

Reading Policy: How we teach reading 2024-2025

Intent of Reading

To develop lifelong and avid readers. Reading is key to unlocking the world around us and we want all pupils to leave us a fluent, competent and critical reader.

Implement

Tools in our Teaching Reading Toolkit

- Wynstream EYFS Progression of skills and knowledge **APPENDIX 2a**
- Wynstream KS1 + 2 Progression of Skills and Knowledge **APPENDICES 2 + 3**
- Wynstream KS1 + 2 Whole Class Reading Text Maps **APPENDICES 4 + 5**
- End Points KS2 **APPENDIX 6**
- Year by Year Poetry, Rhymes and Songs **APPENDIX 7**

Supporting Documents and websites for the Teaching of Reading

- KS1 VIPERS documents Literacy Shed + **APPENDIX 8** (On System)
- KS2 VIPERS documents Literacy Shed + **APPENDIX 9** (On System)
- 5 plagues reading spine list **APPENDIX 10** (On System)
- Example Reading Session **APPENDIX 11** (On System)
- Reading Explorer Books
- Complete Comprehension Books
- KS2 Question stems (on system)
- KS1 + 2 Content Domain Reference (On System)

Phonics

From EYFS, all pupils are taught the **Read Write Inc.** validated phonics scheme. All staff are trained across the school and the signals are embedded in all teaching environments. Any pupils working below in KS2 receive Fast Track or Fresh Start tutoring as is appropriate for their age which is delivered by support staff and teaching staff. Pupil progress is monitored from EYFS upwards using the RWI criteria for data documenting and the Phonics lead regularly assesses pupils to ensure they are placed in the correct group for their need. Every pupil from EYFS-Year 2 has one full hour of phonics 5 x weekly.

KS1 Individual Reader Books

To ensure consistency in pupils' developing phonological knowledge, all EYFS and KS1 pupils are given reading books that directly align with the taught RWI phonics for their colour group so that they are having their phonics learning reinforced.

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Discrete Whole Class Reading for Comprehension

The discrete teaching of reading is completed a minimum of 3x weekly for whole class Reading in KS2. In KS1, decoding is given priority but discrete reading is still taught through the RWI phonics scheme. The aim of this is to allow pupils to 'develop competence in comprehension' in order to '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, writing and spoken language and appreciate our rich and varied literary heritage' (National Curriculum, 2014). Each session focusses on the progression of skills and knowledge, directly in line with the national curriculum, and uses VIPERS to allow pupils to unlock the key skills for understanding what they have read to make them fluent and critical readers (**Appendices 2, 3, 6 + 7**). Within these sessions, teachers use key texts that have been chosen to allow wide reading and extensive exposure to unfamiliar vocabulary (**Appendices 4 + 5**). These texts are specific to the needs of Wynstream pupils and allow for exposure to the children's literary canon.

Teachers teach reading as a whole class session, which allows for a variety of different approaches to reading instruction with an aim to work on increasing independence. This is based on the latest EEF research (<https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2>). Whole class reading is designed to allow a variety of different approaches to reading: teacher spoken, echo reading, silent reading, paired reading and choral reading. The teaching of reading will be alongside the Individual reading using the Accelerated Reader programme. Year groups may decide to stream to allow all ability levels to be supported.

Structure of whole class reading teaching

Teachers teach a session at least 3 times weekly for a minimum of 20 minutes which focuses on the following skills from KS2 expectations (Vipers):

- Explain the meaning of the words in context (Vocabulary)
- Inferring
- Prediction
- Explaining
- Retrieval
- Summarising

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These skills fit alongside the content domain references for reading and progression maps **Appendices 2 + 3**. Texts are planned specifically in order to provide the appropriate challenge and support for pupils. This is also achieved through the texts that teach in writing which run parallel to the Reading curriculum.

Accelerated Reader Scheme

We use the Accelerated Reader programme and teachers assign time per day also to allow pupils to read independently within their ZPD. All pupils are listened to read 1 x weekly regardless of ability by class teachers to support the practise of oracy and fluency skills. This is recorded on sheets within the classroom and prioritises PP pupils and those working below. Pupils working in the yellow intervention or red urgent intervention zone are assessed for Fast Track support and have access to daily reading.

Fresh Start/Fast Track

Pupils who are in KS2 identified as working below (Urgent Intervention or Intervention) from September STAR Reader tests or previous teacher assessment complete a RWI assessment with the RWI assessment scheme (Fast Track in Years 3 and 4 and Fresh Start in Years 5 and 6). From this assessment, pupils' individual tutoring support is organised. All pupils still follow their year group programme of study, where possible, to ensure that the gap does not widen further. Those pupils with missing/poor decoding skills temporarily move away from the Accelerated Reader system and receive focused support based around the RWI Fast Track and Fresh Start schemes.

Pupils receive discrete daily 1:1 sessions with a designated adult. When a pupil reaches the end of tutoring programme, they are transferred back to the Accelerated Reader programme but monitoring will continue.

Reading for pleasure

Every child is given 1x 30 minute slot a week with their teacher to attend the school library. Here, they may choose a book of interest to them that is not within their ZPD. This book can be shared with an adult at home alongside their AR book/Phonics Book.

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End Points- Appendix 6

The end points for the **end** of an academic year are as documented in **Appendix 6** for KS2 pupils. They are a triangulation of termly STAR Reader, NFER score and assessment

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against the Progression of Skills and Knowledge map (National Curriculum). KS1 end points are fully in line with RWI expectations.

