

FAIRFIELD COMMUNITY PRIMARY SCHOOL

Aiming for Happiness and High Standards



Reading and Phonics Policy

FAIRFIELD COMMUNITY PRIMARY SCHOOL

ENGLISH POLICY 2017 - READING and PHONICS

MISSION STATEMENT

*At Fairfield Community Primary School we aim to provide a safe, secure environment which will promote **Happiness and High Standards**.*

We aim to meet the needs and celebrate the achievements of all pupils, who, through high expectations and high standards of teaching, will reach their own potential regardless of ability.

We offer equal opportunities to all in the belief that Fairfield children will take their places as productive, valued and tolerant members of society.

RATIONALE

Fairfield CP School has a clear, consistent, whole school approach to learning to reading. We recognise that competence in reading is fundamental to many aspects of life and is central to independent learning. It is inextricably linked to speaking and listening which is the cornerstone for all language development. Reading is given the highest priority at Fairfield CP School, enabling the children to become enthusiastic, independent and reflective learners and citizens.

We recognise the significance of proficient reading skills as being a key factor in the academic and social success of our children both during their time at primary school and beyond into their adult lives.

AIMS

At Fairfield CP School our aims in teaching reading are:

- To establish consistent practice, progression and continuity in the teaching and learning of phonics and reading throughout the school;
- To plan work according to the needs of pupils, so that all pupils are given sufficient challenge at a level at which they can experience success;
- To give children strategies that will enable them to become fluent readers and confident writers
- To provide an environment where pictures and the written word carry meaning and value.
- To provide an environment where books are valued and treasured;
- To provide an environment where story is a key source of enjoyment
- To provide an environment where the written word provides a medium for the passing of knowledge

- To open to our children a life long connection to the world of literature and learning that reading provides

Our goal is to produce literate children.

In line with the National Curriculum 2014, Fairfield CP School reading objectives cover two key strands:

1. Word recognition
2. Comprehension

In order to achieve the reading objectives from the National Curriculum, at Fairfield CP School, it is expected that all children will:

- Take part in quality guided reading sessions
- Have the opportunity to change their independent book every day
- Be assessed regularly to ensure that the book is of a suitable level
- Be taught English through aspects of the curriculum with a link to whole class texts when possible - The Lancashire Curriculum, which provides our overall scheme of work, encourages this vital link.

Teaching Strategies

Methods

In line with our general teaching and learning philosophy we aim for progress through teaching a skill and then "mastering" it through practice.

Our key teaching comes through the whole class session and differentiated group and individual work.

The specific skills are taught through "Guided Reading" where a teacher works with a group no larger than five on a challenging shared text (See Non Negotiables of Guided Reading). The skills are then practised at home using a less complex text from the extensive colour banded reading collections available for daily swapping at school.

Our guided reading sessions follow a consistent structure throughout the school and link to the relevant content domains for different key stages.

Content Domains for KS1:

IA - *Draw on knowledge of vocabulary to understand texts*

IB - *Identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information*

- 1C - Identify and explain the sequence of events in texts
- 1D - Make inferences from the text
- 1E - Predict what might happen on the basis of what has been read so far

Content Domains for KS2;

- 2A - Give / explain the meaning of words in context
- 2B - Retrieve and record information / identify key details from fiction and non-fiction
- 2C - Summarise main ideas from more than one paragraph
- 2D - Make inferences from the text / explain and justify inferences with evidence from the text
- 2E - Predict what might happen from details stated and implied
- 2F - Identify / explain how information / narrative content is related and contributes to meaning as a whole
- 2G - Identify / explain how meaning is enhanced through choice of words and phrases
- 2H - Make comparisons within the text (Upper KS2)

We use the acronym "CLIMB" to ensure that we are asking five different types of questions during each guided reading session.

C omprehension
L anguage and vocabulary
I nference
M eanings (including summary, sequence, organisation)
B ooks (Literal and opportunities for another C or I)

Planning grids with the five questions asked are produced for each CLIMB session and a record is kept of which children correctly answered each question. In order to ensure that skills are compatible with the requirements of national assessments, these answers are written.

