

# **Reading Policy**

## **Owston Park Primary Academy**



## **Rationale**

At Owston Park Primary School we have a real passion for reading and a love of books. We recognise that the development of reading is crucial to the progress children make across the curriculum and we are intent on supporting the children to become confident and effective readers. We set high standards for our readers and expect them to make rapid and sustained progress throughout their time in school. We do this by prioritising reading, setting challenging goals, embedding a joy and a thirst for reading and putting extra support in place where necessary. Reading CPD is a high priority so all staff are experts in reading and early reading. We aspire to promote a whole community goal of sharing a love of books and reading and to open the children's minds to the world of imagination, a world where anything is possible.

In the Early Years children are exposed to a rich diet of quality stories, a wide range of books, nursery rhymes and new, ambitious vocabulary. Throughout both phases of the EYFS, children are working towards the Early Learning Goals (ELGs) and start work on phonics. Beyond those the national curriculum sets out a reading progression for children in Years 1-6 and illustrates expectations in word recognition and comprehension. We plan our reading opportunities based upon the statutory requirements around content and sequence and ensure our books match the sounds that children know. We enhance those requirements by including a range of exciting and engaging reading opportunities. Children who fall behind are supported to catch up quickly.

Reading at Owston Park helps children to develop culturally, emotionally, intellectually, socially and spiritually. Literature plays a key role in this development. Reading also enables children to acquire knowledge and build on what they already know. All the skills of language that are essential to participating fully as a member of society are developed through reading.

Reading involves a range of strategies which help children interpret the marks on the page, assign meaning to those marks and absorb that meaning to make sense of what is written. Children need to develop the ability to read, with understanding, a wide range of text including fiction, non-fiction, print in the environment as well as print accessed via technology. Competence in reading is the key to independent learning, development and progress so therefore the teaching of reading is given our highest priority in school.

## **Aims**

The overarching aim for reading in school is to promote high standards of language development and reading comprehension which children transfer into all other areas of their learning as well as developing a love of literature and a widespread pleasure for reading. We aim to ensure that all children;

- Develop a 'love' of reading.
- Be curious about books
- Read easily, fluently and with good understanding
- Develop the habit of reading widely and often, both for pleasure and information
- Acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- Appreciate our rich and varied literary heritage
- Write clearly, accurately and coherently, adapting their language style across a range of contexts, purposes and audiences

- Use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas

### **Guidelines**

At Owston Park we have developed a set of minimum criteria which should be rigidly adhered to but may be freely supplemented according to the knowledge, skills and aptitudes of individual teachers;

- There will be a daily English lesson of at least 45 minutes in length giving children the opportunity to implement their reading skills across a wide range of activities (in EYFS and KS1 this will be a Read, Write, Inc. session)
- Protected daily story time where children are read to by an adult
- In Early Years, communication and language is at the heart of everything we plan/do
- Oral retelling of nursery rhymes and traditional tales in EYFS & KS1
- There will be at least 3 guided reading sessions each week over and above the English lesson which give children the opportunity to read sustained texts and answer pre-planned questions relating to the text. This can, and is encouraged to be, the class text used for topic work and silent reading. As per the end of key stage tests however, this should be backed up by extracts from texts linked with each other.
- Each class will have the opportunity to be read to daily
- Each child will have the opportunity to read silently at least twice per week
- Each class will have a vocabulary wall where children investigate words from their reading, and have a 'word family of the week'
- Each child will have a reading book which records their progress along national curriculum programmes of study for reading as well as their aptitudes with the various content domains
  - All children will have a library session and have access books in the school library.
- Each classroom will have a reading area with books and props which match their topic
- Every topic will have at least one linked fiction text with associated reading activities
- Every term there will be a book week where all activities are related an author/book
- All topics must have a bespoke reading activity
- Each class will have a reward system in place to encourage children to apply skills and knowledge learned in wider reading to their writing
- Each class will teach at least one unit of poetry per year

### **Reading Pledge;**

Beyond these minimum guidelines we have made a pledge to 'Plan for Reading' more explicitly. Below are our pledges.

