



CURRICULUM: READING



**St. John the Evangelist
Catholic Primary School**

Christ at the Centre, Children at the Heart

CURRICULUM NARRATIVE

Vocabulary



Discuss understanding and context



Use a dictionary



Discuss and evaluate author intent

Welcome to secondary school!

Year 5/6



Discuss understanding and context



Ask questions



Identify how language contributes to meaning



Use a dictionary

Year 3/4



Recognise recurring literary language



Discuss and clarify meaning



Draw on vocabulary knowledge

Year 1/2

EYF5

Your reading journey starts here!

CURRICULUM NARRATIVE

Inference



Draw inferences from the characters' thoughts and feelings



Provide reasoned justifications for their views

Welcome to secondary school!

Year 5/6



Draw inferences from the characters' thoughts and feelings



Justify inferences with evidence

Year 3/4



Make inferences from the text

Year 1/2

EYF5

Your reading journey starts here!

CURRICULUM NARRATIVE

Prediction



Make a prediction from details stated and implied

Welcome to secondary school!

Year 5/6



Make a prediction from details stated and implied

Year 3/4



Predict what might happen based on what has been read so far

Year 1/2

EYF5

Your reading journey starts here!

CURRICULUM NARRATIVE

Explain



Discuss understanding through presentations and debates



Provide reasoned justifications for their views

Welcome to secondary school!

Year 5/6



Discuss understanding of what they have read



Participate in discussions, take turns, identify themes



Make comparisons

Year 3/4



Explain what has happened so far in what they have read



Make links between the text and other books they have read

Year 1/2

EYF5

Your reading journey starts here!

CURRICULUM NARRATIVE

Retrieval



Retrieve, record
and present
information

Welcome to
secondary
school!

Year 5/6



Retrieve and
record
information



Identify key details
from the fiction and
non-fiction books

Year 3/4



Identify key aspects of fiction and
non-fiction, such as characters,
events, titles and information

Year 1/2

EYF5

Your
reading
journey
starts
here!

CURRICULUM NARRATIVE

Sequence/Summarise



Summarise the main ideas drawn from one paragraph



Begin to identify key details that support the main ideas

Welcome to secondary school!

Year 5/6



Summarise the main ideas drawn from one paragraph



Begin to identify key details that support the main ideas

Year 3/4



Identify and explain the sequence of events in texts

Year 1/2

EYF5

Your reading journey starts here!

CURRICULUM NARRATIVE

Curriculum Intent

It is our intention at St. John's to provide pupils with high-quality education in reading so that they leave primary school as motivated and competent readers who can recommend books to their peers, have a thirst for reading a range of genres including poetry and participate in discussions about books, including evaluating an author's use of language and the impact this can have on the reader. It is our intention to ensure that pupils are able to read fluently and with confidence in any subject in their forthcoming secondary education. Reading is an essential skill and we ensure there are lots of reading opportunities available across the curriculum each day. Phonics will be emphasised in the early teaching of reading to beginners when they start school. We intend to encourage all pupils to read widely across both fiction and non-fiction to develop their knowledge of themselves and the world in which they live whilst establishing an appreciation and love of reading (within a culture of reading) to gain knowledge across the curriculum and develop their comprehension skills. We want to create an environment where children have a love of literature and believe that reading for pleasure is vital and we create a love and an enthusiasm of reading in each classroom.

Curriculum Implementation

At St. John's, reading is taught through a structured, systematic approach beginning with high-quality phonics instruction in the early years using Sounds-Write. As pupils progress, they are exposed to a diverse range of genres, texts and authors to deepen comprehension and engagement. We use guided reading, whole-class reading and individual reading to meet the needs of all pupils. Teachers model reading strategies explicitly and vocabulary development is embedded across all subjects. Regular assessment informs planning and targeted interventions support those who need additional help. Reading for pleasure is promoted through the use of our class and school libraries, author visits, celebrating World Book Day and daily story time.

