

# Whole School Reading Overview

## INTENT

Our Clarksfield Curriculum Statement of Intent has been carefully considered for each curriculum area to ensure the content designed meets this at every opportunity.

The context that our children and young people live in:

- Our children live in a world where they require the skills and qualifications, flexibility, emotional intelligence and expertise to be leaders and to thrive as human beings.
- Our children live in world where accepting themselves as individuals and celebrating who they are is key in navigating a complex and ever-changing environment.
- Our children live in a world where they need to feel a sense of ability to change things for the better and have self efficacy.
- Our children live in a world where they need a network of relationships and a network of support to thrive and excel.
- Our children live in a world where early development of vocabulary skills is the single most important factor to get right as early as possible.

We want our children and young people to:

- Be inspired to improve the world around them.
- Have the ambition, skills and expertise to thrive in a fast changing, interconnected and communication rich world, with the confidence and technical expertise to thrive.
- Have a network that supports them in the form of our highly trained, specialist teachers of reading
- Be comfortable in who they are and able to continuously explore who they are becoming.
- Be rich in language with a passion for learning.
- Seek to include others, be other-centered and celebrate difference.
- Have a values approach to life and a sense of what is right and wrong through the lived experience of the 9 habits.

Therefore, we focus on developing:

- knowledge skills and understanding in each area of the curriculum areas
- Character through our 9 habits
- Metacognition and self-regulation through Building our Learning Power (BLP)

By focusing on the children's character, competence and community:

**Character:** Reading is a transformational gift for life. All children will read with intrinsic motivation - being rewarded for their efforts with a love of reading, a wide and rich knowledge and understanding of the world, empathy and compassion. All children will engage with quality literature and poetry which tell different stories from different people. All children will explore a diverse range of academic text with a focus on acquiring a deep and word rich vocabulary. We will nurture all our young readers, regardless of their starting points to discover a literate identity for themselves.

**Competence:** Competence in reading is a window of opportunity. To achieve this for all pupils we commit to aspirational, intentional and evidence-based practice harnessing the most recent research on cognitive science. We have ambitious outcomes for all children, and all children will position themselves as readers – developing and changing the way they feel about literacy. Their reading preferences will be validated and expanded. As they read, they will have the ability to self-regulate, self-correct and they will expect what they read to make sense. All children will understand that their reading improves in power and flexibility the more it is practised. All children will use reading as a vehicle to express their own reasoned opinions, be confident to have their understanding challenged and use reading to learn and to learn more.

**Community:** Reading is the window which has the power to connect us as a community. We are a local, regional, national and global community of readers. We are a family of readers, and we are readers who teach. Home reading is at the heart of our communities. We strive to forge genuine and equitable relationships with parents; we do this early, and these relationships are long-lasting and change over time. Our communities read with their children for as long as they will let them and show an interest in their reading when they're older. We enable our community to inspire a love of reading in the home, in our schools and in our hubs. We learn from each other, respect and value similarities and differences in our reading habits. We talk about books, we recommend books, and we are interested in each other's reading repertoire and reading habits.

### Knowledge, skills and understanding:

Our ultimate aim is to create competent, lifelong readers who can excel not only across the curriculum but outside of the classroom. We believe that competence in reading is a window of opportunity. To achieve this for all pupils we commit to aspirational, deliberate and evidence-based practice harnessing the most recent research on cognitive science. We have ambitious outcomes for all of our children and recognise that children may need different and

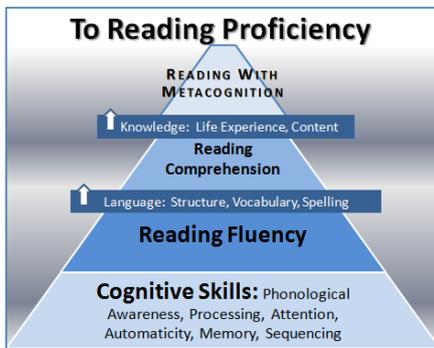
additional support at different stages of their education. We have a highly skilled reading team that work with children across school but predominantly in EYFS and Key Stage one, delivering daily guided reading sessions and more targeted interventions such as the @betterreadingprograme for the lowest 20% readers, inference training for KS2 pupils and individual reading for pupils who do not engage with reading at home. The impact on reading attainment and progress as a result is exceptional.

**Metacognition and self- regulation:**

To excel in reading, children need to develop metacognitive reading strategies which are about taking charge of reading and monitoring comprehension whilst reading. We understand that metacognition is the final step in reading proficiency and is the ultimate reading skill. Metacognition refers to the process of considering and regulating our own learning. In reading this means the reader can think critically about their own understanding as they read.

Our reading curriculum ensures that reading skills are developed in a deliberate sequence and children revisit and practice these skills across the wider curriculum:

- Mastering cognitive skills that make reading easier — phonological awareness, attention, working memory, language processing.
- Reading fluency — the ability to read at natural language speed, with inflection, is only possible if a child is reading with automaticity, effortlessly. Truly fluent readers can think while reading.
- Reading comprehension — this makes reading rewarding. Once a child is reading effortlessly, instruction on vocabulary, grammar, etc., can quickly improve comprehension.
- **Reading with metacognition – the ultimate reading skill.**

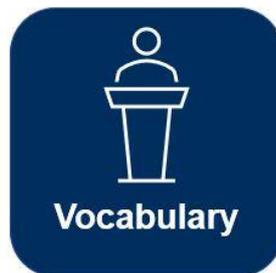


All children will understand that their reading improves in power and flexibility the more it is practiced. All children will use reading as a vehicle to express their own reasoned opinions, be confident to have their understanding challenged and use reading to learn and to learn more.

## Implementation

At Oasis Academy Clarksfield, we believe reading is the catalyst to support children’s learning across the whole curriculum. We strive for children to become enthusiastic, independent, and reflective learners who are able to read with fluency, accuracy and understanding.

Reading is delivered using varied structures to ensure the mechanics of reading are developed. Comprehension is explicitly taught in reading lessons but also practiced across all subjects and, perhaps most importantly, there is a culture which develops a love of literature and exposure to high quality literature for all. Wherever possible, and without compromising the quality of the literature, the texts have been linked to pupils learning in science, history and geography to further enhance knowledge and provide a purpose and content to writing, particularly for non-fiction.



**Reading**

- Whole class reading – daily reading lesson based on a quality text where comprehension is taught and developed through VIPERS when responding to the text.
- Daily guided reading for EYFS, KS1 and the L20% of readers
- Independent reading using accelerated reader for children no longer on book bands
- Traffic light readers- children read 1:1 with an adult depending on their attainment level and engagement with reading at home
- Additional comprehension taught using VIPERS approach and Inference interventions.

- Reading as a Golden Thread across the curriculum.
- Shared reading in the wider curriculum.

**Phonics**

- Immersive experience promoting a love of reading and high-quality literature.
- Read Write Inc phonics in EYFS and Lower school and for a small number of children in Upper school
- Comprehension taught using the guided reading texts.
- Home readers linked to guided reading texts and supported with phonically decodable texts.

**Vocabulary**

- Taught as a Golden Thread with specific pedagogy used in all lessons.
- Traced, revisited and linked over both key stages.
- Tier 2 and Tier 3 vocabulary explicitly shared and taught using cognitive science to embed knowledge.
- Closing Vocabulary Gap approach embedded
- ELKLAN to support the development of early language.
- Wellcomm as a HQFT approach and selected intervention
- Speed Reading across the curriculum with a focus on subject specific words
- Pre-teaching of vocabulary across the curriculum for all pupils
- Blank level questioning as a QFT approach in all lessons
- SALT intervention with a specific focus on vocabulary for

**Writing**

- Bespoke, research informed approach to our own 'Writing Process' through instructional teaching
- Mixture of fiction, non-fiction and poetry
- Grammar taught within SPAG and writing lessons.
- Handwriting and spelling continually revisited with a daily discrete lesson

To ensure our intent transfers into everyday classroom practice, we use current research in cognitive science to develop pedagogy and specific CPD to ensure subject content is expertly delivered. This is alongside individualised coaching in constantly striving to continually improve practice. Responsive feedback approaches, delivered through our highly effective one-to-one horizons approach, ensure each adult knows the relevant next steps to maximise learning opportunities.

