



# Reading Handbook

## 2024-25

**'Every Child a Reader by 7'**

# Reading Curriculum Intent

Evidence Base: Alex Quigley 'Closing the Vocabulary Gap says:

*'From birth to 48 months, parents in professional families spoke 32 million more words to their children than parents in disadvantaged families. And this talk gap between the ages of 0 and 3 years - not parent education, socioeconomic status, or race - explains the vocabulary & language gap at age 3 and their reading and maths achievement gap age 10'*

When children enter the nursery at Bond Primary School, we understand that these children will need a strong start in activities designed to immerse them in developing their speech and language and communication skills. This is where the roots of our Early Reading Programme are laid; enriching activities created through play, with songs and rhymes and roleplay, designed to develop vocabulary right from day 1. This becomes more formalised as children work through the 'Foundations for Phonics' – Little Wandle program; by Spring all children are expected to begin Phase 1 phonics.

As the children progress through the school, we impart the skills and knowledge necessary to enable children to listen, speak, read, and write fluently. Our children use effective and expressive means of communication and comprehension. They will be well-equipped to understand and access all aspects of media in society. We foster a life-long love of English.

## **Early Reading**

At Bond Primary School, we believe that all our children can become fluent readers and writers. This is why we teach reading through *Little Wandle Letters and Sounds Revised*, which is a systematic and synthetic phonics programme. We start teaching Phonics in Nursery/Reception and follow the *Little Wandle Letters and Sounds Revised* progression, which ensures children build on their growing knowledge of the alphabetic code, mastering phonics to read and spell as they move through school.

As a result, all our children are able to tackle any unfamiliar words as they read. At Bond Primary School, we also model the application of the alphabetic code through phonics in shared reading and writing, both inside and outside of the phonics lesson and across the curriculum. We have a strong focus on language development for our children because we know that speaking and listening are crucial skills for reading and writing in all subjects.

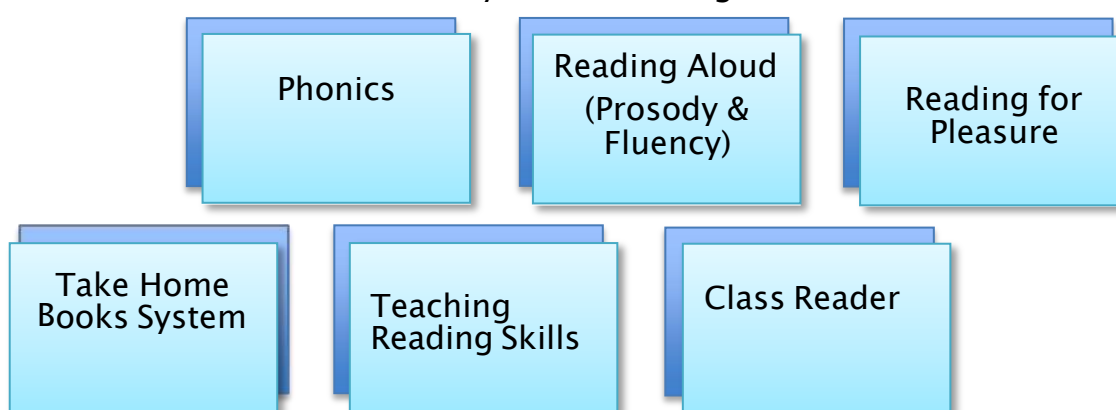
## **Comprehension**

At Bond Primary School, we value reading as a crucial life skill. By the time children leave us, they read confidently for meaning and regularly enjoy reading for pleasure. Our readers are equipped with the tools to tackle unfamiliar vocabulary. We encourage our children to see themselves as readers for both pleasure and purpose.

# Reading Curriculum Implementation

Bond Primary School teaches an English curriculum based on the National Curriculum for primary schools. However, as with everything at Bond, we have worked hard to develop our own curriculum model and methods for teaching this important subject based around evidence, research & what we know works for our school community.

There are six key elements that underpin the teaching and learning of Reading at Bond Primary School – which are shown below. Each item is a separate entity in our timetables, and the teaching and learning in each aspect work together to form the implementation of our Reading curriculum. This jigsaw approach not only ensures that every child is a reader by 7, but also promotes engagement and creates a celebratory reading culture within our school. The importance of our children reading for pleasure will be the impact of our success with the delivery of the Reading Curriculum.



## Reading Rationale

The three areas of English: reading, writing and spoken language have a key place in the education of pupils here at Bond Primary School. Reading is both an important subject in its own right and the medium for accessing the whole curriculum.

The Simple View of Reading provides the rationale for the structure of reading provision at our school. This conceptual framework that underpins reading in the National Curriculum, sets out a model of reading that has two dimensions: word reading and language comprehension.

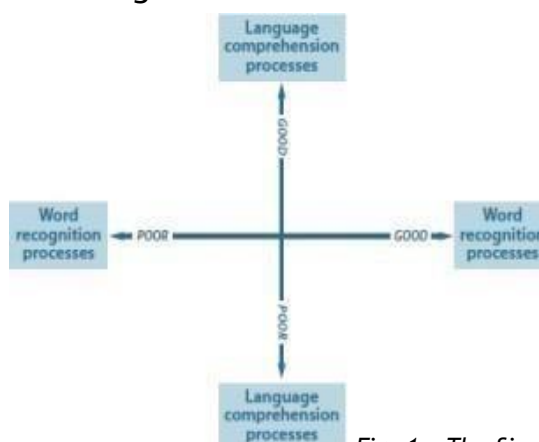


Fig. 1 - The Simple View of Reading

# Phonics

Skilled **word reading** involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Underpinning both is the understanding that the letters on the page represent the sounds in spoken words.

*(Rose review of the teaching of early reading, DfE, 2006)*

At Bond, our pupils follow a system of synthetic phonics through *Little Wandle Letters and Sounds Revised*. This is in place throughout the EYFS and KS1. Word reading is assessed through continuous teacher assessment along with robust assessments at the end of each Phase, and validated by the phonics check in Year 1.

Rigorous assessment in phonics and reading comprehension sessions inform accurate tracking and enable children to read books suited to their current level. Children working below ARE have additional reading support on a 1:1 basis & targeted 'keep up' sessions (Reception onwards) and Rapid Catch Up sessions (Year 2 onwards).

This reading support will use additional books that are based on their current set GPC (Grapheme-phoneme correspondence). Only the class teacher will be able to move the children forward in their progression.

**Spelling** Once the children in Year 2 have completed the Little Wandle daily phonics sessions at Christmas, they move on to 'Bridge to Spelling' Little Wandle sessions for 6 weeks. This bridges to the transition from daily phonics to daily spelling sessions in which they complete the alphabetic code and learn the underpinning concepts of spelling. The Little Wandle Spelling units complete the coverage of the Year 2 spelling requirements. Across the school, from Yrs 3- 6, builds on the patterns children learn earlier in the school, both for phonetically plausible words and common exception words. Teachers follow The NoNonsense Spelling Programme. The focus of the programme is on the teaching of spelling, which embraces knowledge of spelling conventions - patterns and rules; but integral to the teaching is the opportunity to promote the learning of spellings, including statutory words, common exceptions and personal spellings.

## Reading Aloud-Teaching Reading Fluency and Prosody

At Bond Primary School, we understand that repeated and regular exposure to texts, including listening to stories, is one of the most important factors in developing fluency. One of the most effective ways of improving fluency is through repeated readings of texts. Reading along to a text being read aloud is an effective way of developing fluency,

Pupils in KS2 receive regular 'Read Aloud' sessions during the week. This is an opportunity for teachers to model what good readers do and build upon children's understanding. As they read aloud, teachers model fluent reading to support children's comprehension and demonstrate the key skills of prosody. They stop during selected parts to 'think aloud' and ask questions. Children participate in the lesson by joining in with reading, practising reading small sections of text, using the expression and prosody modelled to them by the teacher.

*(see Appendix - [Read Aloud Sessions at Bond Primary School](#))*

# **Reading for Pleasure**

Every classroom has a book corner or reading area where children have free access to the texts. Children are encouraged to use these areas as much as possible. In Early Years all children have access to and are supported to choose a 'Book Bag' book to share with their families, every day. This is in addition to the Take Home Books and is a book from the reading area in the classroom.

The importance of independent reading is recognised at Bond and regularly **integrated into the planning and delivery of lessons across the curriculum.**

## **Take home books**

At Bond Primary School, we encourage children to read for pleasure as well as impressing upon them the importance of reading for pleasure at home.

Children are expected to read at least five times a week in every year group for 10 – 15 minutes per day.

