



Reading

INTENT

At SSPP we are passionate about reading. Being able to read well matters. It can significantly impact on success in school and beyond. It takes them into imagined worlds far beyond their own experience, and make possible endless opportunities to explore new areas of learning, thinking and ideas. The power of reading is immense, and we want children to be able to take full advantage of the benefits, pleasure and enjoyment that it has to offer. We aim to develop positive attitudes towards reading so every child thinks of themselves as a reader and has fostered a love of the written word in all its various forms. We wish to create a community of readers that share, enjoy and promote reading as a skill and desirable past time.

Characteristics of a Reader

- Excellent phonic knowledge and skills.
- Fluency and accuracy in reading across a wide range of contexts throughout the curriculum.
- Knowledge of an extensive and rich vocabulary.
- An excellent comprehension of texts.
- The motivation to read for both study and for pleasure.
- Extensive knowledge through having read a rich and varied range of texts
- Curious to know more
- Stamina to read at length.
- The inquisitiveness to read different genres and length

National curriculum: Purpose of study

English has a pre-eminent place in education and in society. A high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others and through their reading and listening, others can communicate with them. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know. All the skills of language are essential to participating fully as a member of society; pupils, therefore, who do not learn to speak, read and write fluently and confidently are effectively disenfranchised.

Aims

The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment. The national curriculum for English aims to ensure that all pupils:

- ♣ read easily, fluently and with good understanding
- ♣ develop the habit of reading widely and often, for both pleasure and information
- ♣ acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- ♣ appreciate our rich and varied literary heritage
- ♣ write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- ♣ use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- ♣ are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

The programmes of study for reading at key stages 1 and 2 consist of two dimensions:

- ♣ word reading
- ♣ comprehension (both listening and reading).

It is essential that teaching focuses on developing pupils' competence in both dimensions; different kinds of teaching are needed for each. 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. This is why phonics should be emphasised in the early teaching of reading to beginners (i.e. unskilled readers) when they start school. Good comprehension draws from linguistic knowledge (in particular of vocabulary and grammar) and on knowledge of the world. Comprehension skills develop through pupils' experience of high-quality discussion with the teacher, as well as from reading and discussing a range of stories, poems and non-fiction. All pupils must be encouraged to read widely across both fiction and non-fiction to develop their knowledge of themselves and the world in which they live, to establish an appreciation and love of reading, and to gain knowledge across the curriculum. Reading widely and often increases pupils' vocabulary because they encounter words they would rarely hear or use in everyday speech. Reading also feeds pupils' imagination and opens up a treasure-house of wonder and joy for curious young minds.

It is essential that, by the end of their primary education, all pupils are able to read fluently, and with confidence, in any subject in their forthcoming secondary education.

IMPLEMENTATION

We teach reading in a variety of ways at SSPP; this includes but is not limited to, carousel teaching, whole class, close text analysis, discrete phonics teaching (Essential Letter and Sounds), shared peer and 1:1 reading. Furthermore all classes have texts read to them throughout the year. This helps to promote reading as a desirable past time and something that should be valued and treasured.

Our pupils should be able to organise their knowledge, skills and understanding around the following learning hooks:

- To understand texts (comprehension)
- To read words accurately (skills and strategies)







These key concepts underpin learning in each phase. This enables pupils to reinforce and build upon prior learning, make connections and develop subject specific language.

IMPACT







The impact of our reading curriculum can be clearly seen across the school through children talking about their love of reading, the quality of texts the children are reading, the quality of teaching across the school and the commitment to reading within the wider community. Phonics data is above national average and county results. For 2022, Key Stage 1 results show that data is above national and county averages in reading. KS2 reading results are above national average.

We assess through a range of formative and summative strategies. End of EYFS/ KS1 and KS2 national data is collated. We complete phonics tracking every half term, including pupils that are still in need of phonic intervention. We complete assessments in KS1 and KS2 every term using the NFER scheme. We also check children are allocated the correct age appropriate books through regular benchmarking assessments (Salford reading test) Teacher assessment and continuous questioning and probing, also gives the teachers an accurate view on where each child is being successful and where their next steps are.

