

# Reading Curriculum

## 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)

**Triple loop learning approach at OAC**

**New Curriculum- KSU**

Compassionate	Patient	Humble
Joyful	Honest	Hopeful
Considerate	Forgiving	Self-controlled

**Metacognition**

The metacognition diagram shows three overlapping loops: Cognitive (capitalising, questioning, making links, reasoning), Emotional (perseverance, managing distractions, alertness, reflecting), and Social (collaboration, self-regulation, capacity and learning, decision). Strategic skills include distilling, meta-learning, planning, and reflecting.

### 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 works with children across school but predominantly in Key Stage one, delivering daily guided reading lessons and more targeted interventions such as the @betterreadingprogramme 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.

### Character:

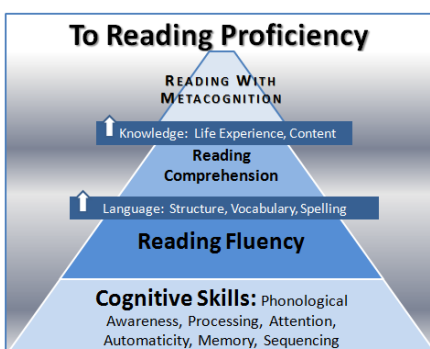
Reading is a transformational gift for life. All children will read with intrinsic motivation- being rewarded for their efforts with a love of reading, a wide and rich knowledge and understanding of the world, empathy and passion. All children will engage with quality literature and poetry which tell 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.

### 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

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.

### The core concepts for reading:

Core Concepts in Reading					
<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></p> <p>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></p> <p>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></p> <p>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>					
Vocabulary	Inference	Prediction	Explaining	Retrieval	Summarising and Sequencing

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.

**Year 6 example of a quality text knowledge organiser:**

**We are reading...**

**About the author:**  
Peter Bunzl grew up in South London. He is an author, film-maker and animator. He writes quirky tales about finding your place in the world and what makes you unique. He loves including magic and odd ideas in his writing.

**His other works include:**

**Vocabulary**  
As we read, what ambitious words do we come across? Can you clarify them?

**Inferences**  
What inferences can we make as we read?

**Predictions**  
What predictions can we make?

**Explanation**  
Can you explain the theme of the text? What messages does the author give? How are they conveyed?

**Review**  
Would you recommend this book? Why?

**Summarise**  
As we read, briefly summarise each section in bullet point form.

## Subject Delivery

Direct and Daily	Indirect and Daily	Direct and targeted
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	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	High-quality, evidence based, structured interventions that support pupils who are struggling with reading and accelerate learning to narrow the attainment gap

### EYFS

Phonics	Whole class reading	Class read	Guided Reading
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.	To supplement the guided reading in EYFS, 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.	15 minutes per day: Mapped class read entitlement shared with children daily.	30 minutes day: Pitched reading sessions tailored to the children's needs focusing on verbal response and discussion linked to a book banded text.

### Year 1 Methods of Delivery

Phonics	Class read	Guided Reading
60 minutes per day: set 1 to set 3 with additional pre and post teaching opportunities provided to targeted children/groups as appropriate.	15 minutes per day: Mapped class read entitlement shared with children daily.	30 minutes day: Pitched reading sessions tailored to the children's needs focusing on verbal response and discussion linked to a book banded text.

### Year 2 Methods of Delivery

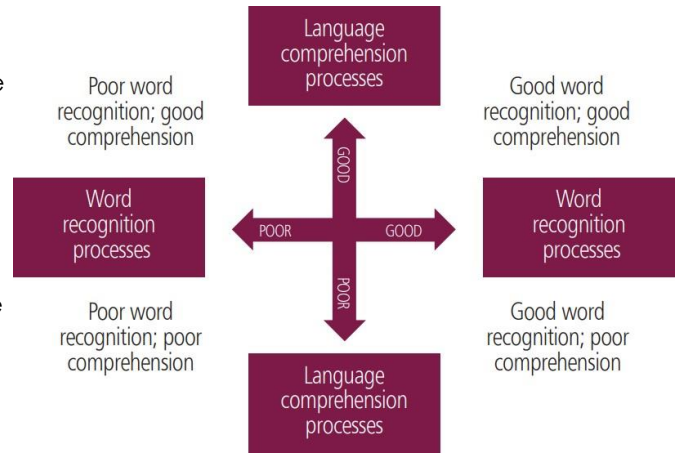
Phonics and Fluency	Guided Reading/ Whole class reading	Class read	Independent Reading
60 minutes per day: Set 1 to set 3 with additional pre and post teaching opportunities provided to targeted children/groups as appropriate for those children who still require this. Speed reading and sight vocabulary.	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.	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.	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 – 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 ensure children receive exactly what they need, phonics is streamed from Reception to Year 3.