Using research from Dan Williamson's Models of Memory, Sweller's Cognitive Load Theory, Rosenshine's Principles of Instruction and the thinking behind Ebbinghaus' Forgetting Curve, the curriculum is implemented effectively through a set of core concepts, developed for each curriculum area. This enables children to assimilate new information into growing schema as they move through the academy. By presenting new information to children as another example of these core concepts it allows them to process information in relation to previously learned knowledge and make connections.

<b>Core Concepts in Reading</b>	
<p><b>Phonics and sight vocabulary</b></p> <p>Fast access to visual information in print is of the greatest importance in literacy learning. With effective, systematic and discrete phonics instruction children will develop acute phonological and phonemic awareness, understanding that the sounds of spoken language work together to make words. Foundational learning in phonological awareness, a metacognitive skill, will underpin competent reading at all ages. Children will learn how to look at print, what to look for in print, how to link what they hear and see in print and how to synthesise sounds together to read words. All children will have a strong and robust knowledge of sounds, letters, words and how they work. They will use their phonic knowledge as the bridge towards automatic word reading and learn to analyse words efficiently, flexibly and in a variety of ways.</p>	<p><b>Phrasing and fluency</b></p> <p>Reading fluency is the outcome of a reader's integration of strategic actions, automatic word-reading and the ability to attend to prosodic features of language. This includes rhythm, pace, expression, pitch, stress, juncture and sensitivity to syntax. All of this is guided by the young reader's ongoing construction of meaning. Phrasing in fluent reading is the ability to group words together as in natural language, pausing appropriately between phrases, clauses and sentences. We know that factors that contribute to this are the child's own oral language, prior knowledge, knowledge about books and print and flexibility in responding to the demands of the text. By exploiting the power of story, rhyme, drama, song and dialogic reading, all children will learn to read in a phrased and fluent way, they will sound good and be a pleasure to listen to.</p>

<p><b>Print, text structure, layout and organisation concepts</b> Several large scale research pieces in reading found that good readers were able to take advantage of signals within the text to select important ideas and generate a <i>gist</i>. This <i>gist</i> helped them recollect more important information after reading. Explicit teaching of text structure demonstrated an improved ability in comprehension of expository and narrative texts. Text structures are infused at every step of reading comprehension instruction, beginning with the introduction of the lesson, previewing of text, selecting important ideas, writing a main idea, generating inferences, and monitoring comprehension. They link closely to the core concept of comprehension below and explored through the VIPERS approach to comprehension.</p>	<p><b>Personal reading journey</b> Learning to read is complex and the route to active reading is challenging. As each child embarks on their personal journey to becoming literate, we will support their varied and broad experiences by providing a strong foundation of spoken language, rich shared reading for pleasure experiences, high-quality texts rich in vocabulary and supportive structures to develop reading and decodable texts to support word-reading. Their experiences will change over time and as each child learns to coordinate phonic, semantic and syntactic cues there will be a shift in focus to reading to learn. Our broad and rich reading curriculum will influence and motivate reading for pleasure, provide many opportunities to engage with a wide variety of books, value and encourage 21st century reading habits and empower our children to respond to texts, articulate their own opinions and questions and select and discard texts based on their enjoyment and emotional satisfaction.</p>				
<p><b>Comprehension monitoring</b> The goal of reading is being able to understand text, a task of immense complexity. The Scarborough Rope model (2001) depicts many strands of reading that when woven together result in the execution of skilled reading. The acquisition of a sight vocabulary and knowing what those words mean is not enough. As soon as reading instruction is underway, all children will be taught to integrate information from a range of cue sources including phonics, semantic information and language. The responsibility for learning is that of the child. For all children to become strategic and active readers they will be taught to check on themselves, notice their errors and inconsistencies and correct themselves. As children read texts that move up a gradient of difficulty, they will develop ways of extending their own competencies so that the more they read, the better they get at reading more and more challenging texts and increasingly diverse text types. This is addressed through our reading process which is based on VIPERS.</p>					
<p><b>Vocabulary</b></p>	<p><b>Inference</b></p>	<p><b>Prediction</b></p>	<p><b>Explaining</b></p>	<p><b>Retrieval</b></p>	<p><b>Summarising and Sequencing</b></p>

The curriculum is deliberately designed to balance these core concepts using a variety of approaches to the teaching and practice of reading. We plan for progression using the key points outlined in the impact section below. Lesson content is planned towards these progression points and follows the model of direct instruction, shared and modelled practice before culminating in independent practice and mastery. Specific knowledge is acquired through the knowledge organisers and unit of study to ensure broad and balanced coverage and as a tool for children to add to, revise and structure that knowledge.

**Subject Delivery**

Direct and Daily	Indirect and Daily	Direct and targeted
<p>Teaching of phonics and sight vocabulary Explicit strategy instruction focusing on decoding and comprehension. Reading aloud (read-aloud) a wide range of quality literature Explicit vocabulary development</p>	<p>Wider independent reading Accelerated Reader Exploitation of vocabulary development weaved within the curriculum. Engaging with literature and academic text specific to all curriculum areas Text navigation, structure and purpose within all curriculum areas Shared reading in the wider curriculum</p>	<p>High-quality, evidence based, structured interventions that support pupils who are struggling with reading and accelerate learning to narrow the attainment gap</p>

**EYFS and Year 1**

Phonics	Whole Class Reading	Class Read	Guided Reading
<p>60 minutes per day:  30 mins- learning the new sound 30 mins learning how to blend and segment taught set 1 to set 3 with additional pre and post teaching opportunities provided to targeted children/groups as appropriate.</p>	<p>To supplement the guided reading in EYFS and Year 1, the children also take part in a daily class read to enable them to see modelled quality reading, build their understanding of how to read a text and maximise their opportunities to listen and engage with a text. During this session the adult will also introduce and develop the explicit teaching of metacognitive strategies in reading. Shared reading in the wider curriculum in year 1.</p>	<p>15 minutes per day: Mapped class read entitlement shared with children daily.</p>	<p>30 minutes day: Pitched reading sessions tailored to the children's needs focusing on verbal response and discussion linked to a book banded text.</p>

### Year 2 Methods of Delivery

Phonics and Fluency	Guided Reading/Whole Class Reading	Class Read	Independent Reading
60 minutes per day: Set 1 to set 3 with additional pre and post teaching opportunities provided to targeted children/groups as appropriate for those children who still require this. Speed reading and sight vocabulary.	30 minutes day: Pitched reading sessions tailored to the children's needs focusing on verbal response and discussion linked to a book banded text.  Daily comprehension session which will focus on the domains of reading: Vocabulary, Inference, Prediction, Explaining and Evaluating, Retrieval and Summarising/Sequencing. This will include planned opportunities to practice skills of reading which are scaffolded, modelled, and then independently executed.  Shared reading in the wider curriculum.	15 minutes per day: Mapped class read entitlement shared with children daily.	15 minutes per day: Dedicated time allocated for developing independent reading behaviors through Accelerated Reader.

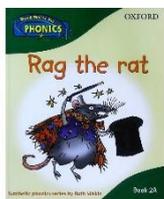
### KS2 Methods of Delivery

Whole class reading	Class read	Independent Reading
40 – 60 minutes per day: Daily reading session which will focus on the domains of reading: Vocabulary, Inference, Prediction, Explaining and Evaluating, Retrieval and Summarising/Sequencing. This will include planned opportunities to practice skills of reading which are scaffolded, modelled, and then independently executed. Shared reading in the wider curriculum.	15 minutes per day: Mapped class read entitlement shared with children daily.	15 minutes per day: Dedicated time allocated for developing independent reading behaviours through Accelerated Reader.

