




# SHAP ENDOWED CHURCH OF ENGLAND PRIMARY

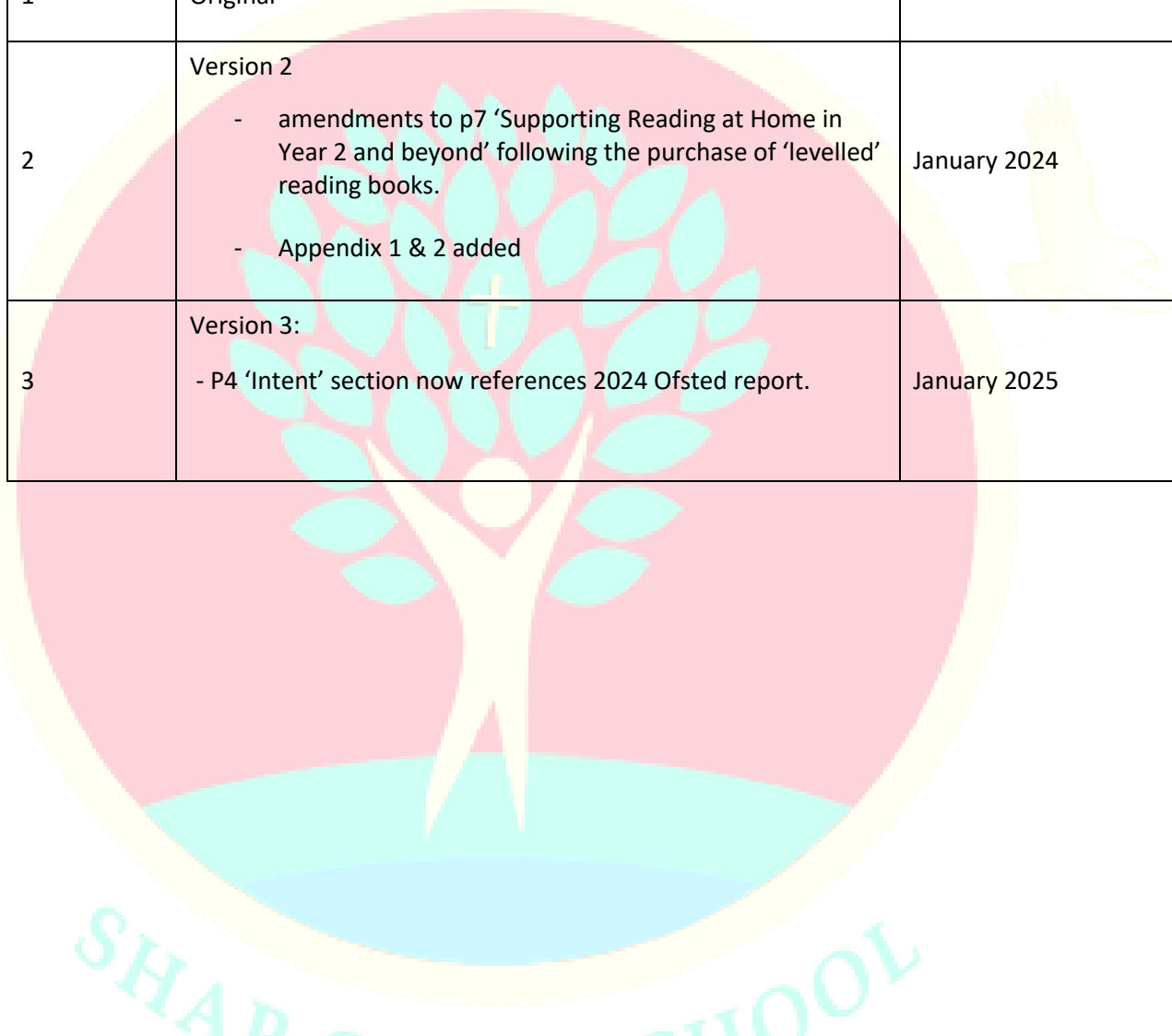
## Reading (including phonics) Policy

<b>Approved by</b>	
<b>Name:</b>	Katie Chappell
<b>Position:</b>	Headteacher
<b>Signed:</b>	
<b>Date:</b>	Spring 2025
<b>Proposed review date:</b>	Spring 2026

## REVIEW SHEET

The information in the table below details earlier versions of this document with a brief description of each review and how to distinguish amendments made since the previous version date (if any).

