

## Haydn Reading Curriculum Statement

### National Curriculum

The National Curriculum states that it is essential that the teaching of reading focuses on developing pupils' competence in word reading and comprehension. Skilled word reading involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Underpinning both is the understanding that the letters on the page represent the sounds in spoken words. This is why phonics should be emphasised in the early teaching of reading to beginners (ie unskilled readers) when they start school.

Good comprehension draws from linguistic knowledge (in particular of vocabulary and grammar) and on knowledge of the world. Comprehension skills develop through pupils' experience of high-quality discussion with the teacher, as well as from reading and discussing a range of stories, poems and non-fiction. All pupils must be encouraged to read widely across both fiction and non-fiction to develop their knowledge of themselves and the world they live in, to establish an appreciation and love of reading, and to gain knowledge across the curriculum. Reading widely and often increases pupils' vocabulary because they encounter words they would rarely hear or use in everyday speech. Reading also feeds pupils' imagination and opens up a treasure house of wonder and joy for curious young minds.

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

### READING INTENT

At Haydn, our intent is to provide a Reading curriculum that inspires a love of reading. Leaders in our school prioritise the teaching of reading: word reading and reading comprehension. We work to achieve this through experience of and engagement with, a range of high quality and enjoyable texts. We value reading as a key life skill, and are dedicated to enabling our pupils to become lifelong readers; we believe reading is the key to academic success. We want our pupils to understand and use reading as a tool to access information and to communicate with the world. We want them to become independent learners, so that they become confident and comprehensive readers; **that they learn to read and read to learn.**

We have a consistent, whole school approach to the teaching and enjoyment of reading.

Reading is identified as a key priority on our School Improvement Plan. Leaders monitor the provision of reading through learning walks, observations and by talking to pupils in Literacy and Phonics sessions and the impact of this provision through the analysis of (i) mid and end of year cohort data (Phonics Screening Check and end of KS1 and 2 Reading) and (ii) individual pupil progress throughout the year (on going assessments).

### Aims

- Develop fluent, confident and independent readers through a structured focus on phonics, whole words, sentence and text level knowledge
- Raise the standards of reading within the school for all pupils every year, with a particular focus on the lowest 20% of pupils becoming fluent readers
- Encourage children to become enthusiastic and reflective readers by teaching them to understand and respond to a variety of texts
- Develop powers of imagination and inventiveness
- Give children the confidence to read aloud with expression and clarity.

- Develop and extend the children’s vocabulary through shared and guided reading and listening to stories
- Help children to enjoy reading and recognise its value
- Ensure all pupils meet the expected standard for the Y1 Phonics Screening check and go on to be fluent and accurate readers
- That all pupils make rapid progress from their individual starting points and achieve age related expectations or above by the end of Key Stage 2

**READING IMPLEMENTATION See Phonics Policy**

**Early Reading (Word reading):**

Every child in our school will learn to read by

- **The use of one synthetic phonics programme from Nursery to Y2: This is Little Wandle Letters and Sounds Revised**

Little Wandle ensures children build on their growing knowledge of the alphabetic code, mastering phonics to read and spell as they move through school.

teach phonics and graphic knowledge (common exception words and tricky words). We have fidelity to this one scheme (**Appendix 1**). We have carefully chosen a reading scheme, Big Cats, to support the teaching of our phonics programme to ensure that there is systematic progression through the phonic phases. Reading books match phonological knowledge.

Through the delivery of a systematic and planned phonics curriculum, children in EYFS acquire their knowledge of letter sound correspondence so that they begin to read independently. Year groups from F1 to Year 2 follow a long-term schedule working through five phases that ensure consolidation and progression. Children will work through these phases in their class with the class teacher. This is to ensure all children are given the opportunity to consolidate their learning and to prevent any gaps in attainment. Our expectation is that all children will achieve. See Phonics policy.

Reading books in EYFS and Year 1 match our phonics programme. Children are taught specific phonemes / graphemes and then take home the equivalent book to reinforce the knowledge that has been explicitly taught and the children know, so that they can consolidate their learning. Teachers allocate these books. In addition to this book, children take home a book that they choose to share with an adult. This could be a picture or story book; this is to promote enjoyment and a love of reading. We encourage parents and carers to hear their child read to develop fluency; our expectation is that children read for ten minutes daily. Reading diaries are used by staff, reading volunteers and parents/carers to record how and what children read. The teacher monitors these in order to ensure children are reading at home. We hold parent reading information meetings and workshops which explain our expectations and how we teach phonics as well as sharing strategies so that parents and carers feel confident when listening to their child read. There is also a tab on the website to help parents including a guide when reading with their child, useful websites, Reading for Pleasure and book recommendations.

**Timetabling Phonics:**

Children in EYFS and Year 1 have a daily phonics session. We teach phonics for 30 minutes a day. In Reception, we build from 10-minute lessons, with additional daily oral blending games, to the full-length lesson as quickly as possible. Each Friday, we review the week’s teaching to help children become fluent readers.

- Children make a strong start in Reception: teaching begins in Week 2 of the Autumn term.
  - We follow the Little Wandle Letters and Sounds Revised expectations of progress.
- Children in Reception are taught to read and spell words using Phase 2 and 3 GPCs, and words with adjacent consonants (Phase 4) with fluency and accuracy.

- Children in Year 1 review Phase 3 and 4 and are taught to read and spell words using Phase 5 GPCs with fluency and accuracy.

Children are taught in class groups. Informal assessments are ongoing and summative assessments every half term.

- Any child who needs additional practice has daily Keep-up support, taught by a fully trained adult. Keep-up lessons match the structure of class teaching, and use the same procedures, resources and mantras, but in smaller steps with more repetition, so that every child secures their learning.
- We timetable daily phonics lessons for any child in Year 2 or 3 who is not fully fluent at reading or has not passed the Phonics screening check. These children urgently need to catch up, so the gap between themselves and their peers does not widen. We use the *Little Wandle Letters and Sounds Revised* assessments to identify the gaps in their phonic knowledge and teach to these using the Keep-up resources – at pace.
- If any child in Year 3 to 6 has gaps in their phonic knowledge when reading or writing, we plan phonics 'catch-up' lessons to address specific reading/writing gaps. These short, sharp lessons last 10 minutes and take place at least three times a week.

In early years and KS1 books matched to the children's secure phonic knowledge

**We build a skilled team who can teach phonics: Every member of staff** in our school has been trained (June 22) teach reading, so we have the same expectations of progress. We all use the same language, routines and resources to teach children to read so that we lower children's cognitive load. Refresher sessions are scheduled annually.

### **We use a range of teaching strategies to ensure that we meet the needs of all our pupils**

- **1:1 Reading**

Disadvantaged or vulnerable children will read at least twice a week with an adult in school, one being a member of staff.

- **Reading Lessons (Comprehension and responding to texts):**

In Key Stage 1, children do comprehension in read 3 of their reading every week. In KS 2, explicit teaching of reading skills takes place once a week. The level of challenge increases throughout the year groups through the complexity of texts being read and skills being taught.

Vocabulary is developed by the following strategies: tiered vocabulary, coding, explicit and implicit teaching, on display in classrooms and throughout a broad and varied curriculum. For example, subject specific vocabulary in science, humanities and maths. It is recognised that reading comprehension relies heavily on knowledge. Our broad curriculum aides reading comprehension by ensuring that children gain the knowledge of the world in which they live and bring such knowledge to their reading.

We ensure children of all ages learn comprehension strategies and are able to respond to and to engage with texts through discussion and written answers. We explicitly teach the key reading skills outlined in the national curriculum. In addition, we use VIPERS to ensure that the children understand what makes a good reader:

- **Vocabulary:** Understanding vocabulary: developing strategies; recognising what they don't understand
- **Inference:** Develop inference. To understand text reached on the basis of evidence and reasoning
- **Predict**
- **Explain**
- **Retrieve**
- **Summarise** KS2 Sequence KS1

Other strategies we teach are how to:

- **Question:** asking questions and 'wondering' about the text
- **Visualise**

## **Whole Class (shared) Reading**

In F1 and F2 teaching and learning is centred around a story of the week with a daily session focused on the text. In F1 children will engage with the stories and books through drama, puppets, singing and role play with an emphasis on developing vocabulary. In F2 this will be developed and extended to include shared the reading of text from the book.

In Key Stages 1 and 2 children hear, share and discuss a range of high-quality texts through our whole class Literacy teaching. This includes fiction, non-fiction and poetry. We have developed core book planning so texts are carefully chosen, planned for and shared in each year group. Genres are mapped out across all key stages to ensure progression and breadth of coverage (**Appendix 2**).

\* Texts will be reviewed and changed as staff learn about new authors and titles.