### **Key Stage 1**

At Bond Primary School, we assign children a book banded book, closely matched to their Phonics Phase. This system is in place for all children from Reception to Year 4. Up until the end of KS1 there is a set day for children to change their Take Home Book and adults record their choices in their Reading Records. In KS2, children record their own choice of book in their reading record. Class teachers keep track of the system and ensure that changes are regular and also that the level of the text is appropriate in regard to their assessment of the child's reading ability. Details of progression through the book bands will now be recorded on our Whole School Tracking (INSIGHT) for every child.

For book bands from Phase 2–5, children should be encouraged to reread their book three times. Children will be assigned to a book band when they enter the school and will then progress through the stages at their own pace until they leave us. It is important to note that the book bands are designed to be different lengths so while some book bands may be completed over a half term, most are designed to last a few months and some up to a year or more, particularly in the higher bands.

For book bands after the Phonic Phases, children should only need to read a book once but should be encouraged to re-read specific sentences and paragraphs where they are less sure of the meaning or meet an unfamiliar word. At this level, children should be able to read a text silently to themselves but should be discussing what they have read with others and answering questions about the text. They should also be using dictionaries to establish the meaning of unfamiliar words.

# Teaching Reading Skills -

## Early Years & Key Stage 1 (Decodable Books)

In Reception, Year 1 and Year 2, we read one to one with children working our way through a series of books that systematically progress through the phases of phonics and the sounds that have been taught. Every child reads with a teacher or class-based TA/Nursery Nurse at least once a week. From Summer term in Nursery, children begin Phase 2 phonics in preparation for Reception and take home a weekly wordless book. The wordless books develop context vocabulary alongside the early comprehension skills.

We teach reading over three 'Reading Squad' sessions every week, with each session having a focus on decoding, fluency, or comprehension. At the beginning of each of these sessions, children are given time to practise graphemes and tricky words that appear in the book as well as discuss new vocabulary that will appear during the session. During these sessions, children read a levelled reading book in a group with an adult. We design our sessions around Development Matters statements in Early Years and ARE statements in Year 1 & 2.

Across Early Years, displays of 'these are the sounds that I know' support the children's learning.

A range of open and closed questions are deployed to develop comprehension skills in the environment.

## **Key Stage 2**

In Key Stage 2, the children receive at least 2 sessions of discrete Reading Skills Teaching per week. These sessions recognise that reading comprehension requires knowledge of **vocabulary, context, syntax and narrative structure**, as well as the capacity to read fluently.

Teaching in these sessions provides the relevant contextual knowledge that pupils will need for adequate comprehension, as we recognise that those with a stronger background knowledge of what they read have better comprehension than those who have less knowledge.

During these sessions, we use short ARE levelled extracts, carefully chosen from The Literacy Shed Comprehension Plus resources. Teachers also identify specific Year Group Reading objectives when selecting texts.

*(See Appendix - **Progression of Reading Skills**)*

Each of the texts include questions based around the use of VIPERS as an acronym to aid the recall of the 6 reading domains of the reading curriculum. They are the key areas which we feel children need to know and understand in order to improve their comprehension of texts.

**VIPERS stands for:**

**Vocabulary**

**Inference**

**Prediction**

**Explanation**

**Retrieval**

**Sequence or Summarise**

The 6 domains focus on the comprehension aspect of reading and not the mechanics: decoding, fluency, prosody etc. As such, VIPERS is not a reading scheme but rather a method of ensuring that teachers ask, and students are familiar with, a range of questions. They allow the teacher to track the type of questions asked and the children's responses to these which allows for targeted questioning afterwards. Teachers ensure that each extract is reading age appropriate. We assess the progress of our children throughout our reading sessions in a range of ways. We ask targeted questions, as well as open-ended questions which probe children's understanding. We also have children record their work on the text in a range of ways – this includes, where appropriate, in our English books. In terms of phonics and decoding, we make sure that children are decoding to read the words in our books.

*(see Appendix - Model for Quality Assurance- **Teaching Reading Skills sessions**)*

We sometimes require extra decoding teaching for some of our children. This might include phonics teaching or reading with the class teacher or TA. We commit to all children in our lowest 20% being heard read every day using a book banded books. Children continue to progress through the book banded reading levels as required, throughout Key Stage 2.

We support all children however we can, and this includes ensuring that necessary supports are available, and that the learning environment facilitates effective learning. We recognise that our children in Year 3 & 4 have need for additional teaching of reading and this is delivered by Rapid Catch-Up intervention sessions and/or additional comprehension plus sessions.

## **Class Reader**

*'A reluctant reader is a child for whom adults have not been able to find a good enough book.'* Paul Jennings

At the end of a day, class teachers read a story to the whole class to promote reading for pleasure. Teachers have the freedom of choice to inspire their children.

In addition to English lessons, Reading Comprehension and Phonics, children at Bond Primary have the opportunity to read independently and listen to books read to them by an adult; known as the class reader. This supports their comprehension,

develops their vocabulary and prosody, and helps them to enjoy reading and lose themselves in a story. At Bond Primary this is an issue of equity as not all children have the opportunity to read and enjoy books at home.

## **Spoken Language**

At Bond, oracy has a central place in our curriculum, reflecting the vital importance of spoken language in our pupils' development. Pupils are supported to speak in Standard English at all times, whilst at school. There are opportunities to talk throughout the curriculum as this is recognised as being a key way in which pupils develop their learning. Pupils are supported to talk about their ideas, join in debates & partner up to support each other – all helping to consolidate learning. In addition to making formal presentations and participating in debates, pupils are challenged to elaborate and clearly explain their understanding and ideas.

We support our staff to make decisions about quality texts, believing that this should be a fluid process, year on year. As such, there is no one document pointing to texts used across the school. Instead, book choices are borne out of a discussion with knowledgeable professionals and one's own reading of latest literature so that book choices are diverse and high quality that add value to our English Curriculum

## **Library Sessions**

Each Year group has a timetabled 30-minute slot to spend time with their class in the library. It is run and managed by school volunteers. Children are allowed to take home two books of their own choice from the library every week. This selection and the return of the books is supervised and managed by the class teachers.

The library is organised into age-appropriate sections and is an inviting, warm and friendly space for all children.

In Early Years, parent partnership is paramount in developing early reading skills. One way we support this is having a book borrowing system. Each day, the children can choose a book to take home. The parents lead this system and sign books in and out daily if they choose. The parents are then encouraged to share their observations, videos and photographs of their children reading at home. Books include topics we are learning, copies of core texts and dual language books.

## **Celebrating Reading**

At Bond Primary School, we believe reading should be celebrated wherever possible. We have a display board of children reading in different places and classrooms display their class reader on their doors. We have book corners in our classrooms & as a school we are keen to organise author visits following a period of absence during the Pandemic. Nursery & Reception organise a 'book borrowing' club for parents and we have regular book fairs for children to purchase books. During these weeks, the school also identifies children who would benefit from a new book which would otherwise not be possible – the cost of which is picked up from proceeds made at the book fairs. We



also encourage parents to donate a book to the school on their child's birthday ensuring a lasting link with Bond Primary School. As a school we continue to look for new and exciting ways to celebrate reading.

## **Impact/Assessments**

All assessments made in Reading are in line with either the Development Matters statements within government guidelines (the Statutory Guidance) for the Early Years Foundation Stage or ARE statements for Reading found in the National Curriculum. ARE Folders and the exemplars within each are used to make consistent and robust assessments. Tracking of Reading is completed on the Whole School Tracking System – NFER & INSIGHT by each class teacher, three times a year. Within this tracking system, the phase in phonics and level of Take Home Books is also recorded. This is analysed as part of the regular Pupil Progress Meetings that are held and actions are put in place for individual children.

Summative assessment is made in an ongoing manner on a daily basis by the class teachers through all of the five elements detailed in this document.

Formative assessments are taken at the end of each Phase in Phonics from Reception to Year 2. NFER papers are sat in Reading Comprehension at the end of the year by children in Years 3 – 5. **Assessment Tests in Year 2** and 6 provide data that enables the impact of the overall Reading curriculum to be evaluated.

The impact is measured both in attainment and attitudes towards reading. Data is scrutinised and actions put in place to ensure maximum progress for every child.

**Date: September 2023**

## Expectations for English

What should it look like in my classroom?