## Phonics

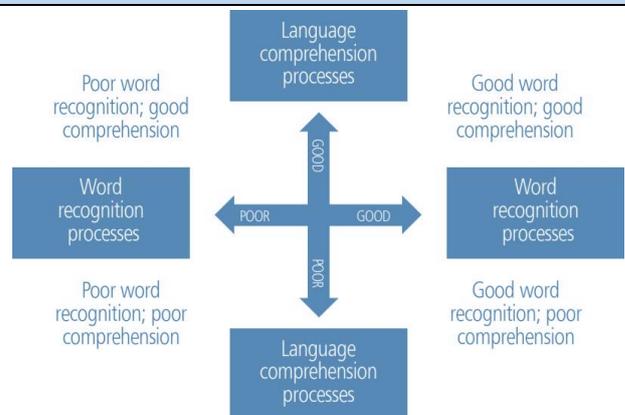
### Phonics – Read, Write INC.

At Oasis Academy Clarksfield, we ensure that we deliver strong and consistent phonics teaching. We use a synthetic phonics programme called 'Read Write Inc' produced by Ruth Miskin. Read Write Inc is a method of learning letter sounds and blending them together to read and write words. As part of this, children have 2 daily, 30 minute phonics sessions in small groups where they participate in speaking, listening and spelling activities that are matched to their developing needs. The teachers draw upon observations and continuous assessment to ensure children are stretched and challenged and to identify children who may need additional support. Children work through the different phases, learning and developing their



phonics sounds and knowledge. All staff in EYFS

and KS1 are trained in delivering the 30 minute speed sound session using RWI as the discrete phonics session. To complement their phonics learning, children have access to a phonetically decodable book which they access via their personal iPads. These books are read in the phonics sessions and practised at home. Phonics workshops are available for parents to support them to read the phonetically decodable books with their child. This is also a focus during EYFS stay and play sessions. To ensure children receive exactly what they need, phonics is streamed across EYFS and KS1.



Texts within the guided reading library are organised on a gradient of challenge with each title evaluated for suitability using the five-criterion guide described by the Institute of Education, University of London. At each stage of learning, appropriate challenge increases according to:

1. Complexity of language structure.
2. Complexity of book structure.
3. Application of the alphabetic code.
4. Text layout.
5. The changing role of illustrations.

Pupils are expected to learn to self-regulate and develop metacognitive awareness right from the very earliest stage of learning to read. For this reason we do not only use phonically decodable texts that closely match their phonic phase as this would significantly reduce our pupils ability to self-regulate, to search and discover patterns for themselves, in particular those that have not been taught, to develop a wide range of word-analysis strategies and to monitor their comprehension – none of which is achievable with contrived text.

However, we do recognise that for some pupils, the daily discrete phonics lesson is not enough. For those pupils who are finding the skill of synthesising the sounds in words particularly challenging at the earliest stages (phase 2 and 3 and sometimes 4) and for those pupils at risk of not passing the screening check in Y1, that supplementary practice of these skills using decodable texts might be of some benefit. Teachers will therefore sometimes select texts from the phonics library for supplementary practice of these skills. Text within this library closely match progression in the school phonics programme and books from here will be used to target pupils who require this additional practice. Teachers access ongoing CPD and support in order to deepen pedagogical understanding on the teaching and learning of reading and phonics. They use their professional judgement to ensure that when teaching reading and phonics, the right text is the hands of the children with clear learning intentions shared and reading skills explicitly taught and rehearsed.

## Shared Reading

### Shared reading aims to:

- Develop cultural capital- by exposing our children to poets, song writers, stories around the world, news articles, explorers, authors that they otherwise might not discover
- Develop a wide range vocabulary specifically linked to the subject being taught
- Unlock background knowledge and information- linking text to self, text and world, helping them to make links and create connections to other themes, previous they have heard or read and discussing first hand experiences that link to the text
- Develop fluency, stamina and speed
- Develop pupils knowledge, skills and understanding in all content domain areas
- Develop pupils speaking and listening skills through discussion, debate and performance
- Develop pupils questioning and reasoning skills
- Develop critical readers



from

things

### Shared Reading is:

- Ensuring reading drives our curriculum
- Teacher and children reading and unpicking a text together
- A spotlight on a taught, specific reading skill, alongside word, sentence or text level focus.
- Teacher modelling / scaffolding reading with children.
- Active, collaborative reading for meaning and expression
- Learning in this session does not necessarily need to be recorded as the value is on oral comprehension and discussion i.e. whiteboards, ideas added to the working walls, post it notes.
- Taught at the beginning of each lesson using an extract based on the history, geography or science topic being studied i.e. if learning about space in science the shared reading material may be a poem about space, an information page on a specific planet, biography about an astronaut, a song about space!
- Focus on:
  - Unlocking pupils background knowledge and helping them to make connections (linking the text to self/ text to text/ text to world)
  - Vocabulary, Inference, Predictions, Explanations and Summarising (Sequencing in KS1)
  - Applying word reading skills (focus on reading strategies in KS1)
  - Developing fluency, accuracy, expression
  - Children reading together to practice reading for meaning
  - Vocabulary - exploring and inferring meaning.
  - Comprehension
  - There is no set limit on how long the extract/ image/ media can be used and should be based on the children's interests and how much they are getting from the extract
  - A variety of reading material/ media should be used to expose the children to a wide range of themes, topics,
  - The text does not have to link specifically link to the lesson content (e.g a lesson about plants, may have a shared read that is a poem about trees)
  - Approximately 10 minute reading burst at the beginning of every science, history, geography lesson
  - 5 new key words to be explored, unpicked and revised throughout the cycle (Word wall)

## Read Aloud

We value a broad, balanced and reading rich curriculum that includes reading with, reading by and reading to children. By protecting time every day, to read aloud to our children they will have the opportunity to hear and respond to great stories written by some of the most highly acclaimed literacy authors. Not only that but, research also demonstrates that reading to children develops empathy

- meaning reading aloud to our children will not only make them better readers, but also better people. We cannot think of a better gift for our children and the world.



Our canon of texts has been carefully selected because they are books that are 'worth reading'. They will inspire a love of reading, ensure that our children are exposed to high-quality literary language, will widen and deepen their personal word-hoard, develop cultural capital, enrich character and empathy and prepare them not only for the demands of future curriculums but also a fulfilling literate life.

The focus for sharing reading in this way is pleasure and enjoyment. However, during read alouds there will sometimes be a dual focus for teaching. This might be modelling how phrased and fluent reading should sound, vocabulary development, word-analysis, deepening layers of meaning, questioning and critical thinking, and knowledge and understanding of the world. During read alouds the aim for the teacher is to read the story with as little interruption as possible but sometimes, the teacher might pause to explain what words mean, explain new and unfamiliar concepts, ask questions (both teacher and children), visualise what is happening or summarise a main point or idea. All stories will be read from beginning to end to ensure that within this part of our curriculum, children can engage in the whole story. This means that sometimes the texts stand alone, sometimes they are continued from our literature spine and sometimes they are continued from whole class reading lessons.

For younger children, a range of high-quality picture books will be read a number of times so children can join in with repetitive refrains, rhythm and rhyme. The journey will then continue with short novels moving into longer novels for older children which is why you will see less texts to choose from at this stage of development.

