

Our Intent

At Langtoft Primary School we aim to provide pupils with the knowledge and understanding needed to develop their fluency, **confidence** and enjoyment in reading to enable each child to read a wide range of texts at an age-appropriate level.

Reading is at the heart of our whole curriculum and is given high priority so that each child has the skills to be able to access all areas of the full curriculum.

It is our intent that by the end of Year Six, pupil's reading will be sufficiently fluent and effortless for them to be able to manage the general demands of the curriculum in Year Seven, across all subjects.

As well as teaching children how to read we aim to inspire and foster a life-long love of reading as we know 'there is a proven positive relationship between reading frequency, reading enjoyment and attainment.' (Clark, 2011)

The overarching aim for English in the National Curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written language, and to develop their love of literature through widespread reading for enjoyment.

The National Curriculum for Reading aims to ensure that all pupils:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading
- appreciate our rich and varied literary heritage

At Langtoft Primary School we aim for all children to:

- access high-quality texts linked directly to our curriculum and our wider curriculum so that they develop into **ambitious** readers and thinkers;
- be **confident** to select, read fluently and discuss a wide range of text types and genres with understanding;
- develop **consideration** and **respect** for others through access to diverse texts, which give the children opportunity to investigate other lives, worlds and perspectives. Children will understand and have empathy for the values, beliefs, rights and opinions of others:
- be **independent** learners who read for pleasure and develop a thirst for life-long learning;
- see themselves represented in the books they choose;
- develop **cooperation** to work together as a team to learn and succeed by providing encouragement to others through praise and positivity;
- be **resilient** when facing challenges and try their best in order to overcome them.

Implementation

Foundation Stage and Key Stage 1 (until children are fluent readers)

- Reading gets off to a strong start in Reception. Read Write Inc is used as our systematic synthetic phonics programme because it is a fast paced, rigorous and structured. (See our Phonics Policy for more information).
- High-quality phonics is taught **daily** in Reception and KS1 until the Y2 children come off the programme and move onto whole class reading with a focus on comprehension. Children practice independent reading daily.
- Read Write Inc implementation is monitored by Ms Bytheway, the Reader Leader to ensure consistency and effectiveness.
- Children are formally assessed by the Reader Leader and regrouped according to progress at least once per termlet. Children may move groups before this if they are showing faster progress.
- We have a 'keep up not catch up' motto and intervention is put in place immediately if needed.
- We have invested in a brand-new Read Write Inc reading scheme to ensure that all books sent home perfectly match the sounds the child knows and has been taught at school. Once reading Red Ditties the children take home three books to read at home. One is their storybook chosen for enjoyment, one is a copy of the exact RWI text they have read at school that week and the other is a Read Write Inc Book Bag Book that will provide extra practice and ensure the child makes faster progress. All children on the RWI scheme do this.
- In FS all children are heard read individually at least once a week by the teacher or TA. Homework sheets are sent home so that the parents know which sounds have been taught and are therefore able to support at home.
- All children choose a high-quality book of their choice from the class book corner to share/ read at home. Adults support with this. All books in book corners/ class libraries are worthy of being read aloud.
- Teachers/ TAs read aloud high-quality texts to children **daily**. In FS and KS1 familiar books are reread often. Children have the opportunity to vote for their end of the day story.
- Parents as partners- September Reading Workshop to teach the parents the correct pronunciation of Set 1 speed sounds. We explain Fred talk, red words, how to support at home and give handouts to refer to. We also discuss the importance of reading to their child.
- Second Reading Workshop to teach the correct pronunciation of Set 2 sounds as well as explaining the next steps in the progress groups e.g. how to blend words with four or five sounds. We discuss how to share stories with their child to develop their comprehension skills and continue to foster a love of books and reading.
- In Y1, in addition to the 6-week assessments, the class teacher undertakes a phonics screening check mock three times a year to assess, plan and review class progress.
- Once a child has completed the RWI programme they move onto Oxford Reading Tree books which have been assessed by the class teacher as being the correct stage. Adults in school listen to individual readers and check their understanding of the text. The frequency of this is dependent on the stage the child is and the progress they are making. When fluency and comprehension are accurate, they are moved up to the next stage.
- Pupils with SEN or PPG are given additional 1:1 intervention supported by either the class teacher or teaching assistant. They are also listened to read individually more frequently.