### READING

	Nursery			Reception			Year 1			Year 2			Year 3	Year 4	Year 5	Year 6	For those children who are out of KS
	Aut	Spr	Sum	Aut	Spr	Sum	Aut	Spr	Sum	Aut	Spr	Sum					
<b>Phonics -</b>  Little Wandle Letters and Sounds Revised (LWLaSR)  Daily 30min sessions		Phase 1	Phase 2	Phase 2	Phase 3	Phase 3/4	Phase 4	Phase 4	Phase 5	Phase 5	Daily keep up sessions Rapid catch up sessions		No Nonsense Spelling  Ninja Word of the Day – Tiered vocabulary				LWLaSR – Daily keep up sessions  LWLaSR – Rapid catch up sessions  SEND section of LWLaSR
<b>Teaching Reading -</b>  2 x 30min session a week	Introduction to Early Reading through nursery rhymes, songs and traditional tales  Language groups  Book bus			<b>Shared Reading using Big books</b>  1:1 reading			<b>Shared Reading using Big books</b>  1:1 reading			<b>Shared Reading using Big books</b>  1:1 reading  From Spring term – VIPERS Stage 1			Vocabulary Inference Prediction Explanation Retrieval Sequencing through Literacy Shed Comprehension Plus, using ARE levelled extracts.		Stage 2 and 3	Stage 4, 5 & 6	Extra 1:1 reading
<b>Take home books</b>  Changed on a weekly basis	From the summer term – ‘Foundations for Phonics’ books			Decodable books that match the child’s Phonic stage.  Little Wandle Reading Book matched to Phonic level									Reading books that match the child’s reading age.				
<b>Reading for Pleasure</b>  Daily 15 min sessions	Children to choose a reading book from the Reading Corner.																
<b>Read Aloud (Teaching Prosody and Fluency)</b>	2x half hour sessions per week																
<b>Class Reader</b>  Daily 10mins	Sharing stories during English lessons, fruit time, library sessions.												Teacher modelling reading using a Class Reader.				
<b>Library sessions</b>  Once a week	Children to visit the library once a week and borrow a book that they can read within school time.																

# EYFS

## Reading – Word reading

	Objectives	What should be seen in the classroom?
<b>Phonics and decoding</b> Birth to 3 3 and 4 years Reception ELG	<p>Develop their phonological awareness, so that they can:</p> <ul style="list-style-type: none"> <li>• <b>Enjoy songs and rhymes- tuning in and paying attention.</b></li> <li>• <b>Join in with songs and rhymes</b></li> <li>• <b>Sing songs and say rhymes independently</b></li> </ul> <p>Develop their phonological awareness, so that they can:</p> <ul style="list-style-type: none"> <li>• spot and suggest rhymes</li> <li>• count or clap syllables in words</li> <li>• recognise words with the same initial sound, such as money and mother.</li> </ul> <ul style="list-style-type: none"> <li>• Read individual letters by saying the sounds for them.</li> <li>• Blend sounds into words, so that they can read short words made up of letter-sound correspondences.</li> <li>• Read some letter groups that each represent one sound and say sounds for them.</li> <li>• Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</li> </ul> <p>ELG: Say a sound for each letter in the alphabet and at least 10 digraphs.</p> <ul style="list-style-type: none"> <li>• Read words consistent with their phonic knowledge by sound-blending.</li> <li>• Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</li> </ul>	<p style="text-align: center;">Nursery</p> <ul style="list-style-type: none"> <li>-Phonological awareness – tracking and end of year expectations</li> <li>- Autumn term- sounds in the environment: musical instruments, doorbell in home corner. Sounds of cooking- pans</li> <li>-Spring term onwards Phonics using Little Wandle daily –</li> <li>-Storytelling, songs and rhymes</li> <li>-Daily story time</li> <li>Language groups- Nursery</li> <li>Vocabulary- Grasshopper vocabulary words indoors and outdoors</li> <li>Nursery rhyme time daily</li> <li>Nursery rhyme puppets area in the Reading corner</li> <li>Adults model vocabulary</li> <li>Reading corner with diverse books, dual language books</li> <li>-photographs of children reading</li> </ul>
	<ul style="list-style-type: none"> <li>• Read a few common exception words matched to the school's phonic programme.</li> </ul>	<p style="text-align: center;">Reception</p> <ul style="list-style-type: none"> <li>-Phonics teaching, using Little Wandle that is tracked to age related expectations- whole class</li> <li>Phonics area and daily phonics task displayed in the environment as part of the continuous provision – link to letter formation</li> <li>Writing for a purpose Autumn term: Post office-roleplay writing letters- outside the classroom: write letters home- go and post their letter – Mitcham</li> <li>-Storytelling, songs and rhymes</li> <li>-Daily story time</li> <li>-Daily high frequency words linked to phonics programme</li> </ul>
<b>Common Exception Words/ HFW</b>		

**Fluency**

Birth to 3  
3 and 4 years  
Reception  
ELG

Enjoys sharing books with an adult

Have favourite books and seeks them out, to share with an adult, with another child, or to look at alone.

Repeat words and phrases from familiar stories

Understand the five key concepts about print:

- print has meaning
- the names of 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
- Blend sounds into words, so that they can read short words made up of letter-sound correspondences.
- Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.
- Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment.

ELG: Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

-Daily individual reading with books appropriate to the reading age of the child which include targeted sounds they are developing and can recognise.

Those making better than expected progress begin to read Year 1 common exception words.

Context vocabulary in all areas of the environment indoors and outdoors.

Adults model vocabulary

Recordable buttons- children talk- sing- retell stories

Reading corner with diverse books, dual language books

Photographs of children reading

# EYFS

## Reading - Comprehension

Skills	Objectives – <b>Birth to 3</b> <b>3 AND 4 YEAR OLDS</b> <b>Reception</b> <b>ELG</b>	What should be seen in the classroom? <b>Nursery/Reception</b>
Understanding and correcting inaccuracies	<ul style="list-style-type: none"> <li>Pay attention and responds to the pictures or the words</li> <li>Ask questions about the book. Make comments and share their own ideas.</li> <li>Develop play around favourite stories using props</li> <li>Enjoy listening to longer stories and can remember much of what happens.</li> <li>Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"</li> <li>Be able to express a point of view and debate when they disagree with an adult or a friend, using words as well as actions.</li> <li>Engage in extended conversations about stories, learning new vocabulary.</li> <li>Listen to and talk about stories to build familiarity and understanding.</li> <li>Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.</li> <li>Listen carefully to rhymes and songs, paying attention to how they sound.</li> <li>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</li> </ul> <p>ELG: Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <ul style="list-style-type: none"> <li>Anticipate (where appropriate) key events in stories.</li> <li>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during roleplay.</li> </ul>	<p>Role play linked to the core books with vocab and phrases displayed Traditional stories displayed in reading area</p> <p>-Hear questions being asked to children throughout reading both whole class and individual. -Can you find the front cover? Can you find/point to the title/ blurb? What is happening? Summer term: Wordless books photographs of children reading</p> <p><b>Supporting parents in early reading:</b> Daily "Borrow a book" system – Nursery and Reception Phonics workshop – Reception- Autumn 2 Wordless books- Nursery – Summer term Reading prompts booklet to support reading at home Reading stay and play sessions- Spring - Reception</p>
Connecting and becoming familiar with texts	<p><b>Ask questions about a book. Make comments and share their own ideas.</b> Repeat words and phrases from familiar stories</p> <p><b>Be able to express a point of view and debate when they disagree with an adult or a friend, using words as well as actions.</b> <b>Compare and contrast characters from stories, including figures from the past.</b></p> <p>ELG: Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. <b>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</b></p>	
Non Fiction	<p><b>Engage in non-fiction books.</b> <b>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</b></p>	<p>Selection of non fiction books linked to topics and areas in the continuous provision- Nursery and Reception.</p>

	<p>ELG: Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p>	
<p>Poetry and Performance linked to Communication and Language Expressive arts and Design</p>	<p>Join in with songs and rhymes</p> <p>Anticipate phrases and actions in rhymes and songs</p> <p>Sing a large repertoire of songs.</p> <p>Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</p> <p>Take part in simple pretend play, using an object to represent something else even though they are not similar.</p> <p>Begin to develop complex stories using small world equipment like animal sets, dolls and doll houses, etc.</p> <p>Remember and sing entire songs.</p> <p>Sing the pitch of a tone sung by another person ('pitchmatch').</p> <p>Sing the melodic shape (moving melody, such as up and down and down and up) of familiar songs.</p> <p>Create their own songs, or improvise a song around one they know.</p> <p>Engage in story times.</p> <p>Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.</p> <p>Learn rhymes, poems and songs.</p> <p>Develop storylines in their pretend play.</p> <p>ELG: (R) Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>Make use of props and materials when role playing characters in narratives and stories.</p> <p>(EXAD) Invent, adapt and recount narratives and stories with their peers and their teacher.</p> <p>Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time to music.</p>	<p>Outdoor performance stage- Nursery rhymes and instruments</p>
<p>Vocabulary Communication and Language</p>	<p>Understand single words in context</p> <p>Use a wider range of vocabulary.</p> <p>Learn new vocabulary and use throughout the day</p> <p>Engage in extended conversations about stories, learning new vocabulary.</p> <p>Use new vocabulary in different contexts</p>	<p>Question Examples</p> <p>What does this word mean?</p>
<p>Inference</p>	<p>To begin to understand 'why' and 'how' questions.</p> <p>Pay attention and respond to the pictures or the words.</p> <p>To answer 'how' and 'why' questions about their experiences and in response to stories or events.</p> <p>Engage in extended conversations about stories</p> <p>Articulate their ideas and thoughts</p>	<p>(Looking at pictures) What can you see? What might they be feeling? How do you know?</p>
<p>Prediction</p>	<p>(Speaking ELG) Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p>	<p>What might happen at the end of the story? What might happen in the story? What might happen next?</p>

Retrieval		What did you find out? What can you see on the front cover?
Sequence		Can you order these parts of the story? What happened first, next....?