Appendix 2a: EYFS Progression

EYFS Progression of Skills and Knowledge

Expected reading progression if child enters Reception at Age Related Expectation - *Reception Beginning*

Key Shared Texts (to develop language and communication skills)*					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
It's Okay to Be Different Peace at Last So Much Pumpkin Soup	Supertato Superworm Ten Little Superheroes Nativity Story	The Great Pet Sale Dear Zoo Mog and the V-E-T Walking Through the Jungle Oi Frog/Dog/Cat	The Very Hungry Caterpillar Jack and the Beanstalk Titch The Toy Maker Once There Were Giants	Lost on the Beach The Train Ride One is a Snail The Naughty Bus	The Pirates Next Door Clean Up Julian is a Mermaid The Whales Song The Night Pirates
Key Concepts and Vocabulary Focus					
Autumn Families Homes Starting School Light and Dark Timetable/routine	Healthy Eating/ Food Shops/Shopping Local Area - maps Keeping Fit Celebrations Winter	Animals Habitats Pets Taking care	Life cycles Gardens Parks Growth and change Spring Easter	Sea/ocean Rock pools Transport Seaside Holidays Summer	Transition/ Moving on Adventures Journeys Maps Eco actions Changes
Autumn	Spring		Summer		
<ul style="list-style-type: none"> Understand the five key concepts about print: <ol style="list-style-type: none"> print has meaning the names of the different parts of a book print can have different purposes page sequencing we read English text from left to right and from top to bottom Develop their phonological awareness, so that they can: <ul style="list-style-type: none"> spot and suggest rhymes count or clap syllables in a word recognise words with the same initial sound, such as money and mother Engage in extended conversations about stories, learning new vocabulary. <p>Read Write Inc. expected progress -</p> <ul style="list-style-type: none"> Read all Set 1 single letter sounds Blend sounds into words orally 	<ul style="list-style-type: none"> Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. Read some letter groups that each represent one sound and say sounds for them. Read a few common exception words matched to the school's phonic programme. Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. <p>Read Write Inc. expected progress -</p> <ul style="list-style-type: none"> Read Red Storybooks Read 4 double consonants 		<p>Comprehension ELG Children at the expected level of development will: - Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary; - Anticipate – where appropriate – key events in stories; - Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</p> <p>Word Reading ELG Children at the expected level of development will: - Say a sound for each letter in the alphabet and at least 10 digraphs; - Read words consistent with their phonic knowledge by sound-blending; - Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p> <p>Read Write Inc. expected progress</p> <ul style="list-style-type: none"> Read Green or Purple Storybooks Read first 6 Set 2 sounds 		

*in addition to *Top Twenty* story time books

Appendix 2: KS1 Progression of Skills and Knowledge Reading Map

KS1 Progression of Skills and Knowledge

Moving from: speedy decoding/recognition of familiar words towards fluency without overt blending/sounding and beginning competent comprehension

Year 1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Whole class Reading Text (Age Appropriate	RWI Phonics scheme	RWI Phonics scheme	Ruby's Worry By Tom Percival No AR Level	Ruby's Worry By Tom Percival No AR Level	The Smartest Giant in Town By Julia Donaldson AR Level: 3.4	The Smartest Giant in Town By Julia Donaldson AR Level: 3.4
NC Word Reading	<p>RWI scheme organised as a progression to ensure (daily) teaching leading to proficiency in:</p> <p>Apply phonic knowledge and skills as the route to decode words</p> <p>Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes</p> <p>Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught</p> <p>Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</p> <p>Read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings</p> <p>Read other words of more than one syllable that contain taught GPCs</p> <p>Read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)</p> <p>Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words</p> <p>Re-read these books to build up their fluency and confidence in word reading</p> <p>Making sure that pupils can sound and blend unfamiliar printed words quickly and accurately using the phonic knowledge and skills that they have already learnt</p> <p>Continue to learn new grapheme-phoneme correspondences (GPCs) and revise and consolidate those learnt earlier</p>					

Appendix 2: KS1 Progression of Skills and Knowledge Reading Map

	The understanding that the letter(s) on the page represent the sounds in spoken words should underpin pupils' reading and spelling of all words.					
NC Comprehension THROUGHOUT- <i>These should be weaved in through VIPERS and seen in planning i.e warm-ups, tasks throughout the half term</i>	<p>Developing pleasure in reading, motivation to read, vocabulary and understanding by:</p> <p>Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently</p> <p>Being encouraged to link what they read or hear read to their own experiences</p> <p>Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics</p> <p>Recognising and joining in with predictable phrases</p> <p>Discussing word meanings, linking new meanings to those already known V</p> <p>Understand both the books they can already read accurately and fluently and those they listen to by:</p> <p>Drawing on what they already know or on background information and vocabulary provided by the teacher VE</p> <p>Checking that the text makes sense to them as they read and correcting inaccurate reading</p> <p>Participate in discussion about what is read to them, taking turns and listening to what others say E</p>					
NC Comprehension SKILLS Progression	Understand books they listen to by discussing the significance of the title (Teacher led) V	Predicting what might happen on the basis of what has been read so far P Explain <i>clearly</i> their understanding of what is	Understand books they listen to by discussing the significance of the <i>events</i> (Teacher led) V	Making inferences on the basis of what is being said and done I Predicting what might happen on the basis of	Understand books they listen to by discussing the significance of the title <i>and events</i> V	Predicting what might happen on the basis of what has been read so far P Explain <i>clearly</i> their understanding of

