

## The John Harrox Primary School Reading Policy

### SCHOOL INTENT

At The John Harrox Primary School, our curriculum is designed to ensure children have a love for learning and a thirst for knowledge. It recognises children's prior learning, providing first hand learning experiences, allowing the children to develop interpersonal skills, build resilience and become creative, critical thinkers. Children's learning is viewed as a sequence, building blocks of knowledge overtime to achieve a bigger picture; cumulative knowledge is developed. Every child is recognised as a unique individual. We celebrate and welcome differences within our school community. The ability to learn is underpinned by the teaching of basic skills, knowledge, concepts and values. We constantly provide enhancement opportunities to engage learning and believe that childhood should be a happy, investigative and enquiring time in our lives where there are no limits to curiosity and there is a keen desire for new experiences and knowledge.

We promote 4 key outlooks on our world which include:

A Global Outlook

An Enterprising Outlook

A Creative Outlook

A Healthy Outlook

Each topic that is taught takes one outlook as a focus, ensuring a balanced coverage.

### READING INTENT

This policy should be read in conjunction with the school Phonic Policy, Writing & Spelling policy, Handwriting Policy and Marking policy.

The ability to read is fundamental to many aspects of life, it is central to general academic progress and developing a wide ranging understanding across the curriculum. The teaching of reading is to be given a high priority by all staff. Success in reading should be central to our curriculum; it is crucial in developing a child's academic confidence, self-esteem and motivation to learn.

**Our top priority has to be to develop fluent reading and rapidly intervene when progress is slow because it will impact on all learning, in all subjects, in all careers, for a whole lifetime.**

Our reading curriculum aims to ensure pupils:

- Will be inspired to have a love of reading as a pastime which will also provide an essential tool to succeed in all areas of life.
- Read fluently, confidently and with good understanding
- Read widely and often, for both pleasure and information recognising its value
- Can read, understand and respond to a variety of text types
- Acquire a wide vocabulary through shared and guided reading
- Give children the confidence to read aloud and with clarity

### READING IMPLEMENTATION

There are two important phases in reading development: *learning to read and reading to learn*.

Teaching strategies are employed that recognise children's needs in each phase.

#### EYFS

Children are encouraged to acquire a love of books and develop a respect for them. We aim for books to stimulate a child's imagination, widen their experiences of the world and therefore their vocabulary. In EYFS, children are introduced to the conventions of reading.

Phonic knowledge is progressively developed using the Read Write Inc Scheme which focuses on phoneme/grapheme recognition and the strategies of blending to read and segmenting to spell. Pupils in EYFS are grouped according to phonic ability and receive daily focussed teaching sessions.

Pupils develop word accuracy, building a knowledge of common exception words (red words) from the structured Read Write Inc scheme as well as through daily practice and games.

Children access reading material primarily from the RWInc scheme including RWInc home readers. All these texts are phonically decodable.

Children are also encouraged to choose books from our 'Children's choice' section which promotes reading for pleasure and enjoyment. These books are taken home to be read by an adult and shared together.

The sharing of rhymes, songs and books is central to our EYFS curriculum so that children are immersed in language from day one.

Comprehension is developed during story sessions through the careful questioning by staff. Within RWInc sessions, the 'Prove it' and 'Find it' questions are used to develop comprehension.

### **Key Stage One**

Children continue to access reading material from the RWInc scheme during whole class teaching and master their phonics. Children are encouraged to develop automaticity; common exception words are rehearsed during reading sessions, through the playing of games and regular assessment.

Children continue to take home a phonically decodable book appropriate to their phonic stage until they have completed the RWInc scheme and are reading with fluency. They then make a graduated step onto our book banded books usually during year 2.

Children are also encouraged to choose books from our 'Children's choice' section which promotes reading for pleasure. These books are not banded but allow children to make their own, free choice about what to read. These books are shared together with a parent.

### **Key Stage Two**

During whole class reading sessions, children access a range of pre-decided quality texts. Children may access whole texts or extracts. Texts for guided reading may also be extracts from quality texts or sets of texts from the Literacy World scheme.

For independent reading, children access books from the school library that is sorted using book band colours (see Appendix D). Texts are chosen to provide coverage of a wide range of text types, genres and poetry matched to the ages and maturity of pupils. Children are challenged to try new types of reading materials.

In Upper Key Stage 2, teachers may allow pupils to bring suitable reading material from home, especially where they feel the child has well developed reading tastes and habits.

### **Teaching and Learning**

#### **Teaching Fluency**

**"The ability to read quickly, accurately, and with appropriate stress and intonation." (Education Endowment Foundation 2017)**

In school, we recognise the key components of fluency are:

Pitch - tone, intonation, expression

Power - volume and stress given to the voice

Pace - speed and rhythm

Punctuation - knowing what the road signs tell us

Pause - knowing when to pause and why

Passion - showing empathy and sympathy when reading

We explain the concept of fluency to the children using the following term:

**Rate** - reading not too fast and not too slow. Knowing how to read to reflect the meaning.

**E**xpression - reading with feeling, rise/fall, loud/quiet to reflect meaning. They do not read like a robot. Knowing which words to stress.

**A**ccuracy - reading words accurately and effortlessly.

**P**unctuation - noticing punctuation for meaning.

**REAP the rewards by developing these skills leading to fluency.**

In school, we use various teaching approaches to teach and improve fluency including echo reading, choral reading and paired reading (See appendix A).

We use the 7 principles for teaching reading fluency (Appendix B) by Tim Rasinski including:

1. Word accuracy
2. Modelling
3. Supported Reading
4. Repeated Practice
5. Phrase reading
6. Choosing the right text level
7. Synergy

### **Teaching Comprehension (see appendix C)**

In school, we use the VIPERS reading approach to teach all aspects of comprehension.

**V** - Vocabulary

**I** - inference

**P** - Prediction

**E** - Explain

**R** - Retrieve

**S** - Sequence (KS1) or Summarise(KS2)

Each reading lesson will focus on Vocabulary and one other comprehension aspect. Teacher's plan and adapt lessons based on the needs of the children identified through assessment.

### **Strategies used to teach reading**

#### **1. Phonic Teaching**

Our school uses *synthetic phonics* to teach reading; materials from *Read Write Inc* are used.

Phonics teaching will be used to:

- provide a rigorous, systematic framework in which to teach pupils to hear the 44 speech sounds, blend them together into words and segment words into sounds for writing.
- Teachers follow the handbook guidance to organise the teaching sessions; they use partner work, Fred Talk, Fred fingers etc.