Version Number	Version Description	Date of Revision
1	Original	
2	Version 2 - amendments to p7 'Supporting Reading at Home in Year 2 and beyond' following the purchase of 'levelled' reading books. - Appendix 1 & 2 added	January 2024
3	Version 3: - P4 'Intent' section now references 2024 Ofsted report.	January 2025



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## **Introduction**

This document is a statement of the vision, aims, strategies and outcomes for the teaching and learning of reading at Shap Endowed Church of England Primary School. This document provides a clear and agreed framework for the teaching of reading in our school and promotes continuity and coherence across the school, allowing all children to achieve their full potential in reading, which in turn unlocks the ability to access the rest of the curriculum. Reading is a key component of English; a core subject and this policy has been written in accordance with the statutory requirements as set out in the National Curriculum in England: Primary Curriculum which states:

*‘English has a pre-eminent place in education and in society. A high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others and through their reading and listening, others can communicate with them. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know. All the skills of language are essential to participating fully as a member of society; pupils, therefore, who do not learn to speak, read and write fluently and confidently are effectively disenfranchised.’*

This policy should be read in conjunction with the school’s other English policies; Writing (including Spelling) Policy and Handwriting Policy.



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## Intent

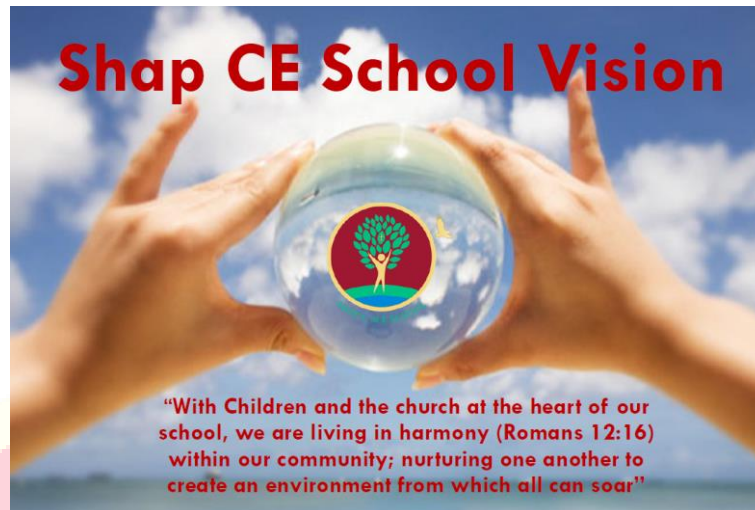
Reading is at the heart of the curriculum at Shap School. Our school environment reflects a passion for reading and parents/carers are actively encouraged to be involved in their child's reading journey throughout their time at Shap School.

We want our children to be confident, competent, enthusiastic readers and we aim for all pupils to develop a life-long love of reading for pleasure.

This love of reading was recognised in our most recent inspection Ofsted (July 2024)  
*The school has prioritised early reading. Children in the Nursery class enjoy joining in with rhymes and sharing books together. This prepares them well for learning phonics in future years. Pupils practise reading using books that contain the sounds that they already know. Highly trained staff provide pupils with extra support if they need it. Most pupils learn to read fluently and accurately in readiness for key stage 2. Reading is threaded through all that the school does. Older pupils enjoy reading and appreciate the range of texts and authors on offer to them. They spoke with sheer joy about receiving raffle tickets and books in front of their parents and carers in celebration assemblies. Pupils value the school library. The Year 6 librarians take responsibility to make this area inviting and welcoming for all.*

We provide a reading curriculum that stimulates, challenges and explores links with the wider world and equips children with key skills for life:

- To teach children to read with confidence and fluency to a high standard.
- To move children from 'learning to read' with a greater emphasis on 'reading to learn'.
- To enable each child to have confidence and pride in their ability to read and belief that they can make good progress.
- To motivate children to become readers for life; showing them that books can offer fun, excitement, pleasure, interest, information and opportunities to travel beyond their own life experiences.
- To teach children to read with understanding the texts they encounter.
- To teach about a range of genres in fiction and poetry, providing children with opportunities to become familiar with some of the ways in which narratives are structured.
- To engage each child's interest in books so that they are able to evaluate and justify their preferences and become critical readers.
- To ignite an interest in the development of language, discovering the meaning of new words as they expand their vocabulary.