Appendix 2: KS1 Progression of Skills and Knowledge Reading Map

	<p>Making inferences on the basis of what is being <i>said</i> (Teacher led) I</p> <p>Predicting what might happen on the basis of what has been read so far WITH SUPPORT P</p> <p>Explain their understanding of what is read to them- WITH SUPPORT E</p>	<p>read to them- WITH SUPPORT E</p> <p>Understand books they listen to by discussing the significance of the title (Teacher led- F VS NF) V</p>	<p>Predicting what might happen on the basis of what has been read so far P</p> <p>Explain <i>clearly</i> their understanding of what is read to them- WITH SUPPORT E</p> <p>Making inferences on the basis of what is being done (Teacher led) I</p>	<p>what has been read so far P</p> <p>Explain <i>clearly</i> their understanding of what is read to them- E</p> <p>Understand books they listen to by discussing the significance of the title <i>and events</i> V</p>	<p>Making inferences on the basis of what is being said and done I</p> <p>Predicting what might happen on the basis of what has been read so far P</p> <p>Explain <i>clearly</i> their understanding of what is read to them- E</p>	<p>what is read to them- E</p> <p>Understand books they listen to by discussing the significance of the title V</p>
Pupils Working Below- Fast Track	<p>All children are taught through the RWI phonics scheme- daily, rigorous, synthetic phonics and ALL children are tracked throughout using the RWI Tracking system. Those working below the Expected ARE are placed in smaller group sessions with trained staff members to deliver Fast Track extra phonics support tailored to their individual needs. If children do not pass the Phonics screening at the end of Year 1, they will be continually support RWI phonics groups to ensure that the emphasis is on their decoding and phonological understanding to enable them to read.</p>					

RWI provides daily opportunities for the VIPERS skills therefore children will not study 'whole class texts' until the Spring term as additional to RWI.

Similarly, all KS1 children are given regular opportunities to read aloud with an adult using their colour phonics books.

End point for Year 1: AR STAR Reading Age: equal to Chronological Age/ RWI level: Blue/ Approx AR. Range: LY 1.7-2.1/ AR

STAR NRSS: 100+/ NFER SS: 100+

Appendix 2: KS1 Progression of Skills and Knowledge Reading Map

Year 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Whole class Reading Text (Age Appropriate interest level)	TBC- Dependent on RWI	Non-fiction	Fiction TBC- Dependent on RWI	Non-fiction	Fiction TBC- Dependent on RWI	Esio Trot By Roald Dahl AR Level:4.4
NC Word Reading	<p>At the beginning of Year 2, pupils should be able to read all common graphemes*</p> <p>RWI Phonics scheme will continue to be followed</p> <p>Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent</p> <p>Read accurately by blending the sounds in words that contain the graphemes taught so far [for example, shout, hand, stop, or dream], especially recognising alternative sounds for graphemes</p> <p>Read accurately words of two or more syllables that contain the same graphemes as above</p> <p>Read words containing common suffixes</p> <p>Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word and to be secure in them [for example, you, could, many, or people]. Pupils will increase their fluency by being able to read these words easily and automatically.</p> <p>Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered</p> <p>Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation</p> <p>Re-read these books to build up their fluency and confidence in word reading</p>					
NC Comprehension THROUGHOUT- <i>These should be weaved in through VIPERS and seen in planning i.e warm-ups, tasks throughout the half term</i>	<p>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <p>Listening to, discussing and expressing 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</p> <p>Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales</p> <p>Being introduced to non-fiction books that are structured in different ways</p> <p>Recognising simple recurring literary language in stories and poetry</p> <p>Discussing and clarifying the meanings of words, linking new meanings to known vocabulary</p> <p>Discussing their favourite words and phrases</p>					

Appendix 2: KS1 Progression of Skills and Knowledge Reading Map

	<p>Continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear</p> <p>Understand both the books that they can already read accurately and fluently and those that they listen to by:</p> <p>Drawing on what they already know or on background information and vocabulary provided by the teacher</p> <p>Checking that the text makes sense to them as they read and correcting inaccurate reading</p> <p>Answering and asking questions</p> <p>Participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say</p> <p>Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves</p>					
NC Comprehension SKILLS Progression	<p>Discussing the sequence of events in books (Teacher led) S</p> <p>Predicting what might happen on the basis of what has been read so far P</p> <p>making inferences on the basis of what is being said I</p> <p>Discuss their understanding of the books (Teacher led) E</p>	<p>Discussing how items of information are related ER</p> <p>Discuss <i>and</i> explain their understanding of the books (Teacher led) E</p>	<p>Discussing the sequence of events in books S</p> <p>Predicting what might happen on the basis of what has been read so far P</p> <p>making inferences on the basis of what is being done I</p> <p>Discuss and explain their understanding of the books beginning independence E</p>	<p>Discussing how items of information are related ER</p> <p>Discuss <i>and</i> explain their understanding of the books E</p>	<p>Discussing the sequence of events in books S</p> <p>Predicting what might happen on the basis of what has been read so far P</p> <p>making inferences on the basis of what is being said and done I</p> <p>Discuss their understanding of the books independent E</p>	<p>Discussing the sequence of events in books S</p> <p>Predicting what might happen on the basis of what has been read so far P</p> <p>making inferences on the basis of what is being said and done I</p> <p>Discuss and explain their understanding of the books E independent</p>
*Pupils Working Below	<p>All children have been taught using the PITT phonics scheme- daily, rigorous, synthetic phonics and ALL children are tracked throughout using the Wynstream Tracking system. Those working below the Expected ARE are placed in smaller group sessions with trained staff members to deliver extra phonics support tailored to their individual needs and to close the gaps for those who are behind. If children have not passed the Phonics screening at the end of Year 1, they will be continually supported with an extra pathway to ensure that the emphasis is on their decoding and phonological understanding to enable them to read as a priority.</p>					

RWI provides daily opportunities for the VIPERS skills therefore children will not study 'whole class texts' until it is deemed appropriate and may be additional to RWI.

Similarly, all KS1 children are given regular opportunities to read aloud with an adult using their colour phonics books or AR books if appropriate.