#### **2. Individual Reading**

Hearing children read individually is an important part of the assessment process and all children will be heard read individually throughout the year. Some pupils that are at the 'Learning to read' stage, will be heard read individually more regularly and various strategies will be deployed with these children (outlined below).

The school actively promotes the support of parents in the process of hearing their child read each evening and recording on our online reading record 'Go Read'. Books sent home are at 'Independent level'.

**Texts used in school** are at instructional level.

### **3. Whole Class Reading**

Whole class reading (WCR) is used in key stage 1 and key stage 2 when it is considered to be the most useful strategy.

WCR enables explicit teaching of reading strategies for fluency and comprehension with all children reading the same text.

It enables all children access to challenging reading materials and all children will participate in WCR sessions accessing age appropriate texts.

Varied approaches will be utilised including shared reading and modelling by the teacher, echo reading, choral reading or paired reading depending on the session focus.

Whole class reading will take place at least twice a week, depending on the needs of the class.

Whole class reading sessions will last between 30 and 40 minutes in Key stage 2.

### **4. Guided Reading**

**Guided reading may be used to support children making less than expected progress with reading**

Guided reading takes place with a small group of children (up to 6) using a text that is considered to be at instructional level (90-95% accuracy rate).

The focus for the guided reading session will vary depending on the need of the group and the group's learning target. The focus may be on decoding and word accuracy, fluency or on comprehension depending on the needs of the children that have been identified.

Depending on the focus, teaching strategies will vary as outlined previously (appendix A, B and C).

Guided reading sessions will last about 20 minutes.

### **5. Shared Reading**

Teachers regularly share quality texts with their class linked to current topics they are covering or writing activities they have planned. Sharing a text includes reading aloud to the class with the text displayed or just being read aloud to.

Staff have a list of recommended quality texts to share with their year group.

Shared reading demonstrates how to read a wide variety of text types and genres; demonstrates that reading is a pleasurable activity; gives access to challenging texts for all children; enables the teacher to model the skills and strategies used by effective readers.

### **6. Independent Reading**

Teachers will set reading tasks for pupils that require them to read without teacher support. Some of these tasks require a written response.

Children will read independently at home to promote enjoyment for reading and to consolidate strategies learnt in school.

### **Intervention**

Early intervention is essential in ensuring all children leave our school as fluent, independent readers.

Regular assessment when children are 'Learning to read' using RWInc assessments and assessment of common exception words ensures early identification of children who are not progressing with word accuracy. Children may access the following interventions to support their needs:

- Superheroes intervention - Year 1
- Tier 3 Phonic intervention - Year 2
- IDL - Year 3/4/5/6
- Fresh Start (RWInc) Intervention - Year 5

### **Precision Teaching**

Where children are making limited progress with word accuracy, a method of precision teaching may be used. Children should be assessed on common exception words for year 1 and 2 or 3 and 4 and a list of

unknown words drawn up. This method requires systematic, daily teaching and testing of 4-6 words. The SENDco can provide guidance on this method.

### **Building Fluency**

Children who lack fluency should be assessed using the 'Fluency Rubric' (appendix D). This will identify specific aspects of the child's reading that is limiting their reading fluency. Focused 1-1 reading and teaching can then be given to address this need using techniques such as echo reading, repeated rehearsal etc.

### **Expected Outcomes**

Our book band progression map clearly shows the book bands that children should be accessing at different phases through school.

### **Assessment and Record Keeping**

Children are assessed throughout every lesson. This is done through teacher observations, children's oral and written responses.

In EYFS and Key Stage 1, a formal assessment using the RWInc assessment is completed once per half term by the reading lead. This checks the individual children's ability to recognise and say each sound and blend and say real and nonsense (alien words). This is done on a 1:1 basis. This assessment is then used to place children in groups with other children at a similar stage to them. Read Write Inc promotes that children are placed in groups by their stage, not age.

Read Write Inc grouping at John Harrox changes regularly and is completely based on the needs of our children.

Children who are making less than expected progress receive additional support and may be targeted for one of our intervention programmes. Our ethos is 'Keep up' not 'catch up'.

We report on pupil progress and attainment in phonics to parents.

Year 1 children will take the Phonic Screening Check in the summer term each year.

Children who do not meet the required standard will receive intervention and be re assessed in year 2.

In EYFS and Key Stage 1, children are regularly assessed on their recognition of common exception words. This monitoring will continue in Key Stage 2 if the needs of a child requires it.

Children who lack fluency in Year 2 and Key Stage 2 can be assessed using the 'Fluency matrix' to identify aspects of reading that are limiting their fluency.

All children from Year 1 to Year 6 are assessed annually using the NFER tests.

In year 5 and 6, Testbase and past SAT reading comprehension papers will be conducted.

### **Monitoring, Evaluation and Review**

This policy should be reviewed by all staff and governors on a regular basis. To ensure that this policy is in practice, and to help teachers keep track of their own work and needs for support or training, The English co-ordinators keep an updated record of developments and monitors progress within this curriculum area.

This policy will be reviewed in 2023. Evaluation of the policy and practice will take place annually

English Coordinator: S Amess

## Appendix A

### ECHO READING

The teacher reads a sentence and the pupil echoes it back. The teacher models why they are reading in a certain way.

### CHORAL READING

Everyone reads in class together. The adult sets the pace. Different groups could read aloud such as all year 5 and then all year 6, all girls and then all boys.

Choral reading could be performed in different voices to teach expression. Choral reading could focus on emphasising words or noting punctuation.

### PAIRED READING

Children work in pairs, often of mixed ability. Child A reads the text and child B reads the same part back. Several sentences may be read before the second child reads aloud.

Same ability pairs may work together, taking it in turns to read a paragraph each. They support each other with any challenging vocabulary in terms of decoding or comprehension.

### REPEATED PRACTISE

Children are expected to read a text several times, receiving instruction from the adult as to how to improve. The adult may model examples of what they mean so that they can read the text fluently.

## **Appendix B**

The 7 Principles of teaching reading fluency (Tim Rasinski)

### **Word Accuracy**

Read Words accurately - they must have instant recognition of common exception words and they must be able to decode new words quickly.

### **Modelling**

Children must have the reading process modelled explicitly to them. Why do we pause at ellipses, why do I read more loudly, how and why do I emphasise a word. Teachers must narrate their own reading process.

### **Supported Reading**

Children are supported when reading so they become more fluent through approaches such as choral and echo reading.

### **Repeated Practice**

Read the same text again and again so that fluency is gained and comprehension improved. After repeated practise of one text, progress to repeated reading of a more challenging text.

