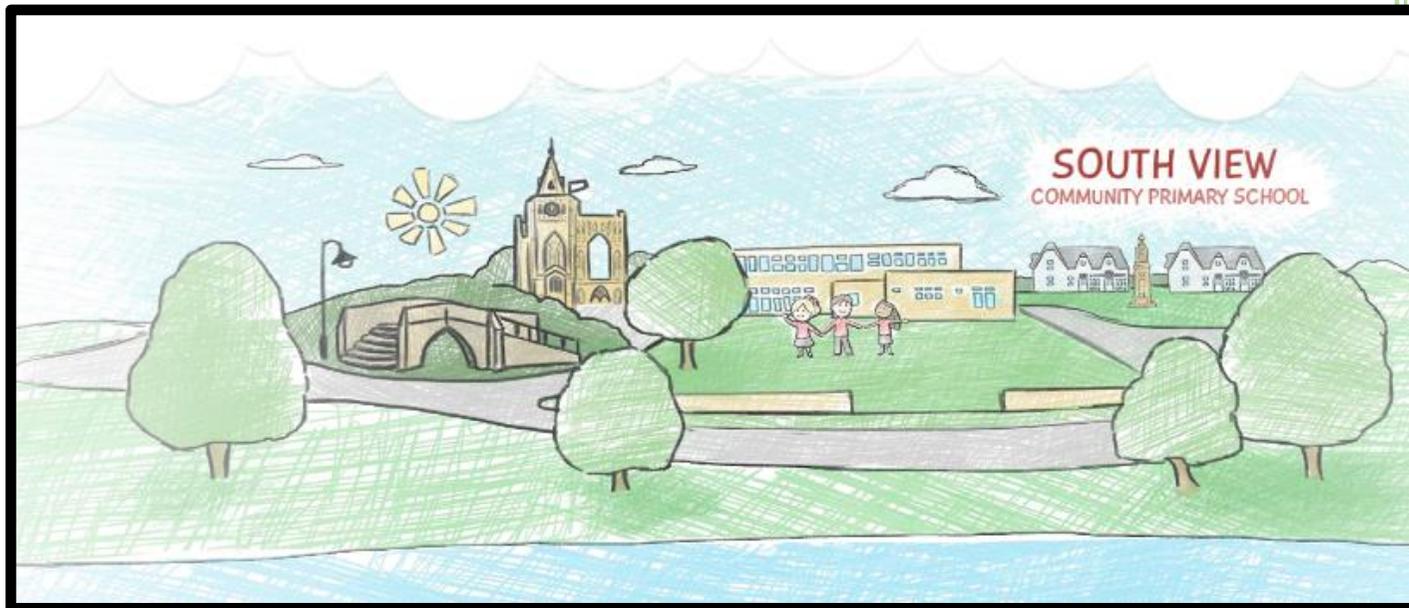


South View Community Primary School

Our Reading Curriculum



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1. THE BASIC PRINCIPLES OF OUR CURRICULUM

Learning is a change to long term memory.

Our aims are to ensure that our children experience a wide breadth of study and have, by the end of each Key Stage, long -term memory of an ambitious body of procedural and semantic knowledge.

2. OUR CURRICULUM INTENT

Curriculum Drivers shape our curriculum breadth. They are derived from an exploration of the backgrounds of our children, our beliefs about high quality education and our values. They are used to ensure we give our children appropriate and ambitious curriculum opportunities. Our curriculum drivers, enabling us to ensure OUR children get what THEY need from us are that:

- Our children will develop **vocabulary** so that they are able to speak and understand spoken language, access more complex texts and write with eloquence.
- Our children will leave South View as **successful readers**. They will 'learn to read' and consequently 'read to learn'.
- Our children will explore their own cultures, surroundings, and emotions and those of others, to gain a **wider understanding of the world** and their place within it.

3. READING STATEMENT OF INTENT



At South View Community Primary School, reading is at the heart of our curriculum. We value reading as a key life skill and are dedicated to enabling our pupils to become lifelong readers. We believe that reading is key for academic success and progress in a number of curriculum areas.

Our reading curriculum is designed and taught to ensure all children:

- A. develop the skills necessary to read with speed, accuracy, and expression.
- B. foster the habit and a real love and thirst of reading, for both pleasure and information.
- C. read widely and often, acquiring a wide vocabulary they would rarely hear or use in every day.
- D. obtain skills necessary to understand the deeper meaning of texts.
- E. gain knowledge across the curriculum.

4. READING IMPLEMENTATION

A. DEVELOPING A LOVE OF READING

CLASS TEXTS

At South View, we value the importance of developing a love of reading and strive to share the joy of reading with our classes every day. A fifteen minute 'story time' is timetabled at the end of each day across the school.

We believe that one of the most important aspects of reading instruction is text selection, the process by which teachers choose what their children will read. There are five types of texts, which are known as the '**Five Plagues of Reading**', that our children are exposed to whilst at South View.