Targets are set using the Progression Criteria Statements and are appropriate for the whole group.

Our guided reading session structure is as follows:

GUIDED READING – CLIMB SYSTEM

- Recap target (See FCP Progression Criteria Statements)
- Quick introduction to book or discuss text so far
- Tell children which page to read to and set them a job that they can get on with INDEPENDENTLY until they are called
- Hear each child read individually while others all read to themselves independently (ideally in a different area of the room)
- Call group back together (no need to discuss who completed the job as it is just a consolidation activity so that the teacher can focus on hearing children 1:1)

Start questions

Ask each question and allow time for answer to be written.

Encourage stamina – skimming and scanning and writing answer.

Answers do not have to be written in full sentences.

- **Comprehension**
Take answers, give immediate feedback and discuss and address issues, award PP
- **Language**
Take answers, give immediate feedback, discuss and address issues, award PP
- **Inference**
Take answers, give immediate feedback, discuss and address issues, award PP
- **Meaning**
Take answers, give immediate feedback, discuss and address issues, award PP
- **Books**
Take answers, give immediate feedback, discuss and address issues, award 1 PP if correct

Ensure that children write each answer in their CLIMB record book so that evidence of comprehension is not lost on a whiteboard.

Set homework question for each child.

We teach specific reading strategies from FS and they continue to be used as a consistent approach for decoding throughout the school until the child no longer needs them.

EAGLE EYE - Look at the picture. Use the beginning letter.

LIPS THE FISH - Get your mouth ready. Say the sound.

STRETCHY SNAKE - Slooowly stretch each letter sound together.

CHUNKY MONKEY - Break the word into chunks you know.

TRYIN' LION - Try to re-read the sentence. Think about what would make sense.

SKIPPY FROG - Skip the word. Read to the end. Go back and try again.

FLIPPY DOLPHIN - Flip the vowel sound. Try long and short sounds.

We use a variety of different reading schemes to give our learners a broad experience of reading. These include; Collins Big Cat, Rigby Rockets, Rigby Star, Oxford Reading Tree, Phonics Bug and Project x. We have recently purchased a set of banded "real" stories by familiar authors and new non-fiction books.

Every child has a home-school planner where any reading is recorded.

FOUNDATION STAGE

At Fairfield CP School we believe that developing children's positive attitudes to literacy from the earliest stage is of paramount importance. We strive to foster these attitudes by using play, story, song and rhyme and provide many opportunities for talk with children about their experiences and feelings. The role of adults in supporting children is crucial to fostering their positive attitudes towards reading.

Reading in the EYFS at Fairfield CP School is about children developing an interest and enjoyment of reading. Initially, they will be encouraged to develop reading behaviours, such as handling books carefully, holding books upright, turning pages and showing an interest in illustrations, understanding and joining in with stories, books, poetry and rhymes and recognising that print carries meaning, in both books and the environment. Through this, children should develop a competency to read a range of familiar words and simple sentences.

FS1

We aim to "pick up the mantle" from home but recognise that circumstances may have limited the experiences that are the foundations of literacy.

The "Letters and Sounds" phonics programme is introduced in FS1 and children concentrate on achieving the seven aspects of Phase 1. They begin to look at the graphemes that correspond to the sounds they make and, through topic work, children are introduced to every letter of the alphabet. "Jolly Phonics" is also used to provide visual clues and cues for letter recognition and reading.

During the term before they move into FS2, children take part in group reading sessions where they focus on taking turns, looking closely at pictures, asking and answering questions and telling the story in their own words.

Children have the opportunity to borrow picture books to share at home which they can change daily. Many of the aspects in Phase 1 continue to be taught until the end of Phase 5.

FS2

The "Letters and Sounds" and "Jolly Phonics" phonics programmes continue in FS2. In the autumn term, children are introduced to Phase 2 of the programme. They learn what sound each grapheme represents (a-z + ff, ll, ss) and they begin to blend sounds to decode words that contain these sounds. They are taught the letter name and how to form the letter in our school cursive style. Children are taught how to read and spell some words that are not possible to decode (tricky words).