Curriculum Impact

We hope the impact of our reading curriculum is to create confident and fluent readers with strong comprehension skills. Our pupils are able to engage with a wide range of texts for both learning and enjoyment. Assessment data and pupil voice demonstrate consistent progress and a positive attitude toward reading. By the end of their primary education, pupils are well-prepared for the next stage of their learning having developed the skills and habits needed to read independently, critically and for pleasure.

GUIDED READING

How Guided Reading is Taught at St. John's

Children are taught the skills of reading (outlined in the National Curriculum and the KS1 and KS2 test domains) through the use of VIPERS which were created by Rob Smith (The Literacy Shed).

The Reading Vipers are used by both KS1 and KS2 with some adaptations. The main difference between the Key stages is the definition of the S in the acronym.

Sequence – KS1

Summarise – KS2

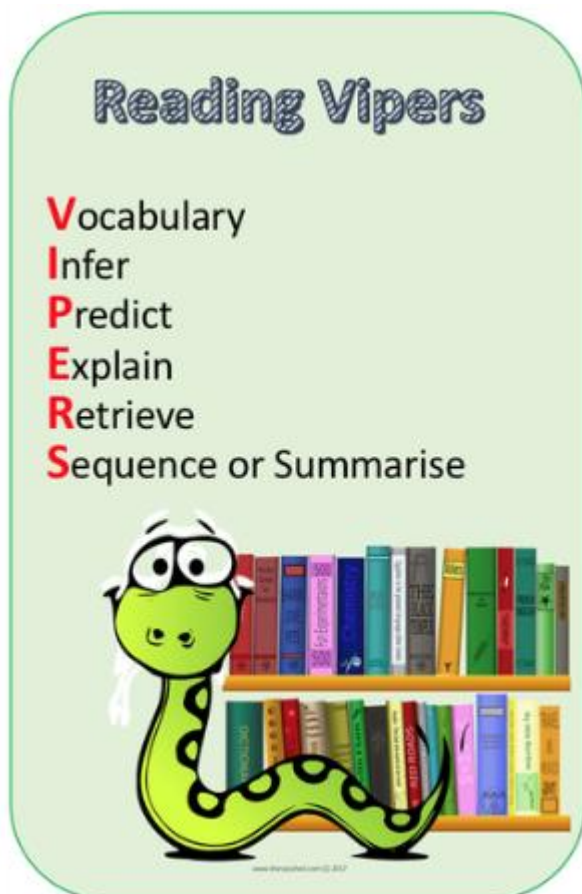
In KS1, 'Explain'; is not one of the content domains, rather it asks children why they have come to a certain conclusion, to explain their preferences, thoughts and opinions about a text.

In KS2, the Explain section covers the additional content domains of 2F, 2G and 2H which are not present in KS1.

What are Vipers?

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

VIPERS stands for:



GUIDED READING

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

Key Stage 1

In Key Stage One children reading skills are taught and practised using the VIPERS during whole class reading sessions.

KS1 Content Domain Reference **[VIPER]**

1a draw on knowledge of vocabulary to understand texts **[Vocabulary]**

1b identify/explain key aspects of fiction and non-fiction, such as characters, events, titles and information **[Retrieve]**

1c identify and explain the sequences of events in texts **[Sequence]**

1d make inferences from the text **[Infer]**

1e predict what might happen on the basis of what has been read so far **[Predict]**

Key Stage 2

In Key Stage Two children reading skills are taught and practised using VIPERS during whole class reading sessions.

