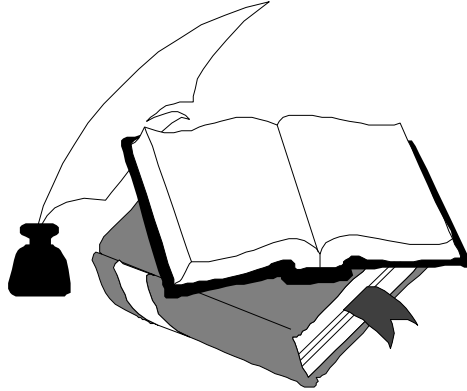


Alderman Payne Primary School



Reading Policy and Procedures

Date reviewed:

Next review:

Signed:

Date:

This document shows Alderman Payne's reading ethos and how it is practised through the discretely taught teaching of reading sessions, as well as other areas across the school and the curriculum. It will set out a series of expectations for teachers, children and parents, providing clarity for all to ensure that all our pupils are provided with a rich and varied learning experience that develops the children as lifelong readers. Through the curriculum and our practice we strive to develop a culture of reading by consistently using high quality texts that demonstrate aspirational language and grammatical structure; a variety of texts that inspire and enthuse children; texts with themes that help our children to develop and to promote the school's values, as well as ensuring their personal, social, spiritual and emotional needs are met; texts that children can see themselves in, and where children are able to progress and reach their full potential.

What does reading look like in our school?

Early readers

Some children come to school with an understanding of reading and books through Nursery rhymes and bedtime stories from home, and also from work done in Pre Schools. Our job is to capitalise on this and develop it further, as well as supporting children who have not had these early experiences.

We use a multi layered approach to do this; through developing a love of reading by reading stories to children, as well as a formal approach using phonics.

Teaching Phonics at the early stages

Developing readers can, and should, receive phonics support. The ability to decode texts is vital if children are to become effective readers. Support must be put in place so that they are able to do this confidently irrespective of age. We use, "Read, Write, Inc." as our phonics scheme.

Developing phonics

We teach phonics to all EYFS children, most Key Stage 1 children and any Key Stage 2 children who still need this support. They have dedicated phonics sessions from the "Read, Write, Inc." (RWI) programme until they are confidently decoding, this is by ability i.e. stage not age. This programme is monitored weekly and assessed formally every 6-7 weeks at which point the children move groups. All staff plan weekly to assess, discuss and adapt groups at the pace of each child's learning. This means that groups are flexible and may change based on weekly assessments, this may be quicker than the formal assessment. The books that the children take home are directly linked to their RWI group which is at an appropriate phonological level.

The "Read, Write, Inc" programme is taught once a day. The children are assessed every half term to ensure their progress is rapid and any slower progress is given additional support.

Any child who has not made progress, and the bottom 20% of all pupils are given additional support four times a week. This is through our fast track tuition programme. This is one to one with an adult.

Expanding reading

Once children finish the phonics programme, they continue to be guided in their reading choices. Initially they move onto a banded system appropriate to their ability, ultimately they have "free choice." However this "free choice" is guided and monitored by the teacher to ensure that they are reading a wide range of texts. They continue to read with an adult, in KS1 this is once a week with the teacher., and in KS2 this is once a week with an adult.

In addition, some children with extra needs have daily reading times in class to ensure they begin to catch up. They work on fluency and comprehension using additional resources e.g. Comprehension Ninja. This support, outside of the teaching of reading time, is dedicated daily to one to one reading with children that have not yet mastered the ability to decode or to read with an age related degree of fluency. Class teachers assess children and direct teaching assistants to run reading groups, book talk and one to one reading sessions in our classes

throughout the week. These groups are monitored half termly and work is adapted or groups are re-organised as required. This additional support is recorded in our reading records.

Fluency

As well as being able to decode, children learn the skills to become a fluent reader. This is taught as part of our phonics programme and continues to be taught and assessed as the children move through the school.