In Phase 3 children learn how to read more graphemes (See Letters and Sounds P74) and they continue to practice skills for blending. They learn a bigger bank of tricky words. In the summer term children are taught Phase 4 of the programme. They learn how to read words that have adjacent consonants and words that contain more than one syllable.

We aim to meet the national expectation that children leave FS2 confident in phases 1, 2, 3 and 4 or beyond.

Children are given books to take home from the start of FS2. These books are organised into coloured book bands (Pink, Red, Yellow, Blue, Green, Orange, Turquoise, Purple, Gold, White and Lime).

FS2 children start at Pink Book Band.

Children will have 2 different books; independent and guided.

If a parent has signed the home-school reading record, the independent book can be changed daily. Children have a guided reading session (CLIMB) twice a week in school. In this session, phonics skills are reinforced and early comprehension skills are developed. Responses are given orally but recording increases as the children progress. At first this may be in the form of a picture or label and will build to captions or full sentences. This book is then sent home to be re-read so that children can practice the skills they have been taught in their guided reading session and will be changed by the teacher when the book is completed.

In addition to these books, we also offer a library system where children in FS2 can choose a book of interest to them and borrow it for a week.

At regular assessment points, or where a teacher notices improvement in reading, children will be assessed with a running record to check that their current book band level still matches their ability. We aim to meet the national expectation that children leave FS2 at yellow/blue book band or beyond.

READING CURRICULUM PROGRESSION & ASSESSMENT CRITERIA

RECEPTION LILAC, PINK, RED, YELLOW & BLUE	MONTH BANDS		EARLY LEARNING GOAL
	30-50	<ul style="list-style-type: none"> • Enjoys rhyming and rhythmic activities, shows awareness of rhyme and alliteration and recognises rhythm in spoken words • Listens to and joins in with stories and poems, one to one and also in small groups. • Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. • Begins to be aware of the way stories are structured, suggests how the story might end and listens to stories with increasing attention and recall. • Describes main story settings, events and principal characters, whilst showing an interest in illustrations and print in books and the environment. • Recognises familiar words and signs such as own name and advertising logos. • Looks at books at home independently, handles them carefully and knows how information can be relayed in print. • Holds books the right way up, turns pages, reads from left to right/top to bottom in English and knows print can carry meaning. 	<p>Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.</p>
40-60	<ul style="list-style-type: none"> • Continues a rhyming string, hears and says initial sounds in words. • Segments the sounds in simple words and blends them together, knowing which letters represent some of them. • Links sounds to letters, naming and sounding the letters of the alphabet. • Begins to read words and simple sentences. • Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. • Enjoys an increasing range of books. • Knows that information can be retrieved from books and computers. 		

LOWER SCHOOL (Y1,2,3)

The principles applied in Foundation Stage for reading are viewed as being building blocks on which to develop the reading skills of children further. As such, many of the structures also apply in Year 1 and 2.

Staff will use the "Letters and Sounds" phonics programme to provide daily lessons in the teaching of phonics to ensure the children use appropriate strategies to decode, blend, segment and read for meaning.

Phase 5 is taught throughout Year 1. In this phase children are taught the alternate graphemes to represent sounds. In Year 2 children are taught the last of the phonic phases, Phase 6. In this phase they learn rules for spellings and spelling patterns.

In some circumstances, "setting" may occur to increase efficiency in ensuring each child is learning at the appropriate level.

The system of reading through the levelled book bands continues in Key Stage 1. Children have the opportunity to change their independent book daily and continue to be taught reading skills through two guided reading sessions (CLIMB) per week. This learning is reinforced through regular comprehension practice at other times (Rising Stars New Curriculum Reading Comprehension Tests).

Children have the opportunity to borrow books from our library on a weekly basis.

We aim to meet the national expectation that children leave Year 1 at purple or gold book band level and "Expected" (W+/S) at comprehension or beyond and Year 2 at lime book band and "Expected" (W+/S) at comprehension or beyond.