THE FIVE PLAGUES OF READING

Archaic Texts

PLAGUE 1 Archaic texts are older texts, those written when authors used different words, in different sequences, within different syntactical structures. With each passing year, archaic texts become a little less familiar and a little more distant from the way we write and talk today.

Nonlinear Time

PLAGUE 2 Nonlinear texts challenge a reader's expectation that time elapses in a linear and even manner. These texts force readers to contend with confusing moments when time, or the rate at which it appears to be passing, shifts suddenly and without explanation.

Complexity of Narrator

PLAGUE 3 A text's narrative voice can add to its complexity. It can have multiple narrators, nonhuman narrators, or even unreliable and deceitful narrators. It can have narrators whose role or identity is unclear—is the narrator the author? The challenge that such a book poses should not be underestimated: these texts are tricky and can result in failed comprehension regardless of the degree of a student's skills.

Complexity of Story (Plot and Symbolism)

PLAGUE

4

Complex stories are disorienting for even advanced readers, as they force the reader to hold a story together even as different plotlines swerve off in different, seemingly unrelated directions. To point out the obvious, following multiple plots and multiple, interwoven plots is harder than following a single plot.

Resistant Text

PLAGUE

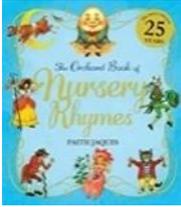
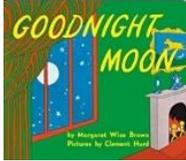
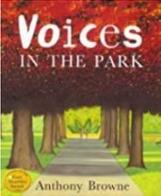
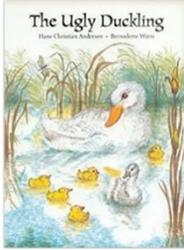
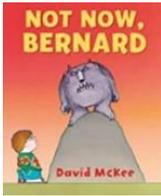
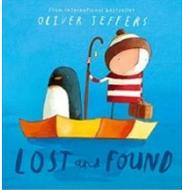
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When authors write resistant texts, they mean for the material to be difficult to understand. To cause a reader to struggle to make sense of a story is to communicate the struggle of making sense of it as a writer. Oftentimes with these texts, gaps in meaning are part of the meaning-making.

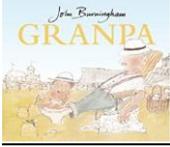
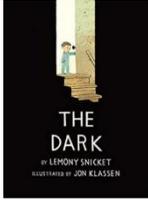
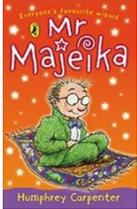
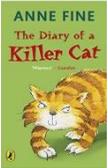
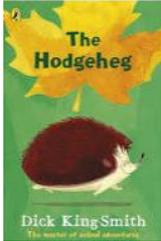
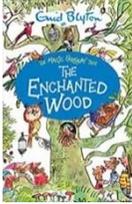
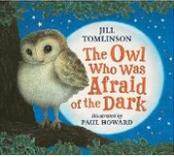
We have spent dedicated staff meeting times to carefully select a range of high-quality texts for each year group to access to ensure coverage and progression across the school.

We have developed a 'South View Community Primary School's Reading Spine'. for each year group across the school. The texts chosen are progressive in terms of challenge and content.

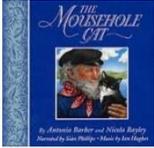
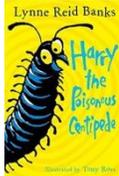
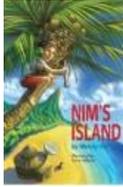
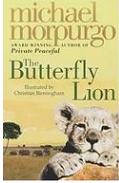
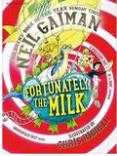
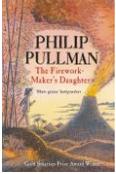
EYFS

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Foundation Stage	<p>Traditional Nursery Rhymes <i>(Archaic)</i></p> 	<p>Where the wild things are Maurice Sendak <i>(Complexity of Plot/Symbol)</i></p> 	<p>Goodnight Moon by Margaret Wise Brown</p>  <p>Voices in the Park Anthony Brown</p>  <p><i>(Complexity of the Narrator)</i></p>	<p>The Ugly Duckling Hans Christian Anderson</p> 	<p>Not Now Bernard by David McKee</p>  <p>Lost and Found by Oliver Jeffers</p> 	<p>Grandad's Island Benji Davies</p>  <p><i>(Complexity of Plot/Symbol)</i></p>

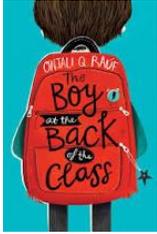
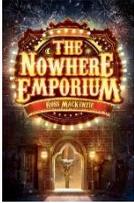
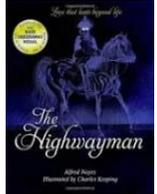
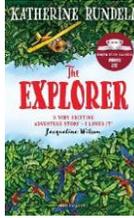
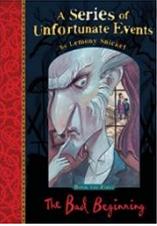
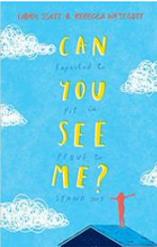
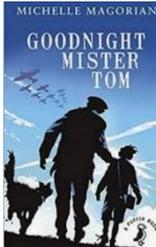
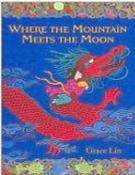
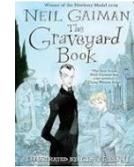
KEY STAGE 1