Key stage 1 question stems:

<h2 style="text-align: center; color: red;">Vocabulary</h2> <p>Draw upon knowledge of vocabulary in order to understand the text.</p> 	<h2 style="text-align: center; color: red;">Infer</h2> <p>Make inferences from the text.</p> 	<h2 style="text-align: center; color: red;">Predict</h2> <p>Predict what you think will happen based on the information that you have been given.</p> 	<h2 style="text-align: center; color: red;">Explain</h2> <p>Explain your preferences, thoughts and opinions about the text.</p> 	<h2 style="text-align: center; color: red;">Retrieve</h2> <p>Identify and explain the key features of fiction and non-fiction texts such as: characters, events, titles and information.</p> 	<h2 style="text-align: center; color: red;">Sequence</h2> <p>Sequence the key events in the story.</p> 
<p>Example questions</p> <ul style="list-style-type: none"> • What does the word mean in this sentence? • Find and copy a word, which means • What does this word or phrase tell you about.....? • Which word in this section do you think is the most important? Why? • Which of the words best describes the character/setting/ mood etc? • Can you think of any other words the author could have used to describe this? • Why do you think is repeated in this section? 	<p>Example questions</p> <ul style="list-style-type: none"> • Why was..... feeling.....? • Why did happen? • Why did say • Can you explain why.....? • What do you think the author intended when they said.....? • How does make you feel? 	<p>Example questions</p> <ul style="list-style-type: none"> • Look at the book cover/blurb - what do you think this book will be about? • What do you think will happen next? What makes you think this? • How does the choice of character or setting affect what will happen next? • What is happening? What do you think happened before? What do you think will happen after? • What do you think the last paragraph suggests will happen next? 	<p>Example questions</p> <ul style="list-style-type: none"> • Who is your favourite character? Why? • Why do you think all the main characters are girls in this book? • Would you like to live in this setting? Why/why not? • Is there anything you would change about this story? • Do you like this text? What do you like about it? 	<p>Example questions</p> <ul style="list-style-type: none"> • What kind of text is this? • Who did.....? • Where did.....? • When did.....? • What happened when.....? • Why did happen? • How did? • How many.....? • What happened to.....? 	<p>Example questions</p> <ul style="list-style-type: none"> • Can you number these events 1-5 in the order that they happened? • What happened after • What was the first thing that happened in the story? • Can you summarise in a sentence the opening/middle/end of the story? • In what order do these chapter headings come in the story?

Key stage 2 question stems:

<p>Vocabulary</p> <p>Find and explain the meaning of words in context.</p> 	<p>Infer</p> <p>Make and justify inferences using evidence from the text.</p> 	<p>Predict</p> <p>Predict what will happen based from the details given or implied.</p> 	<p>Explain</p> <p>Explain how content is related and contributed to the meaning as a whole. Explain how meaning is enhanced through choice of language. Explain the themes and patterns that develop across the text. Explain how information contributes to the overall experience.</p> 	<p>Retrieve</p> <p>Retrieve and record information and identify key details from fiction and non-fiction.</p> 	<p>Summarise</p> <p>Summarise the main ideas from more than one paragraph.</p> 
<p>Example questions</p> <ul style="list-style-type: none"> • What do the words and suggest about the character, setting and mood? • Which word tells you that....? • Which keyword tells you about the character/setting/mood? • Find one word in the text which means..... • Find and highlight the word that is closest in meaning to..... • Find a word or phrase which shows/suggests that..... 	<p>Example questions</p> <ul style="list-style-type: none"> • Find and copy a group of words which show that... • How do these words make the reader feel? How does this paragraph suggest this? • How do the descriptions of show that they are • How can you tell that..... • What impression of do you get from these paragraphs? • What voice might these characters use? • What was thinking when..... • Who is telling the story? 	<p>Example questions</p> <ul style="list-style-type: none"> • From the cover what do you think this text is going to be about? • What is happening now? What happened before this? What will happen after? • What does this paragraph suggest will happen next? What makes you think this? • Do you think the choice of setting will influence how the plot develops? • Do you think... will happen? Yes, no or maybe? Explain your answer using evidence from the text. 	<p>Example questions</p> <ul style="list-style-type: none"> • Why is the text arranged in this way? • What structures has the author used? • What is the purpose of this text feature? • Is the use of effective? • The mood of the character changes throughout the text. • Find and copy the phrases which show this. • What is the author's point of view? • What affect does have on the audience? • How does the author engage the reader here? • Which words and phrases did effectively? • Which section was the most interesting/exciting part? • How are these sections linked? 	<p>Example questions</p> <ul style="list-style-type: none"> • How would you describe this story/text? What genre is it? How do you know? • How did...? • How often...? • Who had...? Who is...? Who did....? • What happened to...? • What does..... do? • How is • What can you learn from from this section? • Give one example of..... • The story is told from whose perspective? 	<p>Example questions</p> <ul style="list-style-type: none"> • Can you number these events 1-5 in the order that they happened? • What happened after • What was the first thing that happened in the story? • Can you summarise in a sentence the opening/ middle/end of the story? • In what order do these chapter headings come in the story?