Year 1		
Reading – Word reading		
Skills	Objectives	What should be seen in the classroom?
<b>Phonics and decoding</b>	To apply phonic knowledge to decode words To speedily read all 40+ letters/groups for 40+ phonemes To read accurately by blending taught GPC To read common suffixes (-s, -es, -ing, -ed, etc.) To read multisyllable words containing taught GPCs To read contractions and understanding use of apostrophe To read aloud phonically-decodable text	<ul style="list-style-type: none"> <li>- Daily Phonics Sessions (Little Wandle)</li> <li>- Regular assessments half term to identify gaps.</li> <li>- Additional Daily Keep Up sessions with small groups</li> <li>- Daily individual reading using decodable books, closely matched to a child’s current phonics stage</li> <li>- Reading for Pleasure take home books</li> <li>- Year 1 Phonics Screening Check</li> </ul>
<b>Common Exception Words/ HFW</b>	To read Y1 common exception words, noting unusual correspondences between spelling and sound and where these occur in words.	
<b>Fluency</b>	To accurately read texts that are consistent with their developing phonic knowledge, that do not require them to use other strategies to work out words. To reread texts to build up fluency and confidence in word reading.	

*\* These are detailed in the word lists within the spelling appendix to the national curriculum (English Appendix 1). Teachers should refer to these to exemplify the words that pupils should be able to read as well as spell.*

# Year 1

## Reading - Comprehension

Skills	Objectives	What should be seen in the classroom?
Understanding and correcting inaccuracies	<p>To check that a text makes sense to them as they read and to self-correct.</p> <p>To draw on what they already know or on background information and vocabulary provided by the teacher.</p> <p>To explain clearly their understanding of what is read to them.</p>	<ul style="list-style-type: none"> <li>- Storytelling, songs and rhymes</li> <li>- Shared Reading sessions at least 3x week.</li> <li>- One to one reading with adults, using VIPERS question stems.</li> <li>- Weekly individual reading using decodable readers matched to phonic phases</li> <li>- Reading for Pleasure take home book</li> <li>- Weekly school library slots</li> </ul>
Connecting and becoming familiar with texts	<p>To become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics</p> <p>To recognise and join in with predictable phrases</p> <p>participate in discussion about what is read to them, taking turns and listening to what others say</p>	
Non Fiction	To discuss features and layout.	
Poetry and Performance	learning to appreciate rhymes and poems, and to recite some by heart	
		<b>Question Stems</b>
Vocabulary	discussing word meanings, linking new meanings to those already known	<ul style="list-style-type: none"> <li>• What does the word.....mean in this sentence?</li> <li>• Find and copy a word which means .....</li> <li>• What does this word or phrase tell you about .....</li> <li>• Which word in this section do you think is the most important? Why?</li> <li>• Which of the words best describes the character/setting/mood etc?</li> <li>• Can you think of any other words the author could have used to describe this?</li> <li>• Why do you think ..... is repeated in this section?</li> </ul>



Inference	<p>discussing the significance of the title and events  making inferences on the basis of what is being said and done  Developing inference through use of pictures</p>	<ul style="list-style-type: none"> <li>• Why was.....feeling ..... ?</li> <li>• Why did .....happen?</li> <li>• Why did..... say.....?</li> <li>• Can you explainwhy ..... ?</li> <li>• What do you think the author intended when they said..... ?</li> <li>• How does.....make you feel?</li> </ul>
Prediction	<p>predicting what might happen on the basis of what has been read so far</p>	<ul style="list-style-type: none"> <li>• Look at the book cover/blurb –what do you think this book will be about?</li> <li>• What do you think will happen next? What makes you think this?</li> <li>• How does the choice of character or setting affect what will happen next?</li> <li>• What is happening? What do you think happened before? What do you think will happen after?</li> <li>• What do you think the last paragraph suggests? What will happen next?</li> </ul>
Explanation		<ul style="list-style-type: none"> <li>• Who is your favourite character? Why?</li> <li>• Why do you think all the main characters are girls in this book?</li> <li>• Would you like to live in this setting? Why/why not?</li> <li>• Is there anything you would change about this story?</li> <li>• Do you like this text? What do you like about it?</li> </ul>
Retrieval	<p>To develop their knowledge of retrieval through images.</p>	<ul style="list-style-type: none"> <li>• What kind of text is this?</li> <li>• Who did.....?</li> <li>• Where did.....?</li> <li>• When did.....?</li> <li>• What happened when.....?</li> <li>• Why did ..... happen?</li> <li>• How did .....?</li> <li>• How many... ?</li> <li>• What happened to.....?</li> </ul>
Sequence	<p>To retell familiar stories orally  To sequence the events of a story they are familiar with</p>	<ul style="list-style-type: none"> <li>• Can you number these events 1-5 in the order that they happened?</li> <li>• What happened after .....?</li> <li>• What was the first thing that happened in the story?</li> <li>• Can you summarise in a sentence the opening/middle/end of the story?</li> <li>• In what order do these chapter headings come in the story?</li> <li>• Sequence the key events in the story</li> </ul>

## Year 2

### Reading – Word reading

Skills	Objectives	What should be seen in the classroom?
<b>Phonics and decoding</b>	To secure phonic decoding until reading is fluent. To read accurately by blending, including alternative sounds for graphemes. To read multisyllable words containing these graphemes To read common suffixes. To read exception words, noting unusual correspondences. To read most words quickly & accurately without overt sounding and blending.	<ul style="list-style-type: none"> <li>- Daily phonics Catch Up/ interventions for targeted groups.</li> <li>- One to One reading weekly, using decodable readers matched to phonic phases</li> <li>- Year 2 Phonics Screening re-sit</li> <li>- Reading for Pleasure take home book</li> <li>- Daily NINJA Word of the Day</li> </ul>
<b>Common Exception Words/ HFW</b>	To read Y1 and Y2 common exception words*, noting unusual correspondences between spelling and sound and where these occur in the word.	
<b>Fluency</b>	To read aloud books (closely matched to their improving phonic knowledge), sounding out unfamiliar words accurately, automatically and without undue hesitation. To reread these books to build up fluency and confidence in word reading. To read words accurately and fluently without overt sounding and blending, e.g. at over 90 words per minute, in age-appropriate texts.	