### **Nursery;**

- Make 'reading' central to our planning so the whole week is based around our 'hook book'. This is always a quality text that contains rich vocabulary, rhyming words, repeated refrains etc. The books are chosen to link in with the current topic or following the children's current interests.
- All areas of provision to be enhanced with pictures/text/vocabulary and challenges linked to the current linked texts.
- Story books, puppets, nursery rhyme and story props linked to familiar texts to be freely available in the reading area to enable children to retell stories and nursery rhymes. This is

to encourage independent story telling. Children are encouraged to choose and peruse books freely as well as sharing them when read by an adult.

- As well as the weekly 'hook book' to have story time every day before children go home. Familiar stories to be selected so that children can join in or books to be selected for their rhyming, alliteration content etc.
- Phase one 'Letters and Sounds' standalone sessions 3 times a week – particularly in autumn and spring term. Phase one falls largely within the Communication & Language and Reading areas of learning within the EYFS; exploring sounds in the environment, instrumental sounds, voice sounds, rhyming sounds and alliteration. This sound exposure will enable children to develop their ability to tune into speech sounds, moving onto oral blending and segmenting activities in the later stages of Phase One.
- Continuous provision to be regularly audited – to ensure that the indoor and outdoor provision is a rich and varied environment that will support children's language learning through Phase One.
- Quality story books to be taken home each week and then discussed in small groups during 'book review' every Friday.
- Children to be tracked and supported during child-led activities (continuous provision) against the EYFS Rose Learning Trust Development Tracker statements for reading.

#### **Reception;**

- Tricky words and reading sheets will be sent home.
- Ruth Miskin videos are sent to parents to practise the sound the children have learned that day
- We will expose the children to more quality traditional tales.
- We will ensure a quality story time each day.
- Lots of environmental print to be displayed in the classes.
- Phonic cards and mats to be available all day.
- Environmental print to be displayed around the classroom and outside.
- Interventions to be established for individual children.
- Planning and learning intentions to be sent home to the parents each week, to support leaning in school.
- Phonics grab boxes to be set up for continuous provision.
- Home reading time is limited so extra reading sheets to be sent home to ensure practice. □  
Rose learning tracker statements used as a focus for planning in each area.

#### **KS1;**

- Decided that whilst it would prove difficult because of the fluency barriers to give the children chunks of texts to read independently, we would build more opportunities for teaching reading into wider curriculum lessons - e.g. building reading comprehensions into science and history lessons to develop reading skills whilst enhancing understanding of a topic area.
- Decided to explicitly include challenging texts as sources of information for shared reading in wider curriculum esp. in history, e.g. looking at and reading Captain Scott's diary together whereas previously we'd have paraphrased it for children.
- Ensure children begin to have explicit instruction on content domains.
- Bottom 20% of children identified from diagnostics and PSC. These children to have extra, bespoke support during quality first teaching and Fast Track phonics at least three times per week on an individual basis designed to directly address their diagnosed need.

#### **Y3/4;**

- Make more cross curricular links with English curriculum ie; increase reading opportunities in wider curriculum sessions (pm).
- Ensure children are reading in class daily.
- Ensure all lower ability (bottom 20%) readers (and DP children) are targeted for reading practice weekly one to one. Ensure they also receive appropriate pedagogical support during quality first teaching.
- Ensure all children are tested diagnostically for phonics levels as a baseline.
- Teachers to target more able children and children who are less able but very confident (MA readers) for reading out loud in guided reading sessions 3 times per week.
- Try to ensure text types are varied and authors are varied.
- Silent reading sessions modelled by teacher – when they read you read!
- Reading in maths and science, more regularly targeted.
- Reading domains are clearly displayed in the classroom and referred to each guided reading lesson. Children to have specific instruction in the mechanics of recognising answering each domain.
- Once each half term children will read a child friendly journal article created by an academic related to the subject.
- RE Drop Down Day – ensure there are plenty of opportunities for reading material – whole class and individual.
- Children who still require phonics will continue with RWI.

