

# Reading Policy

*This should be read in conjunction with our Early Reading Policy and Progression in Phonics*

## The Context of our School and its Curriculum

Carlton Road Academy is a two-form entry school with our own attached Nursery based in Boston, Lincolnshire. With a cohort drawn from the immediate area, the school serves a diverse community with a greater-than-average number

<b>Our Shared Vision &amp; Values</b>		<b>Aspire to Achieve</b>
A S P I R E	We are ambitious to <b>ACHIEVE</b> ;	we aim high, anything is possible!
	We show <b>SELF-RESPECT</b> ,	we support each other with empathy, tolerance and quiet confidence.
	We are <b>PROUD</b> :	positive, practical and we persevere.
	We want to be <b>INSPIRED</b> ,	show our creativity, “Dream Big”.
	We demonstrate <b>RESILIENCE</b> ;	we learn from our mistakes, are reflective and reciprocal, take responsibility for our actions.
Everyone is <b>EQUAL</b> ;	there are exciting experiences at Carlton Road for all.	

of EAL and Pupil Premium students; mobility is high. As a result, it is key that our approach to teaching and learning is accessible to all children, regardless of their background. Our ethos “Aspire to Achieve” is embedded throughout the school, it’s curriculum and our knowledge expectations – we expect our children to “Aim High” and “Dream Big”.

Our “Aspire” curriculum brings to life the school’s ethos and values. It embraces the whole child and their success in education – both academic ambition, practical skills, and social achievements. At the same time, we expect the children to be proudly responsible of and for their own efforts, to persevere when the going is not always easy thereby making their individual contribution to the shared, equalitarian, and democratic learning experience at Carlton Road.

## Curriculum Intent

### Reading

Being a successful reader unlocks the doors to learning across the curriculum and beyond. We know that difficulty with reading creates a barrier that will impact on the children not only whilst they attend our academy but in their future as well.

At Carlton Road Academy, starting with our ‘Little Wandle’ phonics programme, through its early decodable texts, before moving on to the Big Cat reading scheme amongst others, the children travel our ‘Yellow Book Road’ to independent free choice texts. At the same time, experiencing a wide range of contemporary, diverse, traditional, and classic texts that are read to them and shared with them in a range of lessons but also for pleasure.

Our intent is to create confident, fluent, happy, resilient and enthusiastic readers, laying the foundations for years to come; so the children will reap all the benefits a lifelong love of reading brings.

Our curriculum promotes	A S P I R E	<b>Achievement,</b>	all learners are academically ambitious, aim high, maximising their own potential from their considerably different starting points. Everyone reads with enjoyment and enthusiasm. Anything is possible!
Our curriculum instils		<b>Self-respect,</b>	creating confidence, tolerance and mutual respect within the whole school community, children support and encourage each other upholding British Values.
Our curriculum promotes pupil’s		<b>Pride,</b>	they feel part of something bigger, maintain positivity, take pleasure in their work, using both practical skills and their own mindset to help them persevere.
Our curriculum enables students to be		<b>Inspired;</b>	its varied content and wide-reaching subject matter offers a wealth of learning opportunities that encourage creativity, from close to home and further afield; we “Dream Big” at Carlton Road.
Our curriculum develops learners who are		<b>Resilient</b>	to be honest in their understanding and learn from their mistakes, overcome setbacks and challenges, to take responsibility for their own learning, to be reciprocal and reflective in lessons.
Our curriculum embodies		<b>Equality;</b>	everyone is entitled to exciting experiences, cultural, sporting and enriching and to have their views and voices heard.

## What our intent looks in Reading

At Carlton Road Academy, we strive to provide imaginative and creative lessons to engage children in reading. They are supported at every stage in developing their vocabulary, inference, prediction, explanation, retrieval and summarising skills when responding to a text. This is done through whole class and smaller group Guided Reading sessions.