Reading skills

Through our reading programme, children learn the skills to give them a greater understanding of what makes a well-rounded reader. These skills can be summed up as **DERIC**;

Decode (word reading)

Explain (explaining unfamiliar words and developing vocabulary)

Retrieve (finding information in the text)

Interpret (inference skills)

Choice (the choices of the author)

The teacher plans differentiated activities which allow children to develop these reading skills, working with groups or individually. Differentiation can be achieved in many ways: the difficulty of the text the children are working on; the questions the teacher is asking them; the level of support they are receiving.

Home reading

Children are expected to read at home. This is monitored once a week by the teaching assistant in the class. Our booklet "Reading at home with your child" gives parents ideas about how to do this at different stages of their child's reading journey. We also run weekly family reading sessions when parents can come into school and read with their child during the school day.

Children take the following books home;

- Children on the RWI programme - three books; two books which are phonetically decodable; one of which they have been studying in class, and one new phonetically decodable books, and also one library book to develop reading for pleasure (this may not be at a phonetically decodable level).
- Children who have completed the RWI programme - two books - one of which is at an appropriate colour book band, and one library book to develop reading for pleasure.
- Experienced and fluent readers - two books - one of which is a Free read/longer chapter book, but is guided and monitored by the teacher, and one library book to develop reading for pleasure.

More than Books!

The skills of reading don't always have to revolve around books! This is particularly useful for those children who are not confidently fluent readers as they can still develop their skills (Evidence, Retrieve, Interpret, Choice) without being limited to what they can decode. This may involve listening to the teacher or peers reading, using pictures or short films, mystery boxes/or bags, investigating crime scenes . . . the list is endless!

Developing a culture of reading at Alderman Payne

Developing a culture of reading in our school is fundamental to the progression of the children, not only in reading but across all other subjects. In classrooms teachers will place a high value on books and reading by;

- Ensuring that the classroom has a well-designed and looked after book corner
- Caring for books through the use of school and class librarians
- Finding opportunities for children to read independently
- Ensuring that daily reading aloud of aspirational and engaging texts happens at the end of everyday
- Modelling themselves as lovers of reading
- Encouraging reading for pleasure through (caught reading, family reading and showing the children that they read themselves)
- Reading is used as a tool to support the whole curriculum

The Power of Reading

We follow the CLPE (Centre for Literacy in Primary Education) 'Power of Reading' programme to develop reading and writing across our school. Using high quality texts, all children are exposed to different genres, rich vocabulary and current issues. In each class, a variety of teaching strategies are used to deliver the lessons to enable children to grow with confidence as they move through the school. Familiarity with the strategies means that deep learning can take place in lessons. Our writing is led by our reading. We believe the more that our children read, the better they will write.

The Non-negotiables

- All children have a reading book that is appropriate to their reading ability and is engaging for them.
- Every child in EYFS will be heard read independently every day as part of our phonics programme, with other opportunities provided for target pupils. In KS1 all children will be heard at least once a week in addition to the phonics programme and in KS2, all children will be heard at least once a week in addition to two whole class reading sessions. In addition, target pupils will be heard read independently every day.
- During whole class reading, the prompt questions (attached) will be used and documented in the individual reading records for home and school. (See appendix)
- Target readers in each class will read individually to an adult at least twice a week (daily if possible) to ensure that their progress is accelerated
- The bottom 20% of pupils will receive individual fast track tutoring
- Recording progress in reading is crucial to enable individualised tracking and progress. In EYFS, KS1 and KS2 reading records (see appendix) both individual and from guided sessions will be used.
- Every class is read to by the class teacher every day to develop a love of reading and to enable children to access tier three words (book language).
- In KS2 the children undertake whole class guided reading twice a week to enable all children to be exposed to high quality texts.