### **Phrase Reading**

Children are taught to identify phrases within texts, groups of words that should be identified together rather than in isolation such as 'Who does there!' 'Once Upon a time ..'

### **Choosing the right text**

This is the Goldilocks effect, not too hard, not too easy, just right.

### **Synergy**

This is simply bringing it all together so it works.

## APPENDIX C

### Teaching Comprehension

In school, we use the VIPERS reading approach to teach all aspects of comprehension.

VIPERS is an acronym to aid the recall of the 6 reading domains as part of the UK's reading curriculum. They are the key areas which we feel children need to know and understand in order to improve their comprehension of texts

V - Vocabulary

I - inference

P- Prediction

E - Explain

R - Retrieve

S - Sequence (KS1) or Summarise(KS2)

The 6 domains focus on the comprehension aspect of reading and not the mechanics: decoding, fluency, prosody etc. As such, VIPERS is not a reading scheme but rather a method of ensuring that teachers ask, and students are familiar with, a range of questions. They allow the teacher to track the type of questions asked and the children's responses to these which allows for targeted questioning afterwards.

### Reading Content domain reference KS1:

1a draw on knowledge of vocabulary to understand texts

1b identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information

1c identify and explain the sequence of events in texts

1d make inferences from the text

1e predict what might happen on the basis of what has been read so far

### Reading Content domain reference KS2:

2a give / explain the meaning of words in context

2b retrieve and record information / identify key details from fiction and non-fiction

2c summarise main ideas from more than one paragraph

2d make inferences from the text / explain and justify inferences with evidence from the text

2e predict what might happen from details stated and implied

2f identify / explain how information / narrative content is related and contributes to meaning as a whole

2g identify / explain how meaning is enhanced through choice of words and phrases

2h make comparisons within the text

Source:

English reading test framework 2016 National curriculum tests Key stage 2 For test developers STA/15/7341/e  
ISBN: 978-1-78315-826-3

## Book Band Guidance - This is a guide to age related reading material

Year	Term	Book band	Lexile	RWInc
FS				Ditties 1-12
				Ditties 13-42
				Set 1 Green
Year 1				Set 2 Purple
				Ditties 45 – 54 Set 3 Pink
				Set 4 Orange
Year 2				Set 5 Yellow
				Set 6 Blue
	Spring	Gold	475 - 575	Set 7 Grey
	Summer	White	575 - 625	
Year 3	Summer Year 2/ Autumn Year 3	Lime	625 - 650	
	Autumn Year 3	Brown	650 - 725	
	Spring Year 3	Brown	650 - 725	
	Summer Year 3	Brown	725 - 750	
Year 4	Autumn Year 4	Grey	725 - 750	
	Spring Year 4	Grey	750 - 900	
	Summer Year 4	Grey	750 - 900	
Year 5	Autumn Year 5	Dark Blue	750 - 900	
	Spring Year 5	Dark Blue	750 - 900	
	Summer Year 5	Dark Red	900 - 1000	
Year 6	Autumn Year 6	Dark Red	900 - 1000	
	Spring Year 6	Dark Red	900 - 1000	
Children who are competent fluent readers are free readers and can choose from all sections including their own material.				

## Appendix E

NAME \_\_\_\_\_

### FLUENCY RUBRIC

	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>Expression and Volume</b>	Reads in a quiet voice as if to get words out. The reading does not sound natural like talking to a friend.	Reads in a quiet voice. The reading sounds natural in part of the text, but the reader does not always sound like they are talking to a friend.	Reads with volume and expression. However, sometimes the reader slips into expressionless reading and does not sound like they are talking to a friend.	Reads with varied volume and expression. The reader sounds like they are talking to a friend with their voice matching the interpretation of the passage.
<b>Phrasing</b>	Reads word-by-word in a monotone voice.	Reads in two or three word phrases, not adhering to punctuation, stress and intonation.	Reads with a mixture of run-ons, mid sentence pauses for breath, and some choppiness. There is reasonable stress and intonation.	Reads with good phrasing; adhering to punctuation, stress and intonation.
<b>Smoothness</b>	Frequently hesitates while reading, sounds out words, and repeats words or phrases. The reader makes multiple attempts to read the same passage.	Reads with extended pauses or hesitations. The reader has many "rough spots."	Reads with occasional breaks in rhythm. The reader has difficulty with specific words and/or sentence structures.	Reads smoothly with some breaks, but self-corrects with difficult words and/or sentence structures.
<b>Pace</b>	Reads slowly and laboriously.	Reads moderately slowly.	Reads fast and slow throughout reading.	Reads at a conversational pace throughout the reading.

Scores of 10 or more indicate that the student is making good progress in fluency.      Score \_\_\_\_\_

Scores below 10 indicate that the student needs additional instruction in fluency.

**Appendix F**

**KEY STAGE 1 GUIDED READING RECORD**

<b>Date:</b>	<b>Staff:</b>
<b>Group:</b>	<b>Text:</b>

**Main Learning Objective (linked to reading skill and content domain):**

Vocabulary	Infer	Predict	Explain	Retrieve	Sequence
<b>1a</b> Draw on knowledge of vocabulary to understand texts	<b>1d</b> Make inferences from the text	<b>1e</b> Predict what might happen on the basis of what has been read so far	<b>1b</b> Identify / Explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information	<b>1b</b> Identify key aspects of fiction and non-fiction texts, such as characters, events, titles and information	<b>1c</b> Identify and explain the sequence of events in texts



<b>Key Questions (linked to Learning Objective and Content Domains)</b>	<b>Assessment Notes and Next Steps for Learning</b>
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**Appendix F**

**KEY STAGE 2 GUIDED READING RECORD**

<b>Date:</b>	<b>Staff: Mrs Amess/Mrs Drumm</b>
<b>Group:</b>	<b>Text:</b>

**Main Learning Objective (linked to reading skill and content domain):**

Vocabulary	Infer	Predict	Explain	Retrieve	Summarise
<p><b>2a</b> Give/explain the meaning of a word in context</p> <p><b>2g</b> Explain how meaning is enhanced through choice of words or phrases</p>	<p><b>2d</b> Make inferences from the text/ explain and justify inferences with evidence from the text</p>	<p><b>2e</b> Predict what might happen from details stated or implied</p>	<p><b>2f</b> Identify / Explain how information/ narrative content is related and contributes to meaning as a whole</p>	<p><b>2b</b> Retrieve and record information/ identify key details from fiction and non-fiction</p>	<p><b>2c</b> Summarise main ideas from one than one paragraph</p>