KS2 Content Domain Reference **[VIPER]**

2a Give/explain the meaning of words in context **[Vocabulary]**

2b retrieve and record information/ identify key details from fiction and non-fiction **[Retrieve]**

2c summarise main ideas from more than one paragraph **[Summarise]**

2d make inferences from the text/ explain and justify inferences with evidence from the text **[Infer]**

2e predict what might happen from details stated or implied **[Predict]**

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

2g C **[Explain]**

2h make comparisons within a text **[Explain]**

Frequency

Guided Reading/VIPERS Sessions will be taught each day in KS2. KS1 will access sessions 3 times a week in addition to their phonic programme. Recording in books must take twice a week for KS2 and once a week for KS1. When recording in books, the VIPERS skill should be identified next to the question number e.g. (V) 1. One session per week must involve an unseen text (KS2) and assessment style questions (KS1 and 2). Weekly individual reading sessions for all children with individual daily reading for your identified 20%.

Additional Guidance

Short extracts to be used mainly with exposure to some longer texts. A range of alternative media to be used to support engagement (images, photos, film clips, music). Use VIPER question stems to support planning and questioning. Use given PowerPoint proforma and planning sheets. Identify focus groups. Use Record sheets and NFER data to identify gaps and inform planning. Sessions should be innovative, fun and engaging to continue to foster a love of reading. Reading rings available to use for identifying evidence in the text.

Displays

Each classroom should have a VIPERS display which can be used and referred to as a memory hook when teaching skills.

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1e predict what might happen on the basis of what has been read so far **[Predict]**

Key Stage 2

In Key Stage Two children reading skills are taught and practised using VIPERS during whole class reading sessions.

KS2 Content Domain Reference **[VIPER]**

2a Give/explain the meaning of words in context **[Vocabulary]**

2b retrieve and record information/ identify key details from fiction and non-fiction **[Retrieve]**

2c summarise main ideas from more than one paragraph **[Summarise]**

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READING at KS1

Phonics & Early Reading

High-quality phonics teaching lies at the heart of our early education, securing the crucial skills of word recognition that, once mastered, enable children to read fluently and automatically. Once children are fluent readers, they are able to concentrate on the meaning of the text and make the shift between learning to read and reading to learn. Reading is seen as a skill so essential to access the world around them. In school we follow the **Sounds-Write** programme to teach phonics. We aim to ensure that all children are fluent readers by the time they leave KS1. Our reading scheme in Reception and Year One is entirely decodable, using Sounds-Write texts and Phonics Dandelion Readers.

Sounds Write at St. John the Evangelist

Phonics & Spelling

The Sounds-Write programme is a linguistic phonics approach (speech to print) used to teach phonics and spelling. It is a highly structured, cumulative, multi-sensory approach to teaching reading and spelling. We begin teaching an awareness of sound and sound identification in Nursery and as children show readiness they begin to access the initial code of Sounds-Write phonics. All pupils in Reception begin the initial code in the September of their Reception year. They continue on their phonics journey throughout Year One and into Year Two, with the aim of leaving KS1 as fluent readers, secure in word building and recognition. They consolidate this knowledge with a focus on spelling during the rest of KS2.

We explicitly teach the 3 skills of:

- Blending
- Segmenting
- Phoneme manipulation (sound swapping)

The children are taught to decode and encode by understanding 4 clear concepts:

Letters are symbols that represent sounds that they say

Sounds can be spelt using 1,2,3 and 4 letters – f, oa, air, eigh

The same sound can be spelt in different ways – bone, coat, toe, window, shoulder

The same spelling can represent different sounds – bread, eat, great

All adults in school use the same consistent, concise language about sounds and spelling when teaching. We say that the letters *spell* sounds they do not *say* sounds. We use phrases such as:

In this word...

If this was...this would be...

This can spell...what else can it spell?

Say the sounds and read the word.

Where should children be at this point?

Where are they going to next?

What sounds do children know?

Consistency of time and resources are applied very effectively to support the teaching of daily phonics. The discrete teaching of phonics and reading has become a natural and everyday part of every aspect of the curriculum.

Progress in phonics is monitored half termly, including lesson visits and pupil progress discussions.

Pupils in EYFS and KS1 are given additional support as required to master their phonics. Pupils in KS2, who have gaps in the phonics, continue to be supported through timely and effective intervention and decodable readers for older pupils.