## **Guided Reading:**

In addition to whole class teaching of reading, guided reading supports the acquisition of skills:

F1- Half termly in mixed ability groups

F2- All children in ability groups three times a week

Y1- All children in ability groups three times a week

Y2- Children in phonics groups three times a week. Independent readers read banded books once a week

Y3- Disadvantaged pupils and lowest 20% 2 x a week

Y4- Disadvantaged pupils and lowest 20% 2 x a week

Y5- Disadvantaged pupils and lowest 20% 2 x a week

Y6- Disadvantaged pupils and lowest 20% 2 x a week

Children are grouped based on needs and texts are selected carefully to ensure match of challenge to need.

Objectives taught in the whole class sessions are reinforced in the guided group sessions.

Guided reading sessions are recorded in reading diaries.

## **Reading Interventions:**

Reading interventions focus on:

- Targeting the lowest 20%
- Phonics: word reading for children who are struggling to decode
- Reading comprehension for those children who can decode fluently but do not understand what they are reading
- For children who do not have the opportunity to read at home
- Children with dyslexia

All selected intervention programmes are evidence based and are rigorous and systematic with the intention that these children catch up rapidly with their peers. They include:

- Switch-on
- Precision teaching
- Additional guided groups
- 1:1

## **Developing a Love of Reading:**

The following strategies are used to encourage reading and to develop a love of reading in our school:

- Story Time: story time takes place every day in EYFS – Year 2. We have identified which stories the children will be highly familiar with by the end of EYFS, Year 1 and Year 2. Stories and high-quality texts continue to be shared throughout Key Stage 2, at least 3 x per week. This sometimes is linked to their wider literacy work. High quality texts are selected by each teacher to tie in with the topics being taught.
- The children take home a reading book to share and are encouraged to read widely across both fiction, non-fiction and poetry. These books are changed regularly. As the children develop fluency and competency, they are encouraged to choose their own book and an adult should record in their reading diaries. Children in Years 5 and 6 can record themselves.

### **In addition:**

- Story Box
- Reading corners
- Stay and Read 2 x a term
- 50 books
- Reading Ambassadors
- Reading environment
- Mystery readers
- Book Week (World Book Day)
- Book fair
- Recommended reads in the newsletter
- Top teacher tips in the newsletter
- Parent workshops
- Core book planning
- High quality texts in all classrooms
- Signpost parents to quality reads
- Staff reading lives
- Reading assemblies
- Favourite 5
- Use of the Education Library Service
- Sherwood Library
- Author visits
- Book fair
- Reading stalls at the school disco, summer fair
- Rewards for 100% attendance

### **Parental Engagement:**

We use a variety of strategies to engage parents in supporting their children in learning to read. These include:

- Meet and Greet meetings for each year group at the beginning of the year
- Information meetings and workshops including phonics and early reading skills in EYFS
- Information meetings and workshop for phonics in Year 1
- Termly Parents' Evenings
- The Reading Diary clearly lays out the end of year reading expectations for each year group
- Use of Reading Diary for communication regarding children's current reading skills and phoneme-grapheme acquisition.
- Curriculum letters
- Stay and Read Sessions
- Mystery Reader in Foundation
- Weekly information in the newsletter

### **READING IMPACT:**

We have set out our expectations for each year group in the progression documents in **Appendix 3**.

In summary though, by the end of EYFS we expect children to:

- Read and understand simple sentences
- Use phonic knowledge to decode regular words and read them aloud accurately eg. CvC and CCvC
- Read some common exception words eg. tricky words
- Demonstrate understanding when talking with others about what they have read.

By the end of Year 2 we expect our children to be skilled at word reading to ensure:

- the speedy working out of the pronunciation of unfamiliar printed words (decoding); decode most new words outside their spoken vocabulary, making a good approximation to the word's pronunciation

- the speedy recognition of familiar printed words; read books at an age appropriate interest level, accurately and at a reasonable speaking pace
- books at an age appropriate interest level are read at a speed that is sufficient for them to focus on understanding what they read rather than on decoding individual words
- most words are read effortlessly and children are able to work out how to pronounce unfamiliar written words with increasing automaticity.

Decoding fluently and accurately by the end of Year 2 means that no further direct teaching of word reading skills (with the exception of vocabulary development) should be needed for the majority of children at Haydn.

By the end of Year 4 we expect our children to:

- Have decoding skills that are secure and hence vocabulary is developing
- Be independent, fluent and enthusiastic readers who read widely and frequently
- Be developing their understanding and enjoyment of stories, poetry, plays and non-fiction, and learning to read silently
- Be developing their knowledge and skills in reading non-fiction about a wide range of subjects
- Be able to justify their views independently about what they have read

By the end of Year 6 pupils are expected to:

- Read sufficiently fluently and effortlessly, with understanding at an age appropriate interest level in readiness for secondary school and beyond
- Have a love of reading that feeds the imagination
- Read widely across both fiction and non-fiction, developing knowledge of themselves and the world in which they live
- Have a developed vocabulary beyond that used in everyday speech
- Understand nuances in vocabulary choice
- Understand and can use age-appropriate, academic vocabulary

## Pupil Outcomes

At Haydn Primary School the outcomes in Reading consistently match or exceed the outcomes of the top 20% of schools. Target are set in line with FFT (Fisher Family Trust) Targets are set for the top 5% each year and these are shared with Governors. There is a clear expectation for the majority of pupils to reach the expected standard, with an ambitious number of pupils attaining Greater Depth (see below)

Targets for teaching based on the triangulation of quality of teaching, learning and assessment with books and data milestones (% Good+)	July 2019 Actual		July 2020 Target range (top 50% to 5%)		July 2021 Target 100%		July 2022 Target 100%		July 2023 Target 100%	
	EXP +	EXC	EXP +	EXC	EXP +	EXC	EXP+	EXC	EXP+	EXC
Overarching Milestones for attainment and progress - % of pupils on track										
<b>F2 EYFS GLD</b>	<b>79%</b>	<b>10%</b>	<b>80%</b>	<b>10%</b>					<b>81%</b>	
Literacy Reading exp+/exc	85%	17%	85%	17%						
Literacy	78%	11%	75%	11%						
<b>Year 1 Phonics</b>	<b>86%</b>		<b>90%</b>		<b>80%</b>	<b>10%</b>			<b>90%</b>	
Reading	83%	25%	90%	20%	85%	17%	37-64%	3-5%	75%	17%
Reading Progress (2 points)	0.74		2.5							
<b>Year 2 Phonics</b>	<b>88%</b>		<b>90%</b>							
Reading	78%	33%	79-89%	28-38%	90%	20%	24-83%	8-29%	78%	12%
Reading Progress	3.15		3.5		3.5					
<b>Year 3</b>										
Reading	93%	27%	80-90%	26-40%	79-89%	28-38%	47-78%	18-30%	78%	27%
Reading Progress	3.45		3.5		3.5					
<b>Year 4</b>										
Reading	90%	33%	81-88%	40-58%	80-90%	26-40%	51-86%	25-42%	71%	29%
Reading Progress	2.99		3.5		3.5					
<b>Year 5</b>										
Reading	78%	29%	89-95%	45-63%	81-88%	40-58%	46-78%	18-31%	83%	30%
Reading progress	3.20		3.5		3.5					
<b>Year 6</b>										
Reading	87%	35%	86-93%	41-61%	89-95%	45-63%	48-81%	17-29%	82%	32%
Reading VA/ in year progress	1.98 / .58/		2.5/ 3.5		2.5/ 3.5					

## See Phonics Scheme overview of Little Wandle Letters and Sounds Revised

### Reading Schemes

- We use Little Wandle Letters and Sounds Revised accredited scheme to teach Phonics.
- This is supplemented by the Big Cats Scheme which is used to reinforce the sounds that children have been taught.
- Once children are secure in their phonic knowledge children move to colour coded books (book bands). The coding helps to identify reading ages- those who are above or below ARE in reading. The colour coding can be found in appendix 4 and 5 below.
- The Education Library Service is used across all key stages and books are chosen to link with topic work.