<b>Key Questions (linked to Learning Objective and Content Domains)</b>	<b>Assessment Notes and Next Steps for Learning</b>

## Appendix G

### **THE JOHN HARROX PRIMARY SCHOOL**

#### **Assessment criteria for reading – to be made against age related texts based the books bands (year 1 Orange (RWInc), year 2 (white – confident with RWInc Grey).**

**Year 1 and 2** Note: Independently or ‘without support’ means – Choosing to by oneself not when asked.

	Programme of study	Working towards year 1 Some of the following will be seen	Greater Depth year 1 Most of the following will be seen	
		Working at year 1 All of the following will be seen		
		Working towards year 2 Most of the following features will be seen.	Working at year 2 All of the following features will be seen.	Greater Depth Year 2 Most of the following features will be seen.
To read words accurately	Apply phonic knowledge and skills as the route to decode words.	Begins to apply phonic knowledge and skills from set 1 and 2	Generally applies phonic knowledge and skills from set 1, 2 and 3	Independently applies phonic knowledge and skills to decode words.
	Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes.	Responds speedily with the correct sound to graphemes (letters or groups of letters) for set 1 and 2	Responds speedily with the correct sound to graphemes (letters or groups of letters) for all of set 1,2 and 3.  Begins to include alternative sounds for graphemes.	Responds speedily with the correct sound to graphemes (letters or groups of letters) for all phonemes; including, alternative sounds for graphemes.
	Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.	Begins to blend sounds in unfamiliar words (CVC, CVCC, CCVC, CCVCC, CVCe and CCVCe) containing GPCs that have been taught.	Accurately blends sounds in unfamiliar words containing GPCs that have been taught.	Independently blends sounds in unfamiliar words using taught GPCs.
	Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.  Read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings.	Begins to read common words, noting unusual correspondences between spelling and sound and where these occur in the word.  Begins to read words with known GPCs and noticing –s, –es, –ing, –ed, –er and –est endings.	Generally reads common words; including the first 100 high frequency words; noting the unusual correspondences between spelling and sound and where these occur in a word.  Generally reads words with taught GPCs and –s, –es, –ing, –ed, –er and –est endings.	Independently reads common exception words, noting the unusual correspondences between spelling and sound and where these occur in a word.  Independently reads words with taught GPCs and –s, –es, –ing, –ed, –er and –est endings.
	Read other words of more than one syllable that contain taught GPCs.	With support reads phonically decodable words of more than one syllable – often decoding syllables at a time.	Generally reads phonically decodable words of more than one syllable with accuracy and fluency.	Independently reads phonically decodable two and three syllable words with accuracy.
	Read words with contractions (for example, I’m, I’ll, we’ll) and understand that the apostrophe represents the omitted letter(s).	Begins to read common contractions, for example, I’ll, I’m, we’ll. Begins to understand that the apostrophe represents the omitted letter.	Generally reads most contractions accurately and understands that the apostrophe represents the omitted letter.	Applies knowledge of the different uses of the apostrophe to maintain understanding.

	Programme of study	Working towards year 1 Some of the following will be seen	Greater Depth year 1 Most of the following will be seen	
		Working at year 1 All of the following will be seen		
		Working towards year 2 Most of the following features will be seen.	Working at year 2 All of the following features will be seen.	Greater Depth Year 2 Most of the following features will be seen.
To read words accurately	Reads aloud accurately books that are consistent with phonic knowledge and that do not require other strategies to work out words.	With the support of a teacher, reads aloud books that are consistent with phonic knowledge with at least 90% accuracy.	Generally reads aloud books that are consistent with phonic knowledge with at least 90% accuracy.	Independently reads a wide range of appropriate books fluently and accurately.
	Re-read these books to build up fluency and confidence in word reading.	Begins to re-read books with some accuracy and fluency. Begins to read some phrases fluently.	Generally, re-reads books with some fluency, pace and expression.	Independently re-reads books with fluency, pace, phrasing and expression.
	Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.	Reads accurately by blending the sounds in words that contain the graphemes taught so far (up to phase 5). Begins to recognise alternative sounds for graphemes.	Reads accurately by blending the sounds in words that contain the graphemes taught so far (phase 5 and beyond); recognising alternative sounds for graphemes.	Independently reads accurately by blending the sounds in words; including recognising alternative sounds for graphemes.
	Read accurately words of two or more syllables that contain the same graphemes as above.	Reads accurately words of two or more syllables that contain graphemes taught so far (up to phase 5). [W2]	Generally reads accurately words of two or more syllables that contain graphemes taught so far (phase 5 and beyond).	Independently reads words of two or more syllables with accuracy and fluency. Independently spells words of two or more syllables that contain graphemes taught so far.
	Read words containing common suffixes.	Reads words containing common suffixes; including -s, -es, -ing, -ed, -er and -est endings.	Generally reads words containing common suffixes; including -s, -es, -ing, -ed, -er, -est, -ful, -ly, -ment, -ness, -y and -tion endings.	Uses knowledge of word formation and a more extensive range of prefixes and suffixes to construct the meanings of words in context.
	Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.	Reads many common exception words [W3], noting the unusual correspondence between spelling and sound and where these occur in a word.	Reads all common exception words, noting the unusual correspondence between spelling and sound and where these occur in a word.	Independently reads all common exception words, noting the unusual correspondence between spelling and sound and where these occur in a word.
	Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered.	Reads many words quickly and accurately, without overt sounding and blending, when they have been frequently encountered.	Generally reads most words quickly (over 90 words per minute) and accurately, without overt sounding and blending, when they have been frequently encountered.	Independently reads most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered.
	Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.	With support, reads aloud books that are closely matched to their improving phonic knowledge, with at least 90% accuracy.  Sounds out many unfamiliar words accurately.	Reads aloud books that are closely matched to their improving phonic knowledge, with at least 90% accuracy.  Sounds out unfamiliar words accurately, automatically and without undue hesitation.	Without support, reads aloud books that are closely matched to their improving phonic knowledge, with at least 90% accuracy.
	Re-read books to build up fluency and confidence in word reading.	With support, re-read books with some fluency, pace, phrasing and expression. Shows confidence in word reading.	Re-reads books smoothly, with fluency, pace, phrasing and expression.	Independently re-reads books smoothly, with fluency, pace, phrasing and expression.