*\* These are detailed in the word lists within the spelling appendix to the national curriculum (English Appendix 1). Teachers should refer to these to exemplify the words that pupils should be able to read as well as spell.*

# Year 2

## Reading - Comprehension

Skills	Objectives	What should be seen in the classroom?
Understanding and correcting inaccuracies	<p>To show understanding by drawing on what they already know or on background information and vocabulary provided by the teacher.</p> <p>To check that the text makes sense to them as they read and to correct inaccurate reading.</p> <p>*drawing on what they already know or on background information and vocabulary provided by the teacher</p> <p>*checking that the text makes sense to them as they read and correcting inaccurate reading</p>	<ul style="list-style-type: none"> <li>- Daily Story time</li> <li>- Teaching Reading sessions 3 x weeks, using VIPERS questioning</li> <li>- Daily story time</li> <li>- Weekly school library slots</li> </ul>
Connecting and becoming familiar with texts	<ul style="list-style-type: none"> <li>- 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</li> </ul> <p>*participate in discussion about books, poems &amp; other works that are read to them &amp; those that they can read for themselves, taking turns and listening to what others say</p>	
Non Fiction	<p>being introduced to non-fiction books that are structured in different ways</p>	
Poetry and Performance	<p>continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear</p>	
<p><b>VIPERS ~ Vocabulary, Inference, Prediction, Explanation, Retrieval, Sequence / Summarise</b></p>		<p><b>Question Stems</b></p>

Vocabulary	<p>*discussing and clarifying the meanings of words, linking new meanings to known vocabulary *discussing their favourite words and phrases</p>	<ul style="list-style-type: none"> <li>• What does the word.....mean in this sentence?</li> <li>• Find and copy a word which means .....</li> <li>• What does this word or phrase tell you about.....?</li> <li>• Which word in this section do you think is the most important? Why?</li> <li>• Which of the words best describes the character/setting/mood etc?</li> <li>• Can you think of any other words the author could have used to describe this?</li> <li>• Why do you think.....is repeated in this section?</li> </ul>
Inference	<p>*making inferences on the basis of what is being said and done *answering and asking questions</p>	<ul style="list-style-type: none"> <li>• Why was.....feeling .....</li> <li>• Why did..... happen?</li> <li>• Why did..... say .....</li> <li>• Can you explain why.....?</li> <li>• What do you think the author intended when they said .....</li> <li>• How does ..... make you feel?</li> </ul>
Prediction	<p>*predicting what might happen on the basis of what has been read so far</p>	<ul style="list-style-type: none"> <li>• Look at the book cover/blurb –what do you think this book will be about?</li> <li>• What do you think will happen next? What makes you think this? <ul style="list-style-type: none"> <li>• How does the choice of character or setting affect what will happen next?</li> <li>• What is happening? What do you think happened before? What do you think will happen after?</li> </ul> </li> <li>• What do you think the last paragraph suggests? What will happen next?</li> </ul>
Explanation	<p>*explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves</p>	<ul style="list-style-type: none"> <li>• Who is your favourite character? Why?</li> <li>• Why do you think all the main characters are girls in this book?</li> <li>• Would you like to live in this setting? Why/why not?</li> <li>• Is there anything you would change about this story?</li> <li>• Do you like this text? What do you like about it?</li> </ul>
Retrieval	<p>Asking and answering retrieval questions</p>	<ul style="list-style-type: none"> <li>• What kind of text is this?</li> <li>• Who did.....?</li> <li>• Where did.....?</li> <li>• When did.....?</li> <li>• What happened when.....?</li> <li>• Why did.....happen?</li> <li>• How did.....?</li> <li>• How many... ?</li> <li>• What happened to.....?</li> </ul>

<b>Sequence</b>	To discuss the sequence of events in books and how items of information are related.	<ul style="list-style-type: none"> <li>Can you number these events 1-5 in the order that they happened?</li> <li>What happened after .....?</li> <li>What was the first thing that happened in the story?</li> <li>Can you summarise in a sentence the opening/middle/end of the story?</li> <li>In what order do these chapter headings come in the story?</li> <li>Sequence the key events in the story</li> </ul>
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## Year 3

### Reading – Word reading

Skills	Objectives	What should be seen in the classroom?
<b>Phonics and decoding</b>	<p>To use their phonic knowledge to decode quickly and accurately (may still need support to read longer unknown words).</p> <p>To apply their growing knowledge of root words and prefixes, including in-, im-, il-, ir-, dis-, mis-, un-, re-, sub-, inter-, super-, anti- and auto- to begin to read aloud.*</p> <p>To apply their growing knowledge of root words and suffixes/word endings, including -ation-, -ly, -ous, -ture, -sure, -sion, -tion, -ssion and -cian, to begin to read aloud.*</p>	<ul style="list-style-type: none"> <li>- Catch / Intervention Phonics sessions for pupils who failed the Year 2 Phonics re test</li> <li>- 2 x weekly Spelling sessions using NNS programme</li> <li>- Daily NINJA Word of the Day</li> </ul>
<b>Common Exception Words</b>	To read Y3/4 common exception words	
<b>Fluency</b>	At this stage, teaching comprehension skills should be taking precedence over teaching word reading and fluency specifically. Any focus on word reading should support the development of vocabulary.	

# Year 3

## Reading - Comprehension

Skills	Objectives	What should be seen in the classroom?
Understanding	<ul style="list-style-type: none"><li>*checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</li><li>*asking questions to improve their understanding of a text</li><li>*identifying main ideas drawn from more than one paragraph and summarising these</li></ul>	<ul style="list-style-type: none"><li>- Teaching Reading sessions 3 x weeks, using VIPERS questioning</li><li>- 4 x weekly Read Aloud sessions</li><li>- Daily story time</li><li>- Daily Reading for Pleasure slots</li><li>- weekly school library slots</li></ul>
Connecting and becoming familiar with texts	<ul style="list-style-type: none"><li>*checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</li><li>*asking questions to improve their understanding of a text</li><li>*increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</li><li>*identifying themes and conventions in a wide range of books</li><li>*listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li><li>*reading books that are structured in different ways and reading for a range of purposes</li><li>*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</li></ul>	
Non Fiction	<ul style="list-style-type: none"><li>*retrieve and record information from non-fiction</li></ul>	

Poetry and Performance	<p>*preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</p> <p>*recognising some different forms of poetry</p>	
<b>VIPERS ~ Vocabulary, Inference, Prediction, Explanation, Retrieval, Sequence / Summarise</b>		<b>Question Stems</b>
Vocabulary	<p>*using dictionaries to check the meaning of words that they have read</p>	<ul style="list-style-type: none"> <li>• What do the words ..... and ..... suggest about the character, setting and mood?</li> <li>• Which word tells you that... ?</li> <li>• Which keyword tells you about the character/setting/mood?</li> <li>• Find one word in the text which means.....</li> <li>• Find and highlight the word that is closest in meaning to.....</li> <li>• Find a word or phrase which shows/suggests that.....</li> </ul>
Inference	<p>* To ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives.</p>	<ul style="list-style-type: none"> <li>• Find and copy a group of words which show that...</li> <li>• How do these words make the reader feel? How does this paragraph suggest this?</li> <li>• How do the descriptions of ..... show that they are..... ?</li> <li>• How can you tell that ..... ?</li> <li>• What impression of ..... do you get from these paragraphs?</li> <li>• What voice might these characters use?</li> <li>• What was .... thinking when ..... ?</li> <li>• Who is telling the story?</li> </ul>
Prediction	<p>* To justify predictions using evidence from the text.</p>	<ul style="list-style-type: none"> <li>• From the cover what do you think this text is going to be about?</li> <li>• What is happening now? What happened before this? What will happen after?</li> <li>• What does this paragraph suggest will happen next? What makes you think this?</li> <li>• Do you think the choice of setting will influence how the plot develops?</li> <li>• Do you think... will happen? Yes, no or maybe? Explain your answer using evidence from the text.</li> </ul>

Explanation	<p>*discussing words and phrases that capture the reader's interest and imagination</p> <p>*identifying how language, structure, and presentation contribute to meaning</p>	<ul style="list-style-type: none"> <li>• Why is the text arranged in this way?</li> <li>• What structures has the author used? <ul style="list-style-type: none"> <li>• What is the purpose of this text feature?</li> <li>• Is the use of..... effective?</li> </ul> </li> <li>• The mood of the character changes throughout the text. Find and copy the phrases which show this.</li> <li>• What is the author's point of view?</li> <li>• What effect does..... have on the audience?</li> <li>• How does the author engage the reader here?</li> <li>• Which words and phrases did ..... effectively?</li> <li>• Which section was the most interesting/exciting part?</li> <li>• How are these sections linked?</li> </ul>
Retrieval	<p>To retrieve and record information from a fiction text.</p>	<p>How would you describe this story/text? What genre is it? How do you know?</p> <ul style="list-style-type: none"> <li>• How did...? How often...? Who had...? Who is...? Who did. ..?</li> <li>• What happened to.. ?</li> <li>• What does ... do?</li> <li>• How ..... is..... ?</li> <li>• What can you learn about..... from this section?</li> <li>• Give one example of.....</li> <li>• The story is told from whose perspective?</li> </ul>
Sequence/ summaries	<p>*identifying main ideas drawn from more than one paragraph and summarising these</p>	<ul style="list-style-type: none"> <li>• Can you number these events 1-5 in the order that they happened?</li> <li>• What happened after..... ?</li> <li>• What was the first thing that happened in the story?</li> <li>• Can you summarise in a sentence the opening/middle/end of the story?</li> <li>• In what order do these chapter</li> </ul>



## Year 4

### Reading – Word reading

Skills	Objectives	What should be seen in the classroom?
<b>Phonics and decoding</b>	To use their phonic knowledge to decode quickly and accurately (may still need support to read longer unknown words). To apply their growing knowledge of root words and prefixes, including in-, im-, il-, ir-, dis-, mis-, un-, re-, sub-, inter-, super-, anti- and auto- to begin to read aloud.* To apply their growing knowledge of root words and suffixes/word endings, including -ation, -ly, -ous, -ture, -sure, -sion, -tion, -ssion and -cian, to begin to read aloud.*	<ul style="list-style-type: none"> <li>- 2 x weekly Spelling sessions using NNS programme</li> <li>- weekly spellings sent home</li> <li>- Daily NINJA Word of The Day</li> </ul>
<b>Common Exception Words</b>	To read Y3/4 common exception words	
<b>Fluency</b>	At this stage, teaching comprehension skills should be taking precedence over teaching word reading and fluency specifically. Any focus on word reading should support the development of vocabulary.	