In English lessons we use the Lancashire Schedule which makes direct links with our current topics. We aim to teach through whole class texts wherever this is possible and learn whole texts using the "Talk for "Writing" approach.

Some children may need additional individual support and advice/support from the SENCO.

		COMPREHENSION			WORD READING	
		Inference & Deduction	Structure & Organisation	Vocabulary & Viewpoint	Decoding	Additional Strategies
Band 1	BLUE, GREEN, ORANGE, TURQUOISE, PURPLE & GOLD	<ul style="list-style-type: none"> • Able to talk about the main events in a text and highlight the important parts. • Begins to draw inferences from the text and or illustrations based on what is said or done. • Makes predictions based on the events in the text. • Explains what they understand about a text from what they have read. • Locates specific information in the text to find answers to simple questions. • Recalls straight forward information about characters. • Links the title of a book to its events. 	<ul style="list-style-type: none"> • Retells key stories orally using narrative language in the correct sequence. • Uses the structure of a story when re-enacting or retelling. • Understands the structure of simple non-fiction texts and can explain the difference to narrative. • Able to extract key information from reading. • Understands and talks about the main events or characters in a known story. • Discusses the different characteristics of poems, stories and non-fiction text types. 	<ul style="list-style-type: none"> • Ability to say what they like or dislike about a narrative or poem. • Recognises repetitive language and rhyme, whilst being able to suggest other rhyming words. • Links own experience to what they read or hear. • Understands and uses terms referring to non-fiction features such as contents, page, author, headings. • Navigates a text and is able to comment on the purpose of some organisational features. • Can talk about a favourite book or character. 	<p>Letters and Sounds Independent application of Phonics Phase 3/4</p> <ul style="list-style-type: none"> • Uses phonic knowledge to attempt unknown words. Working securely in phase 5 • Blends phonemes to read CVC, CCVC and CVCC words. Working securely in phase 5 • Blends and segments sounds in consonant clusters and use this knowledge in reading. • Reads words of one or more syllables that contain taught GPC's. <p>National Curriculum</p> <ul style="list-style-type: none"> • Able to match 40+ graphemes to their phonemes. • Divides words into syllables such as pocket, rabbit and carrot. • Reads common compound words such as football, playground or farmyard. • Reads words with contractions like I'm or we'll and recognise that the apostrophe represents omitted letters. • Reads words containing s, es, ing, ed, er or est endings or the prefix un. 	<ul style="list-style-type: none"> • Continues to use phonic knowledge to attempt unknown words. • Uses picture clues to help in reading simple text. • Shows awareness of the grammar of a sentence to help decipher new or unfamiliar words. • Reads on for meaning of the whole sentence. • Self corrects while reading so that a text makes sense.
		Band 2	GOLD, WHITE, LIME & COPPER	<ul style="list-style-type: none"> • Shows an ability to predict what happens next based on what has been read so far. • Identifies/comments on main characters in stories and the way they relate to one another. • Extracts information from non-fiction texts appropriately using contents, index, chapters, headings and glossary and uses this to summarise. • Ability to recall the qualities of a character. • Makes inferences about thoughts, feelings and actions. • Uses evidence in the text to answer questions • Links characters behaviour to events in the text. 	<ul style="list-style-type: none"> • Discusses the sequence of events in books and how they are related to each other. • Retells orally a range of familiar stories and traditional tales. • Shows an understanding of the main points in a text and retells the story. • Recognises similarities in the plot or characters within different stories. • Ability to summarise the main points from a paragraph or text. • Explains the features of text types studied so far and references to them in reading. 	<ul style="list-style-type: none"> • Able to talk about favourite authors and genres of books, giving opinions. • Knows and recognises simple recurring literacy language in stories and contemporary/classical poetry. • Justifies views about characters, events or feelings using evidence in the text. • Gains an overall impression of a text by making predictions about the contents/subject of a book by skim reading. • Begins to understand the effect of different words and phrases. • Identifies technical language and picks out alliteration, repetition and similes.