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 1	<p>Traditional Stories <i>Sleeping Beauty, Rumpelstiltskin, Rapunzel, Puss-in-Boots, The Princess and the Pea, Pinocchio, The Pied Piper of Hamelin, Jack and the Beanstalk</i></p>  <p><i>(Archaic)</i></p>	<p>Granpa by John Burningham</p>  <p><i>(Non-Linear)</i></p>	<p>The Dark by Lemony Snicket</p>  <p><i>(Complexity of Plot/Symbol)</i></p>	<p>The True Story of the Three Little Pigs by Jon Scieszka and Lane Smith</p>  <p>The Three Little Wolves and the Big Bad Pig by Eugene Trivizas</p>  <p><i>(Complexity of the Narrator)</i></p>	<p>Mr Majeika by Humphrey Carpenter</p>  <p><i>(Complexity of Plot/Symbol)</i></p>	
Year 2	<p>Paddington's London Treasury by Michael Bond and R.W. Alley</p>  <p><i>(Archaic)</i></p>	<p>The Diary of a Killer Cat by Anne Fine</p>  <p><i>(Complexity of the Narrator)</i></p>	<p>The Hedgehog by Dick King</p>  <p><i>(Complexity of the Narrator)</i></p>	<p>The Enchanted Wood by Enid Blyton</p>  <p><i>(Archaic)</i></p>	<p>Fantastic Mr Fox by Roald Dahl</p>  <p><i>(Complexity of the Narrator)</i></p>	<p>The Owl Who Was Afraid of the Dark by Jill Tomlinson and Paul Howard</p>  <p><i>(Complexity of the Narrator)</i></p>

LOWER KEY STAGE 2

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 3	<p>The Witches by Roald Dahl</p>  <p><i>(Complexity of the Narrator)</i></p>	<p>The Molehouse Cat Antonia Barber</p>  <p><i>(Complexity of Plot/Symbol)</i></p>	<p>Harry the Poisonous Centipede by Lynne Reid Banks</p>  <p><i>(Complexity of Plot/Symbol)</i></p>	<p>Nim's Island by Wendy Orr</p>  <p><i>(Complexity of the Narrator)</i></p>	<p>The Magic Faraway Tree by Enid Blyton</p>  <p><i>(Archaic)</i></p>	<p>The Butterfly Lion by Michael Morpurgo</p>  <p><i>(Non-Linear)</i></p>
Year 4	<p>The Midnight Fox by Betsy Byars</p>  <p><i>(Complexity of Plot/ Non-Linear)</i></p>	<p>Fortunately, the Milk by Neil Gaiman</p>  <p><i>(Non-Linear)</i></p>	<p>How To Train your Dragon by Cressida Cowell</p>  <p><i>(Complexity of Plot)</i></p>	<p>Max and the Millions by Ross Montgomery</p>  <p><i>(Complexity of the Narrator)</i></p>	<p>Just William by Richard Compton</p>  <p><i>(Archaic Text)</i></p>	<p>The Firework Maker's Daughter by Philip Pullman</p>  <p><i>(Non-Linear)</i></p>

➤ **UPPER KEY STAGE 2**

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 5	<p>The Boy at The Back of The Class by Onjali Rauf</p>  <p><i>(Complexity of Plot/Symbol)</i></p>	<p>The Nowhere Emporium by Ross MacKenzie</p>  <p><i>(Non-linear)</i></p>	<p>Street Child by Berlie Doherty</p>  <p><i>(Archaic)</i></p>	<p>The Highwayman by Alfred Noyes</p>  <p><i>(Archaic/Resistance)</i></p>	<p>The Explorer by Katherine Rundell and Hannah Horn</p>  <p><i>(Complexity of Plot)</i></p>	<p>A Series of Unfortunate Events by Lemony Snicket</p>  <p><i>(Complexity of the Narrator)</i></p>
Year 6	<p>Can you see me? By Libby Scott</p>  <p><i>(Resistant Texts)</i></p>	<p>Goodnight Mister Tom by Michelle Magorian</p>  <p><i>(Archaic)</i></p>	<p>Holes by Louis Sachar</p>  <p><i>(Non-Linear Sequences)</i></p>	<p>Where the mountain meets the moon by Grace Lin</p>  <p><i>(Complexity of the Narrator)</i></p>	<p>Below Zero by Dan Smith</p>  <p><i>(Non-Linear Sequences)</i></p>	<p>The Graveyard Book Paperback by Neil Gaiman</p>  <p><i>(Complexity of Plot/Symbol)</i></p>

➤ CLASS READING CORNERS

Class teachers also ensure that classrooms have a designated reading area filled with a diverse range of texts and genres designed to capture learners' interests, support topic-based learning and stimulate their imagination and love of books.