Book corners

- Books are cared for and organised.
- The space is accessible for children and comfortable for them to use.
- The display materials are well maintained, inviting and age appropriate.
- There is evidence of the children's work in the book corner.
- A range of different genres of age appropriate text are available.
- Poetry and non-fiction have their own place in the classroom so that children are exposed to it regularly
- Book corners are refreshed termly to complement the classroom project

Our Library

- Children have opportunities to visit the school Library on a weekly basis.
- Children are encouraged to read for pleasure at home and at school.
- Books chosen from the Library should demonstrate children's desire to challenge themselves and teachers must encourage and monitor this by checking sign out records and teaching the children how to choose books effectively.
- Library monitors, under the direction of the librarian, support children in the library and are allowed to fully engage with their role

Our Five Fabulous Foundations

In our school the "Five Fabulous Foundations" underpin our curriculum ethos and intent. One of these is Reading. In planning, teachers clearly show where the learning taking place, and links to and enhances reading. We advocate reading in many forms and for all abilities. Our curriculum shows this and our staff and children can talk openly and confidently about our reading ambitions.

Appendix

1. Reading Prompts for individual year groups

EYFS Guided Reading Group name:		Children's Names:			
3-4 Years	Develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother Understand the five key concepts about print: - print has meaning - the names of the different parts of a book - print can have different purposes - page sequencing - we read English text from left to right and from top to bottom	Can you think of anything else that begins with that sound? Can you notice any words that rhyme? How many claps can you hear in the word... What can you see on the front cover? Can you find/point to the title? Where is the blurb? Where do you start reading? Can you point where to read? Can you turn the pages? Why do you think this was written?	Reception	✓ Read individual letters by saying the sounds for them. ✓ Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. ✓ Read some letter groups that each represent one sound and say sounds for them. ✓ Read a few common exception words matched to the school's phonic programme. ✓ Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. ✓ Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.	What sound does this/these make? What does this word say? Can you blend the sounds together to read it? What sound does these two/three etc letters make? Do you recognise this word? What does it say? Remember, you can't Fred a Red. Can you find (a word) in the text? Can you read the next sentence? (Make sure this is short and made up of words that can easily be sounded out e.g. 'hat' 'dog').
	0-3 Years Reading	Enjoy sharing books with an adult. Pay attention and respond to the pictures or the words Have favourite books and seek them out, to share with an adult, with another child, or to look at alone. Repeat words and phrases from familiar stories. Ask questions about the book. Makes comments and shares their own ideas.		The following could be observed incidentally throughout the guided reading session:	ELG

National Curriculum Year 1		Children's Names:	
Guided Reading Questions			
Group Name:			
Word Reading Pupils should be taught to:			
apply phonic knowledge and skills to decode words		read words containing 's, es, ing, ed, er, est' endings	
respond speedily with the correct sound to graphemes for all 40+ phonemes, including alternative sounds for graphemes		read words with contractions e.g. I'm, I'll, we'll, and understand that the apostrophe represents the omitted letter(s)	
read accurately by blending sounds in unfamiliar words		read other words of more than one syllable	
read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word		re-read books to build up their fluency and confidence in word reading	
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			
Reading 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 texts Did you enjoy this story? What was your favourite part? Can you find a page in the story that you didn't like? Do you think this book is funny? Why?	understand both the books they read accurately and fluently and those they listen to by:	...checking that the text makes sense to them as they read, and correcting mistakes Did what you read make sense? Which word/s might you need to correct?
	...linking to what they hear and read to their own experiences What sort of books do you like? Do you prefer storybooks or books which help you to find out about things? Did you learn anything from this book? Is this story like any other books that you have read?		...discussing the significance of the title and events Why did the author choose this title? Does the title help us to choose the right book to read? What happened first/next/at the end?
	...becoming familiar with and retelling with key stories, fairy stories and traditional tales What happened in the story? Can you re-tell this part of the story to your friend? What is your favourite part of this story? Why? What is this book about? How do you know? What do you think is telling this story? Why has the author included a picture? What does it tell you? What does the author mean by...?		...making inferences on the basis of what is being said and done What sort of characters can we find in this story? What usually happens to baddies in fairytale stories? What usually happens to the good characters? Why do authors include pictures? What do the pictures in this book help us to do?
	...recognising and joining in with predictable phrases Can you spot any patterns in this poem? Can you spot words that rhyme? Can you think of another rhyming word which the author could have used? What comes next? Can you join in?		...drawing on what they already know or on background information and vocabulary provided by the teacher What do you already know about this topic? Have you ever been in a similar situation? What happened?
	...learning to appreciate and recite rhymes and poems Did you enjoy this poem? What did it make you think about? Can you recite this poem to the group?		...predicting what might happen on the basis of what has been read so far What do you think might happen next? If (a character) does..., what do you think will happen?
	...discussing word meanings, linking new meaning to those already known Is this like any other word you know? Does it sound the same? Does it mean the same?		
	participate in discussion about what is read to them, taking turns and listening to what others say		explain clearly their understanding of what is read to them
What do you think about (an event in the text)? Do you agree with the rest of the group? After discussing (an event) with the group, have you changed your mind?		Can you explain what you know about the text that I read to you? What happened in the story?	