Ambition ~ Independence ~ Cooperation ~ Consideration ~ Confidence ~ Resilience ~ Respect



Key Stage 2

- Teachers select high-quality texts that are appropriate for their class (age-appropriate, challenging vocabulary, appropriate theme, allows children to see themselves reflected in the text and to have the opportunity to investigate other lives, worlds and perspectives). A mixture of fiction, non-fiction and poetry is used.
- High-quality texts are read aloud **daily** by an adult to the whole class, modelling fluency, correct pace, intonation, expression and volume.
- Children participate in discussions about texts as a class or in talking pairs.
- Fluency is a priority- children are assessed using 60 second reads at least three times per year. Children should be 90-120wpm with accuracy, automaticity and prosody.
- Echo reading takes place as a whole class to increase children's confidence.
- Children are taught how to answer different types of questions based on the content domains: vocabulary, inference, prediction, explanation, retrieval and sequencing/ summarising. We have a whole school approach to this using VIPERS. Strategies are modelled and support is gradually reduced as pupils take increasing responsibility. Each class has a VIPERS display to refer to.
- Reading comprehension relies on background knowledge- our carefully sequenced curriculum should allow children to gain the necessary knowledge.
- Teachers model inference-making by 'thinking out loud'.
- Strategies are used to develop the children's understanding of new vocabulary e.g. Frayer model. Complex vocabulary is explicitly pre-taught.
- Words relating to topics are displayed in the classroom and discussed with the children.
- Reading takes place across the curriculum- pre-teaching other areas of the curriculum or filling gaps in children's knowledge through choice of text.
- Increasing reading mileage- children read independently **daily**.
- Children are actively encouraged to read at home- levelled book and free choice from class selection. We also encourage parents to read to their child.
- Regular quality assessment to identify what the child needs support with and put in place the appropriate intervention. We use PIRA assessments to generate diagnostics about strengths and weaknesses to inform teacher planning.
- Barrington Stoke reading books are available for children diagnosed dyslexic or identified as requiring quality first teaching techniques – coloured overlays, tracking exercises, wider line spacing.
- Regular visit to the KS2 library to borrow books or magazines to read for pleasure.
- Informal book talk takes place regularly so that teachers know children's reading practices and can use their knowledge of children's literature to make recommendations.
- Social reading environments are being developed to encourage reading for pleasure during the school day. Each teacher has a selection of 'special' treasured texts for the children to borrow, which changes termly.

KS2 daily 30 minute reading lessons consist of :

1. The **teacher reading aloud** (modelling fluency, correct pace, intonation, expression and volume)
2. **Pupils reading** (usually paired reading, repeated reading, or echo reading- research shows 'round robin' to be least effective)
3. **The teacher modelling and explaining**- 'thinking aloud' (sharing a piece of linked knowledge, briefly explaining new vocabulary, commenting on unexpected plot twist, connecting to pupils' own experiences, etc). Teachers ensure pupils have the background knowledge required and teach new vocabulary explicitly.
4. **Questioning** (this may be a verbal discussion- which could be followed by written notes or written questions using VIPERS/ SATs style)

This is in addition to a **timetabled daily story time** where the adult reads to the class for pleasure and **daily independent reading time** where the children have the opportunity to read to themselves.

Reading lessons need to create readers, not just children who can read.

Children should have a diet of whole texts- teachers refer to the year group reading spine. During reading lessons usually at least three lessons out of five will focus on the class text, with extracts being used in the other sessions if appropriate.

Displaying books in class:

- 30-50 reading for pleasure books
- Some front-facing
- Box of treasured texts/ special teacher selection
- Wide range of text types- fiction, non-fiction and poetry
- Topic books

Displays:

- Photo of Reading Ambassadors on classroom doors
- Door display showing what the adults in class are reading (reading role models)- these should be discussed with the class.
- Recommended reads display with input from the children
- A shelf displaying class text
- Speed sound charts in FS/ KS1 and VIPERS to refer to in KS2

