegal, illegible) in becomes im when the root begins with m or p- (immature, immortal, impossible, imperfect) in becomes ir when the root begins with r- (irregular, irrelevant, irresponsible) Understanding, reading and writing the prefix re-, meaning <i>again</i> or <i>back</i> (redo, refresh, return) Understanding, reading and writing the prefix sub-, meaning <i>under</i> (submarine, submerge, subheading) Understanding, reading and writing the prefix inter-, meaning <i>between</i> or <i>among</i> (international, interaction, intercity) Understanding, reading and writing the prefix super-, meaning <i>above</i> (supermarket, superstar, supervisor) Understanding, reading and writing the prefix anti-, meaning <i>against</i> (anticlockwise, antisocial) Understanding, reading and writing the prefix auto-, meaning <i>again or back</i> (autograph, automatic, autobiography) 	
Spring 1	<ul style="list-style-type: none"> Homophones and near homophones (Accept/except, ball/bawl, berry/bury, break/brake, fair/fayre, great/grate grown/groan, hear/here, heel/heal/he'll, knot/not, mail/male, main/mane, meat/meet, medal/meddle, missed/mist, peace/piece, plain/plane rain/rein/reign, scene/seen, weather/whether, whose/who's) 	
Spring 2	<ul style="list-style-type: none"> Explore the spelling of the past tense irregular verbs Base, simple past, past participle (buy/bought/bought, choose/chose/chosen) 	

Summer	Revisit rules and spellings for year	
Summer 2		

Year 4		
	Phonics/Spelling	Key Words
Autumn 1	<ul style="list-style-type: none"> Words with the /k/ sound spelt ch - Greek in origin (scheme, chorus, chemist, echo, character) Words with the /ʃ/ sound spelt ch - French in origin (chef, chalet, machine, brochure) Words ending with the /g/ sound spelt gue and the /k/ sound spelt que - French in origin (league, tongue, antique, unique) Words with the /s/ sound spelt sc - Latin in origin (science, scene, discipline, fascinate, crescent) 	interest island knowledge learn length library material medicine mention minute natural naughty notice occasion(ally) often opposite ordinary particular peculiar perhaps popular position possess(ion) possible potatoes pressure probably promise purpose quarter question recent regular reign remember sentence separate special straight strange strength suppose surprise therefore though/although thought through various weight woman/women
Autumn 2	<ul style="list-style-type: none"> Adding the suffix -ation to verbs to make nouns (information, adoration, sensation, preparation, admiration) Adding the suffix -ly to adjectives to make adverbs (sadly, completely, usually, finally, comically) <ol style="list-style-type: none"> If the root word ends in -y with a consonant letter before it, the y is changed to i, but only if the root word has more than one syllable. (happily, angrily) If the root word ends with -le, the -le is changed to ly. -(gently, simply, humbly, nobly) If the root word ends with -ic, -ally is added rather than just -ly, except in the word publicly.- basically, frantically, dramatically Exceptions - the words truly, duly, wholly. 	
Spring 1	<ul style="list-style-type: none"> Adding the suffix -ous - sometimes there is no obvious root word (poisonous, mountainous, famous, various, tremendous, enormous) <ol style="list-style-type: none"> If there is an /i:/ sound before the -ous ending, it is usually spelt as i, but a few words have e. (obvious, serious, curious, hideous, spontaneous, courteous) our is changed to -or before -ous is added. (humorous, glamorous, vigorous) A final 'e' of the root word must be kept if the /dʒ/ sound of 'g' is to be kept. (courageous, outrageous) Words with endings sounding like /ʒə/ or /tʃə/ (measure, treasure, pleasure, enclosure, creature, furniture, picture, nature, adventure) 	

Spring 2	<ul style="list-style-type: none"> • Endings which sound like /ʒən/ spelt as -sion (division, invasion, confusion, decision, collision, television) • Endings which sound like /ʃən/, spelt -tion, -sion, -ssion, -cian <ol style="list-style-type: none"> 1. tion is the most common spelling. It is used if the root word ends in t or te. (invention, injection, action, hesitation, completion) 2. ssion is used if the root word ends in ss or -mit. (expression, discussion, confession, permission, admission) 3. sion is used if the root word ends in d or se. Exceptions: attend – attention, intend – intention expansion, extension, comprehension, tension 4. cian is used if the root word ends in c or cs. (musician, electrician, magician, politician, mathematician) 	
Summer 1	<ul style="list-style-type: none"> • Possessive apostrophe with plural words (girls', boys', babies', children's, men's, mice's) 	
Summer 2	Revisit rules and spellings for year	