Upper School (Y4,5,6)

Every child has the opportunity to take home an appropriately levelled book every day. Up to Year 4 this must be signed at home by an adult. In Years 5 and 6 children may sign to indicate they have read their book.

On entry to KS2, any child who did not achieve "Expected" or higher at KS1 will have a running record and remain on Key Stage 1 book bands until they reach "Expected" (working within +). These books are situated at the top of our junior corridor and are high interest level and age appropriate but levelled using the Key Stage 1 book banding system.

Children who enter Key Stage 2 at "Expected" or higher will be supported in their choice and level of book, according to their reading ability. These books are on carousels outside each Key Stage 2 classroom and are colour coded (white, yellow, green, black)

Teachers will monitor the frequency of independent reading and home reading at the beginning of guided reading sessions (at least once a week). The expectation is that all children will read at least three times per week at home.

Teaching of reading will be carefully focused on the Content Domains and will develop through the NC levels. Specific reading skills will be taught through CLIMB sessions at least once per week and backed up using the Rising Stars "New Curriculum Reading Comprehension Tests". Teachers assess children's reading (using the Reading Progression Criteria) and set targets within the guided reading group. Teachers keep rigorous records of progress and next steps, in their class reading files.

Children who are reading below the expected level of the year group will be carefully assessed and appropriate individual interventions implemented. These will be reviewed half termly. If children still need additional support, advice will be sought from the SENCO.

Year 6

It is recognised that our children's ability to read will be judged through a highly rigorous Standard Assessment Test (SAT). This involves the children in completing three comprehension tasks within one hour. This involves reading 700 words per 5 minutes of test time. The challenge of this means that the more formative aspects of CLIMB guided reads will, towards the latter end of the year, be replaced with comprehension work more closely matched to the nature of the SATs test.

		COMPREHENSION			WORD READING	
		Inference & Deduction	Structure & Organisation	Vocabulary & Viewpoint	Decoding	Additional Strategies
Band 3	LIME, COPPER, TOPAZ & RUBY	<ul style="list-style-type: none"> Explores underlying themes and ideas making reference to the text. Draws inferences such as inferring characters feelings, thoughts and motives from their actions. Asks questions to improve understanding of a text. Shows an understanding of the main ideas and events with reference to the text. Developing an ability to skim materials to note down different views and arguments. Starts to Justify predictions by referring to the text. Uses details stated and implied to build up predictions. Deduces from evidence in the text what characters are like or their motives based on events. Rereads and reads ahead to look for clues to determine the meaning of a characters actions or words. 	<ul style="list-style-type: none"> Is able to identify the main themes and conventions in a wide range of books. (For example: the triumph of good over evil or the use of magical devices in fairy stories/folk tales). Ability to discuss how the organisation of a narrative text type can vary. Identifies how structure and presentation contribute to the overall meaning of a text. Retrieves and records information from non-fiction texts using knowledge of layout (use of contents and index pages). Understands that narrative books are structured in different ways such as adventure, quest or stories with a dilemma. Explains the features of text types studied so far and references to them in reading. 	<ul style="list-style-type: none"> Uses dictionaries to check the meaning of unfamiliar words. Explains and discuss own understanding of books, poems and other material, both those read aloud and those independently. Starts to understand how choice of detail and language creates meaning beyond the literal. Explores figurative language (similes and metaphors) and the way it conveys meaning. Comments on the relationship between a poet and the subject of a poem. Evaluates specific texts with reference to text types. Makes personal reflections about character descriptions Identifies the language used to create mood and tension. Discusses words and phrases that capture the reader's interest and imagination. 	<p>National Curriculum</p> <p>In most reading:</p> <ul style="list-style-type: none"> Reads longer texts independently. Able to test out different pronunciations. Recognises the functions of punctuation and uses this to aid intonation when reading aloud. Understands how simple and complex sentences influence meaning. Applies knowledge of root words, prefixes and suffixes to read aloud and understand the meaning of unfamiliar words. <ul style="list-style-type: none"> Suffixes-ing, er, en, ation, ly and tion Prefixes-dis, mis, il, im, re and in Starts to understand the meaning of the following suffixes: <ul style="list-style-type: none"> Re, sub, inter, super, anti, auto Reads fluently words ending in sion, tion, cian and ssion. Reads words with the K phoneme for "sc" (scheme, character, chemist, echo and character. Reads exception words from the Y3 list, noting the unusual correspondences. Attempts the pronunciation of unfamiliar words drawing on prior knowledge of similar looking words. 	<ul style="list-style-type: none"> Uses the strategies from the previous bands independently and effortlessly to ensure that reading is fluent. Repeats short phrases if sense is lost. Experiments with different voices to convey mood and meaning. Reads ahead to determine direction and meaning in a story.