## Year 4

### Reading - Comprehension

Skills	Objectives	What should be seen in the classroom?
<b>Understanding</b>	<ul style="list-style-type: none"> <li>*checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</li> <li>*asking questions to improve their understanding of a text</li> <li>*identifying main ideas drawn from more than one paragraph and summarising these</li> </ul>	<ul style="list-style-type: none"> <li>- Teaching Reading sessions 3 x weeks, using VIPERS questioning</li> <li>- 4 x weekly Read Aloud sessions</li> </ul>

Connecting and becoming familiar with texts	<ul style="list-style-type: none"> <li>*checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</li> <li>*asking questions to improve their understanding of a text</li> <li>*increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</li> <li>*identifying themes and conventions in a wide range of books</li> <li>*listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>*reading books that are structured in different ways and reading for a range of purposes</li> <li>*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</li> </ul>	<ul style="list-style-type: none"> <li>- Daily story time</li> <li>- Daily Reading for Pleasure slots</li> <li>- weekly school library slots</li> </ul>
Non Fiction	<ul style="list-style-type: none"> <li>*retrieve and record information from non-fiction</li> </ul>	
Poetry and Performance	<ul style="list-style-type: none"> <li>*preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</li> <li>*recognising some different forms of poetry</li> </ul>	
<b>VIPERS ~ Vocabulary, Inference, Prediction, Explanation, Retrieval, Sequence / Summarise</b>		<b>Question Stems</b>
Vocabulary	<ul style="list-style-type: none"> <li>*using dictionaries to check the meaning of words that they have read</li> </ul>	<ul style="list-style-type: none"> <li>• What do the words ..... and.....suggest about the character, setting and mood?</li> <li>• Which word tells you that....?</li> <li>• Which keyword tells you about the character/setting/mood?</li> <li>• Find one word in the text which means.....</li> <li>• Find and highlight the word that is closest in meaning to.....</li> <li>• Find a word or phrase which shows/suggests that.....</li> </ul>
Inference	<ul style="list-style-type: none"> <li>* To ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives.</li> </ul>	<ul style="list-style-type: none"> <li>• Find and copy a group of words which show that...</li> <li>• How do these words make the reader feel? How does this paragraph suggest this?</li> <li>• How do the descriptions of ..... show that they are..... ?</li> <li>• How can you tell that..... ?</li> <li>• What impression of..... do you get from these paragraphs?</li> <li>• What voice might these characters use?</li> <li>• What was .... thinking when.....?</li> <li>• Who is telling the story?</li> </ul>

<p><b>Prediction</b></p>	<p>* To justify predictions using evidence from the text.</p>	<ul style="list-style-type: none"> <li>• From the cover what do you think this text is going to be about?</li> <li>• What is happening now? What happened before this? What will happen after?</li> <li>• What does this paragraph suggest will happen next? What makes you think this?</li> <li>• Do you think the choice of setting will influence how the plot develops?</li> <li>• Do you think... will happen? Yes, no or maybe? Explain your answer using evidence from the text.</li> </ul>
<p><b>Explanation</b></p>	<p>*discussing words and phrases that capture the reader's interest and imagination *identifying how language, structure, and presentation contribute to meaning</p>	<ul style="list-style-type: none"> <li>• Why is the text arranged in this way?</li> <li>• What structures has the author used?</li> <li>• What is the purpose of this text feature?</li> <li>• Is the use of..... effective?</li> <li>• The mood of the character changes throughout the text. Find and copy the phrases which show this.</li> <li>• What is the author's point of view?</li> <li>• What effect does ..... have on the audience?</li> <li>• How does the author engage the reader here?</li> <li>• Which words and phrases did ..... effectively?</li> <li>• Which section was the most interesting/exciting part?</li> <li>• How are these sections linked?</li> </ul>
<p><b>Retrieval</b></p>	<p>To retrieve and record information from a fiction text.</p>	<p>How would you describe this story/text? What genre is it? How do you know?</p> <ul style="list-style-type: none"> <li>• How did...? How often...? Who had...? Who is...? Who did...?</li> <li>• What happened to ..?</li> <li>• What does.... do?</li> <li>• How ..... is..... ?</li> <li>• What can you learn about.....from this section?</li> <li>• Give one example of.....</li> <li>• The story is told from whose perspective?</li> </ul>
<p><b>Sequence/ summaries</b></p>	<p>*identifying main ideas drawn from more than one paragraph and summarising these</p>	<ul style="list-style-type: none"> <li>• Can you number these events 1-5 in the order that they happened?</li> <li>• What happened after.....?</li> <li>• What was the first thing that happened in the story?</li> <li>• Can you summarise in a sentence the opening/middle/end of the story?</li> <li>• In what order do these chapter</li> </ul>

## Year 5

### Reading – Word reading

Skills	Objectives	What should be seen in the classroom?
<b>Phonics and decoding</b>	*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	<ul style="list-style-type: none"> <li>- 2 x weekly Spelling sessions using NNS programme</li> <li>- weekly spellings sent home</li> <li>- Daily NINJA Word of The Day</li> </ul>
<b>Common Exception Words</b>	To read most Y5/ Y6 exception words, discussing the unusual correspondences between spelling and sound and where these occur in the word.	
<b>Fluency</b>	At this stage, teaching comprehension skills should be taking precedence over teaching word reading and fluency specifically. Any focus on word reading should support the development of vocabulary.	

## Year 5

### Reading - Comprehension

Skills	Objectives	What should be seen in the classroom?
<b>Understanding</b>	<ul style="list-style-type: none"> <li>* checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</li> <li>* asking questions to improve their understanding</li> <li>* provide reasoned justifications for their view</li> </ul>	<ul style="list-style-type: none"> <li>- Teaching Reading sessions 3 x weeks, using VIPERS questioning</li> <li>- 4 x weekly Read Aloud sessions</li> <li>- Daily story time</li> <li>- Daily Reading for Pleasure slots</li> <li>- weekly school library slots</li> </ul>
<b>Connecting and becoming familiar with texts</b>	<ul style="list-style-type: none"> <li>* continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>* reading books that are structured in different ways and reading for a range of purposes</li> <li>* making comparisons within and across book</li> <li>* 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</li> <li>* identifying and discussing themes and conventions in and across a wide range of writing</li> </ul>	

Non Fiction	*distinguish between statements of fact and opinion *retrieve, record and present information from nonfiction	
Poetry and Performance	*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	
<b>VIPERS ~ Vocabulary, Inference, Prediction, Explanation, Retrieval, Sequence / Summarise</b>		<b>Question Stems</b>
Vocabulary		<ul style="list-style-type: none"> <li>• What do the words ..... and ..... suggest about the character, setting and mood?</li> <li>• Which word tells you that ... ?</li> <li>• Which keyword tells you about the character/setting/mood?</li> <li>• Find one word in the text which means.....</li> <li>• Find and highlight the word that is closest in meaning to.....</li> <li>• Find a word or phrase which shows/suggests that.....</li> </ul>
Inference	*drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence	<ul style="list-style-type: none"> <li>• Find and copy a group of words which show that...</li> <li>• How do these words make the reader feel? How does this paragraph suggest this?</li> <li>• How do the descriptions of ..... show that they are..... ?</li> <li>• How can you tell that ..... ?</li> <li>• What impression of..... do you get from these paragraphs?</li> <li>• What voice might these characters use?</li> <li>• What was .... thinking when.....?</li> <li>• Who is telling the story?</li> </ul>