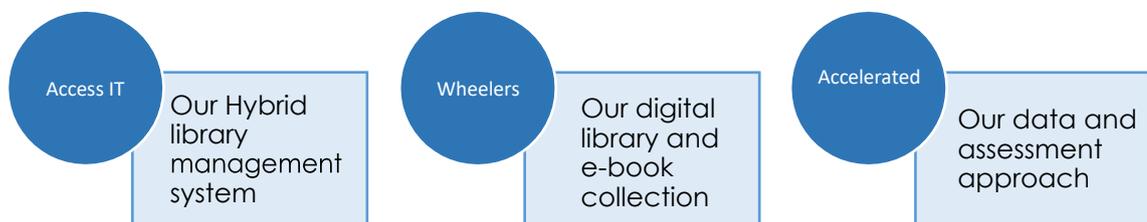
We deliberately choose texts which open a window on the world and ignite a passion for reading for our children. Each text links with and compliments our Links Curriculum, enabling children to re-visit particular favourites and engage in author and poet study. The literature is mapped and planned to tell different stories from different people. Every term we include: classics; poetry; picture books for all ages; books that are written by and tell the stories of black and global majority communities; working-class voices; stories which make disability visible; that highlight different family types, LGBT and gender issues; and reflect the realities of the diverse communities we serve.

## Independent Reading

Reading is a skill and, as with every skill, it requires not just instruction but practice. Reading practice serves a number of purposes. It enables children to apply the skills and strategies that are taught; it provides opportunities to check student learning and identify weaknesses and it draws children into the world of "real" reading - a world in which people learn from and enjoy books.

Using the Horizons project enables us to build a large bank of books to ensure our children have to opportunity to be inspired and motivated to practice. Practice does not automatically lead to growth, however, to be effective, practice must have certain attributes: It must be at the right level of difficulty, cover a sufficient amount of time, be guided by the instructor, and be enjoyable enough to sustain.

To ensure we balance this, we are approaching independent practice using the following components:



An integral part of our approach to reading is the Access IT software: a library management system designed to be used on the iPad. It integrates physical and electronic books and has the following functions:



Centralises a record of the physical books in your academy with the primary housekeeping functions of a library.

- Links to online-library packages to offer an e-book range for children to borrow from. Children can also add notes/bookmark pages which are still then accessible after the book is returned.
- Links to local libraries using children's library card number to access additional texts.
- Children are able to search for books using a variety of filters (age-band, AR band, book band categories), read the blurbs and borrow or reserve.
- The software also keeps a record of books that have been borrowed for each pupil for class teachers and reading lead to access data to further support children with their reading.

This provides us with a deliberate and sustainable process to opening a world of books to children in a hybrid form of physical books in the academy and e-books.

## Accelerated Reader

Accelerated Reader, including the use of Star Assessments, ensure we are deliberately, forensically and accurately ensuring that children access and read books which are at optimum difficult to ensure development of reading skills. We have chosen to use Accelerate Reader to enable powerful practice by:



**Accelerated™** the Reader

Providing data that helps you monitor and personalise reading practice.

Encouraging substantial amounts of practice, according to guidelines based on research findings. Making practice fun for children by facilitating successful encounters with text.

The timetabled element of independent reading will enable children to read individually to the adults and give regular time to read, quiz, change books, discuss choices and for adults to carefully check book choice and patterns of reading over time. The time allocated for reading will then be supplemented by the academies 'home reading' expectation

## Whole Class Comprehension

*"Comprehension is messy. There is no clear cut path that the brain takes when making sense. There are many roads the mind can take as it burrows through layer after layer of meaning." Tovani 2000*

Our goal for teaching reading comprehension so explicitly is to enable all of our children to understand the most demanding texts, interpret them and understand the deeper layers of hidden meaning. When readers are able to do this, then every reading context is pleasurable and readers read more and more. To achieve this our children need to know and understand that reading is active, requires effort and cognition and that effective readers apply a range of strategies in combination, subconsciously to read with understanding.

It is well evidenced that reading comprehension can be improved through the explicit teaching of specific strategies to support pupils to monitor their own reading and overcome barriers to reading for meaning. Specific strategies include predicting, asking questions, summarizing, clarifying and activating background knowledge and when used in combination enable the outcome skill of inference making – understanding the deeper layers of meaning.

To enable all of our children to read actively and apply these strategies whenever they read independently our reading curriculum includes time protected daily for explicit strategy instruction and modelled and supported practice. To enable pupils to practice, a range of quality texts and extracts have been selected because they provide the opportunity for children to practice the strategies, broaden and extend vocabulary and fully utilize background knowledge to support inference making.

We have designed a bespoke reading comprehension model based around the 'VIPERS' model – vocabulary, inference, prediction, explain, retrieve, sequence and summarised following a cycle as this provides a structure required to teach pupils to integrate multiple strategies.

We have a daily 40- 60 minute reading comprehension lesson from year 2 to year 6 based on a deliberately chosen quality text that links to our wider curriculum. In these daily lessons children receive explicit teaching of specific strategies and respond to the texts verbally and in written form. We assess pupils comprehension in a number of ways including verbal questioning and feedback, recording their response through SATS style questions and through collaborative learning structures (Kagan).

## Inference Training Intervention

Inference training is a group intervention for pupils in KS2 who decode adequately but fail to get full meaning and enjoyment from their reading. Evidence suggests one in ten pupils who decode satisfactorily, fail to get full meaning and enjoyment from reading. It also provides a range of best practice comprehension material and teaching strategies for

class teachers so that "echoes of learning" occur both in intervention and class settings so that pupils generalise their skills.

Inference training demonstrates key comprehension strategies through 'instructional conversations' in groups to help boost reading comprehension. Through reading and interactive discussions **facilitated** by the practitioner, the group:

- Activate and apply prior knowledge to their reading and use title cues to predict
- Identify key words and elaborate on them to enhance meaning and develop vocabulary
- Generate their own questions and answer them
- Generate inferences and integrate meaning as they read to build a gist
- Summarise a short text extract using visualisation, quick pictures, picto-words and a 10 word or less headline
- Retell an extract to emphasise the gist

This intervention allows practitioners to choose from a selection of 45 short text extracts for KS2 pupils. Many extracts are from recent award winning titles which have been carefully chosen to contain rich opportunities for pupils to discuss and enjoy. The group intervention involves groups of 4 pupils who participate in two sessions of 40 minutes a week for ten weeks - a total of 20 lessons – which usually produces significant gains in comprehension.

Many of the strategies used within this intervention can be used by teachers within guided reading and are applied by our teachers in their reading lessons. It is both a group intervention and has classroom strategies to boost reading comprehension.

## BR@P – Boosting Reading @ Primary

**Boostingreading@primary** is a targeted, time-limited, one-to-one intervention, designed to be delivered over a 10 week period. It aims to improve the way children read, enabling them to be independent problem solvers who read with understanding and enjoyment. Case study evidence nationally has proven that BR@P is a good practice intervention. Each year pupils consistently make gains of over four times the expected rate of progress. On average pupils make Reading Age gains of over 12 months during the 10 week period of intervention.

The programme is for pupils aged from 6 to 14 who:

- Lack skills and confidence as readers
- Require a boost to their reading age
- Need to develop their understanding of texts

Using this information and assessment of our pupils, BR@P is delivered as part of our bespoke Reading offer which is available to children who have been specifically selected across the school.

Trained partners work on a one-to-one basis with a child following a common lesson structure designed to support the development of the reading skills required for academic success.

## Impact

The ultimate test of the impact of the curriculum is in whether the children know what you want them to know, and what you think they should know. This has been carefully mapped against the core concepts for Reading in the tables on the following pages.