Whole school end of year expectations for Reading

(Further guidance of working towards and greater depth are available in our child target sheets)

	EXPECTED STANDARD EYFS <i>Phonetically decodable</i>	EXPECTED STANDARD YEAR 1 <i>Phonetically decodable</i>	EXPECTED STANDARD YEAR 2 <i>Phonetically decodable until secure</i> <i>BOOK BAND: gold- white</i>	EXPECTED STANDARD YEAR 3 <i>BOOK BAND: lime-grey</i>	EXPECTED STANDARD YEAR 4 <i>BOOK BAND: Black</i> <i>FICTION: 80-100+ PAGES</i>	EXPECTED STANDARD YEAR 5 <i>BOOK BAND: Free reader</i> <i>FICTION 100- 200+ PAGES</i>	EXPECTED STANDARD YEAR 6 <i>BOOK BAND: Free reader</i> <i>FICTION 200- 300+ PAGES</i>
Reading skills and strategies	<p>Listening, Attention and Understanding 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.</p> <p>Make comments about what they have heard and ask questions to clarify their understanding.</p> <p>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</p> <p>Speaking Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</p>	<ul style="list-style-type: none"> Quickly and accurately, sound and blend unfamiliar printed words, polysyllabic words and words with contractions Read aloud phonetically decodable texts (<i>L&S phase 5</i>) 	<ul style="list-style-type: none"> Read accurately most words of two or more syllables Read most words containing common suffixes* Read most common exception words* <p>In age-appropriate books:</p> <ul style="list-style-type: none"> read most words accurately without overt sounding and blending read with sufficient fluency to allow a focus on understanding rather than on decoding individual words Sound out most unfamiliar words accurately, without undue hesitation (<i>L&S phase 5 and Spelling NC patterns Y2</i>) 	<ul style="list-style-type: none"> Read silently, widely and frequently Decode most new words making a good approximation to the word's pronunciation applying knowledge of affixes Use contents pages and indexes to locate information Use dictionaries to check the meaning of words that have been read 	<ul style="list-style-type: none"> Read expressively using punctuation to guide their reading Know what information they need to look for, before they begin to read non-fiction Determine the meaning of new words by applying their knowledge of roots and affixes (year 3 and 4 spelling word list and rules) Prepare poems and play scripts to read aloud and perform, showing understanding through intonation, tone, volume and action 	<ul style="list-style-type: none"> Read expressively using intonation, tone and volume to match to the need within plays and presentations Work out how to pronounce unfamiliar written words with increasing automaticity Check that the book makes sense to them 	<ul style="list-style-type: none"> Read age-appropriate books with confidence and fluency (including whole novels) Read aloud with intonation that shows understanding Work out the meaning of words from the context

Comprehension

Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.