➤ CROWLAND LIBRARY VISITS

Each term, each class visits our local library in Crowland, which aims to give our children confidence in handling books and information, enabling children to become independent library users and provides a wonderful opportunity for children to introduce the rest of their family to the library services. Each child is issued a junior membership (forms signed by parents agreeing) to any children who are not already members of the library so that that everyone has the opportunity to borrow books from the library.



➤ FS/KS1 BEDTIME STORIES



Our annual Bedtime Story event is another way in which the staff at South View are striving to promote a love of reading across the school. The aim of this is to provide opportunities for families to share story time together and to highlight the importance all staff place on reading every day.

➤ THEATRE PRODUCTIONS

Throughout the academic year, we arrange for theatre companies to visit our school where we watch a production based on a classic book e.g. Treasure Island or Jungle Book. We strongly believe live theatre has the power to bring emotions to life; portraying a character's motivations and the consequence of their actions, helping children understand their own feelings and those of others.

➤ **ACCELERATED READER CLASS AWARD**

In Key Stage 2, we also develop reading for pleasure via our weekly Accelerated Reader Class Award. Every Friday, during our Celebration Assembly, Key Stage 2 find out which class scored the highest average percentage on their AR book quizzes. This promotes competition in reading and motivates children to read and quiz more to help add to their class percentage. The class with the highest average percentage receives a class certificate to take back to class.

B. EARLY READING AND PHONICS STATEMENT OF INTENT

At South View Community Primary School, reading is at the heart of our curriculum. We value reading as a key life skill and are dedicated to enabling our pupils to become lifelong readers. We believe that reading is key for academic success and progress in a number of curriculum areas.

Our reading curriculum is designed and taught to ensure all children:

- Develop the skills necessary to read with fluency, accuracy, and expression.
- Foster a real love and thirst of reading, for both pleasure and information.
- Read widely and often, acquiring a wide vocabulary they would rarely hear or use in their everyday lives.
- Obtain skills necessary to understand the deeper meaning of texts.
- Gain knowledge across the curriculum.

Read Write Inc. enables every child to become a confident and fluent reader.

Using the RWI method:

- Children in the early years learn to read confidently and fluently.
- Older children with reading difficulties make fast progress.
- Children with specific learning difficulties learn to read.
- Children are assessed regularly, ensuring that they work with other children at the same level as themselves. This allows them to take full part in all lessons. They work closely with their partner, answering questions and practising activities with their partner.
- Children learn to say the 44 sounds and the corresponding letters/letter groups using simple picture prompts.
- They learn to read words using sound blending.
- RWI is a systematic and lively programme and is organised by the Reading Leaders in the school. All the staff have been trained in delivering RWI and staff receive regular updates and training.
- In Early Years Foundation Stage children have daily RWI sessions. In Key Stage 1 children read for 45 minutes each day, grouped according to their reading level.
- In Key Stage 2 some children still require phonics teaching and are grouped according to their reading level. These children receive a daily 30-minute RWI intervention.

Expectations of progress

Our goal is for children to:

1. Work out unfamiliar words quickly – including new vocabulary and names.
2. Read familiar words speedily – that is, words they have been taught.
3. Read texts - including the words they have been taught – fluently. Please note these are the expectations for the lowest 20% of children. Other children should be well in advance of this. All children should achieve these expectations if they have followed the programme from Reception.

	YR children can:	Y1 children can:	Y2 children can:
End of Autumn 1	Read single-letter Set 1 sounds (first 16)	Read Purple Storybooks Read Set 2 sounds	Read Blue Storybooks with increasing fluency and comprehension
End of Autumn term	Read all Set 1 single-letter sounds Blend sounds into words orally	Read Pink Storybooks Read first 9 Set 3 sounds	Read Grey Storybooks
End of Spring 1	Blend sounds to read words Read short Ditty stories Read Set 1 Special Friends	Read Orange Storybooks Read 17 Set 3 sounds	Read Grey Storybooks with fluency and comprehension
End of Spring term	Read Red Storybooks Read 4 double consonants	Read Yellow Storybooks Read all Set 3 sounds and additional graphemes (e-e, ie, ue, au, kn, wh, ph)	Access RWI Comprehension and Spelling programmes
End of Summer 1	Read Green Storybooks	Read Yellow Storybooks	Access RWI Comprehension and Spelling programmes
End of Summer term	Read Green or Purple Storybooks Read first 6 Set 2 sounds	Read Blue Storybooks	Access RWI Comprehension and Spelling programmes