READING at KS2

Reading at Key Stage Two:

Reading in Key Stage Two continues to develop decoding, fluency and comprehension skills. The Simple View of Reading, highlighted in the Rose Review, forms the foundations of provision for reading in Key Stage Two. Developing key reading skills through high-quality teaching is the priority for our children. In addition, studying whole texts in lessons – linked to writing lessons- develops children's love of reading by giving them the opportunity to read and listen to texts and authors they might not have chosen to read for themselves, also providing opportunities to encounter a wide variety of genres. We have daily guided reading comprehension sessions to ensure that children read age-related texts and answer V.I.P.E.R.S (Vocabulary, Inference, Predict, Explain, Retrieve and Summarise / Sequence) as our method to explicitly teach each skill. These whole class comprehension sessions are used as a powerful tool to allow all children to make progress in reading and provide regular and supportive opportunities for children to encounter engaging texts that will resonate with their interests and capture their imagination. Carefully graded questions allow for children to develop their comprehension skills at an appropriate level.

Education Endowment Fund research indicates that reading comprehension approaches deliver an additional six months' progress. Successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities and involve activities and texts that provide an effective, but not overwhelming, challenge. Texts are chosen to embed core teaching in English or other subject areas and also by their Lexile scores and from the Reading Reconsidered Spine.

Individual Reading

As children enter school, we assign them to a specific level of book based on their word reading skills and their ability to understand and explain what they are reading. Earlier book levels are linked to their phonics phases.

From EYFS to Year 2, children will be given a weekly reading book that is suitably tailored to their ability and age. This book will have a similar theme and reading level as they one studied in class and will allow the children to practise their decoding skills. They should read this with expression and fluency. A further book will be a book of their choice for parents to read with them and discuss. These books will be changed on a weekly basis. Both these books should be read at least three times at home.

From Year 3 to 6, children will have an in school reading book at their reading level and will select a book from their class library or the school library as their reading for pleasure book to take home each week. Children are expected to read, at home, 4 times a week.

READING at KS2

Story Time

At St. John the Evangelist, we recognise that story time is an integral part of our day. Story time broadens horizons and vocabulary in addition to allowing children to share their experiences. It allows for further embedding of the curriculum area for the term by giving an alternative viewpoint or comparison.

Reading For Pleasure

Children are given time to read for pleasure either individually or with a peer. At St John's we are fostering a love of reading.

Buddy Reading

Across the whole school from EYFS to Year 6, a KS2 class is paired with a class from either KS1 or EYFS. The two classes will meet once a week and each child will work with a carefully selected partner from the opposite class. In their pair, the older child will listen to the younger child read their reading book and they will share at least one other book that is jointly chosen, the older child taking the lead in reading it and having a joint dialogue about the content and their opinions of the book. This process helps to further develop children's reading skills, oracy skills and promote a love of reading.

Intervention

In KS1, children have additional phonics, either 1:1 or as a group to help them to make the correct amount of progress in their phonics and reading. This continues into Year 3 should a child not pass their phonics screening check by the end of Year 2. In years 4, 5 and 6, any child whose reading is below standard has additional 1:1 or group phonics sessions Reading Plus or a targeted reading intervention led by a teaching assistant.

Reading Challenge

Each year group is challenged to read 10 books before they leave that year group. All texts have been carefully selected based on Lexile scores and varied authors. There is a prize incentive. Each classroom has a challenge display and library to support access for all. Challenges shared with parents via ClassDojo. Books read are to be stickered and dated on individual child's challenge sheet. Completed challenge books are to be celebrated by the class teacher.

