

Reading in the OCL Primary Curriculum

Intent

The OCL Curriculum Statement of Intent has been carefully considered for each curriculum area to ensure the content designed meets this at every opportunity.

The context that our children and young people live in:

- Our children live in a world where they require the skills and qualifications, flexibility, emotional intelligence and expertise to be leaders and to thrive as human beings.
- Our children live in world where accepting themselves as individuals and celebrating who they are is key in navigating a complex and ever-changing environment.
- Our children live in a world where they need to feel a sense of ability to change things for the better and have self efficacy.
- Our children live in a world where they need a network of relationships and a network of support to thrive and excel.
- Our children live in a world where early development of vocabulary skills is the single most important factor to get right as early as possible.

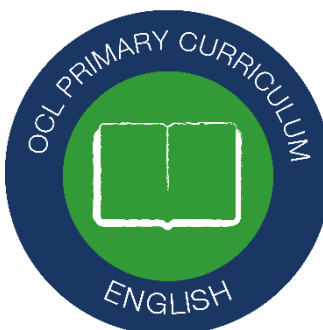
We want our children and young people to:

- Be inspired to improve the world around them.
- Have the ambition, skills and expertise to thrive in a fast changing, interconnected and communication rich world, with the confidence and technical expertise to thrive.
- Have a network that supports them.
- Be comfortable in who they are and able to continuously explore who they are becoming.
- Be rich in language with a passion for learning.
- Seek to include others, be other-centred and celebrate difference.
- Have a values approach to life and a sense of what is right and wrong through the lived experience of the 9 habits.

Therefore, we focus on developing character, competence and community. The Reading curriculum specifically meets the OCL statement of intent by focussing on character, competence and community in the following areas:



Character: Reading is a transformational gift for life. All children will read with intrinsic motivation - being rewarded for their efforts with a love of reading, a wide and rich knowledge and understanding of the world, empathy and compassion. All children will engage with quality literature and poetry which tell different stories from different people. All children will explore a diverse range of academic text with a focus on acquiring a deep and word rich vocabulary. We will nurture all our young readers, regardless of their starting points to discover a literate identity for themselves.



Competence: Competence in reading is a window of opportunity. To achieve this for all pupils we commit to aspirational, intentional and evidence-based practice harnessing the most recent research on cognitive science. We have ambitious outcomes for all children, and all children will position themselves as readers – developing and changing the way they feel about literacy. Their reading preferences will be validated and expanded. As they read, they will have the ability to self-regulate, self-correct and they will expect what they read to make sense. All children will understand that their reading improves in power and flexibility the more it is practised. All children will use reading as a vehicle to express their own reasoned opinions, be confident to have their understanding challenged and use reading to learn and to learn more.

Community: Reading is the window which has the power to connect us as a community. We are a local, regional, national and global community of readers. We are a family of readers, and we are readers who teach. Home reading is at the heart of our communities. We strive to forge genuine and equitable relationships with parents; we do this early, and these relationships are long-lasting and change over time. Our communities read with their children for as long as they will let them and show an interest in their reading when they're older. We enable our community to inspire a love of reading in the home, in our schools and in our hubs. We learn from each other, respect and value similarities and differences in our reading habits. We talk about books, we recommend books, and we are interested in each other's reading repertoire and reading habits.

Implementation

To ensure our intent transfers into everyday classroom practice, we use current research in cognitive science to develop pedagogy and specific CPD to ensure subject content is expertly delivered. This is alongside individualised coaching in constantly striving to continually improve practice. Responsive feedback approaches, delivered through out highly effective one-to-one horizons approach, ensure each adult knows the relevant next steps to maximise learning opportunities.

Using research from Dan Williamson's Models of Memory, Sweller's Cognitive Load Theory, Rosenshine's Principles of Instruction and the thinking behind Ebbinghaus' Forgetting Curve, the curriculum is implemented effectively through a set of core concepts, developed for each curriculum area. This enables children to assimilate new information into growing schema as they move through the academy. By presenting new information to students as another example of these core concepts it allows them to process information in relation to previously learned knowledge and make connections.

The core concepts for reading:

Core Concepts in Reading					
<p>Phonics and sight vocabulary</p> <p>Fast access to visual information in print is of the greatest importance in literacy learning. With effective, systematic and discrete phonics instruction children will develop acute phonological and phonemic awareness, understanding that the sounds of spoken language work together to make words. Foundational learning in phonological awareness, a metacognitive skill, will underpin competent reading at all ages. Children will learn how to look at print, what to look for in print, how to link what they hear and see in print and how to synthesise sounds together to read words. All children will have a strong and robust knowledge of sounds, letters, words and how they work. They will use their phonic knowledge as the bridge towards automatic word reading and learn to analyse words efficiently, flexibly and in a variety of ways.</p>		<p>Phrasing and fluency</p> <p>Reading fluency is the outcome of a reader's integration of strategic actions, automatic word-reading and the ability to attend to prosodic features of language. This includes rhythm, pace, expression, pitch, stress, juncture and sensitivity to syntax. All of this is guided by the young reader's ongoing construction of meaning. Phrasing in fluent reading is the ability to group words together as in natural language, pausing appropriately between phrases, clauses and sentences. We know that factors that contribute to this are the child's own oral language, prior knowledge, knowledge about books and print and flexibility in responding to the demands of the text. By exploiting the power of story, rhyme, drama, song and dialogic reading, all children will learn to read in a phrased and fluent way, they will sound good and be a pleasure to listen to.</p>			
<p>Print, text structure, layout and organisation concepts</p> <p>Several large scale research pieces in reading found that good readers were able to take advantage of signals within the text to select important ideas and generate a gist. This gist helped them recollect more important information after reading. Explicit teaching of text structure demonstrated an improved ability in comprehension of expository and narrative texts. Text structures are infused at every step of reading comprehension instruction, beginning with the introduction of the lesson, previewing of text, selecting important ideas, writing a main idea, generating inferences, and monitoring comprehension. They link closely to the core concept of comprehension below and explored through the VIPERS approach to comprehension.</p>		<p>Personal reading journey</p> <p>Fostering a literate identity - Learning to read is complex and the route to active reading is challenging. As each child embarks on their personal journey to becoming literate, we will support their varied and broad experiences by providing a strong foundation of spoken language, rich shared reading for pleasure experiences, high-quality texts rich in vocabulary and supportive structures to develop reading and decodable texts to support word-reading. Their experiences will change over time and as each child learns to coordinate phonic, semantic and syntactic cues there will be a shift in focus to reading to learn. Our broad and rich reading curriculum will influence and motivate reading for pleasure, provide many opportunities to engage with a wide variety of books, value and encourage 21st century reading habits and empower our children to respond to texts, articulate their own opinions and questions and select and discard texts based on their enjoyment and emotional satisfaction.</p>			
<p>Comprehension monitoring</p> <p>The goal of reading is being able to understand text, a task of immense complexity. The Scarborough Rope model (2001) depicts many strands of reading that when woven together result in the execution of skilled reading. The acquisition of a sight vocabulary and knowing what those words mean is not enough. As soon as reading instruction is underway, all children will be taught to integrate information from a range of cue sources including phonics, semantic information and language. The responsibility for learning is that of the child. For all children to become strategic and active readers they will be taught to check on themselves, notice their errors and inconsistencies and correct themselves. As children read texts that move up a gradient of difficulty, they will develop ways of extending their own competencies so that the more they read, the better they get at reading more and more challenging texts and increasingly diverse text types. This is addressed through VIPERS below.</p>					
Vocabulary	Inference	Prediction	Explaining	Retrieval	Summarising and Sequencing

The curriculum is carefully designed to balance these core concepts using a variety of approaches to the teaching and practice of reading. We plan for progression using the key points outlined in the impact section below. Lesson content is planned towards these progression points and follows the model of direct instruction, shared and modelled practice before culminating in independent practice and mastery. Specific knowledge is acquired through the knowledge organisers in each curriculum area and unit of study to ensure broad and balanced coverage and as a tool for children to add to, revise and structure that knowledge.

Subject Delivery

Direct and Daily	Indirect and Daily	Direct and targeted
Teaching of phonics and sight vocabulary Explicit strategy instruction focusing on decoding and comprehension. Reading aloud (read-aloud) a wide range of quality literature Explicit vocabulary development	Wider independent reading Accelerated Reader Exploitation of vocabulary development weaved within the curriculum. Engaging with literature and academic text specific to all curriculum areas Text navigation, structure and purpose within all curriculum areas	High-quality, evidence based, structured interventions that support pupils who are struggling with reading and accelerate learning to narrow the attainment gap

Year 1 Methods of Delivery

Phonics	Read Aloud	Shared Comprehension
30 minutes per day: Phase 1 to phase 5 with additional pre and post teaching opportunities provided to targeted children/groups as appropriate.	15 minutes per day: Mapped Read Aloud entitlement shared with children daily.	15 minutes day: Mapped comprehension sessions delivered to whole class focussing on verbal response and discussion linked to the phonics text.

Year 2 Methods of Delivery

Phonics and Fluency	Comprehension	Read Aloud	Independent Reading
10 minutes per day: Phase 1 to phase 5 with additional pre and post teaching opportunities provided to targeted children/groups as appropriate for those children who still require this. Speed reading and sight vocabulary planned as the introduction to the following 20minute comprehension session	20 minutes per day: Daily comprehension session which will focus on the domains of reading: Vocabulary, Inference, Prediction, Explaining and Evaluating, Retrieval and Summarising/Sequencing. This will include planned opportunities to practice skills of reading which are scaffolded, modelled, and then independently executed.	15 minutes per day: Mapped Read Aloud entitlement shared with children daily.	15 minutes per day: Dedicated time allocated for developing independent reading behaviours through Accelerated Reader.

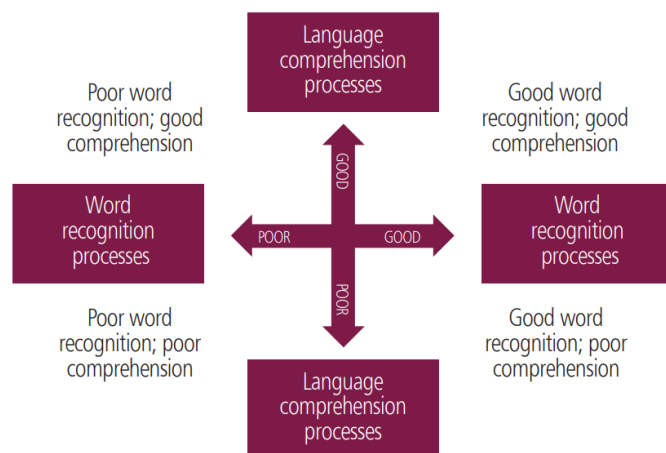
KS2 Methods of Delivery

Comprehension	Read Aloud	Independent Reading
30 minutes per day: Daily comprehension session which will focus on the domains of reading: Vocabulary, Inference, Prediction, Explaining and Evaluating, Retrieval and Summarising/Sequencing. This will include planned opportunities to practice skills of reading which are scaffolded, modelled, and then independently executed.	15 minutes per day: Mapped Read Aloud entitlement shared with children daily.	15 minutes per day: Dedicated time allocated for developing independent reading behaviours through Accelerated Reader.