Expected number of sounds

	YR	Y1
End of Autumn 1	16 sounds (first 16 Set 1 single-letter sounds)	47 sounds (all Set 1 and Set 2 sounds)
End of Autumn term	25 sounds (all Set 1 single-letter sounds)	56 sounds (first 9 Set 3 sounds)
End of Spring 1	31 sounds (Set 1 Special Friends)	64 sounds (17 Set 3 sounds)
End of Spring term	35 sounds (4 double consonants)	74 sounds (20 Set 3 sounds plus e-e, ie, ue, au, kn, wh, ph)
End of Summer 1	35 sounds	74 sounds
End of Summer term	41 sounds (first 6 Set 2 sounds)	74 sounds

C. KS2 WHOLE CLASS READING COVERAGE – GRAMMARSaurus



At South View, in Key Stage 2, we use Grammarsaurus as a planning support for Whole Class Shared Reading through carefully crafted units of work. These units of work also help us to provide curriculum knowledge for foundations subjects. They empower teachers to teach all aspects of word reading and comprehension through high-quality fiction, non-fiction and poetry texts.

Grammarsaurus provides a clear teaching sequence to reading sessions that explicitly teaches reading skills and strategies in a cumulative way through evidence-based approaches. These comprehensive units have been constructed so that the entire statutory curriculum for reading is covered from EYFS to Y6.

D. READING DOMAINS PROGRESSION

In the National Curriculum for Key Stages 1 (KS1) and 2 (KS2) in England, the reading domains are the key areas of focus for assessing and teaching reading skills. These domains are designed to help teachers guide pupils in developing comprehension and critical reading abilities. Here's an overview of the progression in the reading domains for both stages:



Progression of Reading Content Domains

South View Primary School

Vocabulary

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Identify and speculate about the possible meanings of unfamiliar words met in reading.	Learn to read on and re-read sentences to find the meaning of unfamiliar words which are explained in a text. Check whether a suggested meaning of an unfamiliar word makes sense in the context of the passage.	Practise re-reading a sentence and reading on in order to locate or infer the meaning of unfamiliar words. Discuss unfamiliar words and their possible meaning to clarify their understanding of a sentence or passage.	Decide where unfamiliar words are explained in the text or where they need to use a dictionary or glossary to find a word meaning. Identify unfamiliar vocabulary in a text and adopt appropriate strategies to locate or infer the meaning, including re-reading surrounding sentences and/or paragraphs to identify an explanation.	Use a range of strategies, including the context and where necessary a dictionary, to make sense of unfamiliar words used in a text. Explain the meaning of words used in a text.	Apply appropriate strategies (re-reading, reading on, using the context, knowledge of syntax or word roots) in order to find the meaning of unfamiliar vocabulary met in independent reading. Check the plausibility and accuracy of their explanation of or inference about a word meaning.

Infer

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p>Makes reasonable inferences at a basic level e.g. using pictures.</p> <p>Beginning to show which part of the picture supports inferences.</p>	<p>Make plausible inferences about character.</p> <p>Uses evidence from pictures and text to support inferences (when prompted).</p>	<p>Beginning to read between the lines to interpret meaning and/or explain what characters are thinking or feeling and how they act.</p> <p>Beginning to independently refer back to the text for evidence.</p>	<p>Reads between the lines, using clues from action, dialogue and description to interpret meaning and/or explain what characters are feeling and how they act.</p> <p>Quotes directly from text to support inference.</p>	<p>Reads between the lines, using clues from action, dialogue and description to interpret meaning and explain how and why characters are acting, thinking and feeling.</p> <p>Use inference and deduction to explore plot, character, feelings, attitudes and mood using clues from evidence drawn from different points in the text.</p> <p>Specific quotes directly from text to support inference.</p>	<p>Confidently infer and deduce meaning based on evidence from the text and using wider knowledge and experience.</p> <p>Use quotations and text references to support ideas and arguments.</p> <p>Explain a character's motives throughout a text and use evidence to back up opinions.</p>

Predict

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p>Makes predictions based on clues such as pictures, illustrations, titles.</p>	<p>Use immediate clues and what they have read already to make predictions about what is going to happen or what they will find out.</p> <p>When prompted, justifies the prediction based on what has happened within the story.</p>	<p>Makes plausible predictions based on knowledge from/of the text and wider connections (e.g. other texts on the same theme, by same author, personal connections, and connection to wider experience).</p>	<p>Refers to text to support plausible predictions.</p> <p>Beginning to modify predictions as they read on.</p>	<p>Justify and elaborate on thoughts, feelings, opinions and predictions, referring to the text for evidence.</p> <p>Modify ideas as they read the next part of the text.</p>	<p>Refer back to the text to support predictions, thoughts, opinions, being able to elaborate in order to provide reasoned justifications.</p> <p>Discuss how and why they need to modify their predictions as they read on.</p>