Our vision and intent for readers at Shap CE Primary School is in congruence with the aims of the 2014 Primary National Curriculum for English (DfE, 2014):

*'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 word, and to develop their love of literature through widespread reading for enjoyment. The national curriculum for English 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, writing and spoken language*
- *appreciate our rich and varied literary heritage*
- *write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences*
- *use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas*
- *are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.*

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## **Implementation**

At Shap we offer children a broad reading curriculum, coherently planned and sequenced from EYFS-Y6. A typical reading lesson in any class provides the opportunity for all children, regardless of their ability, to develop and flourish into confident and capable readers throughout their school journey.

### **The teaching and learning of Phonics**

In September 2022 we implemented our chosen systematic synthetic Phonics scheme: Essential Letters and Sounds (ELS).

The aim of ELS is 'Getting all children to read well, quickly'. It teaches children to read by identifying the phonemes (the smallest unit of sound) and graphemes (the written version of the sound) within words and using these to read words.

Children begin learning Phonics at the very beginning of Reception and it is explicitly taught every day during a dedicated slot on the timetable. Children are given the knowledge and the skills to then apply this independently.

Throughout the day, children will use their growing Phonics knowledge to support them in other areas of the curriculum and will have many opportunities to practise their reading. This includes reading 1:1 with a member of staff, with a partner during paired reading and as a class.

Children continue daily Phonics lessons in Year 1 and further through the school to ensure all children become confident, fluent readers.

We follow the ELS progression and sequence. This allows our children to practise their existing phonic knowledge whilst building their understanding of the 'code' of our language GPCs (Grapheme Phoneme Correspondence). As a result, our children can tackle any unfamiliar words that they might discover.

Children experience the joy of books and language whilst rapidly acquiring the skills they need to become fluent independent readers and writers. ELS teaches relevant, useful and ambitious vocabulary to support each child's journey to becoming fluent and independent readers.

We begin by teaching the single letter sounds before moving to digraphs 'sh' (two letters spelling one sound), trigraphs 'igh' (three letters spelling one sound) and quadgraphs 'eigh' (four letters spelling one sound).

We teach children to:

- Decode (read) by identifying each sound within a word and blending them together to read fluently
- Encode (write) by segmenting each sound to write words accurately.

The structure of ELS lessons allows children to know what is coming next, what they need to do, and how to achieve success. This makes it easier for children to learn the GPCs we are teaching (the alphabetic code) and how to apply this when reading.

ELS is designed on the principle that children should 'keep up' rather than 'catch up'. Since interventions are delivered within the lesson by the teacher, any child who is struggling with the new knowledge can be immediately targeted with appropriate support. Where further support is required, 1:1 interventions are used where needed. These interventions are short, specific and effective.

### **The teaching and learning of reading in Reception**

Children are taught to read on a 1:1 basis by the class teacher in Reception who matches their books to the individual's needs and abilities. Children read a range of 'Little blending books', fiction and non-fiction texts published by Oxford University Press that are correctly aligned to the sequence that letters and sounds are taught to the children through our ELS phonics scheme. Children repeatedly read a fully decodable book for their current level of working with a teacher in school throughout the week. They then take it home to read with a parent/carer on Friday, and can return the book the following Friday to swap for a new book containing the sounds they have worked on in school that week.

All books support early sight recognition of 'Harder to Read & Spell Words' (words that cannot be decoded) HRSW, blending of decodable words, sentence structure and comprehension.

Children's progress in developing and applying their phonic knowledge is carefully assessed and monitored.

Through all areas of the statutory EYFS Framework, Children are introduced to a rich variety of texts above the level they are able to read themselves. They respond to the texts they have been exposed to through role play, outdoor learning, mark making and small world activities.

At Shap School we recognise the importance of all areas of the EYFS Framework, however the key areas linked to our Reading aims and practice are:

\*Communication and language development - giving children opportunities to experience a rich language environment and develop their confidence and skills in expressing themselves; speaking and listening in a range of situations.

\*Personal social and emotional development – helping children to develop a positive sense of themselves and others, forming positive relationships and developing respect for others.

\*Literacy development encourages children to link sounds and letters to begin to read. Children must be given access to a wide range of quality reading materials to ignite their interest.