Express their ideas and feelings about their experiences

Comprehension

Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.

Anticipate (where appropriate) key events in stories.

Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.

Word Reading

Say a sound for each letter in the alphabet and at least 10 digraphs.

Read words consistent with their phonic

- When questioned, draw on what they already know or from background information and vocabulary provided by the teacher
- Check that the text makes sense as they read and reread when required
- Correct inaccurate reading by rereading
- Discuss the significance of the title and events (*from texts they are reading or have read to them*)
- Retell the main events in a story (*in the correct sequence or order*)

Begin to make simple inferences (*based on what is said or done in a text*)

In a familiar book that they can already read fluently, the pupil can:

- Check it makes sense to them
- Correct any inaccurate reading
- Explain what has happened so far in what they have read.
- Make inferences based on what they have read (in particular the vocabulary used).

- Discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- Identify themes and conventions in a wide range of books
- Recognise poetic forms that have been studied and describe differences between them
- Demonstrate understanding of figurative language, distinguish shades of meaning among related words, and use age-appropriate, academic vocabulary when talking about words and grammatical features
- Justify views about what has been read (with prompting through questions)
- Ask questions about a text and read on to find the answers

- Independently justify views and opinions about what has been read
- Identify main ideas drawn from more than one paragraph and summarise these accurately
- Identify themes and conventions in a wide range of books including plays, legends
- Discuss words and phrases that capture the reader's interest and imagination
- Begin to draw inferences from what is read
- Identify how language, structure, and presentation contribute to meaning
- Find, retrieve and record information from non-fiction independently (*e.g. make clear, accurate notes*)

- Explain the purpose of the language, structure and presentation of texts
- Talk about and discuss new vocabulary
- Summarise and present a familiar story in their own words with carefully selected vocabulary
- Begin to recognise themes in narrative (*e.g. loss, loneliness, heroism*)
- Compare different characters - identifying similarities and differences that may not be explicitly described
- Consider different accounts of the same event and discuss viewpoints (*both of the author and of fictional characters*), within a text
- Retrieve, record and present information from non-fiction in different ways to suit a particular purpose and audience
- Discuss their understanding and explore the meaning of words in context

- Recommend books that they have read to their peers, giving reasons for their choices
- Predict what might happen from details stated and implied
- Make inferences about a characters' feelings, thoughts and motives from their actions,
- Explain and discuss their understanding of what they have read, drawing inferences and justifying these with evidence
- Discuss and evaluate how authors use figurative language, and its impact on the reader
- Distinguish between statements of fact and opinion
- Provide reasoned justifications for their views.
- Retrieve information from non-fiction

	<p>knowledge by sound blending.</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p>					<ul style="list-style-type: none">• Ask questions to improve their understanding and read on to discover the answers	<ul style="list-style-type: none">• Summarise main ideas, identifying key details and using quotations for illustration• Evaluate how authors use language, including figurative language, considering the impact on the reader• Make comparisons within and across books
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Phonics at SSPP

We follow the Essential Letters and Sounds scheme for our phonics provision. For Reception and Year 1 we have a specific range of phonetically decodable books and resources that provide a clear focus for the teaching and development in phonics (See Phonics policy)



Fiction



Non-fiction



poetry



How do we teach?

Teaching of reading in EYFS and KS1 is carried out through carousel, small group and individual reading. Within the Phonics scheme, the children each have an apply book from Reception and record their learning. Each Friday, the children read and change their phonetically decoded book.

In KS2, we utilise the structure of VIPERS domains when we teach reading. In Year 2, children will be introduced to whole class reading in the Summer term and use a blend of guided and whole school strategies. In KS2, whole class reading sessions at least 3 times a week, with 1:1 and small group reading blended into the week. These sessions may be found alongside the writing sessions or standing alone. Generally, children should read and explore different genres throughout the half term. As a guide, the children may focus on fiction and non-fiction throughout the weeks with at least a week of poetry in a half term. This is a guided model and teachers can use their professional judgement and experience of their class. The planning can use one book over the week, working through the VIPER's or smaller extracts of text.