The full range of poetry, stories, and non-fiction is covered through reading sessions and the writing curriculum. End point for Year 2: AR STAR Reading Age: equal to Chronological Age/ RWI Level: Literacy and Language/ Approx AR. Range: LY 2.8-2.9/ AR STAR NRSS: 100+/ NFER SS: 100+

Appendix 3: KS2 Progression of Skills and Knowledge Reading Map

Year 3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Whole class Reading Text (Age Appropriate interest level)	Fantastic Mr Fox Roald Dahl AR Level: 4.1 OR Rabbit and Bear	Non-fiction	Rabbit and bear: Julian Gough AR Level: 3.1 Or Fantastic Mr Fox	Flat Stanley Jeff Brown AR Level: 4.2 OR The Hodgeheg	Non-fiction	The Hodgeheg Dick King-Smith AR Level: 5.2 OR Flat Stanley
NC Word Reading	<p>Apply growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet</p> <p>Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word</p> <p>Decode most new words outside their spoken vocabulary, making a good approximation to the word's pronunciation</p> <p>Beginning to decode most words accurately, and need very few repeated experiences of this before the word is stored in such a way that they can read it without overt sound-blending</p>					
NC Comprehension THROUGHOUT- <i>These should be weaved in through VIPERS and seen in planning i.e warm-ups, tasks throughout the half term</i>	<p>Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context V</p> <p>Using dictionaries to check the meaning of words that they have read V</p> <p>Discussing words and phrases that capture the reader's interest and imagination V</p> <p>Asking questions to improve their understanding of a text</p> <p>Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say</p> <p>Identifying themes and conventions in a wide range of books E</p> <p>Demonstrate understanding of figurative language, distinguish shades of meaning among related words and use age-appropriate, academic vocabulary VE</p> <p>Predicting what might happen from details stated and implied P</p>					
NC Comprehension SKILLS Progression	Drawing inferences such as inferring characters' feelings justifying inferences with evidence WITH SUPPORT I	Retrieve and record information from non-fiction R Identifying how language and	Drawing inferences such as inferring characters' feelings AND thoughts and justifying inferences with evidence WITH SUPPORT I	Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, I	Retrieve and record information from non-fiction R	Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions , justifying inferences with evidence

Appendix 3: KS2 Progression of Skills and Knowledge Reading Map

	Identifying how language contributes to meaning E Identifying main ideas drawn from more than one paragraph and summarising these S WITH SUPPORT	structure contribute to meaning E Identifying main ideas drawn from more than one paragraph and summarising these S WITH SUPPORT	Identifying main ideas drawn from more than one paragraph and summarising these S WITH SUPPORT	Justifying inferences with evidence WITH SUPPORT E Identifying main ideas drawn from more than one paragraph and summarising these S Beginning independence	Identifying how language, structure and presentation contribute to meaning E Identifying main ideas drawn from more than one paragraph and summarising these S Beginning independence	BEGINNING INDEPENDENCE I Identifying main ideas drawn from more than one paragraph and summarising these S Independence
Pupils Working Below	Alongside lessons, subject to RWI phonics lessons daily using RWI - Initial assessment to see where to begin on fast track tutoring and then monitored on AR when finished.					

On initial assessment, children unable to read words accurately and at a speed that is sufficient for them to focus on understanding what they read rather than on decoding individual words will be placed on the Fast Track RWI scheme.

VIPERS skills will be used throughout whole class reading to support growing comprehension skills

Additional daily Independent reading using Accelerated reader will ensure fluency, enthusiasm, breadth and depth.

Long term plans with texts ensure all NC aims are met that are in bullets ascribed to the section: developing positive attitudes to reading and understanding of what they read

The full range of poetry, stories, myths and legends, plays, non-fiction is covered through Reading sessions, AR and writing curriculum

End point for Year 3: AR STAR Reading Age: equal to Chronological Age/ Approx AR. Range: MY 3.6-3.9/ AR STAR NRSS: 100+/ NFER SS: 100+

Appendix 3: KS2 Progression of Skills and Knowledge Reading Map

Year 4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Whole class Reading Text (Age Appropriate interest level)	Bill's New Frock Anne Fine AR Level: 4.3 OR Arthur and the golden rope	Non-fiction	Arthur and the Golden Rope Joe Todd-Stanton No AR Level OR Bill's New Frock	The Velveteen Rabbit Margery Williams AR Level: 4.9 OR Matilda	Non-fiction	Matilda Roald Dahl AR Level: 5.0 OR The Velveteen Rabbit
NC Word Reading	<p>Apply growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet</p> <p>Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</p> <p>Decoding should be more secure and therefore teaching directed more towards comprehension, vocabulary development and breadth and depth of reading.</p> <p>Making sure that they become independent, fluent and enthusiastic readers who read widely and frequently</p> <p>They are able to decode unfamiliar words accurately, and need very few repeated experiences of this before the word is stored in such a way that they can read it without overt sound-blending</p>					
NC Comprehension THROUGHOUT- <i>These should be weaved in through VIPERS and seen in planning i.e warm-ups, tasks throughout the half term</i>	<p>Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context V</p> <p>Using dictionaries to check the meaning of words that they have read V</p> <p>Discussing words and phrases that capture the reader's interest and imagination V</p> <p>Asking questions to improve their understanding of a text</p> <p>Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say</p> <p>Identifying themes and conventions in a wide range of books E</p> <p>Demonstrate understanding of figurative language, distinguish shades of meaning among related words and use age-appropriate, academic vocabulary VE</p> <p>Predicting what might happen from details stated and implied P</p>					
NC Comprehension SKILLS Progression	Drawing inferences such as inferring characters' feelings and thoughts justifying inferences with evidence RE-CAP FROM	Retrieve and record information from non-fiction R Identifying how language and structure contribute	Drawing inferences such as inferring characters' feelings AND thoughts and motives justifying inferences with	Drawing inferences such as inferring characters' feelings, thoughts and motives from their	Retrieve and record information from non-fiction R Identifying how language, structure and presentation contribute	Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions , justifying inferences with