Programme of study		Working towards year 1 Some of the following will be seen	Greater Depth year 1 Most of the following will be seen	
		Working at year 1 All of the following will be seen		
		Working towards year 2 Most of the following features will be seen.	Working at year 2 All of the following features will be seen.	Greater Depth Year 2 Most of the following features will be seen.
<b>To understand texts</b>	Discuss favourite words and phrases. (V)	With support, begins to respond to and discuss a text by identifying words/phrases that they like.	Generally, identifies and discusses favourite words and phrases in a text, for example, language choices; such as rhyme or alliteration, or 'sparkling' as a good word choice.	Independently identifies significant words and phrases and begins to consider the effect on the reader, for example, identifies language used to create moods and build tension.
	Infer what characters are like from actions. (I)	In discussions with a teacher, makes simple inferences about characters, based on what is being said or done in books that they read accurately and those they listen to. Uses role play to identify with and explore characters. [W6]	Generally, makes simple inferences about characters, based on what is being said or done in books that they read accurately and those they listen to. For example, understands simple cause and effect and what may have prompted a character's behaviour in a story. Uses role play and other drama techniques to identify with and explore characters.	Independently, recognises how characters are presented in different ways and responds to this with reference to the text. Without support, makes reasoned judgements on characters' actions.
	Predict events. (P)	With prompts, predicts what might happen; in both books that they read accurately and those they listen to; on the basis of what has been read so far.	Generally, predicts what might happen, in both books that they read accurately and those they listen to; on the basis of what has been read so far.	Independently, makes plausible predictions based on knowledge of the text. Justifies predictions by referring to text without support.
	Link reading to own experience and other books. (E)	With support, begins to link what they read or hear to own experiences and other books.	Generally, makes links to own experiences and other books, drawing on what they already know or on background information and vocabulary provided by the teacher.	Independently, relates reading to own experience, other peoples' experience and from previous reading.
	Link reading to own experience and other books. (E)	With support, begins to link what they read or hear to own experiences and other books.	Generally, makes links to own experiences and other books, drawing on what they already know or on background information and vocabulary provided by the teacher.	Independently, relates reading to own experience, other peoples' experience and from previous reading.
	Ask and answer questions about texts. (R)	With the support of a teacher, locates specific information in response to a simple question. With support, asks simple questions about the text.	Generally, locates specific information in response to a simple question in books that they read accurately and those they listen to. Is able to answer and ask straightforward questions about a text.	Independently, locates information confidently and efficiently by using appropriate skills and strategies. Asks relevant questions about texts and answers questions, using evidence from the text.
	Discuss events. (S)	With support, understands main events or key points in a text that they can read accurately and those they listen to. With the support of a teacher, sequences a simple story and discusses the significance of the title and events.	Generally, develops pleasure in reading, by discussing the sequence of events in books and how items of information are related. Retells the story from the text and illustrations.	Without support, comments on events in the story using quotations or references from the text appropriately.

	Join in with stories or poems.	With support, recognises and joins in with familiar or predictable phrases in stories or poems.	Generally, joins in with stories or poems; keeping pace, taking note of punctuation and using it to keep track of longer sentences.	Without support, joins in with stories or poems; keeping pace, taking note of punctuation and using it to keep track of longer sentences. Sustains interest in longer texts.
	Check that reading makes sense and self-correct.	With the support of a teacher, checks that the text makes sense as they read and corrects inaccurate reading.	Generally, checks that the text makes sense as they read and corrects inaccurate reading. Generally checks that the word(s) that have been decoded fits with what else has been read and makes sense in the context of what is already known.	Independently self—corrects to ensure that reading makes sense.

## THE JOHNHARROX PRIMARY SCHOOL

### Assessment criteria for reading- to be made against age related texts based the books bands (year 3 Brown, year 4 Grey)

#### Year 3 and 4

Note: Independently or 'without support' means – Choosing to by oneself not when asked.

Learning Objective	P.O.S	Working towards year 3 Some of the following will be seen Working at year 3 All of the following will be seen	Greater Depth year 3 Most of the following will be seen	
		Working towards year 4 Most of the following features will be seen.	Working at year 4 All of the following features will be seen.	Greater Depth Year 4 Most of the following features will be seen.
<b>To read words accurately</b>	Apply a growing knowledge of root words, prefixes and suffixes.	Begins to apply knowledge of simple root words, prefixes and suffixes to construct the meaning of words in context.	Generally, able to apply knowledge of most simple root words, prefixes and suffixes to construct the meaning of words in context.	Able to apply knowledge of all age-related root words, prefixes and suffixes independently.
	Read further exception words, noting the spellings.	Beginning to read some exception words. With support, notes the spellings for further exception words.	Generally, able to read further exception words, and note the spelling.	Read and spell all age-related exception words independently.
<b>To understand texts</b>	(I) Draw inferences from reading.	With the support of a teacher, simple inferences can be made using evidence from the text.	In a range of texts, inferences can be made, such as: inferring characters' feelings, thoughts and motives from their actions. Generally, justifies inferences with evidence.	Independently demonstrates an understanding of a range of texts; selecting essential points and using inference and deduction where appropriate.
	(S) Recall and summarise main ideas.	With the support of a teacher, the main points of a text are understood and can be recalled and summarised.	Recalls and summarises the main ideas and themes across a range of texts.	Recalls and summarises main ideas precisely and accurately. Independently, identifies key features, themes and characters and selects sentences, phrases and relevant information to support views.
	(V) Discuss words and phrases that capture the imagination.	With the support of a teacher, identifies where language is used to create mood or build tension. With the support of a teacher, identifies a few basic features of the writer's use of language but with little or no comment, for example, 'There are lots of adjectives in this text.'	Generally, comments on the choice of language in order to create moods and build tension. The effect that language has on the reader is discussed. Beginning to consider the impact of descriptive style.	Without support, comments upon the use of author's language and the effect upon the reader. Across a range of reading, comments upon the writers choice of language without support; for example, 'all the questions make you want to find out what happens next' and 'The adverbial phrase 'In the misty midnight air...' creates suspense.'
	(R) Retrieve and record information from non-fiction, using titles, headings, sub-headings and indexes.	With the support of a teacher, shows some awareness of organisational features. With the support of a teacher, retrieves and records information; using basic organisational features, such as the title and main headings.	Generally, organisational features and conventions are identified and used to locate and retrieve information; for example, title, index, glossary and contents. Generally, records information from non-fiction, using titles, headings, sub-headings and indexes.	Independently identifies and uses organisational features and conventions effectively of non-fiction texts to retrieve and record information.