Children are encouraged to respond to texts through speaking, listening and writing. We believe that discussing a text is the key to children’s understanding and thus developing their written responses.

Throughout the school we create rich and engaging environments focused heavily on reading and vocabulary to immerse the children in print and to encourage communication. This begins in Early Years and develops right through to Year 6 where we endeavour for our students to take these skills with them to their future education and on into later life.

<b>A</b>	<b>Achievement</b>	Children are given opportunities to achieve in their own way. Achievement in reading is using the skills needed to read age-appropriate material fluently and with understanding. However, achievement in reading is celebrated at any level of understanding from basic to proficient and then advanced. Achievement is also measured as the children begin to ‘read like a writer’. As children’s reading levels progress, they will be encouraged to think about how the text is written and consider the choices the writer makes. This develops their understanding of authorial intent.
<b>S</b>	<b>Self-respect</b>	We empower our children with information and strategies to help them become fluent and confident readers. By praising the children for their achievements we show the children how valued they are as a reader. We aim to build children’s confidence and resilience in reading by encouraging them to truly believe in themselves and by celebrating each small step towards fluency and understanding.
<b>P</b>	<b>Pride</b>	At Carlton Road Academy, we want our children to feel proud of what they have achieved. We want them to be proud of their reading journey from Early Years to when they leave us in Year 6. We encourage our learners to take pride in the knowledge and skills that they have gained from reading a range of high quality, age-appropriate texts.
<b>I</b>	<b>Inspired</b>	We aim to inspire children to read for pleasure and enjoy the benefits that reading can bring. At Carlton Road we inspire readers by giving them high quality books and texts written by authors from all walks of life. By filling a children’s life with books we hope that something they read will strike a cord with them and that they will be inspired to achieve their goals. We aim to spark a passion for reading by boosting children’s motivation to read. Adults will read aloud to children to engage all learners and excite children. We will provide the right level of independent reading texts so children can realise their potential.
<b>R</b>	<b>Resilient</b>	Children are constantly encouraged to never give up. Learning to read is a skill you will never lose but getting there is a journey. We aim to support our pupils on this journey to give them the instruction for learning to read so they reach their full potential. Resilience is key in teaching children to read as many new skills are taught which don’t always come easily to begin with. We ensure our pupils not only feel safe enough to make mistakes, but to try, try and try again until they achieve their end goal; the support of their peers and adults aids this process.
<b>E</b>	<b>Equality</b>	Children are given equal opportunities throughout the teaching of reading. We ensure that all learners can participate in all areas of learning, taking into consideration any difficulties they may encounter along the way. We pride ourselves on intervening and supporting those children that may be struggling with reading and providing creative and engaging lessons so that all learners achieve at their own level. Reading is also a fantastic way to teach children about equality. Diversity, inclusion and tolerance are topics where books can prove to be invaluable in teaching children about different cultures and experiences, thus understanding character’s point of view.

## Curriculum Implementation

### How we deliver our curriculum:

Teaching and learning turns “thinking” (the task of the working memory) into “knowledge” (our long-term memories) that can be recalled and used again and again.

The table on the next page demonstrates the types of knowledge the children acquire and what that looks like in Reading.