National Curriculum Year 2		Children's Names:	
Guided Reading Questions			
Group Name:			
Word Reading Pupils should be taught to:			
apply phonic knowledge and skills to decode words		read further common exception words, noting unusual correspondences between spelling and sound	
read accurately by blending the sounds in words, especially alternative sounds for graphemes		read most words quickly and accurately, when they have been frequently encountered	
read accurately words of two or more syllables		re-read books to build up their fluency and confidence in word reading	
read words containing common suffixes			
Reading 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 texts What was your favourite part of this book? Can you find a page in the story/a part of the poem that you didn't like? Can you choose a character from the story that interests you, and say why? What made you choose this book? What sort of book is this, and how can you tell? What is the author's view of this subject/events in this story? How can you tell?	understand both the books they 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 What do you already know about this topic? Have you ever been in a similar situation? What happened? How did you feel/behave?
	...discussing the sequence of events in books and how information is linked What is the main event in this story? What was happening at the beginning of the story? Can you find words which tell you the order things happened in? Can you think of another way to begin this story? Were you surprised by the ending? Is it what you expected?		...checking that the text makes sense to them as they read, and correcting mistakes Did that make sense? Can you work out what this (unfamiliar) word means by reading the words around it? How does punctuation help you to read for sense?
	...becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales What happened in the story? Who do you think is telling this story? Can you choose part of the story to retell to your friend/group? How can you use your voice to make your story interesting?		...making inferences on the basis of what is being said and done Why did (a character) behave in this way? Can you choose a character from the story that interests you and say why? How does the character feel at this point in the story? Can you find clues in the text and illustrations to show me why you think this?
	...being introduced to non-fiction books that are structured in different ways How is this book organised? Does the genre (fiction/non-fiction) affect how the author presents the text? What is the theme of this book? Has the author put certain words in bold or in italics? Why do you think they have done this? Can you find the contents/index/glossary? Why does the author include these?		...predicting what might happen on the basis of what has been read so far Based on the cover/this chapter/section, what do you think the book/next section will be about? Using role play, can you act out what you think might happen?
	...recognising simple recurring language in stories and poetry Can you recognise any patterns in the way words are used in the text? How do stories often begin? Can you think of a different way to begin this story/section?		...discussing their favourite words and phrases Can you find any amazing adjectives? Can you find a powerful verb? Why has the author chosen this verb? Can you find a description of (a character/setting) that you particularly like? Why do you like it?
	...discussing and clarifying word meanings, linking new meaning to those already known Is this like any other word you know? Does it sound the same? Does it mean the same?		...continuing to build up a repertoire of poems learnt by heart, reciting some with appropriate intonation to make meaning clear Can you join in and remember this poem? How can you use your voice to make the meaning clear? Can you use volume and tone to help?
	participate in discussion about what is read to them, taking turns and listening to what others say		explain clearly their understanding of what is read to them
What do you think about (an event in the text)? Do you agree with the rest of the group? After discussing (an event) with the group, have you changed your mind?		Can you explain what you know about the text that I read to you? What happened in the story?	