Learning Objective	P.O.S	Working towards year 3 Some of the following will be seen Working at year 3 All of the following will be seen	Greater Depth year 3 Most of the following will be seen	
		Working towards year 4 Most of the following features will be seen.	Working at year 4 All of the following features will be seen.	Greater Depth Year 4 Most of the following features will be seen.
<b>To understand texts</b>	( V)Identify how language, structure and presentation contribute to meaning.	With the support of a teacher, begins to learn that there are different conventions of writing; for example, greetings in letters, a diary written in the first person or the use of presentational devices; such as, numbering and headings.	Generally, recognises the conventions of different types of writing; for example, greetings in letters, a diary written in the first person or the use of presentational devices; such as, numbering and headings.	Independently, recognises the conventions of different types of writing and considers their impact.
	( V)Check that the text makes sense, discussing understanding and explaining the meaning of words in context.	With support, re-reads to check that the text makes sense. Begins to find out and discuss the meanings of new words in context.	Generally re-reads to check that the text makes sense. Discusses understanding of a text and finds out the meanings of new words in context.	Independently seeks out the meaning of new words in text. Re-reads texts independently to develop a deeper understanding of a text.
	( I)Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.	With the support of a teacher, makes simple inferences using evidence in a range of texts.	Generally, makes straightforward inferences and justifies views with evidence; for example, inferring characters' feelings, thoughts and motives.	Without support, understands a range of texts; selecting essential points and using inference and deduction where appropriate.
	( P )Predict what might happen from details stated and implied.	With the support of a teacher, simple predictions about what is implied or what has happened so far are made.	Generally, predictions about details stated, what is implied or what has happened so far, are made.	Predictions about details stated, what is implied or what has happened so far are made without support.
	(E)Prepare poems and plays to read aloud with expression, volume, tone and intonation.	With the support of a teacher, listens to, discusses and expresses views about poetry and plays. Begins to read aloud with expression, volume, tone and intonation. Begins to use performance to extend their interest in the meaning and origin of words.	With guidance, prepares poems and play scripts in order to read aloud and to perform; showing understanding through intonation, tone, volume and action. Uses performance to extend interest in the meaning and origin of words.	Independently, prepares poems and play scripts to read aloud and to perform; showing understanding through intonation, tone, volume and action; so that the meaning is clear to the audience. Learns a wider range of poetry by heart.
	(E)Identify recurring themes and elements of different stories.	With support, begins to recognise themes in what they read; such as the triumph of good over evil or the use of magical devices in fairy stories and folk tales.	Generally, recognises themes in what they read; such as the triumph of good over evil or the use of magical devices in fairy stories and folk tales.	Independently, recognises and identifies recurring themes in a variety of different texts. Selects relevant information to support their views.
	( E )Explain and discuss understanding of reading, maintaining focus on the topic.	With support, participates in discussion about books; including those that are read to them and those they can read for themselves. With the support of a teacher, explains and discusses ideas, whilst maintaining a focus on the topic.	Participates in discussions about books and is able to explain and discuss ideas, whilst maintaining a focus on the topic. Generally, recommends books that they have read, giving reasons for their choices.	Independently, recommends books that they have read, giving reasons for their choices. Without support, participates in discussions about books, building on ideas and challenging views courteously. Independently, explains and discusses understanding of what they have read; including formal presentations and debates. Without support, provides reasoned justifications for views.
	( R)Ask questions to improve understanding of a text.	With the support of a teacher, begins to consider the types of questions that can be asked to improve understanding of a text.	Generally is beginning to ask relevant and purposeful question in order to improve understanding of a text.	Independently recognises and uses relevant questions in order to develop understanding of a text.
	( S)Identify main ideas drawn from more than one paragraph and summarise these.	With support, begins to identify and summarise the main ideas drawn from more than one paragraph.	Generally able to identify and summarise the main ideas drawn from more than one paragraph.	Able to independently identify and summarise the main ideas or purpose of a text.

	Recognise some different forms of poetry.	With the support of a teacher, begins to recognise that there are different forms of poetry; for example, nursery rhymes, haiku's, limericks, narrative poetry, nonsense poetry etc.	Generally, identifies different types of poetry and their forms; for example, haiku's, limericks, narrative poetry, nonsense poetry etc.	Without support, identifies and compares different forms of poetry; for example. haiku's, limericks, narrative poetry, nonsense poetry etc.
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## THE JOHN HARROX PRIMARY SCHOOL

### Assessment criteria for reading- to be made against age related texts based the books bands (year 5 Blue/ Year 6 Red)

#### Year 5 and 6

Note: Independently or 'without support' means – Choosing to by oneself not when asked

Learning Objective	Programme of study	Working towards year 5 Some of the following will be seen <b>Working at year 5</b> All of the following will be seen	Greater Depth year 5 Most of the following will be seen	Greater Depth Year 6 Most of the following features will be seen.
		Working towards year 6 Most of the following features will be seen.	Working at year 6 All of the following features will be seen.	Greater Depth Year 6 Most of the following features will be seen.
<b>To read words accurately</b>	Apply knowledge of root words, prefixes and suffixes.	Begins to apply a knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet.	Generally, applies growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet.	Independently, applies in depth knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet.
	Read age-appropriate books with confidence and fluency (including whole novels).	Fluency is beginning to show.	Novels are read fluently.	Longer novels and complex texts are read fluently.
<b>To understand texts</b>	( V ) Check that the book makes sense, discussing understanding and exploring the meaning of words in context.	When reminded, re-reads and reads ahead to determine meaning. Generally, uses knowledge of known words to read unknown words. Begins to show that they understand what has been read by checking that the book makes sense to them.	Beginning to use a range of strategies to read appropriate texts fluently and accurately. Generally, applies spelling, grammar and punctuation knowledge to read confidently with appropriate phrasing and intonation. Generally, show that they understand what they read by checking that the book makes sense to them.	Independently applies a full range of strategies to read a range of texts fluently and accurately. Independently, demonstrates that they understand what they read by checking that the book makes sense to them.
	( V ) Identify how language, structure and presentation contribute to meaning.	With the support of a teacher, identifies features of different fiction genres, for example, science fiction, adventure, myths and legends etc. With the support of a teacher, identifies structure and language features of a range of non-fiction text types, for example, subtitles and headings in explanations and recounts and emotive language in persuasion.	Recognises and uses knowledge of structure and language features of both fiction and non-fiction text types in order to support understanding when reading.	Comments on genre specific language and explains how it supports the writer's theme or purpose. Explains impact and effectiveness of structural devices.
	( V ) Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.	With the support of a teacher, understands the difference between literal and figurative language. Begins to refer to language and theme when justifying their views. Comments on the effectiveness of the author's language to create mood and build tension.	Discusses and evaluates how authors use language and the impact on the reader. Generally, understands the difference between literal and figurative language. Comments on its effectiveness and its impact upon the reader. Identifies and describes style and technical terms of individual writers or poets; for example, metaphor, simile, analogy, imagery, style and effect.	Independently, explains effectiveness and impact on the reader of the writer's language choices. Recognises when a word or phrase has more than one layer of meaning. Refers to language and theme when justifying views and identifies and describes style and technical terms of individual writers or poets, for example, metaphor, simile, analogy, imagery, style