	Forms of Knowledge	What that knowledge looks like in school	What that knowledge looks like in Reading
<b>A</b>	<b>Academic Answers</b>	<p>Children encounter facts and learn knowledge that is 'known' for example: number bonds, spellings, capital cities, the wives of Henry VIII, colours.</p> <p>Facts that can be straightforwardly shared, memorised and recalled.</p>	<p>Reading has two basic components that children will learn: word recognition and language comprehension. In early reading, children will know how sounds are represented so that they are able to decode words and understand the meaning of a text. As children progress with their reading, they will be exposed to different vocabulary that they will learn the meaning of and be able to use themselves in context. Children will know the purpose and meaning of a range of punctuation that they are exposed to in different levels of text.</p>
<b>S</b>	<b>Situational and Symbolic</b>	<p>Children interpret knowledge in the context of what they comprehend from the cultures they know (context, community heritage). This includes their understanding of symbols such as: written, gestures, body language, pictorial, coded (such a computers or road signs).</p>	<p>Through reading, children will develop culturally, emotionally, intellectually, socially and spiritually by interpreting of a range of texts on their Carlton Road journey. They will make inferences on what they have read, seen or heard. They will listen or read closely, use words they know and the context itself to interpret the meaning of new words. We encourage the children to make predictions, use their background knowledge and make inferences to be able to interpret what they have read. At Carlton Road, children will use pictures, listen to stories or read texts at their level and will then be asked questions to explain what they comprehend.</p>
<b>P</b>	<b>Practical – the 'How to?'</b>	<p>Children learn practical knowledge when they need to know the 'How to...' e.g., ride a bike, read a map. The knowledge may come in steps or stages. It could be written down to follow like a recipe or automatically retrieved, once learnt, such as how to swim.</p>	<p>The children will have many opportunities to read in a school day; this may be as part of a guided reading activity as a class, group or individually where children will either listen to a text being read or read it themselves and then interpret this. Children will also use their reading skills across the rest of the curriculum so that they can apply their skills and not see the subject in isolation. This may be reading instructions for an investigation in Science, understanding the research that they have found in History or reading worded questions in Maths. By developing reading as a habit widely and often, children will read for both pleasure and acquisition of information.</p>
<b>I</b>	<b>Implicit and Incidental</b>	<p>Implicit knowledge often is unconsciously obtained, and we may not recall learning it or be able to verbalise it: such as how to walk or talk. It builds on past experiences.</p> <p>Incidental knowledge is similar in that we acquire it from experiences, but these are unplanned or unintended.</p>	<p>Reading from Early Years to Year 6 is progressive. Early on, children are taught to sound and blend unfamiliar printed words quickly and accurately using their phonic knowledge and skills. Children will develop this skill habitually where they will automatically blend sounds whenever they encounter new words. As their fluency improves children will begin to read words without overtly sounding out or blending. Children will also develop their oral vocabulary as the progress in reading throughout the school as well as their understanding and use of grammatical structures. For example, learning nursery rhymes in Nursery and Reception will be a skill that becomes implicit and will then help them to understand poems as they progress through the school. The rhyme, rhythm and pattern of nursery rhymes and poetry also teaches children the implicit skills they need for reading with fluency, intonation and pace. It will also help them to understand authorial intent – a skill which they will be expected to develop from Year 1 to year 6 and beyond, into secondary school and further education.</p>
<b>R</b>	<b>Relationships and Real Life</b>	<p>This is knowledge that supports children build relationships and understand how social interactions work; the knowledge behind 'real life' skills such as empathy, friendship, honesty. For some it comes naturally, most children need a level of coaching to acquire it.</p>	<p>Although reading is often thought of as a solitary act, we encourage our children to think of reading as a social act. In some lessons children choral read which is the practice of reading a shared text orally. Choral reading helps children read more fluently as they listen to their peers whilst keeping up with the pace themselves. It also develops a sense of community in the classroom where even less confident readers can listen along with the rest of the group and join in with known words where possible. The more fluent readers support the less fluent readers and the goal is achieved together. The children will also be introduced to books that address certain social, cultural and diverse issues that will be discussed across the school at key points in the year. This will mean that every child will be using the same text that will stem discussions and activities to coach children at all levels including ideas about empathy, tolerance, friendship and other big ideas.</p>
<b>E</b>	<b>Experiences and Experts</b>	<p>This is knowledge built up from a range of experiences both undertaken or encountered personally such as a visit to a place of historical interest, it may be explicitly taught, or delivered by an "expert" such as a professor, or sensorily observed such as an experiment.</p>	<p>As part of our reading curriculum, we endeavour to develop children's love of reading and encourage reading for pleasure. Therefore, we plan a range of activities where we can celebrate literature such as World Book day, whole school focuses on thought provoking literature and other engaging activities. We take trips to our local library and arrange visits from local authors and poets to inspire our learners.</p>