### **The teaching and learning of reading in Year 1**

In the June of Year One, children complete the Phonics Screening Check; a statutory assessment of their word reading/decoding skills. The test comprises of a list of 40 words. These are a mix of real and pseudo words that children must decode to read. It assesses the phonic skills and knowledge pupils have learned throughout Reception and Year One. The assessment is very similar to tasks the children complete within phonics lessons at school and the assessment is completed by the Key Stage One class teacher, with whom the pupils are already familiar and comfortable in working with. Children who do not pass the Phonics Screening Check will continue to work on their phonic skills and knowledge into Year 2, and re-sit the Phonics Screening Check in the June of Year Two.

During Year One, children are also introduced to paired reading with a partner. This happens within the daily phonics lesson. The texts staff chose for their pupils to read are from the scheme of fully decodable reading books we purchased alongside the Essential Letters and Sounds SSP scheme. As in Reception the texts are closely linked to the phonics stage pupils are working at. The books also contain questions/discussion prompts. In addition to continuing to develop word reading skills, these books aim to develop reading comprehension skills.

Children will also read 1:1 with a teacher or TA as often as possible with the lowest ability readers being prioritised and heard multiple times per week by adults in school.

### **The teaching and learning of reading in Year 2**

Children who pass the Phonics Screening Check in Year 1 will begin the Spelling Shed programme of work from September of Year 2. More information about this can be located in the Writing (including spelling) Policy. At this point children should be reading level 6 or 7 books from our reading scheme. Children are given more ownership over their choice of reading books once they reach this stage. They can choose any book from the 'number level' they are assessed to be working on.

In Year 2 Children also begin Guided Reading sessions. During these sessions' children work in groups of between 4-8 children and take it in turns to read aloud to the group and read chorally as a group. There is a heavy focus on building up reading comprehensions skills and strategies. This includes a short follow up task to allow children to demonstrate their individual learning of skills and what they have gleaned from the text studied.

### **The teaching and learning of reading in Key Stage 2**

Guided reading continues throughout Key Stage two taught very capably by our resident book worm Mrs Turner. Children attend their weekly reading sessions with Mrs Turner in Mardale, our dedicated reading environment. 4 groups per Key Stage Two class are streamed according to analysis of children's attainment in termly Progress in Reading Assessments (PiRA). The aim of these sessions is first and foremostly to continue to promote a love of reading by exposing pupils to a range of high-quality texts from a wide variety of genres. Texts are linked to a group's reading ability, but also provides a greater element of challenge to further develop comprehension skills in line with the expectations of the National Curriculum.

Children continue to have individual reading books and read 1:1 with an adult as frequently as possible. In upper Key Stage Two, children soar towards the exciting goal of becoming a free reader.

In addition to their group and individual reading, children share high quality, engaging texts in whole class teaching within English lessons through which the full range of English reading and writing skills are taught, as well as opportunities for reading across the curriculum.

In May of Year Six, pupils have statutory tests (SATs). To prepare the children for this, we ensure teaching includes opportunities to develop the skills of formal comprehension, inference and deduction.

### **Supporting Reading at Home in Reception & Year 1 (and for those who continue to need to follow the ELS decodable reading books beyond Year 1)**

- Children will only read books that are entirely decodable, this means that they should be able to read these books as they already know the code contained within the book.
- Children are encouraged to only use pure sounds when decoding words (no 'uh' after the sound)
- Children to practise reading their book at least 3 times at home across the week working on these skills:  
Decode – sounding out and blending to read the word.  
Fluency – reading words with less obvious decoding.  
Expression – using intonation and expression to bring the text to life!

We expect children to read to an adult at home at least 3 times per week, however daily is ideal! Parents/carers record reading at home on the digital reading record 'Boom Reader'. Children are rewarded with reading raffle tickets each Friday according to the number of times they have read at home during the week. The winner of each class' reading raffle is awarded a new book in Celebration Worship Time. We also have an inter-class 'Remarkable Readers' competition. Each week we calculate the percentage of children in each class who have read at home. The class with the highest percentage of pupils who have read at home add the biggest book to their class column on the remarkable readers display, 2<sup>nd</sup> and 3<sup>rd</sup> place receive smaller books and 4<sup>th</sup> place receives the smallest. The first class whose stack of books reaches the top of the board wins a whole class treat/prize.

At the beginning of each academic year, we hold an information session for parents and carers to find out more about what we do for Phonics, Reading and English in their child's class. Parents are encouraged to attend these sessions and sent information via email afterwards.