#### **Y5;**

- Incorporate more reading comprehension tasks into each week.
- Children to access a wider variety of more challenging texts.
- Make more time for independent/quiet reading time.
- More opportunities for children to read aloud to the teacher.
- Protected time for class story/text read by teacher.
- Cross-curricular reading to be increased – at least one opportunity per week.
- Ensure bottom 20% readers and PP children access extra 1:1 reading with an adult with differentiated comprehension questions.
- Formal interventions for children who are working slightly below ARE.
- Reading domains are clearly displayed in the classroom and referred to each guided reading lesson. Children to have specific instruction in the mechanics of recognising answering each domain.
- Children will join fluency intervention groups where necessary.

#### **Y6;**

- Guided reading to happen 4 days per week, where we read the book and answers questions relevant to the content domain.
- Children to take home their reading books and bring them back as per rest of school. They will be listened to each week at least once, with more opportunities, when we read aloud our guided reading text or when they are asked to read information from the PowerPoint slides.
- Wider and more frequent reading in other subjects, such as history, geography and science.

- Baseline assessment and end of year targets will allow us to identify the children who need additional interventions once a week.
- We will make more links between our guided reading novel our topic, making inferences from the knowledge we have learnt in topic lessons and transferring them, to further aid our understanding of the text.
- Main content domains to be displayed in every Y6 room and referred to in each guided reading lesson.
- Make more opportunities for reading in the non-core subjects, reading that is of the children's level and can challenge them.
- Give out a reading book that the children keep in school that they can read when they have completed any work, at dinner times, or any other free time. These will be matched to the children so that they are suitable but also challenging of their ability.
- Ensure more opportunities for reading for vulnerable groups, especially quality texts.
- Look for opportunities across the curriculum to encourage the WTS children with their reading and particularly their retrieval and inference practice as it has shown to be beneficial, particularly with history and analysing sources.
- Bespoke intervention for bottom 20%.
- Provide more resources for the children to read at their own pace to help aid them in a lesson such as additional information in science, rather than racing through the information on a PowerPoint.

**We use the following teaching techniques to teach the skills of reading;**

### **Shared Reading (Echo)**

Shared reading involves the class sharing a text which is beyond or a challenge for their independent reading level. Shared reading provides a context for teacher modelling and applying reading skills. There is no minimum requirement for this though it is expected to be the priority strategy in noncore and topic sessions as per the guidelines above.

### **Guided Reading**

Whole-class reading sessions mean that children of all attainment bands are immersed in the same high-quality literature and the high quality, language rich discussions that these texts promote. They are also exposed to the enhanced reasoning skills of more confident readers.

These sessions are over and above the English lesson specified in the guidelines above. The sessions will focus on children's ability to;

- develop and maintain pleasure in reading and develop motivation to read
- read independently, with correct intonation, fluency and stamina
- check that a text makes sense
- understand the vocabulary in books and have strategies for working out the meaning of unknown words
- understand the books they can read and that have been read to them across the whole range of content domains
- be able to ask questions and enter into discussion to improve their understanding of texts
- understand, recognise and use content domains

### During the session;

- the children will read an extract or whole piece the difficulty of which challenges their independent reading skills and the length of which will challenge their stamina and pace but which is in line with year group agreed word counts
- the children will work in mixed-attainment pairs, so as to allow for frequent, paired discussion. Pairings may be chosen according to the content domain need identified through assessments and tests
- the teacher will model good use of intonation, movement, volume and expression. Children will pick up good reading styles from teachers' performances. Eventually, they will start to emulate them in their own performances
- the teacher will choose children to read during the session so that all children are heard within the week. The children will read the majority of the text out loud with the teacher interjecting to maintain flow
- the teacher will actively monitor pace, so as to ensure high levels of engagement throughout the lesson
- the teacher should use targeted and open-ended questioning. Questions will be pre-planned to challenge specific content domains. Targeted questioning (cold calling) is not only good for Assessment for Learning but also a good way to ensure all children engage with the lesson – if they don't know who will be asked to provide a response then they are more likely to consider your question and make good use of their talking partner
- the teacher will model, and expect from children, high-quality responses with evidence and explanations provided to support. Children need to be able to verbalise a response before they can write one; developing this skill at primary is vital for success at secondary. Teachers should model and encourage children to make effective use of sentence stems, e.g. The author has used the word \_\_\_\_\_ to suggest \_\_\_\_\_
- follow-up tasks are carefully thought out so as to provide challenge for all children and support for those who need it. A follow-up task is a good way for children to reflect on what they have read and an opportunity for the teacher to observe/assess the individual understanding of a piece. Differentiating these tasks should not be onerous; simple tweaks or use of an adult are often enough. Activities should include; the children creating their own questions to answer; writing in the style of; investigating and changing vocabulary; prediction; summary; clarification etc. All activities will be recorded in a 'Reading Journal' so that evidence of learning and progress can be demonstrated.