READING PROGRESSION

National Curriculum Aims and Objectives - Reading

The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written language, and to develop their love of literature through widespread reading for enjoyment. The national curriculum for reading aims to ensure that all pupils:

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

		Key Stage 1		Key Stage 2			
EYFS		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Word reading-phonics and decoding	Enjoy rhyming and rhythmic activities	Apply phonic knowledge and skills as the route to decode words.	Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent.	Use their phonic knowledge to decode quickly and accurately (may still need support to read longer unknown words).	Read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill.	Read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues.	Read fluently with full knowledge of all Y5/ Y6 exception words, root words, prefixes, suffixes/word endings
	Show an awareness of rhyme and alliteration	Blend sounds in unfamiliar words using the GPCs that they have been taught.	Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.	Apply their growing knowledge of root words and prefixes, including in-, im-, il-, ir-, dis-, mis-, un-, re-, sub-, inter-, super-, anti- and auto to begin to read aloud.	Apply their knowledge of root words, prefixes and suffixes/word endings to read aloud fluently.	Apply their growing knowledge of root words, prefixes and suffixes/ word endings, including -sion, -tion, cial, -tial, -ant/-ance/ancy, -ent/-ence/ency, -able/-ably and -ible/ibly, to read aloud fluently.	Decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues.
	Recognise rhythm in spoken words						
	Continue a rhyming string	Respond speedily, giving the correct sound to graphemes for all of the 40+ phonemes.					
	Hear and say the initial sound in words	Read words containing taught GPCs.	Accurately read most words of two or more syllables.	Apply their growing knowledge of root words and suffixes/word endings, including -ation, -ly, -ous, -ture, sure, -sion, -tion, ssion and -cian, to begin to read aloud.			
	Segment the sounds in simple words and blending them together, knowing which letter represents some of them	Read words containing -s, -es, -ing, -ed and est endings.	Read most words containing common suffixes.				
	Link sounds to letters, naming and sounding the letters of the alphabet	Read words with contractions, e.g. I'm, I'll and we'll.					
	Use phonic knowledge to decode regular words and read them aloud accurately.						

		Key Stage 1		Key Stage 2			
EYFS		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Word reading- common exception words	To read some common irregular words.	Read Y1 common exception words, noting unusual correspondences between spelling and sound and where these occur in words	Read most Y1 and Y2 common exception words*, noting unusual correspondences between spelling and sound and where these occur in the word.	Read most Y3/Y4 exception words.	Read all Y3/Y4 exception words, discussing the unusual correspondences between spelling and where these occur in the word.	Read most Y5/ Y6 exception words, discussing the unusual correspondences between spelling and sound and where these occur in the word.	Read most Y5/ Y6 exception words, discussing the unusual correspondences between the spelling and sound and where these occur in the word.
Word reading-fluency	Show interest in illustrations and print in books and print in the environment. Recognise familiar words and signs such as own name and advertising logos. Look and handle books independently (holds books the correct way up and turns pages). Ascribe meanings to marks that they see in different places. Begin to break the flow of speech into words. Begin to read words and simple sentences. Read and understand simple sentences.	Accurately read texts that are consistent with their developing phonic knowledge, that do not require them to use other strategies to work out words. Reread texts to build up fluency and confidence in word reading.	Read aloud books (closely matched to their improving phonic knowledge), sounding out unfamiliar words accurately, automatically and without undue hesitation. Reread these books to build up fluency and confidence in word reading. Read words accurately and fluently without overt sounding and blending, e.g. at over 90 words per minute, in age appropriate texts.	At this stage, teaching comprehension skills should be taking precedence over teaching word reading and fluency specifically. Any focus on word reading should support the development of vocabulary. Children should read age-appropriate texts at: Year 3 89 - 149 WPM Year 4 107 - 162 WPM Year 5 123 - 180 WPM Year 6 139 - 194 WPM <i>Accuracy as well as speed influences fluency; it is not just about the speed at which a child reads*</i>			

READING PROGRESSION

Comprehension- understanding and correcting inaccuracies	Know that print carries meaning and, in English, is read from left to right and top to bottom. Understand humour, e.g. nonsense rhymes, jokes.	Check that a text makes sense to them as they read and self-correct.	Show understanding by drawing on what they already know or on background information and vocabulary provided by the teacher. Check that the text makes sense to them as they read and correct inaccurate reading.				
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	Vipers Skills
	Vocabulary
	Inference
	Prediction
	Explain
	Retrieval
	Sequence/Summarise