**Suggested sequence for Phonics**

Nursery:	
Autumn one – Summer one	Summer two
Phase 1 – focus on children hearing sounds around them.	Introduce children to Fred. RWI lesson structure and terms. Begin teaching children Set 1 to familiarise children with lesson structure etc before entering into reception.

Reception					
Autumn one	Autumn two	Spring one	Spring Two	Summer One	Summer Two
<p><b>Baseline:</b> <b>Phonics assess first two weeks and group.</b></p> <p><b>Set 1</b> Begin teaching set 1 sounds until they are secure on recognising and writing each sound.</p>	<p><b>Set 1</b></p> <p>Re-cap over set 1 sounds.</p> <p>This time focus on oral blending using sounds already taught.</p> <p>Can the children use their knowledge of the sounds to hear each word orally segmented by the adult?</p> <p><b>Assess children at the end of the half term and re-group.</b></p>	<p><b>Set 1</b></p> <p>Re-cap over set 1 sounds- introduce idea of Fred talk teach skill and practise blending and segmenting of words using the familiar sounds.</p>	<p><b>Set 2</b></p> <p>Begin teaching set 2 sounds.</p> <p>Re-cap Fred talk teach skill and practise blending and segmenting</p> <p><b>Assess children at the end of the half term and re-group.</b></p>	<p><b>Set 2</b></p> <p>Consolidate set 2 sounds.</p>	<p><b>Assess to plug gaps during summer two.</b></p> <p>Fill gaps in set 1 and 2.</p> <p>Children should be secure in knowing these sounds and using fred talk to blend.</p> <p><b>Assess children at the end of the half term using practise phonics screening to start targeting ready at beginning of Year 1.</b></p>

Year One					
Autumn one	Autumn two	Spring one	Spring Two	Summer One	Summer Two
<p><b>Phonics assess first two weeks and group.</b></p> <p>Re-cap set 2</p> <p>Re-cap Fred talk teach skill and practise blending and segmenting</p>	<p><b>Consolidate set 2</b></p> <p><b>Assess children at the end of the half term and re-group.</b></p>	<p><b>Begin set 3</b></p> <p>Re-cap Fred talk teach skill and practise blending and segmenting.</p> <p>Introduce idea of Fred in your head – when reading a word do you always need to segment out loud first?</p>	<p><b>Consolidate set 3</b></p> <p>By the end of Spring 2 children should be secure in knowing all sounds.</p> <p><b>Assess children at the end of the half term and re-group.</b></p>	<p>Teach gaps in phonics knowledge so children are secure up to <b>end of set 3.</b></p> <p>Focus on introducing a mixture of nonsense words when re-capping sounds to familiarise children with format.</p>	<p>Re-cap any tricky sounds.</p> <p>Assessment technique:</p> <ul style="list-style-type: none"> <li>- Nonsense words</li> <li>- Identifying special friends</li> </ul>

Year Two – Begin phase six no nonsense spelling

### 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-choard, 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:





## Access IT

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.

## Wheelers

Wheelers provide extensive breadth to the library offer in the form of a digital library that children can 'check out' books from and reserve books for future reading. Wheelers provide access to a world of books, to be read and listened to online. The library integrates fully with Access It so children access the Wheelers Catalogue from within the Access It App.



## Accelerate 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 the optimum difficult to ensure development of reading skills.

We have chosen to use Accelerate Reader to enable powerful practice by:

- 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*

[Click here to see our bespoke OAC reading comprehension process](#)

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).