Year 5		
	Phonics/Spelling	Key Words
Autumn 1	<ul style="list-style-type: none"> Endings which sound like / fəs/ spelt cious or tious Not many common words end like this. If the root word ends in –ce, the /f/ sound is usually spelt as c – e.g. vice – vicious Exception: anxious. (vicious, precious, conscious, delicious, malicious, suspicious ambitious, cautious, fictitious, infectious, nutritious) 	accommodate accompany according aggressive amateur ancient apparent appreciate attached available average awkward bargain bruise category cemetery committee communicate community competition conscience conscious controversy convenience correspond criticise curiosity definite desperate develop dictionary disastrous embarrass environment equipment equipped especially exaggerate excellent existence explanation familiar foreign forty frequently government guarantee harass hindrance
Autumn 2	<ul style="list-style-type: none"> Words with ‘silent’ letters (doubt, island, lamb) Endings which sound like / l/ jə - Words ending in ant, ance/ancy, ent, ence/ency 1. observant, observance, (observation), expectant (expectation), hesitant, hesitancy (hesitation), tolerant, tolerance (toleration), substance (substantial) 2. Use –ent and –ence/–ency after soft c (/s/ sound), soft g (/dʒ/ sound) and qu, or if there is a related word with a clear /ɛ/ sound in the right position. (innocent, innocence, decent, decency, frequent, frequency, confident, confidence) 3. There are many words, however, where the above guidance does not help. These words just have to be learnt. (assistant, assistance, obedient, obedience, independent, independence) 	
Spring 1	<ul style="list-style-type: none"> To understand, read and spell homophones and other words that are often confused In the pairs of words below, nouns end –ce and verbs end –se. Advice and advise provide a useful clue as the word advise (verb) is pronounced with a /z/ sound – which could not be spelt c. (advice/advise device/devise licence/license practice/practise prophecy/prophesy) See NC for more examples 	
Spring	<ul style="list-style-type: none"> Continue homophones 	
Summer 1	<ul style="list-style-type: none"> Endings which sound like /ʃəl/ -cial is common after a vowel letter and –tial after a consonant letter, but there are some exceptions. (official, special, artificial, partial, confidential, essential) 	
Summe	<ul style="list-style-type: none"> Revise rules taught. Year 5/6 spelling words 	

Year 6

	Phonics/Spelling	Key Words
Autumn 1	<ul style="list-style-type: none"> • Adding suffixes beginning with vowel letters to words ending in –fer <ul style="list-style-type: none"> • The r is doubled if the –fer is still stressed when the ending is added. (referring, referred, referral, preferring, preferred, transferring, transferred) • The r is not doubled if the –fer is no longer stressed. (reference, referee, preference, transference) 	identity immediate individual interfere interrupt language leisure lightning marvellous mischievous muscle necessary neighbour nuisance occupy occur opportunity parliament persuade physical privilege profession programme pronunciation queue recognize recommend relevant relevant restaurant rhyme rhythm sacrifice secretary shoulder signature sincere sincerely soldier stomach suggest symbol system temperature thorough twelfth variety vegetable vehicle yacht
Autumn 2	<ul style="list-style-type: none"> • Words ending in able and ible <ul style="list-style-type: none"> • If the –able ending is added to a word ending in –ce or –ge, the e after the c or g must be kept as those letters would otherwise have their ‘hard’ sounds (as in cap and gap) before the a of the –able ending. (changeable, noticeable, forcible, legible) • -able (dependable, comfortable, understandable, reasonable, enjoyable, reliable) • -ible (possible/possibly, horrible/horribly, terrible/terribly, visible/visibly, incredible/incredibly, sensible/sensibly) • Words ending in ably and ibly adorable/adorably (adoration), applicable/applicably (application), considerable/considerably (consideration), tolerable/tolerably (toleration) • Words with the /i:/ sound spelt ei after c The ‘i before e except after c’ rule applies to words where the sound spelt by ei is /i:/. deceive, conceive, receive, perceive, ceiling Exceptions: protein, caffeine, seize (and either and neither if pronounced with an initial /i:/ sound). • Words containing the letter-string ough (ought, bought, thought, nought, brought, fought/ rough, tough, enough cough/ though, although, dough /through /thorough, borough /plough, bough) 	
Spring 1	<ul style="list-style-type: none"> • Use of the hyphen - Using suffixes, prefixes and root words to build and transform words. Hyphens can be used to join a prefix to a root word, especially if the prefix ends in a vowel letter and the root word also begins with one co-ordinate, re-enter, co-operate, co-own 	
Spring 2	<ul style="list-style-type: none"> • Use word families, knowledge of word origins and spelling patterns to spell unfamiliar words • SAT revision of spelling words 	

Summer 1	<ul style="list-style-type: none">• Application of vocabulary to writing	
Summer 2	<ul style="list-style-type: none">• Revision of rules taught,	

Reading Progression

EYFS

How we teach

Class reading - every day

Shared reading (big books) - 3 times per week

Guided reading - 5 times per week in Reception

Home Reading – one phonics book, one guided reading banded book (for most able 80%) in Reception

Reading Activities – at tables every day

Reading Objectives

ELG: 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, non-fiction, rhymes and poems and during role-play.

ELG: Word 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.

Year 1

How we teach	How we assess and record
<ul style="list-style-type: none"> ● Phonics lessons – every day ● Class reading - every day ● Shared reading (big books) - 3 times per week ● Guided reading - 5 times per week <ul style="list-style-type: none"> ○ Least able twice per week, most able once per fortnight ● Home Reading – one phonics book, one banded book 	<ul style="list-style-type: none"> ● Guided reading – plans annotated with responses ● PM Benchmark – Two children per guided reading group, per half term. Lowest and middle child ● NFER comprehension test – once per term ● Phonics Screening – including practice materials

Reading Objectives

Word Reading

- Read all of the graphemes in phase 4/5 (see phonics/spelling map) with increasing fluency
- Blend sounds for unfamiliar words
- Read words containing –s, -es, -ing, -ed, -er, -est endings
- Split two and three syllable words into the separate syllables to support blending for reading
- Read words with contractions e.g. I'm, I'll, we'll and understand that the apostrophe represents the omitted letter
- Automatically recognise approximately 150 high frequency words (see bottom)
- Apply phonic knowledge for reading
- Read aloud accurately books that are consistent with their developing phonic knowledge
- Develop fluency, accuracy and confidence by re-reading books
- Read more challenging texts using phonics and high frequency word recognition

Comprehension

Develop pleasure in reading, motivation to read, vocabulary and understanding by:

- Listening to a range of texts at a level beyond that at which they can read independently including stories, non-fiction and poems
- Identifying and discuss the main events in stories
- Identifying and discuss the main characters in stories
- Recalling specific information in texts
- Recognising and join in with language patterns and repetition
- Use patterns and repetition to support oral retelling
- Reciting rhymes and poems by heart
- Relating texts to own experiences
- Re telling familiar stories in a range of contexts e.g. small world, role play, storytelling
- Make personal reading choices and explain reasons for choices

Understand both the books they can already read accurately and fluently and those that they listen to by:

- Introducing and discussing key vocabulary
- Activating prior knowledge e.g. what do you know about minibeasts?
- Checking that texts make sense while reading and self-correct
- Making predictions based on what has been read so far
- Make basic inferences about what is being said and done
- Discussing the title and how it relates to the events in the whole story e.g. Peace at Last by Jill Murphy

Participating in discussion about what is read to them, taking turns and listening to what others say

- Listening to what others say
- Taking turns

- Giving opinions and supporting with reasons e.g. Hansel was clever when he put stones in his pocket.
- Explaining clearly their understanding of what is read to them
- Demonstrating understanding of texts by answering questions related to who, what, where, when, why, how

Year 2

How we teach	How we assess and record
<ul style="list-style-type: none"> • Phonics lessons – once a week • Class reading - every day • Shared reading - 2/ 3 times per week • Guided reading - 5 times per week <ul style="list-style-type: none"> ○ Least able twice per week, most able once per fortnight • Home Reading – two banded books 	<ul style="list-style-type: none"> • Guided reading – plans annotated with responses • PM Benchmark – Two children per guided reading group, per half term. Lowest and middle child • NFER comprehension test – once per term • SATS – including practice materials

Reading Objectives

Word Reading

- Apply phonic knowledge and skills to read words until automatic decoding has become embedded and reading is fluent
 - Read accurately by blending the sounds in words, especially recognising alternative sounds for graphemes Read accurately words of two or more syllables that contain alternative sounds for grapheme e.g. shoulder, roundabout, grouping
 - Read words containing common suffixes e.g. –ness, -ment, -ful, -ly
 - Read further common exception words, noting tricky parts (see bottom)
 - Read frequently encountered words quickly and accurately without overt sounding and blending
 - Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation
 - Re-read these books to build up their fluency and confidence in word reading
 - Uses tone and intonation when reading aloud
- Read longer and less familiar texts independently

Comprehension

Develop pleasure in reading, motivation to read, vocabulary and understanding by:

- Listening to a range of texts at a level beyond that at which they can read independently including stories, non-fiction, and contemporary and classic poetry
- Sequencing and discussing the main events in stories Learning and reciting a range of poems using appropriate intonation
- Retelling a wider range of stories, fairy tales and traditional tales
- Read a range of non-fiction texts including information, explanations, instructions, recounts, reports
- Discussing how specific information is organised within a non-fiction text e.g. text boxes, sub-headings, contents, bullet points, glossary, diagrams
- Identifying, discussing and collecting favourite words and phrases
- Recognising use of repetitive language within a text or poem e.g. run, run as fast as you can and across texts e.g. long, long ago in a land far away...
- Make personal reading choices and explain reasons for choices

Understand both the books they can already read accurately and fluently and those that they listen to by:

- Introducing and discussing key vocabulary within the context of a text
- Use morphology to work out the meaning of unfamiliar words e.g. terror, terrorised
- Activating prior knowledge and raising questions e.g. What do we know? What do we want to know? What have we learned?
- Checking that texts make sense while reading and self-correct
- Making predictions using evidence from the text

- Making inferences about characters and events using evidence from the text e.g. what is a character thinking, saying and feeling?

Participating in discussion about what is read to them, taking turns and listening to what others say

- Making contributions in whole class and group discussion Listening and responding to contributions from others
- Giving opinions and supporting with reasons e.g. Was Goldilocks a good or bad character?

Considering other points of view Explaining clearly their understanding of what they read themselves and what is read to them.

- Demonstrating understanding of texts by asking and answering questions related to who, what, where, when, why, how

Year 3

How we teach	How we assess and record
<ul style="list-style-type: none"> ● Class reading - every day ● Shared reading - 2/3 times per week ● Guided reading - 5 times per week <ul style="list-style-type: none"> ● Least able twice per week, most able once per fortnight ● Home Reading – One banded book, one library book 	<ul style="list-style-type: none"> ● Guided reading – plans annotated with responses ● PM Benchmark – Two children per guided reading group, per half term. Lowest and middle child ● NFER comprehension test – once per term

Reading Objectives

Word Reading

- Use knowledge of root words to understand meanings of words
 - Use prefixes to understand meanings e.g. un-, dis-, -mis-, re-
 - Use suffixes to understand meanings e.g. -ation, -ous
 - Read and understand meaning of words on Y3/4 word list – see bottom
 - Use intonation, tone and volume when reading aloud
- Take note of punctuation when reading aloud

Comprehension

Develop pleasure in reading, motivation to read, vocabulary and understanding by:

- Listening to and discussing a range of fiction, poetry, plays, non-fiction
- Regularly listening to whole novels read aloud by the teacher
- Reading a range of non-fiction texts including information, explanations, instructions, recounts, reports, persuasion
- Analysing and evaluate texts looking at language, structure and presentation e.g. newspaper reports, recipes, etc.
- Recognising some different forms of poetry e.g. narrative, free verse
- Reading books and texts for a range of purposes e.g. enjoyment, research, skills development, reference
- Using dictionaries to check meanings of words they have read
- Sequencing and discussing the main events in stories
- Retelling a range of stories, including less familiar fairy stories, fables and folk tales e.g. Grimm’s Fairy Tales, Rudyard Kipling Just So Stories
- Identifying and discussing themes e.g. good over evil, weak and strong, wise and foolish, mean and generous, rich and poor
- Identifying and discussing conventions e.g. numbers three and seven in fairy tales, magical sentence repeated several times
- Identifying, discussing and collecting favourite words and phrases which capture the reader’s interest and imagination
- Preparing poems and playscripts to read aloud, showing understanding through intonation, tone, volume and action