Phonics - Book Wings

The uniqueness of Book Wings Phonics is that the synthetic phonics teaching opportunities are embedded within the context of real books; books written by skilled and well-known writers and illustrators who know how to engage children and make them want to read for pleasure.

The balance between the two skills (word recognition and language comprehension) changes as children acquire decoding skills and progress from learning to read to reading to learn for information and pleasure. As teachers, our main priority should be to instil a love of books, enthusing and motivating children to want to learn to read for pleasure, whilst working alongside teaching children to decode and encode.



Being able to read opens up the whole world for children. Being able to decode is only a part of reading. Wanting to read, wanting to find things out, wanting to find out what happens next, these are the behaviours that propel children to become readers hence the need to incorporate using real books. Blending and segmenting, recognising split digraphs, recognising tricky words by sight are essential elements of teaching early reading skills but you become a reader when you are driven to read out of a thirst for knowledge or out of a joy of being lost in a story. Just like we

need air to breathe, children need to hear and read stories it is so vital to our development as complex human beings. That is why Book Wings Phonics uses storytelling and real books at the heart of the programme.

Whole class teaching is a central part of the programme as it exposes all children to new learning every day. Whole class teaching provides you with the opportunity to take ownership of your class, to be empowered by the knowledge you have of every individual. Gentle reminders can be given to specific children throughout the day enabling you to build and expand upon your phonic session across the curriculum, giving phonics a real purpose of being integral to being a reader and a writer.

Weekly suggested sequence

	Mon	Tues	Weds	Thurs	Fri
Phase 2	New phoneme	New phoneme	New phoneme	New phoneme	Recap based on formative assessment + new tricky word
Phase 3	New phoneme	New phoneme	Recap	New phoneme	Recap
Phase 5	New grapheme	Consolidate new grapheme from Mon	New grapheme	Consolidate new grapheme from Weds	Practice + apply new graphemes from the week Learn new Tricky word

Reception

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Autumn 1	Baseline			s a t p	i n m d + l	g o c k + the	ck e u r + no
Autumn 2	h b f ff + go	l ll ss + to / into	j v w + we / me	x y z zz +be / you	qu + consolidate + was / are	Consolidate	consolidate
Spring 1	ch sh th +he / she	ng ai ee + they / are	igh oa oo + her / my	oo ar or	ur ow oi	ear air	ure er
Spring 2	At the end of Spring 1, we would recommend doing summative phonics assessments with your class to establish: - the phonemes & tricky words they have learnt and therefore the gaps you will need to focus on - their confidence with saying graphemes and blending the sounds to read words - their confidence with orally segmenting words and recalling the graphemes to write them						
Summer 1	You can then plan your lessons for the remainder of Spring and Summer terms to recap the sounds that your class needs the most practice with, and start to weave in more challenging opportunities for reading and writing. You can also start to include words with consonant blends to develop confidence with Phase 4.						
Summer 2							

Year One

At the start of Year One, we would recommend conducting a baseline assessment to establish how long you will need to focus on recapping Phase 3, enabling you to ensure the majority of children are secure before introducing alternative graphemes in Phase 5. This assessment will allow teachers to ascertain where consolidation is needed.

It is recommended you recap Phase 3 and 4 in Autumn 1 using the consolidations lessons provided, before moving on to Phase 5. When your children are ready to begin Phase 5 we recommend teaching 2 graphemes per week; taking time to truly embed the new learning through a variety of real life reading and writing opportunities, developing in depth each day. You may wish to move through at a faster pace if your cohort are ready for this.

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Autumn 1	Practice recognition and recall of Phase 2 & 3 graphemes and their application in reading and writing alongside application of Phase 4 consonant blends and polysyllabic words based on targeted assessment data gaps using BookWings consolidation planning						
When the majority of children (75%) are secure in Phase 3, you can begin teaching the new graphemes for reading							
Autumn 2							
Spring 1							
By this point, all new graphemes for known phonemes have been taught.							

Spring 2	<p>At the end of Spring 1, we would recommend doing summative phonics assessments with your class to establish:</p> <ul style="list-style-type: none"> - the phonemes & tricky words they have learnt and therefore the gaps you will need to focus on - their confidence with saying graphemes and blending the sounds to read words - their confidence with orally segmenting words and recalling the graphemes to write them
Summer 1	<p>You can then plan your lessons for the remainder of Spring and Summer terms to recap the sounds that your class needs the most practice with, and start to weave in more challenging opportunities for reading and writing.</p> <p>-Focus on building fluency of word reading in preparation for the Phonics Screening Check in June using the BookWings Phase 5 consolidation lesson plans as a starting point</p>
Summer 2	<p>If children are ready once they have completed the Phonics Screening Check you can now start to teach the alternative spellings for each phoneme (5c)</p>

Following the sessions plans

Sparkle mark

- This is the memorable rhyme or phrase that you will say to help remember the formation of the letter. This is said as you are practising writing the sound.

Caption Action:

- This is the memorable action and rhyme you will say to help remember the grapheme.

Eye Spy Cards

- This refers to the eye spy cards which can be found in the Bookwings Flight Bag (digital versions are available on the SharePoint site). These can be used to find images that contain the focus sound.

Teach new letter

- This section outlines some creative ways you can introduce the new sound. This ranges from dressing up as characters such as the Train Conductor in Choo Choo Clickety Clack, to having a tea party covered in jam from "Pass the Jam Jim". During this time, you will bring the story to life, explore the book and expose children to the new sound they are learning. We recommend as much adult enthusiasm as possible to bring the magic.