### Appendix 1 Core Book Planning

HAYDN PRIMARY SCHOOL CORE TEXTS AND WRITING Updated Sept 2023			
*Texts and writing will be reviewed and changed as staff learn about new authors, titles or curriculum and topic changes.			
Year group	Autumn	Spring	Summer
F1	Going on a Bear Hunt Shark in the Park – Nick Sharratt A New House for Mouse Pumpkin Soup The story of Diwali Owl Babies Peace at Last The Christmas Nativity Story The Three Little Pigs  <u>Writing</u> Orally composing sentences Adults scribing children’s language Shared writing Mark making for a purpose during play Writing and recognising name Making cards	One Snowy Night Chinese New Year story Cuddly Dudley The Tiger Who Came to Tea Polar animals NF Handa’s Surprise The Smartest Giant in Town Mrs Mopple’s Washing Line Dora’s Eggs We’re going on an Egg Hunt  <u>Writing</u> As Autumn Guided writing Writing linked to role play – menus, taking messages, firefighter checklists, shopping lists etc. Making simple books Ordering letters in name Mark making linked to letter formation	Jack and the Beanstalk The Three Little Pigs Goldilocks and the Three Bears The Gingerbread Man The Very Hungry Caterpillar The Town Mouse and the Country Mouse The Train Ride The Snail and the Whale  <u>Writing</u> As Autumn and Spring Writing in response to phonics Writing name Forming letters Story maps Labelling pictures
<u>Favourite 5</u>		<u>PSED</u>	<u>Transition Texts</u>
1. The Tiger Who Came to Tea - Judith Kerr 2. Handa’s Surprise - Eileen Browne 3. The Smartest Giant in Town -Julia Donaldson 4. Shark in the Park – Nick Sharratt 5. Pete the Cat and his Four Groovy Buttons K & J Dean		I Like Myself The Same But Different The Skin You Live in Farmer Duck Ruby’s Worry Nancy No-Size	Starting School Come to School Too Blue Kangaroo

F2	<p><u>Key Texts</u>          We're Going on a Bear Hunt          The Three Little Pigs – Nick Sharratt          Owl Babies          Owls – non-fiction          Little Red Riding Hood          Christmas Story</p> <p>Focus on Julia Donaldson texts</p> <p><u>Writing</u>          Name writing          Simple words          Captions          Labelling pictures          Story maps</p>	<p><u>Key Texts</u>          One Snowy Night          Lost and Found          Up and Down          Goldilocks and the Three Bears          Snow White and the Seven Dwarfs          The Chinese New Year Race</p> <p>Focus on Oliver Jeffers texts</p> <p><u>Writing</u>          Simple sentences          Recount of a story          Making their own information books          Story grid (writing about characters/setting/beginning/middle/end)</p>	<p><u>Key Texts</u>          Jack and the Beanstalk          The Gingerbread Man          Supertato          The Very Hungry Caterpillar          The Snail and the Whale          Commotion in the Ocean</p> <p><u>Writing</u>          Sentences (HA introduced to describing what they can see in pictures)          Recount of stories          Writing their own stories          Labelling life cycles</p>
<p><u>Favourite Five</u>          We're Going on a Bear Hunt – Michael Rosen          Whatever Next – Jill Murphy          Julian is a Mermaid – Jessica Love          All Join In - Quentin Blake          Lost and Found – Oliver Jeffers</p>			
Year 1	<p><u>Key Texts -</u>          Robin Hood          Mog's Christmas          Martha maps it Out</p> <p><u>Writing</u>          Holidays / Myself &amp; my world          Writing simple sentences          Information texts          Stories &amp; Poems          Recounts          Simple instructions</p>	<p><u>Key Texts -</u>          Great Explorers          Poles Apart          The Bear          Man on the Moon          Beegu</p> <p><u>Writing</u>          Polar Regions/ Space          Visual literacy          Writing stories          Recounts          Instructions          Diary entries          Poems</p>	<p><u>Key Texts -</u>          Alan's Big Scary Teeth          Animals are Coming          Stomp          Midsummer Night's Dream          Herman's Holiday          Meerkat Mail</p> <p><u>Writing</u>          Dinosaurs          Descriptive writing –setting descriptions          Fiction writing          Poetry          Phonics          Reading skills (comprehension)</p>
<p><u>Favourite Five</u>          Chocolate Cake – Michael Rosen          Ruby's Worry – Tom Percival          Dogger – Shirley Hughes          Stickman - Julia Donaldson          Billy and the Beast – Nadia Shireen</p>			



<p>Year 2</p>	<p><u>Key Texts</u>  The Tiger That Came to Tea  The Day the Crayons Quit  Dragon Stoorworm  Tidy  The Paper Bag Princess</p> <p><u>Writing</u>  Welcome to NG5  Into the woods.  Tiger that came to tea-  Invitation  The Day the Crayons Quit-  Letter  Dragon Stoorworm -  description  Tidy – Story/ Poem  Greenpeace- Letter  Letter to Santa</p>	<p><u>Key Texts</u>  Booktime Book of Fantastic  First Poems - Michael Rosen  Twisted Jack and the Venus Fly  Trap  Mr Gum  The Selfish Giant</p> <p><u>Writing</u>  Nonsense/ Venus Fly Trap  Non fiction- Venus Fly Traps  Nonsense poems - The  Booktime Book of Fantastic  First Poems - Michael Rosen  Acrostic poems - Animals  Instructions- How to plant a  magic bean  Traditional tale- Twisted Jack  and the Venus Fly Trap  Mr Gum- book review</p>	<p><u>Key Text</u>  Great Women in History  WWII texts  Bedtime Books for Girls –  Amelia Earhart  The Lion and the Unicorn  WW2/ Ahoy there!  WW2 Nonfiction texts.</p> <p><u>Writing</u>  Great Women in History  Non-fiction text and Jamaica  Amelia Earhart- Non fiction  text-  Talking story-  Adventure story  Letter to David  Attenborough - Jamaican  animals  Birdfish - Animal description  Diary entry - Mary Seacole</p>
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Favourite Five

The Day the Crayons Quit - Oliver Jeffers  
The Colour Monster - Anna Llenas  
The Bear and The Piano - David Litchfield  
I Want My Hat Back - Jon Klassen  
Somebody Crunched Colin - Sarah Roberts

<p>Year 3</p>	<p><u>Key Texts</u>  The Lorax – Dr Seuss  Poetry – kennings  Flotsam – David Weisner  On Sudden Hill – Linda  Sarah  Hello Lighthouse – Sophie  Blackall  The Wish Granter - Film  unit</p> <p><u>Writing</u>  Poetry - kennings  Description  Letter  Narrative</p>	<p><u>Key Texts</u>  Fantastic Mr Fox – Roald Dahl  Shakespeare – Julius Caesar  Escape From Pompeii – C Balit</p> <p><u>Writing</u>  Playscripts  Performance poetry  Newspaper article  Diary  Information texts – holiday  leaflet</p>	<p><u>Key Texts</u>  The Chocolate Tree – A  Mayan Folktale. Linda  Lowery  The Great Kapok Tree -  Lynee Cherry  Iron Man – Ted Hughes  The Lost Thing – Shaun Tan  Nim’s Island – Wendy Orr</p> <p><u>Writing</u>  Letter writing  How to take care of... leaflet  Non-chronological reports</p>
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Favourite Five

Aaron Slater, Illustrator - Andrea Beaty  
The Tear Thief - Carol Ann Duffy  
Grandma Bird - Benji Davies  
Grandpa's Stories - Joseph Coelho  
The Barnabus Project - The Fan Brothers

Year 4	<p><u>Key Texts</u> The Dot - Peter Reynolds Secrets of a Sun King - Emma Carroll Macbeth - Shakespeare</p> <p><u>Writing</u> Poetry Diary Narrative Letter Playscript How to Protect Hedgehogs – persuasive leaflet</p>	<p><u>Key Texts</u> The Dam – David Almond The Rhythm of the Rain – Grahame Baker-Smith Water Cycles - DK UK</p> <p><u>Writing</u> Rivers – information text Miraculous Journey of Edward Tulane – Kate Di Camillo I Talk Like a River – Jordan Scott Poetry Letter Newspaper report</p>	<p><u>Key Text</u> The Dot – Peter Reynolds How to Train Your -Dragon Cressida Cowell</p> <p><u>Writing</u> Recount (residential) Instructions Poetry – memory box Myths Narrative – Descriptive story</p>
<p><u>Favourite Five</u> The Dot - Peter H Reynolds How to Train Your Dragon- Cressida Cowell How to Help a Hedgehog and Protect a Polar Bear - Jess French Miraculous Journey of Edward Toulane - Kate DiCamillo My Name is Not Refugee – Kate Milner</p>			
Year 5	<p><u>Key Texts</u> The Jamie Drake Equation – Christopher Edge Where the Forest Meets the Sea – Jeannie Baker The Hidden Forest – Jeannie Baker The Explorers - Katherine Rundell Leon and the Place Between – Angela McAllister Poem – On the Road Again (Michael Rosen)</p> <p><u>Writing</u> Forests – descriptive writing Biography – link to BHM Claudia Jones Persuasive writing – film trailer Instructions Inspirational people (RE) - Speech writing NPD Theme: Refuge Poetry - Michael Rosen – On the Road Again Reading skills (comprehension)</p>	<p><u>Key Text</u> Romeo and Juliet - William Shakespeare (2024) performance Who Let the God’s Out? -Maz Evans</p> <p><u>Writing</u> Francis film clip - fiction Letter writing - Romeo and Juliet Instructions Script writing Narrative Alien visit Reading skills (comprehension) Grammar</p>	<p><u>Key Text</u> Street Child - Berlie Doherty</p> <p><u>Writing</u> Recount – life in a workhouse. Empathetic writing Writing in character role Poetry Film narrative Explanation of states of matter and separating materials - science Reading skills (comprehension)</p>