National Curriculum Lower KS2 - Year 3/4		Children's Names:	
Word Reading Pupils should be taught to:			
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		Read further common exception words, noting unusual correspondences between spelling and sound, and where these occur in the word.	
Reading 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 What happened in the story? Where does the story take place? Who is telling the story? Can you find some words or phrases that tell you about this character? How are you going to use this book to find out about...?	understand what they read, in books they can read independently by:	...checking that the text makes sense, discussing their understanding and explaining the meaning of words in context Drawing on what you know about this character already, does his response to (an event) make sense? Can the context of (an unfamiliar word) help you to understand what it means? Why is there a bullet point/exclamation mark/question mark here? What effect does it have?
	...using dictionaries to check the meaning of words they have read Can you use alphabetical order to find this word in the dictionary? Which of the meanings given is the correct one for this context?		...asking questions to improve their understanding of a text If you could ask the characters in the story a question, who would you choose, and what would you ask? Using the information in this section, can you create questions for your partner? Can you note where the answers are? Is there a section of the text you don't understand? How could you find out what it means?
	...reading books that are structured in different ways and reading for a range of purposes Why is the text arranged in this way? Does the layout and colour of the text have an impact on the reader? How are the beginning and end similar? Is the order of events important? What features make this book similar to (another text)?		...drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence Can you choose a character and say what they felt/thought/did in response to events? How do you know? What does... tell you about how the character is feeling? How did this character's actions affect the outcome of the story?
	...increasing their familiarity with a wide range of books, including fairy stories, myths and legends and re-telling some of these orally Where and when is this story/text set? How does the writer show this? What effect does the setting have on the story? How did this character respond to (an event)? Can you use a particular action, or tone, to show this?		...predicting what might happen from details stated and implied Knowing what you do about (a character/an event), what might happen next? Why do you think this? If the story develops in the way you have predicted, how will (a character) respond? Can you find evidence in the text to explain why you think this is? How does the author indicate that (a character) feels excited/worried/scared? Does the author show this directly?
	...recognising some different forms of poetry (e.g. free verse, narrative poetry) Did you hear any repeating patterns or patterns in structure in this poem? Does this poem tell a story? How does the author use the shape of the poem to reflect its meaning? Does the poem follow the pattern of natural speech?		...identifying main ideas drawn from more than one paragraph and summarising these Using your understanding of what happened, can you create a timeline of events? What are the main events in this chapter? Can you create a character profile using the key information in each paragraph? Does this help you see how the author has created imagery/tension?
	...preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action Whose 'voice' is the poem written in? How could you show this in the way you read aloud? What does this poem make you feel? Can you use intonation to demonstrate this?		...identifying how language, structure and presentation contribute to meaning How are the beginning and end similar? Is the order of events important? Why do you think authors use short sentences? How do the illustrations/choice of font/bold type/italics contribute to the meaning?
	...discussing words and phrases that capture the reader's interest and imagination What did you enjoy about this story? What was the most exciting or interesting part? Can you explain why? Which part of the story best describes the setting? Can you identify words in the text which help the author create mood/effect?		retrieve and record information from non-fiction What is the text about? What type of text is it? Which subheading could you use instead of this one? What title could you give this text? When did (an event) first take place? Who were the key people involved?
	...identifying themes and conventions in a wide range of books What is the genre of this story? How do you know? Have you read any other books in this series/by the same author/about this topic? Do these texts share any common features e.g. language or theme?		participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say What opening statement would you make in beginning a discussion about this text? What are the arguments for/against the subject of this text/story? Who would you recommend this book to?