What texts should be taught with each purpose?

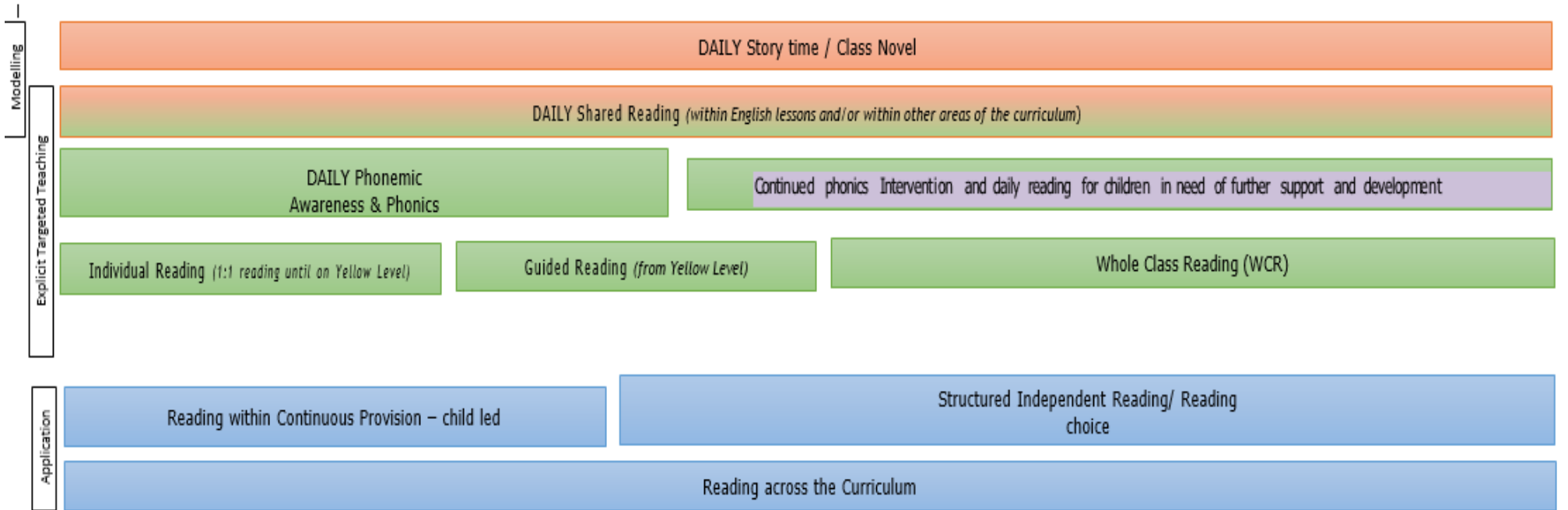
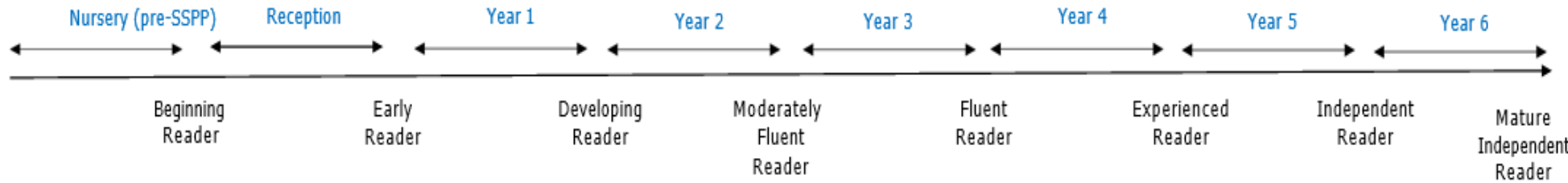
At St Peter and Paul, we value using a wide range of high quality texts that engage the child and enhance their development. In order to allow for progression and building upon previously learnt skills, we have a whole school text progression document that ensures we do not use the same texts across year groups and that they are accessible to the year group set.