<p>Year 6</p>	<p><u>Class Text</u>  The Boy, the Mole, the Fox and the Horse new beginnings – PHSE  Wonder – R J Palacio</p> <p><u>Writing</u>  Information texts - The Octopus  Oktapodi – film clip (fiction)  Diary writing  Fiction – evacuation stories  Fiction - Alma  Celebration of National National Poetry Day Theme: Refuge  Letter writing – formal and informal  Grammar  Reading skills (comprehension)</p>	<p><u>Class Text</u>  The Titanic Detective Agency – Lindsay Littleton</p> <p><u>Writing</u>  Short burst writing based on images – skills development  Journey - Aaron Becker  Non-fiction:  Arguments  Grammar  Persuasion - Iceland linked to Geography  Reading skills (comprehension)</p>	<p><u>Class Text</u>  The Final Year – Matt Goodfellow</p> <p><u>Writing</u>  Moving On  Narrative  Fiction: The Long Walk  The Arrival  Information texts  Recounts - residential  Play scripts/assembly planning  Grammar  Reading skills (comprehension)</p>
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## **Appendix 2: Year by Year Progression Document**

### **Teaching and assessing reading**

At our school we teach children the content of the national curriculum 2014 for reading. The programme of study for each year group is separated into two strands: Word reading and reading (and listening) comprehension.

In foundation stage and KS1, the phonics element of the word reading strand is taught using Little Wandle, Letters and Sounds Revised which is a complete systematic synthetic phonics programme (SSP) developed for schools by schools. This scheme of work meets the core criteria for phonics teaching laid out by the Department for Education.

In all year groups, there are a number of processes, skills and expectations which all children should develop, working with books at their independent level for reading and using good quality, challenging books which are read aloud to them.

### **Year by year objectives and progression statements**

For each year group, the reading comprehension strand of the programme of study is further broken down into comprehension and response.

There is added detail in these aspects to support the progression in skills children need to take in order to become proficient readers by the age of eleven. Key objectives are shown in bold. Additional progression statements beyond the NC 2014 expectations are shown in italics.

### **Key pupil targets**

We believe that children should understand the progress they are making and the steps they need to take. The long list of criteria is for teacher and parent use. We have identified the key learning steps for each year group that should be used as targets. This should be used flexibly, identifying others from the list if these are required.

**NB It is not intended that any of these documents be used as a tick-sheet of skills. Teacher and pupil judgements should be based on how well the child is achieving within each of these aspects and with what level or reading age of text the children is able to do these with.**

## **Processes that run throughout the reading strand of the NC 2014:**

The development of reading is made on the basis of a series of strands:

### **Word reading**

Children should decode using phonics and graphic knowledge (phonics first approach) and through reading common exception or tricky words.

As decoding develops children should learn to read quickly and fluently words they have decoded on several occasions and not decode every word.

### **Reading (and listening) comprehension:**

In this document, this is separated into 2 strands: Comprehension strategies and Response to texts. Within each of these there are generic skills that need to be taught children at all ages and stages need to learn:

#### **Key strands for focus:**

- **Children should be taught to develop pleasure in reading, motivation to read, vocabulary and understanding**
- **Children should listen to and discuss a wide range of poetry, stories and non-fiction including reference books**

### **Comprehension Strategies**

Children should be taught to understand the books they can read and those read aloud to them by

- **Vocabulary:** Understanding vocabulary: developing strategies; recognising what they don't understand
- **Inference:** Develop inference. To understand text reached on the basis of evidence and reasoning
- **Predict**
- **Explain** – explain what the text is about
- **Retrieve-** retrieve information from a text
- **Summarise** in KS2 **Sequence** in KS1

Other strategies we teach are how to:

Question: asking questions and 'wondering' about the text

Visualise: visualising towards developing children's understanding of what they are reading

#### **Children need to:**

- Read aloud and learn: poetry, plays and stories (*and non-fiction texts too*)
- Discuss what they read with other children and adults with developing confidence and independence and in developing detail.
- Listen to stories read aloud by the teacher and understand these, including being encouraged to visualise, make inferences and ask questions as an active listener.

**NB: One of the main key performance indicators for reading achievement is based on the level of text the child can decode and comprehend simultaneously. Bold type in the book bands at the top of each page indicate expected levels for the end of each year. E, D, S indicate the tracking levels levels of Emerging, Developing and Secure (having achieved) the end of year expectation. If a child has mastered the strands appropriate to their year group they will begin to tackle elements from the next year group up. Equally a child may be working within strands for previous years where appropriate.**

NB Key targets of each development stage are indicated in bold.  
 Additional statements not explicit in NC2014 are shown in italics.

Aspect	Target	notes
Word reading	I use phonic knowledge to decode books accurately that have the phoneme / grapheme correspondences in that I know	
	<i>I use phonic knowledge to help me to decode words from RR L17 to RR L18/ BB Turquoise</i>	
	<b>I respond speedily with the correct sound for graphemes for all 40+ phonemes including alternative sounds for graphemes</b>	
	<ul style="list-style-type: none"> <li><i>I can read phase 2 graphemes and words with these in</i></li> </ul>	
	<ul style="list-style-type: none"> <li><i>I can read phase 3 graphemes and words with these in</i></li> </ul>	
	<ul style="list-style-type: none"> <li><i>I can read phase 5 graphemes and words with these in</i></li> </ul>	
	I read exception / tricky words from <i>phase 2 to phase 5</i> and spot unusual letter sound correspondences	
	I read words containing graphemes I know that have endings -s, -es, -ing, -ed, -ed, -er, and -est	
	I read words with more than one syllable that contain graphemes I know	
	<b><i>I check that what I say matches the expected letters and graphemes across the word</i></b>	
Wider decoding skills	I read words with missing letters and understand the apostrophe shows there is a missing letter e.g. I'm, I'll, we'll	
	<i>I try to correct myself "on the run"</i>	
	<i>I repeat words or phrases to check / confirm or problem - solve</i>	
	I re-read sentences and books to build up fluency and confidence in word reading	
	<b><i>I show awareness of a range of punctuation marks</i></b>	
Comprehension strategies	<i>I locate some pages / sections of interest</i>	
	<b>I understand what I read and can retell it in sequence</b>	
	I talk about word meanings and I link new meanings to these	
	<b>I check the text makes sense to me as I read and I self-correct when I make mistakes</b>	
	<b>I make inferences on the basis of what is being done</b>	
Response to text	I am beginning to link what I read or hear read to my own experiences	
	<i>I identify simple features (language / structure) of key stories and simple non-fiction (font styles, labels, titles, captions)</i>	
	I am becoming very familiar with key stories, fairy stories and traditional tales and I can retell them	
	I listen to and discuss a wide range of poems, stories and non-fiction	
	<b>I can explain clearly what I understand when someone reads to me</b>	
I am learning to appreciate rhymes and poems and I can recite some by heart		

NB Key elements of each development stage are indicated in bold.

Additional statements not explicit in NC2014 are shown in italics.

Aspect	Target	notes
Word reading	I use phonic knowledge to decode new text from L21 - L22 (RR) <b>BB Gold</b> automatically and fluently	
	I sound out new words quickly in my head including words with alternative phonemes for graphemes	
	I read words of two or more syllables using a range of graphemes	
	I read words with common suffixes ed, ing, est, er, ful	
	I read a range of common exception / tricky words	
	I say which part of the word is tricky	
	I read most words except new or unfamiliar words without having to sound and blend out loud	
Wider decoding and reading strategies	I check that the text makes sense to me as I read, thinking does it look right and make sense and I correct my mistakes	
	I re-read books with fluency, expression <i>and intonation</i>	
	<i>I am developing my skills to read silently or quietly to myself with increasing speed and independence</i>	
	<i>I use punctuation to help me to read with expression and to keep track of information in longer sentences</i>	
Comprehension strategies	I predict what might happen on the basis of what I have read so far	
	<i>I recall specific information from my reading or look back at the text to find information</i>	
	I discuss the sequence of events in books and how information is related	
	I make simple inferences on the basis of what is being said and done	
	I talk about and clarify the meanings of words, linking new meanings to what I already know	
	I use knowledge I already have to help me to understand text	
	I answer and ask questions about what I read	
Response to text	I listen to and can talk about different poetry, stories and information text including what I like and don't like	
	I explain and discuss my understanding of books, poems and other writing	
	I know and can recite poems with appropriate intonation to make the meaning clear	
	I talk about my favourite words and phrases and identify familiar patterns in language	
	I recognise simple recurring literary language in stories and poems	
	<i>I talk about how non-fiction books are structured e.g. contents, index, glossary, titles, sub title</i>	

NB Key elements of each development stage are indicated in bold. Additional statements not in NC2014 are shown in italics.