National Curriculum Lower KS2 - Year 5/6 Group Name:		Children's Names:
Word Reading Pupils should be taught to:		
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		
Reading Comprehension Pupils should be taught to:		
develop positive attitudes to reading and understanding of what they read by:	...identifying and discussing themes and conventions in and across a wide range of writing What is the theme of this book? How does the author create a sense of loss/heroism ect.? Why does the author consistently use the first person in this diary/autobiography? How does the author use metaphor/simile/analogy? Can you make a list of features in this text type? Does the author use these features in the way you would expect?	...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 Have you been in a similar situation to the character in this book? Why do you think this book is regarded as a 'classic'? Where/when is this story/poem set? Does this make a difference to how we read it? Which do you prefer; texts set in historical times or in modern times? Why?
	...reading books that are structured in different ways and reading for a range of purposes What does this section of text tell you about? When might someone choose to use this book? How is the story/information organised? Why do you think this order/these headings were chosen? Why are we reading this text? Does it inform/excite/engage you?	...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 Some parts of the poem are speech, some are narrative, how can you show the difference between these two features in the way you read aloud/perform? Can you describe the characters in the play using one word? Could you use this to help you perform their lines effectively?
	...learning a wider range of poetry by heart Looking at the way the poem is organised, how does the form of the poem suit the content? Can you find examples of simile/metaphor/alliteration/personification in this poem? Which words or phrases particularly stick in your mind?	...making comparisons within and across books How do these books deal with the same theme? Do the approaches of the authors differ? What can you say about the viewpoint of the authors? Have you read any other stories which handle time in this way e.g. flashbacks, dreams?
	...recommending books that they have read to their peers, giving reasons for their choices Who is this book aimed at? Do you think it is successful for this audience? What made you choose this book? Who would you recommend this book to? Why?	...continuing to read and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks Would you have chosen to read this book/play/poem yourself? If not, why not? Now you have read it, have you changed your mind? What genre of books does this belong to? How does the front cover show that this book is one in a series? What type of book is this? Is it like any others you have read?
understanding what they read by:	...predicting what might happen from details stated and implied Using the front cover, can you make a list of details about what you see? Who is on the cover? Where are they? What is in the background? How might these details give us clues about the content of the book? Based on what you know about (a character/event), how do you think the author will develop the story? Can you make a list of details to support your idea, using evidence from the text to say whether they are stated or implied?	...drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence What do you think is going to happen to the main character and how will they feel about this? What makes you think this? Who would you like to meet in the story? Can you give reasons for your choice? Why did (a character) behave in this way? Knowing what you know now, what do you think they were hoping to achieve?
	...identifying how language, structure and presentation contribute to meaning Can you list words and phrases which show you how the speaker is feeling? Can you find a descriptive phrase and consider the effect it has on the reader? Which words create this effect? What does... mean? Could you use a more emotive word? What about a less emotive word? What effect would this have on the story? Do the events happen in time order? If not, why not? How is the information organised and presented? Why do you think this order/these headings were chosen?	...checking that the book makes sense to them, discussing their understanding and exploring the meaning of word in context Find an unfamiliar technical word. Consider how it is used in this sentence. What do you think it means? How does the structure of the book help you to understand the subject? Now that you have read (a section), do you understand why (a character) acted in the way they did?
		...asking questions to improve their understanding If you could ask the author a question about the text, what would you ask? Can you create a quiz about the text for the class? Is there a section of the text you don't understand? Could you ask a partner for their thoughts?

discuss and evaluate how authors use language, including figurative language, considering the impact on the reader	distinguish between statements of fact and opinion
How does the title engage the reader? Give examples of words chosen by the author to describe (a character)? Are they effective? What impression does the author want the reader to have of this character? How do you know? Does the author have a viewpoint on...? How does s/he show this?	Is it true/false that...? How does the author feel about this subject/the theme of this story? Is the aim of the text to persuade or to inform? How do you know? Which words does the author use to signal that this is opinion, rather than fact?
retrieve, record and present information from non-fiction	participate in discussions about books that are read to them and those that they can read for themselves, building on their own and others' ideas and challenging view courteously
What specific information do you need to retrieve from this text? Where would you look for information on...? How could you use the contents/index/glossary to help? Using the information you have, can you plan a day at the museum/zoo/gallery suitable for (a consumer e.g. wheelchair user)? Which is the best location to sit in to watch this play? How do you know?	Can you choose a section of the text that you particularly liked? Discuss this with your partner; what do they think? Did they choose a different part? Why?
distinguish between statements of fact and opinion	provide reasoned justifications for their views
Can you research this topic/theme independently? How might you structure your research? How could you present your findings to the group? What sort of presentation techniques would keep your audience engaged?	Can you research this topic/theme independently? How might you structure your research? How could you present your findings to the group? Does your personal experience impact on your view about (a subject)? Why might someone else's view differ from your own?