We emphasise with parents the importance of using 'pure sounds' when we are pronouncing the sounds and supporting children in reading words. If we mispronounce these sounds, we will make reading harder for our children. The phonics section of our school website includes the videos linked below to demonstrate how to accurately pronounce phase 2, 3 and 5 sounds.

<https://www.shap.cumbria.sch.uk/phonics-1/>

And here:

<https://home.oxfordowl.co.uk/reading/reading-schemes-oxford-levels/essential-letters-and-sounds/>

**Supporting Reading at Home in Year 2 and beyond (for those who have successfully completed the Phonics Screening check in Year 1 or the Y2 resit)**

Children continue to have individual reading books to read in school and at home. They are encouraged to have their bookbag/reading wallet in school every day and to take it home every day. At this point children will be reading 'level 6' and beyond books from our reading scheme. Please see appendix 2 for the expected 'level' children will be reading by the end of each academic year.

Children are given more ownership over their choice of reading books once they reach this stage. Books are stored accessibly, facing forwards in baskets in Blencathra class's Book Nook. Children can choose any book from the 'number level' they are assessed to be working on by their teacher. Class Teachers assessments will determine when a child has reached the 'Free Reader' stage and there is a huge selection of high quality, age-appropriate free reader texts available in Mardale for children to read in school and at home. Children are also welcome to read their own books from home.

We continue to expect children to read to an adult at home at least 3 times per week, however daily is ideal! Parents/carers continue to record reading at home on the digital reading record 'Boom Reader'. Children continue to be rewarded with reading raffle tickets each Friday according to the number of times they have read at home during the week. The winner of each class's reading raffle is awarded a new book in Celebration Worship Time. Children also continue to be rewarded in the inter-class 'Remarkable Readers' competition.



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## **Impact**

Through the intent and implementation of reading teaching and learning at Shap, we expect that by the end of Year 6, our children will:

- 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.
- maintain positive attitudes to reading and understanding of what they read by:
  - continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
  - reading books that are structured in different ways and reading for a range of purposes - increasing their 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
  - recommending books that they have read to their peers, giving reasons for their choices
  - identifying and discussing themes and conventions in and across a wide range of writing
  - making comparisons within and across books
  - learning a wider range of poetry by heart
  - preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience
- understand what they read by:
  - checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
  - asking questions to improve their understanding
  - drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
  - predicting what might happen from details stated and implied
  - summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas
  - identifying how language, structure and presentation contribute to meaning
  - discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
  - distinguish between statements of fact and opinion
  - retrieve, record and present information from non-fiction
  - 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
  - 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
  - provide reasoned justifications for their views.

We expect that throughout the school all adults and children foster an 'I love' attitude to reading and challenge any thoughts to the contrary. Reading lessons will be eye opening, challenging and engage all children at all levels. Children will enthusiastically talk about their reading and be able to explain their learning and love of books. We expect that all children will be working on and enhancing the skills listed above.

We expect that at the end of each year children will have achieved Age Related Expectations (ARE) for their year group. Some children will have progressed further and achieved greater depth (GDS). Children who have gaps in their knowledge, or who are accessing a different curriculum, receive appropriate support and intervention to make excellent progress from their starting point.

### **Assessment**

The impact of our approach to the teaching and learning of reading is evidenced through different forms of assessment that will happen daily, weekly, termly and yearly; both through lessons and in targeted individual and group interventions or tuition. Assessment will take many forms.

#### **Formative Assessment**

Formative assessment is completed throughout lessons by the teacher and support staff. The outcomes of formative assessment will inform next steps, interventions and future planning. Examples of formative assessment may be:

- Questioning
- Observations
- Self-assessment
- Written work following on from reading
- Mini-whiteboard work
- Conferencing
- POP tasks

#### **Summative Assessment**

Summative assessments take place at the end of term or at the end of units of work to assess the knowledge, skills and understanding that has been retained. Examples of summative assessment of reading at Shap include:

- ELS Half-Termly assessments of the letters & Sounds covered in that half term, decodable real/pseudo words containing letters and sounds learned in that half term and 'HRSW' words learned in that half term.
- Phonics Screening check in June Year 1 to assess ability to decode 40 words (some real words, some pseudo words)
- Rising Star PiRA assessments to be taken towards the end of the Autumn, Spring and Summer terms from Y2-Y6
- Previous SATs papers taken in Year 2 and Year 6, at the discretion of the class teacher

### **Impact of Assessment**

Teacher's will input assessment data from PiRA assessments onto the school's data system FFT. Data will also be entered onto the Rising Stars Mark system to show domain strengths and weaknesses and produce a gap analysis. This will also generate a standardised score for each child for the particular termly assessment. This data should be taken alongside teacher judgement of the children's day-to-day attainment and performance in reading to reach a final judgement as to whether the child is working at: WTS (Working Towards) EXS (Expected) or GDS (Greater Depth) and recorded on the reading tracker on FFT.