COMPREHENSION			WORD READING	
Inference & Deduction	Structure & Organisation	Vocabulary & Viewpoint	Decoding	Additional Strategies
<p>Band 4 TOPAZ, RUBY, EMERALD, & SAPPHIRE,</p> <ul style="list-style-type: none"> Makes specific use of the text to provide reasonable justifications for predictions and opinions. Makes reasoned judgements on characters actions. Distinguishes between fact and opinion. Uses clues from action, dialogue and description to establish meaning. Infers meaning using evidence from the text and wider experiences. Ability to elaborate on own opinions when responding to questions about a text. Identifies the main ideas drawn from one or more paragraph and summarises these. Retrieves and records information from non-fiction texts to use within own oral and/or oral responses. 	<ul style="list-style-type: none"> Identifies compares and contrasts a range of plots, character types across a range of texts. Ability to identify the features of a wide range of fiction text types, such as science fiction, issues and dilemmas. Makes connections between texts and the wider world. Comments on the similarities of a range of different non-fiction texts. Recognises and comments on the use of presentational devices such as headings, numbers etc. Understands how punctuation can convey character. (For example: exclamation marks to affect tone of voice). 	<ul style="list-style-type: none"> Discusses the authors choice of technical language Links own personal comments to the text. Relates events and characters feeling to own experiences. Articulates a personal response to the author's style and use of language. Expresses personal responses which may or may not reflect the author's intent. Finds and comments on words used to convey feelings, moods and tension when responding to a text. Makes personal reflections about character descriptions. Explains with reference to the text, the impact of words and phrases the author has chosen to interest and hold the reader's attention. 	<p>National Curriculum Across a range of reading:</p> <ul style="list-style-type: none"> Selects and reads a range of appropriate texts fluently and accurately. Reads silently and discuss what has been read. Uses appropriate intonation to show their understanding. Understands how the meaning of sentences is shaped by punctuation, word order or connectives. Applies a growing knowledge of root words, prefixes and suffixes to read aloud and understand the meaning of unfamiliar words. <ul style="list-style-type: none"> Suffixes-ous (poisonous, mountainous etc) Prefixes-dis, mis, il, im, re and in Consolidates understanding of the meaning of the following suffixes: <ul style="list-style-type: none"> Re, sub, inter, super, anti, auto Reads words with the "g" phoneme spelt as "gue" (tongue and league etc) Reads words with the "s" phoneme spelt as "sc" (scene and fascinate) Independently uses dictionaries to check the meaning of words. Checks a text makes sense by discussing understanding of words or explaining the meaning of a word in context. Reads and interprets homophones and near-homophones on the Y4 list such as ball/bawl, berry/bury, brake/break, mail/male, plain/plane or rain/rein/reign. 	<ul style="list-style-type: none"> Confidently uses different voices to convey mood and meaning through preparing and presenting orally read poems, stories, play scripts or non-fiction text sections. Uses contextual knowledge to determine meaning. Uses knowledge of text structure to locate information.