In Reading we teach to secure that knowledge in the following ways:

	How the children will acquire their knowledge:	What that practice looks like in Reading
<b>A</b>	Active construction of knowledge, the acquisition of <i>vocabulary</i> , teacher <i>articulation</i> of learning processes and the <i>asking and answering</i> of questions.	When planning reading opportunities, our teachers identify any key vocabulary that can be revisited from prior learning and also any new vocabulary that will further extend the children’s knowledge. This vocabulary is displayed in the classroom on the learning walls so that pupils can refer back to it throughout their lessons. In addition to this, children will be introduced to the skill of using a dictionary in order to understand the meanings of new words. These words will then be explored according to their meaning in context with the text they have read. The children will understand and recognise synonyms for new words learnt and use them in context and will be expected to use a thesaurus for these synonyms.
<b>S</b>	<i>Staged</i> development enables children to join up intertwined groups of meaningful knowledge into <i>schemas</i> . This comes <i>semantically</i> , through the <i>senses</i> , through <i>skills</i> and <i>socially</i> .	As a child experiences the range of knowledge in our curriculum, step by step, they begin to make links – words and meaning (semantics) match events that have been experienced through their senses – sounds, sights, smell. These then match up with skills that are learnt and social opportunities. The final ‘product’ being a schema that helps them organise their knowledge. For example, in reading comprehension, children will be expected to use their prior knowledge to build a greater depth of understanding. Using schemas help children to make connections while reading. It aids them to visualise what they have read as the schema helps them to picture what this will look like.
<b>P</b>	<i>Practically</i> : children access a wide range of memorable learning through <i>play</i> , the <i>power of stories pictures and print</i> and through <i>problem-solving</i> activities.	Children will be expected to use their reading skills situationally in all areas of learning. They will have to use their word reading skills and comprehension skills to be able to problem solve in maths, read road signs and maps in geography, read instructions in practical lessons such as science, DT and art. Children will transfer these skills into cookery where they need to read recipes and interpret warning signs to take care when using certain equipment. Reading requires a great deal of resilience as children are required to comprehend what they are reading so that they can be successful in a range of lessons and situations.
<b>I</b>	<i>Internalisation</i> of learning through <i>interaction</i> , <i>instruction</i> , <i>imitation</i> and <i>integration</i> aids the movement of thoughts to long term memory.	Children will listen to adults read aloud, they will listen to their peers read and will read aloud as a group or as class. They will interact, share and discuss ideas about what they have read and comprehended. They will reread the text and explain their opinions of the authors’ intent and meaning. All of the above support the internalisation of knowledge acquired in reading moving it into the long-term memory.
<b>R</b>	<i>Retrieval</i> of knowledge through <i>repetition</i> , <i>revision</i> , <i>recycling</i> and <i>routine</i> prompts memory “muscle” to work, making knowledge “stick”.	Children will be able to extract key information from fiction and non-fiction texts. They will read the text and find key details or information and extract them in order to answer questions or support their ideas. Retrieval of information is taught explicitly in guided reading lessons. Children will be asked retrieval questions when reading independently and these skills will be transferable in all other lessons. For example, children will use retrieval skills when they are studying primary and secondary sources on History lessons or science to develop their knowledge and understanding.
<b>E</b>	Special <i>experiences</i> linked to learning objectives and opportunities in specific <i>environments</i> can enhance the probability of long-term memory retaining key messages.	Providing our pupils with exciting, inspiring experiences is something we pride ourselves in at Carlton Road Academy. Our classroom bookshelves are brimming with exciting fiction and non-fiction books that fuel a love of reading and encourage children to read for pleasure. Children are given many opportunities to read in lessons but they are also encouraged to read during play times and lunchtimes where they are able to visit the school library. We are extremely lucky to have an incredible school library that is stocked with classic literature, traditional and folk tales, myths and legends and fantastic contemporary literature. The library also displays our Yellow Book Road which shows the reading journey that our children will go on throughout their years at Carlton Road. The children are always enthusiastic about visiting the library and even more so when they are able to invite their parents to share the experience too.