To determine this, we check and monitor children's learning, providing teachers and children with information about progress and analysis of deliberate retrieval practice. We need to be able to fluidly use 'checking for understanding' techniques in the moment as well as being able to know what has been learnt and retained over time and the depth of that learning:

- We use checking for understanding techniques through Socratic quizzes and hinge questions to ensure we are aware of all children learning during the lesson and adapt the pace as necessary. This is often done using flexible groupings, effective deployment of additional adults and targeted questioning.
- Retrieval practice is built in where most impactful to interrupt the forgetting curve and secure constructs in long term memory.
- Depth of knowledge is then assessed through comprehension tasks to assess if skills can be applied independently

### Phonics Specific Impact Measures

Our leader of phonics is highly skilled and knowledgeable and is accountable for the teaching and learning of phonics across school. Phonics provision is quality assured by the phonics lead and the Academy Leadership Team at deliberately planned points in each term. The phonics lead personally carries out the assessments for all year group to ensure we have an accurate and robust, whole school picture. We use our own phonics progress

tracker and our data is submitted to OCL at specific points throughout the year.

### **Reading Specific Impact Measures**

What are we measuring?

- Phonological awareness
- Phonemic awareness
- Efficient word-analysis
- Application of strategies to decode and comprehend new and novel texts
- Independent comprehension monitoring
- Phrased and fluent reading

How are we measuring it?

In reading quizzing is used as a method of assessing pupils understanding at the end of a core concept to analyse the extent to which knowledge has been consolidated into long-term memory. Retrieval practice tasks throughout the lessons also interrupt the forgetting curve to enable faster access to prior learning. Regular comprehension tasks as part of the comprehension lessons give teacher regular insight into the depth of learning and ability to apply skills independently.

Summative Testing

Once children have passed the phonics screening and can read fluently, they begin to use the Accelerated Reader texts through the library software. Children complete regular Star Assessment tests within this process giving a reading age and zone of proximal development range to ensure they are reading appropriately levelled texts in their independent reading and the develops their reading while avoiding frustration. All of our EYFS, KS1 and L20% readers complete a diagnostic assessment (Salford reading) and benchmarking assessment to allow us to provide them with a book banded book pitched at the correct level.

Each term pupils also complete a nationally standardised test in reading and results are examined at an individual academy level and trust level. This further supports staff in identifying any children in need of additional support. Question-level analysis from these assessments can then guide pupil practice focus in the following term.

Normative, standardised tests include:

- Phonics check throughout Reception and Year 1
- Phonics check at the end of Year 1
- End of term Headstart Tests
- Daily comprehension activities
- KS1 SATs and KS2 SATs
- End of term Star reading tests
- Benchmarking
- Salford Reading test

## Progression Points against the Core Concepts

### **An Oasis Academy Clarksfield reader can...**

Core Concepts	Progression Point 1 EYFS	Progression Point 2 Year 1	Progression Point 3 Year 2	Progression Point 4 LKS2	Progression Point 5 UKS2
<b>Concepts about print, text structure, layout and organisation.</b>	<p><b>Children in Reception</b></p> <ul style="list-style-type: none"> <li>• Can recognise front and back cover</li> <li>• Understands that print convey meaning</li> <li>• Can differentiate between text and illustration</li> <li>• Locate title</li> <li>• Open front cover</li> <li>• Beginning to turn pages appropriately</li> <li>• Knows where the text starts</li> <li>• Match spoken word to printed word (1:1 correspondence)</li> <li>• Reads familiar texts with increasing speed, accuracy and some intonation</li> </ul>	<ul style="list-style-type: none"> <li>• Turns pages appropriately with increasing speed and fluency.</li> <li>• Understands that the left page comes before the right page.</li> <li>• Navigates narration and speech bubbles top to bottom. Recognises that additional information may be contained in illustrations, diagrams, tables and other text features at this level</li> </ul>	<ul style="list-style-type: none"> <li>• Manages a greater variety of text types and has confidence to tackle texts in unfamiliar formats.</li> <li>• Approaches different text types flexibly noting key structural features.</li> <li>• Can express additional understanding from details contained in illustrations, diagrams, tables, sub-headings and other text features at this level.</li> <li>• Responds to a wide range of text types including stories, poetry and non-fiction understanding layout and text design. Navigates alphabetically ordered texts.</li> </ul>	<ul style="list-style-type: none"> <li>• Comments on how texts are written, presented and organised.</li> <li>• Uses experience of reading a variety of material to recognise text type and predict layout and general content.</li> <li>• Makes use of blurbs, chapter headings, glossaries, indexes, and procedural texts to search for and locate information quickly and accurately. Shows willingness to read extended and more challenging texts.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates strong established tastes across a range of genres and reading materials.</li> <li>• Makes informed choices when selecting challenging texts from a range of forms, formats, cultures and centuries.</li> <li>• Makes comparisons across texts to identify where individual texts fit in with their extended reading knowledge.</li> <li>• Elicit reflections on the relationship between illustration and text and how structure and presentation contribute to meaning.</li> <li>• Demonstrate that texts or illustrations may be biased, inaccurate or inadequate, providing time for children to explore this idea further using a range of sources.</li> <li>• Can handle a wide range of texts, including some young adult texts.</li> <li>• Recognise that different kinds of texts require different styles of reading.</li> </ul> <p>Can identify the effect of a text on themselves as a reader, with some explicit explanation as to how that effect has been created.</p>

**Three and Four-Year-Olds**  
Literacy

- Develop their phonological awareness, so they can:
- Spot and suggest rhymes
- Count or clap syllables in words
- Recognise words with the same initial sound, such as money and mother

**Children in Reception**  
Literacy

- Read individual letters by saying the sounds for them
- Blend sounds into words, so that they can read short words made up of letter-sound correspondence
- Read some letter groups that each represent one sound and say sounds for them
- Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words

**ELG**Literacy and Word Reading

- 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

- Becomes secure in the skills of segmenting and blending left-to-right across words.
- Reads on-sight common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.
- Checks and confirms application of phonic knowledge with information from language and semantics.
- Self-monitors as they read, checking for sense and accuracy and self-correcting when reading does not make sense.
- Re-reads and repeats words, phrases and sentences to check, confirm or modify their own reading. Makes multiple attempts if necessary.
- Recognises common inflections and can take words apart in a variety of ways.
- Tracks visually increased lines of print without finger pointing.
- Reads words automatically with contractions
- Re-read their books to support automatic word reading of HFW, CEW and move from overt to covert sounding and blending when needed.
- Knows that sounding and blending is a step towards automaticity.

- Takes risks with print by making informed choices based on semantic, syntactic and grapho-phonetic information and using a number of strategies to try out hypotheses and to confirm or reject.
- Has developed orthographic approaches to reading words with growing independence.
- Makes word collections including personal reading and writing vocabularies.
- Uses self-monitoring and self-help strategies when exploring the relationship between reading and writing. Understands the explicit interdependent nature of reading and writing.
- Self-correction occurs when reading does not make sense, sound right or look right by integrating a wide range of strategies flexibly and on the run to maintain smooth reading.
- Confidently attends to a greater range of punctuation and text layout.
- Attempts an increasing amount of more complex words using syllabification and morpho-phonemic knowledge.
- Reads most words quickly and accurately,

- Solves most unfamiliar words on-the-run with consistent left-to-right analysis.
- Integrates cue sources from print, semantics and language to check and modify reading.
- Reads silently at a more rapid pace, taking note of punctuation and using it to keep track of longer sentences.
- Notices taught and untaught spelling patterns, relates these patterns to known words to extend their reading and writing vocabularies.
- Is aware of morphology and can use this to support efficient and accurate decoding and spelling.
- Understands analytic approaches in phonics including the recognition of written language as units, including words within words, rime, syllables, common spelling patterns rather than individual graphemes and phonemes.