		COMPREHENSION			WORD READING	
		Inference & Deduction	Structure & Organisation	Vocabulary & Viewpoint	Decoding	Additional Strategies
Band 5	EMERALD, SAPPHIRE, DIAMOND & PEARL	<ul style="list-style-type: none"> Identifies significant ideas, events and characters within narratives and their overall effect on the plot. Summarises the main ideas drawn from a text, distinguishing from fact and opinion. Starts to use text marking to identify key information in a text. Retrieves, records and presents information from non-fiction texts. Infers meaning using evidence from the text and wider experiences. Uses clues from action, dialogue and description to interpret meaning. Refers to the text to support opinions and predictions. 	<ul style="list-style-type: none"> Independently identifies the purpose and audience of a range of non-fiction texts. Evaluates the effectiveness of the layout and organisational features used within a text. Identifies the effect of context on a text. (For example historical or other cultures). Identifies how language, structure and presentation contribute to the overall meaning of a text. Compares different versions of texts and comments on the differences/similarities. Recognises more complex themes such as loss or heroism in books. Identify grammatical features used by the writer. Evidence across the curriculum of an ability to know what information is needed and exactly where to look when using non-fiction texts. 	<ul style="list-style-type: none"> Explores and comments on the meaning of idiomatic and figurative language. Ability to comment/discuss confidently the author's use of language for effect, such as precisely chosen adjectives, similes and personification. Identifies grammatical features used by writers to impact on the reader (rhetorical questions, varied sentence lengths, starters and empty words). Expresses a reasoned personal viewpoint about texts, giving reasons linked back to the text. Ability to present the author's viewpoint of a text. Able to use some technical terms such as metaphor, simile, analogy, imagery, style and effect to discuss what has been read. 	<p>Across a range of texts:</p> <ul style="list-style-type: none"> Uses meaning seeking strategies to explore the meaning of words in context. Understands how the meaning of sentences is shaped by punctuation, word order or connectives. Ability to apply unusual letter patterns when segmenting to read. Understands how suffixes and prefixes affect meaning linked to <ul style="list-style-type: none"> able & ible ably & ibly ough Uses context to decipher homophones on the Y5 list, such as advice/advise, device/devise, licence/license, practise/practice, prophecy/prophesy, farther/father, guessed/guest, heard/herd, led/lead, morning/mourning, past/passed and precede/proceed. 	<ul style="list-style-type: none"> Use a range of reading strategies from previous bands to work out any unfamiliar words.

COMPREHENSION			WORD READING	
Inference & Deduction	Structure & Organisation	Vocabulary & Viewpoint	Decoding	Additional Strategies
<p>Band 6 SAPPHIRE, DIAMOND & PEARL</p> <ul style="list-style-type: none"> • Uses scanning and text marking competently to find and identify key information. • Make connections between other similar texts, prior knowledge and experience and explain the links. • Confidently uses text marking to identify key information in a text. • Summarises succinctly in note form or orally key information from different parts of a text. • Skims and scans more complex and longer texts to find and collate information to establish the main idea. • Compares characters viewpoints on events and other characters. • Considers different accounts of the same event within a text. • Independently applies the skills of information retrieval in contexts where they are genuinely motivated to find out information. • Draws inferences from subtle clues across a complete text. • Refers to the text to support and justify predictions/opinions (Point, Evidence, Explanation and Evaluation). • Recognises why writers use a range of contrasting settings within a story. • Identifies ways in which characters change or develop over time. 	<ul style="list-style-type: none"> • Compares and contrasts the features of different narrative text types such as adventure, fantasy and myths. • Explains how punctuation marks the grammatical boundaries of sentences and gives meaning. • Recognises texts that contain features from more than one text type. • Identifies the style of different writers and poets; providing examples from different texts. • Identifies text type from phrases used and how effectively they are structured and/or laid out. • Able to identify themes across longer texts and pick out the key points. • Identifies the grammatical features/techniques used to create atmosphere, key messages and attitudes. • Uses structural and organisational features of a range of text types to sustain understanding. 	<ul style="list-style-type: none"> • Identifies formal and informal language. • Expresses opinions about a text using PEE (Point, Evidence & Explanation) • Compares and comments on texts by different authors on the same topic or different texts by the same author. • Empathises with different character's points of view. • Comments and evaluates the effectiveness of how a text is set out. • Ability to comment on the features of a wide range of fiction including modern, other cultures/traditions and our literacy heritage. • Show awareness of the writer's craft by commenting on use of language, grammatical features and structure of texts. • Explain and comment on explicit and implicit points of view. • Present a counter argument in response to others points of view. 	<p>Fluency across most reading</p> <ul style="list-style-type: none"> • Attempts the pronunciation of unfamiliar words drawing on prior knowledge of similar looking words. • Reads fluently and independently using punctuation to inform meaning. • Prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone, volume and action. • Focus on all of the letters in a word so they do not for example, read invitation for imitation simply because they may be more familiar with the first word. • Accurately reads individual words, which might be key to the meaning of a sentence or paragraph. • Understands how suffixes and prefixes affect meaning linked to <ul style="list-style-type: none"> ▪ cious & tious ▪ cial & tial ▪ ant, ance, ence, ency & ancy • Uses context to support the meaning of homophones on the Y6 list such as isle/aisle, aloud/allowed, affect/effect, altar/alter, ascent/assent, bridal/bridle, cereal/serial, compliment/complement, desert/dessert, draft/draught, principal/principle, profit/prophet and stationary/stationery. 	<ul style="list-style-type: none"> • Uses knowledge of word derivations and word formulation to construct the meaning of words in context.