Class teachers will analyse their own class data and will plan reading interventions from this. The English leader will analyse the school data to identify common strengths, weaknesses, areas for support, attainment, progress among individuals and groups and as a triangulation tool with other monitoring instruments, such as: pupil voice, learning walks, observations and book scrutiny.

Assessment is also used to help with reporting to parents. This is formally via two parent's consultations over the academic year and an end of year report in the summer term. Teachers should keep parents up-to-date with their child's progress and attainment in maths and celebrate successes and inform them in a timely manner if there is a concern regarding their child's reading development and the steps being put in place to support the child to close the gap with their peers.

### **Inclusion:**

At Shap, we believe every child should have equal access and opportunities to reading books, equipment, resources and quality first teaching. This happens in groups streamed according to ability for Phonics from Nursery-Y1 and Guided Reading Y2-6. To ensure all children access the learning at their appropriate age and stage, teachers will employ a variety of different differentiation techniques. These may include:

- Open ended activities or investigations where differentiation is by outcome
- Practical resources available for all learners
- Carefully considered questions using different numbers or representations
- Grouping – either with similar ability or mixed ability to encourage collaborative learning
- Adult support – teachers will use formative assessment to deploy teaching staff or teaching staff will be asked to support individuals or groups ahead of time through teacher planning

We always aim for children to work on the same curriculum content as their peers; however, a few children may need to work on the end of year expectations for a younger year group. Children on the SEND register or with a School Support Plan occasionally work with children in the academic year below their chronological year group for phonics/guided reading. Those working greater than 1 year below their Age-Related Expectation receive 1:2 or 1:1 additional support rather than working in groups with significantly younger children. Their learning will in all cases be rich and designed with a clear progression in mind. Children who are identified as needing extra support in reading will be added to the provision map and a suitable intervention will be planned and delivered by the class teacher or teaching assistant.