- Confidently breaks up words in a variety of ways that support decoding unknown vocabulary
- without impeding fluency.
- Self-corrects spontaneously.
- Applies their extensive knowledge of root words, prefixes and suffixes (morphology and etymology), to both read aloud and to understand the meaning of new words that they encounter.

			without overt sounding and blending, when they have been frequently encountered.		
<b>Phrased and fluent reading</b>	<p><b>Three and Four-Year-Olds Literacy</b></p> <ul style="list-style-type: none"> <li>• Understand the five key concepts about print: <ul style="list-style-type: none"> <li>○ print has meaning</li> <li>○ print can have different purposes</li> <li>○ we can read English text from left to right and from top to bottom</li> <li>○ the names of different parts of a book</li> <li>○ page sequencing</li> </ul> </li> <li>• Develop their phonological awareness, so that they can: <ul style="list-style-type: none"> <li>○ spot and suggest rhymes</li> <li>○ count or clap syllables in words</li> <li>○ recognise words with the same initial sound, such as money and mother</li> </ul> </li> </ul> <p><b>Children in Reception Literacy</b></p> <ul style="list-style-type: none"> <li>• Blend sounds into words, so that they can read short words made up of letter-sound correspondences.</li> <li>• Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</li> <li>• Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</li> </ul> <p><b>ELG Literacy and Reading</b></p> <ul style="list-style-type: none"> <li>• Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</li> </ul>	<ul style="list-style-type: none"> <li>• On familiar and easy reading:</li> <li>• o reads at a conversational pace, grouping words together in phrases</li> <li>• o reads smoothly and fluently with intonation and expects their reading to sound good.</li> <li>• o takes note of punctuation to support grammar and oral language rhythms.</li> <li>• On familiar and new and novel text:</li> <li>• uses phonological awareness to predict the next word or words to support fluent reading.</li> <li>• tracks visually without the need for finger pointing – can bring the finger back in at points of difficulty.</li> </ul>	<ul style="list-style-type: none"> <li>• Uses punctuation and text layout to read with a greater range of intonation, stress, pitch and juncture with increasing control.</li> <li>• Sustains reading through longer sentence structures and paragraphs pausing not only at punctuation but at clause boundaries demarcated by conjunctions.</li> <li>• Adapts to fiction, non-fiction and poetic language with growing flexibility, adjusting reading pace to text type.</li> <li>• Draws upon background knowledge and vocabulary knowledge to increase reading stamina for sustained periods.</li> </ul>	<ul style="list-style-type: none"> <li>• Changes voice appropriately for characters, adopting a storytelling voice.</li> <li>• Uses a wide range of cueing systems, relying less on phonics, to support phrased and fluent reading.</li> <li>• Uses their fluent reading to support comprehension monitoring, a high self-correction ratio and to read for meaning.</li> </ul>	<ul style="list-style-type: none"> <li>• Proceeds through all text types with a rhythm that is pleasant to listen to and rarely needs to self-correct.</li> <li>• Maintains a conversational pace, adjusting where necessary according to text type.</li> <li>• Is comfortable reading silently and aloud to others. Uses silent reading to support a faster reading speed.</li> </ul>

<p style="text-align: center;"><b>Understanding</b></p>	<ul style="list-style-type: none"> <li>• Beginning to be aware of the way stories are structured</li> <li>• They demonstrate an understanding when talking with others about what they have read</li> </ul>	<ul style="list-style-type: none"> <li>• Drawing on what they already know or on background information and vocabulary provided by the teacher</li> <li>• Checking that the text makes sense to them as they read and correcting inaccurate reading</li> </ul>	<ul style="list-style-type: none"> <li>• Discussing the sequence of events in books and how items of information are related drawing on what they already know or on background information and vocabulary provided by the teacher</li> <li>• Checking that the text makes sense to them as they read and correcting inaccurate reading</li> </ul>	<ul style="list-style-type: none"> <li>• Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</li> <li>• Asking questions to improve their understanding of a text</li> <li>• Identifying main ideas drawn from more than one paragraph and summarizing these</li> <li>• Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</li> <li>• Asking questions to improve their understanding of a text</li> <li>• Identifying main ideas drawn from more than one paragraph and summarizing these</li> </ul>	<ul style="list-style-type: none"> <li>• Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</li> <li>• Asking questions to improve their understanding</li> <li>• Summarising the main ideas drawn from more than one paragraph, identifying key details to support the main ideas</li> <li>• Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</li> <li>• Asking questions to improve their understanding</li> <li>• Summarising the main ideas drawn from more than one paragraph, identifying key details to support the main ideas</li> </ul>
<p style="text-align: center;"><b>Authorial Intent</b></p>	<ul style="list-style-type: none"> <li>• Identify how repetitive patterns, words, and phrases aid their enjoyment of the text</li> </ul>	<ul style="list-style-type: none"> <li>• Identify how repetitive patterns, words, and phrases aid their enjoyment of the text</li> </ul>	<ul style="list-style-type: none"> <li>• Identify how vocabulary choice (by the author) affects meaning</li> </ul>	<ul style="list-style-type: none"> <li>• Discussing words and phrases that capture the reader's interest and imagination</li> <li>• Identifying how language, structure, and presentation contribute to meaning</li> </ul>	<ul style="list-style-type: none"> <li>• Identifying how language, structure and presentation contribute to meaning</li> <li>• Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</li> </ul>
<p style="text-align: center;"><b>Non-Fiction</b></p>	<ul style="list-style-type: none"> <li>• Knows information can be relayed in the form of print.</li> </ul>	<ul style="list-style-type: none"> <li>• Understand that non-fiction is based on real life events or people</li> </ul>	<ul style="list-style-type: none"> <li>• Being introduced to non-fiction books that are structured in different ways</li> </ul>	<ul style="list-style-type: none"> <li>• Retrieve and record information from non-fiction</li> </ul>	<ul style="list-style-type: none"> <li>• Distinguish between statements of fact and opinion retrieve, record and present information from non-fiction</li> </ul>

**Three and Four-Year-Olds**  
Communication and Language

- Be able to express a point of view and debate when they disagree with an adult or a friend, using words as well as actions.

**Children in Reception**  
Understanding the World

- Compare and contrast characters from stories, including figures from the past.

**ELG**  
Listening, Attention and Understanding

- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.

Speaking

- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.

- Engages with a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently.
- Links what they read or hear read to them with their prior knowledge to support listening comprehension.
- Is very familiar with key literature at this level, traditional tales and selected poems, retelling in sequence.
- Joins in with predictable and repetitive refrains appreciating rhythm, rhyme and poetic language.
- Can recite 6 core poems by heart.

- Listens to and discusses a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently, expressing views, opinions, likes and dislikes.
- Recognises recurring literary language in stories and poetry
  - o discussing and collecting their favourite lines.
  - o being introduced to non-fiction books that are structured in different ways
- Continues to build up a repertoire of poems learnt by heart (6 more core poems at this stage) with an appreciation of the language used, wordplay, rhythm and rhyme.
- Participates in text discussion by asking and answering questions, taking turns and listening to what others say.
- Can explain their own reader interpretation of stories, poems and wider reading material, and begins to be challenged in their thinking.

- Has familiarity with a much wider range of story, including myths and legends, demonstrating their understanding through discussion and writing.
- Continues to build a repertoire of known poems for recital and performance.
- Performs play scripts out loud demonstrating understanding through drama and tone of voice.
- Comments on how organisational structures and language, including figurative language supports deeper meaning.
- Expresses their own views, explaining and justifying personal opinions and courteously challenging their peers whose opinions differ from their own.
- Continues to discuss words and phrases that capture their interest and imagination including literacy and figurative language, simile and metaphor.
- Is self-motivated, confident and widening their own reading experience at school and at home. Particular Interests are pursued.
- Can tackle more demanding texts and copes well with the demands of the wider reading curriculum.

- Is developing critical awareness as a reader by analysing how language, form and structure are used by writers for meaning and effect.
- Appreciates how text features and devices impact on meaning, enjoyment and emotional satisfaction.
- Questions, challenges and critically reflects on a wide, rich a varied range of text type understanding that at this stage texts can be prejudiced and biased.
- Extends their understanding of ambiguity, irony and writer's view and
- compares writers' ideas, perspectives and styles.
- Recommends books to their teachers and peers, giving reasons for their recommendations including preferred themes, genres, authors and writers' conventions.
- Performs a wide range of known poems by heart. Learning a wider range of poetry by heart.