<p>Prediction</p>	<p>*predicting what might happen from details stated and implied</p>	<ul style="list-style-type: none"> <li>• From the cover what do you think this text is going to be about?</li> <li>• What is happening now? What happened before this? What will happen after?</li> <li>• What does this paragraph suggest will happen next? What makes you think this?</li> <li>• Do you think the choice of setting will influence how the plot develops?</li> <li>• Do you think... will happen? Yes, no or maybe? Explain your answer using evidence from the text.</li> </ul>
<p>Explanation</p>	<p>*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          *explain and discuss their understanding of what they have read, including through formal presentations and debates,</p>	<ul style="list-style-type: none"> <li>• Why is the text arranged in this way?</li> <li>• What structures has the author used?             <ul style="list-style-type: none"> <li>• What is the purpose of this text feature?</li> </ul> </li> <li>• Is the use of..... effective?</li> <li>• The mood of the character changes throughout the text. Find and copy the phrases which show this.</li> <li>• What is the author's point of view?</li> <li>• What effect does..... have on the audience?</li> <li>• How does the author engage the reader here?</li> <li>• Which words and phrases did ..... effectively?</li> <li>• Which section was the most interesting/exciting part?</li> <li>• How are these sections linked?</li> </ul>
<p>Retrieval</p>		<p>How would you describe this story/text? What genre is it? How do you know?</p> <ul style="list-style-type: none"> <li>• How did...? How often...? Who had...? Who is...? Who did. ...?</li> <li>• What happened to.. ?</li> <li>• What does ... do?</li> <li>• How ..... is..... ?</li> <li>• What can you learn about..... from this section?</li> <li>• Give one example of.....</li> <li>• The story is told from whose perspective?</li> </ul>
<p>Sequence/ summaries</p>	<p>*summarising the main ideas drawn from more than one paragraph, identifying key details to support the main ideas</p>	<ul style="list-style-type: none"> <li>• Can you number these events 1-5 in the order that they happened?</li> <li>• What happened after..... ?</li> <li>• What was the first thing that happened in the story?</li> <li>• Can you summarise in a sentence the opening/middle/end of the story?</li> <li>• In what order do these chapter</li> </ul>

# Year 6

## Reading – Word reading

Skills	Objectives	What should be seen in the classroom?
Phonics and decoding	*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	<ul style="list-style-type: none"> <li>- 2 x weekly Spelling sessions using NNS programme</li> <li>- weekly spellings sent home</li> <li>- Daily NINJA Word of The Day</li> </ul>
Common Exception Words	To read most Y5/ Y6 exception words, discussing the unusual correspondences between spelling and sound and where these occur in the word.	
Fluency	At this stage, teaching comprehension skills should be taking precedence over teaching word reading and fluency specifically. Any focus on word reading should support the development of vocabulary.	

\* These are detailed in the word lists within the spelling appendix to the national curriculum (English Appendix 1). Teachers should refer to these to exemplify the words that pupils should be able to read as well as spell.

# Year 6

## Reading - Comprehension

Skills	Objectives	What should be seen in the classroom?
Understanding	* 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	
Connecting and becoming familiar with texts	*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 book *increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions *identifying and discussing themes and conventions in and across a wide range of writing	
Non Fiction	*distinguish between statements of fact and opinion *retrieve, record and present information from nonfiction	
Poetry and Performance	*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	
<b>VIPERS ~ Vocabulary, Inference, Prediction, Explanation, Retrieval, Sequence / Summarise</b>		
Vocabulary		<ul style="list-style-type: none"> <li>• What do the words ..... and ..... suggest about the character, setting and mood?</li> <li>• Which word tells you that ... ?</li> <li>• Which keyword tells you about the character/setting/mood?</li> <li>• Find one word in the text which means.....</li> <li>• Find and highlight the word that is closest in meaning to.....</li> <li>• Find a word or phrase which shows/suggests that.....</li> </ul>



<p style="text-align: center;"><b>Inference</b></p>	<p>*drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence To discuss how characters change and develop through texts by drawing inferences based on indirect clues.</p>	<ul style="list-style-type: none"> <li>• Find and copy a group of words which show that...</li> <li>• How do these words make the reader feel? How does this paragraph suggest this?</li> <li>• How do the descriptions of ..... show that they are..... ?</li> <li>• How can you tell that ..... ?</li> <li>• What impression of ..... do you get from these paragraphs?</li> <li>• What voice might these characters use?</li> <li>• What was .... thinking when ..... ?</li> <li>• Who is telling the story?</li> </ul>
<p style="text-align: center;"><b>Prediction</b></p>	<p>*predicting what might happen from details stated and implied</p>	<ul style="list-style-type: none"> <li>• From the cover what do you think this text is going to be about?</li> <li>• What is happening now? What happened before this? What will happen after?</li> <li>• What does this paragraph suggest will happen next? What makes you think this?</li> <li>• Do you think the choice of setting will influence how the plot develops?</li> <li>• Do you think... will happen? Yes, no or maybe? Explain your answer using evidence from the text.</li> </ul>
<p style="text-align: center;"><b>Explanation</b></p>	<p>*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</p>	<ul style="list-style-type: none"> <li>• Why is the text arranged in this way?</li> <li>• What structures has the author used?</li> <li>• What is the purpose of this text feature?</li> <li>• Is the use of ..... effective?</li> <li>• The mood of the character changes throughout the text. Find and copy the phrases which show this.</li> <li>• What is the author's point of view?</li> <li>• What effect does ..... have on the audience?</li> <li>• How does the author engage the reader here?</li> <li>• Which words and phrases did..... effectively?</li> <li>• Which section was the most interesting/exciting part?</li> <li>• How are these sections linked?</li> </ul>
<p style="text-align: center;"><b>Retrieval</b></p>		<p>How would you describe this story/text? What genre is it? How do you know?</p> <ul style="list-style-type: none"> <li>• How did...? How often...? Who had...? Who is...? Who did... ?</li> <li>• What happened to .. ?</li> <li>• What does ... do?</li> <li>• How ..... is ..... ?</li> <li>• What can you learn about ..... from this section?</li> <li>• Give one example of.....</li> <li>• The story is told from whose perspective?</li> </ul>

<p>Sequence/ summaries</p>	<p>*summarising the main ideas drawn from more than one paragraph, identifying key details to support the main ideas</p>	<ul style="list-style-type: none"><li>• Can you number these events 1-5 in the order that they happened?</li><li>• What happened after ..... ?</li><li>• What was the first thing that happened in the story?</li><li>• Can you summarise in a sentence the opening/middle/end of the story?</li><li>• In what order do these chapter</li></ul>
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## Read Aloud sessions at Bond Primary School

### Why read aloud?

We read with children for many different reasons. We read to learn something new, to build a sense of community, to connect our own experiences to others, to explore ideas different from our own, and to understand how other people live, feel, and think. The list could go on and on. **But at the heart of all these things is understanding – making sense of what we read.**

**It is your opportunity to model what good readers do and build children's understanding.**

As you read aloud, model fluent reading to support children's comprehension. Stop during selected parts to **'think aloud'** and ask questions. Children participate in the lesson by giving them opportunities to think about, respond to, and join in the *reading*.

### What do we mean by 'Think Aloud'?

As the most proficient reader in the classroom, your description of how you make meaning from a text is important? When you think aloud for children, you give them a window into the thought processes behind making meaning. Let children know when you are thinking aloud. Put the book face down on your lap and point to your head. Use explicit words like, "So far, I'm thinking..." These visual and oral cues make it clear to the children that you are thinking, not reading from the book.

Here are some helpful phrases to use in your think alouds:

*'Let me stop reading now and share my thoughts with you...'*

*'I wonder why...'*

*'So far, I'm thinking...'*

*'Hmm...I didn't really understand why... I better re-read this part...'*

*'This is what I have noticed so far...'*

*'When I read this... I think...'*

**"There's no exact right way of reading aloud, other than to try to be as expressive as possible. As we read a story, we need to be aware of our body posture, our eyes and their expression, our eye contact with the child or children, our vocal variety and our general facial animation. But each of us will have our own special way of doing it." - Mem Fox**

When you read fluently and expressively, you demonstrate your own interpretation of the character, information, and concepts in a book. Your tone, phrasing, pacing, and mood all help children make sense of the story. Your expressive reading is a scaffold for children's comprehension.



## Bond Primary School Lesson Design & Implementation

### ENGLISH - Read aloud sessions

#### SESSION 1

Read Aloud sessions are the teacher's opportunity to model what good readers do and build children's understanding.