We teach reading through regular guided reading sessions. For children in Early Years, Key Stage One and children receiving *Little Wandle Letters and Sounds Revised* keep up, this will be Reading Practise three times a week. The three sessions focus on fluency, intonation and comprehension where the books contain GPCs and common exception words that the children have already been introduced to in previous phonics lessons or keep up sessions.

For our children that have completed this stage of reading, guided reading sessions will follow the Reading VIPERS. This is an acronym for the 6 reading domains that are part of the Reading National Curriculum. These six reading domains help children improve their comprehension of texts.

VIPERS stands for:

- Vocabulary
- Inference
- Prediction
- Explanation
- Retrieval
- Sequence or Summarise

The six domains focus on the comprehension aspect of reading and not the mechanics of word reading. Teachers use these domains to ask children a range of questions to deepen their understanding and knowledge of the text (or other visual stimuli). Children, over time, become familiar with both the question types and the style of these questions. They allow the teacher to track the type of questions asked and the children's responses to these which allows for targeted questioning.

Teachers plan guided reading sessions where particular VIPER skills are taught and developed. However, we also endeavour to implement reading into our everyday practice to give the children the opportunity to embed their key skills and knowledge. This is done through the use of:

- **The Yellow Book Road:** *At Carlton Road we have designed a unique 'Bucket List' of books that children will be exposed to throughout their learning journey with us. These are books that we think our children will benefit from reading. They provide diversity in terms of authors, cultures, plots and characters that break stereotypes. They include a range of traditional/folk tales, myths and legends, contemporary stories, classic literature, poetry and historical literature that we think are a MUST for our children to either read or have read to them. The journey starts in Reception and by the time the children leave us in Year 6 they will have experienced at least a hundred diverse books.*
- **Working Walls:** *Each classroom has a reading specific working wall where the VIPERS question types and key question stems are displayed clearly. The working wall also displays the reader of the month, chosen by the class teacher and celebrated for their achievements in reading.*
- **Classroom Reading Corners:** *Each year group has a designated reading corner where children are encouraged to chose a book to read for pleasure. This may be a book from our Yellow Book Road, a fiction or non-fiction book related to subjects taught in previous and current terms or books from authors that the children have been studying in English lessons or across the curriculum.*
- **Vocabulary wall:** *Any new vocabulary that the children have come across in guided reading sessions will be displayed on the vocabulary wall in the classroom. The children may have used a dictionary or used other skills such as morphology or etymology to understand the meaning of these new words. They will be expected to understand the meaning of them in context of what they have read but also any other meanings of these words in different contexts. The children will then write a definition to be displayed alongside the word on the vocabulary wall so that they can revisit and recall this information in order to embed it.*
- **EYFS:** *In the Early Years Foundation Stage they have taken the Yellow Book Road and expanded this to include many more wonderful books that our children will be exposed to. The Reading River on display in the Reception area shows the different titles that children will encounter during the year in their English lessons. These stories are then used in the environment by way of story sacks, role play and small world activities. These books may also be taken home as 'bedtime books', which reflects our 'you read' expectation for early readers to be read to by someone at home.*
- **School Library:** *We are extremely lucky to have our own fabulous school library. This is where our Yellow Book Road is displayed. The library has a fantastic range of fiction and non-fiction books that the children are able to access regularly including at lunchtimes and with parents after school, where they are able to sit quietly with a book and borrow them to*

take home. Children also visit the library to use the extensive non-fiction selection of books for their research and enquiry-based lessons such as in History, Geography and Science.