Understand what they read independently by:

- Discussing their understanding of the text
- Explaining the meaning of unfamiliar words by using the context
- Making predictions based on details stated
- Raising questions during the reading process to deepen understanding e.g. I wonder why the character ...
- Drawing inferences around characters thoughts, feelings and actions, and justify with evidence from the text
- Using point and evidence to structure and justify responses
- Discussing the purpose of paragraphs

- Identifying a key idea in a paragraph

Retrieve and record information from non-fiction

- Evaluating how specific information is organised within a non-fiction text e.g. text boxes, sub-headings, contents, bullet points, glossary, diagrams
- Quickly appraising a text to evaluate usefulness
- Navigating texts in print and on screen

Participating in discussion about what is read to them and books they have read independently, taking turns and listening to what others say

- Developing and agreeing on rules for effective discussion
- Making and responding to contributions in a variety of group situations e.g. whole class, pairs, guided groups, book circle

Year 4

How we teach	How we assess and record
<ul style="list-style-type: none"> ● Class reading - every day ● Shared reading - 3 times per week ● Written responses to reading – twice per week ● Guided reading - for children working below standard ● Home Reading – One banded book, one library book 	<ul style="list-style-type: none"> ● Written responses in books – based on texts and questions in shared reading ● PM Benchmark – Two children per guided reading group, per half term. Lowest and middle child ● NFER comprehension test – once per term

Reading Objectives

Word Reading

- Use knowledge of root words to understand meanings of words
- Use prefixes to understand meanings e.g. sub-,inter-, anti-, -auto-
- Use suffixes to understand meanings e.g. –ation, -ous, -tion, -sion, -ssion, -cian
- Read and understand meaning of words on Y3/4 word list
- Use punctuation to determine intonation and expression when reading aloud to a range of audiences

Comprehension

Develop pleasure in reading, motivation to read, vocabulary and understanding by:

- Listening to, reading and discussing a range of fiction, poetry, plays and non-fiction in different forms e.g. advertisements, formal speeches, leaflets, magazines, electronic texts
- Regularly listening to whole novels read aloud by the teacher
- Analysing and evaluate texts looking at language, structure and presentation Analysing different forms of poetry e.g. haiku, limericks, kennings
- Reading books and texts for a range of purposes and responding in a variety of ways
- Analysing and comparing a range of plot structures
- Retelling a range of stories, including less familiar fairy stories, myths and legends
- Identifying, analysing and discussing themes e.g. safe and dangerous, just and unjust, origins of the earth, its people and animals
- Identifying, discussing and collecting effective words and phrases which capture the reader’s interest and imagination e.g. metaphors, similes
- Learning a range of poems by heart and rehearsing for performance
- Preparing poems and playscripts to read aloud, showing understanding through intonation, tone, volume and action

Discussing their understanding of the text

- Explaining the meaning of key vocabulary within the context of the text Making predictions based on information stated and implied
- Demonstrating active reading strategies e.g. generating questions, finding answers, refining thinking, modifying questions, constructing images
- Drawing inferences around characters’ thoughts, feelings, actions and motives, and justify with evidence from the text using point and evidence
- Identifying main ideas drawn from more than one paragraph and summarising these e.g. character is evil because...1/2/3 reasons, Clitheroe Castle is a worthwhile place to visit because 1/2/3 reasons across a text

Retrieve and record information from non-fiction

- Analysing and evaluating how specific information is organised within a non-fiction text e.g. text boxes, sub-headings, contents, bullet points, glossary, diagrams
- Scanning for dates, numbers and names

- Explaining how paragraphs are used to order or build up ideas, and how they are linked
- Navigating texts to locate and retrieve information in print and on screen

Participate in discussion about what is read to them and books they have read independently, taking turns and listening to what others say

- Develop, agree on and evaluate rules for effective discussion
- Making and responding to contributions in a variety of group situations e.g. whole class, independent reading groups, book circ

Year 5

How we teach	How we assess and record
<ul style="list-style-type: none"> • Class reading - every day • Shared reading - 3 times per week • Written responses to reading – twice per week • Guided reading - for children working below standard • Home Reading – One banded book, one library book 	<ul style="list-style-type: none"> • Written responses in books – based on texts and questions in shared reading • PM Benchmark – Two children per guided reading group, per half term. Lowest and middle child • NFER comprehension test – once per term

Reading Objectives

Word Reading

- Use knowledge of root words to understand meanings of words
 - Apply knowledge of prefixes to understand meaning of new words
 - Use suffixes to understand meanings e.g. -ant, -ance, -ancy, -ent, ence, -ency, -ible, -able, -ibly, -ably,
 - Read and understand meaning of words on Y5/6 word list – see bottom
- Use punctuation to determine intonation and expression when reading aloud to a range of audiences

Comprehension

Maintain positive attitudes to reading and understanding what they read by:

- Listening to and discussing a range of fiction, poetry, plays and non-fiction which they might not choose to read themselves
- Regularly listening to whole novels read aloud by the teacher from an increasing range of authors
- Exploring themes within and across texts e.g. loss, heroism, friendship
- Making comparisons within a text e.g. characters' viewpoints of same events
- Analysing the conventions of different types of writing e.g. use of first person in autobiographies and diaries
- Recommending books to their peers with reasons for choices
- Reading books and texts that are structured in different ways for a range of purposes
- Expressing preferences about a wider range of books including modern fiction, traditional stories and myths and legends
- Learning a wider range of poems by heart
- Preparing poems and playscripts to read aloud and perform, showing understanding through intonation, tone, volume and action so the meaning is clear to an audience

Understand what they read by:

- Checking that the book makes sense to them and demonstrating understanding e.g. through discussion, use of reading journals
- Exploring meaning of words in context
- Demonstrating active reading strategies e.g. generating questions to refine thinking, noting thoughts in a reading journal
- Inferring characters feelings, thoughts and motives from their actions and justifying inferences with evidence
- Predicting what might happen from information stated and implied
- Re-read and reads ahead to locate clues to support understanding
- Scanning for key words and text marking to locate key information
- Summarising main ideas drawn from more than one paragraph and identifying key details which support this
- Identifying how language, structure and presentation contribute to meaning e.g. formal letter, informal diary, persuasive speech

Discuss and evaluate how authors use language including figurative language, considering the impact on the reader

- Exploring, recognising and using the terms metaphor, simile, imagery
- Explaining the effect on the reader of the authors' choice of language

Distinguish between statements of fact or opinion within a text

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

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

- Preparing formal presentations individually or in groups
- Using notes to support presentation of information
- Responding to questions generated by a presentation
- Participating in debates on an issue related to reading (fiction or non-fiction)
- Provide reasoned justifications for their views
- Justifying opinions and elaborating by referring to the text. (Point + Evidence + Explanation)

Year 6

How we teach	How we assess and record
<ul style="list-style-type: none"> ● Class reading - every day ● Shared reading - 3 times per week ● Written responses to reading – twice per week ● Guided reading - for children working below standard ● Home Reading – One banded book, one library book 	<ul style="list-style-type: none"> ● Written responses in books – based on texts and questions in shared reading ● PM Benchmark – Two children per guided reading group, per half term. Lowest and middle child ● NFER comprehension test – once per term ● SATS – including preparation activities

Reading Objectives

Word Reading

- Use knowledge of root words, prefixes and suffixes to investigate how the meanings of words change e.g. un+happy+ness, dis+repute+able, dis+respect+ful, re+engage+ment
- Use suffixes to understand meanings e.g. -cious, -tious, -tial, -cial
- Read and understand meaning of words on Y5/6 word list
- Use etymology to help the pronunciation of new words e.g. chef, chalet, machine, brochure – French in origin
- Employ dramatic effect to engage listeners whilst reading aloud
- Read extensively for pleasure
- Skim texts to ascertain the gist
- Use a combination of scanning and close reading to locate information

- Evaluate texts quickly in order to determine their usefulness or appeal
- Understand underlying themes, causes and consequences within whole texts
- Understand the structures writers use to achieve coherence; (headings; links within and between paragraphs; connectives)
- Recognise authors' techniques to influence and manipulate the reader

Comprehension

Maintain positive attitudes to reading and understanding what they read by:

- Listening to, reading and discussing an increasingly wide range of fiction, poetry, plays and non-fiction.
- Regularly listening to whole novels read aloud by the teacher from an increasing range of authors, which they may not choose themselves.
- Recognising themes within and across texts e.g. hope, peace, fortune, survival
- Making comparisons within and across texts e.g. similar events in different books, such as being an evacuee in Carrie's War and Goodnight Mr Tom
- Comparing texts written in different periods
- Analysing the conventions of different types of writing e.g. use of dialogue to indicate geographical and/or historical settings for a story
- Independently read longer texts with sustained stamina and interest
- Recommending books to their peers with detailed reasons for their opinions
- Expressing preferences about a wider range of books including modern fiction, traditional stories, fiction from our literary heritage and books from other cultures and traditions
- Learning a wider range of poems by heart
- Preparing poems and playscripts to read aloud and perform using dramatic effects

Understand what they read by:

- Using a reading journal to record on-going reflections and responses to personal reading
- Exploring texts in groups and deepening comprehension through discussion
- Exploring new vocabulary in context
- Demonstrating active reading strategies e.g. challenging peers with questions, justifying opinions, responding to different viewpoints within a group
- Inferring characters feelings, thoughts and motives from their actions, justifying inferences with evidence e.g. Point + Evidence + Explanation
- Predicting what might happen from information stated and implied
- Re-read and reads ahead to locate clues to support understanding and justifying with evidence from the text
- Scanning for key information e.g. looking for descriptive words associated with a setting
- Skimming for gist
- Using a combination of skimming, scanning and close reading across a text to locate specific detail
- Identifying how language, structure and presentation contribute to meaning e.g. persuasive leaflet, balanced argument

Discuss and evaluate how authors use language including figurative language, considering the impact on the reader

- Exploring, recognising and using the terms personification, analogy, style and effect
- Explaining the effect on the reader of the authors' choice of language and reasons why the author may have selected these

Distinguish between statements of fact or opinion across a range of texts e.g. first-hand account of an event compared with a reported example such as Samuel Pepys' diary and a history textbook

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, maintaining a focus on the topic and using notes where necessary

- Preparing formal presentations individually or in groups
- Using notes to support presentation of information
- Responding to questions generated by a presentation
- Participating in debates on issues related to reading (fiction/non-fiction)

Provide reasoned justifications for their views

Justifying opinions and elaborating by referring to the text e.g. Point + Evidence + Explanation