READING PROGRESSION

		Key Stage 1		Key Stage 2			
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Comprehension- comparing, contrasting and commenting – SEE VIPERS FOR FURTHER BREAKDOWN OF SKILLS		Listen to and discuss a wide range of fiction, non-fiction and poetry at a level beyond that at which they can read independently. Link what they have read or have read to them to their own experiences. Retell familiar stories in increasing detail. Join in with discussions about a text, taking turns and listening to what others say. Discuss the significance of titles and events.	Participate in discussion about books, poems and other works that are read to them (at a level beyond at which they can read independently) and those that they can read for themselves, explaining their understanding and expressing their views. Become increasingly familiar with and to retell a wide range of stories, fairy stories and traditional tales. Discuss the sequence of events in books and how items of information are related. Recognise simple recurring literary language in stories and poetry. Ask and answer questions about a text. Make links between the text they are reading and other texts they have read (in texts that they can read independently).	Recognise, listen to and discuss a wide range of fiction, poetry, plays, nonfiction and reference books or textbooks. Use appropriate terminology when discussing texts (plot, character, setting).	Discuss and compare texts from a wide variety of genres and writers. Read for a range of purposes. Identify themes and conventions in a wide range of books. Refer to authorial style, overall themes (e.g. triumph of good over evil) and features (e.g. greeting in letters, a diary written in the first person or the use of presentational devices such as numbering and headings). Identify how language, structure and presentation contribute to meaning. Identify main ideas drawn from more than one paragraph and summarise these.	Read a wide range of genres, identifying the characteristics of text types (such as the use of the first person in writing diaries and autobiographies) and differences between text types. Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously. Identify main ideas drawn from more than one paragraph and to summarise these. Recommend texts to peers based on personal choice	Read for pleasure, discussing, comparing and evaluating in depth across a wide range of genres, including myths, legends, traditional stories, modern fiction, fiction and books from other cultures and traditions. Recognise more complex themes in what they read (such as loss or heroism). Explain and discuss their understanding of what they have read, including through formal presentations and debates. Listen to guidance and feedback on the quality of their explanations and contributions to discussions and make improvements. Draw out key information and summarise the main ideas in a text. Distinguish independently between statements of fact and opinion, providing reasoned justifications for their views.
Inference and Prediction	Suggest how a story might end. Begin to understand 'why' and 'how' questions. Answer 'how' and 'why' questions about their experiences and in response to stories or events	Begin to make simple inferences. Predict what might happen on the basis of what has been read so far.	Make inferences on the basis of what is being said and done. Predict what might happen on the basis of what has been read so far in a text.	Ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives. Justify predictions using evidence from the text.	Draw inferences from characters' feelings, thoughts and motives that justifies their actions, supporting their views with evidence from the text. Justify predictions from details stated and implied	Draw inferences from characters' feelings, thoughts and motives. Make predictions based on details stated and implied, justifying them in detail with evidence from the text.	Consider different accounts of the same event and to discuss viewpoints (both of authors and of fictional characters). Discuss how characters change and develop through texts by drawing inferences based on indirect clues.