Appendix 3: KS2 Progression of Skills and Knowledge Reading Map

	YEAR 3 WITH SUPPORT I Identifying how language contributes to meaning E RE-CAP FROM YEAR 3 WITH SUPPORT Identifying main ideas drawn from more than one paragraph and summarising these S RE-CAP FROM YEAR 3 WITH SUPPORT	to meaning E Beginning Independence Identifying main ideas drawn from more than one paragraph and summarising these S RE-CAP FROM YEAR 3 WITH SUPPORT	evidence Beginning Independence I Identifying main ideas drawn from more than one paragraph and summarising these S Beginning Independence	actions, I Independent Justifying inferences with evidence Beginning Independence E Identifying main ideas drawn from more than one paragraph and summarising these S Independence	to meaning E Independent Identifying main ideas drawn from more than one paragraph and summarising these S Independent	evidence Complete Independence I Identifying main ideas drawn from more than one paragraph and summarising these S Complete Independence
Pupils Working Below	Alongside lessons, subject to RWI phonics lessons daily using RWI - Initial assessment to see where to begin on fast track tutoring and then monitored on AR when finished.					

On initial assessment, children unable to read words accurately and at a speed that is sufficient for them to focus on understanding what they read rather than on decoding individual words will be placed on the Fast Track RWI scheme.

VIPERS skills will be used throughout whole class reading to support growing comprehension skills
Additional daily Independent reading using Accelerated reader will ensure fluency, enthusiasm, breadth and depth.

Long term plans with texts ensure all NC aims are met that are in bullets ascribed to the section: developing positive attitudes to reading and understanding of what they read

The full range of poetry, stories, myths and legends, plays, non-fiction is covered through Reading sessions, AR and writing curriculum

End point for Year 4: AR STAR Reading Age: equal to Chronological Age/ Approx AR. Range: MY 4.6-4.7/ AR STAR NRSS: 100+/ NFER SS: 100+

Appendix 3: KS2 Progression of Skills and Knowledge Reading Map

Year 5	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Whole class Reading Text (Age Appropriate interest level)	Wonder RJ Palacio AR Level: 4.8 OR Journey to Jo'Berg	Non-fiction	Journey to Jo'Berg Beverley Naidoo AR Level: 4.6 OR Wonder	Romeo and Juliet Andrew Matthews AR Level: 5.2 OR The Lion, the Witch and the Wardrobe	Non-fiction	The Lion, the Witch and the Wardrobe C.S Lewis AR Level: 5.7 OR Romeo and Juliet
NC Word Reading	<p>Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet.</p> <p>Pupils should be encouraged to work out any unfamiliar word. They should focus on all the letters in a word so that they do not, for example, read 'invitation' for 'imitation' simply because they might be more familiar with the first word.</p> <p>They should be able to read most words effortlessly and to work out how to pronounce unfamiliar written words with increasing automaticity. If the pronunciation sounds unfamiliar, they should ask for help in determining both the meaning of the word and how to pronounce it correctly.</p> <p>When teachers are reading with or to pupils, attention should be paid to new vocabulary – both a word's meaning(s) and its correct pronunciation</p>					
NC Comprehension THROUGHOUT- <i>These should be weaved in through VIPERS and seen in planning i.e warm-ups, tasks throughout the half term</i>	<p>Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context V</p> <p>Recommending books that they have read to their peers, giving reasons for their choices E</p> <p>Making comparisons within and across books ERS</p> <p>Asking questions to improve their understanding</p> <p>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</p> <p>Identifying and discussing themes and conventions in and across a wide range of writing E</p> <p>Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary E</p> <p>Predicting what might happen from details stated and implied P</p> <p>Beginning to provide reasoned justifications for their views evolving from work in Year 3+4 – Applies to all Skills Progression</p>					
NC Comprehension	Drawing inferences such as inferring characters'	Retrieve, record and present information from non-fiction R	Drawing inferences such as inferring characters' feelings, thoughts and motives justifying	Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions	Retrieve, record and present information from non-fiction R	Drawing inferences such as inferring characters' feelings, thoughts and motives from their

Appendix 3: KS2 Progression of Skills and Knowledge Reading Map

SKILLS Progression	feelings and thoughts Independence stage I Identifying how language contributes to meaning E Summarising the main ideas drawn from more than one paragraph S Discuss how authors use language considering its impact on the reader VE	Work way up to full skills Identifying how language, structure and presentation contribute to meaning E Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas S Beginning to distinguish between statements of fact and opinion E	inferences with evidence I Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas S Discuss how authors use language, including figurative language, considering its impact on the reader VE	justifying inferences with evidence, IE Discuss and evaluate how authors use language, including figurative language, considering its impact on the reader VE	Identifying how language, structure and presentation contribute to meaning E Distinguish between statements of fact and opinion E	actions , justifying inferences with evidence I Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas S
Pupils Working Below	Alongside lessons, subject to RWI phonics lessons daily using RWI - Initial assessment to see where to begin on fresh start tutoring and then monitored on AR when finished.					

On initial assessment, children unable to read words accurately and at a speed that is sufficient for them to focus on understanding what they read rather than on decoding individual words will be placed on the Fresh Start RWI scheme.

VIPERS skills will be used throughout whole class reading to support growing comprehension skills
Additional daily Independent reading using Accelerated reader will ensure fluency, enthusiasm, breadth and depth.