<b>Poetry and Performance</b>	<ul style="list-style-type: none"> <li>• Enjoys rhyming and rhythmic activities.</li> <li>• Shows awareness of rhyme and alliteration.</li> <li>• Recognizes rhythm in spoken words.</li> <li>• Listens to and joins in with poems, one-to-one and also in small groups.</li> <li>• Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.</li> <li>• Continues a rhyming string</li> </ul>	<ul style="list-style-type: none"> <li>• Learning to appreciate rhymes and poems, and to recite some by heart</li> </ul>	<ul style="list-style-type: none"> <li>• Continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear</li> </ul>	<ul style="list-style-type: none"> <li>• Preparing poems and play</li> <li>• Scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</li> <li>• Recognising some different forms of poetry</li> <li>• Take part in coral speaking events in Oldham with local schools</li> </ul>	<ul style="list-style-type: none"> <li>• Learning a wider range of poetry by heart</li> <li>• 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</li> </ul>
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**Progression Points against the Core Concepts of VIPERS**  
**An Oasis Academy Clarksfield reader can...**

Core Concepts	Progression Point 1 EYFS	Progression Point 2 Year 1	Progression Point 3 Year 2	Progression Point 4 LKS2	Progression Point 5 UKS2
<b>Vocabulary</b>	<p><b>Three and Four-Year-Olds</b>  <u>Communication and Language</u></p> <ul style="list-style-type: none"> <li>• Use a wider range of vocabulary.</li> </ul> <p><u>Literacy</u></p> <ul style="list-style-type: none"> <li>• Engage in extended conversations about stories, learning new vocabulary.</li> </ul> <p><b>Children in Reception</b>  <u>Communication and Language</u></p> <ul style="list-style-type: none"> <li>• Learn new vocabulary.</li> <li>• Use new vocabulary throughout the day.</li> <li>• Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.</li> <li>• Use new vocabulary in different contexts.</li> <li>• Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</li> </ul> <p><b>ELG</b>  <u>Speaking</u></p> <ul style="list-style-type: none"> <li>• Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</li> </ul> <p><u>Comprehension</u></p> <ul style="list-style-type: none"> <li>• Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</li> <li>• Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</li> </ul>	<ul style="list-style-type: none"> <li>• Understands the meaning of tier 2 and tier 3 words in context at this level through their pupil friendly definitions.</li> <li>• Deepens their understanding of the meaning of these words by: <ul style="list-style-type: none"> <li>• generating synonyms and one or two antonyms</li> <li>• putting the word into a meaningful sentence</li> <li>• clapping syllable parts showing an ability to tune into syllabification.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Understands the meaning of tier 2 and tier 3 words in context at this level through their pupil friendly definitions.</li> <li>• Deepens their understanding of the meaning of these words by: <ul style="list-style-type: none"> <li>• generating synonyms and one or two antonyms</li> <li>• put the word into a meaningful sentence</li> <li>• clapping syllable parts showing an ability to tune into syllabification</li> <li>• generate rhyming words if appropriate</li> </ul> </li> <li>• Reads a greater range of words which include untaught spelling patterns and finds/asks for the meaning of these words to support reading for meaning.</li> </ul>	<ul style="list-style-type: none"> <li>• Understands the meaning of tier 2 and tier 3 words in context at this level through their pupil friendly definitions.</li> <li>• Deepens their understanding of the meaning of these words by: <ul style="list-style-type: none"> <li>• generating synonyms and one or two antonyms</li> <li>• putting the word into a meaningful sentence</li> <li>• clapping syllable parts showing an ability to tune into syllabification</li> <li>• list rhyming words if appropriate</li> <li>• draw picture words for homophones in context</li> <li>• engage in structured word inquiry including the exploration of prefixes, suffixes, root words, inflections and morphemes and etymology</li> <li>• Uses dictionaries and search engines to check the meaning of words that they have read but don't understand. Knows that this technique can be limiting and asks for clarification if necessary.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Understands the meaning of tier 2 and tier 3 words in context at this level through their pupil friendly definitions.</li> <li>• Deepens their understanding of the meaning of these words by: <ul style="list-style-type: none"> <li>• generating synonyms and one or two antonyms</li> <li>• putting the word into a meaningful sentence</li> <li>• clapping syllable parts showing an ability to tune into syllabification including polysyllabic words</li> <li>• list rhyming words if appropriate</li> <li>• engage in structured word inquiry including the exploration of prefixes, suffixes, root words inflections and morphemes and etymology</li> <li>• Uses dictionaries and search engines to check the meaning of words that they have read. Understands that this technique can be limiting so asks for clarification if necessary.</li> <li>• Explores a wide range of words rooted in ancient Greek and Latin to support understanding through etymology and link with spelling ability.</li> </ul> </li> </ul>

**Three and Four-Year-Olds**  
Communication and Language

- Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"

**ELG**

Speaking

- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate

Comprehension

- Anticipate (where appropriate) key events in stories

- Uses prior knowledge to make simple inferences.
- Links what is being read to other texts, films and stories like this.
- Links what is being read to their own knowledge and understanding of the world.
- Responds to simple questions referring to authorial intent.

- Uses prior knowledge to make simple inferences.
- Links what is being read to other texts, films and stories like this.
- Links what is being read to their own knowledge and understanding of the world.
- Responds to simple questions referring to authorial intent.
- Locates and understands single words and phrases that the author uses to stimulate inferential thinking.

- Uses prior knowledge to make inferences from more complex and demanding texts including poetry, extracts and short stories.
- Links what is being read to other texts, films and stories like this.
- Links what is being read to their own knowledge and understanding of the world.
- Responds to simple questions referring to authorial intent.
- Locates and understands single words and phrases that the author uses to stimulate inferential thinking.
- Makes explicit connections with other reading and personal experience, such as inferring characters' feelings, thoughts and motives from their actions, justifying their inferences with evidence.
- In picture books uses the interplay between text and picture to deepen their own reading for meaning.
- Deducts inferred meanings using evidence from the text.
- Responds to inferential questions posed by the teacher and comprehension tasks drawing on authorial intent.

- Uses prior knowledge to make inferences from more demanding texts including poetry, text extracts and short stories.
- Links what is being read to other texts, films and stories like this.
- Links what is being read to their own knowledge and understanding of the world.
- Responds to simple questions referring to authorial intent.
- Locates and understands single words and phrases that the author uses to stimulate inferential thinking.
- Makes explicit connections with other reading and personal experience, such as inferring characters' feelings, thoughts and motives from their actions, justifying their inferences with evidence.
- In picture books uses the interplay between text and picture to deepen their own reading for meaning and can explain this to a younger audience.
- Deducts inferred meanings using evidence from the text.
- Responds to inferential questions posed by the teacher and comprehension tasks drawing on authorial intent.