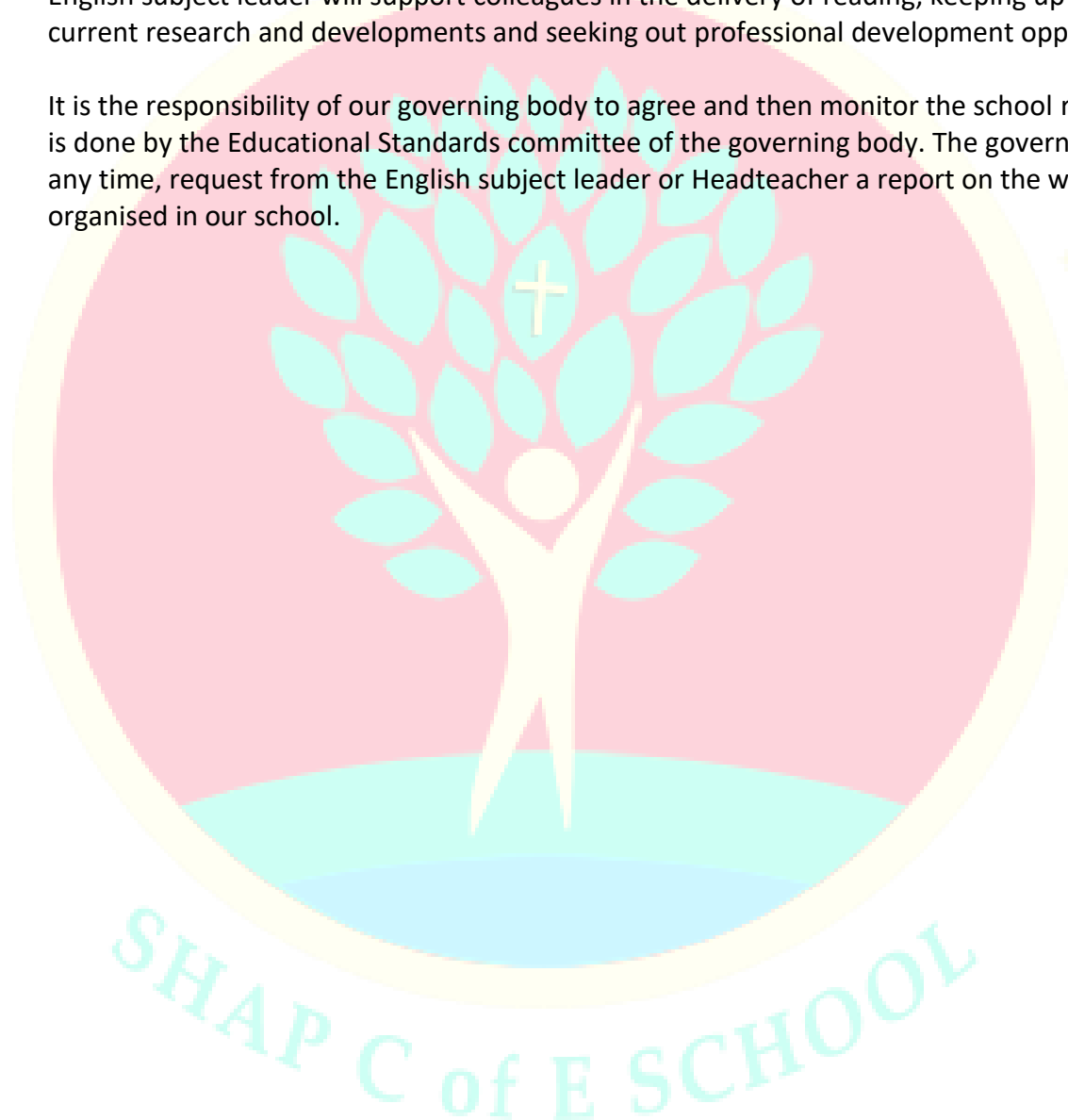
Children who are identified as gifted in reading will be recorded on the school's Gifted and Talented Register. For children identified as gifted in reading, teachers will provide greater challenges in lessons, and offer further opportunities for them to develop their gifts outside of the normal timetable. For

example, being selected to attend G&T cluster events, with alongside G&T readers from other local schools. Teacher's will inspire, motivate and challenge gifted pupils by planning for breath and depth.

### **Monitoring and Review**

The English subject leader will provide a strategic direction and lead for the reading at Shap school, so that reading enjoys a high profile and is benefitting the children at Shap. Regular monitoring activities, to ensure this reading policy is followed and current provision is effective, are undertaken by the English subject leader. These activities include lesson observations, learning walks, pupil voice, book scrutiny, staff audits, resource audits, school community questionnaires and staff discussions. The English subject leader will support colleagues in the delivery of reading, keeping up to date with current research and developments and seeking out professional development opportunities.


It is the responsibility of our governing body to agree and then monitor the school reading policy. This is done by the Educational Standards committee of the governing body. The governing body may, at any time, request from the English subject leader or Headteacher a report on the way reading is organised in our school.



**Appendix 1: National Curriculum Reading progression**

	<b>Reception</b> <b>Word Reading ELG</b> 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.	<b>Year 1</b> -apply phonic knowledge and skills as the route to decode words -respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes -read accurately by blending sounds in unfamiliar words containing GPCs that have been taught -read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word -read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings -read other words of more than one syllable that contain taught GPCs -read words with contractions (for example, I'm, I'll, we'll), and understand that the apostrophe represents the omitted letter(s) -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 -re-read these books to build up their fluency and confidence in word reading.	<b>Year 2</b> -continue to apply phonic knowledge and skills as the route to decode 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 -read accurately words of two or more syllables that contain the same graphemes as above -read words containing common suffixes -read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word -read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered -read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation -re-read these books to build up their fluency and confidence in word reading.	<b>Year 3 &amp; 4</b> -apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in NC English Appendix 1, both to read aloud and to understand the meaning of new words they meet -read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.	<b>Year 5 &amp; 6</b> -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.
					