				and effect. Selects sentences, phrases and relevant information to support their view without support.
<b>Learning Objective</b>	<b>Programme of study</b>	<b>Working towards year 5</b> Some of the following will be seen <b>Working at year 5</b> All of the following will be seen <b>Working towards year 6</b> Some of the following features will be seen.	<b>Greater Depth year 5</b> Most of the following will be seen  <b>Working at year 6</b> All of the following features will be seen.	<b>Greater Depth Year 6</b> Most of the following features will be seen.
<b>To understand texts</b>	( I ) Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.	Begins to infer meaning using evidence from the text, but may need prompts to offer more in depth responses.	In responding to a range of texts, shows understanding of significant ideas, themes, events and characters, beginning to use inference and deduction. Refers to text when explaining views.	Distinguishes between implicit and explicit points of view independently. Without support, explains how messages, moods, feelings and attitudes are conveyed in poetry and prose; using inference and deduction and makes reference to text.
	( P ) Predict what might happen from details stated and implied.	Uses knowledge of structure/content of a text in order to make or confirm predictions.	In a range of texts uses structure and/or content to make predictions; referring to the text to support views. [5]	In a range of texts uses structure and/or content to make predictions, effectively supported with relevant references to the text to explain views.
	( E ) Recommend books to peers, giving reasons for choices.	With the support of a teacher, expresses a personal viewpoint and response to a text; giving simple reasons for choices. Sometimes refers to text when explaining views.	Expresses a personal viewpoint and response to a text, giving reasons for choices and recognising its effect on a reader. Refers to the text when explaining views.	Without support, expresses a personal viewpoint and response to a text giving reasons for choices and recognising its effect on a reader. Refers to the text when explaining views and relates to a wider context of literature and experiences.
	( E ) Identify and discuss themes and conventions in and across a wide range of writing.	With the support of a teacher, begins to identify main themes across a range of writing and is able to discuss them; for example, loss and heroism. With the support of a teacher, begins to identify the conventions of different types of writing; such as, the use of the first person in writing diaries and autobiographies.	Generally, identifies main themes across a wide range of writing and is able to discuss them; using reference to the text(s); for example, loss and heroism. Identifies and discusses the conventions of different types of writing; such as, the use of the first person in writing diaries and autobiographies.	Independently, identifies main themes and conventions across a wide range of writing and is able to discuss them confidently, using reference to the text(s). Without support, identifies and discusses the conventions of different types of writing; such as the use of the first person in writing diaries and autobiographies.
	( E ) Make comparisons within and across books.	With the support of a teacher, begins to notice and discuss simple comparisons within and across books, for example, genre, theme and plot.	Generally, makes comparisons within and across books, for example, themes, genre, plot, characters setting and organisational devices etc.	Compares and contrasts the styles of different writers and poets, giving examples from the text(s) without support.
	( E ) Provide reasoned justifications for views.	With the support of a teacher, begins to find reasons to justify a viewpoint.	Generally, is able to provide reasoned justifications for views and uses evidence to support.	Independently, provide reasoned justifications for views, using a range of evidence to support.
	( R ) Ask questions to improve understanding.	With the support of a teacher, asks relevant questions to improve understanding.	Asks questions to improve understanding. Is able to generate questions about the text to improve understanding.	Asks timely and relevant questions to improve understanding. Without support, is able to generate questions about the text in order to improve understanding.

	<p>( R ) Retrieve and record information from non-fiction.</p>	<p>With the support of a teacher, locates information in non-fiction texts by beginning to use appropriate skills; for example, non-fiction features such as headings and subtitles, skimming, scanning, text marking and by using ICT resources.</p> <p>Begins to record information appropriately.</p>	<p>Quickly retrieves and records information from non-fiction, using the structure of the text to support. Uses skills of skimming, scanning and text marking to locate relevant information. Generally, records information from non-fiction text appropriately.</p>	<p>Retrieves and collates information effectively from a range of sources without support. Responses are supported by appropriate references to the text. Without support, records information from non-fiction text appropriately.</p>
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**EYFS and Key Stage 1 Reading Spine based on Pie Corbett**

EYFS Author study

Books to share

Year Group  
EYFS  
Reading Spine



We're going on a bear hunt – Helen Oxenbury/ Michael Rosen  
 The Tiger who came to tea- Judith Kerr  
 The owl who was afraid of the dark – Jill Tomlinson  
 Rainbow fish – Marcus Pfister  
 Dear Zoo – Rod Campell  
 Dogger – Shirley Hughes  
 Brown bear, brown bear what do see – Bill Junior Martin  
 There was an old lady who swallowed a fly – Paul Adams  
 I will never eat a tomato – Lauren Child  
 Pig in a pond – Martin Waddell  
 Commotion in the ocean – Giles Andrea  
 Hairy Maclary – Lynley Dodd

EYFS  
Page Turners





Year 1 and 2 Cycle A Author Study

Julia Donaldson	David McKee	Oliver Jeffers	Roald Dahl	Michael Rosen	Janet and Allan Ahlberg
<p>The Smartest Giant in Town</p> <p>The Snail and the Whale</p> <p>The Smeds and the smoods</p>	<p>Elmer</p> <p>Not now Bernard</p> <p>Two Monsters</p>	<p>Here we are</p> <p>Lost and Found</p> <p>How to catch a star</p>	<p>The Enormous Crocodile</p> <p>The Magic Finger</p> <p>The Giraffe, Pelly and Me</p> <p>George's Marvellous Medicine</p>	<p>Barking for Bagels</p> <p>Bilal's brilliant bee</p> <p>Uncle Gobb</p> <p>This is our house</p>	<p>Cops and Robbers</p> <p>Burglar Bill</p> <p>The Jolly Postman</p> <p>Each Peach, Pear, Plum</p> <p>It was a dark and stormy night</p> <p>Funnybones</p>