<b>Prediction</b>	<p><b>Three and Four-Year-Olds</b> <u>Communication and Language</u></p> <ul style="list-style-type: none"> <li>• Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"</li> </ul> <p><b>ELG</b> <u>Speaking</u></p> <ul style="list-style-type: none"> <li>• Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate</li> </ul> <p><u>Comprehension</u> Anticipate (where appropriate) key events in stories</p>	<ul style="list-style-type: none"> <li>• Can suggest plausible missing words during dialogic reading integrating semantic, linguistic and word knowledge.</li> <li>• Can suggest missing rhyming words during rhythmical text reading</li> <li>• At planned pause points can identify the best fit predictions and talk about why they fit using prior knowledge, literal information and inference making</li> </ul>	<ul style="list-style-type: none"> <li>• Can suggest plausible missing words during dialogic reading integrating semantic, linguistic and word knowledge.</li> <li>• Can suggest missing rhyming words during rhythmical text reading</li> <li>• At planned pause points can identify the best fit predictions and talk about why they fit using prior knowledge, literal information and inference making</li> <li>• Asks their own questions and looks out for answers</li> </ul>	<ul style="list-style-type: none"> <li>• At planned pause points can identify the best fit predictions and talk about why they fit using prior knowledge, literal information and inference making</li> <li>• Asks their own questions and looks out for answers</li> <li>• Comments on how organisational structures and language, including figurative language, are used to contribute to meaning and how this impacts on the reader.</li> <li>• Expresses views formed through both independent reading and the books that are read to them, explaining and justifying personal opinions.</li> <li>• Respectfully challenges those of others whose views may differ from those of their own.</li> </ul>	<ul style="list-style-type: none"> <li>• At planned pause points can identify the best fit predictions and talk about why they fit using prior knowledge, literal information and inference making</li> <li>• Asks their own questions and looks out for answers</li> <li>• Comments on how organisational structures and language, including figurative language, are used to contribute to meaning and how this impacts on the reader.</li> <li>• Expresses views formed through both independent reading and the books that are read to them, explaining and justifying personal opinions.</li> <li>• Respectfully challenges those of others whose views may differ from those of their own.</li> </ul>
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<b>Explaining</b>	<p><b>Three and Four-Year-Olds</b> <u>Literacy</u></p> <ul style="list-style-type: none"> <li>Engage in extended conversations about stories, learning new vocabulary.</li> </ul> <p><b>Children in Reception</b> <u>Communication and Language</u></p> <ul style="list-style-type: none"> <li>Listen to and talk about stories to build familiarity and understanding.</li> <li>Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.</li> <li>Listen carefully to rhymes and songs, paying attention to how they sound.</li> <li>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>Explains clearly their understanding of what is read to them.</li> <li>Can reflect on their reading and respond personally to what they have read, making links to prior knowledge, significant experiences and popular culture.</li> <li>Begins to evaluate the books they meet, expressing likes and dislikes with reasons for their views.</li> <li>Responds to illustrations, character and narratives and begins to use character traits to explain what might be happening and why.</li> </ul>	<ul style="list-style-type: none"> <li>Explains clearly their understanding of what is read to them.</li> <li>Can reflect on their reading and respond personally to what they have read, making links to prior knowledge, significant experiences and popular culture.</li> <li>Begins to evaluate the books they meet, expressing likes and dislikes with reasons for their views.</li> <li>Responds to illustrations, character and narratives and begins to use character traits to explain what might be happening and why.</li> </ul>	<ul style="list-style-type: none"> <li>Moves confidently between familiar and unfamiliar texts in their reading choices, linking new texts to others read, and to personal experiences.</li> <li>Is confident to express opinions including likes, dislikes and challenges, as well as responding to the questions and listening to the views of others.</li> <li>Information books and materials for straightforward reference purposes are used confidently, but sometimes needs help with unfamiliar material.</li> <li>A growing understanding of poetry, stories and texts is demonstrated through explanation and discussion and writing.</li> <li>Can reflect on reading and often uses reading in their own learning.</li> <li>Is receptive to the views of others and engages in discussions about texts and their impact</li> </ul>	<ul style="list-style-type: none"> <li>Has developed strong reading preferences and shows interest in new authors and genres.</li> <li>Discusses and evaluates how authors use language, including figurative language, considering the impact on the reader.</li> <li>Distinguish between statements of fact and opinion.</li> <li>Provides reasoned justifications for their views.</li> <li>Identifies how language, structure and presentation contribute to meaning.</li> <li>Ask questions to enhance their understanding of the text and are able to make comparisons within and across different texts.</li> <li>Are more able to appreciate nuances and subtleties in text and explain these to a wider audience.</li> </ul>
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<p style="text-align: center;"><b>Retrieval</b></p>	<p><b>Children in Reception</b></p> <ul style="list-style-type: none"> <li>• Can talk about stories and use pictures to support</li> <li>• Can sequence the main events in Pink A texts using picture prompts and summarise each event in simple sentences (4-6 words)</li> </ul>	<ul style="list-style-type: none"> <li>• Identify and explain key aspects of fiction and non-fiction.</li> <li>• Find literal (on the lines) information from text or where it is clearly evident in illustrations.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify and explain key aspects of fiction and non-fiction.</li> <li>• Find literal (on the lines) information from text or where it is clearly evident in illustrations.</li> <li>• Identifies key words in questions posed by teacher or comprehension tasks to retrieve accurate information from 'the lines' without drawing upon unnecessary information.</li> </ul>	<ul style="list-style-type: none"> <li>• Can re-read the questions, selecting potential 'key words' to consider.</li> <li>• Explains what information is unnecessary to provide the answer.</li> <li>• Scan the text for key words or concepts and underlines them.</li> <li>• Uses sub-headings or diagrams if necessary, to find and retrieve information more quickly.</li> <li>• Read around the lines of text to help understand their context.</li> <li>• Finds the specific information needed within sections of text and highlights this to support skimming, scanning and retrieval of specific information.</li> <li>• Checks that the information in their answers matches what is being asked by the question</li> </ul>	<ul style="list-style-type: none"> <li>• Reads rapidly to gain a general overview of the text.</li> <li>• Reads rapidly to identify specific facts and key words.</li> <li>• Skims and scans together to quickly identify relevant information required to respond to questions posed by their teacher and comprehension tasks.</li> <li>• Confidently tunes into the key question words of 'Who, what, where, why, when, which, how' to find, retrieve and locate the right information in relation to these types of question.</li> <li>• Records and present information from non-fiction</li> </ul>
<p style="text-align: center;"><b>Summarising and Sequencing</b></p>	<p><b>Three and Four-Year-Olds Communication and Language</b></p> <ul style="list-style-type: none"> <li>• Enjoy listening to longer stories and can remember much of what happens.</li> <li>• Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"</li> <li>• Be able to express a point of view and debate when they disagree with an adult or a friend, using words as well as actions.</li> </ul> <p><b>Children in Reception</b></p> <ul style="list-style-type: none"> <li>• Can talk about stories and use pictures to support</li> <li>• Can sequence the main events in Pink A texts using picture prompts and summarise each event in simple sentences (4-6 words)</li> </ul>	<ul style="list-style-type: none"> <li>• Can summarise and sequence key events in order in known books.</li> <li>• Creates story maps with increasing detail and uses these to retell known stories</li> <li>• Describes and retells their own favourite stories using pictures and language patterns they have heard during shared reading, read-alouds, guided and/or independent reading</li> </ul>	<ul style="list-style-type: none"> <li>• Can summarise and sequence key events in order in known books including short novels with paragraphs.</li> <li>• Creates story maps with increasing detail including narration, speech bubbles, thought bubbles and inferential thinking. Uses these to retell known stories</li> </ul>	<ul style="list-style-type: none"> <li>• Can summarise and sequence key events in order in known books including short novels with paragraphs</li> <li>• Can summarise the main ideas drawn from more than one paragraph from a wide range of text and text types.</li> <li>• Creates visualisations of specific text extracts and paragraphs and uses these to describe the rich pictures of the text that they are making in their heads.</li> <li>• Uses drama techniques including freeze frame and role on the wall to summarise a key event and character traits.</li> </ul>	<ul style="list-style-type: none"> <li>• Can summarise the main ideas drawn from more than one paragraph from a wide range of text and text types.</li> <li>• Quickly gives the main ideas from a range of more challenging non-fiction including reports, newspapers and journals.</li> <li>• Identifies key details that support the main ideas including language for sequencing, language from the text, character, place and time</li> <li>• Uses drama techniques including freeze frame and role on the wall to summarise a key event and character traits that change over time</li> </ul>