Explain

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p>Can make comparisons within the text. With some promoting recalls some interesting words/phrases from the text, stating their reasons why.</p>	<p>Can make comparisons within the text.</p> <p>Identifies specific words or phrases (e.g. alliteration) that they find interesting, explaining their opinions for their choice/s.</p>	<p>Identify language the author has chosen to capture the reader's interest and imagination.</p> <p>Identify effect of different words and phrases to create different images and atmosphere e.g. powerful verbs, adjectives, adverbs.</p> <p>Sometimes uses clues from action, description and dialogue to establish meaning.</p>	<p>Identify author's choice of language and its effect on the reader in fiction/non-fiction.</p> <p>Identify language that creates images, builds mood and tension.</p> <p>Use clues from action, description and dialogue to establish meaning.</p>	<p>Discuss how the text may affect the reader and refers back to the text to back up a point of view.</p> <p>Compare and discuss figurative language for imagery in texts.</p> <p>Can recognise irony and comment on the writer's intention (e.g. sarcasm, insincerity, mockery etc.).</p> <p>Discuss how an author builds a character through dialogue, action and description.</p>	<p>Explain how the author has used a wide range of language features and the effect on the reader.</p> <p>Understand and explain how point of view (implicit and explicit) impacts on the reader.</p> <p>Recognise the use of irony and comment on the writer's intention (e.g. sarcasm, insincerity, mockery).</p> <p>Explain how structural choices support the author's theme (e.g. decision about plot structure, flash backs, organisation of information).</p> <p>Evaluate relationships between characters (e.g. characters act differently with different people/settings) and consider the importance of these.</p>

Retrieval

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p>Skim read to gain an overview of a page/ text by focusing on significant parts –names, captions, titles.</p> <p>Scan the text to locate specific information and answer simple questions</p>	<p>Speculate about the meaning of the section or page by skim reading title, contents page, illustrations, headings and sub headings.</p> <p>Scan pages to find specific information, using key words or phrases and headings.</p> <p>Read sections of text more carefully, e.g. to answer a specific question.</p>	<p>Begin to skim read texts to gather the general impression.</p> <p>Beginning to scan texts to locate specific information.</p> <p>Beginning to use the text to support retrieval (notes/ highlighting/text marking).</p>	<p>Skim a text to gather the general impression.</p> <p>Scan texts to locate specific information.</p> <p>Use text marking to support retrieval of information.</p> <p>Use knowledge of text structure to retrieve.</p>	<p>Skim and scan texts efficiently to identify and retrieve information.</p> <p>Locate and retrieve information and key ideas from different points in a text and across a range of texts, using techniques such as text marking, using contents/index).</p>	<p>Confidently skim and scan with speed and accuracy to locate and retrieve information.</p> <p>Clearly identify and retrieve relevant points and key ideas from different points in a text and across a range of texts to support ideas and opinions.</p>

Sequence (KS1)/Summarise (KS2)

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p>Retell the main events in familiar stories orally from those they have read or heard.</p> <p>Begin to discuss how events are linked.</p>	<p>Retell the main points of a story in sequence.</p> <p>Discuss the sequence of events in books and how items of information are related.</p>	<p>Summarise the main points within a paragraph exploring straightforward underlying themes and ideas (not literal).</p> <p>Understand the purpose of a paragraph/chapter.</p> <p>Identify fiction/non-fiction and their purpose.</p>	<p>Summarise and explain main points of a longer, age-appropriate text by identifying the most important elements.</p> <p>Identifies differences between fiction and non-fiction genres.</p> <p>Recognise and discuss work of well-known authors.</p>	<p>Summarise and explain the main points in a text, referring back to the text to support and clarify summaries.</p> <p>Identify features of different fiction genres, features/structures of non-fiction.</p> <p>Identify and discuss a range of fiction genres and share views/recommendations.</p> <p>Discuss the appeal of some classic texts.</p>	<p>Summarise information from different points in the same text or across a range of texts.</p> <p>Reflect on the wider consequences or significance of information, ideas or events in the text as a whole (e.g. one event that altered the course of the story).</p> <p>Unpick the different layers of meaning through summarising (e.g. this could be interpreted as..., perhaps the writer is suggesting...).</p> <p>Identify and explain different structural devices.</p>

E. STAR READING/ACCELERATED READER



At South View, we use Accelerated Reader, a reading scheme, which is designed to encourage and promote successful reading. At the beginning of Year 3 and then at the end of each term, each child will take an online Star Reading assessment that determines his/her appropriate reading level. This is a computer-based test that measures a child's reading ability through a series of 34 questions. Every test for every child is different, and the computer selects different questions for each child dependent on how well they answer the previous questions. Essentially, the computer adapts the test to suit each pupil.

The questions test the child's understanding of vocabulary, their ability to make predictions, draw conclusions, explore the plot, setting, character, theme, and point of view in text, the characteristics of different genres and children's understanding and analysis of an author's use of language and literary devices to create certain effects.

Questions 1 - 10

The first ten questions will ask you to pick the best word to fill a gap in a sentence.