- **Learning Environment:** *Our classrooms reflect our ethos for a love of reading. Books are displayed neatly in our reading corners and there are many opportunities for children to read for pleasure and for information. Children are taught to respect books and take care of the school's resources.*
- **Cross Curricular Skills:** *Children have many opportunities to read for pleasure and for information. Teachers create engaging and exciting English lessons based on high quality texts so that children are able to sink their teeth into the depths of a good book. However, English isn't the only subject where teachers will use a book to plan their lessons. Teachers use both fiction and non-fiction texts in other lessons as a 'hook' to grab the children's interest at the beginning of a topic in subjects such as history, geography or science. Teachers may also use these texts to deepen children's understanding of a particular topic or theme.*
- **World Book Day:** *Every year, Carlton Road celebrates World Book Day to continue to promote a love of reading. This often includes dressing up as either a book character or as a word. We aim to include parents in the celebrations as much as we possibly can. We open our library for parents to visit and share a book with their children and we also invite parents in to listen to the class teacher read to the class at the end of the day.*
- **Big Conversation:** *As part of our Yellow Book Road, children are exposed to three different books every year where the whole school focuses on the same book at the same time. This may be a book from a different culture, influential author, or one that has particular morals that we want to instil. Children from Reception to Year 6 will discuss themes from these books and complete tasks set by the teachers at an appropriate level. This changes every year, and is a wonderful way of getting the whole school involved in a big conversation.*
- **Cultural Capital:** *We plan visits, visitors, and in-school WOW days to provide first-hand experiences for the children to support and develop their learning, but a visit to the museum alone will not generate cultural capital. It is the combination of knowing, what, how, why and seeing experts or specialised environments that pulls knowledge together to create cultural capital.*

## Planning our curriculum:

Our curriculum is delivered in line with the National Curriculum. Although we do plan from this, we also ensure opportunities are provided where children can develop additional skills, knowledge and understanding to enhance the curriculum where appropriate. We follow the Voyage Reading Curriculum Coverage Statements for each year group to ensure that children are taught all aspects of word reading and comprehension and that there is a clear progression throughout the year groups. Each year group focuses on five key aspects of teaching reading:

- Word reading; including the decoding of text
- Engagement with a range of texts
- Literal understanding and information retrieval
- Inferential Understanding
- Authorial intent, use of authors' use of language and presentational features

Although the threads of learning are the same in every year group this will look different at each level and teaching will be adapted to suit the needs of children.

This document shows the specific curriculum areas of knowledge that combine together to enable our children to become successful in all areas of Reading.

## In Year 1 these are:

### Word Reading

- To use phonic knowledge to accurately blend sounds in familiar and unfamiliar words containing known GPCs.
- Read all 40+ phonemes, some common exception words, some suffixes, some contractions, and polysyllabic words with increasing fluency.

### Engagement with a range of texts

- Developing a pleasure for reading by listening to a wide range of poems, stories and non-fiction texts and linking what they have heard or read to their own experiences. They will start to know some poems by heart.



## **Literal understanding and information retrieval**

- To recall and retell familiar stories and explain the information read, locating information and answering simple literal questions.

## **Inferential Understanding**

- Beginning to make simple inferences from pictures and text linked to personal experiences and own knowledge and predicting what might happen next.
- Identifying new and unfamiliar words and what they mean in context.

## **Authorial Intent**

- Identify some key features of a text, how they are structured, language features and how the text makes the reader feel.

## **In Year 2, the statements are taken from both the national curriculum and the teacher assessment framework for the end of KS1, these are:**

### **Word Reading**

- Continuing to apply their phonic knowledge and skills until automatic decoding has become embedded and reading is fluent. This includes the reading of many suffixes and polysyllabic words.
- They will read books closely matched to their phonetic ability, sounding out unfamiliar words accurately, automatically and without hesitation.