### Lesson Structure

**In KS1** the lesson takes four parts, at least until summer term, building up to a five part lesson in Y2 to include an independent task. 1C questions are covered as part of a 'key features' section, roughly once a week. The texts that children read are challenging and include ambitious vocabulary, some of which is pre-taught via our explicit vocabulary lessons. The texts link to the children's wider curriculum learning where the link is meaningful and helps to enhance and reinforce the child's understanding of their prior learning and also means that the children have a contextual understanding of what they're reading to enable a deeper level of understanding. The majority of reading lessons are oral as we prioritise high quality discussion. Reading lessons follow this structure:

**1) Do now:** Retrieval question based on small text or a picture.

**2) Vocabulary Check:** find a copy a word that means the same as, or that shows...

- 3) **Features of the text:** key features... fiction/non fiction, who might read this text? What's the purpose of this text?
- 4) **Prove It 1d/1e:** Inferences/prediction e.g. How did the character feel when, why was the character surprised when...
- 5) **Y2 – Independent Activity** e.g. beginning of year answering questions (usually 1B questions – most common, or creating their own questions, prediction, summary etc. **Depth – Extension related to Y2 GDS**

In **KS2** Guided Reading is taught at least 3 times per week for between 40 minutes and an hour. Two other days will focus on the class text either during English or as a guided reading session. The main skills covered are inference and retrieval. The lesson will be presented in Powerpoint format. All children have the opportunity to read out loud to the teacher across these sessions. Children read sentences or paragraphs depending on text length/sentence length/proficiency.

One session will include *Echo Reading* and *Text marking* (see appendix).

An adult will 'drop-in' on a child during independent work to hear them re-read part of the text if he/she has not read aloud during the week. Vocabulary for the text will be taught and will be accompanied with pictures or visuals where possible for a deeper understanding.

Lessons will begin with reading. Texts should not take more than 15 minutes of the lesson to read. Children will do the majority of the reading but teachers may read some for modelling purposes and to ensure pace. A small section of the text may be kept for the children to read during independent work.

Children will answer *Quickstart* retrieval questions. These may not require children to look back at the text but for accuracy in answering skimming, scanning and *Fastest Finger First* will be used to locate the answer. These will be self or peer marked.

Deeper questions or activities will then be presented one at a time. These will take three forms: individual thinking, partnered talk and independent work. Symbols for these questions will be added to the slides and follow up work.

**See appendix 1**

### **'Unit' structure**

Every half term we will study a reading unit for around four weeks. This will be linked to the class text but could include studying related texts. The full unit will work towards a final 'piece', which will have success criteria linked to our metacognition colours; individual lessons working towards this will have learning challenges focussing on reading domains (one at a time for individual children but differentiation may require linking more than one). Over the unit, as children become ready, they will be presented with greater depth tasks. The final 'piece' will use green pen and other feedback strategies to ensure that children can be challenged towards a metacognition colour higher than their current level. Children will be expected to use the skills they have been learning in their main English lesson. The remainder of the half term will focus on 'wider reading' to give children an opportunity to increase their experience of rich and varied texts. These will practise domain types as per individual children's needs.

### **Individual reading**

All children in EYFS take home a story book each week. PIP children in reception also take home a reading book with no words and the readers take an appropriate reading book.



All children in KS1 are assessed against their Read, Write, Inc. level and given an appropriate RWI Book Bag Book which matches the sound they know. We aim to hear each child read individually once per fortnight. Reading books are sent home once per week to practise with parents/carers and recorded in planners. Progress through the scheme is recorded and the class teacher is responsible for making decisions about moving on through the scheme. In KS2 specific children will be heard read individually depending on their need.