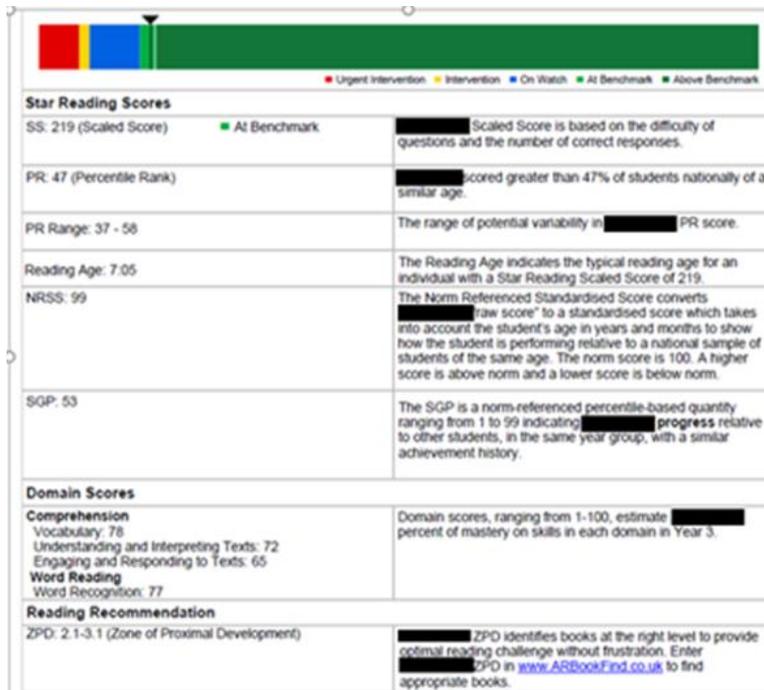


Questions 11 - 34

The other 24 questions will give you a few sentences to read and will ask you about what they mean.



Once the Star Reader assessment has been completed, teachers are provided with an individual report for each child such as the one below.



From the Star Reader assessments, children will be given a ZPD range, which defines the readability range of books within which pupils should read to best develop their reading while avoiding frustration or loss of motivation.

When books are finished, children take a short (5 to 10 question) quiz on the computer. Passing the quiz is an indication that the child understands the material. Quizzes can be completed on most books read. All library books have a sticker on the inside front cover which details the quiz number. If this is missing for some reason, we can use www.arbookfind.co.uk by typing in the name of the book read, and it will bring up the quiz number. Quizzes are only taken at school.

F. 1:1 INDEPENDENT READING WITH AN ADULT IN SCHOOL EXPECTATIONS

At South View, we believe that every child has an entitlement to read to an adult at regular intervals.

- ❖ In EYFS, Year 1 and Year 2 through Read, Write, Inc Phonics, all children are heard to read daily.
- ❖ In Year 3 - 6, all children are heard to read at least once per half term (every six weeks). At least once with the class teacher.

However, vulnerable children, who are identified, will read daily with an adult and regular readers will read at least 3 times per week with an adult.

G. EVIDENCE BASED INTERVENTION - PROJECT X CODE



Struggling readers, in Years 3 and 4, benefit from a reading intervention: Project X Code. CODE combines phonics and comprehension development in an exciting and motivational character adventure series. Designated teaching assistants have been trained by an accredited ECC Trainer to enable them to support, manage and evaluate Project X CODE and embed it in an overall strategy to tackle underachievement in reading by enabling them to adapt sessions to meet children's needs and help them to overcome difficulties, develop their skills and enjoy reading.

A unique two-text approach: Text 1 is 100% decodable to build confidence and develop vocabulary; Text 2 is 80% decodable to challenge children and deepen comprehension.

16 entry and exit points mean that children can start and finish the intervention at a point which is right for them.

Longer and more challenging stories and linked non-fiction books at Oxford Reading Levels 10 and 11 encourage children to become more fluent readers and more accurate spellers.

5. MEETING THE NEEDS OF ALL CHILDREN IN READING

Supporting children with Special Educational Needs and Disabilities.

How can I support learners who struggle with developing fluency (including phonics knowledge and word recognition)?

- Where learners are not yet secure with phonics, their phonics knowledge must be assessed. Phonics teaching can then be correctly pitched for developing learners' knowledge of phonics and skills such as blending for word reading. Use the same scheme or approach which is used for whole-class teaching in EYFS and Year 1 – this will support learners with making links and building on prior phonics knowledge.
- Whilst phonics should be the first strategy for common exception words, if learners have difficulty retaining words consider using precision teaching interventions or flashcards. Games can be used to engage learners such as Bingo, Pelmanism (matching pairs) or Snap. Learners could also have further opportunities to consolidate through playing these games during break or playtimes. Consolidation can also come through learners being able to independently revisit through accessing word mats on their tables or accessing these words on display in the classroom.
- Re-reading taught or familiar texts is key to building learners' confidence; have a box of taught or familiar books for individual learners to independently revisit during reading lessons, reading for pleasure, paired reading or if reading with volunteers.
- Ensure that learners have sufficient practice in reading, and re-reading, books matched to their phonic knowledge so that they can build up their bank of words that can be read speedily.
- Identify and pre-teach tricky or new words – find them in the book and tell the learner to look at them carefully. Write them on a whiteboard or on a flashcard and practise reading them before reading the text.