### **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

Core Concepts	Progression Point 1 Year 1	Progression Point 1 Year 2	Progression Point 3 LKS2	Progression Point 4 UKS2
Concepts about print, text structure, layout and organisation.	<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.</li> <li>○ 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.</li> <li>○ 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.</li> <li>○ 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> <li>○ Can identify the effect of a text on themselves as a reader, with some explicit explanation as to how that effect has been created.</li> </ul>

Phonological awareness, word-analysis and sight vocabulary

<ul style="list-style-type: none"> <li>○ Becomes secure in the skills of segmenting and blending left-to-right across words.</li> <li>○ Reads on-sight common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.</li> <li>○ Checks and confirms application of phonic knowledge with information from language and semantics.</li> <li>○ Self-monitors as they read, checking for sense and accuracy and self-correcting when reading does not make sense.</li> <li>○ Re-reads and repeats words, phrases and sentences to check, confirm or modify their own reading. Makes multiple attempts if necessary.</li> <li>○ Recognises common inflections and can take words apart in a variety of ways.</li> <li>○ Tracks visually increased lines of print without finger pointing.</li> <li>○ Reads words automatically with contractions.</li> <li>○ Re-read their books to support automatic word reading of HFW, CEW and move from overt to covert sounding and blending when needed.</li> <li>○ Knows that sounding and blending is a step towards automaticity.</li> </ul>	<ul style="list-style-type: none"> <li>○ 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.</li> <li>○ Has developed orthographic approaches to reading words with growing independence.</li> <li>○ Makes word collections including personal reading and writing vocabularies.</li> <li>○ Uses self-monitoring and self-help strategies when exploring the relationship between reading and writing. Understands the explicit interdependent nature of reading and writing.</li> <li>○ 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.</li> <li>○ Confidently attends to a greater range of punctuation and text layout.</li> <li>○ Attempts an increasing amount of more complex words using syllabification and morpho-phonemic knowledge.</li> <li>○ Reads most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered.</li> </ul>	<ul style="list-style-type: none"> <li>○ Solves most unfamiliar words on-the-run with consistent left-to-right analysis.</li> <li>○ Integrates cue sources from print, semantics and language to check and modify reading.</li> <li>○ Reads silently at a more rapid pace, taking note of punctuation and using it to keep track of longer sentences.</li> <li>○ Notices taught and untaught spelling patterns, relates these patterns to known words to extend their reading and writing vocabularies.</li> <li>○ Is aware of morphology and can use this to support efficient and accurate decoding and spelling.</li> <li>○ 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.</li> </ul>	<ul style="list-style-type: none"> <li>○ Confidently breaks up words in a variety of ways that support decoding unknown vocabulary without impeding fluency.</li> <li>○ Self-corrects spontaneously.</li> <li>○ 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.</li> </ul>
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Phrased and fluent reading

<ul style="list-style-type: none"> <li>• On familiar and easy reading:             <ul style="list-style-type: none"> <li>○ reads at a conversational pace, grouping words together in phrases</li> <li>○ reads smoothly and fluently with intonation and expects their reading to sound good.</li> <li>○ takes note of punctuation to support grammar and oral language rhythms.</li> </ul> </li> <li>• On familiar and new and novel text:             <ul style="list-style-type: none"> <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> </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 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>
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Personal reading journey – fostering a literate identity.