Reading

- In this section, there are real reading opportunities with links to the book. This begins with reading and recognising the written sound in words as you introduce phase 2, through to reading words and sentences that contain the sound as you introduce phases 3 and beyond. Opportunities to read can include reading words that contain e to guess what is inside The Odd Egg, to reading words that contain the th sound and sorting them into voiced and unvoiced to make sets of Alan's Big Scary Teeth.

Writing

- In this section, you will find real writing opportunities to contextualise the new sound, providing fun and memorable ways to write the grapheme. There are "stretch" opportunities to provide further challenge and "support" opportunities to scaffold learning to ensure all children can be exposed to new learning. You may wish to precision teach these "stretch" and "support" activities outside of the whole class session.

Environment

- This section provides exciting suggestions for enhancing your environment to expose children to real opportunities within the classroom for reading, writing and sound discrimination. The aim is for children to be able to independently use the skills we are teaching them and to use them with purpose. Therefore, this section offers learning opportunities such as writing invitations for The Tiger Who Came to Tea or using magnifying glasses to read tiny words small enough for the ladybird from What the Ladybird Heard. These ideas are the floor, not the ceiling – use your imagination and let your BookWings soar.

Resources:

- Here you can quickly see a list of the resources you will need to bring excitement to the book and sound. We want to make these experiences as real for children as possible, so where you can, use real food instead of plastic or extravagant costumes that bring characters to life. You will need to check this list before you introduce a new sound as some may require more resources or time to set up than others. If you are unable to source these resources, use your imagination – just remember to keep it real as much as possible!

Read Aloud

We value a broad, balanced and reading rich curriculum that includes reading with, reading by and reading to children. By protecting time every day, to read aloud to our children they will have the opportunity to hear and respond to great stories written by some of the most highly acclaimed literacy authors. Not only that but, research also demonstrates that reading to children develops empathy - meaning reading aloud to our children will not only make them better readers, but also better people. We cannot think of a better gift for our students and the world.



Our canon of texts has been carefully selected because they are books that are 'worth reading'. They will inspire a love of reading, ensure that our children are exposed to high-quality literary language, will widen and deepen their personal word-hoard, develop cultural capital, enrich character and empathy and prepare them not only for the demands of future curriculums but also a fulfilling literate life.

The focus for sharing reading in this way is pleasure and enjoyment. However, during read alouds there will sometimes be an additional focus for teaching. This might be modelling how phrased and fluent reading should sound, vocabulary development, word-analysis, deepening layers of meaning, questioning and critical thinking, and knowledge and understanding of the world. During read alouds the aim for the teacher is to read the story with as little interruption as possible but sometimes, the teacher might pause to explain what words mean, explain new and unfamiliar concepts, ask questions (both teacher and children), visualise what is happening or summarise a main point or idea. All stories will be read from beginning to end to ensure that within this part of our curriculum, children can engage in the whole story. This means that sometimes the texts stand alone, sometimes they are continued from our literature spine and sometimes they are continued from guided comprehension.

For younger children, a range of high-quality picture books will be read a number of times so children can join in with repetitive refrains, rhythm and rhyme. The journey will then continue with short novels moving into longer novels for older children which is why you will see less texts to choose from at this stage of development.

We deliberately choose texts which open a window on the world, using centres and badges of excellence including CLPE, The Carnegie and Kate Greenway Medals and recommendations from Children's Laureates from the last decade. Each text links with and compliments the Oasis Primary Curriculum, enabling children to re-visit particular favourites and engage in author and poet study. The literature is mapped and planned to tell different stories from different people. Every term we include: classics; poetry; picture books for all ages; books that are written by and tell the stories of black and global majority communities; working-class voices; stories which make disability visible; that highlight different family types, LGBT and gender issues; and reflect the realities of the diverse communities we serve.

Teachers will be given both support and freedom to explore, interrogate and make links between the texts chosen. We will offer suggested question stems and domains of reading to pick up on. We also realise that different children will have different needs so will provide a frame work but not prescriptive sessions.

Independent Reading

Reading is a skill and, as with every skill, it requires not just instruction but practice. Reading practice serves a number of purposes. It enables students to apply the skills and strategies that are taught; it provides opportunities to check student learning and identify weaknesses and it draws students into the world of "real" reading - a world in which people learn

from and enjoy books.



Using the Horizons project enables us to build a large bank of books to ensure our children have to opportunity to be inspired and motivated to practice. Practice does not automatically lead to growth, however, to be effective, practice must have certain attributes: It must be at the right level of difficulty, cover a sufficient amount of time, be guided by the instructor, and be enjoyable enough to sustain.

To ensure we balance this, we are approaching independent practice using the following components:



Access IT

An integral part of our approach to reading is the Access IT software: a library management system designed to be used on the iPad. It integrates physical and electronic books and has the following functions:

- Centralises a record of the physical books in your academy with the primary housekeeping functions of a library.
- Links to online-library packages to offer a e-book range for children to borrow from. Children can also add notes/bookmark pages which are still then accessible after the book is returned.
- Links to local libraries using children's library card number to access additional texts.



- Children are able to search for books using a variety of filters (age-band, AR band, categories), read the blurbs and borrow or reserve.
- The software also keeps a record of books that have been borrowed for each pupil for class teachers and reading lead to access data to further support children with their reading.

This provides us with a deliberate and sustainable process to opening a world of books to children in a hybrid form of physical books in the academy and e-books.

Wheelers

Wheelers provide extensive breadth to the library offer in the form of a digital library that children can 'check out' books from and reserve books for future reading. Wheelers provide access to a world of books, to be read and listened to online. The library integrates fully with Access It so children access the Wheelers Catalogue from within the Access It App.