Aspect	Target	notes
Word reading	I use my developing understanding about root words, prefixes and suffixes to help me to read aloud with increasing fluency and understanding. I can choose and read books independently from L25-26/ <b>BB Lime</b>	
	I read a wider range of common exception / tricky words	
	<i>I break words into syllables to decode unknown words speedily</i>	
Wider decoding strategies	I notice mistakes I make in my reading <i>using meaning, language structures and visual information</i> and correct myself <i>as a result</i>	
	<i>I use the range of punctuation accurately at the end of the sentence and commas within sentences to help to read with expression and understanding</i>	
	<i>I re-read sentences from the beginning if I stop to decode a difficult word to maintain the sense and my understanding of it</i>	
	<i>I read silently some of the time and am developing better pace in reading</i>	
	<i>I am beginning to sustain interest in longer texts, returning to them easily after a break</i>	
Comprehension strategies	I use my developing knowledge about root words, prefixes and suffixes to help me to understand the meaning of new vocabulary	
	<b>I explain the meaning of words in context</b>	
	<i>I ask about the meanings of words I don't understand</i>	
	<i>I make simple connections within a text between one sentence and the next</i>	
	<i>I can picture characters, settings and events to help me understand a text</i>	
	<i>I use my background knowledge from what I know or have read about to help me to understand</i>	
	I predict what might happen from details that are stated and implied	
	I can retell the gist of what I have read in my own words	
	I find and record information from non-fiction texts	
	<b>I check the text makes sense to me</b>	
	I ask questions (and wonder) to improve my understanding of a text	
	<b>I identify main ideas taken from a paragraph and summarise these</b>	
	<b>I make inferences such as inferring characters' feelings and thoughts from their actions or from what they say</b>	
<i>I find evidence from the text to help me to show my understanding</i>		
Response to text	<b>I understand what I read in books and can discuss this <i>including expressing opinions about what I have read</i></b>	
	<b>I identify themes in a range of books</b>	
	<i>I retell some stories orally</i>	
	I listen to and can discuss a wide range of fiction, poetry, non-fiction and plays	
	I read aloud and perform poems and play scripts showing my understanding through intonation, volume and actions	
	I recognise some different forms of poetry, stories and non-fiction texts	
	<i>I talk about some organisational features of texts</i>	



End of Year 4

Name \_\_\_\_\_

NB Key elements of each development stage are indicated in bold. Additional statements not explicit in NC2014 shown in italics.

Aspect	Target	Notes
Word reading	I can read and access books from L 27-28 RR / BB <b>Brown</b> and <b>Grey</b> independently. I use what I know about root words, prefixes and suffixes to help me to read aloud with fluency, understanding and expression	
	I read a wider range of common exception / tricky words and I can see what makes them tricky	
	<i>I break words into different sized chunks, including syllables, to decode unknown words</i>	
Wider decoding and reading strategies	I notice mistakes I make in my reading and correct them because the text doesn't make sense <i>using meaning, language structure and visual information</i>	
	<i>I use the range of punctuation accurately both at the end of the sentence and within the sentence to help expression, pace, fluency and understanding</i>	
	<i>I am developing my skills to skim read text and scan to find information and ideas</i>	
	<i>I re-read sentences from the beginning if I stopped to decode a difficult word to maintain the sense and my understanding of it</i>	
Comprehension strategies	<b>I use what I know about root words, prefixes and suffixes to help me to understand the meaning of new vocabulary</b>	
	<i>I make sensible predictions about what might happen from details that are stated and implied and can justify my prediction by referring to the story</i>	
	<i>I can picture characters, settings and events to help me understand a text</i>	
	<b>I identify and discuss words and phrases that make the reader interested</b>	
	<b>I explain the meaning of words in context</b>	
	<i>I ask about the meanings of words I don't understand</i>	
	<i>I can retell the gist of what I have read in my own words, showing understanding of inferences</i>	
	I use dictionaries to check the meaning of words I have read	
	<i>I use past experiences, what I have previously read and what I know about to support my understanding</i>	
	<i>I make connections between different pieces of information I read including understanding pronoun links</i>	
	<b>I check the text makes sense to me</b>	
	I identify how language, structure and presentation contribute to meaning	
	I ask questions ( <i>and wonder</i> ) to improve my understanding of a text	
	<b>I identify main ideas taken from more than one paragraph and summarise these in own words</b>	
	<b>I make inferences such as inferring characters' feelings, thoughts and motives from their actions</b>	
<b>I find evidence from the text to help me to support inferences</b>		
Response to reading	<b>I understand what I read in books and can discuss this</b>	
	<b>I find and record information from non-fiction texts</b>	
	<b>I identify themes, structures and some purposes in a wide range of books.</b>	
	I listen to and can discuss a wide range of fiction, poetry, non-fiction and plays	
	I read aloud and perform poems and play scripts showing my understanding through intonation, tone, volume and actions.	
	I recognise some different forms of poetry, stories and non-fiction texts	
	<i>I talk about organisational features of texts</i>	

NB Key elements of each development stage are indicated in bold. - Additional statements not explicit in NC2014 are shown in italics.

Aspect	Target	notes
Word reading	<b>I can read most texts independently including text from RR L 29/30/ BB <b>Dark Blue</b> and <b>Burgundy</b></b> <b>I often apply my knowledge of root words, prefixes and suffixes to help me to read fluently and understand the meaning of new words</b>	
	<i>I break long polysyllabic words into syllables with speed and read across the entire word</i>	
Wider decoding and reading strategies	<i>I read fluently with intonation, expression, appropriate pace and use of pauses to entertain and maintain interest</i>	
	<i>I try to notice mistakes in my reading when reading higher level texts and sometimes correct them because the text doesn't make sense</i>	
	<i>I understand how the meaning of sentences is shaped by punctuation, word order and linking words and phrases (including pronouns) and use the punctuation to help to show this</i>	
	<b>I scan text to find key words and phrases</b>	
	<b>I skim read a text to get the gist of it</b>	
	<i>I know that I sometimes need to reread text carefully to understand it fully</i>	
	<i>I read longer texts with increasing pace and stamina</i>	
Comprehension strategies	<i>I check books make sense to me and can talk about my understanding of significant ideas, events and characters</i>	
	<b>I summarise the key points of a paragraph and the main ideas drawn from more than one paragraph</b>	
	<i>I can give the gist of what I have read in my own words including what I have inferred</i>	
	<b>I recognise that my ideas and visualised images can and do change during the course of reading</b>	
	<b>I explore the meaning of words in context and I ask about the meanings of words I don't understand</b>	
	<i>I predict what might happen from details stated and implied</i>	
	<i>I ask questions (and wonder) to improve my understanding</i>	
	<i>I understand how the language, structure and presentation contribute to meaning</i>	
	<b>I make inferences such as inferring characters' feelings, thoughts and motives from their actions and I can sometimes find evidence to support this</b>	
	<i>I connect the information that I read within paragraphs, across texts and to other books</i>	
Response to text	<b>I sometimes give reasoned justifications for my views based on evidence from the text</b>	
	<i>I am beginning to understand the difference between fact and opinion</i>	
	<b>I identify and discuss themes and conventions in a range of writing</b>	
	<i>I comment on how and why a writer has used certain word choices</i>	
	<i>I read poems and plays aloud and perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience</i>	
	<i>I know a wider range of poetry by heart</i>	
	<i>I recommend books I have read to friends and give reasons for my choices</i>	
	<i>I read and understand texts (paper based and digital) that are structured in different ways and read for a range of purposes and can explain the main purpose of these</i>	
	<i>I make comparisons within and across books commenting on similarities and differences</i>	
	<i>I read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books building on my own and others' ideas</i>	
	<b>I can find, record and present information from non-fiction texts</b>	

NB Key elements of each development stage are indicated in bold. - Additional statements not explicit in NC2014 are shown in italics.