Book Bands

Colour	Reading Recovery Level	Suggested Year Group and Stage
Pink	1, 2	
Red	3,4,5	
Yellow	6,7,8	Y1 Beginning
Blue	9,10,11	Y1 Beginning
Green	12,13,14	Y1 Developing
Orange	15,16	Y1 Developing
Turquoise	17,18	Y1 Secure
Purple	19,20	Y1 Mastery Y2 Beginning
Gold	21,22	Y2 Developing
White	23,24	Y2 Secure
Lime	25,26	Y2 Mastery Y3 Beginning

Big Cat Collins KS2 (BCC)	Suggested Year Group and Stage	Pearson	Suggested Year Group and Stage
Copper (12)	Y3 Developing	Brown	Y3
Topaz (13)	Y3 Secure Y3 Mastery		
Ruby (14)	Y3 Mastery Y4 Beginning	Grey	Y4
Emerald (15)	Y4 Developing		
Sapphire (16)	Y4 secure Y4 Mastery	Blue	Y5
Diamond (17)	Y5		
Pearl (18)	Y6	Red	Y6

Guided Reading Planning – EYFS

Group: _____ **Date** _____

Book Band:

Book Title:

<ul style="list-style-type: none"> ● <i>Locate title, open front cover, turn pages appropriately</i> ● <i>Understand that left pages come before right</i> ● <i>Use meaning together with repeated language patterns (syntax) and some letters to read simple text</i> 	<ul style="list-style-type: none"> ● <i>Match spoken word to written word (1:1 correspondence)</i> ● <i>Use a few known words to check own reading</i> ● <i>Read simple CVC words in the text from left to right</i>
<p>Book Introduction</p>	<ul style="list-style-type: none"> ● Read the book title to pupils ● Look at the book cover and predict what the book could be about ● Relate to pupils own experience and give them a sentence structure ● The adult debugs the books in terms of vocabulary and sentence structures ● The adult does not show the end of the book and pretends it is the most exciting thing in the world.
<p>Strategy check</p> <p><i>What do you do if you can't read a word?</i></p> <p><i>What do you do if you read a sentence and it doesn't make sense?</i></p> <p>Pupils should chorally recite the strategies with teacher.</p>	<ul style="list-style-type: none"> ● I can look at the first letter in the words, make the sound and crosscheck with picture (phasing out from level red3) ● I can look at the letters in the words, make their sounds and blend them together ● I can break words into syllables/ chunks and put them together to read
<p>Independent Reading</p> <p>Hand out the book, 'Now read to page. . '</p> <p>Pupils are to independently read, adult should dip in and out, supporting pupils to apply their strategies.</p> <p><i>How did you know that word is?</i></p> <p><i>What strategy can you use to read this word?</i></p>	<ul style="list-style-type: none"> ● Read the full book ● Listen to individual readers - do not ask comprehension questions, only pick up inaccuracies in reading <p>Notes:</p>
<p>Responding to the text / Returning to the text</p> <p>1. An oral question</p> <p>2. A question that they have to find the word in the text to answer it.</p> <p>3. An opinion question which gives the children the sentence structure to answer the question</p>	<p>Questions:</p>
<p>Next Steps</p> <p>Whole group /</p> <p>Individual / Follow- up task</p>	<p>Notes:</p>

Guided Reading Planning – KS1

Group: _____ **Date** _____

Book Band:

Book Title:

1a draw on knowledge of vocabulary to understand texts	1b identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information	1c identify and explain the sequence of events in texts	1d make inferences from the text	1e predict what might happen on the basis of what has been read so far
Book Introduction		<ul style="list-style-type: none"> • Read the book title to pupils • Look at the book cover and predict what the book could be about • Relate to pupils own experience • The adult debugs the books in terms of vocabulary and sentence structures • The adult does not show the end of the book and pretends it is the most exciting thing in the world. 		
Strategy check		<ul style="list-style-type: none"> • I can look at the first letter in the words, make the sound and crosscheck with picture • I can look at the letters in the words, make their sounds and blend them together • I can break words into chunks / syllables and put them together to read 		
<p><i>What do you do if you can't read a word?</i></p> <p><i>What do you do if you read a sentence and it doesn't make sense?</i></p> <p>Pupils should chorally recite the strategies with teacher.</p>		<ul style="list-style-type: none"> • I re-read the sentence • I read the following sentences and come back and re-read both sentences • I read the sentence before, the sentence and the next sentence and try to work out what it means • I can look for punctuation and re-read the sentence using it to help me understand the meaning 		
Independent Reading		<ul style="list-style-type: none"> • Read to page • Listen to individual readers - do not ask comprehension questions, only pick up inaccuracies in reading <p>Notes:</p>		
<p>Hand out the book, 'Now read to page. . '</p> <p>Pupils are to independently read, adult should dip in and out, supporting pupils to apply their strategies.</p> <p><i>How did you know that word is?</i></p> <p><i>What strategy can you use to read this word?</i></p>		<p>Notes:</p>		
Clarification		<ul style="list-style-type: none"> • Re-read sentence • What type of word is it? Noun, adjective, verb • What is the root word / core word? • Is a suffix or prefix used in the word? 		
<p><i>Are there any words you need to clarify?</i></p> <p><i>Put finger under the word you need to clarify?</i></p> <p>Some words are difficult to clarify, so you can explain to pupils if meaning is not easy to retrieve.</p>		<p>Questions:</p>		
Responding to the text / Returning to the text		<p>Questions:</p>		
<p>Word / sentence/ opinion</p>		<p>Notes:</p>		
Next Steps		<p>Notes:</p>		
<p>Whole group /</p> <p>Individual / Follow- up task</p>		<p>Notes:</p>		