SEN

Working at the correct level is essential.

Children with significant difficulties are recorded at "Intervention Plus" and an Individual Education Plan (IEP) is drawn up with tight "Assess, Plan, Do, Review" targets.

Where appropriate these children may access external diagnostic support. Parents will be invited to discuss the IEP cycle.

INTERVENTIONS

We buy into the "Beanstalk" project where trained volunteers work on a 1:1 basis twice a week with three children on focussed activities based around reading. In Year 2, 4 and 6, we support higher achieving children via "Reading Gladiators" clubs.

Other suggested interventions that support reading and literacy skills;

PAT

Dockside

Memo

Memory Magic

Socially Speaking

Talk About

Precision teaching (to promote rapid progress in 1 skill at a time)





ASSESSMENT AND RECORD KEEPING

(See Assessment Policy)

Reading assessment takes place each time a child reads or literature is discussed. The "Children Achieving/Not Achieving sheet" in planning files gives details about specific difficulties in individual learning intentions, Guided Reading planning sheets and are reflected in subsequent planning. Formative (on-going) assessment takes place daily. More formal summative assessment takes place according to the school feedback and assessment policy. This involves five summative assessment points during the year. Three of these are followed by Pupil Progress Meetings where all children are discussed and those not making expected progress are allocated an intervention strategy. The English coordinator attends each Pupil Progress Meeting. Results are recorded on Target Tracker for analysis. General trends form targets within the school Action Plan.

Parents receive the results of summative assessments on Termly Report Cards and in a full written report in the summer term.

The following tools are used in the assessment of reading:

-  Phonic Tracking Grids
-  Guided Reading Criteria
-  Progression Criteria Statements
-  Optional SATs reading papers

- ✚ PM Benchmark levels and own school running record system to assess book bands
- ✚ EYFS recording grids
- ✚ Home school reading record books (Planners) (by teachers, parents and children)
- ✚ Guided reading class records
- ✚ Intervention plans
- ✚ IEPs
- ✚ Target Tracker

MONITORING AND EVALUATING

Reading is monitored by the English subject leader and the SLT. Having identified priorities, the English subject leader constructs an action plan. This will form the basis for monitoring and will identify how this is to be implemented.

RESOURCES

Each year group has access to appropriate resources such as dictionaries, thesauri and levelled reading books. In addition, children are able to access a range of texts electronically, on IWBs and laptops. Additional resources can be borrowed from the DTC library. Sets of guided reading books are stored centrally within year groups, appropriately colour banded books are available in KS1 and for KS2 pupils with SEN. The school library contains a wide range of fiction and non-fiction books. Enrichment events are organised, including visiting poets, authors, drama specialists, travelling book fairs and theatre groups.

BOOKMARKS