<ul style="list-style-type: none"> <li>○ Engages with a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently.</li> <li>○ Links what they read or hear read to them with their prior knowledge to support listening comprehension.</li> <li>○ Is very familiar with key literature at this level, traditional tales and selected poems, retelling in sequence.</li> <li>○ Joins in with predictable and repetitive refrains appreciating rhythm, rhyme and poetic language.</li> <li>○ Can recite 6 core poems by heart.</li> </ul>	<ul style="list-style-type: none"> <li>○ 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.</li> <li>○ Recognises recurring literary language in stories and poetry</li> <li>○ discussing and collecting their favourite lines.</li> <li>○ being introduced to non-fiction books that are structured in different ways</li> <li>○ 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.</li> <li>○ Participates in text discussion by asking and answering questions, taking turns and listening to what others say.</li> <li>○ Can explain their own reader interpretation of stories, poems and wider reading material, and begins to be challenged in their thinking.</li> </ul>	<ul style="list-style-type: none"> <li>○ Has familiarity with a much wider range of story, including myths and legends, demonstrating their understanding through discussion and writing.</li> <li>○ Continues to build a repertoire of known poems for recital and performance.</li> <li>○ Performs play scripts out loud demonstrating understanding through drama and tone of voice.</li> <li>○ Comments on how organisational structures and language, including figurative language supports deeper meaning.</li> <li>○ Expresses their own views, explaining and justifying personal opinions and courteously challenging their peers whose opinions differ from their own.</li> <li>○ Continues to discuss words and phrases that capture their interest and imagination including literacy and figurative language, simile and metaphor.</li> <li>○ Is self-motivated, confident and widening their own reading experience at school and at home. Particular Interests are pursued.</li> <li>○ Can tackle more demanding texts and copes well with the demands of the wider reading curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>○ Is developing critical awareness as a reader by analysing how language, form and structure are used by writers for meaning and effect.</li> <li>○ Appreciates how text features and devices impact on meaning, enjoyment and emotional satisfaction.</li> <li>○ 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.</li> <li>○ Extends their understanding of ambiguity, irony and writer's view and compares writers' ideas, perspectives and styles.</li> <li>○ Recommends books to their teachers and peers, giving reasons for their recommendations including preferred themes, genres, authors and writers' conventions.</li> <li>○ Performs a wide range of known poems by heart. Learning a wider range of poetry by heart.</li> </ul>
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## Progression Points against the Core Concepts of VIPERS

Core Concepts	Progression Point 1 Year 1	Progression Point 1 Year 2	Progression Point 3 LKS2	Progression Point 4 UKS2
Vocabulary	<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> </ul> <p>Deepens their understanding of the meaning of these words by:</p> <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>	<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> </ul> <p>Deepens their understanding of the meaning of these words by:</p> <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> <ul style="list-style-type: none"> <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> </ul> <p>Deepens their understanding of the meaning of these words by:</p> <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</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> </ul> <ul style="list-style-type: none"> <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>	<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> </ul> <p>Deepens their understanding of the meaning of these words by:</p> <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>

Inference

<ul style="list-style-type: none"> <li>• Uses prior knowledge to make simple inferences.</li> <li>• Links what is being read to other texts, films and stories like this.</li> <li>• Links what is being read to their own knowledge and understanding of the world.</li> <li>• Responds to simple questions referring to authorial intent.</li> </ul>	<ul style="list-style-type: none"> <li>• Uses prior knowledge to make simple inferences.</li> <li>• Links what is being read to other texts, films and stories like this.</li> <li>• Links what is being read to their own knowledge and understanding of the world.</li> <li>• Responds to simple questions referring to authorial intent.</li> <li>• Locates and understands single words and phrases that the author uses to stimulate inferential thinking.</li> </ul>	<ul style="list-style-type: none"> <li>• Uses prior knowledge to make inferences from more complex and demanding texts including poetry, extracts and short stories.</li> <li>• Links what is being read to other texts, films and stories like this.</li> <li>• Links what is being read to their own knowledge and understanding of the world.</li> <li>• Responds to simple questions referring to authorial intent.</li> <li>• Locates and understands single words and phrases that the author uses to stimulate inferential thinking.</li> <li>• 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.</li> <li>• In picture books uses the interplay between text and picture to deepen their own reading for meaning.</li> <li>• Deducts inferred meanings using evidence from the text.</li> <li>• Responds to inferential questions posed by the teacher and comprehension tasks drawing on authorial intent.</li> </ul>	<ul style="list-style-type: none"> <li>• Uses prior knowledge to make inferences from more demanding texts including poetry, text extracts and short stories.</li> <li>• Links what is being read to other texts, films and stories like this.</li> <li>• Links what is being read to their own knowledge and understanding of the world.</li> <li>• Responds to simple questions referring to authorial intent.</li> <li>• Locates and understands single words and phrases that the author uses to stimulate inferential thinking.</li> <li>• 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.</li> <li>• 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.</li> <li>• Deducts inferred meanings using evidence from the text.</li> <li>• Responds to inferential questions posed by the teacher and comprehension tasks drawing on authorial intent.</li> </ul>
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Prediction