Guided Reading Planning – KS2

2a Give / explain the meaning of words in context....	2b Retrieve and record information / identify key details from fiction and non-fiction.	2c Summarise main ideas from more than one paragraph.	2d Make inferences from the text / explain and justify inferences with evidence from the text.	2e Predict what might happen from details stated and implied	2f Identify / explain how information / narrative content is related and contributes to meaning as a whole	2g Identify / explain how meaning is enhanced through choice of words and phrases	2h Make comparisons within the text
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<p>Book Introduction</p> <p>Book name</p>	<ul style="list-style-type: none"> ● Read the book title to pupils ● Look at the book cover and predict what the book could be about ● Relate to pupils own experience ● The adult must chunk the book into sections to read ● The adult can give a leading question to answer when they read to a specific page
<p>Strategy check</p> <p><i>What do you do if you can't read a word?</i></p> <p><i>What do you do if you read a sentence and it doesn't make sense?</i></p> <p>Pupils should chorally recite the strategies with teacher.</p>	<ul style="list-style-type: none"> ● I can use my phonics ● I break words into chunks/syllables and put them together to read ● I read the little words in big words (compound – e.g. Ladybird)
<p>Independent Reading</p> <p>Hand out the book, 'Now read to page. .'</p> <p>Pupils are to independently read, adult should dip in and out, supporting pupils to apply their strategies.</p> <p><i>How did you know that word is?</i></p> <p><i>What strategy can you use to read this word?</i></p>	<ul style="list-style-type: none"> ● I re-read the sentence ● I read the following sentences and come back and re-read both sentences ● I read the sentence before, the sentence and the next sentence and try to work out what it means ● I can look for punctuation and re-read the sentence using it to help me understand the meaning
<p>Clarification</p> <p><i>Are there any words you need to clarify?</i></p> <p><i>Put finger under the word you need to clarify</i></p>	<ul style="list-style-type: none"> ● Read to page ... ● Listen to individual readers - do not ask comprehension questions, only pick up inaccuracies in reading <p>Notes:</p>
<p>Responding to the text / Returning to the text</p>	<p>Questions:</p> <ul style="list-style-type: none"> ● ● ● ●
<p>Next Steps</p> <p>Whole group / Individual / Follow- up task</p>	<p>Notes:</p> <p>.</p>

Shared Reading Planning – KS2

Week commencing:

Text /Author:

2a Give / explain the meaning of words in context....	2b Retrieve and record information / identify key details from fiction and non-fiction.	2c Summarise main ideas from more than one paragraph.	2d Make inferences from the text / explain and justify inferences with evidence from the text.	2e Predict what might happen from details stated and implied	2f Identify / explain how information / narrative content is related and contributes to meaning as a whole	2g Identify / explain how meaning is enhanced through choice of words and phrases	2h Make comparisons within the text
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Introduction

Reading book for the first time:

- Read the book title to pupils
- Look at the book cover and predict what the book could be about
- Relate to pupils own experiences and previous reading

If continuing a book:

- Plan an initial retrieval, prediction or summary based activity or question

Strategy check – Pupils should chorally recite the strategies with the teacher

What do you do if you can't read a word?

EYFS – Y3:

- *Look at the letters*
- *Make the sounds*
- *Blend the sounds together*

If it's a long word, remember to :

- *Break up the word*
- *Look for little words in big words*

From Year 4 upwards:

- *I use my phonics to sound it out*

What do you do if you read a sentence and it doesn't make sense?

- *Go back and read it again*

What if it still doesn't make sense?

- *Read the sentence before, read the sentence after, then read all 3 together*

Shared Reading –

- Read with pupils - do not ask comprehension questions, only pick up inaccuracies in reading
- At all levels, teachers should follow the text on the board.
- Where appropriate, children should have copies of the text in front of them

Clarification

- Annotate key words on plan
- Give quick definitions to improve vocab
- Ask questions to check understanding and have pair/group discussions
- Support children to use knowledge of other words to work out word meaning
- Check and probe general understanding of text

- *Are there any words that you do not know or understand?*
- *Is there anything in the text you don't understand?*
- *Which word tells us that?*
- *What does the word ___ mean in the sentences?*
- *What do you think is happening here?*

- **Photocopied pages/paragraphs with highlighted clarification words and questions must be kept with this sheet in your reading folders**
- **For classes who require written responses, please record the questions below**

Written Response Questions

- Plan for around 4 questions per session
- Plan for questions which test a mix of skills
- Label your question:

R – retrieval

I – inference

WM – word meaning

S – summarise

P – predict

E – evaluate how content is relevant, how meaning is enhanced, make comparisons (see above)

- You may wish to use test style questioning strategies e.g. multiple choice, true/false

Page number:

1.

2.

3.

4.

Page number:

1.

2.

3.

4.