### **Engagement with a range of texts**

- Reread books to help build their fluency and confidence in word reading.
- They continue to build their repertoire of poems that they are able to recite by heart.

### **Literal understanding and information retrieval**

- They have a generally accurate literal understanding of texts and can accurately identify a sequence of events.
- They make reasonable links between events and information, explaining what has happened so far in what they have read.

### **Inferential Understanding**

- Answer questions and makes some inferences on the basis of what is being said and done.
- Ask and answer questions linked to the text.

### **Authorial Intent**

- Begin to be aware of some of the key organisational features of fiction and non-fiction texts and how they are structured.
- Discuss and clarify meanings of words linked to new vocabulary.

## **In Year 3 these are:**

### **Word Reading**

- Read most words fluently, with unfamiliar words accurately decoded quickly including most common exception words.
- Focusing more on the understanding of the text when silent reading and able to self-monitor the accuracy of their reading.

### **Engagement with a range of texts**

- Listen to and independently read a wide range of fiction and non-fiction including unfamiliar texts and whole books that are age related and beyond.

### **Literal understanding and information retrieval**

- Generally accurate understanding of both whole and part texts, summarising main ideas and beginning to locate specific conventions when given a text.

### **Inferential Understanding**

- Basic recognition of simple themes across a range of texts.
- Deduce and infer, make simple predictions, give explanations and summarising points from the text.
- Creating inference questions from a specific point in a text with support.

### **Authorial Intent**

- Identify and discuss simple themes and conventions in a wide range of age appropriate books e.g triumph of good over evil in fairy tales.
- Identify key organisational features, word and phrases and the structure of texts used to engage the reader
- Discuss the meaning of new or unusual words in context.

## In Year 4 these are:

### Word Reading

- Most common exception words read accurately including those with unusual correspondences between spellings and sounds and reading aloud demonstrates fluency and accuracy.

### Engagement with a range of texts

- Preparing and performing poems and play scripts, showing understanding through intonation, tone, volume and action.

### Literal understanding and information retrieval

- Locate information confidently, clearly summarise main events and create literal questions about a text they have read.
- Awareness and identification of some different conventions used across a range of texts.

### Inferential Understanding

- Deduce and infer information, providing evidence in the text to support opinions.
- Predicting, summarising, and identifying main ideas from more than one paragraph.

### Authorial Intent

- Identify and provide reasons for authors' language choices which engage the reader and how this contributes to meaning.
- Commenting on the specific structure, presentation features and words and phrases used by the reader to grab the reader's interest and imagination.

## In Year 5 these are:

### Word Reading

- Effectively using a range of reading strategies, such as root words, prefixes and suffixes, to access a range of texts.
- Learning a wide range of poetry off by heart and preparing and performing poetry so that the meaning is made clear to the audience through intonation, tone and volume.

### Engagement with a range of texts

- Reads frequently inside and outside of school for pleasure and information in the form of fiction, poetry, plays, non-fiction, myths, legends and traditional stories, modern fiction, classic literature etc.
- Can discuss and recommend books on the basis of what they have read, giving reasons for their choices.

### Literal understanding and information retrieval

- Able to skim and scan, moving easily across the text in order to locate information and answer question, retrieving, record and presenting information from non-fiction texts.
- Summarise the main events and ideas in chapters and paragraphs and identifying the key purpose of different texts.

### Inferential Understanding

- Uses evidence from the text to identify themes, make inferences accounting for fact and opinion, make comparisons across texts and within books, infer characters feelings, thoughts and motives and justifying views.
- Predict what might happen from details implied and summarising main ideas identifying key details to support ideas.

### Authorial Intent

- Having an awareness of the writers point of view and how this will be reflected in their choice of words, the structure of the text and the presentation and what affect this might have on the reader.

## In Year 6, the statements are taken from both the national curriculum and the teacher assessment framework for the end of KS1, these are:

### Word Reading

- Effectively uses a range of reading strategies to access different types of texts.
- Accurately applies knowledge of morphology and etymology to gain meaning of new words.