Accelerate Reader

Accelerated Reader, including the use of Star Assessments, ensure we are deliberately, forensically and accurately ensuring that children access and read books which are at the optimum difficult to ensure development of reading skills. We have chosen to use Accelerate Reader to enable powerful practice by:

- Providing data that helps you monitor and personalise reading practice.
- Encouraging substantial amounts of practice, according to guidelines based on research findings.
- Making practice fun for students by facilitating successful encounters with text.



The timetabled element of independent reading will enable children to read individually to the adults and give regular time to read, quiz, change books, discuss choices and for adults to carefully check book choice and patterns of reading over time. The time allocated for reading will then be supplemented by the academies 'home reading' expectation

Whole Class Comprehension



"Comprehension is messy. There is no clear cut path that the brain takes when making sense. There are many roads the mind can take as it burrows through layer after layer of meaning." Tovani 2000

Our goal for teaching reading comprehension so explicitly is to enable all of our children to understand the most demanding texts, interpret them and understand the deeper layers of hidden meaning. When readers are able to do this, then every reading context is pleasurable and readers read more and more. To achieve this our children need to know and understand that reading is active, requires effort and cognition and that effective readers apply a range of strategies in combination, subconsciously to read with understanding.

It is well evidenced that reading comprehension can be improved through the explicit teaching of specific strategies to support pupils to monitor their own reading and overcome barriers to reading for meaning. Specific strategies include predicting, asking questions, summarizing, clarifying and activating background knowledge and when used in combination enable the outcome skill of inference making – understanding the deeper layers of meaning.

To enable all of our children to read actively and apply these strategies whenever they read independently our reading curriculum includes time protected daily for explicit strategy instruction and modelled and supported practice. To enable pupils to practice, a range of quality text extracts, chosen from reputable resource banks including The Literacy Shed have been selected because they provide the opportunity for children to practice the strategies, broaden and extend vocabulary and fully utilize background knowledge to support inference making. We have chosen to follow the 'VIPERS' model – vocabulary, inference, prediction, explain, retrieve, sequence and summarised following a fortnightly cycle as this provides a structure required to teach pupils to integrate multiple strategies.

Text extracts are used rather than whole texts as these provide the focus for teachers to read loud and think aloud and for pupils to practice the strategies. Sometimes these texts will be continued in Read Alouds, sometimes children will be encouraged to continue reading these stories independently and sometimes the texts are overlapped with our literature spine.

This is the structure of a two week plan for comprehension:

Day	Focus	Day	Focus
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1	Exploration of the text – Text 1	6	Exploration of the text – Text 2
2	Vocabulary	7	Retrieval
3	Retrieval	8	Inference
4	Explain	9	Sequencing
5	Mixed independent comprehension task based on familiar text	10	Cold comprehension task

Impact

The ultimate test of the impact of the curriculum is in whether the students know what you want them to know, and what you think they should know. This has been carefully mapped against the core concepts for Reading in the tables on the following pages.

To determine this, we check and monitor children's learning, providing teachers and students with information about progress and analysis of deliberate retrieval practice. We need to be able to fluidly use 'checking for understanding' techniques in the moment as well as being able to know what has been learnt and retained over time and the depth of that learning:

- We use checking for understanding techniques through Socratic quizzes and hinge questions to ensure we are aware of all students learning during the lesson and adapt the pace as necessary.
- Retrieval practice is built in where most impactful to interrupt the forgetting curve and secure constructs in long term memory.
- Depth of knowledge is then assessed through spaced quizzing, cold comprehension tasks to assess if skills can be applied independently and Student Portfolios in Showbie.

Phonics Specific Impact Measures

Using a phonics tracking system - TBC

Reading Specific Impact Measures

What are we measuring?

- Phonological awareness
- Phonemic awareness
- Efficient word-analysis
- Application of strategies to decode and comprehend new and novel texts
- Independent comprehension monitoring
- Phrased and fluent reading

How are we measuring it?

In reading quizzing is used as a method of assessing pupils understanding at the end of a core concept to analyse the extent to which knowledge has been consolidated into long-term memory. Retrieval practice tasks throughout the lessons also interrupt the forgetting curve to enable faster access to prior learning. Regular cold comprehension tasks as part of the comprehension lessons give teacher regular insight into the depth of learning and ability to apply skills independently.

Summative Testing

Once children have passed the phonics test and can read fluently, they begin to use the Accelerated Reader texts through the library software. Children complete regular Star Assessment tests within this process giving a reading age and zone of proximal development range to ensure they are reading appropriately levelled texts in their independent reading and the develops their reading while avoiding frustration.

Each term pupils also complete a nationally standardised test in reading and results are examined at an individual academy level and trust level. This further supports staff in identifying any children in need of additional support. Question-level analysis from these assessments can then guide pupil practice focus in the following term.