Long term plans with texts ensure all NC aims are met that are in bullets ascribed to the section: developing positive attitudes to reading and understanding of what they read

The full range of poetry, stories, myths and legends, plays, non-fiction is covered through Reading sessions, AR and writing curriculum

End point for Year 5: AR STAR Reading Age: equal to Chronological Age/ Approx AR. Range: MY 4.8-4.9/ AR STAR NRSS: 100+/ NFER SS: 100+

Appendix 3: KS2 Progression of Skills and Knowledge Reading Map

Year 6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Whole class Reading Text (Age Appropriate interest level)	Rooftoppers Katherine Rundell AR Level: 6.0 OR Harry Potter and the Philosopher's Stone	Non-fiction	Harry Potter and the Philosopher's Stone AR Level: OR Rooftoppers	Beowulf Michael Morpurgo AR Level: 7.0 OR Macbeth	Non-fiction	Macbeth Andrew Matthews AR Level: 5.1 OR Beowulf
NC Word Reading	<p>Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet.</p> <p>Pupils should be encouraged to work out any unfamiliar word. They should focus on all the letters in a word so that they do not, for example, read 'invitation' for 'imitation' simply because they might be more familiar with the first word.</p> <p>They should be able to read most words effortlessly and fluently as well as to work out how to pronounce unfamiliar written words with increasing automaticity. If the pronunciation sounds unfamiliar, they should ask for help in determining both the meaning of the word and how to pronounce it correctly.</p> <p>When teachers are reading with or to pupils, attention should be paid to new vocabulary – both a word's meaning(s) and its correct pronunciation</p>					
NC Comprehension THROUGHOUT- <i>These should be weaved in through VIPERS and seen in planning i.e warm-ups, tasks throughout the half term</i>	<p>Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context V</p> <p>Recommending books that they have read to their peers, giving reasons for their choices E</p> <p>Making comparisons within and across books ERS</p> <p>Asking questions to improve their understanding</p> <p>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</p> <p>Identifying and discussing themes and conventions in and across a wide range of writing E</p> <p>Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary E</p> <p>Predicting what might happen from details stated and implied P</p> <p>Providing reasoned justifications for their views evolving from work in Year 5 – Applies to all Skills Progression</p>					
NC Comprehension	Drawing inferences such as inferring characters' feelings, thoughts and	Retrieve, record and present information from non-fiction R	Drawing inferences such as inferring characters' feelings, thoughts and motives justifying	Drawing inferences such as inferring characters' feelings, thoughts and motives	Retrieve, record and present information from non-fiction R	Drawing inferences such as inferring characters' feelings, thoughts and motives from their

Appendix 3: KS2 Progression of Skills and Knowledge Reading Map

SKILLS Progression	motives justifying with some evidence I Identifying how language and structure contributes to meaning E Summarising the main ideas drawn from more than one paragraph identifying key details that support the main ideas S Discuss and evaluate how authors use language VE	Identifying how language, structure and presentation contribute to meaning E Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas S Distinguish between statements of fact and opinion E	inferences with evidence I Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas S Discuss and evaluate how authors use language, including figurative language, considering its impact on the reader VE	from their actions justifying inferences with evidence, IE Discuss and evaluate how authors use language, including figurative language, considering its impact on the reader VE	Identifying how language, structure and presentation contribute to meaning E Distinguish between statements of fact and opinion E	actions , justifying inferences with evidence I Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas S
Pupils Working Below	Alongside lessons, subject to RWI phonics lessons daily using RWI - Initial assessment to see where to begin on fresh start tutoring and then monitored on AR when finished.					

On initial assessment, children unable to read words accurately and at a speed that is sufficient for them to focus on understanding what they read rather than on decoding individual words will be placed on the Fresh Start RWI scheme.

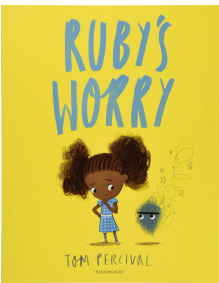
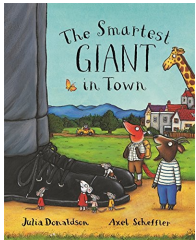

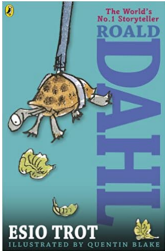
VIPERS skills will be used throughout whole class reading to support growing comprehension skills
Additional daily Independent reading using Accelerated reader will ensure fluency, enthusiasm, breadth and depth.

Long term plans with texts ensure all NC aims are met that are in bullets ascribed to the section: developing positive attitudes to reading and understanding of what they read

The full range of poetry, stories, myths and legends, plays, non-fiction is covered through Reading sessions, AR and writing curriculum

End point for Year 6: AR STAR Reading Age: equal to Chronological Age/ Approx AR. Range: MY 3.6-3.9/ AR STAR NRSS: 100+/ NFER SS: 100+

Appendix 4: KS1 Whole Class Reading Text Maps

Year Year	Autumn Autumn		Spring Spring	Summer Summer
1	RWI	RWI	<p>Ruby's Worrry By Tom Percival</p>  <p>No AR Level Suggested depending on RWI</p>	<p>The Smartest Giant in town By Julia Donaldson</p>  <p>AR Level: 3.4 Suggested depending on RWI</p>
2	RWI	Non fiction if RWI allows	<p>Winter's Child By Angela McAllistair</p>  <p>AR Level: 3.2 Suggested dependent on RWI progress</p>	<p>Esio Trot By Roald Dahl</p>  <p>AR Level: 4.4</p>

Appendix 5: KS2 Whole Class Reading Text Maps

KS2 Whole Class Reading Map- Cycle A

Year 3/4- (2024-2025)