### **Adults reading aloud**

Teachers will read aloud a range of texts and stories, usually on a daily basis. We believe that giving children the opportunity to hear an adult read aloud allows them to comment on and make sense of the events and experiences within a text. These sessions allow teachers to deepen the children's understanding by asking literal and inferential questions. Most importantly however story time allows our teachers to share their passion for reading.

### **Assessment**

Assessment of reading happens every day, in every reading lesson.

Children are assessed regularly, both formally and informally. As well as the formal assessments carried out termly (NFER/SATs) for all children we use formal diagnostics as well as phonics screening checks (Y1-3).

Teachers and support staff also conduct more informal assessments in the form of reading comprehensions, which helps us understand whether children are understanding the mechanics of reading (reading domains, reading stamina). All reading lessons have a strict format which enables recall and retrieval ('Do Now' and low stakes quizzes) at the beginning of lessons and evaluation and review at the end, as well as opportunities for depth for those children who need a challenge. This format helps us to identify which children need support with which aspect of their reading journey and same day interventions are available to any child from any ability level who needs support. Staff have also participated in extensive reading CPD to enable them to use questioning and feedback strategies to support children's learning, identify misconceptions and provide support (quality first or intervention).

## **Appendix 1:**

### **Echo reading**

It is important to model to children about great reading aloud. Ask the children to 'fill the room' with their voice. *Can Sam in the corner hear you? Can you start again?*

The teacher reads exactly how the text should sound and asks the children to 'echo' back.

Model self-correction when you are reading and draw attention to the fact that you have done so.

Teacher to text mark a section of the text with the children and children to practise reading using the markings as a guide. Children practise the reading and then perform it with other children giving positive and constructive feedback. A further section will then be marked by the children independently and the process repeated.

### **Individual thinking**

One or two questions that the children answer in their books. These questions will usually have a 'right' answer. These are answered in silence and a will need a couple of minutes per question to answer. Answers are checked and misconceptions addressed. Children should need to make reference to the text to support the answers-not necessarily direct quotes. Answers will be given orally and time give to correct.

### **Individual thinking - Scaffolding**

Expand on what the question is asking.

Model with a similar question.

Direction to the relevant part of the text.

Add multiple choice.

### **Partnered Talk**

Partnered talk will be structured in a way that demands both children to be given the opportunity to speak. Questions won't necessarily have a 'right' answer but will encourage discussion. The expectation is that the children should be able to give their answer and recall differing thoughts of their partner. Children do not necessarily need to write the answer to this question but occasionally this would be useful in order to practise answering in 'test style'.

### **Partnered Talk – Scaffolding**

Answer stems

Non-negotiable vocabulary

Thought out partnerships

Probing questions

Scripting answers together

### **Independent work**

This is at the end of the lesson and is a longer task. These should be completed independently followed by a discussion at the end.

### **Independent work –scaffolding**

Explicit modelling of the task

Clues

Minimising the task

Give previous examples

## **Appendix 2:**

### **Year 1 Word Recognition**

Pupils should be taught to:

- apply phonic knowledge and skills as the route to decode words
- respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes
- read accurately by blending sounds in unfamiliar words containing GPCs that have been taught
- read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
- read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings
- read other words of more than one syllable that contain taught GPCs
- read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)
- read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words.

### **Comprehension**

Pupils should be taught to:

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

- 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
- 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
- learning to appreciate rhymes and poems, and to recite some by heart
- discussing word meanings, linking new meanings to those already known

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

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

### **Year 2 Word Recognition**

Pupils should be taught to:

- continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent
- read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes
- read accurately words of two or more syllables that contain the same graphemes as above

- read words containing common suffixes
- read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
- read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered
- read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation

### **Comprehension**

Pupils should be taught to:

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

- 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
- discussing the sequence of events in books and how items of information are related
- becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales
- being introduced to non-fiction books that are structured in different ways
- recognising simple recurring literary language in stories and poetry
- discussing and clarifying the meanings of words, linking new meanings to known vocabulary
- discussing their favourite words and phrases
- continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear

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

- 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
- participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say

### **Year 3 and 4 Word Recognition**

Pupils should be taught to:

• apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) both to read aloud and to understand the meaning of new words they meet

### **Comprehension**

Pupils should be taught to:

Develop positive attitudes to reading and understanding of what they read by:

- 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 □ using dictionaries to check the meaning of words that they have read
- 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 preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action
- discussing words and phrases that capture the reader's interest and imagination
- recognising some different forms of poetry [for example, free verse, narrative poetry] Understand what they read, in books they can read independently, by:
- 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
- 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 main ideas drawn from more than one paragraph and summarising these
- identifying how language, structure, and presentation contribute to meaning
- retrieve and record information from non-fiction

### **Year 5/6 Word Recognition**

Pupils should be taught to:

- 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.