READING PROGRESSION

Poetry and Performance	Listen to and join in with stories and poems, one-to-one and also in small groups. Join in with repeated refrains in rhymes and stories. Use intonation, rhythm and phrasing to make the meaning clear to others. Develop preference for forms of expression. Play cooperatively as part of a group to develop and act out a narrative. Express themselves effectively, showing awareness of listeners' needs.	Recite simple poems by heart.	Continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some with appropriate intonation to make the meaning clear.	Prepare and perform poems and play scripts that show some awareness of the audience when reading aloud. Begin to use appropriate intonation and volume when reading aloud.	Recognise and discuss some different forms of poetry (e.g. free verse or narrative poetry). Prepare and perform poems and play scripts with appropriate techniques (intonation, tone, volume and action) to show awareness of the audience when reading aloud.	Continually show an awareness of audience when reading out loud using intonation, tone, volume and action.	Confidently perform texts (including poems learnt by heart) using a wide range of devices to engage the audience and for effect.
Non-Fiction	Suggest how a story might end. Begin to understand 'why' and 'how' questions. Answer 'how' and 'why' questions about their experiences and in response to stories or events		Recognise that non-fiction books are often structured in different ways.	Retrieve and record information from non-fiction texts.	Use all of the organisational devices available within a non-fiction text to retrieve, record and discuss information. Use dictionaries to check the meaning of words that they have read.	Use knowledge of texts and organisation devices to retrieve, record and discuss information from fiction and non-fiction texts. Retrieve, record and present information from non-fiction texts. Use non-fiction materials for purposeful information retrieval (e.g. in reading history, geography and science textbooks) and in contexts where pupils are genuinely motivated to find out information (e.g. reading information leaflets before a gallery or museum visit or reading a theatre programme or review).	

		Key Stage 1		Key Stage 2			
EYFS		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Development of Reading for Pleasure	Listens to others one to one or in small groups, when conversation interests them. • Enjoys rhyming and rhythmic activities. • Listens to stories with increasing attention and recall. • Shows interest in illustrations and print in books and print in the environment. • Listens to and joins in with stories and poems, one-to-one and also in small groups.	Y1 Listening to and discussing a wide range of poems, stories and nonfiction 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.	Y3 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 English • Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action • Recognising some different forms of poetry [for example, free verse, narrative poetry]	Y5 • 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 English • 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			
		Y2 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 • Becoming increasingly familiar with and retelling a wider range of stories, fairy stories	Y4 • 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 English • Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action • Recognising some different forms of poetry [for example, free verse, narrative poetry]	Y6 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 English • Recommending books that they have read to their peers, giving reasons for their choices			

SEND

Our Reading curriculum has been designed to be delivered to the whole class. However, the tasks are adapted by class teachers to meet the needs of individual children. To ensure pupils with SEND achieve well, they should be exposed to the same learning as their peers; however, the way they evidence their learning through the tasks can be adapted.

Through scaffolding, tasks can be adapted to ensure all learners can access and evidence the same threshold concepts and learning objectives as their non-SEND counterparts. Scaffolding strategies can include providing sentence starters, a writing frame, vocabulary banks, sorting and matching cards or visual prompts. Reactive or proactive adaptations can make the BHCET curriculum accessible and achievable for all.

Other strategies of adaptation are outlined through the EEF's Five-a-Day principles, which include explicit instruction, metacognitive strategies, flexible grouping and the use of technology:

Scaffolding

'Scaffolding' is a metaphor for temporary support that is removed when it is no longer required. Initially, a teacher would provide enough support so that pupils can successfully complete tasks that they could not do independently. This requires effective assessment to gain a precise understanding of the pupil's current capabilities. Examples: Support could be visual, verbal, or written. Writing frames, partially completed examples, knowledge organisers, sentence starters can all be useful. Reminders of what equipment is needed for each lesson and classroom routines can be useful. Scaffolding discussion of texts: promoting prediction, questioning, clarification and summarising.

Explicit Instruction

Explicit instruction refers to a range of teacher-led approaches, focused on teacher demonstration followed by guided practice and independent practice. Explicit instruction is not just "teaching by telling" or "transmission teaching". One popular approach to explicit instruction is Rosenshine's 'Principles of Instruction'. Examples: Worked examples with the teacher modelling self-regulation and thought processes is helpful. A teacher might teach a pupil a strategy for summarising a paragraph by initially 'thinking aloud' while identifying the topic of the paragraph to model this process to the pupil. They would then give the pupil the opportunity to practise this skill. Using visual aids and concrete examples promotes discussion and links in learning.