Until children have finished the full programme of phonics, they will read phonetically decodable books, however texts used in whole class reading may extend to enable them to be immersed in a wide range of rich vocabulary.

SSPP - Whole School Reading flowchart of provision

Dependence

Independence



Whole school Quality texts coverage map

Books Planned: 2021-22	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
The Gruffalo	Funnybones	Flotsam		Street Child	Who let the Gods out	Good night Mr Tom
Little Red Riding Hood	The Large family Series	The Mousehole cat	Tuesday	Vesuvius Poovius	Pandoras Box	Just William
Leaf man	The Enormous Turnip	Traction man beach odyssey	Stig of the Dump	The Thieves of Ostia	Theseus and Minotaur	Sam's Spitfire
Stickman	The Gigantic Turnip	The flower	Journey	Fantastic Mr Fox	Aphrodite	Fictionaised Fairytale diaries
The Rainbow Bear	This is the Star	Orion and the dark	Quest	cockatoos (Quentin Blake)	Aztec adventres	The Borrowers/Wind In The Willows
Cuddly Dudley	Lost and Found	The Tin Forest	Return	The Great Kapok Tree	Kesukes Kingdom	Yellow Stone Non fiction texts
The Colour Monster	Queen Victoria's Bathing machine	Meercat mail	Charlie Small	Tom's Midnight Garden	Flood	Non fiction texts about Chocolate
Story of Guy Fawkes	This is the Star	Tinga tales	Tunnel (recap)	Poles apart	Escape from Pompeii	Cafod weekly bulletins
Those wonderful sheep in their flying machines	The Jolly postman	The minpins	How to wash a woolly mammoth	shackletons journey	he Hitchhiker's Guide to the Galaxy,	Jurassic Park
The great balloon hullabaloo	The Katie Morag series	Handa's surprise	Ug		Ask an astronaut - non fiction	Shropshire Star.com
George and the Dragon	Hairy Maclary series		Stone Age Boy	Where the Forest Meets the Sea	Cosmic	North Waleslive Blogs
sleeping Beauty	Sam's sandwich		Fossil Girl, Bone girl	The Rhythm of the Rain	Poems about Space	Non fiction texts based on Summits
The Paper bag princess	The Giant Jam Sandwich	On the way home	Theres a pebble in my pocket	The sea piper	weather poems	in Uk and Europe
Sir Charlie Stinky Socks	The lighthouse Keepers lunch	Mrs Armatige collection	Egyptology	The Matchbox Diary	Viking Boy	Old SAT tests
Olivers vegetables	The Paper Bag Princess	Where the wild things are	Egyptian Cinderella	Song of the dolphin boy	How to train your dragon	Standing On The Shoulders of GIANTS
Jack and the beanstalk	The Spooky Old Tree	The disgusting sandwich	Tadeo Jones - literacy shed	Varmints		PSTT
Life Cycle of the sunflower	Jonathan Langley Tales	The Tunnel	Leon and the place inbetween			King Of The Cloud Forrest Michael M
This is our house	Plop	The Egg	Stuck	Flood!		
The Three Little Pigs	Beegu	The Dragon machine	The pebble in my pocket			Triffic Chocolate Alan MacDonald
Homes around the world	The Journey home	Tell me a dragon	Cinderboy			Spymaster:Firstblood
	Leaf		Nelsons dangerous dive			Jan and Sara Burchett
	The Egg Box Dragon		Finding Dory			Romeo and Juliette (WS)
	The Space Train		Gullivers travels			Macbeth (WS)
	Greta and the Giants		dragon slayer - literacy shed			Biographies of Jk Rowling//Yusain Bolt
	Storm Cats		jim and the beanstalk			
	A Child of Books		Duffys lucky escape			
	The man on the Moon		Secrets of the sunking			
			The Iron man			
			The ugly five			
			The Iron man - Ted Hughes			