### **Comprehension**

Pupils should be taught to:

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

- continuing to read and discuss an increasingly wide range of fiction, poetry, plays, nonfiction 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 myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions recommending books that they have read to their peers, giving reasons for their choices
- identifying and discussing themes and conventions in and across a wide range of writing □ making comparisons within and across books
- 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 Understand what they read by:
- 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
- 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
- summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas
- 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
- 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

## **Appendix 3:**

### **Year 1 Focus Objectives**

<b>Word Reading Skills</b>
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Apply phonic knowledge and skills to decode words.
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Respond speedily with the correct sound to graphemes for all 40+ phonemes, including alternative sounds for graphemes.
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Read accurately by blending sounds in unfamiliar words.
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Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.
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Read words containing 's, es, ing, ed, er, est' endings.
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Read other words of more than one syllable.
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Read words with contractions e.g. I'm, I'll, we'll, and understand that the apostrophe represents the omitted letter(s).
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Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words.
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Re-read books to build up their fluency and confidence in word reading.
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<b>Reading Comprehension</b>
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Listen to and discussing a wide range of poems, stories and non-fiction texts.
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Link what they hear and read to their own experiences.
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Become familiar with and retell key stories, fairy stories and traditional tales.
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Recognise and join in with predictable phrases.
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Learn to appreciate and recite rhymes and poems.
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Discuss word meanings, linking new meaning to those already known.
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Draw on what they already know, on background information or known vocabulary to discuss a topic.
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Check that a text makes sense to them as they read, and correct their own mistakes.
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Discuss the significance of the title and main events.
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Make inferences on the basis of what is being said and done.
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Predict what might happen on the basis of what has been read so far.
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<b>Participate in Discussion about Books</b>
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Participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say.
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Explain clearly their understanding of what is read to them.
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<b>Next steps;</b>
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## Year 2 Focus Objectives

<b>Word Reading Skills</b>
a Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.
b Read accurately words of two or more syllables that contain the same graphemes as above.
c Read words containing common suffixes.
d Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.
e Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered.
Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.
<b>Reading Comprehension</b>
Develop pleasure in reading, motivation to read, vocabulary and understanding:
g listen to, discuss and express views about a wide range of contemporary and classic poetry, stories and non-fiction;
h discuss the sequence of events in books and how items of information are related;
l become increasingly familiar with and retell a wider range of stories, fairy stories and traditional tales;
j recognise that non-fiction books are structured in a different way.
k recognise simple recurring literary language in stories and poetry.
l discuss and clarify the meanings of words, linking new meanings to known vocabulary.
m discuss their favourite words and phrases from a text.
n continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear.
Understand both the books that they can already read accurately and fluently, and those that they listen to:
o draw on what they already know or on background information and vocabulary provided by the teacher;
p check that the text makes sense to them as they read and correcting inaccurate reading;
q make inferences on the basis of what is being said and done;
r answer and ask questions;
s predict what might happen on the basis of what has been read so far
<b>Participate in Discussion about Books</b>
Participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say.
t Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.
<b>Next steps</b>