<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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Explaining

- Explains clearly their understanding of what is read to them.
- Can reflect on their reading and respond personally to what they have read, making links to prior knowledge, significant experiences and popular culture.
- Begins to evaluate the books they meet, expressing likes and dislikes with reasons for their views.
- Responds to illustrations, character and narratives and begins to use character traits to explain what might be happening and why.

- Explains clearly their understanding of what is read to them.
- Can reflect on their reading and respond personally to what they have read, making links to prior knowledge, significant experiences and popular culture.
- Begins to evaluate the books they meet, expressing likes and dislikes with reasons for their views.
- Responds to illustrations, character and narratives and begins to use character traits to explain what might be happening and why.

- Moves confidently between familiar and unfamiliar texts in their reading choices, linking new texts to others read, and to personal experiences.
- Is confident to express opinions including likes, dislikes and challenges, as well as responding to the questions and listening to the views of others.
- Information books and materials for straightforward reference purposes are used confidently, but sometimes needs help with unfamiliar material.
- A growing understanding of poetry, stories and texts is demonstrated through explanation and discussion and writing.
- Can reflect on reading and often uses reading in their own learning.
- Is receptive to the views of others and engages in discussions about texts and their impact

- Has developed strong reading preferences and shows interest in new authors and genres.
- Discusses and evaluates how authors use language, including figurative language, considering the impact on the reader.
- Distinguish between statements of fact and opinion.
- Provides reasoned justifications for their views.
- Identifies how language, structure and presentation contribute to meaning.
- Ask questions to enhance their understanding of the text and are able to make comparisons within and across different texts.
- Are more able to appreciate nuances and subtleties in text and explain these to a wider audience.

Retrieval

- Identify and explain key aspects of fiction and non-fiction.
- Find literal (on the lines) information from text or where it is clearly evident in illustrations.

- Identify and explain key aspects of fiction and non-fiction.
- Find literal (on the lines) information from text or where it is clearly evident in illustrations.
- Identifies key words in questions posed by teacher or comprehension tasks to retrieve accurate information from 'the lines' without drawing upon unnecessary information.

- Can re-read the questions, selecting potential 'key words' to consider.
- Explains what information is unnecessary to provide the answer.
- Scan the text for key words or concepts and underlines them.
- Uses sub-headings or diagrams if necessary, to find and retrieve information more quickly.
- Read around the lines of text to help understand their context.
- Finds the specific information needed within sections of text and highlights this to support skimming, scanning and retrieval of specific information.
- Checks that the information in their answers matches what is being asked by the question

- Reads rapidly to gain a general overview of the text.
- Reads rapidly to identify specific facts and key words.
- Skims and scans together to quickly identify relevant information required to respond to questions posed by their teacher and comprehension tasks.
- 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.
- Records and present information from non-fiction/

## Summarising and Sequencing

- Can summarise and sequence key events in order in known books.
- Creates story maps with increasing detail and uses these to retell known stories
- 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

- Can summarise and sequence key events in order in known books including short novels with paragraphs.
- Creates story maps with increasing detail including narration, speech bubbles, thought bubbles and inferential thinking. Uses these to retell known stories

- Can summarise and sequence key events in order in known books including short novels with paragraphs
- Can summarise the main ideas drawn from more than one paragraph from a wide range of text and text types.
- 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.
- Uses drama techniques including freeze frame and role on the wall to summarise a key event and character traits.

- Can summarise the main ideas drawn from more than one paragraph from a wide range of text and text types.
- Quickly gives the main ideas from a range of more challenging non-fiction including reports, newspapers and journals.
- Identifies key details that support the main ideas including language for sequencing, language from the text, character, place and time
- Uses drama techniques including freeze frame and role on the wall to summarise a key event and character traits that change over time.