Year 1 and 2 Cycle B Author Study

Julia Donaldson	David McKee	Oliver Jeffers	Judith Kerr	Hans Christian Anderson	Simon James
<p>Super worm</p> <p>Room on a Broom</p> <p>The Snail and the whale</p> <p>Ugly Five</p>	<p>Mr Benn</p> <p>Elmer Wilmer</p> <p>Tusk Tusk</p>	<p>The day the crayons quit</p> <p>The day the crayons came back</p> <p>The great paper caper</p> <p>What we'll build</p>	<p>The tiger who came to tea</p> <p>Mog Stories</p> <p>The crocodile under the bed</p>	<p>The ugly duckling</p> <p>Thumbelina</p> <p>The emperors new clothes</p>	<p>My friend whale</p> <p>Dear Greenpeace</p> <p>The wild woods</p> <p>Baby brains</p>

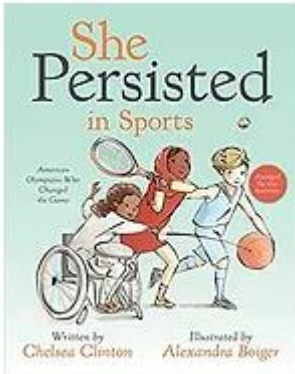
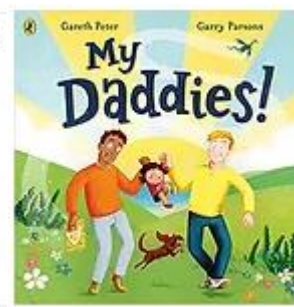
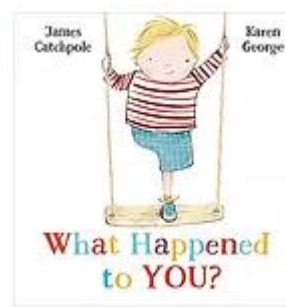
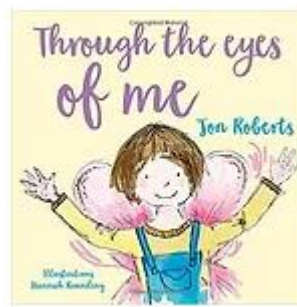
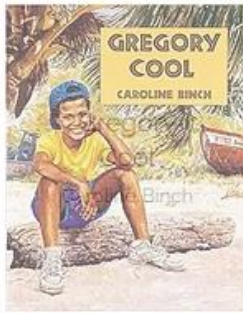
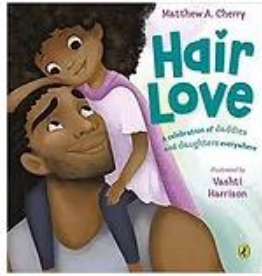
YEAR 1 /  
2  
Reading  
Spine



Year 1 / 2  
Page  
turners



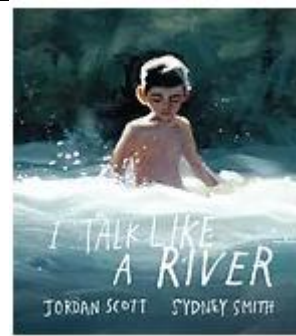
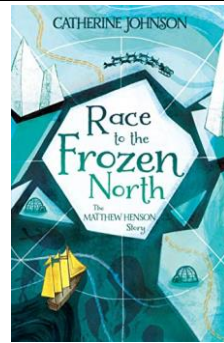
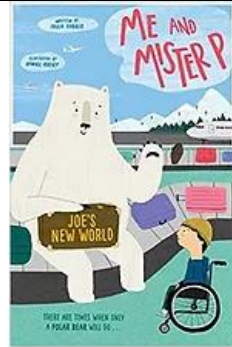
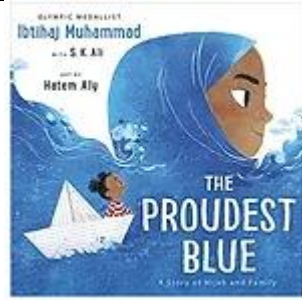
Year 1  
and 2  
Diversity  
and  
Inclusion



## Key Stage 2 Reading Spine based on Pie Corbett

Year 3 and 4 Author Study Cycle A					
Clive King	Roald Dahl	Jenny McLachlan & Ben Mantle	Philip Ridley	Tony Bradman	Onjail Q Rauf
Stig of the dump	Charlie and the Chocolate factory	The land of roar	Krindlekrax	Anglo Saxon Boy	The nightbus hero
Year 3 and 4 Author Cycle B					
Dick King Smith	Ted Hughes	Kieran Larwood	Hannah Gold	Nizrana Farook	Anne Fine
The Queen's Nose	The Iron Man	Podkin One Ear	The Last Bear	The Boy who saved Bear or The girl who stole the elephant	Bill's New Frock
<p>Year 3 / 4 Reading Spine Suggested quality reads</p>					
<p>Year 3 / 4 Page turners Engaging Read a louds</p>					

Year 3 and 4  
Diversity and  
Inclusion



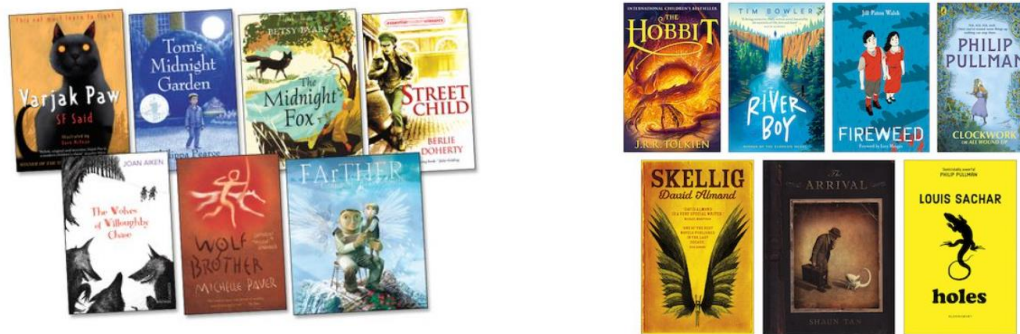
Year 5 and 6 Author Study Cycle A

Katherine Rundell		Maz Evans		Frank Cottrell Boyce	Louis Sachar
The Explorer		Who Let the Gods Out	War of the Worlds	Cosmic	Holes

Year 5 and 6 Author Study Cycle B

C S Lewis			Emma Carroll		Berlie Doherty
Mortal Engines	Wonder	Goodnight Mr Tom	Letters from a Lighthouse	Fireborn	Street Child

Year 5/6  
Reading Spine  
Suggested quality  
reads



Year 5 / 6 page  
turners  
Engaging Read a  
louds



Year 5 and 6  
Diversity and  
Inclusion