Progression in Reading

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Word reading – phonics and decoding	<p>Develop phonological awareness, so that they can:</p> <ul style="list-style-type: none"> spot and suggest rhymes recognise words with the same initial sound Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by sound-blending. 	<ul style="list-style-type: none"> apply phonic knowledge and skills to decode words and read them aloud accurately recognise Set 2 sounds and decode words with them in by Dec. Recognise most Set 3 sounds and decode words with them in by May respond speedily, giving the correct sound to graphemes for all of the 40+ phonemes by the end of Y1 read words containing -s, -es, -ing, -ed and -est endings read words with contractions, e.g. I'm, I'll and we'll read words of more than one syllable that contain taught GPC's 	<ul style="list-style-type: none"> continue to apply phonic knowledge and skills as the route to decoding words until automatic decoding has become embedded and reading is fluent read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes. Be confident with all taught graphemes accurately reading most words of two or more syllables read most words containing common suffixes 	<ul style="list-style-type: none"> use phonic knowledge to decode quickly and accurately (may still need support to read multi-syllabic words) reread books to build up fluency and confidence in word reading apply growing knowledge of root words and prefixes, including in-, im-, il-, ir-, dis-, mis-, un-, re-, sub-, inter-, super-, anti- and auto- to read aloud apply growing knowledge of root words and suffixes/word endings, including -ation, -ly, -ture, -sure, -sion, -tion, -ssion and -cian, to read aloud and understand the meaning of new words. 	<ul style="list-style-type: none"> read most words fluently, attempting to decode any unfamiliar words with increasing speed and skill apply knowledge of root words, prefixes and suffixes / word endings to read aloud fluently and understand the meaning of new words. 	<ul style="list-style-type: none"> read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill apply growing knowledge of root words, prefixes and suffixes/ word endings, including -sion, -tion, -cial, -tial, -ant/-ance/-ancy, -ent/-ence/-ency, -able/-ably and -ible/ibly, to read aloud fluently and understand the meaning of new words. 	<ul style="list-style-type: none"> read fluently with full knowledge of all Y5/ Y6 exception words, root words, prefixes, suffixes / word endings decode any unfamiliar words with increasing speed and skill and understand the meaning of new words.



Word reading – common exception words	<ul style="list-style-type: none"> reads some common exception words matched to RWI 	<ul style="list-style-type: none"> reads Y1 common exception words noting unusual correspondences between spelling and sound and where these occur in words 	<ul style="list-style-type: none"> reads Y1 and Y2 common exception words, noting unusual correspondences between the spelling and sound and where these occur in the word 	<ul style="list-style-type: none"> beginning to read Y3/Y4 exception words 	<ul style="list-style-type: none"> reads Y3/Y4 exception words, discussing the unusual correspondences between the spelling and sound and where these occur in the word 	<ul style="list-style-type: none"> reads most Y5/ Y6 exception words, discussing the unusual correspondences between the spelling and sound and where these occur in the word 	
Word reading – fluency	<ul style="list-style-type: none"> Fred in head and become speedy with taught green words. Keep in line with RWI expectations. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. 	<ul style="list-style-type: none"> accurately reads texts that are consistent with their developing phonic knowledge, that do not require them to use other strategies to work out words re-reads texts to build up fluency and confidence in word reading keep in line with RWI expectations. 	<ul style="list-style-type: none"> read aloud books (closely matched to their improving phonic knowledge), sounding out unfamiliar words accurately, automatically and without overt sounding and blending re-reads books to build up fluency and confidence in word reading Keep in line with RWI expectations. 	<ul style="list-style-type: none"> Fluency is still a focus as the texts the children read become increasingly challenging. Word reading should support the development of vocabulary. Fluent readers demonstrate automaticity in recognising words, allowing them to focus on comprehension and deeper understanding of the content. 			
Vocabulary	<ul style="list-style-type: none"> engage in extended conversations about stories, learning new vocabulary. talk about what words mean and 	<ul style="list-style-type: none"> talk about what words mean and learn new vocabulary in order to understand what has been read 	<ul style="list-style-type: none"> talk about what words mean and learn new vocabulary in order to understand what has been read 	<ul style="list-style-type: none"> Talk about what words mean and learn new vocabulary in order to understand what has been read discuss and 	<ul style="list-style-type: none"> check meanings of words using teacher prepared definitions explain the meaning of words and know how to use in the 	<ul style="list-style-type: none"> check meanings of words using teacher prepared definitions explain the meaning of words and know 	<ul style="list-style-type: none"> check the book makes sense, discussing and exploring the meaning of words in context use dictionaries to check the