It is important that we have high expectations and continue to drive reading forward at Alderman Payne to ensure that the children continue a love of reading as they move through the school. EYFS will work towards the children being year 1 ready in order that they can continue to build on a secure knowledge of reading skills and desire to read as they move into year 1. Each teacher will be aware of what the previous and next year objectives are so that they can set appropriately challenged reading and plan engaging learning.

Reading Progression

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Decoding	•apply phonic knowledge to decode words •speedily read all 40+ letters/groups for 40+ phonemes •read accurately by blending taught GPC •read common exception words •read common suffixes (-s, -es, -ing, -ed, etc.) •read multisyllable words containing taught GPCs •read contractions and understanding use of apostrophe •read aloud phonically-decodable texts	*secure phonic decoding until reading is fluent *read accurately by blending, including alternative sounds for graphemes *read multisyllable words containing these graphemes *read common suffixes *read exception words, noting unusual correspondences *read most words quickly & accurately without overt sounding and blending	*apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet *read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word	*apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet *read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word	*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	*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
Range of Reading	•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	*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	*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	*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	*continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks *reading books that are structured in different ways and reading for a range of purposes *making comparisons within and across books	*continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks *reading books that are structured in different ways and reading for a range of purposes *making comparisons within and across books
Familiarity with texts	*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	*becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales *recognising simple recurring literary language in stories and poetry	*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	*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	*increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions *identifying themes and conventions in and across a wide range of writing	*increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions *identifying themes and conventions in and across a wide range of writing
Poetry & Performance	*learning to appreciate rhymes and poems, and to recite some by heart	*continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear	*preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action *recognising some different forms of poetry	*preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action *recognising some different forms of poetry	*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	*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

Word meanings	*discussing word meanings, linking new meanings to those already known	*discussing and clarifying the meanings of words, linking new meanings to known vocabulary *discussing their favourite words and phrases	*using dictionaries to check the meaning of words that they have read	*using dictionaries to check the meaning of words that they have read		
Understanding	*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 sequence of events in text and how items of information are related *drawing on what they already know or on background information and vocabulary provided by the teacher *checking that the text makes sense to them as they read and correcting inaccurate reading	*checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context *asking questions to improve their understanding of a text *identifying main ideas drawn from more than one paragraph and summarising these	*checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context *asking questions to improve their understanding of a text *identifying main ideas drawn from more than one paragraph and summarising these	*checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context *asking questions to improve their understanding *summarising the main ideas drawn from more than one paragraph, identifying key details to support the main ideas	*checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context *asking questions to improve their understanding *summarising the main ideas drawn from more than one paragraph, identifying key details to support the main ideas
Inference	*discussing the significance of the title and events *making inferences on the basis of what is being said and done	*making inferences on the basis of what is being said and done *answering and asking questions	*drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence	*drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence	*drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence	*drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
Prediction	*predicting what might happen on the basis of what has been read so far	*predicting what might happen on the basis of what has been read so far	*predicting what might happen from details stated and implied	*predicting what might happen from details stated and implied	*predicting what might happen from details stated and implied	*predicting what might happen from details stated and implied
Authorial Intent			*discussing words and phrases that capture the reader's interest and imagination *identifying how language, structure, and presentation contribute to meaning	*discussing words and phrases that capture the reader's interest and imagination *identifying how meaning, structure, and presentation contribute to meaning	*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	*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
Non-fiction		*being introduced to non-fiction books that are structured in different ways	*retrieve and record information from non-fiction	*retrieve and record information from non-fiction	*distinguish between statements of fact and opinion *retrieve, record and present information from nonfiction	*distinguish between statements of fact and opinion *retrieve, record and present information from nonfiction
Discussing reading	*participate in discussion about what is read to them, taking turns and listening to what others say *explain clearly their understanding of what is read to them	*participate in discussion about books, poems & other works that are read to them & those that they can read for themselves, taking turns and listening to what others say *explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves	*participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say	*participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say	*recommending books that they have read to their peers, giving reasons for their choices *participate in discussions about books, building on their own and others' ideas and challenging views courteously *explain and discuss their understanding of what they have read, including through formal	*recommending books that they have read to their peers, giving reasons for their choices *participate in discussions about books, building on their own and others' ideas and challenging views courteously *explain and discuss their understanding of what they have read, including through formal

					presentations and debates, *provide reasoned justifications for their views	presentations and debates, *provide reasoned justifications for their views
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Below, are the National Curriculum strands in more detail with example WILFs and an example of a whole class reading session.