Shared Reading Planning – Question Stems

<p>Retrieval <i>Can children find the relevant details to answer the question?</i></p> <ul style="list-style-type: none"> • What is...? • How did...? • Who had...? • What happened to...? • Who is/was...? • What was ___ doing when...? • Find 2/3 reasons for... • True or false...? 	<p>Inference <i>Can children find clues to answer questions about things that are not specifically stated?</i></p> <ul style="list-style-type: none"> • How can you tell ___ is feeling happy when ...? Explain using the text. • What does ___ think when ...? Explain using the text. • How do descriptions of ___ show they were feeling ___? Explain using the text. • How does the writing make it feel scary/suggest danger etc.? How do you know? • How was ___ mad to seem ___? Find evidence in the text • How does ___'s mood change? How do you know?
<p>Word Meaning <i>Can children understand the meaning of words and why they have been used?</i></p> <ul style="list-style-type: none"> • What word in the text tells you...? • Find and copy (one word/phrase/sentence) that tells you... • The author uses this word _____. What does it mean? • The writer uses words such as _____ to describe _____. What does this tell you about _____? • Highlight a key phrase or line. By writing a line in this way what effect has the author created? • What other words/phrases could the author have used? • Can you find an example of a word that means _____? • What impact does the phrase _____ have on the reader? • Find and copy words from the paragraph that show it was _____ • Highlight a key phrase or line. By writing a line in this way what effect has the author created? • The writer uses words like _____ to describe _____. What does this tell you about _____? • What other words/phrases could the author have used? • What technique has the writer used? How are these words effective? 	<p>Summarise <i>Can children discuss the significance, meaning and order of part of a text?</i></p> <ul style="list-style-type: none"> • What is the main message of the text? • Number the sentences below to show the order they happened • Which of these events happened first? • Which of these events happened last? • What happened after? • What happened before? • Order these events from 1 – 5 • Pick the 5 most important events • Summarise in pairs and compare with others – what is the same? What did you leave out?
<p>Predict <i>Can children say what they think will happen based on what they have read?</i></p> <ul style="list-style-type: none"> • What do you think would happen if _____? • What might happen next? Why? • Choose one character from the book and predict how you think they will behave/react? • Can you predict several possible outcomes and explain your answer? • What if...? 	<p>Evaluate <i>Can children make comparisons and explain the significance of the text?</i></p> <ul style="list-style-type: none"> • Look at a specific phrase – how do these words make the reader feel about...? • How does the use of language affect the reader? • Which words create mood in the text? • What effect has the author created? How? • What impression does the writer give of ___'s character? How? • Why do you think the author began with...? Why? • How does the information in this text try to influence your view on...? Why?

One-to-one Reading – EYFS

EYFS	
Books to be read	Wordless/Decodable/Banded books depending on ability In Reception, these should be books which have been taken home to read by children
How often	Every child, every week
Book introduction	<i>Where is the title?</i> <i>Show me the front/back cover.</i> <i>Have you read this book?</i> <i>Who did you read with?</i> <i>Did you enjoy it?</i> <i>Can you turn the pages?</i> <i>Where do you start reading on a page?</i> <i>Where does your reading finger go?</i>
Strategy check	What do you do if you can't read a word? <ul style="list-style-type: none"> ● <i>I can look at the letters in the words, make their sounds and blend them together</i> ● <i>I can break words into chunks / syllables and put them together to read</i>
Listening to readers	Listen to a child read the text. If they get stuck on a word, remind them of the strategies. Clarify the meaning of unfamiliar words.
Responding to text	Depending on the text, ask 2/3 retrieval questions where children can find the answer in the text.
Assessment and record keeping	Record activity and comment on what children have struggled with in reading folder

One-to-one Reading – Year 1 – Year 3

Year 1 - 3	
Books to be read	Decodable/Banded books depending on ability These should be books which have been taken home to read by children
How often	Every child, every week
Book introduction	What is the title? Have you read this book? Who did you read with? Did you enjoy it? Why?
Strategy check	<p>What do you do if you can't read a word?</p> <ul style="list-style-type: none"> ● <i>I can look at the letters in the words, make their sounds and blend them together</i> ● <i>I can break words into chunks / syllables and put them together to read</i> ● <i>I can look for small words in big words</i> <p>What should you do if you do not understand a sentence?</p> <ul style="list-style-type: none"> ● <i>I re-read the sentence</i> ● <i>I read the following sentences and come back and re-read both sentences</i> ● <i>I read the sentence before, the sentence and the next sentence and try to work out what it means</i> ● <i>I can look for punctuation and re-read the sentence using it to help me understand the meaning</i>
Listening to readers	Listen to a child read the text. If they get stuck on a word, remind them of the strategies. Clarify the meaning of unfamiliar words.
Responding to text	Depending on the text, ask 2/3 questions using the question stems in the reading policy.
Assessment and record keeping	Record activity and comment on what children have struggled with in reading folder

One-to-one Reading – Year 4 – Year 6

Year 4 - 6	
Books to be read	Banded books (Decodable books for children who have insecure GPC)
How often	Children below the standard should be heard once per week Children at or above the standard should be heard at least once per fortnight
Book introduction	For new books: <i>Look at the cover, what do you think this might be about?</i> <i>Have you read anything similar before?</i> For previously read books: <i>What is the title?</i> <i>Have you read this book?</i> <i>Who did you read with?</i> <i>Did you enjoy it? Why?</i>
Strategy check	What do you do if you can't read a word? <ul style="list-style-type: none"> ● <i>I can look at the letters in the words, make their sounds and blend them together</i> ● <i>I can break words into chunks / syllables and put them together to read</i> ● <i>I can look for small words in big words</i> What should you do if you do not understand a sentence? <ul style="list-style-type: none"> ● <i>I re-read the sentence</i> ● <i>I read the following sentences and come back and re-read both sentences</i> ● <i>I read the sentence before, the sentence and the next sentence and try to work out what it means</i> ● <i>I can look for punctuation and re-read the sentence using it to help me understand the meaning</i>
Listening to readers	Listen to a child read the text. If they get stuck on a word, remind them of the strategies. Clarify the meaning of unfamiliar words. <i>Re-read the sentence</i> <i>What type of word is it? (noun, adjective, verb etc)</i> <i>What is the root word?</i> <i>Is a suffix/prefix used?</i>

Responding to text	Depending on the text, ask 2/3 questions using the question stems in the reading policy.
Assessment and record keeping	Record activity and comment on what children have struggled with in reading folder