	<p>learn new vocabulary in order to understand what has been read</p> <ul style="list-style-type: none"> • use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. 	<ul style="list-style-type: none"> • make links to words already known 	<ul style="list-style-type: none"> • discuss and clarify the meaning of words, linking new meanings to know vocabulary 	<p>clarify the meaning of words, linking new meanings to known vocabulary</p> <ul style="list-style-type: none"> • check meanings of words using teacher prepared definitions • explain the meaning of words used in a familiar context • discuss how adjectives, nouns and verbs have been used to build a picture for the reader 	<p>correct context</p> <ul style="list-style-type: none"> • write own definitions for words • use dictionaries to check the meaning of words read • discuss how word and phrases have been used to build a picture for the reader. 	<p>how to use in the correct context</p> <ul style="list-style-type: none"> • ask questions to improve understanding of vocabulary • explain the meaning of words in context (asking questions, checking word meanings) • write own definitions for words • use dictionaries to check the meaning of words read • discuss how word and phrases have been used to build a picture for the reader. 	<p>meaning of words read</p> <ul style="list-style-type: none"> • ask questions to improve understanding of vocabulary • discuss how words and phrases have been used to build a picture for the reader. • discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.
Range of reading	<ul style="list-style-type: none"> • listen to and discuss a wide range of fiction, non-fiction and poetry at a level beyond that at which they can read independently 	<ul style="list-style-type: none"> • listen to and discuss a wide range of fiction, non-fiction and poetry at a level beyond that at which they can read independently 	<ul style="list-style-type: none"> • participate in discussions about books, poems and other works that are read to them (at a level beyond at which they can reading independently) and those that they can read for themselves, 	<ul style="list-style-type: none"> • recognise, listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks • read books that are structured in different ways and reading for a 	<ul style="list-style-type: none"> • recognise, listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks • read books that are structured in different ways and reading for a 	<ul style="list-style-type: none"> • continue to recognise, listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks • read books that are structured in different ways 	<ul style="list-style-type: none"> • continue to recognise, listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks • read books that are structured in



			<p>explaining their understanding and expressing their views</p> <ul style="list-style-type: none"> become increasingly familiar with, and retell a wide range of familiar stories in the correct sequence 	range of purposes	range of purposes	and reading for a range of purposes	different ways and reading for a range of purposes
Familiarity	<ul style="list-style-type: none"> recognise and join in with predictable phrases become very familiar with key stories that the adult reads to them 	<ul style="list-style-type: none"> recognise and join in with predictable phrases become very familiar with key stories, fairy stories and traditional tales, retelling them in the correct sequence and considering their particular characteristics 	<ul style="list-style-type: none"> read for pleasure and become increasingly familiar with a wide range of stories and retell in increasing detail and in the correct sequence recognise simple recurring literary language in stories and poetry 	<ul style="list-style-type: none"> read for pleasure and increase familiarity with a wide range of books, including fairy stories, myths and legends, and retell some of these orally identify themes and conventions in a wide range of books 	<ul style="list-style-type: none"> read for pleasure and increase familiarity with a wide range of books, including fairy stories, myths and legends, and retell some of these orally identify themes and conventions in a wide range of books read for a range of purposes 	<ul style="list-style-type: none"> read for pleasure and increase familiarity with a wide range of genres, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions identify and discuss themes and conventions (such as the using of the first person in writing diaries and autobiographies) in and across a wide range of text types 	<ul style="list-style-type: none"> read for pleasure, discussing, comparing and evaluating in depth across a wide range of genres, including myths, legends, traditional stories, modern fiction, fiction from our literary heritage and books from other cultures and traditions recognise more complex themes in what they have read (such as loss or heroism)
U	Understand:	<ul style="list-style-type: none"> check that a text 	<ul style="list-style-type: none"> check that a text 	<ul style="list-style-type: none"> check that a text 	<ul style="list-style-type: none"> check that the 	<ul style="list-style-type: none"> check that the 	<ul style="list-style-type: none"> check that the