Year/Class	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
3- King + Wood	Fantastic Mr Fox Roald Dahl  A.R Level: 4.1	Non-Fiction Using Complete Comprehension Year 3 + 4 (Schofield and Sims)	Rabbit and Bear: Rabbit's bad habits Julian Gough  AR Level: 3.1	Flat Stanley Jeff Brown  AR Level: 4.2	Non-Fiction Using Complete Comprehension Year 3 + 4 (Schofield and Sims)	The Hodgeheg Dick King-Smith  AR Level: 5.2
3- Owls + Kestrels	Rabbit and Bear: Rabbit's bad habits Julian Gough  AR Level: 3.1	Non-Fiction Using Complete Comprehension Year 3 + 4 (Schofield and Sims)	Fantastic Mr Fox Roald Dahl  A.R Level: 4.1	The Hodgeheg Dick King-Smith  AR Level: 5.2	Non-Fiction Using Complete Comprehension Year 3 + 4 (Schofield and Sims)	Flat Stanley Jeff Brown  AR Level: 4.2

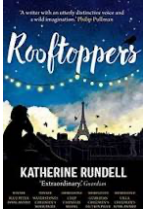


Appendix 5: KS2 Whole Class Reading Text Maps

Year 3/4- Cycle B (2025-2026)

King/Wood	<p>Bill's New Frock Anne Fine</p>  <p>AR Level: 4.3</p>	<p>Non-Fiction Using Complete Comprehension Year 3 + 4 (Schofield and Sims)</p>	<p>Arthur and the Golden Rope Joe Todd-Stanton</p>  <p>No AR level</p>	<p>The Velveteen Rabbit Margery Williams</p>  <p>AR Level: 4.9</p>	<p>Non-Fiction Using Complete Comprehension Year 3 + 4 (Schofield and Sims)</p>	<p>Matilda Roald Dahl</p>  <p>AR Level: 5.0</p>
Owls/Kestrels	<p>Arthur and the Golden Rope Joe Todd-Stanton</p>  <p>No AR level</p>	<p>Non-Fiction Using Complete Comprehension Year 3 + 4 (Schofield and Sims)</p>	<p>Bill's New Frock Anne Fine</p>  <p>AR Level: 4.3</p>	<p>Matilda Roald Dahl</p>  <p>AR Level: 5.0</p>	<p>Non-Fiction Using Complete Comprehension Year 3 + 4 (Schofield and Sims)</p>	<p>The Velveteen Rabbit Margery Williams</p>  <p>AR Level: 4.9</p>

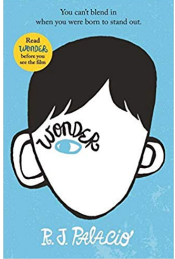
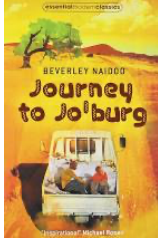
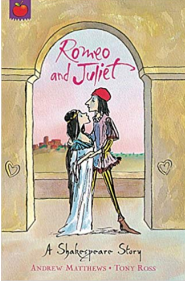

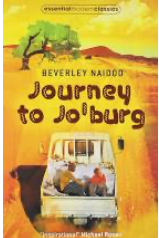
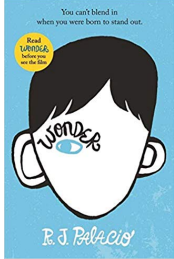
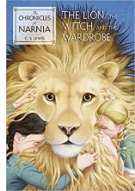
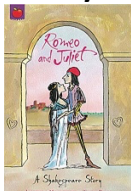
Appendix 5: KS2 Whole Class Reading Text Maps

Year 5/6 Cycle A (2024-2025)

Year/Class	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
6- Oak + Mulberry	Rooftoppers Katherine Rundell  AR Level: 6.0	Non-Fiction Using Complete Comprehension Year 5 + 6 (Schofield and Sims)	Harry Potter and the Philosopher's Stone JK Rowling  AR Level: 6.0	Beowulf Michael Morpurgo  AR Level: 7.0	Non-Fiction Using Complete Comprehension Year 5 + 6 (Schofield and Sims)	Macbeth Andrew Matthews  AR Level: 5.1
6- Willow + Cedar	Harry Potter and the Philosopher's Stone JK Rowling  AR Level: 6.0	Non-Fiction Using Complete Comprehension Year 5 + 6 (Schofield and Sims)	Rooftoppers Katherine Rundell  AR Level: 6.0	Macbeth Andrew Matthews  AR Level: 5.1	Non-Fiction Using Complete Comprehension Year 5 + 6 (Schofield and Sims)	Beowulf Michael Morpurgo  AR Level: 7.0

Appendix 5: KS2 Whole Class Reading Text Maps

Year 5/6- Cycle B (2025-2026)

Year/Class	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Oak + Mulb	Wonder R.J Palacio  AR Level: 4.8	Non-Fiction Using Complete Comprehension Year 5 + 6 (Schofield and Sims)	Journey to Jo'Berg Beverley Naidoo  AR Level: 4.6	Romeo and Juliet: A Shakespeare Story Andrew Matthews and Tony Ross  AR Level: 5.2	Non-Fiction Using Complete Comprehension Year 5 + 6 (Schofield and Sims)	The Lion, the witch and the wardrobe C.S Lewis  AR Level: 5.7
Cedar + Willow	Journey to Jo'Berg Beverley Naidoo  AR Level: 4.6	Non-Fiction Using Complete Comprehension Year 5 + 6 (Schofield and Sims)	Wonder R.J Palacio  AR Level: 4.8	The Lion, the witch and the wardrobe C.S Lewis  AR Level: 5.7	Non-Fiction Using Complete Comprehension Year 5 + 6 (Schofield and Sims)	Romeo and Juliet: A Shakespeare Story Andrew Matthews and Tony Ross  AR Level: 5.2