KS1

Term 1 - Vocabulary

(1a) draw on knowledge of vocabulary to understand texts

I can talk confidently about the words an author has used and why they have used them.

Term 2 - Retrieval

(1b) identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information

I can find things in a text and write them down.

I can talk about features of fiction and non-fiction by finding evidence in a text.

Term 3 - Sequencing

(1c) identify and explain the sequence of events in texts

I can sequence a narrative from memory.

I can say why I think a text has been sequenced as it has.

Term 4 - Inference

(1d) make inferences from the text

I can make inferences on what is said and done.

Term 5 - Prediction

(1e) predict what might happen on the basis of what has been read so far

I can predict what might happen next based on what I have read so far.

KS2

- **Term 1 - Retrieval (2b)**

Retrieve and record information / identify key details from fiction and non-fiction

I can find answers in the text. These may be answers to: who, what, where, when, or why?

- **Term 2 - Summarising (2c)**

Summarise main ideas from more than one paragraph

I can explain what a text is about, including its main themes in a few words.

- **Term 3 -Inference (2d)**

Make inferences from the text / explain and justify inferences with evidence from the text.

I can use clues in the text and read between the lines.

I understand what the text 'suggests' but does not directly say and can explain it with evidence.

- **Term 4 - Meaning (2f)**

Identify / explain how a meaning is enhanced through choice of words and phrases

I can see how information in non-fiction and events in fiction are linked and explain their meaning as a whole.

Vocabulary (2g)

Identify / explain how a meaning is enhanced through choice of words and phrases

I can explain why a writer chooses particular words to create an effect on you, the reader.

- **Term 5 - Predicting (2e)**

Predict what might happen from details stated and implied.

I can use clues in the text as well as the text explicitly to predict what might happen.

- Term 6 - Compare (2h)

Make comparisons within the text
I can make accurate and appropriate comparison within texts.

Lesson One
Based on Chapter One

PART ONE
Read with ERIC Activity based on the front cover of *Boy in the Tower*

What does the word vibrant mean?

How many birds are on the front cover?

Using evidence from the front cover, why are the birds flying away?

How has the designer of this front cover made you want to read the book?

PART TWO
After reading Chapter 1, discuss the definitions of unknown vocabulary.
Suggested words:

swaying
wispy
stealthily
daze

Speed Retrieval Challenge
The stain on the ceiling looked like:

A) A wiggly line B) A wobbly circle C) A wobbly mark

The roads are described as:

A) tiny-looking B) minute-looking C) miniature-looking

What colour were the bricks of the school?

A) Red B) Grey C) Brown

PART THREE
Children can complete the speedy retrieval multiple-choice activity to become familiar with the chapter. This could be done as paired work, independently or as a whole class discussion.

PART FOUR
In Chapter One, the author leaves the reader with lots of unanswered questions as she withholds some crucial information. In the table (Appendix A) children can record the quotes from the text which leave them wanting to know more. They are also to record what questions it leaves them with.

Quote from the text...	The question it raises...
"I wish I could wake up to another Monday like that."	What's happened to make him wish it was a cold, grey Monday?
"Those days are gone now that the Bluckers are here."	What are the Bluckers and how did they change day to day life?
"...when mum wasn't well."	What's wrong with mum? Is she unwell a lot?

This lesson example is the first in a series of 26 sessions. The text is a high quality text and is recommended by CLPE which falls directly in line with our writing policy in school. We recognise the important link between reading and writing.

Teaching whole class sessions allows the teacher a greater amount of time on focused skills rather than skimming over them.