	<b>Reception</b> Comprehension ELG 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.	<b>Year 1</b> Develop pleasure in reading, motivation to read, vocabulary and understanding by: -listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently - being encouraged to link what they read or hear read to their own experiences -becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics -recognising and joining in with predictable phrases -learning to appreciate rhymes and poems, and to recite some by heart -discussing word meanings, linking new meanings to those already known Understand both the books they can already read accurately and fluently and those they listen to by: -drawing on what they already know or on background information and vocabulary provided by the teacher -checking that the text makes sense to them as they read and correcting inaccurate reading -discussing the significance of the title and events -making inferences on the basis of what is being said and done -predicting what might happen on the basis of what has been read so far Participate in discussion about what is read to them, taking turns and listening to what others say Explain clearly their understanding of what is read to them.	<b>Year 2</b> Develop pleasure in reading, motivation to read, vocabulary and understanding by: -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 -discussing the sequence of events in books and how items of information are related -becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales -being introduced to non-fiction books that are structured in different ways -recognising simple recurring literary language in stories and poetry -discussing and clarifying the meanings of words, linking new meanings to known vocabulary -discussing their favourite words and phrases -continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear Understand both the books that they can already read accurately and fluently and those that they listen to by: -drawing on what they already know or on background information and vocabulary provided by the teacher -checking that the text makes sense to them as they read and correcting inaccurate reading -making inferences on the basis of what is being said and done -answering and asking questions -predicting what might happen on the basis of what has been read so far 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 Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.	<b>Year 3 &amp; 4</b> Develop positive attitudes to reading and understanding of what they read by: -listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks -reading books that are structured in different ways and reading for a range of purposes -using dictionaries to check the meaning of words that they have read -increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally -identifying themes and conventions in a wide range of books -preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action -discussing words and phrases that capture the reader's interest and imagination -recognising some different forms of poetry [for example, free verse, narrative poetry] Understand what they read, in books they can read independently, by: -checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context -asking questions to improve their understanding of a text -drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence -predicting what might happen from details stated and implied -summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas -identifying how language, structure and presentation contribute to meaning Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader Distinguish between statements of fact and opinion Retrieve, record and present information from non-fiction 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 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 Provide reasoned justifications for their views	<b>Year 5 &amp; 6</b> Maintain positive attitudes to reading and understanding of what they read by: -continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks -reading books that are structured in different ways and reading for a range of purposes -increasing their 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 -recommending books that they have read to their peers, giving reasons for their choices -identifying and discussing themes and conventions in and across a wide range of writing -making comparisons within and across books -learning a wider range of poetry by heart -preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience Understand what they read by: -checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context -asking questions to improve their understanding -drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence -predicting what might happen from details stated and implied -summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas -identifying how language, structure and presentation contribute to meaning Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader Distinguish between statements of fact and opinion Retrieve, record and present information from non-fiction 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 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 Provide reasoned justifications for their views
<h2 style="color: red;">Reading – Comprehension</h2>					

## Appendix 2: Expected book level children should read each academic year



### Oxford Reading Levels:

Typical progress through primary school

Reception	1	Lilac	Age Related expectation for end of Reception - Level 3 (Yellow)
	1+	Pink	
	2	Red	
	3	Yellow	
Year 1	4	Light Blue	Age Related expectation for end of Year 1 - Level 6 (Orange)
	5	Green	
	6	Orange	
	7	Turquoise	
Year 2	7	Turquoise	Age Related expectation for end of Year 2 - Level 10 (White)  <small>NOTE: Children reading Oxford Reading Level 9 should be capable of achieving National Standard in end of KS1 tests</small>
	8	Purple	
	9	Gold	
	10	White	
	11	Lime	
Year 3	12	Lime +	Age Related expectation for end of Year 3 - Level 13 (Grey)
	8	Purple	
	9	Gold	
	10	White	
	11	Lime	
Year 4	12	Lime +	Age Related expectation for end of Year 4 - Level 15 (Dark Blue)
	13	Grey	
	14	Grey	
	15	Dark Blue	
Year 5	16	Dark Blue	Age Related expectation for end of Year 5 - Level 17 (Dark Red)
	17	Dark Red	
	18	Dark Red	
Year 6	18	Dark Red	Age Related expectation for end of Year 6 - Level 19 (Dark Red)  <small>NOTE: Children reading Oxford Reading Level 17 should be capable of achieving National Standard in end of KS2 tests</small>
	19	Dark Red	
	20	Dark Red	
	Free Readers		