- Normative, standardised tests include:
 - Phonics check throughout Year 1
 - Phonics check at the end of Year 1
 - End of term Headstart Tests
 - Fortnightly comprehension tasks
 - KS1 SATs and KS2 SATs
 - End of term Star reading tests
- For pupils in KS1, those who are struggling with reading and INAs academies may choose from:
 - PM Benchmark – LAK
 - YARC

Progression Points against the Core Concepts

Core Concepts	Progression Point 1 Year 1	Progression Point 1 Year 2	Progression Point 3 LKS2	Progression Point 4 UKS2
Concepts about print, text structure, layout and organisation.	<ul style="list-style-type: none"> ○ Turns pages appropriately with increasing speed and fluency. ○ Understands that the left page comes before the right page. ○ Navigates narration and speech bubbles top to bottom. ○ Recognises that additional information may be contained in illustrations, diagrams, tables and other text features at this level. 	<ul style="list-style-type: none"> ○ Manages a greater variety of text types and has confidence to tackle texts in unfamiliar formats. ○ Approaches different text types flexibly noting key structural features. ○ Can express additional understanding from details contained in illustrations, diagrams, tables, sub-headings and other text features at this level. ○ Responds to a wide range of text types including stories, poetry and non-fiction understanding layout and text design. ○ Navigates alphabetically ordered texts. 	<ul style="list-style-type: none"> ○ Comments on how texts are written, presented and organised. ○ Uses experience of reading a variety of material to recognise text type and predict layout and general content. ○ Makes use of blurbs, chapter headings, glossaries, indexes, and procedural texts to search for and locate information quickly and accurately. ○ Shows willingness to read extended and more challenging texts. 	<ul style="list-style-type: none"> ○ Demonstrates strong established tastes across a range of genres and reading materials. ○ Makes informed choices when selecting challenging texts from a range of forms, formats, cultures and centuries. ○ Makes comparisons across texts to identify where individual texts fit in with their extended reading knowledge. ○ Elicit reflections on the relationship between illustration and text and how structure and presentation contribute to meaning. ○ Demonstrate that texts or illustrations may be biased, inaccurate or inadequate, providing time for children to explore this idea further using a range of sources. ○ Can handle a wide range of texts, including some young adult texts. ○ Recognise that different kinds of texts require different styles of reading. ○ Can identify the effect of a text on themselves as a reader, with some explicit explanation as to how that effect has been created.

Phonological awareness, word-analysis and sight vocabulary

<ul style="list-style-type: none"> ○ Becomes secure in the skills of segmenting and blending left –to-right across words. ○ Reads on-sight common exception words, noting unusual correspondences between spelling and sound and where these occur in the word. ○ Checks and confirms application of phonic knowledge with information from language and semantics. ○ Self-monitors as they read, checking for sense and accuracy and self-correcting when reading does not make sense. ○ Re-reads and repeats words, phrases and sentences to check, confirm or modify their own reading. Makes multiple attempts if necessary. ○ Recognises common inflections and can take words apart in a variety of ways. ○ Tracks visually increased lines of print without finger pointing. ○ Reads words automatically with contractions . ○ Re-read their books to support automatic word reading of HFW, CEW and move from overt to covert sounding and blending when needed. ○ Knows that sounding and blending is a step towards automaticity. 	<ul style="list-style-type: none"> ○ Takes risks with print by making informed choices based on semantic, syntactic and grapho-phonetic information and using a number of strategies to try out hypotheses and to confirm or reject. ○ Has developed orthographic approaches to reading words with growing independence. ○ Makes word collections including personal reading and writing vocabularies. ○ Uses self-monitoring and self-help strategies when exploring the relationship between reading and writing. Understands the explicit interdependent nature of reading and writing. ○ Self-correction occurs when reading does not make sense, sound right or look right by integrating a wide range of strategies flexibly and on the run to maintain smooth reading. ○ Confidently attends to a greater range of punctuation and text layout. ○ Attempts an increasing amount of more complex words using syllabification and morpho-phonemic knowledge. ○ Reads most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered. 	<ul style="list-style-type: none"> ○ Solves most unfamiliar words on-the-run with consistent left-to-right analysis. ○ Integrates cue sources from print, semantics and language to check and modify reading. ○ Reads silently at a more rapid pace, taking note of punctuation and using it to keep track of longer sentences. ○ Notices taught and untaught spelling patterns, relates these patterns to known words to extend their reading and writing vocabularies. ○ Is aware of morphology and can use this to support efficient and accurate decoding and spelling. ○ Understands analytic approaches in phonics including the recognition of written language as units, including words within words, rime, syllables, common spelling patterns rather than individual graphemes and phonemes. 	<ul style="list-style-type: none"> ○ Confidently breaks up words in a variety of ways that support decoding unknown vocabulary without impeding fluency. ○ Self-corrects spontaneously. ○ Applies their extensive knowledge of root words, prefixes and suffixes (morphology and etymology), to both read aloud and to understand the meaning of new words that they encounter.
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Phrased and fluent reading