	<ul style="list-style-type: none"> • print has meaning • print can have different purposes • we read English text from left to right and from top to bottom • the names of the different parts of a book • page sequencing • begin to link what they have read or have read to them to their own experiences with adult support • join in with discussions about a text, taking turns and listening to what others are saying with adult support • answer some basic retrieval questions • demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and 	<ul style="list-style-type: none"> • makes sense • begin to self-correct when reading • link what they have read or have read to them to their own experiences • answer basic retrieval questions • join in with discussions about a text, taking turns and listening to what others are saying • discuss significance of titles and events 	<ul style="list-style-type: none"> • makes sense • self-correct inaccurate reading • show understanding by drawing on what they already know or on background information and vocabulary provided by the teacher • answer basic retrieval questions • explain what has happened so far in what they have read • discuss the sequence of events in books and how items of information are related • ask and answer questions about a text • make links between the text they are reading and other texts they have read (in texts that they can read independently) 	<ul style="list-style-type: none"> • makes sense • self-correct inaccurate reading • use appropriate terminology when discussing texts (plot, character, setting) <ul style="list-style-type: none"> • read books that are structured in different ways and reading for a range of purposes • discuss understanding of a text • ask questions to improve understanding of a text • know and discuss setting, character and event changes across text 	<ul style="list-style-type: none"> • text makes sense to them, discuss their understanding and explore the meaning of words in context • discuss and compare texts from a wide variety of genres and writers • identifying themes and conventions in a wide range of books • refer to authorial style, overall themes (e.g. triumph of good over evil) and features (e.g. greeting in letters, a diary written in the first person or the using of presentational devices such as numbering and headings) • identify how language, structure and presentation contribute to meaning 	<ul style="list-style-type: none"> • book makes sense to them, discuss their understanding and explore the meaning of words in context • participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously • identify main ideas drawn from more than one paragraph and summarise these • recommend texts to peers based on personal choice 	<ul style="list-style-type: none"> • book makes sense to them • explain and discuss their understanding of what they have read • identify main ideas drawn from more than one paragraph and summarise these • listen to guidance and feedback on the quality of their explanations and contributions to discussions, making improvements when participating in discussions • distinguish independently between statements of fact and opinion, providing reasoned justifications for their views • compare characters, settings and themes within a text and across
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	recently introduced vocabulary.				<ul style="list-style-type: none"> identifying main ideas drawn from more than one paragraph and summarising these 		<ul style="list-style-type: none"> more than one text recommend texts to peers based on personal choice
Comprehension – inference and prediction	<ul style="list-style-type: none"> begin to predict what might happen on the basis of what has been read so far talk about character’s feelings with adult support anticipate (where appropriate) key events in stories. 	<ul style="list-style-type: none"> begin to make simple inferences on the basis of what is being said and done predict what might happen on the basis of what has been read so far talk about character’s feelings 	<ul style="list-style-type: none"> make (some) inferences make a plausible prediction about what might happen on the basis of what has been read so far in a text 	<ul style="list-style-type: none"> ask and answer questions appropriately, including some simple inference questions based on characters’ feelings, thoughts and motives from their actions justify predictions using evidence from the text 	<ul style="list-style-type: none"> draw inferences from characters’ feelings, thoughts and motives that justifies their actions, supporting their views with evidence from the text justify predictions from details stated and implied 	<ul style="list-style-type: none"> draw inferences from characters’ feelings, thoughts and motives that justifies their actions, supporting their views with evidence from the text make predictions based on details stated and implied, justifying them in detail with evidence from the text 	<ul style="list-style-type: none"> consider different accounts of the same event, discussing viewpoints, both of authors and of fictional characters discuss how characters change and develop through texts by drawing inferences based on indirect clues
Poetry and performance	<ul style="list-style-type: none"> listen to a range of rhymes, songs and poems, and join in reciting/ singing some of them as a group 	<ul style="list-style-type: none"> learn to appreciate rhymes and poems, and to recite some by heart 	<ul style="list-style-type: none"> continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some with appropriate intonation to making the meaning clear 	<ul style="list-style-type: none"> prepare and perform poems and play scripts, showing some awareness of the audience when reading aloud- beginning to use appropriate intonation and volume recognising some different forms of 	<ul style="list-style-type: none"> recognise and discuss some different forms of poetry- with a focus on Limericks and narrative poetry. prepare and perform poems and play scripts with appropriate techniques (intonation, 	<ul style="list-style-type: none"> learn a wider range of poetry by heart prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning 	<ul style="list-style-type: none"> learn a wider range of poetry by heart prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning

				poetry [for example, free verse, narrative poetry]	tone, volume and action) showing awareness of the audience when reading aloud	is clear to an audience	is clear to an audience
Non-fiction	<ul style="list-style-type: none"> listen to and discuss, with adult support, a wide range of non-fiction at a level beyond that at which they can read independently 	<ul style="list-style-type: none"> listen to and discuss a wide range of non-fiction at a level beyond that at which they can read independently 	<ul style="list-style-type: none"> recognise that non-fiction books are often structured in different ways 	<ul style="list-style-type: none"> retrieve and record information from non-fiction texts 	<ul style="list-style-type: none"> use all of the organisational devices available within a non-fiction text, retrieving, recording and discussing information 	<ul style="list-style-type: none"> distinguish between statements of fact and opinion retrieve, record and present information from non-fiction texts 	<ul style="list-style-type: none"> distinguish between statements of fact and opinion retrieve, record and present information from non-fiction texts