Aspect	Target	notes
Word reading	<b>I can read most texts fluently and with understanding.</b> <b>I apply my knowledge of root words, prefixes and suffixes to help me to read fluently and understand the meaning of new words.</b>	
	<i>I break long polysyllabic words into syllables with speed and read across the entire word.</i>	
Wider decoding and reading strategies	<b><i>I read fluently with intonation and expression, pauses, pace and emphasis to interest and entertain the audience.</i></b>	
	<b><i>I notice mistakes in my reading when reading higher level texts and correct them because the text doesn't make sense.</i></b>	
	<i>I read longer complex sentences using commas, brackets, semi colons, colons and dashes accurately to help me and others to understand.</i>	
	<b><i>I scan text to find key words and phrases and skim read text to get the gist of a passage</i></b>	
	<i>I know that I sometimes need to reread text carefully to understand it fully</i>	
Comprehension strategies	<i>I monitor my reading for sense and can talk in detail about my understanding including giving the gist,</i>	
	<b>I summarise succinctly the key point of a paragraph</b>	
	<b>I summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.</b>	
	<b><i>I recognise that my ideas and visualised images can and do change during the course of reading</i></b>	
	<b><i>I relate what I have read to my personal and literary experiences and wider background knowledge.</i></b>	
	<b>I explore the meaning of words in context and I ask about the meanings of words I don't understand</b>	
	<b>I make inferences such as inferring characters' feelings, thoughts and motives from their actions and justify these with evidence.</b>	
	<b>I give reasoned justifications for my views based on evidence from the text.</b>	
	<b>I predict what might happen from details stated and implied.</b>	
	<b><i>I ask questions (and wonder) to improve my understanding actively looking for answers to these</i></b>	
	<b>I find, record and present information from non-fiction texts</b>	
	<b>I understand how the language, structure and presentation contribute to meaning.</b>	
	<b><i>I draw on detail to give persuasive answers to questions</i></b>	
Response to text	<b><i>I know the difference between fact and opinion and can identify this in a text</i></b>	
	<b><i>I comment on how and why a writer has used certain language, including figurative language (e.g. simile, metaphor, personification)</i></b>	
	<b>I identify and discuss themes and conventions in and across a wide range of writing.</b>	
	<b>I read poems and plays aloud and perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.</b>	
	<b>I know a wider range of poetry by heart.</b>	
	<b>I recommend books I have read to friends and give reasons for my choices.</b>	
	<b>I read and understand texts (paper based and digital) that are structured in different ways and read for a range of purposes and can explain the main purpose of these.</b>	
	<b>I explain and discuss my understanding of what I have read including through presentation and debates, keeping to my focus, using notes where needed.</b>	
<b><i>I make comparisons within and across books commenting on similarities and differences.</i></b>		

At greater depth

Name \_\_\_\_\_

NB Key elements of each development stage are indicated in bold.  
Additional statements not explicit in NC2014 are shown in italics

Aspect	Target	notes
Word decoding and reading	<b>I can read texts fluently and with understanding.</b> <i>I skim and scan effectively and quickly to find or check information</i>	
	I check my understanding to make sure what I have read makes sense	
	I learn new vocabulary, relating it explicitly to vocabulary I know and using context and dictionaries to help me to understand it.	
Comprehension	<b><i>I understand PEE (Point, Evidence, Explanation) in response to questions: I make my point then try to back it up with evidence and examples from the text</i></b>	
	I make <i>simple and complex</i> inference and refer to evidence in the text	
	<b>I uncover different layers of meaning</b>	
	I know how grammar, text structure and organisational features contribute to meaning	
	<i>I retrieve and collate information from a range of sources</i>	
	<b>I explain the impact of the context on the text</b>	
Author purposes, impact on the reader	<b>I use my knowledge of the purpose, audience and context of the writing to support my understanding</b>	
	<b>I discuss how the language choices support the writer’s theme and purpose in non-fiction text</b>	
	<b>I discuss and evaluate how authors' use language and vocabulary, including figurative language (e.g. simile, metaphor, personification) presents meaning</b>	
	<b>I can identify and evaluate techniques the author has used to create mood, feelings, messages and attitudes</b>	
	<b><i>I identify and explain the viewpoint of the author and explain the effect on the reader</i></b>	
	<i>I identify and explain the overall effect of a text on the reader</i>	
	<b><i>I explain how the context of when the text was written influences the meaning</i></b>	
	<i>I am improving my ability to evaluate texts by comparing how different sources treat the same information</i>	
	<b>I read a wide range of fiction and non-fiction including novels, short stories, poems and plays covering wide range of genres, historical periods, forms and authors</b>	
	I extract and evaluate relevant information from more complex texts	
	I show a confident awareness of the effect of the text, with explanation	
	I discuss how structural choices support the writer’s theme and purpose	
	<b>I analyse and evaluate the styles of individual writers and poets, providing evidence and justifying interpretations</b>	
	I recognise a range of poetic conventions and understand how these have been used	
	<b>I articulate personal responses to literature, identifying how and why the texts affect the reader due to the author intent</b>	
	I understand how the work of dramatists is communicated effectively through performance and how alternative staging allows for different interpretations of a play	
I re-read books to make me more familiar with them and give me a basis for making critical comparisons across texts		

## Book Band cross-reference to the national expected standard for reading\*

Year group	School term	Approx. Phonic Phase	Book Band (Book Level)
<b>F2</b> Reception  4 - 5 years	Autumn	2	<b>PINK</b> (1,2)
	Spring		<b>RED</b> (3,4,5)
	Summer	3	
<b>1</b>  5 - 6 years	Autumn	3/4	<b>YELLOW</b> (6,7,8)
		4/5	<b>BLUE</b> (9,10,11)
	Spring	5	<b>GREEN</b> (12,13,14)
	Summer	5/6	<b>ORANGE</b> (15,16)
			<b>TURQUOISE</b> (17,18)
<b>2</b>  6 - 7 years	Autumn	6	<b>PURPLE</b> (19,20)
	Spring		<b>GOLD</b> (21,22)
	Summer		
<b>3</b>  7 - 8 years	Autumn	-	<b>WHITE</b> (23,24)
	Spring		<b>LIME</b> (25,26)
	Summer		
<b>4</b>  8 - 9 years	Autumn	-	<b>BROWN</b> (27)
	Spring		
	Summer		
<b>5</b>  9 - 10 years	Autumn	-	<b>GREY</b> (28)
	Spring		<b>DARK BLUE</b> (29)
	Summer		
<b>6</b>  10 - 11 years	Autumn	-	<b>BURGUNDY</b> (30)
	Spring		
	Summer		

Books with a reading challenge beyond **BURGUNDY** are Book Banded **BLACK**

Poetry is Book Banded **CREAM**

\*For teacher assessment consideration must be given to the full range of Reading Objectives derived from the Book Band Learning Objectives  
Which Book and Why ISBN 978-1-78277-022-0, EYFS, Early Learning Goals, P Scales and the National Curriculum Programme of Study



Book Band & Book Level	<h2 style="text-align: center;">Reading Objectives</h2> <p style="font-size: small; text-align: center;">           ^ Cross-referenced with EYFS 30-50 month    ~ Cross-referenced with EYFS 40-60 months    ⤴ Cross-referenced with Early Learning Goals            P Cross-referenced with Performance – P Scales – attainment targets with special educational needs Dec 2015            * Derived from Book Banding Learning Opportunities <i>Which Book and Why</i> ISBN:978-1-78277-022-0            # Cross-referenced with the National Curriculum Programme of Study - statutory requirements for reading Years 1-6         </p>		Developing	Achieved
<b>1 Pink</b> (1, 2)	1	locate the title * ^		
	2	open front cover * ^ P7		
	3	turn pages appropriately * ^ P6		
	4	understand that left page comes before right * ^ P7		
	5	understand that we read print from left to right * ~ P7		
	6	match spoken to printed word (one-to-one correspondence) across 2-3 lines of print * ~		
	7	confirm this matching using a few known words or letters * ~ P8		
	8	read simple CVC words * ~ P8		
	9	show some awareness of mismatches between reading attempts and the printed text * ~		
	10	work out the storyline by gathering information from illustrations and repeated language patterns * ~ ⤴ P7		
<b>2 Red</b> (3, 4, 5)	1	locate and recall title *		
	2	consolidate secure control of one-to-one matching on a wide range of texts *		
	3	use known words to check and confirm reading * ~ ⤴		
	4	solve simple words by blending phonemes from left to right and check for meaning and correct syntax * ~ ⤴		
	5	begin to notice own errors *		
	6	start to read in a more phrased manner while maintaining track of the print *		
	7	repeat words, phrases, or sentences to check, confirm, or modify own reading *		
<b>3 Yellow</b> (6, 7, 8)	1	follow print with eyes, finger-pointing only at points of difficulty *		
	2	take more note of punctuation to support use of grammar and oral language rhythms *		
	3	cross-check all sources of information while reading, and sometimes self-correct *		
	4	note familiar words and phonemes and use these to get to unknown words * #1		
	5	search for information in print to attempt and confirm new words while reading * #1		
	6	notice relationships between one text and others *		
	7	link what I read or hear to my own experiences #1		
	8	recognise and join in with predictable phrases #1		
	9	read accurately by blending sounds in unfamiliar words containing GPCs that have been taught #1		
	10	read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word #1		
	11	read other words of more than one syllable that contain taught GPCs #1		
	12	re-read books to build up fluency and confidence in word reading #1		