Cognitive and Metacognitive Strategies

Cognitive strategies are skills like memorisation techniques or subject specific strategies like methods to solve problems in maths. Metacognitive strategies help pupils plan, monitor and evaluate their learning. Examples: Chunking the task will support pupils with SEND – this may be through provision of checklists, instructions on a whiteboard or providing one question at a time. This helps reduce distractions to avoid overloading working memory.

Prompt sheets that help pupils to evaluate their progress, with ideas for further support.

Flexible Grouping

Flexible grouping describes when pupils are allocated to smaller groups based on the individual needs that they currently share with other pupils. Such groups can be formed for an explicit purpose and disbanded when that purpose is met.

Examples: Allocating temporary groups can allow teachers to set up opportunities for collaborative learning, for example to read and analyse source texts, complete graphic organisers, independently carry out a skill, remember a fact, or understand a concept. Pre-teaching key vocabulary, is a useful technique.

Use of Technology

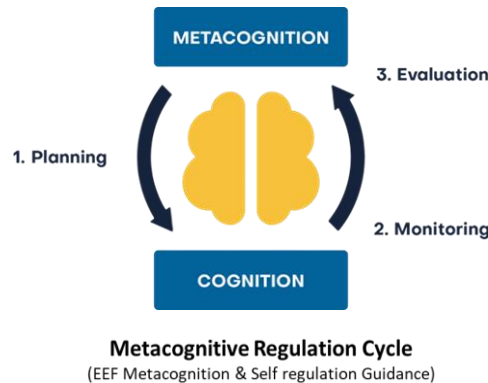
Technology can assist teacher modelling. Technology, as a method to provide feedback to pupils and/ or parents can be effective, especially when the pupil can act on this feedback.

Examples: Use a visualizer to model worked examples. Technology applications, such as online quizzes can prove effective. Speech generating apps to enable note-taking and extended writing can be helpful.

Assessment

Assessment comprises two linked processes:

Formative Assessment: provides Assessment for Learning. Is a continuous process and an integral part of teaching and learning; informal observations, dialogue/effective use of questioning, consolidation activities, low stakes quizzing, routine marking; and pupil/peer assessment all contribute to the developing profile of progress. When pupils make changes and consider actions to their work, based on the activity, they are 'self-regulating' their work. Self-regulating activities can be termed Assessment as Learning. Self-regulated learners are aware of their strengths and weaknesses, and can motivate themselves to engage in, and improve, their learning. Pupils start by **planning** how to undertake a task, working on it while **monitoring** the strategy to check progress, then **evaluating** the overall success.



Summative Assessment: provides Assessment of Learning and is a judgement of attainment at key points throughout the year- using past knowledge to measure attainment and progress:

- EYFS Reading %
- Year 1 Phonics Screening Results
- KS1 Reading Attainment - Teacher Assessment
- NFER Assessments Y1-5
- VIPERS Reading Record Sheets
- KS2 Reading Attainment - SATs

Assessment is a continuous process which is integral to teaching and learning and:

- Enables an informed judgement to be made about a pupil's understanding, skills, attitude to learning and successful acquisition of knowledge as they move through the curriculum.
- Incorporates a wide range of assessment techniques to be used in different contexts/purposes.
- Is accompanied by **clear assessment criteria** that enables effective marking and feedback, a reliable progress evaluation to be given and demonstrates clearly what a pupil must do to improve.
- Provides feedback recognising achievement, increasing pupil confidence/motivation.
- Supports learning by making clear to pupils: what they are trying to achieve; what they have achieved; what the learning gaps and misconceptions are and what the next steps in learning are.
- Allows regular subject specific extended writing and access to high quality text/ reading.
- Should be moderated and standardised to ensure **purposeful, meaningful, and timely feedback**.
- Includes feedback to pupils to help them understand what they need to improve, challenging them to achieve their target rather than a grade.
- Allows leaders and staff to make timely adaptations to the curriculum.