What will we see?	What will this look like?	Why?
Substantive Knowledge Gathering:	Establish any contextual knowledge of the text before reading. If the text is from a familiar narrative source, discuss what may have happened before and what we already know about the plot and characters. If the text is non-fiction, briefly outline any essential contextual knowledge	Understanding the mood and tone of the text is key to comprehension. Pupils need to understand what the author is trying to portray in the scene, and how to use of language is able to do this. Reading comprehension requires knowledge of vocabulary, context, syntax and narrative structure, as well as the capacity to read fluently.
Disciplinary Knowledge	Once context has been established, the teacher will model reading aloud in conjunction with 'thinking aloud'. When you read fluently and expressively, you demonstrate your own interpretation of the character, information, and concepts in the text. Your tone, phrasing, pacing, and mood all help children make sense of the story. Your expressive reading is a scaffold for children's comprehension. The teacher will pause during selected parts to 'think aloud', where you give pupils a window into the thought processes behind making meaning of the text. Children read along with the text as you go.	Prosody is the reading aloud of a text with an understanding of the possible and intended rhythm, phrasing, expressiveness and stress of sentences. It connects pupils' knowledge of written sounds and words with spoken language, allowing children to read with meaning. Prosody can be used to show how pupils can resolve ambiguity in wording or phrasing.
Verbal feedback /Live marking	see session 2	
Application of learning	see session 2	
How much teaching time?	Half hour session	



## Bond Primary School Lesson Design & Implementation

### ENGLISH - Read aloud sessions

#### SESSION 2

In session 2, pupils have the opportunity to read the same text themselves, replicating some of the skills the teacher demonstrated in the previous session.

What will we see?	What will this look like?	Why?
Substantive Knowledge Gathering:	Recap on key information from the last session.	
Disciplinary Knowledge	<p>This session should involve 'Echo Reading' ~ 'I read, you read'. The teacher models reading a sentence / section / paragraph, the children then echo. It is helpful to read sections in different ways by playing with the language and changing phrases to discuss what effect this has.</p> <p>The pupils then have an opportunity to re-read the text out in turns with a reading partner, each person reading just one or two words at a time. The idea is to try to get the passage to flow smoothly and with proper intonation.</p>	<p><i>'In 1979 Samuels published his seminal work concerning repeated readings. He discovered that when pupils reread the same passage multiple times, their rate and accuracy levels increase. Interestingly, as students performed this exercise over time, using multiple texts, their initial scores using cold (unread) passages also improved.'</i> Samuels S.J. (1979) - The Method of Repeated Reading, The Reading Teacher Journal Vol. 32</p>
Verbal feedback /Live marking	Teacher comments on good examples of expressive reading and fluency from the pupils	
Application of learning		
How much teaching time?	Half hour session	

#### Ordinarily Available Guidance

Staff should have an understanding of the stages and importance of phonological awareness development and vocabulary needed for reading acquisition. The manipulation of phonemes e.g. Isolation/ deletion of phonemes orally is a key skill, the use of blank cards/counters can be used to develop this area.

- Differentiated reading prompts and materials, e.g. visual, phonics, meaning.
- Use a range of metacognitive strategies to work out unknown words (semantic, syntactic and phonetic) and encourage use of context clues and self-monitoring in order to support word identification.

Explicit teaching of vocabulary linked to the class text and supported by visual cues/symbols.

Awareness of the hierarchy of questioning linked to Blooms Taxonomy, Blanks Key Stage 1.

- Simple uncluttered worksheets/slides/whiteboards are used, taking note of appropriate font and size, colour background, bullet points, subheadings, jagged edges etc.
- Comprehension strategies are explicitly taught e.g. VIPERS
- Awareness of strategies to promote fluency of reading e.g. echo and choral reading, performance reading and re-reading the same text multiple times.
- Text selection is inclusive and representative of CYP's needs and different formats are provided, high interest, low ability books.



## Bond Primary School Lesson Design & Implementation

### ENGLISH - Teaching Reading Skills sessions

#### SESSION 1

**Choosing a text** ~ Read the chosen text and think about what you are going to emphasise as you go along. Anticipate tricky vocabulary. Consider how the children are paired up ~ mixed ability works well. How are any other additional adults going to support? **Are there any children who would benefit from pre reading / teaching?**

What will we see?	What will this look like?	Why?
Substantive Knowledge Gathering:	<p><u>Introducing the text:</u>            Introduce the subject matter of the text.            What do we know already about this?            What does the layout tell us about the text?            Discuss any tricky vocabulary which will need defining in order to understand the text. (5 mins)            Chd then read through the text in pairs. (5 mins)</p>	<p>Those with a stronger background knowledge of what they read have better comprehension than those who have less knowledge. Weaker readers tend to have less relevant knowledge than their peers. Teaching should provide the relevant contextual knowledge that pupils will need for adequate comprehension. Children also build their contextual knowledge through reading.</p>
Disciplinary Knowledge	<p><u>Teacher Modelling</u>            Teacher then rereads the text, modelling prosody, fluency and expression. Choose chd the reread sections in the same way that you modelled ('My turn, your turn').            Chd highlight new vocabulary as they read. Teacher will define new words and demonstrate how they might be used in different contexts. (10 mins)</p>	<p>Prosody connects pupils' knowledge of written sounds and words with spoken language, allowing children to read with meaning. It can be used to show how pupils can resolve ambiguity in wording or phrasing. Knowledge of different sentence structures enables pupils to read with accuracy and sufficient speed for fluency. Pupils need to understand whole sentences, and the relationships between sentences, as well as the meaning of individual words within sentences.</p>
Verbal feedback /Live marking	<p>Teacher comments on fluency, expression and prosody as chd read aloud.</p>	
Application of learning	<p>Chd are provided with an opportunity to reread the same text repeatedly, improving their fluency and prosody each time.</p>	<p>One of the most effective ways of improving fluency is through repeated readings of texts. Through reading ambitious texts to pupils, teachers can prepare chd to read challenging sentence structures in their independent reading.</p>



## Bond Primary School Lesson Design & Implementation

### ENGLISH - Teaching Reading Skills sessions

#### SESSION 2

What will we see?	What will this look like?	Why?
Substantive Knowledge Gathering:	<p>What did we learn in the last session?</p> <p>Can we use the new vocabulary in a sentence?</p> <p>Recap</p>	Vocabulary is important for comprehension, and children will encounter most vocabulary through reading. Pupils of all ages will acquire vocabulary through repeated encounters in texts, but some vocabulary is worth teaching explicitly.
Disciplinary Knowledge	<p>As the class make their way through the VIPERS questions, discuss how we will formulate an answer. What is the question asking us to do? How will we find the answer? Where is the evidence in the text? How do you know?</p> <p>You will be reinforcing skimming and scanning skills, using their contextual knowledge to answer Inference questions, highlighting and selecting key words and phrases. These skills need to be modelled as you progress through the questions. Sentence stems will support pupils in explain their thinking e.g I know this because....It says in the text.....which makes me think.....</p>	The 6 VIPER question domains focus on the comprehension aspect of reading and not the mechanics: decoding, fluency, prosody etc. As such, VIPERS is not a reading scheme but rather a method of ensuring that teachers ask, and students are familiar with, a range of questions. They allow the teacher to track the type of questions asked and the children's responses to these which allows for targeted questioning afterwards.
Verbal feedback /Live marking	As the class answers questions, the teacher will encourage them to explain their thinking ~ How do you know?	Skilled reading requires accurate, speedy word reading and good language comprehension. All pupils need to be taught a broad and balanced curriculum that will allow them to comprehend increasingly challenging texts.
Application of learning	Pupils will begin to apply strategies when they are reading for pleasure.	The significant processes involved in comprehension happen automatically. Skillful readers unconsciously apply a range of strategies to find the meaning of texts. Teaching comprehension strategies to pupils can be effective if they use them less readily

#### Ordinarily Available Guidance

- . Staff should have an understanding of the stages and importance of phonological awareness development and vocabulary needed for reading acquisition. The manipulation of phonemes e.g. Isolation/ deletion of phonemes orally is a key skill, the use of blank cards/counters can be used to develop this area.
- . Differentiated reading prompts and materials, e.g. visual, phonics, meaning.



- Use a range of metacognitive strategies to work out unknown words (semantic, syntactic and phonetic) and encourage use of context clues and self-monitoring in order to support word identification.
- Explicit teaching of vocabulary linked to the class text and supported by visual cues/symbols.
- Awareness of the hierarchy of questioning linked to Blooms Taxonomy, Blanks Key Stage 1 .
- Simple uncluttered worksheets/slides/whiteboards are used, taking note of appropriate font and size, colour background, bullet points, subheadings, jagged edges etc.
- Comprehension strategies are explicitly taught e.g. VIPERS
- Awareness of strategies to promote fluency of reading e.g. echo and choral reading, performance reading and re-reading the same text multiple times.
- Text selection is inclusive and representative of CYP's needs and different formats are provided, high interest, low ability books.