Appendix 6: End Points

Y1	AR Star Reading Age: equal to Chronological Age RWI Level: Blue Approx. AR Range: LY 1.7 – 2.1 AR Star NRSS: 100 NFER SS: 100
Y2	AR Star Reading Age: equal to Chronological Age RWI Level: Literacy and Language Approx. AR Range: LY 2.8 – 2.9 AR Star NRSS: 100 NFER SS: 100
Y3	AR Star Reading Age: equal to Chronological Age Approx. AR Range: MY 3.6 – 3.9 AR Star NRSS: 100 NFER SS: 100
Y4	AR Star Reading Age: equal to Chronological Age Approx. AR Range: MY 4.6 – 4.7 AR Star NRSS: 100 NFER SS: 100
Y5	AR Star Reading Age: equal to Chronological Age Approx. AR Range: MY 4.8 – 4.9 AR Star NRSS: 100 NFER SS: 100
Y6	AR Star Reading Age: equal to or above Chronological Age Approx. AR Range: MY 5.0 + AR Star NRSS: 100 NFER SS: 100

AR - Accelerated Reader

AR Star - Accelerated Reader online assessment of reading ability

AR Range - ATOS Book Level i.e. level of difficulty from 0.5 to 12.9
 3 interest levels – LY Lower Years, MY Middle Years & UY Upper Years

AR Star NRSS - Norm Referenced Standardised Score

NFER SS - National Foundation for Educational Research test paper
 Standardised Score

Appendix 7: Year by Year poetry, songs and rhymes

Year Group	Poetry	Nursery Rhymes	Songs
EYFS		<i>Baa Baa Black Sheep</i> <i>The Grand Old Duke of York</i> <i>Humpty Dumpty</i> <i>Horsie, Horsie Don't You Stop</i> <i>Incy Wincy Spider</i> <i>Jack and Jill</i> <i>Little Bo Peep</i> <i>Little Jack Horner</i> <i>If you're happy and you know it</i> <i>Old Macdonald had a farm</i> <i>Rock a bye baby</i> <i>Ring a ring a roses</i> <i>Three Blind Mice</i> <i>This Old Man</i> <i>Twinkle, Twinkle Little Star</i> <i>Wind the Bobbin up</i>	<i>Charanga</i> <i>Me!</i> <i>My stories</i> <i>Everyone!</i> <i>Big Bear Funk!</i> <i>Reflect, Rewind and Replay</i>
Year 1		<i>Five Little Ducks</i> <i>Oranges and Lemons</i> <i>Hickory, Dickory Dock</i> <i>Boys and Girls come out to play</i> <i>Horsey Horsey</i> <i>Pat-A-Cake</i> <i>There's a Worm at the Bottom of my Garden</i>	<i>Charanga</i> <i>Hey You!</i> <i>Rhythm in the Way We Walk and</i> <i>Banana Rap</i> <i>In the Groove</i> <i>Round and Round</i> <i>Your Imagination</i> <i>Reflect, Rewind and Replay</i>
Year 2		<i>The Grand Old Duke of York</i> <i>Ten Green Bottles</i> <i>Monday's child</i> <i>One, Two, Buckle my Shoe</i>	<i>Charanga</i> <i>Hands, Feet, Heart</i> <i>Ho, Ho, Ho</i> <i>I wanna play in a band</i>

Appendix 7: Year by Year poetry, songs and rhymes

		<i>Sing a Song of Sixpence There was an Old Lady who Swallowed a Fly</i>	<i>Zootime Friendship Song Reflect, Rewind and Replay</i>
Year 3	Writing Study Spring 1: <i>The Owl and the Pussycat- Edward Lear The Adventures of Isabel- Ogden Nash Link- Reading Oh the Places You'll Go- Dr Seuss Link- PSHE</i>		<i>Charanga Let Your Spirit Fly Glockenspiel Stage 1 Three Little Birds The Dragon Song Bringing us Together Reflect, Rewind and Replay</i>
Year 4	Writing Study Spring 1: <i>The Highwayman- Alfred Noyes The Uncertainty of the Poet- Wendy Cope Link- Reading A Chance in France- Pie Corbett Link-Geography F is for Fox- Carol Ann Duffy Writing Study- Alliteration</i>		<i>Charanga Mamma Mia Glockenspiel Stage 2 Three Little Birds The Dragon Song Bringing us together Reflect, Rewind and Replay</i>
Year 5	Writing Study Spring 1: <i>The Raven- Edgar Allen Poe The Prologue to Romeo and Juliet- William Shakespeare Link- Reading Hurt no Living Thing- Christina Rossetti Link- Science</i>		<i>Charanga Livin' on a Prayer Classroom Jazz 1 Make you feel my love The Fresh Prince of Bel-Air Dancing in the Street Reflect, Rewind and Replay</i>
Year 6	Writing Study Spring 1: <i>The Lady of Shallott- Alfred Tennyson</i>		<i>Charanga Happy-</i>

Appendix 7: Year by Year poetry, songs and rhymes

	<i>If- Rudyard Kipling Link-Reading</i> <i>Refugees- Brian Bilston Link-</i> <i>History: British Empire</i> <i>The Garden- Franta Bass Link-</i> <i>R.E</i> <i>I am- John Clare Link-PSHE</i> <i>Mental Health</i>		<i>Classroom Jazz 2</i> <i>A New Carol</i> <i>You've got a friend</i> <i>Music and Me</i> <i>Reflect, Rewind and Replay</i>
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