How can I support learners who struggle with comprehending texts (including vocabulary, reasoning, and print-concepts)?

- Talk about the book before reading; make predictions and ignite prior knowledge by talking about what they may already know about the genre, the author, or other books they have read with a similar or the same setting. Making links with other books will support learners with understanding the text they are preparing to read, whilst making predictions will support with building enjoyment – they will want to read on to find out what happens next!
- Practise deepening comprehension of shorter extracts of the text, e.g., looking closely at small chunks such as sentences or paragraphs to discuss between reading. Discuss reading at smaller intervals, e.g., after each sentence or paragraph, rather than at the end of a chapter; looking for inferences and authorial word choices within sentences rather than inferences related to broader reading such as characters' motivations or themes.
- Giving learners opportunities for re-reading following book talk will deepen their understanding as they will be able to give greater attention to the meaning.
- Support readers with understanding and retaining new vocabulary by pre-teaching new words prior to tackling the text.
- Have class 'read-alouds' which gives all learners access to age-appropriate texts. Plan for discussions at key points which will deepen all learners' understanding. Listening to texts being read out loud will also extend learners' vocabulary.
- Use drama and role-play activities to enable learners to explore the meaning of text through first-hand experience thereby deepening their understanding. Drama and role-play also provide engaging activities which are accessible to all learners.

How can I support learners who struggle with attention?

- Wherever possible and practical, allow the learner choice in the reading material, e.g., choosing a text from a selection of texts.
- Use props or guides to support learners to focus on following the print in the text in front of them. This could be a lolly stick, cardboard pointing finger or a reading ruler.
- For younger learners, using story sacks or props representing characters or objects in the story can support with maintaining attention, as well as deepening understanding.
- Sharing the reading between the learner and the adult supporting, e.g., taking turns on alternate pages, will help if the learner has difficulties with reading stamina as well as maintaining focus.
- Timetable reading sessions so they are short and frequent; some learners may benefit from multiple shorter sessions each day.
- Where reading sessions are required to be longer, plan for regular movement breaks. This could be a palm press at the end of each page, a hand massage at the end of each double page, ten chair presses at the end of each chapter, etc.

How can I support learners who struggle with change and transition?

- In advance of the lesson, show learners the book they will be reading; draw them in through reading the blurb, making real life connections or connections with texts they have already read.
- Always begin the lesson with a 'safe' activity – this could be listening to the teacher modelling reading, talking about a book together, or re-reading a familiar text that the learner feels confident with and can be successful with.
- Have a clear teach-practise-apply model to reading lessons and ensure that lessons always follow this structure; the learner will feel more confident if there is a familiar routine to lessons.
- With a fiction text, always finish the book, either within the lesson, or across a sequence of lessons. If the lesson is using an extract and the learners are engaged, make time to read the text outside of the lesson; it is frustrating for readers to not be able to complete a book, and find out what happens in the end. The reading for enjoyment is also lost if the text is not read completely.

Supporting and Challenging Children who are working at a Greater Depth in Reading

Through our curriculum we endeavour to challenge our most able children by providing a multi-layered approach to extend their skills and deepen their understanding. We provide opportunities for them to explore complex texts across a variety of genres, encouraging critical analysis and inferential thinking. These pupils are guided to articulate and justify their interpretations, drawing connections between themes, characters, and ideas, both within and across texts. Additionally, we challenge them with higher-order questioning, fostering skills such as evaluation, and comparison. By maintaining high expectations and providing a supportive environment, we ensure that these learners are consistently engaged and stretched in their reading journey.

6. ASSESSMENT IN READING

The formative assessments that take place for reading each term are the Star Reading Assessment and an NFER test, which provides teachers with a scaled score which helps determine whether children are below, at or above age-related expectations.



RENAISSANCE
Star Assessments

The Star Reading test provides teachers with a reading age for the child which can also be used to make a judgement. Teachers use the data provided from both assessments, and the assessments made during individual reading to assess each child against each national curriculum objective for Reading on Integris. This data is then used to create a 'gap analysis report' that highlights gaps and next steps to address next term. Teachers use the

'gap analysis report' to provide next steps in home-school reading records where they listen to the child read.

7. OUR READING IMPACT

A. ASSESSMENT

The impact of how we teach our children to become readers is demonstrated through standards in National Testing:

- EYFS Reading %
- Year 1 Phonics Screening Results
- KS1 Reading Attainment - Teacher Assessment
- KS2 Reading Attainment: SATs

B. LEARNERS

As a result of our high-quality curriculum design for reading, children make at least good progress in reading from their starting point. However, as we believe that reading is key to all learning, the impact of our Reading Curriculum goes beyond the result of statutory assessments. The impact of our Reading Curriculum ensures children have the opportunity to enter the wide and varied magical worlds that reading opens up to them. As they develop their own interest in books, a deep love of literature across a range of genres, cultures and styles is enhanced. Our children will become fluent and confident readers who can use their reading skills as a key tool to unlock learning in all curriculum areas, and as a result, know more, remember more and understand more.