<ul style="list-style-type: none"> • On familiar and easy reading: <ul style="list-style-type: none"> ○ reads at a conversational pace, grouping words together in phrases ○ reads smoothly and fluently with intonation and expects their reading to sound good. ○ takes note of punctuation to support grammar and oral language rhythms. • On familiar and new and novel text: <ul style="list-style-type: none"> ○ uses phonological awareness to predict the next word or words to support fluent reading. ○ tracks visually without the need for finger pointing – can bring the finger back in at points of difficulty. 	<ul style="list-style-type: none"> ○ Uses punctuation and text layout to read with a greater range of intonation, stress, pitch and juncture with increasing control. ○ Sustains reading through longer sentence structures and paragraphs pausing not only at punctuation but at clause boundaries demarcated by conjunctions. ○ Adapts to fiction, non-fiction and poetic language with growing flexibility, adjusting reading pace to text type. ○ Draws upon background knowledge and vocabulary knowledge to increase reading stamina for sustained periods. 	<ul style="list-style-type: none"> ○ Changes voice appropriately for characters, adopting a storytelling voice. ○ Uses a wide range of cueing systems, relying less on phonics, to support phrased and fluent reading. ○ Uses their fluent reading to support comprehension monitoring, a high self-correction ratio and to read for meaning. 	<ul style="list-style-type: none"> ○ Proceeds through all text types with a rhythm that is pleasant to listen to and rarely needs to self-correct. ○ Maintains a conversational pace, adjusting where necessary according to text type. ○ Is comfortable reading silently and aloud to others. Uses silent reading to support a faster reading speed.
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<ul style="list-style-type: none"> ○ Engages with a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently. ○ Links what they read or hear read to them with their prior knowledge to support listening comprehension. ○ Is very familiar with key literature at this level, traditional tales and selected poems, retelling in sequence. ○ Joins in with predictable and repetitive refrains appreciating rhythm, rhyme and poetic language. ○ Can recite 6 core poems by heart. 	<ul style="list-style-type: none"> ○ Listens to and discusses a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently, expressing views, opinions, likes and dislikes. ○ Recognises recurring literary language in stories and poetry ○ discussing and collecting their favourite lines. ○ being introduced to non-fiction books that are structured in different ways ○ Continues to build up a repertoire of poems learnt by heart (6 more core poems at this stage) with an appreciation of the language used, wordplay, rhythm and rhyme. ○ Participates in text discussion by asking and answering questions, taking turns and listening to what others say. ○ Can explain their own reader interpretation of stories, poems and wider reading material, and begins to be challenged in their thinking. 	<ul style="list-style-type: none"> ○ Has familiarity with a much wider range of story, including myths and legends, demonstrating their understanding through discussion and writing. ○ Continues to build a repertoire of known poems for recital and performance. ○ Performs play scripts out loud demonstrating understanding through drama and tone of voice. ○ Comments on how organisational structures and language, including figurative language supports deeper meaning. ○ Expresses their own views, explaining and justifying personal opinions and courteously challenging their peers whose opinions differ from their own. ○ Continues to discuss words and phrases that capture their interest and imagination including literacy and figurative language, simile and metaphor. ○ Is self-motivated, confident and widening their own reading experience at school and at home. Particular Interests are pursued. ○ Can tackle more demanding texts and copes well with the demands of the wider reading curriculum. 	<ul style="list-style-type: none"> ○ Is developing critical awareness as a reader by analysing how language, form and structure are used by writers for meaning and effect. ○ Appreciates how text features and devices impact on meaning, enjoyment and emotional satisfaction. ○ Questions, challenges and critically reflects on a wide, rich a varied range of text type understanding that at this stage texts can be prejudiced and biased. ○ Extends their understanding of ambiguity, irony and writer's view and compares writers' ideas, perspectives and styles. ○ Recommends books to their teachers and peers, giving reasons for their recommendations including preferred themes, genres, authors and writers' conventions. ○ Performs a wide range of known poems by heart. Learning a wider range of poetry by heart.
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Progression Points against the Core Concepts of VIPERS

Core Concepts	Progression Point 1 Year 1	Progression Point 1 Year 2	Progression Point 3 LKS2	Progression Point 4 UKS2
Vocabulary	<ul style="list-style-type: none"> • Understands the meaning of tier 2 and tier 3 words in context at this level through their pupil friendly definitions. <p>Deepens their understanding of the meaning of these words by:</p> <ul style="list-style-type: none"> • generating synonyms and one or two antonyms • putting the word into a meaningful sentence • clapping syllable parts showing an ability to tune into syllabification. 	<ul style="list-style-type: none"> • Understands the meaning of tier 2 and tier 3 words in context at this level through their pupil friendly definitions. <p>Deepens their understanding of the meaning of these words by:</p> <ul style="list-style-type: none"> • generating synonyms and one or two antonyms • put the word into a meaningful sentence • clapping syllable parts showing an ability to tune into syllabification • generate rhyming words if appropriate <ul style="list-style-type: none"> • Reads a greater range of words which include untaught spelling patterns and finds/asks for the meaning of these words to support reading for meaning. 	<ul style="list-style-type: none"> • Understands the meaning of tier 2 and tier 3 words in context at this level through their pupil friendly definitions. <p>Deepens their understanding of the meaning of these words by:</p> <ul style="list-style-type: none"> • generating synonyms and one or two antonyms • putting the word into a meaningful sentence • clapping syllable parts showing an ability to tune into syllabification • list rhyming words if appropriate • draw picture words • draw picture words for homophones in context • engage in structured word inquiry including the exploration of prefixes, suffixes, root words, inflections and morphemes and etymology <ul style="list-style-type: none"> • Uses dictionaries and search engines to check the meaning of words that they have read but don't understand. Knows that this technique can be limiting and asks for clarification if necessary. 	<ul style="list-style-type: none"> • Understands the meaning of tier 2 and tier 3 words in context at this level through their pupil friendly definitions. <p>Deepens their understanding of the meaning of these words by:</p> <ul style="list-style-type: none"> • generating synonyms and one or two antonyms • putting the word into a meaningful sentence • clapping syllable parts showing an ability to tune into syllabification including polysyllabic words • list rhyming words if appropriate • engage in structured word inquiry including the exploration of prefixes, suffices, root words inflections and morphemes and etymology <ul style="list-style-type: none"> • Uses dictionaries and search engines to check the meaning of words that they have read. Understands that this technique can be limiting so asks for clarification if necessary. <ul style="list-style-type: none"> • Explores a wide range of words rooted in ancient Greek and Latin to support understanding through etymology and link with spelling ability.

Inference

- Uses prior knowledge to make simple inferences.
- Links what is being read to other texts, films and stories like this.
- Links what is being read to their own knowledge and understanding of the world.
- Responds to simple questions referring to authorial intent.

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- Locates and understands single words and phrases that the author uses to stimulate inferential thinking.