### Engagement with a range of texts

- Articulates personal responses to literature identifying how and why the text affects the reader and providing justified reasons to support their views.
- Participate in discussions and debates building on their own and others views and challenging these courteously.

### Literal understanding and information retrieval

- Move easily across and between texts in order to locate and compare information, summarising relevant points and ideas.

### Inferential Understanding

- Beginning to identify different layers of meaning within the text; possibly suggesting multiple themes.



- Inferring characters feelings, making predictions, and summarising main ideas using supporting evidence from the text and being able to distinguish between fact and opinion.

### **Authorial Intent**

- Accurately use technical language to explain the authors choice of language.
- Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader and the different viewpoints within a text.

### **Evidence of key knowledge:**

Each child from Y1-Y6 has a Guided Reading book where they will answer questions and complete tasks set by the class teacher based on the text they are studying. Each task highlights what type of question is being asked based on the reading VIPERS<sup>1</sup>. This allows children to recognise what type of question they are required to answer and draw on the skills they need to formulate their answer. The knowledge and skills are progressive which allow children to embed previous skills taught and then extend them. Children can also refer back to the Reading Working Wall where the VIPER skills are clearly displayed with questions stems to help them formulate their own questions too.

## **Impact**

### **Assessment**

Assessment is used to monitor progress and to identify any child requiring additional support as soon as possible.

#### **Assessment for learning is used:**

- Daily, within class. Teacher's assess from the Trust's Reading Assessment Statements that have been formulated from the National Curriculum and the Teacher Assessment Frameworks for the end of KS1 and KS2 for children in Years 2 and 6. Pupil's progress is assessed during guided reading, supplemented by observations in shared reading, spontaneous reading in other subjects and through individual reading assessments.

#### **Summative assessment is used:**

- Once every term, children are given the chance to complete a PIXL assessment which checks their level of reading and their accuracy at answering age appropriate comprehension questions. Teachers will mark and analyse the data to highlight strengths and areas where children may need extra support. Along with other forms of evidence such as video recordings, observations and guided reading books, teachers are then able to make their own judgements based on the Trust's Reading Statements for each child.

### **Statutory assessment**

- Children in Year 1 sit the Phonics Screening Check. Any child not passing the check re-sits it in Year 2.
- SATs (Standard Assessment Tests) are given at the end of Year 2 and 6. They are used to show the children's progress in reading. In KS1 the results are used as one form of evidence towards the teacher's judgement. However, in KS2 the tests are sent away for external marking.

### **Ongoing assessment for catch-up**

- Children in Year 2 to 6 are assessed through their teacher's ongoing formative assessment as well as through the half-termly *Little Wandle Letters and Sounds Revised* summative assessments.

See the Phonics and Early reading policy for assessment for reading for our children accessing the *Little Wandle Letters and Sounds Revised* programme.

### **This policy was most recently updated in:**

October 2022

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<sup>1</sup> See Appendix 1.

**Appendix One**

Please be aware that this is adapted for KS1.

# KS2 Reading Vipers

Vipers is a range of reading prompts based on the 2016 reading content domains found in the National Curriculum Test Framework documents which can be found online here: <https://www.gov.uk/government/publications/key-stage-2-english-reading-test-framework>

Vipers heading	Content Domain reference	Content Domain Description
Vocabulary	2a	Give/explain the meaning of words in context
Infer	2d	Make inference from the text/ explain and justify using evidence from the text.
Predict	2e	Predict what might happen from the details stated and implied.
Explain	2f, 2g, 2h,	Identify/explain how information/narrative content is related and contributes to the meaning as a whole. Identify/explain how meaning is enhanced through choice of words and phrases. Make comparisons within the text
Retrieve	2b	Retrieve and record key information/key details from fiction and non-fiction
Summarise	2c	Summarise main ideas from more than one paragraph



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