<b>4 Blue</b> (9, 10, 11)	1	move through text attending to print, meaning and sentence structure flexibly * #1		
	2	self-correct more often *		
	3	solve new words using print information and understanding of the text to try alternative pronunciations where appropriate * #1		
	4	re-read to enhance phrasing and clarify precise meaning * #1		
	5	identify constituent parts of unfamiliar two-syllable words to read correctly * #1		
	6	discuss content of the text in a manner that indicates precise understanding * #1		
	7	manage a greater variety of text genre and become familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics * #1		
	8	learn to appreciate rhymes and poems and recite some by heart * #1		
	9	draw on what I already know or on background information and vocabulary provided by the teacher * #1		
	10	participate in discussion about what is read to them, taking turns and listening to what others say * #1		
	11	explain clearly their understanding of what is read to them * #1		
<b>5 Green</b> (12, 13, 14)	1	discuss the significance of the title and events * #1		
	2	read fluently with attention to punctuation *		
	3	solve new words using print detail while attending to meaning and syntax *		
	4	self-correct on-the-run * #1		
	5	automatically track additional lines of print visually and without difficulty *		
	6	manage effectively a growing variety of texts, including non-fiction * #1		
	7	discuss and interpret character and plot more fully * #1		
	8	use contents page and glossary in non-fiction books and locate information *		
	9	discuss word meanings, linking new meanings to those already known #1		
	10	read words with contractions (e.g. I'm, I'll, we'll) and understand that the apostrophe represents the omitted letter(s) #1		
	11	read words containing taught GPCs and -s, -es, -ing, -ed, -er, and -est endings #1		
<b>6 Orange</b> (15, 16)	1	get started on fiction after briefer introductions and without relying so heavily on illustrations *		
	2	examine non-fiction layout and use the contents page to select which sections of a book to read *		
	3	read longer phrases and more complex sentences *		
	4	attend to a greater range of punctuation and text layout *		
	5	cross-check information from print, meaning, syntax and self-correct on-the-run * #1		
	6	search for and use familiar syllables within words to read longer words * #1		
	7	infer meaning from text * #1		
	8	check information in text with illustrations, particularly in non-fiction and comment on content *		
	9	begin to use appropriate terminology when discussing different types of text * #1		

SoR17-18-A2



<b>7 Turquoise</b> (17, 18)	1	extract meaning from the text while reading with less dependence on illustrations * #1		
	2	approach different genres with increasing flexibility * #1		
	3	use punctuation and text layout to read with a greater range of expression and control *		
	4	sustain reading through longer sentence structures and paragraphs *		
	5	tackle a higher ratio of more complex words using known vocabulary, phonic knowledge and syllables * #1		
	6	monitor own reading, checking and self-correcting while considering text meaning * #1		
	7	navigate around alphabetically ordered texts such as indexes, glossaries and dictionaries *		
<b>8 Purple</b> (19, 20)	1	look through a variety of fiction and non-fiction with growing independence to predict content, layout and story development * #2		
	2	adapt to fiction, non-fiction and poetic language with growing flexibility * #2		
	3	become increasingly familiar with and retell a wider range of stories, fairy stories and traditional tales #2		
	4	read silently or quietly at a more rapid pace, taking note of punctuation and using it to keep track of longer sentences * #2		
	5	begin to make more conscious use of reading to extend speaking and writing vocabulary and syntax * #2		
	6	discuss the sequence of events and how items of information are related #2		
	7	understand the books I read and listen to by drawing on what I already know or on background information and vocabulary provided by the teacher #2		
	8	check that text makes sense as I read and correct inaccurate reading #2		
	9	make inferences on what is being said and done #2		
	10	answer and ask questions #2		
	11	discuss the meanings of words linking new meanings to known vocabulary #2		
	12	take more conscious account of literary effects used by fiction writers, and the formal language of different types of non-fiction *		
	13	continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear #2		
	14	solve most unfamiliar words on-the-run by blending less common digraphs and recognising alternative spellings to read longer and more complex words * #2		
	15	read words containing common suffixes #2		
	16	read most words quickly and accurately #2		
<b>9 Gold</b> (21, 22)	1	look through a variety of books with growing independence to predict content and story development and make full use of non-fiction layout * #2		
	2	read silently or quietly at more rapid pace, taking note of punctuation and using it to keep track of longer sentences *		
	3	solve most unfamiliar words on-the-run by blending less common digraphs and recognising alternative spellings to read longer and more complex words * #2		
	4	discuss favourite words and phrases #2		
	5	adapt to fiction, non-fiction and poetic language with growing flexibility * #2		
	6	take more conscious account of literary effects used by writers * #2		
	7	make more conscious use of reading to extend speaking and writing vocabulary and syntax * #2		
	8	discuss and clarify meanings of words, linking new meanings to known vocabulary * #2		
	9	locate and interpret information in non-fiction * #2		
	10	listen to, discuss and express views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently #2		
	11	participate in discussion about books, poems and other works that are heard and read, taking turns and listening to what others say #2		
	12	explain and discuss understandings of books, poems and other material, that is heard and read #2		

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<b>10 White</b> (23, 24)	1	read silently most of the time *		
	2	sustain interest in longer text, returning to it easily after a break *		
	3	use text more fully as a reference and as a model * #3/4		
	4	search for and find information in texts more flexibly * #3/4		
	5	express reasoned opinions about what is read and compare texts * #3/4		
	6	offer and discuss interpretations of text * #3/4		
	7	listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference or text books #3/4		
	8	be familiar with a wide range of books, including fairy stories, myths and legends and retell some of these orally #3/4		
	9	ask questions to improve understanding of a text #3/4		
	10	predict what might happen from details stated and implied #3/4		
	11	talk with others about what has been read or heard, taking turns and listening to what others say #3/4		
	12	notice the spelling of unfamiliar words and relate to known words * #3/4		
	13	show increased awareness of vocabulary and precise meaning * #3/4		
	14	discuss words that capture interest and imagination #3/4		
	15	apply a growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in <u>English Appendix 1</u> , both to read aloud and to understand the meaning of new words they meet #3/4		
	16	read further exception words, noting the unusual correspondences between spelling and sound and where they occur in the word #3/4		
<b>11 Lime</b> (25, 26)	1	use experience of reading a variety of material to recognise text type and predict layout and general content * #3/4		
	2	read silently most of the time, adjusting speed of reading to suit material - monitoring the precise meaning *		
	3	return to make different interpretations of dialogue, more complex sentences, unfamiliar language etc. * #3/4		
	4	sustain interest in longer texts, returning easily to them after a break *		
	5	make use of blurbs, chapter headings, glossaries, indexes and procedural texts to search for and locate information quickly and accurately * #3/4		
	6	take note and devise ways to remember the meaning and spelling of unfamiliar words * #3/4		
	7	express reasoned opinions about what is read and compare texts * #3/4		
	8	investigate and identify the styles and voice of a range of different text types including plays, poetry, narrative, procedural and explanatory texts * #3/4		
	9	sustain meaning over several phrases and inserted clauses to fully comprehend the writer's message in longer and more complex sentence *		
	10	draw inferences such as inferring characters' feelings, thoughts and motives from their actions and justifying inferences with evidence #3/4		
	11	apply a growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in <u>English Appendix 1</u> , both to read aloud and to understand the meaning of new words they meet #3/4		
	12	read further exception words, noting the unusual correspondences between spelling and sound and where they occur in the word #3/4		

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<b>12 Brown (27)</b>	1	check that text makes sense, discuss understanding and explain meaning of words in context #3/4 & 5/6		
	2	identify the main ideas drawn from more than one paragraph and summarise #3/4		
	3	recognise different forms of poetry (for example free verse, narrative poetry) #3/4		
	4	identify how language, structure and presentation contribute to meaning #3/4 & 5/6		
	5	identify themes and conventions in a wide range of books and writing #3/4		
	6	prepare poems and play scripts to read aloud and perform, showing understanding through intonation, tone, volume and actions #3/4		
	7	apply a growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in <u>English Appendix 1</u> , both to read aloud and to understand the meaning of new words they meet #3/4 & 5/6		
	8	read further exception words, noting the unusual correspondences between spelling and sound and where these occur in the word #3/4		
<b>13 Grey (28)</b>	1	draw inferences such as inferring from character's feelings, thoughts, motives, actions and justify inferences with evidence #5/6		
	2	read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction, reference or text books #5/6		
	3	continue to read books that are structured in different ways and read for a range of purposes #5/6		
	4	predict what might happen from details stated and implied #5/6		
	5	summarise the main ideas drawn from more than one paragraph, identifying key details that support summary #5/6		
	6	apply a growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in <u>English Appendix 1</u> , both to read aloud and to understand the meaning of new words they meet #5/6		
<b>14 Dark Blue (29)</b>	1	make comparisons within and across books #5/6		
	2	distinguish between statements of fact and opinion #5/6		
	3	ask questions to improve understanding #5/6		
	4	increase familiarity with a wide range of books including myths, legends and traditional stories, modern fiction, fiction from our literary heritage and books from other cultures and traditions #5/6		
	5	participate in discussions about books that are heard and read building on own and others ideas and challenging views cautiously #5/6		
	6	learn a wider range of poetry by heart #5/6		
	7	apply a growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in <u>English Appendix 1</u> , both to read aloud and to understand the meaning of new words they meet #5/6		
<b>15 Burgundy (30)</b>	1	identify and discuss themes and conventions in and across a wide range of writing #5/6		
	2	discuss and evaluate how authors use language including figurative language considering the impact on the reader #5/6		
	3	explain and discuss understanding of what is read including through formal presentations and debate maintaining focus on the topic and using notes where necessary #5/6		
	4	provide reasoned justifications for views #5/6		
	5	recommend books to peers, giving reasons for choices #5/6		
	6	prepare poems and plays to read aloud and perform, showing understanding through intonation, tone and volume so that the meaning is clear to audience #5/6		
	7	apply a growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in <u>English Appendix 1</u> , both to read aloud and to understand the meaning of new words they meet #5/6		