- Uses prior knowledge to make inferences from more complex and demanding texts including poetry, extracts and short stories.
- Links what is being read to other texts, films and stories like this.
- Links what is being read to their own knowledge and understanding of the world.
- Responds to simple questions referring to authorial intent.
- Locates and understands single words and phrases that the author uses to stimulate inferential thinking.
- Makes explicit connections with other reading and personal experience, such as inferring characters' feelings, thoughts and motives from their actions, justifying their inferences with evidence.
- In picture books uses the interplay between text and picture to deepen their own reading for meaning.
- Deducts inferred meanings using evidence from the text.
- Responds to inferential questions posed by the teacher and comprehension tasks drawing on authorial intent.

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- Links what is being read to their own knowledge and understanding of the world.
- Responds to simple questions referring to authorial intent.
- Locates and understands single words and phrases that the author uses to stimulate inferential thinking.
- Makes explicit connections with other reading and personal experience, such as inferring characters' feelings, thoughts and motives from their actions, justifying their inferences with evidence.
- In picture books uses the interplay between text and picture to deepen their own reading for meaning and can explain this to a younger audience.
- Deducts inferred meanings using evidence from the text.
- Responds to inferential questions posed by the teacher and comprehension tasks drawing on authorial intent.

Prediction

- Can suggest plausible missing words during dialogic reading integrating semantic, linguistic and word knowledge.
- Can suggest missing rhyming words during rhythmical text reading
- At planned pause points can identify the best fit predictions and talk about why they fit using prior knowledge, literal information and inference making

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- Asks their own questions and looks out for answers
- Comments on how organisational structures and language, including figurative language, are used to contribute to meaning and how this impacts on the reader.
- Expresses views formed through both independent reading and the books that are read to them, explaining and justifying personal opinions.
- Respectfully challenges those of others whose views may differ from those of their own.

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Explaining

- Explains clearly their understanding of what is read to them.
- Can reflect on their reading and respond personally to what they have read, making links to prior knowledge, significant experiences and popular culture.
- Begins to evaluate the books they meet, expressing likes and dislikes with reasons for their views.
- Responds to illustrations, character and narratives and begins to use character traits to explain what might be happening and why.

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- Can reflect on their reading and respond personally to what they have read, making links to prior knowledge, significant experiences and popular culture.
- Begins to evaluate the books they meet, expressing likes and dislikes with reasons for their views.
- Responds to illustrations, character and narratives and begins to use character traits to explain what might be happening and why.

- Moves confidently between familiar and unfamiliar texts in their reading choices, linking new texts to others read, and to personal experiences.
- Is confident to express opinions including likes, dislikes and challenges, as well as responding to the questions and listening to the views of others.
- Information books and materials for straightforward reference purposes are used confidently, but sometimes needs help with unfamiliar material.
- A growing understanding of poetry, stories and texts is demonstrated through explanation and discussion and writing.
- Can reflect on reading and often uses reading in their own learning.
- Is receptive to the views of others and engages in discussions about texts and their impact

- Has developed strong reading preferences and shows interest in new authors and genres.
- Discusses and evaluates how authors use language, including figurative language, considering the impact on the reader.
- Distinguish between statements of fact and opinion.
- Provides reasoned justifications for their views.
- Identifies how language, structure and presentation contribute to meaning.
- Ask questions to enhance their understanding of the text and are able to make comparisons within and across different texts.
- Are more able to appreciate nuances and subtleties in text and explain these to a wider audience.

Retrieval

- Identify and explain key aspects of fiction and non-fiction.
- Find literal (on the lines) information from text or where it is clearly evident in illustrations.

- Identify and explain key aspects of fiction and non-fiction.
- Find literal (on the lines) information from text or where it is clearly evident in illustrations.
- Identifies key words in questions posed by teacher or comprehension tasks to retrieve accurate information from 'the lines' without drawing upon unnecessary information.

- Can re-read the questions, selecting potential 'key words' to consider.
- Explains what information is unnecessary to provide the answer.
- Scan the text for key words or concepts and underlines them.
- Uses sub-headings or diagrams if necessary, to find and retrieve information more quickly.
- Read around the lines of text to help understand their context.
- Finds the specific information needed within sections of text and highlights this to support skimming, scanning and retrieval of specific information.
- Checks that the information in their answers matches what is being asked by the question

- Reads rapidly to gain a general overview of the text.
- Reads rapidly to identify specific facts and key words.
- Skims and scans together to quickly identify relevant information required to respond to questions posed by their teacher and comprehension tasks.
- Confidently tunes into the key question words of 'Who, what, where, why, when, which, how' to find, retrieve and locate the right information in relation to these types of question.
- Records and present information from non-fiction/

Summarising and Sequencing

- Can summarise and sequence key events in order in known books.
- Creates story maps with increasing detail and uses these to retell known stories
- Describes and retells their own favourite stories using pictures and language patterns they have heard during shared reading, read-alouds, guided and/or independent reading

- Can summarise and sequence key events in order in known books including short novels with paragraphs.
- Creates story maps with increasing detail including narration, speech bubbles, thought bubbles and inferential thinking. Uses these to retell known stories

- Can summarise and sequence key events in order in known books including short novels with paragraphs
- Can summarise the main ideas drawn from more than one paragraph from a wide range of text and text types.
- Creates visualisations of specific text extracts and paragraphs and uses these to describe the rich pictures of the text that they are making in their heads.
- Uses drama techniques including freeze frame and role on the wall to summarise a key event and character traits.

- Can summarise the main ideas drawn from more than one paragraph from a wide range of text and text types.
- Quickly gives the main ideas from a range of more challenging non-fiction including reports, newspapers and journals.
- Identifies key details that support the main ideas including language for sequencing, language from the text, character, place and time
- Uses drama techniques including freeze frame and role on the wall to summarise a key event and character traits that change over time.