## LKS2 Focus Objectives

<b>Word Reading Skills</b>
a Apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of any new words they meet.
b Read further common exception words, noting unusual correspondences between spelling and sound, and where these occur in the word.
<b>Reading Comprehension</b>
c Read and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks that are structured in different ways.
d Use dictionaries to check the meaning of unfamiliar words they have read.
e Re-tell familiar stories orally.
f Identify themes and conventions in a wide range of books.
g Read aloud and perform- showing understanding through intonation, tone, volume and action.
h Discuss words and phrases that capture the reader's interest and imagination.
i Discuss authorial choices and how words/phrases are used to create impact.
j Recognise different forms of poetry (e.g. free verse, narrative poetry).
k Discuss their understanding and explain the meaning of words in context.
l Ask questions to improve their understanding of a text.
m Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify their inferences with evidence.
n Predict what might happen from details stated and implied.
o Identify themes and conventions in a wide range of books.
p Identify the main ideas drawn from more than one paragraph and summarise them.
q Identify how language, structure and presentation contribute to meaning.
<b>Retrieve and Record Information</b>
r Locate information in non-fiction texts using a range of features; indexes, glossaries, contents pages, headings, tables, charts and diagrams.
s Skim and scan to locate key information, which may include highlighting and annotating a text.
<b>Participate in Discussion about Books</b>
t Express ideas and viewpoints across a range of genres.
u Ask and respond to questions using evidence from a text.
v Actively listen to others by maintaining eye contact and demonstrating 'listening body language'.
w Adapt and change viewpoints in response to others' opinions.
<b>Next steps:</b>

## UKS2 Focus Objectives

### Word Reading Skills

Apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of any new words they meet.

a

### Reading Comprehension

Continue to read and discuss a wide range of fiction, poetry, plays, non-fiction, books from our literary heritage, books from other cultures, reference books and textbooks that are structured in different ways.

c Re-tell parts of text/ whole stories orally.

d Recommend books that they have read to their peers, giving reasons for their choices.

e Identify and discuss themes and conventions in and across a wide range of writing.

f Make comparisons within and across books.

g Learn a wider range of poetry by heart.

Prepare 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.

i Check that the book makes sense to them; discussing their understanding and exploring the meaning of word in context.

j Ask questions to improve their understanding.

k Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.

l Predict what might happen from details stated and implied.

m Identify how language, structure and presentation contribute to meaning.

n Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.

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

p Distinguish between statements of fact and opinion.

### Retrieve and Record Information

q Locate information in non-fiction texts using a range of features; indexes, glossaries, contents pages, headings, tables, charts and diagrams.

r Skim and scan to locate key information, which may include highlighting and annotating a text.

### Participate in Discussion about Books

s Ask and respond to questions using evidence from a text.

t Actively listen to others by maintaining eye contact and demonstrating 'listening body language'.

u Adapt and change viewpoints in response to others' opinions. Challenge, with their own evidence, the views of others.

### Next steps:

## Appendix 4:

### **Reading content domains**

The content domain sets out the relevant elements from the national curriculum programme of study (2014) for English at key stage 1 and key stage 2 that are assessed in the English reading tests. The tests will, over time, sample from each area of the content domain. The key stage 1 and key stage 2 English reading tests will focus on the comprehension elements of the national curriculum. The following tables show the content domain, which sets out how elements of the curriculum will be defined for test development purposes.

#### **The KS1 Reading Content Domains**

<b>Content domain reference</b>	
<b>1a</b>	draw on knowledge of vocabulary to understand texts
<b>1b</b>	identify / explain key aspects of fiction and nonfiction texts, such as characters, events, titles and information
<b>1c</b>	identify and explain the sequence of events in texts
<b>1d</b>	make inferences from the text
<b>1e</b>	predict what might happen on the basis of what has been read so far

#### **The KS2 Reading Content Domains**

<b>Content domain reference</b>	
<b>2a</b>	give / explain the meaning of words in context
<b>2b</b>	retrieve and record information / identify key details from fiction and non-fiction
<b>2c</b>	summarise main ideas from more than one paragraph
<b>2d</b>	make inferences from the text / explain and justify inferences with evidence from the text
<b>2e</b>	predict what might happen from details stated and implied
<b>2f</b>	identify / explain how information / narrative content is related and contributes to meaning as a whole
<b>2g</b>	identify / explain how meaning is enhanced through choice of words and phrases
<b>2h</b>	make comparisons within the text

Whilst the Content Domains are based on the National Curriculum they do not include the national curriculum programme of study for reading at KS1 and KS2 in its entirety, and therefore it is essential that teachers still plan their lessons using the national curriculum.

**Words per minute;**

Y2; 90 wpm

Y3&4; 120+ wpm

Y5&6; 150+ wpm