## Label Reading prompts for Reading Diaries

### PINK

- understand stories make sense and sound right
- find the title, turn the pages, start reading on the left
- read each word as they point to them
- guess what might happen in a book
- use what they know about letter sounds to read words
- ✓ ask them about the story and talk about the pictures
- ✓ say 'Where do we start reading?'
- ✓ let them hold the book and turn the pages themselves
- ✓ if they get stuck ask, 'what would make sense?' or say, 'sound it out' or 'go back and try again'
- ✗ adults interrupting and pointing is not helpful

### YELLOW

- listen to their reading, notice mistakes and correct
- use their eyes to follow the sentence
- make the reading sound interesting using punctuation
- relate the story to own experiences and other stories
- retell the story in detail
- ✓ say, 'You said ... Did that sound right? Fix it!'
- ✓ show different ways to read new words: what word would fit, sound it out, chunk it – play/ing, to/day
- ✓ ask, 'What might happen next?'
- ✓ let them read the book again to make it sound smooth
- ✗ using a finger to point can make reading sound robotic

### GREEN

- read different sorts of books – fiction and non-fiction
- read at good speed using punctuation and expression
- retell a story and be able to talk about the title, main events and the characters
- use the contents page and glossary in non-fiction
- talk about new words and what they mean
- ✓ say, 'Does it make sense, sound right **and** look right?'
- ✓ ask how the characters felt or why things happened
- ✓ show how reading at a good pace makes it interesting
- ✓ check they understand the ideas in non-fiction books
- ✗ telling them they should 'know a word' only helps if they have learnt it or solved it before

### TURQUOISE

- understand everything that is being read without relying on illustrations
- read different types of books with a full page of text
- read with a range of expression by paying attention to punctuation and text layout
- read more unusual words while checking the meaning
- use alphabetical order to find information
- ✓ ask, 'Has that ever happened to you?'
- ✓ talk together about books they have read or heard
- ✗ don't ask them to read unusual words in a list – it is best to read unusual words in text

### RED

- make sure it makes sense and sounds right
- make the reading sound like talking – not like a robot
- find the title, turn the pages, start reading on the left
- read words they know automatically
- re-tell the story including all the main parts
- ✓ if the reading doesn't make sense ask them what they can do to fix it
- ✓ if they get stuck say, 'go back and try that again' or 'sound it out'
- ✗ telling them about **all** their mistakes is un helpful

### BLUE

- read longer and more complicated books
- be able to say why they like or don't like the book
- take turns to talk about a wide range of stories
- notice and fix mistakes quickly
- re-read to make it make sense and sound like talking
- ✓ ask, 'What's your favourite part?, 'Why?'
- ✓ say, 'Check it', 'Does it make sense **and** look right?'
- ✓ tell them to go back and try it again to check
- ✓ show how punctuation changes the way you read
- ✗ sounding out some words is not helpful – *said, was, come*

### ORANGE

- read longer books/stories with fewer pictures
- check that what is being read makes sense, sounds right and looks right without adult help
- notice punctuation and how the book is set out
- break longer words into chunks i.e. yes/ter/day
- know that they need to 'read between the lines' and use clues to understand the story
- ✓ find and talk about information from non-fiction books
- ✓ talk about unusual words and their meaning - *glacier*
- ✓ ask what sort of book it is – fiction, non-fiction, poetry
- ✓ look for words within words i.e. playground
- ✗ sounding out all the letters in long words does not help

### PURPLE

- guess what a book might be about before reading and ask questions when reading
- notice familiar phrases in different books - *Once upon a time, One day, Long ago*
- read quietly or silently at a good speed noticing and correcting errors
- work out unknown words quickly
- notice books can be set in different times and places
- ✓ ask, 'Why did the writer use this word?'
- ✓ talk about how the writer wanted you to feel
- ✗ be careful – they may sometimes read unfamiliar words but may not know their meaning

SoR17-18-A3



## GOLD

- know what a book is about, from looking at the title, sub-headings and layout
- independently find information in non-fiction books
- read silently or quietly at a fast speed using punctuation to support understanding
- be able to solve new or unfamiliar words fast
- talk about what has been read, taking turns and listening to others
- ✓ ask, 'What have you learnt from the book?'
- ✓ say, 'Find the part of the story where...'
- ✗ reading all the words correctly but not listening to what is being read is unhelpful

## LIME

- recognise text types, predict layout, general content
- read silently, asking questions to monitor meaning - returning easily to a text after a break
- rerun more complex sentences and unfamiliar language to understand and interpret meaning
- make use of blurbs, chapter headings, indexes and glossaries to find information quickly and accurately
- express reasoned opinions about what is read
- ✓ ask, 'Which part of the book tells you about...?'
- ✓ ask, 'Tell me why he or she did that.'
- ✗ they may understand all the words but not the story

## GREY

- search text by scanning to find detail
- identify words that are used to give effect
- relate information from one text to another
- read between the lines to discover a character's feelings, thoughts, motives from what they say and do
- read and discuss a wide range of fiction, poetry, plays, non-fiction, reference or text books
- ✓ say, 'Find the part that tells you....' or 'Where in the story does the author make you think...'
- ✓ ask, 'What is the main idea on this page or chapter?'
- ✗ although students often prefer a particular type of book they need encouragement to read a range of books

## BURGUNDY

- recommend books and give reasons for their choices
- identify and discuss themes, conventions and language across a range of books
- read and perform plays and poems showing understanding and making meaning clear to others
- follow the stages of a process or argument
- ✓ ask, 'Find more than one reason to support your opinion'
- ✓ ask, 'Why would you recommend this book to others?'
- ✗ don't assume that everything 'read' is understood

## WHITE

- read silently most of the time, noticing new words and thinking about their meaning
- read for longer periods of time and return to a book after a break – remembering what has happened
- notice the spelling patterns of unfamiliar words
- talk with others about what has been read
- think what might happen from what has been read
- ✓ say, 'Find the word that means...'
- ✓ ask, 'What words were used to describe...?'
- ✗ be careful – how you feel about a book may not be how the student feels. We all like different things

## BROWN

- read and search longer texts for detailed information looking at language, structure and presentation
- use the context of the story to work out meanings of unfamiliar words and discuss understanding
- summarise the ideas from more than one paragraph
- find specific information from non-fiction texts
- read and perform plays and poems
- ✓ ask, 'What makes you think/feel...?'
- ✓ encourage them to ask questions as they read the text
- ✗ but don't assume that answering questions means they understand the real meaning of the text

## DARK BLUE

- make comparisons within and across books
- ask questions to themselves and others to improve understanding
- understand the difference between fact and opinion
- read a wide range of books – myths, legends, traditional stories, modern fiction, books from their own culture and the culture of others
- ✓ encourage them to ask or use reference resources when they are unsure about unfamiliar vocabulary
- ✓ discuss what is read to build on and challenge their ideas
- ✗ don't assume that all cultural references are understood

### Reading targets from the National Curriculum and Which Book and Why ISBN: 978-1-78277-022-0

PINK RED YELLOW BLUE GREEN ORANGE TURQUOISE PURPLE  
GOLD WHITE LIME BROWN GREY DARK BLUE BURGUNDY

- this tells parents, carers and Reading Buddies what the child needs to learn as they read a particular colour banded book. Adults/Buddies need to **praise** when the child does these things well
- ✓ this gives parents and carers ideas about how to help their child
- ✗ this highlights things which are not useful

**Remember reading should be enjoyable and fun.**

**Label size = 99mm x 68mm 8 per A4 sheet**